MARQUETTE UNIVERSITY

DEPARTMENT OF HISTORY

FALL 2011

COURSE DESCRIPTIONS
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FALL 2011 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: the years of the American Revolution, of nation building, and of national definition. We will investigate the reasons for the independence movement and the visions that a variety of groups had for the republic's future. We will study the founding generation, the formation of a workable national government, westward expansion, the War of 1812 and the rise of the market economy, Indian Removal, slavery, American identity, the rise of democracy, Andrew Jackson and the endless optimism of the young republic. 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. The course requirements include avid class participation, a class debate, papers and exams.

HIST 3107—United States in the Twentieth Century I
TuTh 11:00 – 12:15
Dr. Steven Avella
This course examines the transformation of the American nation from the Populist Movement of the 1890s through Franklin Roosevelt's New Deal of the 1930s. Politics and foreign relations will be the primary focus of the semester, but our class will also consider the social and cultural transformation of the United States during this period. Expect to study presidents, senators and congressmen, generals and diplomats, but also musicians, vaudeville, radio, sports and film stars. We will learn about public policies, laws and treaties, but also about labor unions, race relations, women, and youth. It will be a fast-paced but enjoyable semester.

HIST 3210—The Middle Ages
TuTh 12:30-1:45
Dr. Lezlie Knox
This course introduces Europe between the Roman and Early Modern worlds—that is, the millennium which laid the social, political, and cultural foundations for much of what we think of as the modern West. Since that obviously covers a great deal of chronology and geography, we will focus on the lives and experiences of different individuals to explore various themes in more depth. Classes will be organized around hybrid lecture and discussions of medieval sources. Specific course requirements will include a midterm and final, as well as a research project.

HIST 3297—World War II
MWF 1:00-1:50
Fr. John Patrick 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 midterm 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**  
**TuTh 2:00-3:15**  
**Dr. John 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 topical and historical; that is, the problems and issues presented have contemporary relevance but are, for the most part, considered in their historical context. For example, this year the course emphasizes American Native Public History and the challenges of presenting American Native history to the public. Hist 4100/5100 focuses on reading about issues in public history, methods of research and interpretation, and public history institutions. Visits to museums, such Cahokia, Mesa Verde, the Holocaust Museum, and the National Museum of the American Indian via the Internet will be supplemented by visits with nationally prominent Public Historians. Special attention is also given to two US and two Canadian outdoor history museums. Some attention is also given to graduate work in public history and career possibilities. Shorts written assignments, a paper, and discussion are used to assess student performance. Contact the department’s Public History Adviser if you would like to know more about the Interdisciplinary Minor in Public History: john.krugler@marquette.edu

**HIST 4113/5113—American Foreign Relations**  
**MWF 1:00-1:50**  
**Dr. Michael Donoghue**  
This course will examine the rise of the United States from colony to empire from the years 1776 through 1913. We will analyze the imperial context of British colonists prior to the Revolution, the diplomacy of the War for Independence, U.S. attempts at maintaining neutrality during the 1790s, the Louisiana Purchase, the War of 1812, conflicts with Amerindian nations, the Mexican War, westward expansion and Manifest Destiny, the diplomacy of the Civil War, the imperialist surge of the 1890s-1910s, the Open Door controversy in China, and the building of a U.S. empire in the Caribbean Basin. This course will especially explore the intimate connections between foreign and domestic policy, the role of slavery in U.S. international relations, and the influence of racial and gendered ideologies in the formation of American empire. The course will be reading intensive with a midterm, a final exam, short in-class writing exercises, and 3 short papers.

**HIST 4252/5252—Modern Britain**  
**TuTh 2:00-3:15**  
**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 twentieth 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 4260/5260 — Modern Ireland
MWF 12:00-12:50
Dr. Timothy McMahon
The purpose of History 4260 is to examine major issues in the history of modern Ireland through a narrative emphasis on three themes: the force of historical memory and myth on collective action and identity; the importance of possessing land; and the intervention (or lack thereof) by the state in everyday life. While we will begin with an overview of relations between Ireland and Britain prior to and through the plantations of the sixteenth and seventeenth centuries, the primary focus of the course will be on events and processes between 1750 and the present (including the Protestant Ascendancy and Protestant Patriotism, the 1798 Rebellion, the fight for Catholic Emancipation, the development of Orangeism, the Great Famine and subsequent emigration, the Home Rule movement, the War of Independence, and the late-twentieth-century Troubles). As the previous sentence suggests, our gaze will be “Éire-centric,” but we will remain mindful of the influence of Ireland’s relations with Britain, the United States, and the wider world on events that seem to be indigenous to Ireland. Lastly, we will dedicate a lot of time to the study of primary sources, so that you will become more informed readers and listeners to the images, words, and music of Irish peoples past and present. Graduate students may take this course as History 5260 and would be expected to write a final research paper in lieu of the 4260 final exam.

