

**DEPARTMENT OF HISTORY
COURSE DESCRIPTIONS
SPRING 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 (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*

See LOCUS for days & times

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*

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.

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.

UPDATED: 9 NOVEMBER 2015

History 102-01W*Dr. Suszko****The Evolution of Western Ideas and Institutions since the Seventeenth Century***

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. **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**Dr. Suszko*

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. **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 102-102 *The Evolution of Western Ideas and Institutions since the Seventeenth Century* *Dr. Dennis*

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.

UPDATED: 9 NOVEMBER 2015

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 *American Pluralism*

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.

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.

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 203-01W *American Pluralism*

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.

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. **History 203-01W is 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 203-02W *American Pluralism*

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.

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. **History 203-02W is 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.

UPDATED: 9 NOVEMBER 2015³

History 204 ***Global History Since 1500 (INTS 104)***

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 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)**

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 208-01W **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.

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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. **History 211-01W is writing intensive.**

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.

History 213 *Introduction to African History*

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 surveys the history of Africa from dynastic Egypt to post-colonialism. The primary focus of this class is to examine the interactions African peoples had with non-Africans from the 15th century to the present.

Outcomes: Engage in critical thinking skills and disposition. Engage communication skills and sensitivities. Possess a heightened understanding of diversity in the world.

NOTE: The following upper level courses do not count for historical knowledge 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.)

UPDATED: 9 NOVEMBER 2015⁶

History 291-01W ***Historical Methods (Major requirement)*** **Dr. Suszko**
TH 6:00-8:30 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. Pincince**
T 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.

PRE-1700 EUROPEAN HISTORY

History 300B-001 ***Pre-Modern City: Rome, 1450-1750*** **Fr. McManamon**
MWF 10:25-11:15 AM

St. Peter's, the Vatican, the Quirinal Palace, Obelisks, Piazza Navona, the Spanish Steps: that superb cluster of urban monuments and spaces that we today associate with the city of Rome were the products of the first major experiment in Western urban planning orchestrated by the popes. And long before university students cheered the arrival of the Google Earthmobile to take local building photos, artists like Tempesta and Falda and Nolli executed detailed maps illustrating papal plans for the renaissance of Rome. Using period maps and plans as primary sources, the course will provide a Roman laboratory in which students may sample the wonders of urban history, the declared research strength of Loyola's History Department. Particular attention will be devoted to the question whether social justice was a demonstrable priority in that planning.

History 300B-002 ***Barbarians and the Fall of the Roman Empire*** **Dr. Dossey**
MWF 11:30 AM – 12:20 PM

This course examines the interaction between Romans and the so-called "barbarians" such as the Goths, Huns, and Arabs from the 2nd to the 6th centuries CE. We will be addressing issues such as: the late Roman military – whether the enemies were getting stronger or the Roman military weaker; the "movement of peoples" - whether large-scale migrations really occurred; the ethnic identity of peoples like the Goths or Huns – were they Roman constructs or did they have some basis in reality (as assessed by archaeology and scientific evidence such as the isotopic analysis of bones); the incorporation of immigrants - both how well the Romans integrated them and how modern attitudes toward immigration have influenced the scholarship on ancient "barbarians." Readings will be a mix of recent secondary scholarship and primary sources. In addition to a midterm and final exam, students will be a writing a medium length (10-12 page) research paper based on primary sources.

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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 300B-003

Witchcraft
M 7:00-9:30 PM

Ms. Manning

This is a course about the history of witchcraft – the values, assumptions, and attitudes that have generated beliefs about witches and the supernatural, both in earlier times and in the present day. This is also a course about witchcraft as a crime, specifically, the witch craze of the 16th and 17th centuries. We will discuss these persecutions as episodes in the history of women in European societies, and in relation to religious and legal developments during the early modern period.

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 310-001

The Early Middle Ages, 600-1150
MWF 1:40-2:30 PM

Dr. Greene

This course examines European society and culture in the early Middle Ages.

Outcome: Students will demonstrate an understanding of reasons behind the transformation of classical civilization; the so-called fall of Rome and the barbarian invasions; early Germanic kingdoms; Charlemagne and Carolingian Europe; the Vikings; and church and society in the eleventh century.

History 329-001

England to 1485 (MSTU)
TH 4:15-6:45 PM

Dr. Gross-Diaz

As an amalgamation of Anglo-Saxon and Norman-French culture, and closely connected to the Continent, England offers fascinating and unique contributions to Medieval culture. Political and constitutional history will of course be thoroughly covered, but the emphasis in this course will be on England's cultural history as manifested through written documents of all sorts, material and archeological remains, art and music. The course will proceed through a combination of lecture and class discussion of primary sources. There will be short papers based on primary source evidence.

Outcome: Students will understand that English culture is an amalgamation of Anglo-Saxon and Norman-French culture, with influences from the Celtic and the Latin culture of Roman Catholicism; and will gain skill in the analysis of primary sources.

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History 340-01W

Russia pre-1917: Empire Building

TTH 1:00-2:15 PM

Dr. Khodarkovsky

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.

