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Coming Soon:
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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

http://www.arstsci.uc.edu/departments/history.html
https://www.facebook.com/UHistory
https://twitter.com/UHistoryDept
WHY 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.
Dear Students,

The Department of History has compiled this booklet to assist you in selecting courses for Spring Semester 2018.

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 September 2018, but changes may occur with the schedule prior to the beginning of the Spring 2018 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)
UC HISTORY CLUB

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:
Dr. Erika Gasser, Faculty Sponsor
(gasserea@uc.edu)
MAJOR: 36 HOURS:

9 HOURS  LOWER LEVEL  #1000/2000 ELECTIVES
(3 CREDITS AT 1007 LEVEL OR ABOVE)

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
(1007 AND ABOVE)
Lower-Level Electives:
Hist1001: US Survey I (Online)
Hist1002: US Survey II
Hist1003: World History I (online)
Hist1004: World History II
Hist1008: Middle Eastern Survey II
Hist1009: Latin America Survey I
Hist1016: Themes in World History: Early Modern War & society
Hist1099: Separate And Unequal: History of Race, Gender, & Education
Hist2003: Medieval Europe, 1100-1500 (online)
Hist2011: History of Japan
Hist2012: South Asia Survey
Hist2014: African American II Survey
Hist2021: Civil War & Reconstruction
Hist2024: Global Environmental History
Hist2032: US Foreign Relations
Hist2049: Music in America
Hist2051: US Military history
Hist2103: Women, Sexuality, & Society in South Asia
Hist2107: Technologies of The world Wars
Hist2112: History of Iran
Hist2118: “Why the World Needs Superman” Honors course
Hist2125: Presidents in Crisis
Hist2160: Britain and the World post 1945

Historical Thoughts and Methods:
Hist3000: Two Sections

Upper-Level Electives:
Hist3002: History of Christianity II
Hist3004: Crusades
Hist3012: The American West
Hist3042: Rulers, Rebels, & Rights
Hist3046: Museums & Collecting
Hist3059: Peter the Great
Hist3086: Modern China
Hist3097: Bearcat Legacies: A Hands-On Exploration
Hist3105: Eastern Europe Behind The Iron Curtain
Hist3160: History Internship
Hist3167: Arabs & Jews: Their Relations From Mohammad to Today
Hist4092: Inquisition in Spain & New World
Hist4004: Race, Ethnicities, Cities Around the Globe
Hist5001: US Religious History
Hist5110: Public History Practicum
Hist5188: Global Protest Movements
### AT A GLANCE: SPRING 2018 COURSES

#### 3001 & Above (Non US/Non Euro/World):
- Hist3059: Peter the Great
- Hist3086: Modern China
- Hist3167: Arabs & Jews: Their Relations From Mohammad to Today

#### 3001 & Above Pre-1800:
- Hist3002: History of Christianity II
- Hist3004: Crusades
- Hist3042: Rulers, Rebels, & Rights
- Hist3059: Peter the Great
- Hist4092: Inquisition

#### 4000 Level Courses:
- Hist4004: Race, Ethnicities, Cities Around the Globe
- Hist4092: Inquisition in Spain & the New World

#### Senior Research Capstone Seminars:
- Hist5000: Two Sections

#### Honors Courses:
- Hist2118: “Why We Need Superman Comics, Heroes, & Modern American Society”
- Hist3097: Bearcat Legacies: A Hands-On Exploration of UC’s History

#### Courses with Study Abroad Component:
- Hist4092: Inquisition in Spain & the New World
- Travel to Edinburgh, Scotland & London, England
- For more information on applying and scholarships contact KARRSN@UC.EDU or apply through UC International.

#### Cross-listed Courses:
- (Be sure to enroll under the HIST course number)
- Hist1011: Greek History
- Hist1012: Roman History
- Hist1028: History of Jewish Civilization II: 1500-Present
- Hist2038: Introduction to Medieval Jewish History
- Hist2046: Modern Israel
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.

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
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 camposip@uc.edu
Dr. Susan Longfield Karr, Dir. of Undergraduate Advising karrsn@uc..edu
Dr. Sigrun Haude, Dir. of Graduate Studies sigrun.haude@uc.edu
Dr. Christopher Phillips, Department Head christopher.phillips@uc.edu
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

MWF 1:25-2:20pm  McGee

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
HIST1003: World History I

Online Mincey

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.

