Ours is a strong department benefitting from dynamic, prize-winning faculty trained at the finest institutions in the world.

We have a wide range of expertise in topics that cover much of the globe, many eras, and issues of tremendous contemporary significance.

We’ve got exciting courses that will stimulate your interests and challenge you intellectually.

Department of History
University of Cincinnati

360 McMicken Hall
Cincinnati, OH 45221-0373
Phone (513) 556-2144  Fax (513) 556-7901
FIND MORE ONLINE @
HTTP://WWW.ARTSCI.UC.EDU/DEPARTMENTS/HISTORY
As a history major you will learn to:

- Organize and manage diverse and complex information
- Express strong and persuasive evidence-based arguments in writing and speech
- Build unparalleled research skills through deep and broad inquiry
- Explore the complexity of the human experience across time and space
- Use the lessons of the past to understand the present

These are valuable transferable skills that will make you highly adaptable in a rapidly changing global economy, and make you an astute participant in politics and society. And, of course, you will have the wisdom that comes with learning how we got to this moment in history so that you are better prepared to interpret the extraordinary complexity of the present and future.
March 2017

Dear Students,

The Department of History has compiled this booklet to assist you in selecting courses for Fall Semester 2017.

As you’ll see, we offer courses at all levels for all kinds of undergraduates—history majors and minors, as well as those of you who might be looking simply to meet GenEd requirements. And with our entire faculty of trained and practicing historians, we are able to provide students with meaningful courses about fascinating peoples, places, and events the world over, from the distant past to the present. Even if you’re not sure what you’re interested in, we can virtually guarantee that you’ll find something to interest you here!

Take a look at the great courses we have to offer. And make sure to contact us with any questions you might have about courses and schedules, starting with a visit to our website: http://www.artsci.uc.edu/departments/history

Please note: the descriptions here are accurate as of March 2017, but changes may occur with the schedule prior to the beginning of the Fall 2017 term. When possible, any changes we make will be noted on the copy of this booklet posted outside the History Department Office (360 McMicken) and also on the web site.

See you in class!

Dr. Isaac Campos,
Dir. of Undergraduate Studies
(camposip@uc.edu)

Dr. Susan Longfield Karr,
Dir. of Undergraduate Advising
(karrsn@uc.edu)
Interested in bringing history to life outside the classroom?

Want to visit local historical places?

Take tours of cemeteries, local breweries, historic neighborhoods and music halls?

Do you like board games, food, and watching movies?

How about bonding with fellow classmates over mutual love for all things history?

Open to all UC students!!

To get involved, contact:
Maddie Abanto, Student President
(abantome@mail.uc.edu)
And/or:
Dr. Stephen Porter, Faculty Sponsor
(portsp@uc.edu)
## MAJOR: 36 HOURS:

- **9 HOURS** LOWER LEVEL #1000/2000 ELECTIVES
- **3 HOURS** METHODS HISTORY 3000
  - MUST EARN C OR BETTER
  - MUST COMPLETE BEFORE CAPSTONE
- **12 HOURS** UPPER LEVEL #3001 & ABOVE ELECTIVES
- **3 HOURS** NON US/EURO #3001 & ABOVE
- **3 HOURS** PRE-1800 #3001 & ABOVE
- **3 HOURS** 4000 LEVEL
  - MUST COMPLETE BEFORE CAPSTONE
- **3 HOURS** CAPSTONE
  - MUST EARN C OR BETTER

## MAJOR: 36 HOURS (Conversion Students)

- **12 HOURS** LOWER LEVEL #1000/2000 ELECTIVES
- **3 HOURS** METHODS HISTORY 3000
  - MUST EARN C OR BETTER
  - MUST COMPLETE BEFORE CAPSTONE
- **18 HOURS** UPPER LEVEL #3001 & ABOVE ELECTIVES
  - **3 HOURS** CAPSTONE
    - MUST EARN C OR BETTER

## MINORS: 18 HOURS:

- **6 HOURS** LOWER LEVEL #1000/2000 ELECTIVES
- **3 HOURS** METHODS HISTORY 3000
  - MUST EARN C OR BETTER
- **6 HOURS** UPPER LEVEL #3001 & ABOVE ELECTIVES
- **3 HOURS** FREE ELECTIVE
  - ANY COURSE LEVEL
# At a Glance: Fall 2017 Courses

## Freshmen Seminars
- Hist1015: Migrants, Media, and the Refugee Experience
- Hist1089: Human Rights and Security

## 1000 or 2000 Electives
- Hist1001: US Survey I
- Hist1002: US Survey II (online)
- Hist1003: World History I
- Hist1007: Middle Eastern I
- Hist2001: Twentieth Century Europe
- Hist2002: Medieval Europe 400-1100 (online)
- Hist2010: History of China
- Hist2035: Religion in America
- Hist2037: Gods, Guns in Latin America
- Hist2051: American Military History
- Hist2063: Pop Culture & History
- Hist2064: Museums, Documentaries, and Battlefields: How the Public Learns about History
- Hist2067: Drugs in the Americas and in Global Perspective
- Hist2084: Second World War
- Hist2099: Special Topics in History
- Hist2117: Slavery and Race in America
- Hist2154: Revolutionary America

## Historical Thoughts and Methods
- Hist3000: Two Sections

## 3000 & Above Electives
- Hist3009: Women, Sex, & Conquest
- Hist3076: Imperial China
- Hist3154: The Reformation: Religious & Societal Upheaval at the Dawn of Modern Europe
- Hist3160: History Internship
- Hist3199: Special Topics in History
- Hist4088: The Nuclear World: Technology and History in the Atomic Age
- Hist4090: The Cold War in Latin America
- Hist5132: Land of the Tsars: The Russian Empire in the Modern Era

