

LUX ET SPES



**STONEHILL
COLLEGE**

Department of History

Handbook for Majors and Minors

2018-2019

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Introduction
History: humanity's story

The study of history is an essential element of the human experience and plays an integral role in the education of all Stonehill students.

The study of History at Stonehill prepares students to explore the most enduring questions and controversial issues of the human past. A discipline dedicated to unearthing and examining the totality of human experience, History introduces students to a diverse array of cultures, societies, eras, and enduring questions and controversies. Why does the American Civil War surface so frequently in contemporary news media? Why do some people or groups deny that the Holocaust occurred? How were the experiences of Irish immigrants to America different than those of Chinese immigrants? What is the source of the tension between Islam and the West? How have gender roles changed over time and across cultures? Are social and political revolutions inevitable? Why is the backstory of modern piracy important? Does history really repeat itself? Do facts still matter? Few majors are more diverse, or more dynamic, for students of history study nation-states, communities and individuals through personal diaries, letters, maps, and artifacts and draw on the most cutting-edge research methodologies in the humanities and social sciences for answers. A nuanced understanding of the past provides History majors with perspective, insight, and the analytical skills essential for citizenship, the workplace, and leadership in the 21st century.

Beginning with First-Year Seminars and continuing through a series of introductory, thematic, and advanced courses, History majors and minors explore the breadth of the human past, the dynamic forces of change, and the array of investigative methods that help us to uncover and expand our field. Students focus both on decisive events that have shaped our world, such as the Neolithic Revolution and the Second World War, and on the broader experiences of everyday life in Pre-Colombian Mexico or Qing-era China, for example. Because of this approach, History majors and minors gain a broad perspective on human diversity and the analytical skills to investigate how historical forces have shaped specific societies at particular moments in time.

With a dedicated and impassioned faculty of scholar-teachers, the History Department provides its students with the intellectual tools to read critically, to conduct research effectively, and to write and communicate persuasively. These skills provide an ideal foundation for a dynamic range of professions, including law, education, museums, public history, journalism, library science, business, non-profit leadership, and public service.

A. Major & Minor Requirements

The History major is designed to give students a broad breadth of coverage of the human past. The major consists of twelve (12) required courses:

Major & Minor Requirements

The Major consists of twelve (12) courses:

- *Two courses with at least one at the 300 level or above in European History*
- *Two courses with at least one at the 300 level or above in US History*
- *Two courses with at least one at the 300 level or above in World History*
- *Two additional courses at the 200 level or above in any history area*
- *One History Cornerstone course at the 100 or 200 level in any history area*
- *HIS 420 Historical Theory and Writing (Fulfills Cornerstone Writing in the Disciplines Requirement)*
- *HIS 425 History Lab (Fulfills Cornerstone Statistical Reasoning Requirement)*
- *HIS 430 History Thesis*

2. Transferring credits and AP courses

History majors may transfer a **maximum of five courses** to be used towards the major. Only one AP course in History may be used toward the major requirements. A student will earn three (3) elective credits for each score of 5 on the following AP tests: European, United States, and/or World.

3. Minor Requirements

The History minor consists of seven (7) courses, comprised of the following:

- *Two (2) courses 200-level or above in European History*
- *Two (2) courses 200-level or above in United States History*
- *Two (2) courses 200-level or above in World History*
- *HIS 420 Historical Theory and Writing*

4. Requesting an Advisor

Each student should select a major advisor with whom he or she would like to work in choosing courses, evaluating study abroad/internship options and discussing other relevant academic issues. Students may request to change advisors at any time by consulting with the Department Chair and filling out the online paperwork required by the Registrar's Office.

5. The History Capstone

The History Capstone Experience consists of a sequence of three courses: HIS 420 Historical Theory and Writing, HIS 425 History Lab; and HIS 430 History Thesis. HIS 420 is regularly taken during the second year. HIS 425 is regularly taken during the third year and HIS 430 is taken during the fourth year.

HIS 420 Historical Theory and Writing. The course explores the nature and study of history including historical theory, historical evidence, and historical writing. Prerequisite: Sophomore standing. Majors should register in their sophomore year in preparation for taking HIS 425 in the junior year. 4 credits. *Offered only in the Spring Semester.* (Please plan accordingly. This course should be taken during your second year. In *exceptional* cases--due to transfer, study abroad, internships, class scheduling, etc.-- students will have to take HIS 420 in their junior or senior year.)

