

**UNIVERSITY OF WISCONSIN-MILWAUKEE
DEPARTMENT OF HISTORY
U/G and GRADUATE COURSE OFFERINGS
SPRING 2020**

NOTE: This is not a complete list of all U/G and Grad HIST courses offered in Spring 2020

HIST 341-001 Imperial Russia

Instructor: Christine Evans (evansce@uwm.edu)

M/W 3:30 PM – 4:45 PM (LUB S220)

Russian President Vladimir Putin is a great lover of history, and frequently draws on the pre-1917 Russian past to justify his actions and imagine Russia's future. Stories about the Russian past are also used to justify current US attitudes toward Russia, such as the longstanding stereotype that such an enormous country has always and must be ruled by a single tyrant. This course will equip you to evaluate these kinds of claims and better understand Russia and its relations with the world by introducing you to the history of Russia, from the reign of Peter the Great through the fall of the Romanov dynasty during the February and October Revolutions of 1917. We will consider Russia's rise as a great power in Europe and its imperial expansion to the East and West; its social and economic structures and transformation; gender roles; enormous ethnic and religious diversity; social, economic, and political reform movements (and their failures), the formation of the intelligentsia and the working class and the growth of revolutionary movements, among other topics. In addition to giving you basic familiarity with the fascinating stories and longstanding debates in Russian history, this course will emphasize historical skills such as close reading and analysis of literary and visual texts, including government documents, serf autobiographies, paintings, literature, and films.

HIST 372-001 Topics in Global History: West Africa and the Transatlantic Slave Trade

Instructor: Rebecca Shumway (shumwayr@uwm.edu)

M/W 12:30 PM – 1:45 PM (BOL B95)

This course explores the history of West Africa with a focus on how African societies were affected by the transatlantic slave trade from the 15th to 19th century. We will examine the histories of powerful kingdoms like Asante, Dahomey and Oyo, as well as the ways in which smaller-scale societies developed during this tumultuous era. Readings and discussions will also consider how enslaved individuals from these societies contributed to the cultural and political fabric of the Americas and the Caribbean.

HIST 396-001 Decolonization, Revolution, and Independence in African History

Instructor: Marcus Filippello (filippem@uwm.edu)

T/TH 11:00 AM – 12:15 PM (HLT 190)

Media portrayals of contemporary Africa are often quite bleak, and they regularly support prevailing notions that the continent was and remains somehow exotic and pristine, yet also war torn, disease-ridden, environmentally challenged and impoverished. This class encourages students to move beyond these common tropes about Africa and instead emphasizes Africans' resilience and elements of their daily lives from the 1930s onward. In doing so, we will investigate how Africans paved the way for independence from colonial rule and engaged in debates about how to manage their newly sovereign nations. We will also explore some of the

challenges Africans have faced in negotiating independence from colonial rule, but will devote time to examining how they have overcome those challenges.

HIST 434-001 The United States as a World Power in the 20th Century

Instructor: Chia Vang (vangcy@uwm.edu)

M/W 11:00 AM – 12:15 PM (HLT G90)

How should the United States interact with foreign countries? What critical factors contributed to the rise of the United States a world power during the 20th century? This course examines U.S. foreign relations since 1900 and the interconnections between foreign policy and domestic society. The overarching goal is to explain and evaluate what caused past U.S. involvement in foreign wars and interventions. Major foreign policy events covered include U.S. involvement in World Wars I and II, the Cold War, the Cuban Missile Crisis, the Korean and Indochina Wars, the 2003 Iraq War, and the “War on Terror.” What role does the opinion of the American public play in formulating U.S. foreign policy? Although the primary focus of the course is on political history, cultural and social history perspectives will be applied to understand the experiences and perspectives of the non-famous and less powerful members of U.S. society. We will explore what constitutes the “national interest” of the United States and how the view of that has changed over time. The class will end with some critical reflections about what policies the U.S. should adopt toward current problems and crises.

