



**MARQUETTE**  
UNIVERSITY

**Department of History**  
**Course Descriptions**  
**Spring 2012**



**DEPARTMENT OF HISTORY FACULTY**

Avella, Steven M.	Coughlin, 308	288-3556
Ball, Alan M.	Coughlin, 318	288-7124
Donnelly, S.J., John Patrick	Coughlin, 305	288-3554
Donoghue, Michael	Coughlin, 317	288-1635
Efford, Alison	Coughlin, 316	288-7817
Foster, Kristen A.	Coughlin, 324	288-3562
Hay, Carla H.	Coughlin, 304	288-7150
Jablonsky, Thomas J.	Coughlin, 307	288-5300
Knox, Lezlie S.	Coughlin, 314	288-7863
Korieh, Chima	Coughlin, 223	288-3563
Krugler, John D.	Coughlin, 200	288-7056
Larsen, Andrew	Coughlin, 301	288-5182
Marten, James	Coughlin, 303A	288-7901
Matthew, Laura	Coughlin, 319	288-7590
McDaniel, David	Coughlin, 325	288-7766
McMahon, Timothy G.	Coughlin, 224	288-3559
Meissner, Daniel J.	Coughlin, 306	288-3552
Naylor, Phillip C.	Coughlin, 309	288-3561
Ruff, Julius R.	Coughlin, 203	288-3555
Sawkins, Annemarie	Coughlin, 301	288-5588
Staudenmaier, Peter	Coughlin, 316	288-5360
Wert, Michael	Coughlin, 225	288-7592
Zeps, S.J., Michael	Coughlin, 320	288-7386

## **SPRING 2012 GRADUATE COURSES**

(See also selected 4000/5000 level courses in Undergraduate listing)

### **HIST 5101—Applied History**

**TuTh 2:00-3:15**

**Dr. John D. Krugler**

This class is part of a year-long program entitled “Clash of Cultures: Portraying the American Native Past to the Public.” Students in this class will apply history to a number of projects that develop skills needed by historians. One involves writing and producing a short video on the Jesuit Missionaries to the Lakota people (mainly at the Pine Ridge Reservation) one hundred years after the visit of Lewis and Clarke in the early 19<sup>th</sup> century. Topics will include an assessment of missionary objectives and activities, issues involving assimilation and cultural change, and Indian boarding schools in the early 20<sup>th</sup> century. Students will work with digitized images made by two Jesuit Missionaries and other primary sources in the MU archives. The second project, more contemporary, involves writing and producing a short video on the use of various Indian mascots at MU and the Warrior logo. Students will work with collections housed in the MU archives. The third project involves the creation of a four-sided panel exhibit on MU’s First Warrior. In addition, students will have the opportunity to conduct oral history interviews and work on editing oral histories. Graduate students will complete an additional project.

### **HIST 6120—The Sectional Conflict, Civil War Era and Gilded Age**

**W 2:00-4:00**

**Dr. Andrew Kahrl**

This readings class will introduce graduate students to historians’ interpretations of the United States from roughly 1848 to 1900. During that period, a controversy over slavery became a war, Reconstruction gave way to Jim Crow, the United States industrialized and attracted immigrants, and the American empire spread west and eventually overseas. All the while, men and women struggled to prevent these developments from defining their lives. American Indians resisted the expansion of the United States, and groups of African Americans, immigrants, workers, farmers, and women demanded citizenship on their own terms. We will both examine classic historical works and grapple with new trends. Grades will depend on class participation, a book review, and a historiographical paper.

### **HIST 6250—Colloquium in European History: The Twentieth Century**

**M 2:00-4:00**

**Dr. Alan Ball**

The topics covered by this course have varied over the years, along with the selection of books, but they commonly include themes associated with World War I and its aftermath, the Russian Revolution and the formation of the Stalinist state, the emergence of fascism, the Spanish Civil War, World War II, the Cold War, and efforts by historians to address the period in an overarching fashion. Something on a more specialized topic might also be included in the mix, depending on the availability of suitable recent books. Grades will hinge on participation in the weekly discussions and a significant paper.

**HIST 6500– Readings in American History: The American Motion Picture in the 20<sup>th</sup> Century**

**Tu 4:00-6:00**

**Dr. Steven Avella**

This graduate level reading course will consider the motion picture in the broader context of the mass production/mass consumption/cult of celebrity culture that flourished in twentieth century.

Tentatively, there are three segments to the semester:

Part I: The History of the American Motion Picture Industry. This includes general histories of this topic, biographies of leading film-makers and readings on the rise of television.

Part II: Film as Cultural Icon: Here we will compare the content of selected “historical” films with serious scholarship on the topics they cover. But even more, we will examine how contemporary social and cultural issues are embedded in film types such as westerns, science fiction and comedy.

Part III: Film as Catalyst and Historical Record: We will examine motion pictures that have affected American perceptions of “the other” e.g. World War II and Cold War propaganda films. Under this rubric as well we will view and evaluate the filmed coverage of the Civil Rights and the Vietnam War and their role in shaping public opinion. We conclude with an analysis of some popular documentaries, especially those produced by America’s “Homer” Ken Burns.

**HIST 6510—Studies in Medieval History: Heresy and Dissent**

**Th 2:00-4:00**

**Dr. Lezlie Knox**

This readings course 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 more to social and political frustrations 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 cases studies of how historians have approached two of the most “infamous” medieval heresies—the Cathars (Albigensians) and the Templars. While students focusing on medieval and Early Modern European history are the obvious target group for this course, others interested in the broad themes of group identity and political dissent, and indeed

historical methodologies, also may be interested. Research projects can focus on related subjects during any historical era.

**HISTORY 6525— Studies in European History: Great Britain in an Age of Revolution, 1688-1815**

**Tu 2:00-4:00**

**Dr. Carla Hay**

During the period 1688-1815 Great Britain engaged in a “second Hundred Years War” with France played out on a global stage. Notwithstanding the loss of the American colonies, by 1815 Britain was the foremost imperial and economic power in Europe, further distinguished from its European counterparts by its system of cabinet government. Readings in this course will focus on the dynamic social and political landscape during this pivotal period in British history. In addition to the British Glorious Revolution of 1688, the American Revolution, and the French Revolution, the long eighteenth century in Britain was also distinguished by a commercial revolution that served as prelude to the onset of the Industrial Revolution. Moreover, the intellectual ferment associated with the Enlightenment stimulated new thinking about the “Woman Question,” gender, and separate spheres. Grading will be based on class participation in discussion of assigned readings and an historiographical essay that will be due at the end of the semester.

**HIST 6958: Seminar in European History: Atlantic Revolution, 1760-1825**

**Th 4:00-6:00**

**Dr. Julius Ruff**

In the last decades of the eighteenth century and the first decades of the nineteenth century, the Atlantic world was the scene of widespread revolutionary unrest. Major revolutions in British North America, France, Haiti, and Latin America fundamentally reshaped the political landscape of the region, while additional political unrest in Ireland, Britain, the Netherlands, Poland, and Switzerland serves to remind us of the universality of the revolutionary impulse. This seminar will explore the Atlantic revolution through introductory readings on the general topic and through student preparation of research papers based on primary source materials addressing topics related to protest as it manifested itself in any of the regions affected by the Atlantic revolution. The course grade will be based on the research paper (90 per cent) and class participation (10 per cent). In addition to readings specific to areas affected by the Atlantic revolution, general readings will include Wim Klooster, *Revolutions in the Atlantic World: A Comparative History* and selections from Robert R. Palmer, *The Age of Democratic Revolution*.



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