History 200  
Empires of the Ancient World  
Dr. Jennifer Stiles  
TTH—10:15-11:30 a.m.

Many aspects of modern society, including politics, economy, religion and social issues have their roots in ancient and medieval civilizations. This course will explore past civilizations throughout the globe and their diverse contributions to modern society. In particular, we will explore the themes of geopolitics, population movement and interaction, spiritual and empirical paths to truth, and artistic expression. Students will investigate these themes through lecture, discussion and primary and secondary source readings.

**Gen Ed:** Humanities, Global Diversity

History 200  
Empires of the Ancient World  
Prof. Martin Wainwright  
Online

Comparative study of the formation of ancient empires of the Afro-Eurasian world up to the rise of Islam.

**Gen Ed:** Humanities, Global Diversity

History 210  
Humanities in the Western Tradition  
Mrs. RoseMarie T. Eichler  
TTH: 8:45-9:35 a.m.

This course provides an introduction to the human condition as manifested in ideas, religions, visual arts, and music of Western civilization from the Ancient Greeks through the Italian Renaissance. The Humanities in the Western Tradition is a single, unified course of instruction, consisting of lectures, followed by small group discussions. Thus, you must be enrolled in both lecture and an affiliated discussion. The goal of the lecture is to convey the general cultural background of selected topics. The principle goals of the discussion class are discussion of the assigned readings in the required texts and of the ideas presented in the lectures.

**Gen Ed:** (pre-Fall 2017): Humanities. Gen Ed (Fall 2017-present): Humanities, Critical Thinking
History 210
Humanities in the Western Tradition
Prof. Michael Levin
MW—10:15-11:05 a.m.

Course description: We will discuss the question, What is "Western Civilization"? In other words, why do we in "the West" think the way we do? In this course we will use a combination of history, art, literature, and philosophy to explore the roots of our society. We will examine what has changed, and what has not changed, in our thinking about big questions: love, death, politics, and the meaning of life. This course will survey Western culture from ancient Egypt and Mesopotamia to the Italian Renaissance.

**Gen Ed:** (pre-Fall 2017): Humanities. Gen Ed (Fall 2017-present): Humanities, Critical Thinking

History 210
Humanities in the Western Tradition
Mrs. RoseMarie T. Eichler
**Online (Contact Laura Conley to enroll: 330-972-5793)**

This course provides an introduction to the human condition as manifested in ideas, religions, visual arts, and music of Western civilization from the Ancient Greeks through the Italian Renaissance. The Humanities in the Western Tradition is a single, unified course of instruction, consisting of both a lecture section and a discussion section. The goal of the lecture is to convey the general cultural background of selected topics. The principle goals of the discussion section are discussion of the assigned readings in the required texts and of the ideas presented in the lectures through postings and written assignments of the required texts and of the ideas presented in the lectures. Thus, you must enroll in both lecture and discussion sections. Note – since this is a completely online class students must have sufficient computer skills in order to be successful in the course.

**Gen Ed:** (pre-Fall 2017): Humanities. Gen Ed (Fall 2017-present): Humanities, Critical Thinking

History 221
Humanities in the World since 1300
Prof. Janet Klein
TTH: 11:45 a.m.-12:35 p.m.

Course Description and Themes: This course covers the major global intellectual, political, and artistic trends since 1300, and the ways in which those trends in the humanities reveal the connections among continents, regions, and nations in the modern era. Although we will cover prominent and well-known figures, the focus of this course is broader than the “high” culture that the Humanities component of the General Education curriculum has customarily offered. Instead, this course understands “culture” as the daily practices of peoples and the meanings that men and women assign to them. The main themes for this course are: (1) the interconnectedness and mutual influence of cultures (and the humanities) arising from the expansion of global trade, and the sharing of ideas and experiences across time and space; (2) the conflict that emerges (ironically) from cross-cultural interaction; (3) how gender affects the experiences of men and women cross-culturally and how they,
in turn, interpret those experiences; (4) the ways in which art, music and literature reflect the societies in which they were created.

