

**DEPARTMENT OF HISTORY
COURSE DESCRIPTIONS
FALL 2007**

HISTORY CORE

Majors, please note you will have to take four core courses as indicated below:

European Hist:	Hist 101, 102 or 106
American Hist:	Hist. 103, 111 or 112 (formerly 201 and 202)
Non-Western Hist:	Hist. 104 or 108
Your choice:	Hist. 101, 102, 103, 104, 106, 108, 111, 112 (formerly 201 and 202) No duplications.

History 101 *The Evolution of Western Ideas and Institutions to the 17th 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. **This course satisfies the historical knowledge area and develops critical thinking and communications skills.**

History 102 *Evolution of Western Ideas and Institutions since the 17th 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. It goes on to cover the nationalist movements of the nineteenth century; European imperialism and the road to World War I; the Russian Revolution, rise of Fascism, international depression and World War II; the Cold War and re-birth of Europe, and the rise of the European Union. Throughout the course, political, social, and religious crisis and resolution will be emphasized. **This course satisfies the historical knowledge area and develops critical thinking skills. It satisfies the values area by advancing an understanding of and promoting justice.**

History 103 *American Pluralism* See LOCUS for days & times

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.**

History 104 *Global History Since 1500 (INTS 104)* See LOCUS for days & times

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.**

History 106 *Modern Western Civilization: the Humanities in Context*

See Locus for days & times

This course surveys and contextualizes Western cultural and intellectual history from the seventeenth through the twentieth century, covering the main cultural movements of Absolutism, Baroque, Rococo, Enlightenment, Neo-Classicism, Romanticism, Realism, Impressionism, Symbolism, Post-Impressionism, Expressionism, Nihilism, Cubism, Futurism, First World War poetry, Dadaism, Weimar culture, Surrealism, Totalitarian culture, Existentialism, Abstract Expressionism, and Post-Modernism. Taking a historical approach to major cultural trends, this course associates each with the social, political, and military developments of its times, from the establishment of absolutist monarchies, through the French Revolutionary era, the Industrial Revolution, the rise of Capitalism, the First World War, the evolution of Totalitarianism, the Second World War, to the post-Holocaust age. By studying the art, literature, architecture, and music of each period, students are introduced not just to the great events of Modern Western history, but how creative individuals responded to them. This course provides a wealth of opportunities for students to coordinate knowledge derived from every area of the College of Art and Science curriculum with a historical framework. No other course offers such a comprehensive, synthetic approach to Western art, literature, and music as sources for historical study. **This course satisfies the historical knowledge area, develops critical thinking and communication skills.**

History 108 *East Asia in the Emergence of the Modern World*
(INTS 108)(ASIA 108)

See LOCUS for days & times

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.**

History 111 *The United States to 1865 (formerly 201)*

See LOCUS for days & times

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.**

History 112 *The United State Since 1865 (formerly 202)*

See LOCUS for days & times

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.**

WRITING INTENSIVE CORE COURSES: Hist. 101/01W and Hist 101/02W (T. Gross-Diaz); Hist. 102/03W and Hist. 102/04W (M. Suszko); Hist. 106/05W (D. Dennis). Hist. 291 Junior Colloquia and Hist 397 Honors Tutorial are also WI courses.

JUNIOR COLLOQUIA

History 291W *Junior Colloquium: Major requirement (formerly Senior Colloquium 395)*

WRITING INTENSIVE M 2:45-5:15 p.m.

Dr. Gilfoyle

The study of the ways historians arrive at their interpretation and understanding of events. This is accomplished through a history of historical writing or through a special selected topic that illustrates the use of different methods and styles by past and present historians. (Prerequisite: 12 hours in history including AP credit). Course by department permission. Please contact Administrative Secretary (773/508/2221) or email srdzak@luc.edu

History 291W *Junior Colloquium: Human Condition in Renaissance Thought*

Fr. McManamon

Major requirement (formerly Senior Colloquium 395)

WRITING INTENSIVE Tu 2:30-5:00 p.m.

In addition to the general goal of assuring the advanced student's cognizance of historiographical developments, the course will explore the condition of human persons as analyzed in key written and visual works from the European Renaissance (ca. 1350-1600). Students will become acquainted with the positions of Renaissance thinkers on the relevant themes of human dignity, human limitations and human diversity, and they will be challenged to articulate their own approach to those themes in light of their dialogue with Renaissance intellectuals and artists.