## 3000 & Above: NonUS/NonEuro
- Hist3009: Women Sex & Conquest
- Hist3076: Imperial China
- Hist4090: Cold War in LA
- Hist5132: Land of the Tsars: The Russian Empire in the Modern Era

## 3000 & Above Pre-1800
- Hist3009: Women Sex & Conquest
- Hist3154: The Reformation: Religious & Societal Upheaval at the Dawn of Modern Europe

## 4000 Level Courses
- Hist4088: Nuclear World
- Hist4090: The Cold War in Latin America

## Senior Research Capstone Seminars
- Hist5000: Two Sections

## Cross-listed Courses
- Hist1015: Migrants, Media, and the Refugee Experience
- Hist1089: Human Rights and Security
- Hist1012: Roman History I
- Hist1027: History of Jewish Civilization
- Hist2060: African History I
- Hist1011: Greek History I
- Hist3006: West African History and Civilizations
- Hist3096: History Honors Seminar: World War I
The History Department offers a variety of courses at different academic levels. The following section provides a brief overview of the types and levels of classes that you’ll find in our undergraduate curriculum.

I. HISTORY SURVEYS (1000- & 2000-Level)
The Department offers a variety of 1000- and 2000-level surveys that expose students to fundamental overviews of US, European, Latin American, Middle Eastern, Russian, and Asian history in addition to World History. History majors are required to complete at least two survey courses, which do not need to be sequential. Thus a History major could complete one semester of “World History” and one semester of “U.S. Women’s History” to fulfill this requirement.

There is a general expectation that assignments in 1000- and 2000-level courses will involve analytical writing, including essay examinations or papers. Both 1000 and 2000-level courses are generally bigger than upper-division courses, so they are usually based on a lecture format, though all of them also include time for class discussion.

II. FRESHMAN SEMINARS (HIST 1099)
Our Freshman Seminars are designed as interactive, small-enrollment classes in which first-year students work with leading historians on the in-depth study of a range of historical issues. Seminars in the past have focused on topics such as: The Essential Documents of the American Revolution; City Life in Renaissance Italy; The Merchant of Venice in Historical Perspective; and World War I in Memoir, Fiction, and Film. The goal of these classes is to expose students to the special rewards of studying history at the college-level by allowing them to focus on a topic up-close with leading experts in the field. These courses also fulfill the departmental requirement for majors and minors concerning lower level electives.

Note: This fall History is participating in a new interdisciplinary, freshman seminar pilot program in the College of Arts and Sciences. Thus our freshman seminars during Fall 2017 are numbered 1015 and 1089.

III. HISTORY 3000: Introduction to Historical Thought and Methods
This small seminar is required of all History majors and minors as an essential introduction to the ideas and practices of studying history and conducting historical research. With this goal in
mind, students read a selection of books and articles touching on different periods, world regions, and historiographical approaches that expose the multitude of ways in which historians do their work.

IV. UPPER-DIVISION COURSES (3001-4099 Level)
Courses at the 3001 to 4099 level are designed to give students an in-depth knowledge of the history of a particular place or era, such as medieval Europe, or of a historical subject that cuts across geographical and chronological boundaries, such as the history of slavery and emancipation, or of a special research methodology used by historians, such as computer applications in history or the analysis of material culture. These courses vary in format and may include lectures, discussions, readings from secondary materials, and use of primary materials such as documents, films, or still pictures.

In addition, 4000-level courses also include a guided research component that introduces students to the basic methods of research in order to prepare them for the research projects ahead in the History 5000 research seminars.

V. HISTORY RESEARCH SEMINARS (HISTORY 5000)
History 5000 research seminars are the capstone courses for the History major in which students complete a significant research paper of approximately 20-25 pages. Students research a topic of their choice and are guided both by the course instructor and any other faculty member with expertise in the research area. Capped at 15 students, the courses are purposefully small in order to offer majors the close-in, supportive environment they need to help them sharpen their historical skills. Before enrolling in History 5000, students must have completed History 3000 and well as one 4000-level course.

VI. HISTORY 5100s UNDERGRADUATE HISTORY COLLOQUIA
Our History 5100 courses are small, intensive reading colloquia that bring together advanced undergraduates and graduate students to explore selected historical topics or themes. Examples of
these courses include the History of the Ottoman Empire, War and Peace in Early Modern Europe, the History of Medicine in America, and Beauty and Fashion in Europe and the United States Since the 1800s. If you are considering applying for graduate school in history, courses at this level are a perfect choice, as these advanced colloquia will give you a preview of the focused seminar experience that is a regular part of graduate history instruction.

Departmental Plagiarism Policy

The History Department expects students to do their best work – and that means their best honest work. Consequently, we take academic misconduct very seriously, including plagiarism. Please read our departmental plagiarism policy carefully and make sure to talk to your teachers or department advisors if you have any questions.

Our policy in brief: The History Department will pursue and seek appropriate punishment for acts of academic misconduct in keeping with the guidelines established in the UC Student Code of Conduct. Our department rule is that any student found to have committed plagiarism on an assignment is to automatically receive a grade of zero (0) for that assignment, with the further understanding that the student will not be allowed to drop the plagiarized assignment or resubmit it for a different grade. Any student caught committing a second act of plagiarism will automatically fail the course. For a full statement of our policy, see http://www.artsci.uc.edu/departments/history/undergrad.

Got questions? Please, contact us!

Dr. Isaac Campos, Dir. of Undergraduate Studies
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Dr. Susan Longfield Karr, Dir. of Undergraduate Advising
karrsn@uc.edu

Dr. Tracy Teslow, Dir. of Graduate Studies (Spring 2017)
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Dr. Sigrun Haude, Dir. of Graduate Studies (Fall 2017)
haudse@uc.edu

Dr. Christopher Phillips, Department Head
Christoper.phillips@uc.edu
Are human rights and security contradictory or complementary?