Breadth of Knowledge: Diversity & Culture; Historical Perspectives

Baccalaureate Competencies: Critical Thinking; Knowledge Integration; Social Responsibility
HIST 1004: World History II
MWF 10:10-11:05am    Mincey

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 1008:
Middle Eastern History II
TR 11:00-12:20pm
Frierson

In this course we study the Middle East (Southwest Asia) and North Africa from the early modern era through the 21st century. We study the political, economic, social, and cultural history of the area, including arts, architecture, law, literature, and folk cultures. 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.

Breadth of Knowledge: Diversity & Culture; Historical Perspectives
Baccalaureate Competencies: Critical Thinking; Knowledge Integration; Social Responsibility
History 1009:
Latin America I:
Conquest and Survival, 1420-1820
MWF 12:10-1:15pm  Leavitt-Alcántara

This course explores the people, societies, encounters and conflicts that shaped Latin America during the era of conquest and imperial expansion (1420-1820). What kind of empires did the Spanish and Portuguese attempt to build? How did indigenous communities survive, accommodate, and resist conquest and colonization? How were these colonial societies both inclusive and exclusive, both rigidly hierarchical and surprisingly flexible, at the same time? How did the actions of Spaniards, indigenous, and Africans shape a New World for all and help Latin America to “become Latin America”? Questions of empire, economic exploitation, and religious, racial, and cultural diversity continue to spark debate today. Thinking about these issues historically will allow you to make more informed judgments as an active and thoughtful global citizen.

* Breadth of Knowledge: Historical Perspectives, Diversity & Culture
Baccalaureate Competencies: Critical Thinking; Effective Communication; Knowledge Integration; Social Responsibility
HIST 1016:
Themes in World History:
Early Modern War and Society

MWF 9:05-10:00a    Johnson

What is this course about?
This course will provide a global framework for understanding one of the most dramatic kinds of human experience—war. The course explores the implications of war on human society during a broadly-construed early modern period. It evaluates the way war has affected daily life in the context of race, class, economics, disease and mortality, religion, politics, gender, and culture during this age. Some of the wars and conflicts we will discuss include: European “wars of religion,” the Reconquista, Russian imperial expansion, and colonial conflicts around the globe.

What to expect?
This is a lecture and discussion course. It will challenge students to engage critically with the material and with each other and foster the development of communication skills through discussion and written assignments while providing students with a new lens through which to consider life during the early modern period.

Please Note: This course does NOT fulfill the SECED world history requirement.
Breadth of Knowledge: Historical Perspectives, Diversity & Culture
Baccalaureate Competencies: Critical Thinking; Effective Communication; Knowledge Integration; Social Responsibility
Touch Point: First Year Experience
What does education look like in the African-American community? From slavery to the student movement for black studies programs, the structure of education has been shaped by several debates: public vs. private, religious vs. secular, and classical vs. industrial. These debates have been perpetuated by race, gender and politics which has, for better or worse, shaped the African-American experience in the United States.

The seminar will provide an introduction into the history of education and unpack these various events and perspectives in the African-American community. A variety of topics will be covered from family structure, education, race, and spirituality, with other emphasis on social movements, policies and politics. Primary and secondary sources as well as movies, images and short clips will be discussed in this course.

Breadth of Knowledge: Historical Perspectives
HIST 2003: Medieval Europe 1100-1500

Online Todorova

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 2008:   
MODERN GERMANY:   
POWER, TERROR, & DICTATORSHIP, 1800-1991

MWF 11:15-12:20pm  
Zalar

Satisfies BoK requirements: Diversity & Culture and Historical Perspectives

“The lectures are phenomenal. The professor made me want to come to class.”

WHY DOES THIS COURSE MATTER?

All students should understand the historical development of such basic features of modern times as industrial economies and the societies they produce, expanding public roles for women, and the challenges of integrating minorities into durable national politics. They must also come to terms with those uglier realities that have made much of modern history a recurrent horror show: colonial exploitation of indigenous peoples, calculated attacks on civilians as legitimate tactics of warfare, ethnic cleansing and genocide as deliberate policies of exclusionary violence, and Communist command control of vast human populations. The history of modern Germany includes all that is laudable and lamentable in the recent past. Knowledge of this history remains an elemental requirement for responsible leadership in our world. This course makes this knowledge available to you. In addition, you will receive training in higher-order reading comprehension, analytical writing, and confident public speaking in a friendly environment animated by the intellectual and social virtues that shape your professional personality. We learn for life.
HIST 2011:
History of Japan
TR 9:30a-10:50am  Kwan

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

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 10:10-11:05am 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.

