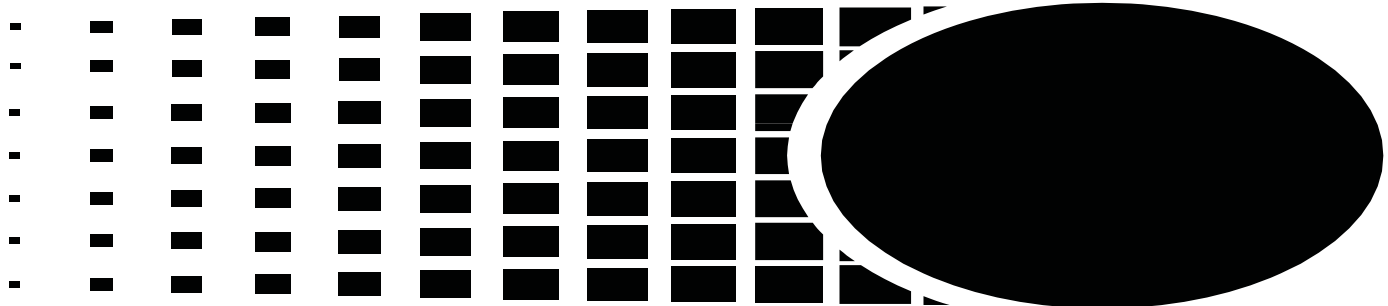


# HANDBOOK FOR HISTORY CONCENTRATORS

The University of Michigan  
History Department  
1029 Tisch Hall  
Ann Arbor, MI 48109-1003  
(734) 764-6305

[www.lsa.umich.edu/history](http://www.lsa.umich.edu/history)  
Fall 2009



## TABLE OF CONTENTS

Office and Staff Information.....	3
Why Study History? .....	4
Faculty .....	5
Concentration in History .....	5
Concentration Requirements (5)	
Advanced Placement Credit (7)	
Concentration Advising .....	8
Declaration (8)	
Graduation and Senior Audit (8)	
Study Abroad and Transfer Credit (9)	
Colloquium, ULWR, Independent Study, and Internship Credit .....	10
Overrides .....	11
Course Information .....	11
The History Honors Program .....	12
Teaching Certification .....	14
The Career Center.....	17
Department Events and Activities .....	18
Email Group & CTOOLS site	
Phi Alpha Theta	
<i>Michigan Journal of History</i>	
Spring Graduation Reception	
History Honors Symposium	
Scholarships	
Eisenberg Institute for Historical Studies	
Department Web Site	
Advice from Recent Graduates .....	20
Undergraduate History Courses .....	22
History Concentration Checklist .....	26

## **WELCOME TO THE HISTORY DEPARTMENT UNDERGRADUATE PROGRAM**

**Main Office:** 1029 Tisch Hall • 734-764-6305 • fax: 734-647-4881  
Monday-Friday 8:00 a.m. – 5:00 p.m.

**Faculty and GSI Offices** are mostly on the first and second floors  
of Haven Hall. Office numbers and hours posted outside 1029 Tisch.

**Mailboxes:** 1025 Tisch Hall      **Dropbox:** after hours only

### **STAFF**

**Chair: Professor Geoff Eley** (ghe@umich.edu)

**Associate Chair: Professor Joel Howell** (jhowell@umich.edu)

**Undergraduate Program Coordinator: Kathy Evaldson**  
734-647-6209 / email: evaldson@umich.edu  
Concentration and minor program information, email group,  
walk-in and scheduled advising, History Honors Program.

**Academic Coordinator: Sheila Coley**  
734-647-4882 / email: sheilaw@umich.edu  
Course scheduling and information, registration problems,  
colloquium overrides (History 396/397).

**Academic Secretary: Dawn Kapalla**  
734-764-6306 / email: dkap@umich.edu  
Overrides, grade conflict resolution, room scheduling,  
course descriptions and syllabi.

**Department website:**  
[www.lsa.umich.edu/history](http://www.lsa.umich.edu/history)

**History Undergrads - joinable CTOOLS site**

**Schedule advising appointments:**  
[www.lsa.umich.edu/history/ug](http://www.lsa.umich.edu/history/ug)

## WHY STUDY HISTORY?

***More than specific knowledge, employers look for people with the ability to think, reason, and write effectively.***

***These are skills developed through the study of history.***

Many students choose a history concentration because they enjoy history, but are not sure how it will help them earn a living down the road. History is a natural background for teaching and the law, and many choose it for that reason. Some continue as professional historians, researching and teaching at the university level. But the skills and knowledge gained in this discipline can lead as easily into business, medicine, public service, or any of the 'normal things' people do.

The skills you use in a history class, researching, organizing information, critically analyzing, and writing persuasively, are valued in any professional setting. Students of history develop a broad view of the world and the cultural fluency needed to live and work in a global economy.

A historian's research and writing skills transfer readily into all areas of broadcast and print journalism. Newspapers, magazines, and broadcast news organizations need people who can put current issues into historical context. Publishing firms and movie and television studios rely on researchers. A broad historical background is relevant to all aspects of government work, at the federal, state, and local levels, and in the diplomatic corps, public policy organizations, foundations, and social services. Public historians work in national parks and local historic sites to research, interpret, and present the past. Historical museums, libraries, and public or business archives are places where the study of history is meaningful.

Globalization in the business world presents opportunities for people who are well informed about regions outside the U.S. Understanding and communicating the concerns of people beyond our borders is a needed and marketable skill. Students of history bring to business the organizational and writing skills derived from their training as researchers.

The ability to look at events from a fresh perspective is another unique skill of historians. A background in the modern history of Europe, Asia, Africa, or Latin America, combined with language skills, are attractive to international corporations and banks. Marketing, public relations, sales, and human relations offices are areas where communication skills are appreciated

Consider your particular interests and goals and use the strong foundation of a history program to build an enriched undergraduate curriculum. Add targeted and quantitative courses from fields such as economics, statistics, political science, marketing, languages, the arts, etc., to extend the value of a history degree into areas that may seem unrelated. **Make use of the Career Center** to learn how to translate your skills into jobs.

***More about careers on our website: <http://www.lsa.umich.edu/history/ug/careers>.***

## **FACULTY**

The Department has 80 faculty members who are joined by distinguished visitors who teach for a term or more. They are characterized by exceptional breadth and depth in many world regions, time periods, and their approaches to the study of history (political, economic, cultural, social, religious, intellectual, gender). Some focus their research on the experiences of particular groups of people (i.e. African Americans, Asian Americans, Latino/as, Jews, Native Americans). Many are affiliated with other departments and their work encompasses interdisciplinary and comparative viewpoints.

Most **faculty and GSI offices** are located on the first and second floors of Haven Hall, adjacent to Tisch Hall. A few are housed in other departments. Office numbers are posted in the glass case outside the office and at [www.lsa.umich.edu/history](http://www.lsa.umich.edu/history).

History professors are known for being friendly, accessible, and interested in their students. **Visit professors during their office hours** to develop relationships that will enrich your study of history. Try to get to know at least one professor each term.

***Why visit your professors during office hours?***

***By getting to know them, and letting them get to know you, your educational experience will be enhanced.***

***Thinking about grad school? Talk to faculty in your field of interest about schools and application.***

## **CONCENTRATION IN HISTORY**

The history concentration allows students flexibility to chart their own program within the requirements. Students can choose to focus on one aspect of history, electing courses that build on each other, to develop a greater grasp of a particular region or time period. Other students prefer to experience a wide range of history studies and tailor their program to draw on the wide variety of course offerings.

