

# World History

## Feudal Age to Nuclear Age

HIST:2122:0001 / IS:2122:0001  
University of Iowa – Fall 2019

Class Time: 5:00 – 6:15 pm Tu Th

Classroom: 3 Schaeffer Hall

Professor: Michael Andrew Žmolek  
Office Hours: 3:15-4:45 Tues & Thurs  
(or by appointment)

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DEO: Landon Storrs

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In studying World History, we seek to do justice to the ‘internal’ narrative and history of non-European societies and consider how their past histories shaped their interaction with Europe’s imperial projects. By the sixteenth century, European expansion and colonization of the globe was well underway, bringing nearly all the world’s civilizations into contact with one another and leaving few regions of the world untouched by Europe’s drive for commerce and domination. As we get closer to the present, we will consider how the legacies of many different societies shaped the modern world and contributed to earlier forms of what is referred to today as ‘globalization’.

### Evaluation

Classroom Attendance and Participation	20%
Quizzes	10%
Presentation or Book Review	10%
Essay Project	20%
Mid-Term Exam	20%
Final Exam	20%

**Textbooks** (available at the University Book Store: <http://www.hawkshop.com/>).

Judge, Edward H. and John W. Langdon. 2016. *Connections: A World History, Volume 2*, 3rd Edition, ISBN-10: 0-13-384139-1 | ISBN-13: 978-0-13-384139-8

Supplemental Readings will be posted on ICON/Canvas.

## **LEARNING OBJECTIVES**

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The world in the sixteenth century was not highly integrated. Different cultures and polities in different regions still operated according to very different logics. Europeans were not the only contributors to global integration. Before the advent of European imperialism, extensive trade routes such as the Silk Road were connecting the world in unprecedented ways. But European imperialism brought the first truly global transformation of societies: ravaging Africa through the slave trade, conquering and displacing previously unknown societies in the Americas and slowly setting about subordinating once mighty empires in Asia.

This course is designed to help you develop a mental framework of the contours of world history since the early modern era, and a working familiarity with the political and social transformations of each of the major regions of the globe. As we explore the complexities of pre-colonial societies outside of Europe, European expansion, the Atlantic slave trade, imperialism and the World Wars, we will seek to develop a working familiarity with the contributions made by a wide variety of cultures to the major historical events leading to our time.

Upon completion of this course, you should have a working familiarity with:

- The general character of most major civilizations since the early modern era.
- The Ming and Qing Dynasties of China as well as the Republican and Communist periods.
- Japanese history from the Tokugawa period to the present.
- The decline of the Mughals and the Rise and fall of the British Raj in South Asia.
- The structure of various African societies and the impact of the Atlantic Slave Trade and imperialism on Africa.
- The process leading to Latin American Independence and developments since.
- The expansion of Russia and the rise of Soviet Communism.
- The Scientific Revolution, the Enlightenment and the course of European imperialism.
- The details of the North Atlantic Revolutions of the late eighteenth century.
- Europe's different paths out of feudalism and the way in which the Industrial Revolution developed and spread.
- The rise of Western hegemony, imperial rivalries and the causes and trajectories of World War I and World War II.

By coming to an understanding of these major historical periods, you will develop a greater understanding of the uniqueness and increasing interconnectedness of the world's major civilizations in the contemporary world

## EVALUATION

59		67-69	D+	77-79	C+	87-89	B+	98-100	A+
or	F	63-66	D	73-76	C	83-86	B	93-97	A
below		60-62	D-	70-72	C-	80-82	B-	90-92	A-

### Classroom Attendance and Participation (20%)

You are expected to complete the assigned readings prior to arriving in class and be prepared to discuss the content. Your participation in this class by way of questions, comments and shared insights are a vital part of the learning experience.

### Online Quizzes (on ICON) (10%)

There will be as many as one quiz per week based upon the reading material for that week. The format will typically be 5-10 multiple choice, true/false or short answer questions. Quizzes on ICON will close by class time on Thursdays. Make-ups are not allowed.

