



**MARQUETTE**  
**UNIVERSITY**

**DEPARTMENT OF HISTORY**

**FALL 2017**

**COURSE DESCRIPTIONS**

**DEPARTMENT OF HISTORY FACULTY**

Avella, Steven	Sensenbrenner 203J	288-3556
Ball, Alan	Sensenbrenner 303F	288-7124
Donoghue, Michael	Sensenbrenner 203K	288-1635
Efford, Alison	Sensenbrenner 303G	288-7817
Finn, Jennifer	Sensenbrenner 303B	288-0393
Foster, Kristen	Sensenbrenner 303C	288-3562
Hay, Carla H.	Sensenbrenner 203L	288-7150
Knox, Lezlie S.	Sensenbrenner 303H	288-7863
Korieh, Chima	Sensenbrenner 203M	288-3563
Marten, James	Sensenbrenner 202B	288-7901
Matthew, Laura	Sensenbrenner 202D	288-7590
McDaniel, David	Sensenbrenner 203F	288-7766
McMahon, Timothy G.	Sensenbrenner 203N	288-3559
Meissner, Daniel J.	Sensenbrenner 202G	288-3552
Naylor, Phillip C.	Sensenbrenner 303D	288-3561
Rindfleisch, Bryan	Sensenbrenner 303E	288-6463
Ruff, Julius R.	Sensenbrenner 202F	288-3555
Staudenmaier, Peter	Sensenbrenner 202E	288-3560
Wert, Michael	Sensenbrenner 203C	288-7592
Zeps, S.J., Michael	Sensenbrenner 203E	288-7386

## FALL 2017 COURSE DESCRIPTIONS

### **HIST 3104—The Civil War Era**

**TTh 11:00-12:15**

**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. In addition to readings and essay exams, students will complete a collaborative digital history project. Grades will be based on the digital project, short papers, and essay exams.

### **HIST 3107—United States in the Twentieth Century I (1901-1945)**

**TTh 9:30-10:45**

**Dr. Steven Avella**

This course offers an in-depth study of the political, economic, social, and cultural threads of the first half of the 20<sup>th</sup> century. We begin with a close look at the diverse forces of reform given the short-hand name “progressivism”; we pass next to a consideration of American foreign relations, culminating in the American decision to enter World War I on the side of the Allies. This war had a significant impact on American political and social life which bled into the era of the 1920s. We examine the various stereotypes of the “New Era”, examining in particular the fate of progressive policies and also the rise of a mass consumption culture. The Great Depression, the single greatest crisis to confront the nation since the Civil War, offers us the opportunity to examine its causes and consequences. We have the leisure to study the presidency of Franklin D. Roosevelt and his New Deal. We conclude with a final look at American foreign policy from World War I through World War II. How did America engage the rising power of Japan, Germany, Italy, and the Soviet Union? How did World War II affect American society?

### **HIST 3201—Ancient Greece and Rome**

**MWF 12:00**

**Dr. Jennifer Finn**

This course will trace the history of the Ancient Greeks and Romans, though we will begin with some background in the Mesopotamian period. From the earliest Greek city-states, we will study the wars, institutions, and religions that shaped Greek society, viewing their world through the rich tradition of Homer, mythology, and historiography. A special focus will be placed on Alexander the Great and his legacy in the newly imagined Hellenistic World. From there we will move to the foundation of Rome and follow its progress from a revolutionary Republican government to its expansion as a great empire, studying the characters of its imperial leaders, its transformations in conflict and diplomacy, and the beginnings of institutionalized religion. Our last focus will be the cause of the fall of the Roman Empire, and its legacy to the present day. We will explore Greco-Roman history through primary (in translation) and secondary sources, and the students will have the opportunity to work on two major projects that coincide with their own interests in the ancient world.

## **HIST 3297—World War II**

**TTh 12:30-1:45**

**Dr. Steven Avella**

World War II was a global conflict. It was waged over three continents and inflicted unbelievable destruction on both sides. It targeted civilians to an extent never before seen. The violence of the war allowed Japan to wreak terrible destruction on the Chinese mainland. It cleared a path for Hitler and his genocidal fanatics to exterminate millions of the Jews of Europe. It covered up, for a time, the atrocities of Stalinist Russia. It upended world order, accelerating the pace of de-colonization and prepared the way for a generation of Cold War between the US and the former Soviet Union. On the home front in America, World War II had a significant impact on US foreign relations, domestic politics, and the post-war economy. It changed the life of the nation in many important ways. Memories of the war are still invoked for a variety of causes and policies.

This course will attempt to cover the various aspects of this monumental global conflict: diplomacy, battles, personalities, and significant events. The primary focus will be on American participation, but we will spend sufficient time considering events and significant figures in Asia and Europe. Topics covered in some depth include: Interwar Japan, the rise of Mussolini and Hitler, the actions of Josef Stalin, the Holocaust, and the dropping of the Atomic Bomb. The war was covered heavily by the media and documentarians. We will sample some of the visual culture of the conflict, including the work of Hitler propagandist Leni Riefenstahl, the productions of American Office of War Information, Ken Burns' *The War*, and other depictions of various and sundry events of the war. The course has an ambitious agenda and will be demanding: lecture, unit and in-class book exams.

