

UNDERGRADUATE HISTORY OFFICE

STUDENT HANDBOOK

UPDATED August, 2011

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HISTORY AT THE OHIO STATE UNIVERSITY

If you think history is simply a lot of names, dates, and battles, you are in for a surprise. At The Ohio State University history is alive, and it's probably not what you would expect. In today's world, where war, revolution, famine, and social upheaval occur with frightening regularity, history is the key to understanding these crises. History is not a recitation of facts and names, but involves analysis and understanding. History is the sum total of the human experience, and that experience serves as a mirror reflecting today's events.

For students interested in studying history at Ohio State, the Undergraduate History Office (110 Dulles Hall, 230 W. 17th Avenue; 292-6793; mazon.1@osu.edu) is open Monday through Friday, and a student can talk to staff and obtain information about programs and course offerings. All history majors come to this office to be assigned a faculty adviser, and any student who wishes more information about history at Ohio State should feel free to stop in.

This brochure includes information about the Department of History at The Ohio State University. It describes the major, the minor, the honors program, course offerings, faculty, and opportunities for post-graduate programs and employment.

This handbook is also listed in the World Wide Web at

<http://history.osu.edu/>

THE UNDERGRADUATE HISTORY MAJOR

The History Major consists of a minimum of 50 credit hours at the 300-level and above. Two courses, History 398 and History 598, are required, and at least 40 more hours must be chosen within the Geographical and Chronological categories outlined below.

Once a student has earned a grade of C or higher in History 398, s/he may then declare a Major in History. The student should report to the Undergraduate History Office (UHO) in 110 Dulles Hall, where the staff will interview the student and assign a faculty member as the student's Major Adviser.

The student should design his or her History Major in consultation with the Major Adviser, who must sign the Major Program form. The student should select History courses to complement those courses chosen, in consultation with an adviser in the Colleges of the Arts and Sciences, to meet the requirements of the General Education Curriculum (GEC).

Required Courses

Two courses are required of all History Majors:

1. **History 398** is the gateway course to the History Major. A student must pass History 398 with a minimum grade of a C before being accepted as a History Major. A prospective major should take 398 as soon as possible after completing the GEC history sequence.
2. **History 598** is a seminar taken during the student's senior year.

History 398 introduces prospective majors to the methods historians use to explore the past. Because History 398 emphasizes active student participation in class discussion, enrollment in each section is limited to twenty. Readings help students to develop insights into how historians interpret sources to develop an understandable and persuasive account of past events. In addition to acquiring experience in critical methods for the analysis of documents, students improve their expository writing skills through extensive practice. Written assignments may include digesting and summarizing the views of a particular historian on an important subject of historical controversy, preparing critical book reviews, developing bibliographies, and constructing brief histories by analyzing primary sources.

History 598, the Senior Seminar (there is also an honors version), is required of all History Majors. It caps the undergraduate study of history by investigating the different ways in which historians have analyzed a particular event or phenomenon. In a small-group setting emphasizing student discussion under the guidance of a faculty member, seniors compare other historians' analyses of an historical problem with their own.

In History 598, students compare and try to reconcile the differing interpretations of a particular issue by reviewing what historians have said about it. While investigating aspects of an historical problem, students may also conduct research in primary sources, learn how to compile a research bibliography, confront methodological problems, and arrive at credible conclusions. Examples of 598 topics include "Revolution or Counterrevolution: The Struggle over the U.S. Constitution;" "Disaster in May: Responsibilities for the Fall of France in 1940;" and "Major Historical Themes in Columbus, Ohio." History 598H is required for honors history majors, and is recommended for students who plan pursue a graduate degree in history.

Geographical Requirement

The geographical requirement of the History Major is designed to expose majors to the historical experiences of humankind in a range of physical environments. The requirement is met by choosing courses representing three different geographical **areas** (1, 2, 3, 4, 5, and 6) distributed between two geographical **groups (A and B)**.

Group A:

Area (1) Africa

Area (2) East Asia

Area (3) Latin America

Area (4) Near East, Middle East, & South Asia

Group B:

Area (5) Europe

Area (6) North America

Specifically:

A student must choose a minimum of 20 credit hours from one geographical **area**. This is known as the student's **Primary Geographical Area**.

The student must choose a minimum of 15 credit hours from two or more geographical **areas** other than the primary geographical **area**. At least 10 of these 15 credit hours must be chosen from the geographical **group** different from the group in which the primary geographical **area** is located.

Example:

If a student wished to study Europe as the **Primary Geographical Area**, he or she would have to take at least 20 credit hours of European History courses. Additionally, at least 15 credit hours must be taken from two other **areas**. At least 10 credit hours must represent **group A**. The remaining 5 hours could represent **area (6)**, but could not represent **area (5)**.

Chronological Requirement

The chronological requirement is designed to ensure that History Majors examine the human experience across the breadth of time. A minimum of 10 credit hours of courses must represent chronological periods falling predominantly **before 1750** and a minimum of 10 credit hours must represent periods falling predominantly **after 1750**.

History 398 does not apply to either the geographical or chronological requirement. History 598 will apply to both the geographical and chronological requirements (the actual area and period, depending upon the subject of the particular 598 a student takes).

Although a course can meet more than one requirement, in no case does a course count for more than 5 credit hours. Example: History 534.03, the "History of Mexico," would meet the geographical requirement in **Group A, Area 3**, and would meet either the **pre-** or **post-1750** chronological requirement, but would count as only 5 credit hours toward the 50-credit hour major.

Pages 13-24 below list every History course and indicate its geographical group/area and chronological period.

Additional Options and Limitations

With the Major Adviser's approval, up to 10 hours of courses from other Departments at the 300-level and above may be designated as part of the History Major.

No more than 5 hours of 593 may be counted toward the History Major.

Courses counted as part of the student's General Education Curriculum (GEC) requirements may not be used as part of the History Major, with the exception of History 598, which meets Requirement I. C. of the GEC.

Although a grade of C- is permitted in courses comprising the History Major, the minimum overall cumulative grade point average of the major must be 2.0. (Exception: a minimum grade of C is required for History 398).

Courses taken Pass/Non-Pass may not be applied to the major.

THE UNDERGRADUATE MINOR IN HISTORY

The Minor in History is designed to provide a student with substantial understanding of the human past. The Minor consists of 25 credit hours taken at the 300-level and above.

Of the 25 credit hours required for the History Minor:

1. History courses taken at the 100-level do NOT count toward the minor requirements.
2. 5 credit hours may be counted from GEC Historical Studies courses taken at the 200-level and above.
3. A grade of C- is permitted in courses comprising the Minor, except for History 398, which students must pass with a minimum grade of C to complete a Minor in History. Students should take History 398 as soon as possible after completing the GEC Historical Studies requirement.
4. Students are encouraged to take courses that focus on a particular theme, chronological period, or geographic region. Students are also encouraged to consult with a minor adviser when preparing their minor.

All proposals for an Undergraduate Minor Program in History must be submitted in writing to the Undergraduate History Office and approved by that office.

General Information on Minors in the Arts & Sciences

1. •Minor programs are not required for graduation.
2. •A student may not take a major and a minor in the same subject.
3. •Courses used for the minor may not be used for a major unless prior approval has been given by the Arts and Sciences Curriculum Committee.
4. •Students need not file their minor programs until they file their graduation applications, that is, two quarters before they plan to graduate.
5. •Once a minor is on file with Arts and Sciences, any changes must be discussed with the faculty adviser and/or the ASC counselor.
6. •No more than ten hours of transfer credit may be applied to the minor.
7. •Although a grade of C- will be permitted in courses comprising the minor (**except for History 398, which requires a grade of C**), the minimum overall cumulative grade point average of the Minor shall be 2.0.
8. •Courses taken Pass/Non-pass may not be applied to the minor.

