

Department of History
Undergraduate Course Descriptions
Spring Semester 2010

Sections of HIS 1040 (section 001) and HIS 1050 (sections 001 through 011) are restricted to full-time A&S students.

***For more specific descriptions of each section of HIS 1040 and HIS 1050, please see our specialized subcatalog of "Themes" courses.*

HIS 1040-001 Themes in Pre-modern World History
CRN 33654 MWF 11:30 am -12:20 pm Dr. Winer

General Description of HIS 1040:

An exploration of significant historical themes in the development of several world civilizations up to the 18th century. The course will examine points of contact among these classical civilizations and investigate the dynamics of cultural interaction in the pre-modern world. Through the analysis of primary historical sources, both literary and visual, the course will look at the multi-faceted ways these world cultures expressed themselves through art, literature, architecture, and socio-political institutions. The latter may include a broad spectrum of social formations, from family and marriage to urbanization, class structure, and state formation.

HIS 1050-001 thru 102 Themes in Modern World History

**Several sections of HIS 1050 being offered. See Novasis for days and times. CRNs run from 33655 through 33668.*

General Description of HIS 1050:

This course introduces students to some of the major historical moments and themes in the political, economic, and cultural transformation of diverse nations and regions of the world during the past several centuries.

Rather than seeking to be a comprehensive world history or western history course, the course adopts a topical and interpretive approach. Recent centuries have witnessed extraordinary historical change and conflict. Agricultural, peasant-based economies became capitalist, industrial and post-industrial economic systems. Political movements arose to challenge kings or despots, or to seek ways to include or mobilize the common people in politics. Intellectual revolutions transformed the ways people understood the natural world, human society, and the individual. Groups searching for a national identity gave rise to nationalist movements and conflicts. War, imperialism, colonialism and decolonization have altered the balance of power and global politics. Modern urban society, mass culture, changes in gender roles and attitudes redefined the relationship between individuals and their society. Recognizing that no course can adequately cover such a broad field, this course selects some of these major themes for in-depth and cross-cultural examination. Its goal is to provide students with a historical context as they explore the origins and implications of the changes that have come to characterize the "modern" world.

WE HIS 2000-001
CRN 33672

Investigating U.S. History
MWF 10:30-11:20 am

Dr. Little

This course examines the development of the United States from the Old World and colonization through the Civil War and Reconstruction by focusing on several of the central questions in American historiography. As we investigate the origins and development of various concepts, themes, and issues that Americans faced, we will study how historians do history. We will analyze the evolution of the nation's cultural, political, and economic institutions and attitudes and the interaction between the various people who live and work in American society. We will also determine how international events and issues influenced American policy and the relationship between foreign and domestic affairs.

WE HIS 2001-001
CRN 33673

Investigating U.S. History I I
MWF 11:30 am -12:20 pm

Fr. Ryan

This is a survey of American history from the end of Reconstruction to the present. We will consider Americans(changing relationship with their national government and study how different groups adjusted to the transformation of America from an isolated rural, agricultural society to an urban, industrial superpower. In the process we will take a fresh look at such familiar turning points in American history as the Spanish-American War, the Great Depression, World War II, the Civil Rights movement and the Vietnam War. Throughout the course our emphasis will be on using the tools and methods of historians to investigate specific historical problems. In addition to exams there will be several short writing assignments based on primary sources.

WE HIS 2161-100 Revolutionary and Federalist America
CRN 33674

MW 6:00-7:15 pm

Dr. Kerrison

The Peace of Paris in 1763 concluded a titanic struggle between Great Britain and France, from which Britain emerged with an empire enlarged by the additions of India and Canada. The colonists of British North America shared in the euphoria of this victory. But no sooner was the peace arranged, than problems began. This course delves into the many facets of the American uprising, beginning with the colonial background and tracing the path to revolution and nationhood. We will hear the voices of political theorists, legislators, soldiers, and Founding Fathers. But this course focuses more on ordinary Americans, like the shoemaker who swore he tossed tea into Boston Harbor alongside John Hancock, and the slave who cited George Washington as the inspiration for his bid for freedom. Our studies will also include women, Indians, and free and enslaved blacks who will inform our understanding of this formative period of American history.

