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FALL 2012 COURSE DESCRIPTIONS

HIST 3101—The British Atlantic World to 1713
TTh 11:00 – 12:15
Dr. John Krugler
The title of this course, The British Atlantic World to 1713, implies an integration of the colonial world into the more established, complex, and sophisticated world of England. The English North American colonies were part of a global struggle of classic portions that took place in the 16th and 17th centuries. At the end of the 15th century as English overseas interests emerged, America was on the fringe of the known western world. The concept of an empire was nascent. America was a primitive, a vast unknown to most Englishmen and women. By 1713, English outposts along the Atlantic frontier had assumed an increasing importance to Great Britain (a legal union after 1707). How can students in the 21st century access this strange new world? Can the history of this period be effectively accessed through biographical studies? This course focuses on nine individuals: three English Catholic members of the gentry who founded and tried to sustain a colony in a hostile Protestant world; three Powhatan Indians—a woman who changed the course of Virginia’s history and two chiefs; an educated and strong-willed woman who shook the developing world of Puritan New England to its very foundations; a praying Indian whose death ignited a major war; and finally a zealous judge in the Salem witchcrafts trials who found the witches guilty only to later repent. Assignments include three examinations and a paper.

HIST 3104—The Civil War Era
TTh 9:30-10:45
Dr. James Marten
“The Civil War Era” (HIST 3104) will explore the origins of the sectional conflict between the North and the South, the most important military campaigns and battles of the Civil War, and the efforts to reconstruct the Union after the Confederacy surrendered. Among the topics that will be addressed are slavery, in its moral, constitutional, economic, and human contexts; expansion; the debates over Congressional power versus states’ rights; the effects of the war on American society; and the legacies of the Civil War in the century since the conflict ended. Readings will include primary sources from the Civil War era; class activities will include an anti-slavery convention and a “Constitutional Convention” in which we attempt to “solve” the problems posed by the sectional conflict and Civil War. Grades will be based on essay exams, a series of short papers, and class participation.

HIST 3107—United States in the Twentieth Century I
TTh 9:30-10:45
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  
TTh 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 3455—Modern Middle East Since 1500  
TTh 9:30-10:45  
Dr. Phillip Naylor  
This course primarily surveys the history of West Asia and Northeast Africa from antiquity to the present. Note that the expansion and influence of Islam will take us beyond these geographic regions, e.g., the Maghrib [Northwest Africa], South Asia, and Europe. A transcultural theme, i.e., the encounter and interaction between societies and civilizations, will be emphasized. The course begins with a short overview of the contemporary period to introduce important individuals and ideas, then takes a more traditional and familiar chronological direction beginning with antiquity. Particular attention will be given to the emergence of Islam; the political, economic, and cultural evolution of the Islamic caliphates and other regional states; the rise and fall of Turkish power; Orientalism and epistemology; colonialism, nationalism, and modernization; Islamism; gender; the Arab-Israeli conflict; the growing importance of Central Asia; and American policy. Expect objective and subjective exams as well as a research paper.

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 4130/5130—Religion and American Life  
TTh 12:30-1:45  
Dr. Steven Avella  
Do the Ten Commandments belong in public buildings? Should creationism and evolution be taught side-by-side in public schools? Can Catholics and Mormons and Jehovah's Witnesses be good Americans? Were the Founding Fathers "Born Again" believers? Was the bible used to justify slavery? Will there ever be a Jewish or atheist president? Has the United States been entrusted with a special God-given destiny to
spread liberty and democracy throughout the world? Religious questions and public debate on these and many other matters have punctuated American history. Religion matters to Americans. It is more than theological ideas, doctrines, worship and formal structures. Religion has helped Americans make sense of their own lives and the world around them. Religion in America has contributed to the complexity and distinctiveness of the American experience. This class will explore the impact of religion on American life, including America's native peoples, our colonial ancestors, the fabric of our early national period and the "fiery trial" of the Civil War. The impact of religious people and institutions is a part of the immigrant saga of America, the creation of its urban-industrial identity and our international relations. Even though Christianity has been dominant, America has a diversity of religious traditions, beliefs and institutions. Students who take this course will hopefully come away with a richer understanding of the complexity of America's past. We are, as one commentator noted, "a nation with the soul of a church." A special semester-long project will be tracking the role of religion in the American presidential campaign. We will observe and comment on the role and influence of religious ideas, people and organizations on this quadrennial exercise of our democracy.

HIST 4140/5140—American Urban History
TTh 11:00-12:15
Dr. Thomas Jablonsky
This course traces the evolution of American cities from the earliest colonization of the East Coast through the twentieth century. We will cover a broad range of issues including immigration, race and ethnicity, urban landscapes, law enforcement and education, the rise and fall of the Rustbelt, and urban politics. Students will have the option of participating in Service Learning as part of the course requirements or the option of completing three assignments related to the work of historians.

