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FALL 2016 COURSE DESCRIPTIONS

HIST 3101—The British Atlantic World to 1713
MWF 1:00
Dr. Bryan Rindfleisch
In this course, we will explore the origins, structures, and major themes in Early America from the pre-Columbian era to the end of the American Revolutionary War. In particular, we will focus on the convergence of European, Native American, and African worlds in North America, and how they collectively created a “new world.” Themes include colonization and decolonization, empire and revolution, slavery and resistance, religion and witchcraft, cross-cultural negotiation and conflict, among others. Altogether these themes will provide the core narrative for a history of Early America.

As part of our objectives, students will engage with the past by analyzing and interpreting primary sources, after which they will communicate how those documents speak to the broader themes and issues we will discuss throughout the semester. Naturally, this will be accomplished through weekly interaction with primary and secondary sources, discussing how sources fit into the larger historical narrative, and completing a series of projects that testify to a student’s ability to understand and contribute to the Early American past.”

HIST 3103—The New American Nation, 1787-1836
MWF 12:00
Dr. Kristen Foster
In this course we will explore together the era of the early American Republic: from the years of the American Revolution through the rough and tumble years of Andrew Jackson and the market revolution. We will investigate the reasons for the independence movement and how a diverse population understood the meaning of liberty, equality, and republicanism. We will study the founding generation, the formation of a workable national government, the continuation and expansion of slavery, westward expansion, the War of 1812 and the rise of the market economy, Indian Removal, American identity, the rise of democracy, Andrew Jackson and the endless optimism of the young republic. Each week we will combine lectures with discussions. The course requirements include avid class participation, a debate, papers and exams.

HIST 3106—Gilded Age to the Progressive Era, 1876-1920
MWF 11:00
Dr. Alison Efford
Last time I taught this class, students recommended I rename it The Birth of Modern America. Between the Civil War and the end of WWI, the United States grew from a decentralized, rural nation into an industrialized world power. Telegraph wires and railroads spanned the North American continent, only to be superseded by telephones, radio broadcasts, and automobile traffic. Such technological innovation and the extraordinary economic growth of the period were connected to the dispossession of Native Americans, the conquest of overseas territory in Latin America and the Philippines, the ratification of Jim Crow segregation, and exploitative labor practices. Many Americans protested these injustices, making for tumultuous
politics with interesting parallels to our own times. History 3106 follows a dramatic interpretive narrative and uses primary sources to expose an array of experiences, especially those of women, African Americans, and working-class immigrants.

**HIST 3205—The Byzantine Empire**
**TTh 9:30-10:45**
**Dr. Phillip Naylor**

Byzantium or the Byzantine Empire is often understated in Western Civilization textbooks. It officially began with the founding of Constantinople in 330 and ended with the fall of that city to the Ottoman Turks in 1453. Thus, the course surveys a millennium of fascinating history that bridged late antiquity to early modernity. The empire straddled three continents—Europe, Asia, and Africa—providing ample opportunities to apply “transcultural history,” the history that deals with encounters and interactions between and among civilizations and societies. Students will discover an array of emperors and empresses who sustained Greco-Roman Civilization and Eastern Orthodoxy while Western Europe experienced its formative German-Roman fusion. Byzantine-Muslim relations will be particularly studied. Classes will feature a lecture-discussion format. Students should expect subjective and objective components on exams and a research paper. Since our library holds exceptional resources, including all the Dumbarton Oaks Papers, research papers will permit deeper considerations of Byzantine economics, politics, society, culture, and religion.

**HIST 3235—Twentieth Century Europe**
**MWF 2:00**
**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 3751—History and Philosophy of Crime and Punishment**
**TTh 11:00-12:15**
**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.

**HIST 4113/5113—American Foreign Relations**
**MWF 10:00**
**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 4115/5115—The American West**
**TTh 12:30-1:45**
**Dr. Steven Avella**
Where is the American West? Is it a distinct region like New England or the South? Or is it an ever-changing frontier as older historians have characterized it? Where does it begin and where does it end? How have westward moving Americans engaged and interacted with its distinct environment: the rivers, the plains, the mountains, the coastal regions? What has been the nature of engagement with the Native peoples and Spanish speaking peoples who originally inhabited these lands? What role has the dynamic of westward expansion played in American history? What has been the role of the federal government in developing the vast expanses west of the Missouri River? These and other questions frame our study of the American West which is simultaneously region, frontier, and middle ground in American life. We will focus a good bit on the lands west of the Missouri River--especially on their geography and environmental diversity. Cattle drives and cowboys, miners and movie moguls, railroad barons and defense contractors all have a part to play in this story.

