

History

www.history.siu.edu
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COLLEGE OF LIBERAL ARTS

Graduate Faculty:

Allen, Howard W., Professor, *Emeritus*, Ph.D., University of Washington, 1959; 1962.

Allen, James Smith, Professor, Ph.D., Tufts University, 1979; 1991. European; Modern: France; social and cultural.

Argersinger, Jo Ann E., Professor, Ph.D., George Washington University, 1980; 1998; U.S. labor.

Argersinger, Peter H., Professor, *Emeritus*, Ph.D., University of Wisconsin, Madison, 1970; 1998. U.S. political, rural, Gilded Age.

Barton, H. Arnold, Professor, *Emeritus*, Ph.D., Princeton University, 1962; 1970.

Batinski, Michael C., Professor, *Emeritus*, Ph.D., Northwestern University, 1969; 1968.

Bean, Jonathan J., Professor, Ph.D., Ohio State University, 1994; 1995. U.S.: economic and business.

Bengtson, Dale R., Assistant Professor, *Emeritus*, Ph.D., Hartford Seminary Foundation, 1971; 1973.

Benti, Getahun, Associate Professor, Ph.D., Michigan State University, 2000; 2001. Modern Africa, urbanization-migration.

Brown, Ras Michael, Associate Professor, Ph.D., University of Georgia, 2004; 2006. Atlantic World.

Carr, Kay J., Associate Professor and *Chair*, Ph.D., University of Chicago, 1987; 1989. U.S. Social; 19th century; Illinois, frontier, environmental.

Carrott, M. Browning, Professor, *Emeritus*, Ph.D., Northwestern University, 1966; 1967.

Conrad, David E., Professor, *Emeritus*, Ph.D., University of Oklahoma, 1962; 1967.

Detwiler, Donald S., Professor, *Emeritus*, Dr. phil., Goettingen University, 1961; 1967.

Dotson, John E., Professor, *Emeritus*, Ph.D., Johns Hopkins University, 1969; 1970.

Fanning, Charles F., Professor, *Emeritus*, Ph.D., Pennsylvania, 1972; 1993.

Gold, Robert L., Professor, *Emeritus*, Ph.D., University of Iowa, 1964; 1965.

Haller, John S., Jr., Professor, *Emeritus*, Ph.D., University of Maryland, 1968; 1990.

Hurlburt, Holly S., Associate Professor Ph.D., Syracuse University, 2000; 2001. Early Modern Europe, Italy, women and gender.

Lieberman, Robbie, Professor, *Emeritus*, Ph.D., University of Michigan, 1984; 1991.

Murphy, James B., Associate Professor, *Emeritus*, Ph.D., Louisiana State University, 1968; 1968.

Najar, Jose, Assistant Professor, Ph.D., Indiana University, 2012; 2014. Latin America, Brazil.

O'Day, Edward J., Associate Professor, *Emeritus*, A.M., Indiana University, 1956; 1962.

Shelby, Lon R., Professor, *Emeritus*, Ph.D., University of North Carolina, 1962; 1961.

Sramek, Joseph, Associate Professor, Ph.D., CUNY Graduate Center, 2007; 2007. Late modern Europe, imperial England, gender and sexuality.

Stocking, Rachel, Associate Professor, and *Director of Graduate Studies*, Ph.D., Stanford University, 1994; 1994. European: Ancient and early medieval; cultural and political; Spain.

Weeks, Theodore R., Associate Professor and *Director of Undergraduate Studies*, Ph.D., University of California, Berkeley, 1992; 1993. Russia/USSR, East Central Europe: cultural and political; nationalism.

Werlich, David P., Professor, *Emeritus*, Ph.D., University of Minnesota, 1968; 1968.

Whaley, Gray, Associate Professor, Ph.D., University of Oregon, 2002; 2006.

Wiesen, S. Jonathan, Professor, Brown University, 1997; 1998. Modern Europe, Germany, Jewish.

Wilson, David L., Professor, *Emeritus*, Ph.D., University of Tennessee, 1974; 1974.

Yilmaz, Hale, Associate Professor, Ph.D., University of Utah, 2006; 2006. Islamic, Middle East, modern Turkey.

Zaretsky, Natasha, Associate Professor, Ph.D., Brown University, 2002; 2002. Recent U.S., cultural, gender and family.

SIU Edwardsville Cooperative Ph.D. Faculty:

Alexander, Erik B., Assistant Professor, Ph.D., University of Virginia, 2011. 19th century U.S., Civil war and reconstruction.

Cheeseboro, Anthony, Associate Professor, Ph.D., Michigan State University, 1993. History of development, agriculture, and slavery.

Frick, Carole C., Professor, and *Chair*, Ph.D., UCLA, 1995. Renaissance/Reformation and Early Modern history.

Harris, Jessica, Assistant Professor, Ph.D., Cornell, 2011. African American history, 20th century U.S.

Hazelwood, Rajbir Purewal, Assistant Professor, Ph.D., Washington University in St. Louis, 2013. Twentieth-Century Britain, South Asia.

