HISTORY 101

American History
to the Civil War Era
the Origin and Growth of the United States

**Professor Charles L. Cohen**
PhD: University of California-Berkeley
BA: Yale University
[go.wisc.edu/cohen](http://go.wisc.edu/cohen)

**4 credits**
Social Science

**COURSE GUIDE**
go.wisc.edu/h101

**MON WED FRI**
8:50 am to 9:40 am
1121 Mosse Humanities Bldg

This past year, 5,143 seats in History courses were filled by students from dozens of majors across campus. History is one of the top ten departments in the College of Letters and Science, with 54 faculty and 479 current majors.

History is not a march of one damned thing after another: a roster of names, places, dates. It is, rather, that way in which we interpret the past and **understand how it has shaped—and still shapes—the world we inhabit.** The course will develop your appreciation of history based on an examination of North American history to the mid-nineteenth century.

I hope to **make the familiar unfamiliar and the ordinary strange** so that you develop habits of independent thinking.

- Was slavery a key to the development of a capitalist economy?
- Was the American Revolution a war of national liberation?
- Is the United States “exceptional?”

There will be no midterms, just papers and “minor assignments” in research and writing. I care deeply about helping students write more effectively, and I assess the minor assignments myself.

**Learning Outcomes**
- ability to engage current events thoughtfully and detect garbage more readily;
- greater knowledge of U.S. history;
- development of critical thinking skills, especially how to interpret primary (historical) sources.
- The final lecture dares to address “The Meaning of It All.”
American History
Civil War Era to the Present

This course is a survey of American history from 1865 to the present. You will explore the forces that shaped modern American society. The course will trace the expansion of American political, economic, and cultural influence beyond its borders during the “American Century.” The course pays particular attention to the networks that connected an increasingly globalized world and facilitated the transfer of ideas, technology, and culture, bringing the study of history up-to-date with the Information Age.

While we will examine American nation-building efforts overseas, the course will challenge you to think of nation-building as an ongoing process that can also be applied in a domestic setting to a number of ambitious projects (from Reconstruction to the Great Society) that aimed to construct a “new America.” The course will be guided by a set of essential questions:

- How have American intellectuals, reformers, religious groups, politicians and business magnates championed or opposed American engagement with the world?
- What values and ideals have been promoted as quintessentially American?
- How have the realities of American life and of American expansion clashed with these ideals over the past 150 years?

The course will demonstrate that the study of history is both informative and relevant. You will assess the capacity, responsibility, and limits of American power at various points in history and will provide an analysis of what the future holds for American global influence.

Bob LaFollette, Wisconsin’s famous progressive Governor and Senator, was famous for his impassioned oratory. On one occasion he took to the Senate floor to condemn one of the era’s greatest evils. A “villainous device for making money lawlessly” by “cheating and defrauding” the people. From LaFollette’s rhetoric you might be surprised to discover that his passionate words were not directed at big business or corrupt politicians, but something far, far more insidious: margarine.

Instructor
Athan Biss
[go.wisc.edu/biss](go.wisc.edu/biss)

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Make Your Own History

version: July 8, 2015 3:41 PM
Today, the economic rise of China is one of the biggest news stories around the world, but this recent phenomenon is only one facet of a society that has a long, complex history of its own and has always evolved with global forces.

Studying this vast, dynamic history would reveal not only the secrets of China’s present but also the possibilities of its future. Toward this goal, History 103 is a concise survey of China from its beginnings ca. 1500 B.C.E. to the twenty-first century, covering broadly philosophy, religion, economy, family, and government to explore the many “Chinas” in and beyond the headlines.

Requirements include a fictional character research paper, a trip to UW-Madison’s Chazen Museum of Art, a Twitter exercise on contemporary China, two tests (no final exam), and readings consisting of scholarly and journalistic works.
HISTORY 104

If you ask ten people what Japan means to them, you might get ten different answers. Manga, anime, samurai, Zen Buddhism, tea ceremonies among other phenomena are all associated with Japan. Many of these practices emerged in Japan’s past, but continue in the present.

We will discuss the meaning of such practices in historical context and also how some of these practices intersected with one another and were reflected upon. For example:

- anime often depicts the history of Japan, including that of the samurai
- the tea ceremony expresses ideals from Zen Buddhism, and the samurai often performed the tea ceremony.