The themes that arise in this course continue to reverberate in our

civic life today, making our study of this period all the more imperative. Through our discussions of primary sources, monographs, images and films, the class will debate whether the Revolution was a movement of the people or of elites, and how Americans today claim its legacy. A short response paper on each of the two monographs, and a four-page and six-page paper [all based on class readings]; and mid-term and final exam will be required.

Required Reading

Cynthia A. Kierner, *Revolutionary America, 1750-1815* [document collection]

Ray Raphael, *A People's History of the American Revolution*

Alfred F. Young, *The Shoemaker and the Tea Party*

Douglas R. Egerton, *Gabriel's Rebellion*

DIV1 ***WE*** HIS 2181-001 American Civil War and Reconstruction
CRN 33675 MW 4:30-5:45 pm Dr. Giesberg

This course will be a study of the U.S. Civil War and Reconstruction. While we will study the conflict between North and South from a variety of perspectives – political, social, military, and cultural – special attention will be paid to the transformation of race and class relations in the second half of the nineteenth century. In addition, we shall consider how this conflict coincides with broad global changes in ideas about nations and nationalism.

PJ HIS 2272-001 History of American Capitalism 1765-present
CRN 33676 TR 1:00-2:15 pm Dr. McCarraher

Publisher Henry Luce declared shortly before the Stock Market Crash of 1929 that "Business is, essentially, our civilization." In this course we will consider Luce's contention that American civilization was largely defined, at home and abroad, by the success of its businesses. And we will examine American capitalism's failures – the violence of industrial life, capital-labor conflict, and what Daniel Bell called its "cultural contradictions." In

exploring American economic growth and its impact on American social, cultural and political life, we will start by looking at the evolution of the colonial economy, move to the "market revolution" of the early 1800s, consider the economic dimensions of the civil war, and then begin focusing on the modern period, roughly 1880 to the present. Topics include American industrialization, the rise of the corporation, political debates over corporate power during the Progressive and New Deal eras, Keynesian theory, the military-industrial complex, labor relations, the economic history of American women, agricultural capitalism, the business of sports, and the globalization of American capitalism. We will take a multi-disciplinary approach to investigating American economic history by using primary source documents, cultural history, policy studies, and economic theory. The course emphasizes group discussion of primary documents, which requires active participation on the part of all students.

HIS 2274-001 History of American Medicine
CRN 33677 MWF 10:30-11:20 am Fr. Ryan

During the second half of the twentieth century, the progress of scientific medicine provides Americans with unprecedented opportunities for the healing of illness. However, medical progress has also resulted in the creation of a complex medical system. The proficiency offered by science has given the medical profession the authority to shape the development of institutions, such as hospitals, that deliver health care to the public. Yet, the cost of medical care has transformed such institutions from charities to competitive corporations. Today, the public still faces the problem of sufficient access to health care and how to pay for it. Finally, new therapeutic alternatives raise social and moral dilemmas for patients and society.

This survey course examines the growth of American Medicine as a result of the intersection of science and society. It explores the progress of American medicine from its roots in the seventeenth century to the present day. The course will also examine how science influenced the growth of medicine as an organized profession. How science shaped and reshaped

social institutions that provide health care represents another topic of the course. The growth of specialization will also enter into consideration. The course will reveal how today as in the past, physicians and the public continue to struggle with the dilemmas presented by health care. The course will require a midterm, a final exam, and a ten-page paper.

DIVI HIS 2278-100 Top: Native American History
CRN 33678 T 6:10-8:50 pm Dr. Casino

This course will fill the need in the university for a forum in which Native American cultures may be studied from a historical perspective, as well as attempting a balanced objective appraisal of the causes, nature, and consequences of the interaction between Native Americans and Euro-Americans. We will strive to appreciate, through lectures, discussions, readings, and films, the richness, complexity, and diversity of American Indian life throughout the many thousands of years of their sojourn in the Americas which is generally unknown or ignored by most non-Indians.