POST-1700 EUROPEAN HISTORY

History 300C-001

Food, Hunger, and Power in the 19th & 20th Centuries

TTH 2:30-3:45 PM

Dr. Weinreb

This course examines the ways in which modern history has been shaped by concerns with and conflicts over food. This course will address the role that food has played in major historical topics of the past two centuries including imperialism, genocide, and war, as well as addressing the history of contemporary American food policies. Lectures will focus on Germany, Italy, India, Ireland, the Soviet Union, and the United States.

History 300C-02W

European Society and Cinema

TH 4:15-6:45 PM

Dr. Ghazzal

This seminar examines European society and culture since World War II, with a particular emphasis on cinema. The defeat of fascism in Italy has given the opportunity to experiment with new cinematic forms, beginning with Italian Neorealism and the French New Wave, which had a longstanding effect on artistic expression in Europe and elsewhere. Those movements are not only the works of individual artists, as they have transcended the author-subject into the collective and political. In this regard, we will examine the works of pioneering filmmakers like Rossellini, Visconti, Antonioni, Godard, Rohmer, Wenders, and Bergman. Each week will be devoted to a single work and to the analysis of film in relation to society.

History 327-001

Contemporary Europe: 1945-Present

TTH 1:00-2:15 PM

Dr. Cardoza

This course examines the postwar world, the movement toward European integration; the tensions between East and West; problems and proposed solutions in contemporary Europe, as well as responses to these issues made by intellectual and cultural leaders of the modern age.

Outcome: Students will understand the process of European integration, including the effects of the Cold War on Europe, the challenges of the re-unification of Germany, the integration of ten Central European nations into the European Union, and cultural reactions to these developments.

UPDATED: 9⁹ NOVEMBER 2015

History 333-201**Ireland: Colony to Nation State**
W 7:00-9:30 PM**Dr. Wilson**

This course, while briefly covering Irish history up to the eighteenth century, will focus on Irish political history and Anglo-Irish relations from 1801 up to and including the current peace process in Northern Ireland. Attention will be given to religious conflict, the development of revolutionary and constitutional Irish nationalism, the changing nature of Anglo-Irish relations, and the special problems of Ulster. There will also be particular attention given to centenary commemorations of the 1916 Easter Rising and Battle of the Somme.

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.

History 336-001***Germany in the 20th Century***
MWF 10:25-11:15 AM**Dr. Dennis**

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 Döblin, 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 340-01W***Russia pre-1917: Empire Building***
TTH 1:00-2:15 PM**Dr. Khodarkovsky**

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***
TTH 10:00-11:15 AM**Dr. Suszko**

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.

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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 300D-003 American Law & Public Policy History Dr. Shermer
MWF 9:20-10:10 AM

This course broadly explores the making of American law and public policy since the Civil War. Students will investigate efforts to obtain social and economic justice, maintain both law and order, and create meaningful change in both state ways and folk ways.

Outcomes include a deeper understanding of how laws have been passed and public policy has been crafted. Students will also come to understand how laws and policies have been implemented, continued, reformed, and, in some cases, repealed over time.

History 300D-01W Italian Americans in Chicago Dr. Candeloro
M 4:15-6:45 pm

This course offers an in-depth look at one of Chicago's important ethnic groups. Class presentations, readings and student projects will focus on the trends and personalities in the immigration process, neighborhood history, social mobility, the labor movement, politics, business, organized crime, the impact of Fascism and World War II, and the post World War II migration of Italians to Chicago. Dominic Candeloro, Curator of the Library at Casa Italia, and a former president of the American Italian Historical Association will conduct the course, using a number of guest speakers from the fields of sociology, literature and political science. In addition to mastering the course material in class sessions and the readings, students will do a hands-on written or media project derived from primary sources.

Course Objectives:

· Provide an informed understanding of the basic chronology of the course topic.

Examine the role of Italians in the history of Chicago and the US and in relationship with other ethnic groups of the nation.

· Explore topics of special interest through individual projects

· Develop critical skills in analysis of a book on some aspect of the course topic

· Gain an understanding of the old and new immigration process, stereotyping, ethnic succession, social mobility, and neighborhood patterning related to the course topic.

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· Understanding the various biographical, social, political, cultural, and economic approaches to the history of the course topic.

Learning Outcomes

Students will be conversant with the factual information regarding the chronology, the individual personalities, groups, and the major social-economic forces regarding the history of Italian Americans in Chicago.

Students will be able to critically assess the strengths and weaknesses at least one written work on the course topic.

Students will be able to write, discuss and create presentations concerning a subtopic of particular interest to them related to their personal experience or career ambitions.

Students will do primary research using Oral History Techniques and Newspaper Archives

Students will be able to see themselves, their families and local institutions as a part of history.

History 300D-02W

Dr. Roberts

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 and 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.

The course is capped at 12 students. Students are required to complete both the fall and spring courses **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.**

This course is restricted to 2015-2016 Ramonat Scholars. Registration is by department consent only.

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History 376A-001

History of the American Indian
TTH 2:30-3:45 PM

Dr. Karamanski

This course is a survey of the history of American Indians, including the variety of Pre-Columbian societies, the encounter between Indians and European settlers, the impact of Eurasian diseases, American Indians' fight to avoid removal from their homelands, and the resurgence of Indians as sovereign peoples.

