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SPRING 2014 COURSE DESCRIPTIONS

HIST 3103—The New American Nation, 1787-1836
MWF 12:00 – 12:50
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 3108—United States in the Twentieth Century
TuTh 9:30-10:45
Dr. Steven M. 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
MWF 11:00-11:50
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 3127—The Vietnam War Era  
TuTh 2:00-3:15  
Dr. David McDaniel  
The theme of this course is reflected in the words of one of the war’s chief architects Henry A. Kissinger who said: “Vietnam is still with us. It has created doubts about American judgment, about American credibility, about American power—not only at home, but throughout the world.” History 3127 will examine the history of the Vietnam War from the perspective of the United States. It will provide the student with the historical background that set the stage for the conflict, the events that led directly to the war, the primary political and military issues involved at home and abroad, and an overview of the major battles. Further, and quite significantly, this course will also consider the non-military aspects of the war, such as the changing political climate in the United States during the late 1960s, the rise of a determined anti-war movement that exerted a profound impact on the outcome of the struggle, the nature of the cultural and political polarization wrought by America’s longest war, and finally the lingering scars caused by division and defeat.

HIST 3201—Ancient Greece and Rome  
MWF 1:00-1:50  
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 3220—The Renaissance  
TuTh 9:30-10:45  
Dr. Lezlie Knox  
Michelangelo’s masterpiece David (c. 1504) has long provoked attention. Modern interest focuses most often on the genitalia featured prominently on souvenir apparel and refrigerator magnets, complete with optional fig leafs. However, these reproductions miss the extent to which David was a potent political symbol for the ideals of Renaissance culture. Indeed, the statue was a public testament to republican Florence’s self-confidence. David symbolized artistic beauty, human achievement, and political liberty. It thus represented Florentines’ sense of their special destiny. This course will take an interdisciplinary approach to examining not only the society that saw itself represented by this statue but more broadly the Renaissance culture that developed in fourteenth-century Italy and spread throughout Europe over the next two centuries. We will pay special attention to Classical Humanism, the Renaissance papacy, princely courts, the status of women, and of course, art and architecture. Class requirements will include regular discussion focusing on contemporary sources, two exams, and a research project that will produce a virtual museum exhibit.
HIST 4101/5101—Applied History: Technology for Historians
TuTh 2:00-3:15
Dr. John D. Krugler & Jon Pray (IMC)
Would you like to co-author a book before you graduate? Hist 4101-5101 offers that possibility. Students enrolled in this course apply academic history (historic method learned in the classroom) to the creation of public presentations. They will complete two major applied history projects.

Students will collaborate in the research and writing necessary to produce an e-Book. The topic is Historic Preservation in the context of selected house museums (e.g., the Pabst Mansion). Students will create multimedia records of the history and development of the house museums and edit them for use in electronic book. In addition, students will write text captions that will put the media in the context of historic preservation.

The second project will be the creation of a six-sided panel exhibit that shows and explains the demolition of the Plankinton mansion by Marquette University in the 1980s (the conflict between urban renewal and preservation). This was a very controversial issue in the early 1980s as many preservationists protested the decision. The collaborative project provides the opportunity to sift through the evidence to produce a balanced pictorial/text exhibit. Students will also gain valuable experience in archival research. Students will learn the technology skills needed to create the panels by working closely with staff from the Instructional Media Center and the Archives. Evaluation will be based on the successful completion of the projects. Students will make a public presentation of their work to invited faculty, staff, and students during the last week of the semester.

