MARQUETTE UNIVERSITY

DEPARTMENT OF HISTORY

FALL 2013

COURSE DESCRIPTIONS
<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avella, Steven M.</td>
<td>Coughlin, 308</td>
<td>288-3556</td>
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<tr>
<td>Ball, Alan M.</td>
<td>Coughlin, 318</td>
<td>288-7124</td>
</tr>
<tr>
<td>Bond, Sarah</td>
<td>Coughlin, 223</td>
<td>288-5978</td>
</tr>
<tr>
<td>Donoghue, Michael</td>
<td>Coughlin, 317</td>
<td>288-1635</td>
</tr>
<tr>
<td>Efford, Alison</td>
<td>Coughlin, 316</td>
<td>288-7817</td>
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<tr>
<td>Foster, Kristen A.</td>
<td>Coughlin, 324</td>
<td>288-3562</td>
</tr>
<tr>
<td>Hauser, Stephen K.</td>
<td>Coughlin, 301</td>
<td>288-5182</td>
</tr>
<tr>
<td>Hay, Carla H.</td>
<td>Coughlin, 304</td>
<td>288-7150</td>
</tr>
<tr>
<td>Jablonsky, Thomas J.</td>
<td>Coughlin, 307</td>
<td>288-5300</td>
</tr>
<tr>
<td>Knox, Lezlie S.</td>
<td>Coughlin, 314</td>
<td>288-7863</td>
</tr>
<tr>
<td>Korieh, Chima</td>
<td>Coughlin, 223</td>
<td>288-3563</td>
</tr>
<tr>
<td>Krugler, John D.</td>
<td>Coughlin, 200</td>
<td>288-7056</td>
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<tr>
<td>Larsen, Andrew</td>
<td>Coughlin, 301</td>
<td>288-5182</td>
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<tr>
<td>Marten, James</td>
<td>Coughlin, 303A</td>
<td>288-7901</td>
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<td>Matthew, Laura</td>
<td>Coughlin, 319</td>
<td>288-7590</td>
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<tr>
<td>McDaniel, David</td>
<td>Coughlin, 325</td>
<td>288-7766</td>
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<tr>
<td>McMahon, Timothy G.</td>
<td>Coughlin, 224</td>
<td>288-3559</td>
</tr>
<tr>
<td>Meissner, Daniel J.</td>
<td>Coughlin, 306</td>
<td>288-3552</td>
</tr>
<tr>
<td>Naylor, Phillip C.</td>
<td>Coughlin, 309</td>
<td>288-3561</td>
</tr>
<tr>
<td>Ruff, Julius R.</td>
<td>Coughlin, 203</td>
<td>288-3555</td>
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<tr>
<td>Staudenmaier, Peter</td>
<td>Coughlin, 316</td>
<td>288-3560</td>
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<tr>
<td>Wert, Michael</td>
<td>Coughlin, 225</td>
<td>288-7592</td>
</tr>
<tr>
<td>Zeps, S.J., Michael</td>
<td>Coughlin, 320</td>
<td>288-7386</td>
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</tbody>
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FALL 2013 COURSE DESCRIPTIONS

HIST 3107—United States in the Twentieth Century
TuTh 9:30-10:45
Dr. Steven Avella
This course examines the transformation of the American nation from the turn of the 20th century through the end of World War II. Politics and foreign relations will be the primary focus of the semester, but our class will also consider the social and cultural transformation of the United States during this period. Expect to study presidents, senators and congressmen, generals and diplomats, but also musicians, vaudeville, radio, sports and film stars. We will learn about public policies, laws and treaties, but also about labor unions, race relations, women, and youth.

HIST 3210—Medieval History
MWF 10:00-10:50
Dr. Sarah Bond
This course provides an introduction to the history of Europe and the Mediterranean during the Middle Ages (ca. 212-1500), beginning with the transformations of the Roman world in late antiquity and concluding with the origins of the early modern era. As a survey course, the class will broadly explore events and developments for over a thousand years of political, social, and economic history. Special attention will be devoted to religious and cultural topics, including Christian notions of sanctity and authority; debates over orthodoxy and heresy; the shape of medieval ecclesiastical institutions; and the relationship between faith, power, and violence. In addition to covering the narratives and themes of medieval history, this course will introduce students to the basic skills employed by historians (e.g. how to analyze primary sources; to identify and critique scholarly arguments; and to develop written arguments).

