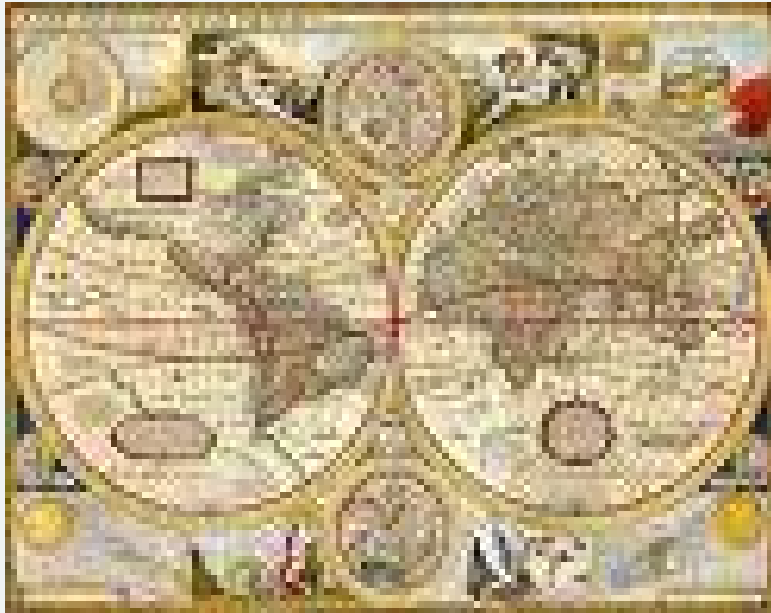


# Department of **HISTORY**



## **2009—2010 Undergraduate Handbook**

Social Sciences Room 215

P. O. Box 210027

Tucson, AZ 85721-0027

520-621-1586

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**For the most up-to-date information, visit the Department of History Website often!**  
<http://history.arizona.edu>

## Welcome!

Dear History Major,

On behalf of the faculty, let me welcome you to the History Department. We hope that you'll feel that you've found an academic home here at the University and a community of lively, interesting people. Together, we share a fascination with the past, a love of reading and scholarship, and an appreciation for all the complexities of the human experience. History is a field of study that includes virtually every corner of the globe and stretches back in time more than ten thousand years. We want you to embrace this spirit of limitless curiosity as you pursue your own course of study. That's why we have designed a major that balances opportunities to specialize with requirements to study broadly across time and space. We hope to engage you intellectually and emotionally, to challenge you to be a rigorous and careful thinker, and to encourage you to be an active and well-informed public citizen. And we want you to have some fun, too!

Take the time to get to know your professors and your fellow students outside the classroom. Come visit us during office hours, and check the calendar of events on the Department's webpage. Throughout the year, we'll be inviting guest speakers to give talks on campus and you are always welcome. We also have informal Brown Bags every month, when our own faculty and students share work-in-progress and invite discussion. Join Phi Alpha Theta, the History honors society, and come to their events. And look for announcements about fellowship opportunities to help you with your own research.

To help you choose classes and work toward fulfilling the requirements of the major, the College of Social and Behavioral Sciences has an academic advisor dedicated to History, Sylvia Romero, and she can help you with your degree check and other matters. Her office is in the Douglass Building, room 101, or she can be reached at 626-0606.

We are a Ph.D. granting department in a Research I public university. That means you'll have the opportunity to work with faculty who are among the leading research scholars in their fields, and who also are deeply committed to undergraduate and graduate education. The Masters and Doctoral candidates you'll have as teaching assistants are preparing for professional careers of their own. They go on to teach at colleges and universities all across the country and around the world. You'll find these talented and energetic historians downstairs in Social Sciences 124A (621-3247) for office hours. And check out the bulletin board by their door for announcements about History related events on campus and around town.

The hub of activity in History is the Main Office, where you'll find Donna Watson and Gina Wasson, the staff who keep everything running around here. They can help you register for classes and complete paperwork. And cheer you up on a rough day! Just down the hall is Cynthia Malbrough, our Business Manager. Our Program Coordinator, Vicki Parker, can be found in Social Sciences 126. She organizes commencement and handles alumni relations for us. Get to know her. Back upstairs, mailboxes for all the faculty and graduate students are in Social Sciences 217, if you need to drop off a paper or leave a note. That's also our Commons Room, where people gather to talk and have a cup of coffee. You are always welcome there.

Finally, my office is back in the inner sanctum of the Main Office. Come see me.

Warm Regards,

Kevin Gosner  
Associate Professor and Department Head

## Why Study History?

Our field of study has been one of the core arts and sciences since the founding of North American universities, yet we also are in the vanguard of contemporary interdisciplinary scholarship--scholarship that cuts across conventional intellectual boundaries and promotes fresh innovative ways of looking at the world. According to the American Historical Association, the number of History majors has increased by one-third over the last five years at North American colleges and universities. Students everywhere are recognizing that History prepares them for almost any academic or professional endeavor they can imagine.

Students of history are drawn to the field for a variety of reasons. Some are deeply personal. A grandfather's stories of the Great Depression, a mother's memories of working in a factory, or a friend's experience of religious persecution and exile may spark a life-long fascination with how history shapes our lives and our sense of identity and place. For others, the study of history is part of learning to be a good citizen, of understanding the rights and obligations that come with citizenship, and a tool for framing the moral and ethical standards we apply to our participation in public life. We also are drawn to history to learn the practical skills required for finding and assessing empirical evidence, weighing opposing interpretations, and putting theory to practice. Finally, many of us appreciate fine writing and the pleasures of reading a good book as much for its literary merits as its sophisticated historical scholarship.

If you'd like to read more about the History major, its place in contemporary colleges and universities, and the career prospects for its graduates, the webpage of the American Historical Association is a good place to start. Look especially at its online publications available at: <http://www.historians.org/pubs/online.cfm>.

## What skills will you learn as a History major?

The major in History teaches you to:

- study the past as it is recorded and remembered.
- challenge your own preconceptions and those of others.
- write clear, well-documented prose.
- do your own historical research, taking advantage of the latest computer facilities in the University's library.
- think logically and analytically.
- recognize and evaluate competing interpretations.
- muster evidence to prove an argument.
- comprehend what you have read.
- exercise a healthy skepticism, a respect for facts as the necessary components of any argument, a recognition that facts must be documented, an appreciation for the many sides of an argument, and a willingness to challenge established "truths" if new evidence calls these into question.
- develop your historical imagination through working with primary source materials.
- appreciate the "varieties of human experience," that is, the similarities as well as differences that characterize human societies over time.
- become a more cosmopolitan citizen of the world.

"The chief practical use of history is to deliver us from plausible analogies."

■ James Bryce

## **When I graduate, what can I do with my degree in history?**

We get asked that question over and over by our students and we asked those who we felt knew how to answer that question best: our alumni. Why not go to those who have graduated from our department and find out what they had done? How do they get a paycheck with a history degree? What we found out was interesting and inspiring. Our students have moved forward to make a difference at every level and all over the world. They have shared history with future generations in such places as classrooms, courtrooms, cruise ships, museums, foreign embassies, government offices, newspaper columns, corporate board rooms, and “on the streets” giving walking tours of historical districts. They have done it by being teachers, photo archivists, Peace Corps volunteers, researchers for non-profit organizations, UNICEF officers, journalists and consultants. The list goes on and on. After listing numerous accomplishments and achievements, one of our oldest alumni wrote: “I consider my history background a gold mine and please tell your students how credible their life’s work is when they think as an historian!”

The Career Services Library in the Student Union, suite 411, has numerous resources to assist students with their career paths. These resources include a career and employer library, career planning workshops, “Career Days” in Fall and Spring, and individual career counseling. For more information, call 621-2588, or visit their web site at [www.career.arizona.edu](http://www.career.arizona.edu).

|  |
|--|
| <p>"What distinguishes history from other humanistic disciplines is its overriding interest in the role of time in human life . . . Historical thinking deals with this fundamental characteristic of human existence, being-in-time."<br/>-- Trygve R. Tholfsen</p> |
|--|

**For the most up-to-date information, visit the Department of History Website often!**  
<http://history.arizona.edu>

## **Advisors**

Undergraduate Advisors in History are available to assist you in planning your academic program, and to advise you on career opportunities for History majors. Advisors also help review your study program at registration time. The advisors' names and office hours are posted on the bulletin board outside Social Sciences 215. Please see the Advising page on the History website, <http://history.arizona.edu>, for updated office hours.

- **YOU DO NOT HAVE TO MAKE AN APPOINTMENT TO SEE AN ADVISOR.**
- **YOU SHOULD SEE AN ADVISOR AT LEAST ONCE A YEAR.**

**Honors Students A-Z:**  
**Professor Susan Crane**  
**Social Sciences 237A, 621-1113**  
[scrane@u.arizona.edu](mailto:scrane@u.arizona.edu)

Additional History advising and all degree checks are done in the Douglass Building, Room 101. Please bring your SAPR with you. Walk-ins are welcome, or call 626-0606 to make an appointment.

**Students A-L:**  
**Sylvia Romero, Academic Advisor**  
Walk-in hours: Monday and Friday 10:00 – 11:30am  
Wednesday 11:30am – 1:00pm

**Students M-Z:**  
**Amanda Armendariz, Academic Advisor**  
Walk-in hours: Tuesday 11:30am – 1:00pm  
Wednesday and Thursday 10:00 – 11:30am

## Requirements for the History Major

### 1) TOTAL UNITS IN HISTORY

33 minimum units, including a minimum of 18 units at the upper-division level.

NOTE: Many students use History units to meet their General Education requirements. History majors may do so as well, but no History course up to and including 9 units used to fulfill General Education requirements may also count towards the History major. In other words, all History units, beginning with the 10th unit used to meet General Education requirements, may be "double-dipped" to meet History major requirements; the first nine used for General Education may **not** be "double-dipped."

