

UNIVERSITY OF WISCONSIN  
CATALOGUE

1906-1907

Lectures, reports and class discussions of selected topics. *Second semester; T., Th., at 10.* Associate Professor ELIOTT.

41. Advanced Educational Psychology. Lectures and demonstrations; class experiments and reports. The psychology of learning and the application of the principles of psychology to teaching. Introductory lectures on growth, development, deficiency, and individual differences in capacity and intellect. *First semester; Tu., Th., at 11, and F., at an hour to be determined. Repeated the second semester.* Dr. DEARBORN.
42. Research in Education. Investigation of special problems, chiefly of a psychological character, which bear upon educational theory and practice. *Throughout the year; two-fifths or three-fifths credit. Hours to be arranged.* Dr. DEARBORN.
43. Seminary in Educational Psychology. Methods of investigation and the literature of selected experimental studies and researches in the field of educational psychology. *Alternate Wednesdays, 4 to 6.* Dr. DEARBORN.

#### Primarily for Graduates

14. Genetic Psychology. The psychology of development in some of the principal types of educational work. Both the genetic and statistical methods will be employed, with emphasis on the former. Designed for advanced students in psychology and education. *Throughout the year; W., 7 to 9 P. M.* Professor O'SHEA.
20. Seminary in Education. The investigation and discussion of current educational problems. Each member is required to undertake a piece of research, and report upon it during the year. Open to those only who have done at least one year's work in Education. *Throughout the year; alternate Thursdays, 7 to 9 P. M.* Professor O'SHEA.

Students desiring the University Teachers' Certificate must obtain ten hours credit in the following branches: Philosophy 1 (three hours) and Education 1a, 1b, 13, or 41 (three hours). The remaining four hours must be made up by electives from the following: Philosophy 6, 11; Education 4a, 4b, 5, 11a, 11h, 15, 16, 31, and the teachers' courses in those subjects that the student is preparing to teach. These electives are subject to the following con-

ditions: (a) the maximum number of credits allowed for the teachers' courses is two hours; (b) the maximum in philosophy is five hours, which includes the three hours required above.

## HISTORY

PROFESSORS DENNIS, MUNRO, TURNER; ASSISTANT PROFESSORS COFFIN, FISH, SELLEY; DR. PAETOW, MR. PATTERSON, DR. PHILLIPS; AND ASSISTANTS. SPECIAL LECTURER: PROFESSOR VINOGRADOFF.

The courses in history are divided into three groups, as follows:

A. Introductory courses 1 to 10 are primarily for undergraduates. They cannot be counted towards advanced degrees, and graduates are required to have completed an equivalent of sixteen semester hours of these studies as a preparation for graduate work for a degree. It is recommended that students shall not cover all of the introductory courses to the neglect of advanced work. If history is chosen as one of the required subjects (see Index under Degrees), six unit hours must be taken in one course.

B. Advanced courses 11 to 48 are designed to continue the work begun in the preliminary courses in the direction of greater specialization. These courses are open to undergraduates and graduates who have taken the necessary preliminary work.

C. Courses 51 to 70 are not open to undergraduates.

#### History Major

The requirements for an undergraduate major in history, in addition to the thesis, are twenty-six semester hours as a minimum, selected as follows:

- I. One or more introductory courses in both European and American history.
- II. Advanced courses to the amount of at least ten semester hours.

#### For Undergraduates

1. Medieval History. A general survey of the history of Europe from the barbarian invasions to the close of the fifteenth century. Advanced students will be given special quiz sections. Lectures, quizzes, collateral reading, and topics. *Throughout the year; M., W., F., at 11.* Professor MUNRO, Assistant Professor SELLEY, and assistants.

2. Modern European History. A general survey extending from the close of the fifteenth century to the present day. Lectures, collateral readings and topics. Not open to freshmen. The complete course is given each semester. *First semester; M., W., F., at 8.* Assistant Professor SELLEY. *Second semester; M., W., F., at 12.* Assistant Professor COFFIN.
4. History of the United States. A general survey from the Revolutionary era to the present, with emphasis upon political history. Lectures, text-book, collateral reading, and topics. Not open to first year students. This course, or an equivalent, must precede all advanced courses in American history.

To the presidency of Jackson, *first semester*; from the presidency of Jackson to the present, *second semester; M., W., F., at 11.* Assistant Professor FISH.

