September 2015

Dear Students,

The Department of History has compiled this booklet to assist you in selecting courses for Spring Semester 2016.

As you’ll see, we offer courses at all levels for all kinds of undergraduates—history majors, as well as those of you who might be looking 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](http://www.artsci.uc.edu/departments/history)

Please note: the descriptions here are accurate as of September 2015, but changes may occur with the schedule prior to the beginning of the Spring 2016 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@ucmail.uc.edu
Dr. Susan Longfield Karr, Dir. of Undergraduate Advising  karrsn@ucmail.uc.edu
Dr. Tracy Teslow, Dir. of Graduate Studies  teslowtl@ucmail.uc.edu
Dr. Christopher Phillips, Department Head  christopher.phillips@uc.edu

History Department Phone: (513) 556-2144
Web: [http://www.artsci.uc.edu/departments/history](http://www.artsci.uc.edu/departments/history)
**REQUIREMENTS FOR THE HISTORY MAJOR and MINOR**

**Department of History**  
**McMicken College of Arts and Sciences**

**HISTORY MAJOR REQUIREMENTS**

**Transition Students: Any Student Enrolled @ UC before Semester Conversion**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
<th>Elective Details</th>
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<tbody>
<tr>
<td>1000-2000 Level Electives</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>HIST 3000*; Majors must take this before HIST 5000</td>
<td>3</td>
<td></td>
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<tr>
<td>HIST 5000 **</td>
<td>3</td>
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<tr>
<td>3001-6099 Level Electives</td>
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<td><strong>TOTAL:</strong> 36 Hours</td>
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**New Semester Students: Any Student Enrolled @ UC after Semester Conversion***

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<tr>
<td>1000-2000 Level Electives</td>
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<td>Three Courses</td>
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<tr>
<td>HIST 3000*</td>
<td>3</td>
<td>Must take before HIST 5000**</td>
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<tr>
<td>3001-6099 Level Electives</td>
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<tr>
<td>4000-4099 Level Elective</td>
<td>4</td>
<td>One course; must take 3 credit hours of 4000-4099 Level Elective before HIST 5000**</td>
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<tr>
<td>Non-US/European</td>
<td>3</td>
<td>Must be 3001 or above; cannot fulfill other major requirements</td>
</tr>
<tr>
<td>Pre-1800 History</td>
<td>3</td>
<td>Must be 3001 or above; cannot fulfill other major requirements</td>
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<tr>
<td>History 5000**</td>
<td>3</td>
<td>One Course</td>
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<td><strong>TOTAL:</strong> 36 Hours</td>
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**HISTORY MINOR REQUIREMENTS**

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<th>Requirement</th>
<th>Hours</th>
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<td>1000-2000 Level Electives</td>
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<tr>
<td>HIST 3000*</td>
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<tr>
<td>3001-6099 Level Electives</td>
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<tr>
<td>Additional History Elective-Any Level</td>
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<tr>
<td><strong>TOTAL:</strong> 18 Hours</td>
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* Students must earn a C or higher to earn a History minor or to move on to Hist5000.  
** Students must earn a C or higher to earn a History Major.  
*** Approved November 2014.
Spring Semester Courses At a Glance:

**Freshmen Seminars:**
Hist1099-01: Race & Neighborhoods
Hist1099-02: Race & Ethnicity in Cities

**History courses at the 1000 or 2000 level:**
Hist1002: US History II (multiple sections)
Hist1004: World History II
Hist2001: War & Migration, Yesterday & Today (20th Century Europe)
Hist2003: Medieval Europe 1100-1500 (Online)
Hist2011: History of Japan
Hist2012: History of South Asia
Hist2017: World History: 1945 to the Present (Online)
Hist2018: Ambedkar and Gandhi
Hist2026: Cities in American History
Hist2043: Middle East History II (Online)
Hist2044: Founders of a New Nation
Hist2051: American Military History
Hist2053: Competition & Authority Before the Revolution (Colonial History)
Hist2064: Museums, Documentaries, & Battlefields: How the Public Learns about History
Hist2066: The Trials of Nationhood: Latin America, 1820-Present (Modern Latin America)
Hist2067: Drugs in the Americas and in Global Perspective
Hist2099-01: Humanitarianism in World History

**Introduction to Historical Thoughts and Methods:**
Hist3000: Introduction to Historical Thoughts and Methods (2 Sections)