We will also devote attention to the evocative power of the West in American history. The "West of the imagination" has been transmitted to us through art, popular novels, motion pictures and television. These images are also "history" in some sense. Perhaps more than any other genre, the American western--in its various forms--has shaped our collective understandings of the West. All of these art forms have transmitted memorable (if not always accurate) images of the land and its peoples. Still, they accentuate important lessons about American character and identity--not only to American audiences, but to the world.
HIST 4210/5210—The Black Death
TTh 9:30-10:45
Dr. Lezlie Knox
The pandemic that became known as the Black Death killed between one-third and one-half of Europe’s population between 1347-1352. Not surprisingly, this revolutionary event left an impact on medieval literature, religion, arts, politics, economy, and society like few other events. This course takes an interdisciplinary approach to examine the phenomenon of the Black Death. Our starting point will be medieval accounts of the epidemic—its causes, immediate impact, and long-term consequences. In addition to traditional historical documents, we will investigate what cutting-edge science and environmental studies on climate change tell us about this historical event. This case study (while fascinating in its own right) thus will open up questions about methodologies used to study the past and present a model for other historical investigations of pandemics. There will be two major projects for the class. The first will be a group project in which we exploit digital technologies to represent the spread of the plague during the Middle Ages. The second will be an independent research project involving any (approved) topic related to disease and history (chronology and geography open). The final project will be presented as a website (hosted on Weebly).

HIST 4255/5255—The British Empire
MWF 12:00-12:50
Dr. Timothy McMahon
This course is intended to provide an overview of the history of the British Empire and Commonwealth since the 1750s, including significant selected themes: the complex interactions of peoples in inherently unequal power relationships; the difficulties of administering a vast multi-national empire in an age of nationalist ferment; and the often stark clash between pre-independence nationalist expectations and post-colonial realities. To achieve this rather ambitious aim, we will examine Empire through three lenses: an imperial lens; a lens that probes the interactions between colonizer and colonized as expressed through official state actions and through popular culture; and a subaltern lens that focuses on indigenous peoples whose “pre (British)-imperial” histories and experiences of empire varied enormously and continue to shape their relationships in the present.

HIST 4931/5931-101—Topics in History: Ancient Warfare
MWF 1:00-1:50
Dr. Jennifer Finn
This course will explore the ancient origins of military technology, strategy, and ethos, from the Ancient Near East (Mesopotamia) until the fall of the Roman Empire in the 5th century CE. The course will focus on significant developments in armor, weaponry, and tactics during major conflicts that shaped the ancient world and contributed to the rise and fall of great ancient empires. We will study major wars fought under the command of memorable figures such as Ramses III, Sennacherib, Leonidas, Alexander the Great, Julius Caesar, and Constantine, with an emphasis on how these generals and their armies paved the way for more modern military engagements. The course will include the reading of some of the great masterpieces of primary source literature related to the battles that shaped the ancient world; we will also rely heavily on
modern studies of the trajectory of ancient battle technology. Students can expect two exams, one major research paper, and bi-weekly reading response papers.

HIST 4953/5953-101—Readings in History: The Digital Past
TTh 11:00-12:15
Dr. Sharon Leon
This course is an introduction to the theory and methods of digital history. It provides an overview of the field and the tools that increasingly common in the practice of history. During the semester we will cover a range of topics, including changes in scholarly communication, the elements of the history web (exhibits and interpretive sites, digital archives, discussion and organizational sites, and social media), text-mining and distant reading, geospatial work, preservation, and open access/copyright issues. We will deal with these topics from the perspective of scholarly research, public history and engagement, and teaching and learning. Students will leave the semester with a basic knowledge of popular digital history tools (blogging platforms, web publishing tools, presentation platforms, etc.), and an understanding of the state of the field.

HIST 4953/5953-102—Readings in History: Geopolitical Revolution
TTh 12:30-1:45
Dr. Phillip Naylor
Please note: Dr. Naylor’s HIST 4953 will be linked to the HIST 4955 (Research Seminar) that Dr. Naylor is teaching in spring 2017. If you have already taken a research seminar, please take a different 4953. If you have not, please know that you are expected to take both the 4953 in Fall 2016 and the 4955 in Spring 2017. They will be on the same topic.

This course focuses on modern geopolitical revolutions from the American Revolution to contemporary globalization. The course is comparative, especially when considering causation and consequences. (Were the geopolitical revolutions a continuum or were they discrete?) Specific topics will include the French Revolution and the Congress of Vienna, European imperialism, World War I and the Paris Peace Conference, the Russian Revolution, the rise of Fascism, World War II and its consequences (i.e., the Cold War), decolonization, the decline and demise of Soviet Russia, and Islamism. Students should anticipate examinations, oral reports, response papers, and a capstone assignment.

