Fall 2018 Course Book

History: It’s About Time

The Department of History

McMicken Arts & Sciences
University of Cincinnati

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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
FIND MORE ONLINE @
HTTP://WWW.ARTSCI.UC.EDU/DEPARTMENTS/HISTORY
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 Fall 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. 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. Do 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 February 2018, but changes may occur with the schedule prior to the beginning of the Fall 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)
# REQUIREMENTS

## MAJOR: 36 HOURS:

<table>
<thead>
<tr>
<th>Hours</th>
<th>Level</th>
<th>Courses</th>
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</thead>
<tbody>
<tr>
<td>6</td>
<td>Lower Level</td>
<td>#1000/2000 Electives</td>
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<tr>
<td>3</td>
<td>Lower Level</td>
<td>#1007 or above Elective</td>
</tr>
<tr>
<td>3</td>
<td>Methods</td>
<td>History 3000, Must earn C or better</td>
</tr>
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<td>12</td>
<td>Upper Level</td>
<td>#3001 &amp; above Electives</td>
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<td>Non US/Euro</td>
<td>#3001 &amp; above</td>
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<tr>
<td>3</td>
<td>Pre-1800</td>
<td>#3001 &amp; above</td>
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<td>3</td>
<td>4000 Level</td>
<td>Must complete before Capstone</td>
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## MINORS: 18 HOURS:

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<td>Lower Level</td>
<td>#1000/2000 Electives</td>
</tr>
<tr>
<td>3</td>
<td>Methods</td>
<td>History 3000, Must earn C or better</td>
</tr>
<tr>
<td>6</td>
<td>Upper Level</td>
<td>#3001 &amp; above Electives</td>
</tr>
<tr>
<td>3</td>
<td>Free Elective</td>
<td>Any course level 1007 and above</td>
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## MAJOR: 36 HOURS (Conversion Students)

<table>
<thead>
<tr>
<th>Hours</th>
<th>Level</th>
<th>Courses</th>
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</thead>
<tbody>
<tr>
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<td>Lower Level</td>
<td>#1000/2000 Electives</td>
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<tr>
<td>3</td>
<td>Methods</td>
<td>History 3000, Must earn C or better, Must complete before Capstone</td>
</tr>
<tr>
<td>18</td>
<td>Upper Level</td>
<td>#3001 &amp; above Electives</td>
</tr>
<tr>
<td>3</td>
<td>Capstone</td>
<td>Must earn C or better</td>
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Fall 2018 Courses by Requirement

1000 OR 2000 ELECTIVES

Hist1001: US Survey I
Hist1002: US Survey II (Online)
Hist1003: World History I
Hist1007: Middle Eastern I
Hist1009: Latin America Survey I
Hist1011: Greek History I
Hist1012: Roman History I
Hist1027: History of Jewish Civ I
Hist1052: Film & Media History
Hist1089: Human rights & Security
Hist1099: Genocides in Modern History
Hist1099: Cinema and Society in Britain
Hist2009: Modern Russia
Hist2012: South Asia Survey
Hist2018: Ambedkar - Gandhi
Hist2020: Coming of the Civil War
Hist2045: Race in American Culture
Hist2046: Modern Israel
Hist2051: US Military History
Hist2060: African History I
Hist2064: Museums & Battlefields
Hist2069: History of Showbiz (Online)
Hist2084: History of WWII
Hist2090: Pirates, brigands, & tyrants

HISTORICAL THOUGHTS AND METHODS
Hist3000: Two Sections

UPPER LEVEL ELECTIVES

Hist3009: Women, Sex, & Conquest in Latin America
Hist3006: West African History
Hist3011: Revolutionary America
Hist3017: Slavery in America
Hist3030: African American History & Film
Hist3035: Afghanistan and Central Asia
Hist3073: Cinema & Society in Britain
Hist3078: World War I & the World
Hist3079: Stock Exchanges & Global Capitalism
Hist3080: Dead Sea Scrolls
Hist3088: Global Protests Movements
Hist3089: Technology in World History
Hist3160: History Internship
Hist3166: Jews & Islam
Hist3180: The Ohio Valley & the Underground Railroad
Hist4053: Popular Culture & History: From Shakespeare to Picasso
Hist4115: Human Rights in History
Hist5140: War & Peace in Early Modern Europe

