

**UNIVERSITY OF WISCONSIN-MILWAUKEE**  
**DEPARTMENT OF HISTORY**  
**UNDERGRADUATE COURSE OFFERINGS**  
**SPRING 2020**

**HIST 101-201 Western Civilization: Ancient World to 1500**

**Instructor:** Katherine Milco ([milco@uwm.edu](mailto:milco@uwm.edu))

**Online Section**

This introductory history course gives a broad overview of ancient and medieval history with an emphasis on analyzing primary sources in translation. Special attention will be given to Ancient Greece and Rome.

**HIST 132-401 World History Since 1500**

**Instructor:** Marcus Filippello ([filippem@uwm.edu](mailto:filippem@uwm.edu))

**Lecture:** T/TH 2:00 PM – 2:50 PM (BOL B52)

**Discussion Sections:** Days/Times vary

In reading the news, watching television, or simply looking out of the proverbial contemporary window, do you ever ask: How do we explain or account for all of this? This class will encourage students to seek answers to this question by investigating the nature of human interactions and examining cross-cultural exchanges that have taken place across the globe for more than five centuries. In forming some possible conclusions, we will focus on patterns of migration, processes of imperial formation, and how people have “made” our “modern” world. Although we will examine some of these themes by highlighting Europeans’ relationship with peoples in Africa, Asia, the Middle East, and the Americas, rest assured we will devote considerable attention emphasizing the roles non-Europeans played in enacting a sense of agency and altering the course of global history.

**HIST 141-001 The Family and Sex Roles in the Past**

**Instructor:** Nan Kim-Paik ([ynkp@uwm.edu](mailto:ynkp@uwm.edu))

**Class Meetings:** T/TH 12:30 PM – 1:45 PM (BOL B56)

A thematic survey of global history, this course explores concepts of gender, sexuality, and the family from prehistory to the present. Topics include genealogy, law, demography, kinship, artistic representation, feminist analysis, and sexual diversity studies. Course materials include analytical readings, archival sources, maps and images, excerpts from documentaries and other visual media, and an autobiographical novel. There are no course prerequisites, and this course fulfills the L&S GER Distribution in Social Sciences. HIST 141 is cross-listed with Women's and Gender Studies.

### **HIST 151-201 American History: 1607 to 1877**

**Instructor:** Lex Renda ([renlex@uwm.edu](mailto:renlex@uwm.edu))

#### **Online Section**

In the Declaration of Independence in 1776, Thomas Jefferson proclaimed it “self-evident” that “all men are created equal, that they are endowed by their Creator with certain unalienable Rights,” and if denied, the “People” have the right to create a new government. Jefferson’s words inspired Britain’s North American subjects to revolt against the Crown and seek independence. For more than a century before, and for another century after, however, the inhabitants of North America fought, with both words and blood, over whom to identify as the “People,” and thus deserving of “Life, Liberty and the pursuit of Happiness,” and what sort of government could most likely guarantee such rights. Beginning with the arrival of the first European settlers to the western hemisphere, this course will chronicle the rise of representative government in the United States, looking at its myriad forms and debates over what it should look like and what powers it should possess.

### **HIST 152-201 American History: 1877 to the Present**

**Instructor:** Gregory Carter ([cartergt@uwm.edu](mailto:cartergt@uwm.edu))

#### **Online Section**

The history of the United States since 1877 has been a tug of war between the restriction and expansion of personal freedom. Even with the gains of the twentieth century, we struggle with racial, gender, and social inequality to this day. This survey will explore this contradiction, highlighting some often-overlooked perspectives. And you'll do better at Trivia Night.

### **HIST 152-402 American History: 1877 to the Present**

**Instructor:** Brian Mueller ([bsm@uwm.edu](mailto:bsm@uwm.edu))

**Lecture:** M/W 10:00 AM – 10:50 AM (BOL 150)

**Discussion Sections:** Days/Times vary

A century after its founding, the future of the United States remained uncertain. War had preserved the Union, but at a tremendous cost in terms of blood and treasure. Fissures still remained. Racial, social, economic, and political issues continued to divide much of the nation. African Americans, immigrants, workers, farmers, and myriad other groups struggled to make the United States “a more perfect Union,” as declared in the preamble of the Constitution. At the same time, the footprint of the United States grew, first westward across the continent, then to the farthest corners of the globe. As “We the People” took on a new, more expansive form and the size of the republic expanded, the U.S. government had to adapt, though not without controversy. This course will explore the interactions among these various groups, looking at how they viewed one another and how disputes between them came to change the role and functions of the national government.