HIST 4262/5262 — Modern France
TuTh 11:00-12:15
Dr. Julius Ruff
This course presents a survey of the history of France from Napoleon’s defeat at Waterloo to the present administration of President Nicolas Sarkozy. We will examine the evolution of French democracy as it faced the challenges of a restored Bonapartist regime in 1851, defeat in the Franco-Prussian War of 1870-71, the Dreyfus Affair, and the military collapse of 1940 and the Vichy Regime. We also will treat the sweeping social and economic changes wrought by an industrialization process fundamentally different from that experienced by Britain. Finally, we will survey France’s role in the modern world, examining the nation’s encounter with non-European peoples that resulted in a large overseas empire, and assessing the problems of adapting to the late twentieth-century loss of empire and establishing a new role for the nation within the larger communities of the European Union and the Atlantic alliance. Lectures will be supplemented with film presentations and recordings of popular French music. There will be three examinations and a paper. Readings will include: Alice L. Conklin, Sarah Fishman, and Robert Zaretsky, *France and its Empire since 1870*; Michael Burns, *France and the Dreyfus Affair: A Documentary History*; Laurent Dubois, *Soccer Empire: The World Cup and the Future of France*; Emile Guillaumin, *Life of a Simple Man*; Emile Zola, *Germinal*; Irene Nemirovsky, *Suite Française*. 
HIST 4350/5350—The Caribbean  
MWF 11:00-11:50  
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 4450/5550—North Africa  
TuTh 9:30-10:45  
Dr. Phillip Naylor  
The fundamental objective of this course is to have you recognize and understand the multiple significance of North Africa. North Africa links civilization 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: 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: American Immigration  
MWF 1:00-1:50  
Dr. Alison Efford  
This course explores one of the great ongoing stories of the United States, immigration. We will begin with the European and African migrations of the colonial era and end four hundred years later with the experience of Muslim immigrants since September 11, 2001. In between, generations of men and women from every continent became Americans. Although this class is primarily lecture-based, you will be required to read about—and discuss—the recurring themes of community building, cultural change, and the search for economic security. The course also addresses anti-immigrant sentiment, race construction, and notions of cultural pluralism. It contextualizes immigration—an issue central to American national identity—within a transnational framework of global labor markets, American incursions overseas, and the worldwide movement of peoples. Throughout, I will encourage you to relate historical developments to current controversies. Students will have the option of completing a service learning project.
HIST 4931/5931-103 — Topics in History: Milwaukee, Chicago and Beyond
TuTh 11:00-12:15
Dr. Thomas Jablonsky
Comparative urbanization examines issues such as economic development, architecture, transportation, population composition, recreation, leisure, and urban identity across a series of cities seeking to understand the variations found among these municipalities. In this class, we will examine Milwaukee, Chicago, Los Angeles, and New York. There will be discussion sessions as well as lectures. Student projects will focus upon the use of historical methods in research and scholarship. There will be an essay-based mid-term and final.

HIST 4931/5931-104— Topics in History: Race and Ethnicity in South Africa
TuTh 12:30-1:45
Dr. Chima Korieh
The history of South Africa represents a microcosm of many of the greatest problems of the 20th 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 21st 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 introduction to the role of race and ethnicity in the history of South Africa will help us to gain an understanding of the nature and experiences of European rule and its consequences for the indigenous peoples of South Africa; and the nature and consequences of racism and ethnicity in South African history. The central question we will address 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 4953/5953-101 — Readings in History: Great Thinkers and Artists of Modern Europe
MW 2:00-3:15
Dr. Michael Zeps
This course is a colloquium that meets twice a week on Monday and Wednesday. The following description is tentative and may change somewhat before the final syllabus is created. After a couple of weeks of introduction each student will be responsible for making a presentation on the thought or work of a great European and leading a discussion. The class will join in preparing some aspect of the person’s work as a basis for joining in the discussion. How the time will be divided between the two classes will be determined later. Another requirement will be an annotated bibliographic essay by each student on the great thinker or artist he/she chooses to present in class. There will be no exams. Examples of persons among many are: Descartes, Locke, Hume, Kant, Hegel, Nietzsche in philosophy; Newton and Einstein in science; Mozart, Beethoven, Wagner in music; Delacroix, Turner, Monet, Picasso in art; Freud, Jung in psychology. These are a few, to give you an idea about the range of ideas we will discuss.
**HIST 4953/5953-102—Readings in History: Decolonization**  
**TuTh 12:30-1:45**  
**Dr. Phillip Naylor**
Decolonization means more than just the transfer of power signaling the end of the colonial power, the replacement of one flag for another. It also deals with the removal of residual, “neo-colonial” economics, politics, cultures, and discourses. In other words, there is the occasional need to pursue “post-colonial decolonization.” This course will survey and compare imperialism and then several salient examples of twentieth century decolonization from South Asia, Southeast Asia, and Africa. The principal case study for the course will be Algerian decolonization. You will also be introduced to colonial and post-colonial methodologies and epistemologies. (Orientalism will receive particular attention.) Film will also play a contributory role in the course—notably the presentation of Algiers and its citizens over time and space. Expect a research paper and objective/subjective exams.

**HIST 4953/5953-103—Readings in History: Colonial Latin America**  
**Tu 2:00-4:00**  
**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 4955—Undergraduate Seminar in History: Japan and the West**  
**M 2:00-4:00**  
**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.