Pre-1800
Hist3090: Women, Sex, & Conquest in Latin America
Hist3011: Revolutionary America

Non US/Non Europe; World
Hist3035: Afghanistan in Central Asia
Hist3079: Stock Exchanges & Global Capitalism
Hist3088: Global Protests Movements
Hist3089: Technology in World History

4000 LEVEL REQUIREMENTS
Hist4053: Popular Culture from Shakespeare to Picasso
Hist4115: Human Rights in History

Senior Research Capstone Seminars
Hist5000: Two Sections
### Monday, Wednesday, Friday

<table>
<thead>
<tr>
<th>Time</th>
<th>Course Details</th>
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<tbody>
<tr>
<td>8:00 to 8:55 am</td>
<td>HIST2084: Second World War (Sauer)</td>
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<tr>
<td>9:05 to 10:00 am</td>
<td>HIST1001: US History I + Discussion Sections (Krupar)</td>
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<tr>
<td></td>
<td>HIST1012: Roman History (TBA)</td>
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<td></td>
<td>HIST1099-01: Genocides in History (Zalar)</td>
</tr>
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<td></td>
<td>HIST1099-02: Britain in Cinema (Niehoff)</td>
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<td>10:10 to 11:05 am</td>
<td>HIST2012: History of South Asia (Paik)</td>
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<td>HIST1003: World History I + Discussions Sections (Mincey)</td>
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<tr>
<td>12:20 to 1:15 pm</td>
<td>HIST2018: Ambedkar and Gandhi (Paik)</td>
</tr>
<tr>
<td></td>
<td>HIST2020: Coming of the Civil War (Phillips)</td>
</tr>
<tr>
<td></td>
<td>HIST3089: Technology in World History (Krupar)</td>
</tr>
<tr>
<td>1:25 to 2:20 pm</td>
<td>HIST2064: Museums, Documentaries, and Battlefields (TBA)</td>
</tr>
<tr>
<td></td>
<td>HIST3166: Jews &amp; Islam (Perry)</td>
</tr>
<tr>
<td>3:35-6:25 pm, Wednesdays ONLY</td>
<td>HIST5000-92: 3:35-6:25 (Haude)</td>
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<tr>
<td>5:00 – 7:50 pm, Mondays ONLY</td>
<td>HIST3000-01: Methods (Sauer)</td>
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<td>HIST3030: African American History in Film (McGee)</td>
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### Tuesday, Thursday

<table>
<thead>
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<th>Time</th>
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<tbody>
<tr>
<td>8:00 to 9:20 am</td>
<td>HIST2051: American Military History (Streckfuss)</td>
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<tr>
<td>9:30 to 10:50 am</td>
<td>HIST2046: Modern Israel (Raucher)</td>
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<tr>
<td></td>
<td>HIST3011: Revolutionary America (Eyal)</td>
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<tr>
<td></td>
<td>HIST3035: Afghanistan and Central Asia (Haug)</td>
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<tr>
<td></td>
<td>HIST3079: Stock Exchanges &amp; Global Capitalism (O-Connor)</td>
</tr>
<tr>
<td></td>
<td>HIST3080: Dead Sea Scrolls (Finkelstein)</td>
</tr>
<tr>
<td></td>
<td>HIST3180: Underground Railroad in the Ohio Valley (Lause)</td>
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<tr>
<td>11:00 to 12:20 pm</td>
<td>HIST1007: Middle Eastern History I (Haug)</td>
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<tr>
<td></td>
<td>HIST2009: History of Russia (Sunderland)</td>
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<tr>
<td></td>
<td>HIST 2060 - African History I (Takougang)</td>
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<tr>
<td></td>
<td>HIST2090: Pirates, Brigands, Tyrants (Karr)</td>
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<td>HIST3078: World War I &amp; the World (Frierson)</td>
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<tr>
<td>12:30 to 1:50 pm</td>
<td>HIST1009: Latin American History I (Leavitt-Alcantara)</td>
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<tr>
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<td>HIST1089: Human Rights &amp; Security (Porter)</td>
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<tr>
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<td>HIST2045: Race &amp; Ethnicity in American Culture (Teslow)</td>
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<td>HIST3017: Slavery in America (Durrill)</td>
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<td></td>
<td>HIST3088: Global Protest Movements (Lause)</td>
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<td></td>
<td>HIST4053: Popular Culture and History from Shakespeare to Picasso (O’Connor)</td>
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<tr>
<td>2:00 to 3:20pm</td>
<td>HIST1011: Greek History (Kruse)</td>
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<td>HIST1027: History of Jewish Civilizations I (Finkelstein)</td>
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<tr>
<td></td>
<td>HIST1052: Film &amp; Media History (Corkin)</td>
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<td></td>
<td>HIST1099-02: Britain in Cinema (Niehoff)</td>
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<td>HIST3009: Women, Sex, &amp; Conquest in Latin America (Leavitt-Alcantara)</td>
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<td></td>
<td>HIST4115: Human Rights in History (Karr &amp; Porter)</td>
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<tr>
<td>3:30 to 4:40 pm</td>
<td>HIST3000: Methods (Frierson)</td>
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<tr>
<td>5:00-7:50 pm, Tuesdays ONLY</td>
<td>HIST5000: Capstone (Teslow)</td>
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### 100% Online