HIST 3232—Reaction, Revolution, Nationalism: Europe, 1814-1914
MWF 11:00-11:50
Dr. Timothy McMahon
This upper-division lecture course will focus on the major social, political and cultural changes in Europe during the “long nineteenth century,” between the French Revolution and the outbreak of World War I. Students will discuss numerous key themes, including the impact of industrialization, urbanization, social classes, imperialism, warfare, and the development of political philosophies such as liberalism, conservatism, socialism, and nationalism. We will pay particular attention to events in Great Britain, France, the Habsburg Empire, Germany, Italy, and Russia.

HIST 3235—Twentieth Century Europe
MWF 1:00-1:50
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 fired in August, 1914 without regard for what led up to the war. Likewise, since history is living and based on present day interpretation, we cannot ignore the post-Soviet decades. Events in Europe during the century under review follow a pattern of disintegration when nationalism led to horrific wars and global decline, and reintegration when shared
approaches to economics and culture led Europeans to downplay nationalism almost to the point of relinquishing sovereignty. We will have a text to keep events in order 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%.

HIST 3295—The Great War: World War I, 1914-1918
TTh 11:00-12:15
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: 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; Alan Sharp, The Versailles Settlement: Peacemaking after the First World War, 1919-1923; and Lawrence Sondhaus, World War I: The Global Revolution. The course grade will be based on three examinations (75 percent of course grade) and one paper (25 percent of course grade).

HIST 4100/5100—Public History
TTh 2:00-3:15
Dr. John Krugler
Public historians are ubiquitous but largely unknown to many students of history. History 4100/51000 and History 4101/5101 (second semester) introduce undergraduate history majors, potential majors, interdisciplinary minors in public history, and graduate students to the work of public historians and to issues that concern them.

The theme for this year’s Hist 4100/5100 and 4101/5101 is Historic Preservation and the Historic House Museum movement that began with the restoration of Mount Vernon in the 1850s. Three Milwaukee historic houses, the Pabst Mansion, the Benjamin Church house (Kilbourntown house), and the Elizabeth Plankinton Mansion serve as models for three important facets involving historic preservation: The Pabst Mansion represents the house preserved on site and shown as a historic house; the Church house represents a house that was moved to save it; and the Elizabeth Plankinton Mansion represents the demolished house that fell victim to the clash between preservation and urban renewal (development) on the MU campus. Historic houses encompass other important themes such as fundraising, research and interpretation, publicity and marketing, and authenticity and historical integrity. Beyond historic house museums, other methods for teaching history to the public will be considered. Visits [virtual] to museums, such Cahokia (state museum), Mesa Verde and the Abraham Lincoln house (National Park Service), Mount Vernon, Monticello, and the Holocaust Museum (private foundations), the National Museum of the American Indian (Smithsonian museum), and Fortress Louisbourg (Canadian) via the Internet. Students will visit [real] the Chudnow Museum of Yesteryear and the Milwaukee County Historical Society to examine how they present history. The creation of major state-sponsored open-air
museums, in this instance, Old World Wisconsin and Historic St. Mary’s City, will receive considerable attention. Some attention is also given to graduate programs and careers in public history.

Shorts written assignments, a paper, and discussion are used to assess student performance. Contact the department’s Public History Adviser if you would like to know more about the Interdisciplinary Minor in Public History: john.krugler@marquette.edu

**HIST 4113/5113—American Foreign Relations**

**MWF 11:00-11:50**

**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.

**HIST 4135/5135—African American History**

**MWF 9:00-9:50**

**Dr. Andrew Kahrl**

This course focuses on the diverse experiences of people of African descent in America from the origins of the slave trade to the present. We will examine the progress and achievements, along with the frustrations, of African Americans in the long struggle for equality, and the evolving and multi-faceted manifestations of race and racial inequality over time. We will explore the formation and development of African American cultures and societies in the New World, and question how the institution of slavery shaped (and continues to shape) the practice and ideology of race. We will study the different arenas in which black Americans fought for freedom, including (but not limited to) the workplace, formal politics, religion, and expressive culture. Particular attention will be paid to the history of African Americans in Milwaukee as a window on the Great Migration, industrialization and de-industrialization, and the struggle for civil rights in the North. We will also seek to compare the experiences of African Americans with those of other minorities in America. Fundamentally, this course asks us to consider how the conditions people of African descent faced in the Americas, and their struggle to create a most just, democratic society, speak to larger issues and themes in American and world history.

