TAKE HISTORY, MAKE HISTORY
with an array of wonderful courses for Spring 2020
<table>
<thead>
<tr>
<th>Class #</th>
<th>Subj/Class/Sect.</th>
<th>Course Title</th>
<th>Day</th>
<th>Time</th>
<th>Instructor</th>
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<tr>
<td>3908</td>
<td>HIST 1321-001</td>
<td>Intro. Topics/Amer. Hist Holidays in 19th Cent. America</td>
<td>TuTh</td>
<td>11:00-12:20</td>
<td>McCrossen, Alexis</td>
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<tr>
<td>3909</td>
<td>HIST 1321-002</td>
<td>Intro. Topics/Amer. Hist US Presidents at War</td>
<td>MWF</td>
<td>10:00-10:50</td>
<td>Engel, Jeffrey</td>
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<td>3917</td>
<td>HIST 2337-001H</td>
<td>US Sports History</td>
<td>TuTh</td>
<td>2:00-3:20</td>
<td>McCrossen, Alexis</td>
<td>DH 156</td>
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<tr>
<td>5161</td>
<td>KNW 2314</td>
<td>On the Edges of Empire, India &amp; Mexico/American SW</td>
<td>M</td>
<td>6:00-9:00</td>
<td>Foley, Neil</td>
<td>TBD</td>
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<td>Ball-Phillips, Rachel</td>
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<td>3913</td>
<td>HIST 2365-001</td>
<td>Europe in Mod. World, Ren-1760</td>
<td>TuTh</td>
<td>2:00-3:20</td>
<td>Wellman, Kathleen</td>
<td>DH 101</td>
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<tr>
<td>5949</td>
<td>HIST 2392-001</td>
<td>Modern Africa</td>
<td>MWF</td>
<td>10:00-10:50</td>
<td>Kelly, Jill</td>
<td>DH 102</td>
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<tr>
<td>2477</td>
<td>HIST 3301-701C</td>
<td>Human Rights: America’s Dilemma</td>
<td>Tu</td>
<td>6:30-9:20</td>
<td>Halperin, Rick</td>
<td>CLEM 126</td>
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<tr>
<td>3912</td>
<td>HIST 3304-001</td>
<td>African Americans &amp; Civil Rights</td>
<td>TuTh</td>
<td>2:00-3:20</td>
<td>Hamilton, Kenneth</td>
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<td>3900</td>
<td>HIST 3310-001</td>
<td>Problems in American History The American Empire</td>
<td>TuTh</td>
<td>12:30-1:50</td>
<td>Countryman, Edward</td>
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<td>3371</td>
<td>HIST 3314-001</td>
<td>African Amer. In US, 1877-Pres</td>
<td>TuTh</td>
<td>9:30-10:50</td>
<td>Hamilton, Kenneth</td>
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<td>3586</td>
<td>HIST 3319-001</td>
<td>Texas History</td>
<td>TuTh</td>
<td>3:30-4:50</td>
<td>Franklin, Brian</td>
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<td>6259</td>
<td>HIST 3324-001</td>
<td>Mexican Americans: 1848-Present</td>
<td>MWF</td>
<td>1:00-1:50</td>
<td>Chavez, John</td>
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<tr>
<td>5950</td>
<td>HIST 3326-001</td>
<td>US Religious History From 1865</td>
<td>MWF</td>
<td>11:00-11:50</td>
<td>Carte, Katherine</td>
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<td>3984</td>
<td>HIST 3327-001</td>
<td>Women in US History From 1865</td>
<td>TuTh</td>
<td>9:30-10:50</td>
<td>DeLuzio, Crista</td>
<td>ACSH 138</td>
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<td>2820</td>
<td>HIST 3341-001</td>
<td>Soviet/Post-Soviet Soc &amp; Pol</td>
<td>TuTh</td>
<td>9:30-10:50</td>
<td>Orlovsky, Daniel</td>
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<td>3906</td>
<td>HIST 3347-001</td>
<td>Civil War and Reconstruction</td>
<td>M</td>
<td>6:00-8:50</td>
<td>Siegle, Clive</td>
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<td>5944</td>
<td>HIST 3361-001</td>
<td>Roman History &amp; Roman Mind</td>
<td>TuTh</td>
<td>11:00-12:20</td>
<td>Dowling, Melissa</td>
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<td>2849</td>
<td>HIST 3366-001H</td>
<td>Problems in European History World War II in Europe</td>
<td>MWF</td>
<td>11:00-11:50</td>
<td>Miller, Brandon</td>
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<td>5945</td>
<td>HIST 3370-001</td>
<td>The American Revolution</td>
<td>TuTh</td>
<td>3:30-4:50</td>
<td>Countryman, Edward</td>
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<td>5947</td>
<td>HIST 3377-001</td>
<td>History of South Africa</td>
<td>MWF</td>
<td>3:00-3:50</td>
<td>Kelly, Jill</td>
<td>DH 106</td>
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<td>2479</td>
<td>HIST 3395-001</td>
<td>Problems in Asian History Modern China 1600-Present</td>
<td>MWF</td>
<td>2:00-2:20</td>
<td>Keliher, Macabe</td>
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<td>5946</td>
<td>HIST 4300-P87</td>
<td>Jnr Seminar Research &amp; Writing Bound by Blood: Medieval Fam</td>
<td>W</td>
<td>2:00-4:50</td>
<td>Lopez, Bianca</td>
<td>DH 120</td>
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<td>6169</td>
<td>HIST 4300-P04</td>
<td>Jnr Seminar Research &amp; Writing Coexistence &amp; Conflict in ME</td>
<td>M</td>
<td>2:00-4:50</td>
<td>Ates, Sabri</td>
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<td>3947</td>
<td>HIST 4367-001</td>
<td>Russia from Kievan Era to 1881</td>
<td>TuTh</td>
<td>2:00-3:20</td>
<td>Orlovsky, Daniel</td>
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<td>5951</td>
<td>HIST 4390-P28</td>
<td>Senior Seminar N. Amer Great Plains</td>
<td>TuTh</td>
<td>11:00-12:20</td>
<td>Graybill, Andrew</td>
<td>Ware 136</td>
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<td>4095</td>
<td>HIST 4390-P26</td>
<td>Senior Seminar: Roman Culture in Age of Augustus</td>
<td>Th</td>
<td>2:00-4:50</td>
<td>Dowling, Melissa</td>
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<td>5952</td>
<td>HIST 6304-001</td>
<td>Modern America 1929-Present</td>
<td>M</td>
<td>2:00-4:50</td>
<td>Knock, Thomas</td>
<td>DH 70</td>
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<tr>
<td>6171</td>
<td>HIST 6306-001</td>
<td>Intro Digital Humanities</td>
<td>W</td>
<td>2:00-4:50</td>
<td>Carte, Katherine</td>
<td>DH 70</td>
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<tr>
<td>5953</td>
<td>HIST 6319-001</td>
<td>History of Nationalism</td>
<td>Th</td>
<td>2:00-4:50</td>
<td>Hochman, Erin</td>
<td>DH 70</td>
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<tr>
<td>3918</td>
<td>HIST 6327-001</td>
<td>Research on the Southwest</td>
<td>Tu</td>
<td>2:00-4:50</td>
<td>Foley, Neil</td>
<td>DH 70</td>
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</table>
## SPRING 2020 FACULTY CONTACTS

