Department of History

David Igler, Department Chair
200 Murray Krieger Hall
949-824-6521
http://www.humanities.uci.edu/history/

Overview

The undergraduate program in History is designed to develop critical intelligence and to foster an awareness of ourselves and our world through the study of the past. The Department presents a variety of approaches to history, and each emphasizes basic disciplinary skills: weighing evidence, constructing logical arguments, and exploring the role of theory in historical analysis and human action.

The Department offers a number of lower-division courses open to majors as well as non-majors, most of which fulfill part of the UCI general education requirements.

Students who are interested in the study of history but are majoring in other disciplines may minor in History. The minor incorporates elements of the Department’s program for majors but allows students enough flexibility to pursue programs in other departments and schools.

Upper-division courses range from the examination of individual nation-states (e.g., Chinese history), to studies of the relations among nation-states (e.g., Emergence of the Modern Middle East), to historical analyses of political, socio-economic, and cultural factors (e.g., Women in the United States). Students are also provided the opportunity for small-group learning experiences through colloquia. The colloquia are conducted as discussion groups, involve close reading and analysis of primary and secondary texts, and require writing.

In addition, History students have the option of pursuing advanced study through programs offered by the Department, the School of Humanities, and the University. Within the Department of History, students have the opportunity to complete an advanced research seminar series or to design their own research project with a faculty advisor through Independent Study.

Specialization in History for Future Teachers

The Specialization in History for Future Teachers is designed to prepare history majors who aspire to earn a post-baccalaureate teaching credential. Through specific history course requirements, courses in the School of Education, and a field work requirement, students will be well positioned for admission to teaching credential programs.

Phi Alpha Theta

Phi Alpha Theta is a charter member of the Association of College Honor Societies for undergraduates, graduates, and faculty within the discipline of history. Becoming a member to the society will grant you honor cords for graduation and allow eligibility for several national and regional scholarships. To become eligible for initiation, students must have achieved junior standing, have completed seven or more history courses in residence at UCI, and have acquired a minimum 3.5 GPA in the major and a minimum 3.3 GPA overall. For more information, please contact the History Undergraduate Program Coordinator.

Study Abroad

The department strongly encourages majors and minors to take advantage of the University’s study abroad programs and to experience a different culture, for a quarter or longer, while making progress toward their UCI degree. Moreover, students who are particularly interested in the history of a specific country or region would greatly benefit from direct study and cultural interaction within that country or region. Information about studying abroad can be found at UCI’s Study Abroad Center website. (http://www.studyabroad.uci.edu)

Requirements for the B.A. in History

All students must meet the University Requirements.

All students must meet the School Requirements.

Departmental Requirements for the Major

Twelve courses are required:

A. Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>HISTORY 70A</td>
<td>Problems in History: Asia</td>
</tr>
<tr>
<td>HISTORY 70B</td>
<td>Problems in History: Europe</td>
</tr>
<tr>
<td>HISTORY 70C</td>
<td>Problems in History: United States</td>
</tr>
<tr>
<td>HISTORY 70D</td>
<td>Problems in History: Latin America</td>
</tr>
<tr>
<td>HISTORY 70E</td>
<td>Problems in History: Middle East and Africa</td>
</tr>
<tr>
<td>HISTORY 70F</td>
<td>Problems in History: Transregional History</td>
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</tbody>
</table>

B. Two additional lower-division History courses
C. Four upper-division History courses

D. Complete the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>HISTORY 100W</td>
<td>Writing About History</td>
</tr>
<tr>
<td>HISTORY 190</td>
<td>Colloquium</td>
</tr>
</tbody>
</table>

E. Two additional lower- or upper-division History courses

F. At least one of the twelve required courses must be devoted to the period prior to 1800.

**Residence Requirement for the History Major:** One course from the History 70 series, HISTORY 100W, HISTORY 190, and three upper-division History courses must be completed successfully at UCI. By petition, two of the six may be taken through the UC Education Abroad Program, provided that course content is approved in advance by the Chair of the History Undergraduate Program Committee.