Our focus will be on North America generally, and the area of the United States in particular. Occasionally, for the purposes of comparison, reference will be made to the Native Americans of Central America and South America. The controversies over the prehistoric origins of the Native Americans will be discussed. The course will proceed along three points of reference: the Indians' world-views and life-styles; Euro-American stereotypes of the Indian; and the historical interactions of the various cultures.

Hopefully, the historical case studies which will be the main focus of our discussions will serve to broaden the perspective of the student on a number of more universal issues. For example, a consideration of the Indian wars can highlight the problems faced by a large, technologically superior civilization in attempting to subdue a much smaller number of "primitive" guerrilla resistance fighters. Also, an examination of the operation of Indian communalism can serve to place Euro-American concern for individualism and private property and profit in sharper focus. In addition, a broader understanding of the Judeo-Christian tradition in religion can be clarified

when placed alongside Native American beliefs regarding creation and the place of humans in the universe.

There will be a number of films to add a visual dimension to the readings, lectures, and discussions.

PJ HIS 2280-001
CRN 33679

Catholic Church in America
MWF 1:30-2:20 pm Fr. Ryan

This survey course on the history of Catholicism in America covers the period from 1500 to the present. The discussion of the French and Spanish missions and, the English colonization will reveal that, from its origin the American Church has been shaped by different cultures of Catholicism. This process continues as the Church grows during the nineteenth century. The course will attempt to account for the complexity that characterizes the growth of this community of believers in a new land. Consequently, this course will explore the role played by the hierarchy, religious, and believers in shaping and re-shaping a growing Church. The survey also accounts for the role of Catholicism in contributing to the evolution of a pluralistic society in America. Catholics were not removed from the wider currents of a growing society. This course will reveal the growth of a reciprocal relationship between the Church and American society. Hence, Catholics and their society are both shaped and reshaped by their contact with the other. This story of an evolving Church reveals past struggles with issues of race, ethnicity, and gender that continue, along with new issues, to challenge the Church in the present day.

DIV1/AF/PJ
CRN 33680

HIS 2292-001 African American History Since Slavery
MWF 9:30-10:20 am Dr. Little

Continuing the themes of resistance and creativity, the second half of this introduction to African-American History will discuss the development of the African-American communities in the era following The Civil War. Discussion will include Reconstruction, Northern Migration, Jim Crow and Segregation, and Protest Thought and Civil Rights, as well as other topics.

DIV1 HIS 2294-001 History of Childhood in U.S.
CRN 33681 MW 3:00-4:15 pm Dr. Giesberg

“Always end the name of your child with a vowel,” Bill Cosby advised parents, “so that when you yell, the name will carry.” In this class, we will explore one hundred and fifty years of advice on raising children. We will begin with the discovery of childhood in the nineteenth century that moved children to a central place in American culture and politics and end with recent advice and policy initiatives such as Hilary Clinton’s “It Takes a Village” and George W. Bush’s “No Child Left Behind.” We will discuss a variety of topics concerning the history of childhood, including: child-rearing and the rise of new experts; the invention of adolescence; child abuse and protection; child labor; compulsory schooling and immigrant assimilation; juvenile delinquency; age of consent; dating; children in the movies; children as consumers; and youth culture and rebellion. As we follow changing and competing ideas about children, we will consider a wide range of materials, including conventional sources such as autobiographies and advice literature and more unusual sources such as photographs, children’s films, toys and games, comic books, and children’s literature. Along the way we will meet people – such as Bill Cosby, Benjamin Spock, and Walt Disney – who sought to shape the experience of childhood in America. And we will meet the children – those whose names ended with vowels and others – who navigated bewildering rules set by adults who disagreed over what was best for them.

PJ/WE/WS/DIV2 HIS 2296-001 History of American Women
CRN 33682 TR 1:00-2:15 pm Dr. Kauffman

This course will explore the changing participation of women in North American society from the colonial period to the present. Work culture for women of various racial and ethnic backgrounds, the development of law surrounding the redefinition of gender, suffrage, the "cult of domesticity", and the impact of women's involvement in notable political, social, and economic movements are some of the topics we will examine. Students will

be expected to read material from a variety of sources, including current scholarship as well as contemporary works. The course will follow a combination lecture/discussion format. Grades will be based upon class participation, two 5-7 page commentaries, a mid-term and a comprehensive final examination.