<table>
<thead>
<tr>
<th>Name</th>
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<th>Office</th>
<th>Email</th>
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<tbody>
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<tr>
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<tr>
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<tr>
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![Image](image-url)
Undergraduate Program

The History Major

Within the minimum 122-semester-hour degree, 33 semester hours in history are required for the History major. Students must take at least six semester hours in each of the following three areas: (1) United States history, (2) European history, and (3) African, Asian, Latin American or Middle Eastern history. At least eighteen semester hours in courses at the 3000-4000 level are required for all majors, which includes two required courses, HIST 4300 and HIST 4390. The eighteen semester hours of advanced courses must be taken in residence. History majors must earn a 2.00 minimum GPA in their History coursework. Courses for the major may not be taken pass/fail. All advanced courses taken for the major must be passed with a grade of C minus or better. Those who plan to continue with advanced historical study after graduation are encouraged to take an appropriate foreign language.

History 4300, Junior Seminar in Research and Writing, is required. It counts as three hours of the eighteen advanced hours required for the major but cannot be counted toward area distribution requirements for the major. NOTE: Majors are required to take the Junior Seminar during their junior year—not before or after that time. Any exception to this rule must be cleared by both the Director of Undergraduate Studies and the Department Chairperson.

Curriculum Requirements

The UC2012 consists of three main components: 1) Foundations; 2) Pillars; and 3) Proficiencies and Experiences. The UC2016 consists of 1) Breadth; 2) Depth; and 3) Proficiencies and Experiences. Courses can count toward both a student’s major and the UC requirements. The components that History courses fulfill are listed under the title of each course. PLEASE NOTE: Students on the UC 2016 will receive HC1 credit for most history courses in the 1000-3000 level. Check my.SMU for the UC components of any history courses.

The History Minor

Students with a general interest in history may pursue a minor by taking fifteen semester hours of departmental coursework. Nine semester hours must be taken at the 3000-4000 level. Students may transfer in no more than two of the five courses required for the minor. Only one of the three required advanced courses may be transferred in. Courses for the minor may not be taken pass/fail. All advanced courses taken for the minor must be passed with a grade of C minus or better. Students intending to take a minor in the department should design a program of study in consultation with the Director of Undergraduate Studies.
Internship Program

To promote learning based on practical experience and to expose students to some of the careers that can be pursued with a History major, the History Department offers the opportunity to earn up to three credit hours for an approved internship (HIST 4397-P##). For details about the program, see either the History Chairperson or the Director of Undergraduate Studies.

Departmental Distinction

History majors with sufficiently high standing may graduate with honors in history by applying for the degree "with departmental distinction." Eligible students--those who have completed 21 hours of History credit, including the Junior Seminar— with a 3.7 History GPA and overall 3.5 GPA—will be invited by the Department Chair to apply. Candidates for distinction will pursue an individual research project under the direction of a particular professor (while enrolled in HIST 4375). Such a major research project will develop out of the HIST 4390 seminar or HIST 4300, the junior seminar. The research project will be presented as a thesis before the end of the semester. The successful honors graduate must pass an oral examination on the thesis before a committee of three history faculty and receive at least an A minus on the work.