**Upper level Electives:**
Hist3024: War & US Society
Hist3027: History of US Capitalism (US Economy & Society)
Hist3030: African American History & Film
Hist3049: US Women and Health (Online)
Hist3066: National Socialism
Hist3060: Public History Intern
Hist4045: History of the US South Since 1865
Hist6010: Public History Practicum
Hist6045: Race in American History and Culture

**Upper level Electives: Non US/Non Europe:**
Hist3086: Modern China
Hist3062: South Africa

**Upper Level Electives: Pre-1800 History:**
Hist3003: Witchcraft & Religion in Early America
Hist3004: The Crusades
Hist3049: Peter the Great (MW in class; Friday Online)
Hist4002: From Natural Law to Human Rights

**History Research Seminars:**
Hist5000-01: Rights, Resistance, & Revolutions
Hist5000-02: The United States and the Second World War
Navigating the Major/Minor: Enrollment

One2one Advising:
Be sure you meet with the History Director of Academic Advising, Dr. Karr karrsn@uc.edu, to make sure you are on track for meeting your history requirements as well as to get more tailored advice and input as to how to navigate the program in such a way as to help you select courses.

Don’t forget: Your history advisor can give you advice as to how to make the most of your schedule, including balancing your History course requirements with your broader College course requirements. Your History adviser can answer questions about your major and minor that your College adviser cannot.

General Advice:
It is highly recommended: 1) that majors and minors complete a course at the 3001 level or above before enrolling in History 3000; 2) that majors complete their 4000 level course requirement no later than the spring of their junior year; 3) that students think about their capstone research seminar strategically by taking courses that complement the theme of the History 5000 seminar for which they choose to enroll in any given term.
Tip: Email the faculty member slotted to teach the seminar you plan to enroll in what other history courses they think might pair well with their seminar.

Year-by-Year advice:

Seniors: If you plan to graduate in Spring 2016 or Summer 2016, please be sure to check your DARs form 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 you plan to graduate. Make it a point to contact your History Advisor (karrsn@uc.edu) during the enrollment period to ensure that you are on track and for some strategic advice about scheduling.

Majors:
- If you are planning to graduate in Spring 2016 you must enroll in Hist5000 if you have not done so already.
- If you are planning to graduate in Spring 2016, and you have not already completed a 4000 level course, you are strongly advised to do so in Spring 2016.*
- There are two sections of History 5000 every term during the regular academic year; one usually focused on a theme in US History, another usually focused on a theme in European and/or World History.

Minors:
- If you are planning to graduate in Spring 2016, and you have not done so already, you must complete History 3000 in order to be certified for your minor.
- There are two sections of History 3000 offered every term during the regular academic year.
**Juniors:** Completing History 3000 and taking at least one History course at the 4000 level over the 2015-2016 academic year will put History Majors on track to enroll in History 5000 as early as Spring 2016.

**Majors:**
- If you have not done so already, we highly recommend that you plan to fulfill your History 3000 requirement this coming Spring.
- If you have already completed History 3000, but have not yet completed a 4000 level course, we highly recommend that you do so this coming Spring.

**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.

**Sophomores, Majors and Minors:**
If you have not taken a 3001 and above level course yet, Spring 2016 is a good time to do so. This coming Spring term is also a good time for you to start planning for your future enrollment in History 3000. 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 fall (2016), if you don’t enroll this coming Spring.

Again, in preparation for History 3000, we strongly advise all students to enroll in any number of courses that we offer 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.

**Freshman, Majors and Minors:**
Many of our new minor and majors have completed their lower level requirements through AP credit. As such we would advise that you consider taking a course either at the 2000 or 3000 level this coming spring if you have not done so already. This can serve as excellent preparation for History 3000, which you should be completing in your Sophomore year.

We are offering two Freshmen Seminars in the Spring 2016 term.

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.
A BRIEF OVERVIEW OF OUR COURSES

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 American, 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 and 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.

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. The seminars focus on a chosen theme (such as, Immigration in American History, Christianity in Early Modern Europe, or Asia and the West), and are taught by faculty with research expertise in the area. Capped at 15 students, the courses are purposefully small in order to offer majors the close-in, supportive environment they need in 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 6000s UNDERGRADUATE HISTORY COLLOQUIA
Our History 6000 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, History 6000 courses 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.

Have a question about the major or any of the types of classes listed here? We’re happy to help. Please contact your favorite history professor or make an appointment to speak with one of our two primary History advisors: Professor Susan Karr, Director of Undergraduate Advising (karrsn@uc.edu) or Professor Isaac Campos, Director of Undergraduate Studies (camposip@uc.edu).