HIS 425 History Lab. History Lab introduces majors to the hands-on methodological practices that historians use to gather, access, and interpret data to make historical arguments. Students will visit local archives and museums to further their knowledge of the craft of historical research. In addition, the lab emphasizes developing the student's skills in research, analysis, citations, statistics and quantification. History Lab culminates in the completion of an independent research proposal for HIS 430. Prerequisites: HIS 420, Junior Standing. Majors should register in their junior year in preparation for HIS 430 in the senior year. 4 credits. Also fulfills the Cornerstone Statistical Reasoning Requirement. *In 2018-2019 and 2019-2020, offered only in the fall semester.* (Please plan accordingly or see the department chair if there are scheduling conflicts.)

HIS 430 History Thesis. An independent, original historical research thesis based upon the work conducted in HIS 425. Thesis includes in-depth analysis of primary and secondary sources and a bibliography. A faculty advisor works with the student on a one-on-one basis throughout the semester. In addition, students participate in a seminar that includes draft analysis, peer review, and oral presentations. Prerequisites: HIS 420, HIS 425, Senior Standing. Majors should register in their senior year. 4 credits. *In 2018-2019 and 2019-2020 offered only in the fall semester.* (Please plan accordingly or see the department chair if there are scheduling conflicts.)

History Thesis Guidelines:

The Research Thesis must address a historical question that the student has identified. Good historical scholarship contributes to human knowledge by addressing a broad conceptual problem. Conceptual problems, in turn, lead to more specific questions that have been overlooked or have produced conflicting explanations. The student's goal is to identify a conceptual problem of interest and, from there, to define a question that will form the basis of the research thesis. The student will accomplish this task in consultation with their faculty advisor, but the topic of the research thesis must be generated by the student and should not simply be prescribed by the advisor. The topic may address an original question that has not been previously examined, or it may address a familiar question to revise, verify, or extend previous interpretations. In either case, the student should present his or her own research rather than merely summarizing previous scholarship.

The Research Thesis Must Fulfill Two Fundamental Goals: 1) It must be based predominantly upon primary source materials, and 2) It must address and incorporate the relevant historical writing and research on the topic. In addressing a broad conceptual problem and attempting to answer a specific question, historical scholarship rests upon evidence gathered from original research in primary sources. Therefore, the thesis must be based, in its essence, upon primary source materials that the student will interpret himself or herself. While it would be impossible to establish a minimum number of primary source collections that must be consulted, or of specific pieces of evidence that must be cited, the core of the research project must be rooted in primary sources, and the argument put forward must reflect the student's original analysis of the evidence he or she has uncovered.

Likewise, the student's analysis of primary source material must be situated in the relevant historiography on his or her topic. Historical scholarship centers on rigorous debate – on differing explanations of a particular problem. The research thesis, therefore, should be framed, in broad terms, in reference to the contending interpretations that have previously been advanced concerning its topic. This does not mean that the student will be expected to have read every work on a particular topic, but the student should be able to demonstrate the basic familiarity with previous scholarship. Engaging this previous scholarship will enable the student to establish the importance or relevance of the topic, and it ideally will allow him or her to speculate upon the project's broader implications.

Choosing a Thesis Advisor

Once you have begun to define your research area and topic, an essential next step is to choose a thesis advisor. Your criteria for choosing a thesis advisor should pivot on several important points.

- First, your advisor *must be* a faculty member of the history department.
- Secondly, your advisor's area of teaching and research should correspond to the general area in which you intend to write your thesis (i.e., Early Modern France, Colonial America, Islamic World, etc.). In other words, they should be knowledgeable about your area of focus. *If you wish to work with someone whose main areas of teaching and research do not include your topic, you should re-frame your topic so that it does relate to your advisor's expertise.*
- Your thesis advisor should ideally also be someone from whom you have taken classes, and whose general area of expertise you are familiar. If you anticipate working with a particular faculty advisor and have not yet taken coursework in his or her area of expertise, you should do so.

Meet early and often with your advisor and start well before the semester you plan to write your thesis. Meetings with your advisor will help facilitate the process of research and writing your thesis: honing your research question, fine tuning your

writing and argumentation, and providing insight into historical sources and historiography in your field.