Academic Prizes for Undergraduates

The Jacobus Junior Paper Prize in History

Students enrolled in a HIST 4300 Junior Seminar in the 2019 Spring or Fall semesters are eligible for the 2019 Jacobus Junior Paper Prize in History, which will be awarded near the end of the Spring semester 2020. The award, which has been given since 1993, was renamed the Henry S. Jacobus Junior Paper Prize in History in 1998 to honor long-time friend of SMU and history enthusiast and benefactor, Henry S. Jacobus, Jr. After retiring as a respected member of the Dallas business community, Mr. Jacobus began auditing History courses at SMU, and became a good friend to professors and students alike.

The recipient of the prize will be selected from among junior research papers completed during the Spring and Fall semesters of 2019. Nominations are made by professors who teach the Junior Seminars, and papers are judged by a special committee of SMU history faculty. For further details, see the Department Chair, Professor Thomas Knock.
Herbert Pickens Gambrell Award for Outstanding Academic Achievement

This award is given in honor of the late Professor and historian Herbert Pickens Gambrell (SMU class of 1921), who was the founder of SMU Press, the first managing editor of the *Southwest Review*, and a leader in various organizations including Dallas Historical Society, Texas Historical Association, and the Texas Institute of Letters.

The Stanton Sharp Award for Outstanding Service and Academic Achievement

This award is named in honor of Stanton Sharp, the son of our long-time benefactor, the late Ruth Sharp Altshuler and the former chairperson of the SMU Board of Trustees.
Spring 2020 History Course Schedule

INTRODUCTORY TOPICS IN AMERICAN HISTORY:
HOLIDAYS IN THE UNITED STATES
Fulfills UC2012: Pillars/ Historical Context (Level 1)
UC 2012 and UC 2016: Proficiencies & Experiences: Writing
UC 2016 Breadth: Historical Contexts

HIST 1321-001
Tuesday/Thursday 11:00am-12:20pm, 157 Dallas Hall
Professor Alexis McCrossen

This course explores the history of some of the signature American holidays that we still celebrate today: the Fourth of July, Thanksgiving, Christmas, New Year’s, Decoration Day (known today as Memorial Day), and Labor Day. We will learn about them from first-hand sources like newspapers, engravings, photographs, letters and diaries, as well as from the research of professional historians. Students will learn about the craft of history and about the deep importance of holidays to American political, cultural, and social life.

Readings include: In addition to books and journal articles written by professional historians, class readings may also include primary sources such as letters, diaries, newspapers, speeches, drawings, and photographs.

INTRODUCTORY TOPICS IN AMERICAN HISTORY:
U.S. PRESIDENTS AT WAR
Fulfills UC2012: Pillars/ Historical Contexts (Level 1).
UC2016: Breadth/Historical Contexts UC2012/2016: Proficiencies/Experiences: Writing

HIST 1321-002
Monday/Wednesday/Friday 10:00am-10:50am, 306 Dallas Hall
(Additional meeting required on Fridays or by arrangement - place TBD)
Professor Jeffrey Engel

"War is the health of the state," Randolph Bourne suggested amidst World War I. It is certainly a sad but omnipresent aspect of modern American life, in the 20th and 21st centuries in particular, and a key lens through which we view and evaluate our commanders-in-chief. From William McKinley to Barack Obama, this course explores the way American presidents have waged war and led during wartime, in order to understand better their role as leaders, and the nation's role in the world.

THE KIDS ARE ALRIGHT
Fulfills UC Ways of Knowing
(This course also receives history credit for the major or minor)
[Team Instruction with Professor Bruce Levy, English]

KNW 2306-L01H
Tuesday/Thursday 12:30pm-1:50pm, 117 Harold Simmons Hall
Professor Crista DeLuzio (History)

The Kids are Alright examines from historical, literary and other disciplinary perspectives key issues associated with American youth. The course explores childhood and adolescence as flexible demographic “constructs” that respond to—and reflect—historical change. Throughout the course, we will explore the ways in which children's experiences have been shaped by race, class, ethnicity, and gender. Issues examined include: child rearing, education, child labor, child welfare, children's rights, youth activism, leisure and play, sexuality, and consumerism.


ON THE EDGES OF EMPIRE
INDIA AND MEXICO/AMERICAN SOUTHWEST

KNW 2314-L01
Monday 6:00pm-9:00pm, Location TBA
Professor Neil Foley and Dr. Rachel Ball-Phillips

Spanning the globe from the Americas to South Asia, this interdisciplinary course will examine the peripheries of empires. Rather than looking at the history of empires from the view of European powers (England and Spain), this course takes us to the places that were conquered in order to gain a broader understanding of how empire and colonialism worked, or failed to work, and ultimately what led these “edges of empires” to decolonize and gain independence (India and Mexico) – and, in the case of the American Southwest, become incorporated into another empire: the United States. This course provides an in-depth interdisciplinary study of the British colonization of India and the expansion of New Spain into the northern borderlands of present-day Mexico and the American Southwest. Using film/visual culture in addition to historical texts, we will explore common themes of colonial ideologies, class/caste and gender formations, legal and economic systems, emerging regional and national identities, religious cultures and other topics from the eighteenth century to present.