Hinz, Christienne L., Associate Professor, Ph.D., Ohio State University, 2001. Japanese history, business history, world history, women's history.

Jack, Bryan, Assistant Professor, Ph.D., St. Louis University, 2004. African American history, 19th century U.S.

Jordan, Thomas, Associate Professor, Ph.D., University of Illinois, Urbana-Champaign, 1999; 2004. History of Brazil, Latin America, social history.

Manuel, Jeffrey, Assistant Professor, Ph.D., University of Minnesota. United States, Public History, Urban History, Digital Media.

McClinton, Rowena, Professor, Ph.D., University of Kentucky, 1996. Native American history, Antebellum South and United States history since 1865.

Miller, Jennifer, Associate Professor, Ph.D., Rutgers University, 2008. Germany.

Milsk Fowler, Laura, Associate Professor, Ph.D., Loyola University, Chicago, 2003. Museum Studies, Illinois History, Urban History.

Paulett, Robert, Associate Professor, Ph.D., College of William

& Mary, 2007. Colonial America.

Ruckh, Eric, Associate Professor, Ph.D., University of California, Irvine, 1997. Modern Europe Intellectual History.

Sjursen, Katrin, Assistant Professor, Ph.D., University of California-Santa Barbara, 2010. Medieval Europe.

Stacy, Jason, Associate Professor, Loyola University Chicago, 2006. Antebellum U.S., Social science pedagogy.

Tamari, Stephen E., Associate Professor, Ph.D., Georgetown University, 1998. Middle East history, Ottoman Empire, Arab world, Arab-Israeli conflict.

Thomason, Allison K., Professor, Ph.D., Columbia University, 1999. Ancient Near Eastern and Greco-Roman history.

The Department of History offers graduate programs leading to the Master of Arts and Doctor of Philosophy degrees.

Research Facilities

Morris Library on the campus is the fourth largest library in Illinois. Housed in a modern seven-story building, it contains more than 2 million volumes and is growing at a rate of over 60,000 items per year. Morris Library acquires current scholarly publications not only from United States but also from Latin America and European publishers. The long-term use of highly specialized materials is afforded by the affiliation of Morris Library with the Center for Research Libraries in Chicago.

The holdings in history and related areas amount to more than 500,000 volumes. To these must be added 20,000 reels of microfilm containing printed secondary works and 6,000 volumes of printed source material and 30,000 volumes of early American imprints prior to 1800 on microtext. Among the materials in the process of acquisition is a microtext edition of all newspapers published in the United States prior to 1820.

The library also possesses substantial holdings in the form of microfilm editions of presidential papers, dispatches and instructions of the state department since 1789, massive holdings in consular records, and the Adams family papers. The library has been a complete repository of United States government documents since 1954 and holds a large collection of earlier documents, including a virtually complete Congressional set.

Following the acquisition of the 7,000-volume library of Jose Morgrovejo Carrion of Ecuador in 1960, the library has systematically expanded its holdings in Latin American history, government, literature, and anthropology. The papers of Francisco Vásquez Gómez, Mexican political leader (1907–1919), Peruvian diplomat and business tycoon, Federic Barreda and Samuel Putnam, American expert on Latin American affairs, provide rich research opportunities. Extensive files of serial publications from Argentina, Bolivia, Paraguay, Uruguay, Cuba, and Mexico also contain diverse sources for investigation. Many of the above materials are unavailable elsewhere in the United States.

Holdings in European history include the standard documentary publications, as well as scholarly serials and journals. The materials to support research are strongest in modern German and English history.

Admission

Graduate work in history is offered at both the master's and the doctoral levels. Admission to programs administered by the Department of History must be approved by the department,

with approval dependent upon the preparation, ability, and promise of the individual student.

This program requires a nonrefundable \$65.00 application fee that must be submitted with the application for Admissions to Graduate Study in History. Applicants must pay this fee by credit card.

M.A.: for the Master of Arts degree major in history, applicants are expected to have an undergraduate GPA of 3.0. Applicants with GPAs of below 3.00 may be granted conditional admission. Applicants must also provide a report of the result of the general test of the Graduate Record Examination, three letters of recommendation, and a letter in which the applicant expresses professional goals. Conditional admittants must earn a 3.00 GPA in graduate coursework in the first semester. The department reserves the right to terminate from the history program a student who does not establish and maintain a 3.00 GPA in history courses.

Ph.D.: for admission to the doctoral program, each applicant should submit to the department, in addition to the material required by the Graduate School, the following: three letters from former teachers, preferably at the graduate level; a letter in which the applicant expresses professional goals; a writing sample, and a report of the result of the general test of the Graduate Record Examination.

