The members of the History Faculty welcome you to the department and to the study of a subject to which we are personally and professionally devoted. We hope that you share the enthusiasm we have for the study of past societies and cultures. For many of us, the study of history unlocks important insights into the world we inhabit and the interactions of its peoples. Where did the problems we confront come from? Why are communities and societies constituted in the ways they are? What legacies have those developments left us to contend with? How have problems similar to those we face today manifested themselves in the past, with what differences, and with what resolutions? We are not simply ransacking the past for what might be useful. We also find intellectual satisfaction, and maybe a trace of wisdom, in understanding the past on its own terms.

Students of history develop an understanding about change--how it happens and why it happens the way it does--that has real utility in their engagement with the world as citizens. History majors, by virtue of the geographical breadth of their studies, develop a global consciousness--a historical sense of the richness and diversity of human experience--which may prove useful as they navigate the streets of Iowa City or Toronto, or Nairobi. We know from the testimony of past graduates and their employers that the critical, research, and writing skills many history majors acquire are tangible assets.

The world beyond The University of Iowa values those skills as much as we do. While a history major does not provide “training” for a specific niche in the job market, it is preparation for work and life in a world that demands flexibility and adaptation, and that often requires the rapid acquisition of new knowledge. We firmly believe that “training” in understanding the Medieval Church, the Meiji Restoration, or the Marshall Plan may be precisely what gives history majors an edge in the fluid job market.

In addition to teaching undergraduates, faculty members teach graduate students, do research, write essays and books, and serve on university committees and in university administration. Sometimes we offer advice to museums, radio and television programs, and teachers designing new curriculums for schools. We are very interested in your concerns, and are willing to provide whatever guidance we can.

We rely on you to take the initiative to engage us in helping to plan your course of study, to advise on specific courses or sequences of courses, to interpret comments or criticisms of your written work, or to consult on career objectives. Our office hours are posted on our office doors; you can get a list in the History Department Office, Room 280 SH. We are interested in ways to make your work in the history major more meaningful and your relationship to the department more satisfying. Read the bulletin boards in the department for current news and announcements. Savor with us the remarkable refurbished quarters we inhabit in century-old Schaeffer Hall. Get acquainted with the office staff—including Pat Goodwin, Heather Roth, and Sheri Sojka. We are happy to have you as a history major and trust that you will find your association with the department both challenging and rewarding.

Lisa Heineman, Professor and Chair
Department of History

The current Director of Undergraduate Studies for the Department of History is Professor Colin Gordon (colin-gordon@uiowa.edu)
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WHY STUDY HISTORY?

The study of history remains the centerpiece of education in the humanities, of what once was called the liberal education. History is far from the mere listing of names and dates that made it so deadly for many of us in high school. The study of history is about problem-solving, about gathering evidence from likely and unlikely sources, about how evidence fits together to make a picture of what happened (or didn’t happen.) It is the realization that what happened may be viewed differently depending on whose viewpoint we are taking. Historians monitor how individual efforts add up to a whole, indeed about how the slow moving resistance of those who are not necessarily empowered nonetheless can change the course of affairs.

While historians today stress the inability to ever arrive at a precise knowledge of exactly what happened in the past, our aim is to approach that many-faceted “truth” with ever-increasing understanding and to take into consideration the viewpoints of as many different participants as possible. History research includes much that is “scientific” in our approach to the use of such material as censuses and voting records, and the UI History Department has been a leader in such “quantitative” methods. Yet, undergraduate courses in History at UI are rarely filled with discussions of theory and methodology. Instead we spend time describing what happened in the past, how we know that it happened, and how that knowledge varies as our viewpoints shifts.

Not only does studying history provide us with the opportunities to understand the rhetorical power of the written word, but it hones our rhetorical skills in important ways and develops our analytical thinking—abilities that carry over well into the business world, to the study and practice of law or medicine, or into our actions as citizens. History also provides an opportunity to develop skills in expository writing. Those of us teaching history at The University of Iowa make a point of having written work be part of our courses.

Historians are trained to weigh and evaluate sources, learning to know which chronicler of the Norman Conquest is most likely to be reliable on which particular points, or which radio network is most likely to be able to give a balanced account and when we should expect exceptions to that balance to occur. Historians seek a deep understanding of some past or previous phenomena or society. They act as sleuths, solving mysteries by evaluating written and material evidence. They create order out of disorder by how they write up that evidence to tell stories. These skills transfer to a variety of occupations, but are important for all of us in the development of skills necessary for an enlightened citizenry. They are essential for the exercise of political life in a real democracy.

Everyone in our society, as in any society, needs to know how to evaluate a newspaper account, asking what has been said and whether it has been accurately reported, as well as what has been left out. We are deluged with information both on paper and on electronic sources, and it is too easy to conclude that the media, both print and electronic, purvey “truth,” until we see how often those sources contradict one another.

While history cannot solve the problems of our present age or the future, it can provide a wider view of how things have been done and could be done by a variety of human beings. Studying history is thus neither the dry bones of dates and battles, nor the memorization of methods and jargon, but an approach to the past in which we can discern real people not so different from those of the present. Indeed, even at the beginning of the last millennium, there were recognizable types. More overpowerd by medical catastrophes, not as technologically advanced as they would eventually become, they were nonetheless people much like people today. They had the same range of emotions, abilities, and behaviors. It is the study of such women and men, famous and unimportant, saints and sinners, peace-makers and peace-breakers, and the institutions they created, that we call History.
--WHAT BECOMES OF HISTORY GRADUATES?

Students who graduate from our department regularly meet the admission requirements of the best graduate and professional schools in the country. History graduates also find careers in the health sciences, journalism, the law, the ministry, and public service, including politics and philanthropic foundations. While only a small number of history majors become history professors themselves, many become history teachers in elementary and secondary schools. In fact, undergraduate majors can complete the requirements for licensure in the state of Iowa as teachers of history and social studies through the Teaching Education Program.

Because history students acquire generically useful skills like close reading, the interpretation of evidence, and clear expository writing, and because they learn how to make persuasive arguments, history graduates are always in demand by commercial, financial, educational, and governmental employers.

--SOME TYPICAL, OR ATYPICAL, RECENT COURSE OFFERINGS:

- **History of International Health; HIST:4162(16W:138)/GHS:4162.** This course examines key issues in contemporary global health through the study of historical health crises and their consequences. Lectures, readings, and discussions go beyond immediate causes (germs, trauma, nutritional deficiencies) to elicit the causation of illness and health in structured inequalities, political conflicts, and economic differentials. The course covers at least five of the following topics: (1) plague and the impact of the black death, (2) cholera and the threat to urbanism, (3) bacteriology and the promise of immunity, (4) colonial and tropical medicine, (5) global health institutions, (6) medical expertise versus alternative medicine, (7) bioterrorism in the modern world, (8) gender roles and health inequalities, (9) human rights and global health, and (10) social suffering in the age of science. Course format is lecture and discussion. Requirements include two midterms, three short papers, and a final research paper. There is no text; readings include a number of specialized studies, journal articles, and on-line documents. The instructor is Professor Paul Greenough.

- **Museum Literacy and Historical Memory; HIST:4130(016:120)/AFAM:4310.** This team-taught course, which is cross-listed with the American Indian and Native Studies Program, examines the museum as an institution in which museum professionals, scholars, and communities present reconstructed histories. Students are introduced to local museums in the context of which they test their own museum literacy, that is, the ability to engage critically in object- and text-based learning, to identify the ways in which historical memory is created and represented, and to further develop and refine their own engagements with the museum. Students are expected to create a portfolio composed of five writing assignments. The instructor is Professor Jacki Rand. Professor Paul Greenough has also taught a variation of this course covering a different focus topic.

- **History of the American Deaf Community; HIST:4201(16A:104)/ASL:4201.** Students explore the creation of a distinct language and culture of deaf people in America during the 19th and 20th centuries. The class examines how the meaning of deafness has changed in response to larger cultural and social changes in American history, and what effects these changes have had upon social policies concerning deaf people and American Sign Language. Students address such questions as why hearing people in both academia and popular culture have recently become fascinated with American Sign Language, why American Sign Language was suppressed for most of the 20th century, and why and how the deaf community has maintained its language and culture in the face of persistent opposition. The course is taught by Professor Doug Baynton.

- **Latin America & US: Historical Perspective; HIST:4520(16W:114).** This course examines U.S.-Latin American relations from historical perspective. After a brief overview of U.S. policy toward Latin America, students explore key themes including the impact of U.S. imperial rule; revolutionary challenges to U.S. hegemony; economic exchanges; national security, democracy, and human rights; the war on drugs; and the Latin Americanization of the U.S. While the course seeks a deeper understanding of common patterns in U.S.-Latin American relations, it also emphasizes the specificity of particular national experiences. The instructor is Professor Michel Gobat.

- **Mexican American History; HIST:4216(16A:112).** This course provides an introduction to Mexican-American history by tracing major developments from the Spanish colonial period to the present. Topics covered include the colonization of Mexico's northern borderlands, interethnic relations with American Indians, the U.S.-Mexican War, adaptation to U.S. rule, labor activism, and early civil rights struggles. The course will also examine twentieth-century developments such as the influence of the Mexican Revolution on U.S. immigration, the Great Depression, repatriation, unionization, the politics of immigration, the Bracero Program, the Chicana/o Movement, popular culture, and relations with other Latinas/os. The course satisfies the Cultural Diversity general education requirement. The instructor is Professor Omar Valerio-Jiménez.
--OUR RESOURCES

OFFICE LOCATION AND HOURS

The History Department is located in Schaeffer Hall, on the southeast corner of the Pentacrest, next to City and Cambus stops. Our Department Office is in 280 Schaeffer Hall (SH), at the south end of the building. Faculty and Graduate Student offices, our Writing Center, and the Classrooms where we teach are scattered throughout the building (and indeed classrooms are often in other buildings as well). The building has three entrances, south, east and north sides, and two elevators, on the south and north ends. The entrance on the north end (facing the Pentacrest) is accessible from street level.