THE HONORS PROGRAM IN HISTORY

PURPOSE

The History Major emphasizes the development of research and writing skills, along with the acquisition of historical knowledge. Honors students majoring in history complete both the Major and the requirements for either "Honors in the Arts and Sciences" or "Research Distinction in History." In order for a history major pursuing a Bachelor of Arts degree in the Colleges of Arts and Sciences to maintain status as an Honors student, he or she must prepare and follow a program of study approved by the Arts and Sciences Honors Committee. Students earning a degree with "Honors in the Arts and Sciences" complete an "honors contract" approved by the ASC Honors Committee; these contracts provide for a rigorous program of study. Students earning a degree with "Distinction in History" complete a Senior Honors Thesis under the supervision of a thesis adviser in the Department of History. Some history majors satisfy the requirement for both designations and receive both designations on their degree.

Honors students choosing the history major will engage in a course of study designed to sharpen writing, research, and analytical skills; to develop insights into how historians do their work; and to gain substantial historical knowledge. The History Department offers honors sections of its required courses in the major program. In these courses exceptional students challenge themselves to a rigorous study program and thereby enrich their educational experience. The History Major furnishes excellent preparation for graduate-level work, for professional schools including law school, and for careers in business and public service. Students enrolling in honors courses enjoy special opportunities to study with internationally-known scholars.

Advanced training in foreign languages is important for all Honors students choosing the History Major. Every Honors student choosing the History Major should develop proficiency (meaning the ability to read newspapers, magazines, scholarly journals, and novels) in at least one foreign language. Honors students in the History Major are strongly encouraged to attain such a level of proficiency in a second foreign language.

Honors students seeking help with their History Major should first see Dr. Richard Ugland, 132 Dulles Hall, 247-6037, ugland.1@osu.edu. He is available to discuss the honors requirements and to help with scheduling classes. Dr. Ugland also helps plan the section on the major in the honors contract required for receiving a degree with "Honors in the Arts and Sciences" and recommends faculty advisers to individual students. Students who undertake a Senior Honors Thesis will have a faculty adviser for that project and will enroll in History 783H, "Honors Research."

EXPECTATIONS

Honors students enrolled in the Colleges of Arts and Sciences work closely with counselors and members of the faculty to develop a rigorous program of study. With the approval of the Arts and Sciences Honors committee, the program of study may approach requirements flexibly so long as the program includes special rigor and intellectual challenges. Honors students majoring in history thus must work closely with the Arts and Sciences Honors Program staff to ensure completion of the requirements of the that program. For honors students majoring in history, the program of study should include enrollment in Honors sections of History 398, "Introduction to Historical Thought," and History 598, "Senior Colloquium."

Honors students majoring in history are encouraged, in their major, to include more than one section of Honors 598 (not to exceed three sections). Honors 598 is designed to provide Honors students with experience in sophisticated research and analysis of a particular topic in a group setting.

Honors students are also encouraged to include History 399H, "Introduction to Historical Research," in their major program. This course offers training in techniques of historical research; students enrolled in it engage in a substantial research project in a seminar setting.

The faculty of the history department encourage the honors student to complete the degree "with research distinction in History" through the writing of a Senior Honors Thesis. Completion of a thesis is important preparation for successful performance in a professional or graduate program. Thesis completion occurs through enrollment in History 783H, "Honors Research." Five credits of History 783H may replace the required History 598H course in the History Major. Students completing a thesis and earning a degree "with research distinction in History" must complete a major program totaling at least 60 credits (15 of which may be credit for History 783H). Students planning to write a thesis should, in consultation with their thesis advisor, define a topic and devise a plan of work at least 4 quarters prior to their anticipated graduation. They may also apply in the Spring and Autumn quarters for the Arts and Sciences Undergraduate Research Scholarship competition.

REQUIREMENTS

There are two components to the History Honors Program. The first is the Major Program in History; the second is the ASC Honors Program. Below, Section I lists the requirements for the Major Program in History for Honors Students; Section II describes the various tracks the ASC Honors Program offers, along with Department of History requirements.

I The Major Program in History for Honors Students

All History Honors students must exceed the requirements of the Undergraduate Major in History as follows:

1. Students must complete 60 hours of course work counting toward the History Major.
2. Honors 398H is preferred in lieu of 398.
3. At least one section of History 598H must be completed (instead of 598).

598H is designed to provide Honors students with experience in sophisticated research and analysis of a particular topic in a group setting, and Honors students are encouraged to take the course up to three times.

{NOTE: History 399H, Introduction to Historical Research, offers students opportunities to learn techniques useful for writing a senior thesis, to conduct independent research, and to share their results. Although not required for the honors program, 399H allows students to explore, in a practical and experiential manner, whether or not they wish to commit to writing a senior thesis.}

II ASC Honors Tracks

In addition to the above requirements, and as established by the ASC Honors Program and the Department of History, History Honors students must choose one of the following three tracks.

A. With Distinction in History

The History Department Faculty recommends that History Honors students write a Senior Honors Thesis, because completion of a thesis prepares students for graduate or professional school or professional employment. Such modifications must conform to the policies of the Arts and Sciences

Honors Committee.

A History Honors student planning to graduate *with Distinction in History* will:

1. Devise with the History Adviser four quarters before graduation a prospectus for the Honors Thesis. The ASC Honors Committee must approve the prospectus. While working on the Thesis, the student will enroll in History 783H for up to 5 credit hours per quarter for a total not to exceed 15 credit hours.
2. Graduate with a GPA of no less than 3.4.
3. Meet the prerequisites for History 783H: (a) rank 4 standing and (b) the completion of at least 30 credit hours in history, with a grade point average in history courses of at least 3.50.
4. Enroll in a History 783H, "Honors Research," that meets periodically, both for peer review of progress and for the public presentation of the research results achieved in writing the thesis.

Note: Honors students who earn credit for 783H are encouraged to take History 598H but are not required to do so.

B. With Honors in the Arts and Sciences

History Honors students planning to graduate *with Honors in the Arts and Sciences* will:

1. Fulfill an Honors Contract.

The Honors contract is devised by the student in consultation with the History and ASC Honors Advisers. It should be submitted as soon as possible and no later than early in the junior year, and it must be approved by the ASC Honors Committee

2. Complete History 598H. (Not required for students earning credit for History 783H.)

History 598H is a seminar focused on analysis of primary research. Honors students are encouraged to take up to 15 credit hours of 598H.

3. Graduate with a GPA of no less than 3.4.

C. Honors in the Arts and Sciences with Research Distinction in History

History Honors students planning to graduate *with Honors in the Arts and Sciences* and with *Research Distinction in History* will fulfill all of the requirements listed in A. and B. above.

Note: Under exceptional circumstances the Department of History is willing to modify the requirements of the Honors Program in History to fit the specific needs of individual students. Such modifications must conform to the policies of the Arts and Sciences Honors Committee.

SCHOLARSHIPS AND PRIZES IN HISTORY

THE LLOYD ROBERT EVANS ENDOWED SCHOLARSHIP IN HISTORY

The Board of Trustees of The Ohio State University established the Lloyd Robert Evans Endowed Scholarship in History in May 1999 with gifts to The Ohio State University from the sister of the honoree, Jane Ann Evans Nielsen (BA 1936, History; BS 1936, Education), of Knoxville, Tennessee. Lloyd Robert Evans (BA 1933, History; MD, Harvard, 1940) led a distinguished career as a physician specializing in General Internal Medicine.

The Evans Endowed Scholarship shall be used to provide scholarships for undergraduate students of junior or senior rank who are majoring in History. The scholarship is to be awarded annually on the basis of both merit and need. Candidates for the scholarship should possess a G.P.A. of 3.4 or above and a broad range of interests. Selection of the student will be made by the designated Scholarship Committee in the Department of History, in consultation with the University Committee on Student Financial Aid.

THE SYDNEY N. FISHER AWARD FOR THE BEST PAPER BY A HISTORY MAJOR

Sponsored by Phi Alpha Theta, the history honorary society, in conjunction with the Department of History, this prize awards \$150 for the best paper by a History Major. A paper submitted for the competition may pertain to any topic in the field of history. It should be typed, double-spaced. The paper must combine original research on a significant subject, preferably based on primary sources, with good English composition and style.