- HIST1002: US History Survey II (Fleming)
- HIST2069: History of Showbiz (Raidier)
- HIST3006: West African Civilization (Takougang)

### To Be Arranged

- HIST3160: History Internship

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UC History
<table>
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<th>Faculty</th>
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<td>HIST1052: Film &amp; Media History; TBD</td>
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<td>DURRILL</td>
<td>HIST3017: Slavery in America; TR 12:30-1:50 pm</td>
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<tr>
<td>EYAL</td>
<td>HIST3011: Revolutionary America; TR 9:30-10:50 am</td>
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<tr>
<td>FINKELSTEIN</td>
<td>HIST3080: Dead Sea Scrolls; TR 9:30-10:50 am</td>
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<td>FLEMMING</td>
<td>HIST1002: US History Survey II; Online</td>
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<tr>
<td>FRIERSON</td>
<td>HIST3078: World War I &amp; the World; TR 11:00-12:20 pm</td>
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<td>HAUDE</td>
<td>HIST5000: Capstone; W 3:35-6:25 pm</td>
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<tr>
<td>HAUG</td>
<td>HIST3035: Afghanistan and Central Asia; TR 9:30-10:50 am</td>
</tr>
<tr>
<td>KARR</td>
<td>HIST2090: Pirates, Brigands, &amp; Tyrants; TR 11:00-12:20 pm</td>
</tr>
<tr>
<td>KRUPAR</td>
<td>HIST1001: US Survey I; MW 9:05-10:00 am, + Disc Sections</td>
</tr>
<tr>
<td>KRUSE</td>
<td>HIST1011: Greek History; TR 2:00-3:20 pm</td>
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<td>LAUSE</td>
<td>HIST3180: Underground Railroad; TR 9:30-10:50 pm</td>
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<td>LEAVITT-</td>
<td>HIST1009: Latin American History I; TR 12:30:1:50 pm</td>
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<tr>
<td>ALCANTARA</td>
<td>HIST3009: Women, Sex, &amp; Conquest; TR 2:00-3:20 pm</td>
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<tr>
<td>MCGEE</td>
<td>HIST3030: African American History in Film; M 5:00-7:50 pm</td>
</tr>
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<td>MINCEY</td>
<td>HIST1003: World History I; MW 10:10-11:05 am</td>
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<td>NIEHOFF</td>
<td>HIST1099-02: Cinema in Britain; TR 2:00-3:20 pm</td>
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<tr>
<td>O'CONNOR</td>
<td>HIST3079: Stock Exchanges Capitalism; TR 9:30-10:50 am</td>
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<td>PAIK</td>
<td>HIST2012: History of South Asia; MWF 10:10-11:05 am</td>
</tr>
<tr>
<td>PERRY</td>
<td>HIST3066: Jews &amp; Islam; MWF 1:25-2:20 pm</td>
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<td>PHILLIPS</td>
<td>HIST2020: Coming of the Civil War; MWF 12:20-1:15 pm</td>
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<td>PORTER</td>
<td>HIST1089: Human Rights &amp; Security; TR 12:30-1:50 pm</td>
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<td>RAIDER</td>
<td>HIST2069: History of Showbiz; Online</td>
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<td>RAUCHER</td>
<td>HIST2046: Modern Israel; TR 9:30-10:50 am</td>
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<td>SAUER</td>
<td>HIST2084: Second World War; MWF 8:00-8:55 am</td>
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<td>STRECKFUSS</td>
<td>HIST2051: American Military History; TR 8:00-9:20 am</td>
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<td>SUNDERLAND</td>
<td>HIST2009: History of Russia; TR 11:00-12:20 pm</td>
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<td>TAKOUGANG</td>
<td>HIST3006: West African Civilization; Online</td>
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<td>TESLOW</td>
<td>HIST2045: Race &amp; Ethnicity in American Culture; TR 12:30-1:50 pm</td>
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<td>ZALAR</td>
<td>HIST1099: Genocides in History; MWF 9:05-10 am</td>
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<td>TBD</td>
<td>HIST2064: Museums, &amp; Battlefields; MWF 1:25-2:20 pm</td>
</tr>
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<td></td>
<td>HIST3160: History Internship; TBA</td>
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</table>
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.