HINT: It’s important to remember that History conforms to the traditional working hours of the University made sacrosanct by the factory whistle at the steam plant.

- OFFICE opens at 8:00 am; closes from noon to 1:00 p.m.; and closes for the day at 5:00 p.m.
- Office Telephone Number: 335-2299 or 335-2308
- Faculty office numbers and e-mail addresses are found on page 29.

OFFICE STAFF

Your first encounters with the History Department may well be in a General Education course that we offer; maybe you’ve been by to add one of those courses, so you may already know where the departmental office is located. Once you declare a History Major, you will get to know our Office Staff better. We have wonderful staff that always try to help you or will refer you to someone who can do so. They try, but sometimes even they cannot get you an immediate answer. They always take your questions and problems seriously. We work with very little staff given the size of the department and the number of majors. You will soon discover that there are times when the office is very busy and you’ll have to wait to get help. At other times they are more relaxed.

Gina is the Undergraduate Program Coordinator you are most likely to talk with first, and will be the one to answer the telephone, deliver a note to a mailbox for a faculty member, or answer a question about how to find someone. This desk is just inside the door of 280 SH. Telephone: 335-2299.

Pat Goodwin is the Departmental Administrator, answers all sorts of questions about degree requirements, questions about qualifications and academic standings, and is a resource regarding most anything in the History Department.

Sheri Sojka is the Graduate Program Coordinator in the Department. She handles the processing of graduate student applications, and can update you on the status of your application materials, serves as a resource for questions, and/or direct you to the appropriate person for additional information.

FACULTY

Regular Faculty Members

Professors of History in this department (or any department) chose to become historians because they are devoted to the study of the past. They love the problem solving and investigating of the past, they have the ability to concentrate on long, slowly completed projects over a protracted period of time, and they enjoy getting an explanation nailed down in good prose. Our faculty are very good teachers, but there is no topic on which they will display the bare bones of how history is researched better than the topic on which they have just finished a book or are still wrestling with the next one. Treasure those lectures in which faculty talk about their own work.

Perhaps the strongest current research area in the department is Women’s and Gender History, and the History of Sexuality, but we have strong emphases in histories of health, disabilities, religion, social history, and the history of race and ethnicity. These are closely followed by more traditional fields such as political/cultural history, legal history, and history of rural and peasant societies.
The Department's faculty members have been trained at the best American and European universities (see the list of Faculty CVs beginning on page 21), and the department is currently ranked 25th among hundreds in the United States. Every professor has an area of specialized, ongoing research, and the results of his or her research often show up first in the classroom. We rank fifth in the frequency with which our research is cited.

Professors are divided by academic rank: instructor, lecturer, assistant professor, associate professor, and full professor. Over the rank of instructor, we all have the degree of Ph.D. (Doctor of Philosophy), which entitles us to be addressed as Doctor in very formal circumstances and to wear doctoral robes and hoods on special occasions (such as the placing of Ph.D. hoods on our graduate students at their graduation). In fact, however, long-standing traditions in the department have tended to ignore distinctions of rank and degree, and everyone's title on their door is simply Professor.

From time to time professors take research leaves (a.k.a. sabbaticals) that allow them to spend a semester or more on full-time research. Research leaves are a normal part of academic life and are necessary to sustain the research function of universities. They also enrich undergraduate education by allowing faculty the opportunity to bring current research to bear on the courses they teach. Funds for such purposes are provided by the University as well as by private foundations, federal agencies and even by foreign governments. Usual practice is that faculty members apply for and are granted developmental leaves once every five years. Members of the History Department are notable for their success in winning grants that allow them to extend their research leaves and to take more frequent research trips. In recent years, members of the Department have won National Endowment for the Humanities and Guggenheim fellowships. A number of Department members have held prestigious university-wide Faculty Scholar or Global Scholar Awards, and many have held residential fellowships at prestigious research institutes such as The Institute for Advanced Study at Princeton, the Huntmeyer Library, and the Folger Library.

Research leaves are not terribly disruptive for undergraduates because the department is usually able to appoint visiting professors. Majors are advised to take advantage of visitors, whose specialties often differ from those of regular faculty. But this also means that if you see a course listed in which you have a specific interest, take it now. If you wait for next year, it may not reappear. This goes for second-grade options, too. There is no guarantee of a 100-level course being repeated soon. If you are doing so badly in a course that you will need to retake it, better to drop or withdraw then to count on being able to do a second grade option.

**Visitors to the Department** provide valuable continuity in course offerings when regular faculty are on leave. They may also teach courses ordinarily not offered by the Department. Visitors to the department are encouraged to take an active part in its intellectual life and to interact with both graduate and undergraduate students. Like all of us they have regular office hours and some help with undergraduate advising. They add considerable diversity to the department.

**Graduate Instructors** (a.k.a. Teaching Assistants) are professors-in-the-making. They are paid stipends to teach undergraduates in the General Education program of the College. Being students themselves, graduate instructors are supervised by professors. Beginning graduate instructors work closely with professors to lead and grade undergraduates in the discussion sections of large lecture courses like "Western Civilization" and "Asian Civilizations." More experienced graduate instructors are given responsibility for organizing and leading the numerous sections of "Issues in Human History." A few work as graders—in this case working very closely with Professors in 100-level undergraduate courses.

**CLASSROOMS**

Many History classes meet in Schaeffer Hall – all have computer terminals, projectors, and document cameras. We also have the ability to bring in slides, videos, and music to complement our teaching. The bigger lecture courses are more scattered across campus – in Phillips, Van Allen, MacBride, Chemistry, Library or Business Building. Most classrooms have moveable chairs for discussion, can be equipped with special desks for left-handed students, and are accessible to those who are physically challenged.
COMMONS ROOM

We share use of the Schaeffer Hall commons room, 302 SH with other departments in the building. It is our preferred site for the fall reception for majors, history club get-togethers, honors events, book parties, and receptions for graduating seniors and their parents. Join us there for our festive occasions.

WRITING CENTER

The History Writing Center is a wonderful resource for undergraduates who need assistance in writing assignments for their History classes. It has gained an outstanding reputation throughout the university for its effectiveness in assisting students. It is staffed by experienced and friendly graduate assistants. You can call for an appointment or just stop by:

- Location: 303 Schaeffer Hall
- Phone: 335-2584
- Email: history-writing@uiowa.edu
- Hours: Vary by semester please check website
- Website: http://clas.uiowa.edu/history/teaching-and-writing-center

All students in History classes are welcome at the Writing Center. Although students with appointments will have priority, walk-ins are always welcome.

WEBSITE

http://clas.uiowa.edu/history/

The department’s website is a very valuable resource for undergraduate majors. It is updated frequently, and is a source of important information on many subjects, including course descriptions and requirements for the major.

LIBRARY

Although for many departments there are branch libraries across campus, the study of history crosses disciplines and cannot be confined to a small departmental library. Most of the relevant library resources for history courses are housed in the Main Library, at the foot of the hill from Schaeffer Hall. You should learn the location of the Reserve Collection (where books for your course are kept for short term loans), media services (which includes a collection of movies on video, current newspapers and microfilm readers), the card catalog and computer catalog terminals, the reference room, the collections of periodicals, the book stacks (including the special undergraduate collection), the electronic reference collections, the map collection, government documents, special collections of rare and fragile books, and the Iowa Women's Archives (see page 20).

The library has many quiet places to study, and banks of computers on which to do email and access the web. While it is possible to access the catalog of the main Library from a distance, there are many advantages to working quietly in the card catalog, using reference tools, the National Union Catalog, and the many encyclopedias in the reference rooms, and browsing in the stacks. (Learning to use the resources of the main Library effectively is a major justification for our Introduction to the History Major course.)

The library is a critical resource for undergraduate course work in history. All history majors should become well-acquainted with its collections and with the finding aids and bibliographies, both on-line and on-the-shelf, that make its vast holdings accessible. Your instructors (both GIs and faculty) will be able to give you significant guidance and useful starting points for using the library effectively. But, you must also be prepared to invest time of your own getting acquainted with how to use it.

The library's reference department is set up to help you. Consultations with a librarian are available to students. To arrange an appointment, you can drop by the Information/Reference Desk, or call that Desk (335-5922 or 335-5429), or access the Web at http://www.lib.uiowa.edu/ref/, or use the library’s “Live Reference” service by going to http://www.lib.uiowa.edu/.
--OUR REQUIREMENTS AND OPTIONS:

THE MAJOR:

In 2003-04, the History Department made important changes in the requirements for the history major. These changes were made for two reasons. First, it believes that an outstanding undergraduate education in history demands that students learn about the history of a wide variety of world areas, and that they learn about more distant periods of the past as well as about modern history. For this reason, the new requirements raise the minimum course work which a major must do in each of our three world areas (American history, European history and non-western World history) from one course to two courses. In addition, the new rules require that majors complete at least one course which is devoted primarily to history before 1700. Second, the Department wishes to allow its majors to prepare for work in its advanced undergraduate courses by taking some of its less-advanced survey courses. For this reason, the new requirements will for the first time allow students to count up to two Western Civilization or Asian Civilization courses towards fulfillment of the History major.

