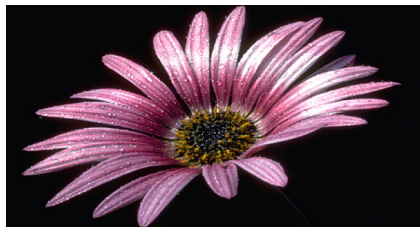




MARQUETTE
UNIVERSITY

Department of History
Course Descriptions
Spring 2010



DEPARTMENT OF HISTORY FACULTY

Avella, Steven M.	Coughlin, 308	288-3556
Ball, Alan M.	Coughlin, 318	288-7124
Donnelly, S.J., John Patrick	Coughlin, 305	288-3554
Donoghue, Michael	Coughlin, 317	288-1635
Efford, Alison	Coughlin, 316	288-7817
Foster, Kristen A.	Coughlin, 324	288-3562
Hauser, Stephen K.	Coughlin, 301	288-5182
Hay, Carla H.	Coughlin, 304	288-7150
Jablonsky, Thomas J.	Coughlin, 307	288-5300
Knox, Lezlie S.	Coughlin, 314	288-7863
Korieh, Chima	Coughlin, 223	288-3563
Krugler, John D.	Coughlin, 200	288-7056
Larsen, Andrew	Coughlin, 301	288-5182
Marten, James	Coughlin, 303A	288-7901
Matthew, Laura	Coughlin, 319	288-7590
McDaniel, David	Coughlin, 325	288-7766
McMahon, Timothy G.	Coughlin, 224	288-3559
Meissner, Daniel J.	Coughlin, 306	288-3552
Naylor, Phillip C.	Coughlin, 309	288-3561
Ruff, Julius R.	Coughlin, 203	288-3555
Sawkins, Annemarie	Coughlin, 301	288-5588
Wert, Michael	Coughlin, 225	288-7592
Zeps, S.J., Michael	Coughlin, 320	288-7386

SPRING 2010 COURSE DESCRIPTIONS

HIST 1401—History of Africa

MWF 8:00-8:50

Dr. Chima Korieh

This course is an introduction to African history and cultures from the earliest times to the present. The course will emphasis sub-Saharan Africa and take a thematic and chronological approach. It seeks to balance an examination of specific societies in Africa with attempts at understanding broad patterns of change. We begin with a careful exploration of important methodological, ethical, and philosophical issues about the African past. We then examine social organizations and structures, developments in economics, and political trends. We will also examine some principal themes and developments that have influenced African history including the slave trade, the abolition of the slave trade, the rise and fall of African empires, European travels and explorations of Africa, the spread of Islam and Christianity, European imperialism, the establishment of colonial rule, anti-colonial resistance, colonial economies, education, administrative and political reforms, nationalism, the rise of new African states, South Africa and apartheid, and contemporary issues in Africa.

HIST 3101—British Atlantic World to 1713

T Th 11:00-12:15

Dr. John D. Krugler

Red, White, and Black: The Peoples of Early America (to appropriate Gary B. Nash's book title) is the theme of this course. History 3101 examines America's formative period, its beginnings and its development. It begins with the first encounters at Roanoke in 1584 and ends with the second great inter-colonial/European/Indian War that concluded without real resolution in 1713. The course focuses on the cultural interaction between diverse groups. First considered are The First Americans (first immigrants, if you will) and their responses to the English. Pocahontas, Powhatan, and Opechancanough, or even Samoset and Squanto, may not be household words but they figured prominently in early American history as they do in this course. Next examined are the foolish and valiant attempts of the English to gain a foothold in a strange and threatening new world and to prosper. Survival was the name of the game then. Finally, this course considers the ever-increasing number of Africans brought to American shores by 1705. Again, the names Emanuel Driggus, Anthony Johnson, and Francis Payne may not be household words but their stories raise an important question: Was enslavement the only alternative for Africans?

Beyond these encounters, Hist. 3101 takes some interesting diversions that include the "lost colony," English efforts to implement religious freedom and freedom of conscience in Massachusetts and Maryland; stories of rebellion, civil war, and war with the native populations that transformed British America; the spellbinding tales of witchcraft in New England that highlight not only the innermost fears of New Englanders but witchcraft's relation to the Indian Wars that periodically swept New England; and the tangled world of imperial and local politics.