NEW!
War & Society
Religion & Culture
Law & Society
Women, Gender, & Sexuality
Technology, Science, & Engineering
Business & Economic History
Race & Ethnicity
Urban History
Environmental History
Public History
The History Department offers a variety of courses at different academic levels. The following section provides a brief overview of the types and levels of classes that you’ll find in our undergraduate curriculum.

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

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

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

**Note:** This fall History is participating in a new interdisciplinary, freshman seminar pilot program in the College of Arts and Sciences. Thus HIST 1089 will also count as a freshman seminar, though it is a larger enrollment course.

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 many ways historians do their work.

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

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

V. HISTORY RESEARCH SEMINARS (HISTORY 5000)
History 5000 research seminars are the capstone courses for the History major in which students complete a significant research paper of approximately 20-25 pages. Students research a topic of their choice and are guided both by the course instructor and any other faculty member with expertise in the research area. Capped at 15 students, the courses are purposefully small in order to offer majors the close-in, supportive environment they need to help them sharpen their historical skills. Before enrolling in History 5000, students must have completed History 3000 and well as one 4000-level course.
VI. HISTORY 5100s UNDERGRADUATE HISTORY COLLOQUIA

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

Departmental Plagiarism Policy

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

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

Got questions?
Please, contact us!

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

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

Dr. Sigrun Haude, Dir. of Graduate Studies haudse@uc.edu

Dr. Christopher Philllips, Department Head Christopher.phillips@uc.edu
HIST 1001:  
United States History I  
MW 9:05-10:10am+Disc Sections  
Krupar  

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; Knowledge Integration; Social Responsibility
HIST 1002:
United States History II
Reconstruction to the Present

Online Fleming

This course is the second part of a two-semester sequence, which surveys U.S. history from the end of Reconstruction through the late 20th century. The class will cover social and cultural movements in addition to key political developments, and will introduce students to the major forces that shaped American life during the late nineteenth and twentieth centuries.

The class explores issues of race, gender, and class, the immigrations and migrations of peoples indigenous and not, industrialization/technology, war and foreign policy, and analyzes the ways in which they influenced Americans and society at large, and considers their historical implications. Readings and discussions will emphasize Americans’ experiences, understandings, and convictions within the broader national and global context.

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

*Breadth of Knowledge*: Diversity & Culture; Historical Perspectives
*Baccalaureate Competencies*: Critical Thinking; Knowledge Integration; Social Responsibility
HIST 1007:
MIDDLE EAST HISTORY I
Explore the history of the Middle East from the 6th to 16th centuries.
TR 11:00-12:20 pm Haug

“VERY INFORMATIVE. [THIS CLASS] EDUCATED ME ABOUT THE MIDDLE EAST AND THINGS THAT I WOULD NOT HAVE LEARNED ANYWHERE ELSE.”

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

“PROFESSOR HAUG IS A GREAT LECTURER. I ENJOYED HIS TEACHING STYLE AND LOOK FORWARD TO TAKING ANOTHER CLASS WITH HIM IN THE FUTURE.”

Breadth of Knowledge: Historical Perspectives; Diversity & Culture
Baccalaureate Competencies: Critical Thinking; Effective Communication; Knowledge Integration; Social Responsibility
HIST 1009: Latin America I: Conquest and Survival, 1420-1820

TR 12:30-1:50 pm  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; Technology and Innovation

*Baccalaureate Competencies: Effective Communication; Critical Thinking; Knowledge Integration; Information Literacy
HIST 1052: Film & Media History
TR 2:00-3:20 pm Corkin

By focusing primarily on Hollywood and the US film industry, this class will trace the history of film and other screen media from the origins of motion pictures to the present. It will look at the most important technological, industrial, aesthetic, and cultural developments in screen media.