5. English History. An outline of political and constitutional history will serve as a framework for the study of the economic, social, and intellectual development of the nation. In addition to the lectures and text-book, collateral reading will be required. *Throughout the year; Tu., Th., at 10, and a third hour in sections for quiz work.* Professor DENNIS and assistants.
6. English History. A course with especial reference to social and political conditions, useful for students of English literature, and recommended to those who expect to teach history. Not open to freshmen. Students are not permitted to elect both courses 5 and 6.  
The complete course is given each semester. *First semester; M., W., F., at 12. Second semester; M., W., F., at 8.* Dr. PAETOW.
10. Ancient History. A general survey of the history of the ancient world, including the oriental nations, Greece and Rome. Text-book, lectures, collateral reading and quizzes *Throughout the year; Tu., Th., at 11, 12 and 3.* Mr. PATTERSON.  
For Greek and Roman Life, see Latin 12.

**For Undergraduates and Graduates**

- 11a. The History of the West to 1840. Particular attention is paid to the conditions of westward migration and to the econo-

- mic, political, and social aspects of the occupation of the various physiographic provinces of the United States, together with the results upon national development. Lectures, collateral reading, and topics. *First semester; M., W., F., at 12.* (Omitted in 1907-08.) Professor TURNER.
- 11b. History of the West, 1840 to the present. See description of course 11a. *First semester; M., W., F., at 12.* (Given in 1907-08.) Professor TURNER.
  12. History of the South. An economic, social and political study. The plantation system, with its dependence upon stable crops, unfree labor, free trade and local autonomy, is taken as a key to the development and policy of the South. The first semester's work, extending to about 1820, deals chiefly with matters within the South; the second semester's work chiefly with the sectional issues of state rights and slavery. The course may be elected by semesters. *Throughout the year; M., W., F., at 11.* Dr. PHILLIPS.
  13. History of New England. A study of the transfer of population from Europe to the New England region, of the forces, social, economic, and political, that acted upon it there, and the expansion westward across the United States and Canada. Special stress will be laid upon the development and the social conditions of the New England towns, the process of New England expansion, and the religious and intellectual development of the people. *Second semester; M., W., F., at 10.* (Omitted in 1907-08.) Assistant Professor FISH.
  14. History of the United States, 1816 to 1837. The relations between economic, social, and political forces are considered; and the characteristics and inter-relations of the various sections of the United States are emphasized. The constitutional history of the period is studied as the outgrowth of economic and social conditions in the physiographic provinces that made up the United States. *First semester; M., W., F., at 12.* (Omitted in 1907-08.) Professor TURNER.
  15. Diplomatic History of the United States. A study of the actual negotiations between the United States and other countries, and of the progress of international law so far as it has affected or been affected by the United States. *Throughout the year; Tu., Th., at 10.* Assistant Professor FISH.

16. Social and Economic History of the American Colonies. Attention will be given to the European conditions, to the motives and methods of colonization, and to the development of systems of industry and society through the adaptation of European institutions to the American environment. *Throughout the year; M., W., at 10.* Dr. PHILLIPS.
17. The American Revolution. A general view of the British imperial system and of American conditions will be followed by treatment of the constitutional issue, the conflict of ideas and policies, and the process of political revolt and social upheaval. *Second semester; Tu., Th., at 2.* Dr. PHILLIPS.
18. Civil War and Reconstruction. A general study of the history of the United States, 1860 to 1876. *Second semester; M., W., F., at 12.* Assistant Professor FISH.
19. The Materials of American History. The purpose of this course is to introduce the student to the principal documentary collections. The value of newspaper files, government documents, and the Draper collection of MSS. will be discussed. Lectures and reports. *Throughout the year; M., at 2.* Dr. PHILLIPS.
20. Introductory Seminary in American History. Topics in the history of Reconstruction, dealing particularly with conditions at the South. *Throughout the year; S., 10 to 12; or at an hour to be arranged.* Assistant Professor FISH.
21. The Literature of American History. The purpose of this course is to show the progress of historical method, and of ascertained historical fact in America by a comparative study of the classics of American historiography. *First semester; W., at 2.* Assistant Professor FISH.
24. Three Epochs in Greek History. The Mycenaean Age, the period of colonization, and the Persian wars, in the light of the literature, the events, and the life of the people. *Twice a week, hours to be fixed.* Professor C. F. SMITH.
25. Greek Constitutional History. The development of the city-state; political evolution from kingship, through oligarchy and tyranny to democracy; especial emphasis on Athens. *Second semester; M., W., at 12.*
29. Roman Imperial Institutions. A study of the organization and government of the Empire in the third and fourth cen-