This course will examine such complex interconnections between thought and culture in various periods of Japanese history.
HISTORY 105

Introduction to the History of Africa

Major historic and current problems in African life, as seen by Africans.

Professor Florence Bernault
PhD: U of Paris-Diderot
MA, BA: U of Paris-Sorbonne

Make Your Own History

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594 Van Hise Hall
COURSE GUIDE

Past History syllabi: go.wisc.edu/hsyllabi

Professor Florence Bernault
PhD: U of Paris-Diderot
MA, BA: U of Paris-Sorbonne

go.wisc.edu/bernault

3 credits

Breadth
Humanities
Social Science

Department office • 3211 Mosse Humanities Building
455 N. Park St., Madison, WI 53706 • 608-263-1800
history.wisc.edu • historydept@history.wisc.edu

version: July 8, 2015 3:41 PM
Korea has a long and rich history that provides a unique vantage point for understanding major processes in East Asia and the world. You will be introduced to Korean history from the fourteenth century to the present.

- In the first part of the semester, we will delve into key topics from the Chosŏn Dynasty (1392-1910), including Confucian statecraft, Confucianization, and the formation of national identity.
- In the second part of the semester, we will explore politics, culture, and society under Japanese colonial rule (1910-1945).
- For the third part of the semester, we will turn to the contemporary era (1945 to present) in North Korea and South Korea. The Korean War, democratization, gender relations, globalization, and popular culture are among the topics that will be covered.
HISTORY 119

TUE THU
8:00 am
to 9:15 am
1641 Mosse Humanities Bldg

COURSE GUIDE
go.wisc.edu/h119

breadth
Humanities
Social Science

4
credits

past History syllabi: go.wisc.edu/hsyllabi

Professor
Lee Palmer Wandel
PhD: University of Michigan
MA: Brown University

Professor
Lee Palmer Wandel
PhD: University of Michigan
MA: Brown University

go.wisc.edu/wandel

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history.wisc.edu • historydept@history.wisc.edu

The Making of Modern Europe 1500–1815

This course introduces you to the cultural, intellectual, social, political, and economic changes in Europe between 1492 and 1815.

We shall explore:
• changes in the understanding of the human person, both body and mind;
• changes in the understanding of the universe;
• the repercussions of a global economy for different groups in Europe, the Americas, Africa, and Asia;
• the articulation of new forms of political power and economic organization;
• and the emergence of the modern sense of self.

The craft of history involves telling stories: the Renaissance, the Reformation, the Scientific Revolution, the Age of Revolutions. Do we wish to tell a story of isolated geniuses thinking great ideas—one way of telling the story of the Scientific Revolution—or do we wish to tell a story of individuals pursuing sometimes esoteric questions that, in hindsight, we discover to have been important? With the Reformation, we think about the importance of accident or contingency, in contrast with sixteenth-century chroniclers, who saw “God’s agency” in history.

• What are the consequences of telling one story instead of another?
• How do we tell the story of a revolution?
• How does that story then shape how we think about, say, the “sexual revolution”?

Telling stories is making sense of evidence in a particular way. We also consider human lives and the ways we choose to frame them, make sense of them. Each time we write history, we choose heroes, villains, plots, significant moments, and unimportant moments/persons.
HISTORY 120

Europe and the
Modern World
1815 to the Present

This course introduces students to key themes in the social, political, and cultural history of Europe from the fall of Napoleon to the twenty-first century. We will ask how and why Europe came to dominate the world in the nineteenth century and why it lost that dominance in the twentieth century.

◊ Why did Europe give birth both to models of democracy and social equality but also to dictatorship and terror?
◊ Why has Europe been such a laboratory for nationalism and does the emergence of the European Union signal the end of this epoch?
◊ Was colonialism linked to the expansion of democracy?

You’ll probably be surprised to learn that Europe is much more foreign that you think.

Learning Outcomes

◊ distinguish primary and secondary sources;
◊ make concise arguments (in one sentence, or in one page);
◊ make clearly written and persuasive interpretation of the past;
◊ use different kinds of sources (primary sources; novels; secondary sources) in support of your arguments and interpretations
◊ understand the relationship between the present and the past.

Requirements include a mid-term, a final, and two six-page papers based on class readings.

