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SPRING 2011 COURSE DESCRIPTIONS

HIST 3102—Revolutionary America, 1707-1787  
T TH 12:30 – 1:45  
Dr. John Krugler  
History 3102 traverses the history of the British North American colonies from the early eighteenth century to French and Indian War in 1754 to a war for independence to the creation of new republican governments to the overthrow of the first constitution of the United States. It focuses on questions about political allegiance and raises many questions about the causes and the consequences of the triumph of these upstart rebels. How did a colonial tax protest move to rebellion and from there to the creation of a new government that rejected monarchy in favor of elected governments? Why did some Americans rebel and others stay loyal to England? Was the War for Independence the first American Civil War? Given the strength of the Empire, what led some Americans to think they could win a rebellion? Why did the ragtag rebel army triumph over the mighty British military forces sent to subdue them? Were those who destroyed the imperial connection capable of creating new governments and governing themselves? Was the overthrow of the new United States government in 1788 a coup d’état or a democratic movement? Could thirty-nine well-educated men (mostly lawyers) write a new and better constitution that would stand the test of time?  

History 3102 has another important focus: A consideration of what historian Edmund S. Morgan called the American Paradox. By that he meant the tension between liberty and slavery that were evident almost from the first founding of colonies in the seventeenth century. What did liberty and slavery mean in the context of eighteenth-century British North America? Did some slaves plot to destroy New York City in 1741? How did the protestors against the British (who invoked the image of their own enslavement by the British) handle the contradictions between freedom and slavery? How did the new constitution reflect the tension and did the constitution deal with the paradox? Was the new constitution a compact with the Devil that led to another civil war in 1861?  

Evaluation will be based on three exams, a short paper, and classroom participation.

HIST 3106—Gilded Age to the Progressive Era, 1876-1920  
MWF 9:00-9:50  
Dr. Alison Efford  
Between the Civil War and the end of WWI, the United States grew from a decentralized, rural nation into an industrialized world power. Telegraph wires and railroads spanned North America, only to be superseded by telephones, radio broadcasts, and automobiles. Against the backdrop of extraordinary economic growth and technological innovation, the United States completed its continental conquest and embarked on building an overseas empire. History 3106 examines how all these dramatic trends affected Americans. Throughout the semester, we will ask whether the fruits of economic growth were fairly distributed and whether civil, political, and social rights kept pace with material improvements, particularly for women, African Americans, and wage-workers. The assignments will include a term paper on a local history topic as well as reading quizzes, exams, and a shorter paper.
HIST 3118—American Military History
MWF 10:00-10:50
Rev. Michael Zeps, S.J.
Though this is an upper division course it is treated rather as a survey/lecture course with emphasis on important people, places and events from colonial times to the present. Emphasis will be placed on 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 will be that of the Prussian Karl von Clausewitz. Regular quizzes and three tests will encourage people to keep up with the reading. A research paper of 8-10 pages in length will also be required. Grading will be as follows: first 2 tests, 40% (20% each), final exam 30%, combined quizzes 20% and the paper 10%.

HIST 3127—The Vietnam War Era
T TH 2:00-3:15
Mr. Stephen Hauser
This course will explore the causes and consequences of America’s involvement in the Vietnamese conflict. Special attention will be paid to the era of French colonization of Indochina, the Japanese occupation of the region during World War II, and American involvement from the early Cold War period through the escalation of the conflict in the 1960s. The impact of the war on both Vietnam and the United States will be noted, along with a look at its lingering results. The political and social issues of the Cold War will also be discussed in order to provide the students with the background necessary to evaluate the American experience in Vietnam in the context of the world of that time.

HIST 3455—Modern Middle East Since 1500
T TH 12:30-1:45
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] 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 dealing with the historical American experience in the Middle East.