### **CONCENTRATION REQUIREMENTS**

**10 history courses and 6 cognate credits are required.** Two of the ten courses are prerequisites and eight are concentration courses.

- 1. Prerequisite: Complete both courses in one of the introductory survey sequences. Prerequisite courses can fulfill geographic, but not pre-1800, requirement.**

History 110 & 111 - Medieval and Modern Europe  
History 200 & 201 - Ancient Greece and Rome  
History 204 & 205 - East Asia  
History 206 & 207 - South and Southeast Asia  
History 246 & 247 - Africa  
History 260 & 261 - United States

## **2. Complete eight more history courses (3 or more credits)**

Course elections must include a history colloquium and satisfy the following geographical and chronological requirements.

**A. Geographical distribution** requires that four courses be selected as follows. The master course list (pp.18-21) organizes all active undergraduate courses by geographic area. **Prerequisite courses and the colloquium may be used to satisfy this requirement.** Concentrators must elect:

- one course in U.S. history,
- one course in European history,
- two courses in non-Western history (Africa, Asia, Latin America, the Middle East, or Pacific). *One of these two courses may be from the approved transregional history course list.*

**B. Chronological distribution** requires that one of the eight concentration courses focus on pre-1800 history **(excluding courses used to satisfy the prerequisite)**

**C. Course levels.** At least five of the eight concentration courses must be upper-level, numbered 300 or above; none can be lower than 200.

**D.** One of the upper-level courses must be a **history colloquium**, either History 396 or 397.

Honors students must complete the entire History Honors sequence -Hist. 398 and 399 - to satisfy this requirement.

***Requirements can overlap. A History 397 section on ancient China counts as the colloquium, one of the upper-level courses, and fulfills the pre-1800 and non-Western requirements.***

Concentration courses must have a course number in the History Department. Although courses in other departments may have historical content, they must be officially cross-listed or “meet-with” a history course to count toward your concentration. If you are unsure about whether a course satisfies a requirement, consult a concentration advisor, use the course lists sent by email during registration, check the Master List of Courses, or look at the “Courses by Term” on the **Courses** page of our website.

***Concentration requirements allow students to elect a broad range of courses or to focus many courses in one field or time period. The choice is yours.***

### 3. Cognate courses

Six cognate credits (usually two courses) numbered 300 or above are required. The credits must be earned in a single department or program outside of the History Department, taken for a grade, and approved by a concentration advisor.

Cognate courses are intended to broaden your background and deepen your understanding of history. Many courses in the social sciences and humanities are acceptable, although not experiential courses or those that teach specific skills. For example, English literature courses are cognate, but essay and creative writing courses are not. Courses that teach you to speak a language, theater production, community projects, labs, and practicum, etc. are not acceptable as cognates.

Courses from a second concentration (typically in social sciences and humanities) **may** count as cognate. Some courses outside these disciplines, especially those with historical content, **may** be approved. LSA allows students to use courses from one concentration to satisfy requirements of a second, if relevant.

If you choose **cognates in your minor**, be aware that LSA rules allow only *one course to be used to meet the requirements of a concentration and a minor*. An extra course in the minor field would be needed for the second cognate.

- **4 of the 8 concentration courses must be taken in residence at the University of Michigan in Ann Arbor.**
- **History courses must be at least 3 credits.**
- **With the approval of a concentration advisor, credit may be given for relevant transfer and study abroad courses.**
- **All history and cognate courses must be taken for a grade (not Pass/Fail) with an overall GPA of 2.0.**

#### **ADVANCED PLACEMENT CREDIT**

AP courses provide a strong background for college-level history, but are not necessarily taught at the same level as our survey courses. U of M credit is given for scores of 4 or 5 on AP history tests. For each test, students receive four departmental credits at the 100-level (History 101x, 102x) that count toward graduation. This credit does not substitute for specific history courses and cannot be used as part of a concentration or minor plan.

#### **Common cognate fields:**

**American Culture,  
Social  
Anthropology,  
CAAS,  
Classics,  
English Literature,  
Economics,  
History of Art,  
Judaic Studies,  
Philosophy,  
Political Science,  
Religion,  
Social Psychology,  
Sociology,  
Women's Studies,  
literature and  
culture courses  
in language  
departments,  
courses in area  
studies such as  
REES,  
Asian Studies,  
Near Eastern  
Studies,  
HJCS,  
LACS,  
etc.**

## CONCENTRATION ADVISING

**Advisors are very busy during registration; it is easier to get appointments earlier in the term.**

**We expect students to show up for appointments or cancel ahead of time.**

**Step 1:  
'APPLY FOR GRADUATION' on Wolverine Access**

**Step 2:  
Schedule your senior audit appointment the term BEFORE you graduate to be sure you can complete all requirements in your final term.**

**Don't risk your graduation - follow the Official Degree Audit letter exactly.**

**Ask questions if something doesn't make sense.**

A staff member and rotating faculty serve as concentration advisors during weekly scheduled hours. Students generally see advisors at least twice during their undergraduate years—to declare concentration and to apply for graduation. Yearly check-ups are welcome. It is necessary to meet with a faculty advisor for approval of off-campus and study-abroad courses for concentration.

**Declaration:** Talk with an advisor about your interests and goals to outline a plan of history and cognate courses. The advisor will make notes of what you discussed in your student file since it is likely you will see a different advisor at future appointments. To declare, you both sign the **Concentration Declaration Form** and leave a copy with Kathy Ewaldson in the main office. Be sure to fill out a form to join the History Concentrators' email group.

### **Graduation and Senior Audit:**

You must apply to LSA to graduate, usually when you have about 90 credits. The first step is to "Apply for Graduation" on Wolverine Access/Student Center/My Academics. This tells the University which term you want to graduate. If your plans change, you must email the Auditor ([lsa.auditors@umich.edu](mailto:lsa.auditors@umich.edu)) to indicate a different term.

Then make appointments to have **Concentration and Minor Releases** submitted by advisors in all your concentrations and minors. This certifies your progress in completing departmental requirements and tells you what courses you need to take in your last term. The LSA Auditor also reviews your LSA requirements as part of the process so you don't need to see a general advisor at this time.

After both steps are completed, the LSA Auditor will email you an **OFFICIAL DEGREE AUDIT** letter. It lists ALL requirements you have satisfied and those you still need to complete. Save and print this letter; use it as a checklist to plan your last term. **Follow the letter exactly** to insure graduation without problems. Be sure to ask questions of the appropriate advisor if you disagree or don't understand something in the letter.

If you make any course substitutions, you will need to have your *Concentration Release* amended; this can be done by staff advisor Kathy Ewaldson.

The Wolverine Access **ACADEMIC REQUIREMENTS REPORT** is a tool you can use to check your progress. However, being computer-generated, it may not be completely accurate and is not a substitute for an official audit.

### **STUDY ABROAD AND TRANSFER CREDITS**

The department appreciates the value of studying abroad and at other American schools. With advisor approval, transfer courses may count toward a history concentration or minor. You can take up to four of the eight concentration courses, the prerequisites, and cognates off-campus. Enrolling in a University of Michigan-sponsored program through the Office of International Programs, or one through a reputable university, are the least risky options for getting concentration credit. On-line courses are not approved.

