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SPRING 2015 COURSE DESCRIPTIONS

HIST 3101—The British Atlantic World to 1713
TTh 11:00 – 12:15
Dr. John Krugler
English America, 1584-1713: America’s First Frontier: The stories of seventeenth-century English immigrants venturing to America are tales of remarkable triumphs over death-defying odds. But, they are also gruesome tales of multiple invasions, of a colony that vanished, of struggles to survive in a hostile wilderness, of conspiracies, of a woman who threatened a colony’s very foundations, of numerous wars and rebellions, and of at least two major terrorist attacks.

English philosopher Thomas Hobbes wrote of the state of nature: “no Arts; no Letters; no Society; and which is worst of all, continual feare, and danger of violent death; And the life of man, solitary, poore, nasty, brutish, and short.” [Chapter 12 of The Leviathan (London, 1651).] Did Hobbes’ state of nature describe English America at mid-century?

Students get to read five provocative books, take three essay tests (including the final), write a short essay, and participate in lively discussions about this exciting period in early American history.

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 Telegraph wires and railroads spanned North America, only to be superseded by telephones, radio broadcasts, and automobiles.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 research paper on a Wikipedia page as well as reading responses, two exams, and a shorter paper.

HIST 3118—American Military History
MWF 11:00-11:50
Fr. Michael Zeps, S.J.
Though this is an upper division course it is treated more like a survey/lecture course emphasizing important people, places and events from colonial times to the present. We will concentrate on the wars themselves rather than on the social role of the military in American society. Developments between wars will be treated according to the schema: new weapons, military policy (organization, strategy, tactics), political objectives as the role of America in the world evolves, and moral attitudes. The makeup of the class will make discussion possible, even likely. The guiding philosophy will be that found in On War by the Prussian Karl von Clausewitz. Regular quizzes and three tests will encourage people to keep up with the reading. A research paper of 6-8 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  
TuTh 2:00-3:15  
Dr. David McDaniel  
The theme of this course is reflected in the words of one of the war’s chief architects Henry A. Kissinger who said: “Vietnam is still with us. It has created doubts about American judgment, about American credibility, about American power—not only at home, but throughout the world.” History 3127 will examine the history of the Vietnam War from the perspective of the United States. It will provide the student with the historical background that set the stage for the conflict, the events that led directly to the war, the primary political and military issues involved at home and abroad, and an overview of the major battles. Further, and quite significantly, this course will also consider the non-military aspects of the war, such as the changing political climate in the United States during the late 1960s, the rise of a determined anti-war movement that exerted a profound impact on the outcome of the struggle, the nature of the cultural and political polarization wrought by America’s longest war, and finally the lingering scars caused by division and defeat.

HIST 3165—The History of Rock and Roll  
TTh 2:00-3:15  
Dr. Phillip Naylor  
HIST 3165 presents Rock and Roll as a metaphor reflecting twentieth century American history. Its lyrics, musical forms, technologies (instrumentation and production), and visual arts (album covers and stage displays) collectively illustrate how Rock is both a reflection and a reiteration of social, economic, and cultural conditions set in historical context. Rock’s complex differentiation includes insurgency, synergy, and liturgy. Particular attention will be given to Rock’s transcultural relations—social transmissions and transactions—as illustrated by its multiple “crossovers.” An optional research paper will be offered in lieu of one of the examinations (with the exception of the final). The research paper may deal with the history of Milwaukee Blues and Rock taking advantage of the University Jean Cujé Milwaukee Music Collection and possibly the fledgling Milwaukee Music Oral History Archive. Examinations will be subjective and objective. The course also plans to include guest speakers. Mr. Bruce Cole, a university librarian, curator of the Cujé Collection, and renowned Garage Rock drummer, also plans to attend, instruct, and offer his insights.

