

COURSE TITLE: The Year 1000

COURSE NUMBER: FFYS 1000.11

SECTION TIMES/DAYS: MWF 10:20-11:20 (room TBD)

INSTRUCTOR: Anthony Perron

CORE AREA (IF APPLICABLE): FFYS

FLAGS (IF APPLICABLE):

COURSE DESCRIPTION/PRINCIPAL TOPICS: What was the world like a millennium ago? This course will travel back to one point in time, the year 1000, old enough to be alien, yet sufficiently recent that we can spy some familiar traits of the modern. This seminar will take a global approach, exploring the emergence of an increasingly interconnected premodern world from China to southeast Asia and India, from the Middle East to Europe and on to North America. Along the way, we will examine a discrete set of episodes, including the transformation of China under the Song and Liao Dynasties, the impact of the Turks on the Muslim Near East and South Asia, the importance of caravan routes across western Africa, the emergence of the Mediterranean as an emporium linking Islamic, Byzantine, and European civilization, and the Viking diaspora stretching from Russia to Greenland (and even Canada). For each chapter of world history we touch on, we will consider both the threads of change that brought about the unique contours of that society by the year 1000 and the web of interaction that joins these societies together in the late tenth and early eleventh c. As we will see, while the world of the year 1000 was politically fragmented, it was nonetheless a place of remarkable economic and cultural vitality. Throughout the term, we will revisit such themes as trade, religious dynamism, and the importance of cities.

Our themes will be various, ranging from migration to social change, religious dynamism and conversion, and war. The course will also be explicitly interdisciplinary, showing how distinct approaches are necessary to understand the varied societies in different parts of the world; each of our case studies will demand that we draw on different types of evidence, ask different questions, and apply different methods to analyze our subject.

STUDENT LEARNING OUTCOMES: Students will develop and indulge their curiosity about the past. Consistent with the aims of a First-Year Seminar they will gain proficiency in information literacy, oral presentation of their ideas, and, most importantly, writing. Workshops and tutorials will help students develop all of these skills.

PREREQUISITES/RECOMMENDED BACKGROUND: None.

REQUIRED TEXTS: Readings will be posted on Brightspace.

COURSE WORK/EXPECTATIONS: Students will be expected to attend all class meetings and participate in all discussions. The class assignments will consist of information literacy tutorials, regular readings accompanied by short response papers, and three longer-form papers, including preliminary drafts and revisions.

**TERM:** Spring 2020

**COURSE TITLE:** The Politics of the Veil

**COURSE NUMBER:** FFYS 1000 (12) and (23)

**SECTION TIMES/DAYS:** MWF: 10:20-11:20 and 11:30-12:30

**INSTRUCTOR:** Najwa al-Qattan

**Core Area:** FFYS

### **COURSE DESCRIPTION/PRINCIPAL TOPICS**

This course looks at the practices and debates surrounding the veil in the Middle East and the West in modern times. Veiling has historically represented a variety of things: an expression of personal piety; state law (as in present day Saudi Arabia and Iran); a badge of cultural authenticity; a symbol of resistance to European imperialism as well as patriarchy and authoritarianism at home. In the West, the veil has long been the ultimate sign of Islam's degradation of women. More recently it became an issue of individual liberty against the secular state as in France. This diversity of attitudes to and perspectives on veiling offers an excellent opportunity for the historical analysis of society, gender, and culture.

### **STUDENT LEARNING OUTCOMES**

The course will be framed around a number questions intended to promote historical, analytic, and critical thinking about society and culture. Through readings on the veil (and a select number of other sartorial practices), intensive writing, and serious discussions, students will explore a number of issues, including: How do sartorial regulations create/enforce difference and discrimination? How/why do certain clothing traditions become sites of resistance to colonial or state authority? How does the modern state/nationalism use clothing (and women) to represent itself to the world and to create citizens? What role does economic inequality play in sartorial practices? What does the history of veiling (and unveiling) teach us about the workings of patriarchy and feminism in different contexts? In the process of addressing such complex issues, students will become better thinkers, readers, writers, and public speakers.

### **PREREQUISITES/RECOMMENDED BACKGROUND**

None

### **REQUIRED TEXTS**

Leila Ahmed. *Women and Gender in Islam: Historical Roots of a Modern Debate*

Huda Shaarawi. *Harem Years: The Memoirs of an Egyptian Feminist*

Marjane Satrapi. *Persepolis*

Joan Wallach Scott. *Politics of the Veil*

*Elements of Style*

Scholarly articles posted on Brightspace

### **COURSE WORK/EXPECTATIONS**

Students will be expected to engage in serious reading and constructive discussion on a consistent basis. Each student will be required to lead class discussion on two occasions. In addition, the following will be required: (1) a weekly journal entry; (2) three short analytic papers; (3) a final term paper; (4) a class presentation at the end of the semester.

Course Title: Natural Catastrophes in a Historical Perspective

Course Number: FYS1000, Section 33

Section Times/Days: T/Th 1:00-2:30pm

Instructor: Nigel Raab

**Course Description/Principal Topics:**

From the flooding after Katrina in 2005, to the Haitian Earthquake in 2010, to the nuclear disaster at Fukushima in 2011, natural disasters have become regular news items. This course, drawing on the instructor's own research in Soviet disasters, examines natural and man-made disasters from the eighteenth century to the present. Students will explore how the relationship of human beings to the natural world has changed dramatically. From religious explanations of the Lisbon earthquake in the eighteenth century to Soviet confidence about controlling nature in the twentieth-century, students will see how natural disasters, so much more than scientific phenomena, were categorized according to the mores of specific societies. In all these situations, political and economic interest groups tried to steer disasters and the rescue operations to their best advantage. Since the aftermath of disasters encouraged artistic production, such as the artworks that helped Haitian residents heal in 2010, the course shows how humans use their creative impulses to confront the overwhelming power of nature. In addition, since disasters are not confined to a single part of the world, the class has a global dimension as examples will be taken from many continents. Students will be able to critically analyze these competing interests with respect to specific historical disasters and then compare this analysis with their understanding of contemporary natural disasters.

**Student Learning Outcomes:**

With its intensive focus on a narrow subject of study (though with broader implications) and in its emphasis on reading, critical thinking, writing, and speaking, this course is an introduction to the intellectual rigor that characterizes an LMU education. Students will be exposed to a continually changing field of study. They will learn how to read texts carefully and critically, analyze scholarship, find primary sources, and hone their arguments in spoken and written form. These skills, while grounded in the discipline of history, will serve students throughout their coursework at LMU and in their lives beyond the University.

Prerequisites/Recommended Background: None

Required Texts: Most texts will be available on Brightspace

Course Work/Expectations: Literary Modules, Research Paper, Midterm