For additional information, contact Professor Krugler at john.krugler@marquette.edu
For an example of the previous work of our students, go to the History Web Page, click on Archives of news and events; scroll down to “An Earnest Desire.”
http://www.marquette.edu/history/an_earnest_desire.mov

HIST 4114/5114—American Foreign Relations 2
MWF 10:00-10:50
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 4115/5115 The American West
TuTh 12:30-1:45
Dr. Steven M. 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 4150/5150—Childhood in America
TuTh 9:30-10:45
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 4252/5252—Modern Britain
TuTh 11:00-12:15
Dr. Carla Hay
A lecture course, History 4252 will focus on the waxing and waning of British power and influence in the nineteenth and twentieth centuries and reflect on Britain’s prospects in the “new Europe” of the twenty-first century. In the aftermath of Britain’s heady victory over Napoleonic France, the reign of Queen Victoria constituted the pinnacle of Great Britain’s industrial and imperial global dominance. The period also saw the emergence of overseas rivals in Germany and the United States who would challenge British primacy by the twentieth century. The growth of democratic, socialist, and nationalist sentiments, epitomized by the “Irish Question,” “suffragettes,” and the emergence of the Labour Party, heralded the “Welfare State” and the development of the British Commonwealth of Nations. Two World Wars fractured the British Empire and rendered Great Britain a second-rate economic power whose relevance and role during the era of the Cold War was at issue. Today, as Labour Party leaders metamorphose into moderates or conservatives and the “royals” dominate the tabloids, not-so-Great Britain strives to maintain a distinctive identity while being a “player” in an era of globalization. The student’s grade in the course will be based on a midterm, a final examination, and quizzes on assigned readings or a research paper.
HIST 4298/5298—The Cold War
MWF 1:00-1:50
Dr. Alan Ball
Study of the Cold War offers an opportunity to scrutinize diverse nations caught up in a conflict more wide-ranging and—in a nuclear age—more perilous than anything the world had witnessed previously. This course will survey the origins and nature of the Cold War, with a focus on the first twenty years or so after World War II. Along the way, topics will include not only international tensions but also the domestic consequences of the Cold War in some of the countries involved. Together with films from the period and segments from CNN’s Cold War documentary, the course features frequent discussions of primary documents, literature, and recent works by US and Russian historians.

HIST 4350/5350—The Caribbean
MWF 12:00-12:50
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 4555/5555—Modern China
MWF 11:00-11:50
Dr. Daniel 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 Juntao. The goals of this course are to develop a comprehensive understanding of China's modern historical development, and to encourage students to analyze current events from a China-centered perspective.

HIST 4953/5953-101—Readings in History: “Got to Revolution”: The U.S. ‘60s
W 2:00-4:30
Dr. Kristen Foster
This colloquium will focus on the domestic upheavals of the “the Sixties” in the United States and ask to what extent these events became a revolution. Each week we will meet to discuss shared readings, film, and music, and examine together how the upheavals of these years shaped a culture that left the United States changed forever. What makes change revolutionary? What differentiates these changes from chaos and anarchy? What might make these years in American history truly revolutionary, or not revolutionary at all? Topically, we will explore the post-World War II years and the culture of conformity that Americans tried to forge in the fires of this devastating conflict. The majority of the course, however, will be spent examining the voices that challenged conformity on all levels. The Beats, the Civil Rights
Movement, the Counterculture, the New Left in general, Women’s Lib, and the Vietnam War will all receive our careful attention. As a colloquium, you can expect demanding reading assignments, intensive discussions, and shorter papers.

**HIST 4953/5953-102—Readings in History: The 1800s: A European Century?**  
W 2:00-4:30  
Dr. Timothy McMahon  
This course will focus on 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 development of political philosophies, the emergence of class consciousness, the drive for nationhood and empires, and the fraught relationship between the narrative of progress and those kept outside its storyline. We will pay particular attention to events in Great Britain, France, the Habsburg Empire, Germany, Italy, and Russia.

**HIST 4953/5953-103—Readings in History: African Americans and the African Diaspora**  
TuTh 11:00-12:15  
Dr. Brandon Byrd  
In 2008, Barack Obama became the 44th President of the United States. The son of a Kenyan father and white American mother was immediately characterized as the first African American President. Many black voters who supported Obama in overwhelming numbers in 2008 and during his successful re-election bid in 2012 have since identified Obama as a symbol of their progress. This affinity between African Americans and Obama raises several questions about black identity and politics. First, how have African Americans defined themselves? Has this definition of black identity acknowledged a relationship to a larger African Diaspora? Finally, how have African Americans attempted to use the African Diaspora as a resource in the black freedom struggle? Through a careful consideration of primary and secondary sources from the era of the Transatlantic Slave Trade to the age of Obama, we will posit answers to these questions and reach broader conclusions about the global foundations of contemporary American life and culture.