Readings: 1) Selected primary and secondary sources will be available on Canvas
RELIGION AND POLITICS IN EARLY MODERN EUROPE
Fulfills UC Ways of Knowing
(This course also receives history credit for the major or minor)
[Team Instruction with Professor Richard Cogley, Religious Studies]

KNW 2316-L01H
Tuesday/Thursday 11:00am-12:30pm, 201 Hyer Hall
Professor Kathleen Wellman (History)

The course will explore religion and politics from the Middle Ages to the Enlightenment. It will begin with state, and society and religion in the later Middle Ages. It will treat the politics and culture of the Italian Renaissance, especially new models of the social, political, economic, and religious life. It will focus extensively on the Protestant Reformation as it began with Luther, developed with Calvin, and spread in Northern Europe. In addition to all of the religious manifestations of the Reformation, this course will also address the political ramifications of religious change throughout the Wars of Religion in France, the English Civil War, and the Glorious Revolution.


US SPORTS HISTORY
This course is restricted to students in the University Honors Program.
Fulfills UC2012: Pillars/ Historical Contexts (Level 1)
UC2016 Breadth: Historical Contexts

HIST 2337-001H
Tuesday/Thursday, 2:00pm-3:20pm, 156 Dallas Hall
Professor Alexis McCrossen

This course presents an overview of the development of amateur and professional athletics during the nineteenth and twentieth centuries in the United States. It considers the social, cultural, and business history of sport in the United States. Class meetings will include sports history lectures (often illustrated), the screening of sport documentaries, guided discussions, and student presentations.

EUROPE IN THE MODERN WORLD, RENAISSANCE TO 1760
Fulfills UC2012: Pillars/Historical Contexts (Level 1); UC2016: Breadth/Historical Contexts

HIST 2365-001
Tuesday/Thursday 2:00pm-3:20pm, 101 Dallas Hall
Professor Kathleen Wellman

An introductory survey of the development of European civilization from the Renaissance through the Enlightenment, including the impact of the Reformation and the voyages of discovery, the emergence of early modern capitalism and European state system. Special attention will be paid to social conditions, popular culture, and the evolution of arts and sciences. The course will focus on the significant intellectual and cultural movements of the period, including the Renaissance, the Reformation, the Scientific Revolution, and the Enlightenment.


MODERN AFRICA
Fulfills UC2016 Breadth/Historical Contexts; Human Diversity; Global Engagement

HIST 2392-001
Monday/Wednesday/Friday 10:00am-10:50am, 102 Dallas Hall
Professor Jill Kelly

Although colonialism and the Cold War constitute two major epochs in Modern African history, neither lasted for more than one hundred years in most parts of Africa. Yet as brief as they were, colonialism and the politics of the Cold War left lasting legacies on the continent. This course will be divided roughly into three units in order to examine colonialism in Africa, the emergence of independent African nation-states in the midst of the Cold War, and the effects of these on contemporary Africa. Because the experiences of Africans are so diverse, for each unit we will draw on case studies from North, West, East, and Southern Africa to highlight such themes as: commerce, colonialism, race and racism, gender, religion, resistance, sports, music, and nationalism. We will read African accounts, including fiction, autobiographies, and political speeches, in order to better understand and appreciate African cultures and ways of thinking, as well as secondary sources.

Readings include: 1) Buchi Emecheta, Joys of Motherhood; 2) Solomon Plaatje, Mhudi; 3) Ferdinand Oyono, Houseboy; 4) Ngugi Wa Thiong’o Weep Not, Child; Wangari Maathai, Unbowed; 6) Other readings available through Canvas.
HUMAN RIGHTS: AMERICA'S DILEMMA
Fulfills UC2012: Pillars/ Historical Contexts (Level 1) UC2016: Breadth/ Historical Contexts
UC2012 and UC2016: Proficiencies & Experiences/Writing/Community Engagement

HIST 3301-701C (Co-listed with HRTS 3301-701C)
Tuesday 6:30pm-9:20pm, 126 Clements Hall
Professor Rick Halperin

The study of human rights requires a sense of history and moral courage, for no nation or society in human history has been totally innocent of human rights abuses. This course will examine certain violations of human rights within their historical context, and will also focus on America's human rights record, with regard to its own policies and its relationship to human rights violations in other countries. Attention will also be given to the evolution of both civil and human rights as entities within global political thought and practice. Students will be encouraged to rely on reasonable evidence and critical thinking when studying these historical controversies, rather than on biased accounts or emotional arguments. From torture to terrorism and from slavery to genocide, students will discuss the current status of human rights in the world today.

Readings include: 1) Rebecca Cook, Human Rights for Women; 2) Dee Brown, Bury my Heart at Wounded Knee; 3) John T. Parry, Understanding Torture: Law, Violence, and Political Identity; 4) Henry Friedlander, Origins of Nazi Genocide; 5) Ben Kiernan, Genocide & Resistance in Southeast Asia: Documentation, Denial, and Justice in Cambodia and East Timor; 6) Samantha Power, A Problem From Hell: America and Age of Genocide

HUMAN RIGHTS: AMERICA'S DILEMMA
Fulfills UC2012: Pillars/ Historical Contexts (Level 1) UC2016: Breadth/ Historical Contexts
UC2012 and UC2016: Proficiencies & Experiences/Writing/Community Engagement

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From the moment in 1783 that Britain recognized the independence of the United States, the Republic was also an empire. It replaced Britain south of the Great Lakes and east of the Mississippi River. By the middle of the nineteenth century, it claimed authority coast to coast. Could it be any different from the western hemisphere empires of the colonizing era, meaning British, French, Dutch, Spanish, and Portuguese? Or was it doomed to be just like all the rest, in its own way? Thomas Jefferson famously called it an empire for liberty, a phrase that George Washington also used. What was that to mean, and for whom? As the Republic from the east-coast founding states, it became an empire for slavery. Could those two ideas, liberty and slavery, be reconciled? It became an empire of displacement and conquest over Native People and people who had thought they were Mexican. What place could such people have within it and under its authority? What does the republic’s becoming an empire have to do with how it collapsed into war against itself in the middle of the nineteenth century? This course will explore such problems. Because this is an experimental course, I’ll ask you for a combination of class reports and significant final papers rather than use a conventional final exam.

