

A SAMPLING OF GRADUATE COURSE DESCRIPTIONS

In addition to the introductory courses that explore specific places and eras, our graduate offerings ask students to study particular periods and issues through readings courses and research seminars that revolve around the particular research and teaching interests of the faculty. These are a representative sampling of recently offered courses.

READINGS IN EUROPEAN HISTORY

Victorian & Edwardian Britain

Dr. Carla Hay

During the reign of Queen Victoria Great Britain became the foremost imperial and economic power in the world. That position was being seriously challenged by the newly unified German empire and Britain's former colonies in America by the time Victoria's son, Edward VII, died in 1910. Domestically, the Industrial Revolution transformed the economic, social, and political landscape. Plutocrats, suffragists, Home Rulers, and Labour challenged the traditional landed establishment epitomized by the monarchy, laying the foundations for the Welfare State. Readings will focus on key personalities, events, and socio-economic-political trends. Discussion of assigned readings and an historiographical essay due at the end of the semester will determine the student's grad in the course.

Nationalism & Identity

Dr. Timothy G. McMahon

The purpose of Nationalism and Identity is to familiarize students with some of the key texts in the study of nationalism and national identity, to encourage them to read these texts critically, to push them to consider the impact of nationalism and national identities in the history of modern Europe (and, by extension, other parts of the world), and to prompt them to consider the various ways in which to investigate these phenomena as historical subjects. Among the issues we'll address are: How have the concepts of the state and the nation informed and influenced each other? Are there different varieties of nationalism, and if so, what characterizes them? What part, if any, has modernization played in the emergence of nationalism? Is nationalism a primordial phenomenon, or is it something that can be (and was) invented and/or manipulated? Are nationalism and national identity one and the same things? How have various peoples used and encouraged the growth of national identity over time, particularly through a multitude of cultural expressions?

Quiet Imperialism

Dr. Phillip C. Naylor

There are two acknowledged periods of intensive European imperialism. The first began with the European acquisition of the lands of the Western and Eastern hemispheres in the late 15th and early 16th centuries and lasted until the early 19th century. The second marked imperial age began in the late 19th century and continued into the early 20th century—the era of the “scrambles.” This course will consider the period between these ages of extensive territorial acquisition, specifically from the end of the Napoleonic Wars (1815) to the conclusion of the Congress of Berlin (1885). The course will fundamentally question the traditional periodization of European imperialism. An alternative interpretation will be presented arguing that there was no imperial respite. European ambitions remained restless and aggressions relentless resulting in a continuing, less conspicuous “quiet

imperialism.” Students should expect a wide variety of readings. Individual reports and short papers will lead to a longer research project capping the course.

From Competition to Cooperation

Fr. Michael Zeps, S.J.

This course will deal with the disintegration and reintegration of Europe. Twentieth century disintegration started with the dismissal of Bismarck in the 1890 leading to the disintegration of his system for keeping peace, to World War I and then World War II—the ‘competition’ part. The following half century to the Treaty of Maastricht in 1992 saw a chastened Europe draw together, first economically and then politically, when wiser statesmen prevailed—the ‘cooperation’ half. There were, however, attempts at international cooperation during the first half, and a certain level of competition remained after WW II. The format will be the following: all students will read a book in common every week and be prepared to discuss it in class for the first hour. One member of the class will act as the expert for the week by introducing and leading the discussion. He or she will provide a short outline or set of topics and questions to discuss. The rest of the students will read a second book as well and be prepared to offer a contrasting view of the topic from that perspective during the second hour. The writing component will be a historiographical overview of the century on significant works of special interest to you personally amounting to around 20 pages. There will be no tests.

