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SPRING 2013 COURSE DESCRIPTIONS

HIST 3102—Revolutionary America, 1707-1787
TTh 11:00-12:15
Dr. John Krugler
The eighty years covered in this course constitute the formative period of American History. This era has three distinct periods. The first, largely forgotten, begins with the Act of Union that united the Kingdom of England with the Kingdom of Scotland. It ends when an impetuous and inexperienced Virginia by the name of Washington ignited a world war in 1754. The second period embraces that war -- the French & Indian War or the Seven Years War -- which ended victoriously for the British in 1763. This Pyrrhic victory precipitated another world war, which in turn led to American Independence. This period concludes with the overthrow of the Articles of Confederation and creation of a new, stronger nation state – the United States of America.

An examination the reading list and the interpretations presented in HIST 3102 might lead students to believe that the instructor is a contrarian. If you accept American economist Paul Krugman’s definition that contrarianism challenges the dominant orthodoxy and looks at issues from an independent perspective, then the label fits. In that sense, this course is at war with conventional wisdom – those dogmas that we accept without critical analysis. No subject is more in need of a comparison of what happened with what we have come to believe happened than this formative period. HIST 3102 is primarily a lecture course with a number of days set aside for discussion of the assigned readings. Students take three exams and write a short essay based on the two of the assigned readings.

HIST 3106—Gilded Age to the Progressive Era, 1876-1920
MWF 9:00-9:50
Dr. Alison Efford
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 Telegraph wires and railroads spanned North America, only to be superseded by telephones, radio broadcasts, and automobiles. Against the backdrop of extraordinary economic growth and technological innovation, the United States completed its continental conquest and embarked on building an overseas empire. History 3106 examines how all these dramatic trends affected Americans. Throughout the semester, we will ask whether the fruits of economic growth were fairly distributed and whether civil, political, and social rights kept pace with material improvements, particularly for women, African Americans, and wage-workers. The assignments will include a research paper on a Wikipedia page as well as reading responses, two exams, and a shorter paper.
HIST 3108—United States in the Twentieth Century 2  
TuTh 12:30-1:45  
Dr. Steven Avella  
This upper division survey course covers a broad range of topics from the end of World War II to the Reagan presidency of the 1980s. In the course of the semester we examine the political, economic, diplomatic, social and cultural developments that created contemporary America. This course strongly emphasizes domestic political, social and cultural developments—-but also intersects American into its wider global context. Among the topics that we cover include the the post-war presidencies, the Cold War, the social and cultural landscape of the 1950s and 1960s, the rise of the modern Civil Rights movement, the Vietnam War, the resurgence of conservatism, the environmental movement, the Women’s Movement, religion in American life, and the culture wars of the 1980s.. Lecture, readings, video clips and feature length films are our main texts.

HIST 3118—American Military History  
MWF 9:00-9:50  
Fr. Michael Zeps, S.J.  
Though this is an upper division course it is treated more like a survey/lecture course emphasizing important people, places and events from colonial times to the present. We will concentrate on the wars themselves rather than on the social role of the military in American society. Developments between wars will be treated according to the schema: new weapons, military policy (organization, strategy, tactics), political objectives as the role of America in the world evolves, and moral attitudes. The makeup of the class will make discussion possible, even likely. The guiding philosophy will be that found in On War by the Prussian Karl von Clausewitz. Regular quizzes and three tests will encourage people to keep up with the reading. A research paper of 6-8 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%.

HIST 3165—History of Rock and Roll  
TuTh 9:30-10:45  
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 3201—Ancient Greece and Rome  
MWF 12:00-12:50  
Dr. Sarah Bond  
This course will survey some of the major topics, issues, and problems that arose within the ancient Mediterranean from the Minoan period (2700 BCE) to the Early Byzantine Empire (565 CE). We will be focusing on primary sources to help us explore antiquity and, at times, to draw parallels with the modern world. The first semester focuses on the Hellenistic world and themes of Greek warfare, Hellenistic
women, ancient philosophy, and the archaeology of ancient Greek city-states, while the second half of the semester concentrates on ancient Rome from the Republican era to the period of the sixth century CE. Particular themes are Roman expansion in the Mediterranean, social relations, warfare, law, commerce, and the "fall" of the empire. Through the lens of antiquity, we will see much more than just the lives of ancient Greeks and Romans, we will uncover recurring historical themes and learn the methods of historical research.

