



MARQUETTE
UNIVERSITY

DEPARTMENT OF HISTORY

SPRING 2018

COURSE DESCRIPTIONS

DEPARTMENT OF HISTORY FACULTY

Avella, Steven	Sensenbrenner 203J	288-3556
Ball, Alan	Sensenbrenner 303F	288-7124
Donoghue, Michael	Sensenbrenner 203K	288-1635
Efford, Alison	Sensenbrenner 303G	288-7817
Finn, Jennifer	Sensenbrenner 303B	288-0393
Foster, Kristen	Sensenbrenner 303C	288-3562
Hay, Carla H.	Sensenbrenner 203L	288-7150
Knox, Lezlie S.	Sensenbrenner 303H	288-7863
Korieh, Chima	Sensenbrenner 203M	288-3563
Marten, James	Sensenbrenner 202B	288-7901
Matthew, Laura	Sensenbrenner 202D	288-7590
McDaniel, David	Sensenbrenner 203F	288-7766
McMahon, Timothy G.	Sensenbrenner 203N	288-3559
Meissner, Daniel J.	Sensenbrenner 202G	288-3552
Naylor, Phillip C.	Sensenbrenner 303D	288-3561
Rindfleisch, Bryan	Sensenbrenner 303E	288-6463
Ruff, Julius R.	Sensenbrenner 202F	288-3555
Smith, Robert S.	Sensenbrenner 203A	288-0868
Staudenmaier, Peter	Sensenbrenner 202E	288-3560
Wert, Michael	Sensenbrenner 203C	288-7592
Zeps, S.J., Michael	Sensenbrenner 203E	288-7386

SPRING 2018 COURSE DESCRIPTIONS

HIST 3108—United States in the Twentieth Century

TTh 11:00-12:15

Dr. Steven Avella

This course traces the development of the United States from 1945 through the end of the Reagan administration. During the first part of this era (1945-1973), historian Morton Keller notes, "the primary thrust of American life was playing out of the political, economic, social, cultural/intellectual, and foreign policy attitudes and impulses created by the powerful national experience of the Great Depression and World War II." The second part of this era (1973-1988), Keller observes, was, "a time dominated by the erosion of those earlier assumptions and conditions, and the reshaping of American social, economic, political, cultural and international relations, a process whose full configuration is far from complete.

We will cover the complex political and foreign policy terrain of this part of the twentieth century--accentuating the role of Democratic and Republican administrations over time. However, critical to understanding this era were the significant social and cultural movements that significantly transformed America. Special attention is given to the distinct but intersecting efforts of the Civil Rights and women's movements, and the rise of youth culture. We will examine shifting views on sexuality--including a view of the role of gay, lesbian and transgender Americans. We will conclude with an examination of the rise of modern conservatism during the 1970s and 1980s.

HIST 3118—American Military History

TTh 2:00-3:15

Dr. David McDaniel

History 3118 will undertake an analysis of the military history of the United States from the colonial period to the present. This course considers the role of the U.S. armed forces in relation to the social, cultural, political, economic, and technological development of the United States. It will not only address such themes as wartime strategy, operational tactics, and combat technology, but also the impact of warfare on society and the reflections of ordinary men and women in uniform.

HIST 3165—History of Rock and Roll

TTh 2:00-3:15

Dr. Phillip Naylor

HIST 3165 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 may deal with the history of

Milwaukee Blues and Rock taking advantage of the University Jean Cujé Milwaukee Music Collection and possibly the fledgling Milwaukee Music Oral History Archive. Examinations will be subjective and objective. The course also plans to include guest speakers. Mr. Bruce Cole, a university librarian, curator of the Cujé Collection, and renowned Garage Rock drummer, also plans to attend, instruct, and offer his insights.

HIST 3295—“The Great War”: World War I, 1914-1918

TTh 11:00-12:15

Dr. Julius Ruff

August 2014 marked the one-hundredth anniversary of the outbreak of World War I, a conflict known to its participants as “the Great War.” This was a conflict that George F. Kennan, one of America’s foremost scholars of international relations, called “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 grade will be based on three examinations (75 percent of course grade) and one paper (25 percent of course grade).