Readings include four monographs and other shorter readings. Assessment will be based on two essay examinations, a paper, and class participation.

HIST 3108—United States in the Twentieth Century, from Pearl Harbor to 9/11

T Th 12:30-1:45

Dr. Steven M. Avella

This upper division survey course covers a broad range of topics from World War II to the beginning of the War on Terror. Between the bookends of these two shocking attacks are major 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 World War II home front, 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 and 1990s. Lecture, readings, video clips and feature length films are our main texts.

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 as a survey/lecture course with an emphasis on important people, places and events from colonial times to the present. Emphasis will be placed on the wars themselves rather than on the social aspects of the military in American society. Developments between wars will be treated according to the following schema: weapons, military policy, political objectives and moral attitudes. The philosophy guiding the whole class will be that of the Prussian theorist Karl von Clausewitz. Regular quizzes and three tests will encourage people to keep up with the reading. Grading will be as follows: first 2 tests, 40% (20% each), final exam 30%, combined quizzes 20% and the paper 10%.

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

T Th 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 that long-term causes of 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: David J. Andelman, A Shattered Peace: Versailles 1919 and the Price We Pay Today; 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; and Michael S. Neiberg, Fighting the Great War: A Global History. The course grade will be based on three examinations (75 percent of course grade) and one paper (25 percent of course grade).

HIST 3297—World War II

MWF 11:00-11:50

Fr. John P. Donnelly, S.J.

This is a lecture course in European history, but since more than 90% of the world's people were at war, some attention will be given to the Asian/Pacific conflict. While military and diplomatic history will be central, secondary attention will be given to the home fronts. Students will read Peter Calvocoressi et al., *The Penguin History of the Second World War*. Students will write two papers. The first is a two page review of a movie about WWII; the professor will provide videos of more than fifty such movies. The second will be a biographical sketch term paper on a major participant in the war, 10-15 pages. Graduate students will write a longer term paper. The movie review will count 10% of the course grade. The term paper will count 30% of the grade. There will be a mid term and a final examination, each worth 30% of the course grade. Questions and oral participation in the class are encouraged.

HIST 4100/5100—Public History

T Th 2:00– 3:15

Dr. John D. Krugler

Public historians are ubiquitous but largely unknown to many students of history. History 4100/5100 introduces undergraduate history majors, potential majors, and graduate students to the work of some of public historians and to some of the issues that concern them. What is Public History? How does one become a public historian? What do public historians do?

This course's approach is historical; that is, the problems and issues presented have contemporary relevance but are, for the most part, considered in their historical context. For example, the course gives considerable attention to controversial issues such as the Smithsonian's exhibit on the end of World War II. History 4100/5100 focuses on reading about issues in public history, methods of research and interpretation, and public history institutions. Some attention is given to observing public historians at work and one assignment allows students to function as public historians (creating and describing a museum exhibit and writing an exhibit label). Visits to museums (actual or virtual) or historical societies will be supplemented by slide lectures that examine how a number of outdoor history museums present history to the public. Some attention is also given to graduate work in public history and career possibilities. Short written assignments, a paper, and discussion are used to assess student performance.

HIST 4145/5145—History of Women in America

MWF 1:00-1:50

Dr. Kristen Foster

In this course, we will explore the history of women and the variety of women's experiences in America from pre-European contact to the present. We will study the ways that women in particular have shaped their lives and the development of the United States. We will learn about the indigenous women who endured conquest and survival. We will explore the experiences of African women who arrived in America as the human property of European settlers and the ways that they slowly became African Americans. We will work to understand the variety experiences of Euro-American women from first contact to the present. As we study this complex material, we will join together to develop an understanding of how being a woman in America cannot be defined by a singular racial, class, ethnic, or sexual experience. As with America itself, the history of women in the United States may be told many ways.

During each week we will combine lectures with discussions so that you have the opportunity to share your ideas and your reactions to both the readings and the lectures with the class. This setting will enable you to share ideas, test your beliefs, hone your communication skills, and develop the crucial skill of critical thinking.