The 33 units must meet the following additional requirements:

### 2) AREA REQUIREMENT

The Department of History insists that its undergraduate majors distribute their course offerings among at least three geographical fields in History. Students must choose at least three of the following four areas, and take at least 2 courses (6 units) in each of these three areas. The logic behind these requirements is breadth of historical knowledge.

- a. Africa, Asia, and the Middle East
- b. Europe
- c. Latin America
- d. United States

|   |
|---|
| "History doesn't repeat itself;<br>historians repeat themselves."<br>-- Norman Iskovitz |
|---|

### 3) CHRONOLOGICAL REQUIREMENT

All History majors must take at least one course covering history before 1500. The course will be from either the Africa - Asia or European areas and counts toward the same. (The History course used to meet this requirement may have been used to meet a General Education rather than History major requirement.)

### 4) RESEARCH SEMINAR REQUIREMENT

All History majors must take HIST 396, "The Nature and Practice of History." HIST 396 may not be used to satisfy any area requirement. Honors students should enroll in the special honors section, HIST 396H.

|  |
|--|
| "History is one damn thing after another." - Winston Churchill |
|--|

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## Planning Form: History Major Requirements

|   |
|---|
| Requirements                                  |
| HIST 396 (3 units)                            |
| Area One (6 units min.)<br>1.<br>2.           |
| Area Two (6 units min.)<br>1.<br>2.           |
| Area Three (6 units min.)<br>1.<br>2.         |
| Other History Courses<br>1.<br>2.<br>3.<br>4. |
| TOTAL (33 units min.)                         |

1. Does your program include a minimum of 18 upper-division units?  Yes  No
2. Have you taken at least one course covering history prior to 1500 (even if it counted for your General Education requirements)?  Yes  No
3. Do you have at least 15 residence units within your major program?  Yes  No
4. Do you have at least a 2.0 GPA in your major program?  Yes  No
5. Do you have no more than 3 units of Independent Study (excluding Honors) in your program?  Yes  No

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## General Education Structure

| <b><u>Foundations</u></b>   | <b><u>Tier One*</u></b> (cannot be applied to history major) | <b><u>Tier Two*</u></b> (can be applied to history major) |
|---|--|---|
| <b><u>Mathematics</u></b><br><i>Strand based on major</i>                             | <b>Traditions &amp; Cultures</b><br><i>2 courses</i>         | <b>Arts</b><br><i>1 course (3 units)</i>                  |
| <b><u>Composition</u></b>   | <b>Individuals &amp; Societies</b><br><i>2 courses</i>       | <b>Individuals &amp; Societies</b><br><i>1 course</i>     |
| <b><u>Second Language</u></b><br><i>Proficiency level based on degree (0-8 units)</i> | <b>Natural Science</b><br><i>2 courses</i>                   | <b>Humanities</b><br><i>1 course</i>                      |
| <b>3 - 5 courses</b>  | <b>6 courses</b>   | <b>Natural Science</b><br><i>1 course</i>                 |
|   |  | <b>4 courses - one in major</b>                           |

\*Check approved course listings: <http://history.arizona.edu>

\*History majors are encouraged to take their Tier 1 and Tier 2 INDV or TRAD courses with instructors from the Department of History.

"Misunderstanding of the present is the inevitable consequence of ignorance of the past. But a man may wear himself out just as fruitlessly in seeking to understand the past, if he is totally ignorant of the present."

-- Marc Bloch (French historian  
executed by his German captors in 1944)

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<http://history.arizona.edu>

## Planning Your Program

How to plan your program:

1. Read the catalog and this handbook carefully for degree requirements.
2. Look over and fill out the Planning Form on p. 8. These Forms are also available in the History Department Office and from Advisors. Fill them out each semester as you plan your program for the following semester. By the time you have completed all of your degree requirements; you should be able to answer YES to all seven of the questions listed at the bottom of the page.
3. **Consult with your History Department Undergraduate Advisor as often as you like, but at least once a year.** New History majors may find that they want to speak to an Advisor each semester as they register for the following semester. Advisors are also able to help you tentatively plan a program more than one semester in advance. By the end (and sometimes even the middle) of the semester, the Department has planned its courses for the following year; advisors have this information. Feel free to ask for it!
4. Choose your three geographical areas of concentration so that, if possible, one geographical area corresponds to the language you studied for your General Education requirement. For example, if you have studied Spanish, you may want to choose Latin America as one of your three fields of concentration.
5. **HIST 301: Introduction to the Study of History**  
In spring 2006, the Department inaugurated a new course designed to introduce history majors to the skills necessary to succeed in undertaking historical research. HST 301 will be offered at least twice a year, and students who have recently declared the major are strongly encouraged to take the course prior to taking the capstone research course, HIST 396.
6. Consider the research seminar (HIST 396) required of all History majors to be the capstone of your undergraduate experience. This course trains you to do historical research. Try to choose a section taught by somebody with expertise in one of the three fields of concentration you have studied -- ideally, the one corresponding to your second language competence. In this way, you may actually be able to use foreign language materials for some of your research. If you enroll in a section taught by somebody whose area of specialization is unfamiliar to you, the course will be much more difficult because you will lack the general historical background needed to do a research paper in that area. **THIS IS A VERY DEMANDING, TIME-CONSUMING COURSE. BE SURE TO PLAN YOUR PROGRAM SO THAT YOU LEAVE SUFFICIENT STUDY TIME TO COMPLETE THE RESEARCH PAPER ON TIME.**

Every year the Department of History recognizes the outstanding research efforts and papers of the top ten percent of our majors by giving the **Ursula Lamb Arizona Senior Prize for Outstanding Research Paper**. The students are nominated for the award by their History 396 professors.

7. **HOW TO REGISTER FOR HIST 396.**  
Students must receive a signature from the instructor in order to be admitted to HIST 396. Students are encouraged to familiarize themselves with the various faculty teaching the course and the thematic or geographical approach that will be used in the course prior to registering. A list of faculty offering HIST 396 and their topics is available on the department website under "Courses," and advisors have this information. Some faculty post a description of their 396 session on their office doors and indicate when they will begin signing students into their session. Students are advised to "shop around" early

"I am simply one who loves the past and is diligent in investigating it."  
--K'ung fu-tzu  
(Confucius) (551-479 B.C.)  
in *The Analects*

in order to be able to attend the 396 session that best suits their interests and needs. Plan in advance! Also, **please register in HIST 396A in advance!** Those who do not do so may not be able to graduate on time.

"The study of history involves much more than the passive absorption of facts, dates, names and places. Properly taught, history develops capacities for analysis and judgment. It reveals the ambiguity of choice, and it promotes wariness about quick, facile solutions which have so often brought suffering in their wake."  
--Recommendations of a Federal Education Panel which, in 1994, announced new world history standards for grades 5 through 12 in the United States.

8. **INTERNSHIP OPPORTUNITIES!** Students may count up to six units of Internship credit towards their History major. The Arizona Historical Society (AHS) offers an internship, which provides specialized work on an individual basis, consisting of training and practice in actual service at the AHS. The internship activities depend on the skills of the students and the needs of the AHS divisions--such as Archives, Education, Exhibits, and Collections. The activities might include processing a collection; developing a curriculum; conducting archival research. A writing component is also a part of the internship; its exact form depends on the nature of the internship activities. These and other history-related internships are administered through our department by Professor Katherine Morrissey, Social Sciences Room 137A, 626-8429, [kmorriss@u.arizona.edu](mailto:kmorriss@u.arizona.edu). For current internship listings, visit the Department of History web site Internship page.
9. **ARE YOU AN HONORS STUDENT?** Honors students are encouraged to consult regularly with the History honors major advisor, Professor Susan Crane (Social Sciences 237A, 621-1113, [scrane@u.arizona.edu](mailto:scrane@u.arizona.edu)).
10. If you are an honors history major and wish to graduate with Honors in History, you must complete a thesis in History in addition to completing all history major requirements. The thesis generally takes two semesters, and should only be undertaken after completion of HIST 396. At least one section of HIST 396H will be offered for Honors students each semester.

Since the department offers very few specifically Honors-designated courses, Honors students can contract with faculty members to turn a non-Honors course into an Honors experience.

If you are a senior in terms of units taken, you are also eligible to register for 500-level courses that are listed as 400/500. By taking the course under the graduate number, you will meet with graduate students and complete the same assignments they do. You need to get a petition in the Administration building and obtain the instructor's signature before being allowed to register under the 500 number.

10. **ARE YOU A TEACHING MAJOR OR MINOR?** If you are a Teaching major or a Teaching minor, you will not receive a B. A. in History, but you will still need to consult with a History Advisor from time to time. The requirements for the Teaching major are identical to the History major requirements. Teaching majors are strongly advised to take at least 6 units in U.S. History. For the Teaching minor requirements, please see the catalog.

**For the most up-to-date information, visit the Department of History Website often!**  
<http://history.arizona.edu>

#### 11. **DEGREE CHECK**

The College of Social and Behavioral Sciences has an academic advisor dedicated to History, Sylvia Romero, and she can help you with your degree check and other matters. She can be found in the Douglass Building, Room 101, or at 626-0606.

## 12. DEPARTMENT OF HISTORY COMMENCEMENT

In addition to commencement ceremonies offered by the University of Arizona and the College of Social and Behavioral Sciences, the Department of History sponsors its own commencement activities. We are one of very few departments on campus that chooses to honor its graduates with their own commencement program. Each student is recognized individually and is given the opportunity to say a few words to those in attendance. We feel that by giving our graduates the opportunity to celebrate their achievements in a more intimate atmosphere, with the faculty who have guided and mentored them, as well as with their fellow history students, their commencement experience will be more meaningful and memorable. Information on our commencement activities is posted on the History website and on the bulletin boards outside the History main office in Social Sciences Room 215, and outside our Community Outreach Office in Social Sciences Room 126.