- During the semester, you are writing your thesis, you should plan to communicate with your advisor at least every three weeks.
- At regular intervals, you should also submit drafts of your work in progress for her or him to review and discuss.

Specific Guidelines for the Thesis:

- The student shall submit the thesis *one week* before the last day of class in any given semester. The student shall turn in an electronic copy of the thesis to their faculty advisor and to the professor teaching HIS 430.
- The advisor (60% of the grade) and a second reader (25% of the grade), a member of the history department chosen in consultation with the student, will grade the thesis. Students will also receive a grade for their work in the accompanying seminar (15% of the grade). *Only one grade is assigned and provided to the student. The Final Grade shall be viewed as a grade awarded by the History Department as a cumulative grade of the Capstone Experience and the completion of Stonehill College's History Program.*

B. Study Abroad

Over the past decade, the number of U.S. students studying abroad has more than doubled. At Stonehill, over 40% of our students spent at least one semester abroad. The History Department strongly encourages students to enhance their learning experience through study at a university or college apart from Stonehill. Most recently, History majors have studied in Florence, Ireland, Germany, Great Britain, Spain, Switzerland, Australia, and Washington D.C. The College sponsors an impressive array of international and domestic exchange programs. The History department has information available on a wide variety of **archaeological sites, History programs, and internship possibilities**. Students are encouraged to meet with any member of the History faculty or consult the Study Abroad Office for more information.

C. History Department Colloquium

Each year, in the spring semester, the History department sponsors a colloquium in which three fourth-year students make formal presentations on their theses. This colloquium is open to all History majors and minors and is a great way for students to experience the wide-ranging topics and research that comprise the thesis.

D. History Honor Society, History Honors, and History Department Prizes

Annually, the History Department inducts eligible History majors into an international honor society, awards the student who produces the best Senior History Thesis, and recognizes one graduating senior for outstanding service to the department. A new program also offers travel/archival grants to support thesis research.

Phi Alpha Theta

Phi Alpha Theta is the international history honor society supporting academic excellence in History. Stonehill is the home to its *Nu Rho Chapter*. Annually, the History department confers membership to students who have achieved society standards with regard to courses completed and grade point average. Recognition takes place at the Student Academic Achievement Awards Assembly and at the History Department Colloquium each spring. Juniors and seniors with a cumulative GPA of 3.3 are eligible to be inducted into Phi Alpha Theta.

For more information on Phi Alpha Theta, please contact Professor Edward McCarron at emccarron@stonehill.edu.

History Honors Designation

For an optional Honors Designation, students may either write a substantially longer and more ambitious thesis (longer than 35 pages), or complete both the thesis (18-25 pages) and an additional project of their own design and choosing. To be eligible for this honors track, students must submit a 4-5-page proposal for Department approval in the semester before they write the thesis. This proposal must: 1) specify the length of the written thesis component (whether the minimum 18-25 pages, or longer); 2) detail any additional project components, including an outline of proposed grading criteria, and an explanation of the academic or pre-professional goals the additional project will serve); 3) describe the research resources the project requires; 4) state the extent of research the student has completed to date; and explain why the proposed thesis or thesis/project combination merits departmental honors above and beyond the normal History Capstone. In addition to the above steps, the student must earn a grade of A- or above in HIS 430 and obtain a 3.5 minimum overall GPA and a 3.5 minimum History GPA. This designation commences with the History majors in the graduating class of 2019.

Salameno Scholars Program

The Salameno Scholars Program is designed to provide travel funds to those students interested in conducting archival research for their Senior History Theses. In order to avail themselves of this program, interested students will need to define a topic and identify the archives they plan to visit and the collections they intend to examine. They will ordinarily do this during their junior year. Interested students should apply to the History Department for acceptance into this program, and the application must include:

- 1) a statement of rationale for the research to be conducted; 2) a proposed budget; and
- 3) a letter of recommendation from the intended thesis adviser.

Students receiving funding must comply with all college policies and guidelines governing the use of travel funds. Upon completion of their theses, students having participated in the program will be recognized as “Salameno Scholars.” The program is administered by the Salameno Professor of History. Any student interested in the program should contact **Professor John Rodrigue** at jrodrigue@stonehill.edu.

Thomas J. Clarke Award

The Clarke prize, named in honor of Professor Thomas J. Clarke, Professor Emeritus of History, is bestowed by the History faculty on the student who each year best exemplifies the spirit of service, community, and dedication to the field and to the History department at Stonehill.