This course is also offered as part of three First-Year Interest Groups (figs.wisc.edu):

FIG 19: The Ghosts of History (pdf)
FIG 20: Living in a Material World (pdf)
FIG 39: Art in Totalitarian Europe: “The Rape of Europa” (pdf)
This course deals with more than sixteen hundred years of British history, from the coming of the Romans to the Glorious Revolution of 1688. It focuses on the major events and most momentous social changes which shaped the development of the English people. The objectives of the course are to:

- investigate how a small island off the coast of Continental Europe came to be a world power which exercised an *incalculable influence on history* and culture around the globe;
- to foster an understanding of societies very different from our own; and
- to enhance critical and analytical thinking, and communication skills.

The first part of the course examines the impact of the successive invasions of the Romans, Anglo-Saxons, Vikings and Normans. Topics covered include the evolution of the English church and state during the Middle Ages, the nature of feudalism, the troubled reign of King John, and the effects of the Black Death and *other plagues on English life* in the fourteenth and fifteenth centuries.

The second part starts with the *Wars of the Roses* and deals with the last phase of the Middle Ages and the beginnings of modern England. Topics discussed will include the dissolution of the monasteries and the *destruction of the church’s independence*, reforms in government under the Tudors, the steep growth of population, and resulting economic stresses. Particular attention will be given to the *reign of Elizabeth I*, and to the origins of the English Civil War in the 1640s. The course ends with an analysis of the significance of the Glorious Revolution of 1688.
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Green Screen
Environmental Perspectives through Film

From Teddy Roosevelt's 1909 African safari to the Hollywood blockbuster King Kong, from the world of Walt Disney to The March of the Penguins, cinema has been a powerful force in shaping public and scientific understanding of nature throughout the twentieth and twenty-first century. How can film shed light on changing environmental ideas and beliefs in American thought, politics, and culture? And how can we come to see and appreciate contested issues of race, class, and gender in nature on screen? This course will explore such questions as we come to understand the role of film in helping to define the contours of past, present, and future environmental visions in the United States, and their impact on the real world struggles of people and wildlife throughout the world.
This course provides an introduction to U.S. history between the ratification of the Constitution and the Progressive Era. It is specifically designed for students who are just beginning their college career or who are taking their first college course in History, whether or not they have taken AP U.S. History in high school. More experienced students are also very welcome. All should find the material complex, challenging, and engaging.

This course is also offered as part of a First-Year Interest Group (figs.wisc.edu): FIG 30: Citizenship, Democracy and Difference (pdf)

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HISTORY 160
cross-listed with ASIAN AM

TUE THU
9:30 am
to 10:45 am
3650 Mosse Humanities Bldg

COURSE GUIDE
go.wisc.edu/h160

4 credits

breadth
Humanities
Social Science
Ethnic Studies

past History syllabi: go.wisc.edu/hsyllabi

Assoc. Professor
Cindy I-Fen Cheng
PhD, MA: UC-Irvine
BS: UC-Los Angeles
go.wisc.edu/cheng

MAKE YOUR OWN HISTORY

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This course will examine the impact of colonialism, war, and capitalism on the movement of Asians to the United States. It considers how racial, gendered, class, sexual, and national formations within the United States structured Asian immigration to North America.

Asian American History
Movement and Dislocation

This course will examine the impact of colonialism, war, and capitalism on the movement of Asians to the United States. It considers how racial, gendered, class, sexual, and national formations within the United States structured Asian immigration to North America.

TUE THU
9:30 am
to 10:45 am
3650 Mosse Humanities Bldg

COURSE GUIDE
go.wisc.edu/h160

4 credits

breadth
Humanities
Social Science
Ethnic Studies

past History syllabi: go.wisc.edu/hsyllabi

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Why did Europeans kill one another in such numbers and with such brutality during the first half of the twentieth century? To what extent was violence the result of political ideologies, developments in Europe’s colonies, bureaucratic pressures, ancient ethnic hatreds, or even “human nature”?

In this class, we’ll use a wide range of secondary and primary sources—including photographs, memoirs, eyewitness accounts, movies, sound recordings, and propaganda posters—to puzzle through these questions as a group. The class will be based on several case studies including:

- colonial genocide in German south-west Africa;
- violence on the western front during World War I;
- the Eastern front during World War II;
- the Holocaust of Europe’s Jews;
- and mass rape and deportations following World War II.