Crime and Punishment in Europe, 1500-1800

Dr. Julius R. Ruff

In this course, we will explore through weekly readings a number of themes developed by western European historians over the past three decades. These will include:

- the forms of criminal behavior, including interpersonal violence, property crime, offenses against the religious and moral order, and such acts of collective violence as feuds and riots. We will explore as well the evolution of both the popular and legal definition of ‘‘crime’’.
- the legal systems, criminal jurisprudence, and judicial apparatus of the European Old Regime as well as the changes in all of these resulting from the Enlightenment and the French Revolution.
- the less formal social controls evident in the popular culture of western societies
- the nature of police resources
- the modes of punishment created by European states, especially as assessed in the works of Michel Foucault, Pieter Spierenburg, Victor Gatrell, and others.
- the evolution of crime patterns over this period, as well as explanations for the changes posited by such scholars as Norbert Elias, Gerhard Oestreich, Ronnie, and Hsia Raeff.

The focus of the course will be essentially western European, that is, on England, France, Germany, Italy, the Spanish monarchy, and the United Provinces.

The course grade will be based on written reports of student reading (40 per cent of the grade), a final historiographical essay (40 per cent), and class participation (20 per cent).

RESEARCH SEMINARS IN EUROPEAN HISTORY

Great Britain, 1815-1919

Dr. Carla Hay

During the nineteenth century the Industrial Revolution transformed the economic, social, and political landscape in Great Britain. Plutocrats, suffragists, Home Rulers, and Labour challenged the traditional landed establishment epitomized by the monarchy, laying the foundations for the twentieth-century Welfare State. By the onset of the Great War, British economic and imperial primacy was also being seriously challenged by Germany and the United States. The Great War dramatically accelerated these trends. After several weeks of discussing common readings selected to orient students to the period, each student, in consultation with the instructor, will select a research topic on any aspect of British history in the period 1815-1919. Drawing on the rich array of primary sources available on-line, through the Center for Research Libraries, or in the Raynor library, each student will research and write a paper, approximately 30 pages in length, on the student's selected topic. Students will report on the results of their research in class in the last weeks of the semester.

20th Century Russia/USSR

Dr. Alan Ball

History 310 is a seminar in the history of Russia and the Soviet Union in the twentieth century. Each student will consult with the instructor and devise a topic on any aspect of Russian history that interests him or her in this period. The bulk of the semester will be devoted to research and writing of a paper (approximately 25-30 pages) on the chosen topic, relying primarily on the array of primary sources now available in English in Marquette's library. During the last week or two of the semester, we will schedule group sessions to discuss the fruits of our labors.

Decolonization & the Postcolonial World

Dr. Phillip Naylor

The seminar will study the effects of decolonization upon postcolonial identities, relations, and policies. Students could examine, for example, the transformation of Islamist or Marxist thought and action from the colonial to postcolonial periods. Another topic could be the influence of the Cold War on decolonization and the postcolonial world. Furthermore, what has been the effect upon the colonialists as well as the colonized by decolonization and postcolonialism? Theorists bridging colonialism and postcolonialism, such as Frantz Fanon, Edward Said, Gaytravi Spivak, and Homi Bhabha will also be considered. Students should be prepared to apply a multidisciplinary approach to their topics—for example, explaining Indonesian decolonization through the quartet of novels written by Pramoedya Ananta Toer. The seminar's breadth should allow students great latitude to explore and pursue a variety of political, social, cultural, and economic topics.

Modern Britain and Ireland

Dr. Timothy McMahon

This course will challenge graduate students to engage in meaningful research into modern British and Irish history from 1867 to the present. In consultation with the instructor, students will design a research project that brings their own research interests into dialogue with existing areas of historiographical controversy. Possible areas of investigation could include Anglo-Irish relations, nationalism and national identity, popular culture, and political mobilization.

READINGS AND RESEARCH SEMINARS IN MEDIEVAL HISTORY

Medieval Heresy

Dr. Lezlie Knox

This graduate readings colloquium takes as its starting point R.I. Moore's controversial thesis that the rise of heretical groups during the High Middle Ages can be attributed to social and political

frustrations rather than any particular religious practice or belief. We will assess his two paradigm shifting books—*The Origins of European Dissent* and *The Formation of a Persecuting Society*—as well as how historians have responded to the challenges raised by his ideas. This debate then will provide the background for our two main cases studies of how historians have approached two of the most “infamous” medieval heresies—the Cathars and the Templars. Students will be responsible for a weekly common reading (usually a monograph), supplemental discussion readings (articles and chapters), and a historiographical essay on a premodern heretical group not examined in the course.