Recent Winners:

2018	Angela M. Farias
2017	Shannon T. Barry
2016	Frank Patarino

Peter R. D’Agostino Prize

Since 2008, the History Department has awarded the Peter R. D’Agostino Prize for Excellence in History to the graduating student majoring in history who writes, in the department’s judgment, the best thesis during that academic year. The prize is a monetary award, and the recipient is customarily announced, and the prize awarded soon after commencement. All completed theses are automatically considered for the prize, and finalists can be nominated by either the thesis adviser or the second reader. The final decision is made by a committee of History Department faculty. The prize is named in honor of former history and religious studies professor Peter R. D’Agostino, who taught at Stonehill from 1995 to 2001 and died tragically in June 2005.

Recent Recipients of the D’Agostino Prize:

2018	Alissa M. Andrews, “‘He Professes Himself to Be’: Self-Fashioning in New England Runaway Servant Advertisements, 1730-1775”
2017	Nathan P. Samoriski, “The Battle of the Bands: Music in the American Civil War”
2016	Amanda N. Berthold, “‘Strangers in This Country’: A Case Study of Scottish Immigrants in Pre-Revolutionary Boston”

E. History Society

Stonehill College's History Society is a student run, extra-curricular organization that seeks to educate students in all areas of study about the past and its importance in shaping the world as we know it today. All students are welcome and are encouraged to participate in the numerous programs sponsored by the society, such as film/television screenings, discussions with professional historians, historical debates, and networking with alumni. Students explore all aspects of history—American, European, and World—through field trips to various historical sites. Past trips have included visits to Gettysburg, Pennsylvania and Lexington and Concord, Massachusetts.

For questions and more information please contact **Professor James Wadsworth** at jwadsworth@stonehill.edu.

F. History Internships and Experiential Learning Opportunities

Hands-on experience in a professional setting has never been as important a component in undergraduate education as it is today. History majors and minors are *strongly* encouraged to intern as part of their program of study. Internships can be as short as two weeks or as long as a year. Museums, educational institutions, archives, historic sites, government organizations and non-profits are just a few of the many internship options available. Students may take an internship for credit during the academic year or over the summer or participate in internships without credit; both options offer students the opportunity to experience the relevance of the past to the present through participation in contemporary institutions and organizations.

The History Department supports students who wish to take an internship for credit.

Internship Requirements:

- To earn three (3) credits, students should devote an average of eight (8) hours per week to the internship.
- Students seeking to pursue an internship should consult with the Internships Coordinator, Professor Edward McCarron, at least two weeks before registering for HIS 475 History Internship.
- Students must complete an online Internship Application.
- During the period of the internship, students should keep a journal or field notes, meet periodically with the Internships Coordinator (who will direct and grade the internship with input from the intern's on-site supervisor), and submit by the last day of classes an academic paper of 10-12 typed pages on a topic related to the internship.

Students are invited to make an appointment with an advisor in the Office of Career Services to discuss the various possibilities for internships. Likewise, students may

Speak with their departmental advisors or with our Internship Coordinator, Professor Edward McCarron, who may be contacted at emccarron@stonehill.edu,

Students have the option of residing on campus to avail themselves of summer internship opportunities. Students are also encouraged to take advantage of Stonehill's International Internships Program. See the Stonehill website for a listing of sponsored internships and to apply. Students may also schedule an appointment with an advisor in the Office of International Programs in order to learn more about the many possibilities for international internships.

G. Graduate and Professional Schools

The History major, and the research, writing, and analytical skills that it cultivates, prepare students both for an exciting array of careers and for graduate study in a variety of fields. Stonehill College History alumni work in a variety of professional fields, including higher education, museums, archives, information technology, the legal profession, and government service.

Applying to Graduate School:

Once you anticipate applying to Graduate or Professional School – start planning early! First, you should plan to meet with one or more of the Graduate Advisors in the History department – Professor Houston and Professor Rodrigue—who can help you get started, discuss various graduate programs with you, help you to clarify your objectives in attending graduate school, and perhaps put you in contact with History alumni who are currently attending graduate school in your field.

For additional information on graduate and professional schools, as well as careers in History, please consult the American Historical Association website.

Requesting Letters of Recommendation:

One of the important facets of the application process is requesting letters of recommendation from History faculty – professors whom you have had in class and who are familiar with your work. Do not wait until you are close to the application deadline to ask for a letter of recommendation. You should allow **4-6 weeks** for the letter to be completed.