WE/RSRC HIS 2998-001 Top: History and Memory Dr. Mires
CRN 33683 MW 3:00-4:15 pm
Research seminar for history majors only.

What do we remember about history? What do we forget? And why? This research seminar will explore the ways that Americans have celebrated and preserved historical memory, including historical monuments, public commemorations, historic preservation, and political rhetoric. The seminar will begin with common readings about the memory of key periods and topics in American history, including the colonial era; the American Revolution; the Civil War; and World War II. Additional topics and readings will be selected by students in the seminar, and each student will gain experience in archival research.

DIV2&3/WS/AIS HIS 3095-001 TOP: Women in Ancient World
CRN 33686 TR 1:00-2:15 pm Dr. Diamond Reed

Often relegated to the footnotes, many women from the ancient world are not aptly represented in modern accounts of ancient history. The fact is that many led intriguing and fascinating lives and have been under-represented in modern sources. This course will concentrate on the role of women in some of the most ancient civilizations: Egypt and Mesopotamia. We will look at the daily lives of women and at such areas as marriage, fertility, pregnancy, childbirth, legal position, and religion. Likewise, there were certain remarkable women who managed to acquire high positions within the hierarchy of society and in some cases even led the country.

Queen Hatshepsut, Queen Nefertiti and Cleopatra are among the most notable.

Classes will be organized in a seminar style with emphasis placed on student participation. There will be a midterm exam, final exam, and one short paper. All ancient sources will be read in translation.

AIS/DIV3 HIS 3095-100 TOP: The Ancient Near East
CRN 33687 S 12:30-4:00 pm Dr. Diamond Reed

**This is a Fast Forward class given during 2nd half of semester.*

***Must be enrolled in Part-time Studies.*

The ancient cultures of Egypt and Mesopotamia represent two high civilizations that existed in the ancient Near East. These two high cultures are documented in hieroglyphic and cuneiform inscriptions, respectively, art and artifacts. Despite the close proximity of these ancient cultures, they each developed in a unique and distinctive fashion. Although the history of these areas has been reconstructed by the two separate disciplines of Egyptology and Assyriology, this class will bring together both ends of the Fertile Crescent.

This course will cover the time period dating from approximately 3200 to 1600 BC. In Mesopotamia this equates to the Jemdet Nasr Period through the age of Hammurapi and in Egypt from the Early Dynastic Period to the end of the Middle Kingdom. We will look at the early political and cultural developments in each area and investigate the different obstacles that each population had to surmount. Particular areas of study will include the adoption of a writing system, the movement from isolated settlements to towns, and the emergence of large-scale works of art and monumental architecture.

This course will include two quizzes, a short paper, a midterm exam, and final exam. All ancient works will be read in translation.

WE HIS 3108-001 The Crusades
CRN 33688

MWF 1:30-2:20 pm
Dr. Winer

In recent movies the medieval crusades have been portrayed as gory, misguided attempts to regain the Holy Land (Jerusalem in particular)- that is, western Christian land grabs at Muslim expense. On the other hand, the word "crusade" in any context conjures images of passionate engagement, of a vigorous and concerted movement to combat a perceived wrong. In this course we will examine what factors transformed a battle into a crusade, what motivations led so many to participate in these arduous and often fatal campaigns, and what political, intellectual and social factors acted upon the crusade movement. We will also tackle complicated issues concerning crusading and Christians/Jewish/Islamic relations. Some of the questions we will strive to answer are: How do historians define a crusade? What are the origins of the crusades? What kind of person became a crusader? Should the crusades be viewed as colonial enterprises, religious movements or both? What impact did the crusades have on the Jewish communities of Western Europe and the Levant (Middle East)? Can Islamic jihad be seen as a reaction to Christian crusade? What types of stereotypes concerning the cultures and beliefs of Christians did Muslims come to espouse during the medieval crusades and vice versa? The chief goal of this course is to apply historical analysis to the crusading movement in order to understand the conditions in which such passions arose and in what ways they have left deep and long-lasting impressions on the world. (This course is writing enriched.)