- turies with special emphasis on the municipality and economic conditions. Alternates with course 30. *First semester; M., W., at 12.*
30. The Development of the Principate. The transition from the Republic; evolution of the one-man power; division of governmental functions between senate and emperor; offices upon which the power of the emperor was based. *First semester; M., W., at 12.*  
For Classical Art and Archeology, see Latin 22; for Roman Archeology, see Latin 28.
31. Medieval Civilization. Designed to supplement course 1 by a more special study of the intellectual life of the feudal period and a somewhat detailed treatment of the organization of society. *First semester; Tu., Th., at 10.* Professor MUNRO.
32. Historical Development of Law in the Middle Ages. An historical survey of the development of the legal systems upon the continent from the period of the barbarian invasions to the close of the Middle Ages. Early German law, the law of the Frankish Empire, and the systems of the later Middle Ages will receive special emphasis. *Second semester; M., F., at 3.* Mr. PATTERSON.
33. Constitutional History of the Middle Ages. A comparative study of the governments in Germany and France, especially during the twelfth and thirteenth centuries. *Second semester; Tu., Th., at 10.* Professor MUNRO.
34. The Later Middle Ages. Intended to supplement course 1 through a study of the modern aspects of the fourteenth and fifteenth centuries in western Europe. Such topics will be discussed as: progress of the towns, revolutionary efforts of the unprivileged classes, growth of monarchical power, rise and decline of medieval representative institutions, decline in political importance of Church and nobility, progress in education, and changes in the art of war. *First semester; Tu., Th., at 9.* Assistant Professor SELLERY.
35. The Renaissance in Italy. A somewhat detailed exposition of economic, political, intellectual, and artistic progress, with a criticism of the importance attached to the influence of revived antiquity. Prerequisite: course 1. *Second semester; Tu., Th., at 9.* Assistant Professor SELLERY.

36. Age of Louis XIV. The development of international relations and political ideas, 1648-1721. *Second semester; Tu., Th., at 10.* Assistant Professor COFFIN.
37. The Old Regime. A presentation of the leading political, social, and intellectual characteristics of pre-Revolutionary Europe as a necessary preliminary to an appreciation of the importance and place of the French Revolution. Courses 36, 37, 38, and 39 are based upon course 2 or its equivalent. *First semester; Tu., Th., at 12.* Alternates with course 45. (Omitted in 1907-08.) Assistant Professor COFFIN.
38. The French Revolutionary and Napoleonic Periods, 1789 to 1815. Emphasizes the transitional character of this period and the modifications of the natural development from the Old Regime to the nineteenth century. Open to those who have had course 2 or its equivalent. *Throughout the year; M., W., F., at 10.* But may be elected by semesters: first semester, 1789 to 1799; second semester, 1799 to 1815. Alternates with course 39. (Omitted in 1907-08.) Assistant Professor COFFIN.
39. Nineteenth Century Europe, 1815 to 1900. The course is concerned mainly with the development of institutions and of international relations in accordance with plan of courses 37 and 38. Open to those who have had course 2 or its equivalent. *Throughout the year; M., W., F., at 10.* But may be elected by semesters: first semester, 1815 to 1852; second semester, 1852 to 1900. Alternates with course 38. Assistant Professor COFFIN.
40. Germany at the Close of the Middle Ages. After a presentation of the social, economic, and intellectual antecedents of the Protestant Revolt, the career of Luther and the progress of the movement to 1521 will be traced in detail. *Second semester; M., F., at 3.* (Omitted in 1907-08.) Mr. PATTERSON.
41. Constitutional History of England. A study of the growth of English institutions. Open to juniors and seniors who have had course 5 or 6. *Throughout the year; Tu., Th., at 12.* First semester, Dr. PAETOW, second semester, Assistant Professor COFFIN.
42. England under the Tudors and Stuarts. A course dealing with constitutional and religious struggles in the sixteenth and seventeenth centuries, economic and social changes,

- international relations, the development of sea-power, and the founding of the British Empire. *Throughout the year; Tu., Th., at 11.* Professor DENNIS.
43. The British Empire since 1688. A course dealing with the development of modern English institutions, foreign affairs, the international struggle for colonial and commercial supremacy, and the evolution of imperial politics. Alternates with course 42; both courses are open to students who have previously studied European history. *Throughout the year; Tu., Th., at 11.* (Omitted in 1907-08.) Professor DENNIS.
45. The Development of Prussian Leadership in Germany, 1640 to 1871. Traces the later modern development of Prussian institutions and of the relations of Prussia with the other German states. Open to those who have had course 2 or its equivalent. Alternates with course 37. *First semester; Tu., Th., at 12.* (Omitted in 1907-08.) Assistant Professor COFFIN.
46. Introductory Seminary in European History. The course is designed to familiarize the students with the life of the time, with medieval Latin, and with the elements of historical method. The work consists in the translation and study of a medieval chronicle. Open to graduate students and qualified seniors. *Throughout the year; W., 4 to 6.* Assistant Professor SELLERY.
48. Europe and Asia. A general survey of the historical relations of eastern and western peoples to serve as a basis for courses in contemporary world politics or for more detailed study of special phases of the relations of Asia to Europe. Graduate students can take this course in connection with courses 62 to 65. Open to graduates and to undergraduates with sufficient preparation. *Throughout the year. Tu., Th., at 3.* Professor DENNIS.
50. Methods of History Teaching, with special reference to the work of secondary schools. Open to seniors of suitable preparation. *Throughout the year; W., at 3.* Professors TURNER and MUNRO.