Breadth of Knowledge
Diversity & Culture
Historical Perspectives

Baccalaureate Competencies:
Critical Thinking;
Effective Communication;
Knowledge Integration;
Social Responsibility
This course surveys African American history from the onset of the Civil War to the election of Barack Obama as President of the United States. We will explore the fickle freedoms of the post-Emancipation era, the institution of second-class citizenship in modern history, and the phenomenon of rhetorical racial progress in the twenty-first century.

HIST 2014 will study a myriad of controversial historical topics and ask provoking questions that challenge our collective concepts of the relationship between race and democracy in the United States. What is freedom? What is citizenship? What is progress? How do we understand the function of race in American society? Our answers to these and other questions may be debatable, but the importance of asking and considering these questions is not.

*Breadth of Knowledge:
Diversity & Culture; Historical Perspectives

Baccalaureate Competencies:
Critical Thinking; Knowledge Integration;
Effective Communication; & Social Responsibility*
The primary goal of the course is to understand the multiple meanings of the most transforming event in American history. Those meanings may be defined in many ways: national, sectional, racial, constitutional, individual, social, intellectual, or moral. Broad themes are closely examined: the crisis of union and disunion in an expanding republic; the experience of modern war for individuals and society; slavery, race, and emancipation as a national problem and social process; and the political and social challenges of Reconstruction. We will examine the military, political, social, and economic progress of the conflict, the crucial question of slavery and emancipation and conceptions of freedom by both black and white Americans, the efforts to reintegrate the Confederate states into the Union and southern resistance to them, and the contested memory of the war. Through lectures, interpretive readings, and discussions, the course will encourage assessment of the war and Reconstruction in our modern national social, political, and ideological landscape, and their contribution to our current debates over who we are - and want to be - as Americans.

Breadth of Knowledge: Diversity & Culture; Historical Perspectives
Baccalaureate Competencies: Critical Thinking; Knowledge Integration; Effective Communication; & Social Responsibility
HIST 2024: 
Global Environmental History
TR 5:00-6:20pm
Fleming

This mixed lecture and discussion class will tackle the very broad topic of global environmental history through the study of certain themes over time. Topics will follow recent scholarship in environmental history and could include the history of agriculture, disease, demographic growth, forestry, environmental activism, and global warming. Students will read deeply in selected areas and write position papers based on materials discussed in class, including primary documents.

The fundamental goal of this course is to expose students to the role of the natural world in global history and to encourage an appreciation for continued study of the interaction between nature and culture.

*Breadth of Knowledge: Historical Perspectives; Diversity & Culture
*Baccalaureate Competencies: Critical Thinking; Effective Communication; Knowledge Integration; Social Responsibility*
Most American presidents have to maneuver their way through domestic or foreign crises in the course of their administration, but some wind up facing crises so serious that they cannot be simply managed and pose an existential threat to their government. This course will examine, discuss, and evaluate sources for the most dramatic and important of these with an eye to understanding present and future crises.

*Breadth of Knowledge: Historical Perspectives; Diversity & Culture*  
*Baccalaureate Competencies: Critical Thinking; Effective Communication; Knowledge Integration; Social Responsibility*
HIST 2032:
U.S. Foreign Relations
MWF 12:20-1:15pm Porter

This course surveys U.S. foreign relations, broadly construed, in the long 20th century. It examines the various ways in which American people and institutions have engaged with the world beyond U.S. borders. Particular attention will be paid to the growth and debatable descent of the United States as a major presence in the world, whether politically, culturally, economically, or militarily. Classes will include a mix of lecture and discussion.

Breadth of Knowledge:
Diversity & Culture;
Historical Perspectives

Baccalaureate Competencies:
Critical Thinking;
Knowledge Integration;
& Social Responsibility
In this course we will survey music composed and performed in the United States from the middle of the eighteenth century to the present. We will focus partly on the music itself by listening to recordings of that music, but we will also look at the business institutions that made that music possible such as concert halls, churches, recording studios, radio, television, musical theaters, films, and other venues. This course will cover all kinds of music including popular songs in the nineteenth century, opera, classic symphonies and chamber music, ragtime, concert and military bands, jazz, religious hymns and gospel, Broadway musicals, blue grass and country, rock music, grunge, and hip hop. We will also look at the political, economic and social contexts in which these different kinds of music emerged and flourished at different times and places in American history.