**HIST 200-001 The Myth of the Dark Continent: Africa and Racism  
(Historical Roots of Contemporary Issues)**

**Instructor:** Rebecca Shumway ([shumwayr@uwm.edu](mailto:shumwayr@uwm.edu))

**Class Meetings:** M/W 9:30 AM – 10:45 AM (HLT 190)

Why is Africa, home to one-sixth of the world's population, consistently represented in a negative light outside the continent? When did the idea of Africa as "backward" or "broken" become commonplace? This course will examine the ways non-Africans have engaged with Africa and Africans historically. We will consider how the development of racist and other demeaning views of the continent have shaped, and been shaped by, world historical events from ancient times to the contemporary Black Lives Matter movement.

**HIST 200-002 Origins of Inequality (Historical Roots of Contemporary Issues)**

**Instructor:** Aims McGuinness ([smia@uwm.edu](mailto:smia@uwm.edu))

**Class Meetings:** M/W 11:00 AM – 12:15 (MIT 191)

*This section of Hist 200 is reserved for MKE Scholars only. Permission is required to enroll and drop. Contact Kay Eilers in the Student Success Center at [kceilers@uwm.edu](mailto:kceilers@uwm.edu) or 414-229-7194.*

Why are some people richer or poorer than others? This course will familiarize students with major scholarly debates about the origins and causes of inequality in world history, U.S. history, and the city of Milwaukee. Topics that we will address include the history of agriculture, colonialism, slavery, racism, poverty, segregation, labor, and deindustrialization. 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 204-001 The History of Medieval Europe: The High Middle Ages**

**Instructor:** Martha Carlin ([carlin@uwm.edu](mailto:carlin@uwm.edu))

**Class Meetings:** T/TH 9:30 AM – 10:45 AM (BOL B56)

This course covers an exceptionally dramatic and rich period in European history, including the Crusades and the Black Death, the rebirth of scholarship and the rise of the universities, new world-changing technologies such as gunpowder and the printing press, and magnificent developments in literature, art, and music. Over the course of the semester we will survey the political, military, religious, social, economic, and cultural history of Europe in the high and late middle ages, c. AD 1000-1500. We will also look in depth at some individual events and developments, and we will trace their long-term effects on European society. To do this, we will read works by modern scholars who have attempted to reconstruct pieces of the medieval past, as well as accounts written by medieval people who described their own world as they saw it. In addition, we will examine non-textual sources, including examples of the art, architecture, and material culture of medieval Europe.

### **HIST 239-001 Poland and its Neighbors, 1795-1914**

**Instructor:** Neal Pease ([pease@uwm.edu](mailto:pease@uwm.edu))

**Class Meetings:** T/TH 3:30 PM – 4:45 PM (HLT 180)

In the 1700s, the 800-year-old Commonwealth of Poland-Lithuania was one of the largest countries of Europe, including areas part of not just present day Poland, but Ukraine, Belarus, Russia, and the Baltic republics as well. Before the century had run its course, it had been erased from the map, partitioned among its neighbors, Russia, the Austrian Empire, and the future Germany. Other peoples besides Poles lived as subjects of those three empires in the heart of Europe: among others, Czechs, Slovaks, Hungarians, Ukrainians, Belarussians, the Baltic peoples, and the great majority of the world's Jews. But they endured, and by the end of World War I, the empires had collapsed, and their place had been taken by a revived Poland and several other new countries. These developments largely set the stage for the dramatic, revolutionary, and frequently bloody course of European history in the 20th century. Subjects covered in History 239 include the partitions of Poland; the repercussions of the French Revolution and the Napoleonic Wars; the emergence of modern nationalism; the impact of developments in Germany, Russia, and the Austrian Empire in the region; the First World War; and the Russian Revolution. This is a lecture course, illustrated with PowerPoint. Requirements include two papers of medium length, and a final exam.