If you are graduating, please fill out the [Graduating Student Profile Form](#), found on the Department's website, and email it to Vicki Parker ([vrparker@email.arizona.edu](mailto:vrparker@email.arizona.edu)) or deliver it to her office in Social Sciences Room 126.

### Writing Assistance for History Majors

The History Department's writing assistance service offers writing aid and support to University of Arizona undergraduate students enrolled in one or more history courses. To utilize the service, visit the History Department website to find contact information and office hours for this semester's writing consultant:

<http://history.arizona.edu/undergraduates/writing.php>

The website also provides links to basic writing tips and resources for writing history papers.

You may utilize this help either for general questions on writing historical arguments and papers or for specific assignments in a history course. To receive feedback on written work, you must bring a **hard copy** of the draft either to the consultant directly or to his/her mailbox in Social Sciences 215 – emailed papers will not be accepted. Basic questions on minor points of style may be emailed if necessary; emails will be answered by the next academic day.

**Appointments are strongly recommended**, but not absolutely required. Drop-ins will be seen on a first-come, first-served basis, with the understanding that appointments come first and the consultant needs time to read and comment upon a draft.

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## **Awards and Scholarships**

The Department of History recognizes our graduating students every year at a fall and spring *Commencement Brunch and Ceremony*. Along with this recognition, we bestow the *Outstanding Senior Award* and the *Academic Achievement Awards* listed below. Other scholarships and awards are given out on an annual or semi-annual basis, depending on the nature of the award. Scholarship applications are available on the bulletin board outside the History Community Outreach Office, in Social Sciences Room 126. Application deadlines are November 15<sup>th</sup> and April 15<sup>th</sup>.

### **Outstanding Senior Award**

Given to a graduating senior who has demonstrated academic excellence in history combined with outstanding service to the field of history, and community citizenship.

### **Academic Achievement Award**

Given to those graduating seniors who have earned a GPA of 3.9 or higher in their History major.

### **Colonial Dames of America**

This annual award is given to an undergraduate History major in his/her junior year studying American history.

### **Grace B. and Robert A. Cosgrove Endowment**

This annual award is given to an undergraduate History major in his/her junior year. To be eligible for this award, students must have a minimum history grade point average of 3.7 and an overall grade point average of 3.5. Preference will be given to an honors student.

### **Loretta R. and Joseph F. Cummings Endowment**

This annual award is given to an undergraduate History major in his/her senior year. To be eligible for this award, students must have a minimum history grade point average of 3.7 and an overall grade point average of 3.5. Preference will be given to an honors student.

### **William J. DeLong Memorial Endowment**

This award is given to an undergraduate history major who is entering their junior or senior year. To be eligible for this award, students must have a minimum grade point average of 3.0, exemplify a strong commitment to civic ideals and public service through extra-curricular activities, and be making satisfactory progress towards their Bachelor of Arts degree in History.

### **James Donohoe Memorial Scholarship**

This award is given to a student with upper division standing, who has a history grade point average of 3.0, who has completed six units of European history courses, and who is making satisfactory progress towards their Bachelor of Arts degree in History.

### **Kathryn Anne Govenal Perseverance Award**

This award is given to an undergraduate history major who has exhibited extraordinary perseverance in pursuit of his/her education.

### **William H. Hesketh Endowment**

This annual award is given to an undergraduate history major enrolled in his/her history capstone course and to a graduate student who has taken and passed his/her comprehensive exams. Funds are to be used to support research or to deliver a paper at a conference or similar professional gathering that enables the student to be introduced to the history community.

### **History Undergraduate Scholarship**

This award is given to an undergraduate history major who is in his/her junior year at the University of Arizona. To be eligible for this award, students must be in good academic standing, with a minimum cumulative grade point average of 3.0, making satisfactory progress towards their Bachelor of Arts degree in History, and need financial assistance to continue their education.

### **Ursula Lamb Arizona Senior Prize in History**

This award is given biannually to the author of the Outstanding Research Paper written in the 396 classes. At times, two students are equally deserving of the award. Thus, multiple awards can be given. The professors of the 396 classes submit the Outstanding Research Paper(s) from their individual classes to the Department of History Awards Committee. The committee selects the Outstanding Research Paper(s). If the committee finds that no suitable papers have been written that semester, it may decide not to make an award for that semester.

### **Lute Olson Scholarship Endowment**

To be eligible for this award, the student must be a declared History major in the College of Education with a minimum GPA of 3.0, or a History major pursuing a post-Baccalaureate Teaching Certificate.

### **J. Robert Vignery Scholarship Endowment**

This award is given to an undergraduate History major who has a distinguished academic record and who has demonstrated financial need. The award is renewable for a second academic year if the student remains eligible.

## **Phi Alpha Theta**

Our chapter of the International Honor Society **PHI ALPHA THETA** was established in December, 1958. The club was organized to sponsor joint meetings and social gatherings during the academic year to stimulate intellectual interest in the field of history and to encourage companionship among the students. The organization encourages student members to participate in local, regional, and national history conferences. Also, Phi Alpha Theta serves as a credential to other advanced schools or employers, demonstrating their hard work and excellent grades. For example, Phi Alpha Theta members receive a higher rating upon entry into the Civil Service, at grade GS-7 rather than GS-5. If you are interested in discovering more about Phi Alpha Theta and the membership requirements, please contact Professor Julia Clancy-Smith at 626-8421 or at [juliac@u.arizona.edu](mailto:juliac@u.arizona.edu).

"Those who cannot remember the past are condemned to repeat it."

-- George Santayana

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## History Courses

| Course #         | Title                                | Fall 2008 | Spring 2009 |
|------------------|--------------------------------------|-----------|-------------|
| Indv 103 (5-19)  | Europe & Modern World                | X         |             |
| Indv 103 (44-56) | U. S. Since 1877                     | X         |             |
| Trad 101 (59-65) | Colonial Latin America               | X         |             |
| Trad 102 (5-10)  | World History to 1500                | X         |             |
| Trad 103 (6-20)  | Making American Culture: 1600 – 1877 | X         |             |
| Trad 103 (21-35) | Making American Culture: 1600 – 1877 | X         |             |
| Hist 205         | Ancient Rome                         | X         |             |
| Hist 236         | Indians in U. S. History             |           | X           |
| Hist 244         | Western America                      | X         |             |
| Hist 253         | U. S. Women Colonial – 1890          | X         |             |
| Hist 254         | U. S. Women – 1890 to Present        |           | X           |
| Hist 270         | Modern East Asia                     | X         |             |
| Hist 301         | Intro to Study of History            | X         | X           |
| Hist 314A        | Europe 1870 – 1945                   | X         |             |
| Hist 314B        | Europe Since 1945                    |           | X           |
| Hist 325         | France – 1815 to Present             |           | X           |
| Hist 332         | Vietnam and the Cold War             |           | X           |
| Hist 349         | Crime in America, 1607 to Present    |           | X           |
| Hist 352         | Slavery in Latin America             | X         |             |
| Hist 361         | U. S. – Mexico Border Region         |           | X           |
| Hist 368         | Colonial Mexico                      |           | X           |
| Hist 369         | Mexico Since Independence            | X         |             |
| Hist 376         | Communist China                      |           | X           |
| Hist 396A - 1    | Nature and Practice of History       | X         | X           |
| Hist 396A – 2    | Nature and Practice of History       |           | X           |
| Hist 396A - 3    | Nature and Practice of History       | X         | X           |
| Hist 396A - 4    | Nature and Practice of History       | X         | X           |
| Hist 396A - 5    | Nature and Practice of History       | X         | X           |
| Hist 396A – 6    | Nature and Practice of History       |           | X           |
| Hist 396A - 6H   | Nature and Practice of History       | X         |             |
| Hist 396A - 7    | Nature and Practice of History       | X         | X           |
| Hist 396A – 8    | Nature and Practice of History       |           | X           |
| Hist 400A/500A   | Chilean History                      | X         |             |
| Hist 403A        | Greece to Peloponnesian              | X         |             |
| Hist 403B        | Greece to Hellenistic Age            | X         |             |
| Hist 404A/504A   | Rome – to Death of Caesar            | X         |             |
| Hist 404B/504B   | History of Rome                      |           | X           |
| Hist 405A/505A   | Medieval Europe                      | X         |             |
| Hist 405B        | Medieval Europe                      |           | X           |
| Hist 409/509     | The Reformation                      | X         |             |