HIST 4101/5101—Applied History

W 2:00-4:30

Dr. Patrick Mullins

Applied History is an experiential seminar centered around development of a team-based project in service to a Public History institution. Students will work together to educate the general public through a non-academic, practical application of historical knowledge. This semester, students will conceive, plan, develop, and implement two interactive websites, sponsored by two museums. One website will provide a permanent online presence for the annual exhibit of the Milwaukee County Historical Society; this year's theme is the history of sports in Milwaukee. The other website will serve as the network hub for the Ray Bradbury Centennial Celebration, hosted by the Ray Bradbury Experience Museum in Waukegan, Illinois. Toward the completion of these two class projects, graduate History students and undergraduates will work independently, in teams, and in collaboration with the course professor, representatives of the two client museums, and an embedded specialist in digital media from Marquette's Digital Scholarship Lab. In this seminar students will gain experience in digital technology, museum field work, creative innovation, professional collaboration, research in primary sources (including photographs and film), and effective communication of historical knowledge to the general public. The course is particularly well suited to students interested in science fiction, sports history, digital media, local history, museum studies, and other forms of Public History, or simply the challenge of practical, "real world" problem solving. Grades will be based mainly upon individual contributions to the research, development, and completion of the class project, which the students will present to their museum clients.

HIST 4135/5135—African-American History**TTh 12:30-1:45****Dr. Rob Smith**

This course is designed to provide students a look into the special relationship between persons of African descent in the United States and the unique role law has played in establishing their status. The class will trace the evolution of race/racism/racial formations pertaining to the African American experience as a function of America's legal system. The course provides readings, discussions and assignments that encourage students to investigate how the legal history of African Americans has shaped race relations over the past 400 years. The class will nonetheless cover the key moments and scholarly debates regarding African American history by relying on seminal primary and secondary materials. We will also investigate the legal cultivation of race using important court briefs and relevant state and federal legislation. By the end of the class, we will be well-versed in legal developments spanning nearly 400 years. The course also engages Discovery Tier themes of "Basic Needs and Justice" by encouraging students to question how legacies of codified injustice inform current realities, and how longstanding demands for equality have informed and continue to inform emerging definitions of justice.

HIST 4150/5150—Childhood in America**MW 2:00-3:15****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.

HIST 4155/5155—A History of Native America**MWF 1:00****Dr. Bryan Rindfleisch**

In this course, we will explore the Indigenous cultures of North America from the pre-Columbian era to the present day. In particular, we will consider the collective experience of Native Peoples – "Indians" or "Native Americans" – while also appreciating the complexities that made, and continue to make, each Indigenous people and culture distinct from one another. This class will focus on the themes of colonization and decolonization, settler colonialism, cultural inclusivity, violence and intimacy, removal and "survance," assimilation and allotment, along with sovereignty and self-determination. Altogether these themes provide the

core narrative for a history of indigenous America. In addition, this class will grapple with contemporary issues related to Native mascots, treaties, casinos, cultural representation, and more.

This course is both lecture and discussion intensive, and will involve several readings from Native authors, films about and by Native peoples, and interactions with Indigenous community members here in Milwaukee.

HIST 4247/5247— Comparative Homefronts during the Second World War

TTh 12:30-1:45

Dr. Chima Korieh

World War II had a profound impact on the world. It required unprecedented efforts to coordinate strategy and tactics with other members of the Grand Alliance in battle against the Axis powers—Germany, Italy, and Japan. At the same time, it demanded a monumental production effort in European colonial territories and dominions to provide the materials necessary to fight the war. This course concerns itself with the relationship between World War II and the phenomena of home front. It will examine the challenges of the war years and the lasting effect they would bring to different regions. The course deemphasizes the Eurocentric focus of much of Euro-North American history by focusing on the experiences of non-Western societies—European colonies in the global conflict.

HIST 4350/5350—The Caribbean

MWF 12:00

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%.

HIST 4931/5931— Topics in History: Ancient Unsolved Mysteries

MWF 11:00

Dr. Jenn Finn

There are many unknowns in different periods of history, but none provides more mystery than the Ancient World. In this course, we will look at some of the burning questions of Ancient History: Where is the lost city of Atlantis? How (and why) were the pyramids built? Where is the tomb of Alexander the Great? What was the Antikythera mechanism used for? What did the Greeks do in their mystery cults? How can we explain the disappearance of the 9th Spanish legion of the Roman imperial army? The course will run in a seminar-style lecture format; the students will work together to locate and interpret literary, mythical, archaeological, and anthropological material to create a historical narrative surrounding the unsolved mysteries covered in the course. The course will culminate with a final project that will ask the students to investigate a mystery of their own choosing.