**HIST 4953/5953-104—Readings in History: Everyday Life in the Midwest**  
Th 2:00-4:30  
Dr. Thomas Jablonsky  
This class investigates the habits and routines of everyday residents from the American Midwest (broadly defined as Ohio west to the eastern edges of the Dakotas) between the early nineteenth century and the 1960s. We will consider pioneer and rural lifestyles as well as small town and big city experiences. Among the topics that we will touch upon are leisure and entertainment, families, work, education, sex, religion, race, ethnicity, shopping, and technology. Behaviors in Milwaukee and Chicago will get particular attention along the century and a half that we will cover. By definition, this course is reading-intensive, meaning that students will closely examine eighty to one hundred and twenty pages for each once-a-week class session. There will be an essay-based midterm and a take-home final in addition to a grade for discussion.

**HIST 4953/5953-701 Slavery and Social Death: Slavery from Antiquity to the Early Middle Ages**  
W 4:30-7:00  
Dr. Sarah Bond  
This course explores the various slave systems in antiquity in terms of their motivations, utilization, and broader social, economic, and political implications. Through literary sources and archaeological remains, we will investigate the slave cultures within the ancient Near East and Egypt, the Jewish exploitation of slaves, and evidence for slaves in Greek, Roman, early Christian, and early Islamic
societies. In considering the primary sources for these slave societies, we will ask numerous questions: How did the slave trade and slave labor function in each culture? What were the legal rights of these slaves? Was slavery a permanent status? Where did servile persons work? Where were they buried? Did they rebel? What were the philosophical views on it? Through class lectures, discussion, and research projects, students will better understand the pervasiveness of slavery in antiquity, and its influence on the empires of the ancient Mediterranean world.

**HIST 4955-101—Undergraduate Seminar in History: Modern European Thinkers and Artists**
M 2:00-4:30
Fr. Michael Zeps, S.J.
This seminar deals with intellectuals and artists of several sorts from the late 16th to the 20th centuries. Examples are many: Montaigne, Descartes, Locke, Kant and Hegel in philosophy; Galileo, Newton, Planck and Einstein in science; Vivaldi, Bach, Mozart, Beethoven and Wagner in music; Freud, Adler and Jung in psychoanalysis; Delacroix, Turner, Monet and Picasso in art, and a host of others in different areas. How do you categorize Nietzsche, for example? We meet once a week for two and a half hours and will begin the semester with an overview adjusted to the abilities and interests and of the class participants. There are plenty of people to study. The meat of the course will consist in the preparation and presentation of a paper at least 20 pages in length. Members of the class other than the person presenting will prepare something for the week so that they can join in a discussion of the paper in addition to preparing their own papers. There will be no midterm exam but there will be a final exam of sorts to summarize the content of the course as it unfolded. There is a lot of room for flexibility because there are many exciting people to deal with. A brief textbook will be required as a useful help to keep some perspective on chronological developments. Grading will be: paper and presentation 50%, class participation 30%, final assessment 20%.

**HIST 4955-102—Undergraduate Seminar in History: War and Peace, 1900-1920**
TuTh 12:30-1:45
Dr. Julius Ruff
The chronological focus of this seminar on the first decades of the twentieth century will allow students to develop research papers on the international conflicts of this pivotal period (the Boer War, the Russo-Japanese War, the Italo-Turkish War, the Balkan Wars, World War I, and the Russian Civil War) and the efforts of statesmen to secure the peace. The possible topics for these papers may range from the individual experiences of war made possible by the fact that twentieth century Western European combatants were almost all literate and left records of their wartime service to the efforts of heads of government like Woodrow Wilson to craft a particular kind of peace. The course grade will be based on the seminar paper (65%), class participation (20%), and several short, written assignments (15%).