An undergraduate major may submit for consideration one paper per year. The copy submitted may be a photocopy, if fully legible, but should include the instructor's comments, together with the instructor's name and identification of the course in which the paper was submitted. Submissions will not be returned.

Deadline for submissions is usually soon after winter quarter. Two history faculty members and a member of Phi Alpha Theta will judge papers. The winner will be announced as soon as possible after the deadline.

THE GERRY D. GUTHRIE SCHOLARSHIP

Mrs. Cecile Guthrie sponsors this award in memory of her son Gerry. Each year one or two scholarships will be awarded to an incoming freshman or to a first- or second-year honors student committed to majoring in history. The scholarship will be in the amount of about \$1,000, and will be for one year.

THE K. AUSTIN KERR PRIZE

This award of \$500 is given to an undergraduate history major for the best internet-related project.

THE ADRIENNE A. AND MARVIN R. ZAHNISER SCHOLARSHIP

This scholarship of about \$1,000 is awarded on the basis of academic merit to a history major entering, or soon to enter, his/her senior year at Ohio State, Columbus. Marvin Zahniser is a former Chair of Ohio State's Department of History.

PHI ALPHA THETA AT THE OHIO STATE UNIVERSITY

Students are eligible for selection to the Phi Alpha Theta honor society upon completion of 20 credit hours in history, provided that they have a grade point average of 3.1 or higher in their history courses, have a grade point average of 3.0 overall, and rank in the top 35% of their class. As part of an international honor society, the Ohio State chapter strives to promote the study of history and encourages research and advanced scholarship in the field. Phi Alpha Theta at Ohio State provides opportunities for the informal exchange of ideas among historians and students of history outside the classroom, and organizes various social activities. Initiation into membership occurs once per year, in spring quarter. The adviser for Phi Alpha Theta is Dr. Richard Ugland, (ugland.1@osu.edu).

AFTER GRADUATION

History prepares the student for a wide variety of careers. Reports from the Office of Career Services at Ohio State indicate that former history majors are working in business, banking, teaching, government service, social work, library and archival work, publishing, and law. History has always been recognized as one of the best undergraduate programs for those planning to go into law, but professional and business schools also value a well-rounded liberal education as a basis upon which to build their programs. Of course, some students go into graduate work in history, and the Undergraduate History Office maintains information on graduate programs at other universities.

To assist students with career planning, the Undergraduate History Office offers an annual "Career Night" held during spring quarter, for all History majors. This event features a panel of history faculty and successful alumni who speak on various topics such as "Graduate Studies in History" and "History and Careers in Law." Students who have attended this Career Night in the past have found it very informative and helpful. We encourage you to come and participate. The Arts and Sciences Placement Office in Townshend Hall will also help assist students in finding employment after graduation.

THE DEPARTMENT OF HISTORY WITHIN THE UNIVERSITY

In addition to undergraduate major and minor degree programs, and graduate programs leading to the M.A. and Ph.D. degrees, the Department of History provides other services for the OSU student.

REQUIRED COURSES IN HISTORY

The study of history is an essential part of a liberal education. For this reason, the Arts and Sciences curricula have a special history requirement. Introductory history courses (those numbered 100) are usually taken by students to satisfy this requirement. These introductory offerings assume no previous knowledge of history, so students should not hesitate to register for a course at this level. Because each of the University's undergraduate colleges has slightly different rules about the use of history courses to fulfill general requirements, students should consult the appropriate college catalog for details.

UPPER-LEVEL COURSES IN HISTORY

The full strength of the History Department can be appreciated by looking at the wide variety of upper-level courses offered by the department. In general, these courses are open only to students who have taken two lower-level courses in history. Although some of these courses have prerequisites, history courses are not sequential, and so a student can usually register for any course. Students should talk with the instructor if there is any doubt about taking a particular course. The instructor can tell whether a student is likely to benefit from the course and may be willing to waive any prerequisites.

COURSE DESCRIPTIONS

Prior to scheduling, the Undergraduate History Office prepares a booklet that lists all courses to be offered during the next quarter. This booklet provides detailed information about course offerings, class meeting times, instructors, reading lists, and assignments. This booklet is available to all students at no cost and can be picked up from the Undergraduate History Office, 110 Dulles Hall; the History Department, 106 Dulles Hall; or on the Web at <http://www.history.ohio-state.edu>.

PREPARING FOR EM EXAMINATION IN HISTORY

In response to inquiries from students on how to prepare for EM examination (credit by examination) in history, the following list of suggestions has been compiled.

1. First, read the designated material carefully and thoroughly. For History 111 and 112 the commonly used text is McKay, Hill, and Buckler, *History of Western Society*, Vol. 1 for History 111, and Vol. 2 for History 112. The cut-off date for History 111 is the year 1600. For History 151 and 152 the History Department recommends Nash and Jeffrey, *The American People*, 3rd ed., Vol. 1 for History 151 and Vol. 2 for History 152. The year 1877 is the cut-off date for History 151. For History 181 and 182 the recommended text is Richard Buillet, et al., *The Earth and Its Peoples*, Vol. 1 for History 181 and Vol. 2 for History 182. The cut-off date for History 181 is 1500. The texts are available at all campus bookstores.
2. As you read through the material, concentrate on major themes such as economic, political, military, social, and intellectual development. Do not get bogged down in details. You will simply get confused if you try to memorize every date and event. Do not go to the opposite extreme, however, and emerge from your readings with a few hazy generalizations in mind. Like any other analytical discipline, history requires facts to bolster its findings and conclusions.
3. In addition, you should consider obtaining syllabi for the courses for which you desire to obtain EM credit. These are available in the Undergraduate History Office, 110 Dulles Hall. These syllabi highlight themes and topics that appear on the exam, and students find them helpful in determining the material to cover and the areas on which to concentrate. Also, you could borrow class notes from someone who has taken or is currently taking the course for which you will be taking the EM examination. This should give you further aid in focusing your study.
4. When taking the exam, first be sure that you understand the instructions. When writing an essay on a particular topic, be sure to focus on that topic throughout the answer. Often students answer a question by citing a mass of historical data that is unrelated to the question asked. This often leaves the faculty member grading the examination no other choice than to recommend no credit for the exam. Be as analytical as possible in your response. The reiteration of a mass of historical data will get you only a 'C' grade and you need at least a 'B-' in order to receive EM credit in history.
5. Finally, your answers should demonstrate competence in English composition. Good history is good writing. If you feel that your command of written English leaves something to be desired, consult Strunk and White's *Elements of Style*, a concise resource that contains invaluable information on English composition. The book is readily available at the OSU libraries and at all campus bookstores.

This list of suggestions by no means exhausts the possible strategies to prepare for the examination. No doubt, you will have other ideas on what to do to prepare yourself. Once you are prepared, contact the Office of Testing and schedule an examination date. The telephone number is 292-2241 and the address is 281 W. Lane Avenue in the Student Services Building, Room 585. The Office of Testing will inform you of the examination results. **Please Note: Examinations for credit may be taken only one time per course.**

HISTORY COURSE OFFERINGS

100-Level Courses

One hundred-level courses cover broad areas of historical investigation (Western, East Asian, African American, American, Latin American and World civilizations). They are designed for first- and second-year students and are usually taken to fulfill the GEC historical survey requirement. Through lectures, discussions, and readings (primary and secondary), these courses usually address a variety of political, social, cultural, economic, technological, and intellectual developments. Students are required to exhibit in writing (short answers and essays) their understanding of how the past has evolved in the civilization being studied.

300-Level Courses

Three hundred-level courses cover fewer years, go into more detail, employ more sophisticated analysis and methodology, and require more reading of primary and secondary works than 100-level courses do. They are designed for a mix of history majors, non-majors, and prospective majors at the sophomore, junior, and senior levels. A higher level of understanding and written expression in short essay and essay format is expected than in 100-level courses. Some instructors assign research papers, while others have the students write on topics that require them to bring together material from lecture notes and readings.