HIST 4145/5145—History of Women in America
MWF 11:00-11:50
Dr. Charissa Keup
The thoughts, beliefs, and actions of American women are crucial to the complete understanding of the country’s history. A separate analysis of the female experience not only enables us to preserve the distinct contributions of women to the American heritage, but it also forces us to reexamine the ways in which gender intersects with race, class, ethnicity, and region in explaining political, economic, and social developments in the United States. This course moves chronologically through American history, exploring the broad themes that have shaped the lives of women in the United States from the colonial period to the present.

HIST 4260/5260—Modern Ireland
MWF 11:00-11:50
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 4270/5270—Russia to 1861
MWF 11:00-11:50
Dr. Alan Ball
This course is a study of the factors that shaped Russian society and government down to the emancipation of the serfs in 1861. While the subject is intriguing in its own regard—both for its epic scale and its cast of formidable personalities—an exploration of Russian history under the tsars also makes more understandable the Revolution of 1917 and many of the features that distinguished the history of the Soviet Union thereafter. Long before the twentieth century, for instance, Russia acquired rulers who imposed immense burdens on a large population in order to accomplish remarkable feats. Similarly, the nation’s complicated relations with Western lands—seen by diverse Russians as a source of ideological threat, military danger, alluring culture, or eventually a model for reform—predate the Cold War by centuries. Lectures and several periods of discussion in small groups form the heart of the course. These discussions address topics that arise from primary sources, scholarly articles, travel accounts, and Russian literature. A student’s grade will be determined by participation in the discussion groups and a capstone paper in the form of a take-home final exam.

HIST 4931/5931-101—Topics in History: Magic and Witchcraft in the Middle Ages and Beyond
MWF 12:00-12:50
Dr. Andrew Larsen
This course will explore two separate but related subjects, the history of magic and the history of witchcraft accusations. It will explore the complex relationship between science, religion, and magic and examine magical practices such as magical healing, curses, predicting the future, alchemy, and necromancy. It will also look at the long tradition of legal accusations of the improper use of magic, the evolution of the concept of the ‘witch’, and the notorious witch trials of the 16th and 17th centuries. The course will begin in ancient Greece and Rome, focus considerable attention on medieval and early modern Europe, briefly consider the infamous Salem Witch Trials, and end with a brief discussion of modern neo-pagan witchcraft and ‘Satanic panic’.

HIST 4931/5931-102—Topics in History: Age of the Samurai
MWF 12:00-12:50
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 4931/5931-103 — Topics in History: Origins of Race: History of Racial Thought, 1750 to the Present**  
TTh 1:00-1:50  
Dr. Peter Staudenmaier  
This course explores the many ways people in Europe and North America have thought about race, past and present. Where did the idea of race come from? How many ‘races’ were there, and how did people tell which was which? Was skin color more important than behavior? Why did it matter what race a person belonged to? Looking at the work of writers, scientists, government officials, and cultural figures, we’ll ask why and how they sorted people into various racial groups, and what they thought these racial differences meant. We will also examine how these questions continue to cause controversy today.

**HIST 4931/5931-104 — Topics in History: The Rise of Modern America, 1885-1935**  
TTh 3:00-4:15  
Dr. David McDaniel  
This course will combine lectures with class discussions in an effort to chronicle and comprehend the widespread cultural realignment that took place in the United States from roughly 1885-1935. The dramatic, often chaotic, and sometimes violent transformation from a largely genteel to a more modern cultural milieu in America during the period under consideration ushered in values, desires, certitudes, and habits of mind, that are to a great extent still with us today. Upon completion of this course it will become evident to students why an American living at the end of the 1920s had, in a number of respects, more in common with Americans of the twenty-first century than with those living just a few decades before in the 1880s and 1890s.

**HIST 4953/5953-101 — Readings in History: Charlie Chan Meets Uncle Sam**  
MW 2:00-3:15  
Dr. Daniel Meissner  
Since the first U.S.-flagged ship, the *Empress of China*, set sail for the Orient on February 22, 1784, Americans and Chinese have been engaged in a extended, circumspect process of mutual discovery. Missionary, merchant and travelogue accounts forged an American image of the Chinese and their culture as inscrutable, mysterious, devious, and seductive. Businessmen, coolie, and student reports created a Chinese image of Americans and their culture as industrious, wanton, brash and racist. Historical circumstances influenced these respective images, as the roller coaster relationship of the two nations fluctuated between friendship and hostility. “Charlie Chan Meets Uncle Sam” explores the evolution of this relationship from the late 18th century to the present, providing insight into the process of the cultural construction of the Orient and the Occident.
HIST 4953/5953-102 — Readings in History: Gender, Sex, and Family in Western Culture
Tu 2:00-4:30
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 4953/5953-103 — Readings in History: America in the 1950s
TTh 3:00-4:15
Dr. Steven Avella
What do we make of the 1950s? Was it an era dominated by the scrappy Harry Truman or the grandfatherly Dwight Eisenhower? Who were the real icons of those years: the sex-goddess Marilyn Monroe or the mad-cap Lucille Ball? Which book exercised more influence over the popular mind, Grace Metalious’s Peyton Place or Norman Vincent Peale’s Power of Positive Thinking? What did we watch on television, the Army-McCarthy hearings or the lovable marionettes of the Howdy Doody show? What do we make of a decade which began with the Korean War and ended with the acceleration of the Vietnam War? Obviously all these were important in their own context—and all part of this decade we will study. This is a readings course that is heavily driven by student participation. We will rely on readings, films and course presentations to pry open some of the fascinating and at times paradoxical features of this era.

