

REGULAR UPPER DIVISION UNDERGRADUATE COURSES

After choosing four survey courses on the histories western civilization, the United States, Latin America, Asia, or Africa, history majors take several upper division lecture classes. Most are offered once every four semesters, although some are offered annually. With the recent addition of faculty members in Latin American, Asian, and African history, the department's offerings in those categories will grow in the next few years.

EUROPEAN HISTORY

Ancient Greece and Rome

Fr. J. Patrick Donnelly, S.J.

This is a lecture course which will begin with Minoan and Mycenaean civilizations and finish with the fall of the Roman Empire in the fifth century. Fr. Donnelly will provide students with a textbook (Chester Starr, *A History of the Ancient World*), so no books need to be purchased. There will be three exams, each worth 23% of the grade: one covering Hellenic civilization—basically Homer down to Alexander the Great; the second covering the Hellenistic world and the Roman Republic (323-21 B.C.); the last covering the Roman Empire. A term paper is required (a biographical sketch on an important figure chosen by the student) and will also count 23% of the final grade. Oral participation by students is encouraged and will count 6% of the final grade. There will be frequent slide lectures illustrating life and art in the ancient world.

The Crusades

Dr. Lezlie Knox

The Crusades represent one of the most fascinating, complex, and troubling episodes in medieval history. This class studies the medieval Crusades through contemporary documents and cultural artifacts—the chronicles, sermons, letters, art, and architecture produced by medieval Christians (Western European and Byzantine), Muslims, and Jews in response to the Crusade phenomenon. Our main objective will be to understand the origin and motivations for the Crusades, the way they were carried out, the experience of ordinary crusaders, and the impact of the Crusades both in the Holy Land and in Europe. The semester will conclude with an examination of the legacy of the Crusades in modern society. Requirements for the class will include regular class participation, two essay exams, and an independent research project.

The Middle Ages

Dr. Lezlie S. Knox

In medieval Europe, some people believed you could cure a toothache by spitting into a frog's open throat. While that piece of trivia alone may inspire you to study the Middle Ages, this course moves beyond the stereotypical and superstitious Dark Ages to explore the dynamic and complex culture that provided a foundation for our own. We will begin our study of the Middle Ages by considering the emergence of a distinct European society from a mixture of Roman, Christian, and Germanic cultures. From that foundation, we will consider other topics including ideas of lordship and power, the explosive growth of towns and commerce, the intellectual and artistic fervor of various medieval renaissances, innovative religious movements (including heresies), as well as later medieval upheavals ranging from famine to plague to the split in Christendom. Requirements include regular participation in class discussion (focused on primary source readings), 2 essay exams, and a research project.

War and Religion in Early Modern Europe, 1500-1650

Fr. John Patrick Donnelly, S.J.

This is a lecture course that will cover a tumultuous era of change in politics, religion, the arts, literature, demographics, science, technology and social structures. Monarchical rule becomes stronger in some countries, weaker in others. Protestant denominations spread though much of northern Europe, but Catholicism remains dominant in southern Europe and undergoes reform. Religious differences lead to major wars. Religious dissidents and witches are persecuted. European nations explore and colonize the Americas and develop trade routes with Asia. In the east the Ottoman and Russian empires expand. Population doubles. Humanism spreads to northern Europe. Renaissance art reaches its summit and Baroque style begins, as does modern science, e.g. Galileo. The period produces literary giants: Erasmus, Shakespeare, Rabelais, Cervantes. There will be three major exams (23% of the course grade each), plus a biographical sketch term paper (23%). Class participation will count 8%.

Tudor England 1485-1603

Dr. Carla Hay

Focusing on such dynamic personalities as Henry VIII, Thomas More, Mary Queen of Scots, and Queen Elizabeth I, the course details the political, economic, and social development of Great Britain during the age of the Renaissance and the Reformation. The student's grade will be based on quizzes on assigned biographies, full-period examinations (including the final exam) and an 8-10 page paper based on an analysis of a Shakespeare play.