Medieval Manuscripts

Dr. Lezlie Knox

This seminar addresses the study of medieval manuscripts and their use in historical research. It will provide a basic introduction to paleography (the study of medieval hands) and codicology (the study of books), as well as the principles of critical editions. It also will examine the culture of medieval manuscripts, including their production, transmission, and reception. In addition to class meetings, we also will visit the Haggerty Museum and its collection of manuscripts/manuscript leaves, the Newberry Library in Chicago, and other local resources. Grades will derive from participation in discussion (20%), short written responses to the shared readings (20%), and a research project that involves working with a medieval manuscript (60%).

Popular Culture in Europe, c. 1200-1700

Dr. Lezlie Knox

This seminar engages with the debate over the nature of popular culture in late medieval and early modern Europe. The first part of the seminar will both examine the debate (e.g., is it appropriate to distinguish popular and elite customs?) and discuss sources and methodology (e.g., what methods do historians use to approach the lives of ordinary people?). The majority of the semester, however, will be devoted to individual research projects. These topics are diverse, but must pertain in some way to popular culture (e.g. urban life, family, youth culture, popular religion, popular literature, magic and superstition, popular movements, rebellions and riots, crime, etc.). Grades will derive from short written responses to the shared readings (20%), a research paper based on primary sources (60%), and an oral presentation of the research (20%).

READINGS IN UNITED STATES HISTORY

Revolutionary America

Dr. John Krugler

This readings course focuses on the historiography of the revolutionary period. It considers how historians have interpreted the causes of the rebellion and the consequences of those actions. Other topics included are the American Loyalists, free and enslaved blacks, women, and Indians. In harmony with the assigned readings, students will write two historiographic papers and two comparative book reviews.

America in the Atlantic World

Dr. Kristen Foster

In this readings course, we will focus on the relationship between the United States and the Atlantic World as Enlightenment ideas inspired revolutions both in the Old and New Worlds. We will explore the relationship between the Enlightenment, the American Revolution, and other revolutions in the Atlantic World. We will focus each week on America’s response to and relationship with these

revolutions. As such, we will look at the American Revolution, the French Revolution, developments in the Caribbean and especially the establishment of the world's first black republic of Haiti, Mexican independence, and finally Texas independence. As a readings course, the emphasis will be on weekly reading and discussion.

The American West

Fr. Steven Avella

Where is the American West? Is the West the same thing as the frontier? What are the themes and topics that have inspired historians of this diverse and fascinating region? What are the differences between the "Old" Western history and the "New" Western history? This readings class hopes to probe these and other questions over the course of the semester.

American Urban History

Dr. Thomas Jablonsky

Course examines the evolution of American cities and the sizable volume of scholarly literature that has been built up around this phenomenon. A common set of readings will provide an introduction to the subject matter and individual readings will allow each student to examine the various processes under consideration at greater depth. A historiographical paper will conclude the semester

Power/Politics in American Cities

Dr. Thomas Jablonsky

Course will trace the evolution of power in the management of American cities, with an emphasis upon the twentieth century. Case studies for this class will cover the role of the private sector in public decision-making as well as partnerships between the public and private sectors. Several works will closely examine the lives of political leaders in moments of crisis, seeking to understand the nature of public leadership. The final paper will be an integrated analysis of contemporary urban issues based on a series of student presentations.

RESEARCH SEMINARS IN UNITED STATES HISTORY

Religion & Politics, 1630-1791

Dr. John Krugler

The objective of this seminar is to create a well-written 30 page-plus analysis that focuses on primary sources. Students will select a topic from EITHER the seventeenth century that focuses on New England, Maryland, or Pennsylvania OR a topic from the eighteenth century that focuses on the religious liberty and diversity that led to the first amendment of the Constitution.