**Requirements for the B.A. in History with a Specialization in History for Future Teachers**

All students must meet the University Requirements.

All students must meet the School Requirements.

Fifteen courses are required:

A. Select one of the following series:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>HISTORY 21A- 21B- 21C</td>
<td>World: Innovations and World: Empires and Revolutions and World: Wars and Rights</td>
</tr>
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or

<table>
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<tr>
<th>Course</th>
<th>Description</th>
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B. Complete the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HISTORY 70C</td>
<td>Problems in History: United States</td>
</tr>
<tr>
<td>HISTORY 100W</td>
<td>Writing About History</td>
</tr>
<tr>
<td>HISTORY 190</td>
<td>Colloquium</td>
</tr>
</tbody>
</table>

C. Select two courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HISTORY 70A</td>
<td>Problems in History: Asia</td>
</tr>
<tr>
<td>HISTORY 70B</td>
<td>Problems in History: Europe</td>
</tr>
<tr>
<td>HISTORY 70D</td>
<td>Problems in History: Latin America</td>
</tr>
<tr>
<td>HISTORY 70E</td>
<td>Problems in History: Middle East and Africa</td>
</tr>
<tr>
<td>HISTORY 70F</td>
<td>Problems in History: Transregional History</td>
</tr>
</tbody>
</table>

D. Select one course in California History.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>HISTORY 142A</td>
<td>California Dreaming: Conquest, Conflict, and Globalization in the Golden State</td>
</tr>
<tr>
<td>HISTORY 151A</td>
<td>Chicana/Chicano History: Pre-Colonial to 1900</td>
</tr>
<tr>
<td>HISTORY 151B</td>
<td>Chicana/Chicano History: Twentieth Century</td>
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</tbody>
</table>

E. Two upper-division U.S. History courses.

F. Two upper-division non-U.S. History courses.

G. Select one course from the School of Education.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>EDUC 108</td>
<td>Adolescent Development and Education</td>
</tr>
<tr>
<td>EDUC 124</td>
<td>Multicultural Education in K-12 Schools</td>
</tr>
<tr>
<td>EDUC 128</td>
<td>Exceptional Learners</td>
</tr>
<tr>
<td>EDUC 131</td>
<td>Educational Technology</td>
</tr>
<tr>
<td>EDUC 173</td>
<td>Cognition and Learning in Educational Settings</td>
</tr>
</tbody>
</table>

H. Complete at least two units of field work from EDUC 100 or other relevant experience with prior departmental approval.

**Residence Requirement for the History Major with a Specialization in History for Future Teachers:** HISTORY 70C, HISTORY 100W, HISTORY 190, and three upper-division History courses must be completed successfully at UCI. By petition, two of the six may be taken through the UC Education Abroad Program, provided that course content is approved in advance by the Chair of the History Undergraduate Program Committee.
Additional Information

Career Opportunities
The training and discipline derived from historical studies provide a valuable experience for all educated persons seeking to understand themselves and their world. Many students who complete undergraduate degrees in the Department of History go on to graduate school in a variety of fields, including history, law, business, international relations, and education.

The study of history is valuable preparation for many other careers as well. The strong academic and professional orientation acquired by History majors is necessary to pursue successful careers in such diverse fields as advertising, the non-profit sector, journalism, management, public relations, publishing, international relations, and government service.

The UCI Career Center provides services to students on resume preparation, job search, and interview techniques. See the Career Center for additional information.

Requirements for the Minor in History

Departmental Requirements

Seven courses are required:

A. Select three lower-division History courses.
B. Select four upper-division History courses.

Residence Requirement for the Minor: All four upper-division History courses must be completed successfully at UCI. By petition, two of the four may be taken through the UC Education Abroad Program, providing course content is approved in advance by the Chair of the History Undergraduate Program Committee.