### **HIST 249-401 The Second World War in Europe**

**Instructor:** Brian Mueller ([bsm@uwm.edu](mailto:bsm@uwm.edu))

**Lecture:** M/W 2:00 PM – 2:50 PM (END 103)

**Discussion Sections:** Days/Times vary

British writer H.G. Wells wrote in 1914 that World War I “aims at a settlement that shall stop this sort of thing forever.” He went on to describe the conflict as “the last war!” Yet, just over twenty years later, Europe again found itself embroiled in a war. This one, moreover, would prove far deadlier and destructive than its predecessor. What happened in this brief interval that led humankind to repeat the sins of their forefathers? To explain World War II, it is necessary to look at the ideological, economic, political, social, and cultural roots of the war. In the process, this course will explore how high-level officials, soldiers on the battlefield, and civilians experienced the war. This “total war” had a profound impact on Europe’s physical environment as well as on innocent men, women, and children, including, though not limited to, the Holocaust, medical experimentation, and forced migrations. Finally, just as World War I led directly to World War II, this course examines the ways in which the latter conflict produced the conditions necessary for the Cold War.

### **HIST 263-401 North American Indian History to 1887**

**Instructor:** Akikwe Cornell ([cornelaj@uwm.edu](mailto:cornelaj@uwm.edu))

**Lecture:** M/W 1:00 PM – 1:50 PM (MER 131)

**Discussion Sections:** Days/Times vary

This course examines American Indian history since 1887 and Native peoples’ on-going experiences with United States colonialism, carefully highlighting the great diversity of tribal

cultures, identities, and histories in North America. It explores the historical foundations and current political and legal relationships between the United States government and American Indian tribes and individual Indians through an examination of legislation, court cases, and policies of federal, state and local, and tribal governments.

It encompasses the social, political, cultural, and legal issues surrounding American Indian history through the investigation of the impacts of colonialism upon Native peoples with special focus paid to how American Indians worked through colonialistic policies through acts of resistance, accommodation, and innovation to protect and revitalize cultures and tribal sovereignty. This course situates Native peoples at the center, rather than relegated to the peripheries, to uncover their active participation in the events unfolding around them and within their societies and to highlight how American Indian history is integral to United States history.

This course satisfies the Act 31 requirement for Education majors.

### **HIST 267-001 The History of Latinos in the United States**

**Instructor:** Kimberly Hernandez ([hernandk@uwm.edu](mailto:hernandk@uwm.edu))

**Class Meetings:** T/TH 11:00 AM – 12:15 PM (BOL B56)

Even before the U.S. existed as a republic, people from “Hispanic” and Indo-America have been incorporated into the culture, history, life, and occupational fabric of the United States. Yet, various forces in American society have frequently perceived Latin American heritage people as members of an “alien” culture. This course will examine how people from Mexico, Puerto Rico, Cuba, and other Latin America nations became “American,” while still remaining a racial or cultural “other” to many mainstream Anglo Americans. We will also examine how “Spanish,” “Hispanics,” “Chican@s,” “Latinx” adjusted, integrated, assimilated, resisted, and adapted to the many political, cultural, social, and economic forces that affected their lives in the U.S. and how they created new ethnic, racial and local identities in the process. By studying the experience of U.S. Latinx and Latin American immigrants with an eye toward patterns of citizenship, identity formation, political mobilization, ethnic culture, community maturation, labor struggles, and social mobility, we will map out the heterogeneous mosaic of Latin American and Caribbean diasporas in the U.S.

### **HIST 282-201 The Modern Middle East in the Nineteenth and Twentieth Centuries**

**Instructor:** Andrew Larsen ([larsena@uwm.edu](mailto:larsena@uwm.edu))

#### **Online Section**

The Middle East looms large in the news these days. We hear stories about the war in Iraq, the struggle against terrorist organizations, and the Israeli-Palestinian conflict. But the Middle East is a much more complex region than those news stories often suggest. This course aims to give the students a basic introduction to Islam as a religion and to survey the development of the region from the 1780s down to the present. Particular attention will be paid to the role of women in Middle Eastern society.