The French Revolution and Napoleon 1787-1815

Dr. Julius Ruff

One of the major revolutions in world history overturned the monarchy in France in 1789. This course will examine the events and reverberations of this cataclysmic event. Lectures examining such topics as the monarchy of Louis XVI and Marie Antoinette, the revolutionary mob, the Reign of Terror with Robespierre and the guillotine, the French army, and the crucial battles of Napoleon will be supplemented by film presentations, recordings of popular revolutionary music, and discussion of the role of women in the Revolution. Readings include: Owen Connelly, *The French Revolution and Napoleonic Era*; Robert R. Palmer, *Twelve who Ruled: The Year of the Terror in the French Revolution*; Michael Walzer, *Regicide and Revolution: Speeches at the Trial of Louis XVI*; and Harold T. Parker, *Three Napoleonic Battles*. The course grade will be based on three examinations and a paper on the trial of the king in 1792.

Ireland Since 1780

Dr. Timothy G. McMahon

History 160 examines major issues in the history of modern Ireland through an emphasis on three themes: the importance of possessing land; the intervention (or lack thereof) by the state in everyday life; and the force of historical memory and myth on collective action and identity. We will begin with an overview of relations between Ireland and Britain prior to the plantations of the sixteenth and seventeenth centuries, the primary focus of the course will be on events and processes between 1700 and the present (including the Protestant Ascendancy and Protestant Patriotism, the 1798 Rebellion, the fight for Catholic Emancipation, the development of Orangeism, the Great Famine and subsequent emigration, the Home Rule movement, the War of Independence, and the late-twentieth-

century Troubles). We will remain mindful of the influence of Ireland's relations with Britain, the United States, and the wider world on events that seem to be indigenous to Ireland.

The British Empire

Dr. Timothy McMahon

Beginning with a brief overview of the components of the "internal empire," this course will chart the growth, transformation and decline of the British Empire/Commonwealth from the loss of the American colonies in the 1780s through the handover of Hong Kong. Special emphasis will be paid to the radically different experience of empire by Britons and subject peoples, paying particular attention to the economic, social, and cultural impacts of empire.

Modern Germany

Dr. Irene Guenther

This course will trace the history of Germany from the foundation of Bismarck's empire in 1871 to the unification of the two Germanys in 1990. It surveys the major political, social and cultural developments in modern German history and focuses on the following themes: democracy and authoritarianism; the construction of ethnic, cultural, social, and gender identities; continuities and discontinuities; myths and memories; and German particularities in their European context. Course materials will include primary sources in translation and some of the most recent scholarship on German history, as well as literary works, art, and film to examine the complicated role Germany has played in shaping the 19th and 20th centuries. Given Germany's contentious history, this course requires you to question certain assumptions, to think critically about the past and the present, and to acknowledge and understand the interconnectedness of nations, of cultures, and of humanity.

Twentieth Century Europe

Fr. Michael Zeps, S.J.

This will be a traditional lecture course with plenty of room for discussion. It will be concerned primarily with the years 1914-1989, but it cannot start with the first shots without regard for what led up to the war. Likewise, since history is living and based on contemporary interpretation, we cannot ignore the post-Soviet decade. Events in Europe, it seems, follow the pattern of *destruction* when political nationalism led to the disintegration of Europe, and *reintegration* when the economics and culture led Europeans to downplay nationalism almost to the point of relinquishing sovereignty. We will have a text to assist in ordering events, but there will also be assigned readings to complement the text. There will be a research paper as well. Grading will follow the formula: Three tests, 70% (20%, 20%, 30%); paper, 20%; and class participation, 10%

The Russian Revolution and the Soviet Union

Dr. Alan Ball

History 168 is an introductory survey of modern Russian and Soviet history. We begin with an analysis of important features and problems of tsarist Russia during its last decades in order to reach an understanding of the revolutions in 1917 that swept away much of the old regime and left the Bolsheviks in power. The bulk of the course will concentrate on the Soviet period, as we examine the tumultuous development of "the world's first socialist state," the emergence of the Soviet Union as one of the world's two superpowers, and the country's recent fragmentation. In particular, we will try to arrive at an understanding of the Bolsheviks' aspirations in 1917 and then see to what extent these hopes for a new society were realized as the Communist Party confronted domestic and foreign challenges in the years since. The course is composed of lectures, a few Soviet films, and eight

periods set aside for discussion. On these eight weeks, in place of a Friday lecture, students will meet with me in small groups on Thursday or Friday to discuss sources pertaining to that stage of the course. These readings include a variety of primary documents, memoirs, and selections from the wealth of Russian literature that provoked tsarist and Soviet authorities.