*Breadth of Knowledge: Fine Arts; Historical Perspectives
Baccalaureate Competencies: Critical Thinking; Information Literacy; Knowledge Integration*
HIST 2051:
U.S. Military History

TR 8:00-9:20am  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 2103: Women, Sexuality, & Society in South Asia

MWF 12:20-1:15pm Paik

This course examines how women have been affected by and have in turn shaped the history and politics of several countries in the South Asian subcontinent: India, Pakistan, Bangladesh, and Sri Lanka. Chronologically, we will move from the eighteenth century to the present to investigate how women, gender, and sexuality interacted with the nation, community, identity politics, caste, and class. We will study the diverse lives of women: as rag-pickers, saints, political actors, intellectuals, and professionals. This perspective will enable us to focus on the social, economic and political dynamics of South Asia, as well as the daily activities South Asian women. We will also watch excerpts of movies like Mother India/ Pinjar/ Mirch Masala/Chandni Bar/The Bandit Queen/Parineeta/Water.

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

This course considers the technological and engineering developments made just before, during and between the global World Wars. The class examines the political, economic, and strategic rationales for advancements made in aviation, mobile warfare, naval architecture, radar, sonar, chemical warfare, and the arrival of the atomic bomb among other topics. This course studies the technological successes and failures that occurred during the conflicts and interwar period.
Despite centuries of upheaval, conquest, and radical political and social changes, Iran has persisted as a geopolitical entity since the empire of the Achaemenids (r. 550-330 BC) up to the Islamic Republic, which rules the country today. From the great empires of antiquity through the arrival of Islam to the destruction brought by the Mongol hordes, the reemergence of Iranian kingship under the dynasties of the Safavids, Qajars, and Pahlavis, and the transformation of the country through the Islamic Revolution, this course seeks to introduce students to the history of Iran from antiquity to the present.

Since 1979, Iran has played a unique and prominent role in political discourse around the world and especially in the US where policy towards Iran is often debated. This course will help students situate their understanding of Iran and its place in the modern world in a larger historical context that will emphasize continuity and change across centuries.

Breadth of Knowledge: Diversity & Culture; Historical Perspectives
Baccalaureate Competencies: Critical Thinking; Knowledge Integration; & Social Responsibility
“Truth, Justice, and the American Way”

Superheroes and comic books are integral to America’s social and cultural fabric. Starting in the 1920s, superheroes rapidly developed from their comic book origins to become a part of nearly every aspect of American culture and society. This honors course investigates the ways comic book superheroes illustrate key developments in American social, cultural, and political history from the early 20th century to the present. Special attention will be paid to the medium of comic art as well as a variety of themes (heroism in Western culture, symbolism in American art, satire and parody in American literature, etc.) and important topics (gender, youth culture, multiculturalism, nationalism, etc.).

Honors Course

_Breadth of Knowledge:_ Diversity & Culture; Historical Perspectives
HIST 2160:
BRITAIN & THE WORLD AFTER 1945

TR 12:30-1:50
O’Connor

Did Britain make the modern world or did the modern world make Britain? The British world had a global reach in part because of the geographical reach of the British Empire. But in the decades after World War II, Britain was forced to decolonize, a complex and often bloody struggle to renegotiate its diplomatic, political, and economic place in a world now dominated by the United States, the Soviet Union, China, and former colonies such as India and Pakistan. In this class, we shall come to understand how the dynamics of late imperialism, decolonization, and the Cold War affected Britain globally and locally. We will explore how British society, politics and culture responded to these events and circumstances including the dramatic renegotiation of citizenship in the wake of the unprecedented migration of former colonial subjects in and out of the so-called island nation, and Britain’s entry and anticipated exit from the European Union.