Credit transfer is done by the U of M Undergraduate Admissions Office. History 301X on your transcript indicates a course accepted by UM at the 300-level. OIP does its own transfer with titles. **However, each department, including History, decides how the credits and course levels apply to their own programs.**

The work load for transfer courses should approximate what we expect for the same level course here. Details will vary, but students should do some form of written work (research paper, out of class essays or something similar), take exams, and have a required reading list, beyond a textbook and/or a few handouts, to earn upper-level credit. Some courses involve only lectures and in-class exams and are likely to be considered 200-level or lower. Courses that have no specified assignments or tests can only be considered 100-level, and thus not applicable to concentration.

**Before going abroad**, talk to a concentration advisor about the program and courses you plan to take. Bring detailed information, especially a syllabus, if possible. (You can email the syllabus to Kathy Evaldson once the course starts.) Until you actually complete the course, we can only give *preliminary conditional approval*. The advisor will caution you if it appears the course may not meet department standards.

**On return**, after the credits appear on your transcript, meet with a faculty advisor for final approval. **Bring in the syllabus, reading list, papers you wrote, and exams.** With specific information about what work the course actually required, the advisor will determine how it fits in with your concentration requirements.

***Pre-evaluated transfer courses can be checked on the LSA "Transfer Information" web site:***

**[www.lsa.umich.edu/lsa/students/transfer](http://www.lsa.umich.edu/lsa/students/transfer)**

***Students can request a course pre-evaluation from Admissions through an on-line form:***

**[www.admissions.umich.edu/or/](http://www.admissions.umich.edu/or/)**

## **COLLOQUIUM, UPPER-LEVEL WRITING REQUIREMENT, AND READING COURSE**

### **COLLOQUIUM & ULWR**

***The colloquium counts as an upper-level concentration course.***

***It may be used to satisfy geographic and chronological requirements.***

***History 396 satisfies ULWR; History 397 does NOT.***

***Colloquium sign-up dates are in November and March.***

***The dates and procedure are announced to the email group and posted on the website.***

All concentrators elect at least one history colloquium as part of their program and students may take up to two.

History 396 and 397 colloquia are distinguished by their distinctive format and intellectual experience. A varying range of topics are offered each term, sharing certain characteristics: a significant amount of critical reading, discussion in class (i.e. not lectures), a significant amount of critical writing, followed by rewriting that responds to the comments of the professor and perhaps other students. In other words, a colloquium is expected to replicate the process of doing history: read, think, discuss, write, rewrite. Attendance and active participation are expected. Although both courses are similar in format, **only History 396 fulfills the LSA Upper-Level Writing Requirement.**

Students are encouraged to take a colloquium in the junior year, if possible, as the best preparation for advanced history courses. Because of their small size (15), the department manages colloquium registration by holding a **sign-up day** each November and March for the coming winter and fall terms. Class requests are sorted with priority going to graduating seniors who have not already taken a colloquium. Students get an automatic email after the override is done and can register for that section.

There is no sign-up day for spring or summer term sections; registration procedures are announced each year.

No more than 8 credits of History 396 and 397 can be elected.

### **HISTORY HONORS PROGRAM COLLOQUIUM**

Students in the History Honors Program satisfy the colloquium requirement through completion of **both** History 398 and 399. Students who start the Honors Program, but do not complete a thesis, will need to elect a 396 or 397 colloquium. Students who study abroad during the winter term of junior year and miss History 398 also need to elect either History 396 or 397. Scheduling this in the fall before or after going abroad is recommended.

Both History Honors courses, 398 and 399, satisfy the Upper-Level Writing Requirement.

### **INDEPENDENT STUDY -- READING COURSE**

History 395, "Reading Course," is an independent study, intended for highly motivated students who want to research their own project by proposing the topic to an appropriate and willing faculty sponsor. This is often someone who knows you and your work. Department staff can suggest faculty members whose expertise lies in a specific research area, but students make their own arrangements directly with the instructor.

In the full terms, History 395 can be elected for 1-4 credits (1-3 in the half terms). A minimum of 3 credits is needed to count for concentration. The instructor decides what amount of reading/writing will be required to earn the number of credits chosen. History 395 can be repeated for no more than 8 credits.

**Get an override form signed by the faculty sponsor and return it to 1029 Tisch Hall. You can then register for the Reading Course.**

### **INTERNSHIP CREDIT**

There is no specific departmental credit for internships or work experience. Students who find internships with a historical component may be able to combine their experience with independent academic work, under faculty supervision, and receive credit through the Reading Course (395). We recommend the **Michigan in Washington** program, a semester-long internship program Washington, D.C. with U of M course credit and possible history independent study credit.

### **OVERRIDES**

Some courses require overrides for permission to enroll. Forms are available in the 1029 Tisch Hall office. After the instructor signs the form, return it for processing. You receive an automatic email with an expiration date to allow you to register on Wolverine Access. If History is not the home unit of the course, you must get the override from the home department.

**What is your Favorite History Course?**

**Tell us through our on-line survey:**

**[www.lsa.umich.edu/history/ug/favoritecourse.asp](http://www.lsa.umich.edu/history/ug/favoritecourse.asp)**

### **COURSE INFORMATION**

As the faculty changes, new courses are created and others become inactive. History has a large number of active courses, but not all are regularly offered. Sabbaticals, leaves, and administrative duties affect which courses are offered each year. Descriptions are on the Course Guide. The department web site page, **Course Info**, has scheduling information and lists of which courses fulfill specific requirements in a given term. Many current and past syllabi are kept in the department office and faculty post them on CTOOLS course sites.

**Read what other history students have to say in the yellow notebook in 1029 Tisch Hall.**

100 and 200-level are broad introductory courses designed for first/second year students; 300 and 400-level are primarily junior/senior courses with more focused topics and higher workloads.

## **THE HISTORY HONORS PROGRAM**

The Honors Program is designed for students who want to do advanced research and write an extensive thesis under the direct supervision of a history professor. This is a three-term program beginning in the winter term of junior year. Interested students, typically first-term juniors, apply in 1029 Tisch Hall by a date in late October to be considered for admission.

***Honors theses from previous years are available in the History Department.***

***Feel free to look at these or check one out if you are considering the Honors Program.***

***For many students, doing the research and writing an honors thesis are the most rewarding and challenging experiences of their University education.***

**Admission:** Application to the program is made in the fall of the junior year. To be considered, students should have at least a 3.5 grade point average in history courses and an overall GPA of 3.4. Admission is limited to a reasonable class size. Decisions are based on the student's academic performance, background in history, demonstrated ability to write, and faculty recommendations. A high grade point average alone does not guarantee admission. In exceptional cases, these requirements may be waived. Application information is available in the History Department and on the website.

**Program:** Students accepted into the program begin participating in January of their junior year by electing **History 398**, the **Junior Honors Colloquium**. This course provides a rigorous introduction to the methodology of historical research. During this term, students determine their thesis topic and find a faculty advisor.

**Junior Year Study Abroad:** Since History 398 is the foundation for subsequent thesis research and an integral part of the program, interested students should try to schedule study abroad for a different term. Exceptional students studying abroad may still be admitted to the program, but they will have to assume more responsibility. If accepted, the History Honors Advisor will provide information about writing a prospectus and finding a thesis advisor before the beginning of the senior year colloquium. Students abroad must apply by the October deadline.