HIST 3751—History and Philosophy of Crime and Punishment
T TH 11:00-12:15
Dr. Julius R. Ruff
This course offers an interdisciplinary perspective, that of the fields of history and philosophy, to the problems of crime and punishment. We will apply historical and philosophical analyses of these problems to the western world in a broad sense, but we especially will concentrate our attention on modern England, France, and America. In this broad geographic context, we will examine types of crime
prevalent over the past five centuries, noting changes as the west evolved stronger institutions of central government and entered the industrial age. We also will examine the development of police systems, and we will pay special attention to the evolution of modes of punishment and to their philosophical rationale. The course grade will be based on three examinations. Textbooks: Cesare Beccaria, *On Crimes and Punishments*; Norval Morris and David J. Rothman, eds., *The Oxford History of the Prison*; Julius R. Ruff, *Violence in Early Modern Europe*; Clive Emsley, *Crime and Society in England, 1750-1900, Third Edition*; and Hugo Bedau and Paul Cassell, *Debating the Death Penalty*.

**HIST 4114/5114—American Foreign Relations 2**  
**MWF 1:00-1:50**  
**Dr. Michael Donoghue**  
This course examines the rise of the United States from one of the major powers in the early 1900s to the global superpower of the twentieth century. We will analyze the U.S. entry into World War I, the retreat from intervention in the 1920s, Depression era diplomacy including the Good Neighbor Policy of FDR, the U.S. participation in World War II, the origins of the Cold War, the Korean Conflict, America’s role in the creation and expansion of Israel, the Vietnam War, détente, the Iranian hostage crisis and the conflict with radical Islam, the collapse of the Soviet Union, and America’s confrontation with Iraq both before and after the 9/11 attacks on New York. The course will especially explore the role of race, gender, culture, and ideology in U.S. international relations and the intimate connections between foreign and domestic crises. The course will be reading intensive with a midterm, a final exam, short in-class writing exercises, and 3 short papers.

**HIST 4145/5145—History of Women in America**  
**MWF 12:00-12:50**  
**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 4150/5150—Childhood in America**  
**T TH 9:30-10:45**  
**Dr. James Marten**  
Studying the history of children can teach us much about what a society thinks about itself, for each generation projects into its children’s lives its own hopes, dreams, and fears. “Childhood in America” will attempt to understand the relationship between American children and their country by taking a chronological look at the history of children and of childhood in the United States from the colonial
period through the present. The lectures and readings (books, primary documents, internet sources) will focus on a number of issues, including: ideas about children, child rearing, and education; children as workers, students, and participants in politics, wars, and other major historical events; and differences and similarities in childhood experiences in the major American racial and ethnic groups. Students will be asked to write several short papers, participate in class discussion, and take two essay exams.

HIST 4251/5251—Stuart and Hanoverian Britain, 1603-1815
T TH 12:30-1:45
Dr. Carla Hay
A lecture course, History 155 focuses on one of the most dynamic and important periods in British history. Peopled by political icons such as Oliver Cromwell, rakish King Charles II, “mad” King George III, and the “iron” duke of Wellington, and by intellectual giants such as Hobbes, Locke, Newton, Hume, Smith, Bentham, Burke, Paine, and Wollstonecraft, the era was captured in the paintings of Van Dyke, Hogarth, Gainsborough, and Turner, and the poetry and prose of Milton, Dryden, Pope, Fielding, and Austen. Punctuated by Civil War in the seventeenth century and the American, French, Irish, and embryonic Industrial revolutions of the eighteenth century, the era of the Stuart and Hanoverian monarchs saw Britain’s evolution as a constitutional monarchy and a formidable imperial and economic power poised for global preeminence during the nineteenth-century Victorian Age. The student’s grade in the course will be based on examinations, quizzes on assigned readings, and a paper.

HIST 4271/5271—The Russian Revolution and the Soviet Union
MWF 11:00-11:50
Dr. Alan Ball
History 4271/5271 is an introductory survey of modern Russian and Soviet history. We begin with an analysis of important features and problems of tsarist Russia during its last decades in order to reach an understanding of the revolutions in 1917 that swept away much of the old regime and left the Bolsheviks in power. The bulk of the course will concentrate on the Soviet period, as we examine the tumultuous development of “the world’s first socialist state,” the emergence of the Soviet Union as one of the world’s two superpowers, and the country’s recent fragmentation. In particular, we will try to arrive at an understanding of the Bolsheviks’ aspirations in 1917 and then see to what extent these hopes for a new society were realized as the Communist Party confronted domestic and foreign challenges in the years since. The course is composed of lectures, a few Soviet films, and eight periods set aside for discussion. On these eight weeks, in place of a Friday lecture, students will meet with me in small groups on Thursday or Friday to discuss sources pertaining to that stage of the course. These readings include a variety of primary documents, memoirs, and selections from the wealth of Russian literature that provoked tsarist and Soviet authorities.

