

HISTORY

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COLLEGE OF LIBERAL ARTS

Adams, Jane H., Associate Professor, Ph.D., University of Illinois, Urbana-Champaign, 1987; 1987. U.S. rural, gender, social movements.

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.

Ammon, Harry, Professor, *Emeritus*, Ph.D., University of Virginia, 1948; 1950.

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

Argersinger, Peter H., Professor, 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 & *Chair*, Ph.D., Northwestern University, 1969; 1968. Early America.

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

Brown, Michael, Assistant Professor, Ph.D., University of Georgia, 2004; 2006.

Carr, Kay J., Associate Professor, Ph.D., University of Chicago, 1987; 1989. U.S. Social; 19th century; Illinois, frontier, historical geography.

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. European: Medieval and Renaissance, Italy; Maritime.

Espinosa, Mariola, Assistant Professor, Ph.D., University of North Carolina at Chapel Hill, 2003; 2005. The Caribbean and Latin America and history of disease.

Etienne, Germaine, Assistant Professor, Ph.D., University of Massachusetts, 2004; 2004.

Fanning, Charles F., Professor, Ph.D., Pennsylvania, 1972; 1993. Ireland, Irish American, immigration and ethnic studies.

Fladeland, Betty L., Professor, *Emerita*, Ph.D., University of Michigan, 1952; 1962.

SIUE Cooperative Ph.D. Faculty

Bradley, Stefan, Assistant Professor, Ph.D., University of Missouri, Columbia, 2003; 2003. 20th Century African American History.

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

Haller, John S., Jr., Professor, Ph.D., University of Maryland, 1968; 1990. U.S. History, Intellectual; history of medicine and pharmacology.

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

Kuo, Ping-Chia, Professor, *Emeritus*, Ph.D., Harvard University, 1933; 1959.

Lieberman, Robbie, Professor, Ph.D., University of Michigan, 1984; 1991. Contemporary U.S., War and Peace, social movements.

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

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.

Simon, John Y., Professor, Ph.D., Harvard University, 1961; 1964. United States: Civil War and Reconstruction; Illinois.

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

Vyverberg, Henry S., Professor, *Emeritus*, Ph.D., Harvard University, 1950; 1968.

Weeks, Theodore R., Associate Professor and *Director of Graduate 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.

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

Wilson, David L., Professor & *Associate Dean & Director of the Graduate School*, Ph.D., University of Tennessee, 1974; 1974.; United States: foreign relations.

Wu, Tien-Wei, Professor, *Emeritus*, Ph.D., University of Maryland, 1965; 1972.

Yilmak, Hale, Assistant Professor, Ph.D., University of Utah, 2006; 2006.

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

Zhang, Qiong, Assistant Professor, Ph.D., Harvard University, 1996; 2005. Asia.

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

Chen, Ching-chih, Professor, *Emeritus*, Ph.D., Harvard University, 1973.

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

Hansen, Stephen L., Associate Professor, Ph.D., University of Illinois, Chicago, 1978. Civil War.

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

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

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

Milsk, Laura, Assistant Professor, Ph.D., Loyola University Chicago, 2003; 2003. Museum studies, public history, American progressive era.

Moore, Michael E., Assistant Professor, Ph.D., University of Michigan, 1993; 2003. Early medieval history, intellectual history.

Nordhauser, Norman E., Professor, *Emeritus*, Ph.D., Stanford University, 1970.

Nore, Ellen, Associate Professor, Ph.D., Stanford University, 1980. Illinois history, women's history, progressive intellectuals, and historiography.

Portwood, Shirley J., Professor, Ph.D., Washington University, 1982. African American and Women's history.

Ruckh, Eric, Assistant Professor, Ph.D., University of California, Irvine, 1997. Critical theory.

Tamari, Stephen E., Assistant Professor, Ph.D., Georgetown University, 1998; 2001. Middle East history, Ottoman Empire, Arab world, Arab-Israeli conflict.

Taylor, John, Professor, Ph.D., University of Chicago. British history, intellectual history, national identity, American colonial history.

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

Valk, Anne, Associate Professor, Ph.D., Duke University, 1996. Public history, oral history, women's history, twentieth-century United States.

Weingartner, James J., Professor, *Emeritus*, Ph.D., University of Wisconsin, Madison, 1967.