**HIST 4140/5140—American Urban History**

**TTh 11:00-12:15**

**Dr. Thomas Jablonsky**

This course traces the evolution of American cities from the earliest colonization of the East Coast through the twentieth century. We will cover a broad range of issues including immigration, race and ethnicity, urban landscapes, law enforcement and education, the rise and fall of the Rustbelt, and urban politics. Students will have the option of participating in Service Learning as part of the course requirements or the option of completing three assignments related to the work of historians.
HIST 4160/5160—A Cultural/Intellectual History of the United States
MWF 10:00-10:50
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, nativisim, 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.

HIST 4251/5251—War and Revolution in Britain: 1603-1815
TuTh 12:30-1:45
Dr. Carla Hay
A lecture course, History 4251/5251 focuses on one of the most dynamic and important periods in British history. Peopled by political icons such as Oliver Cromwell, rakish King Charles II, “mad” King George III, and the “iron” duke of Wellington, and by intellectual giants such as Hobbes, Locke, Newton, Hume, Smith, Bentham, Burke, Paine, and Wollstonecraft, the era was captured in the paintings of Van Dyke, Hogarth, Gainsborough, and Turner, and the poetry and prose of Milton, Dryden, Pope, Fielding, and Austen. Punctuated by Civil War in the seventeenth century and the American, French, Irish, and embryonic Industrial revolutions of the eighteenth century, the era of the Stuart and Hanoverian monarchs saw Britain’s evolution as a constitutional monarchy and a formidable imperial and economic power poised for global preeminence during the nineteenth-century Victorian Age. The student’s grade in the course will be based on examinations, quizzes on assigned readings, and a paper.

HIST 4260/5260—Modern Ireland
MWF 1:00-1:50
Dr. Timothy McMahon
The purpose of History 4260 is to examine major issues in the history of modern Ireland through a narrative emphasis on three themes: the force of historical memory and myth on collective action and identity; the importance of possessing land; and the intervention (or lack thereof) by the state in everyday life. While we will begin with an overview of relations between Ireland and Britain prior to and through the plantations of the sixteenth and seventeenth centuries, the primary focus of the course will be on events and processes between 1750 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). As the previous sentence suggests, our gaze will be “Éire-centric,” but 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. Lastly, we will dedicate a lot of time to the
study of primary sources, so that you will become more informed readers and listeners to the images,
words, and music of Irish peoples past and present. Graduate students may take this course as History
5260 and would be expected to write a final research paper in lieu of the 4260 final exam.

HIST 4264/5264 — Modern Germany 1870 to the Present
MWF 12:00-12:50
Dr. Peter Staudenmaier
Germany stands at the center of some of the most famous and infamous events of the past century,
including two world wars, the Holocaust, and the division of Europe between East and West in the Cold
War. We will trace this tumultuous history from the creation of Germany as a unified country to its
present status as one of the leading nations in the contemporary world. Examining the enormous social
and cultural changes in German life over the past century and a half, our analysis will focus on
individuals as well as institutions, ideas as well as actions. Special attention will be given to the
interaction between political structures and personal beliefs. Our task will be to understand both the
astonishing creativity and the unparalleled destructiveness of modern German history.

HIST 4290: The French Revolution and Napoleon, 1787-1815
TuTh 2:00-3:15
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 visual presentations, recordings of popular revolutionary music, and discussion. 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.

HIST 4460/5460 — Modern South Africa
TuTh 12:30-1:45
Dr. Chima Korieh
This course is an economic, social, political and cultural survey of the history of modern South Africa
from the Dutch settlement to the present. The goal is to understand the major historical forces that
progressively shaped what became a turbulent socio-cultural, economic, political, and racial
frontier. We will examine major themes including, European settlement and colonization, mineral
discoveries and their impact, industrialization and social change, the establishment of the apartheid
system, African resistance and post-apartheid South African society. Particular attention is given to
how the state-dictated system of racial segregation and discrimination affected the lived experience
of South Africa’s diverse population.