HIST 4249/5249—Intellectual and Cultural History of Modern Europe

MWF 9:00-9:50

Fr. Michael Zeps, S.J.

This course deals with the great ideas and cultural advances made by important intellectuals from Descartes to Picasso. The emphasis will be on the contributions of specific individuals rather than on movements; great thinkers, after all, create movements, not vice versa. Included will be inventors, musicians and artists because this is not a philosophy course. There will be no quizzes or large paper but rather a 1 to 2 page paper every week on an assigned topic. There will be three tests. The papers will count 20%, the first two tests 20% each (40% in all) the final 30% and class participation 10%.

HIST 4260/5260—Modern Ireland since 1688

MWF 12:00-12:50

Dr. Timothy G. McMahon

History 4260/5260 examines major issues in the history of modern Ireland through an emphasis on three themes: the importance of possessing land; the intervention (or lack thereof) by the state in everyday life; and the force of historical memory and myth on collective action and identity. We will begin with an overview of relations between Ireland and Britain prior to the plantations of the sixteenth and seventeenth centuries, the primary focus of the course will be on events and processes between 1700 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). 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.

HIST 4450-5450—History of North Africa

T Th 9:30-10:45

Dr. Phillip Naylor

The fundamental objective of this course is to have you recognize and understand the multiple historical significance of North Africa. North Africa links civilizations and offers an array of opportunities to study also West Asian, European and African histories. This *interaction within and between civilizations and societies*, a “transcultural” experience, is thematic to this course. Inspired by Ibn Khaldun, Jacques Berque, and Malik Bennabi, the course will feature pluralist approaches to North African history. Examinations will be objective and subjective. Students should also expect a research paper.

HIST 4931/5931—Topics in History: The Long Civil Rights Movement

MWF 9:00-9:50

Dr. Andrew Kahrl

Popular histories of the civil rights movement often date its origins in the landmark *Brown v. Board of Education* decision in 1954 and its end in the urban uprisings of the late 1960s. This course will examine the origins of the civil rights movement in turn-of-the-twentieth-century mobilizations against social apartheid and economic exploitation in the Jim Crow South, its development through the rise and fall of the New Deal order, and ongoing struggles for social and economic justice in modern America. In so doing, we will compare the African American freedom struggle to other national and international movements for citizenship and justice by racial, ethnic, and sexual minorities. Students will read recent and classic works of scholarship in history and related disciplines, published and unpublished documents, memoirs, and works of fiction, and will listen to music and view films and documentaries. Students will complete a research project on a topic related to the course's main themes.

HIST 4931/5931—Topics in History: Colonial Latin America

T Th 12:30-1:45

Dr. Laura Matthew

This course examines the creation of “Latin America” as a result of Spanish and Portuguese colonialism in the Americas, from the late fifteenth-century to the early nineteenth century. We will focus on the cultural and social impact of Latin America's often violent insertion into the early modern global economy. Issues addressed will include change and continuity in indigenous America, the rise of the slave trade and the plantation complex, clashes between religious traditions, gender roles, and the rise of distinctly colonial cultures: Indian, African-American, Mestizo/Mulato, and Creole.

HIST 4931/5931—Topics in History: Age of the Samurai

MWF 10:00-10:50

Dr. Michael Wert

The purpose of this course is to introduce students to basic themes in pre-1900 Japanese history, in particular the time when Japan was ruled by samurai. Topics include the rise of the military government, regional and global interaction, as well as changes in culture, economy and society throughout ancient, medieval and early modern Japan. I want us all to improve our critical thinking skills and question the assumptions we have about Japan and the pre-modern world in general. Even though this class is about “old Japan” there will be a constant dialog with modern-day issues. This class will consist of lectures, discussion, two papers, a midterm and final.

HIST 4931/5931—Topics in History: Imperial Africa

MWF 11:00-11:50

Dr. Chima Korieh

This course examines the historical processes that led to European colonial occupation in Africa in the nineteenth century. It explores the relationships African societies had with the rest of the world prior to colonial rule, emphasizing the development of complex trading networks and how African states and societies developed. We will explore how these experiences are shaped by political and economic structures, historical legacies, and forms of inequality and the changing conditions that led to European colonial rule in the late nineteenth century. Topics will include pre-colonial European contact and relationship with Africa, missionary activities, European imperial expansion and the imposition of colonial rule, nationalism and decolonization, and the effects of the cold war on Africa.