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 (you’ll find it on our website) 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.
What a History Internship Can Do for You:

Internships are a proven 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 major or minor 3000 level and above requirements.

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 spring or summer, now is the time to start the process.

The next step is to make an appointment or drop in to discuss your interests. To do this contact:

Prof. Fritz Casey-Leininger
Director of Public History
Department of History
McMicken 353b
caseylcf@ucmail.uc.edu

Office Hours: Tuesday, 2:00 to 3:00, Thursday, 11 to 12 noon, Wednesday 4:30 to 5:30 pm or by appointment
This course is the second part of a two-semester sequence that 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 American's experiences, understandings, and convictions within the broader national and global context.
HIST 1004: World History II
MW 9:05-10:00a + Disc Sections
Sunderland

This course explores world history from approximately 1500 to the current day. Key topics addressed in the course include the expansion and then contraction of European/Western power on a global scale, the rise and fall of the Atlantic slave trade and Atlantic slavery, the industrial revolution, dramatic changes in the distribution of peoples and the size of the world population, the emergence of influential modern ideologies and movements, the formation of modern states and trans-national networks, and the varieties of globalization that have shaped the world over the last five centuries.

Breadth of Knowledge: Diversity & Culture; Historical Perspectives
Baccalaureate Competencies: Critical Thinking; Knowledge Integration; Social Responsibility
HIST 1099-01: Race & Neighborhoods
TR 12:30-1:50p Casey-Leininger

Why do we live in racially and economically segregated neighborhoods? What impact does that have on all our lives?

The course examines the forces, events, and demographic movements that shaped the development of racially isolated, low-income African American communities in American cities in the 20th century, starting in the 19th century and continuing through the last 20 to 30 years of 20th century, with attention to trends in race, residence, and employment. It will look at the interaction between black efforts for self-determination, public policy choices at the local, state, and federal levels, and the actions of private individuals and organizations, all of which helped to shape the residential and economic environments experienced by urban African Americans.

Breadth of Knowledge: Diversity and Culture, Historical Perspectives

Baccalaureate Competencies: Critical Thinking; Knowledge Integration, Social Responsibility

Touch Point: First Year Experience
Most of us on the planet are descended from slaves or bound laborers. How has this legacy been handled in different regional and cultural settings? Why are some ethnicities judged by their bound labor past, and others are not? We will study these questions comparatively, including the Americas, Africa, Europe, and Asia, to get a sense of how different cultures have viewed ethnic differences. We’ll read about racial conceptions of native Americans and Africans imported to the Americas in colonial times. From that moment in time, we’ll follow the trail of slavery back through Africa into the imperial heritage of military, domestic, and agricultural bound labor in the Middle East (Southwest Asia) and Europe. How did the legacy of slavery and of ethnic identity politics change with mass migration to cities from the late 19th century through to today? We’ll pause in northern Europe to see how the classical heritage lifted from Greece and Rome inflected the first social scientists’ ideas about colonized peoples in India and the Americas. After our return to the Americas, the links among King Cotton, the industrial revolution, and increasing migration to the cities will take us into a modern urban frame. We’ll conclude with this question: how does ethnic identity change when groups of people migrate to the city? Four times during the semester, we’ll meet with students in the other four freshman seminars on urban race to work on projects, take a city tour or two, and pursue other activities.

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

*Baccalaureate Competencies*: Critical Thinking; Knowledge Integration, Social Responsibility

*Touch Point*: First Year Experience
HIST 2001:  
20th Century Europe:  
War and Migration, Yesterday and Today  
MWF 11:15-12:10p  
Katz

You’ve seen the scenes of horror from the refugees streaming into Europe today. They carry echoes of a haunted past.

To grasp these current events and decide how to respond, you have to know what produced them: a century of European war and peace, hope and despair, migration and genocide, and struggles for global domination. This class tells those stories.

Along the way, you gain writing, speaking, and critical thinking skills and international perspective -- what you need to succeed far beyond UC.

*Breadth of Knowledge: Diversity & Culture; Historical Perspectives
*Baccalaureate Competencies: Critical Thinking; Effective Communication; Knowledge Integration; Social Responsibility*
This course explores the period of the High and Later Middle Ages in Europe, from the re-emergence of towns and long-distance trade in the Mediterranean, which the Crusades expanded to the entire Old World. Economic upsurge was shattered by the Black Death, but the medieval techniques and technologies continued to evolve during the Renaissance.