Seminar participation (30% of total grade): In addition to participating each week, students will work in a pairs to lead the first 30 minutes of one seminar. Source Analysis paper (20% of total grade): You’ll have the choice of writing a traditional essay or a more imaginative and creative assignment. Reflection paper (10% of total grade): You’ll have the chance to critically reflect on how your views have changed since week 1. Final paper (40% of the total grade): You’ll have the choice of writing a traditional essay or a more imaginative and creative assignment.
HISTORY 200

**Lecture 003**

**The Seven Deadly Sins in American History**

**P**ride. Greed. Lust. Envy. Gluttony. Wrath. Sloth. The Seven Deadly Sins have been a force in history, while the emotions that drive them have been subject to scientific study and have animated the arts.

We will examine the career of the seven deadly sins in American intellectual and cultural life. From the early seventeenth century to today, notions of these sins have gripped the moral imaginations of Americans. Using the tools of the historian, we will explore the medieval prehistory of the seven deadly sins, how they made their way into early American life, and how they have changed dramatically over the course of the centuries, moving between characterizations of wayward individuals to condemnations of entire social groups. The historical materials will range from sermons and social theory, to art and popular culture, all the while examining how different sources yield or conceal an understanding of the moral worlds of people from the past.

You will explore how notions of sin and evil have been laden with gendered, racial, religious, and class assumptions, and how they have differed within and between cultural, ethnic, and religious communities. We will also examine the curious process whereby sins in one historical period have been transformed into virtues in another.

This course is offered as part of a First-Year Interest Group (figs.wisc.edu):

- **FIG 26: Seven Deadly Sins in American History (pdf)**
  - This FIG brings together the tools and analyses of history, psychology, and cartooning to look at what constitutes “vice” (as well as “virtue”), the emotions it entails, and the history it has paved.
  - Psychology 311: Issues in Psychology: From Biology to Culture
  - Art 448: Graphic Vices, Graphic Virtues

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Assoc. Professor Jennifer Ratner-Rosenhagen
PhD: Brandeis Univ.
BA: Univ. of Rochester
go.wisc.edu/r-r

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Asst. Professor
Charles Kim
PhD: Columbia Univ.
MA: UC–Los Angeles
go.wisc.edu/kim

North Korean History
Origins to the Twenty-first Century

We explore major topics in the history, culture, and politics of North Korea. We begin by examining the country's late nineteenth origins in peasant society to realize social justice in late Chosón Korea (1862–1910), and then turn to Marxism-inspired movements to achieve national and class liberation during the era of Japanese colonial rule (1910–1945). For the post-1945 era, we will delve into national division, the Korean War, postcolonial ideology, state socialism and its demise, and present-day North Korean society and politics.

Students will read articles and books, watch the weekly film, and write short response papers in preparation for each seminar meetings. Students will facilitate seminar discussion once or twice during the semester. For the final project, students will choose between creating a website, making a brief documentary film, and writing a term paper based on a combination of primary and secondary sources. Students will be assessed by their performance in the following areas: attendance (10%); discussion, including facilitating discussion (25%); response papers (30%); and final project (35%). Apart from the final project, the typical weekly workload will consist of 100–120 pages of reading, one film, and one short response paper (350–500 words in length).
HISTORY 205

TUE THU
4:00 pm
to 5:15 pm
1101 Mosse Humanities Bldg

COURSE GUIDE
go.wisc.edu/h205

3 credits

breadth
Humanities

past History syllabi: go.wisc.edu/hsyllabi

Professor
Michael Chamberlain
PhD, BA: UC–Berkeley
MA: Pontificio Instituto di
Studi Arabi e d'Isalamistica
go.wisc.edu/chamberlain

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Grading is based on a map quiz (10%), mid-term (30%), paper (30%) and final (30%).

The Making of the Islamic World
The Middle East, 500–1500

You will travel through a 750-year period stretching from Morocco to Central Asia. The period and place are so large, and the peoples concerned so diverse, as to beg the question how we might possibly do any of it justice in weeks. Moreover, we will not concentrate on a single aspect of the region’s historical experience—politics or religion, say—but on a more important issue: the interconnections of everything on which evidence has survived that played a role in large-scale historical change. These will include the region’s physical environment, human ecology, politics, social life culture, economy, technology, and religion, all of which we will be studying in some detail. By not giving precedence to any one of these, but by looking for their connections and interactions over time, you will see how one of the world’s great civilizations came into being and developed over time.