(Prerequisite: 12 hours in history including AP credit). Course by department permission. Please contact Administrative Secretary (773/508/2221) or email srdzak@luc.edu

History 291W *Junior Colloquium: Major requirement (formerly Senior Colloquium 395)*

WRITING INTENSIVE Th 2:30-5:00 p.m.

Dr. Kaufman

The study of the ways historians arrive at their interpretation and understanding of events. This is accomplished through a history of historical writing or through a special selected topic that illustrates the use of different methods and styles by past and present historians. (Prerequisite: 12 hours in history including AP credit). Course by department permission. Please contact Administrative Secretary (773/508/2221) or email srdzak@luc.edu

HONORS TUTORIAL

History 397 *History Honors Tutorial: Music and Musicians*

Dr. Rosenwein

WRITING INTENSIVE, History Honors Tu 2:30-5:00 p.m.

This is a course that systematically leads students through the process of writing a major original research paper. The emphasis throughout is on the intellectual and practical tasks that are involved in each step: choosing a topic, narrowing it down, finding the resources to answer it, taking notes, writing, rewriting, and more rewriting. Each year the teacher defines a broad topic for the paper from which students carve out their own special area. For Fall Semester 2007 the topic is: Music and Musicians. Prerequisites: Honors standing; senior standing.

GENERAL

History 299 *Contemporary Global Issues in Historical Perspective (INTS 298)*

Dr. Cardoza

TTh 1:00-2:15 p.m.

This course will demonstrate the importance of historical analysis to an understanding of the contemporary world. Students will study the historical dimensions of several important contemporary issues such as the globalization of industry and technology, resurgent ethnic and religious strife, racism, imperialism, and the crisis of the nation state, among others. Both thematic and chronological approaches will be employed in examining selected world regions.

History 300 *Topics: Introduction to Public History*
MWF 12:35-1:25 p.m.

Dr. Lee

What is the relationship between a historian and the community? How does public history inform public memory? This course is an introduction to public history in both practice and theory. We will explore public history as historical work conducted in public places including museums, preservation offices, historical societies, heritage tourism sites, websites, documentary films, and in texts produced for non-academic audiences. Students will learn how some public historians, including curators, preservationists, and documentary filmmakers, do their work. Examining the approaches of several institutions, students will compare methods and ideologies to determine best practices in the field.

Theoretically, we will explore the conflicts and controversies regarding appropriate and “accurate” representations of history in the public, considering how and why some versions of history are advanced while other interpretations are suppressed. We will also explore the development of public history as a form of popular history, examining the ways that communities construct stories and meanings of the past and disseminate those interpretations. (Think of the power of oral history in many communities.)

Readings will include classic texts that date back to the emergence of the field within academia and the perspectives of current theorists and practitioners. Course projects will include exhibit and broadcast reviews, an essay engaging a current debate in the field, and a proposal for a public history project. (*History 300 may be taken more than once.*)

PRE-1700 EUROPEAN HISTORY

History 300 *Topics: History of Poland (INTS 398)*
MWF 11:30-12:20p.m. (This course counts towards the major for either pre- or post-1700, not both.)

Dr. Suszko

Trapped in the middle of the North European Plain, with no natural frontiers to provide some obstacles to the movement of peoples or armies, Poland has fought an unequal battle for survival against its powerful neighbors. At times the largest state in Europe, Poland vanished from the map in 1795, only to be reincarnated twice in the twentieth century.

This course examines political, socioeconomic, and cultural developments of Poland since the first Polish state to the present. Major themes are: The Consolidation of the Polish State under the Piasts; The Union with Lithuania; The Nobility; The Economic and Political Problems in the 17th Century; The Fall of the Old Polish State; The Growth of the Polish Nation and the Struggle for Independence; Revolution and Independence; World War II; Communist Rule in Poland; Solidarity. Considerable emphasis is devoted to questions of culture.

The primary textbooks are:

M.B. Biskupski, *The History of Poland*

Jerzy Lukowski, Hubert Zawadzki, *A Concise History of Poland*
(*History 300 may be taken more than once.*)

History 309 *History of Early Christianity*
MWF 1:40-2:30 p.m.

Dr. Dossey

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

History 314 *The Italian Renaissance (MSTU 336)*
TTh 10:00-11:15 a.m.