## **HIST 3455—Modern Middle East Since 1500**

**TTh 11:00- 12:45**

**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 4100/5100—Public History**

**W 2:00-4:30**

**Dr. Patrick Mullins**

This seminar provides an introduction to Public History for graduate and undergraduate students who are considering a non-academic career in History or simply interested in museum work and other “real-world” applications of the History discipline. Public History is the sub-field of History that studies and practices the interpretation and presentation of the past for a non-academic audience. It draws upon a wide range of practices such as archival science, digital history, and historic preservation. But the paradigm for Public History is history museum curation, and that is the focus of this course.

Graduate History Students and undergraduates will work together to explore the basic principles, methods, objectives, and meanings of museum studies through classroom discussion of assigned readings, short written assignments, and the Class Museum Project. In the Class Museum Project, students will engage in practical problem solving and creative innovation through field-work at the Chudnow Museum of Yesteryear. Students will collaborate with museum professionals in the creation of a cultural history exhibit for public display. Students will acquire practical experience with such fundamentals of museology as provenance research, cataloguing, interpretation, exhibit design, educational programming, and public communication through digital media.

## **HIST 4145/5145—The History of Women in America**

**MWF 10:00**

**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 4251/5251— War and Revolution in Britain: 1603-1815**

**TTh 2:00-3:15**

**Dr. Carla Hay**

A lecture course, History 4251/5251 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 4260/5260—Modern Irish History: Reconsidering the Rising**

**MWF 9:00**

**Dr. Timothy McMahon**

This fall, students will have the opportunity to engage in an intensive study of modern Irish history and culture centered on one of the defining events of twentieth-century Irish history: the 1916 Easter Rising, when a small group of Irish men and women attempted to seize control of Dublin and declare Irish independence from the United Kingdom. HIST 4260 will focus on the period between 1858 and 1948, beginning with the creation of the underground Irish Republican Brotherhood and ending with the declaration of the Irish Republic in the 26-county state with its capital in Dublin. We will pay particular attention to the issues of land ownership, cultural revival, and terrorism (both by the state and by revolutionary actors) and how they shaped the Ireland we know today. Students in HIST 4260 will also create a digital humanities project utilizing primary source documents from the revolutionary period and mapping technologies to create presentations about the revolutionary era. A major emphasis of the course will be to see how different disciplines examine the interrelationship of social change, cultural innovation, and political revolution.

### **HIST 4262/5260—Modern France**

**TTh 2:00-3:15**

**Dr. Julius Ruff**

This course presents a survey of the history of France from Napoleon's defeat at Waterloo to the present. 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 France 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* 2<sup>nd</sup> ed.; 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 4298/5298—The Cold War**

**MWF 11:00**

**Dr. Alan Ball**

Study of the Cold War offers an opportunity to witness diverse nations caught up in a conflict more wide-ranging and—in a nuclear age—more dangerous than anything the world had witnessed previously. This course will survey the origins and nature of the Cold War, with a focus on the first twenty years or so after World War II. Along the way, topics will include not only international tensions but also the domestic fallout of the Cold War in countries on several continents. For students seeking a global experience touching the United States, the Soviet Union, Europe, Asia, Latin America, and Africa, this is it. Together with films from the period and segments from CNN's Cold War documentary, the course features frequent small-group discussions of primary documents, literature, and recent works by US and Russian historians.

## **HIST 4355/5355—History of Mexico**

**TTh 12:30-1:45**

**Dr. Laura Matthew**

This survey focuses on the many, varied regions of Mexico, with occasional reference to its neighbors north and south. We begin with ancient Mesoamerica, home of the famous Aztecs and Maya. We then move to New Spain under Spanish colonial rule (including the Audiencia of Guatemala), the separation of Mexico from Central America after independence, and the development of the modern nation-state of Mexico in the nineteenth and twentieth centuries. We will ask: What are the different regions of Mexico, and how have their histories been distinct from one another? How does indigenous Mesoamerica imprint itself on the modern nation-state? What difference did the arrival of Africans and Europeans make to the region? What is the historical relationship of Mexico with the United States? What major events changed the course of Mexican history? By the end of the semester, you should walk away confident that you can intelligently answer these questions. The course combines standard assessment with a group food project and fiesta in the middle of the semester.