HIST 4955-101—Undergraduate Seminar in History: Germans and the World

M 2:00-4:30

Dr. Alison Efford

“Germans and the World” is a writing seminar open only to students who took the linked section of 4953 in Fall 2017. This semester we will plan, research, draft, and polish a 25-page paper making an argument based on original analysis of primary sources. Topics may cover any period of time and could include German interactions with non-Europeans through emigration, immigration, colonization, empire, subjugation, war, tourism, or intellectual, artistic, or religious exchange.

HIST 4955-701—Undergraduate Seminar in History: Meiji Revolution & Repetition

W 4:30-7:00

Dr. Michael Wert

This course is inspired by the work of the critical theorist Kojin Karatani and the occasion of the 150th anniversary of the Meiji Restoration (1868, Japan) to explore the theme of “repetition” in history—the parallel macro crises that countries have faced (and continue to face) during the modern era. In the case of the Meiji Restoration, Japan suffered from domestic economic and political issues, such as succession within the shogunate and an economically impoverished warrior elite. These problems were intertwined with the encroachment of global capitalism and Western imperialism. The Meiji “Restoration” did not solve those problems, indeed, fascism of the first half of the twentieth century was rooted in those events.

Although Japan and its repetitions form the basis for this research seminar, students will be asked to do a research project that could include, but are not limited to, any of the following: comparing Japan’s crises to those of other countries; exploring how those crises appear in literature or popular culture in Japan and elsewhere; analyzing micro histories of how people have dealt with crises; tracing historical memory and public history.

HIST 4953/5953-101—Readings in History: Gender, Sex, and Family

Th 2:00-4:30

Dr. Carla Hay

Constructions of gender, expressions of sexuality, and the definition of function of the family are fundamental to human experience throughout history. Beginning with classic studies such as Frederick Engels, *The Origin of the Family, Private Property, and the State* and Michel Foucault, *The History of Sexuality*, students will read and discuss assigned essays and monographs that investigate gender, sexuality, and family in western culture, with particular emphasis on the 18th and 19th centuries. Classroom participation and a historiographical essay based on the readings will determine grades in the class.



FALL 2017 GRADUATE COURSES

HIST 6250-701— Colloquium in European History: The Twentieth Century

M 4:30-7:00

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 6300-701—Global History: Imperialism, Colonialism and European Global Expansion

T 4:30-7:00

Dr. Chima Korieh

Western European interactions with Africa and Asia shifted from limited regional contacts along the coast to greater influence and connections throughout these regions. Competing industrialized states sought to control and transport raw materials and create new markets across the world. From the Americas to the Pacific, Asia, and Africa, the legacy of the "Age of Imperialism" appears everywhere in our modern world. This class explores the history of European imperialism in its political, economic, and cultural dimensions from the 1840s through the end of the Cold War. While the class will focus on the place of imperialism in European society, we will engage more with case-studies and counter-narratives from Africa, India, and Asia, which offer experiences and perspectives that contrast vividly with those of the Europeans. Over the course of the semester, therefore we will address such topics as the theories of imperial expansion; the rise of "scientific" racism; the myths of empire as elements of national identities; the role of social class and gender in colonial ideologies; the economic, social, and environmental impact of colonial rule; the forces behind decolonization; and globalization in the post-colonial world.

HIST 6500-101—Studies in United States History: The Long 1960s: America 1954-1974

T 2:00-4:30

Dr. Steven Avella

This graduate level reading class begins with discussion of the periodization of U.S. history. Afterwards we will move into readings on a variety of topics: 1950s politics and culture; domestic policy of the Kennedy and Johnson administrations; the Cold War, the Civil Rights Movement, the Student Rebellion, Vietnam, Sex, gender and the New Feminism, Minority Empowerment, Watergate, the 70s, politics and culture.

HIST 6954-101—Seminar in History: The Material Turn in History

Th 2:00-4:30

Dr. Lezlie Knox

Historians traditionally have focused on written sources. We comb archives for letters, receipts, and other textual ephemera, as well as exploit print and digitized documents whenever possible. But increasingly over the past two decades, historians have been following scholars in Anthropology, Art History, and other fields toward objects as sources for the past. This "material turn in History" will be the organizing theme for the spring research seminar. We will explore various methodological approaches to analyzing and writing about material culture--not rejecting the written word, but considering how physical objects and sensual evidence can enhance our research projects (let's think about historicizing sound, smells, and touch in addition to vision). Besides class meetings focusing on shared readings, we will aim for a trip to the Newberry Library in Chicago and perhaps a local foundation. By the end of the semester each member of the seminar will produce an article-length piece of original scholarship based on at least some material objects, as well as a poster that will be presented at a departmental mini-conference.