### Presentation or Book Report/Review (10%)

You have the choice of either giving a brief (5 minute) presentation in-class as part of a group or as a solo presentation or writing a book report/review.

#### Presentation Dates

Our classroom session on **November 5<sup>th</sup>** has been set aside as the date for presentations to be given. However, if your topic matches a topic on our syllabus, you may instead give your presentation on that date.

#### Presentation Format

You will give an in-class presentation in class involving some discussion or analysis of a primary source, such as an archival document or image, relevant to your topic. You will develop a narrative using this primary source as your window into a particular time and place and situating this source within the context of that place and time. You will be given five (5) minutes to make your presentation and points will be deducted for exceeding the five minute maximum. If time allows, a brief Q & A period may follow each group or solo presentation.

#### Book Review Option

If you are shy or have stage fright or just prefer not to give a presentation, you have the option of writing a book report/review. You must select a book relevant to the course and present it to your instructor for approval. Your textbook includes suggested titles and your instructor will provide additional suggestions. An 'A' book report will be at least 4 pages in length.

**Due:** Tuesday, September 24<sup>th</sup>

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### Essay Project (20%)

During the second half of the course, you will produce a written essay on a topic relevant to the course. You are encouraged to draw upon the sources you have gathered for your presentation or the book you may have read for the report/review.

#### Essay Proposal (5%)

You must produce an essay proposal with a clearly stated thesis and an outline to submit for feedback from your professor. The proposal should include no less than Five (5) scholarly sources in the properly formatted bibliography.

**Due:** Tuesday, October 29<sup>th</sup>

#### Written Essay (15%)

Your completed essay should develop your thesis, should have a strong sense of narrative and should discuss at least one primary source. The length should be no less than five (5) pages.

**Due:** Thursday, November 21<sup>st</sup>

### Exams (20% each)

The Midterm Exam will cover Parts II-VI of the course. The Final Exam will cover Parts VII-X of the course and as such will **not** be cumulative. The Midterm will be held on **Thursday, October 17<sup>th</sup>**.

The time of location of the final is TBA.

### Topic Restrictions

The time frame of your topic must fall within the late fifteenth and the mid-twentieth centuries. **Since this is a World history course, your topic must involve non-European and non-US events and places.** Other than these restrictions, you may select any topic relevant to the course.

### Formatting

Written assignments will be typed on plain white 8.5" x 11" paper using 12-point font (Times New Roman is preferred), using 1.5 line spacing and 1" margins. *Chicago Manual of Style* formatting is preferred but you may use any style manual you choose or follow your own formatting style so long as it is consistent.

### Submitting Assignments

You are *required* to submit written assignments via the Dropbox on ICON/Canvas *and* to submit a hard copy version. If you submit an assignment in hard copy and it is not returned to you prior to the last day of class, please make arrangements with your professor to have the assignment returned to you. Online Quizzes cannot be re-taken after they expire. Assignments handed in by the due date will receive priority in terms of comments. Excessively late assignments may be docked one letter grade, depending upon the circumstances.

### Collaboration

You are encouraged to collaborate with your fellow students in reviewing the reading material and discussing the course content. Exams and assignments, however, are an evaluation of how well you have comprehended and synthesized the course content as an individual. While you may discuss the essay questions you are given for take-home assignments with your colleagues, you are expected to do the writing on all written assignments and exams by yourself.

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## COURSE OUTLINE

This is a projected outline of the readings throughout the semester and may be altered or updated as necessary.

CALENDAR	
Tue Aug 27	First Day of Class
Tue Sep 24	Book Report/Book Review Due
Tue Oct 15	Review of Parts II-VI
Thu Oct 17	Mid-Term Exam
Tue Oct 29	Draft Outline of Essay Due
Tue Nov 5	Presentations
Thu Nov 21	Completed Essay Due
Nov 26-28	Thanksgiving Break
Thu Dec 12	Review of Parts VII-X
Dec 16-20	Final Exam Week

### I. Introduction

Tue 8/27

#### **Introduction to World History II**

Introductions. Overview of the syllabus and course expectations, discussion of the learning objectives and format of the course, discussion of the development of World History as a discipline.