|                |   |   |   |
|----------------|---|---|---|
| Hist 412B      | European Intellectual History 1870 to present   |   | X |
| Hist 419       | The French Enlightenment                        | X |   |
| Hist 420       | The French Revolution & Napoleon                | X |   |
| Hist 427       | History of Work, Culture, and Power             |   | X |
| Hist 431/531   | Colonial America                                | X |   |
| Hist 432/532   | Era American Revolution                         |   | X |
| Hist 434       | Jacksonian Era                                  |   | X |
| Hist 435       | Coming of the Civil War                         | X |   |
| Hist 436       | U. S. 1861 – 1878                               | X | X |
| Hist 437       | Gilded & Progressive Era                        | X |   |
| Hist 438/538   | WWI through WWII                                | X | X |
| Hist 440       | U. S. 1945 – Present                            | X | X |
| Hist 445/545   | Women in Islamic History                        | X |   |
| Hist 450       | U. S. Foreign Relations Since 1914              | X |   |
| Hist 452       | American Ethnic History                         | X |   |
| Hist 456A      | Anarchism in Europe                             |   | X |
| Hist 457A      | Manhood and Masculinity in U. S.                | X |   |
| Hist 465D      | Spain: 1868 to Present                          |   | X |
| Hist 467/567   | Contemporary Latin America                      | X |   |
| Hist 469/569   | History of Women in Latin America               |   | X |
| Hist 472/572   | Medieval India                                  | X |   |
| Hist 476/576   | Modern China                                    | X | X |
| Hist 479/579   | Ottoman Empire to 1800                          |   | X |
| Hist 495A      | Studies in Early Europe                         |   | X |
| Hist 495C      | Topics in Modern European History               |   | X |
| Hist 495E/595E | Struggle/Survival of Mod. Mid. East & N. Africa |   | X |
| Hist 495F - 1  | Topics in U. S. History                         | X | X |
| Hist 495F - 2  | Topics in U. S. History                         | X | X |
| Hist 495G      | Topics in Latin American History                |   | X |
| Hist 597A      | Teaching Methods and Practice                   |   | X |
| Hist 695A      | Advanced U. S. History                          |   | X |
| Hist 695A - 1  | Studies in U. S. History                        | X |   |
| Hist 695A - 2  | Studies in U. S. History                        | X |   |
| Hist 695B - 1  | Studies in Latin America                        | X | X |
| Hist 695B - 2  | Studies in Latin America                        | X | X |
| Hist 695C      | Studies in European History                     | X | X |
| Hist 695F      | Advanced Ancient History                        |   | X |
| Hist 695H      | Comparative History                             | X |   |
| Hist 695I      | World History                                   |   | X |
| Hist 695K      | Historiography                                  | X |   |
| Hist 695M      | Studies in Middle East                          | X | X |
| Hist 696C      | 20 <sup>th</sup> Century U. S. History          |   | X |
| Hist 696F      | Early Modern Europe                             |   | X |
| Hist 696H      | 20 <sup>th</sup> Century Europe                 |   | X |
| Hist 696J      | Latin America: Modern Period                    | X | X |

## Know Your Libraries!

The University Library has three primary locations -- the Main Library, the Science Engineering Library, and the Fine Arts Library which includes the resources of the Center for Creative Photography Library and Archives, the Music Collection, and the Architecture Collection. In addition, Special Collections, is located in the Main Library, but with a separate entrance. Other campus libraries of interest include the College of Law Library, the Health Sciences Center Library, and the Anthropology Library in the Arizona State Museum. Off campus resources you should know about include the Regional Genealogical Library of the Church of Jesus Christ of Latter Day Saints, 500 S. Langley, which gives you access to the genealogical collection in Salt Lake City, and the Library and archive of the Arizona Heritage Center of the State Historical Society.

The University Libraries' collections with the collections of the College of Law and College of Medicine, contains approximately 5.5 million items, is rated among the top university libraries in the country. The number of serial titles is approximately 33,900. The Library's resources in electronic format are constantly growing with the latest count at approximately 4,000 electronic journals and 575,000 e-books including government documents. All these collections are available through the Library's home page. It has especially strong collections in American Women's History, Anthropology, Sociology, Spanish and Latin American Literature, Agriculture, Southwestern Americana, Arizona, History of Science, Science Fiction, and 18th and 19th Century British and American Literature. The University Library is a member of the Association of Research Libraries and the Center for Research Libraries; the latter supplies its members with many esoteric items through the Library's Document Delivery service (Interlibrary Loan.) The Library has an online catalog and a wide variety of other computerized databases and access to electronic resources, including the catalogs of other libraries.

Materials from other libraries are available at no charge through the Document Delivery service. Articles and book chapters are delivered in electronic format via email. Books will be in paper format and can be picked up at Document Delivery on the first floor of the Main Library. Articles and book chapters that are in the UA Libraries are delivered free in electronic format to all UA-affiliated students, faculty and staff.

Paper copies of current newspapers, microfilms, and periodicals are located on the second floor. Materials on hold or on reserve are also on the second floor.

The East Asian and Middle Eastern Collections are housed on the third floor on the Main Library. Newspapers, periodicals and journals associated with these collections are in the Main Library on the second floor with the other paper newspapers, periodicals and journals. Reference works are shelved with the circulating collections on the third floor. The Middle East collection contains about 50,000 volumes, primarily in Arabic with some Persian. The East Asia Collection, with 150,000 volumes in Chinese and 39,500 in Japanese, is the largest collection in the Rocky Mountain/Southwest region of the United States.

The Reference Desks in the Main Library is staffed from Sunday 11:00 a.m. to Friday at 9:00 p.m.; Saturday from 9:00 a.m. to 9:00 p.m. during the fall and spring semesters. Staff there is able to help you with basic research needs. **The REFERENCE DESK IS DOWNSTAIRS IN THE INFORMATION COMMONS.** Requests for subject related assistance should be sent to [LibrarySupport@email.arizona.edu](mailto:LibrarySupport@email.arizona.edu)

Check the History Subject Guides on the Library's home page for useful databases and indexes.  
<http://www.library.arizona.edu/search/subjects/history/>

# Top 10 Things You Need to Know About the UA Libraries

## 1 E-books & E-journals

We offer digital versions of many books and journals. Check out the "Locate E-journals" link for journals, and search the catalog for e-books.

## 2 Info Commons in Main Library

Hundreds of computers, study space and reference help available 24/5 during Fall and Spring semesters.

## 3 Wireless/Ethernet Access

All library space is wireless enabled and there are Ethernet connections on all floors. Register your laptop through Student Link to get access.

## 4 Laptops for Loan in all libraries

Using your Cat card you may borrow a laptop for up to four hours in Main, Science and Fine Arts Libraries. Laptops are wireless enabled.

## 5 FREE Interlibrary Loan & Express Document Delivery—

Free delivery to your desk top of articles and book chapters in UA Library collections, as well as materials not owned by the library.

## 6 Collection Requests

Let us know about books, journals, videos, databases and other resources that you recommend for the Library collections.

## 7 Presentation Rooms for Practice

Presentation rooms in Main and Science Libraries are equipped with up-to-date equipment for practicing your presentation. See the Reference desks for information.

## 8 RefWorks

Store, format and manage your citations online. Web based bibliographic management software available provided by the library.

## 9 Electronic Research Collections

Full-text dissertations, datasets and research databases.

## 10 The Ultimate Search Engine— Your Librarian!

Contact Jen Tellman, the librarian assigned to your department for help with research!! 307-2780

For the most up-to-date information, visit the Department of History Website often! <http://history.arizona.edu>

"Biography may be an impossible enterprise, but history is bloodless without it."  
Joseph P. Lash

## Know Your Faculty!

The faculty of the Department of History interprets, researches, preserves, and adds to the history of the world since ancient time. Without history, human society would be like amnesia victims: with no knowledge of where we came from, we would not know who we were, and we could not figure out where we were going. We would be ignorant of the rest of the world at a time when our shrinking planet requires global links.

Our research work requires the acquisition of foreign languages, the mastery of computer skills, the ability to collect and analyze quantitative data, the familiarity with libraries and archives, and the honing of clear and effective writing styles. Historians are made, not born.

As teachers, our task is to train students to read the historical writings of others with a critical eye and to learn how to do their own historical research. To train students in the historian's craft, we must instill in them numerous skills and habits of mind. The Department's twenty-six ranked faculty members specialize in many fields of history, including African, Asian, European, Latin American, Middle East, and United States history. We also offer several courses in women's and gender history that cut across these geographical fields.

### **Karen S. Anderson (Ph.D., University of Washington, 1975)**

I specialize in U.S. women's history, comparative women's history, and recent U.S. history. My books include *Wartime Women: Sex Roles, Family Relations, and the Status of Women During World War II* and a forthcoming study on the lives of American Indian, Mexican American, and African American women in the last century. My current project centers on the Little Rock, Arkansas, public school integration crisis, 1957-1964. My teaching ranges from undergraduate courses in U.S. women's history and the history of women and work to graduate courses in comparative women's history, U.S. women's history, and other topics in U.S. history. In my undergraduate courses, I am interested in enabling students to "think historically," improve their writing skills, and better understand how gender operates in modern societies.

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| <p>"Who controls the past controls the future; who controls the present controls the past."<br/>-- George Orwell, 1984</p> |
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### **Bert Barickman (Ph.D., University of Illinois at Urbana-Champaign, 1991)**

Within the broader field of Latin American history, my main interest lies in Brazil, which is both the only Portuguese-speaking country in the region and also, by far, the largest country in Latin America. My research has ranged widely across different periods in Brazilian history — from the mid-eighteenth century to the early decades of the twentieth century. Likewise, in my research, I have addressed a variety of issues and topics: slavery and plantation agriculture, indigenous resistance to colonialism, political elites in Brazil's Old Republic (1889-1930), notions of race and color, the development of internal markets, household and family structures, the early development of industry, free women of color in early nineteenth-century Brazil, abolition, the cultural and political dimensions of census-taking, landholding patterns and rural labor arrangements, and slaveholding by free non-whites.

I am currently engaged in a long-term project on the social history of urban sea-bathing and beach-going in Rio de Janeiro from the mid-nineteenth to the mid-twentieth century. Anyone who has ever visited Rio quickly recognizes the importance that the beach holds in the city's cultural, social, and economic life; in Rio, the city literally invades the beach, and the beach, in turn, invades some areas of the city. Through my research on sea-bathing and beach-going in Rio, I hope to tackle broader issues in the city's history, such as the changing intersections of race and class, conflicts over public space, gendered rules regarding the use of urban space, and evolving views about morality, "civilization," health, and modernity. (Unfortunately, because the project deals with the history of beach-going, my research is not, for the most part, on the beach, but rather in archives and libraries.)