HIST 4550/5550 — Medieval Asia
MWF 12:00-12:50  
**Dr. Daniel Meissner**

How may we define "medieval" in East Asian history? What separated this historical period from ancient or modern eras? What political, social and economic developments characterize this period? Are these developments unique to Chinese or Japanese cultures? How does life in East Asia during this period compare to that in medieval Europe? This course addresses these and others compelling questions through a variety of historical and literary readings in medieval China and Japan. It provides students with a "cross-sectional slice" of life – religious beliefs, political intrigues, commercial innovations, aesthetic conventions, social developments and military exploits – that offers insight into the remarkable peoples and times of the Tang and Song dynasties (618-1279) and the Heian and Kamakura periods (794-1333).

**HIST 4931/5931—Topics in History: Historical Methodology**  
TuTh 12:30-1:45  
**Dr. Lezlie Knox**

As students of history, we all *know* that our field involves more than just memorizing names and dates and certainly that it is more sophisticated than what passes for history on cable television…. But what does it really mean to “do History?” The noted historian Gerda Lerner wrote:

> What we do about history matters. The often repeated saying that those who forget the lessons of history are doomed to repeat them has a lot of truth in it. But what are the ‘lessons of history?’ The very attempt at definition furnishes new ground for new conflicts. History is not a recipe book; past events are never replicated in quite the same way. Historical events are infinitely variable and their interpretations are a constantly shifting process. There are no certainties to be found in the past.

How can we apply her concerns to our studies? If you have wondered how historians come up with their research questions, what they mean by an archive, or how they write their articles and books,—that is, if you have wondered how historians developed their skills in historical thinking and how they wrestle with variable interpretations—then this is the class for you. Or maybe you just want to do stronger work in your upper-division classes in the History Department….

The course will consist of two parts. The first will focus leaning about the craft of history, including the development of history as an academic discipline and the rise of various schools of historical thought including their methodologies. We also will have the opportunity to meet with historians who work outside “the academy”—including public historians, historians who work for businesses, etc. In the second half, students will practice the craft of history. They will develop critical skills including reading primary sources with greater sophistication, engaging with modern historians’ arguments, and executing a viable independent research project from proposed idea to finished project. Students considering graduate studies in History will find the course particularly useful.

**HIST 4953/5953—Readings in History: 20th Century U.S. Foreign Relations**  
M 2:00-4:30  
**Dr. Michael Donoghue**

This course will explore the rise of the United States from one of the major powers of the early 1900s to the global superpower of the 20th century. We will explore the diverse experiences of those nations and
peoples impacted by the ascendant trajectory of U.S. power in this period. Beginning with the rise to global prominence during the First World War, the course will focus on the retreat from overt intervention in the 1920s, the threatening international atmosphere of the 1930s that drew America back into global conflict, the Cold War, U.S. responses to decolonization that will include Vietnam but also the Middle East, China, Africa, and Latin America. Special attention will be paid to the influence of U.S. domestic developments, including the Civil Rights movement on American foreign affairs, as well as the roles of race, gender, culture, and ideology in the formation of an imperial American persona both at home and abroad. The current U.S. struggle with radical Islamists will also be addressed and students will be given a broad range of topics that they can choose for their final paper projects. The course will be reading intensive, with short weekly reflection papers, a weekly student discussant to direct our analysis of the readings, and a final historiographical paper of 12 pages in length.

HIST 4953/5953-102—Readings in History: Ireland 1800 – 1870: Church, State and Society
W 2:00-4:30
Dr. Oliver P. Rafferty
The aim here will be to introduce the student to various aspects of the political, social, religious and literary history of Ireland at this critical stage of Ireland’s nineteenth century evolution. The Union with Great Britain in 1800 represented both a challenge and an opportunity. In principle it might have worked towards the elimination of the grievances that had beset the relations between the two islands since the twelfth century. But because of a failure of nerve or imagination the Union sowed the seeds of its own destruction. The course will trace the intricacies and complications of Ireland’s story until the disestablishment of the Church of Ireland in 1869 by Prime Minister Gladstone, who believed that in dealing decisively with the Protestant Church in Ireland he was ameliorating one of the great wrongs of Irish history which had been a besetting source of resentment since the sixteenth century Reformation. But was he right? One of the main features of Ireland since the Union was the growth and power of the Catholic Church. By 1851 eighty percent of Ireland’s population was Catholic, yet Catholics were virtually without representation in the governing structure of Ireland. When, Paul Cullen returned to Ireland, from Rome, in 1850, first as archbishop of Armagh and subsequently as archbishop of Dublin and the first Irish Cardinal, he was determined to ensure that Catholics would take their rightful place at all levels of Irish society and he worked strenuously to that end. A consideration of his role in shaping Ireland’s destiny in the years 1850-1870 and beyond will be a key feature. We shall also examine Anglo-Irish relations, Disraeli and Ireland, Fenianism, and the work of that astute commentator on Irish life William Carleton. Some consideration will also be given to Catholic-Protestant interaction, and three local studies of the operations of the church in counties, Derry, Down and Fermanagh. Other aspects of Ireland’s history at this period will include the Famine; the attempted revolution of 1803, the 1848 Rising and the ‘devotional revolution’ in the Irish Catholic Church in the 1850s and 1860s
The basic text for the course will be: Oliver P. Rafferty, The Catholic Church and the Protestant State: Nineteenth-Century Irish Realities (Four Courts Press, 2008). In addition various articles and book chapters will be distributed as part of the weekly read for the class.