During the senior year, students enroll in **History 399**, the **Senior Honors Colloquium**. This is a yearlong writing workshop led by a faculty member. Although the thesis is written primarily under the guidance of a faculty advisor, students help one another in the workshop, often working in writing groups, to share portions of their theses in progress. Completed theses, usually 60 to 100 pages in length, excluding bibliography, are due around April 1 and evaluated by several faculty members. A satisfactory thesis evaluation determines whether a student will graduate with "Highest Honors," "High Honors," or "Honors".

The program culminates with the **History Honors Symposium** in late April. During this event, each student makes a brief presentation of his or her thesis research to an audience of family, friends, and faculty thesis advisors. Several awards are made for superior theses.

**Upper-Level Writing Requirement** is satisfied by completion of **either History 398 or 399**.

**Colloquium requirement** is satisfied by completion of the **entire History Honors Sequence (398 & 399)**.

**Honors students are encouraged to also take History 396 or 397 if their schedules permit.**

### **THESIS RESEARCH FUNDS**

The History Department has some funds for thesis research, copying, and travel expenses. Honors Program members are notified by email about application procedures.

The LSA Honors Office in 1330 Mason Hall administers several thesis research awards twice yearly. Information and applications are available under the Current Student “Scholarship Information” section of their website: [www.lsa.umich.edu/honors](http://www.lsa.umich.edu/honors). The Center for European Studies and the International Institute have given research awards to past history students. We encourage honors students to seek other funding sources as well.

#### ***A Sample of Recent Thesis Titles***

*“A Divided State in a Divided Nation: Kentucky’s Decision in the Civil War”*

*“We Never Fade: The Black Body in Advertising, 1877-1915”*

*“Zainab al-Ghazali: Pioneer of Islamic Feminism”*

*“The Dean’s Last Stand: Deborah Bacon and the Student Politics of the Fifties”*

*“A Ramble Through the London Fairs, 1730-1770”*

*“Disease, Rhetoric, and Action: Cholera in Detroit, 1832 and 1834”*

*“Respite, Not a Revolution’: Counterculture, Consumer Culture, and the Legacy of the Woodstock Generation”*

*“A Critique of the Adjustment Movement: The Case of Ghana, 1983-1992”*

*“Strangers at Home: The Historic and Contemporary Marginalization of the Roma in Romania”*

*“To Provide for Our Relations: Diplomacy and Identity Among the Great Lakes Ojibwe, 1826-1837”*

## **TEACHING CERTIFICATION**

Students who plan to teach in Michigan public schools must earn a *Michigan State Provisional Certificate* through the School of Education. The secondary teacher certification program qualifies you to teach in your academic major or minor in grades 6-12.

History students have several options for earning a teaching certificate:

***If you plan to remain in LSA, you must include specific history courses required for certification in your concentration or minor plan.***

1. **Remain in LS&A** and complete the requirements for an A.B. or B.S. degree in history while fulfilling teaching certification requirements at the same time.
2. **Transfer to the School of Education**, applying by January 15 of the sophomore year, to earn an A.B. Ed. or B.S. Ed. degree and certification.
3. **Complete an undergraduate degree in history**, then enroll as a special student in the School of Education to earn teacher certification after graduation. A Master of Arts with Certification Program is an intensive post-graduate option.

The 'major' and 'minor' for certification are not the same as the LSA history concentration and minor programs, but courses can be selected that fulfill requirements of both. Discuss your plans early in your career with LSA, History and School of Education advisors. To arrange individual meetings with SOE advisors, students must first attend an **M-Teach Info Session** at the School of Education (look on-line for days and times: [www.soe.umich.edu/mteachinfo/index.html](http://www.soe.umich.edu/mteachinfo/index.html)).

### ***Required History Courses for Certification***

***Certification requirements are subject to change***

***-keep in touch with the School of Education.***

A teaching certificate with a major in history requires at least 30 credits of history; a teaching minor in history requires a minimum of 20. The following pattern of history courses should be elected by majors and minors (as of 8/2008):

- **EDUCATION 432** (Teaching Social Studies in the Secondary School)- majors only
- **U.S. History requirement: History 260 and 261**
- **One course in European history**
- **History Colloquium, 396 or 397**
- **World History requirement (next page) - subject to change**

**World History requirement: History 240 (“The World Since 1492”) and a second course from the following choices. Check with SOE for updates on approved courses.**

History 204 - East Asia: Early Transformations  
History 205 - Modern East Asia  
History 206 - Indian Civilization  
History 207 - Southeast Asian Civilization  
History 247 - Africa to 1850  
History 248 - Modern Africa  
History 347 - Latin America: The Colonial Period  
History 348 - Latin America: The National Period

To earn a B.A. in History through LSA, additional requirements beyond the those of the certification program are required. Refer to the history concentration checklist on the next page.

In addition to these specific history courses, the secondary teacher certification program includes two terms of Education classes and one term of student teaching. During the first two terms, students take both LSA and Education courses and also work in an area 6-12 classroom. The third term is taken up with student teaching. **Teachers must be certified to teach two subjects**, requiring a teaching major and minor, which means students must plan all coursework very carefully. Specific course requirements for teaching minors are at [www.soe.umich.edu](http://www.soe.umich.edu).

### ***Applying to the Certification Program***

Students apply by January 15 to begin the program the following academic year. Applying in the sophomore year is encouraged. The number of spaces in each field is limited so admission is competitive. Late applications are considered only if space remains in a specific field. History majors and minors begin the three-term sequence in the Fall or Winter Cohort, a decision made by the School of Education.

For more information, contact the School of Education Office of Student Services in Room 1033 School of Education Building (764-7563) or go to their website [www.soe.umich.edu](http://www.soe.umich.edu).

***Careful and informed planning along the way is needed to complete all coursework for a teaching certificate and an LSA bachelors degree in 4 years***

***Consult advisors in the School of Education, the History Dept., and LSA to stay on track.***

## HISTORY CONCENTRATION CHECKLIST

*Sample checklist for Teaching Certification*

1. **PREREQUISITE** Complete both courses in one of the introductory survey sequences.

110/111 Europe       **260/261 United States**       200/201 Greece & Rome  
 ( US survey required for teaching cert)  
 204/205 East Asia     206/207 South & SE Asia       246/247 Africa

2. **EIGHT ADDITIONAL HISTORY COURSES** of 3 or more credits with at least four courses taken at U of M Ann Arbor.

**Five upper-level courses (300+) and three courses at least 200-level**

- |  |  |
|--|--|
| 1. _____   | 6. <u>Hist 240 – “World Since 1492”</u>      |
| 2. <u>347 or 348</u> (Latin America) < ---- OR ----> | 7. <u>SOE-approved 200-level non-Western</u> |
| 3. <u>300-level European history</u> < ---- OR ----> | 8. <u>200-level European history</u>         |
| 4. _____   |  |
| 5. <u>396 or 397 (History Colloquium)</u>            |  |

### A. Chronological Distribution

240 One of the eight courses, excluding the prerequisite, must focus on pre-1800 history.  
**History 204, 240, 246, and 347 satisfy this requirement.**

### B. Geographic Area Distribution

Four courses, including the prerequisite must cover geographical areas as follows:

260 one course in **U.S. history**

# 3 or #8 above one course in **European history**

#2 or #7 above & 240 two courses in **non-Western history** (Africa, Asia, Latin America, Middle East or Pacific Islands). One of these two may be from the transregional / comparative history course list.