Must we sacrifice certain freedoms for the sake of national or personal security?

This course tackles these problems through the lenses of history and political science, enabling students to learn how knowledge of the past is essential for shaping our present and future. Focusing primarily on the domestic and international politics and policies of the United States, the course explores a number of case studies related to immigration and refugee affairs, wartime internment and detention, counterterrorism and intelligence practices, international intervention and alliances, and economic and social policy.

Breadth of Knowledge Requirements: Historical Perspectives, Humanities
HIST 1015:
Migrants, Media, and the Refugee Experience

TTh 12:30-1:50p  Sorrels and Glaser

We are confronted daily with news reports of an unprecedented refugee crisis and a world transformed by mass migration and globalization. Yet beneath the flood of dire predictions and heated debates lies a wealth of evidence suggesting that in fact we have been here before and we have the tools to successfully navigate our current moment. These tools are interdisciplinary. By studying historical migration patterns and previous refugee crises, we can learn to put our own moment into perspective. Through literature, film, and art, we can learn to empathize and take the perspectives of people negotiating the complex experience of exile. To these ends, we will explore some of the main factors behind mass migrations around the world since the 19th century as well as some of the ways that the migration experience has been represented in culture. This will equip us to develop our own informed positions on debates about immigration today and to articulate our perspectives through critical essays, multimedia presentations, or experiential projects.

Breadth of Knowledge Requirements: Historical Perspectives, Humanities
This course explores the settlement and expansion of the American colonies, the establishment and expansion of the United States during the first half of the nineteenth century and the social, economic and political divisions that lead to the outbreak of Civil War and continuing regional rifts following 1865.

_Breadth of Knowledge:_ Diversity & Culture; Historical Perspectives
_Baccalaureate Competencies:_ Critical Thinking; Effective Communication; Knowledge Integration; Social Responsibility
HIST 1002: United States History II
Reconstruction to the Present

Online McClanahan

This course is the second part of a two-semester sequence, which surveys U.S. history from the end of Reconstruction through the late 20th century. The class will cover social and cultural movements in addition to key political developments, and will introduce students to the major forces that shaped American life during the late nineteenth and twentieth centuries. The class explores issues of race, gender, and class, the immigrations and migrations of peoples indigenous and not, industrialization/technology, war and foreign policy, and analyzes the ways in which they influenced Americans and society at large, and considers their historical implications. Readings and discussions will emphasize Americans’ experiences, understandings, and convictions within the broader national and global context.

Breadth of Knowledge: Diversity & Culture; Historical Perspectives
Baccalaureate Competencies: Critical Thinking; Effective Communication; Knowledge Integration; Social Responsibility
This course investigates the origins, development, and interactions of world cultures from ancient times to roughly 1500 AD. Key topics considered in the course include the emergence of the world's first large-scale urban civilizations, the rise of classical empires, the emergence and spread of the world's religions, and the gradual consolidation and interaction among major world culture areas in Europe, East Asia, South Asia, Central Asia, the Middle East, Africa, and the Americas.
HIST 1007: Middle East History I

Explore the history of the Middle East from the 6th to 16th centuries.

TTh 9:30-10:50a Mincey

In this course we study the Middle East (Southwest Asia) and North Africa, from the era just before the rise of Islam to the early modern period. We will study the political, economic, social, and cultural history of the area, including arts, architecture, law, literature, and folk cultures. The goals of this course are to develop analytical thinking and writing within the discipline of history, while introducing some of the cultural and political forms that have existed over time in this region of the world.

Breadth of Knowledge: Diversity & Culture; Historical Perspectives
Baccalaureate Competencies: Critical Thinking; Effective Communication; Knowledge Integration; Social Responsibility
HIST 2001:

20th Century Europe

MWF 12:20-1:15p  O’Connor

Breadth of Knowledge: Historical Perspectives & Diversity of Culture

This course examines the history of Europe in the twentieth (and early twenty first) century in its global contexts. An important theme throughout will be the use of visual culture and material from painting to photographs, from film and television to the web to illustrate how culture shaped technological change and how technological innovations created new cultural forms with significant political and economic consequences.

While we explore these profound changes we investigate the unprecedented violence witnessed in the first half of the century: Two world wars, aerial bombardments, genocides, the displacement of millions of people, starvation, revolutions, and civil wars all mark the decades leading up to 1945. Understanding this violence means understanding the consequences of new and older political ideologies from conservatism, liberalism, and socialism to fascism and communism and the consequences of these ideologies for European colonialisms and empires. In the second half of the course, the Cold War and its collapse, the international reach of the United States, the rise of popular culture, the women’s movements, youth culture, the challenges to the welfare state, the creation of the European Union, the dissolution of colonial empires and post-colonial migrations to the European continent all help us to understand the global present.
This course explores the fragmentation of European political culture following the fall of the Roman Empire, as well as the rise of the Catholic Church and of monasticism, and the emergence of feudalism and manorialism. It also addresses the consolidation of Europe under Charlemagne and the subsequent re-division of that empire. Creation of new feudal states and the reform and ascendance of the Church that led to its dominant position in Europe expressed in the Crusades are also addressed.

Breadth of Knowledge: Diversity & Culture; Historical Perspectives
Baccalaureate Competencies: Critical Thinking; Effective Communication; Knowledge Integration; Social Responsibility

UC History
HIST 2010:
History of China
TTh 2:00-3:20p
Kwan

This course is an introductory survey of Chinese history from the Paleolithic Age to the present focusing on its long term cultural, social, institutional, and technological evolution.