Your first step is to e-mail the faculty member, formally requesting a letter of recommendation. You should briefly identify your academic interests and why you are interested in attending graduate school. In this message, you should request a meeting time in person to discuss your application and to provide the faculty member with a copy of your resume and statement of purpose. You should also provide the most specific information possible to your professor so that he or she can write the most effective letter possible.

H. “What do I do with a degree in History?”: Careers for History Majors

Family and friends frequently question History majors about what they will do with their degrees after graduation. Humanities degrees are somewhat different than preprofessional degrees that set students on a well-defined path. The enduring value of a History degree, however, lies precisely in its variability, flexibility, and adaptability. History majors work closely with the departmental Internships and Careers Coordinator and Career Services to identify the career trajectory that is right for them. The History major opens students up to a vast horizon of career possibilities, limited only by one’s imagination and initiative. Students who know how to synthesize complex information, write clearly, think critically, and solve problems are in demand across the globe. You may not think that coming up with an interesting paper topic or project or organizing an exhibit for a Capstone experience are directly marketable skills in the professional world, but they are. Clear communication and project management are among the top two job requirements employers seek in job candidates.

History alumni have distinguished track records of professional employment. They have gone on to become prominent attorneys, teachers, archivists, curators, grants managers, fundraisers, entrepreneurs, military officers, government officials, legislative staffers, publishers, clergy, nurses, and stock brokers. History alumni work in university and educational settings, non-profits, corporations, hospitals, law offices, churches, museums, and banks.

In coordination with the Office of Career Services, the History department regularly organizes alumni from various fields to speak and network with majors. A mentor database available at the Office of Career Services is another way to connect with alumni and learn more about the exciting paths of History majors. The History Capstone courses also introduce students to the offerings of the Office of Career Services.

Faculty in History

Chair:

- Kevin P. Spicer, C.S.C.

Professors:

- Shane J. Maddock
- John C. Rodrigue
- Kevin P. Spicer, C.S.C.
- James E. Wadsworth

Associate Professors:

- Linzy Brekke-Aloise
- Todd S. Gernes
- Amy Houston
- Edward T. McCarron
- Karen M. Teoh

Assistant Professor:

- David L. Sander

Faculty Biographies (alphabetical) and Teaching Information

Linzy A. Brekke-Aloise, Associate Professor of History

E-mail: lbrekke@stonehill.edu; **Phone:** (508) 565-1283; **Office:** May Center 212

Professor Brekke-Aloise specializes in United States history between the American Revolution and the Civil War. Her research focuses on consumer and material culture, and the intersection of fashion and capitalism in the Early Republic. She consults with museums and historic homes such as Mount Vernon to interpret the period of the nation's founding. She is working on a new project *Founding Fathers and Daughters* and a book that explores science, gender, and the struggles of women to gain acceptance at Harvard University. She serves on the standing committees of American Studies and Gender Studies and is the program director for Gender and Sexuality Studies.

Courses offered:

- American Nation I (HIS 281)
- American Nation II (HIS 282)
- The Declaration of Independence in World History (HIS 101/115)
- Heretics, Reformers and Radicals: Women & Power in American History (HIS 100/112)
- Revolutionary History (HIS 100)

- Revolutionary America (HIS 328)
- Topics in U.S. Women's History (HIS 385)
- Women in Early America, 1600-1865 (HIS 285)
- Women in Modern America, 1865-1975 (HIS 287)
- United States History Seminar (HIS 330)

Todd Gernes, Associate Professor of History

Email: tgernes@stonehill.edu; **Phone:** (508) 565-1946; **Office:** May Center 238
*Assistant Dean of General Education and Academic Achievement; Writing Program
 Director*

Professor Gernes is an interdisciplinary historian of American Culture and American History generalist whose teaching and research focuses on 19th- and 20th-century U. S. history and society, with specializations in literary history, historical theory and methodology, history of 20th-century popular music, American material culture and decorative arts, museum studies, and historical constructions of race, class, ethnicity, gender and sexuality. Professor Gernes teaches a variety of courses in History and American Studies. He is presently developing an interdisciplinary learning community with a colleague in Political Science about America's response to the Armenian genocide in a global context. Gernes pursues scholarly work in American cultural history and has published articles and book reviews in *MELUS*, *The New England Quarterly*, *The African American Review*, and *The Winterthur Portfolio*, as well as essays in scholarly anthologies. Present work includes of the education and literary development of feminist public intellectual Charlotte Perkins Gilman (1860-1935) as well as a study of Boston poet and museum founder, Charles Hammond Gibson, Jr. (1874-1954), regarding the history of sexuality in 19th- and 20th-century America.