Perhaps because I specialize in Brazilian history (rather than, say, Mexican or Peruvian history), I often ask students to consider what makes Latin America Latin America. In other words, what, if anything, unites the whole territory stretching from Nogales (Sonora), on the Mexican side of the border with Arizona, to Tierra del Fuego at the southernmost tip of South America? What does someone living in Nogales have in common with, for example, an

Afro-Cuban sugar plantation worker, a Portuguese-speaking Japanese-Brazilian who owns a sushi bar in São Paulo, an Aymara-speaking Indian peasant woman who lives in the cold altiplano of Bolivia, a surfer on Rio's beaches, a Spanish-speaking bank manager of Italian ancestry in Buenos Aires, a professional baseball player in Venezuela, a candomblé priestess in Salvador (Bahia), a subsistence farmer in the hot and humid tropical lowlands of eastern Colombia, or a ski instructor in the Chilean Andes?

The courses I have regularly taught in recent years are:

INDV 103: Modern Latin America, which is a general freshman survey of Latin American history since independence and is part of the University's general education curriculum

History 352: Slavery in Latin America and the Caribbean, which deals not only with the history of slavery and race relations in Latin America, but also with history of debates about slavery and race in the region

History 466/566: Brazil from 1500 to the present

History 467/567: Contemporary Latin America, which focuses on Latin America between the 1930s and the 1990s.

I also frequently offer a graduate colloquium (advanced-readings course) on Brazil and, occasionally, a colloquium on the social and agrarian history of nineteenth-century Latin America. I try to design challenging courses that give students (no matter what their background) the opportunity to demonstrate to themselves their intellectual and academic strengths and that also allow students to explore the interconnections between social, economic, political, and cultural history. Many of my courses include, in one way or another, music.

In teaching graduate colloquia, I stress the importance of placing recent research within its historiographical context and the need to engage not only the English-language scholarship, but also research carried out by Latin American historians.

My teaching was recognized in 1999, when the University of Arizona's College of Social and Behavioral Sciences awarded me the Most Distinguished Teacher Award for the teaching of upper-division courses. I was also awarded a Certificate of Recognition for Outstanding Support of Non-Traditional Students from the University's Department of Student Programs in 1995 and was nominated, in 1996, for the University-wide Five-Star Teaching Award. More recently, in 2008, I received the Edwin Lieuwen Memorial Prize for Teaching Latin American Studies, which is awarded by the Rocky Mountain Council for Latin American Studies.

### **William H. Beezley (Ph.D., University of Nebraska, 1969)**

The mysteries of Mexico, of its people, culture, and history, challenge my research and teaching. I have just completed a book, *Mexican National Identity* (2008), that investigates the nature of Mexican national identity through the popular memory created in fiestas, folk art, almanacs, and itinerant puppet theater. My other recent books have examined the importance of state governors during the revolution and popular culture in Latin America. I share my passion for Mexico through my writing and teaching. In my classes, students have the opportunity to read and write about the Mexican political and cultural experience.

### **Michael Bonner (Ph.D., University of California, Riverside)**

The focus of my historical research and teaching is United States history from 1820 to 1877, with special emphasis on political economy. Sub fields include the Civil War, Market Revolution, antebellum southern society, and American political culture.

### **Julia Clancy-Smith (Ph.D., University of California, Los Angeles, 1988)**

Among my favorite courses is a two-semester upper-division undergraduate/graduate colloquium. We begin the fall semester with part I devoted to "The Literature of Identity in the Modern Middle East and North Africa, c. 1800-present." In the spring semester, we investigate "Struggle and Survival in the Modern Middle East and North Africa, c. 1800-present." Here are some of the highlights from the first course in the linked pair of colloquia.

How blind I was to what I really am, how naive it was of me to hope to overcome the fundamental rift in me, the contradiction that is the very basis of my life. [Albert Memmi, *La Statue de Sel; The Pillar of Salt*, 1955].

The history of identities in the modern Middle East and North Africa is explored via the medium of indigenous literature, particularly personal narratives or life stories. Intellectuals, writers, and ordinary people from a wide range of religious, socio-cultural, and ethnic backgrounds speak about themselves and their societies in multiple

voices and in different genres, such as memoirs, diaries, semi-autobiographical fiction, poetry, and music. Through the biographies of these writers and their literary production, we explore the various ways that gender, social class, family, ethnicity/race, generation, and religious affiliation intersect in both stable and unstable combinations throughout the life span of our authors. As importantly, we use their writings as a lens to understand the major forces in modern Middle Eastern history--imperialism, colonialism, nationalism, changing gender norms, migration, education, knowledge, and cultural authenticity, and so forth. Finally, we consider the theoretical and methodological relationships between history, historiography, and literature, particularly biography and life narratives.

Our authors include the Egyptian feminist and writer, Huda Shaarawi who led the women's movement in Egypt; Edward Said; Albert Camus; and the Tunisian writer, Albert Memmi [born 1920] whose fictionalized autobiography, *The Pillar of Salt*, first published in Paris in 1953 is emblematic of the kinds of issues involved in studies of identities.

This course was selected for publication in a special volume put out by the Modern Language Association. If you want to read my full-length article discussing this course, here is the reference:

Julia Clancy-Smith, "An Undergraduate and Graduate Colloquium in Social History and Biography in the Modern Middle East and North Africa" In *Teaching Life Writing Texts*, eds. Miriam Fuchs and Craig Howes. New York: The Modern Language Association, Options in Life Writing Series, 2007, pages 233-238.

### **Susan Crane (Ph.D., University of Chicago, 1992)**

I've always liked to ask big questions, such as "why do people care about the past?" Studying history has provided me the best way to answer them. I've learned that you have to challenge your own assumptions and write about what you learn before you can claim to know anything. In my classes, we do this through analysis of primary sources, weekly writing assignments and lots of in-class discussion. Students examine visual as well as textual sources. I regularly teach courses on the Holocaust, modern German cultural history, and modern European intellectual history, as well as the new required course for history majors, HST 301: Introduction to the Study of History, which helps students acquire the research and writing skills they need to succeed in the required research seminar, HST 396. I speak German and use that language when I am conducting research about nineteenth-century Germany. My current research focuses on photography as historical evidence.

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| "The past is not dead. It's not even past."<br>-- William Faulkner |
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### **Linda Darling (Ph.D., University of Chicago, 1990)**

I have taught Middle Eastern history at the University of Arizona since 1989; my courses deal with issues such as religion and state, women, nomad warriors, and the Ottoman Empire. I also teach comparative and global history and historiography, because I don't think that any country's history takes place in a vacuum. My early research was on Ottoman taxation, but I am now working on a book on justice in the Middle East, and my next project will focus on provincial administration in 17<sup>th</sup>-century Ottoman Syria. My classes demand a lot of reading and analytical writing and discussion, and I encourage a critical attitude toward current stereotypes of the Middle East.

### **Jay Driskell (Ph. D. Yale University, 2008; B.A., University of Wisconsin - Madison)**

My research and teaching interests focus on African American politics, Women's History and Labor History with an emphasis on political language, gender and the history of organizing and social movements. I am currently revising my dissertation, which entitled "Two Warring Souls: Black Nationalism, Patriotism and the Roots of Independent Black Politics in Atlanta, Georgia, 1891-1924." It is about the emergence of an autonomous black public sphere, which consequently provides the cultural foundation of Progressive Era black politics in Atlanta and a model for the political strategy of the National Association for the Advancement of Colored People (NAACP) for much of the 20<sup>th</sup> century. I am also at work on an article about the black Knights of Labor in Jacksonville, FL in the 1880s and 90s. Future projects may include a biography of gay rights activist Cleve Jones, a history of the hotel workers' union since the 1960s and a political history of Harlem from the 1930s through the 1950s.

Since my arrival at the University of Arizona, I have taught the US women's history survey, a seminar on African American politics, a course on U.S. labor history as well as United States history since 1945. In the Fall, I

will be teaching History 438 – *U.S. History, 1914-1945* – and History 396 – *the Nature and Practice of History*, with a focus on American history since 1877.

**Richard M. Eaton (Ph.D., University of Wisconsin-Madison, 1972)**

My research interests focus on the social and cultural history of medieval and early modern India (1000-1800), and especially on the range of interactions between Islamic and Indian cultures that took place in that period. My published books include:

*Sufis of Bijapur, 1300-1700: Social Roles of Sufis in Medieval India*, [Princeton, 1978]  
*Islamic History as Global History* (American Historical Association, 1990)  
*Firuzabad: Palace City of the Deccan* (with George Michell; Oxford, 1992)  
*The Rise of Islam and the Bengal Frontier, 1204-1760* (California, 1993)  
*Essays on Islam and Indian History* (Oxford, 2000)  
*India's Islamic Traditions, 711-1750* (edited, Oxford, 2002)  
*Temple Desecration and Muslim States in Medieval India* (Hope India, 2004)  
*A Social History of the Deccan, 1300-1761: Eight Indian Lives* (Cambridge, 2005)  
*Slavery and South Asian History* (edited with Indrani Chatterjee; Indiana Univ., 2006)

I am also actively teaching and writing in the growing subfield of world history. In addition to graduate seminars in comparative history and world history, I regularly teach History of Medieval India, History of Modern India, and Nature and Practice of History, Historiography, World History to 1500, and World History 1500- present.

My approaches to teaching include, in lecture courses, two lectures weekly and one discussion, with students required to work with primary historical materials in all courses. Testing: essay exams and regular reflections on readings, with book reports often required.

**Martha Few (Ph.D., University of Arizona, 1997)**

In my historical research and in the classes I teach, I am interested in asking questions about how people-- men and women, rich and poor, Indians, Blacks, mixed-race peoples, and Europeans-- lived their everyday lives under colonial rule in Latin America. My book, *Women Who Live Evil Lives: Gender, Religion and the Politics of Power in Colonial Guatemala* (University of Texas Press, 2002) uses Inquisition records from the capital city of Santiago de Guatemala to explore women's participation in religious cultures outside of the formal institution of the church, and analyze how they used them to forge social relationships, deal with community conflicts, run a business, heal illnesses and negotiate pregnancy and childbirth.