Breadth of Knowledge: Historical Perspectives; Diversity & Culture
Baccalaureate Competencies: Critical Thinking; Effective Communication
This course surveys American religious history from the time of the American Revolution to the present, with emphasis on important cultural figures, the relationship between American exceptionalism and religious faith, the impact of the Bible in the public sphere, etc. Contemporary debates about religion in American life will also be considered. Like other lower-division History courses, this class is designed to introduce undergraduate students to key topics of the human past in an engaging yet rigorous manner. No prior knowledge of the subject is presumed.
HIST 2037:
God and Guns in Latin America
MWF: 10:10-11:05a    Leavitt-Alcántara

This course examines the relationship between God and Guns, religion and violence in Latin America, from the expansion of the Aztec and Incan empires, to the European conquest of the Americas, from modern messianic and revolutionary movements of the twentieth century to gangs and drug wars today. How and why has religion inspired and justified violent acts? How and why has religion also served as a critical form of resistance to forms of exploitation and injustice? Throughout the course, we will be considering what the history of religion and violence in Latin America can teach us about current local and global politics and conflicts.

Breadth of Knowledge: Diversity & Culture; Historical Perspectives
Baccalaureate Competencies: Critical Thinking; Effective Communication; Knowledge Integration; Social Responsibility
HIST 2051:  
US Military History  
TTh 8:00-9:20a  
Streckfuss

*Breadth of Knowledge: Historical Perspectives; Diversity & Culture  
Baccalaureate Competencies: Critical Thinking; Effective Communication;  
Knowledge Integration; Social Responsibility*

The course will analyze the military's role in society by examining the evolution of war and the development of a professional military. A strategic view of all U.S. Army engagements from the American Revolution through the current War on Terror will be developed through the lens of the application or neglect of the nine principles of warfare: mass, objective, offensive, surprise, economy of force, maneuver, unity of command, security and simplicity. The course will explore the evolving influences of technology, engineering, and science development on military strategy and tactics. The latter part of the course will include discussion of the increasing frequency of U.S. military in multinational, joint operations as well as the role of the American military in humanitarian missions and the transition of the American soldier from war fighter to nation builder. Finally, the course will analyze lessons learned from current American operating environments in Iraq and Afghanistan as well as the U.S. military's role in the War on Terror.
HIST 2063:
20TH Century American Pop Culture & Public History

TTh 9:30-10:50a  Krupar

This course examines 20th Century American popular culture. The class investigates the ways American pop culture has been discussed and portrayed in public, how different observers have recorded cultural events, developments, and phenomena. The course uses interdisciplinary materials to understand the intersections of popular culture, public memory, and historical preservation. Understanding what is popular culture and if it should be preserved are important purposes of the course.

Breadth of Knowledge:
Diversity & Culture; Historical Perspectives

Baccalaureate Competencies:
Critical Thinking; Effective Communication; Knowledge Integration; Social Responsibility

Fall 2017
HIST 2064:
Museums, Documentaries, & Battlefields:
How the Public Learns about History
TTR 2:00-3:20p  Spraul-Schmidt

This course will explore how historians and others present history to the general public. To that end we will watch non-fiction documentaries and a movie that is historical fiction, visit some museums, explore the city for historic markers and statues, meet a “re-enactor” who portrays historical persons and events, and visit some historical archives where “primary sources” are stored – documents that were created by people in the past that tell us important things about the times in which their authors lived. To help us understand more about each of these, we will read a number of reviews, articles, and book chapters written by historians and others about what kind of history ordinary people – the public – need to and want to know. Finally, we will ask several questions: what is history; how do we know what happened in the past; who decides what appears in history books, museums, historical plaques, documentaries, and historical fiction; whose history should be told; and how can we determine what is authentic and what is fake?

Breadth of Knowledge: Diversity & Culture; Historical Perspectives
Baccalaureate Competencies: Critical Thinking; Effective Communication; Knowledge Integration; Social Responsibility
This course explores the history of intoxicants in the Americas within a comparative, global perspective. Primarily the course will explore the political, economic, and cultural forces that explain how certain substances like cocaine, opium, and cannabis have been declared illicit while other substances like alcohol, tobacco, and coffee (mostly) have not.

Students will learn about the economics of drug trafficking and the cultural foundations of drug taking and its outcomes. The course will begin with an examination of drugs in the pre-Hispanic era and carry through to present-day drug wars and legalization movements.

**Student comments:**
“He took his time, answered questions, spelled the Spanish names for us. Just an extreme teacher!”
“Answers all questions, wants to help, easy to understand.”
“Great teacher.”
“My favorite professor of my academic career.”

*Breadth of Knowledge: Diversity & Culture; Historical Perspectives*
*Baccalaureate Competencies: Critical Thinking; Effective Communication; Knowledge Integration; Social Responsibility*
*Touch Point: First Year Experience*
Examine the Second World War in its global context.

What was the comprehensive impact of warfare, not only on the battlefield, but also on the intellectual, cultural, and political life of belligerent states, especially Germany, the Soviet Union, Japan, and the United States?

Explore everyday life during the war, the experience of women and children, and the "barbarization of warfare" that led to the enslavement, murder, and genocide of millions of civilians.

How did the war portend the division of Europe and the world after 1945?
The Ohio Valley played a key regional role in an active movement to defy the law in resisting human slavery. This course will cover the background to slavery’s extension into the west after the American Revolution and the way in which the U.S. role in a global economy came to depend on cotton. Americans hostile to slavery found themselves increasingly at odds with the efforts of the Federal government and the new two-party system to preserve, protect and defend the institution. We will examine the sectional nature, political character, and scale of organization to assist runaway slaves in direct defiance of Federal law. The process also addressed the issues of race underlying African slavery in America. Their “Underground Railroad” provided a model of how a popular resistance can win change despite the powers-that-be.
HIST 2099-02:
The Cosby Show:
Tropes, Stereotypes, & the Myth of the Strong Black Family
MWF 11:15-12:10p McGee

The sitcom hit “The Cosby Show” was a reflection of the clear consolidation of black economic, civic, and political progress in the 1980s, exemplified by the rising prominence of such visible blacks as entertainers, athletes, and politicians. While “The Cosby Show” was a form of entertainment, it also marked a definite ideological shift in black America aimed at improving race relations by projecting universal values that blacks and whites shared. HIST 2099-02, however, will investigate the problems of race, representation, reality, inherent in the lives of the Huxtables, and question the true value of the show and its archetypal characters on popular American culture.