The course starts where all historical inquiry begins: with how the peoples we are studying have adapted to their physical environments. This will require giving some consideration to the environment itself, both its distinctive features and how it might be compared to the environmental settings of the other agrarian civilizations of the pre-modern past. We will then examine how the region’s peoples adapted to it as farmers, peasants, nomads, and city-dwellers, again trying to understand context through comparison. From there we move to something that appeared in the region before anywhere else, and that like the environment gave it its historical unity: the agrarian empire. We will then be in a position to approach a set of recorded history’s greatest developments: the appearance of Islam, the Arab conquests, and the formation of an Islamic empire and Islamic civilization. The remainder of the course will be devoted to an examination of Islamic civilization as it developed in the aftermath of the breakup of the early Islamic empire. In this section we will give considerable attention to institutions that survived until the early-modern period and some, in altered form, to recent times. Please note that this is not a course that puts religion at the center, though of course we will be studying the central ideas and practices of Islam throughout. Think of it instead as an attempt to understand how environment, economy, politics, culture, social life, and religion interacted over time to produce and sustain a civilization.

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history.wisc.edu • historydept@history.wisc.edu
A century and a half ago, the United States was a backwater of the Jewish world, then centered in Europe and the Ottoman Turkish Empire. Yet, by the 1950s, the United States became home to the largest, most prosperous, and most secure Jewish community in modern history.

- Why did millions of Jews come to the United States?
- How has life in a liberal political and capitalist economic order shaped the Jewish experience in America?
- In turn, how have Jews influenced American culture, politics, and society?

This course surveys the history of American Jews from the eighteenth century to the twenty-first century. Topics include patterns of:

- politics
- social mobility
- Jewish culture in Yiddish and English
- inter-ethnic group relations
- gender and sexuality
- religion
- problems in community building.
This course is your introduction to the study of history of the Jews in Europe, the Middle East, North Africa, and the Americas, from 1772 to 1967. Profound transformations of politics, economics, social relations, and culture in this era raised new questions about Jews:

- Are Jews a religious group, a nation, or an ethnic minority?
- Is Judaism compatible with the values of modernity?
- Can Jews join in states and societies organized around the idea of a single nationality?

The resulting answers reflected competing visions about how life should be organized in the modern world. Our goal is to learn how and why these questions arose and were answered. To that end, we will use the tools of historical scholarship to recover the hopes and fears of people from the past and the larger forces that framed their beliefs, practices, and experiences.

Major topics covered include the struggle for legal equality, the Jewish Enlightenment, new Jewish religious streams from Reform to ultra-Orthodoxy, Zionism and socialism, the Holocaust, and the founding of the state of Israel. Our central theme will be the formation of the modern state system and its implications for members of minority groups such as the Jews.

This is a fairly intense introductory class, requiring serious engagement throughout the semester. Participation in discussion (held at the beginning of each lecture) is worth 20% and is a key component of the learning experience. The other requirements for the course are lower-pressure short writing assignments and quizzes (three to five for the semester, worth 10%). There is an in-class midterm exam worth 10% and a final exam worth 10%. Most important: three paper assignments, one three-pager, one five-pager, and an eight-page rewrite/expansion of the second paper. Average of 80 pages of reading a week, with a few heavier and a few lighter weeks.
HISTORY 227

TUE THU
2:30 pm
to 3:45 pm
1641 Mosse Humanities Bldg

COURSE GUIDE
go.wisc.edu/h227

3 credits

broadth
Humanities
Social Science

past History syllabi: go.wisc.edu/hsyllabi

Professor
Brenda Gayle Plummer
PhD: Cornell University
MA: Columbia Univ.
go.wisc.edu/plummer

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Explorations in the History of Race and Ethnicity

Typical topics for History 227, although varying by instructor and semester, could be:

- racial/ethnic minorities in the United States in historical perspective;
- topics that intersect with race or ethnicity in the United States;
- or comparative historical topics that address how racial/ethnic minorities in the United States negotiate exclusion and marginalization.
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Jews, Christians, and Muslims are collectively referred to as the “Abrahamic traditions,” but their religious traditions are as separate as they are unique, even down to their disparate views on the nature of God. Nevertheless, they have evolved in constant contact with each other; their histories are braided and their adherents always conscious of each other, for good and ill.