Topics include the establishment of a film industry, the emergence of national cinemas, the studio system, key cinematic events and movements, and the emergence of new screen-media technologies.

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

*Baccalaureate Competencies: Effective Communication; Critical Thinking; Knowledge Integration; Information Literacy*
HIST 1089: Human Rights & Security: Seeking Balance in a Free Society
TR 12:30-1:50 pm Porter / Sanders

Are human rights and security contradictory or complementary?

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

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

Breadth of Knowledge: Historical Perspectives; Social and Ethical Issues

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

First Year Experience
WHAT IS THIS COURSE ABOUT?

This interdisciplinary freshman seminar examines some of the most unspeakable crimes and greatest tragedies of late modernity. It focuses primarily on the emergence and varieties of mass death experience, the perpetrators and victims of genocidal killing, and the ideologies and cultural movements that authorized violence. Case studies include the Armenian genocide of 1915-16, the systematic slaughter of European Jewry during World War II, and the institutionalization of murder in the Soviet Union. Genocides in Cambodia and Rwanda and “ethnic cleansing” in the former Yugoslavia will also be considered. Units at the end of the course address the conceptual and moral problems posed by these events.

_Breadth of Knowledge: Historical Perspectives_  
_Baccalaureate Competencies: Effective Communication; Critical Thinking; Knowledge Integration_
By the 1930s, tens of millions of British people frequented the cinema every week. Yet, in the larger history of film, Britain has received considerably less attention compared to Hollywood and the European continent. In this course film will be our entry point into the history of Great Britain. From melodramas and documentaries in the 1930s and 1940s, to the “Kitchen Sink” films of the 1950s, and spy and social realist films of the 1960s and 1970s, cinema both formed and was formed by the society around it. We will not only study what people watched, but how they watched and responded to it. In this course, films will include: The 39 Steps (1935) an early Hitchcock film, the first James Bond Dr. No (1962), and Guy Ritchie’s updated Sherlock Holmes (2009).

Breadth of Knowledge: Historical Perspectives
Baccalaureate Competencies: Critical Thinking, Knowledge Integration
HIST 2009:
History of Russia
TR 11:00-12:20 pm
Sunderland

Why To Take This Class:
Fascinating
Dramatic
Important
History

Breadth of Knowledge:
Diversity & Culture
Historical Perspective

Baccalaureate Competencies:
Critical Thinking
Effective Communication
Knowledge Integration
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.
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.
HIST 2020:

The Coming of the Civil War

MWF 12:20-1:15 pm

Phillips

This course will examine the many causes and meanings behind the most transforming event in American history: The Civil War. 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; slavery, modernization, immigration, and race as emerging national issues; westward expansion; the political and social challenges of sectionalism. We will examine critical events like the abolitionist movement and the proslavery response, the Nullification crisis, the War with Mexico, the Dred Scott decision; the election of 1860, and southern secession. Through lectures, readings, and discussions, the course will explore this critical period, formative to our modern national political and ideological landscape, and its contribution to our current debates over who we are - and want to be - as Americans.

Breadth of Knowledge: Historical Perspectives, Diversity & Culture

Baccalaureate Competencies: Critical Thinking; Effective Communication; Knowledge Integration; Social Responsibility
HIST 2045: Race and Ethnicity in American Culture
TR 12:30-1:50 pm  Teslow

This mixed lecture and discussion course examines the consequences of race and ethnicity in American history. Through an exploration of controversies, debates, and critical events, from the colonial era to the 20th century, we consider how race has shaped life in the United States.

This course considers how racial thinking has affected the practice of democracy, where people live, how the federal government counts citizens, how the Civil War and Reconstruction are remembered, who has been allowed to live and work in the United States, and popular culture.