*Breadth of Knowledge: Diversity & Culture; Historical Perspectives*
*Baccalaureate Competencies: Critical Thinking; Knowledge Integration; Social Responsibility*
This course is an introduction to Eastern European history primarily in the post-1945 period with an emphasis on the region’s global historical significance. It will address issues such as Eastern Europe’s experience of communist revolution, as well as e/migration, knowledge transfers, economic entanglements, and military and diplomatic engagement in order to better understand Eastern Europe’s role in shaping both the “First” and “Third” worlds, and its contemporary role in EU and global politics.
HIST 2117: 
Slavery & Race in American History

MWF 11:15-12:10p

This course will cover the history of American slavery and its aftermath from 1604-1876. We will examine the origins of slavery in Europe, Africa and America in the seventeenth century, the establishment of plantations in the American South, and the work and lives of enslaved black people as compared to their owners before the Revolution. After the Revolution, we will look at the decline of slavery in the North, its resurgence during the early nineteenth century in the South, and the resistance and rebellion among slaves that the reinvigoration of slavery entailed, such as the Nat Turner insurrection in 1831. The anti-slavery and abolitionist movements in the North will also be examined, as well as the end of the Atlantic slave trade during the first decade of the nineteenth century, and the subsequent expansion of the internal slave trade in America. Finally, we will probe the rising political conflict over slavery in the U.S from the Missouri Compromise in the 1820s to the outbreak of the Civil War, and then look at the impact of emancipation in the South on both blacks and whites from the Emancipation Proclamation to the end of Reconstruction in 1876.

Breadth of Knowledge: Diversity & Culture; Historical Perspectives
Baccalaureate Competencies: Critical Thinking; Effective Communication; Knowledge Integration; Social Responsibility
Why did thirteen of Great Britain’s New World colonies—and only thirteen, without, say, Nova Scotia or Barbados—choose to secede from their empire in 1776? Why was it this particular group of British mainland colonies that launched a civil war within the empire? What were their grievances? Why did they fight? Why could Parliament and the crown not resolve their complaints within the system? How did their disorganized, ragtag military defeat the most powerful armed forces in the world at the time? How did a contained rebellion within the empire ultimately turn into a world war involving France and Spain? Was the Revolution a limited colonial upset or a universalistic quest for popular rule with repercussions for all humankind? What proved the consequences of the war, in terms of creating a new American republic that aimed to avoid the corruptions and abuses of the British Empire? What kinds of new governments did Americans establish for themselves, and how did they revise and reform their institutions in the period leading up to the federal Constitution of 1787? When was the Revolution over?

This course delves into these and related questions, offering a comprehensive overview of the Revolution through lectures, readings, and discussions. Although it examines the Revolution from a variety of thematic angles, this is primarily a course in political, military, and constitutional history. As the historian Joseph Ellis has written, the central achievements of the Revolution were political, involving the creation of new philosophies of popular sovereignty and anti-monarchy as well as governmental institutions that reflected these innovations.

Readings are drawn from a selection of both classic and recent historical writing as well as primary sources (i.e., documents written during the period under study).

_Breadth of Knowledge: Diversity & Culture; Historical Perspectives_  
_Baccalaureate Competencies: Critical Thinking; Effective Communication; Knowledge Integration; Social Responsibility_
HIST 3000:
Introduction to Historical Thought & Methods

TTh 11:00-12:20p
TTh 2:00-3:20p

This course is designed to introduce History majors and minors to historical analysis and writing. Readings have been selected from different periods, countries, and historiographical approaches to help us appreciate the varieties of history and develop skills associated with historical thinking. Course is limited to history majors and minors.

_Baccalaureate Competencies: Critical Thinking; Effective Communication; Information Literacy; Knowledge Integration_  
_Touch Point Mid-Collegiate Experience_
HIST 3009:
Women, Sex, and Conquest in Latin America

MWF 1:25 -2:20p  Leavitt-Alcántara

"I would say it was one of my favorite courses at UC overall and in the history department. It improved my writing and my research skills."

"It opened up my mind a lot"

Today, many Latin Americans see themselves and their nations as products of the violent sexual encounter of European conquerors and indigenous and African women. The course explores this complex historical reality and its legacies. How did colonizers rely upon women, sex, reproduction, and marriage to conquer, convert, and enslave, to build colonial societies and maintain power? In what ways was Latin American colonialism surprisingly flexible and how did ordinary women and men push the boundaries of that flexibility? And how did relationships between women and men in colonial Latin America give birth to new peoples and new societies, a New World for all?

“This class presented some of the most overall interesting material I've experienced."

*Breadth of Knowledge: Historical Perspectives, Diversity & Culture*

*Baccalaureate Competencies: Critical Thinking; Effective Communication; Knowledge Integration; Social Responsibility*

Fulfills: Non US/Non Europe Requirement or Pre-1800 requirement for majors
HIST 3076:
Imperial China
TTh 9:30-10:50a
Kwan

This course focuses on the history of China from Neolithic times down to the 12th century. How did the country develop to become one of the world's oldest continuous civilizations, while surviving invasions and disasters (natural or otherwise)? Topics include major institutions such as the imperial system, Confucianism, Buddhism, civil service examination, and other Chinese gifts to humankind (including bureaucracy).