The Great War”: World War I, 1914-18

Dr. Julius Ruff

George F. Kennan, one of America’s foremost scholars of international relations, called the First World War “the seminal catastrophe” of the twentieth century. The war destroyed not only a generation of young men, but much of the pre-war world’s economic, political, and social order. Out of the war’s ruins arose Soviet Communism, Fascism in Italy, and Nazism in Germany, as well as the conditions that produced a second world war and problems that still reverberate in our world today. In this course we will examine the long-term causes of the war, the nature of the first “total” war, and the political, social, and economic consequences of the conflict. The course will be built around lectures and discussions of the following readings: David J. Andelman, *A Shattered Peace: Versailles 1919 and the Price We Pay Today*; John Ellis, *Eye-deep in Hell: Trench Warfare in World War I*; David G. Herrmann, *The Arming of Europe and the Making of the First World War*; and Michael J. Lyons, *World War I: A Short History*. The course grade will be based on three examinations (75 percent of course grade) and one paper (25 percent of course grade).

World War II

Fr. John P. Donnelly, S.J.

This is a lecture course in European history, but since more than 90% of the world’s people were at war, some attention will be given to the Asian/Pacific conflict. While military and diplomatic history will be central, secondary attention will be given to the home fronts. Students will read Peter Calvocoressi et al., *The Penguin History of the Second World War*. Students will write two papers. The first is a two page review of a movie about WWII; the professor will provide videos of more than fifty such movies. The second will be a biographical sketch term paper on a major participant in the war, 10-15 pages. Graduate students will write a longer term paper. The movie review will count 10% of the course grade. The term paper will count 30% of the grade. There will be a mid term and a final examination, each worth 30% of the course grade. Questions and oral participation in the class are encouraged.

The Cold War

Dr. Alan Ball

Study of the Cold War offers an opportunity to scrutinize diverse nations caught up in a conflict more wide-ranging and—in a nuclear age—more perilous than anything the world had witnessed previously. This course will survey the origins and nature of the Cold War, with a focus on the first twenty years or so after World War II. Along the way, topics will include not only international tensions but also the domestic consequences of the Cold War in some of the countries involved. Together with films from the period and segments from CNN’s Cold War documentary, the course features frequent discussions of primary documents, literature, and recent works by US and Russian historians.

Intellectual and Cultural History of Europe

Fr. Michael Zeps, S.J.

This course deals with the great ideas and cultural advances made by important intellectuals and artists from Descartes to Picasso. The emphasis will be on the contributions of specific individuals

rather than on movements; great thinkers, after all, create movements not vice versa. Included will be inventors, musicians and artists because this is not a philosophy course. There will be no quizzes or large paper but rather a 1 to 2 page paper every week on an assigned topic. There will be three tests. The papers will count 20%, the first two tests 20% each (40% in all) the final 30% and class participation 10%.

Women in Western Civilization

Dr. Carla Hay

A survey of European women's experience from prehistoric times to the present with particular emphasis on the period since 1500, the course will analyze the changing roles of women in the family, in the work force, and in the community. Illuminating the myths and realities of women's experiences, the course discusses gender as a dynamic component in human institutions and experiences. The grade in the course will be based on examinations and written assignments.

History and Philosophy of Crime and Punishment

Dr. Julius Ruff

This course offers an interdisciplinary perspective, that of the fields of history and philosophy, to the problems of crime and punishment. We will apply historical and philosophical analyses of these problems to the western world in a broad sense, but we especially will concentrate our attention on modern England, France, and America. In this broad geographic context, we will examine types of crime prevalent over the past five centuries, noting changes as the west evolved stronger institutions of central government and entered the industrial age. We also will examine the development of police systems, and we will pay special attention to the evolution of modes of punishment and to their philosophical rationales. The course grade will be based on three examinations.

UNITED STATES HISTORY

British Atlantic World to 1713

Dr. John Krugler

As the English set foot on the shores of North America beginning in 1584, they encountered a very different and distinct culture known as Algonquin. That name, Algonquin, was not how the natives peoples referred to themselves. Indeed, they were hardly one people. The Natives and the strangers who came to their land faced a common concern: Could they live together or would they battle over the rich lands of America? One side wanted to protect its culture, maintain its land, and trade. The other wanted not only to survive the "seasoning" but to prosper. History 101 tells the stories of these peoples as they interacted. How did the Natives respond to the English invasion? What role did the English envision for them?