500-Level Courses

Five hundred-level courses are usually narrower in chronological scope and more sophisticated in the lecture material, discussions, and readings. They require more reading of primary and secondary sources than 300-level courses. Most, but not all, of the students will be juniors and seniors and will have taken other history courses before registering for a 500-level course. A higher level of understanding, analytical ability and written expression in short essay and essay forms is expected than in 300-level courses. Some instructors assign research papers, while others have the students write on topics that require them to bring together material from lecture notes and readings. All History courses except 593 are five credit hours.

SURVEYS

- 111 Western Civilization: Antiquity to the Seventeenth Century
- 112 Western Civilization: Seventeenth Century through Modern Times
- 121 African Civilizations to 1870
- 122 African Civilizations, 1870 to the Present
- 141 History of East Asia in the Pre-Modern Era
- 142 History of East Asia in the Modern Era
- 151 American Civilization to 1877
- 152 American Civilization since 1877
- 171 Latin American Civilizations to 1825
- 172 Latin American Civilizations since 1825
- 181 World History to 1500
- 182 World History, 1500 to Present

AFRICAN HISTORY COURSES

- 350 History of Modern Africa (Group A1, post-1750)
- 541.02 History of Islam in Africa (Group A1, pre-1750)
- 541.04 History of Islamic Movements in West Africa (Group A1, pre & post-1750)
- 551 Africa Before Colonial Rule (Group A1, pre-1750)
- 552 History of South Africa (Group A1, post-1750)

AMERICAN HISTORY COURSES

- 309 The Sixties (Group B6, post-1750)
- 310 History of Ohio (Group B6, post-1750)
- 323.01 History of Afro-Americans in the Age of Slavery (Groups A1 & B6, pre & post 1750)
- 323.02 History of Afro-Americans from Emancipation to the Present (Group B6, post-1750)
- 322H Natives & Newcomers: Immigration & Migration in American History (Group B6, post-1750)
- 324 Introduction to Latina/Latino History (Group B6, post-1750)
- 346 Introduction to Asian-American History (Group B6, post-1750)
- 366.02 American Environmental History (Group B6, post-1750)
- 368.01 Introduction to Native American History (Group B6, pre & post 1750)
- 375 History of American Criminal Justice (Group B6, post-1750)
- 387 History of American Capitalism (Group B6, post-1750)
- 555.01 Topics in African-American History I (Groups A1 & B6, pre & post 1750)
- 555.02 Topics in African American History II (Group B6, post-1750)
- 556 Colonial North America to 1763 (Group B6, pre-1750)
- 557.01 American Revolution and New Nation, 1763-1800 (Group B6, post-1750)
- 557.02 Jeffersonian and Jacksonian Democracy, 1800-1845 (Group B6, post-1750)
- 557.03 Civil War and Reconstruction (Group B6, post-1750)
- 559 History of Slavery in N. American from Colonial Times to 1860
(Groups A1 & B6, pre & post-1750)

- 560 Westward Movement in American History (Group B6, post-1750)
- 564 Gilded Age to Progressive Era, 1877-1920 (Group B6, post-1750)
- 565 From the New Era to the New Frontier, 1921-1963 (Group B6, post-1750)
- 566 Contemporary U.S. History since 1963 (Group B6, post-1750)
- 568.01 Native American History from European Contact to Removal (Group B6 pre & post 1750)
- 568.02 Native American History from Removal to Present (Group B6, post-1750)
- 570.01 The United States Constitution and American Society to 1877 (Group B6, post-1750)
- 570.02 The United States Constitution and American Society since 1877 (Group B6, post-1750)
- 577.01 Chicano History from Spanish Colonial to 1900 (Group B6, pre & post 1750)
- 577.02 Chicano History from 1900 to the Present (Group B6, post-1750)
- 578 American Religious History (Group B6, pre & post-1750)
- 579.01 American Cultural & Intellectual History 1789-1900 (Group B6, post-1750)
- 579.02 American Cultural & Intellectual History in the 20th Century (Group B6, post-1750)
- 583.01 U.S. Diplomacy: From Independence to 1920 (Groups A2 & B5,6 post-1750)
- 583.02 U.S. Diplomacy: 1920 to Present (Groups A2 & B5,6 post-1750)

ANCIENT HISTORY COURSES

- 301 Introduction to Ancient Mediterranean Civilizations (Group B5, pre-1750)
- 306 Classical Archaeology (Group B5, pre-1750)
- 500 The Ancient Near East (Groups A4 & B5, pre-1750)
- 501.01 History of Archaic Greece (Group B5, pre-1750)
- 501.02 History of Classical Greece (Group B5, pre-1750)
- 501.03 History of the Eastern Mediterranean During the Bronze Age (Groups A4 & B5, pre-1750)
- 503.01 Roman Republic (Group B5, pre-1750)
- 503.02 Early Roman Empire, 31 B.C.-A.D. 180 (Groups A4 & B5, pre-1750)
- 503.03 Later Roman Empire, A.D. 180-476 (Groups A4 & B5, pre-1750)
- 504.01 War in the Ancient Mediterranean World (Groups A4 & B5, pre-1750)