_Breadth of Knowledge: Diversity & Culture; Historical Perspectives_
_Baccalaureate Competencies: Critical Thinking; Effective Communication; Information Literacy; Knowledge Integration_
Fulfills: Non US/ Non Europe History Requirement
HONORS HIST 3096:  
A Global History of World War II  
Ideology, Culture, Politics  

TuTh 3:30-4:50p Zalar

COURSE OVERVIEW

Its Content: This course examines the Second World War in its global contexts. It emphasizes the comprehensive impact of warfare not only on the battlefield, but also on the intellectual, cultural, and political life of belligerent states, above all Germany, the Soviet Union, Japan, and the United States. It attends to everyday life during the war, to the experience of women and children, and to the “barbarization of warfare” that led to the enslavement, murder, and genocide of millions of noncombatants. It addresses, finally, developments that portended the division of Europe and the world after 1945.

Its Importance: World War II was the largest single event in human history. It mobilized seventy million people for military service and affected countless more through economic disruption, family separation, physical and emotional suffering, and grievous loss. Destroying some sixty million lives worldwide, it convulsed the symbolic and moral orders so profoundly that its impact reverberated well past 1945 in Cold War animosities and “proxy war” conflicts, decolonization in Africa and Asia, international relations, international law, humanitarian intervention, and Postmodern intellectual, cultural, and artistic life, among many other facets of human experience. Its impact can still be felt today in manifold ways.

Its Relevance to You: Rarely does a topic of university study speak to all of who we are as integrated and inescapably embodied intellectual, feeling, and ethical human persons. World War II is such a topic. Its violence was so terrible, its crimes so pitiless, its valor so breathtaking, that its history confronts us with disturbing and urgent questions about ourselves as selfsame members of the human family. Students with the courage to approach these questions have radically changed their minds about themselves and others, very often becoming more intently studious, humble, emotionally mature, and sensitive individuals. If “transformative education” is what you want, if this is what you expected to find when you enrolled in university, then this course is a good choice for you.
What is this course about?
The course explores the roots of the reformations, their theological and religious profiles, and their social, political, economic, and cultural underpinnings. It evaluates these movements in the context of long-term religious and political reform, and of other momentous developments during this age.

What more will you get out of it?
Beyond a more secure knowledge of pre-modern Europe, this course offers several benefits *no matter your major or area of interest*. This course will challenge you to think critically, develop complex reading comprehension, practice your writing and analytical command, and train your oral communication skills, among many other important professional skills.

*Breadth of Knowledge: Diversity & Culture; Historical Perspectives*
*Baccalaureate Competencies: Critical Thinking; Effective Communication; Information Literacy; Knowledge Integration*
*Fulfills: Pre-1800*
HIST 3160:

History Internship

What a History Internship Can Do for You:
Internships are an effective way to build your career:

Internships can help you learn important skills as a working historian.

These are skills that you can build on in a professional position or in graduate school. You can also list them on your resume to show potential employers or graduate schools that you have real experience as a historian.

Internships can help you make important contacts with history professionals at area museums, libraries, and historic sites.

Your supervisors and other staff at your internship site can provide you with recommendations for jobs or graduate school applications, provide you with leads on paid positions at their institution or others, and connect you with others in their field who can be useful professional resources.

You can earn academic credit for your history requirements (both majors and minors; 3001-level and above)

This means you can do an internship experience as part of your regular class load.

The typical internship requires 10 hours per week of work (150 hours for the semester) plus a weekly journal and a final report.

UC history students who have had internships have used what they learned and the connections they established to obtain professional positions and graduate school admission.

We have placed UC history students, both undergraduate and graduate in internships at a number of area institutions, including:

- The Local History and Genealogy Department of the Public Library of Cincinnati and Hamilton County.
- The Cincinnati History Museum and the Cincinnati History Library and Archives at the Cincinnati Museum Center.
- The National Underground Railroad Freedom Center
- The University of Cincinnati Library of Archives and Rare Books.
- William Howard Taft Historic Site.

If you want an internship for summer or fall, now is the time to start the process.

Contact: Fritz Casey-Leininger caseylcf@ucmail.uc.edu

Tracy Teslow teslowtl@ucmail.uc.edu
HIST 3199-01:
Slavery & Race in American History

MWF 11:15-12:10p        Durrill

This course will cover the history of American slavery and its aftermath from 1604-1876. We will examine the origins of slavery in Europe, Africa and America in the seventeenth century, the establishment of plantations in the American South, and the work and lives of enslaved black people as compared to their owners before the Revolution. After the Revolution, we will look at the decline of slavery in the North, its resurgence during the early nineteenth century in the South, and the resistance and rebellion among slaves that the reinvigoration of slavery entailed, such as the Nat Turner insurrection in 1831. The anti-slavery and abolitionist movements in the North will also be examined, as well as the end of the Atlantic slave trade during the first decade of the nineteenth century, and the subsequent expansion of the internal slave trade in America. Finally, we will probe the rising political conflict over slavery in the U.S from the Missouri Compromise in the 1820s to the outbreak of the Civil War, and then look at the impact of emancipation in the South on both blacks and whites from the Emancipation Proclamation to the end of Reconstruction in 1876.

Breadth of Knowledge: Diversity & Culture; Historical Perspectives
Baccalaureate Competencies: Critical Thinking; Effective Communication; Information Literacy; Knowledge Integration
This course on Radical and Utopian History will primarily encompass—without being confined to—the American experience. For as long as civilization has existed, people have asked whether a better world is possible or are we mere prisoners of “human nature.” Over generations, thinkers imagined a more rational and humane civilization by using reason and moral sensibilities to plan “utopia”—literally “no place.”

An inseparable feature of this process has been the ongoing effort to make real utopian aspirations (or aspects of them). Focusing on the world of western capitalism, we will explore the Marxist alternatives and, more generally, the importance of radicalism in shaping our history.