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 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 2064:   
Museums, Documentaries, & Battlefields:   
How the Public Learns about History   
MWF 1:25-2:20 pm   
TBA

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
HIST 2069: HISTORY OF SHOWBIZ: The American Experience From Vaudeville To Broadway

Online Raider

The Marx Brothers Go West (1940)

Breadth of Knowledge: Historical Perspectives; Diversity & Culture

Baccalaureate Competencies: Critical Thinking; Effective Communication; Knowledge Integration; Social Responsibility
Examine the Second World War in its global context.

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

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

How did the war portend the division of Europe and the world after 1945?
HIST 2090: 
Pirates, Brigands, & Tyrants: 
The Rule of Law Under Siege

TR 11:00-12:20 pm  
Karr

Pirates, Brigands, and Tyrants: 
The common enemies of all mankind!

Murder, treachery, deception, fraud, abduction, ambush, and seizure—that is how their actions are commonly characterized. But when these behaviors are exercised by states, they are justified through the language of necessity, security, and the common good. This invites the questions: what distinguishes a pirate from an emperor, a robber from a rebel, or tyrant from a ruler? This course explores these questions through the lens of resistance (against poverty, authority, patriarchy, feudalism, capitalism, and imperialism) on land and at sea across the globe from the early modern to the modern era.

Organized thematically some of the key issues to be addressed include the source and limits of sovereignty; the operations of state vs. private or civic power; the moral and practical effects of state vs. non-state violence; and definitions of law, crime, and resistance in early modern and modern societies.

This course invites students to begin to develop an understanding of—and critical perspective on—the history and development of the (western) rule of law by focusing on those who purposively choose to ignore, challenge, violate, or subvert it.

Breadth of Knowledge: Social & Ethical Issues; Historical Perspectives

Baccalaureate Competencies: Critical Thinking; Effective Communication; Information Literacy; 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 3009: 
Women, Sex, and Conquest in Latin America 

TR 2:00-3:20 pm Leavitt-Alcántara

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

"This course opened up my mind a lot"

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

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

Breadth of Knowledge: Historical Perspectives, Diversity & Culture

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

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

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

Breadth of Knowledge: Historical Perspectives
Baccalaureate Competencies: Effective Communication, Critical Thinking, Information Literacy, Knowledge Integration, Social Responsibility
HIST 3017:

Slavery in America

TR 12:30-1:50 pm  

Durrill

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

Breadth of Knowledge: Social & Ethical Issues; Historical Perspectives

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

Fall 2018 Films:
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

Breadth of Knowledge: Diversity & Culture; Historical Perspectives
Baccalaureate Competencies: Critical Thinking; Effective Communication;
Social Responsibility
This course examines the history and culture(s) of Afghanistan and Central Asia (including Turkmenistan, Uzbekistan, Tajikistan, Kyrgyzstan, and Kazakhstan) from antiquity to the present. We will explore the campaigns of Alexander the Great and the formation of the Silk Road, the Mongol hordes and the empire of Timur, the Great Game between the Russian and British Empires, up to the conflicts taking place in the region today. This course will provide a background for understanding Afghanistan and Central Asia, its strategic role in modern geopolitics, and its place in current events. Along the way we will cover topics as diverse as the tensions between nomadic steppe culture and settled agrarian societies, *buzkashi* (the sport of “goat grabbing”), the creation of modern ethnic identities, Afghan game shows, the struggle between “progress” and “tradition,” and the intersection between the War on Drugs and the War on Terror. The primary goal of this course is to provide a deeper understanding of Afghanistan and Central Asia, the region’s people, past, and present with an eye towards placing recent history into an informed historical perspective.

*Breadth of Knowledge*: Diversity and Culture; Historical Perspectives  
*Baccalaureate Competencies*: Critical Thinking, Effective Communication, Information Literacy, and Knowledge Integration
HIST 3078:
World War I & the World
TR 11:00-12:20 pm Frierson

We focus on the history of the Great War in and beyond Europe, including the U.S., Asia, Africa, and the Near East. We analyze the causes of WWI and the ramifications of the Versailles Treaty through government reports, diplomatic and military accounts, print media, propaganda, memoirs, literature, and films. Examining the war itself on several fronts through soldiers' and medical personnel’s experiences, we engage scholarly debates of the ways WWI ushered in new understandings of modernity. By studying the home front, we see societal and cultural changes ushered in by the war, including revolutions in places as different as Ireland and the Russian empire.