HIST 596-001 Maps as Historical Sources

Instructor: Aims McGuinness (smia@uwm.edu)

T 12:30 PM – 3:10 PM

Please email the instructor for information on class location

Students in this class will learn about maps as historical artifacts and as tools for analyzing the past. We will explore maps, globes, and other representations of space and time from different societies and eras ranging from medieval Europe to the present. Students will have the opportunity to work directly with original artifacts from UWM’s own American Geographical Society Library, one of the world’s great collections of historic maps and other geographical material. The art of storytelling is an essential part of this class. Students will be expected to practice analyzing, telling, and writing true stories. Regular attendance and participation in class discussion are vital for success in this course.

HIST 840 Colloquium on Global History: Church and State Through the Centuries

Professor Neal Pease (pease@uwm.edu)

T 7:00-9:40 pm

An examination of the relationship, and not infrequently the conflict, between the two institutions with the greatest claim on human allegiance, representing government and religion. Students will carry out readings and discussion on key historical case studies, and research and write a major semester paper on a topic of their own choosing. To a certain degree, the course will emphasize church-state relations within the context of Christianity in Europe, for it was there that the issue became most prominent through the centuries, but students are encouraged to bring into the class examples from other regions of the world and different religious traditions.

HIST 850 Colloquium on European History: France's Revolutionary Century

Professor Carolyn Eichner (eichner@uwm.edu)

T 4-6:40pm

On the eve of the 150th anniversary of the 1871 Paris Commune (France's brutally-repressed revolutionary civil war), this class will examine the radical century that produced this infamous insurrection. Examining the Commune's antecedents – including the French Revolution and the Revolution of 1848 – and its aftermaths, the course will focus on the Commune as both century-defining event and myth. The Right considered it an abhorrent inversion of class and gender relations, while the Left viewed it as a golden moment, as the first socialist revolution. This class will interrogate and challenge these histories. Through new and classic texts, we will work to understand what the Commune meant to the 19th-century, as well as to subsequent activists and revolutionaries, up to the present day.

Hist 900-201: Seminar in U.S. History: U.S. Constitutional History

Professor Lex Renda (renlex@uwm.edu)

Online

This section of History 900 is taught online. It provides the opportunity for an in-depth investigation of some aspect of U.S. constitutional history. Students' principal task is to write an original research paper that is based preponderantly on primary sources (but with secondary sources utilized as well). Students negotiate their research topics with me, but they have considerable latitude. Papers may address the historical evolution of specific constitutional issues (for example, "freedom of religion," "the rights of the accused," "equal protection," "federal commerce power") by focusing on a specific case or a set of related cases. Other papers may focus on political developments surrounding constitutional questions (such as the ratification of specific constitutional amendments, or the "Constitutional Revolution" of 1937). Papers might also involve a comparison of some specific aspect of constitutional development at different points in time (for example, a paper which compares levels of partisanship on the Supreme Court in the 1870s and the 2010s). Your paper should be broad enough in its implications to be meaningful, but sufficiently narrow (in its research and analytic focus) so as to be manageable.

HIST 940: Seminar on Global History: Technologies of the Self

Professor David Divalerio (divaleri@uwm.edu)

W 4-6:40pm HLT 341

This seminar utilizes Foucault's interpretive framework of "technologies of the self" ("which permit individuals to effect by their own means, or with the help of others, a certain number of operations on their own bodies and souls, thoughts, conduct, and way of being, so as to transform themselves in order to attain a certain state of happiness, purity, wisdom, perfection, or immortality") in order to conduct a comparative study of regimens of self-care—both religious and secular, traditional and modern. We will begin the semester by looking at Foucault's description and usage of the technology of the self, then consider its application by other historians. Our work will then shift to conducting our own analyses of the specific technologies of the self that are encoded within a selection of primary sources. Finally, students will utilize the idea of the technology of the self towards the completion of a research project on a topic of their own choosing.