504.02 The Ancient Mediterranean City (Groups A4 & B5, pre-1750)

505.01 Early Byzantine Empire (Groups A4 & B5, pre-1750)

505.02 Later Byzantine Empire (Groups A4 & B5, pre-1750)

DIPLOMATIC & MILITARY HISTORY COURSES

307 History of World War II (Group A2 & B5,6 post-1750)

308 The Vietnam War (Groups A2 & B5,6 post-1750)

311 World War I (Groups A1 ,4 & B5, 6 post-1750)

380 The History of War (Groups A2, 4 & B5,6 pre & post-1750)

381 Wars of Empire (Groups A1 & B5, post-1750)

580.01 History of European Warfare from the Renaissance to 1870 (Group B5, pre & post-1750)

580.02 History of European Warfare from 1870 through World War II (Group B5, post-1750)

581.01 European International History 19th Century (Group B5, post 1750)

581.02 European International History 20th Century (Group B5, post-1750)

582.01 American Military Policy, 1607-1914 (Group B6, pre & post-1750)

582.02 American Military Policy, 1914 to Present (Group B6, post-1750)

583.01 U.S. Diplomacy: From Independence to 1920 (Groups A2 & B5,6 post-1750)

583.02 U.S. Diplomacy: 1900 to Present (Groups A2 & B5,6 post-1750)

584 Modern Intelligence History from John Buchan to James Bond (Group B5, post-1750)

EAST ASIAN HISTORY COURSES

342 Foundations of Chinese Civilization (Group A2, pre-1750)

545.01 The Chinese Empire 10-14th Centuries (Group A2, pre-1750)

545.02 China in the Early Modern Era (Group A2, pre & post-1750)

545.03 Modern China, 1800-1949 (Group A2, post-1750)

545.04 Contemporary China, 1949-Present (Group A2, post-1750)

546 Topics in Chinese History (Group A2, pre or post-1750 – depending on the topic)

548.01 History of Japan Before 1800 (Group A2, pre-1750)

548.02 Modern Japan (Group A2, post-1750)

587.02 Science, Technology & Business in Japan (Group A2, pre & post 1750)

EUROPEAN HISTORY COURSES

312 Introduction to Modern Europe (Group B5, post-1750)

512.01 Early Modern Europe, 1600-1775 (Group B5, pre-1750)

512.02 French Revolution and Napoleon (Group B5, post-1750)

512.03 Europe, 1815-1900 (Group B5, post-1750)

512.04 Europe, 1900-1950 (Group B5, post-1750)

512.05 Europe Since 1950 (Group B5, post-1750)

513.01 The Age of Modernity in the 19th Century (Group B5, post-1750)

513.02 The Age of Modernity in the 20th Century (Group B5, post-1750)

514.01 Tudor and Stuart Britain, 1500-1700 (Group B5, pre-1750)

514.02 Britain in the 18th & 19th Centuries (Group B5, post-1750)

514.03 England in the 20th Century (Group B5, post-1750)

515.01 France, 1815-1914 (Group B5, post-1750)

515.02 France in the 20th Century (Group B5, post-1750)

517 Modern Greece (Group B5, post-1750)

518.01 Germany in the 19th Century (Group B5, post-1750)

518.02 Germany in the 20th Century (Group B5, post-1750)

519.01 Eastern Europe in the 19th Century (Group B5, post-1750)

519.02 East Central Europe Since 1919 (Group B5, post-1750)

519.03 Balkans from the Ottoman Conquest to World War I (Group B5, pre & post-1750)

520.01 Science and Society in Early Modern Europe (Group B5, pre-1750)

520.02 Science and Society in Modern Europe (Group B5, post-1750)

528 Love in the Modern Western World (Group B5, post-1750)

532 History of Spain, 1469 - Present (Group B5, pre & post-1750)

581.01 European International History 19th Century (Group B5, post-1750)

581.02 European International History 20th Century (Group B5, post-1750)

JEWISH HISTORY COURSES

330.01 Ancient and Medieval Jewish Civilization (Group A4, pre-1750)

330.02 Modern Jewish Civilizations (Groups A4 & B5, post-1750)

331 The Holocaust: Destruction of European Jewry, 1933-1945 (Group B5, post-1750)

332 Jews in American Film (Group B6, post-1750)

333 History of Anti-Semitism: From the Enlightenment to the Present Day (Group B5, post-1750)

334 History of Zionism and Modern Israel (Group B5, post-1750)

530.01 History of Ancient Israel (Groups A4 & B5, pre-1750)

530.02 Second Commonwealth (Groups A4 & B5, pre-1750)

530.03 Jews in the Western World in Modern Times (Group B5, post-1750)

530.04 The American Jewish Experience (Group B6, post-1750)

531.01 Messiahs & Messianism in Jewish History (Group B5, pre & post-1750)

531.02 Jews in the World of Renaissance (Group B5, pre-1750)

531.03 Jewish Society at the Dawn of the Modern Age, 1600-1750 (Group B5, pre-1750)

LATIN AMERICAN HISTORY COURSES

368.02 Native American Peoples of the Andes (Groups A3, pre & post 1750)

533.01 Colonial Latin American History (Group A3, pre-1750)

533.02 South America Since Independence (Group A3, post-1750)

533.06 Women in Latin America (Group A3, pre & post-1750)

534.01 Central America and the Caribbean Since Independence (Group A3, pre & post-1750)

534.02 History of Brazil (Groups A3 & B5, pre & post-1750)

534.03 History of Mexico (Group A3, pre & post-1750)

- 534.04 History of Argentina (Group A3, post-1750)
534.08 The Jewish Experience in Latin America (Group A3, B5, post-1750)

MEDIEVAL & RENAISSANCE HISTORY COURSES

- 506 History of Early Christianity (Group B5, pre-1750)
507 History of Medieval Christianity (Group B5, pre-1750)
508.01 Medieval Europe I: 300-1100 (Group B5, pre-1750)
508.02 Medieval Europe II: 1100-1450 (Group B5, pre-1750)
508.03 Medieval England (Group B5, pre-1750)
509.01 Italian Renaissance: Communal Age to Quattrocento (Group B5, pre-1750)
509.02 Italian Renaissance: High Renaissance and Beyond (Group B5, pre-1750)
511 The Reformation (Group B5, pre-1750)

NEAR & MIDDLE EASTERN HISTORY/ISLAMIC HISTORY COURSES

- 340 Islam, Politics, and Society in History (Group A4, pre & post-1750)
341 The Silk Road (Group A4, pre-1750)
343 Islamic Central Asia (Group A4, pre & post-1750)
355 History of Afghanistan (Group A4, pre & post-1750)
540.01 Islamic Society, 610-1258 (Group A4, pre-1750)
540.02 History of Iran (Group A4, pre & post-1750)
540.03 Ottoman Empire, 1300-1800 (Group A4, pre-1750)
540.04 Middle East in the 19th Century (Group A4, post-1750)
540.05 Middle East in the 20th Century (Group A,4 post-1750)
541.01 Islamic Spain and North Africa (Group A1, pre & post-1750)
541.02 History of Islam in Africa (Group A1, pre-1750)
542.01 Intellectual and Social Movements in the Muslim World (Group A4, pre & post-1750)
543.01 Ancient India (Group A4, pre-1750)
543.02 Islamic India (Group A4, pre & post-1750)

- 543.03 Colonial India (Group A4, pre & post-1750)
- 543.04 Contemporary India and South Asia (Group A4, post-1750)
- 544 The Mongol World Empire (Group A4, pre-1750)

RUSSIAN-SOVIET HISTORY COURSES

- 336 Introduction to Russian Civilization (Group B5, pre & post-1750)
- 536 History of Russia to 1725 (Group B5, pre-1750)
- 537.01 Imperial Russia, 1725-1914 (Group B5, post-1750)
- 538 History of the Soviet Union (Group B5, post-1750)
- 539 Siberia in World History (Groups A2 & B5, pre & post-1750)

WOMEN'S HISTORY COURSES

- 325 Introduction to Women's History: The American Experience (Group B6, post-1750)
- 523 Women in the Western World: Ancient Civilization to the Industrial Revolution (Group B5, pre-1750)
- 524 Women in the Western World: The Industrial Revolution to the Present (Group B5, post-1750)
- 525 Topics in Women's History (May be Group B5 or 6, pre or post-1750, depending upon the subject matter)
- 526 Historical Perspectives on Sexuality: Same Sex Sexuality in the Western World (Group B5, pre & post-1750)
- 527 History of the Family (Groups A1 & B5, post-1750)

TOPICAL & COMPARATIVE HISTORY COURSES

- 326 History of Modern Sexuality (Group A3 & B5,6 pre & post-1750)
- 362 History of Technology (Groups B5, 6 post-1750)
- 366.01 Global Environmental History (Groups A4 & B5, 6 pre & post-1750)
- 398 Introduction to Historical Thought
- H399 Introduction to Historical Research
- 489 Historical Internships
- 526 Historical Perspectives on Sexuality: Same Sex Sexuality

- in the Western World (Group B5, pre & post-1750)
- 527 History of the Family (Groups A1 & B5, post-1750)
- 585 History of Literacy (Groups B 5,6 pre & post-1750)
- 587.01 History of Capitalism in Global and Comparative Perspective (Groups A2 & B5,6 pre & post-1750)
- 587.02 Science, Technology & Business in Japan (Group A2, pre & post-1750)
- 588 Slavery in Comparative Context (Groups A1 & B5,6 pre & post-1750)
- 589 Marginal Groups in the Non-Western World (Group A4, pre & post-1750)
- 593 Individual Studies
- 596 Introduction to Quantitative Methods in History (Groups A3 & B5,6 pre & post-1750)
- 597 Critical Issues of the 20th-Century World (Groups A1, 2, 3, & 4 & B5,6 post-1750)
- 598 Senior Colloquium (May be either Group A or B; pre or post-1750, depending upon the subject matter)
- H598 Honors Proseminar in History (May be either Group A or B, pre or post-1750, depending upon the subject matter)
- 699 Undergraduate Research in History (May be either Group A or B, pre or post-1750, depending upon the subject matter)
- H783 Honors Research

History Courses by Geographical and Chronological Groups

Note: If a course is both Group A and Group B, it is listed below in both columns; likewise, if a course is both pre-1750 and post-1750, it is listed below in both columns. Please be aware that a course that is both Group A and Group B or pre-1750 and post-1750 can be used to meet only one of the geographical or chronological requirements.