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. With the publication of the Ulysses S. Grant papers by the Southern Illinois University Press and the location of the Grant Association on the campus, the library is acquiring what will become the country's leading collection of Grant books and correspondence.

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 \$50.00 application fee that must be submitted with the application for Admissions to Graduate Study in History. Applicants may pay this fee by credit card if applying electronically.

Applicants submitting a paper application must pay by personal check, cashier's check, or money order made out to SIU, and payable to a U.S. Bank.

M.A.: for the Master of Arts degree major in history, the department's admission requirements are those of the Graduate School plus applicants must provide a report of the result of the general test of the Graduate Record Examination, three letters of recommendations, and a letter in which the applicant expresses professional goals. Students admitted with a GPA of less than 2.7 must establish a 3.00 GPA in history courses 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; and a report of the result of the general test of the Graduate Record Examination.

Accelerated entry into the Ph.D. program is encouraged for especially qualified M.A. students who have made an early commitment to doctoral study. A student may after two semesters of residence petition for accelerated entry into the doctoral program. The petitioner must demonstrate the ability to perform at the Ph.D. level. This includes a GPA of 3.70 (A = 4.00) in graduate history courses, the results of the GRE general examination, three letters of recommendation from professors at SIUC, and submission of a seminar paper or a published article for evaluation by the Graduate Studies Committee. The student also should have completed at least one research seminar in history and the research tool requirement for the M.A. Upon approval of the petition, the Department of History will recommend to the Graduate Dean direct admission into 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.

Requirements for the Master of Arts Degree

Upon entrance into the M.A. program all students will select two broad fields of study from the list below and with the advice of the Director of Graduate Studies form an advisory committee to direct a program of studies. At the end of the program students will take comprehensive oral and written examinations in the fields of study.

- United States to 1877
- United States, 1865 to present
- Latin America, Colonial
- Latin America, National
- Europe, Mediaeval
- Europe, early modern
- Europe, modern
- Britain, modern
- East Asia
- Africa

At the beginning of their studies, M.A. students will also select one of two tracks: the thesis or the two seminar-paper option.

The first option requires a thesis that demonstrates the candidate's capacity to carry out independent and original research. A student who chooses this option should, with the approval of the director of graduate studies, select a thesis adviser and a thesis topic by the end of the first full-time semester in the program. Up to six semester hours may be taken in thesis research.

A candidate must submit an acceptable thesis and pass a comprehensive oral examination covering the selected field of concentration. He or she also must take at least one research seminar in which a paper will be written.

A candidate choosing the two seminar-paper option must complete two research papers with a grade of A or B. These papers are normally to be prepared in the department's regularly scheduled research seminars. A copy of one paper must be filed with the Graduate School; copies of both papers must be filed with the department.

History may be chosen as a minor when a student's program of study allows for a graduate minor or as a teaching specialty for the Master of Science in Education degree major with a major in secondary education or higher education.

Students enrolled in the Master of Arts degree program must consult with the director of graduate studies in the Department of History before registering for courses. Students enrolled in either of the Master of Science in Education degree programs must consult the history director of graduate studies and the appropriate department in the College of Education and Human Services before registration.

For the Master of Arts degree major in history, 30 semester hours of satisfactory graduate work are required; at least 20 of these 30 hours must be on the 500 level, including 500 and 501. These 500-level courses must include at least one, and preferably two, colloquium-seminar sequences. Within this general requirement, at least 20 semester hours must be in appropriate history courses, with at least 10 of the 20 hours on the 500 level. The remainder of the hours may be taken in courses on the 400 level.

All candidates for the Master of Arts degree must satisfy the requirement for a research tool by demonstrating proficiency in a foreign language or in quantitative methods.

The language research tool option may be fulfilled either by passing Foreign Language 488 with a grade of A or B, or by achieving a satisfactory score on the Graduate School foreign language test.

Graduate students may demonstrate proficiency in quantitative methods by passing two courses with a grade of A or B, from among the following pairs of courses: EPSY 506 and 507; POLS 503a and 503b; MATH 516a and 516b; and HIST 493 and HIST 494. The courses selected will be determined in consultation among the student, the student's adviser, and the director of graduate studies. With the consent of the director of graduate studies, other courses in statistics and computer science may be accepted in fulfillment of the research tool requirement. None of the courses used to satisfy the research tool requirement may be counted as part of the thirty semester hours of graduate work required for a master's degree.