HIST 4130/5130—Religion and American Life  
TTh 9:30-10:45  
Dr. Steven Avella  
This is not a theology class.  
Divided into two sections, the first half explores how religious beliefs, churches, and movements have affected US history. We touch on themes such as the religion of Native Americans, the cultural impact of the Puritans of New England, the religious beliefs of the founding generation, the relationship of religion to early 19th century reform movements, especially anti-slavery, and the origins and influence of “home-grown” religious systems such as Mormonism. Religious objects, images, and movie depictions of religious themes will be part of this segment of the class.  
The second part of the class will focus exclusively on the Catholic Church in America. How has Catholicism evolved in the United States? How did anti-Catholic sentiment affect American public life. We will study nativism and anti-immigrant movements directed at Catholic groups, especially the Second Ku Klux Klan of the 1920s, Catholics and politics, and the monuments of Catholic culture and life. We will be leaving the classroom to take an in-depth look at local Catholic churches and facilities: Gesu, the African American St. Benedict the Moor, the Pabst Mansion, once home of the archbishops of Milwaukee, and, if we have time and stamina, St. John’s Cathedral and Old St. Mary’s Church on the east side. Here we will hear on-site explanations of the Catholic cultural tradition.
HIST 4145/5145 — The History of Women in America  
MWF 10:00-10:50  
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 4212/5212 The Crusades  
TTh 9:30-10:45  
Dr. Lezlie Knox  
The Crusades represent one of the most fascinating, complex, and troubling episodes in medieval history—how should we understand this mix of brutal warfare and religious motivation? To start answering this question, this class studies the medieval Crusades through contemporary documents and cultural artifacts—the chronicles, sermons, letters, art, and architecture produced by medieval Christians (Western European and Byzantine), Muslims, and Jews in response to the Crusade phenomena. Our main objective will be to understand the origin and motivations for the Crusades, the way they were carried out, the experience of ordinary crusaders, and the impact of the Crusades both in the Holy Land and in Europe including the experience of being crusaded. The semester will conclude with an examination of the legacy of the Crusades in modern society. Requirements for the class include regular attendance, two exams, and a research project related to the Crusades.

HIST 4250/5250 — Tudor England 1485 to 1603  
TTh 12:30-1:45  
Dr. Carla Hay  
Focusing on such dynamic personalities as Henry VIII, Thomas More, Mary Queen of Scots, and Queen Elizabeth I, the course details the political, economic, and social development of Great Britain during the age of the Renaissance and the Reformation. The student’s grade will be based on quizzes on assigned biographies, full-period examinations (including the final exam) and an 8-10 page paper based on an analysis of a Shakespeare play.

HIST 4260/5260—Modern Ireland  
MWF 1:00-1:50  
Dr. Timothy McMahon  
History 4260 examines major issues in the history of modern Ireland through an emphasis on three themes: the importance of possessing land; the intervention (or lack thereof) by the state in everyday life; and the force of historical memory and myth on collective action and identity. We will begin with an
overview of relations between Ireland and Britain prior to the plantations of the sixteenth and seventeenth centuries, the primary focus of the course will be on events and processes between 1700 and the present (including the Protestant Ascendancy and Protestant Patriotism, the 1798 Rebellion, the fight for Catholic Emancipation, the development of Orangeism, the Great Famine and subsequent emigration, the Home Rule movement, the War of Independence, and the late-twentieth-century Troubles). We will remain mindful of the influence of Ireland’s relations with Britain, the United States, and the wider world on events that seem to be indigenous to Ireland.

HIST 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 4931/5931-101 Chinese Revolution
MWF 12:00-12:50
Dr. Daniel Meissner
This course examines the compelling revolutionary literature of Modern China from the tempestuous prose of the early Republic to the "Scar" novels of the Cultural Revolution. During this period, Chinese literature not only inspired nationalist movements and patriotic causes, but also recorded the depths of anguish Chinese endured at the hands of foreign invaders and their own government. This course will examine (in translation) some of the most challenging and insightful works of literature published about twentieth century China. For most American students with limited knowledge of Asian culture and modern Chinese History, literary analysis of these works would be exceedingly difficult. Consequently, the course will include weekly lectures that provide cultural and historical context necessary to more fully engage and analyze the literature.