Right now I have two new books nearing completion. The first is *All of Humanity: New World Medical Cultures Before the Smallpox Vaccine* that uses the case study of colonial Guatemala to tell the story of how New World medical knowledge, framed by European colonial expansion in the Americas and produced not only by Creole doctors and scientists, but also Maya medical practitioners, female healers and midwives and others, made important but often unacknowledged contributions to what we know today as "Western Medicine". The second book project that I am working on in collaboration with my colleague Zeb Tortorici at UCLA explores the history of economic, social, cultural, religious and scientific relationships between humans and animals in Latin America from the colonial period to the present. In addition to classes in Latin American history, I regularly teach History 301, a methodology class for majors, and History 396, the senior capstone class, on "Travel Writing in Latin America".

**Alison Futrell (Ph.D., University of California, Berkeley, 1991)**

I earned my doctorate in Ancient History and Mediterranean Archaeology. My research is guided by my interest in the symbols and rituals of power in the Roman Empire, with particular focus on the deployment of gender and material culture in imperial politics. I am also intrigued by representations of ancient Rome in the modern world, in film, literature and art. I regularly teach the survey course on Roman History and upper division courses on Republic and on Empire. I have also taught undergraduate courses on the ancient Mediterranean, on Rome's urban culture and on the interaction between the ancient Mediterranean and the Celtic and Germanic peoples of the European Iron Age. Graduate courses include colloquia on Comparative Imperial Systems, Cleopatra VII, Women in

Early Europe, Frontiers and Empire, and the general Topics in Roman History, as well as a pedagogy workshop for graduate students. I regularly take a turn with TRAD 102: Western Civilization from the Rise of Cities to the Counter-Reformation. My first monograph, *Blood in the Arena*, looks at how the institution of the gladiatorial games functioned in the negotiation of power among different groups in the Roman Imperial West. In 2006, Blackwell published my *Roman Games: A Sourcebook*, which considers spectacle in the Roman world more broadly. I am currently working on another monograph with the working title *Barbarian Queens*, which will focus on how this archetype, formed originally in the historical tradition of the ancient world, shaped later Western images of gender, power and identity in text and the visual arts. I have appeared as a talking head on a number of documentaries for the History Channel and A & E, including "Hannibal", "The True Story of Gladiators", "Cleopatra's World: Alexandria Revealed," and, most recently, "Boudica: Warrior Queen".

**Juan R. Garcia (Ph.D., University of Notre Dame, 1977)**

I teach courses in Mexican American History and U. S. History. In the latter, I focus on the period between the two World Wars. My research centers on Mexican immigration and community development in the United States, especially before World War II. I have published work on Mexican immigration to the Midwest, the Bracero Program, the deportation and repatriation of Mexicans, and the history of literary and media images of Hispanics. I am currently serving as Vice Provost for Academic Affairs.

**David N. Gibbs (Ph.D., Massachusetts Institute of Technology, 1989)**

I teach graduate and undergraduate courses on the history of international relations and 20th century U. S. foreign policy, as well as the history of the world political economy. My first book was *The Political Economy of Third World Intervention: Mines, Money, and U. S. Policy in the Congo Crisis* (University of Chicago Press, 1991); and my second book is *First Do no Harm: Humanitarian Intervention and the Destruction of Yugoslavia* (Vanderbilt University Press, 2009). I have also published article-length studies on external intervention in various parts of sub-Saharan Africa, as well as Afghanistan.

**Kevin Gosner (Ph.D., University of Pennsylvania, 1984)**

I study colonial Latin America, with a special interest in the impact of Spanish rule on the native peoples of southern Mexico and Guatemala. My book, *Soldiers of the Virgin: The Moral Economy of Colonial Maya Rebellion*, examines community politics and local religion in the 17th and 18th centuries in Chiapas, Mexico. Currently, I'm working on a general history of the Maya since the Spanish conquest, as well as a monograph on the political economy of indigenous cotton farming in southern New Spain and a series of essays exploring discourses on race, citizenship and ancient history among 19th century Mayanists in Mexico, the United States, and Europe. I teach a variety of undergraduate and graduate classes in Latin American history and World history, and regularly offer the Historiography colloquium required of all graduate students. I'm also involved in interdisciplinary scholarship and teaching on campus through affiliations with the Center for Latin American Studies, the Department of Anthropology, and the Group for Early Modern Studies.

**Benjamin H. Irvin (Ph.D., Brandeis University, 2004; J. D., University of Kentucky, 1994)**

I am a social and cultural historian of early America, researching primarily in the Revolutionary period. Symbolic, spectacular, and ritualistic expressions of power and authority particularly interest me. My manuscript in progress, under contract with Oxford University Press, explores the Continental Congress and the civic culture—the fast days, parades, and commemorative medals—by which Congress promoted republicanism and revolution. Central to my study are the many ways that the people out-of-doors challenged Congress and its vision for the United States. I teach courses on colonial America and the early republic, on constitutional history, on nationalism, and on gender. My upper-division seminar, "Manhood and Masculinity in the U.S.," encourages students to critically interrogate the historicity of gender.

**Steven Johnstone (Ph.D., University of Chicago, 1989)**

The classes I teach on ancient Greek history emphasize reading Greek texts (both literary and nonliterary) in translation, writing analytical essays based on these ancient sources, and a variety of classroom activities (discussions,

". . . all history as we now know it is, for women, merely prehistory."

-- Gerda Lerner

lectures, debates, small group projects, sometimes even recreating a battle). I try to convey a sense that history is not merely a set of facts about the past, but a discipline through which the past is discovered and given meaning—not just a collection of answers, but particular ways of asking questions. My research focuses on cultural and social history; my book, *Disputes and Democracy: The Consequences of Litigation in Ancient Athens*, examines the relationship between litigation and democratic political power.

**Susan C. Karant-Nunn (Ph.D., Indiana University, 1971)**

My primary research interest is in the social and cultural history of late medieval and early modern European religion (from about 1350 to 1750). My books thus far have been on aspects of the German Reformation. A strong secondary focus of my research has been on women, gender, and masculinity. Two new books, one coedited with Scott H. Hendrix, and one authored (forthcoming in 2009) are on reformation masculinity and on early modern religious emotions respectively. As Director of the Division for Late Medieval and Reformation Studies, I teach a number of graduate students. Nevertheless, I remain dedicated to instructing undergraduates as well. Since coming to the University of Arizona in 1999, I have offered courses in Western Civilization (Trad. 102), a seminar for History majors (Hist. 396) on the early modern witch craze, The Renaissance (408/508), and the Reformation (409/509). I am committed to enabling all my students to make better use of multiple media (such as literature, artistic images, songs, and artifacts) in understanding this era or particular phenomena within it. Recent graduate seminar (Hist 696F) topics have been Reformation Strasbourg, Anabaptism, the early modern European family, literacy, and Reformation clergy and preaching.

In spring 2009, I was named a Regents' Professor.

**Fabio Lanza (Ph.D., Columbia University, 2004)**

My research focuses on the cultural and intellectual history of modern China, and in particular on student activism, urban space, and the politics of everyday life.

I am completing a manuscript on the birthplace of Chinese student activism (and of "students" as a category), Beijing University during the May Fourth Movement in 1919. I explore how student activism was not simply a reflection of intellectual change; rather, students learned their politics from the experience of the changing lived environment of the university and the city. In turn, political expression occurred in the students' lived practice, in classroom, dorms, clothing, teaching routines, and associations. By looking at all these aspects, I embed political history in the practice of everyday life.

I bring the same approach in my teaching: in my courses I introduce a variety of sources trying to highlight how historical material can be found in familiar yet neglected places and how our perception of ourselves and the other is framed and expressed in forms that go well beyond dusty written texts.

**Lotz-Heumann, Ute (Ph.D., Humbolt University, 1999)**

In my research and teaching I am interested in the history of Europe from the fifteenth to the early nineteenth centuries. The religious, social and political face of Europe changed dramatically during these centuries, making this a very dynamic period in history. The Reformation, colonization and the enlightenment were movements originating in Europe that shape the world until this day -- for better or for worse.

My scholarship has been devoted to early modern Irish, British and German history. My book on the process of dual confessionalization in Ireland in the sixteenth and seventeenth centuries (2000) is concerned with confessional conflict and coexistence in a politically diverse and multi-ethnic environment. It poses the question why England's attempt to introduce the Protestant Reformation in Ireland ended in warfare, colonization projects, and fierce confessional resistance.

I am currently working on two projects in German history. One is concerned with holy wells as popular worship sites in sixteenth- and seventeenth-century Lutheranism and Catholicism. The other is a study of eighteenth-century German spas as meeting places of the nobility and the bourgeoisie.

My research interests encompass the success or failure of the Reformation in different European countries, church discipline in early modern Europe, conversion as an indicator of confessional conflict and coexistence, prophecies and other aspects of popular religion, the formation of religious and confessional identities, urban history, and space and discourse as historiographical methods and concepts.

I have co-authored an introduction to the historiography of the Reformation for advanced students. This book focuses on historiographical controversies in the last fifty years with chapters on periodization, the urban Reformation, the radical Reformation, the concept of confessionalization, iconoclasm and the role of pamphlets, and gender and the Reformation.

I teach an array of specialized courses in early modern European history with a particular emphasis on Ireland, Britain and Germany. For example, I teach courses on early modern and modern Irish history, the confessional churches in early

modern Europe, British history in the sixteenth and seventeenth centuries, the diary of Samuel Pepys, a seventeenth-century Englishman, the cultural history of early modern Germany, the political and social makeup of the Holy Roman Empire, as well as historiographical and methodological courses and aspects of the enlightenment in central Europe.

"Time is nature's way of making sure that everything doesn't happen at once."  
--Graffiti in men's room of Social Sciences Building

**Jack Marietta (Ph.D., Stanford University, 1968)**

I specialize in the topics (English) colonial America, the American Revolution, and the Confederation era (1607-1789). My research interests are the history of the Society of Friends (Quakers) in Pennsylvania and the history of crime and justice in Pennsylvania. I teach the courses the Colonial Origins of the U.S. (History 431), the Era of the American Revolution (History 432), and the History of Crime in American (History/Sociology/Public Administration 349).