Breadth of Knowledge: Diversity & Culture; Historical Perspectives
Baccalaureate Competencies: Critical Thinking; Knowledge Integration; Social Responsibility
HIST 3000:
Introduction to
Historical Thought & Methods

MW 5:00-6:20pm
TR 2:30-3:20pm

Sauer
Campos

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

Fulfills Hist3000 requirement for History majors & minors.
HIST 3002:  
From Martin Luther to Megachurches  
History of Christianity II  

TR 12:30-1:50pm  
Haude

After Martin Luther challenged the pope and Roman Catholicism in the early 16th century, the church was never the same again. This course follows the debates, conflicts, and opportunities that came with the growing divisions of and challenges to Christianity from about 1500 to the present. In doing so, we will investigate the religious and social roots of our culture. Based on the analysis of historical documents, the course will explore the relationship between religion & politics, religion & science, religion & reason, and the concept of multiple religions versus one "true" religion.

*Breadth of Knowledge: Diversity & Culture; Historical Perspectives  
Baccalaureate Competencies: Effective Communication; Information Literacy; Knowledge Integration; Social Responsibility*
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
Fulfills Pre-1800 requirement for History majors.*
HIST 3012:
WANTED: THE AMERICAN WEST
MWF 2:30-3:25pm                Lause
Come explore the American West. We will look at the expected . . .

. . . and the less expected

. . . and look for the legacy of the West in our own society . . .
HIST 3042:  
Rulers, Rebels, & Rights:  
Early Modern Britain, 1485-1689  
MWF 11:15-12:10pm  
Karr

This course explores a turbulent and transformative period in English and British history from about 1485 to 1689. We begin by focusing on the so-called early Tudor revolution in government before we turn to the English Renaissance and Anglican Reformation, the return of Catholicism, and the creation of a new Anglican Church and its unforeseen consequences under Elizabeth I. From there, we'll explore the Stuarts, with attention to the catastrophic civil war culminating in regicide 1649, and the rise of the republic that ended with the restoration of monarchy in 1660. The course then turns to the Glorious Revolution of 1688/89 as a fundamental watershed that cleared the way for a constitutional monarchy, parliamentary sovereignty, religious toleration (Protestant), and a rights-based jurisprudence that continues to shape the Western legal tradition to this day. As the transformation of England from a backwater kingdom to a fiscal military empire-state, over the course of the Tudor and Stuart periods, also marked the beginning of English overseas expansion and the foundations of the United Kingdom, we'll tie up the Cincinnati portion of the course by reflecting on the significance of these changes to Britain and Europe more generally at the turn of the eighteenth century.

We'll conclude the course with a two-week study abroad component, whereby students will have the opportunity to engage and confront this history through visiting Tudor/Stuart sites in Scotland and England. We'll first head to Edinburgh, Scotland, with day trips north to visit Sterling Castle, the Wallace Monument, and the Highlands, before spending about a week in London. Beyond castles, cathedrals, and battlefields, we'll also explore aspects of the English Renaissance by visiting national galleries in England and Scotland, exploring 16th- and 17th-century documents and literature at the British Library, and attending a performance at London's Globe, a recreation of Shakespeare's theater.

For more Information, including application and scholarships,  
Contact: Dr. Karr : karrns@uc.edu  
or check out the brochure at UC International Website:  

Breadth of Knowledge: Diversity & Culture; Historical Perspectives;  
Baccalaureate Competencies: Critical Thinking; Effective Communication; Social Responsibility  
Fulfills Pre-1800 requirement for History majors.
What are museums for?
Who do they serve?
Where did the mermaids go?

Why did the Ashmolean Museum exhibit the hand of a mermaid, miniature landscapes, and cheese turned to stone? Why did they stop? This course looks at how museums create and organize knowledge about the world, from the Early Modern period to the present, from early cabinets of curiosity to later museums of art, science, and history, first in Europe and then in the United States. We'll study how ideas about nature itself, and how one reaches conclusions about the world, have changed over the last 400 years, and look at the profound effects these changes have had on museums, collecting, and display. Course includes one or more field trips.

Questions? Contact: tracy.teslow@uc.edu
HIST 3059:
Russia in the Age of Peter the Great
TR 3:30-4:50pm Sunderland

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

Fulfills Pre-1800 OR Non US/Non Europe requirement for History majors.
HIST 3086: Modern China
TR 12:30-1:50pm  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 in 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 & Cultures
Baccalaureate Competencies: Critical Thinking; Effective Communication; Information Literacy; Knowledge Integration
Fulfills Non US/Non Europe requirement for History majors.