Department of History Graduate Program

The Department of History at the University of California, Irvine emphasizes graduate training in regional areas, world and transnational history, and thematic specialties such as empire and colonialism; environmental history; gender and sexuality; global migrations, slavery, and diasporas; and science and medicine. Whatever the student's chosen emphasis, the History Graduate Program encourages students to think across national and regional borders and to have a solid understanding of how the discipline of History contributes to debates about global and local transformation.

The Master of Arts Program

Program of Study

Masters students receive similar opportunities as those offered doctoral students to train in the history of area regions and thematic emphases. A total of nine courses are required: three in a first field (either area-based or thematic), two in a second field (area-based, thematic, or HISTORY 200A and HISTORY 200B), the two-quarter first-year research seminar (HISTORY 202 and HISTORY 203), and two electives that may be taken outside the Department. It is strongly recommended that at least one of these electives be a directed readings course (HISTORY 291) with the advisor to either work on the thesis or prepare for the comprehensive exam. Upon entering the program, M.A. students must chose a department faculty member to serve as their advisor.

Time Limits

The M.A. is a one-year program in academic residence as a full-time student. However, it is understood that many M.A. students are employed and need to enroll on a part-time basis. Students are allowed up to three years of graduate study to complete the degree.

Degree Conferral

Degree Conferment Plan I- Thesis: The master’s thesis represents a revision of the first-year research paper, equivalent to a scholarly article, under the supervision of the faculty advisor. The project is reviewed and approved by the advisor and the thesis committee.

Degree Conferment Plan II- Comprehensive Exam: At the end of the final quarter, the M.A. candidate must pass a comprehensive oral exam administered by the faculty advisor and two other faculty members. Students are examined on their first field.

Language Requirement

Students in the M.A. program whose major field requires use of foreign language sources must demonstrate competence in a foreign language in the process of writing the first-year research paper and thesis. Other M.A. students do not have to meet a foreign language or alternative skills requirement.

Admission

Requirements for Admission to the M.A. Program: It is desirable that an applicant have the equivalent of an undergraduate major in History; however, the Department also considers students who have previously specialized in other subject areas and who have strong analytical and writing skills. The Department's required grade-point minimums and requested exams (GRE/TOEFL) are consistent with university policy. Students are accepted for fall admission only.
The Doctoral Program

The Doctoral Program in History is designed to provide students with advanced historical research skills and a solid grounding in the theory and methodology of history. This combination reflects the Department’s conviction that scholars should approach significant questions about the past with rigor and sophistication. The Department requires that students develop critical abilities in dealing with primary sources, secondary syntheses, and the interrelationship of history and theory. Candidates for the Ph.D. in History are expected to gain teaching experience as an integral part of their graduate training. This is accomplished through work as a teaching assistant.

Coursework

Doctoral students take a minimum of 15 formal courses to be completed during the first two years of the program. Twelve courses must be taken within the History Department. Three electives may be taken inside or outside the Department.

History and Theory

Required coursework for doctoral students includes a mandatory two-quarter sequence in History and Theory (HISTORY 200A and HISTORY 200B), during the first year. These courses explore a variety of theoretical issues and methodological concerns that have sparked debate in the humanities and social sciences in the past decades and which remain pertinent to 21st century historical writing. Topics may include the relationship between materialist approaches and cultural analysis; subjectivity and governance; gender and sexuality; ethnicity and racial formation; the politics of religion; "the archive" and archival practice; nationalism and postcolonialism; world history and transnational studies.

Field Emphases

Doctoral students are required to take a total of six courses satisfying requirements for specialization in two historical fields, in either an area studies field or a thematic field. Students take three courses in each field. The Department offers area studies fields in Asian History, European History, Latin American History, Middle East and African History, U.S. History, and World History. Thematic fields vary depending on demand and may include empire and colonialism; environmental history; gender and sexuality; global migrations, slavery, and diasporas; and science and medicine. Students may take courses satisfying field requirements in any order.