All History majors will now follow the requirements listed below:

**REQUIREMENTS FOR MAJORS**

(Changes in the requirements are in **bold italics**.)

**Courses:**
- Minimum GPA of 2.0 in courses counted toward the major
- **36** semester hours of History Courses
  - **These 36 semester hours may include a maximum of two of the following courses:**
    - Western Civilization I, HIST:2401 (016:001)
    - Western Civilization II, HIST: 2402 (016:002)
    - Western Civilization III, HIST:2403 (016:003)
    - Civilizations of Asia: China, HIST:2602 (016:005)
    - Civilizations of Asia: Japan, HIST:2604 (016:006)
    - Civilizations of Asia: South Asia, HIST:2606 (016:007)
    - India Now! Bollywood to Global Terror, HIST:2609 (016:009)
  - **Important note:** These courses may be counted both toward the history and major and also toward fulfillment of General Education requirements.
  - At least 30 semester hours must be in courses numbered above 16:040.

The 36 semester hours in history courses must include:
- *Introduction to the History Major* (HIST:2151) - 3 semester hours
- Minimum of 18 semester hours taken at The University of Iowa
- Minimum of **two courses each** in European (16E), non-Western (16W), and U.S. (16A) History
  - **At least one of the two courses in each of these areas must be numbered 16:100 or above**
- **Minimum of 3 semester hours in pre-1700 history.** A list of the courses which fulfill this requirement is found below. A course taken in fulfillment of this requirement may also be counted towards the requirement in American, European or non-western world history.
- A maximum of **18** semester hours of American History counted toward the major

**Portfolio:** The portfolio consists of three graded papers from history courses which show the development of your skills. (One of these papers is to be from the *Introduction to the History Major* course.)

**During your last semester before graduation, you must enroll in HIST:3193 (016:193).** You must submit these papers via the course ICON site for your advisor to review. This should be done early in the semester in which you plan to graduate. For more information on the portfolio, go to pages 9-10 of this handbook.

*(Apply for Graduation: Registrars’ Office, 1 Jessup Hall)*
The Pre-1700 Requirement: The new requirement that majors take at least three semester hours in history before 1700 must be fulfilled by completing one of the following courses:

- HIST:2401(16:001) Western Civilization I
- HIST:2402(16:002) Western Civilization II
- HIST:2602(16:005) Civilizations of Asia: China
- HIST:2604(16:006) Civilizations of Asia: Japan
- HIST:2606(16:007) Civilizations of Asia: South Asia
- HIST:2461(16:045) Middle East and Mediterranean: Alexander to Suleiman
- HIST:4220(16A:131) The Frontier in American History to 1840
- HIST:4270(16A:161) Colonial North America, ca. 1600-1775
- HIST:4400(16E:100) The Roman Empire
- HIST:4401(16E:101) Ancient Egypt and the Ancient Near East
- HIST:4404(16E:104) The World of Ancient Greece
- HIST:3405(16E:105) Engineering in Ancient Mediterranean
- HIST:4406(16E:106) Warfare in Ancient Mediterranean Society
- HIST:4407(16E:107) The Hellenistic World and Rome
- HIST:3409(16E:109) Medieval Civilization I
- HIST:3410(16E:110) Medieval Civilization II
- HIST:4417(16E:111) Medieval Intellectual History 300-1150
- HIST:4418(16E:112) Medieval Intellectual History 1150-1500
- HIST:4411(16E:113) Economic and Social History of Medieval Europe
- HIST:4423(16E:116) Ireland in the Early Middle Ages
- HIST:4412(16E:117) History of the Medieval Church
- HIST:4426(16E:118) The Transition from Manuscript to Print
- HIST:4426(16E:119) Women, Power, and Society in Medieval Europe
- HIST:4910(16E:120) The Book in the Middle Ages
- HIST:4427(16E:125) Society and Gender in Europe 1200-1789
- HIST:4431(16E:131) Early Modern England
- HIST:4419(16E:139) Ancient and Medieval Science
- HIST:4510(16W:111) Colonial Latin America
- HIST:4710(16W:120) Pre-Colonial African History
- HIST:4724(16W:124) Crossing the Indian Ocean
- HIST:4810(16W:172) Japan-Age of the Samurai

Some Important Points About Course Requirements Under Both Old and New Requirements:

- Transfer work and study abroad courses in history that meet University of Iowa expectations can be counted toward the major. Under the old requirements, a maximum of 15 semester hours of transfer or study abroad credit may be counted towards the major. Under the new requirements, a maximum of 18 semester hours of transfer or study abroad credit may be counted towards the major.
- Guided Independent Study (GIS) history courses may be counted towards the major under both the old and new requirements. All GIS courses must be approved in advance by the department.
- CLEP (College Level Equivalency Program) and Advanced Placement credits cannot be counted towards fulfillment of the major. This is true both under the new requirements and under the old requirements.
- The pass-fail option cannot be exercised in history courses counting towards the history major.

Regarding the Distribution Requirement: To identify the regional focus of courses, note that undergraduate courses are listed in the Catalog and in the Schedule of Courses in four categories: United States history (prefix 16A), European history (16E), non-Western or world history (16W) and topical courses that have no area designation (016). The last may be designated as US or non-US depending on content, for purposes of counting course distribution, by consultation with your advisor.
**Introduction to the History Major (formerly the Colloquium):** Once you declare yourself a history major--this generally happens in the sophomore year although you can declare at any time after admission--you will be assigned a history advisor. Your departmental advisor will steer you to one of the sections of *Introduction to the History Major* (register for a section of HIST:2151). These are key introductory courses: they have small enrollments (15 or fewer students), they emphasize essential skills such as reading, writing, and arguing, they introduce you to work in the Main Library, and they are usually restricted to history majors. Every semester, three to six sections are offered. The subjects change from semester to semester, and nearly every faculty member in the department teaches one from time to time. (Graduate instructors [TAs] do not teach these courses.) As a result, when they begin their work in history, majors have the opportunity to be taught by and confer directly with professors. (Exceptionally, students in the History Honors program can substitute a graduate readings course for the *Introduction to the History Major* course requirement with the permission of the Honors Advisor and the professor directing the graduate course.)

The *Introduction to the History Major* courses are intended to be the foundation of your learning as a history major. This is where you will acquire--or perhaps embellish--the historian's basic skills. In addition, one of the essays you write while in the course will be included in the portfolio of papers that you submit to your advisor before graduation.

- Short descriptions of the *Introduction to the History Major* sections are prepared by instructors in advance of registration and can be perused in the departmental office and in *The Liberal Arts Guide to Courses*.
- At least one Introduction course section each semester focuses on Non-Western or World history, one on European history, and usually more than one on American history. The subtitle listed on ISIS for each section will help determine the focus of the course.
- Sometimes an Introduction course section will have a topical rather than a geographical focus--for example, economic, medical or gender history.
- Individual faculty members frequently change the emphases of their sections.
- Sections of the *Introduction to the History Major* course are for three credits and count towards the distribution requirements. (So if you take an Introduction section that focuses on U.S. history that limits your other U.S. history courses to 4 three-credit courses.)

**The Portfolio:** Every department needs a yardstick to measure how well its instructional program is working, and the History Department has settled on a close scrutiny of students' essays as its method of evaluating performance. The portfolio is the History Department's measure of educational "outcome." While other departments employ standardized tests, or rising and falling grade point averages or exit interviews as measures of "outcome," our department considers essay writing to be the prime indicator of students' analytic and expressive attainment. We expect that your written work will improve over time as you receive more instruction in history.

The portfolio requirement poses no risk to graduating students. Your advisor will not re-grade your papers, and the portfolio will not affect your grade point average. It is your responsibility to provide three graded History papers, including one paper from your *Introduction to the History Major* course. The student should begin saving the graded papers early in their major, to avoid last minute difficulty in locating the papers. It's important to understand that advisors have up to 30 advisees, so don't wait until the last minute.

The History Department Office staff in 280 SH will scan your papers for you when ready. They can be loaded to a flash drive or emailed to the student. The preferred document type to upload is a PDF.

**During your last semester before graduation, you will register for a zero credit hour course, HIST:3193 (016:193), and the portfolio documents will be submitted to the course ICON site for your Academic Advisor to review.** Once your advisor approves the portfolio, the Graduation Analysis Office will be notified that the requirement has been satisfied.

The History Department will send students with Senior status, an email reminder about registering for HIST:3193 prior to the Early Registration periods in the fall and spring semesters.

Things to remember about the portfolio:

- Register for HIST:3193, Undergraduate History Portfolio, 0 s.h. course, in last semester before graduation
• Graded original papers with instructor’s comments are required
• The Introduction to the History Major paper must be included
• Timeliness is helpful. Late submission of the Portfolio—for example, in the dizzying last week before graduation—will make evaluation more difficult.
• For students doing honors, for purposes of portfolio evaluation, the honors thesis along with an Introduction to the History Major paper is enough.
• The paper should have the course, instructor, and semester the paper comes from identified on the first page.

Capstone Courses Opportunities: Juniors and seniors who are nearing completion of their history major requirements may register for an additional credit hour in conjunction with one of the department’s designated, popular 100-level courses. For this additional credit, history majors meet on a weekly basis in a separate discussion section of the course. The section meetings provide an opportunity for students to explore in greater depth some of the issues raised in the readings and lectures for the course. History majors who earn the 4th (capstone) credit may also work on somewhat more substantial papers and have the opportunity to present their work to others in the section. The section is led by an experienced graduate instructor under the guidance of the course instructor.