Breadth of Knowledge: Diversity & Culture; & Historical Perspectives
Baccalaureate Competencies Critical Thinking; Effective Communication;
Knowledge Integration; & Social Responsibility
HIST 2011:
History of Japan

TR 12:30-1:50p  Kwan

What is Bushido?
What was Matthew Perry doing in Tokyo Bay?
Was the A-bomb a good bomb?
Can Japan say “NO:”? 

This is an introductory survey of Japanese history from the Paleolithic Age to the present. By focusing on its long term cultural, social, institutional, and technological changes, the course will help us understand how Japan forged a unique identity in the modern world.

Breadth of Knowledge:
Diversity & Culture; Historical Perspectives

Baccalaureate Competencies:
Critical Thinking; Knowledge Integration;
Effective Communication; & Social Responsibility
HIST 2012:  
**History of South Asia**  
MWF 10:10-11:05a  Paik

This survey of South Asian civilization focuses on the evolution of Indian social structures, its diverse religious traditions, and the imperial Mauryan and Mughal states. It then explores the British empire, the growth of Indian nationalism, and the post-1947 development of the nation-states of India, Pakistan and Bangladesh.

*Broadth of Knowledge*  
Diversity & Culture  
Historical Perspectives

*Baccalaureate Competencies:*  
Critical Thinking;  
Effective Communication;  
Knowledge Integration;  
Social Responsibility
This course surveys world history from the end of World War II to the present, providing an overview of the major developments that have shaped the contemporary world. The course is organized thematically with each week tackling a different topic. Topics include: de-colonization, the rise of international organizations, the Cold War, national liberation wars and superpower rivalry, the demise of Communism, terrorism, and the realignment of the post-cold-war world. We will use a variety of sources, including video, music, and artifacts to explore these topics. By the end of the semester, you’ll be able to assess the impact of these and other subjects upon today's world.

*Breadth of Knowledge: Historical Perspectives*

*Baccalaureate Competencies: Critical Thinking; Effective Communication; Information Literacy*
By exploring the various conflicts between the ideas and actions of Ambedkar and Gandhi, as well as the underlying causes of those conflicts, this course provides an introduction to the intellectual history of India. We will investigate the lives and thoughts of these two important leaders of India and their relevant legacies for our times.

Breadth of Knowledge:
Diversity & Culture; Historical Perspectives

Baccalaureate Competencies:
Critical Thinking; Effective Communication; Information Literacy; Knowledge Integration; Social Responsibility.
In this course we will examine the growth and eventual decline of American cities. Students will learn about the influence of democracy, capitalism, and industrialism in shaping urban America, and how cultural ideas about gender, class, and race have influenced the urban landscape. The latter half of the course will focus on suburbanization, the developing urban crisis of the late twentieth century, and efforts to revitalize cities.

*Breadth of Knowledge: Historical Perspectives
Baccalaureate Competencies: Critical Thinking; Effective Communication; Information Literacy; Knowledge Integration; Social Responsibility*
In this course we study the Middle East (Southwest Asia) and North Africa from the early modern era through the 21st century.

We’ll study the political, economic, social, and cultural history of the area, including arts, architecture, law, literature, and folk cultures all while using a variety of sources, including video, artifacts, and elements of popular culture.

The goals of the 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. By the end of the semester, you’ll have a better understanding of how the modern Middle East emerged.

Breadth of Knowledge: Diversity & Culture; Historical Perspectives
Baccalaureate Competencies: Critical Thinking; Effective Communication; Knowledge Integration; Social Responsibility
HIST 2044: Founders of the New Nation

MWF 11:15-12:05p
Lause

It’d got just what you’d expect . . .

. . . and a lot you probably wouldn’t . . .

Breadth of Knowledge:
- Historical Perspectives;
- Diversity & Culture

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

Touch Point:
- Mid-Collegiate Experience
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.

*Breadth of Knowledge: Historical Perspectives; Diversity & Culture
*Baccalaureate Competencies: Critical Thinking; Effective Communication; Knowledge Integration; Social Responsibility*
History 2053:
Colonial America:
Competition & Authority Before the Revolution
TR 2:00-3:20p
Gasser

Course Description:
This course focuses on the peoples, societies, and cultures that shaped early North America before the American Revolution. “Colonial America” has traditionally followed the beginnings and development of British America, but we will also look at a broader picture of colonial America from Spanish, French, Dutch, Native American, African, and other perspectives. The course will primarily, but not exclusively, follow the development of eastern colonies, their political and social development, and the conflicts that arose out of local and imperial tensions. Students will use primary and secondary sources to analyze the complex factors of race, ethnicity, sex, and social status that shaped the fates of various individuals and groups in early America.