Course Goals/Learning Outcomes: (1) to expose students to various cultural traditions around the world and the exchanges among them; (2) to improve students’ analytical skills through the interpretation of primary texts in their cultural and historical context; (4) to improve students’ writing skills; (3) to improve students’ oral expression in class discussions.

**Gen Ed:** (pre-Fall 2017): Humanities. Gen Ed (Fall 2017-present): Humanities, Critical Thinking

**History 250**
**United States History to 1877**
**Prof. Walter Hixson**
**TTH—8:45-10:00 a.m.**

This course surveys the history of what became the United States from European arrival in the late fifteenth century to the Civil War and Reconstruction culminating in 1877. Among the topics to be explored are indigenous peoples’ history and culture; Euro-American settler colonization; imperial wars; birth of the United States; American imperial expansion across the continent; the history of Indian and African slavery; modernization; immigration; the crisis of the Union; the Civil War and Reconstruction. Evaluations will be based primarily on Identification and Essay exams.

**Gen Ed:** Social Science, Domestic Diversity

**History 251**
**United States History since 1877**
**Prof. Greg Wilson**
**TTH—11:45-1:00 p.m.**

This course is a 4-credit introduction to the history of the United States from the end of the Reconstruction period to the recent past. The class is structured with 3 hours of lecture each week and 1 hour dedicated as a discussion section or lab. The broad themes of freedom, equality and power will serve as threads to tie together the many individuals, groups, movements, laws, events and ideas encountered during the course. Assignments will involve reading, writing, discussion and other activities designed to promote historical thinking – a critical approach to the past.

**Gen Ed:** Social Science, Domestic Diversity

**History 285**
**World Civilizations: China**
**Prof. Gang Zhao**
**MW—11:45 a.m.-12:35 p.m.**

Provides a basic knowledge of past human experiences and an understanding of current events in China.

**Gen Ed:** (pre-Fall 2017): Area Studies & Cultural Diversity
History 285
World Civilizations: China
Mr. David Eichler
TH—2:45-4:25 p.m.

Provides a basic knowledge of past human experiences and an understanding of current events in China.

**Gen Ed:** (pre-Fall 2017): Area Studies & Cultural Diversity

History 286
World Civilizations: Japan
Prof. Michael Sheng
TTH—10:15-11:05 a.m.

Provides a basic knowledge of past human experiences and an understanding of current events in Japan.

**Gen Ed:** (pre-Fall 2017): Area Studies & Cultural Diversity

History 301
Modern China
Prof. Gang Zhao
MW—1:15-2:30 p.m.

This course examines the domestic and global roots of China's 20th century modernization and their relationship to the challenges China now faces.

History 303
Modern East Asia
Prof. Gang Zhao
MW—8:45-10:00 a.m.

Exploration of domestic and global factors that shaped modern East Asia (Japan, China, Korea and Vietnam).

History 310
Historical Methods
Prof. Gina Martino
M/W—10:15-11:30 a.m.

In Historical Methods, you will learn to practice the craft of the historian. Over the course of the semester, we will explore the art and the science involved in discovering and evaluating a diverse range of sources, constructing an argument, and finding your voice as a writer. As this is a course in historical methodology, you will work toward producing a final research paper using the research and writing skills you develop. Far more than simply a course on writing footnotes and bibliographies, this class emphasizes the experience of finding a topic that inspires you to learn more about it and
sharing the results of your scholarly exploration through writing. This course counts toward requirements for a major in History and programs in the College of Education.

**History 317**  
*Roman Republic*  
*Prof. Clayton Fant*  
*TTH—2:45-4:00 p.m.*

This survey of the first half of Roman history focuses on the questions of how the Romans acquired a world empire before 100 BC, why the senatorial form of government was so successful (our Founding Fathers studied it!), and why it all fell apart at its peak (leading to the emperors). We will supplement the textbook with extensive primary source readings in the historians Polybius and Livy as well as documentary sources.