Research Seminars

Doctoral students are required to take a two-quarter course sequence in research and writing both their first and second year in the graduate program. In the first year, students take a proseminar readings course (HISTORY 202) on a given thematic category or subject (history of gender, science, diaspora, etc.), followed by a second quarter (HISTORY 203) in which they write a research paper that engages the methodologies and questions explored in the previous quarter. Students who enter the doctoral program with a master's may petition to be exempt from the first-year research sequence, pending acceptance of the M.A. thesis as an equivalent to the final research paper of the sequence.

In the second year of study, Ph.D. students take a two-course sequence (HISTORY 204A and HISTORY 204B) in which they research and write a paper on a topic of their choice. The second year research paper is required of all doctoral students.

Language Requirement

All students must demonstrate a proficiency in one language other than English prior to taking the Ph.D. candidacy qualifying exam. Competency in a language may be established either by passing a departmental examination (proctored in the department office) or through extensive language use in one of the research seminars. The language used to satisfy this requirement is subject to their advisors' approval.

Summary of Required Course of Study:

1. History and Theory - two courses
2. Research Seminars – four courses
3. First Field - three courses
4. Second Field – three courses
5. Electives - three courses
6. Foreign Language Proficiency

First-Year Review

To be admitted formally into the doctoral program, students must satisfactorily pass a departmental evaluation at the end of their first year of study; this includes students who entered with a M.A. from another institution. Doctoral students can be awarded an M.A. from UCI after fulfilling requirements for residence, one language, and successfully completing 36 units, including 28 units in required courses.

The Candidacy Qualifying Exam and Dissertation Prospectus

In the third year of the doctoral program, students prepare for their candidacy qualifying exam and write the dissertation prospectus. Most third year students enroll in the intensive readings course (HISTORY 298) or directed readings (HISTORY 291) to work closely with faculty in preparing for exams and writing their prospectus.

The candidacy qualifying exam is an oral, two-hour meeting during which a student is examined in their first and second field by a committee of five faculty members. The dissertation prospectus is presented in a colloquium including all members of the dissertation committee for formal approval.
Both the exam and prospectus colloquium should be completed by the end of the third year. Once completed, students will have officially advanced to doctoral candidacy and obtain A.B.D. (all but dissertation) status.

**Dissertation Research and Writing**

The dissertation is the most important part of the Department's doctoral program. The dissertation is an original piece of historical scholarship, involving extensive primary research and original analysis of secondary source material. Students spend a year or more engaged in intensive research, and another year or more writing the dissertation. Throughout this period, students work closely with the advisor and the dissertation committee members. The finished dissertation must be approved by all members of the dissertation committee.

**Teaching**

Most graduate students begin work as a teaching assistant for the Department or School courses during their second year and continue throughout their tenure in the program, except when dissertation research or writing require their residency away from the university. Students have the opportunity to apply to teach their own courses during summer session once they have advanced to doctoral candidacy.

**Time to Degree for the Ph.D.**

Normative time to degree for the doctoral program is seven years. Maximum time to degree permitted is nine years.

**Requirements for Admission to the Ph.D. Program**

It is desirable that an applicant have the equivalent of an undergraduate major in History; however, the Department also considers students who have previously specialized in other subject areas and who have strong analytical and writing skills. Many students entering the program hold a Masters degree in History, or an associated field. The Department's required grade-point minimums and requested exams (GRE/TOEFL) are consistent with university policy. Students are accepted for fall admission only.