**History 204, 205, 206, 207, 240, 246, 247, 347, and 348 satisfy this requirement.**

### C. History Colloquium

XX One course, either History 396 (Upper-Level Writing Course) or History 397,  
 OR the entire Honors sequence, History 398 and 399.

3. **COGNATE COURSES** 1. \_\_\_\_\_ 2. \_\_\_\_\_

**Cognates might be taken in the field of your teaching minor, if relevant.**

At least 6 credits of cognate courses (usually 2 courses), 300-level or above, in one department or program, and approved by a History Concentration Advisor.

## **THE CAREER CENTER**

Take advantage of the services, resources, and technology of **The Career Center, 3200 Student Activities Building**. It offers a wealth of support to students looking for internships, preparing to start careers, or applying to graduate or professional school. Take time to visit the office or explore their extensive website - its pages are loaded with practical information.

**Career Counselors** are available during daily **walk-in hours** or **by appointment** to help you explore career options, learn job search skills, critique your cover letter and personal statement, or help you fine-tune your resume. Specific advisors address pre-law, pre-med, and pre-health fields; you can register to receive tips through the year from **CTOOLS sites** that track the professional school application process. Career advisors periodically schedule visits to meet with students in the History Department.

Use the on-line **Optimal Interview** and video-taped mock job interviews to practice for the real event. With **Optimal Resume**, an on-line resume builder, you can create and store up to five professional resumes.

The extensive **Library**, open during business hours, is one of the nation's largest non-circulating collections to help with every stage of career planning and the job search process. Stop in to browse or ask to be pointed toward specific resources.

The Center sponsors **annual events and fairs** in the Michigan Union that bring employers and representatives from professional and graduate schools to campus. Tips for making the most of the experience are on the the webpage for each event.

Students are encouraged to establish a permanent **Reference Letter File**. This service stores your recommendation letters for years until you request that they be sent to potential employers and schools. Most of your professors are familiar with the process. The best time to ask for a recommendation is before the end of the term while you are still a fresh face. Open your file and download forms on the "For Students" section of the site.

The **Career Center Connector** is an on-line connection to employers seeking to hire UM students and graduates in a wide range of fields. It gives students access to job postings, employer presentations, and campus interviews. Register for the service, look for jobs and internships, and post your resume on-line from the Career Center "For Students; Finding a Job" page.

**Check the wide range of services on the web at :**

**www.careercenter.umich.edu**

**or make an appointment with a career advisor: call 734-764-7460.**

**Start early to plan your future - no need to wait for senior year!**

**"What Can I Do With a History Degree?"**

**Read about career paths of U of M history graduates on our website:**

**www.lsa.umich.edu/history/ug/careers.**

## **DEPARTMENT EVENTS AND ACTIVITIES**

### **Phi Alpha Theta**

Phi Alpha Theta is a national honor society for undergraduate history students. A faculty member talks informally about his or her current research at the monthly meetings. This is a great opportunity to interact with professors and other history students outside the classroom.

#### **Communications:**

**e-mail group  
for History**

#### **Concentrators:**

**-department news**

**-deadlines**

**-events**

**-new courses**

**-class changes**

**-assorted info**

The chapter elects officers and two undergraduate representatives to the History Department Curriculum Committee. These members bring a student perspective and provide student input into department decisions.

Membership is open to junior and senior history concentrators with at least 12 hours of history credit (3.5 GPA in history courses) and an overall GPA of 3.0. If you are interested in joining, please attend a monthly meeting or contact the current faculty advisor. In 2009-2010, the advisor will be Prof. Ian Moyer ([ianmoyer@umich.edu](mailto:ianmoyer@umich.edu)). The calendar is posted on the Department website and meetings are announced to concentrators by email. All students are welcome to attend the meetings.

Send your name &  
graduation term to:  
[evaldson@umich.edu](mailto:evaldson@umich.edu)

### **Michigan Journal of History**

Initiated by history undergraduates, the *Michigan Journal of History* began publication in the fall of 2001. This student-run publication offers undergraduates an opportunity to publish history papers of scholarly quality on any time period or topic in both print and electronic versions. The Grossman Family Fund will award an annual writing prize for a *Journal* paper. History concentrators are also encouraged to become involved in the editing and production of the *Journal*. Recruitment meetings, usually in the fall, are announced by email. Read the *Journal* and submit papers at [www.umich.edu/~historyj](http://www.umich.edu/~historyj).

Join

**History Undergrads**  
a 'joinable' CTOOLS  
site which serves as  
an on-line bulletin  
board with  
announcements  
and resources.

### **Spring Graduation Reception**

The History Department hosts a reception in April or May on the afternoon before Spring Commencement, to honor the spring and summer graduating class of history concentrators. Graduating seniors and their families are sent invitations in early April.

### **History Honors Symposium**

The History Honors Symposium is held on the morning before Spring Commencement, usually in late April. Seniors in the History Honors Program celebrate completion of their honors projects by presenting their thesis research to family, friends, and their faculty thesis advisors. The Honors Committee presents several awards for outstanding work.

### ***Department Scholarships***

Two scholarships have been established through the generosity of donors for history students who meet specific criteria. The recipient of the **Rosenberg Family Scholarship** is selected by the department. The **Richard Gilder Scholarship** makes one award each year to a history senior whose coursework indicates an emphasis on American History and whose career goals include pursuing a profession that focuses on American History (teaching, archiving, museum work, etc.). Application period is November each year.

Details at [www.lsa.umich.edu/history/ug/scholarships](http://www.lsa.umich.edu/history/ug/scholarships).

### ***The Eisenberg Institute of Historical Studies***

The newly endowed **Frances and Kenneth Eisenberg Institute for Historical Studies at the University of Michigan** in Ann Arbor advances historical research and teaching with powerful new tools for supporting visiting scholars, enriching the intellectual climate for faculty and graduate students, and extending knowledge across campus. Through lectures, workshops and other programs designed to foster scholarly exchange, the Eisenberg Institute promises to transform the teaching and study of history at Michigan.

The Thursday series is the core of the Institute's scholarly program. It meets bi-weekly with distinguished guests to examine methodological, analytical, and theoretical issues in the field of history. Thursday lectures, generally held in 1014 Tisch Hall from 4:00 - 6:00 p.m., are open to the public. Undergraduate history students are most welcome to attend lectures of interest.

***The 2009-2010  
EHS theme is  
"Paucity and  
Plenty, Enactments  
and Expectations"***

***Schedule:  
[www.lsa.umich.edu/eihs](http://www.lsa.umich.edu/eihs)***

***Explore our web site: [www.lsa.umich.edu/history](http://www.lsa.umich.edu/history)***

- faculty interests***
- course info***
- calendar***
- Phi Alpha Theta***
- study abroad***
- internship links***
- teacher certification***
- careers***
- schedule advising appointments***

## **ADVICE FROM RECENT HISTORY GRADUATES**

**History alumni wrote to us about their careers within 3-5 years of graduation. They wanted to share their advice with current history students.**

Don't think that being a history major limits your career opportunities. I've found that it actually can broaden your options and makes you a more interesting/versatile job candidate. Employers often times look for well-rounded individuals and rely heavily on your ability to learn and adapt rather than what you've studied in school.