HIST 4931/5931-102—The British Empire and Wars in the 20th Century
TTh 12:30-1:45
Dr. Chima Korieh
This course examines the Britain Empire and her African colonies during the two major conflicts of the 20th century—WW I and WW II. The course examines Britain’s attempts to garner support and elicit the commitment of her African colonies to support the war efforts in both wars, the struggles of the African population to survive the depressed economy of the war and the strategies they adopted to cope with the crisis the wars engendered. Most importantly, the course examines the contributions of Africans towards the British and Allied war effort. Overall, the course attempts to answer the following questions: 1) How did wartime mobilization of labor and other resources affect African villages, towns, and cities? 2) How did the war affect African attitudes about empire? 3) What new discourses about rights, liberty, and democracy were generated by the wars, and from the local people’s understanding of Hitler’s threat to liberty around the world? Within the context of Britain's wider political, social and cultural history, the
course will examine the following: the contribution of empire to the First and Second World Wars and the violence of decolonization. Case studies include Nigeria, Kenya, and South Africa.

HIST 4953/5953-701—Readings in History: Music and History
W 4:30-7
Fr. Michael Zeps, S.J.
This version of the undergraduate seminar will combine history, philosophy, science, and music appreciation. It will start with the analysis of western music begun by Pythagoras and the Greeks. The mathematics of music was a key to understanding the harmony of the heavens, and by extension of the universe, for scientists until the 17th century. Coming up through philosophers and theologians in the Middle Ages including St. Augustine, we will deal with the medieval quadrivium and Gregorian chant. We will deal then with the “music of the world” found in Renaissance polyphony and Baroque music plus the mystical “music of the spheres” found in scientists like Kepler. The course will then deal with the giants of classicism and romanticism like Mozart and Beethoven. Then nationalism was followed by atonal and serial music in the 20th century although older forms survived. There will be other considerations such as aesthetics, acoustics, architecture, and art related to music through the ages. The two and a half hour weekly class 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 30%, final exam 30%, presentation and research paper 40%.

HIST 4955-101—Undergraduate Seminar in History: The U.S. Home Front: Milwaukee and Chicago During World War I (1914-1918)
Th 2:00-4:30
Dr. Steven Avella
The Great War (1914-1918) transformed the map of the world, toppled monarchies, ushered in revolutions, and planted the seeds for an even more destructive conflict in less than a generation. This seminar examines how the war affected the communal existence and individual lives of the residents of Milwaukee and Chicago. We will begin with some basic introduction to the war and its larger domestic impact, as well as an introduction to research strategies, and the mechanics of writing. Afterwards, each student will produce an original research paper on some aspect of the home front in Milwaukee or Chicago (or a comparison of both for the more ambitious student) between 1914-1918. These papers will be due toward the end of the semester. Such topics can include, war-time loyalties in these cities (e.g., how did Milwaukee’s German speakers react to the war?); gender roles (how did Milwaukee and Chicago women respond to the war?); industrial production, rationing, race relations, the impact of the draft; mourning and grieving the war’s local casualties, etc. Local newspapers, records in historical societies (Chicago and Milwaukee), and other available sources within reach of the student will provide the raw material for this rich local history.

HIST 4955-102—Undergraduate Seminar in History: National Identity in History
Field-Based Study
Dr. Timothy McMahon
History 4955 is a continuation of the Undergraduate Readings Course on National Identity in History. Students will meet at arranged times with the instructor and with the rest of the seminar in order to develop a research project building off of the historiographical study from the prior course, which familiarized them with some of the key texts in the study of nationalism and national identity.
**HIST 4955-103—Undergraduate Seminar in History: American (Un) Freedom**  
**Field-Based Study**  
**Dr. Kristen Foster**  
This course is open to students who have taken the linked 4953 with Dr. Foster in the Fall 2014.