**HIST 293-001 Seminar on Historical Method: Theory and Approach**

Winson Chu ([wchu@uwm.edu](mailto:wchu@uwm.edu))

Class Meetings: T 9:30 AM – 12:10 PM (HLT 341)

**Hybrid Section Taught Partially Online, and During First 6 Weeks of Course**

Class Meets on 1/21, 1/28, 2/4, 2/11, 2/18, and 2/25

*Although enrollment in this course is not restricted, the course is designed for those who are majoring or intending to major in History or History-Ed.*

The purpose of this course is to understand the different meanings of history and what history can comprise as a discipline. While most disciplines look to past events and results, this course will focus on how *historians* approach the past and use evidence in their work, including questions of causality, change, and continuity. It also looks at periodization and explaining outcomes as key to historical argumentation. By doing so, students will better understand what history as a well-defined discipline can bring to the table in any interdisciplinary discussion. This course will be condensed into six meeting sessions, all of which are mandatory, as well as weekly required work online.

**HIST 293-002 Seminar on Historical Method: Theory and Approach**

Instructor: Christine Evans ([evansce@uwm.edu](mailto:evansce@uwm.edu))

Class Meetings: M/W 12:30 PM – 1:45 PM (HLT 341)

*Although enrollment in this course is not restricted, the course is designed for those who are majoring or intending to major in History or History-Ed.*

This class will focus on the careful production and wise consumption of historical arguments. Students will learn how to find and interpret primary and secondary sources, from archival documents to photographs, newspaper articles, maps, documentary films, museum exhibitions, and historic monuments. Rather than reading these sources for “the facts,” we will examine how different people, writing in different times and places, can represent the same set of events in strikingly different ways. At the same time, we will practice using the powerful tools that history gives us for uncovering, documenting, and communicating credible and important stories about the past. By the end of the class you should be well prepared to research and write a historical essay, but you should also be better equipped to notice and interrogate the many historical claims and assumptions that surround us in our everyday lives.

**Hist 304-201 A History of Greek Civilization: The Age of Alexander the Great**

Instructor: Katherine Milco ([milco@uwm.edu](mailto:milco@uwm.edu))

Online Section

This course will examine King Philip of Macedon and the rise of his son, Alexander the Great. Special emphasis will be laid on Alexander’s background, personality, and military

campaigns. This course will familiarize students with the main primary sources of this time period and help them develop the skill of critical analysis.

**HIST 308-201 A History of Rome: The Empire**

**Instructor: Katherine Milco ([milco@uwm.edu](mailto:milco@uwm.edu))**

**Online Section**

This course utilizes primary source material in translation in order to examine the Roman imperial period from the end of the Republic into the fifth century. It will examine the political, social, economic, and religious features of the Roman Empire as it expanded, evolved, and declined. This course follows both a chronological and thematic structure as presented in your readers.

**HIST 320-001 History of Medieval Warfare**

**Instructor: Andrew Larsen ([larsena@uwm.edu](mailto:larsena@uwm.edu))**

**Class Meetings: T/TH 12:30 PM – 1:45 PM (HLT 190)**

Warfare is one of the most well-known features of the medieval period, but there are enormous misconceptions about it, often propagated by popular films and video games. This course will survey the major developments in medieval warfare. It will also look at the role that violence played in medieval culture, looking at issues like feuding, murder, and peasant revolts

**HIST 341-001 Imperial Russia**

**Instructor: Christine Evans ([evansce@uwm.edu](mailto:evansce@uwm.edu))**

**Class Meetings: 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 364-201 The Holocaust: Anti-Semitism & the Fate of the Jewish People in Europe, 1933-45**

**Instructor: Brian Mueller ([bsm@uwm.edu](mailto:bsm@uwm.edu))**

### **Online Section**

“First they came for the socialists, and I did not speak out—because I was not a socialist. Then they came for the trade unionists, and I did not speak out—because I was not a trade unionist. Then they came for the Jews, and I did not speak out—because I was not a Jew. Then they came for me—and there was no one left to speak for me.” Martin Niemöller, a Lutheran pastor in Germany and concentration camp survivor, included this warning in several speeches he gave after World War II. Both complicit in, and a victim of, the Holocaust, Niemöller’s experiences point to the need to look at the long march to the Holocaust. To explain the Holocaust, it is necessary to examine the political and ideological foundations of Nazism and how antisemitism, racism, homophobia, and the desire for national greatness consumed Germany and its citizens in the 1930s.