Breadth of Knowledge: Diversity & Culture; Historical Perspectives

Baccalaureate Competencies: Critical Thinking; Effective Communication; Knowledge Integration
HIST 2064:
Museums, Documentaries, & Battlefields:
How the Public Learns about History
TR 9:30-10:50a    Casey-Leininger

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:_ Historical Perspectives

_Baccalaureate Competencies:_
Critical Thinking; Effective Communication; Information Literacy; Social Responsibility
Are you interested in war, women, and song? Revolutionaries and reactionaries? Marijuana? Rum? How about bananas? Coffee? Sugar? How about understanding why Latin America “fell behind” the United States economically in the nineteenth century? Interested in why the United States invaded countries around the Caribbean dozens of times in the twentieth century? Or how nuclear war almost began over Fidel Castro’s Cuba in 1962? Have you ever wondered how Peru got rich off of bird droppings in the nineteenth century and then, when those ran out, decided cocaine was the answer? Aren’t you simply intrigued by the two guys at the center of this photo? One of them led an attack on the United States in 1916. The other fought to return stolen lands to Mexican peasants. Both were legends in their own time.

If any of that piqued your interest, then you should consider enrolling in H2066. You’ll learn from Professor Isaac Campos, who not only knows about all of these things, but he can tell you more about marijuana in Mexico than anyone else in the world (it’s true).

_Breadth of Knowledge:_ Historical Perspectives; Diversity & Culture

_Baccalaureate Competencies:_ Critical Thinking; Effective Communication; Knowledge Integration; Social Responsibility; Information Literacy

_Touch-Point:_ First Year Experience
HIST 2067: 
Drugs in the Americas & in Global Perspective

TR 2:00-3:20p  
Campos-Costero

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 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.

_Breadth of Knowledge_: Social & Ethical Issues; Historical Perspectives

_Baccalaureate Competencies_: Critical Thinking; Effective Communication; Information Literacy; Knowledge Integration; Social Responsibility

Touch Point: First Year Experience
We are all familiar with the images we see on our television screens that tug at our heartstrings in an appeal for sympathy. Non-governmental organizations such as The International Red Cross, Save the Children and many others use such tactics in their appeals for funds in order to help others in need. This course seeks to trace humanitarianism in world history beginning with the nineteenth century. Students will explore social, political and cultural influences in select parts of the world by examining both primary and secondary sources in order to understand the development of the drive towards humanitarianism.

This course will apply towards the Human Rights Certificate.

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

*Baccalaureate Competencies*: Critical Thinking; Effective Communication; Knowledge Integration; Social Responsibility
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 3000-02: Introduction to Historical Thought and Methods

MWF 1:25-2:15p

Lause

What historians do . . .

How they do it

. . . Why they do it.

Baccalaureate Competencies: Critical Thinking; Effective Communication; Information Literacy; Knowledge Integration

Touch Point Mid-Collegiate Experience
HIST 3003:
Witchcraft and Religion in Early America

TR 11:00-12:20p

This course focuses on the witchcraft trials in Salem, Massachusetts in 1692. In addition, the course will examine how members of orthodox religious groups struggled over the meaning of the supernatural with religious radicals who migrated to America in the seventeenth and eighteenth centuries. Ultimately, students will consider how perceptions of the supernatural in general, and witchcraft in particular, revealed the hopes and fears of those who coexisted uneasily in colonial America.

*Breadth of Knowledge*: Historical Perspectives, Diversity & Culture
*Baccalaureate Competencies*: Critical Thinking; Effective Communication; Knowledge Integration; & Information Literacy
*Meets*: Pre-1800 History Major Requirement
In the year 1095, Pope Urban II called upon the Christians of Western Europe to liberate Jerusalem and the Holy Land from Muslim rule. This call to arms resulted in a series of military conflicts, known collectively as the Crusades, between armies of Western Europeans and the Islamic World that lasted several centuries and continue to resonate in political discourse up to the present day. This course will focus on the classical period of the crusading movement, from Urban II’s call to arms in 1095 until the fall of the last Crusader Kingdom in the Levant in 1291, while exploring the religious, social, political, and economic origins of the Crusades and their impact on the Middle East and Europe. Special attention will be placed on examining primary source materials in an attempt to understand how these events were viewed by contemporary witnesses and continue to be remembered both in the West and in the Islamic World.