**Oscar J. Martinez (Ph.D., University of California, Los Angeles, 1975)**

I specialize in the history of the U.S.-Mexico borderlands. At the undergraduate level I teach History of Mexico, History of Mexican Americans, History of the U.S.-Mexico Border Region, and Nature and Practice of History; my graduate seminars and colloquia usually span both Latin America and the United States. My courses are organized topically and chronologically, with emphasis on evolutionary change. The books I have written and edited examine broad themes such as the evolution of the Mexican northern frontier cities, the Mexican Revolution along the border, problem-solving in a transnational context, general conflict in the borderlands, the uniqueness of the way of life of border people, and social change in the Mexican American population. Currently I am finishing a book that present a new theory on why Mexico is poorer than the United States.

**Paul Milliman (Ph.D., Cornell University, 2007)**

My research focuses on state formation, the development of historical consciousness, the construction of identities, and religious conflict and conversion during the Middle Ages, particularly in East-Central Europe. The source materials I use to examine these topics are the records from a series of disputes between the Teutonic Knights and the neighboring Poles, Pomeranians, and Prussians during the thirteenth and fourteenth centuries. I am also very interested in how games--especially chess and the tournament--reflected, influenced, and supplied metaphors for processes of social interaction during the Middle Ages.

**Katherine G. Morrissey (Ph.D., Yale University, 1990)**

My research on the U.S. West focuses on the region's environmental, social, cultural, and intellectual history. These perspectives influence my undergraduate teaching in courses on 20th-century U.S. Western History, Arizona and the Southwest, and early 20th-century U.S. History. Students enrolled in my lecture/discussion courses and in my section of 396 will read a wide variety of primary documents along with interpretive texts by historians.

**Roger L. Nichols (Ph.D., University of Wisconsin-Madison, 1964)**

My research and teaching focus on the occupation and settlement of the US before the 20th century, as well as American Indian history, and comparative issues in US-Canadian history.

Presently I teach Frontier America [Hist 245], Western America [Hist 244], Indians in American History [Hist 236], and a section of The Nature and Practice of History [Hist 396]. My approach in those courses combines mostly social and economic issues while using both topical and chronological organizations. The 200 level courses combine lectures and discussions. They require brief reading papers, essay examinations, and class participation.

**David Ortiz, Jr. (Ph.D., University of California, San Diego, 1995)**

I am a social and cultural historian of 18<sup>th</sup>, 19<sup>th</sup>, & 20th century Europe, with a growing interest in intellectual history. My research interests center on public discourse in southern Europe, particularly in newspapers, magazines, and popular novels, during the 'fin de siglo' period, from about 1870-1930. I also explore the impact of popular

discourse on the politics, social, cultural, and intellectual issues of turn-of-the-century Spain. My current research includes popular and medical discourse on sexuality and gender as it relates to personal and national identity formation.

I teach the history of Modern Europe. My specialty is Modern Spain (History 465/565), but I also teach the history of Comparative World Revolutions (History 477/577), the history of Anarchism (History 456/556A), and the history of sexuality (History 202). I am very much interested in comparative studies. Please see my departmental web page for my current interests and recent publications.

**Jadwiga Pieper Mooney (Ph.D., Rutgers University, 2000; Undergraduate work at the Freie Universitaet Berlin and City College/CUNY, New York City; Journalism, Latin American Studies, History)**

My research and teaching focuses on Latin America, Gender, and Comparative/Global History, with special interests in women's rights, gender equity, and notions of inclusion and exclusion and the construction of (limited and selective) citizenship rights in the making of modern nations in the Americas. My first book *The Politics of Motherhood: Maternity and Women's Rights in Twentieth Century Chile*, is forthcoming at Pittsburgh University Press. Currently, I am working on a comparative research project on forced sterilization campaigns and human rights violations in Puerto Rico, Peru, and North Carolina. I explore how different groups of women have suffered the consequences of aggressive sterilization campaigns and compare and contrast the historical circumstances and the politics that led to severe human rights violations in all three settings. My ongoing research projects also include a gendered history of the Chilean Diaspora, transnational feminisms, women's mobilization and strategies of empowerment in the Cold War, and the forging of global feminisms in the post WWII era.

In the past decade I have taught a wide variety of classes on the Americas, frequently as Global and Comparative History classes. In the Fall Semester 2009, I will teach a graduate colloquium on *Comparative Gender History* (with a focus on Europe and the Americas), and a course entitled *Contemporary Latin America in Historical Perspective*. I am looking forward to teaching a graduate colloquium on *Latin American History* and a course on *Chilean History* in the Spring Semester 2010.

**Michael Rembis (Ph.D., University of Arizona, 2003) \*; Director, Disability Studies Initiative, Adjunct Faculty, Department of History**

My areas of interest include the history of disability and the history of social science, especially eugenics and psychology. My dissertation, "Breeding Up the Human Herd: Gender, Power, and Eugenics in Illinois, 1890-1940," won the Florence Hemley Schneider Prize for promise of outstanding scholarship in a dissertation appropriate to Women's Studies. I have published several articles as well as a chapter in Susan Currell and Christina Cogdell, eds. *Popular Eugenics: National Efficiency and American Mass Culture in the 1930s*. My first article, "Breeding Up the Human Herd: Gender, Power, and the Creation of the Country's First Eugenic Commitment Law," was voted best article published in 2002 by the Editorial Advisory Board of the *Journal of Illinois History*. My most recent article, "I ain't had much schooling': The Ritual of the Examination and the Social Construction of Impairment," won the 2008 Irving K. Zola Award, awarded annually by the Society for Disability Studies (SDS) to emerging scholars in disability studies. My first book manuscript, *Disabling Sex: Gender, Power, Eugenics, and Female Juvenile Delinquency in the United States, 1890-1960*, is currently under review. In 2005, I received a Mortar Board Senior Honorary for outstanding dedication to the students and faculty of the University of Arizona. I was voted a "favorite professor" at Winter Commencement, 2007 and Spring Commencement, 2008.

I have taught the following courses:

**Upper Division and Graduate**

History 495F – Special Topics: Breeding Up the Human Herd: A Social, Cultural, and Intellectual History of Eugenics in the United States, 1859-Present

History 495F – Special Topics: Analyzing the Nature/Nurture Debate from Darwin to the Present

History 495B – Topics in Black America: The Struggle for Equality in Slavery and in Freedom

History 452/552 – Race, Ethnicity, and Immigration in U.S. History from Colonial Times to the Present

History 440/540 – U.S. History, 1945-Present

History 438/538 – U.S. History, 1917-1945

History 437/537 – U.S. History, Gilded Age and Progressive Era

History 396 – Undergraduate Research and Writing Seminar

- “Race, Gender, and Power in American Cultural History from Colonial Times to the Present”
- “Dancing in the Streets: Social and Cultural History of Public Protest in America”

History 332 – Vietnam and the Cold War

Women’s Studies 496G – Eugenics and Reproductive Technology

### **Lower Division**

INDIV 103 – U.S. History Survey, 1877-Present

TRAD 102 – U.S. History Survey, Colonial-1877

INDIV 102 – Western Civilization, 1500-Present

History 101 – Western Civilization, Antiquity-1500 (Pima Community College, Tucson)

### **Michael Schaller (Ph.D., University of Michigan, 1974)**

I specialize in three areas of History, including overall American foreign relations, U.S.-East Asian relations, and 20th century U.S. History. My books cover such topics as the Second World War in China, the occupation of Japan and its aftermath, the career of General Douglas MacArthur, the presidency of Ronald Reagan, and the re-emergence of conservatism in American life and culture in the late-20<sup>th</sup> Century. I teach both lower and upper division courses on the U.S. since WWII, American relations with Asia, the Vietnam War, American foreign relations, the post-Civil War survey.

### **Miranda Spieler (Ph.D., Columbia University, 2005)**

My research as a French historian looks at the relationship between law and violence as these affected marginal groups in domestic France —convicts, political enemies, vagabonds—and in French colonies between the 18th and 19th centuries. The colonial dimension of my research has hitherto focused on French Guiana, a sparsely inhabited and culturally diverse French-speaking territory on the northern coast of South America; it is most known to people in this country as the former site of a penal colony. I am now working on a manuscript that explores this and other facets of French Guiana’s past, especially slavery and emancipation. Future projects include a study of French and American economic, political, and cultural relations in the 1790s and a study of personhood as it evolved, in a legal and conceptual sense, from the seventeenth century forward. I joined the faculty of the University of Arizona in the fall of 2005. I currently teach a section of History 396 on the theme of “Civilians and War” and undergraduate surveys of the Enlightenment, the Revolution, and of French history from the eighteenth century to the present. In these courses, I tend to work a great deal with students on improving their writing and on interpreting primary documents.

### **Stephen Stillwell (Ph.D., University of North Texas)**

Greetings to all History Students!!