#### For Graduates

51. Historical Bibliography. An account of the present state of materials for historical research and an examination of

- the bibliographical tools most essential to the special study of history. *First semester; W., at 10.* Professor MUNRO.
52. Historical Criticism. An introductory survey of the principal problems of historical method. *Second semester; W., at 10.* Alternates with course 53. Professor MUNRO.
53. Palaeography and Diplomatics. (a) Elements of palaeography, with practical exercises in the reading of manuscript facsimiles; (b) elementary exercises in diplomatics. The first part of the course is identical with the first part of course 18 in Latin, and is arranged for the benefit of advanced students of language as well as for students of history. *Second semester; F., 9 to 11.* Professor MUNRO.
56. Seminary in Medieval History. In 1907-08: A critical study of the first crusade. A knowledge of three foreign languages is required. *Th., 4 to 6.* Professor MUNRO.
57. Seminary in Modern History. Topic for 1907-08: French administration under Napoleon I. *Second semester; S., 11 to 1.* Assistant Professor COFFIN.
58. Seminary in American History. The administration of Van Buren. *First semester; M., 2:30 to 4; W., 4 to 6.* Professor TURNER.

Courses 62 to 65 are given in connection with course 48, and are intended to furnish a more detailed study of various phases of European interests in Asia and Africa. They constitute a series, and course 62 will not be repeated until course 65 has been given. Students intending to take any of these courses are advised to take course 48 first, if possible.

62. British India. This course will deal with the history of India and of the British in India, 1600 to 1900. European rivalries and gradual establishment of British supremacy in India will be treated. *Second semester; Tu., 3 to 5.* (Omitted in 1907-08.) Professor DENNIS.
63. The Eastern Question. This course will deal with the history of the relations of the Ottoman Empire to Europe since the fourteenth century. *First semester; hour to be arranged.* Professor DENNIS.
64. Europe in the Far East. This course will deal with European exploration of Eastern Asia, the development of European religious and economic interests in the Far East, and will attempt to supply the historic basis for the study of the modern Far Eastern Question. *Second semester; hour to be arranged.* Professor DENNIS.

65. Europe in Africa. This course will deal with the exploration, colonization, and partition of Africa by European nations. *Second semester; hour to be arranged.* (Omitted in 1907-08.) Professor DENNIS.
70. Historical Conference. An informal conference between the instructional staff and graduate students, at which reports will be made on individual investigations and current historical literature will be discussed. *Hours to be arranged.*

#### SPECIAL LECTURES

In the second semester of 1906-1907, Professor Paul Vinogradoff of Oxford, England, will conduct a graduate course in Domesday Studies (hours to be announced) and will give one or more public lectures.

#### POLITICAL ECONOMY

PROFESSORS BURCHELL, COMMONS, ELY, MEYER, ROSS, SCOTT; ASSOCIATE PROFESSOR ADAMS; ASSISTANT PROFESSORS HORACK, TAYLOR; MR. COULTER, MR. GILMAN, DR. LORENZ, DR. PRICE; MR. ATWELL, AND MR. HESS. SPECIAL LECTURERS: PROFESSORS J. E. HAGERTY, A. S. JOHNSON, AND F. H. DIXON.

The purpose of the department is to afford superior means for systematic and thorough study in economics and social science. The courses are graded and arranged so as to meet the wants of students in the various stages of their progress, beginning with elementary and proceeding to the most advanced work. They are also designed to meet the needs of different classes of students; as, for instance, those who intend to enter the public service, business, the professions of law, journalism, the ministry, charity work, or teaching, and those who wish to supplement their legal, theological, or other professional studies with courses in economics or social science. Capable students are encouraged to undertake original investigations, and assistance is given them in the prosecution of such work through seminars and the personal guidance of instructors. In addition to the regular investigative courses, special funds or equivalent provision has been secured for the investigation of the American labor movement, taxation in Wisconsin, and the manufacturing industries of Wisconsin. A