The Atlantic World

Dr. Laura Matthew

This course introduces the concepts and methodologies of Atlantic World history, through common readings and primary historical research and analysis. We will discuss: is there only one, or are there several different, Atlantics? Does the Atlantic World end with the transition to 'modernity'? What are the origins and who are the main personages of Atlantic World history as a field? How does it relate to African, European, North and Latin American, military, economic, and other subfields of history? Students will spend a significant portion of the semester engaged in their own research, the results of which they will be required to situate in a broad, transatlantic context.

Milwaukee: Religion & Community

Fr. Steven Avella

This seminar examines the interplay between religion and Milwaukee's urban development. Students will be introduced to the basic themes and methodology of this study and then produce an original historical essay based on primary sources.

Race, the Sectional Conflict, and the Legacies of the Civil War

Dr. James Marten

Students in this seminar will examine some of the issues and sources related to the sectional conflict—broadly defined—through a brief examination of the historiography of the sectional conflict, the exploration of prominent primary sources, and the construction of a 25-30 pp., article quality paper on one aspect of that conflict. Topics will not be confined to the traditional 1830-1877 period, but can explore events from throughout American history, providing they can be connected to the issues raised during the Civil War era, including race, expansion, sectionalism, and economic development, among many others.

History of Midwestern Cities

Dr. Thomas Jablonsky

After acquiring a foundational understanding of the dynamics involved with Midwestern urbanization as well as the art of historical research, students will produce an eighteen to twenty-five page seminar paper based upon primary sources.

Children & the Family in the US

W 4:00-6:00

Dr. James Marten

Although I could write a snazzy description for this class, everything you really need to know is in the title: it's a research seminar (the primary assignment will be a 25-30 pp. paper based on primary sources) and it's about children and the family in US history

US Cultural/Intellectual Life

Dr. Kristen Foster

In this research seminar, graduate students will spend the first few weeks exploring and discussing the work of cultural and intellectual historians. As we work through this material together, we will familiarize ourselves with the methodologies of these historians. As we do this together, each student will formulate a research topic in the field of American cultural and intellectual history that will occupy him or her for the remainder of the semester. This paper will include an assessment of the historiographical work in the field followed by original research in primary documents. At the end of the semester you will present your work, read each other's work, and turn in a final polished paper.

GRADUATE COURSES IN GLOBAL HISTORY

Readings Colonialism and Nationalism in Twentieth Century Africa

Dr. Chima Korieh

This course is an introduction to significant historical issues that have influenced and continue to influence contemporary sub-Saharan African societies from the middle of the 19th century until the end of colonial rule. The focus is the colonial period and the impacts of colonialism in shaping African societies in the last century. Major historical themes will include the end of the slave trade and

the emergence of commodity trade; European imperialism and colonial rule; nationalism, decolonization, and the emergence of independent state in Africa. We will examine these important issues in African history through the reading of course materials, debating controversial African issues, films, visit to relevant websites, and other media. The course will give us opportunity to think about African history as also global in terms of the links and connections with the history of other parts of the world.

Readings in Latin American History: Religion in Colonial Latin America

Dr. Laura Matthew

In Latin America, the Catholic church was a powerful partner to the Crown in the expansion of empire. This course examines how religion and state intersected to impact economics, gender relations, and the encounter between Europeans, Africans, and native Americans in colonial Latin America.

Readings in African History: Introduction to Global History

Dr. Phillip Naylor

Africa will be one of the continents covered in this course, but you should understand that this is actually the inaugural course in our World History Master's program. It will feature a wide range of readings principally exploring historiography and methodology in world history (e.g., Herodotus, Ibn Khaldun, Braudel). Departmental colleagues will also participate relating global perspectives of their specific fields. Students should be prepared for some scholarly adventures (including oral reports and papers) as they explore and discover in breadth and depth the manifold approaches to world history.