AFRICAN AMERICANS IN THE U.S., 1877-PRES
Fulfills UC2012: Pillars/ Historical Contexts (Level 1) UC2016: Breadth/ Historical Contexts
UC2012 and UC2016: Proficiencies & Experiences/Human Diversity

HIST 3314-001
Tuesday/Thursday, 9:30am-10:50am, 102 Dallas Hall
Professor Kenneth Hamilton

The purpose of this course is to study the experience of African Americans in the United States from 1877 to present. In conceptualizing African-American history since 1877, particular attention will be given to the promise and disillusion of the post-Civil War period, African-American leadership ideologies, the influence of mass migrations, the impact of the Great Depression and two world wars on African-American life, the urban African-American movement, the quest for equality in the 1950's, and culminating with the Civil Rights Movement in the 1960's and the flowering of African-American culture and nationalism.

Readings include: 1) Deborah Gray White, Freedom on My Mind; 2) Mark R. Schneider, African Americans in the Jazz Age.

TEXAS HISTORY
Fulfills UC2012 Pillars: Historical Contexts (Level 2)/ Individuals, Institutions & Cultures (Level 2)
Fulfills UC2016 Breadth: Historical Contexts
Fulfills UC2012 and UC2016: Proficiencies & Experiences/ Information Literacy/ Human Diversity

HIST 3319-001
Tuesday/Thursday, 3:30-4:50pm, 156 Dallas Hall
Professor Brian Franklin

Among all the states in the USA, none has commanded more attention or maintained such mythic status as Texas. Part of the reason for this is that Texas is not—and never has been—one thing. It is southern and western, native and immigrant, free and enslaved, religious and materialistic, wealthy and poor, red and blue. Through a survey of Texas history from pre-European contact to the present day, we will explore the fascinating complexities, big ideas, and mythic stories of this vast state. Along the way, students will gain a better understanding of the importance of Texas history, and the basic tools necessary to engage with it today.

THE MEXICAN AMERICANS, 1848 TO THE PRESENT
Fulfills UC Breadth/Pillar: Historical Contexts (Level 2)
Proficiencies & Experiences: Human Diversity, Writing, Information Literacy

HIST 3324-001
Monday/Wednesday/Friday, 1:00pm-1:50pm, 101 Dallas Hall
Professor John Chávez

Stressing the indigenous background of ethnic Mexicans in the Southwest, this course surveys their history from pre-contact times to the present. Emphasis is placed on events since 1848 when the Treaty of Guadalupe Hidalgo, ending the war between the United States and Mexico, created the Mexican-American minority. The major theme of the course is the Chicano perception of the Southwest as a lost land and how that perception has affected the history of ethnic Mexicans. Although each class session generally includes a lecture, discussion is strongly encouraged. Occasionally, the class will watch relevant documentaries on video.


US RELIGIOUS HISTORY FROM 1865
Fulfills UC 2012 Pillars/Philosophical/Religious/Ethical Inquiry (Level 2), Historical Context (Level 2), UC 2016 Depth/Humanities and Fine Arts, History, Social, and Behavioral Sciences, Proficiencies & Experiences/Writing

HIST 3326-001
Monday/Wednesday/Friday, 11:00am-11:50am, 105 Dallas Hall
Professor Katherine Carté

The United States has been called a nation with the soul of a church. It has also been called wicked, soulless and corrupt. A Christian nation and a melting pot where all faiths are welcome. Religion plays, and has always played, a central role in the nation’s history, but that has never been a simple history. This course will explore American religion as an ongoing series of conversations: over the role of religion in our politics, in our understanding of each other, in the way we engage science and knowledge, in the way we understand gender and family, and in our mass media and culture.

WOMEN IN US HISTORY FROM 1865
Fulfills UC 2012 Pillars/Historical Contexts/Individuals, Institutions & Cultures (Level 2)
UC 2016 Breadth/Historical Contexts, Proficiencies & Experiences/Human Diversity

HIST 3327-001
Tuesday/Thursday, 9:30am-10:50am, 138 Annette Simmons Hall
Professor Crista DeLuzio

This course surveys the history of American women from 1865 to the present and provides an introduction to the major themes, questions, and problems organizing this period of U.S. women’s history. We will explore the diverse experiences of women in the past, including those of Native American, African American women, Asian American women, and Latinas; female workers of many kinds; female immigrants; girls growing up; mothers; reformers; suffragists; and feminists. We are interested in examining changes and continuity in women’s sense of self and identity, their private and public experiences, and their power and status in American society. We will pay careful attention to the ways in which gender -- as a conceptual category and a system of power relations -- shaped and was shaped by social, cultural, intellectual, and political life in the United States. Throughout, our focus is on the ways in which gender came to be configured and experienced in relation to other forms of social difference, most notably race, ethnicity, class, sexual orientation, and age.