HIST 101 covers the formative period of American History from the first encounters at Roanoke in 1584 to the end of the second great inter-colonial/European War that engulfed both the English and the Natives in 1713. If the course and its readings focus on this cultural interaction, it takes some interesting diversions. Readings include English efforts to implement religious freedom and freedom of conscience in Massachusetts and Maryland; the story of one Roman Catholic planter who brought his family to Maryland to grow tobacco; and the spellbinding tales of witchcraft in New England that highlights not only the innermost fears of New Englanders but witchcraft's relation to the Indian Wars that periodically swept New England. The last topic covered considers the complex intrigues that went on in the south where English, French, and Spanish ambitions created a diplomatic nightmare as those empires tried to use the powerful Indian nations to their own advantage.

Requirements: A passion for the study of history, two exams, a final examination, and a TBA semester project.

Revolutionary America, 1707-1787

Dr. John Krugler

The American Revolution was the first of the modern revolutions. Why this rebellion occurred in the least oppressive of the European empires is one of many questions explored. HIST 102 considers the maturation of the British North American mainland colonies and how the growing cultural, economic, and political differences led to estrangement and suspicion. The course mainly focuses on questions about political allegiance and raises many questions about the causes and the consequences of the triumphant rebels who dared to challenge the might of the British Empire. How did a colonial tax protest move to armed rebellion and from there to the creation of a new government that rejected monarchy in favor of elected governments? Why did some Americans rebel and others stay loyal to England? Was the War for Independence America's first Civil War? Given the strength of the Empire, what led some Americans to think they could win a rebellion? Why did the ragtag patriot army triumph over the seemingly superior British military forces sent to subdue the rebellion? Were those who destroyed the imperial connection capable of creating new governments and governing themselves? The course ends with the ratification of the second constitution in 1788. Student evaluation is based on class discussion, three 75-minute essay examinations (including final examination), and a short essay based on primary sources.

The New American Nation, 1787-1836

Dr. A. Kristen Foster

In this course we will explore together the era of the early American Republic: the years of the American Revolution, of nation building, and of national definition. We will investigate the reasons for the independence movement and the visions that a variety of groups had for the republic's future. We will study the founding generation, the formation of a workable national government, westward expansion, the War of 1812 and the rise of the market economy, Indian Removal, slavery, American identity, the rise of democracy, Andrew Jackson and the endless optimism of the young republic.

During each week we will combine lectures with discussions so that you have the opportunity to share your ideas and your reactions to both the readings and the lectures with the class. The course requirements include avid class participation, a class debate, papers and exams.

The Civil War Era

Dr. James Marten

"The Civil War Era" will explore the origins of the sectional conflict between the North and the South, the most important military campaigns and battles of the Civil War, and the efforts to reconstruct the Union after the Confederacy surrendered. Among the topics that will be addressed are slavery, in its moral, constitutional, economic, and human contexts; expansion; the debates over Congressional power versus states' rights; the effects of the war on American society; and the legacies of the Civil War in the century since the conflict ended. Readings will include primary sources from the Civil War era; class activities will include an anti-slavery convention and a "Constitutional Convention" in which we attempt to "solve" the problems posed by the sectional conflict and Civil War. Grades will be based on essay exams, a series of short papers, and class participation.

Gilded Age to the Progressive Era, 1876-1920

Dr. Alison Efford

Between the Civil War and the end of WWI, the United States grew from a decentralized, rural nation into an industrial world power. Telegraph wires and railroads spanned North America, only to be superseded by telephones, radio broadcasts, and automobiles. The United States also extended its influence beyond the continent as never before. This lecture course examines how all these changes affected Americans. Throughout the semester, we will examine how the fruits of economic growth were distributed and ask whether civil and political rights kept pace with material improvements. I will particularly focus on three sometimes overlapping groups: women, African Americans, and wage-workers. Assessments will include reading response quizzes, two short papers, and a longer term paper.

United States in the Twentieth Century 1

Dr. Steven Avella

Time publisher Henry Luce optimistically called it the "American Century." One American president hailed it as the era of a "New Frontier" and his successor thought it a good time to launch a "Great Society" where "men [sic] are more concerned with the quality of their goals than the quantity of their goods." Others, with darker or more complex views, tagged it a "marriage of reason and nightmare" and an epoch which "paradoxically united violence and progress."

Whatever its joys or sorrows, the 1900s were a fascinating and challenging era in the life of the American nation. As author Gore Vidal wrote: "All in all I would not have missed this century for the world."

Our first semester will begin with the accession of Theodore Roosevelt to the presidency in 1901 and ends just as America is ready to enter World War II in 1941. The second semester will begin with World War and conclude with the contested 2000 election.