**History 320**  
*Medieval Europe*  
*Dr. Jennifer Stiles*  
*TTH—8:45-10:00 a.m.*

This course covers the history of Western Europe from the twelfth through the fifteenth century. The purpose of this course is to provide an understanding of the main political, social and cultural developments of the period. A wide variety of primary sources, as well as images of artifacts, will be used to investigate the diverse cultures that interacted in Europe during the High Middle Ages. We will approach this subject through lectures, assigned readings and in-class discussions. In addition to exploring key individuals, events and social forces shaping western Europe during High Middle Ages, we will develop historiography skills through critical evaluation of primary and secondary sources.

**History 322**  
*Europe from Absolutism to Revolution*  
*Prof. Michael Graham*  
*MW—11:45 a.m.-1:00 p.m.*

This course will examine the political, social, intellectual and cultural history of Europe, especially western Europe, from about 1600 to about 1800. During these two centuries Europe witnessed two major political revolutions - one in England and one in France - as well as several other profound intellectual, social and cultural shifts which have been described as "revolutionary," shaping the culture of the modern world. It was also during this period that some European powers extended their political and economic influence to the far corners of the globe in an imperial competition whose repercussions are still felt today. We will study and analyze this history through lectures, readings (including substantial primary source readings), discussion and the viewing of an historical film.
History 323
Europe: Revolution to World War—1789-1914
Mrs. RoseMarie Eichler
TTH—10:15-11:30 a.m.

This course surveys the major political, social, and cultural developments in Europe from the French Revolution to World War I. During the “long nineteenth century,” Europe dominated the world. The rivalries and internal strife experienced by European nations shaped future notions of politics, economics, ethnicity, and nationalism. By using both primary and secondary source readings, lecture, and film, the course promotes critical thinking, writing, and discussion in the examination of topics. The student should gain a deeper grasp of current world affairs along with the ability to identify cause/effect relationships.

**Gen Ed: Critical Thinking**

History 337
France From Napoleon to de Gaulle
Prof. Stephen Harp
MW—2:45-4:00

This survey of modern France starts with the Revolution, that is before Napoleon actually came to power in 1799, and ends with the present. It is designed to give students a small taste of all of the periods and most of the topics of modern French history. I’ve spent my entire adult life going back and forth to France and studying French history; I couldn’t be more enthusiastic about helping students discover the various ways that France has influenced modern American, European, and world history.

Course requirements include a mid-term and a final exam as well as short papers on the reading assignments. In addition to a textbook and other readings, we’ll consider the fascinating World War I letters between a captain in the French army and his spouse; a recent book about American soldiers and sex in France after D-Day; and the autobiography of the Vietnamese rubber plantation worker and communist Tran Tu Binh.

**Gen Ed: Global Diversity**

History 350
US Women’s History
Prof. Gina Martino
MW—11:45 a.m.-1:00 p.m.

Studying American women’s history is essential to understanding American history. History 350 is based on the idea that all major political movements and significant social or cultural change in American history involved the active participation of women. From the colonial era through the present, we will investigate how women sought and used political, social, and economic influence. We will also examine how ideas about gender, sexuality, and power changed over time. Students in History 350 will approach women’s history from multiple perspectives, exploring sources such as film, art, and music as well as books, articles, and historical documents.

**Gen Ed: Domestic Diversity**
History 351
Global History: Encounters and Conflicts
Prof. Michael Sheng
TTH—2:45-4:25 p.m.

This course explores historical encounters between societies to explain the development of the integrated economic, political, and cultural systems presently characterizing the modern world.

History 360
United States Military History
Prof. Walter Hixson
TTH—1:15pm - 2:30 p.m.