Courses offered:

- Life and Times of Frederick Douglass (HIS 100/128)
- American Family History (HIS 100/130)
- American Nation I (HIS 281)
- American Nation II (HIS 282)
- Electric Guitar in American Culture (HIS 337)
- History Lab (HIS 425)

Amy Houston, Associate Professor of History

Email: ahouston@stonehill.edu; **Phone:** (508) 565-1234; **Office:** May Center 220
Graduate School Co-Advisor

Professor Houston studies the cultural, religious, and intellectual history of early modern Europe, especially France. She is particularly interested in the history of the book, sixteenth-century religious conflict, cultural and intellectual responses to warfare, the emergence of religious toleration and pluralism, the history of medicine, the relationship between popular and learned culture, and beliefs about magic and witchcraft in the early modern world.

Her current book project is a cultural and intellectual history of siege warfare in France during the wars of religion (1562-1628).

Courses offered:

- European History Seminar (HIS 360)
- Faith and Violence in Early Modern Europe (HIS 101/113)
- Medicine, Healthcare and Society in Europe, 1000-1700 (HIS 100/131)
- Renaissance and Revolutions: Early Modern Europe (HIS 227)
- Women and Gender in Early Modern Europe (HIS 229)
- The French Revolution (HIS 351)
- Modern France (HIS 245)

Shane J. Maddock, Professor of History

E-mail: smaddock@stonehill.edu; **Phone:** (508) 565-138; **Office:** May Center 225
Sabbatical Spring 2019

A North Dakotan by birth and a New Englander by choice, Shane Maddock earned degrees at Michigan State University and the University of Connecticut.

Professor Maddock's general area of interest is twentieth-century America, both domestically and internationally. More specifically, he is interested in the interaction between culture (both popular and elite) and politics during this period. His most recent book, *Nuclear Apartheid*, explores the origins of U.S. nuclear nonproliferation policy and the influence of cultural perceptions and ideology on policy formation.

His next research project will explore the cultural history of vernacular music, with a focus on rock and roll and bluegrass. Other teaching areas include the Vietnam War, post-1945 reform and radical movements, and U.S. popular culture.

Courses offered:

- Chuck Berry's America: The US from 1955 to 1965 (HIS 100/119)
- From Depression to Dominance (HIS 303)
- From New Frontier to New Century (HIS 307)
- History of U.S. Foreign Relations (HIS 228)
- Topics in U.S. Cultural History (HIS 306)
- United States History Seminar (HIS 330)
- United States Popular Culture (HIS 304)
- United States Popular Music (HIS 305)
- The Vietnam Era and Its Legacy (HIS 329)

Edward T. McCarron, Associate Professor of History

E-mail: emcarron@stonehill.edu; **Phone:** (508) 565-1287; **Office:** May Center 241

History Department Internships' Coordinator

Phi Alpha Theta Advisor

Professor Edward McCarron is originally from Pennsylvania, and currently resides in Massachusetts, but over the years he has lived in a variety of places – ranging from the Florida Panhandle to a rural village in southeast Ireland. Perhaps for this reason, his research interests have focused on place, community, and the historical landscape, especially viewed through the lens and contours of Irish immigrant communities. He is currently working on a historical atlas of the Nore Tidewater region of County Kilkenny – a river valley that has witnessed an ebb and flow of migration over the centuries. His research and teaching interests are focused in several broad areas. These include the history of colonial America, social history, Irish history, and Irish-America.

Courses Offered:

- American Nation I (HIS 281)
- American Nation II (HIS 282)
- Colonial America (HIS 301)
- Crosscurrents and Connections: Encounters Atlantic World (HIS 100/120)
- Irish American Experience (HIS 205)
- Ireland from Colony to Nation State (HIS 214)
- United States History Seminar (HIS 330)

John C. Rodrigue, Lawrence and Theresa Salameno Professor of History

E-mail: jrodrigue@stonehill.edu; **Phone:** (508) 565-1664; **Office:** May Center 208

Graduate School Co-Advisor

Professor Rodrigue joined Stonehill's faculty in 2007 as the Lawrence and Theresa Salameno Professor. He previously taught at Louisiana State University and was an

editor on the Freedmen and Southern Society Project at the University of Maryland. He received his Ph.D. in from Emory University, under the direction of Prof. James L. Roark.