HIST 3751—History and Philosophy of Crime and Punishment
TuTh 12:30-1:45
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 4114/5114—American Foreign Relations 2
MWF 12:00-12:50
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.

HIST 4135/5135—African American History
MWF 1:00-1:50
Dr. Andrew Kahr
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 4212/5212—The Crusades
TuTh 11:00-12:15
Dr. Lezlie Knox
The Crusades represent one of the most fascinating, complex, and troubling episodes in medieval history—how should we understand this mix of brutal warfare and religious motivation? To start answering this question, 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 phenomena. 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 including the experience of being crusaded. The semester will conclude with an examination of the legacy of the Crusades in modern society. Requirements for the class will include a research project and presentation.

HIST 4245/5245—Women in Western Civilization
TuTh 9:30-10:45
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.

HIST 4250/5250—Tudor England, 1485-1603
TuTh 12:30-1:45
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.

HIST 4255/5255—The British Empire
MWF 11:00-11:50
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 4271/5271T—The Russian Revolution and the Soviet Union
MWF 10:00-10:50
Dr. Alan Ball
“The Russian Revolution and the Soviet Union,” 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.

HIST 4555/5555—Modern China
MWF 10:00-10:50
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 Jintao. The goals of this course are to develop a comprehensive understanding of China's modern historical development, and to encourage students to analyze events from a China-centered viewpoint: that is, to "see" modern China and the world through Chinese – not Western – eyes.

HIST 4931/5931-101—Topics in History: Nazi Germany and the Holocaust
MWF 11:00-11:50
Dr. Peter Staudenmaier
This course provides an overview of the history of Nazi Germany between 1933 and 1945, with a primary focus on the origins and development of the Holocaust, the attempted genocide of the Jews of Europe. The course concentrates on the conception and implementation of Nazi extermination policies in German-occupied Europe during World War Two, paying attention to both ideological and practical aspects of the ‘Final Solution.’ Previous background in German history is not necessary, but a willingness to engage seriously with difficult material is essential.

HIST 4931/5931-102—Topics in History: History of South Africa
TuTh 9:30-10:45
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.

HIST 4931/5931-103—Topics in History: Families: An American History
TuTh 11:00-12:15
Dr. Charissa Keup
Traditionally, the term “family” has been used to describe a household comprised of a husband, a wife, and their dependent children. However, families have never been that simple. This course examines the concept of “family” and its evolution in American society. From Jamestown to the present, we will explore the development of the American family from a “little commonwealth” to a “haven in a heartless world” to a “group of individuals living under one roof.” Topics include marriage and divorce, sex and sexuality, and child-rearing and education as well as the popular media’s depiction of the “all-American family.” Combining the history of women, sex, and children, this course exposes the realities of family life in the United States. Class will consist of lectures and frequent discussions of primary documents, films, and literature.

HIST 4953/5953-101—Readings in History: Violence Through East Asia
M 2:00-4:30
Dr. Michael Wert
This course uses violence as a lens to study major themes in Japanese history while deepening our understanding of violence in its various forms. This class is open to any student who has an interest in violence as a topic of study—no previous knowledge of Japan is necessary. Topics include: the monopolization of violence; the relationship between violence and religion; violence and the state; legitimate/illegitimate forms of violence; ethnic violence; violence and gender; terrorism; contemporary issues of memory, national identity and victimization. This course covers the entire range of Japanese history from rise of the samurai to contemporary issues of WWII memory and responsibility. This is a seminar course and thus the majority of our work will be class discussion. You must speak in the class and informed participation makes up almost half of your grade. There are no exams and only two papers.