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

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 will be a foreign language. The standard for satisfying the language requirement is completion of intermediate language classes with a grade of B or better. The second research tool may include a second foreign language or two semesters of satisfactory graduate level work (or the equivalent) in one of the following fields:

- literary theory
- philosophy
- political theory
- social science theory
- statistics

or another field approved by the student's committee

Students will present a proposal to their advisory committees explaining the relevance of the research tools to their education.

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, or European history. 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 from the Department offices on both campuses.

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)

400-3 American Political History. An analysis of American political history, focusing especially on the origins and development of major political institutions, including Congress, the Presidency, political parties, and the electoral system.

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.

402-3 Greek History. (Same as Classics 402.) History of ancient Greece, focusing on ancient sources and modern scholarship. No language requirement. Prerequisite: consent of instructor.

403-3 American Indians and Government. Use historical analysis to tackle some thorny contemporary issues involving American Indians and government. "Government" may include tribal (pre-colonial and modern-colonial), federal, territorial, state or international bodies, depending on student's research topics. Prerequisites: None, HIST 366 recommended. **404-3 American Indians and Religion.** Use historical analysis to investigate issues involving American Indians and religion. "Religion" includes topics such as ancient and modern Native spiritualities, syncretism, Christian mission, pan-Indianism, and New Ageism. Prerequisites: None, HIST 366 recommended.

405-3 Ireland Since 1600. A survey of the history of Ireland and the Irish diaspora since 1600. Coverage of the major events and themes in the history of Ireland in the modern period, with special attention to the crucial experiences of emigration and immigrant destination.

406-3 Family, Gender and Sexuality in Pre-Modern Europe. (Same as Women's Studies 406) A discussion of the history of the family, creation of gender roles, and importance of sexuality from ancient times to the Industrial Revolution.

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.

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.

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.

414-3 Europe in the Age of the Crusades. This course examines the development of institutions, society and culture in the Central and Late Middle Ages with a special emphasis on the Crusades and other interactions with Europe's neighbors.

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.

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.

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.

422-6 (3,3) Intellectual History of Modern Europe. (a) 1600-1815; (b) Since 1815. The first semester will cover the Age of Reason, the Enlightenment, and Early 19th Century Romanticism. The second semester will cover the period from Marx and Darwin to the Contemporary World.

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 focussing on four European cities (Paris, Berlin, Vienna, St. Petersburg) in the Fin-de-siècle period (1870-1914).

427-3 World War I. The first World War (1914-1918) from a variety of perspectives: military, 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.

442-6 (3,3) British Culture and Society, 1660–1914. (a) from 1660 to 1780; (b) 1780 to 1914. An examination of British society and values using such sources as novels, memoirs, music and paintings. The first semester analyzes the emergence of national identities, empire, and a more secular society. The second semester explores industrialization, urbanization, the democratization of politics, growth of empire and changing roles for women and the family.

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.

446-3 Cultural Encounter Between China and the West. A study of the history of cultural encounters between China and the West within the contexts of Eurasian transcontinental and maritime trade, religious and diplomatic missions, military conquests, colonialism, travel and migration. The focus is on the period after 1500.

447-3 Culture and Imperialism. 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 Britain.

448-3 Gender and Family in Modern United States. 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.

449-3 Race and Media in United States History. (Same as Black American Studies 449 and Mass Communication and Media Arts 449) This course explores the history of race in the modern United States by focusing on moments of racial crisis that garnered media attention. The course asks what these moments reveal about the shifting status of "race," as well as how spectacles have changed with the transformation of modern media.

450-6 (3,3) Early America. 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, 1815–1860. 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.

452-6 (3,3) United States History 1850-1896. (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.

453-6 (3,3) United States History, 1896-1945. (a) 1896-1921; (b) 1921-1945. The history of the United States since the 1890's with emphasis upon politics, political ideas and diplomacy.

454-3 Cold War United States, 1945-1990. The impact of the Cold War on United States society. Major topics include foreign policy debates, domestic anti-Communism and the cultural effects of the Cold War.

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.

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.

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", 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.

459-3 History of American Communism. History of the Communist movement in the United States, from the founding of the Communist Party to its weakening in the McCarthy era. Special emphasis on how Communists affected labor, civil rights and peace movements, as well as American Culture.