In rare instances, accelerated entry into the Ph.D. program is possible for exceptionally qualified M.A. students who have made an early commitment to doctoral study. Such students may petition after two semesters in the M.A. program for accelerated entry. The petitioner must demonstrate the ability to perform at the Ph.D. level. This includes a G.P.A. of at least 3.7 ($A = 4.0$) in graduate history courses, exemplary letters from SIU professors, excellent GRE scores, and the submission of a seminar paper or published article for evaluation by the Graduate Studies Committee. The student must have completed one colloquium/seminar sequence, History 500, 501 and the research tool required for the M.A. Upon approval, the History Department will recommend to the Graduate Dean direct admission to the Ph.D. program. Direct entry into the Ph.D. program from baccalaureate studies is possible for students of exceptional ability. This can be demonstrated through extensive undergraduate course work of superior quality, excellent GRE scores, proficiency in research tools, previous research experience, and letters of recommendation. Students who have taken course work after the undergraduate degree may not petition for direct entry. Upon approval of the petition, the Department of History will recommend to the Graduate Dean direct admission into the Ph.D. program.

M.A. in History, Thesis Track

The thesis track should be selected by those students who plan to continue on for a doctoral degree in history, either at SIU or elsewhere. The thesis track provides students with the necessary historiographical and methodological skills to complete a significant, original research project, and to be prepared for the rigors of a Ph.D. program. The decision to opt for the thesis track ought to be made in consultation with the student's assigned advisor and/or the director of graduate studies during the first semester of the first year of the M.A. The thesis track M.A. consists of 33 credit hours of coursework (including 6 thesis

hours), the completion of a research tool (usually proficiency in a foreign language), and the writing and oral defense of a thesis. A sample program of study for the thesis track is below:

Year 1**Semester 1:**

HIS 500 (3 credits)
Colloquium (4 credits)
Research Tool (3 credits)

Total credit hours: 10**Semester 2:**

HIS 501 (4 credits)
Seminar (4 credits)
Research Tool (3 credits)

Total credit hours: 11

Thesis track students should, in consultation with their advisor, select elective History courses, (400 level, or 490/590 independent readings courses) or courses outside the History program (400 level or higher) on topics or themes that will support or complement their thesis research and writing. Up to 10 hours of 400 level elective courses apply to the required 33 credit hours, as do up to 10 hours of coursework at 400 level or higher taken outside the department. Thesis track students are strongly encouraged to complete their research tool in their first year.

Year 2**Semester 1:**

HIS 599 (thesis - 3 credits)
Elective (3 credits)
Elective/Colloquium (3 credits)

Total credit hours: 9**Semester 2:**

HIS 599 (thesis - 3 credits)
Elective/Seminar (3-4 credits)

Total credit hours: 6-7

In consultation with their advisor, a thesis track M.A. student should begin the research for his/her thesis in the spring or summer of the first year in the program, ideally enrolling in a readings (490/590) course with their advisor for an introductory survey of historiography and pertinent issues in their field of interest. Research and writing of the thesis continue in the fall, so that the thesis is ready for distribution to the thesis committee (3 faculty, at least 2 of whom are full-time faculty in the History Department) in the early spring (prior to March 1) of Year 2. The defense of the thesis will be an oral defense, during which the examining faculty will consider the content, methodology, conclusions, style, and historiography of the work, and ask the student to place his/her work within the larger context of his/her program of study, including the historiography of the thesis's field and especially HIS 500 and 501.

M.A. in History, 2 Research Paper Track

The 2 paper track should be selected by students who envision careers as high school and community college educators, and those seeking to develop their interests in a historical field. The 2 paper track requires the completion of 36 credit hours of coursework and the completion of a research tool (usually proficiency in a foreign language, or a non-language option). Rather than a thesis, the capstone activity of the 2 paper track is the completion of 2 research papers in conjunction with two seminar courses, and 1 field exam in the geographical/chronological area of the student's choice. The 2 paper track should provide students with a basic understanding of historiography and historical methods, give the student some experience in historical research and writing at the graduate level, and provide in-depth knowledge of the history and

historiography of their selected area of interest. A sample program of study is below:

Year 1**Semester 1:**

HIS 500 (3 credits)
Colloquium 1 (4 credits)
Research Tool (3 credits)

Total credit hours: 10**Semester 2:**

HIS 501 (4 credits)
Seminar 1 (4 credits)
Research Tool (3 credits)

Total credit hours: 11

2 paper track students should, in consultation with their advisors, select elective History courses, (400 level, or 490/590 independent readings courses) or courses outside the History program (400 level or higher) and colloquium/ seminar sequences (2 required) which are relevant to their identified area of interest, when possible. Up to 10 hours of 400 level elective courses apply to the required 36 credit hours, as do up to 10 hours of coursework at 400 level or higher taken outside the department. Students are strongly encouraged to complete their research tool in their first year.