HIS 3202-001 Britain 1660-1815 **W 6:00-9:30 pm** **Dr. Ricci**
CRN

**This is a Fast Forward class which will run the 2nd half of the semester (3/10/09 to 4/21/09). Open to students in Part-time Studies Only.*

Between 1660 and 1815, the Kingdom of Great Britain experienced fundamental social, political, constitutional, and economic changes. Following the turbulence of the English Civil Wars and Revolution of the

1640s, the monarchy and Church of England were restored as English society began to recover from two decades of disorder. Although some problems continued after the Restoration of 1660, England emerged as a strong, major European power.

Focusing upon societal and political elements, this course will offer a critical analysis of the key forces shaping English society and government from the late Stuart through the Hanoverian period. Topics such as the Restoration, the Church of England, the glorious Revolution, the beginning of constitutional monarchy, aristocracy and social life, industrialization, Britain and the American and French Revolutions, and foreign affairs re among those which will be closely examined.

The course is organized thematically with lectures focusing upon important *themes* and *issues*. Particular attention is given to primary sources which provide important perspectives on various aspects of English society. Class discussion of sources and readings will be a key part of class activities.

IS/WE/RSRC HIS 3216-001 Ireland since 1800
CRN 33689 MWF 9:30-10:20 am Dr. Craig Bailey
Research seminar for history majors only.

The Making of Modern Ireland:

Ireland is now a prosperous country. It has a buoyant economy, it is a player on the international stage, its cities are vibrant cultural centers, and its population is becoming increasingly cosmopolitan. But these are recent developments; even a generation ago the picture was not quite so rosy. This course charts the path of Irish history from its marginal place as one of the poorest countries on the fringe of Europe at the turn of the nineteenth century, to the rise of the “Celtic Tiger” in the 1990s. Among the major topics to be covered are the United Irishmen and the Act of Union, Catholic Emancipation, famine, migration, nationalism, women in Irish society, sectarianism, civil rights and the “troubles” of the last quarter of the twentieth century.

DIV3/AIS HIS 4041-001
CRN 33692

History of the Modern Middle East
TR 11:30-12:45 pm Dr. Abugideiri

The objective of this course is to provide a basis for understanding historical processes – particularly processes of modernization and nation building – within the Middle East and North Africa in the modern period. It provides an understanding of the social, religious, cultural, economic and political institutions and forces that have shaped the history of the modern Middle East, beginning from the apex of the Ottoman Empire until contemporary times. There are four major areas covered in this course. First, we begin by examining the multifaceted institutions undergirding the longevity, success and ultimate demise of the Ottoman Empire. Second, we turn to the rise of European imperialism, its encroachment and effects on Middle Eastern and North African societies. Third, we study the developments that transformed the region to become “the Middle East” in the post-WWI independence era, paying special attention to the evolution of nationalist and anti-nationalist movements. Finally, drawing on the historical background provided in the course, we address four contemporary political issues/conflicts in historical perspective (e.g., the Palestinian-Israeli conflict, the Iranian Revolution, the Gulf War and the rise of political Islam in Algeria). To analyze these key historical processes, we will be reading primary and secondary texts, visual materials, film and literature (in translation).

WE/AIS/WS/DIV2&3 HIS 4090-001 Women in the Modern Middle
CRN 33693 East & North Africa

TR 2:30-3:45 pm Dr. Abugideiri

This course offers an introduction to the history of Middle Eastern and North African Muslim women during the modern period (post 1800). We will take a cursory glance at various topics, starting with Islamic tradition and law as a historical basis, then move into issues of modern history, such as European imperialism, nationalism and decolonization, “the veil,” and the modern nation-state – in order to examine the social ideas about, and varied roles of, women in modern Middle Eastern and North African societies.