**HIST 4955—Undergraduate Seminar in History: Wartime Dissent in America**  
**Th 2:00-4:00**  
**Mr. John French**
Benjamin Franklin once said, “They that can give up essential liberty to obtain a little temporary safety deserve neither safety nor liberty.” An oft-cited quotation by champions of American civil liberties protections and anti-war activists, Franklin’s passage illustrates how dilemmas regarding the balance between free speech and national security have tested and often perplexed American politicians, courts, and citizens since the inception of the nation. The government reserves the right to draft men into the armed services, confiscate the property of individual citizens, set the prices of items on store shelves, determine allotments of food and fuel, and arbitrarily increase taxes without batting an eye. Through the prism of the nation’s existential crisis, most citizens accept these compromises on their liberty as wartime necessities and take them in stride. Commanders-in-chief have regularly played the fear card by arguing
that by speaking out, dissenters are emboldening the enemy at the expense of national unity and resolve. Since every American war has met with a significant swath of the population unconvinced that it was in the best interest of the country, an understanding of the specific reasons behind the various dissenters is necessary in ascertaining a thorough command of the general arc of American history and specifically to the era of each American war. In addressing these questions through readings of pertinent primary and secondary sources, class discussions of those readings, and short writing assignments, students will generate a relevant historical question of their own. They will then spend the bulk of the semester researching their topic (in close consultation with the instructor), culminating with a research paper. Research papers, approximately fifteen pages in length, will be based on primary sources and will determine the bulk of final course grades. Short writing assignments and class discussion will combine with the final paper to determine final grades for the course.

HIST 4955—Undergraduate Seminar in History: The Imperial Surge, The Rise of U.S. Empire 1890-1940
M 4:00-6:00
Dr. Michael Donoghue

This course explores the remarkable growth of U.S. overseas empire from the late 19th century to the eve of World War II. We will examine how the United States emerged as a major global power with colonial possessions and occupations in Puerto Rico, Cuba, Panama, Nicaragua, the Dominican Republic, Haiti, Mexico, Hawaii, the Philippines, and China. What were the strategic, economic, and political motivations behind this sudden rise to empire? What racial, gendered, and cultural aspirations informed its structure and creation? Our course will also analyze the contradictions and paradoxes inherent in U.S. imperial expansion. This is a research seminar that will include readings of primary and secondary sources, active participation in weekly discussions, and a final research project and presentation.
FALL 2011 GRADUATE COURSES

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

HIST 6110 — The British Atlantic World through the American Revolution
Th 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. HIST 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
T 2:00-4:00
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.

HIST 6300 — Global History: China in Global Perspective
M 4:00-6:00
Dr. Daniel Meissner
China today is often described as a rising star – an economic superpower that will dominate the global economy of the twenty-first century, shape its political discourse, and transform its mass culture. For those unfamiliar with Asian history, this phenomenon is often attributed to a serendipitous confluence in China of favorable political, economic and demographic factors, or somehow associated with the inevitable western migration of international financial centers. On the other hand, some scholars of Asia argue that China’s rise to prominence is less an anomaly than a corrective – a return to the historical status quo of a China-centered system. The truth, perhaps resides somewhere in between. This class will explore the scholarly literature in an attempt to ascertain what role China has played in the global system in various historical eras, and to examine the determining factors influencing its rise and wane.
HIST 6525 — Studies in European History: Nationalism and Identity
W 4:00-6:00
Dr. Timothy McMahon
The purpose of History 6525 is to familiarize graduate students with some of the key texts in the study of nationalism and national identity, to encourage them to read these texts critically, to push them to consider the impact of nationalism and national identities in the history of modern Europe (and, by extension, other parts of the world), and to prompt them to consider the various ways in which to investigate these phenomena as historical subjects. Among the issues we’ll address are: How have the concepts of the state and the nation informed and influenced each other? Are there different varieties of nationalism, and if so, what characterizes them? What part, if any, has modernization played in the emergence of nationalism? Is nationalism a primordial phenomenon, or is it something that can be (and was) invented and/or manipulated? Are nationalism and national identity one and the same things? How have various peoples used and encouraged the growth of national identity over time? This class will require you to read approximately one book each week and to prepare response papers to three of those readings. Each member of the class will lead discussion at least one time, and all of you will be required to write a final paper in which you focus on some aspect of nationalism or national identity touched upon by the course readings and applied to any state or country of your choosing.

HIST 6954—Seminar in United States History: Children, Families and Communities in Modern History
W 2:00-4:00
Dr. James Marten
Our understanding of history has been expanded over the last several decades by a still-growing interest in social history. Serious explorations into the histories of towns and cities (beginning in the 1960s), families (beginning in the 1980s), and children (beginning in the 1990s) have opened up new interpretations of not only daily life, but also of pivotal events, ranging from wars and depressions to social and cultural movements. This seminar will ask students to write a major paper, based on primary and appropriate secondary sources, that seeks to better understand a major event in history by through the lens of community, family, and/or children. Although the course readings will focus on examples from American history, papers may be written on countries outside the United States.