Current events reflect attitudes not just of the moment but centuries in the making, which is why this course presents a history of Judaism, Christianity, and Islam from the emergence of the original traditions about Abraham (ca. 2000 BCE) to the present. Topics include:

- each religion’s major texts;
- the changing political, cultural, and intellectual contexts in which they developed;
- their confrontations with “modernity”; and
- their relationships with state power.

Besides learning about the history of the traditions individually and collectively, you will gain a deeper context for understanding today’s headlines.

This course is also offered as part of a First-Year Interest Group (figs.wisc.edu):

FIG 6: Jerusalem: Holy City of Conflict and Desire (pdf)
HISTORY 242

MON WED FRI
11:00 am
to 11:50 am
1651 Mosse Humanities Bldg

COURSE GUIDE
go.wisc.edu/h242

4 credits
breadth
Humanities
Social Science

past History syllabi: go.wisc.edu/hsyllabi

Professor
Florencia Mallon
PhD, MA: Yale Univ.
BA: Harvard Univ.
go.wisc.edu/mallon

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Modern Latin America
1898 to the Present

From the painful events surrounding migration into the United States from Mexico and Central America, to current U.S. attempts to resume diplomatic relations with Cuba, the situation of our hemisphere cries out for deeper historical explanations.

We will combine reflections on the historical and structural causes of today's events with a focus on the human experiences of the people involved. Reading sources produced by historians as well as visual and written primary sources, we will explore the distinct historical experiences of Latin America’s diverse peoples, placing political conflict and socioeconomic inequality in cultural, human and transnational context. Through lectures, discussion, and written assignments we will also learn more about history as a discipline and the tools historians use, and reflect on their application in our world more broadly.

I was born in Chile and grew up between Latin America and the United States. My interest in teaching Latin American history in the United States came out of this experience, as did my recently published novel, Beyond the Ties of Blood. I am especially committed to sharing my double perspective with students, and to discussing the history of the hemisphere in the context of today’s world.

Typical topics

- Colonial Legacies, Development, and Internal Contradictions, 1898 to 1950
- The Rise and Fall of the Activist State, 1940 to 1990
- Neoliberalism and the Erosion of Human Rights, 1973 to the Present

This course is also offered as part of a First-Year Interest Group (figs.wisc.edu):
FIG 41: Rebellious Women: Gender, Power, and Politics in Latin America (pdf)
Southeast Asia is a region that today consists of eleven nations: Brunei, Cambodia, East Timor, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand, and Vietnam, each with its own history, cultural and ethnic diversity, and political and socio-economic conditions. Nevertheless, it is a region that possesses many cultural and historical similarities and continuities that make it unique.

This course provides a general introduction to Southeast Asia’s past and present, organized around three broad periods: 1) traditional states and societies (to ca.1830); 2) colonial transformations and indigenous responses (ca.1830–1945); and 3) emergence of modern nations (since 1945). We will explore several topics and themes, among them:

- the origins of indigenous states;
- religious conversion and practice;
- ethnicity, social organization, and gender relations;
- impact of colonial domination and responses to colonial rule;
- modern social and economic transformations
- nationalist and socialist-communist movements and revolutions;
- ethnic conflict and national integration;
- impact of Cold War international relations; and
- U.S. involvement and intervention in the region.

You are required to write an essay based on two works of fiction from one country of your choice. This five-page essay will make up 20% of your grade. You will read two novels or collections of short stories from the list available on the Course Guide.

This course is also offered as part of a First-Year Interest Group (figs.wisc.edu):

FIG 2: Love and Attachment in Buddhist Art and Literature (pdf)
The premise of this class is simple: we cannot understand the dynamics of the modern world without understanding the story of Eastern Europe in the twentieth century. During this tumultuous period, Eastern Europe became the testing ground for modern political ideologies from imperialism and democracy to Nazism and Communism. It was here, too, that many of the symbols of modern political protest—including the peaceful crowd and a dynamic civil society—were galvanized. Such symbols have been evoked more recently during the protests in Ukraine and the Arab Spring.