Fr. McManamon

The course examines the political and cultural life of Italy’s five principal city-states (Rome, Florence, Venice, Milan and Naples) from the era of St. Francis and Dante until the sack of Rome in 1527. Students gain appreciation for the debate about a rebirth of ancient culture in the city-states of Italy. They acquire special cognizance of

humanism as a historical phenomenon and the influence of humanism on education, politics, the visual arts and religion.

History 315 *The Reformation (THEO 319)*
MWF 9:20-10:10 a.m.

Fr. Bireley

This course aims to acquaint the student with the background, causes, and progress of the Reformation. Special attention is devoted to Erasmus and particularly Luther and the events of the Reformation in Germany. Detailed treatment of events ends with the conclusion of the Council of Trent in 1563, but a general look at the development of the Christian churches until 1700 is provided. Students are expected to write a short paper (5-6 pages) and a critical book review (10-12) pages.

POST-1700 EUROPEAN HISTORY

History 300 *Topics: History of Poland (INTS 398)*
MWF 11:30-12:20p.m. (This course count for either pre- or post 1700, not both.)

Dr. Suszko

Trapped in the middle of the North European Plain, with no natural frontiers to provide some obstacles to the movement of peoples or armies, Poland has fought an unequal battle for survival against its powerful neighbors. At times the largest state in Europe, Poland vanished from the map in 1795, only to be reincarnated twice in the twentieth century.

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The primary textbooks are:

M.B. Biskupski, *The History of Poland*

Jerzy Lukowski, Hubert Zawadzki, *A Concise History of Poland*
(*History 300 may be taken more than once.*)

History 300 *Topics: History of European Communism (INTS 398)*
MWF 1:40-2:30 p.m.

Dr. Suszko

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. (*History 300 may be taken more than once.*)

History 300 *Topics: Germany in the 19th Century*
TTh 1:00-2:15 p.m.

Dr. Dennis

This course will investigate major themes of nineteenth-century German history. Against the background of political and social developments we will carefully consider responses to these issues by leaders in German cultural life. Using literary, political and philosophical texts—as well as visual arts and music—we will investigate intellectual currents under the following headings: Storm and Stress Germany, Romantic German, Idealist Germany, Young Germany, Dionysian Germany and Wilhelmine Germany. (*History 300 may be taken more than once.*)

History 323 *20th Century Peacemaking (PAX 323)*
MWF 2:45-3:35 p.m.

Dr. Moylan

Leaders in the theory and practice of peacemaking in the twentieth century have demonstrated persistence, creativity and courage while working to resolve seemingly intractable conflicts. After an introduction to important global peace initiatives and peace leaders, students undertake a detailed examination of the development of peacemaking tools and strategies on a wide range of issues from arms control to the defense of human rights, from ending violence in family relations to reducing violence in international relations. Contributions to peacemaking from Roman Catholic social thought and feminist analysis receive special emphasis. Students study biographies of individual peacemakers to better understand the challenges of a life of peacemaking. Research projects on selected case studies provide the opportunity for students to evaluate the use of peace tools in specific situations.

History 333 *Ireland: From Colony to Nation State (INTS 333)*
TTh 10:00-11:15 a.m.

Dr. Nolan

Ireland was Britain's oldest colony, and Ireland was also the first colony to win its independence from the British Empire in the twentieth century. This course will survey Irish history from the late eighteenth century to the twenty-first, emphasizing key political, social, economic, and cultural factors that led to Irish independence and that made Ireland a prototype for post-colonial nation-building throughout the world.

History 341 *Rise and Fall of the Soviet Union, 1917-1991 (INTS 392)*
MWF 10:25-11:15 a.m.

Dr. Khodarkovsky

Russian Socialist revolution of 1917 was one of the most defining events in the history of the 20th century. How this revolution came into being, what kind of society it sought to create, and how this new society, the Soviet Union, developed and finally dissolved in 1991, is the subject of this course. The readings and discussion will focus around such issues as the Revolution and Civil War, Stalin's repressions, victories in World War II, the years of stagnation, Soviet society and its institutions and culture.

ADVANCED U.S. HISTORY

History 300 *Pirates and Sailors in the Revolutionary Atlantic*
TTh 1:00-2:15 p.m.