HIST 4955-101 — Undergraduate Seminar in History: Christianity and Native America
TTh 2:00-3:15
Dr. Laura Matthew
Religion has historically been an important point of contact between European and Native American cultures. Catholic evangelists learned native languages in order to spread Christian doctrine. The church was involved in both forced conversion and in willing exchanges of religious ideas. It has acted as a branch of colonial power over militarily defeated peoples, and as an advocate for indigenous rights. This course requires students to do original research on some aspect of Native American history, the history of Catholic evangelization, or related subjects, using Marquette's archival collections on Christianity and Native America (see the full list at http://www.marquette.edu/library/archives/indians.shtml). Records include missionary letters dating as early as the first half of the nineteenth century; accounts of native boarding schools; correspondence between American Indian and Euro-American leaders; reservation newsletters and periodicals; linguistic and worship materials; and thousands of photographs. The strongest holdings deal with the Pine Ridge and Rosebud reservations in South Dakota, with significant holdings also for Wisconsin and the American Southwest (Arizona and New Mexico). Marquette also has materials dealing with missions in Mexico, Guatemala, and Alaska, and significant French-language material from the Great Lakes region. Microfilm collections complement the archival holdings. Students can expect individual tutorials and peer review as they go through the process of identifying primary sources of interest, formulating a research question, finding secondary sources, and writing up their conclusions in a coherent, original paper of approximately 20 pp.
HIST 4955-102—Undergraduate Seminar in History: Music and History
MW 3:30-4:45
Dr. Michael Zeps
This 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 the key to understanding the heavens. Coming up through philosophers and theologians and the medieval worldview with Gregorian chant and the medieval world view that included music, it will then deal with the mystical "music of the spheres" found in scientists like Kepler and Newton as well as with "music of the world" like Renaissance polyphony and Baroque music. It will then deal with the giants of classicism and romanticism. Nationalism in music was followed by atonal and serial music in the 20th century although older forms survived. There will be other considerations as well such as aesthetics, acoustics, architecture, and art related to music through the ages. The two weekly classes will be divided tentatively into a lecture on some relevant topic, examples of music and late in 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 4955-701—Undergraduate Seminar in History: Growing Up in the Twentieth-Century United States
TTh 5:00-6:15
Dr. Charissa Keup
What does it mean to “grow up”? As the lines between adulthood and childhood become increasingly blurred, we continuously challenge the definitions of these life phases. Teenagers in the United States today are an exceptionally visible group, not only as consumers but also as active shapers of popular culture. Although childhood and adolescence have always existed, the importance placed on these life stages is primarily an invention of the twentieth century. This seminar will investigate the many ways that children of different classes, ethnicities, religions, etc. came of age in the United States. In addition to learning about the diverse experiences of youth, this course will teach students how to gather, analyze, and use primary sources to create a substantial research paper. Your grade in this class will be based primarily on your research paper.
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 6115 — The American Revolution and the New Nation
M 2:00-4:30
Dr. Kristen Foster
In this colloquium we will look at the birth and early development of the United States beginning with the French and Indian War when the future states were loyal colonies of Britain and ending in 1831 when a solar eclipse, a bloody slave rebellion in Virginia, and the publication of William Lloyd Garrison’s *Liberator* suggested that the strength and durability of the new nation would be tested in the years to come. To this end, we will begin by exploring the ways that historians have explained the colonial break with Britain and ultimately the American Revolution. Then we will explore together the era of the early American Republic: the years of defining the meaning of the Revolution, of nation building, and of national definition. We will see how historians have tested the founding generation’s reasons for their independence movement against the experiment that they set in motion as the United States. We will also explore the visions that a variety of groups had for the republic’s future based on their understandings of revolutionary ideals. We will study the formation of a workable national government, the bid for empire, westward expansion, slavery and its impact on American identity, the rise of democracy and Andrew Jackson, and the endless optimism of young republic. As a colloquium, the emphasis in this course is on shared readings and intense discussion.