Students who sign up for this class will study its politics and foreign policy. The presidency emerged once again as the dominant branch of the federal government. America was an economic and military super power and its commercial and ideological interests abroad were a part of its national agenda.

But powerful politicians and capitalists are only a part of the story. The transformation of American life in this period was also reflected in its literature, art, popular culture, the ways in which men and women related to each other and the conditions of life among people of color. We will read, hear lectures, discuss, and write papers. But the advance of cinema and recording technology during this period provide new kinds of sources to explore the deeply textured history of this era.

The Vietnam War Era

Mr. Stephen Hauser

This course will explore the causes and consequences of America's involvement in the Vietnamese conflict. Special attention will be paid to the era of French colonization of Indochina, the Japanese occupation of the region during World War II, and American involvement from the early Cold War period through the escalation of the conflict in the 1960s. The impact of the war on both Vietnam and the United States will be noted, along with a look at its lingering results. The political and social issues of the Cold War will also be discussed in order to provide the students with the background necessary to evaluate the American experience in Vietnam in the context of the world of that time.

American Foreign Relations 1

Dr. Michael Donoghue

This course will examine the rise of the United States from colony to empire from the years 1776 through 1913. We will analyze the imperial context of British colonists prior to the Revolution, the diplomacy of the War for Independence, U.S. attempts at maintaining neutrality during the 1790s, the Louisiana Purchase, the War of 1812, conflicts with Amerindian nations, the Mexican War, westward expansion and Manifest Destiny, the diplomacy of the Civil War, the imperialist surge of the 1890s-1910s, the Open Door controversy in China, and the building of a U.S. empire in the Caribbean Basin. This course will especially explore the intimate connections between foreign and domestic policy, the role of slavery in U.S. international relations, and the influence of racial and gendered ideologies in the formation of American empire. The course will be reading intensive with a midterm, a final exam, short in-class writing exercises, and 3 short papers.

American Foreign Relations 2

Dr. Michael Donoghue

This course examines the rise of the United States from one of the major powers in the early 1900s to *the* global superpower of the twentieth century. We will analyze the U.S. entry into World War I, the retreat from intervention in the 1920s, Depression era diplomacy including the Good Neighbor Policy of FDR, the U.S. participation in World War II, the origins of the Cold War, the Korean Conflict, America's role in the creation and expansion of Israel, the Vietnam War, détente, the Iranian hostage crisis and the conflict with radical Islam, the collapse of the Soviet Union, and America's confrontation with Iraq both before and after the 9/11 attacks on New York. The course will especially explore the role of race, gender, culture, and ideology in U.S. international relations and the intimate connections between foreign and domestic crises. The course will be reading intensive with a midterm, a final exam, short in-class writing exercises, and 3 short papers.

The American West

Fr. Steven M. Avella

American history and culture have been intertwined with Westward expansion. The ever-changing frontier exercised a magnetic force on land-hungry settlers, speculators and city-builders. Wave after wave of Americans have moved west. Immigrant peoples from all parts of the globe migrated there. Today, California contains the largest single concentration of population in the United States. The West was perceived to be a place of opportunity for entrepreneurs, teachers, religious groups, environmentalists, health-seekers and others. The West was also a place of romance. Novelists, movies and advertising have also played a role in our understanding of the West. The "West of the Imagination" is a showplace of American culture--an almost sacred space where individualism, hard work, courage, and freedom can flourish. The West is America.

This region was also a place of contest. Native peoples and Latinos also claimed the land as their own and the clash between these competing cultures is also the story of the West.

This course provides a summary overview of the ever-changing American West--looking not only at the "hard" facts of its expansion, contests and development--but also at the powerful and pervasive myths of the West that help to define American life.

Religion and American Life

Fr. Steven Avella

The religious beliefs of native peoples, Europeans, Asians, and Africans all played a role in what one historian has called "the American pageant." This class surveys the role religion has played in American life. It is a social and cultural history of the United States. It is an opportunity to understand the interplay between theological ideas and concepts and the "lived experience" of American citizens.