We will travel through key periods in the region’s history:

- collapse of empires;
- post-World War I experiments with democracy;
- mass atrocities on the Eastern front during World War II;
- the rise and fall of Communism; and
- attempts to overcome Communist legacies.

We will focus not only on important political, economic, and cultural changes, but also on the experiences of ordinary people—including workers, peasants, women, and children—who were active participants in political change. By looking at cases from across the region—including Poland, Czechoslovakia, Romania, Yugoslavia, and Hungary—the class will also focus on how people continue to wrestle with the ghosts of their past today and how contemporary politics must be seen within the context of the region’s troubled, yet fascinating, history.

Discussion participation (30%): You will be assessed for the quality of your weekly reading responses and your preparation for lively and engaged discussion. Short papers (40% total): Two short written assignments (one in week 5, one in week 10) will allow you to explore primary sources in more detail. You’ll have the choice of writing a traditional essay or a more imaginative and creative assignment. Final take-home exam (30%): You’ll be able to choose from a list of projects, each of which will ask you to bring together the class materials as a whole.
Africa
An Introductory Survey

You will have a multidisciplinary introduction to the cultures and history of Africa. Because the continent contains a remarkable array of languages, societies, and peoples, we cannot hope for exhaustive coverage. However, we will visit almost every major region of the continent at least once during the semester. With this in mind, the course is divided into five broad thematic units:

- Africa and the World before the nineteenth century;
- Colonialism;
- Postcolonial Politics and Economic Development;
- Health, Disease, and Healing; and
- Popular Culture and Everyday Life.

You will take away from the course an understanding not just of what to think about the history and cultures of Africa but also how to think about this region of the world.

Since one goal of this course is to introduce you to Africa from a variety of different disciplinary perspectives, the course incorporates some guest lectures from other Wisconsin faculty members engaged in the study of Africa. The format allows for greater breadth and variety in the subject matters covered. However, it also requires you to think more actively and creatively about how all of the different orientations, styles, and perspectives presented might be reconciled...or not.
This past year, 5,143 seats in History courses were filled by students from dozens of majors across campus. History is one of the top ten departments in the College of Letters and Science, with 54 faculty and 479 current majors.

**Fears of a global resurgence of antisemitic speech and violence have made international headlines over the past decade. In 2015, the New York Times reported on these fears in the wake of a hostage-taking at a Paris kosher supermarket, by a terrorist who targeted Jewish shoppers in order to express support for the Charlie Hebdo killings. Closer to home, some students and outside observers have expressed alarm about antisemitism on college campuses, which they link to a rise in activism targeted at the state of Israel (see for example a 2015 case at UCLA). Others have denied that antisemitism is on the rise.**

Unfortunately, contemporary debates rarely define the term or consider the history of antisemitism. Our seminar will pursue the following questions:

- What have been antisemitism’s origins, causes, and motivations in history?
- What are its connections to religion and to secular ideologies?
- How (if at all) does antisemitism differ from racism or other forms of prejudice?

**Discussion 25%, three short papers 30%, long paper 20%, peer review report 5%, rewrite of long paper 20%.”

**HISTORY 283**

**FRI**

8:50 am to 10:45 am

5245 Mosse Humanities Bldg

**SEMINAR 001**

Intermediate Honors Seminar

What is Antisemitism?

**Asst. Professor Amos Bitzan**

PhD, MA: University of California–Berkeley

BA: Princeton Univ.

[go.wisc.edu/bitzan](http://go.wisc.edu/bitzan)

**Department office • 3211 Mosse Humanities Building**

455 N. Park St., Madison, WI 53706 • 608-263-1800

history.wisc.edu • historydept@history.wisc.edu
Intermediate Honors Seminar
Health, Healing, and Science in Africa

Over the past two decades or so, scholars have developed a complex literature on practices of health and healing in Africa. We will examine why the topic of health and healing occupies such a central role in our understanding of Africa’s past and present.

We will explore the creative and shifting ways in which Africans have sought to compose healthy communities through the expansion of therapeutic repertoires. The course considers a variety of topics, including:

- faith and healing;
- the relationship between biomedicine and traditional medicine;
- medicine and colonialism;
- global health and global humanitarianism;
- medical research and medical ethics;
- and the HIV/AIDS epidemic.