History is incredibly interesting and important, but it helps to get a postgraduate degree in a professional field to compete in the employment realm.

Regardless of what you want to ultimately pursue, be it law, medicine, teaching, etc., a history degree will give you critical thinking, creative thinking, analytical, and communication skills which will carry you far. And it will make you more interesting!

You only get four years to study what you are interested in and the rest of your life to work. Take classes you enjoy. If you are smart and motivated you can do anything you want after graduation regardless of your major.

My advice to current students is to realize the opportunity that you have in that great program and don't take it for granted. Go meet your professors and talk with them. I regret not doing that more often. I know that many students use the history degree to pursue law, politics, etc. but I encourage current students to volunteer for one semester in a school nearby and see if they enjoy working with kids. If so, use that history degree to become a teacher. Public education is honorable and we need more UM grads being role models for students.

Don't close your mind to "out-of-the-box" employment opportunities.

The History Department will provide you with invaluable resources if you take the time to seek them out. We have some of the best faculty and staff in the world, and it would be a shame not to take advantage of them as mentors, teachers, and friends. The fact that I forced myself to ask questions of these teachers helped me to develop my best character trait: being well rounded. The way that the curriculum and department are structured really forces a student to become exposed to many different cultures and ways of thought that can allow one to develop his or her own view points, and to learn something about a part of our history he or she may previously have been ignorant. Go to Office Hours, ask questions, and take care when writing your essays, and I guarantee that you will see the benefit down the road.

Regardless of your career plans, you should apply for a spot in the History Honors program. The Honors program was hands-down the most academically rewarding experience I had at Michigan.

If you are interested in the legal profession, don't be afraid to ask lawyers for advice or to be a mentor. Generally, those in the legal profession are excited someone asked them for help and are willing to mentor.

I was interested in working in finance so I decided to take a few courses in economics at U-M as well. In my four years of working in finance, I have learned that the skill set I gained as a history major (specifically, researching historical documents, writing comprehensive papers and presenting a coherent argument) has been the most influential aspect of my career advancement.

- 1) Network! You never know where your first job offer will come from, and who you know helps!
- 2) Get an internship. You need to prove you can apply your knowledge in a job setting.
- 3) Don't be afraid to try new things.

Focus on doing well in your classes. I think that's more important than internships or extracurriculars so only do non-school activities that you really enjoy.

Take a year off before graduate school and do something interesting. The year I spent in China was the best year of my life to date. Do something bold; take risks. Don't just go to grad school immediately because other people tell you it's a good idea.

Work hard, play hard!

Don't be discouraged when people question your choice of major! An undergraduate major in a liberal arts field isn't supposed to set you up on a specific professional track. Instead, you will find that you're prepared to pursue a variety of things given the skills you've developed in critical thinking, written communication, etc.

Take advantage of it and try as hard as you can to pick the brain of your GSIs and Profs. They are your best resources!

Great classes! I loved the small classes and sessions. It's good to take a variety of classes, from those that you are passionate about to those that are more out of your comfort zone. All of them can be applicable! Also, consider what you want to do for your career and try to get experience in that in some way, shape, or form. Museums are great, interactive ways to use your degree to make a difference!

It's very possible to completely change one's subject of study between college and grad school (a PhD in Cognitive and Neural Systems at Boston University).

If there is a field in which you have an interest, find a way to get involved: volunteer, intern, accept an entry-level position. Often, the experience and connections you make will be the key to advancement.

Study abroad if you can. Live in a culture that's not your own and learn to see yourself and Americans through the eyes of another culture.

The reading, research, and writing skills I developed while completing my History Major at U of M have helped me tremendously in my current job as an attorney. Also the critical thinking and reasoning skills used in my undergraduate degree have been a tremendous asset to me throughout law school and in my current career.

I would strongly recommend writing a thesis or finding another way to develop relationships with faculty members outside of class -- it will enrich your undergraduate experience, and the positive letters of recommendation they will write can be very useful if you plan on applying to graduate school in the future.

I would recommend that all students really focus on exploring where their education will lead them in the practical job market. Find out what careers your interests apply to, educate yourself on the opportunities there, and pursue internships and anything else that gets you practical experience and networking opportunities. Do it while you are still in school and can make your education work for you!

If you are a history major who is considering a career path into the legal field, I would recommend combining history with or taking other courses that will force you to get comfortable speaking in front of others. Possibly debate courses or even speech writing courses.

1. Go to your teacher's office hours frequently so they will remember who you are when you want rec letters.
2. Do as many internships as possible.

If you want to go into a business related field, supplement your history degree by taking a strong analytical course load, and holding a leadership position in a club or two. That way, if someone questions your ability to perform a certain task because you were a history major, you can address their concerns by discussing your analytical and leadership skills, which you demonstrated through your coursework and activities.

In studying History, you will learn to understand the world in a much deeper way. But, it won't mean anything if you don't use that knowledge in your future. It's important to think about how you want to make your knowledge marketable. What do you want people to pay you for? As much as it goes against our youthful idealism to think about earning a paycheck, the worst thing that could happen is for our knowledge of History to end up 'collecting dust.' My advice is learn to write, learn to teach, learn graphic design or film production, any skill let will let you get paid for sharing your knowledge of history.

A lot of people will say that finding a job with a history degree will be difficult. My advice would be to not pigeon hole your career ideas, jump at every opportunity. If someone would have told me when I was 19 that I would have spent the 3 years after graduation working as a marketing analyst, I would have thought they had lost their minds. I took a chance and applied for a job that I was really unqualified for, the University of Michigan name got my foot in the door, and the interview lead to the creation of a new position for me.

# MASTER LIST OF UNDERGRADUATE HISTORY COURSES

*This list of all active history courses is organized according to the concentration geographical distribution areas. Some are offered infrequently.  
Pre-1800 courses \* fulfill the chronological distribution when not taken as the prerequisite.*

**Consult a concentration advisor for approval to apply courses to your concentration or minor.**

## UNITED STATES HISTORY

---

- 260 (160) - United States to 1865  
261 (161) - United States, 1865 to the Present  
270/AMCULT 260 - Religion in America  
266 - Twentieth-Century American Wars as Social and Personal Experience  
274/CAAS 230 – Survey of Afro-American History I  
275/CAAS 231 - Survey of Afro-American History II  
284 - Sickness and Health in Society: 1492 to the Present  
311/CAAS 311 - From Slavery to Freedom: African-American Life in the 19th Century  
336/CAAS 336/WOMENSTD 336 - Black Women in America  
337/CAAS 337/WOMENSTD337- Black Women in the United States, Part I: From the American Revolution through the Women’s Era  
343- Rise of the Corporation  
345/RCSSCI 357 – History and Theory of Punishment  
346/AMCULT 348 - History of American Radicalism: From the Abolitionists to the Battle of Seattle  
\*350/GTBOOKS 350/AMCULT 360 - Debates of the Founding Fathers  
353/AMCULT 353 - Asians in American Film and Television  
360 - September 11  
361 - U.S. Intellectual History, 1750-1940  
364- History of American Suburbia  
367/AMCULT 367 – American Indian History  
368/AMCULT 342/WOMENSTD 360 - History of the Family in the U.S.  
369 - The History of US Mass Culture From Minstrelsy to Hip-Hop (1820-Present)  
370/WOMENSTD 370 - Women in American History to 1870  
371/WOMENSTD/AMCULT 371 - Women in American History Since 1870  
374/AMCULT 374 - The Politics and Culture of the “Sixties”  
378/AMCULT 314 - History of Asian Americans in the U.S.  
387/JUDAIC/AMCULT 387 - History of American Jews  
393 - Topics in U.S. History  
459- Gender, Medicine, and Culture in U.S. History  
\*460 - Colonial America  
\*461 - The American Revolution  
463 - The Origins of the American Civil War, 1830-1860  
464/AMCULT 464 - Race, Culture, and Politics in the Era of the Civil War and Reconstruction  
466 - The United States, 1900-1945  
467 - The United States Since 1945  
468 – Topics in U.S. History  
476 /LHC 412 - American Business History  
491/ECON 491 - History of the American Economy