Apply to Graduate: Finally, although this is not a History requirement per se, students need to be reminded that they must apply for their degree by filling out the proper forms at the Office of the Registrar, 1 Jessup Hall before the appropriate date.

Keep us informed: If you’re applying for graduate school or Law school or just applying for jobs after graduation, it is useful for us to know that. You never know what knowledge of opportunities we may be able to pass on to you. Moreover, we’d like to be able to forward newsletters to you, announce your achievements, and possibly let you get in touch with future undergrads that are thinking of following similar career paths.

SHAPING YOUR MAJOR

You can complete all your requirements for a BA degree in history in four years. Timeliness in completing your degree is certainly an appropriate consideration in planning an undergraduate program. But speed isn’t everything. There are some circumstances such as studying abroad when your goal is to attain foreign language fluency, or the delay caused by catching-up when shifting from another major into history, that may justify an additional semester or two of study. In fact, many history students who work part-time or take less than a full load (15-16 semester hours) each semester or come to history after switching majors or transferring from another institution will take longer than four years. With careful planning along the way you will be able to graduate in four years, but for history majors that means taking courses for the major before your senior year. Moreover, mixing history courses with electives will allow you to shape your major to emphasize those topics you’ve become excited about.

Being realistic about course load and work obligations can prevent you from registering for courses from which you then feel forced to withdraw in the middle of the semester. Work hard but don’t attempt to do so much that you set yourself up for failure. Consultation with your advisor can help you to juggle work, class, and study obligations, and plans to graduate in a timely manner. It’s so much better to come earlier and talk about how to make things work. Our faculty have enormous respect for how you are trying to get it all done.

Students often ask us, “am I better off taking all the available courses in one or two areas (for example, in the history of Europe or history of science), or should I spread my net more widely and take a broad sampling?” Think about sequences of history courses that build upon each other and that resonate with other interests and skills that you have developed in other departments. For example, it makes sense to take a course on the "Contemporary US, 1940 to the Present" after taking "American Society, 1850-1917" and "The New Deal, 1929-1940," or to take a course on "The Nazi Era" (an era of merely twelve years) after taking broader courses such as "Germany, 1786-1914" and so forth. Matching your foreign-language skills with your geographic interests results in a certain synergy; instructors in French history or Japanese history, for example, are bound to be impressed by a student who offers to consult foreign-language sources for an assigned paper, but knowledge of a foreign language is never required in an undergraduate course.
Advisors will encourage you to meet your College of Liberal Arts foreign language requirement in a way that relates to your geographical and cultural interests. If, for example, French history is your passion, then you will be encouraged to study the French language. Alternatively, if you already have a working knowledge of French, it makes sense to choose at least some French history courses that will benefit from your language skills. Advisors will also encourage you to pursue study abroad opportunities that accord with your foreign language and historical-geographical interests. All things being equal, wouldn't you like to polish your study of French history with a semester of study at the Sorbonne in Paris or to further pursue Japanese history in Tokyo? (See Study Abroad below.)

The University offers all entering students a "Four Year Graduation Plan" in an effort to speed up completion of their degrees. Students who participate in the Plan promise to stay "on course"—they must pass regular “checkpoints” in meeting requirements for the major and must finish a certain percentage of their overall required hours every year. The four-year plan will not provide for a specific course to be offered in any year, however, and it is important to discuss which courses are more likely to be available again (if you can’t take them now) with your advisor.

Petitioning: Large institutions and their subordinate parts—such as history departments in state universities—have complicated regulations that are sometimes inappropriate to individual circumstances. For this reason, it is a normal practice for students to petition higher authorities after other efforts have been exhausted to gain relief from the too-rigid application of a rule or regulation. Petitions—which can be addressed to faculty members, to the chair of the department, to the dean of the College or even to the President of the University—should be brief and neatly typed. Because petitioning in an academic setting is not an appeal for mercy, but an exercise in rational persuasion, petitions should consist of concise statements of the problem, well-made arguments, and proposed solutions. If you have doubts about whether a petition is appropriate, talk with your advisor or other professor.

HONORS PROGRAM

Honors in History: Through the Honors program, the History Department provides outstanding students with opportunities to enhance their History major. Honors majors who complete all requirements will graduate "with Honors"; this designation appears on their transcript. The basic requirement for admission to the departmental Honors program is the same as the requirement for the University Honors program: maintain a 3.33 GPA or higher while at the University of Iowa. (Occasionally, when a student's work in history courses is superb, the overall GPA standard can be waived by petition; in practice this often happens when you are numerically really close.) Students who want to join the history Honors program should contact the department's Honors Advisor—currently Professor Jeffrey Cox (Jeffrey-cox@uiowa.edu).

Honors students in history write an Honors thesis—an extended research paper (30-40 pages) completed during the spring of junior year and fall of senior year. The research for the thesis is done under the supervision of a faculty advisor whom the student has chosen and who specializes in the desired field of research. This is a voluntary relationship on both sides which the student must initiate. Your faculty advisor for the Honors project (who may be different from your regular advisor) will aid you in the conceptualization and development of the research and will point you toward relevant primary and secondary sources. He or she will also read drafts of your essay as it is being written. The responsibility for meeting the firm deadlines for participation in the Honors program, however, falls on the student. This is made easier by the Honors Seminar.

While working on Honors theses, students attend the Honors Seminar, which they join by registering for Honors Research and the Honors Thesis HIST:3995(16:091) and HIST:3396(16:092), for three credit hours each semester over two semesters. The faculty Honors advisor directs the seminar. There is no Honors Seminar in the summer, but faculty advisors may agree to supervise research towards honors in the summer.

When the Honors thesis is complete, it is presented to a meeting of an examining committee of three faculty members, one of whom is the faculty advisor. The student is asked to respond in person to questions about the thesis from this committee. The thesis is then graded and that grade becomes the course grade. Each year the Department awards a monetary prize for the most distinguished Honors thesis. Other prizes offered by the University are also possibilities.
Apart from the pleasure and challenge of researching and writing a paper that is more sophisticated and often more personally compelling than papers for other classes, applications to graduate and professional schools are strongly enhanced by submitting an Honors thesis as a writing sample. Honors graduates generally report that the experience of preparing a thesis was important to them—in strengthening their writing, honing their thinking skills, and developing a substantial independent project.

Honors theses are bound and kept permanently in the library of the Blank Honors Center. We also keep copies in the Department. Because the thesis is such an important component in graduate and professional school applications and for other logistical reasons, Honors is optimally done in two semesters.

The 6 hours of credit in the Honors Seminar count toward the 30 hours required for majors. For some majors, however, honors thesis will be done in addition to these 30 hours of course work. In addition honors students may receive honors credit for any course they take by negotiating an additional assignment with the instructor and filing a record of this agreement on a special form supplied by the Honors Program office. Normally, the additional assignment involves writing a more sophisticated essay than is part of the regular course assignment. An extended term paper of this sort is also an opportunity to "try out" an Honors thesis topic before committing oneself to devoting a full year to it.

There are several fellowship opportunities available for honors students. Check with the Honors Program for a complete list. Our department offers the Burke Fellowship for history majors who wish to do research or course work (including language training) in Europe as part of their honors project. The deadline for applications for the Burke Fellowship usually falls in mid-spring term. Check with the Department office (280 SH) for details.

To give you an idea of what is done, here are the names of a few Honors Theses written in the past several years:

- Shee Soe Offending: Bastardy and Fornication Crimes in the Colonial Courts of Virginia and Massachusetts, 1640-1750, by Jennifer A. Blair, advisor: Professor Kerber.
- For the Relief of Suffering and the Cure of Disease: Homeopathic Drug Provings and Scientific Change in Early Twentieth Century America, by Aimee B. Calvert, advisor: Professor Lawrence.
- Patriotism or Profits? The Japanese Shipping Industry During the Industrialization of Japan, by Scott Perrin, advisor: Professor Vlastos.
- The Romanization of the Borders: Romanization in Britain, by Heather Pundt, advisor: Professor Tachau.
- A Lynching in Hardin County, Iowa, by Raymond M. Tinnian, advisor: Professor Stromquist.

MINOR

Any student who completes at least 15 semester hours in history with a grade-point average of 2.00 may earn a minor in History. Twelve of the 15 semester hours must be in advanced courses taken at the University of Iowa. For the minor, all courses numbered above HIST:3000(016:080) are regarded as advanced.

HISTORY CLUB

In some semesters a History Club is active among majors. Faculty are happy to assist, but its health depends on the undergraduates who are involved. If you’re interested, contact the Director for Undergraduate Studies.
FACULTY AS ADVISORS

How Advisors are Assigned: Advising in the History Department is decentralized, and each professor has between two and three dozen majors as advisees. You are assigned an advisor when you declare the major. If you have a strong preference, let us know that. If you are unhappy with your assigned advisor, you can make the change without having to give an explanation to anyone. To change your advisor, speak either with one of the staff in the Department office, or with the Director of Undergraduate Studies.

What You Can Expect from Your Advisor: Your faculty advisor will respond to any academic matter you bring up. There is a file of up to date information about your academic progress kept in the department office. He or she will assist you in selecting courses, in meeting departmental and collegiate requirements, and in interpreting the graduation analysis forms sent by the Registrar each semester. Advisors are helpful sources of University-related information and will try to find answers to perplexing questions about resources, regulations and specialized services, but they may also need to refer you to others about non-history degree requirements. Advisors are knowledgeable about the postgraduate study of history in our Department and in other institutions, and they may be able to tell you about the employment prospects of history BAs.