This course surveys the causes, course, and consequences of American wars from the arrival of Europeans on the continent to the “forever wars” in the contemporary Middle East. We will examine why each war occurred, how it evolved, and what the wars achieved or failed to achieve. In the process we will examine how warfare has shaped and changed the United States throughout its history, including economic and societal impacts. Finally, we will examine how warfare has affected the men and women serving in the American armed forces. Evaluations will be based primarily on Identification and Essay exams.

History 395
Modern Iran
Prof. Janet Klein
TTH—10:15-11:30 a.m.

In the United States and other parts of the western world, Iran, since the Islamic Revolution in 1979, has been known as a “rogue state,” an enemy of democracy, and an icon of Islamic “terror.” In Iran, the United States has been referred to as the “Great Satan” who took democracy away from Iran. What are the politics of the past in and about Iran? This course will explore Iran’s rich history in the modern period (mainly nineteenth century to the present), but will also address how Iran’s ancient past has played a role in modern politics.

Learning outcomes: In exploring diverse issues and processes such as democratic movements, state-society relations, and the politics of nationalism, identity, gender, and religion, students will gain a more nuanced perspective of Iranian history and society and will be able to contextualize Iranian social and political movements, particularly as they relate to Iranian-Western encounters and imperialism. This course offers students the chance to explore these questions and more through a variety of media—academic works, fiction, film, memoirs, and other primary sources. Students will achieve critical thinking, writing, and oral presentation skills.
History 409/509
Imperial Spain 1469-1700
Prof. Michael Levin
MW—1:15-2:30 p.m.

In just over two centuries, Spain experienced one of the most dramatic periods of rise and fall in history. We will explore this remarkable story of the first world empire, from the marriage of Ferdinand and Isabella, through the age of Philip II and the Spanish Armada, and end with the end of the Habsburg monarchy in 1700. We will discuss the “Discovery of the New World” from the Spanish point of view, and examine the effects of the “Columbian exchange” on Spain. We will also take a close look at the Spanish people and their culture, including some of the great art and literature which came out of the Spanish Golden Age (not to mention the darker aspects of Spanish history, such as the persecution of Jews and Muslims, and the Inquisition). Undergraduates will take a midterm and a final, make an oral presentation, and write a research paper (10-12 pages). Graduate students will make an oral presentation and write a historiographical paper, about 20 pages in length.

Graduate Student Field(s): Early Modern Europe

History 438
Nazi Germany
Mrs. RoseMarie Eichler
TTH—1:15-2:30 p.m.

What, if anything, did Germans find attractive in Nazism? Why did Germans comply with the Nazi dictatorship? Did any opposition to National Socialism exist? What role did racism, anti-Semitism, terror, violence, and genocide play in both the development of and support of this fascist movement? The Holocaust? These are some of the important questions this course addresses as we examine Nazism from its origin as a small radical fringe movement which emerged soon after World War I to its fall in the last months of World War II. Reading, discussion, and writing assignments are central to this class.

History 456/556
The US through World Wars and Depression, 1917-1945
Prof. Kevin F. Kern
MW—10:15-11:30 a.m.

This course examines the development of the United States during its most turbulent era of the past 140 years: In this single generation, the country went from being a largely isolated and rural nation to being the world’s most important military and economic power. Through the formative influences of world wars and international depression, we will trace the major social, economic, and political evolution of the modern United States. Major themes will include the making of the modern American political landscape; race, class, and gender relationships; demographic and intellectual developments; the permanent retreat from American isolationism; and the development of American economic and military hegemony.

Graduate Student Field(s): Modern US
History 470
Ohio History
Prof. Kevin F. Kern
MW—8:45-10:00

Ancient earthworks, steamboats, the Civil War, Yankee farmers, underground railroads, airplanes, factories, and American Presidents are just a few aspects of Ohio’s rich history. In this course we will examine major social, political, and economic themes of Ohio’s history while also exploring and evaluating (through electronic media and optional site visits) the state’s prehistoric and historic landscapes, built environments, museums, and historic sites. In addition to attending lectures and completing reading and short writing assignments, students will compile an Ohio history portfolio or mini-internship and produce a final project. Although suitable for any history student, this course is also a requirement for some education majors. A particular emphasis will be on using Ohio as a learning laboratory for understanding, teaching, and enjoying history.