His teaching and research interests focus on nineteenth-century United States history, in particular the Civil War and Reconstruction era, slavery and emancipation, the U.S. South, and African-American history.

Prof. Rodrigue has most recently published *Lincoln and Reconstruction*, a volume in Southern Illinois University Press's Concise Lincoln Library series. He is currently working on a study of the abolition of slavery in the lower Mississippi valley during the Civil War, which is under contract with Cambridge University Press. In addition to working on a long-term project on the southern planters after the Civil War, he is also general editor of the college-level textbook, *Louisiana: A History*, published by Wiley.

In 2016-17, Prof. Rodrigue served as president of the Louisiana Historical Association.

Courses offered:

- Abolition and Proslavery Thought (HIS 335)
- African American History (HIS 321)
- American Civil War & Reconstruction (HIS 327)
- From Jackson to Lincoln (HIS 324)
- History of American Freedom (HIS 101/124)
- Lincoln and His America (HIS 325)
- United States History Seminar (HIS 330)

David L. Sander, Assistant Professor of History

Email: dsander@stonehill.edu; **Phone:** (508) 565-1353; **Office:** May Center 214

Professor Sander studies world history through the history of religions. He is interested in how “history” both shapes and is formed by religious experience, thought and expression. This approach connects him both to specialized study in Islamic, African and Indian traditions and to global questions in world history. He explores how mystical thought has been expressed and interpreted in different historical contexts, and, in turn, mainstreamed or marginalized by dominant structures in society. His research focuses on ways in which popular culture has carried or otherwise responded to mystical thought. He is interested in the imagination as a tool of historical inquiry. He seeks and evaluates historical evidence for symbolic language that can communicate across cultural and religious divides.

Related interests include historiography and historical theory, comparative mythologies, literacies and poetics, surrealism, cultural imagination of ecology, the life and work of William Blake, and the films and artistic theory of Andrei Tarkovsky. His

work has been published in several academic journals related to the study of religion and history. His latest published writing has included a study of mysticism and Islamic reform in contemporary film. An article pending publication describes how historical consciousness is explored through surreal methods in two Islamicate films.

Courses offered:

- Africa in Stories: History, Literature, and Film (HIS 323)
- The Ancient Dead: Mummies and Other Ancestors (HIS 101/125)
- History of India (HIS 295)
- History of the Islamic World I (HIS 278)
- History of the Islamic World II (HIS 290)
- Shamans, Prophets and Saints: Mystics in World History (HIS 101/126)
- World History I (HIS 271)
- World History II (HIS 272)
- World History Seminar (HIS 362)

Kevin P. Spicer, C.S.C., James J. Kenneally Distinguished Professor of History
E-mail: kspicer@stonehill.edu; **Phone:** (508) 565-1090; **Office:** May Center 202
Department Chair

Kevin P. Spicer, C.S.C., is the James J. Kenneally Distinguished Professor of History at Stonehill College. Father Kevin's research centers on the relationship between the Roman Catholic Church and the German state under National Socialism. Currently, he is working on a study on the relationship of Jews and Catholics in Germany from 1918 to 1945.

Together with Martina Cucchiara (Bluffton University), he edited and translated, *The Evil that Surrounds Us: The WWII Memoir of Erna Becker-Kohen* (Indiana University Press, September 2017). Father Kevin is also the author of *Hitler's Priests: Catholic Clergy and National Socialism* (North Illinois University Press, 2008) and *Resisting the Third Reich: The Catholic Clergy in Hitler's Berlin* (North Illinois University Press, 2004) and editor of *Antisemitism, Christian Ambivalence, and the Holocaust* (Indiana University Press, 2007). His most recent essays are "The Hereafter verses the Here-and-Now: Catholicism under National Socialism" appeared in *Nazi Law: From Nuremberg to Nuremberg*, edited by John J. Michalczyk (Bloomsbury Press, 2018) and "In Search of Allies: Catholic Conservatives, the Alliance of Catholic Germans, and the Nazi Regime, 1933-34," (with Larry Eugene Jones) in *From Weimar to Hitler: Studies in the Dissolution of the Weimar Republic and the Establishment of the Third Reich, 1932-1934*, edited by Larry Eugene Jones and Hermann Beck (Berghahn Books, 2018). Father Kevin is Chair of the Council of Centers on Jewish-Christian Relations (CCJR), co-editor of *Studies in Christian-Jewish Relations*, and a member of the Holocaust Educational Foundation's Academic Advisory Council.