The course will sample such ideas, along with internationalism and feminism. However, it will particularly focus on the strategies and tactics radicals have used to promote their agenda. It will do this with an eye to present developments as well as history.

Utopian plans generally rethink the hierarchies of social class, race, nation and gender. Mostly based on excerpts from primary sources, this course will critically consider some of these ideas. It will touch briefly on classical works, such as those by Plato and Thomas More, but give the most attention to the modern utopians who developed their ideas in the shadow of modern capitalism—Henri de Saint-Simon, Charles Fourier, and Robert Owen—and their broader influences in western civilizations.

_Breadth of Knowledge: Diversity & Culture; Historical Perspectives_  
_Baccalaureate Competencies: Critical Thinking; Effective Communication; Information Literacy; Knowledge Integration_
This course examines the technological development of nuclear weapons from the interwar period to the post-Cold War era. The class considers the historiography of the atomic bomb, comparing and contrasting the methodological approaches used by historians to understand the technological evolution of the bomb and the policy choices made about the global nuclear arms complex.
HIST 4090:
The Cold War in Latin America, 1947-1991
TTh 11:00-12:20p  Campos

This course explores the history of the Cold War in Latin America, with particular emphasis on the relationship between the United States and the region during the second half of the twentieth century. The course examines how geopolitics, revolution, and dictatorship combined to produce one of Latin America’s most violent and tragic periods. It also delves into the social and cultural impacts of the Cold War in the region. Major events covered include the "Democratic Spring" of the 1940s, the 1954 CIA-backed overthrow of Jacobo Arbenz in Guatemala, the Cuban Revolution and Missile Crisis, the rise of various Cuban-inspired insurgencies, the Dirty Wars of the 1970s, Augusto Pinochet's Chile, and the violent conflicts of 1980s Central America.

Student comments:
"Explained things thoroughly"
"Course was highly entertaining and engaging"
"Outlines were excellent"
"Material was really great and learned a lot"
"Fun learning environment"
"Well organized and concise"

Fulfills 4000 Level Course Major Requirement
HIST 5000:
Capstone Research Seminar

M 5:00-7:20p McGee
W 3:35-6:15p Raider

History 5000 research seminars are the capstone courses for the History major in which students complete a significant research paper, on a topic of their choice, of approximately 20-25 pages. Before enrolling in History 5000, students must have completed History 3000 and well as one 4000-level course.
HIST 5132:
Land of the Tsars:
The Russian Empire in the Modern Era
TTh 3:30-4:50p  Sunderland

This upper-division seminar explores the fascinating history of the Russian Empire from its founding in the mid-16th century until its final dissolution during the tumultuous years of World War I and the Russian Revolution.

How did this huge empire made up of hundreds of different peoples and faiths come together? How did it hold together for so long? Why and how did it fall apart? And why and how was it replaced by a new revolutionary multinational socialist state called the USSR?

The short answer: Sign up for this class and find out!
1000/2000 Courses
Hist1002: US Survey II (Krupar)
Hist1004: World History II (Mincey)
Hist1008: Middle East II (Frierson)
Hist1009: Latin America I (Leavitt-Alcántara)
Hist2012: History of South Asia (Paik)
Hist2011: History of Japan (Kwan)
Hist2049: Music in America (Durrill)
New: History of Christianity II (Haude)
New: Twentieth Century Britain (O’Connor)
New: Western Revolutionary Tradition (Lause)
New: History of Iran (Haug)

Upper Level Electives
Hist3004: Crusades (Haug)
Hist3027: History of US Capitalism (Durrill)
Hist3042: Rulers, Rebels, & Rights: Tudor & Stuart Britain (Karr)
Hist3067: Arabs & Jews (Katz)
Hist3086: Modern China (Kwan)
Hist3012: The American West (Lause)
Hist4092: Inquisition (Leavitt-Alcántara)
New: Why World Needs Superman (Raider)
New: Women, Sexuality, and Society (Paik)
New: Race, Ethnicities, Cities (Frierson)
New: Human Rights in History (Porter &Karr)

History 3000: Thought & Methods
Two sections (Campos; Katz)

Non US/Non Europe Upper Level Electives
Hist3004: Crusades (Haug)
Hist3086: Modern China (Kwan)
New: Women, Sexuality, and Society (Paik)
New: Race, Ethnicities, Cities (Frierson)

Pre-1800 Upper Level Electives
Hist3004: Crusades (Haug)
Hist3042: Rulers, Rebels, & Rights: Tudor & Stuart Britain (Karr)
Hist4092: Inquisition (Leavitt-Alcántara)

4000 Major Requirement
Hist4092: Inquisition (Leavitt-Alcántara)
New: Race, Ethnicities, Cities (Frierson)

History 5000: Capstone Research Seminar
Two Sections (Porter; O’Connor)

History 510x/610x: Undergraduate/Graduate Seminar
New: Human Rights in History (Porter & Karr)

Honors
New: Why World Needs Superman (Raider)

Possible study Abroad Component: To Be Determined
Hist3042: Rulers, Rebels, & Rights: Tudor/Stuart Britain (Karr)
London, England, Edinburgh, Scotland, and/or Dublin, Ireland
The 500th Anniversary of the Reformation Symposium

“The Reformation in Historical, Literary, Religious, and Legal Perspective”

2017 marks the 500th Anniversary of Martin Luther’s nailing of his Ninety-five Theses and thus of the beginning of the Reformation. To commemorate this event, we will hold a Symposium on the Reformation to explore the many dimensions of the Reformation and its importance for today.

The Symposium will be held on 17 November 2017 at the Cincinnati Art Museum (Eden Park) because of the museum’s exhibition of the art of Albrecht Dürer, one of Luther’s contemporaries and supporters. All interested students are invited and encouraged to attend.