HIST 4953/5953-103—Readings in History: Modern Mediterranean Migrations
TuTh 11:00-12:15
Dr. Julia Clancy-Smith
In this course, we address the historical problems associated with “people on the move” in the modern Mediterranean world from Napoleon’s 1798 invasion of Egypt until the “Arab” uprisings of the past several years. Employing the concepts of migration and mobility, we analyze the major trans-
Mediterranean forces at work in Europe, North Africa, and the Middle East: imperialism, settler colonialism, changing labor markets, shifting gender norms and identities, new legal regimes, and debates about cultural/religious authenticity. For comparative purposes, other parts of the globe in the same period are considered as well. In addition, we examine different kinds of human displacements as well as various scholarly approaches to migration history.

**HIST 4953/5953—Readings in History: Civil War: History & Memory**
**Th 2:00-4:30**
**Dr. James Marten**
In this third year of the Sesquicentennial of the American Civil War, this class will examine the full range of issues related to the sources of the sectional conflict, the waging of the war, the issues that were and were not resolved by the war, and the war's legacies. Students will read the equivalent of one book per week; grades will be based on several short papers, a major project based on secondary sources, and class participation.

**HIST 4955-101—Undergraduate Seminar in History: Dimensions of Democracy**
**W 2:00-4:30**
**Dr. Peter Staudenmaier**
This seminar is an opportunity for History majors to gain first-hand experience with research in primary sources, the foundation on which historical inquiry is built. Our topic will be the contested concept of democracy and the varying forms it has taken in European contexts from the eighteenth century to the present day. Each student will design and carry out a research project based on primary sources available at Marquette, leading to a final paper of original historical evidence and argument.

**HIST 4955-701—Undergraduate Seminar in History: People of Milwaukee**
**M 4:30-7:00**
**Ms. Karalee Surface**
What was it like to live in Milwaukee? How did one’s race, gender, religion, or profession shape that experience? These are just a few questions students will consider as they conduct their own primary research. Building upon the trend of social history, students will be investigating history from the bottom-up — exploring the world of Milwaukee by examining everyday life for its citizens. Students will be expected to produce a scholarly essay of about 20 pages in length. Early in the semester, we will share common readings to introduce students to the general topic. In the second half of the semester, students will shift gears to focus on their own research in many of the area’s archives and begin the process of writing their essays. There will be several research components contributing to the final grade, but it will primarily be based on the final paper.

**HIST 4955-702—Undergraduate Seminar in History: Race and History in South Africa**
**Th 4:30-7:00**
**Dr. Chima Korieh**
The history of South Africa represents a microcosm of many of the greatest problems of the twentieth century world. South Africa was bedeviled with extreme nationalism, racism and color problems, the effects of rapid industrialization of agrarian-pastoral peoples, the building of a state and nation from a heterogeneous population with different languages, cultures, religions; rapid population growth, poverty and inequality. Thus, the study of South African history is one way of addressing the effects and
difficulties of these problems which affect a number of areas in the world at the beginning of the twenty-first century. The course will analyze the forces that created modern South Africa from the late nineteenth century to the present, particularly European colonization, mineral discoveries and their impact, industrialization and social change, the establishment of the apartheid regime, African resistance, and post-apartheid South African society. This examination of the role of race and ethnicity in the history of Southern Africa will help us to gain an understanding of the nature and consequences of racism and ethnicity, through the example of South African history and the problems faced by multi-ethnic societies. The central question to be addressed is how the state-dictated system of racial separation and discrimination affected the lived experience of South Africa’s diverse population of whites, colored, Asians, and the vast majority of Africans.
FALL 2013 GRADUATE COURSES

HIST 6100 — The Art and Craft of History
Tu 2:00-4:00
Dr. Thomas Jablonsky
This course examines the lives and work of historians. It will consider the professionalization process of historical practitioners as well as issues related to historiography and methodology. Guest speakers from across the Department will bring various temporal and geographical perspectives to these issues. Students will author a series of papers addressing the course material.