HIST 4953/5953—Readings in History: Decolonization

T Th 12:30-1:45

Dr. Phillip Naylor

Decolonization means more than just the transfer of power. It also deals with the decolonization of neo-colonial economics, politics, cultures, and discourses, in other words, “post-colonial decolonization.” The course will compare several salient examples of twentieth century decolonization from South Asia, Southeast Asia, and Africa. The case study for the course will be Algerian decolonization. Expect an introduction to post-colonial methodologies. Examinations will be objective and subjective. Students will also write a research paper.

HIST 4953/5953—Readings in History: Gender, Sex, and Family in Western Culture

T 2:00-4:00

Dr. Carla Hay

Constructions of gender, expressions of sexuality, and the definition and function of the family are fundamental to human experience throughout history. Beginning with classic studies such as Frederick Engels, *The Origin of the Family, Private Property, and the State* and Michel Foucault, *The History of Sexuality*, students will read and discuss assigned essays and monographs that

investigate gender, sexuality, and family in western culture, with particular emphasis of the 18th and 19th centuries. Classroom participation and a historiographical essay based on the readings will determine grades in the class.

HIST 4953/5953—Readings in History: The Postwar Metropolis

W 4:00-6:00

Dr. Andrew Kahrl

This readings course will focus on the transformation of American cities from the World War II era to the present in order to understand the making of modern America. Topics will include: the Great Migration of African Americans to the urban North, suburbanization and “white flight,” consumerism, race and housing, urban renewal, the civil rights movement, deindustrialization, public education, the rise of modern conservatism, and the decline of public space. We will focus on how changes in the global economy have reshaped the political culture of America’s cities and suburbs, the relationship between race and economic power, and changes in the culture of urban life and urban communities. Students will read recent and classic works of scholarship in history and related disciplines, published and unpublished documents, memoirs, and works of fiction, and will listen to music and view films and documentaries.

HIST 4955: Undergraduate Seminar: *American Identities, 1865-1900*

M 4:00-6:00

Dr. Alison Clark Efford

In this class, each student will craft a substantial (20-page) paper based on primary research into the lives of people residing in the United States between 1865 and 1900. We will focus on how Americans defined themselves as individuals and members of groups during this period of rapid industrialization, heavy immigration, solidifying racism, and American imperialism. I will help you choose a case study to explore a broad question such as:

What was the significance of the rituals of birth, death, and marriage?

How passionate were Gilded Age love letters?

How did families cope with mental and physical illness?

Were American men unusually chivalrous?

Did anyone take advice literature seriously?

Did migrants (from overseas and different regions) feel homesick?

Did any Americans feel guilty about going into debt or consuming?

What did it mean to be rural in an age of urbanization?

Why did people join labor unions, sports clubs, political parties, professional societies, reform organizations, or the military?

Who was attracted to environmentalism?

Why did some Americans use violence to achieve their objectives?

How did members of minority groups respond to discrimination?

What did music, festivals, or celebrations mean to individuals and groups?

How loyal did people feel toward their state, region, town, or neighborhood?

And this list does not exhaust the possible subjects for investigation! Your grade will mainly depend on a book report, your final paper, and an oral presentation, but I will also assign some points to intermediate steps in the research process.

HIST 4955—Undergraduate Seminar on Music and History

M 2:00-4:00

Fr. Michael Zeps S.J

This version of the undergraduate seminar will combine history, philosophy, science and music appreciation. It will start with the beginnings of mathematical analysis of western music in Pythagoras and the Greeks. The mathematics of music was a key to understanding the harmony of the heavens. Coming up through the philosophers and theologians in the Middle Ages with Augustine, Gregorian chant and the quadrivium that included music, it will then deal as well as with “music of the world” found in Renaissance polyphony and Baroque music plus the mystical “music of the spheres” found in scientists like Kepler. It will then deal with the giants of classicism and romanticism. Nationalism in music was followed by atonal and serial music through the ages. The two hour weekly class will be divided tentatively into a lecture on some relevant topic, examples of music, and, late into the semester, a presentation of research findings with discussion led by a student. A major research paper of 15 to 20 pages will be the result of each student’s efforts. Grading will be: class participation with quizzes 25%, final exam 25%, presentation and research paper 50%.