PJ/EAS/DIV2&3/WS
CRN 33694

HIS 4395-001 Top: Geisha & Samurai
TR 2:30-3:45 pm Dr. Sanders

Using the iconic figures of the geisha and samurai, this course explores the gendered history of modern Japan. In addition to the social history of Japan's geisha and samurai, the class will examine the processes by which Japanese and foreign observers and artists (especially Anglo-Americans) adopted the geisha and samurai to represent elements of Japanese culture and "tradition." Using a variety of primary sources, including films, novels and visual arts, this course will cover the late Tokugawa period, circa 1800, through the present. Ultimately we will pursue three objectives: 1) the social history of Japan's best-known icons; 2) the political milieu in which both lived, including the substantial contributions of former samurai after the Meiji government dismantled samurai privilege in the 1870s; and 3) how Japan's relations with the Anglo-American world sustained and created the images of both geisha and samurai as representative of Japan.

PJ/LAS HIS-4420-001
CRN 33695

Contemporary Latin American History
MW 8:00-9:15 am Dr. Mogan

This course will explore 20th century Latin American history with a special emphasis on human rights within the diverse, multiracial societies that make up the region. Topics will include economic inequalities, U.S. intervention and military dictatorships, cultural imperialism, the rise of communism, and immigration. A variety of primary source documents, recently-published secondary sources, films, and works of fiction will be used in this discussion-based course.

HIS 4527-100 From Frankenstein to Artificial Life W 6:10-8:50 pm
CRN 33696 Dr. Johnson

****Must be enrolled in Part-time Studies. Permission of Dean required for full-time A&S day students.***

This is an introductory-level course on one of the most far-reaching developments in modern history: the process by which science and

technology have gained the power to do what was once thought possible only for God and Nature, namely, to create life. We will make a preliminary exploration of the history of the creation of artificial life-forms (broadly defined to include synthetic biochemicals, genes, and organisms, as well as clones, "test tube babies," artificial mechanical organs, artificial intelligence, and robots). In our investigation, we will consider a range of views including those of the scientists involved in research, prophetic literary observers from Mary Shelley to the present, politicians and businessmen, the military, and the general public. The course will not be primarily technical, but we will learn enough about the techniques involved to understand their origins and at least some of their implications for modern culture. If possible, we will establish a dialogue between those who praise the potential benefits of artificial life and those who fear its potential dangers.

Books will include the following works (tentative list), plus additional materials to be put on WebCT electronic reserve:

Mary Shelley, *Frankenstein: or The Modern Prometheus* (1818 edition)

Karel Capek, *R.U.R.*

Aldous Huxley, *Brave New World I* and

Wilmot & Roger Highfield, *After Dolly: The Promise and Perils of Cloning*, (W. W. Norton, 2007)

G. J. V. Nossal & Ross Coppel, *Reshaping Life: Key Issues in Genetic Engineering* (3d edition, 2002)

Hans Moravec, *Robot: Mere Machine to Transcendent Mind* (2000)

We will also show and discuss some films, like *Frankenstein*, *Blade Runner*, and some documentaries.

Course work will consist of two examinations (a midterm and a final, both in essay form) and a short take-home paper. Meeting once a week, the course will feature intensive discussions on the issues, for which it is essential to do the required reading. Participation in the weekly discussions will be graded. Both history majors and non-majors are welcome; we hope to have a broad range of backgrounds and interests represented, in order to provide interdisciplinary perspectives on the issues.

This course is designed to examine a series of issues related to the role of women in modern science and technology. The course will consist of three major parts, in each of which we will use the methods of social history, psycho-history, and the history of science and technology, with attention to feminist as well as other perspectives:

1) women as subjects and objects of modern (since 1600) scientific theories, experimental research, and technological practice (with attention to causes and consequences of differences in the perception of male vs. female bodies, minds, and activities)

2) women in modern scientific and technological professions (professional career obstacles and opportunities, strategies for advancement, development of professional associations, networking, etc.)

3) women as creative scientists, engineers, and inventors (similarities and differences in creative styles and patterns between men and women; problems confronting women in gaining access to institutional support and recognition for their work; case-studies of particular scientists and technologists who were women)

Students will write a short diagnostic essay and one medium-length (5-7 pages) paper, which will be presented in class. There will also be one midterm essay examination and a final.