HIST 6115 — The American Revolution and the New Nation
M 2:00-4:30
Dr. Kristen Foster
In this colloquium we will look at the birth and early development of the United States beginning with the French and Indian War when the future states were loyal colonies of Britain and ending in 1831 when a solar eclipse, a bloody slave rebellion in Virginia, and the publication of William Lloyd Garrison’s Liberator suggested that the strength and durability of the new nation would be tested in the years to come. To this end, we will begin by exploring the ways that historians have explained the colonial break with Britain and ultimately the American Revolution. Then we will explore together the era of the early American Republic: the years of defining the meaning of the Revolution, of nation building, and of national definition. We will see how historians have tested the founding generation’s reasons for their independence movement against the experiment that they set in motion as the United States. We will also explore the visions that a variety of groups had for the republic’s future based on their understandings of revolutionary ideals. We will study the formation of a workable national government, the bid for empire, westward expansion, slavery and its impact on American identity, the rise of democracy and Andrew Jackson, and the endless optimism of young republic. As a colloquium, the emphasis in this course is on shared readings and intense discussion.

HIST 6250 — Europe: 1919 – Present
M 4:30-7:00
Dr. Peter Staudenmaier
The colloquium in twentieth century European history introduces graduate students to central historical debates from World War I to the fall of the Berlin Wall and beyond. Our focus will include classics of the historical literature as well as recent innovations in scholarship from a variety of methodological perspectives, addressing themes such as the rise of Fascism and Stalinism, the ambiguities of the post-war era, the politics of memory, and the de-centering of established European expectations in a newly re-globalizing world. Grading will be based on reading responses, participation in class discussion, and a substantial historiographical paper.

HIST 6525 — The Soviet Union’s Cold War
W 4:30-7:00
Dr. Alan Ball
This course explores the Cold War from diverse Soviet perspectives, relying for the most part on Soviet sources—official, dissident, and personal. We will consider such themes as the nuclear arms race,
diplomacy, espionage, war scares, domestic dissent, and the impact of the Cold War on Soviet high culture (ballet) as well as the reception of rock ‘n’ roll in socialism’s homeland. In the process, our gaze will range through settings around the world. Toward the end of the semester, we will sample selections from the Soviet press to see how the Cold War shaped the discussion of various topics, including the space race, the Olympic Games, the Vietnam War, American threats to Soviet society, and images of America itself.

HIST 6530—Readings in Latin American History: Studies in Latin American History
Th 2:00-4:30
Dr. Laura Matthew
This intensive readings course is designed for graduate students with an interest in Latin America for its own sake, for comparative purposes, and/or to prepare for M.A. or Ph.D. examinations. It covers the colonial, national, and modern periods, with an emphasis on the nineteenth and twentieth centuries. Prominent themes include revolutionary and independence movements, gender studies, nineteenth-century nation-building, the Cold War, the African slave trade, and Native American history.

HIST 6954—Seminar: Religion and Community
Tu 4:30-7:00
Professor Steven M. Avella
This seminar encourages original research in religion as a social force affecting the common life of localities, nations and even international affairs. How have religious people, ideas, and institutions affected the direction and shape of events over the course of time? Early in the course, we will examine the wide-spread diffusion of religious ideas and its role in shaping culture with an eye to defining its agency in history. "Community" is left deliberately open-ended to allow students with various historical specialties (regions, time periods, interests) to work with the religious "angle" on their topics.

Topics of local interest or that can manage the requirement of original research in non-English sources are especially welcomed. After some readings/discussions on the topic of religion-as-agent, students will devise topics, compile bibliographies, identify original sources and proceed to produce an acceptable seminar paper. This paper will be shared with course participants who will evaluate its strengths and weaknesses.

Those registering for the class are encouraged to identify a topic and sources over the summer months and can begin to dialogue with the professor.