"Let me start by saying no one is a bigger feminist than me."
SOVIET/POST-SOVIEET POLITICS AND SOCIETY, 1917-PRESENT
Fulfills UC2012: Pillars/ Institutions & Cultures (Level 2)/ Historical Contexts (Level 2) UC2016: Breadth/Historical Contexts
UC2012 and UC2016: Proficiencies & Experiences/ Global Engagement

HIST 3341-001
Tuesday/Thursday, 9:30am-10:50am, 116 Dallas Hall
Professor Daniel Orlovsky

The course is a general introduction to the history of the Soviet Union and its successor states. There are no prerequisites. The focus is on Soviet/Russian/Eurasian societies and domestic politics and their relationship to culture, ideologies and institutions. There will also be material on foreign policy. Students will be required to take a written final examination, write a short essay (6-8 pages) on required course reading (topics to be distributed in class). We are going to attempt to connect Soviet history to the unfolding events within the former Soviet Union, with special attention to the problems of Building "democracy," a "market economy" and a new national identity in Russia under the Yeltsin, Putin and Medvedev Regimes, and the now independent states of Ukraine, the Baltics, Central Asia and the Caucasus.


THE CIVIL WAR AND RECONSTRUCTION
Fulfills UC 2012 Pillars/Historical Contexts (Level 2), UC 2016 Breadth/Historical Contexts

HIST 3347-701
Monday, 6:30pm-9:20pm, 157 Dallas Hall
Dr. Clive Siegel

The American Civil War was a watershed historical event that took a nation of seemingly inexhaustible optimism and possibilities and plunged it into a conflict of unprecedented fury unmatched in this nation’s history. Few other historical epochs resonate in the American psyche with the power of the saga of the tragic and heroic “War Between the States.” This class will explore the roots of that conflict, march with its armies, and trace the nation’s struggle to redefine itself in the war’s aftermath.

ROMAN HISTORY AND THE ROMAN MIND
Fulfills UC 2012 Pillars/Historical Contexts I; UC 2016 Breadth/Historical Contexts; UC 2012 and 2016 Proficiencies Global Engagement and Information Literacy.

HIST 3361-001
Tuesday/Thursday, 11:00am-12:20pm, 101 Dallas Hall
Professor Melissa Dowling

From the foundation of Rome to the cataclysmic fall of their empire, the Romans conquered others, absorbed people and cultures, and created universal political, legal and economic systems that paved the way for the rest of Western Civilization. We will study the military, social and political history of the Roman world through its texts, archaeology, literature and art.

Readings include: 1) Livy on the wars with Hannibal; 2) Cicero's letters and speeches; 3) Julius Caesar's conquest of Gaul; 4) Vergil's epic poem about the founding of Rome; 5) Tacitus' history of the corrupt emperors; and 6) textbooks on Roman history and archaeology.

PROBLEMS IN EUROPEAN HISTORY: WORLD WAR II IN EUROPE
This course is restricted to students in the University Honors Program.
Fulfills UC2012 Pillars/Historical Contexts (Level 2), UC2016 Breadth/Historical Contexts

HIST 3366-001H
Monday, Wednesday, Friday, 11:00am-11:50am, 101 Dallas Hall
Professor Brandon Miller

Arguably the most destructive conflict in human history, the events of the Second World War also set into motion sweeping political, social, intellectual, and cultural changes throughout the European continent. The course will pay particular attention to the Eastern Front as the site of deadly showdowns between the Wehrmacht and Red Army. Millions of civilians in this zone between Berlin and Moscow endured violent occupation regimes at the hands of conquering forces. The Honors version of this course will look closely at the following topics: the building, expansion, and nature of the Nazi empire; life on the front and under occupation; the nature of collaboration and resistance; warfare and the Holocaust; and contested memories of the war.

Readings include: 1) Wendy Lower, Nazi Empire-Building and the Holocaust in Ukraine; 2) Harry Mulisch, The Assault; 3) Williamson Murray and Allan Millett, A War to Be Won; 4) Brandon Schechter, The Stuff of Soldiers; 5) EP Thompson, Beyond the Frontier; 6) Nina Tumarkin, The Living and the Dead, plus other chapters, essays, and primary sources
HIST 3370-001
Tuesday/Thursday, 3:30pm-4:50pm, 116 Dallas Hall
Professor Edward Countryman

How did an empire that had just won the world collapse into political rubble? How did an almost technical and very British question about taxation expose deep faults within the question of being British outside “the Realm?” How did those questions prove to have no solution within the existing system? This course will ask such questions, and more. The revolution was a time of crisis, fear, hope, achievement, failure, and raising new problems. It touched and transformed everything and everybody in eastern North America. So what did it mean for Native Americans living in and controlling the vast space south of the Great Lakes and east of the Mississippi? During the revolutionary era, slavery changed from more-or-less a fact of life into a problem that would not go away among Britons, white colonists, and most of all black people who found a serious chance for freeing themselves. Endless warfare about America broke out in 1754 and did not really end until 1794. The Revolution created a space called the United States, an American identity and “people” within that space, and institutions of power for that people to use their space and all the people within it. How did these happen? We’ll ask such questions all the way through. I’m asking them myself in my current project and will share my ideas with you.