Our readings will vary from straightforward to very challenging and will include works from a variety of disciplines.

Assoc. Professor
Neil Kodesh
PhD, MA: Northwestern University
BA: Pomona College
go.wisc.edu/kodesh

This past year, 5,143 seats in History courses were filled by students from dozens of majors across campus. History is one of the top ten departments in the College of Letters and Science, with 54 faculty and 479 current majors.
**HISTORY 283**

**SEMINAR 003**

**Intermediate Honors Seminar**

**Women and Gender in World History**

**FRI**

1:20 pm to 3:15 pm

2619 Mosse Humanities Bldg

**COURSE GUIDE**

[go.wisc.edu/h283](http://go.wisc.edu/h283)

**3 credits**

*breadth* Humanities

**past History syllabi**: [go.wisc.edu/hsyllabi](http://go.wisc.edu/hsyllabi)

**Asst. Professor**

**April Haynes**

PhD, MA: U-Santa Barbara

BA: San Francisco State

[go.wisc.edu/haynes](http://go.wisc.edu/haynes)

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Did you sit through your high-school history class and wonder, “What were women doing then?” Didn’t you wonder who the women making history were, other than the chosen few who appeared in your textbook? Have you ever questioned why women and men have always been considered “opposite” sexes?

We will place women and gender at the center of world history. We will encounter stories of extraordinary women from Wu Zhao, a concubine who became China’s only female emperor, to Dona Beatriz Kimpa Vita, a Kongolesen visionary who led a rebellion against the ravages of the Atlantic slave trade.

This course also traces the outlines of life for lesser-known women: those who grew corn, brewed beer, delivered babies, and wove their own understandings of history. Finally, we’ll learn to interpret primary historical sources in order to explore changing definitions of gender itself.

- Were men ever considered the weaker sex?
- When did women begin to claim political rights?
- What did it mean to live in a society with only one sex, or as many as four genders?
- Why have some gender conventions changed quickly, while others remained stable?
Fall 2015 courses open to first-year students taught by the UW–Madison History Department

“High-school history treats history as something that happens to others. We treat history as something that happens to each of us.”

Professor Charles L. Cohen, E. Gordon Fox Professor of American Institutions, UW-Madison

**HISTORY 101**
American History to the Civil War Era: the Origin and Growth of the United States

**HISTORY 102**
American History: Civil War Era to the Present

**HISTORY 103**
Introduction to East Asian History: China

**HISTORY 104**
Introduction to East Asian History: Japan

**HISTORY 105**
Introduction to the History of Africa

**HISTORY 108**
Introduction to East Asian History: Korea

**HISTORY 119**
The Making of Modern Europe: 1500–1815

**HISTORY 120**
Europe and the Modern World: 1815 to the Present

**HISTORY 123**
English History: England to 1688

**HISTORY 125**
Green Screen: Environmental Perspectives through Film

**HISTORY 150**
American Histories: The Nineteenth Century

**HISTORY 160**
Asian American History: Movement and Dislocation

**HISTORY 200 [001]**
Mass Violence in Europe: 1900–1950

**HISTORY 200 [003]**
The Seven Deadly Sins in American History

**HISTORY 200 [004]**
North Korean History: Origins to the Twenty-First Century

**HISTORY 205**
The Making of the Islamic World: The Middle East, 500–1500

**HISTORY 219**
The American Jewish Experience: From Shtetl to Suburb

**HISTORY 220**
Introduction to Modern Jewish History

**HISTORY 227**
Explorations in the History of Race and Ethnicity

**HISTORY 230**
Judaism, Christianity, and Islam: Braided Histories

**HISTORY 242**
Modern Latin America: 1898 to the Present

**HISTORY 244**
Introduction to Southeast Asia: Vietnam to the Philippines

**HISTORY 270**
Eastern Europe since 1900

**HISTORY 277**
Africa: An Introductory Survey

**HISTORY 283 [001]**
Intermediate Honors Seminar: What is Antisemitism?

**HISTORY 283 [002]**
Intermediate Honors Seminar: Health, Healing, and Science in Africa

**HISTORY 283 [003]**
Intermediate Honors Seminar: Women and Gender in World History