Dr. Donoghue

What was the life of a sailor like? Why did thousands choose to become pirates? What compelled others to lead "liberty mobs" around the Atlantic world during the American Revolution? How does the rise of capitalism, the nation-state, and imperialism intersect with the watery, boundary-less history of mariners? In what ways might these questions lead to others concerning the history of terrorism? By posing these questions, this course introduces students to the emerging field of "Atlantic history." Students will explore how government officials, merchants, and financiers organized the conquests and economic ventures that led to the rise of the first British empire and the unprecedented expansion of capitalist commercial networks that connected Europe with Africa and the Americas. While this "top-down" perspective illuminates an extraordinary history of imperial power and economic development, students will also learn that the same history can look quite different from "the bottom-up." Through interdisciplinary methods and comparative analysis, students will explore the violent processes upon which imperial dominion and profit making depended. The bottom-up perspective also helps to account for the violent reactions, such as piracy and revolutionary crowd actions, that maritime workers organized in America and around the Atlantic world in response to their economic exploitation and experiences with the imperial British state. (*History 300 may be taken more than once.*)

History 300 *American Economic and Business History (ECON 327)*
MWF 9:20-10:10 a.m. JFMH 330, WTC

Dr. Cain

This course describes and analyzes the historical development of the American economy from colonial times to the present, emphasizing the evolution and role of the private business sector. Individual entrepreneurs and the environment in which they operated are investigated. Economic and business change in the period 1865-1914 receives particular attention, as do the enterprises of Chicago-area-entrepreneurs. (*History 300 may be taken more than once.*) Sign up for ECON 327/201 #5107.

History 366 *United States: 1890-1940 (tentative)* Dr. Newman
TTh 8:30-9:45 a.m.

This course examines the political, economic, social, and cultural history of the United States between 1890 and 1940. Among the topics to be studied are: the rise of Progressivism; efforts to address class, race, and gender inequality; the struggle between isolationist and interventionist foreign policies; the development of the modern consumer economy; cultural conflicts of the 1920s; the causes and effects of the Great Depression; and the achievements and limitations of the New Deal.

History 369 *20th Century Popular Culture* Dr. Erenberg
TTh 11:30-12:45 p.m.

The course develops the values and themes of popular culture in the twentieth century. It utilizes movies, music and popular novels to trace the transition from Victorianism to the modern relations between the sexes, the growth of youth culture and the faith in consumption society. This course will also trace the growth and development of Hollywood, vaudeville, popular music (blues, jazz, rock, tin pan alley), nightlife and advertising as central institutions of twentieth century popular culture.

History 379 *African-American History to 1865 (BWS 379)* Dr. Manning
Tu 4:15-6:45 p.m.

This course will review important elements of African-American history from the development of plantation slavery in North America to the onset of the civil war. Over the course of the quarter students will engage several important questions regarding the African-American experience including: How did new world Africans make the transition to becoming African-Americans? What was the nature of plantation slavery in North America and how did African slaves react to its oppressive regimes? What critiques did African-American intellectuals make of America's liberal and democratic institutions? What were some of the important artistic, economic, and intellectual contributions of African-Americans to the United States in spite of the second-class status? And finally, what roles did African-Americans play in the abolitionist movement of the Antebellum period? Upon completion of this class students should have a broad understanding of early African-American history and culture.

History 386 *American Urban History (tentative)* Dr. Newman
TTh 2:30-3:45 p.m.

This course examines the history of towns, cities, and suburbs in the United States from the colonial period to the end of the twentieth century. Among the topics to be studied are: the relationship between private commerce and urban growth; patterns of social mobility and spatial segregation; the evolution of municipal government; the formation of urban subcultures based on gender, race, ethnicity, and age; suburbanization and the decline of city centers; and competing visions of the American city in popular culture. Special consideration will be given to the city of Chicago and how its history compares to those of other cities.

NON-WESTERN HISTORY

History 300 *Tpcs: The Intersection of Class and Race in the Caribbean (INTS 398)* Ms. Zeller
MWF 9:20-10:10 a.m.

This course will examine how class and race have shaped the present-day Caribbean. We will explore the heritage of the indigenous Arawaks, African slaves, European and Asian settlers, as well as other migrants, in an effort to elucidate the roles that these diverse ethnic groups have played in the development of a Caribbean identity. The readings will help students develop their analytical skills reading and writing about these topics, and will focus on the various economic systems that brought together and split apart these groups, as well as the cultural manifestations that developed as a result of their interactions. (This course does not count for a non-western course in Education.)

History 300 *Topics: Islam: Horn of Africa 7th -20th Century (INTS 398)* Dr. Searcy
MWF 10:25-11:15 a.m.