*Breadth of Knowledge: Diversity & Culture; Historical Perspectives
*Baccalaureate Competencies: Critical Thinking; Effective Communication; Information Literacy; Knowledge Integration
*Meets: Pre-1800 History Major Requirement
War profoundly changed U.S.-American society in the twentieth century even though the home front avoided martial combat. Military personnel were of course deeply affected, but so too were other populations across the nation. War produced great transformations in American political culture, gender relations, civil rights, economy, law, and the role of government in people’s lives. It brought diverse communities together as patriotic Americans, but also drove people apart. Debates over America’s war-time commitments were often, at core, about people’s deeply held and divergent beliefs about what kind of country the United States should be.

*Breadth of Knowledge:*

Historical Perspectives; Social & Ethical Issues

*Baccalaureate Competencies:*

Critical Thinking; Social Responsibility
HIST 3027:
History of American Capitalism:
American Economy and Society

MWF 12:20-1:15p          Durrill

This course will examine the history of American capitalism from the seventeenth century to the present.

In the first half of the course, we will cover the emergence of merchant capitalism in the Atlantic world, slavery as an economic activity, different modes of production and distribution in the eighteenth century, the impact of the American Revolution on the economy, gendered differences in the post war economy, the Market Revolution of the early nineteenth century, the emergence of social classes based on wealth, manufacturing, labor conditions and organization, the beginnings and recurrence of financial panics, and the financial crisis produced by the Civil War.

In the second half of the course we will trace the course of US economic development from the upheaval of the Civil War to the emergence of globalism in the 1990s. We will especially concentrate on the rise of corporate capitalism in the late nineteenth century, the role of the state in the economy from 1900 onwards, the impact of war on economic development, and the beginnings of a post-industrial economy in recent America.

In all this, we will also examine the technologies that made market capitalism and industrial capitalism possible, such as the cotton gin, interchangeable parts for weapons, weaving machines and power looms, steam engines, steel ships, chemical dyes, train engines and cars, steel pointed plows and later combines, the assembly line, gasoline, electricity, typewriters, phonographs, movie cameras and projectors, steel girders, airplanes, radio and television, and computers.

*Breadth of Knowledge: Technology & Innovation; Historical Perspectives*

*Baccalaureate Competencies: Critical Thinking; Information Literacy; Knowledge Integration*
JOIN US…for African-American History & Film, which will traverse the black historical experience in America through an exploration of contemporary films that attempt to document and portray current events of the eras in (or for) which they were made. Considering film (other forms of media) as both historical artifact and document, the course presumes that while film can be an informative tool, it can also be a dangerous teacher, and as such historical readings will supplement weekly screenings. Students will learn to interpret the continuous dialogue between films and the communities they seek to reflect, and to critically analyze black film as art, social commentary, and historical reflection.

- Gone with the Wind; Sweet Sweetback’s Baadasssss Song;
- Monster’s Ball; The Color Purple; Guess Who’s Coming to Dinner; Malcolm X;
- Boyz ‘n the Hood; Jungle Fever
- Madea’s Family Reunion; Rosewood; Birth of a Nation
- In the Heat of the Night; Mississippi Burning; Tuskegee Airmen
- Black Dynamite; Harlem Nights

There are NEW FILMS slated for the Spring 2016 semester, so don’t miss out!

Breadth of Knowledge: Diversity & Culture; Historical Perspectives
Baccalaureate Competencies: Critical Thinking; Effective Communication; Social Responsibility
HIST 3049: Women and Health in America

What constitutes women’s health? How have women shaped the history of medicine? What role has the female body played in historical ideas and practices related to health? How has the relationship between women and professional medicine changed over time?

This course examines the dynamic relationship between women and health in American history, treating women as multifaceted participants in the history of health and medicine. Spanning from the nineteenth-century to the present, the class covers multiple themes and perspectives to introduce students to major historical topics and issues in the history of women and health. Students will gain exposure to social and cultural movements in addition to scientific developments in the history of medicine, and will explore the most pertinent issues shaping the field. Focusing on women’s experiences, we will analyze the historical implications of various medical advancements, shifting frameworks of scientific knowledge, and gendered conceptions of bodies and disease in the United States.
HIST 3059:
Russia in the Age of Peter the Great

MW 1:25-2:20p Sunderland
F    Online

This course examines Russian history during the life and reign of Peter the Great (1672-1725). It investigates fundamental questions of continuity and change set against the momentous developments of the era. Key themes such as modernization, westernization, autocracy, war, transformations in gender relations and family life, and the experience of empire will be explored, and this transformational period in Russia will be considered in comparative perspective with particular emphasis on parallels with European states and the empires of the Ottoman and the Qing.