<i>Group A</i>	<i>Group B</i>	<i>Pre 1750</i>	<i>Post 1750</i>
307	301	301	307
308	306	306	308
311	307	323.01	309
323.01	308	326	310
326	309	330.01	311
330.01	310	330.02	322H
330.02	311	336	323.01
340	312	340	323.02
341	322H	341	324
342	323.01	342	325
343	323.02	343	326
350	324	355	331
355	325	368.01	332
366.01	326	368.02	333
368.02	330.02	380	334
380	331	501.01	340
501.03	332	501.02	343
503.02	333	503.01	346
503.03	334	503.02	350
504.01	346	503.03	355
505.01	362	504.01	362
505.02	366.01	505.01	366.01
527	366.02	505.02	366.02
533.01	368.01	506	368.01
533.02	375	507	368.02
533.06	380	508.01	375
534.01	387	508.02	380
534.02	501.01	508.03	512.02
534.03	501.02	509.01	512.04
534.04	503.01	509.02	512.05
534.08	503.02	511	513.01
539	503.03	512.01	513.02
540.01	504.01	514.01	514.01
540.02	505.01	519.03	514.02
540.03	505.02	520.01	514.03
540.04	506	523	515.02

<i>Group A</i>	<i>Group B</i>	<i>Pre 1750</i>	<i>Post 1750</i>
540.05	507	525	515.03
541.01	508.01	526	518.01
541.02	508.02	530.01	518.02
541.04	508.03	530.02	519.01
542.01	509.01	531.01	519.02
543.01	509.02	531.02	520.02
543.02	511	531.03	524
543.03	512.01	532	525
544	512.02	533.01	526
545.01	512.03	533.06	527
545.02	512.04	534.01	528
545.03	512.05	534.02	530.03
545.04	513.01	534.03	530.04
546	513.02	536	531.01
548.01	514.01	539	532
548.02	514.02	540.01	533.01
551	514.03	540.02	533.06
552	515.01	540.03	534.01
555.01	515.02	541.01	534.02
559	517	541.02	534.03
583.01	518.01	541.04	534.04
583.02	518.02	542.01	534.08
587.01	519.01	543.01	537.01
587.02	519.02	543.02	537.02
588	519.03	543.03	538
589	520.01	544	539
596	520.02	545.01	540.02
597	523	545.02	540.04
	524	546	540.05
	525	548.01	541.01
	527	551	541.04
	528	555.01	542.01
	530.01	556	543.02
	530.02	559	543.03
	530.03	568.01	545.02
	530.04	577.01	545.03
	531.01	580.01	545.04
	531.02	582.01	546
	531.03	587.01	548.02
	532	587.02	552
	534.02	588	555.01
	536	589	555.02

<i>Group A</i>	<i>Group B</i>	<i>Pre 1750</i>	<i>Post 1750</i>
	537.01	596	557.01
	537.02		557.02
	538		557.03
	539		559
	555.01		564
	555.02		565
	557.01		566
	557.02		568.01
	557.03		568.02
	556		570.01
	559		570.02
	560		577.01
	564		577.02
	565		579.01
	566		579.02
	568.01		580.01
	568.02		580.02
	569		581.01
	570.01		581.02
	570.02		582.01
	577.01		582.02
	577.02		583.01
	578		583.02
	579.01		584
	579.02		585
	580.01		587.01
	580.02		587.02
	581.01		588
	581.02		589
	582.01		596
	582.02		597
	583.01		
	583.02		
	584		
	585		
	587.01		
	588		
	589		
	597		

FACULTY OF THE DEPARTMENT OF HISTORY

The following is a listing of the permanent faculty, by area of interest, with indication of educational background, research and teaching interests, and major publication of written work.

AFRICAN HISTORY

Ousman Kobo, Assistant Professor. Ph.D., University of Wisconsin-Madison. Research and teaching interests include 20th century West African history. Dissertation: "Promoting the Good and Forbidding the Evil: A Comparative Historical Study of the Ahl-as-Sunna Islamic Reform Movements in Ghana and Burkina Faso, 1950-2000."

Claire Robertson, Professor. Ph.D., University of Wisconsin. Research and teaching interests include Women's and African history. Publications include *Sharing the Same Bowl: A Socioeconomic History of Women and Class in Accra, Ghana*.

Ahmad Sikainga, Professor. Ph.D., University of California, Santa Barbara. Research and teaching interests include Sudanese history and the history of slavery. Publications include *The Western Bahr al-Ghazal under British Rule, 1898-1956*.

AMERICAN HISTORY

Leslie Alexander, Associate Professor. Ph.D., Cornell University. Research and teaching interests include African American, early American, Atlantic World history. Publications include *African or American?: Black Identity and Political Activism in New York City, 1784-1861*.

Paula Baker, Associate Professor. Ph.D., Rutgers University. Research and teaching interests include U.S. political history. Publications include *The Moral Frameworks of Public Life: Gender & Politics in Rural New York, 1870-1930*.

Mansel G. Blackford, Professor. Ph.D., University of California at Berkeley. Research and teaching interests include American business history and the American West. Publications include *The Rise of Modern Business in Great Britain, the United States, and Japan*.

Kevin Boyle, Humanities Distinguished Professor. Ph.D., University of Michigan. Research and teaching interests include twentieth century U.S. race, class and politics. Publications include *Arc of Justice: A Saga of Race, Civil Rights and Murder in the Jazz Age*.

John L. Brooke, Humanities Distinguished Professor. Ph.D., University of Pennsylvania. Research and teaching interests include early American society, religion, and political culture, 1607-1861; material culture and global environmental history. Publications include *Columbia: Civil Life on the banks of the Hudson, 1776-1821*.

Joan Cashin, Associate Professor. Ph.D. Harvard University. Research and teaching interests include nineteenth-century American history. Publications include *The War Was You and Me: Civilians in the American Civil War*.

William Childs, Professor. Ph.D., University of Texas. Research and teaching interests include modern U.S., 20th century world, business history, consumer culture, and film and history. Publications include *The Texas Railroad Commission*.

Steven Conn, Professor. Ph.D., University of Pennsylvania. Research and teaching interests include U.S. intellectual & cultural history. Publications include *Museums and American Intellectual Life, 1876-1926*.

Lilia Fernandez, Assistant Professor. Ph.D., University of California, San Diego. Research and teaching interests include Latina/o, immigration, urban, and women's history and race and ethnicity. Dissertation: "Latina/o Migration and Community Formation in Postwar Chicago: Mexicans, Puerto Ricans, Gender, and Politics, 1945-1980."

Alan Gallay, Warner R. Woodring Professor. Ph.D., Georgetown University. Research and teaching interests include Colonial and Revolutionary America, Atlantic World, and U.S. South. Publications include *The Indian Slave Trade: The Rise of the English Empire in the American South, 1670-1717*.

Harvey J. Graff, Professor, English and History. Ohio Eminent Scholar. Ph.D., University of Toronto. Research and teaching interests include North American and Western European comparative social and cultural history, history of literacy, history of children and families, and urban history. Publications include *Literacy and Historical Development*.

Hassan Jeffries, Associate Professor, joint appointment with the Kirwan Institute for the Study of Race and Ethnicity in the Americas. Ph.D., Duke University. Publications include *Bloody Lowndes: Civil Rights and Black Power in Alabama's Black Belt*.

Margaret Newell, Associate Professor. Ph.D., University of Virginia. Research and teaching interests include American colonial history. Publications include *From Dependency to Independence: Economic Revolution in Colonial New England*.

Randolph Roth, Professor. Ph.D., Yale University. Research and teaching interests include nationalist and pre-Civil War America, environmental and criminal justice history. Publications include *The Democratic Dilemma: Religion, Reform and the Social Order in the Connecticut River Valley of Vermont, 1791-1850*.

David L. Stebenne, Associate Professor. JD., Ph.D., Columbia University. Research and teaching interests include U.S. history since 1890; American political, economic, labor and legal history of the 20th century. Publications include *New City upon a Hill: a History of Columbia, Maryland*.

Judy Wu, Associate Professor. Ph.D., Stanford University. Research and teaching interests include Modern U.S. history, Asian American history, immigration and racial formation, Women's/Gender history, the 1960s and the U.S. West. Publications include *Dr. Mom Chung of the Fair-Haired Bastards: The Life of a Wartime Celebrity*.

DIPLOMATIC & MILITARY HISTORY

Mark Grimsley, Associate Professor. Ph.D., The Ohio State University. Research and teaching interests include 19th century American military history. Publications include *The Hard Hand of War: Union Military Policy Toward Southern Civilians 1861-1865*.

John F. Guilmartin, Professor. Ph.D., Princeton University. Research and teaching interests include naval history. Publications include *Gunpowder and Galleys*.