Breadth of Knowledge: Historical Perspectives; Diversity and Culture
Baccalaureate Competencies: Critical Thinking; Effective Communication; Information Literacy; Knowledge Integration
This course examines the social and cultural, as well as the economic rise and expansion of global capitalism through the lens of the stock exchange and its history, a history that includes early modern coffee houses first conceiving of global trade in the seventeenth and eighteenth centuries; the creation of the Bank of England and national debt and joint stock companies; the creation of a financial press in the nineteenth century and their reporting on bubbles, speculation, financial fraud, and white-collar crime. Along the way, we shall explore the relationships between the stock exchange and early forms of mercantile and commercial capitalism as well as the slave trade and colonialism; the rise of technologies that helped to erase conceptions of space and time like the railroad, telegraph, telephone, and more recently, the computer; and the stock exchange's relationships to industrialization and democracy particularly in Europe and the United States as well as in other parts of the world once colonized by Europeans in the nineteenth and twentieth centuries. We shall come to understand how and why the practice of buying and selling shares in a market often visible only to insiders, would prove to be in many ways, financial capitalism’s most attractive and seductive (and long lasting) characteristic. Yet its very abstractness, at the same time, made possible in so many ways the expansion of capitalism and a belief in its naturalness and inevitability even when the human consequences of that expansion would prove so costly, and capitalism’s naturalness so illusory.

_Breadth of Knowledge:_ Diversity & Culture; Historical Perspectives

_Baccalaureate Competencies:_ Critical Thinking; Effective Communication; Information Literacy; Knowledge Integration
HIST 3088: Global Protest Movements

TR 12:30-1:50 pm  

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.  
[Breadth of knowledge: Historical Perspectives; Social and Ethical Issues]
HIST 3089:  
Technology in World History  
MWF 12:20-1:15 pm  
Krupar

This course provides students an opportunity to understand the interactions of technology and society from the 16th century to the present from a global perspective.

The class focuses on specific historical themes, such as technological innovations, the relationship between technology and science, influence of technology on culture, and technology’s role in war. Technological development will be used as a way to explore critical issues about economic growth, the nature of work, technological determinism, and national identity.

The class will also consider the manner(s) in which histories of technology/engineering are written by scholars.

Breadth of Knowledge: Historical Perspectives; Social and Ethical Issues
HIST 3160: History Internship
Contact Dr. Teslow: teslowtl@ucmail.uc.edu

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 3180: The Ohio Valley & the Underground Railroad History

TR 9:30-10:50 am

The Ohio Valley played a key regional role in an active movement to defy the law in resisting human slavery. This course will cover the background to slavery's extension into the west after the American Revolution and the way in which the U.S. role in a global economy came to depend on cotton. Americans hostile to slavery found themselves increasingly at odds with the efforts of the Federal government and the new two-party system to preserve, protect and defend the institution. We will examine the sectional nature, political character, and scale of organization to assist runaway slaves in direct defiance of Federal law. The process also addressed the issues of race underlying African slavery in America. Their “Underground Railroad” provided a model of how a popular resistance can persist and prevail.
HIST 4053: Popular Culture & History from Shakespeare to Picasso

TR 12:30-1:50 pm    O’Connor

This course will explore the connections and disconnections between popular and elite culture from sixteenth century England when Shakespeare wrote most of his plays to early twentieth century Spain and France when Picasso painted. Neither Shakespeare's writings nor Picasso's paintings would be considered part of popular culture today. How and why did this happen? Shakespeare's plays were so popular that in nineteenth century America, especially in the south, these plays were parodied by poor farmers and agricultural laborers, many of whom were African –American. Why is it then that so many students think that the only way to understand or appreciate Shakespeare's plays or Picasso's paintings is to take a class on the subject? As access to higher education has become more democratic, access to culture has not in many ways. This is the conundrum and question at the heart of this course. By focusing our study on the stage, the canvas, and the changing spaces of musical performance, we will come to understand more about not only the evolution of taste and art but the historical context of these cultural shifts and changing social attitudes; at the same time that we chronicle how what was once thought to be popular would get labeled elite.

Baccalaureate Competencies: Critical Thinking, Effective Communication, Information Literacy, and Knowledge Integration

Fulfills 4000-level course Major Requirement
HIST 4115:  
Human Rights in History:  
Multiculturalism, Sovereignty and Civil Society  
TR 12:30-1:50 pm  Karr // Porter  

Human Rights Are Everywhere.  