Outcome: The student is to emerge from the course with an enhanced ability to appreciate the unique cultures and experiences of American Indians; appreciate the many and important ways in which Indian peoples have changed and adapted over time; and understand the religious, racial, and cultural values that motivated European-American policies toward American Indians.

History 385-001

The History of Chicago
M 2:45-5:15 PM

Dr. Gilfoyle

The United States was born in the country and moved to the city. This course examines the transformation of the United States through the prism of metropolitan Chicago. Between 1600 and 2016, the region now called Chicago evolved from an area filled with Native American settlements to one of the three largest urban metropolitan regions on the North American continent. This course examines that evolution by focusing on major themes in American urban history related to Chicago: the interaction of private commerce with cultural change; the rise of distinctive working and middle classes; the creation and segregation of public and private spaces; the formation of new and distinctive urban subcultures organized by gender, work, race, religion, ethnicity, and sexuality; problems of health and housing resulting from congestion; and the building of the physical city. Students will be able to demonstrate historical knowledge of Chicago's history, improve their writing ability, and develop critical thinking and communication skills.

History 394-01W

History of Sexuality in U.S.
MWF 1:40-2:30 PM

Dr. Lapsley

This course focuses on the turbulent years from 1960 to 1974 in American history, a period of active social movements and foreign wars. History 394-01W is writing intensive.

Outcome: Students will be able to demonstrate historical knowledge of American social, political, gender, and cultural change during the 1960s, to draw links between popular mobilizations, countercultures, and social change, and to develop critical thinking and communication skills.

NON-WESTERN HISTORY

History 296-200

Women in East Asia
M 1:40-4:10 pm (WTC)

Dr. Valussi

In this course, we will discuss gender images and roles in East Asian societies from a historical perspective. China, Japan and Korea all have very traditional Confucian understandings of gender within society and family. We will focus on how gender roles have formed within each traditional society, as well as how these roles were challenged by contact with the Western world. Moving towards the modern era, and towards more extensive contact with Western ideologies and practices, we will discuss how Marxism, feminism and globalization differently affected the power relations between genders within each country, and find out if responses to this encounter in the three countries were different. We will also tackle the question of how economic development and modernization have modified the traditional roles of men and women, and how these shifts are portrayed in popular culture. All of these questions will be discussed in class, bringing historical and contemporary examples to bear.

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Outcome: Students will gain familiarity with a non-Western society's traditional approach to issues of women and gender and the effects that contact with Western cultures had on that traditional approach. They will gain a sense of history as a laboratory for encountering the Other.

History 300E-02W

Women in Islamic History
TTH 11:30 AM-12:45 PM

Dr. Searcy

The primary purpose of this course is to examine the role of women in Islamic history, from the earliest Islamic period, i.e. 7th century Arabia to the present. The course will focus on Africa and the Middle East, however predominately Muslim regions such as Malaysia and Indonesia will also figure into the course narrative. The course seeks to offer insight into how Muslim and empower themselves and into the constantly changing gender boundaries. The course will use both primary and secondary source material in order to explore these topics.

History 300E-02W 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 343-01W

Modern South Asia
TH 2:30-5:00 PM

Dr. Pincince

This course will examine the modern history of South Asia. It will explore the history of South Asia with a thematic and chronological approach. Important subjects to be examined include: early modern state formation, colonial forms of knowledge, religious identity, gender and class relations, and the political economy in the early modern and colonial state.

History 343-01W is writing intensive.

Learning Objectives: Students will enhance their written and oral communication skills; improve their critical thinking skills and improve their ability to engage in historical analysis.

History 344-01W

Early Modern China: 1550-1800 (INTS, ASIA)
MWF 11:30 AM-12:20 PM

Dr. Allee

Early modern Chinese society, economy, and the state from *ca.* 1550 to 1800, which marked the culmination of the development of the centralized, bureaucratic, imperial state and exhibited significant innovations in economic structure and activity. Under the pressure of unprecedented demographic growth, the society began to experience many of the problems that continue. The course will also address China's failure to build on its earlier economic and technological successes by exploring intellectual life and its relation to scientific and technological innovation.

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> 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.

NEWBERRY UNDERGRADUATE SEMINAR

INDS 380-096

“Break the Chains: Revolt, Rebellion, and Resistance in the World of Atlantic Slavery”

This interdisciplinary non-writing intensive seminar will be taught by Loyola professors John Donoghue and Jeffrey Glover. This six-credit course is a unique opportunity to spend time in the Newberry’s archival collection working towards completion of a substantial research paper. Only five Loyola students will be permitted, on the basis of GPA and other criteria, to register for this course. The course will be taught at the Newberry Library.

Students may earn a total of six-credit hours for this course. Three credit-hours may be applied to the historical methods requirement for history majors; three credit hours may be applied to the advanced-level U.S. elective requirement or the advanced-level elective requirement for the major. This course may be applied to history honors program requirements.

Interested students can find out more about the program and how to apply here: <http://www.luc.edu/cas/nlus.shtml>

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