Readings include: The course is centered on 1) Alan Taylor’s American Revolutions, which is the newest account, and on 2) Edmund S. Morgan’s The Birth of the Republic. The rest of our readings will be on Canvas.
Modern South Africa is still a young democracy coming to terms with the structural legacy of centuries of turmoil sparked by slavery, colonialism, rapid industrialization, segregation, apartheid, and the struggle for equal rights. This course provides students with a survey of South African history to the present that includes analysis of these major themes as well as historical frameworks such as race, class, gender, ethnicity, resistance, human rights, and the question of South African “exceptionalism.” Class format includes both lecture sessions and sections devoted to discussion, research, and writing. We will read South African accounts, ranging from fiction to autobiographies and political speeches, in order to better understand and appreciate South African cultures and ways of thinking, as well as secondary sources. The final project should contribute to our understanding of how the new South Africa has sought to deal with the legacy of human rights violations under apartheid.


PROBLEMS IN ASIAN HISTORY: MODERN CHINA 1600-PRESENT
Fulfills UC2012 Pillars/Historical Contexts (Level 2), UC2016 Breadth/Historical Contexts

This course explores the social, political, and economic organization of life in modern China. It takes as its focus the changes and transformations in China and how Chinese have faced those challenges, from the rise of the market economy in the 15th century to the Communist Revolution and the founding of the People’s Republic of China in 1949. Students will engage key issues including the foundations of late-imperial economy and society in the Ming, the Manchu conquest, Qing expansion, European imperialism, nineteenth century rebellions, modernization movements, and the Chinese revolutions.

Does the family have a history? This course looks at the history of the European family from the end of the Roman Empire to the Renaissance. Together, we will consider themes such as barbarians and their feuds, priests and their wives, the sacralization of marriage, the emergence of adolescence, and celibate saints who denied all blood ties. As this is a junior research seminar, a requirement for the history major, this course will culminate in a substantial research paper built on primary- and secondary-source analysis. This final project will be based on common class readings, a wide variety of sources that will include theological advice for mothers, chronicles depicting a children’s crusade, Viking sagas portraying feuds, and documents from a late-medieval marriage court.

**JUNIOR SEMINAR: RESEARCH AND WRITING**

**Coexistence & Conflict in the Middle East**

UC 2012 Pillars: Historical Contexts (Level 2)

UC 2012 & 2016: Information Literacy/Oral Communication/Writing

UC2016: Depth: History, Social and Behavioral Sciences

**HIST 4300-002**

Monday, 2:00pm-4:50pm, 120 Dallas Hall

Professor Sabri Ates

This class revolves around the question of what it meant and what it means to be a member of a religious or ethnic minority in the pre-modern and modern Middle East? In the pre-modern era, Middle Eastern people of different cultures, religions, and ethnicities lived in relative peace. However, with the rise of the idea of nationalism and nation-state, imperialist expansion, and the dissolution of empires fundamental changes occurred in this region and elsewhere. Locating this change in mid-nineteenth and early twentieth centuries, this class aims to capture the change and continuity in the inter-communal relations in the Middle Eastern region. Through various cases it analyzes the question of when and how did ethnic multiplicity or being ethnically different from the majority became a political problem? Particular minorities that would be studied are: the Copts in Egypt, the Kurds in Iran, Iraq, Turkey, and Syria; Arab citizens of Israel; Alawites of Syria; Christians of Syria and Iraq; Bahais, Jews, and Sunni Muslims in Shia dominated Iran; and Shia minorities in Saudi Arabia, and the other Persian Gulf monarchies.


**RUSSIA FROM KIEVAN ERA TO 1881**

No UC tags

**HIST-4367-001**

Tuesday/Thursday, 2:00-3:20pm, 120 Dallas Hall

Professor Daniel Orlovsky

Survey of Russian history from the earliest origins in east Slavic territory to the Great Reforms of Alexander II and their immediate aftermath. Considers political and social history, empire and foreign policy as well as landmarks of Russian Culture.

SENIOR SEMINAR: RESEARCH AND WRITING
North American Great Plains
Fulfills UC2012 Pillars/Historical Contexts/Individuals, Institutions & Cultures (Level 2)
UC2016 Proficiencies & Experiences/Information Literacy/Oral Communication/Writing

HIST-4390-002
Tuesday/Thursday, 11:00am-12:20pm, 136 Ware Commons
Professor Andrew Graybill

This course explores the history of the North American Great Plains—from central Texas to the Canadian prairies—by considering roughly one dozen key episodes ranging from the Spanish Entrada of 1540 to the current controversy over the Dakota Access Pipeline. The class emphasizes reading, writing, and discussion.


SENIOR SEMINAR: RESEARCH AND WRITING
Roman Culture and Society in the Age of Augustus
Fulfills UC2012 Pillars/Historical Contexts/Individuals, Institutions & Cultures (Level 2)
UC2016 Proficiencies & Experiences/Information Literacy/Oral Communication/Writing

HIST-4390-P26
Thursday, 2:00pm-4:50pm, 138 Dallas Hall
Professor Melissa Dowling

In 31 BC, the young Octavian, heir to Julius Caesar, defeated Mark Antony and Cleopatra and became Augustus, the first emperor of Rome. Augustus ushered in the *Pax Romana*, 250 years of peace, prosperity and development throughout the Roman Empire. We will examine the culture and society of Rome in the age of Augustus and look at the military force on which it was founded. We will read the chief historians of the period, the poets who celebrate the achievements of the new age (Horace, Vergil, Ovid), and explore the artistic transformation of Rome into an imperial capitol gleaming in marble.