Peter L. Hahn, Professor and Chair. Ph.D., Vanderbilt University. Research and teaching interests include American diplomatic history. Publications include *The U.S., Great Britain, and Egypt 1945-1956: Strategy & Diplomacy in the Early Cold War*.

Peter Mansoor, Associate Professor and Raymond E. Mason, Jr., Chair of Military History. Ph.D., The Ohio State University. Research and teaching interests include military history and national security and policies studies. Publications include *The GI Offensive in Europe: The Triumph of American Infantry Divisions, 1941-1945*.

Robert McMahon, Ralph D. Mershon Professor, joint appointment with the Merhshon Center. Ph.D., University of Connecticut. Research and teaching interests include U.S. diplomatic history. Publications include *The Cold War: A Very Short Introduction*.

Jennifer Siegel, Associate Professor. Ph.D., Yale University. Research and teaching interests include modern European diplomatic/military history. Publications include *Endgame: Britain, Russia and the Final Struggle for Central Asia*.

EAST ASIAN HISTORY

James R. Bartholomew, Professor. Ph.D., Stanford University. Research and teaching interests include Japanese history. Publications include *The Formation of Science in Japan: Building a Research Tradition*.

Philip Brown, Professor. Ph.D., University of Pennsylvania. Research and teaching interests include Japanese and East Asian history, early East Asian-European interactions, and the history of cartography. Publications include *Central Authority and Local Autonomy in the Formation of Early Modern Japan*.

Christopher A. Reed, Associate Professor. Ph.D., University of California at Berkeley. Research and teaching interests include Qing, Republican, and People's Republic periods (mid-18th to late 20th centuries). Publications include *Gutenberg in Shanghai: Chinese Print Capitalism, 1876-1937*.

Ying Zhang, Assistant Professor. Ph.D., University of Michigan. Research and teaching interests include Chinese Ming-Qing history, early Chinese political institutions and philosophy, literature and politics in pre-modern and modern China, masculinity and gender in pre-modern and modern China. Dissertation title: "Loyalty in Scandals and Eulogies: Political Culture and Literati-Official Masculinity during the Ming-Qing Transition (1570-1670).

EUROPEAN HISTORY

Greg Anderson, Associate Professor. Ph.D., Yale University. Research and teaching interests include ancient Greek history. Publications include *The Athenian Experiment: Building an Imagined Political Community in Ancient Attica, 508-490 B.C.*

Alison I. Beach, Assistant Professor. Ph.D., Columbia University. Research and teaching interests include European medieval history and religious history. Publications include *Women as Scribes: Book Production and Monastic Reform in Twelfth Century Bavaria*.

Alan D. Beyerchen, Associate Professor. Ph.D., University of California at Santa Barbara. Research and teaching interests include modern German history. Publications include *Scientists Under Hitler*.

Alice Conklin, Associate Professor. Ph.D., Princeton University. Research and teaching interests include France and its empire, comparative imperialism, and modern Europe. Publications include *A Mission to Civilize: The Republican Idea of Empire in France and West Africa, 1895-1930*.

David Cressy, King George III and Humanities Distinguished Professor. Ph.D., Cambridge University.

Research and teaching interests include Tudor and Stuart English history. Publications include *England on Edge: Crisis and Revolution 1640-1642*.

Robert Davis, Professor. Ph.D., Johns Hopkins University. Research and teaching interests include Renaissance Italian and early modern Mediterranean history. Publications include *Christian Slaves, Muslim Masters: White Slavery in the Mediterranean, the Barbary Coast and Italy, 1500-1800*.

Timothy E. Gregory, Professor. Ph.D., University of Michigan. Research and teaching interests include Byzantine history. Publications include *Vox Populi: Violence and Popular Involvement in the Religious Controversies of the Fifth Century A.D.*

Daniel Hobbins, Associate Professor. Ph.D., University of Notre Dame. Research and teaching interests include medieval history. Publications include the introduction and notes to, and the translation of, *The Trial of Joan of Arc*.

Stephen Kern, Professor. Ph.D. Columbia University. Research and teaching interests include modern European cultural and social history. Publications include *The Culture of Time and Space, 1880-1918*.

Christopher Otter, Associate Professor. Ph.D., University of Manchester. Research and teaching interests include British history, urban history, environmental history and the history of science and technology. Publications include *The Government of the Eye: A Political History of Light and Vision in Britain, 1800-1910*.

Geoffrey Parker, Distinguished University Professor and Andreas Dorpalen Professor. Ph.D. and Litt D., Cambridge University. Research and teaching interests include early modern Europe, European expansion, and military history. Publications include: *The Military Revolution: Military Innovation and the Rise of the West 1500-1800*.

Nathan S. Rosenstein, Professor and Vice Chair. Ph.D., University of California, Berkeley. Research and teaching interests include Ancient Rome. Publications include *Rome at War: Farms, Families and Death in the Middle Republic*.

Kristina Sessa, Assistant Professor. Ph.D., University of California, Berkeley. Research and teaching interests include Ancient and Medieval history. Dissertation: "The Household and the Bishop: Establishing Episcopal Authority in Late Antique Rome."

Dale Van Kley, Professor. Ph.D., Yale University. Research and teaching interests include early modern European history and French history with a special interest in religion and its interaction with political history. Publications include *The Religious Origins of the French Revolution: From Calvin to the Civil Constitution, 1560-1791*.

JEWISH HISTORY

Matt Goldish, Professor, Samuel M. and Esther Melton Chair in Jewish History. Ph.D., Hebrew University of Jerusalem. Research and teaching interests include medieval and modern Jewish history. Publications include, *Judaism in the Theology of Sir Isaac Newton*.

Robin E. Judd, Associate Professor and Graduate Studies Chair. Ph.D., University of Michigan. Research and teaching interests include modern and medieval Jewish history, German history and gender history. Dissertation: "Those Bloody Jews: German Jewish Rituals, Bodies and Citizenship."

LATIN AMERICAN HISTORY

Kenneth Andrien, Humanities Distinguished Professor. Ph.D. Duke University. Research and teaching interests include Latin American, Spanish and Atlantic history. Publications include *Andean Worlds: Indigenous History, Culture, and Consciousness under Spanish Rule, 1532-1825*.

Donna J. Guy, Humanities Distinguished Professor. Ph.D., Indiana University. Research and teaching interests include Latin American history, Argentine history, women's history, history of sexuality, entrepreneurial and economic history. Publications include *White Slavery and Mothers Alive and Dead: The Troubled Meeting of Sex, Gender, Public Health and Progress in Latin America*.

Stephanie J. Smith, Associate Professor. Ph.D., State University of New York at Stony Brook. Research and teaching interests include Latin American history. Publications include *Gender and the Mexican Revolution: Yucatan Women and the Realities of Patriarchy*.

MIDDLE EASTERN, SOUTH ASIAN AND INDIAN OCEAN HISTORY

Carter V. Findley, Humanities Distinguished Professor. Ph.D., Harvard University. Research and teaching interests include Islamic history and civilization with emphasis on the Ottoman Empire and the modern Middle East. Publications include *Ottoman Civil Officialdom: A Social History*.

Jane Hathaway, Professor and Undergraduate Studies Chair. Ph.D., Princeton University. Research and teaching interests include Islamic history, with an emphasis on the pre-modern Ottoman Empire, and world history. Publications include *The Arab Lands Under Ottoman Rule, 1516-1800*.

Scott Levi, Associate Professor. Ph.D., University of Wisconsin-Madison. Research and teaching interests include Central and South Asian history and world history. Publications include *The Indian Diaspora in Central Asia and its Trade, 1550-1900*.

Thomas McDow, Assistant Professor. Ph.D., Yale University. Research and teaching interests include African, transnational Islamic, and Indian Ocean history. Dissertation: "Arabs and Africans: Commerce and Kinship from Oman to the East African Interior, 1820-1890."

Mytheli Sreenivas, Associate Professor, joint appointment with Women's Studies. Ph.D., University of Pennsylvania. Research and teaching interests include India, south Asia, and women's history. Publications include *Wives, Widows and Concubines: The Conjugal Family Ideal in Colonial India*.