Year 2**Semester 1:**

Colloquium 2 (4 credits)
Elective (3 credits)
Elective (3 credits)

Total credit hours: 10**Semester 2:**

Seminar 2 (4 credits)
Elective (3 credits)
Elective (3 credits)

Total credit hours: 10

By the spring of their first year, 2 paper track students should have identified their field of study, and in conjunction with a faculty member who specializes in that field, begun to assemble a reading list of required works for the student's examination. Students *must* complete at least one course (500 level colloquium/seminar sequence, 400 level elective or 490/590 independent reading) with the faculty member who will oversee their exam field. Students should plan to take this exam either late in semester 1 or early in semester 2 of their second year in the program. The examining committee will consist of the field professor, and at least one of the professors who taught the students' two colloquium/ seminar sequences. The oral defense will consist of discussion of the student's overall program of study, and include assessment of seminar papers and written responses to the field exam

The Doctor of Philosophy Degree

A student seeking the Ph.D. degree in historical studies must pass preliminary examinations and submit a satisfactory dissertation based on independent and original research. In preparation for preliminary examinations, the doctoral student must complete at least twenty-four graduate credit hours. These hours must be completed during a period of not more than four calendar years. The courses and hours of credit necessary for a doctoral student to prepare for preliminary examinations will be determined by the student's advisory committee. All Ph.D. students must include in their 24 hours, two colloquium-seminar sequences with grades of *A* or *B*. The goal is to develop high competence in the selected fields in which the student will be examined. Students are responsible for preparing three fields in which they will be examined. Two of the three fields

will be selected from the following list of general fields:

- United States to 1877
- United States since 1865
- Latin America, Colonial
- Latin America, National
- Europe, medieval
- Europe, early modern
- Europe, modern
- Britain, modern
- East Asia, modern
- Africa and African Diaspora
- Middle East

The third field is a focused field of study defined in consultation with the student's examination committee. Examples of focused fields are available on the history department website.

The student's advisory committee may require the student to take a diagnostic examination. All Ph.D. students must complete at least six hours of graded graduate work in a field outside North America and Western Europe.

Two research tools are required by the Graduate School. At least one research tool must be a foreign language. Information on requirements for two research tools may be found on the department website.

Students may undertake an internship program under the direction of their advisory committees. More specific information is available on file in the department office and on the website. After completing the course work, fulfilling the research tool requirements, passing the preliminary examinations, and presenting an acceptable dissertation prospectus, the student will be recommended for Ph.D. candidacy and will devote full time to the dissertation. Dissertation subjects must be chosen from either United States history, Latin American history, European history, African history, or history of Asia/the Middle East. The final oral examination will cover the field of the dissertation and related matters.

Cooperative Ph.D. Program

The Departments of History at SIU-Carbondale and SIU-Edwardsville have entered into a cooperative Ph.D. program in Historical Studies which enables students to do work on both campuses. Additional information may be obtained at <http://www.siu.edu/artsandsciences/historicalstudies/phd/>

Assistantships and Fellowships

Fellowships and teaching assistantships are available to qualified graduate students. All carry stipends and remission of tuition. Application for these awards should be submitted by January 10 in order to be considered for the following academic year.

Additional information concerning rules governing the graduate program in history may be obtained by writing to the director of graduate studies, Department of History.

Courses (HIST)

401-3 Atlantic History. This course examines the origins and development of the Atlantic basin as an intercommunication zone for African, European and American societies from the mid-15th century through the early-19th century. Themes include transformation of environments, forced and voluntary

migrations, emergence of distinct Atlantic culture communities, development of Atlantic economics and formulation and implementation of Atlantic revolutionary ideologies.

403-3 American Indians and U.S. Empire. Use historical analysis to investigate sovereignty issues involving American Indians and the United States. The course looks critically at the relationship between Native people and dominant U.S. society in terms of colonialism. Students will read academic scholarship and write papers on related cultural, economic, political, and social topics. Prerequisite: None, HIST 366 recommended.

406A-3 Gender, Family, and Sexuality in Pre-Modern Europe. (Same as WGSS 406A) A discussion of the history of the family, creation of gender roles, and importance of sexuality from medieval times to the French Revolution.

406B-3 Gender, Family, and Sexuality in Modern Europe. (Same as WGSS 406B) A discussion of the history of family, creation of gender roles, and importance of sexuality from the French Revolution to the present. Fulfills the CoLA Writing-Across-the-Curriculum (WAC) requirement.

407-3 History of Latinos in the United States. This course examines the history of Latino/a and Latin American peoples in the United States from the Colonial Era to the present. Themes to be addressed in the course include early Imperialism and commercial expansion, the social construction of race, the formation of "borderland" communities, Latino immigration and assimilation, the centrality of work and labor within Latino history, and contemporary Latino culture and politics.

408-3 History of Mexico. This course surveys the history of Mexico from the earliest human inhabitation to the present. It will present different interpretations of the major themes and developments in Mexican history. A goal is to understand Mexico from the perspective of the Mexican rather than from the point of view of the United States. Themes to be included in the course include the diversity of pre-Columbian indigenous societies; Spanish conquest; colonialism and anti-colonialism; Mexican independence; the historiography of the Mexican Revolution; and the place of Mexico within the world-economic system.

409-3 Food and History. Food is fundamentally about survival - it was for our ancestors millenia ago, and continues to be so, not only for the millions of undernourished worldwide, but for all of humanity as we confront the impact of obesity, globalization and environmental change. Because food is essential to our survival, its history is long, varied, and rich, and touches on themes including (but not limited to) politics and government; gender, race, ethnicity; the family, religion, and culture; health and the environment, and business, industry, and advertising. This class will explore these themes of global food history.