Readings include: 1) Cassius Dio's history of the fall of the Roman Republic and the rise to power of Augustus; 2) the major literature of the golden age of Rome (Horace, Vergil, Ovid); 3) recent archaeological discoveries, and the foundational work of modern scholarship; 4) R. Syme's *Roman Revolution*, among others.
This colloquium seeks to provide graduate students with a thorough understanding of major problems and lines of historiographical debate in modern American history, beginning with the Great Depression and the New Deal to the end of the Cold War. (Broader topics in between include World War II, civil rights, the women's movement, and the Vietnam War.) The course will involve substantial readings in leading monographs and scholarly articles as well as additional assignments on topics chosen by students themselves.

INTRODUCTION TO DIGITAL HISTORY

HIST 6306-001
Wednesday, 2:00pm-4:50pm, 70 Dallas Hall
Professor Katherine Carté

Digital tools have transformed how we do historical research, and they have opened new possibilities for historical analysis. The goal of the course is to provide graduate students embarking on careers of humanistic research with an overview of the field of digital humanities, an introduction to the challenges and opportunities presented by using digital tools, and a map employing digital methods appropriately in their own fields. No technical knowledge is required, though comfort with computers is essential.

Over the course of the semester, we will survey the digital humanities broadly. This will include introduction to scholars developing and analyzing the digital humanities, as well as traditional scholarship produced using digital tools. In this context, we will pay critical attention to how and why digital humanities enhance or support humanistic inquiry, and the research methods employed to achieve specific outcomes. Course assignments will be geared to helping students discover what digital tools will best assist in their developing research projects.

Readings: 1) Burdick et al., Digital Humanities; 2) Franco Moretti, Graphs, Maps & Trees; 3) Cohen & Rosenzweig, Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web; 4) Bodenhamer et al., The Spatial Humanities: GIS and the Future of Humanities Scholarship
Although the world has become increasingly connected due to the invention of the Internet, cheaper air travel, and the global flow of capital, the current resurgence of extremist nationalism shows that the idea of the nation remains a potent force. But how and why did this abstract concept become the predominant way that people in the modern era understood their place in the world? Using both theoretical and historical approaches, this course explores the origins of nationalism, individuals’ motivations for identifying with a nation, the various and conflicting definitions of nationhood, and the impact that nationalism has had on societies across the globe. Although the world has become increasingly connected due to the invention of the Internet, cheaper air travel, and the global flow of capital, the current resurgence of extremist nationalism shows that the idea of the nation remains a potent force. But how and why did this abstract concept become the predominant way that people in the modern era understood their place in the world? Using both theoretical and historical approaches, this course explores the origins of nationalism, individuals’ motivations for identifying with a nation, the various and conflicting definitions of nationhood, and the impact that nationalism has had on societies across the globe.

This research course is designed for graduate students to conduct primary research and prepare a paper in their area of interest, paying particular attention to the intersectionality of ethnicity/race, gender, class, sexuality, and religion in addressing questions of citizenship and transnational identity in global context.
Courses Requiring Department Approval
(For approval, see Graduate Director)

HIST 6049-001  Grad Full Time  Chavez
HIST 6398-P22  Thesis    Advisor Arranged
HIST 6398-P43  Thesis    Advisor Arranged
HIST 6399-P22  Thesis                     Advisor Arranged
HIST 7000-P10  Teacher Preparation  Advisor Arranged
HIST 8049-001  Grad Full Time PHD  Chavez
HIST 8398-P27  Dissertation PHD          Advisor Arranged

History Faculty

P04  Sabri Ates       Associate Professor; Director of Undergraduate Studies
P88  Rachel Ball-Phillips  Adjunct Lecturer; Director of President’s Scholars Program
P12  Katherine Carté   Associate Professor
P15  John R. Chávez    Professor; Director of Graduate Studies
P22  Edward F. Countryman      University Distinguished Professor
P24  Crista J. DeLuzio  Associate Professor; Altshuler Distinguished Teaching Professor
P26  Melissa Barden Dowling  Associate Professor; Altshuler Distinguished Teaching Professor;  
                             Director of Classical Studies
P86  David D. Doyle, Jr.  Adjunct Assistant Professor; Director of the University Honors  
                          Program
P10  Jeffrey A. Engel    Professor; Director, Center for Presidential History
P27  Neil Foley         Dedman Chair in History; Clement Center for SW Studies
P85  Brian Franklin     Adjunct Lecturer; Associate Director Center for Presidential Studies
P28  Andrew R. Graybill  Professor; Director, Clement Center for SW Studies
P03  Jo Guldi           Associate Professor
P33  Rick Halperin      Professor of the Practice of Human Rights; Director, Embrey Human  
                         Rights Education Program
P29  Kenneth M. Hamilton  Professor; Director, Ethnic Studies Program
P38  Erin R. Hochman    Associate Professor
P94  Macabe Keliher     Assistant Professor
P41  Jill E. Kelly      Associate Professor
P43  Thomas J. Knock    Professor; Dept. Chair; Altshuler Distinguished Teaching Professor
P87  Bianca Lopez       Assistant Professor
P50  Alexis M. Mccrossen  Professor
P96  Brandon Miller     Adjunct Lecturer, Associate Director of the University Honors Program
P80  Daniel T. Orlovsky  Professor; Bouhe Research Fellow in Russian Studies
P02  Ariel Ron          Assistant Professor
P95  Clive Siegel       Visiting Professor of History
P93  Kathleen A. Wellman  Professor; Dedman Family Distinguished Professor
P84  Laurence H. Winnie  Senior Lecturer