HIST 4955-101—Undergraduate Seminar in History: Native America
TTh 2:00-3:15
Dr. Laura Matthew
This course requires students to do original research on some aspect of Native American history, the history of Catholic evangelization, or related subjects, from anywhere in the American hemisphere. Raynor Library’s special collections on Christianity and Native America, which include the national archive of the Catholic Bureau of Indian Missions, will be treated as a major resource. Records include missionary letters, ephemera from native boarding schools, reservation newsletters and periodicals, linguistic and worship materials, and thousands of photographs. The strongest holdings deal with the Pine Ridge and Rosebud reservations in South Dakota, with additional holdings for Wisconsin, Arizona, New Mexico, Alaska, Mexico, Guatemala, and French Canada. Microfilm collections complement the archival holdings.
Weekly readings in the first six weeks will present basic history and historiographical issues, from Indigenous and non-Indigenous perspectives. Simultaneously, students will generate a research question based on their own interests and pursue it using both primary and secondary sources. We will workshop rough drafts in class and online through peer review. The final result will be a 20-page paper upon which the course grade will be largely based.
HIST 6100-701—The Art and Craft of History
Th 4:30-7:00
Dr. Peter Staudenmaier
This course offers an introduction to the study of history at the graduate level. Our goal is to become conversant with the range of theories and methodologies used by twenty-first century historians. We will examine different approaches such as social history, cultural history, and intellectual history, as well as thematic concentrations like race, class, and gender and the intersections among them. We will also consider innovative methods that historians have adapted from the social sciences, the natural sciences, and the humanities, including anthropology, psychology, sociology, cognitive science, economics, linguistics, philosophy, and literary studies, and the interdisciplinary insights that have emerged from neighboring fields.

Our primary focus will be on the variety of theoretical perspectives that historians employ, with an emphasis on thinkers such as Marx, Freud, Weber, Saussure, Derrida, and Foucault. Since the complex legacy of these theorists can be intimidating and sometimes alienating, we will approach them from a practical perspective: What do students entering the world of academic history need to know? But we will also ask hard questions about the discipline of history itself and its relation to broader contemporary discussions of the past and its meanings for the present.

HIST 6120-701—The Sectional Conflict, Civil War Era and Gilded Age
Tu 4:30-7:00
Dr. James Marten
An examination of the origins and conduct of the Civil War, Reconstruction, and the political, economic, and social transformation of the United States in the late 19th century. Topics include: the political, constitutional, economic, and moral contexts of the institution of slavery; slave life and race relations; territorial expansion, the development of the West, and Native American policy; the political, social, and economic impact of the Civil War and reconstruction; the development of an American foreign policy; the evolution of political parties; industrialization, urbanization, and immigration.

HIST 6245-101—Nineteenth Century Europe
Th 2:00-4:30
Dr. Carla Hay
This colloquium will focus on the major themes and historiographical debates that dominate study of the “long” nineteenth century. These include the Industrial Revolution, nationalism, the “New Imperialism,” socialism, constructions of gender, and the “Great War.” The student’s grade will be based on discussion of assigned texts each week in class and an historiographical essay (approximately 30 pages in length) that integrates assigned readings into an analysis of this critical period in western history.
HIST 6250-101—Twentieth Century Europe  
W 2:00-4:30  
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 6954-701—Race and Gender in International Relations  
W 4:30-7:00  
Dr. Michael Donoghue  
This course will explore historical constructions of race and gender within the international encounters of Europe, Asia, Africa, and the Americas over the last several centuries. We will examine how attitudes and beliefs regarding the racial make-up of peoples and the assumed proper (or perverse) roles for men and women in society shaped relations among nations and peoples of diverse origins from the Age of Discovery through the formation of global empires, the Atlantic Revolutions, and the conflicts of modern nationalism in the 19th and 20th centuries. The role of race thinking and gender models formed a key component of the way in which different peoples and nations confronted one another, waged war, traded, and allied over the last few centuries. The emphasis on perceived difference within the realms of race and gender profoundly impacted notions of empire, hegemony, and ideology in the conflicts that followed. By analyzing a common set of readings that range from the Age of Discovery to current perceptions of the West in the Middle East we will establish a body of knowledge to work off as students choose topics and gather sources for their final projects: an article-length original research paper based mainly on primary sources that will analyze some aspect of race or gender in an historical case study from these years.

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 visual evidence can enhance our research projects. Besides class meetings focusing on shared readings, we will have two off-campus site visits to the Chipstone Foundation in Fox Point and the Newberry Library in Chicago. 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 and also a poster that will be presented to the Department at a "mini-conference."