HIST 4953/5953-102—Readings in History: Boys to Men: Black Manhood in the US
TuTh 2:00-3:15
Dr. D’Weston Haywood
Description: In recent years, scholars have begun to argue that gender politics was central to the freedom struggles of Black Americans in the twentieth century. This course examines this point, and explores in particular, the constructions of Black men’s masculinity and how their claims to masculinity shaped the discourses and strategies of Black Americans’ fights for racial advancement in the United States. Drawing from a variety of disciplines, including literature, sociology, gender studies, and history, weekly readings pay special attention to the social and cultural arenas in which Black Americans constructed Black masculinity (involvement in war, Black fraternities, labor, sports, protest movements, etc.), White Americans’ influence on the construction of Black masculinity, some Black women and some Black men’s contestations of certain constructions of Black masculinity and its manifestations, identity and sexual politics, and the ways in which Black masculinity has been both empowering and problematic for Black Americans’ freedom struggles. Students will complete the class with a knowledge of the experiences of African American men during the twentieth century, and how those experiences have shaped African American and American history overall in critical ways.
The American diplomat and historian, George F. Kennan, called the First World War “the seminal catastrophe of the twentieth century.” The conflict precipitated the Russian Revolution of 1917 and the rise of communism, laid foundations for conflicts in the Middle East that still threaten the world’s peace and security, and in the German defeat of 1918 sowed the seeds for the Nazi movement and a second world war. As we approach the centennial of the outbreak of the conflict that participants called “The Great War,” we will examine World War I in all of its aspects through directed readings on the war to introduce students to the issues that the conflict raised. Each weekly class will address a topic central to the study of the war, and class meetings will be built around student reports on readings.

In this seminar, each student will craft a substantial (20-page) paper on Americans responding to personal hardship during the period between the Civil War and World War I. You will research, write, revise, and present an original project (just the sort of achievement that you can proudly tout on graduate school applications and in job interviews!). Our approach will be microhistorical. We will first identify little-known individuals who suffered tragedy and despair and left a record of their experiences in court proceedings, newspapers, and personal archives. You will then choose one person’s case to explore larger themes such as racial and sexual discrimination, economic inequality, the status of veterans, mental and physical health, interpersonal violence, family challenges, sexuality, bereavement, and dislocation. Although there will be some common readings, the course will mainly consist of guided research and writing. Several of the steps along the way will become components of your final grade: primary source analyses, annotated bibliographies, outlines, drafts, and presentations. We will end the semester with a discussion of empathy, hope, coping, and survival!

By its very nature as a seminar, this course will concentrate upon the production of a scholarly essay, about twenty-five pages in length, by each student. These essays will be based upon both primary and secondary sources and will focus upon the theme of “City Life in the Midwest.” Early in the semester, we will share common readings in order to introduce students to the general topic of Midwestern urbanization while at the same time working through the process whereby scholarly research is conducted. During the second half of the term, students will be working on their own research as well as beginning the writing process for their essays. Toward the end, brief fifteen minute, conference-style presentations will be delivered by each author.
HIST 4955-701—Undergraduate Seminar in History: Arabs and Muslims in America
Th 4:30-7:00
Dr. Enaya Othman
(This course is cross-listed with Foreign Languages as FOLA 4931-701)
“Understanding Arab and Muslim Communities in Greater Milwaukee through Oral History.”
In this course, the students will primarily learn how to conduct and incorporate oral history interviews in their research. Alongside this, they will read historical, anthropological, and other literatures that analyze identity and memory issues as well as the existential makeup of Arab and Muslim immigrant culture with special emphasis on women. Overwhelmingly, American Muslim and Arab women have been absent from historical records of American history. Questions about features that have impacted their identity since immigration including choice of settlement, education, assimilation/acculturation patterns, and religious affiliation will be examined thoroughly. The students will investigate how these features shape identity and will further analyze the Arab and Muslim Women’s predicament living in America and dealing with a culture different from the one they left behind in their homeland. The course will examine how and to what degree religion, culture, education, time of settlement, and other factors played a role in immigrants’ “adjustment” into the American ways of life and culture. Students will also investigate the contribution of individuals and communities in shaping the religious make up and social and cultural life of the Greater Milwaukee region.
FALL 2012 GRADUATE COURSES