410-3 Europe in the Long Nineteenth Century, 1789-1914. This course offers a topical examination of the history of Europe from the French Revolution to World War I, mainly focusing on the French Revolution, industrialization, nationalism and nation building, and imperialism. There will also be some focus on European intellectual and cultural transformations during this period. Fulfills the CoLA Writing-Across-the-Curriculum (WAC) requirement.

412A-3 Empire and Social Conflict in the Roman Republic. The social, political and cultural consequences of Roman expansion during the Republican period (c. 700-44 BCE). Focus on reading and analyzing primary sources. Fulfills the CoLA Writing-

Across-the-Curriculum (WAC) requirement.

412B-3 Religion and Society in Imperial Rome. Religious, social and cultural conflict and change in the Roman Empire, first through third centuries. Focus on reading and analyzing primary sources. Fulfills the CoLA Writing-Across-the-Curriculum (WAC) requirement.

413-3 Christianization of Power and Society in Late Antiquity. An investigation into the political and social changes involved in the rise of Christian leadership in Western Europe following the fall of the Roman Empire. The course will focus on reading and analyzing primary sources from the fourth through the eighth centuries. Fulfills the CoLA Writing-Across-the-Curriculum (WAC) requirement.

417-3 Ritual and Revolt in Early Modern Europe. This course examines political practices on different levels of European society from the later middle ages through the Enlightenment: court ritual, popular revolts, patronage networks, representative assemblies, and family politics are among the topics covered. Fulfills the CoLA Writing-Across-the-Curriculum (WAC) requirement.

417H-3 Ritual and Revolt in Early Modern Europe. This course examines the social and political processes of ritual and revolt on different levels of European society from later middle ages to the French Revolution: court ritual, lifecycle rituals, religious rituals, popular protests, and revolution are among the topics covered. Honors students will select a topic to research during the course of the semester. Each student will lead the class in a discussion of his/her topic during the semester, and write a research proposal and annotated bibliography on that topic due at the end of the semester.

418-3 The Renaissance Exchange. Course employs the traditional Renaissance themes of economic, political and cultural developments in Italy and Europe from 1300-1550 as the framework for detailed examination of European interactions - economic, ideological, religious - with Asia, the Middle East and the Americas. Fulfills the CoLA Writing-Across-the-Curriculum (WAC) requirement.

420-3 Reformation. Concentrates on the movement of religious reforms in the 16th Century. Emphasis on its roots in the past, particularly in earlier expressions of popular piety and to the wider social and political effects in the 16th and 17th centuries. Fulfills the CoLA Writing-Across-the-Curriculum (WAC) requirement.

421-3 The French Revolution. This course will consider the causes, events and outcomes of the French Revolution and Age of Napoleon (1789-1815) and situate the revolution in a global context. Themes to be considered include the influence of the American Revolution and the Enlightenment, democracy and human rights, forms of popular and female protest, revolutionary culture, French imperialism and the fight for freedom in Haiti and the legacies of the revolution.

422A-3 Intellectual History of Modern Europe since 1600-1815. This course looks at European thinkers and intellectual movements from approximately 1600 to 1815. Topics include the Scientific Revolution, the Enlightenment, and early 19th Century Romanticism. The course also examines aesthetic and literary movements during the "Age of Reason".

422B-3 Intellectual History of Modern Europe since 1815. This course looks at European thinkers and intellectual movements

from the 19th Century to the present. Subjects include Marxism, Darwinism, Existentialism, Liberalism and Conservatism. The course also examines aesthetic and literacy movements over the last two centuries, and it explores intellectuals and their links to the political movements to the modern age.

425-6 (3,3) Twentieth Century Europe. (a) Europe 1914–1945; **(b)** Since 1945. Political, social, cultural and economic development of the major European states during the present century.

426-3 Cities and Culture in Europe 1870–1914. Cultural and social history focusing on four European cities (Paris, Berlin, Vienna, St. Petersburg) in the Fin-de-Siècle period (1870-1914). Fulfills the CoLA Writing-Across-the-Curriculum (WAC) requirement.

427-3 World War I. The first World War (1914-1918) from a variety of perspectives, with emphasis on cultural, social and political. Seminar-type format with discussions of topics such as the war's causes, nature of trench warfare, the home front, and political and cultural impact of the war. Fulfills the CoLA Writing-Across-the-Curriculum (WAC) requirement.

429 Political Violence in the Modern World. This course will look at various forms of state and political violence in the 19th and 20th centuries. We will start with the "Reign of Terror" in the French Revolution, then look at the rise of terrorism in the later 19th century. The course will also cover state violence in the 20th century such as WWI, the Shoah, the GULag. We will examine the "logic" and justification of both state and non-state political violence. Fulfills the CoLA Writing-Across-the-Curriculum (WAC) requirement.

437-3 Lesbian and Gay History in the Modern United States. (Same as WGSS 437) This course explores the social, political, and cultural history of lesbians, gay men, and other sexual and gender minorities in the United States from the turn of the twentieth century to the present. Themes to be taken up in this class include: the emergence of heterosexuality and homosexuality as distinct categories of identity; the intersection between sexual identity and identities of race, class, gender, and ethnicity; the relationship between homosexuality and transgenderism; the movement for gay liberation; the creation of lesbian and gay urban and rural subcultures; representations of homosexuality in popular culture; anti-gay backlash; and AIDS.