## EUROPEAN HISTORY

---

*100-level courses cannot be counted for concentration credit except as prerequisites. 200 and 201 fulfill the pre-1800 requirement (\*) only if not taken to fulfill the prerequisite.*

- 110/MEMS 110 - Medieval, Renaissance, and Reformation Europe (cannot be used as a pre-1800 course)
- 111 - Modern Europe
- (\*) 200 - Ancient Greece to 323 B.C.E.
- (\*) 201 - Rome
- \*210/MEMS 210 - Early Middle Ages, 300-1100
- \*211/MEMS 211 - Later Middle Ages, 1100-1500
- \*212/MEMS 212 – Renaissance Europe
- \*213/MEMS 213 – The Reformation
- \*220 - Survey of British History to 1688
- 221 - Survey of British History from 1688
- \*268- European Intellectual History, 1500-1800
- \*286/RELIGION 286 - A History of Eastern Christianity from the 4th to the 18th Century
- 287/Armenian 287 - Armenian History from Prehistoric Times to the Present
- 313- The Revolutionary Century: France, 1789-1900
- 314 - Empire, War, and Modernity: France and the World in the 20th Century
- 318 - Europe in the Era of Total War, 1870-1945
- 319 - Europe Since 1945
- 320 - Britain, 1901-1939: Culture and Politics
- 321 - Britain Since 1945
- 322 /GERMAN 322– The Origins of Nazism
- \*323/French 343 - French Enlightenment
- 326/ITALIAN 314 - Modern Italy: 1815 to Present
- 329 – History of Ireland Since 1603
- \*330 - Eastern Europe from 1500 to 1900
- 331 - Eastern Europe Since 1900
- 332/REES 395/POL SCI 395/SLAVIC 395/SOC 392 Survey of Russia: The Russian Empire, the Soviet Union, and the Successor States
- 333/REES 396/POL SCI 396/SLAVIC 396/SOC 393 Survey of Central and Eastern Europe and the Enlarged European Union
- 342/POLSCI 345/SOC342 - History of European Integration
- \*372/WOMENSTD 372 - Women and Gender in European History
- \*382/MEMS/JUDAIC 382 - Early Modern Jewish History, 1492-1700
- 383/JUDAIC 383 - Modern Jewish History to 1880
- 384 /JUDAIC 384 - Modern Jewish History, 1880-1948
- 386 /JUDAIC 386 - The Holocaust
- 391 - Topics in European History
- \*400 - Problems in Greek History I
- \*401 - Problems in Greek History II
- \*402 - Problems in Roman History I
- \*403 - Problems in Roman History II
- \*404 – The Later Roman Empire
- \*405/CLCIV 476/RELIGION 476- Pagans and Christians in the Roman World
- \*406 / JUDAIC 406 - The Church and the Jews
- \*408 - Byzantine Empire, 284-867
- \*409 - Byzantine Empire, 867-1453
- 416/GERMAN 401 – Nineteenth-Century German and European Intellectual Thought
- 417/GERMAN 402 - Twentieth-Century German and European Thought
- 420 - Modern Germany
- \*425 - French Revolution
- \*427 - Magic, Religion and Science in Early Modern England
- 431 - History of the Balkans Since 1878
- \*432 – Medieval and Early Modern Russia
- 433 – Russia Under the Tsars: From Peter the Great to the Revolutions of 1917
- 434 – Russia in the 20th Century: War, Revolution, and Reform
- 435/Russian, JUDAIC 435 - Cultural History of Russian Jews through Literature and the Arts
- 481 – Topics in European History
- 489- History of the Roman Catholic Church, 1775-2005

**HISTORY OF AFRICA, ASIA, LATIN AMERICA, AND THE MIDDLE EAST**  
*Two courses required for concentration; one of the two may be from the transregional history list on the next page.*

*100-level courses cannot be counted for concentration credit except as prerequisites.*

*204 and 246 fulfill the pre-1800 requirement (\*) only if not taken to fulfill the prerequisite.*

203(142)/ASIAN 200- Intro to Japanese Civilization  
 (\*)204/ASIAN 204- East Asia: Early Transformations

205 /ASIAN 205 - Modern East Asia  
 206 /ASIAN 206 - Indian Civilization  
 207 /ASIAN 207 - Southeast Asian Civilization  
 219/ASIAN 210:The Philippines: Cult and History  
 241 - America and Middle Eastern Wars  
 244/AAPTIS, HJCS, JUDAIC, MENAS 244 - The Arab-Jewish Conflict in the Middle East, c. 1880 to the Present

(\*) 246 /CAAS 246 - Africa to 1850

247 /CAAS 247 - Modern Africa

249 /ASIAN 249 - Intro to Korean Civilization

\*250 - China from the Oracle Bones to Opium War

\*251 - The Chinese Renaissance: Cultural Transformations in Eleventh-Century China

\*252/ASIAN 260 - Intro to Chinese Civilization

255/ASIAN 259 - Gandhi's India

271/ANTHRCUL221/Religion 271-

Religions of Latin America  
 \*277/ HJCS, ACABS, AAPTIS, JUDAIC & REL 277 Land of Israel/Palestine through the Ages

\*278/AAPTIS 269 – Intro to Turkish Civilizations

304/AMCULT 317 - History of the Pacific Islands

305/CAAS 305- Histories of the Mod. Caribbean

\*307/ACABS 322/REL 359 - History and Religion of Ancient Judaism

325/AAPTIS 325/ASIAN324/REL 325 -

The History of Islam in South Asia

334/MENAS 334/AAPTIS 364 - Selected Topics in Near and Middle Eastern Studies

\*339- ASIAN 365 - Science in Premodern China

340/AAPTIS, ASIAN, MENAS, REES 340- From Genghis Khan to the Taliban: Modern Central Asia

\*347 ANTHRCUL 346- Latin America:

The Colonial Period

348 -Latin America: The National Period

351 - Modern China

\*352 - Imperial China: Ideas, Men and Society

354/ASIAN354 - Rebellion and Revolution in China through Two Centuries

355/CAAS,ANTHRCUL 355 - Health and Illness in African Worlds

357 - Topics in African History

358 - Topics in Latin American History

362/CAAS 346/English 389 - Literature in African History

380/ASIAN 372 - The Korean War

385/JUDAIC 385 - History of Zionism and the State of Israel

392 - Topics in Asian History

415/ASIAN 415 -Law and Society in Late Imperial and Modern China

421/LACS,CAAS,REL 421 - Religions of the African Disapora

426/ ASIAN 410 - Acupuncture: Historical and Contemporary Transformations

\*428(536)/AAPTIS 462 - The Rise of Islam

\*429 (546)/AAPTIS 495/REL 496/WOMSTD 471- Gender and Sexuality in Pre-Modern Islam

\*440/ACABS 413/ANTHRARC 442 - Ancient Mesopotamia: History and Culture

\*442/AAPTIS 461 - The First Millennium of the Islamic Near East

443/AAPTIS 487 - Modern Middle East History

448/WS 448 - Gender and the Family in China

449 - Topics in Middle Eastern History

\*450 - Japan to 1700

451 - Japan Since 1700

452/SEAS 452 - History of Late-Colonial Southeast Asia, 1780-1942

453/SEAS 453 - History of Post-Colonial Southeast Asia, 1942-2000

\*454 - Formation of Indian Civilization to 320 A.D.