We see them as affirming the core values of human life, nurturing civil and political engagement, demanding basic standards of living, and guarding against illiberal oppression.  

But where do human rights come from? Where should they go? What are their limits? Are they the most effective way to promote human dignity? Are there other candidates? 

The past provides the answers to these weighty questions or at least reveals paths for thoughtfully pursuing such questions that have shaped, and continue to shape our world.  

This course helps students become deeply conversant with the central issues that have animated the theories, laws, cultures, and politics of human rights in history.  

With a heavy emphasis on primary sources, we will compare different human rights traditions at key historical moments, showing how they emerged and transformed over time and space.  

Baccalaureate Competencies: Critical Thinking, Effective Communication, Information Literacy, and Knowledge Integration
HIST 5000:
Capstone Research Seminar
T 5:00-7:50 pm  Teslow
W 3:35-6:25 pm  Haude

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 5140/6140: 
War & Peace in 
Early Modern Europe

M 2:30-4:50 pm  Haude

Almost ready to graduate?  
Test and hone your skills in a seminar with graduate students

Be part of a semester-long discussion about the pressures toward **conflict, coexistence, and cooperation** during the Early Modern period – a time that proved formative for Modern Europe and beyond.
Navigating the Major & Minor Advice & Advising

General Advice:

- Be sure you meet with History’s Director of Academic Advising, Dr. Susan Longfield Karr karrsn@uc.edu, to make sure you are on track for meeting your history major and minor requirements. She can also give you tailored advice and input as to how to best navigate the program by helping you select courses that best fit your interests and challenge you.
- All majors and minor should meet with your Advisor in History and the College, especially during your first and third year, to stay on top of your path to degree.
- Make sure to connect with your favorite faculty members on regular basis; they can tell you about great research opportunities, their future classes, as well local events and activities.
- Education Majors should consider adding a History Major (Cross-College). You are already much closer to earning the Major than you might think!
- Minors from colleges outside of McMicken: consider a Cross-College History Major. This option allows you to earn your Major in History without having to add additional GenEds to your home college’s requirements.
- If you are thinking about applying to law school after you complete your college degree, be sure to connect with your pre-law adviser in History (Dr. Longfield Karr karrsn@uc.edu).
- If you are thinking about applying to graduate school in History after you complete your History degree, make sure you reach out to your favorite faculty members for advice, strategies, and overall mentoring.

Planning, General Advice

Fourth Years (Seniors):

- If you plan to graduate in Fall 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 Spring 2019, 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...
Meet with your History Advisors (karrsn@uc.edu or camposip@uc.edu) to ensure that you are on track to graduate.

Majors:
- If you are planning to graduate in **Fall 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 **Spring 2019**, and you have not already completed a 4000 level course, you are strongly advised to do so in **Fall 2018**.
- There are two sections of History 5000 every term during the regular academic year. 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 **Fall 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.
- There are two sections of History 3000 offered every term during the regular academic year; we offer one section over the summer.

Third Years (Juniors):
- Completing History 3000 and at least one history course at the 4000 level over the 2018-2019 academic year will put you on track to meet the prerequisites for enrolling in History 5000 as early as Fall 2019. 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 during the Summer or Fall 2018 terms.
- If you have already completed History 3000, but have not yet completed a 4000 level course, we highly recommend that you do so during the **Fall 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. They are small courses that also enable you to work closely with faculty and peers.

Second Years (Sophomores), Majors and Minors:
- If you have not taken a 3001 and above level course yet, **Fall 2018** is a good time to do so. This coming fall term is also a good time for you to start planning for
your future enrollment in History 3000 (if you have not completed it yet). As a minor and major requirement, the sections fill up rather fast.

- As a general rule of thumb, you should be planning on enrolling in History 3000 as early as you can.
- 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 1007 level or above this coming fall, 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.
- **Looking for a Freshmen Seminar or Gateway courses:** We offer both!
  - Seminars: HIST 1099-01: History of Genocide
  - HIST 1099-02: Cinema and Society in Britain, 1930s-1960s
  - Gateway: HIST 1089: Human Rights & Security
- If you are coming in with AP credit, Fall 2018 is a great time to take a survey (1007 or above) or a 2000 level course!

*See you in class!*  

**HISTORY:**  
*It’s What’s Possible*