**Faculty**

Emily L. Baum, Ph.D. University of California, San Diego, Assistant Professor of History; Religious Studies (modern Chinese history, history of medicine)

Sharon B. Block, Ph.D. Princeton University, Associate Professor of History (digital humanities, early American, race and sexuality)

Alex Borucki, Ph.D. Emory University, Assistant Professor of History; African American Studies (African diaspora, early modern Atlantic world, slave trade, colonial Latin America)

Anita Casavantes Bradford, Ph.D. University of California, San Diego, Associate Professor of Chicano/Latino Studies; History (20th century U.S., U.S. in the world, Cuba and the Caribbean; history of childhood; history of immigration, race and ethnicity; transnational and comparative Latina/o history; religion, politics and social movements)

Vinayak Chaturvedi, Ph.D. University of Cambridge, Associate Professor of History; Culture and Theory; Religious Studies (modern South Asia, social and intellectual history)

Yong Chen, Ph.D. Cornell University, Associate Dean of Curriculum and Student Services and Professor of History; Asian American Studies; Religious Studies (Asian American history and immigration, food and culture, U.S./China economic and cultural interactions)

Simon A. Cole, Ph.D. Cornell University, Professor of Criminology, Law and Society; History; School of Law (science, technology, law, criminal justice)

Ian Coller, Ph.D. University of Melbourne, Associate Professor of History (Europe and the Muslim world, the French Revolution and the global history of the Revolutionary age)

Touraj Daryaee, Ph.D. University of California, Los Angeles, UCI Endowed Chair and Professor of History; Religious Studies (Iran, Zoroastrianism, Ancient Medieval World)

Alice Fahs, Ph.D. New York University, Professor of History (Civil War America, American cultural history, gender)

Sarah Bennett Farmer, Ph.D. University of California, Berkeley, Associate Professor of History; European Languages and Studies (modern French history, twentieth-century Europe, social and cultural history)

Catherine Fisk, J.D., LL.M. University of California, Berkeley; University of Wisconsin at Madison, UCI Chancellor's Professor of School of Law; Criminology, Law and Society; History (labor and employment law, civil rights)

Richard I. Frank, Ph.D. University of California, Berkeley, Professor Emeritus of History; Classics (Roman history, Classical tradition)

Dorothy B. Fujita-Rony, Ph.D. Yale University, Associate Professor of Asian American Studies; History (U.S. history, Asian American studies)

Howard A. Gillman, Ph.D. University of California, Los Angeles, Chancellor and Professor of Political Science; Criminology, Law and Society; History; School of Law
James B. Given, Ph.D. Stanford University, *Professor Emeritus of History*

Qitao Guo, Ph.D. University of California, Berkeley, *Associate Professor of History; Religious Studies* (social, cultural, and religious history of pre-modern China (the Ming and Qing dynasties))

Douglas M. Haynes, Ph.D. University of California, Berkeley, *Vice Provost for Equity and Diversity and Professor of History; African American Studies; European Languages and Studies* (social and cultural history of modern Britain, social history of modern medicine)

Andrew Highsmith, Ph.D. University of Michigan, *Assistant Professor of History* (United States history since 1865; cities and suburbs in American life; public policy history; political history; social inequality; land-use policy)

Lamar M. Hill, Ph.D. University of London, *Professor Emeritus of History*

Karl G. Hufbauer, Ph.D. University of California, Berkeley, *Professor Emeritus of History*

David B. Igler, Ph.D. University of California, Berkeley, *Professor of History* (U.S., American West, environmental, and Pacific history)

Adria Imada, Ph.D. New York University, *Associate Professor of History* (indigenous and Pacific Islands studies, race, gender and medicine, visual studies)

Jon S. Jacobson, Ph.D. University of California, Berkeley, *Professor Emeritus of History*

Winston A. James, Ph.D. University of London, *Professor of History* (Caribbean, African American, African diaspora)

Michael P. Johnson, Ph.D. Stanford University, *Professor Emeritus of History*

Mark A. LeVine, Ph.D. New York University, *Professor of History; Culture and Theory; Religious Studies* (modern Middle Eastern history, Islamic studies, histories of empire and globalization)

Matthias Lehmann, Ph.D. Freie Universität Berlin, *Director of the Interdisciplinary Minor in Jewish Studies and Teller Family Chair in Jewish History and Professor of History; European Languages and Studies; Religious Studies* (early modern and modern Jewish history, Sephardic studies)