Graduate Student Field(s): Contact Professor

3400:601
Graduate Research Seminar in History
W 5:45-8:55 p.m. (although probably not ending so late really)
Dr. Michael Graham

The research seminar, which is all M.A. and Ph.D. students must take at least once, provides a forum for original research in history. Students are permitted to take this course more than once, and Ph.D. students are particularly encouraged to do so in lieu of dissertation hours. The course is not field-specific, meaning that a student can pursue research in any historical subfield (American, European or non-western). Students are eligible to take this course as soon as they have completed Historiography and at least one reading seminar. The major assignment of the course will be the completion of an article-length research paper (20-40 pp.), which can become the basis for an M.A. thesis, an Option Paper, or a dissertation chapter. Students will generally work with one outside advisor, who is expert in the subfield in which they are working, as well as with the course instructor.

History 669
Reading Seminar: US History since 1877
Prof. Greg Wilson
T—4:15-7:20 p.m.

This is a 4-credit seminar that provides students with the opportunity to contribute to the commemoration of the 150th anniversary of the University of Akron. In conjunction with the Sesquicentennial Committee and the University of Akron Archives, students in the course will focus on conducting, critically analyzing, and publishing oral histories of UA alums, faculty, staff, and administrators regarding their time at UA, stemming from the 1960s forward. The class will publish a blog, and the students will write chapters (or parts of chapters) for aUA Press book on the interviews published as part of the 150th commemorations. Along with the practical work, the course will address methods and theories of oral history, and situate the interviews in the context of events in the
US since 1960. The seminar contributes towards the modern U.S. and public history fields for graduate students.

**Graduate Student Field(s): Modern US, Public History**

**Honors Courses:**

**1870 340 004**  
Honors Colloquium: Social Science  
History of Sexuality in Latin America  
Prof. Martha Santos  
TTH 2:45-4:00 pm  
Honors Complex, 82

What have sex, gender, and sexuality meant across time and space in the Americas? How have people thought about sex, sexuality and gender in Latin America throughout five hundred years of history? What makes the way that gender and sexual norms work particular to specific places, times, and groups of people—and what makes them broader than that? Can we identify peculiarly “Latin American” approaches to sex and gender? How have gender and sexuality in this hemisphere changed over time, broadly speaking? We will explore these interesting questions through analysis of primary sources, scholarly work on these topics, and visual sources, including some feature film.

**1870: 350-002**  
Honors Humanities Colloquium  
Hunting Witches in Early Modern Europe  
Prof. Michael Graham  
MW 8:45-10:00 a.m.

This workshop-style course will be an investigation into one of the most bizarre and troubling facets of early modern European history. The witch-hunt directly affected hundreds of thousands of people, and claimed tens of thousands of victims, killed for committing a crime which modern commentators view as imaginary. While recognizing the barbarity of what took place, we will seek to explain it within its historical context. What was it which caused people at all levels of society, including the most educated, to live in fear of black magic? How could such fears have made sense to them? How did those fears develop, and by what process did they eventually ease? After several weeks surveying the general outlines of the witch-hunt, we will delve into the actual records of several witchcraft trials, so see how the legal process operated in such cases, and to better understand the ways in which the witch-hunt has been documented. Finally, we will look at the ways in which people wrote about the witch-hunt, in the early modern popular media of pamphlet and news-sheet, in scholarly works dedicated to the respectable topic of “demonology”, and in dramatic works. This last phase of the course will allow students to offer their own creative take on the hunt in styles similar to those popular in early modern Europe - i.e. tabloid pamphlet or dramatic presentation.