While your advisor usually knows a bit about you based on classroom experience, an advisor is not a life counselor and is not the appropriate person to advise you about deeply personal matters. But your advisor is your advocate: he or she will write letters and make telephone calls to try resolve difficulties with other instructors, administrators and, in exceptional cases, with parents, and can often help get you quickly to a counselor or to other help, when necessary.

You should see your advisor at least once each semester during the pre-registration period. Needless to say, we can only give our best opinion on issues beyond the major. For definitive resolution of non-history matters, we can direct you to an appropriate person to ask.

Office hours for each faculty member are posted in the Department office. They change from semester to semester, they do not apply to vacations or semester breaks and they are often expanded during the few days before pre-registration (often with advising appointments on the door). However, faculty can be sick, have a car break down, or go out of town for a conference. Always check with the staff in the Department Office if your advisor is not in his/her office. Faculty are not usually available for advising in the summer. In fact most history faculty do not teach summer school. If a question arises in the summer and your advisor is not available, the usual person to consult is the summer DEO or chair of the Department.

Letters of Recommendation: Advisors will, if asked, write letters of recommendation on the basis of their personal knowledge of you and on the basis of the information in your file. Letters of recommendation are, along with your grades and standardized test results, the most powerful evidence that employers, recruiters and graduate or professional schools (law school, medical school for instance) can obtain about your academic accomplishments. Such letters are most effective if written by instructors who know you well as a student and who can be relied on to say favorable things about your skills and promise. Advisors will also help you to consider who else among your instructors might be asked to write an effective letter.

- In general, any instructor who has given you high grades in more than one upper-level history class is a better prospect for a recommendation than your advisor, who in many cases will not have taught you. You need to be realistic in your expectations and not confuse a pleasant instructor’s manner with a willingness to over-praise you: a faculty member who has given you a C grade or less will not tell a graduate admissions committee or prospective employer that you walk on water.
- You can ask to see a copy of any letter sent on your behalf. Some instructors, however, prize confidential communications and may refuse to write a recommendation unless you waive your right to examine it.
- Keep your papers and exams from past courses! These may be important evidence needed to remind a professor about the quality of your work. Indeed, you should have a portfolio of these materials for all your courses.
Finally, there is a well-established etiquette in asking for letters of recommendation—not just from advisors or history professor—but in general:

a. One must ask before listing someone as a reference and one should ask soon enough to allow a reasonable amount of time to have good letters written. A good rule of thumb is to make the preliminary request from a professor about 4 to 6 weeks before the letter is due.

b. You need to provide documentation to the letter writer. When you ask for the letter, make sure you get your advisor or professor to discuss with you what materials will be needed—perhaps a paper from the course you took with him or her, a complete transcript, or a draft of the personal essay for your application to graduate school. Do not expect that she/he can remember.

c. You will need to deliver to him or her the necessary forms with stamped and addressed envelopes for each place to which a letter needs to be sent. Bring the materials all at once rather than piecemeal. If there will be more than one application, it is best to provide all the applications in one batch.

d. Your efficiency in providing all the materials to the professor in one package—so that all the letters can be written at once—will be appreciated. Indeed, when this is done well, it is often commented on as a positive quality in letters that get written for successful candidates.

A Note on Consulting with Faculty, Visitors, and Graduate Students:

Undergraduates sometimes feel more comfortable conversing with graduate instructors than with professors because they are closer to them in age and experience. For a number of reasons, though, you should try to overcome feelings of shyness and make the personal acquaintance of your professors. Graduate students are professors-in-training.

Professors have more experience, know more about their special fields, and are more likely to write effective letters of recommendation than graduate instructors and they'll be easier to reach than visitors. Professors and graduate instructors alike, however, all lament the fact that students too often fail to take advantage of office hours. Contrary to a deeply rooted student myth, instructors do not regard discussions outside the classroom as illegitimate efforts to bolster grades. On the contrary, most instructors will relish the chance to discuss historical matters in greater depth, to clarify a point of mutual interest, or to share comments.

A list of regular faculty and a list of visitors to the department are found at the end of this handbook. Skim through it to find out about the research specialties of the department; to get a sense of how someone will teach a course you’re thinking of taking; to think about an honors’ thesis; to find out about special opportunities for courses offered by visitors, who are not usually part of the department; or simply to get an impression of the remarkable accomplishments of its faculty that make the University of Iowa History Department such an outstanding department in this institution.

We are proud of the books and articles we publish, but we’d be the first to acknowledge that one of the ways that we make sense of our data is when we try out bits of new ideas on our undergraduates. Our research informs our teaching, our teaching informs our research, and our students are not just sounding-boards, but active participants in the very mutual exchange of interpretation—which is what history in this department is at the beginning of the new millennium. Students are part of an endeavor to understand the past, and through their questions they contribute frequently to our advance of knowledge. Don’t hesitate to come and ask questions of our faculty, graduate students, and visitors.

OUR PARTNERSHIPS:

Secondary-Education Licensure Training

The Department closely cooperates with the College of Education to prepare students to teach history and social studies in Iowa schools. In fact, our majors make up the largest proportion of the University’s social studies education program. Majors who participate in the Teaching Education Program in history have the same overall requirements as other majors (36 semester hours) but they must distribute them more carefully. 15 hours must be taken in U.S. History and 15 more in World History (which includes both the courses prefixed 16E and 16W and general courses without a lettered prefix, such as Women's History, Military History or the History of Medicine). In addition, they are required to take 15 hours in one other Social Science (American Government, Political Science,
Anthropology, Economics, Geography, Psychology and Sociology). It is important to find out about requirements early because careful choices need to be made about general education courses, for instance in science.

The College of Education's advisors for history majors who are contemplating the Teaching Education Program is Professor Greg Hamot. Majors are welcome to visit him on a walk-in basis during office hours or by appointment. Prof. Hamot's office is N283 LC.

History majors cannot apply to the Teaching Education Program until they have completed at least 30 semester-hours of study (in all fields) at UI. The minimum requirement for admission to the Program (beginning in fall 1997) is a GPA of 3.0 UI and cumulative on all coursework completed at the time of application, but a higher GPA is often necessary. Applications for admission are due by March 1 (fall semester start) and October 1 (spring semester start) each year, but they will be accepted on March 15 and October 15. You need letters of recommendation (see discussion above), and it is useful, again, to talk to the College of Education before you apply.

**Study Abroad**

The University accredits numerous Study Abroad programs and nearly every course taken in a foreign institution is directly credited toward your degree requirements. Foreign study does some very predictable (and very enriching) things such as helping you to see the U.S. from another perspective, learning to make friends with people whose outlook may be quite different from your own, and adding useful skills to your repertory such as handling foreign money, learning how to eat and drink more diversely, and navigating unfamiliar terrain. Although studying abroad does impose some additional expenses such as airfares, visas and immunizations, the overall cost may in some instances be less than staying in Iowa City.

In the past only about two history majors in a hundred went abroad for foreign study, but this is rapidly changing. The Department encourages foreign study and has recently committed itself to doubling the proportion of majors studying abroad. Advice concerning Study Abroad can be obtained from the Office of International Education and Services (see below). Paperwork is involved. A blue form must be filled out while you are getting ready to go, and your courses must be treated as transfer credits when you get back. This is, however, a small price to pay for an extremely enriching experience.

Opportunities for study abroad are many and present a wide range of options. Here is an overview of some specific possibilities: Students interested in study abroad should consult with the Study Abroad Advisor in the Office for Study Abroad, 1117 UCC (hours: 10:00-12:00, 1:00-4:00 PM weekdays.). To schedule an appointment: telephone 335-0353.

Majors committed to a particular field can take advantage of reciprocal exchanges to one of four partner schools in the UK. On this one-for-one trade, cost remains comparable to regular UI tuition and living costs in the residence halls and US students attend university classes from the regular curriculum alongside the British students. The year program, open to juniors or seniors, follows the British calendar October through June, with long breaks in December and March.

Programs for semester study are, generally speaking, group programs whose cost varies depending on location, sponsor, etc. Some options with instruction in English include study in Wales, in Northern Ireland, in Australia and in some less familiar sites: Malta (at a crossroads of ancient and modern Mediterranean history), Iceland (and a chance to soak up the spirit of the Viking discovery of North America), a fall semester in Mysore (where classical India dynamically coexists with the modern) or study in Thailand or Vietnam (affording a special introduction to the pacific rim). Programs to China can take students either to the urban sprawl of Beijing (requiring some prior language coursework) or to Chengdu in fertile Sichuan province and easy air access to Tibet (open to all language levels including beginning.). Students can also study West African health issues in Gambia or Zulu at the University of Natal in South Africa.

For students with a certain level of foreign language proficiency (having completed coursework at third year level at Iowa), semester programs would offer history (and other liberal arts subjects) in special program classes, taught by local professors in the foreign language, though aimed at non native speakers who also would not have the common background of those raised in the culture. Such programs exist in France, Germany and Italy. Council programs in Chile or Argentina permit study at the prestigious FLACSO (Facultad Latino Americana de...
Ciencias Sociales). Programs in Spain include either study in the Basque country, with exposure to the region’s unique history and cultural independence, or study with faculty from the University of Seville, which includes the Archivo de Indias and is the foremost center in Spain for study of the history of Spanish America.