460-3 Slavery and The Old South. (Same as Black American Studies 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 Black American Studies 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.

462-3 History of American Health and Medicine. Readings and discussion about the development of modern medicine as it affected patients and doctors in the United States. Health care will be traced historically,

with discussions of the development of medical science as well as medical organizations and institutions. Approved as CoLA Writing Across the Curriculum course.

463-6 (3,3) History of American Diplomacy. (a) To 1900; (b) Since 1900. General consideration of American foreign policy and the emergence of the United States as world power.

464-3 U.S. Economic and Business History. 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.

465-3 History of Sexuality in America (same as WMST 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. Both a and b approved as CoLA Writing Across the Curriculum courses.

468-3 Law and the Social Control of Women in American History. An examination of the ways in which the law affects the behavior, life changes, identities and experiences of women, from colonial times to the present. Team taught by faculty from history and administration of justice.

469-3 Darwin and the Darwinian World. Readings and discussion on the impact of Charles Darwin on American thought and culture. Focus areas include religion, social ethics, political criticism, social critics, economics, the genteel tradition, utopian writers, race and imperialism. Approved as CoLA 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.

472-3 African States in Crisis. Main focus on African nationalism and the process of decolonization; major social, political and economic developments in independent Africa and the challenges of nation-building; the super-powers and Africa in the politics of the Cold War.

473-3 Comparative Slavery. (Same as Black American Studies 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.

474-3 Andean South America. The political, economic, social and cultural development of the Andean nations from pre-Columbian times to the present.

475-3 Disease, Public Health, and Empire. The aim of this course is to provide a broad introduction to the history of disease, public health, and medicine in colonial and postcolonial contexts, with an emphasis on the period from the late nineteenth century to the present. We will be studying the historical impact of formal and informal empire on sickness and health over the last century and a half.

476-3 Women in Chinese History. A social, cultural history of women's lives in China from antiquity to the present reconstructed on the basis of official and unofficial records, artistic representations, literary works, and films.

477-3 Democracy and Development in the Caribbean. The relationships of Latin American countries with the United States have profoundly shaped their economic development and their struggles for democracy. Together, we will work to understand the complex effects that proximity to the United States has had on the political and economic experiences of the countries of the Caribbean and how they have been interpreted by later historians.

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 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.

483-3 Gandhi and Indian Nationalism. This course will focus on the history of Indian nationalism, with a special emphasis on Gandhian nationalism. It will examine the nature of the particular "imagining" of the Indian nation in late colonial India and its implications for the eventual independence and partition of the

Indian sub-continent. The emphasis of the course will be on the relation between anti-colonial nationalism and other social movements for justice and equality.

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.

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 WMST 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. Prerequisite: 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.

494-3 Quantitative Research in History. An introduction to the application of quantitative data and social science methods to historical research.

496-1 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. Prerequisite: consent of instructor.

496b 1 to 9 Internship in Local History. Field experience in research and preservation related to regionally and nationally recognized historic sites in southern Illinois. Prerequisite: consent of 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, Story-Telling, and Media. (same as RT 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. Prerequisites: Junior or Senior standing.

500-2 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.

501-3 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.

522-3 to 15 (3 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.

554-3 to 15 (3 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.

571-3 to 9 (3 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 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.

581-3 to 9 (3 per semester) Colloquium in Asian History. Group reading and discussion about major periods, subregions and themes in Asian history. May be repeated as topics vary.

582-3 to 9 (3 per semester) Colloquium in World History. Group reading and discussion about major periods, subregions and themes in world history. May be repeated as 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.

584-3 to 9 (3 per semester) Colloquium in Comparative History. Group reading and discussion relating to cross-cultural or other comparative approaches in history. May be repeated s 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.

586-3 to 15 (3 per semester) Colloquium in African History. Group reading and discussion about major periods, subregions and themes in African history. May be repeated as 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. Prerequisite: registration by special permission only.

591-2 to 5 Independent Investigation. Graded *S/U* only. Prerequisite: doctoral standing and consent of graduate adviser.

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. Prerequisite: consent of 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. Prerequisite: open only to graduate students in history with the consent of 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. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation, thesis or research paper. The student must have completed a minimum of 24 hours of dissertation research, or the minimum thesis, or research hours before being eligible to register for this course. Concurrent enrollment in any other course is not permitted. Graded *S/U* or *DEF* only.