In order to finish the undergraduate major in history students need to complete a colloquium (4953) and a seminar (4955). The department is offering an opportunity to take the two in tandem in order to enhance the research experience. This history colloquium explores ideas about freedom and un-freedom in the United States from the colonial era through 1900 (with some leeway). This colloquium is attached to the 4955 research seminar of the same name that will be offered the following spring. Keep in mind that you will not be allowed to enroll in the research seminar on American freedom in the spring of 2015, unless you have taken the partnered colloquium of the same name this fall semester (2014).

In 4955 you will write a substantial research work of your own. You will build on the work you completed in 4953, having learned to take useful notes, assess sources, write a historiographical essay, and formulate research questions. You will pursue primary source research, accurately cite sources, and build a compelling scholarly work. You will become research scholars. As such, the research paper you write is the focus of the course. At the end of the semester you will read each other’s work, present your own work, and submit a final polished paper.
SPRING 2015 GRADUATE COURSES

HIST 6120-701— The Sectional Conflict, Civil War Era and Gilded Age
Tu 4:30-7:00
Dr. James Marten
An examination of the origins and conduct of the Civil War, Reconstruction, and the political, economic, and social transformation of the United States in the late 19th century. Topics include: the political, constitutional, economic, and moral contexts of the institution of slavery; slave life and race relations; territorial expansion, the development of the West, and Native American policy; the political, social, and economic impact of the Civil War and reconstruction; the development of an American foreign policy; the evolution of political parties; industrialization, urbanization, and immigration.

HIST 6250-701—Twentieth-Century Europe
TM 4:30-7:00
Dr. Alan Ball
The topics covered by this course have varied over the years, along with the selection of books, but they commonly include themes associated with World War I and its aftermath, the Russian Revolution and the formation of the Stalinist state, the emergence of fascism, the Spanish Civil War, World War II, the Cold War, and efforts by historians to address the period in an overarching fashion. Something on a more specialized topic might also be included in the mix, depending on the availability of suitable recent books. Grades will hinge on participation in the weekly discussions and a significant paper.

HIST 6500-101— Studies in United States History: United States History in Transnational Perspective
W 2:00-4:30
Dr. Alison Efford
Beginning in the 1990s, a surge in self-consciously transnational history swept up some historians of the United States. Transnationally-minded historians argue that since national borders do not contain people, ideas, money, environmental change, or conflict, approaching history within a strictly national frame obscures the true cause of events and distorts the human experience. In this class, we will read a range of books that bring global connections and comparisons to central questions in American history, and we will tackle shorter conceptual and historiographical pieces. Students will complete two book reviews, a sample syllabus, and an annotated bibliography (on a mutually acceptable topic such as global capitalism c. 1900, American missionaries, international activist networks, disease etc.). The course should appeal to Americanists and non-Americanists who want to grapple with how their fields interact.

HIST 6525-701—Studies in European History: European Transformations
Th 4:30-7:00
Dr. Phillip Naylor
HIST 6525 considers Europe’s remarkable political, economic, social, and cultural transformations since the French Revolution. This period offers students a wide array of topics for study, e.g., recurrent geopolitical revolutions, expansive economies, dislocated societies, and revolutionary intellectual, ideological, and aesthetic movements. The course will particularly explore Europeans’ self-perception during this era, i.e., the imagination of themselves (and others). Students should expect to present oral reports and prepare short papers. A comprehensive final paper will offer opportunities to compare transformations and assess their relative significance.
HIST 6958-101—Seminar in European History: Gender in History
Tu 2:00-4:30
Dr. Carla Hay
In her seminal 1985 presidential address to the American Historical Association, published in the association’s journal in December 1985, Joan Scott queried if gender was a useful category of historical analysis. Scott argued that “gender is a constitutive element of social relationships based on perceived differences between the sexes, and gender is a primary way of signifying relationships of power” (1067). Scott’s essay has become canonical and her argument that constructions of gender are pervasive inform contemporary scholarship. Students in HIST 6958 will read and discuss various works that address aspects of the construction of gender. The focus of the semester will be on researching a topic from the vantage point of gender and articulating the results of that research in a paper 30–40 pages in length. Although European history is technically the focus of HIST 6958, students, in consultation with the instructor, can select a topic that reflects their area of concentration.