\*455 - Classical India and the Coming of Islam 320-1526 A.D.

\*456 - Mughal India

457 – History of India, 1750-1900

458 - History of South Asia in the 20th Century

\*469 - Precolonial Southeast Asia

471/WS 470 - Gender & Sexuality in India

472 – Topics in Asian History

478 - Topics in Latin American History

480 - Conflict and Diplomacy in the Caucasus

\*484(543)/AAPTIS 464-Persianate Culture in the Central and Eastern Lands of Islam

\*487(541)AAPTIS 467/REL 467- Shi'ism:Hist of Messianism and Pursuit of Justice in Islamdom

\*495 - Medieval Inner Asia

499/Rel 490/LACS 430 CAAS 499- Race, Religion and Popular Culture in Modern Brazil

578/LACS 400/CAAS 478- Ethnicity and Culture in Latin America

## TRANSREGIONAL OR COMPARATIVE HISTORY

---

*Of the two required courses in non-Western history one may be selected from this list.*

*\* denotes a pre-1800 course.*

- 218 - The Vietnam War, Referencing Iraq
  - 226/AMCULT 226 - The Latin Tinge: Latin Music in Social Context in Latin America and the US
  - 227 - The Rise and Fall of the British Empire
  - \*239/AAPTIS/ACABS/GEOSCI 239 - Zoom: A History of Everything
  - \*240 - The World Since 1492
  - \*263 - Discovering America: Atlantic History I, 1492-1607
  - 310/RCSSCI 310 - Globalization in History: The Making of the Modern World
  - \*335 (538) - The Ottoman Enterprise
  - 356/AMCULT 356- World War Two in the Pacific
  - \*375/WOMENSTD 375 – History of Witchcraft: The 1692 Salem Trials in Historical and Cross-Cultural Perspective
  - \*381/MEMS 381/JUDIAC 380 - Medieval Jewish History, 500-1492
  - 422/ASIAN 400, REL 400/ Indian Religions and Western Thought
- 

## SEE ADVISORS REGARDING THESE COURSES

*Topics courses vary from term to term. Show syllabus to an advisor who will determine whether these courses fulfill geographic/chronologic requirements.*

- 208 - Topics in History
- 230 - Humanities Topics in History
- 231 - Social Science Topics in History
- 302 – Topics in History
- 377/AMCULT 315 – History of Latinos in the U.S.
- 396/397 - History Colloquium
- \*410/MEMS 410- Classics of Medieval History
- 477 -Law, History, & the Dynamics of SocChange
- 494/ECON 494 - Topics in Economic History
- 498 – Topics in History

## OTHER HISTORY COURSES - non-geographic concentration courses

---

- 215- The History of Disaster
- 229/ANTHRCUL 226 – Introduction to Historical Anthropology
- 285/RCSSCI 275 - Science, Technology, Medicine, and Society
- \*257 - Law in the Premodern World
- 301 - Discovery of the Universe
- 327/WOMENSTD 327 - The History of Sexuality
- 341/POL SCI 397 - Nations and Nationalism
- 359 - Visions of the Past
- 389 - War Since the Eighteenth Century
- 395 – Reading Course (can be taken for a maximum of 8 credits)
- 398/399 – History Honors Colloquium

History 195 (Writing of History), First-Year Seminars (196/197) and other 100 level courses cannot be used in the concentration program unless taken as prerequisite survey sequences.

---

## ONE CREDIT COURSES THAT DO NOT COUNT IN CONCENTRATION

- 299 - Pedagogies of History - optional lab to accompany History 239
  - 390 - Topics Mini Course
- 

## ABBREVIATIONS

- AAPTIS: Arabic, Armenian, Persian, Turkish, and Islamic Studies
- ACABS: Ancient Civilizations and Biblical Studies
- AMCULT: American Culture
- ANTHRCUL: Cultural Anthropology
- CAAS: Afroamerican and African Studies
- HJCS: Hebrew and Jewish Cultural Studies
- LACS: Latin American and Caribbean Studies
- MEMS: Medieval and Early Modern Studies
- MENAS: Middle Eastern and North African Studies
- REES: Russian and East European Studies
- RCSSCI: Residential College Social Science
- SEAS - Southeast Asian Studies

Fall 2009

## HISTORY CONCENTRATION CHECKLIST

### 1. PREREQUISITE Complete both courses in one of the introductory survey sequences

- |                                |   |                                    |
|--------------------------------|---|------------------------------------|
| ___ 110/111 Europe<br>FA/WN    | ___ 260/261 United States<br>FA/WN (required for teaching cert) | ___ 200/201 Greece & Rome<br>FA/WN |
| ___ 204/205 East Asia<br>FA/WN | ___ 206/207 South & SE Asia<br>(both offered Fall term only)    | ___ 246/247 Africa<br>FA/WN        |

### 2. EIGHT ADDITIONAL HISTORY COURSES of 3 or more credits and at least four courses taken at the U of M, Ann Arbor.

- 5 upper-level courses (300+) and 3 more courses (at least 200-level)
- |                               |          |
|-------------------------------|----------|
| 1. _____                      | 1. _____ |
| 2. _____                      | 2. _____ |
| 3. _____                      | 3. _____ |
| 4. _____                      |          |
| 5. _____ (History Colloquium) |          |

*Course elections must cover two distribution requirements and include a colloquium. These can overlap; a colloquium on ancient Greece fulfills the pre-1800 and European history requirements and counts as an upper-level course. Beyond this, students are free to follow their own interests in completing the program. All courses must be taken for a grade with an overall 2.0 GPA required.*

#### A. Chronological Distribution

\_\_\_ One of these eight courses (excluding prerequisite) must focus on pre-1800 history.

#### B. Geographic Area Distribution

Four courses (including prerequisite) must cover geographic areas as follows:

\_\_\_ One course in **U.S. history**

\_\_\_ One course in **European history**

\_\_\_ & \_\_\_ Two courses in **non-Western history** (Africa, Asia, Latin America/Caribbean, Middle East or South Pacific).

***One of these two may be transregional or comparative history.***

#### C. History Colloquium

\_\_\_ one course, either History 396 (Upper-Level Writing Course) or History 397,  
OR the entire History Honors Sequence, History 398 and 399.

### 3. COGNATE COURSES 1. \_\_\_\_\_ 2. \_\_\_\_\_

At least **6 credits of cognate courses** (usually 2 courses) **300-level or above**, in one department, and approved by a history concentration advisor.

***Second concentration courses may count as cognates with advisor approval.***

***LSA rules allow only one course to count for both a concentration and a minor, including cognates.***