**HIST 4955-701—Undergraduate Seminar in History: Japan and the West**
M 4:30-7:00
Dr. Michael Wert
Japan and the West is a research seminar that explores the interaction between Japan and the West from the sixteenth century to the present day. The goal of this class is for students to broaden their understanding of Japan in the context of global history. Topics include (but are not limited to) the following: Jesuits in Japan, Western trade in early modern Japan, the question of an isolated Japan, diplomacy between Japan and the Western nations in the nineteenth century, foreign workers during Japan’s modernization, Japan in the world wars, and the postwar American occupation. Students will prepare and present a significant research project based on secondary and primary sources.
SPRING 2014 GRADUATE COURSES

HIST 6120-101—The Sectional Conflict, Civil War Era and Gilded Age
W 2:00-4:30
Dr. Alison Efford
This readings class will introduce graduate students to historians’ interpretations of the United States from roughly 1848 to 1900. During that period, a controversy over slavery became a war, Reconstruction gave way to Jim Crow, the United States industrialized and attracted immigrants, and the American empire spread west and eventually overseas. All the while, ordinary men and women struggled to prevent these developments from defining their lives. American Indians resisted the expansion of the United States, and groups of African Americans, immigrants, workers, farmers, and women demanded citizenship on their own terms. We will both examine classic works and grapple with new trends. Grades will depend on class participation, book reviews, a historiographical paper and presentation, and a short “thought piece” on periodization.

HIST 6240-701—European: 1648-1815
Tu 4:30-7:00
Dr. Julius Ruff
This course is designed to acquaint students with the major historical literature dealing with the early modern period. It also will include treatment of the religious reformations of the sixteenth century. Each weekly meeting will be topically oriented around discussion of a common reading and the readings of individual students. Major topics for weekly discussion will include: the economic, demographic, and social structure of Old Regime Europe; development of royal absolutism; the Enlightenment and popular culture; the causes of the French Revolution; the nature of that revolution; and Napoleon Bonaparte in his French and European contexts. The course grade will be based on weekly reading reports (40%), final historiographical essay (40%), and class participation (20%).

HIST 6245-101—Colloquium in European History, 1815-1919
Tu 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 6500-101—Race and Power in America
M 2:00-4:30
Dr. Andrew Kahrl
This course will explore how historians have applied the concept of power to the study of race in America, and the study of history itself. We will explore how the idea of race and the practice of racism has changed over time, and how it has influenced and been influenced by broader changes in America's political economy. We will also examine the different approaches historians have adopted to explain and historicize the phenomenon of race. Readings and class discussions will
situate race within the historiographies of capitalism, labor, immigration, culture and identity, cities and suburbs, and American political development, among other areas of study.

**HIST 6500-701—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 6540-701**  
**W 4:30-7:00**  
**Dr. Daniel Meissner**  
China today is often described as a rising star—an economic superpower that will dominate the global economy, shape political discourse, and transform mass culture of the twenty-first century. For many, this phenomenon is attributed to a serendipitous confluence in China of favorable political, economic and demographic factors, or associated in some manner with the inevitable western migration of international financial centers. For others, China’s rise to prominence is less an anomaly than a corrective—a return to the historical status quo of a China-centered system. This class will plumb the scholarly literature in an attempt to ascertain what role China has played in the global system in various historical eras, and the factors contributing to its hegemonic wax and wane.

**HIST 6958-701 Twentieth Century Russia and USSR**  
**M 4:30-7:00**  
**Dr. Alan Ball**  
Hist 6958 is a seminar in the history of Russia and the Soviet Union in the twentieth century. Each student will consult with the instructor and devise a topic on any aspect of Russian history that interests him or her in this period. The bulk of the semester will be devoted to research and writing of a paper (approximately 25-30 pages) on the chosen topic, relying primarily on the array of primary sources now available in English in Marquette’s library. During the last week or two of the semester, we will schedule group sessions to discuss the fruits of our labors.