I am Stephen Joseph Stillwell, jr. and I am pleased to have joined, if only temporarily, the History Faculty at the U of A. Notice my little affectation ? I use the lower case letter to start Junior. This is actually the way it was originally done and sometime along the way, particularly in this country we decided to capitalize it. I have a varied past - I have worked in a flower shop, as an accountant, in a hotel, as a military studies librarian, obviously as a history professor - and probably surprising as a swineherd. My undergraduate degree is in International Relations with a specialty in Middle Eastern Area Studies from the School of International Service at the American University in Washington, D.C. I started, but never finished, a masters in political science at George Washington University. I have completed two masters - one a Masters in Liberal Arts with a concentration in history from Harvard University and the other a Masters of Science in Library and Information Science at Simmons College. My doctorate is from the University of North Texas. I have studied in Egypt and Israel. I worked as the Librarian for the Center for Science and International Affairs at the John F. Kennedy School of Government at Harvard University. CSIA is the focus for the study of nuclear disarmament, international peace and security, and similar topics at Harvard. I have taught a number of history courses: US History to 1865, World Civilization to 1500, World Civilization since 1500, British History to 1688, British History from 1688, Historical

Research, Europe 1919-1939, Formation of the Modern Middle East, Europe 1815-1914 - mostly at the University of Texas at Arlington. I have traveled extensively in Britain, visiting many places that even many natives of the islands have not seen. I lived for six months on an organic, free-range pig farm in mid-Wales near the university town of Llanbedr Pont Steffan (or Lampeter, to the English). I have been active in Phi Alpha Theta, the SouthWestern Historical Association, and the North American Conference on British Studies.

**Laura Tabili (Ph.D., Rutgers University, 1988)**

Since coming to the University of Arizona in 1988, I have been responsible for guiding undergraduate and graduate students who wish to study Modern European history. I teach an array of courses that take Europe as a whole, rather than one country, as the unit of analysis. They include: War, Peace and Social Change in Europe, 1870-1945 (314a), Europe Since 1945 (314b), Women in European History (455), and The Rise & Fall of European Empires (416). In these we seek to discover what is commonly and uniquely European while acknowledging Europe's internal diversity and its many links to the world beyond. In addition, I teach the cross-disciplinary and comparative courses Work, Culture & Power (427), and Women & Work (453). I have taught graduate courses on the history of European imperialism, on women in Europe, on "outsiders" in European history, the core course on Women's and Gender history, on postcolonial approaches to imperial history, and on class, racial and gender formation in European history. All of these emphasize the fluidity of national, racial and gender categories and identities, the mobility of populations, and how changing class, gender and racial relationships reflected and also affected the nature of European societies. I have also taught the graduate research seminar many times. My research has been devoted to explaining the specific forms of gender, race and class formation and labor migration stemming from processes of European global expansion. My publications include "*We Ask for British Justice: Work and Racial Difference in Late Imperial Britain*," as well as articles on migration, interracial and endogamous marriage, and the racialization of masculinity. I recently completed a book on the cultural impact of long-distance migration on the British port of South Shields between 1841 and 1939.

**Douglas Weiner (Ph.D., Columbia University, 1984)**

Classes I offer include a general survey of twentieth-century Russian history [425], Russian intellectual history [423], and Global environmental history [356]. Additionally, I teach Trad 102, the first section of World History, from the paleolithic to 1500. In my courses I encourage students to develop the ability to identify the assumptions and values in the works that we are reading. Grades are based on students' analytical skills and abilities to craft arguments in essay and book-review form. My early research was on the history of nature protection in Russia and the Soviet Union and my first book, *Models of Nature: Ecology, Conservation and Cultural Revolution in Soviet Russia* (Bloomington, 1988), appeared in a Russian edition in 1991, which received the book prize of the Moscow Society of Naturalists, Russia's oldest scientific society. In 1999 I published *A Little Corner of Freedom: Russian Nature Protection from Stalin to Gorbachev* with the University of California Press in Berkeley. I am probably the only faculty member attacked in the Russian ultranationalist press for causing the break-up of the Soviet Union (see *Zavtra*, March 1994, No. 18, V. I. Artamonov, "Daiu ustanovku: `Unichtozhaite gosudarstvo!"). Currently, I am researching debates over secondary school education in Russia and the USSR from the 1860s through the 1930s.

\* **Affiliated faculty**

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## Faculty Directory

| Name                | Specialty                                    | Phone    | Office       | Email  |
|---------------------|--|----------|--------------|--|
| Anderson, Karen     | Women's History, US History                  | 621-1706 | 139A         | <a href="mailto:karena@u.arizona.edu">karena@u.arizona.edu</a>                   |
| Barickman, Bert     | Brazil                                       | 621-3474 | 137B         | <a href="mailto:bjb@u.arizona.edu">bjb@u.arizona.edu</a>                         |
| Beezley, William    | Post-independence Mexico                     | 621-7107 | 228A         | <a href="mailto:beezley@u.arizona.edu">beezley@u.arizona.edu</a>                 |
| Bonner, Michael     | United States                                | 621-1965 | 108          | <a href="mailto:mbonner@email.edu">mbonner@email.edu</a>                         |
| Clancy-Smith, Julia | North Africa, Mediterranean, Middle East     | 626-8421 | 221          | <a href="mailto:juliac@u.arizona.edu">juliac@u.arizona.edu</a>                   |
| Crane, Susan        | Modern Europe, Germany                       | 621-1113 | 237A         | <a href="mailto:scrane@u.arizona.edu">scrane@u.arizona.edu</a>                   |
| Darling, Linda      | Middle East, Ottoman Empire                  | 621-9754 | 219          | <a href="mailto:ldarling@u.arizona.edu">ldarling@u.arizona.edu</a>               |
| Eaton, Richard M.   | India, Comparative World History             | 621-8120 | 111B         | <a href="mailto:reaton@u.arizona.edu">reaton@u.arizona.edu</a>                   |
| Few, Martha         | Latin America                                | 621-5044 | 121          | <a href="mailto:mfew@u.arizona.edu">mfew@u.arizona.edu</a>                       |
| Futrell, Alison     | Roman History                                | 626-8428 | 131          | <a href="mailto:afutrell@u.arizona.edu">afutrell@u.arizona.edu</a>               |
| Garcia, Juan R.     | Mexican-American and U.S. History            | 621-1856 | 512          | <a href="mailto:jugarcia@u.arizona.edu">jugarcia@u.arizona.edu</a>               |
| Gibbs, David        | U.S. International Relations                 | 621-5416 | 227          | <a href="mailto:dgibbs@u.arizona.edu">dgibbs@u.arizona.edu</a>                   |
| Gosner, Kevin       | Colonial Latin America, Mexico               | 621-1168 | 215B         | <a href="mailto:kgosner@u.arizona.edu">kgosner@u.arizona.edu</a>                 |
| Irvin, Benjamin     | U.S. History, Revolutionary Period           | 626-8423 | 231          | <a href="mailto:irvin@u.arizona.edu">irvin@u.arizona.edu</a>                     |
| Johnstone, Steve    | Ancient Greece                               | 621-1340 | 239A         | <a href="mailto:sjohnsto@u.arizona.edu">sjohnsto@u.arizona.edu</a>               |
| Karant-Nunn Susan   | Medieval, Renaissance, Reformation           | 626-9193 | 307 Douglass | <a href="mailto:karantnu@u.arizona.edu">karantnu@u.arizona.edu</a>               |
| Lanza, Fabio        | Modern China                                 | 621-3077 | 106          | <a href="mailto:flanza@email.arizona.edu">flanza@email.arizona.edu</a>           |
| Lotz-Heumann, Ute   | Early Europe                                 | 626-9193 | 307 Douglass | <a href="mailto:ulotzh@email.arizona.edu">ulotzh@email.arizona.edu</a>           |
| Marietta, Jack      | Colonial U.S. History                        | 626-8427 | 233          | <a href="mailto:jack-marietta@ns.arizona.edu">jack-marietta@ns.arizona.edu</a>   |
| Martinez, Oscar J.  | U.S. – Mexico Borderlands, Mexican Americans | 621-1046 | 225          | <a href="mailto:oscar-martinez@ns.arizona.edu">oscar-martinez@ns.arizona.edu</a> |

|                           |   |          |              |  |
|---------------------------|---|----------|--------------|--|
| Milliman, Paul            | Late Medieval   | 621-3961 | 139B         | <a href="mailto:milliman@email.arizona.edu">milliman@email.arizona.edu</a> |
| Morrissey, Katherine      | 19 <sup>th</sup> and 20 <sup>th</sup> Century U.S.:<br>West, Environment. | 626-8429 | 235          | <a href="mailto:kmorriss@u.arizona.edu">kmorriss@u.arizona.edu</a>         |
| Nichols, Roger L.         | U.S.: American Frontier,<br>Native Americans                              | 621-4684 | 119          | <a href="mailto:nichols@u.arizona.edu">nichols@u.arizona.edu</a>           |
| Ortiz, Jr., David         | Modern Spain and Europe   | 626-8419 | 237B         | <a href="mailto:davido@u.arizona.edu">davido@u.arizona.edu</a>             |
| Pieper Mooney,<br>Jadwiga | Latin America   | 621-5486 | 133          | <a href="mailto:jadwiga@email.arizona.edu">jadwiga@email.arizona.edu</a>   |
| Rembis, Michael*          | United States   | 626-9559 | DRC Rm. D111 | <a href="mailto:mrembis@email.arizona.edu">mrembis@email.arizona.edu</a>   |
| Schaller, Michael         | U.S. Diplomatic, U.S. – Asian<br>Relations                                | 621-3831 | 120A         | <a href="mailto:schaller@u.arizona.edu">schaller@u.arizona.edu</a>         |
| Spieler, Miranda          | Modern France   | 626-4626 | 235          | <a href="mailto:mspieler@u.arizona.edu">mspieler@u.arizona.edu</a>         |
| Stillwell, Stephen        | British History   | 621-8439 | 228          | <a href="mailto:sjstill@email.arizona.edu">sjstill@email.arizona.edu</a>   |
| Tabili, Laura             | 20 <sup>th</sup> Century Europe, Women's<br>History, British Imperialism  | 626-8420 | 239B         | <a href="mailto:tabili@u.arizona.edu">tabili@u.arizona.edu</a>             |
| Vejdani, Farzin           |   |          |              |  |
| Weiner, Douglas           | Russian History   | 621-3736 | 129          | <a href="mailto:dweiner@u.arizona.edu">dweiner@u.arizona.edu</a>           |

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