## **HIST 4953-101—Readings in History: Germans and the World**

**MW 2:00-3:15**

**Dr. Alison Efford**

**Please note: Dr. Efford's HIST 4953 will be linked to the HIST 4955 (Research Seminar) that Dr. Efford is teaching in spring 2018. If you have already taken a research seminar, please take a different 4953. If you have not, please know that you are expected to take both the 4953 in Fall 2017 and the 4955 in Spring 2018. They will be on the same topic.**

This course examines how Germans formed connections with people outside of Europe through emigration, conquest, and commercial and cultural exchange. It traces the global dimension of canonical events in German history such as the Revolutions of 1848, the formation of the Kaiserreich in 1871, WWI, and WWII, asking both how the world changed Germany and how Germany changed the world. Topics along the way include naturalist Alexander von Humboldt, the nineteenth-century refugees known as "Forty-Eighters," German churches and saloons in the US Midwest, ethnographers in German Samoa, cotton cultivation in Togo, Jews trying to flee Nazi Germany, and the Patagonia Plot of 1939. The course as a whole provides ways to think about the global contexts of German constructions of race, nation, and empire since the eighteenth century.

As an upper-division colloquium, the course will have a significant reading load, and the class periods will be largely discussion-based. Students will write regular reading responses, complete a midterm book report, and finish the semester with a 12-15-page paper and class presentation based on secondary source material.

**HIST 4953/5953-102—Readings in History: Witches, Magic and Demons**

**MW 3:30-4:45**

**Dr. Stephen Molvarec**

This course will explore the history of magic and demonology in Western religious thought from antiquity until present. Magic and witchcraft as well as esotericism have an important place in the study of Western thought and culture as they often accompany religion and take many different forms. The course will examine these phenomena in terms of religious thought/theology, from sociological perspectives, from the perspective of the history of gender.

Ultimately, students will walk away with an understanding of the continuity/discontinuity of such spiritual/religious ideas and practices and the influential role they have had (and continue to have) on the Western mind. Possible topics for study in the course (still to be determined):

ancient mystery cults, Greco-Roman magical practices, Roman augury hermeticism, the medieval grimoire tradition, folk magic/folk religion, herbalism/early medicine, medieval and early modern witch trials, Renaissance occultism and magic, cabala, 19th-century occultism and secret societies, 20th-century occultism and popular culture.

**HIST 4955-701—Undergraduate Seminar in History: The Cold War**

**M 4:30-7:00**

**Dr. Alan Ball**

HIST 4955 is a research seminar that offers students an opportunity to explore topics pertaining to the Cold War—a phenomenon that influenced the domestic climates of nations around the world and helped shape their relations with each other in the second half of the twentieth century. During the early part of the semester, each student will consult with the instructor and devise a topic that connects his/her area of interest with some aspect of the Cold War. The bulk of the semester will be devoted to the research and writing of a paper (approximately 25 pages) on the chosen topic, relying on primary sources as far as possible. During the last week or two of the semester, we will schedule group sessions to discuss the fruits of our labors.



## FALL 2017 GRADUATE COURSES

### **HIST 6100-701—The Art & Craft of History: Introduction to History and Theory** **W 4:30-7:00**

**Dr. Michael Wert**

This course will introduce all first year graduate students to the methodologies, theories, and analytical reading/writing skills required of professional historians. We will cover broad historiographical issues applicable to all fields of history. Weekly active reading, engaged discussion, and professionally written papers are expected.

### **HIST 6115-101—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 6125-701—United States in the Twentieth Century** **M 4:30-7:00**

**Dr. Michael Donoghue**

This graduate-level readings class is intended to acquaint students with the major historiographical issues and works of 20<sup>th</sup> century U.S. history. We will sample some of the major works on the chronological periods of this epoch and conclude with a study of trends shaping the historical research and writing today.

### **HIST 6525-101— Studies in European History: Revisionist Histories** **W 2:00-4:30**

**Dr. Jennifer Finn**

This course will explore one of the fundamental concepts of historiography: revision. Most historical texts and narratives are subject to the processes of change over time, and many of these changes are natural and legitimate consequences of the historian's art. In certain loaded political, social, and religious circumstances, however, historical narratives can suffer challenges,

subversions, falsifications, and misappropriations that threaten the integrity of historiographical methodology. In this course, we will use shared readings to study several aspects of historical writing from a variety of different periods, using revisionism as an avenue for discussion: how does a historian choose what should be included/excluded from historical narrative? How can we understand historical negationism in its particular contexts? How have modern technologies transformed the ways in which history is written, reported, and understood? Students will use these discussions to produce a substantial research project and presentation on a period of their choosing.

### **HIST 6954-101—Seminar in History: Islamic Global History**

**Th 2:00-4:30**

**Dr. Phillip Naylor**

The seminar will feature the “reception/perception” of Islamic civilization over the centuries. Understanding that students may not be that familiar with Muslim political, social, cultural and economic histories, we will begin with a group of intensive common readings, which will introduce concurrently a variety of sources and subjects. The breadth of the seminar will provide students with ample opportunities to engage a wide array of original seminar topics. Seminar assessment will be based on discussions, oral reports, and private meetings. Furthermore, expect to write a book review and construct an annotated bibliography. The highlight of the course will be the seminar itself with the presentation of papers distinguished by original interpretation and argumentation complemented particularly by primary source research. Students will also provide seminar paper critiques. The seminar paper will count for most of the final grade.