HIST 4555—Modern China
MWF 12:00-12:50
Dr. Daniel J. Meissner
This course examines the unique, complex and compelling issues facing China from the beginning of the nineteenth century to the present. The first half of the course will explore the theme "Reform or Revolution": Changing Realities in China." We will investigate the internal and external forces which generated and directed political, economic and social change in China prior to Imperial collapse in 1911. The final half of the course will focus on the theme: "Right or Left?: China's New Polity." We will trace the intricate route of China's search for stable government after the collapse of the Qing, through the
turbulent years of Mao Zedong, the economic reforms of Deng Xiaoping, the transition era of Jiang Zemin, and the present policies of Hu Jintao. The goals of this course are to develop a comprehensive understanding of China's modern historical development, and to encourage students to analyze events from a China-centered viewpoint: that is, to "see" modern China and the world through Chinese – not Western – eyes.

HIST 4931/5931—Readings in History: Race and History in South Africa
T TH 11:00-12:15
Dr. Chima Korieh
The history of South Africa represents a microcosm of many of the greatest problems of the twentieth century world. South Africa was bedeviled with extreme nationalism, racism and color problems, the effects of rapid industrialization of agrarian-pastoral peoples, the building of a state and nation from a heterogeneous population with different languages, cultures, religions; rapid population growth, poverty and inequality. Thus, the study of South African history is one way of addressing the effects and difficulties of these problems which affect a number of areas in the world at the beginning of the twenty-first century. The course will analyze the forces that created modern South Africa from the late nineteenth century to the present, particularly European colonization, mineral discoveries and their impact, industrialization and social change, the establishment of the apartheid regime, African resistance, and post-apartheid South African society. This examination of the role of race and ethnicity in the history of Southern Africa will help us to gain an understanding of the nature and consequences of racism and ethnicity, through the example of South African history and the problems faced by multi-ethnic societies. The central question to be addressed is how the state-dictated system of racial separation and discrimination affected the lived experience of South Africa’s diverse population of whites, colored, Asians, and the vast majority of Africans.

4931/5931—Readings in History: Magic and Witchcraft in the Medieval World and Beyond
MWF 11:00-11:50
Dr. Andrew Larsen
One of the most notorious elements of early modern society is Witch Hunt, the state-sanctioned frenzy of accusations and executions of innocent women and men on charges of witchcraft. This course aims to explore that phenomenon, beginning with a look at the magical practices of Greek, Roman, and Medieval culture, the emergence of the medieval notion of the witch as a servant of Satan, and the explosion of these ideas into the Witch Hunts of the 16th, 17th, and 18th centuries. The course will conclude with a brief look at modern magical practices and notions of “Satanic Panic” in modern culture.

HIST 4953/5953— Early American Women and Law
M 2:00-4:00
Dr. Monica Witkowski
Most aspects of public life in early America were dominated by males. This does not mean that women were not involved in very public, important aspects of society. One of the most noticeable was the role women played in the courts. This course explores how women interacted with the court system in early America (1630 to 1830). In addition to understanding how female involvement with the courts evolved over this period, we will primarily explore four crimes unique to women in the earliest years of American history: witchcraft, gossip, sexual offenses, and property offenses. While we seek to understand the place of women in the court systems of early America, we will focus most heavily on reading and discussion.
This course features weekly discussions of the readings and several writing assignments based on the readings.

**HIST 4953/5953—Everyday Life in the Midwest**

**T 2:00-4:00**  
Dr. Thomas Jablonsky  
This course will examine the nature of everyday life for those who have lived in the Midwest, from the pioneering days of the early nineteenth century through the 1950s. A reading-intensive class, we will begin with an overview of the history of Midwestern states and their cultures. After this introduction, we will examine studies dealing with rural life for the first half of the semester and then shift to urban lifestyles for the second half of the term. Students will prepare learning lesson outlines for each week's assigned readings as well as an analytical paper at the conclusion of our class.