Other options on the reciprocal exchange model (cost comparable to UI tuition, room and board) include universities in France, Germany, and Italy for students sufficiently proficient to make it possible to follow regular coursework and take exams in the foreign language. Otherwise several Dutch universities offer excellent history selections taught in English, universities in Finland offer interdisciplinary programs on Eastern European, Russian, Karelian and Baltic Studies.

And finally, for the independent, resourceful student not-for-credit programs can provide the basis for independent study under a UI professor they have already taken some preliminary courses with. La Sabranenque language program in Provence, for example, provides a unique opportunity to spend four months in the heart of rural France. Volunteer programs can take students into other rural communities, providing the chance to come face to face with living history.

Scholarships Available for Study Abroad:

- **Presidential Scholarships for Study Abroad**
- **Naomi Gunderson Scholarship for Foreign Language Study Abroad**
  For a UI undergraduate to develop advanced proficiency in a foreign language. Preference is given to students studying abroad for an entire academic year.
- **Stanley Undergraduate Scholarships for international Research**
  Several awards of varying amounts are made to students pursuing research projects while abroad.
- **Burke Fellowship**
  The History Department annually awards several fellowships to History majors who are writing senior honors theses. These fellowships are intended to be used by honors students to travel to Europe, usually in the summer preceding their senior year, to conduct research and take part in academic programs that will enhance the quality of their honors project. Programs might include language study, course work in foreign universities, museum internships, archaeological digs, guided research programs, or other forms of study related to the student’s thesis subject. The thesis itself need not be on a European topic. The amount of the fellowship may vary from year to year. Applications can be obtained in the History Department office.

Area and Interdisciplinary Programs

Several interdisciplinary programs complement the study of history and extend our own departmental strengths. We urge majors to examine carefully these programs when registering for courses. History faculty who are appropriate contacts are given in parentheses in the short descriptions that follow:

- **African-American Studies:** this program combines the study of Africa with the African Diaspora in the Americas. Information about these programs may be obtained from the African Studies office in the International Center and the African-American World Studies Program in the English-Philosophy Building (for addresses and telephone numbers see below). History majors should note that numerous courses in African and African-American studies are cross-listed with History and count towards both the History major and towards the African/African-American major and certificate programs mentioned here.
- **African Studies:** The university offers courses on Africa in many fields and disciplines. The departmental contact is Professors Giblin and Stockreiter.
- **Center for the Book:** The University of Iowa Center for the Book is an interdisciplinary program for the study and practice of traditional and nontraditional book arts and for study of the book as a cultural and historical artifact. The center provides a unique configuration of workshops designed for personal work or artistic collaboration and offers an academic and scholarly program that complements the
workshops by focusing on the book’s history, its role in culture, contemporary theoretical approaches to its study, and related research. The departmental contacts are Professors Kamerick, Tachau, and Berman.

- **East Asian and Pacific Studies:** The University has considerable strength in East Asia History and Culture. In addition to specialists in the Department of Asian Languages and Literature who offer undergraduate courses in language, literature and culture of Japanese, Chinese and Korean peoples, there are Japan area specialists in the departments and programs of Anthropology, Comparative Literature, and Film Studies and in the School of Religion; China area specialists in the departments of Art History, Comparative Literature, Sociology and in the School of Religion; and Korean specialists in the departments of Sociology and Political Science. The Main Library has a modest collection of primary and secondary literature in all three areas suitable to the research needs of undergraduate history majors. The departmental contact is Professor Vlastos.

- **Global Health Studies Program:** The Global Health Studies Program offers courses for students who are interested in careers in or related to international health and the environment. Career counseling, scholarships and internships are available to qualified undergraduates. The departmental contact is Professor Greenough.

- **International Studies:** The International Studies major combines a wide array of opportunities in the humanities and social sciences including not only history, but also other disciplines such as economics, journalism, political science, art and art history, anthropology and many more. For more information, see the International Studies web-site at [http://clas.uiowa.edu/international-studies](http://clas.uiowa.edu/international-studies).

- **Latin American Studies:** The History Department has two Latin Americanists, and several dozen others are found within other social science, humanities, and Spanish and Portuguese departments. A dozen study abroad opportunities exist for History majors to study history, literature and social sciences in Spanish and Portuguese-speaking settings of Central and South America.

- **Literature, Science and the Arts:** The LSA program offers an interdisciplinary BA that can be combined with history as a double major. It requires the study of topics in (a) the natural and social sciences, (b) philosophy, religion, and history, (c) literature and fine arts. LSA classes are taught in small classes with two or more professors; there are no teaching assistants. LSA courses emphasize the special contributions of the disciplines, while focusing on important problems of value and judgment in contemporary life. The departmental contact is Professor Greenough.

- **Medieval Studies: Certificate in Medieval Studies** may be earned by any undergraduate student, who completes a minimum of 24 semester hours in medieval studies course work from at least three departments and demonstrates facility in a medieval language. Required Courses are: HIST:3410(16E:110) Medieval Civilization, offered by the Department of History (3 s.h.); and ENGL:3226(008:101) Literature and Culture of Middle Ages, offered by the Department of English (4 s.h.). The departmental contacts are Professors Berman and Tachau.

- **Museum Studies:** Students can develop a major in Museum Studies by working through the majors program which is offered by the Division of Interdisciplinary Programs. The Director of Interdisciplinary Programs is Professor Helena Dettmer. The academic advisor for Interdisciplinary Programs can be contacted at 409 Jefferson Building (telephone: 335-3630).

- **Russian, East European and Eurasian Studies:** The interdisciplinary program in Russian, East European and Eurasian Studies (REEES) is designed to improve and expand the systematic training of undergraduates in area studies of Russia, the Commonwealth of Independent States, Eastern Europe, and Central Asia. The REEES program, which awards its own BA degree but offers course work to students from many majors, draws its faculty from departments of economics, history, law, political science, Russian, social work, and journalism and mass communication. History majors who complete a joint major in the REEES program and who have good Russian language skills are admitted to the best graduate schools in the US, and they find employment in a broad range of academic, private sector, and governmental organizations. The departmental contact is Professor Michaels.
- **Sexuality Studies Program**: Sexuality Studies is broadly interdisciplinary. Its practitioners study the operation of sexuality across the full range of human endeavor. While these operations have to be understood in relation to others, especially those of race and gender, they are fundamentally different and thus require their own method and lines of inquiry. Recognition of sexuality as a historical force and an analytical category not only adds to existing bodies of knowledge, but also transforms them. Undergraduates will be able to earn a certificate in sexuality studies by taking at least 18 hours of credit with a GPA of at least 2.00 in courses chosen from the list of required and elective courses approved by the Sexuality Studies Program. The departmental contact is Professor Heineman.

- **South Asian Studies Program**: The history major can be easily combined with a second major in South Asian Studies to take advantage of the University's interdisciplinary resources in the languages and literatures as well as the social sciences of India and nearby nations. Study abroad opportunities exist at several Indian universities and in Nepal, and competitive travel-study scholarships are available to qualified students. The History department organizes the multi-sectioned course, “Civilization of Asia: South Asia” HIST:2606(16:007), which is strongly urged upon majors interested in India to fulfill their historical perspectives GER. The departmental contact is Professor Greenough.

**The Career Center**:

Contact person for History students: Melissa Fitzgerald and Jenny Noyce  
Location: C310 Pomerantz Center.  
Telephone: 335-1023.  
Web site: [www.careers.uiowa.edu](http://www.careers.uiowa.edu)

The Career Center is strongly interested in History students, and has recently increased its programs for them. It is a good source of advice and information when you are thinking about investigating careers, combining your major with other skills and interests, considering internships and a wide variety of other opportunities, and preparing on-line resumes.

Students can explore many of these opportunities through a variety of internship programs at, among others, the University of Iowa Women's Archive, the University of Iowa Hospitals and Clinics Medical Museum, the State Historical Society, the Heritage Museum of Johnson County, the Herbert Hoover Museum and Presidential Library, the African American Historical Museum and Cultural Center, the Labor Heritage Foundation, the Washington Center in DC, the Cloisters in New York City, and many other places. To discuss internship opportunities, talk to the Director of Undergraduate Studies and David Fitzgerald.

**ARCHIVAL DEPOSITORIES IN IOWA CITY AND THE AREA:**

**State Historical Society**: The State Historical Society of Iowa has two principal offices: one in Iowa City and one in Des Moines. The Iowa City building, the Centennial Building (so named because it was supposed to be completed in 1957, Iowa's Centennial year, although it wasn't actually finished until 1960) located at 402 Iowa Avenue, is home to a research library, special collections, and the publications department. The Library contains approximately 140,000 books and periodicals pertaining primarily to Iowa history and genealogy, along with a large collection of maps, microfilm and microfiche reels of census records, vital statistics, newspapers, etc., city directories, and countless other historical resources. The Special Collections department contains diaries, letters, photographs, oral histories, records of businesses and organizations, broadsides, etc.

The Library is open Tuesday-Saturday, 9-4:30; and the Special Collection area is open Tuesday-Friday, 9:4:30 (although special collections materials may be used on Saturday with prior arrangement).

**Iowa Women's Archives**: The Iowa Women's Archives collects letters, diaries, photographs, scrapbooks, audiotapes and videotapes, speeches, minutes, and oral histories of Iowa women and their organizations. Students and scholars use these unpublished materials to write research papers and histories. Some examples of collections are the records of the Iowa Cornets, a professional women's basketball team
(1978-80); the Women’s Resource and Action Center (WRAC) in Iowa City; the Emma Goldman Clinic for Women in Iowa City; and Hollywood film producer Marian Rees.