UC HISTORY 43
HIST 3097:
Bearcat Legacies: A Hands-On Exploration of UC’s History
T 2:00 to 4:50 pm Casey-Leininger & Gino Pasi

As the University of Cincinnati approaches its 200th anniversary, this honors course will explore its history over the last sixty years through hands-on research. During this period, UC evolved from a small local institution to one of the nation’s premier universities with students and faculty from across the US and around the world. Students will learn skills that will enable them to create a permanent record of parts of UC’s story through explorations of the lives and careers of a diverse group of retired UC faculty. Bringing together retired faculty and current students in the course will contribute to the very rich history of what the university is—students and faculty working together to create new knowledge.

At the end of the course, students will have the skills to reach into the past on their own and explore the stories of their own families and communities.

The products of our work may be displayed in appropriate places on campus and will be permanently stored in the University of Cincinnati Archives, making our work available to students, faculty, and staff, as well as researchers far into the future.

HONORS COURSE

Photos from last year’s student projects:

Dr. Carl Huether, 1981
Professor of Biology
First Director of the UC Honors Program

Dr. Gene Lewis, 1970
UC had shut down due to outrage over the killings by troops of four students of Kent State University in Ohio and of two students by police at the largely Black Jackson State University in Mississippi during ant-Vietnam War protests.
HIST 3102:  
Great Trials in History  
MWF 1:25-2:20pm  
Karr

Great trials and their outcomes serve as critical statements on and reflections of the societies in which they take place. In some cases, great trials might serve as means to affect legal change or social justice, whereas in others they may stand as opportunities to extend authority and tyranny.

Beyond their own historical contexts, some great trials have had such a fundamental and foundational influence on the history, development, and justification for modern legal and political institutions that their stories have been recast, reenacted, and reimagined in order to teach ‘timeless lessons’ about the dangers of tyranny, the virtues of duty, and the limits of justice.

The trials under consideration, from term to term, are selected based on their fundamental and foundational importance to the evolution of civil, constitutional, and international law and will range from the trial of Socrates to the Nuremberg trials of the 20th century.

Breadth of Knowledge: 
Social and Ethical Issues; Historical Perspectives 
Baccalaureate Competencies: 
Critical Thinking; Effective Communication; Information Literacy; Knowledge Integration; Social Responsibility 
Fulfills Pre-1800 requirement for History majors.
HIST 3105:
Eastern Europe behind the Iron Curtain
MWF 2:30-3:35pm  Gioielli

This course is an introduction to Eastern European history 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 gender relations, migration and expulsion, knowledge transfers, economic entanglements, and military and diplomatic engagement in order to better understand how Eastern Europe shaped and was shaped by both the “First” and “Third” worlds, and its contemporary role in the world. For the purposes of this class, Eastern Europe is defined as the countries that experienced socialist transformation after World War II including Poland, Hungary, Czechoslovakia, Yugoslavia, Romania, Bulgaria, Albania, and what had been East Germany (the GDR).

Breadth of Knowledge:
Diversity & Culture; Historical Perspectives

Baccalaureate Competencies:
Critical Thinking; Effective Communication;
Knowledge Integration; Social Responsibility
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.
HIST 3167:
Arabs and Jews:
Their Relations from Mohammed to Today
TR 12:30-1:50pm Katz

Headlines from the Middle East make it seem like Arabs and Jews have always been in violent conflict.
But that’s a half-truth that explains nothing and treats real people like cartoons.

This class takes you beyond the headlines to show you the complex, human story of Arabs and Jews from the rise of the Prophet Mohammed to the Israeli-Arab conflict in our own time. We’ll discover extraordinary encounters between Arabs and Jews: imams and rabbis, musicians and artists, revolutionaries and peacemakers, and more.
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; Knowledge Integration; Social Responsibility
HIST 4004:
Race, Ethnicity, & Cities
Around the Globe
TR 2-3:20pm Frierson

In this course we compare how people define their races and ethnicities in urban settings in the early modern to modern era, comparing a number of areas. How do people define and redefine “their” space and “our” space? We will turn these questions over in our hands as historians with historians’ tools: evidence, analysis, and storytelling or narrative. By the end of the course, you will have a deeper understanding not only of race and ethnic identity in the U.S.A., but also of what is in common with and what is starkly different from other societies and urban cultures around the world.