Breadth of Knowledge: Diversity & Culture; Historical Perspectives

Baccalaureate Competencies: Critical Thinking; Effective Communication;
Information Literacy; Knowledge Integration

Meets: Pre-1800 Major Requirement
This course will investigate the rise of the Nazi Party, the National Socialist seizure of power, and the policies of the Nazi state before and during the Second World War. We will focus on Nazi medicine and scientific racism. Topics include euthanasia and sterilization as public health measures; concentration camps as sites of medical research; and the views of Nazi doctors on race, genetics, gender, sexual orientation, and disability. We will conclude with a discussion of the implications of Nazi medicine for contemporary policy and debate on the

**Breadth of Knowledge:**
Social and Ethical Issues; Historical Perspectives

**Baccalaureate Competencies:**
Critical Thinking; Effective Communication; Information Literacy; Knowledge Integration; Social Responsibility
HIST 3086:
Modern China

TR 9:30-10:50a

Kwan

Where did the tea of Boston Tea Party come from?
Did Great Britain go to war with China over opium?
Why was Two-Gun Cohen in China?
Who lost China to the Communists?
Did China steal American jobs?
Is there a future for Chimerica?

Find the answers from this class!

This course examines China's modern experience. Considered "modern" by the 12th century, the country was condemned to "modernize" again in the 19th century. How did this reversal of fortune come to pass? Topics include technological change since the 12th century, imperialism, warlordism, the birth of nation-state, and the rise of communism.

Breadth of Knowledge: Historical Perspectives; Diversity of Cultures
Baccalaureate Competencies: Critical Thinking; Effective Communication; Information Literacy; Knowledge Integration
Meets: Non US/Non Europe Major Requirement
HIST 4002:
From Natural Law to Human Rights?
MWF 10:10-11:05a  Karr

Have you ever wondered why the history of human rights looks like a history of human wrongs? Or, if everyone is equal in nature, why is it that so few are equal in society? How is it that the idea of natural rights can underpin the right to property and resistance for some, while it justifies the dispossession and slavery of others? Have you ever wondered why such basics as human dignity, the inviolability of the human body, and the right to have rights have been so thoroughly contested throughout history?

Would it surprise you to learn that legal and moral claims concerning the freedom of movement, freedom of contract, freedom of marriage, the right to emigrate, the right to citizenship, freedom of trade, freedom of speech, as well as the freedom of religion have been defining and transforming the modern rule of law over the last five centuries?

Join us as we trace the changes and continuities of debates and claims about rights throughout the late-medieval and early modern periods in order to explore how rights have been historically asserted, contested, justified, and defended before turning to the transformation of rights — from natural to human? — at the end of the 18th century.

This history will not only surprise you, it will help you decode the deeper meaning of human rights claims that underpin modern international and national laws, the domains in which the right to have rights matters most!

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

Touch Point: Mid-Collegiate Experience
HIST 4045:
History of American South Since 1865

MWF 10:10-11:05a    Durrill

This class will examine the South and its people, black and white, as well as its institutions, political ideology, and ultimately its meaning from the end of the Civil War to the late twentieth-century. This course is intended to provide you with a broad base of knowledge about the history of the American South - from economic, political, and social issues to music, art, and literature, as well as representations of the South in novels and movies.

Specific topics will include reconstruction and sharecropping, Ku Klux Klan and racism, Populists and agrarian reform, Democrats and the Solid South, New Orleans and jazz, textile mills and poor whites, college football and the Southern middle class, the Great Depression and poverty, World War II and industrial expansion, Elvis and rock and roll, air conditioning and migration to the South, Civil Rights and white backlash, suburbanization and the rise of the Republican Party, Latinos and immigration, rise of the Southern Right, and Atlanta and the new urban South.

We will begin the semester by pondering the post-Civil War definition of the "South," and end by discussing whether such a distinction exists today. To get at this question of regional identity, we will look at representations of the South in novels, songs, photographs and movies.

Baccalaureate Competencies:
Critical Thinking; Effective Communication;
Information Literacy; Social Responsibility; Knowledge Integration
INTERNSHIPS ARE A PROVEN EFFECTIVE WAY TO BUILD YOUR CAREER!