442-3 Victorian Britain: Politics, Society, and Culture. An examination of British politics, society, and culture examining political transformations from the Glorious Revolution to the Great War, industrialization and the emergence of a class society, Ireland and the British Empire in British culture, and Victorian culture. Fulfills the CoLA Writing-Across-the-Curriculum (WAC) requirement.

444-3 The Holocaust. An introduction to Nazi German's systematic mass murder of Europe's Jews and other minorities. Using works of history, literature, and film, we will examine such topics as anti-Semitism, the behavior of "ordinary Germans" during the 30s and 40s, Jewish resistance, Holocaust denial, and memory after the Holocaust.

447-3 Culture and the British Empire. This course will focus on the culture of modern British imperialism. It will examine the impact that the people and commodities of the empire as well as the practices of imperial rule had on modern British culture. The

emphasis of the course will be on the implications of “imperial culture” in mediating gender, race, and class relations within the broader empire as well as contemporary Britain. Fulfills the CoLA Writing-Across-the-Curriculum (WAC) requirement.

448-3 Gender and Family in Modern United States History. (Same as WGSS 448) This course explores the history of gender and the family in the United States from the late 19th century to the present. Themes to be explored include: the family and the state; motherhood; race and family life; and the role of “the family” in national politics.

450A-3 Colonial America. The evolution of American society from European settlement through the Age of Jefferson, with special emphasis on social and political institutions and thoughts.

450B-3 American Revolution. The evolution of American society from European settlement through the Age of Jefferson, with special emphasis on social and political institutions and thoughts.

451-3 Antebellum America. The struggle to define the nation in the political, economic and social realms; the emergence of women’s rights, slavery, sectional conflict from 1815 to 1860.

452-3 The Civil War and Reconstruction. (a) Civil War era; (b) the origins of modern America; reconstruction and nationalization; 1865-1896. The study of the background to the Civil War, the Civil War, Reconstruction and the Gilded Age.

455-3 The Conservative View in American History. Readings in American conservative thought, from the eighteenth-century to the present day, including traditionalist, neoconservative and libertarian writers. Fulfills the CoLA Writing-Across-the-Curriculum (WAC) requirement.

456-3 The United States in the 1960s. Examines the roots, events, ideas and legacies of the 1960s through readings in history and literature, and through films and music. Focus will be on the social protest movements of the era and their impact on American society. Fulfills the CoLA Writing-Across-the-Curriculum (WAC) requirement.

457-3 American Environmental History. (Same as Geography 457) An exploration of the attitudes toward and the interaction with the natural resource environment of North American by human settlers. Coverage from the Neolithic Revolution to the present.

458-3 Bantu Diasporas in Africa and the Atlantic World. (Same as AFR 458) This course examines the origins and development of Bantu language and culture groups in Africa and the Atlantic World from the first dispersal of Bantu-speaking people thousands of years ago through the end of slavery in the Americas. Additionally, the course explores the multiple methods and disciplines used to construct histories of Bantu language and culture groups.

460-3 Slavery and The Old South. (Same as AFR 460) This course examines slavery and southern distinctiveness from the colonial period to 1861. Discussion topics include the plantation system, race relations, women and slavery, and southern nationalism.

461-3 Black Americans on the Western Frontier. (Same as AFR 461) This course examines the history of African Americans in the American West. Taking both a chronological and thematic approach, it begins with a discussion of early black explorers in the age of encounter, and ends with a focus on black western

towns established in the United States by the 1880’s.

464-3 History of American Capitalism. This course examines the growth of the American economy, economic thought, the evolution of the firm, and the changing place of women and minorities in American business society. It also explores the intersection between business and other institutions in American life, including labor, law, literature, government, education and religion. Fulfills the CoLA Writing-Across-the-Curriculum (WAC) requirement.

465-3 History of Sexuality in America. (Same as WGSS 465) Comprehensive survey of sexuality from colonial times to the present. Examines social trends, politics, and cultural debates over various forms of sexuality. Students will engage in discussion, research and writing.

466-6 (3,3) History of the American West. (a) Trans-Appalachian Frontier; (b) Trans-Mississippi Frontier. The American frontier and its impact on American society from the colonial period to the 20th century.

467-6 (3, 3) History of American Thought to 1865 and since 1890. (a) To 1865; (b) Since 1890. Major themes include Puritanism, the Enlightenment, Romanticism, Darwinism, Pragmatism, Voices of Discontent, Neo-orthodoxy, liberalism, conservatism, and formulating the modern conscience. Approved as Writing-Across-the-Curriculum course.

470-3 Continuity and Change in Latin America. An in-depth examination of major topics in the history of Latin America since pre-Columbian times, especially themes that have been prominent in recent scholarship. Lectures will be supplemented by outside readings and class discussion.

471-3 History of Modern Japan. An examination of Japanese History from the early Tokugawa period to the present. Major topics include the creation of the Japanese bureaucracy, commercialization and industrialization, and cultural experimentation.