Though Adolf Hitler, Heinrich Himmler, Reinhard Heydrich and the other main architects of the “Final Solution” are central to our understanding of the systematic attempt to exterminate the Jews, this course also examines the countless other collaborators involved in the campaign. The voices of the victims, too, including the more than six million Jews killed and the hundreds of thousands of individuals targeted as Roma, homosexuals, disabled, and political and military opponents, are explored to understand how gender, sexuality, class, disability, and ethnicity shaped victims’ experiences, and responses to, Nazi persecution. Survivor testimony and the writings of resistance fighters offer insight into the minds of those individuals who confronted the “Final Solution.” Finally, this course seeks to understand the place of the Holocaust in the growth of the human rights revolution of the 1940s and beyond to prevent future atrocities.

## **HIST 372-001 West Africa and the Transatlantic Slave Trade (Topics in Global History)**

**Instructor: Rebecca Shumway ([shumwayr@uwm.edu](mailto:shumwayr@uwm.edu))**

**Class Meetings: 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 15<sup>th</sup> to 19<sup>th</sup> 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](mailto:filippem@uwm.edu))**

**Class Meetings: 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

tern, 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, and we will devote time to examining how they have overcome those challenges.

**HIST 398-001 Honors Seminar: Animals in Global History**

**Instructor:** Nigel Rothfels ([rothfels@uwm.edu](mailto:rothfels@uwm.edu))

**Class Meetings:** T/TH 2:00 PM – 3:15 PM (HON 195)

*Please note that students who are not in the Honors program may enroll in this class only with the consent of the Honors College Director.*

From mosquitos and leeches, to dogs, horses, and elephants, animals are part of human history. They are historical actors that, at times, have changed the paths of history itself. In this course, we will explore a range of topics, from domestication and hunting, to animals in medicine, as vectors for disease, in war, and as food. We will also grapple with questions about animal rights and how the current extinction crisis might change the future of human history.

**HIST 399-001 Honors Seminar: The History of Emotions**

**Instructor:** Nan Kim-Paik ([ynkp@uwm.edu](mailto:ynkp@uwm.edu))

**Class Meetings:** M/W 2:00 PM – 3:15 PM (HON 195)

*Please note that students who are not in the Honors program may enroll in this class only with the consent of the Honors College Director.*

This seminar provides an introduction to the History of Emotions, a rapidly growing field that connects the humanities, social sciences, and cognitive sciences. Students will engage in comparative analyses across differing cultural contexts to explore emotional orders of the past and present, considering how subjective emotional responses have been shaped by changing norms, concepts, and practices. In addition to developing an in-depth perspective through independent research for an individual project, students will also gain a broad understanding of the history of the emotions through their engagement with readings and other materials in seminar discussions throughout the term. Course readings will be drawn from multiple disciplinary approaches, including history, psychology, anthropology, sociology, philosophy, political science, cognitive studies, and cultural studies.

**HIST 404-001 The Hip-Hop Generation (Topics in American History)**

**Instructor:** Gregory Carter ([cartergt@uwm.edu](mailto:cartergt@uwm.edu))

**Class Meetings:** M/W 12:30 PM – 1:45 PM (BOL B92)

Have you ever wondered what brought about Hip-Hop music? This course will explain how it came about in the 1970s, and how it has reflected, responded, and influenced our culture since then. Along with studying some of the genre's masterpieces, we'll be engaging with theories of race, gender, and social class.