Baccalaureate Competencies:
Critical Thinking; Effective Communication;
Knowledge Integration; Social Responsibility,
Information Literacy.
Fulfills 4000-level requirement for History majors.
History 4092:
The Inquisition in Spain & the New World
MWF 2:30-3:25pm  Leavitt-Alcántara

“Nobody expects the Spanish Inquisition!” Monty Python

The Spanish Inquisition is infamous today as a symbol of fanatical religious repression, excessive torture, and violence. Studying this institution provides an opportunity to consider how one of the most diverse and tolerant societies in medieval Europe became increasingly intolerant and hostile towards religious minorities like Jews and Muslims. It also shows how Spain used religion to build and maintain an empire on the other side of the world. But the Spanish Inquisition also acted in ways we would not expect, and this class challenges the stereotype of a cruel monolithic institution. Inquisition trial records also provides us with a rare window onto the lives and thoughts and motivations of people often on the margins of society -- slaves, servants, religious minorities, women, and people suffering from mental illness.

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

Fulfills 4000-level OR Pre-1800 Requirement for History majors.
HIST 5000: Capstone Research Seminar

M 5:00-7:50pm
T 5:00-7:50pm

Porter
O’Connor

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 5001/6001:
Religion in America
R 2-4:50pm Raider

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 5088/6088:
Global Protest Movements

M 3:30-4:50 pm  Mark Lause

This course will explore global political upheavals. We will examine the particular cases of 1848, 1919 and 1968. What made them similar and how were they very different. It will refine an understanding of what a movement is (and is not), the differences between reform and revolution, and questions of pretense and power. We will work with an eye to contemporary developments, as the subject requires.
Greenhills: The History of a Planned Community

The newly designated National Historic Landmark community of Greenhills, Ohio, will celebrate its 80th anniversary in 2018. This suburban village just north of Cincinnati was created by the New Deal Resettlement Administration and opened to residents in 1938. The design used many of the most progressive urban planning principles of the time to create a physical embodiment of an ideal American town. Students in the public history practicum will explore the history of Ohio’s “greenbelt town” through interviews with residents and archival research. Together with the faculty, students will design a digital system to preserve and disseminate their interviews and findings to the general public.

Questions? Contact: tracy.teslow@uc.edu

Baccalaureate Competencies:
Effective Communication
Critical Thinking
October 23-34, 2017

Taft Research Center Lectures
Join us for Two lectures by
Professor Richard Bulliet,
Columbia University

October 23 From 5:30-7:30pm
"Energy Profiles in World History: The Political Economy of Big Stones."

October 24 From 12:00-2:00pm
"Energy Profiles in World History: Whims and Dollies."

November 1-2, 2017

Phi Beta Kappa Visiting Scholar
Thomas W. Laqueur
Fawcett Distinguished Professor of History,
University of California, Berkeley

There will be lunch on Wednesday 1 November from 1:30-2:30 for undergrad majors as well as phi beta kappa and honors students in the von Rosenstiel Library, 315 McMicken.

He will give a public lecture “How Dogs Make Us Human,” that same day, Wednesday 1 November, from 4-5:30 in 350 Dyer followed by a reception in Annie Laws.

November 17, 2017

500th Anniversary 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. 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

NEW!
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 minors 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 Spring 2018 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 now 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 Summer or Fall 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 Spring 2018 and you have not already completed Hist5000 with a C or better, you must enroll in Hist5000.
- If you are planning to graduate in Summer or Fall 2018, and you have not already completed a 4000 level course, you are strongly advised to do so in Spring 2018.
- Every Fall and Spring term there are two sections of History 5000. We recently shifted the way the Capstone seminars work, please see your history adviser for more information.

Minors:

- If you are planning to graduate in Spring 2018, 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.
- Every Fall and Spring term there are two sections of History 3000; we also usually 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 **Spring or Summer 2018**.
- 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 **Spring 2018** 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, **Spring 2018** 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 (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 over this summer or next fall of you do not enroll this Spring.
- 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.

First Years (freshman), Majors and Minors:
- Many of our new minor and majors have completed some of their lower level requirements through AP credit. However, we still advise that you take at least one course number 1007 and above (on the 1000 or 2000 level) as well as one course on the 3000 level this Spring, if you have not done so already in the 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:** We are offering one Freshmen seminar in Spring 2018.

*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. Sigrun Haude, Dir. of Graduate Studies**  
  Sigrun.Haude@uc.edu

- **Dr. Christopher Philllips, Department Head**  
  Christopher.phillips@uc.edu