Some key issues:

- The religious world of American Indians
- The French and Spanish encounter with Indian religions
- Religious motivations in the founding of the British Colonies
- Puritanism: Fact and Myth
- Awakenings and Revivals
- The Revolutionary Moment: Religion and the Founding of America
- Were the Founding Fathers Christians?
- The Second Great Awakening and Reform
- The Civil War as Moral Struggle
- Science and Religion: Capitulation or Compromise
- Immigrants, Cities and Churches
- War, Depression and Religious Revival
- Religious Traditions of the East and the American Experience
- Culture Wars: Religion and Politics

The core of the course is a typical chronological survey of religion and American life. However, the 2008 presidential campaign provides an important opportunity to view and analyze the intersections between religion and public life. We will be tracking the role and influence of religious people and ideas on the political landscape and relating them to larger themes we will be studying in the chronological survey.

A History of Women in America

Dr. Kristen Foster

In this course, we will explore the history of women and the variety of women's experiences in America from pre-European contact to the present. We will study the ways that women in particular have shaped their lives and the development of the United States. We will learn about the indigenous women who endured conquest and survival. We will explore the experiences of African women who arrived in America as the human property of European settlers and the ways that they slowly became African Americans. We will work to understand the variety experiences of Euro-American women from first contact to the present. As we study this complex material, we will join together to develop an understanding of how being a woman in America cannot be defined by a singular racial, class, ethnic, or sexual experience. As with America itself, the history of women in the United States may be told many ways. During each week we will combine lectures with discussions so that you have the opportunity to share your ideas and your reactions to both the readings and the lectures with the class. This setting will enable you to share ideas, test your beliefs, hone your communication skills, and develop the crucial skill of critical thinking.

Cultural and Intellectual History of the United States

Dr. Kristen Foster

This class will offer undergraduates the opportunity to explore American history by looking closely at ideas and cultural development. We will work to find our own definition of what culture is, how it is bound by time and place, and how it affects human interactions. We will look at a variety of works that illuminate the role that culture plays in creating conflict, giving life meaning, and ultimately re-creating America. In addition to weekly reading assignments, you will be required to participate vigorously in discussions on a variety of topics including colonial America and the cultural clashes that came with European conquests of native peoples, the first flowering of a self-consciously American culture after the American Revolution, and a variety of group experiences in America. We will look at how culture is shaped by race, gender, ethnicity, religion, and class. We will explore topics like the fur

trade, the Puritan “city upon a hill,” baseball, the American Renaissance, politics, slavery, nativism, Victorianism, modernism, advertising, the infamous “Sixties,” and the legacy of it all. Finally, we will examine traditional literary sources, but we will also learn to use material culture as an analytical tool. Places, architecture, museums, movies, paintings and music will all become our tools for historical analysis. In the end, perhaps we will discover that culture and ideas, too, are powerful historical forces.

Childhood in America

Dr. James Marten

Studying the history of children can teach us much about what a society thinks about itself, for each generation projects into its children’s lives its own hopes, dreams, and fears. “Childhood in America” will attempt to understand the relationship between American children and their country by taking a chronological look at the history of children and of childhood in the United States from the colonial period through the present. The lectures and readings (books, primary documents, internet sources) will focus on a number of issues, including: ideas about children, child rearing, and education; children as workers, students, and participants in politics, wars, and other major historical events; and differences and similarities in childhood experiences in the major American racial and ethnic groups. Students will be asked to write several short papers, participate in class discussion, and take two essay exams.

History of Rock and Roll

Dr. Phillip Naylor

HIST 125 presents Rock and Roll as a metaphor reflecting twentieth century American history. Its lyrics, musical forms, technologies (instrumentation and production), and visual arts (album covers and stage displays) collectively illustrate how Rock is both a reflection and a reiteration of social, economic, and cultural conditions set in historical context. Rock's complex differentiation includes insurgency, synergy, and liturgy. Particular attention will be given to Rock's transcultural relations—social transmissions and transactions—as illustrated by its multiple “crossovers.” An optional research paper will be offered in lieu of one of the examinations (with the exception of the final). The research paper will deal with the history of Milwaukee Blues and Rock taking advantage of the University Jean Cujé Milwaukee Music Collection and, in particular, the newly inaugurated Milwaukee Music Oral History Archive. Examinations will be subjective and objective. The course also plans to include guest speakers. Mr. Bruce Cole, curator of the Cujé Collection and renowned Garage Rock drummer, also plans to attend and offer his insights.

American Military History

Fr. Michael Zeps, S.J.