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

**Instructor:** Chia Vang ([vangcy@uwm.edu](mailto:vangcy@uwm.edu))

**Class Meetings:** 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 20<sup>th</sup> 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 436-001 Immigrant America Since 1880**

**Instructor:** Kimberly Hernandez ([hernandk@uwm.edu](mailto:hernandk@uwm.edu))

**Class Meetings:** T/TH 2:00 PM – 3:15 PM (HLT 190)

This course examines immigration to the United States since the late nineteenth century. It will consider: the groups of immigrants coming to the United States; causes of emigration from their home countries and reasons for choosing the United States as their destination; plans for and rates of return migration; their social, cultural and economic adaptation; the significance of race for acceptance within the host society and varied experience of different immigrant groups; changing American immigration and naturalization policy and the political contexts of policy reforms; the development of ethnic group identities for cultural retention and political mobilization; and cultural exchange enriching the American experience.

### **Hist 475-001 American Indian History, Law, and Government**

**Instructor:** Akikwe Cornell ([cornelaj@uwm.edu](mailto:cornelaj@uwm.edu))

**Class Meetings:** M/W 3:30 PM – 4:45 PM (BOL B92)

This course will examine the history of American Indian political systems and contours of Federal Indian Policy. We will explore Indigenous systems of governance, European legal justifications for Imperialism and colonialism, sovereignty, and the foundations and complexities of the distinct political relationships between Native nations, the federal government, and states.

We will examine such topics as the federal trust relationship between tribes and the U.S government, Indian removal, assimilation and allotment, Indigenous activism, and tribal economic enterprises such as gaming. We will explore how the history of American Indians is integral to understandings of United States history and culture, with an emphasis on how Native peoples have worked to protect their sovereignty and revitalize their communities and cultures in the face of colonialist policies. At the culmination of the course, students will have a strong understanding of tribal sovereignty and American Indians' place within the American political and judicial system.

### **HIST 596-001 Maps as Historical Sources**

**Instructor:** Aims McGuinness ([smia@uwm.edu](mailto:smia@uwm.edu))

**Class Meetings:** T 12:30 PM – 3:10 PM

*Please email the instructor for information on class location*

*Although enrollment in this course is open to all juniors and seniors who have satisfied the English Competency requirement, the course is designed for those who are majoring or intending to major in History or History-Ed.*

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 600-001 Seminar in History: The House in History**

**Instructor:** Martha Carlin ([carlin@uwm.edu](mailto:carlin@uwm.edu))

**Class Meetings:** T 12:30 PM – 3:10 PM (HLT 341)

*Enrollment in this course is limited to History and History-Ed majors in their senior year who have completed the English Composition & Math Skills competency requirements, as well either Hist 293, Hist 294, Hist 594, Hist 595, or Hist 596.*

This course will investigate the history of the house all around the world, from earliest times to the present. Houses are physical dwellings, but they can be much more, including centers and symbols of social and civic identity, economic activity, family and clan, rank and status, gendered space, sacred space, tradition and innovation, inclusion and exclusion. Houses both shape and reflect the lives of their occupants, embodying past and present, necessities and choices, hopes, expectations, and compromises. How is a house different from a home? What can houses tell us about their broader societies?

**HIST 600-002 Seminar in History: Humor in History**

**Instructor: Joseph Rodriguez ([joerod@uwm.edu](mailto:joerod@uwm.edu))**

**Online Section**

*Enrollment in this course is limited to History and History-Ed majors in their senior year who have completed the English Composition & Math Skills competency requirements, as well either Hist 293, Hist 294, Hist 594, Hist 595, or Hist 596.*

Students will write a research paper based on primary sources on any aspect of humor in history. The paper can draw on sources from any country and any historical time period. Paper topics include analysis of satire, political cartoons, gender, class, ethnic and racial stereotyping, censorship and first amendment issues. Students can research the biographies of specific comedians, comedy writers, and satirists. Students might research a comedy company or comedy club, or humor in music and movies. Other topics might include the use of humor as a form of political protest, guerrilla theater, humor and political posters, and humor and soldiers. Good sources include underground newspapers, memoirs, magazines, comic books, and student publications like the *UWM Post*.