Book list (tentative):

Evelyn Fox Keller & Helen E. Longino, *Feminism & Science*

Londa Schiebinger, *The Mind Has No Sex?: Women in the Origins of Modern Science*

Ruth S. Cowan, *More Work for Mother: the Ironies of Household Technology from the Open Hearth to the Microwave*

Sharon B. McGrayne, *Nobel Prize Women in Science* (2d ed.)

Mary Morse, *Women Changing Science: Voices from a Field in Transition*

HIS 4620-001
CRN 33698

20th Century Military History
MWF 12:30-1:20 pm Dr. Brooks

When leaders of the major powers gathered to attend the funeral of Queen Victoria in the first year of the Twentieth Century, they congratulated themselves on the rapid expansion of world trade, new technology, and nearly a century of relative peace. Yet little more than a decade later, a shocking act of terrorism would ignite a chain of events that would turn much of the world into a battlefield.

This course will focus on the causes, events and implications of conflict in the 20th Century. We will pay particular attention to five of the most important wars of the century: World War I, World War II, the Korean War, The Vietnam War, and the First Gulf War. We will also consider several more localized and regional conflicts. We will use film, artifacts, magazines and newspapers to attempt to understand what it was really like to be a combatant, a civilian war worker, a prisoner, a child, or a general in a war. We will discuss how and why people fought and also why some people did not fight. We will consider the impact of war on ethnic and religious minorities, women, and the political process. We will also discuss the implications that much of the most serious fighting in these wars was experienced by young people very much in your (the students') age group, and speculate on the possible impact of this situation in the coming century.

DIV2/WS GWS 5000

Integrating Seminar: The Problem of
Gender, Intellect, and Authority

CRN

MW 1:30-2:45 pm Dr. Catherine Kerrison

Registration only by permission of the instructor

“The educational deprivation of women,” Gerda Lerner has pointed out, was one form of “male hegemony over the [cultural] symbol system.” Denied education, women lacked voice and authority; denied their history, they repeated in isolation the painful process of recognizing how educational deprivation explained women’s “inferiority.” Thus, the battle for female access to the same kind of educational opportunities open to

men seemed to be the way to achieve equality of the sexes. Other theorists questioned whether, in fact, such a goal was even desirable. “This access to a male dominated culture may equally be felt to bring with it alienation, repression, division,” Mary Jacobus believes, “a loss of women’s inheritance.” Historically, secondary and post-secondary schools had been created for male students. Thus the intellectual canon has been the predominately male-produced literature, history, art, music, and scholarship of western civilization

So how are women best served in their struggle to realize their own authority: by claiming the rights of men or by constructing an alternative model? Education has been widely touted as foundational to financial success since the industrialized period of the nineteenth century. In the twentieth, it appeared to offer women access to the polity and to offer hope for a new gender order. In the twenty-first, the education of women has been identified as the single best strategy for improving the economic conditions of third-world nations. This course will examine gendered claims to authority specifically through the prism of education, using interdisciplinary tools of analysis to assess the problem of gender, the intellect, and authority in today’s world.

WI HIS 5501-001 Seminar in Historical Methodology
CRN 33699 MW 3:00-4:15 pm Dr. Kerrison
**Permission of Chairperson is required for this course.*

This course has several goals, the most tangible (and obvious) of which is the production of a major (20-25 pages) research paper in history. But that’s just the short-term goal. This course is also designed for your future: to have you think seriously about what it means to be an historian; to develop your own philosophy of history; to experience the excitement of discovery in the primary sources; to hone your skills as researcher, thinker, and writer; to realize the deep satisfaction of both the solitary and collaborative aspects of the discipline; and to emerge with the confidence of knowing that you have successfully pursued the credentials of a practitioner in the field. In sum, this course aims for nothing less than to affirm your

professional identity as an historian. This is a writing intensive course. In addition to the final 20-25 page paper on the topic of *your* choice, each student will keep a weekly journal and research log (questions/prompts to be supplied by the instructor); prepare an annotated bibliography; and write a final 3-page essay, reflecting upon the research process.

WHIS 5515-001 CRN 33700 Independent Research
Arranged Dr. Mires

Written Permission of Chair Required.

An intensive research project under individual direction; may be taken in place of the His. 5501 requirement.

Prerequisite: History major with junior standing; permission of the chairperson required.