HIST 4996: Senior Experience—Medieval: Asia/Europe

W 2:00-4:00

Dr. Lezlie Knox and Dr. Dan Meissner

This Senior Experience course employs a comparative approach to historical inquiry, examining the concept of “medieval” from the perspective of two professors specializing in traditionally separate fields: Europe and China. We will examine historical developments during the fifth through the thirteenth centuries to discover possible areas for contrast or comparison in the political, social, economic, and religious institutions adopted in these two civilizations. For example, we may compare monasticism within Buddhist and Christian traditions or critique usages of the now generally disparaged (if not still common) epithet “feudalism.” Such an ambitious undertaking should prove challenging and rewarding for both instructors and students.



SPRING 2010 GRADUATE COURSES

(See also selected 4000/5000 level courses)

HIST 6110—American History: The British Atlantic World through the American Revolution

T 4:00-6:00

Dr. John Krugler

History 6110 is the first of the American History colloquia. In terms of content, the bulk of the content covered predates the United States. As a result, the course pays less attention to the new American nation and more attention to the British Empire. It considers the British North American colonies from the first invasion by the English at Roanoke in 1584 to the end of the American Rebellion and the creation of the United States.

This course examines the expansion of the English empire to North America. It explores the founding of some of the colonies by the English and their political, social, and economic maturation. It considers the British imperial system, the growth of American resistance to Parliamentary laws, and continuing wars with the French, Indians, and to a lesser extent, the Spanish for dominance of North America. History 6110 emphasizes relations with the indigenous people as well as the creation of slavery and its impact. Other topics include consideration of specific methodologies such as social history, Ethnohistory, biography, intellectual, and contemporary history. The course is reading intensive and discussion oriented. Assessment is based on a series of short writing assignments and discussion contributions.

HIST 6125—United States in the Twentieth Century

Th 2:00-4:00

Dr. Steven M. Avella

This graduate-level readings class is intended to acquaint students with the major historiographical issues and works of 20th century U.S. history.

HIST 6250—Colloquium in European History: The Twentieth Century

M 2:00-4:00

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 6500—Studies in United States History: *American Citizenship, 1848-1920*

W 2:00-4:00

Dr. Alison Clark Efford

This class will introduce you to the historical literature on the cultural and the legal dimensions of American citizenship from 1848 to 1920. In 1848, feminists at Seneca Falls demanded women's suffrage and the conquest of Mexico led many Americans to question the role of slavery in the expanding nation. In 1920, the Nineteenth Amendment granted women the right to vote, but many African-American men and women remained effectively excluded from the franchise. In between, Americans debated who belonged within their nation and altered the laws and legal precedents that defined the status of citizen. These developments included hard-fought—sometimes violent—contests centered on race, class, gender, empire, and immigration.

This course has something to offer graduate students at every level. Masters students will appreciate the coverage of watershed moments such as emancipation, Reconstruction, the beginnings of Jim Crow, and the enfranchisement of women. Students preparing for doctoral exams will benefit from the reading list of classic works and seminal new monographs. Finally, I hope all students will find that our discussions of race, class, and gender will inspire their own research.

Grades will depend on weekly response quizzes, class participation, and two historiographical papers.

Common readings:

Alexander Keyssar, *The Right to Vote*

Thomas Bender, *A Nation among Nations*

David Roediger, *Wages of Whiteness*

Don Fehrenbacher, *Slavery, Law, Politics*

Ira Berlin et al, *Slaves No More*

Eric Foner, *A Short History of Reconstruction*

Eleanor Flexner, *A Century of Struggle*

C. Vann Woodward, *The Strange Career of Jim Crow*

Glenda Gilmore, *Gender and Jim Crow*

Louise Newman, *White Women's Rights*

HIST 6510—Studies in Medieval History: *Gender and Power in the Middle Ages*

Th 2:00-4:00

Dr. Lezlie Knox

This graduate readings course will examine how historians have used gender as an analytical tool for studying the lives and experiences of medieval women and men. We will have three broad case studies that allow us to enter into some of the most important debates in current scholarship on the Middle Ages. First, we will focus on Judith Bennett, our 2010 Casper Lecturer, examining both her medieval monographs and articles, as well as her writings on feminism and history. Second, we will investigate Caroline Walker Bynum's paradigm shifting work on women and medieval spirituality, as well as critiques and responses to it. Finally, we will explore the growing literature on medieval masculinity, including the ongoing conversation over