HIST 6125—United States in the Twentieth Century
Tu 2:00-4:30
Dr. Steven Avella
This graduate-level readings class is intended to acquaint students with the major historiographical issues and works of 20th century U.S. history. We will sample some of the major works on the chronological periods of this epoch and conclude with a study of trends shaping the historical research and writing today.

HIST 6250—Europe: 1919 –Present: Europe in the 20th Century
Th 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—Global History: Early Modern World History
M 4:30-7:00
Dr. Michael Wert
This course will introduce students to the historiography of the early modern world. Topics include: the rise of capitalism, diverging trajectories among world regions, the construction of spatial categories, state-building, colonization, and the relationship between societies and the environment. In addition to studying broader historiographical themes we will learn how to incorporate questions raised in world history into our own projects, and discuss approaches to teaching world history.

HIST 6500—Studies in United States History: Civil Wars: The US and the World
W 2:00-4:30
Dr. James Marten
Civil Wars: The U. S. and the World. The American Civil War did not take place in a vacuum. This readings class will explore the relationship between the Civil War and events in other parts of the world in two contexts: 1. The ways that other countries responded to the conflict, 2. The ways in which civil wars and rebellions in other parts of the world during the same era reflected common issues and movements, including nationalism, sectionalism, race and ethnicity, questions of personal freedom, and notions about centralization and government authority. Students will be expected to read a book or the equivalent of a book each week. In addition to several short papers, students will write a major historiographical essay on a conflict other than the American Civil War.
HIST 6500—Studies in United States History: Decision-Making in Cities
Th 4:30-7:00
Dr. Thomas Jablonsky
Making critical choices within an urban context is the obvious theme of this course. For most of the semester, there will be extensive readings each week, focusing upon a wide range of past decision-making episodes made by elected officials such as mayors or by non-elected administrators in both federal and municipal governments as well as by public-private development partnerships and by local neighborhood associations and community organizers. Toward the end of this semester, each student will prepare a brief presentation on selected challenges currently weighing upon local officials before writing an interpretive essay addressing the full range of contemporary issues.

HIST 6525—Studies in European History: Medieval Monasticism
Th 2:00-4:30
Dr. Lezlie Knox
This graduate readings course addresses the history of Christian monasticism from its origins to the end of the Middle Ages (for our purposes, let’s say that occurred roughly with the Dissolution in England and the rise of Protestantism generally). Our discussions will consider not only the development of cenobitic monasticism in Europe, but also more broadly how religious men and women have defined themselves in communities (both formal institutions and informal communities) and especially how these responses might have varied across time, space, and gender. Readings will include both medieval sources and scholarly books and articles. In addition to active participation, students will produce a research dossier on a topic related to religious life in the pre-modern world.

HIST 6958—Seminar in European History: Britain and Ireland 1867-1945
M 2:00-4:30
Dr. Timothy McMahon
The purpose of History 6958 is to highlight some of the key themes in current scholarship on modern Britain and Ireland during the years between the Second Reform Act and the New Government of Ireland Act and to present students with an opportunity to undertake a research project that contributes to one of these themes. After a brief look at three recent works during the first several class sessions, students will spend the bulk of their semester engaging in research under the direction of the course instructor. We will reconvene twice during the rest of the semester. At the first of these meetings, students will discuss the progress they have made on their research to that point in time, and we will discuss methodological concerns and other types of concerns at that time. At the second of these meetings—which will likely require more than one sitting—students will be expected to have their final papers in hand and to present a summary of their findings to the class.