The archives document the public roles of prominent women, such as state legislators, but also the everyday lives and work of women farmers, athletes, homemakers, journalists, politicians, and other occupations. There are many collections of African-American women and of Iowa’s rural women. The items in the archives are unique. They require special protection and must be used in the archives reading room; they cannot be checked out. Archives staff can make photocopies of most materials; the fee is charged to your U-bill.

- Located on third floor Main Library
- Hours: Monday-Friday 9:00-noon, 1:00-5:00; Closed weekends
- Telephone: 335-5068  Website: [http://www.lib.uiowa.edu/iwa/](http://www.lib.uiowa.edu/iwa/)

The Herbert Hoover Presidential Library: Located only ten miles east from the UI campus at West Branch is the Hoover Presidential Library, whose museum offers varied exhibits covering the American presidency and 20th century society. The library’s collections contain the bulk of Hoover’s papers from the post-World War I years along with numerous manuscript collections of his many associates like Lewis Strauss, along with other papers of mainly conservative politicians, journalists, publicists, and business leaders prominent during the Hoover era, 1921-1964. The library is an important resource for students seriously engaged in modern American scholarship, and provides opportunities for internship experiences. From time to time, the library sponsors conferences and speakers on historical topics. Also, in reasonable proximity to Iowa City are the Truman and Eisenhower Presidential Libraries.

HISTORY IN CYBERSPACE

History students will find a wealth of resources on the World Wide Web. You will find many interesting collections of historical materials—including photographs, posters, editorial cartoons, government documents, and the like. In turn, the Web is an excellent source for basic information about other history departments, libraries, and historical archives, and it offers many interactive discussion lists of interest to historians. While it is perilous to try to summarize what is available in a medium whose content and organization are constantly changing, the following should serve as useful starting points.

All History courses will have an assigned ICON site. These can be found at [http://courses.uiowa.edu](http://courses.uiowa.edu).

For American history resources (on-campus and off-campus), you could also begin at the home page of the Center for Recent United States History at [http://www.uiowa.edu/~crush/index.html](http://www.uiowa.edu/~crush/index.html).

**H-Net** provides moderated discussion lists by subject area, and some of the subject areas (H-Labor, H-Women, H-Teach, etc) maintain home pages which archive discussion threads and provide subject-oriented links. The **H-Net** home page is at [http://www.h-net.org/](http://www.h-net.org/).

Other sites of interest include:

*The American Studies Web: [http://crossroads.georgetown.edu](http://crossroads.georgetown.edu)*

*The Library of Congress: [http://l.loc.gov/index.html](http://l.loc.gov/index.html)*

With online searching of the Library’s collections:
* The Library of Congress’s American Memory Project: [http://memory.loc.gov/ammem/index.html](http://memory.loc.gov/ammem/index.html) which includes online audio, photographic, and film exhibits.

* The National Archives: [http://www.nara.gov/](http://www.nara.gov/) with links to other archives (including the Presidential Libraries) and other government resources.

An International Guide to History Departments, many of which include their own links to outside resources, can be found at [http://chnm.gmu.edu/history-departments-around-the-world/departments/](http://chnm.gmu.edu/history-departments-around-the-world/departments/)

All of these sites can be accessed directly using the addresses listed, and they can be found by browsing from one of the suggested starting points.


COX, Jeffrey L. (Ph.D. Harvard University, 1978) Modern Britain. Publications: The British Missionary Enterprise since 1700 (2008); New Dictionary of National Biography [four original articles and two revised articles]-(2004); "Were Victorian Nonconformists the Worst Imperialists of All?" Victorian
Studies (Winter 2004); Imperial Fault Lines: Christianity and Colonial Power in India, 1818-1940 (2002); Contesting the Master Narrative: Essays in Social History, co-ed. with S. Stromquist (1998); The English Churches in a Secular Society: Lambeth 1870-1930 (1982). Grants and Awards: UI Collegiate Fellow Award, CLAS, 2008-10; UI Global Scholar Award, 2008-10; UI CLAS Executive Committee, 2003-05; AHI, 2004; President, Faculty Senate, University of Iowa, 2002-03; Pew Charitable Trust Research Enablement Grant, 1996-97; Chair, Department of History, University of Iowa, 1993-96; NEH Fellowship, 1983; UI Faculty Scholar, 1985-88. Work in progress: British and American Missionaries in the Punjab, 1880-1930.

ESPINOSA, Mariola (Ph.D. University of North Carolina at Chapel Hill) Mariola Espinosa is a historian of medicine and public health in the Caribbean. Her 2009 book, Epidemic Invasions: Yellow Fever and the Limits of Cuban Independence, 1878-1930, was awarded the 2007 Jack D. Pressman-Burroughs Wellcome Fund Career Development Award of the American Association for the History of Medicine. In 2010 she was recognized as the 2010 Virginia and Derrick Sherman Emerging Scholar. She is currently working on a book project that looks into medical understandings of fever in the British, French, Spanish, and U.S. Caribbean empires.


HEINEMAN, Elizabeth  (Ph.D. University of North Carolina 1993).  Women and Gender in Modern Europe, Germany.  


**Work in progress:** Race, migration, and gender in postwar Germany; and sexual consumer culture in West Germany from the end of the Second World War to the legalization of pornography in 1975.

HOENICKE MOORE, Michaela  (Ph.D. University of North Carolina, 1998) United States in the World, International Relations, and Modern Europe and the U.S.  


**Work in progress:** Research on exploration of transatlantic debates on American power after World War II and postwar patriotism as an expression of national identity relevant to the formulation and legitimation of cold war foreign policy.

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PARK, Alyssa (Ph.D. Columbia University) is a historian of modern Korea with allied interests in borderlands history, transnational migration and space, and empires in East Asia. Her current project traces the migration of Koreans to the Russian Far East and Manchuria in the nineteenth and twentieth centuries. By examining the intersection among global ideas about mobility and citizenship, methods of border control, and communities of Korean migrants, she explores the transformation of modern state borders and identity in northeast Asia. Prior to her arrival at the University of Iowa in 2011, she was a postdoctoral fellow at Yale and Harvard Universities. Grants and Awards: Kennan Institute 2013.

PENNY, H. Glenn (Ph. D. University of Illinois at Urbana-Champaign, 1999) Modern Europe, Germany, Colonialism and Empire, History of Anthropology. Publications: Kindred by Choice:: Germans and American Indians since 1800 (2013), Objects of Culture: Ethnology and Ethnographic Museums in Imperial Germany (2002); co-ed., Worldly Provincialism: German Anthropology in the Age of Empire (2003); "Red Power: Liselotte Welskopf-Henrich and Indian Activist Networks in East and West Germany" (2008); "The Fate of the Nineteenth Century in German Historiography" (2008). Grants and Awards: Humboldt Grant 2012, German Historical Institute, Washington DC Fellowship, Spring 2008; UI Career Development Award, Spring 2007; Zentrum für Zeitgeschichtliche Forschung, Center for Contemporary Historical Research, Potsdam Fellowship, 2007; George A. & Eliza Gardner Howard Foundation Fellowship, 2006-07; Charles Smith Book Award, European Section of the Southern Historical Association, 2004; 19th Century Studies Association Article Prize, 2003; William A. Douglass Book Prize in Europeanist Anthropology (Honorable Mention), American Anthropological Association, 2003; NEH Fellow, 2003-04; American Philosophical Society Grant, 2003; DAAD German Academic Exchange Grant, 2003; AHA Schmitt Grant, 2001. Work in progress: Book about the German Love Affair with the American Indian, about how Germans from a variety of social backgrounds generated and used ideas about Indians from the early 19th century to present.

PRIEST, Richard Tyler (Ph.D. University of Wisconsin, Madison, 1996) came to the University of Iowa in 2012 after eight years as Director of Global Studies at the C.T. Bauer College of Business, University of Houston. His primary interests are in the fields of energy, environmental, global, business, and public history. He has a joint appointment in the Department of Geographical and Sustainability Sciences, where he teaches a course on U.S. Energy Policy and assists in overseeing the Environmental Policy and Planning program. Dr. Priest’s research has long focused on natural resource development and trade in the global economy. Publications: Global Gambits: Big Steel and the U.S. Quest for Manganese (Praeger, 2003),


STORRS, Landon (Ph.D. University of Wisconsin, Madison, 1994) specializes in twentieth-century U.S. social and political history, particularly in the history of women, social movements, and public policy. Her first book, Civilizing Capitalism: The National Consumers’ League, Women’s Activism, and Labor Standards in the New Deal Era (University of North Carolina Press, 2000) (http://www.uncpress.unc.edu/browse/book_detail?title_id=771), analyzed female reformers’ campaign for state and national wage-hour laws during the Great Depression, when industry migration toward low-cost labor in the U.S. South was driving down wages nationwide. In October 2012, Princeton University Press published Storrs’s second book, The Second Red Scare and the Unmaking of the New Deal Left (http://press.princeton.edu/titles/9879.html). Based on newly declassified government records and freshly unearthed private papers, The Second Red Scare demonstrates that the federal employee loyalty program—created in the 1940s in response to fears that Communists were infiltrating the U.S. government—had a much broader policy impact than we have understood. The program not only destroyed or distorted the careers of many noncommunist officials, it prohibited discussion of social democratic policy ideas in government circles—narrowing the scope of American political discourse to this day. Storrs also explores the antifeminism of the Old Right, showing that how conservatives exploited popular hostility to female government officials in order to discredit left-liberal policies. Storrs’s articles have appeared in numerous anthologies and journals, including the Journal of American History, Feminist Studies, the Journal of Women’s History, and the Journal of Policy History.