Though this is an upper division course it is treated rather as a survey/lecture course with emphasis on important people, places and events from colonial times to the present. Emphasis will be placed on wars themselves rather than on the social aspects of the military in American society. Developments between wars will be treated according to the following schema: weapons, military policy, political objectives, and moral attitudes. The philosophy guiding the whole will be that of the Prussian theorist Karl von Clausewitz. Regular quizzes and three tests will encourage people to keep up with the reading. A research paper of 8-10 pages in length will also be required. Grading will be as follows: first 2 tests, 40% (20% each); final exam, 30%; combined quizzes, 20%, and the paper, 10%.

American Urban History

Dr. Thomas Jablonsky

Course examines the evolution of American cities from their colonial roots to the current day. Issues that will be emphasized include geography, economy, transportation, race & ethnicity, and politics. Students will read several monographs on specific cities as well as complete a final paper that pulls together the principles examined throughout the semester.

LATIN AMERICA, AFRICAN, AND ASIAN HISTORY

The Caribbean

Dr. Michael Donoghue

This course examines the history of the Caribbean from pre-colonial times to the 20th century. We will explore major topics such as imperialism, slavery, piracy, race, gender, the transformation of work and economy, state formation, U.S. intervention, and competing political systems. These topics will be discussed in the context of an island or a region, depending on each week's focus. Emphasis will be given to the differences in historical experience and to the complex interactions of the diverse peoples and cultures that make up the Caribbean. The course will employ a lecture-discussion format and grades will be calculated as follows: midterm exam, 20%; final exam, 30%; 3 short papers, 30%; class participation and weekly writing exercises, 20%.

History of Mexico

Dr. Laura Matthew

This survey of Mexican history begins with the geographical notion of "Mesoamerica," home of the famous Aztecs and Maya. We will discuss Mesoamerican history in the fourteenth and fifteenth centuries, then move to "New Spain" under Spanish colonial rule (including the Audiencia of Guatemala) and "Mexico" and "Central America" after independence. We will ask: What are the different regions of Mesoamerica, and how have their histories been distinct from one another? How does indigenous Mesoamerica imprint itself on the modern nation-states of Mexico and Central America? What difference did the arrival of Africans, Europeans, and Asians make? How have concepts like honor, authority, cosmology, gender, and ethnicity combined to produce unique modern Mesoamerican cultures? The course combines standard assessment with a group food project and fiesta in the middle of the semester.

North Africa

Dr. Phillip C. Naylor

The principal objective of this course is to have students recognize and understand the multiple historical and transcultural significance of North Africa. After an introductory consideration of contemporary North Africa, you will receive historical surveys of the major countries of the region (from Egypt to the disputed Western Sahara). In addition, we will consider the influential historical roles of North Africa's two seas—the Mediterranean and the Sahara. Indeed, North Africa links civilizations and offers an array of opportunities to study also West Asian, European, and African histories. Another principal objective of this course is to follow the historical direction pointed out by Ibn Khaldun (1332-1406), one of the greatest representatives of North African history. What does this mean? Ibn Khaldun initiated a pluralist pursuit of history—an exploration and explanation of geographic, social, economic, cultural, and political causations and relations. He also insisted on a critical methodology. HIST 179 will apply his historical approach and adapt his methodology. Expect a research paper, exams with objective and subjective components, and at least one feature film.

Modern Middle East Since 1500

Dr. Phillip Naylor

This course surveys the history of West Asia and Northeast Africa from antiquity to the present. Particular attention will be given to the development of Islam and the political and cultural evolution of the great caliphates. The rise and fall of Turkish power will also feature prominently in the course. The course will begin with the contemporary period, and immediate issues, and then resume a more traditional and familiar chronological direction. Another important theme will be gender and patriarchy. The epistemological perspective, namely Orientalism, will also be addressed. How do we know what we know about the Middle East? Expect objective and subjective exams as well as a research paper.

Modern China

Dr. Daniel J. Meissner

This course examines the unique, complex and compelling issues facing China from the beginning of the nineteenth century to the present. The first half of the course will explore the theme "Reform or Revolution?: Changing Realities in China." We will investigate the internal and external forces which generated and directed political, economic and social change in China prior to Imperial collapse in 1911. The final half of the course will focus on the theme: "Right or Left?: China's New Polity." We will trace the intricate route of China's search for stable government after the collapse of the Qing, through the turbulent years of Mao Zedong, the economic reforms of Deng Xiaoping, the transition era of Jiang Zemin, and the present policies of Hu Juntao. The goals of this course are to develop a comprehensive understanding of China's modern historical development, and to encourage students to analyze current events from a China-centered perspective.