RUSSIAN AND EAST CENTRAL EUROPEAN HISTORY

Nicholas Breyfogle, Associate Professor. Ph.D., University of Pennsylvania. Research and teaching interests include Russian/Eurasian, European, and environmental history. Publications include *Heretics and Colonizers: Forging Russia's Empire in the South Caucasus*.

Theodora Dragostinova, Assistant Professor. Ph.D., University of Illinois at Urbana-Champaign. Research and teaching interests include modern Eastern Europe and modern Western Europe. Publications include *Between Two Motherlands: Nationality and Emigration among the Greeks of Bulgaria, 1900-1949*.

David Hoffmann, Professor. Ph.D., Columbia University. Research and teaching interests include Russian and Soviet history with a particular focus on the political, social, and cultural history of Stalinism. Publications include *Stalinist Values: The Cultural Norms of Soviet Modernity, 1917-1941*.

WOMEN'S HISTORY

Donna J. Guy, Humanities Distinguished Professor. Ph.D., Indiana University. Research and teaching interests include Latin American history, Argentine history, women's history, history of sexuality, entrepreneurial and economic history. Publications include *White Slavery and Mothers Alive and Dead: The Troubled Meeting of Sex, Gender, Public Health and Progress in Latin America*.

Claire Robertson, Professor. Ph.D., University of Wisconsin. Research and teaching interests include women's and African history. Publications include *Women and Slavery in Africa* (with Martin A. Klein).

Mytheli Sreenivas, Assistant Professor, joint appointment with Women's Studies. Ph.D., University of Pennsylvania. Research and teaching interests include India, south Asia, and women's history. Publications include *Wives, Widows and Concubines: The Conjugal Family Ideal in Colonial India*.

Stephanie J. Shaw, Associate Professor. Ph.D., The Ohio State University. Research and teaching interests include women's history, women of color and U.S. history. Publications include *What A Woman Ought to Be and to Do*.

Birgitte Soland, Associate Professor. Ph.D., University of Minnesota. Research and teaching interests include European women's history, Scandinavian history, and the history of sexuality. Publications include *Becoming Modern: Young Women and the Reconstruction of Womanhood in the 1920s*.

REGIONAL CAMPUS FACULTY

Stanley E. Blake, Associate Professor, OSU Lima. Ph.D., State University of New York at Stony Brook. Research and teaching interests include Latin American history, especially the History of Brazil. Publications include *The Vigorous Core of Our Nationality: Race and Regional Identity in Northeastern Brazil*.

Mary W. Cavender, Associate Professor, OSU Mansfield. Ph.D., University of Michigan. Research and teaching interests include Russian, Modern European, cultural and intellectual history. Publications include *Nests of Gentry: Family, Estate, and Local Loyalties in Provincial Russia*.

Alcira Duenas, Associate Professor, OSU Newark. Ph.D., The Ohio State University. Research and teaching interests include Latin American history, Andean history, Indigenous history and colonial literary history. Publications include *Indians and Mestizos in the 'Lettered City': Reshaping Justice, Social Hierarchy, and Political Culture in Colonial Peru*.

James E. Genova, Associate Professor, OSU Marion. Ph.D., State University of New York at Stony Brook. Research and teaching interests include African, European and Cultural history. Publications include *Colonial Ambivalence, Cultural Authenticity, and the Limitations of Mimicry in French-Ruled West Africa, 1914-1956*.

Allison Gilmore, Associate Professor, OSU Lima. Ph.D., The Ohio State University. Research and teaching interests include U.S. history, military history, and Asian history. Publications include *You Can't Fight Tanks with Bayonets: Allied Psychological Warfare against the Imperial Japanese Army in the Southwest Pacific*.

Tryntje Helfferich, Assistant Professor, OSU Lima. Ph.D., University of California, Santa Barbara. Research and teaching interests include early modern Europe, Tudor-Stuart Britain, Medieval Islam, and Medieval Europe. Publications include *A Documentary History of the Thirty Years War (1618-1648)*.

Derek Heng Thiam Soon, Associate Professor, OSU Marion. Ph.D., University of Hull, England. Research and teaching interests include pre-modern China and Southeast Asian history. Publications include *Sino-Malay Trade and Diplomacy in the Tenth to Fourteenth Centuries*.

Thomas Ingersoll, Associate Professor, OSU Lima. Ph.D., UCLA. Research and teaching interests include U.S. and modern European history. Publications include *Mammon and Manon in Early New Orleans: The First Slave Society in the Deep South, 1718-1819*.

Mitchell Lerner, Associate Professor, OSU Newark. Ph.D., University of Texas. Research and teaching interests include modern American diplomatic and political history. Publications include *The Pueblo Incident: A Spy Ship and the Failure of American Foreign Policy*.

Lucy Eldersveld Murphy, Associate Professor, OSU Newark. Ph.D., Northern Illinois University. Research and teaching interests include U.S. social history, American Indian studies, women's and frontier history. Publications include *A Gathering of Rivers: Indians, Metis, and Mining in the Western Great Lakes, 1737-1832*.

Richard Shiels, Associate Professor, OSU Newark. Ph.D., Boston University. Research and teaching interests include U.S. history and religious history. Publications include "The Scope of the Second Great Awakening: Andover, Massachusetts as a Case Study."

David Steigerwald, Associate Professor, OSU Marion. Ph.D., University of Rochester. Research and teaching interests include U.S. intellectual and cultural history and recent U.S. history. Publications include *The Sixties and the End of Modern America*.

Margaret Sumner, Assistant Professor, OSU Marion. Ph.D. Rutgers University. Research and teaching interests include early American history and women's history. Dissertation: "Reason, Revelation and Romance: The Social and Intellectual Construction of Early American College Communities, 1782-1860."

Heather J. Tanner, Associate Professor, OSU Mansfield. Ph.D., University of California, Santa Barbara. Research and teaching interests include Medieval Europe; Medieval Flanders, Boulogne, and the Anglo-Norman realm; and Tudor-Stuart England. Publications include *Families, Friends and Allies: Boulogne and Politics in Northern France and England, c. 879-1160*.

Gleb Tsipursky, Assistant Professor, OSU Newark. Ph.D., University of North Carolina at Chapel Hill. Research and teaching interests include Russian, Eastern European, Eurasian and European history. Dissertation: "Pleasure, Power and the Pursuit of Communism: Soviet Youth and State-Sponsored Popular Culture during the Early Cold War, 1945-1968."

ADJUNCT FACULTY

Melvin L. Adelman, Ph.D., University of Illinois. Associate Professor, School of Health, Physical Education and Recreation. Sport History.

William Brustein, Professor, Vice Provost-Global Strategies, Office of Academic Affairs.

Victoria Getis, Ph.D., University of Michigan. Director, Digital Union, The Ohio State University.

Kenneth Goings, Ph.D., Princeton University. Professor and Chair, Department of African-American and African Studies. African American history.

John A. Lynn, Ph.D., UCLA. Professor, Department of History, University of Illinois at Urbana-Champaign. Military, early modern European, and French military history.

Sam A. Meier, Ph.D., Harvard University. Professor, Department of Near Eastern, Languages and Cultures. Hebrew, Ancient Near Eastern Civilizations, and Comparative Semitics.

Parvaneh Pourshariati, Ph.D., Columbia University. Associate Professor, Department of Near Eastern Languages and Cultures. Sasanian and early Islamic history.

Edward A. Riedinger, Ph.D., University of Chicago. Professor and Biographer, University Libraries for Latin America, Spanish and Portuguese. Latin American history.

David J. Staley, Ph.D., The Ohio State University. Director, The Goldberg Program, Department of History. Historical Methods and new media.

Richard H. Steckel, Ph.D., University of Chicago. Social & Behavioral Sciences Distinguished Professor of Economics and Anthropology, The Ohio State University, and Research Associate, National Bureau of Economic Research.

Richard M. Ugland, Ph.D., Indiana University. Academic Program Coordinator, Department of History. Twentieth century American history.