how many genders existed during the Middle Ages. In addition to active participation in discussion, students will be expected to serve as discussion leader one week and write an essay (either historiographical or analysis of medieval sources) on a related topic.

HISTORY 6525— Studies in European History: Crime and Punishment, 1500-1800

T 2:00-4:00

Dr. Julius Ruff

In this course, we will explore through weekly readings a number of themes developed by western European historians over the past three decades. These will include:

- the forms of criminal behavior, including interpersonal violence, property crime, offenses against the religious and moral order, and such acts of collective violence as feuds and riots. We will explore as well the evolution of both the popular and legal definition of “crime”.
- the legal systems, criminal jurisprudence, and judicial apparatus of the European Old Regime as well as the changes in all of these resulting from the Enlightenment and the French Revolution.
- the less formal social controls evident in the popular culture of western societies
- the nature of police resources
- the modes of punishment created by European states, especially as assessed in the works of Michel Foucault, Pieter Spierenburg, Victor Gatrell, and others.
- the evolution of crime patterns over this period, as well as explanations for the changes posited by such scholars as Norbert Elias, Gerhard Oestreich, Ronnie Hsia, and Marc Raeff.

The focus of the course will be essentially western European, that is, on England, France, Germany, Italy, the Spanish monarchy, and the United Provinces.

The course grade will be based on written reports of student reading (40 percent of the grade), a final historiographical essay (40 percent), and class participation (20 percent).

HIST 6500—Readings in United States History: Movers/Shakers in Urban America

Th 4:00-6:00

Dr. Thomas Jablonsky

Intensive readings class with an emphasis upon the decision- making styles of prominent urbanists, some in the private sector and others in the public. After a brief introduction into the nature of American cities through the case study of Milwaukee, we will closely examine various crises from the past while examining the strategies used by various leaders to counter these problems. At the conclusion of the semester, we will spend a number of weeks considering contemporary urban issues through a series of student presentations. The final paper will consist of an analytical essay reviewing the means by which today’s cities address their problems.

HIST 6545—Studies in Global History: China: A Global Perspective

M 4:00-6:00

Dr. Daniel Meissner

Chinese have traditionally referred to themselves as the people of Zhong Guo – the Central Kingdom. Through much of its history, China exerted tremendous influence on East, Central and Southeast Asia, and established cultural exchanges with peripheral “barbarians” from Europe and the Middle East to India and Japan. During its “Age of Discovery,” armadas of unprecedented size demonstrated Chinese power, grandeur and maritime superiority from Indonesia to the coast of Africa. Until its isolationist policy in the mid-fifteenth century, China could indeed make a valid claim to being a Central Kingdom of Asia – and far beyond.

The first half of this course will examine the roots of China’s “globalization” from the Han Silk Road to the Ming Treasure Fleets. The second half of the course will jump forward in time to contemporary China to explore its increasingly powerful role in global affairs today. Central to the goals of this course will be analysis of China’s often undervalued influence in oriental-occidental exchanges.

History 6954—Seminar in US History: American Cultural and Intellectual Life

W 2:00-4:00

Dr. Kristen Foster

In this research seminar, graduate students will spend the first few weeks exploring and discussing the work of cultural and intellectual historians. As we work through this material together, we will familiarize ourselves with the methodologies of these historians. As we do this together, each student will formulate a research topic in the field of American cultural and intellectual history that will occupy him or her for the remainder of the semester. This paper will include an assessment of the historiographical work in the field followed by original research in primary documents. At the end of the semester you will present your work, read each other’s work, and turn in a final polished paper.

HIST 6958—Seminar in Modern European History: 20th Century Russia/USSR

W 4:00-6:00

Dr. Alan Ball

History 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.



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