- Internships can help you learn important skills as a working historian.
- Internships can help you make important contacts with history professionals at area museums, libraries and historic sites.
- You can earn academic credits for your history major or minor 3000 level and above requirements.
- This experience is a resume builder for career positions and graduate school admission.

HIST4060
PUBLIC HISTORY INTERNSHIPS

UC History students have been placed at:
- Local History & Genealogy Department of the Public Library of Cincinnati and Hamilton County
- Cincinnati History Museum and 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

To learn more about internship or to register for HIST 4060, see:
- Prof. Fritz Casey-Leiningner
- Department of History
- McMicken 3533b
caseylc@ucmail.uc.edu
- Office Hours: Tuesday 2 to 3, Thursday 11 to 12 noon, Wednesday 4:30 to 5:30 or by appointment

UC History students with internships have used what they learned and the connections they made to obtain professional positions.
HIST 5000-01: Rights, Resistance, & Revolutions

W 6-8:20p
Karr

This undergraduate research/capstone seminar invites students to think about the history and development of rights by exploring their relation to law, resistance, and revolutions. Given that rights claims and justifications for rebellions and revolutions each encompass theories and practices of just governance through political institutions, legislative bodies, and courts of law, as well as informal and formal arrangements between states and empires (war & peace), students will be encouraged to explore linkages between rights movements (natural, civic, human, & civil), legal remedies, and violence.

Following an introduction to the historical issues of the seminar, students will develop their own research project which may concentrate on discreet intellectual, political, economic, or social aspects of the history and development of the ‘Western’ rule of law in late medieval/early modern Europe or the expansion of the ‘Western’ rule of law through the language of rights into international (and later global) institutions, legal regimes, and discourses.

Baccalaureate Competencies:
Critical Thinking; Effective Communication; Information Literacy; Knowledge Integration

Touch Point: Capstone
This course teaches students how to produce a historical research essay of 25-30 pages that thoughtfully identifies and interprets evidence from an array of both primary and secondary sources to advance an interesting and original thesis which contributes to a scholarly conversation.

The common theme through which we will accomplish this concerns the experiences of American people and institutions with the Second World War and related developments within a few years on either side of the conflict. Students may pursue essay topics along a very wide spectrum of possibilities while still benefiting from a common point of reference with their classmates.

*Baccalaureate Competencies: Critical Thinking; Effective Communication; Information Literacy; Knowledge Integration
*Touch Point: Capstone*
HIST 6010: Public History Practicum

W 2:30-4:50p  Casey-Leininger

The practicum contracts with a local organization to create a publication and/or an exhibit telling that organization’s history. The class is open to advanced undergraduates and graduate students.

This year's practicum will create a publication and/or an exhibit to help the Nativity Parish in Cincinnati’s Pleasant Ridge neighborhood celebrate its 100th Birthday.

Previous projects resulted in these publications and others:

“...I'd just like to thank you for letting me work with you in the Public History Practicum .... I think, of everything I did while I was at UC, that project had the greatest impact on my plans for my future career path.” Kevin Rigsbee, History ‘15

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

Touch Point: Mid-Collegiate Experience
This course seeks to better understand the multiple, shifting meanings and uses of race in the United States. We will explore how race has been defined, by whom, and to what end. Topics will include questions of identity and citizenship, immigration, art and popular culture, science and medicine, and politics. We’ll explore the nature and consequences of race in American history, and consider how scholars and others have tackled this complex, fraught topic.
History Courses Cross-listed with other Departments

Cross-listed with Classics:
HIST 1012/ CLAS1012: Roman History
MWF 9:05-10:00
MWF 10:10-11:05
Survey of Roman history from the origins of the Roman state in the Iron Age until the mid-fourth century CE. The course will focus on the political, social, and economic history of Rome in its development from an Italian community into an empire that included the entire Mediterranean world and much beyond.

Cross-listed with Judaic Studies:
HIST 1028/JUDC: History of Jewish Civilization II: 1500- Present
TR 10:30-9:50a
Jewish civilization in the context of world history and culture as interpreted through Jewish historical, religious, literary, and cultural developments, Biblical through medieval period (to 1500).

Cross-listed with Africana Studies
Online
This course will examine the European occupation of Africa and the rise of nationalism in post-World War II. We will also discuss Africa's position in the new global society and the problems that have plagued the continent since independence.