The primary purpose of this course is to examine Islam within the context of the horn of Africa: Sudan, Ethiopia, Eritrea, and Somalia from the seventh century to the 19th century using both primary and secondary source material. Hence, the course begins with an exploration of how and when Islam entered this region of Africa, and how the

religion shaped African societies prior to the colonial period. Issues such as Islamic mysticism, Sufism, eschatology, slavery and state formation will be treated. (*History 300 may be taken more than once.*)

History 300 *Topics: Imperialism: History, Culture and Political Economy* Dr. Pincince
MWF 11:30-12:20 p.m.

The course will explore modern empire and imperialism since the 16th century, with focus on 19th and early 20th century imperialism, concluding with brief examination of anti-colonial resistance globally. (*History 300 may be taken more than once.*)

History 300 *Tpcs: British Colonial India: Company, Raj and Resistance,* Dr. Pincince
1750-1950 MWF 1:40-2:30 p.m.

This course will examine the colonial history of South Asia, from the Battle of Plassey in 1757 to Independence in 1947 and the division of British India into two nation-states: Pakistan (East and West) and India. We will explore the rich history of South Asia with a thematic approach in which we will examine the European colonial project, indigenous collaboration and resistance, reformist and nationalist responses to British colonialism, varieties of Indian nationalism(s), and the tragedy of Partition. Important topics enmeshed in the above themes under discussion include: state formation (Mughal and colonial), colonial forms of knowledge, imperialist rule, communalism and nationalism, and the political economy of British colonialism. We will begin and conclude the course with a brief yet detailed consideration of historiographical perspectives that inflect meaning on the manner in which historians and others attempt to comprehend South Asia's past, present, and future. (*History 300 may be taken more than once.*)

History 300 *Topics: Traditional China to 1500 (ASIA 397)* Dr. Allee
TTh 1:00-2:15 p.m.

This course will briefly consider the origins of classical Chinese civilization and then move on to a study of the evolution of state and society in the imperial period. Topics include the patrimonial-bureaucratic state and forces that altered it; the social life of individuals and collectives, of elites, commoners, and the marginal; the nature and development of the economy; cultural and intellectual life; the varieties of religious experience; and China's relationships with its neighbors. (*History 300 may be taken more than once.*)

History 312 *Introduction to Islamic History* Dr. Ghazzal
MWF 12:35-1:25 p.m.

This course focuses on the early and medieval history of the states, societies, and cultures of the Middle East. The purpose is to study the impact of Islam as a religious and cultural phenomenon from the prophetic mission until the fall of the 'Abbāsi empire in 1258. In addition to a survey of the main socio-economic trends in the region, the course also includes a reading of the Qur'ān, and a selection of primary sources from jurisprudence, philosophy, ethics, historiography, among others.

History 322 *Arab-Israeli Conflict (INTS 322)(PAX 322)* Dr. Ghazzal
MWF 2:45-3:35 p.m., LSC and Mon 7:00-9:30 p.m., WTC

The history of the Arab-Israeli conflict since the beginnings of the immigration of the East Europeans and Russian Jews to Ottoman Palestine in the late 19th century. It covers, among others, the conceptualization of national Zionism in Europe at the turn of this century; Ottoman and British Palestine; the declaration of the state of Israel; the Palestinian refugee problem and the rise of armed militia movements from within the neighboring Arab states (Jordan, Syria, and Lebanon); the Arab-Israeli wars; the Camp David agreement, the recent peace talks and their aftermath.

History 348 *Japan: World War II to the Present (ASIA 348)(INTS 348)* Dr. Harrington
TTh 2:30-3:45 p.m.

After suffering total devastation in World War II, Japan was able to recover and grow economically in an incredibly short period of time. Emphasis is on Japan's role in World War II; the American Occupation of Japan; Japan's new constitution; the United States-Japan Security Pact; and discussion of how Japan was able to recover so quickly and so well. We look at the political, social, cultural and economic elements that influenced this period in Japan's history.

History 358 *Women in Latin American History (INTS 368)(WOST 385)(LASP 299)* Ms. Zeller
MWF 11:30-12:20 p.m.

Have women made a unique contribution to political discourse and practice in Latin America? What have been their contributions since the post-colonial period, and how have class, race, nation, and the state influenced their activities? We will attempt to answer these questions through a series of inter-disciplinary readings that will help students develop their analytical skills reading and writing about these topics. The topics will cover women's political incorporation into conservative or radical regimes, their roles in revolutionary movements, the interplay between feminine and feminist identities within political organizations, to name a few. (This course does not count for a non-western course in Education.)