473-3 Comparative Slavery. (Same as AFR 473) A comparative study of slavery from antiquity to its abolition in the 19th century with the differing socio-cultural, political and economic contexts; organized chronologically, regionally and thematically.

478-3 Southern Africa, 1650-1994. (Same as AFR 478) An examination of Southern African history with emphasis on South Africa from 1652 to 1994. Topics to be covered include conflicts and wars, migrations and state formations, the economics of minerals, industrialization and the Anglo-Boer War, intertwined histories of race relations, the politics of exclusion and apartheid, and the making of modern South Africa.

479-3 The Cultural Revolution. This course explores the origins, major developments, and social, economic, cultural and psychological legacies of the Great Proletarian Cultural Revolution in China from 1966 to 1976 by critically examining relevant official documents, personal memories, oral histories, literary and artistic works, and films and material objects. All required readings are in English. Open to both graduate students and advance undergraduate students. Prior knowledge of modern Chinese history helpful but not required.

480-6 (3,3) History of China. (a) Late Imperial China, 1350 to 1890; (b) Twentieth Century China, 1890 to the present. An in-depth examination of political, economic, social, and cultural history of China from 1350 to the present. The first

semester examines the imperial state, gentry and peasants, commercialization and social change in China from 1350 to 1890. The second semester focuses on nation building, ideology and rural-urban culture in 20th Century China.

485-3 Revolutions in the Middle East. (Same as HIST 485H) This class examines aspects of revolutions and revolutionary attempts in the history of the modern Middle East. Recognizing revolution as a global phenomenon, it begins by considering a variety of historical and theoretical approaches to understanding revolutions. It asks questions such as what constitutes a revolution, what contexts and causes lead to revolutions, and what effects revolutions engender. It then examines revolutions in the modern Middle East more closely by focusing on several specific cases such as Ottoman and Iranian constitutional revolutions, the secular revolutionary experiment in early twentieth-century Turkey, attempts at a socialist revolution in the Arab world, the Islamic Revolution in Iran, and the Arab Spring.

485H-3 Revolutions in the Middle East. (Same as HIST 485) This class examines aspects of revolutions and revolutionary attempts in the history of the modern Middle East. Recognizing revolution as a global phenomenon, it begins by considering a variety of historical and theoretical approaches to understanding revolutions. It asks questions such as what constitutes a revolution, what contexts and causes lead to revolutions, and what effects revolutions engender. It then examines revolutions in the modern Middle East more closely by focusing on several specific cases such as Ottoman and Iranian constitutional revolutions, the secular revolutionary experiment in early twentieth-century Turkey, attempts at a socialist revolution in the Arab world, the Islamic Revolution in Iran, and the Arab Spring. Honors students will complete an extra project for this course. Not open to freshman.

486-3 Arab-Israeli Conflict. This course focuses on the background to, and current dimensions of, the continuing conflict between Israel, the Palestinians and the rest of the Arab world. Beginning with origins of Zionism in the late nineteenth century, it examines, the foundation of Israel, Palestinian responses, and relations between Israel and its Arab neighbors.

487-3 The U.S. Civil Rights Movement. (Same as AFR 497) This course provides an overview of the history of the Civil Rights Movement while engaging major debates in the field of Black Freedom Studies. Central themes will include the impact of the Cold War, the roles of women, and the relationship of civil rights to black power. We will also discuss the difference between popular memory and historical scholarship as well as the meaning of such discussions for contemporary issues of racial and economic justice.

488-3 Islamic Political Movements. This course examines the use of Islamic ideals and rhetoric in social and political movements in the Middle East from the nineteenth century to the present. It focuses on political parties such as the Muslim Brotherhood in Egypt, the Welfare Party in Turkey, and Hamas in Palestine.

489-3 Women, State and Religion in the Middle East. (Same as WGSS 489) Following an introduction to the question of women in Islamic law and Islamic history, this course will examine the changing status and experiences of women in a number of Middle Eastern countries in the 20th century, focusing on

Egypt, Iran, and Turkey. Major themes will include legal, social and political rights, participation in social and economic life, cultural and literary production, and recent secular and Islamist women's movements.

490-1 to 4 Special Readings in History. Supervised readings for students with sufficient background. Registration by special permission only.

491-3 Historiography. Writings of historians from Herodotus to the present.

493-1 to 6 Topics in History. Topics vary with instructor. May be repeated for a maximum of six semester hours provided registrations cover different topics. Topics announced in advance.

496A-1 to 9 Internship in History. Supervised field work in public or private agencies or operation where history majors are frequently employed, such as archives and libraries, government offices, communications media, historic sites and museums. Only three hours may be applied to the major and six hours toward the M.A. degree. Special approval needed from the instructor.

496B - 1 to 9 Internship in Local History. (Same as ARC 434) Field experience in research and preservation related to regionally and nationally recognized historic sites in southern Illinois. Special approval needed from the instructor.