Thematic Clusters

While maintaining our commitment to traditional regional and chronological fields of study, these new clusters offer history majors and minors additional opportunities to concentrate on themes that cut across boundaries of time and space.

War & Society
Religion & Culture
Law & Society
Women, Gender, & Sexuality
Technology, Science, & Engineering
Business & Economic History
Race & Ethnicity
Urban History
Environmental History
Public History
General Advice:

‒ Be sure you meet with the History Director of Academic Advising, Dr. Susan Longfield Karr karrsn@uc.edu, to make sure you are on track for meeting your history major and minor requirements. She can also give you tailored advice and input as to how to best navigate the program by helping you select courses that best fit your interests and challenge you.

‒ All majors and minor should meet with your Advisor in History and the College, especially during your first and third year, to stay on top of your path to degree.

‒ Make sure to connect with your favorite faculty members on regular basis; they can tell you about great research opportunities, their future classes, as well local events and activities.

‒ Education Majors should consider adding a History Major (Cross-College). You are already much closer to earning the Major than you might think!

‒ Minors from colleges outside of McMicken: consider a Cross-College History Major. This option allows you to earn your Major in History without having to add additional GenEds to your home college’s requirements.

‒ If you are thinking about applying to law school after you complete your college degree, be sure to connect with your pre-law adviser in History (Dr. Longfield Karr karrsn@uc.edu).

‒ If you are thinking about applying to graduate school in History after you complete your History degree, make sure you reach out to your favorite faculty members for advice, strategies, and overall mentoring.

Planning, General Advice

Fourth Years (Seniors):

‒ If you plan to graduate in Fall 2017 please be sure to check your Catalyst degree audit to ensure that you have met or will be meeting all of the requirements in your major, minor, and overall degree by the end of the term.

‒ Meet with your college advisor to ensure all your GenEds are on track to be fulfilled and that you’ll be completing 120 hours, total, for your overall degree from McMicken.
For those who plan to graduate in **Spring 2018**, it is never too soon to make sure you are on track to do so in the major and in the college.

Meet with your college advisor to ensure all your GenEds are on track to be fulfilled and that you’ll be completing 120 hours, total, for your overall degree from McMicken.

Meet with your History Advisors (karrsn@uc.edu or camposip@uc.edu) to ensure that you are on track to graduate.

**Majors:**

- If you are planning to graduate in **Fall 2017** and you have not already completed Hist5000 with a C or better, **you must enroll** in Hist5000 for the fall.
- If you are planning to graduate in Spring 2018, and you have not already completed a 4000 level course, you are strongly advised to do so in Fall 2017.
- There are two sections of History 5000 every term during the regular academic year. We have recently shifted the way the Capstone seminars will work from Fall 2017 onward. See your history adviser for more information.

**Minors:**

- If you are planning to graduate in Fall 2017, and you have not done so already, you must complete History 3000 with a C or better in order to be certified for your minor.
- There are two sections of History 3000 offered every term during the regular academic year; we offer one section over the summer.

**Third Years (Juniors):**

- Completing History 3000 and at least one history course at the 4000 level over the 2017-2018 academic year will put you on track to meet the prerequisites for enrolling in History 5000 as early as Fall 2018. Be sure to also keep track of your elective requirements.

**Majors:**

- If you have not done so already, we highly recommend that you plan to fulfill your History 3000 requirement in Summer 2017 or Fall 2017.
- If you have already completed History 3000, but have not yet completed a 4000 level course, we highly recommend that you do so during the Fall 2017 term.
Minors:
- This is also a good time for minors, whether they have completed History 3000 or not, to enroll in a 4000 level History course.
- It is highly recommend that minors, especially those who are majoring in Education, take at least one 4000 level class before graduating. 4000 level courses are excellent opportunities to develop key research and writing skills that enhance your degree experience and prepare you for any number of opportunities in the future, academic and professional.

Second Years (Sophomores), Majors and Minors:
- If you have not taken a 3001 and above level course yet, Fall 2017 is a good time to do so. This coming fall term is also a good time for you to start planning for your future enrollment in History 3000 (if you have not completed it yet). As a minor and major requirement, the sections fill up rather fast. As a general rule of thumb, you should be planning on enrolling in History 3000 next spring (2018), if you don’t enroll over this summer or next fall.

- Again, in preparation for History 3000, we strongly advise all students to enroll in a course at the 3001-3099 level in our department. Given that these mid-level courses are different than 1000s, 2000s, and AP courses, they offer a great opportunity for students to begin to get a sense of our expectations of history majors and minors at the University of Cincinnati

Incoming First Years (freshman), Majors and Minors:
- Welcome to UC History! We Look Forward to Meeting You!
- Many of our new minor and majors have completed their lower level requirements through AP credit. However, we still advise that you take at least one course either at the 2000 or 3000 level this coming fall. This can serve as excellent preparation for History 3000, which you should be completing in either in the spring of your first year or the fall of your second.

- Freshmen Seminars: This fall History is participating in a new interdisciplinary, freshman seminar pilot program in the College of Arts and Sciences. Thus our freshman seminars during Fall 2017 are numbered 1015 and 1089 (see above).
If you have not fulfilled your lower level courses with AP, we strongly suggest that you do so by completing a survey or thematic sequence, whether it is at the 1000 or 2000 level.

See you in class!

Got questions? Please, contact us!

Dr. Isaac Campos, Dir. of Undergraduate Studies
camposip@uc.edu

Dr. Susan Longfield Karr, Dir. of Undergraduate Advising
karrsn@uc.edu

Dr. Tracy Teslow, Dir. of Graduate Studies (Spring 2017)
teslowtl@uc.edu

Dr. Sigrun Haude, Dir. of Graduate Studies (Fall 2017)
haudse@uc.edu

Dr. Christopher Phillips, Department Head
Christoper.phillips@uc.edu