HIST 6240 — Europe, 1648-1815
Th 4:30-7:00
Dr. Julius Ruff
This course is designed to acquaint students with the major historical literature dealing with the period 1648-1815. Each weekly meeting will be topically oriented around a common reading assignment drawn chiefly from William Doyle, *The Old European Order, 1600-1800* (Second edition), 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—Colloquium in European History, Europe: 1815-1919
Th 2:00-4:30
Dr. Carla Hay
This colloquium will focus on the major themes and historiographical debates that dominate study of the “long” nineteenth century. These include the Industrial Revolution, nationalism, the “New Imperialism,” socialism, constructions of gender, and the “Great War.” The student’s grade will be based on discussion of assigned texts each week in class and an historiographical essay (approximately 30 pages in length) that integrates assigned readings into an analysis of this critical period in western history.

HIST 6500 — Studies in United States History: 20th Century U.S. Foreign Relations
M 4:30-7:00
Dr. Michael Donoghue
This graduate level readings course will explore the rise of the United States to superpower status in the 20th century and its interaction with many of the key nations and regions of the world. We will examine some of the classic works on U.S. foreign relations history that establish the narrative, main themes, and historiographical debates over American diplomacy and interventions from the Spanish-American War through the end of the Cold War and U.S. responses to 9/11. This course will also explore new approaches in the field that emphasize the role of race, gender, culture, and ideology in the formation of US global predominance with an especial focus on US encounters with Latin America, Asia, and the Middle East. Local resistance to the US global “mission” will form a central part of these new interpretations. Student grades will be based on weekly class participation, writing exercises and book reviews, and a final and substantial historiographical paper.

HIST 6525—Studies in European History— Germany in European Context: Modern German History from 1848 to 1989
W 4:30-7:00
Dr. Peter Staudenmaier
The course is a graduate seminar examining the development of modern German history from the mid-19th century to the fall of the Berlin Wall, with particular attention to the place of the German lands in the broader context of modern Europe. Readings will explore political, social, cultural and intellectual history and provide an overview of scholarly disputes on the central dynamics of Germany’s complicated path in the modern world. A special focus will be on the interaction of public memory and historical inquiry and on the ongoing reverberations of the German past in the present.

HIST 6545—Studies in Global History: Islamicate Civilization
Tu 4:30-7:00
Dr. Phillip Naylor
Seyyed Hossein Nasr wrote: “Islam is both a religion and a civilization….It is also a spiritual and metahistorical reality that has transformed the inner and outer life of numerous human beings in very different temporal and spatial circumstances” (Islam: Religion, History, and Civilization [2003], xi). The course aims to explore this vast and varied civilization—referring to the polymath Ibn Khaldun (1332-1406), its “surface” as well as its “inner meaning.” Our study will generally be conducted chronologically beginning with pre-Islamic global history followed by an introduction to and study of Islam. The course will examine significant historians and their interpretations and surveys of “Islamdom” (a word coined by Marshall G.S. Hodgson in his magisterial Venture of Islam [3 vols.]), in order to provide a foundation for
more specific studies regarding caliphates, emirates, “gunpowder empires,” etc. Expect readings from important scholars, e.g., Ibn Khaldun, Ibn Battuta, and Malik Bennabi. In sh’Allah (If God wills it), the challenges of modernity and rapidly changing contemporary political, economic, and social realities will also be addressed. Oral reports and topical papers should be anticipated. A research paper will serve as a capstone to the course.

HIST 6954—Seminar in United States History: Power and Belonging: U.S. Citizenship in Global Perspective
W 2:00-4:30
Dr. Alison Efford
Traditionally, historians have defined citizenship as formal membership in a nation-state. In the American context, they have analyzed the constitutional innovations of the Revolutionary period, Reconstruction, the New Deal, and the Civil Rights era. They have traced the development of immigration and naturalization law, the evolving relationship between the states and the federal governments, and the extension of the franchise. For decades now, however, historians have approached citizenship more broadly. Informed by global comparisons and influenced by the transnational turn, they have questioned the preoccupation with the state and devoted more attention to groups that cut across nations. Research on “citizenship” has come to include more nuanced understandings of the emotional, social, economic, and cultural experiences of belonging and more complex evaluations of how class, race, and gender affect the practice of power. In this writing seminar, each student will frame, research, write, and revise an article-length essay on power and belonging since the eighteenth century. Our common readings will largely consist of significant articles (paired with primary sources) that focus on American, South Pacific, and European examples. Expect an intense class that demands conceptual sophistication, original argumentation, and extensive primary research. Taken together, the paper and the revised paper (no drafts here!) will count for 60 percent of your grade, with the remainder depending on smaller assignments, including brief reading responses, an annotated bibliography, a book presentation, a proposal, a preliminary outline, peer feedback, and class participation.