497-3 Historical Museums, Sites, Restorations and Archives. The development of museums from antiquity to the present, with emphasis on the United States. Additional topics include historical sites such as battlefields, historic buildings, restorations, monuments and archives. Also examines the purposes and functions of the museum and the tasks of professionals employed in museums of interpretative centers. Given in cooperation with the University Museum.

498-3 Oral History, Storytelling, and Media. (Same as RTD 455) This course will develop an appreciation of the field of oral history, methodological concerns, and applications. Students will learn about the oral history process, including interview preparation and research, interview technique, the nature and character of evidence, transcribing, and legal and ethical concerns. Restricted to Junior or Senior standing.

500-3 The Historian's Craft. Examination of historical methodology and recent trends in historiography. How historians conduct research and convey the results of it. Special treatment of selected topics of historiography. Required of M.A. degree students. Ph.D. degree students should consult graduate advisers.

501-4 Recent Historiography. Trends in historical writing and historical interpretation in the 20th Century. Required of M.A. degree students. Ph.D. degree students should consult graduate advisers.

522-4 to 8 (4 per semester) Colloquium in European History. Group reading and discussion about major periods, subregions and themes in European history. May be repeated as instructors and topics vary.

523-4 to 20 (4 per semester) Research Seminar in European History. Research and writing on selected topics in European history. Students will prepare a major paper. May be repeated as topics and instructors vary.

551-4 to 8 (4 per semester) Colloquium in Middle East History. Group reading and discussion about major periods, subregions,

and themes in the history of the Middle East and the Islamic world. May be repeated as topics vary.

552-4 to 8 (4 per semester) Research Seminar in Middle East History. Research and writing on selected topics in the history of the Middle East and the Islamic world. Students will prepare a major paper. May be repeated as topics vary.

554-4 to 8 (4 per semester) Colloquium in United States History. Group reading and discussion about major periods, subregions and themes in United States history. May be repeated as topics and instructors vary.

555-4 to 20 (4 per semester) Research Seminar in United States History. Research and writing on selected topics in United States history. Students will prepare a major paper. May be repeated as topics and instructors vary.

570-4 to 12 (4 per semester) Research Seminar in Latin American History. Research and writing on selected topics in Latin American history. Students will prepare a major paper. May be repeated as topics vary.

571-4 to 8 (4 per semester) Colloquium in Latin American History. Group reading and discussion about major periods, subregions and themes in Latin American history. May be repeated as instructors and topics vary.

580-4 to 12 (4 per semester) Research Seminar in Asian History. Research and writing on selected topics in Asian history. Students will prepare a major paper. May be repeated as topics vary.

581-4 to 8 (4 per semester) Colloquium in Asian History. Group reading and discussion about major periods, subregions and themes in Asian history. May be repeated as instructors and topics vary.

582-4 to 8 (4 per semester) Colloquium in World History. Group reading and discussion about major periods, subregions and themes in world history. May be repeated as instructors and topics vary.

583-4 to 12 (4 per semester) Research Seminar in World History. Research and writing selected topics in World History. Students will prepare a major paper. May be repeated as topics vary.

584-4 to 8 (4 per semester) Colloquium in Comparative History. Group reading and discussion relating to cross-cultural or other comparative approaches in history. May be repeated as instructors and topics vary.

585-4 to 8 (4,4) Research Seminar in Comparative History. Research on selected topics employing cross-cultural or other comparative approaches. Students will prepare a major paper. May be repeated as topics vary.

586-4 to 8 (4 per semester) Colloquium in African History. Group reading and discussion about major periods, subregions and themes in African history. May be repeated as instructors and topics vary.

587-4 to 12 (4 per semester) Research Seminar in African History. Research and writing on selected topics in African history. Students will prepare a major paper. May be repeated as topics vary.

590-1 to 8 (1 to 3 per semester) Readings in History. Individual readings. Registration by special permission only. Student must obtain the consent of the faculty member involved. M.A. degree students are limited to a maximum of 4 hours toward the 30-hour requirement. Graded *S/U* only. Registration by

special permission only.

596-3 Tutorial in History. Research and writing in history in close consultation with an instructor to produce a major paper on a selected topic. This course may count toward graduation as a seminar and the paper will be placed on file in the Department of History. Students may take this course only once at the M.A. level and once at the Ph.D. level. Special approval needed from the director of graduate studies.

597-1 to 9 (1 to 3 per semester) Practicum in Teaching College-Level History. Students will learn how to lead discussion sections and/or to teach independent courses at the college level. M.A. or Ph.D. students assigned for the first time as a discussion leader must take this course. The course also is required for Ph.D. students who are teaching their own courses for the first time. Graded *S/U* only. Restricted to graduate students in history. Special approval needed from the director of graduate studies.

598-1 to 9 Graduate Internship in History. Supervised field work in occupationally related fields in public history, teaching, university publishing, historical editing. Programs of field work will be designated by students in consultation with their advisory committees. Students at the Ph.D. level can take as many as 9 hours in the course of their studies. Graded *S/U* or *DEF*.

599-1 to 6 Thesis. Minimum of three hours to be counted toward a Master's degree.

600-1 to 30 (1 to 16 per semester) Dissertation.

601-1 per semester Continuing Enrollment.