**HIST 4953/5953—Small Countries in World War II**

**W 4:00-6:00**  
Dr. John P. Donnelly, S.J.  
More than 95% of the people on earth were at war during World War II. The attention of both scholars and students was mainly focused on the six major participants. Germany, Britain, the Soviet Union, the United States, Japan and China. Today there are more than 200 independent countries in the World. Our world today can draw valuable lessons from examining how the lesser powers were profoundly affected by what major powers did during history’s greatest war. Each student will choose one (or two, depending on the size of the enrollment) of lesser powers to study and make several oral book reports on his or her chosen countries. Their oral reports will be followed by discussion. They will write a book review of three of the books they have reported on. Some of the lesser participants are France, Italy, Poland, Czechoslovakia, Yugoslavia, Romania, Greece, Finland, Ireland, Belgium, the Netherlands, Egypt, the Philippines, Indonesia, Australia, and Canada. The number and length of the oral reports will depend partly on the number of students enrolled.

**HIST 4955—Land and Landscapes: Studies in American Social and Environmental History**

**T 2:00-4:00**  
Dr. Andrew Kahrl  
All too often, history is understood as unfolding strictly over time, with the spaces on which the past unfolds merely the stage on which contests over power and resources, ideas and strategies, are performed. This course instead explores the constitutive role of land (tangible and physical space) and landscapes (cultural understandings of land and space as manifested in images, myths, and values) in shaping—and not just reflecting—historical change, and seeks to integrate the making of history with the social production of space. In adopting space as a category of historical analysis, we will examine: how forms of power and resistance came to be expressed through the land and contested within specific places; how categories of race, class, and gender acquired spatial dimensions; and how social change influenced environmental change—and vice versa. The first half of the semester will introduce students to scholarship that interrogates the past through a social, environmental, and geographic lens. During the second half of the semester, students will conduct (in consultation with the instructor) research on a topic of their own choosing that relates to the course’s overarching theme. The United States in the twentieth century will constitute the place of inquiry for course readings; however, throughout the course we will
strive to draw larger lessons applicable to the study of the past in general. Students are also welcome to conduct research on topics unrelated to twentieth-century United States history.

HIST 4955 —The Guatemalan Genocide

**T 4:00-6:00**

**Dr. Laura Matthew**

In 1982-83, a government counterinsurgency campaign to rid Guatemala of leftist guerrillas left some 86,000 dead and another 1.2 million displaced — the most violent period of Guatemala’s 35-year-long, Cold War-era civil war. The vast majority of the victims were Guatemalan Maya, their remote villages burned to the ground or placed under military authority. Unlike in Peru (where similar tactics were employed against the Maoist Shining Path), this response to insurgency has largely been seen as disproportionate and even genocidal, raising many of the same moral and historical questions as more famous twentieth-century genocides in Germany, Turkey, and Rwanda: how could this happen? Who is responsible? The Guatemalan genocide also provides a case study of military counterinsurgency, how international concerns affect national conflicts, the role of the media, terrorism (whether perpetrated by the state or by insurgents), and Native American activism — all present concerns in the world today.

Along with weekly readings, students will generate a research question based on their own interests and pursue it using both primary and secondary sources. We will workshop these papers in class through peer review. The final result will be a 20-page paper upon which the course grade will be largely based. While the ability of read Spanish is of course helpful, it is NOT required — there are many resources from the time period and since in English.

HIST 4996—Senior Experience: The U.S. and the Sixties

**W 2:00-4:00**

**Dr. Kristen Foster**

This senior experience course will examine “the Sixties” through the lens of the historian. Each week we will meet for two hours to explore through shared readings, film, music, intense discussions, and brief background lectures how the chaos and complexity of the years known collectively as the “Sixties” shaped a revolutionary culture that left the United States changed forever. Together we will look at the years before this upheaval and ask ourselves what forces and factors led to this revolution; and then we will interrogate the sources themselves, asking if and when these changes became a revolution. What makes change revolutionary? What differentiates these changes from chaos and anarchy? What might make these years in American history truly revolutionary? Topically, we will explore the post-World War II years and the culture of conformity that Americans tried to forge in the fires of this devastating conflict. The majority of the course, however, will be spent examining the voices that challenged conformity on all levels. The Civil Rights Movement, the Counterculture, the New Left in general, Women’s Lib, and the Vietnam War will all receive our careful attention. As a practicing historian, you can expect demanding reading, writing, and discussion requirements.
SPRING 2011 GRADUATE COURSES