Lessons for Kings: Scholars and Friars in Thirteenth Century Paris and the Creation of the Bibles Moralisées.


New Faculty Members coming in Fall 2014:

**FACULTY TELEPHONE NUMBERS**

**Office hours, telephone and e-mail:** Most faculty answer their e-mail routinely, but that may mean once a day or once a week. If you need something quickly, try calling during posted office hours.

Baynton, Douglas 335-2300  
douglas-baynton@uiowa.edu

Belli, Mériam 335-2306  
meriam-belli@uiowa.edu

Berman, Constance 335-2775  
constance-berman@uiowa.edu

Chen, Shuang 335-2437  
shuang-chen@uiowa.edu

Cox, Jeffrey 335-2298  
jeffrey-cox@uiowa.edu

Espinosa, Mariola 335-3841  
mario-la-espino-sa@uiowa.edu

Giblin, James 335-2288  
james-giblin@uiowa.edu

Gobat, Michel 353-2308  
michel-gobat@uiowa.edu

Gordon, Colin 335-2292  
colin-gordon@uiowa.edu

Greenough, Paul 335-2222  
paul-greenough@uiowa.edu

Heineman, Lisa 335-2330  
elizabeth-heineman@uiowa.edu

Hoenicke Moore, Michaela 335-2295  
michaela-hoenicke-moore@uiowa.edu

Kamerick, Kathleen 335-2286  
kathleen-kamerick@uiowa.edu

Komisaruk, Catherine 384-3284  
catherine-komisaruk@uiowa.edu

Midtrød, Tom Arne 335-2291  
tom-midtrod@uiowa.edu

Moore, Michael E. 335-2095  
michael-e-moore@uiowa.edu

Moore, Rosemary 335-2304  
rosemary-moore@uiowa.edu

Park, Alyssa 335-2329  
alyssa-park@uiowa.edu

Penny, H. Glenn 335-2310  
h-penny@uiowa.edu

Priest, Richard Tyler 335-2096  
tyler-priest@uiowa.edu

Rand, Jacki 335-0802  
jacki-rand@uiowa.edu

Schwalm, Leslie 335-2074  
leslie-schwalm@uiowa.edu

Sessions, Jennifer 353-2199  
jennifer-sessions@uiowa.edu

Storrs, Landon 335-2307  
landon-storrs@uiowa.edu

Tachau, Katherine 335-2210  
katherine-tachau@uiowa.edu

Valerio-Jiménez, Omar 335-2294  
omar-valerio@uiowa.edu

Vlastos, Stephen 335-2221  
stephen-vlastos@uiowa.edu

Warren, Stephen 335-2064  
stephen-warren@uiowa.edu

Zmolek, Michael 335-2574  
michael-zmolek@uiowa.edu

The University of Iowa does not discriminate in its educational programs and activities on the basis of race, national origin, color, religion, sex, age, or disability. The University also affirms its commitment to providing equal opportunities and equal access to University facilities without reference to affectional or associational preference.
Where to go, whom to call

The University is a big, complex institution with a range of resource persons and specialized offices and programs, many of which can be of use to majors. Some of the key telephone numbers are as follows:

<table>
<thead>
<tr>
<th>Service</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advising Ctr.(undergraduate)</td>
<td>C210 Pomerantz Ctr.</td>
<td>353-5700</td>
</tr>
<tr>
<td>Admissions Office</td>
<td>Calvin Hall</td>
<td>335-3847</td>
</tr>
<tr>
<td>African Studies Program</td>
<td>100 Main Library</td>
<td>335-5883</td>
</tr>
<tr>
<td>American Studies Program</td>
<td>210 Jefferson Bldg</td>
<td>335-0320</td>
</tr>
<tr>
<td>American Indian and Native Studies</td>
<td>418 Jefferson Bldg</td>
<td>335-3630</td>
</tr>
<tr>
<td>Center for Asian and Pacific Studies</td>
<td>1120 UCC</td>
<td>335-1305</td>
</tr>
<tr>
<td>Bachelor of Liberal Studies Program</td>
<td>250 CEF</td>
<td>335-2575</td>
</tr>
<tr>
<td>Blank Honors Center</td>
<td>219 N. Clinton</td>
<td>335-1681</td>
</tr>
<tr>
<td>Career Development Services</td>
<td>1021 USB</td>
<td>335-0202</td>
</tr>
<tr>
<td>Career Information Network</td>
<td>24J Philips Hall</td>
<td>335-3301</td>
</tr>
<tr>
<td>CLEP Test, Eval &amp; Exam Services</td>
<td>300 Jefferson Bldg</td>
<td>335-0356</td>
</tr>
<tr>
<td>Correspondence Study, Guided</td>
<td>116 Intl. Center</td>
<td>335-2575</td>
</tr>
<tr>
<td>Division of Continuing Education</td>
<td>250 CEF</td>
<td>335-2575</td>
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<tr>
<td>Evaluation and Exam. Services</td>
<td>300 Jefferson Bldg</td>
<td>335-0356</td>
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<tr>
<td>Foreign Lang. Acq. Research &amp; Ed.</td>
<td>1111 UCC</td>
<td>335-0529</td>
</tr>
<tr>
<td>Global Health Studies Program</td>
<td>1111 UCC</td>
<td>335-0368</td>
</tr>
<tr>
<td>Global Studies</td>
<td>1111 UCC</td>
<td>335-0368</td>
</tr>
<tr>
<td>Graduation Analysis</td>
<td>30 Calvin Hall</td>
<td>335-0228</td>
</tr>
<tr>
<td>Hamot, Greg (Teaching Ed. Prg.)</td>
<td>N283 Lindquist</td>
<td>335-5382</td>
</tr>
<tr>
<td>Honors Program (University)</td>
<td>420 Blank Honors Ctr.</td>
<td>335-1681/82</td>
</tr>
<tr>
<td>Honors Program (History)</td>
<td>280 Schaeffer</td>
<td>335-2298</td>
</tr>
<tr>
<td>Housing Office (dorms)</td>
<td>4141 Burge Hall</td>
<td>335-3000</td>
</tr>
<tr>
<td>Information (general campus)</td>
<td>172 IMU</td>
<td>335-3055</td>
</tr>
<tr>
<td>International Programs</td>
<td>1111UC</td>
<td>353-2700</td>
</tr>
<tr>
<td>Language Lab (Media Center)</td>
<td>120 Phillips</td>
<td>335-2331</td>
</tr>
<tr>
<td>Latin American Studies Program</td>
<td>455 Phillips</td>
<td>335-2243</td>
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<tr>
<td>Liberal Arts Academic Programs</td>
<td>120 Schaeffer</td>
<td>335-2633</td>
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<tr>
<td>Library Information</td>
<td>Main Library</td>
<td>335-5299</td>
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<tr>
<td>Ombudsperson</td>
<td>C108 Seashore</td>
<td>335-3608</td>
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<td>Opportunity at Iowa</td>
<td>24 Jessup</td>
<td>335-3555</td>
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<tr>
<td>Pomerantz Career Center</td>
<td>310 Pomerantz Center</td>
<td>335-1023</td>
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<tr>
<td>Registrar, Information</td>
<td>1 Jessup</td>
<td>335-0238</td>
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<tr>
<td>Registration Center</td>
<td>17 Calvin Hall</td>
<td>384-4300</td>
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<tr>
<td>Rhetoric Dept.</td>
<td>171 EPB</td>
<td>335-0178</td>
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<tr>
<td>South Asian Studies Program</td>
<td>1111 UCC</td>
<td>335-5178/2157</td>
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<tr>
<td>Speaking Lab (Rhetoric)</td>
<td>12 EPB</td>
<td>335-0205</td>
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<tr>
<td>Student Disabilities Services</td>
<td>3015 Burge Hall</td>
<td>335-1462</td>
</tr>
<tr>
<td>Student Financial Aid Office</td>
<td>208 Calvin</td>
<td>335-1450</td>
</tr>
<tr>
<td>Student Health Service</td>
<td>4189 Westlawn</td>
<td>335-8370</td>
</tr>
<tr>
<td>Student Legal Services</td>
<td>157 IMU</td>
<td>335-3276</td>
</tr>
<tr>
<td>Student Records</td>
<td>1 Jessup</td>
<td>335-0239</td>
</tr>
<tr>
<td>Study Abroad Programs</td>
<td>1111 UCC</td>
<td>335-0353</td>
</tr>
<tr>
<td>Teaching Education Program</td>
<td>N-285 Lindquist</td>
<td>335-5324</td>
</tr>
<tr>
<td>Transcripts</td>
<td>17 Calvin Hall</td>
<td>335-0229</td>
</tr>
<tr>
<td>Tutor Referral Service</td>
<td>172 IMU</td>
<td>335-3055</td>
</tr>
<tr>
<td>Undergrad Academic Advising Ctr.</td>
<td>C210 Pomerantz Ctr.</td>
<td>353-5700</td>
</tr>
<tr>
<td>Undergrad History Primary Advisor</td>
<td>158 Schaeffer Hall</td>
<td>335-2065</td>
</tr>
<tr>
<td>University Counseling Service</td>
<td>323 Westlawn</td>
<td>335-7294</td>
</tr>
<tr>
<td>Womens Studies Program</td>
<td>210 Jefferson</td>
<td>335-0322</td>
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<tr>
<td>Writing Lab (History)</td>
<td>303 Schaeffer</td>
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<td>Writing Lab (Rhetoric)</td>
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