Lynn Mally, Ph.D. University of California, Berkeley, *Professor Emerita of History*

Joseph H. McKenna, Ph.D. Fordham University, *Lecturer of History; Religious Studies* (history of religious ideas)

Nancy Ann McLoughlin, Ph.D. University of California, Santa Barbara, *Associate Professor of History; European Languages and Studies; Religious Studies* (late Medieval Europe, intellectual history, gender)

Jessica Millward, Ph.D. University of California, Los Angeles, *Associate Professor of History; African American Studies* (U.S., slavery, African diaspora, African American gender and women)

Laura J. Mitchell, Ph.D. University of California, Los Angeles, *Associate Professor of History* (social and cultural history of South Africa, Africa, and the world)

Robert G. Moeller, Ph.D. University of California, Berkeley, *Professor of History* (modern European history)

Susan Katharine Morrissey, Ph.D. University of California, Berkeley, *Professor of History* (Russia, terrorism and political violence, suicide)

Keith L. Nelson, Ph.D. University of California, Berkeley, *UCI Endowed Chair and Edward A. Dickson Emeritus of History; Religious Studies*

Rachel S. O'Toole, Ph.D. University of North Carolina at Chapel Hill, *Associate Professor of History* (Colonial Latin America, African Diaspora, colonialisms, race, racism, indigenous histories, gender, Atlantic worlds)

Spencer C. Olin, Ph.D. Claremont Graduate University, *Professor Emeritus of History*

Allison J. Perlman, Ph.D. University of Texas at Austin, *Associate Professor of History; Film and Media Studies; Visual Studies* (history of broadcasting, American social movements, media law and policy, media activism, popular memory)

Kavita S. Philip, Ph.D. Cornell University, *Associate Professor of History; Comparative Literature; Informatics* (history of modern South Asia, science and technology, political ecology, critical theoretical studies of race, gender, colonialism, new media, and globalization)

Kathryn Ragsdale, Ph.D. University of Chicago, *Lecturer of History* (Japan: Meiji to present; Asia-Pacific War; Japanese film and popular culture)

Renee J. Raphael, Ph.D. Princeton University, *Assistant Professor of History* (early modern Europe, history of science, intellectual history)

Jaime E. Rodriguez, Ph.D. University of Texas at Austin, *Professor Emeritus of History*
Ana Rosas, Ph.D. University of Southern California, Associate Professor of Chicano/Latino Studies; History (Chicana/o comparative history, immigration, ethnicity)

Emily S. Rosenberg, Ph.D. State University of New York at Stony Brook, Professor Emerita of History (U.S. and the world, transnational/global history, international relations)

Vicki L. Ruiz, Ph.D. Stanford University, UCI Distinguished Professor of History; Chicano/Latino Studies (Chicana/Latina history, U.S. labor, immigration, gender)

Sharon V. Salinger, Ph.D. University of California, Los Angeles, Professor Emerita of History (early America and early Modern Caribbean—social and labor history, race, gender)

Patricia Seed, Ph.D. University of Wisconsin-Madison, Professor of History (mapping: history and design, game design, navigation)

Timothy Tackett, Ph.D. Stanford University, Professor Emeritus of History

Heidi E. Tinsman, Ph.D. Yale University, Professor of History; Gender and Sexuality Studies (Latin America, gender and sexuality, world history)

Steven Topik, Ph.D. University of Texas at Austin, Professor of History (Brazil, Latin America, world history, commodities especially coffee, the state in the economy)

Anne Walthall, Ph.D. University of Chicago, Professor Emerita of History

Jeffrey N. Wasserstrom, Ph.D. University of California, Berkeley, UCI Chancellor's Professor of History; School of Law (modern China, protest, world history)

Jonathan M. Wiener, Ph.D. Harvard University, Professor Emeritus of History