HIST 6115 —The American Revolution and the New Nation
M 2:00-4:00
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 6245—Colloquium in European History, 1815-1919
TH 4:00-6:00
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— Wars & Rebellions, 1713-1788
T 4:00-6:00
Dr. John Krugler

This reading course focuses on two themes that dominated 18th-century British America: Wars and rebellions. Among the topics considered are Indian Wars (Yamassee War in 1713 and Pontiac’s War, a.k.a., Pontiac’s Rebellion, in 1763), the wars for Nova Scotia, the French & Indian War, and the American Rebellion against British authority. Readings on Roger’s Rangers, Braddock’s Defeat, Wolfe’s sieges of Louisburg and Quebec, Arnold’s March to Quebec, a rebellious woman who served as a (male) continental soldier, the massacre at King’s Mountain, and the last rebellion of the Revolution emphasize the brutal nature of 18th-century warfare. Course objectives include understanding the nature of imperial conflicts between European empires and with and against Indian nations, mastering the content of this period, and analyzing the methodologies employed by the historians who wrote the books. Two papers are required. One compares a novel of Kenneth Rogers with a modern historical account from the reading list (two choices) and the other is a historiographic essay based on one of the topics. Students also will have the opportunity to lead class discussions.
HIST 6500 — Postwar Urban Policy and Politics  
TH 4:00-6:00  
Dr. Thomas Jablonsky  
This course will examine the nature of urban leadership and policy development in post World War II America. After spending some time at the outset getting to be familiar with the evolution of American cities, we will spend some time considering political and administrative leadership before shifting to our attention to the roles of the for-profit and non-profit sectors in urban development. We will conclude with a consideration of the most pressing issues facing American cities at the end of the first decade of the twenty-first century.

HIST 6525 — Studies in European History: World War I and Its Aftermath  
T 2:00-4:00  
Dr. Julius Ruff  
The late George F. Kennan described the Great War of 1914 through 1918 as the “seminal catastrophe” of the twentieth century, alluding to the fact that out of the conflict came the rise of fascism in Italy and Germany, a communist regime in the Soviet Union, the roots of enduring problems in the Middle East, and ultimately a second world war. In this course, we will explore through weekly readings the causes and course of the war, the controversial peace treaties that ended the conflict, and the war’s chief consequences. Textbooks include William Mulligan, *The Origins of the First World War* and David Stevenson, *Cataclysm: The First World War as Political Tragedy*. The course grade will be based on written reports of student reading (40 per cent of the grade), a final historiographical essay (40 per cent), and class participation (20 per cent).

HIST 6530 — Readings in Latin American History: Studies in Latin American History  
T 2:00-4:00  
Dr. Laura Matthew  
This intensive readings course is designed for graduate students with an interest in Latin America for its own sake, for comparative purposes, and/or to prepare for M.A. or Ph.D. examinations. It covers the colonial, national, and modern periods, with an emphasis on the nineteenth and twentieth centuries. Prominent themes include revolutionary and independence movements, gender studies, nineteenth-century nation-building, the Cold War, the African slave trade, and Native American history.

HIST 6954—Seminar in United States History: The Cold War in Latin America  
M 4:00-6:00  
Dr. Michael Donoghue  
This research seminar focuses on the impact of the capitalist/communist conflict in the Western Hemisphere that shaped so much of U.S. 20th century foreign relations history. We will analyze the roots of both U.S. and Latin American fears toward leftist/socialist movements early in the 20th century and the purging of German citizens from Latin America during WWII as a precursor to the persecution of communists/socialists that would follow. The course will examine the growth of the post World War II Cold War in Latin America through the creation of pro-U.S. defense pacts, the repression of popular labor movements, the CIA-backed coup in Guatemala, the Cuban Revolution, the Alliance for Progress, liberation theology, and the rise of right-wing military regimes supported by administrations from Truman to Reagan. After initial background readings on this subject, students will research specific topics on the Cold War south of the Rio Grande in preparation for the writing of a 25 page research paper.
based on primary sources. Oral presentations of student research will also be included in the course’s final weeks.