Courses offered:

- Adolf Hitler and Nazi Germany (HIS 347)
- Antisemitism, Nazism and the Holocaust (HIS 101/116)
- The Christian Churches in Nazi Germany (HIS 326)
- European History Seminar (HIS 360)
- History and Film (HIS 225)
- History and Horror (HIS 100/141 & HIS 241)
- The Holocaust (HIS 207)
- Modern Germany (HIS 247)

Karen M. Teoh, Associate Professor of History

Email: kteoh@stonehill.edu; **Phone:** (508) 565-1277; **Office:** May Center 209

Karen M. Teoh is Associate Professor of History and Director of the Asian Studies Program and specializes in modern Chinese and transnational Asian history. Professor Teoh's research focuses on Chinese migration and diaspora from the 17th century to the present, and examines how changing notions of gender roles, ethnicity, and cultural hybridity have shaped the identities of groups and individuals. Her most recent book, *Schooling Diaspora: Women, Education, and the Overseas Chinese in British Malaya and Singapore 1850s-1960s* (New York: Oxford University Press, 2018), is about the reach and influence of women's transnational networks through Chinese and English girls' schools in colonial Southeast Asia. Professor Teoh's articles have been published in *Cross-Currents: East Asian History and Culture Review*, *Twentieth-century China*, and *Intersections: Gender and Sexuality in Asia and the Pacific*. Her current research projects include a social history of gambling and the overseas Chinese, and a reference work on women in Chinese history. She is a Research Associate of the Fairbank Center for Chinese Studies at Harvard University.

Courses offered:

- Asian American History (HIS 286)
- Asian Empires (HIS 373)
- Bound Feet and Dragon Ladies: Women & Power in East Asia (HIS 374)
- China Rising: The Re-emergence of a Global Superpower (HIS 100/121)
- Modern China (HIS 270)
- World History I (HIS 271)
- World History II (HIS 272)
- World History Seminar (HIS 362)

James Wadsworth, Professor of History

E-mail: jwadsworth@stonehill.edu; **Phone:** (508) 565-1281; **Office:** May Center 223
History Club Advisor

James Wadsworth is a historian of Colonial Latin American and World History. He is interested in the linkages between social, institutional, and religious history and the big historical questions that defy easy answers.

His first book entitled *Agents of Orthodoxy: Honor, Status and the Inquisition in Colonial Pernambuco Brazil* (2007) is a collective biography of the men who ran the Inquisition between 1613 and 1821 in the Captaincy General of Pernambuco. His second book, *In Defense of the Faith: Joaquim Marques de Araújo A Comissário in the Age of Inquisitional Decline* (2013), shrinks the historical scale by engaging in an experiential microhistory of the career of one formidable comissário who worked between 1770 and 1820. He is also the author of *Columbus and His First Voyage: A History in Documents* (2016); *The World of Credit in Colonial Massachusetts: James Richards and his Day Book, 1692-1711* (2017), and *Global Piracy: A Documentary History of Seaborne Banditry* (2019).

Currently, he is researching pre-contact trading systems in the western hemisphere. Future projects include a global history of blood sacrifice and a history of the world from the perspective of apocalyptic millenarian movements. He has held several prestigious fellowships including a Fulbright Fellowship to Portugal and regularly presents papers at international conferences.

Courses offered:

- Beneath the Skull and Cross Bones: A Global History of Piracy (HIS 100/118)
- A World at War (HIS 353)
- Colonial Latin America (HIS 244)
- Comparative Empires: Spain and Portugal (HIS 220)
- History of Brazil (HIS 277)
- The Inquisition: Myth & History (HIS 349)
- Modern Latin America (HIS 257)
- Native American History (HIS 209)
- Pathfinders: A Global History of Exploration (HIS 101/117)
- World History I (HIS 271)
- World History II (HIS 272)
- World History Seminar (HIS 362)