**World**

#### **The World in the Sixteenth Century**

CWH: Ch. 19, pp. 369-390; Ch. 20, pp. 391-412 (read at your leisure)

### II. Conflict and Stability in Asia

Thu 8/29

**Japan & Korea**

#### **Japanese Unification and the Invasion of Korea**

**(1192-1592)**

CWH: Ch. 21, pp. 413-421: 'The Search for Stability in Japan and Korea'

**China  
& Vietnam**

#### **Ming and Qing Empires**

**(1300-1804)**

CWH: Ch. 21, pp. 421-435: 'The Search for Stability in China'

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Tue 9/3	<b>South Asia</b>	<b>Decline of the Mughals, Rise of the Raj</b> (1453-1815) <u>CWH</u> : Ch. 22, pp. 436-447: 'Confrontation: Europe and Islam...'
	<b>Southeast Asia</b>	<b>Hindus, Muslims and Europeans</b> (1400-1815) <u>CWH</u> : Ch. 22, pp. 447-449: 'Muslims and Europeans in Southeast Asia'
Thu 9/5	<b>Persia</b>	<b>The Safavids and Shi'ism</b> (1629-1800) <u>CWH</u> : Ch. 22, pp. 449-452: 'The End of Safavid Persia'
	<b>Turkey</b>	<b>Reform Under the Ottomans</b> (1683-1800s) <u>CWH</u> : Ch. 22, pp. 452-454: 'The Ottoman Response...'
	<b>Arabia</b>	<b>The Birth of Wahhabism</b> (1740s-1818) <u>CWH</u> : Ch. 22, pp. 454-456: 'Wahhabism in Arabia'

### III. Africa and the Atlantic Slave Trade

Tue 9/10	<b>Africa</b>	<b>Africa and the Atlantic Slave Trade</b> (1400-1900) <u>CWH</u> : Ch. 23, pp. 457-477: 'Africa and the Atlantic Slave Trade'
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### IV. Early Modern Europe

Thu 9/12	<b>Europe</b>	<b>Rise and Decline of the Italian City-States</b> (1500s-1700s) Britnell, R.H. 1991. 'The Towns of England and Northern Italy in the Early Fourteenth Century' <i>The Economic History Review</i> , n.s., 44, 1, pp. 21-35.
		<b>Absolutism in Continental Europe</b> (1614-1800) <u>CWH</u> : Ch. 24, pp. 478-484: 'The Age of Absolutism'
Tue 9/17	<b>Britain</b>	<b>Agrarian Capitalism and Revolution in England</b> (1609-1689) <u>CWH</u> : Ch. 24, pp. 484-487: 'The English Alternative to Absolutism'
Thu 9/19	<b>Europe</b>	<b>The Scientific Revolution</b> (1500-1800) <u>CWH</u> : Ch. 24, pp. 487-494: 'The Scientific Revolution'
		<b>The Enlightenment</b> (1600s) <u>CWH</u> : Ch. 24, pp. 494-498: 'Absolutism and the Enlightenment'

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Tue 9/24	Russia	<b>Between Byzantium and the Enlightenment</b> <u>CWH</u> : Ch. 25, pp. 499-518: 'Russia's Eurasian Empire' <b>Due</b> : Book Report/Review	<b>(1400s-1796)</b>
	Eastern Europe	<b>The Second Serfdom</b> Hunt, Verl F. 1978. 'The Rise of Feudalism in Eastern Europe: A Critical Appraisal of the Wallerstein "World System" Thesis', <i>Science &amp; Society</i> , 42, 1, pp. 43-61.	<b>(1550-1800)</b>

### V. The North Atlantic Revolutions

Thu 9/26	North America	<b>The American Revolution</b> <u>CWH</u> : Ch. 26, pp. 519-527: 'The Background of the North Atlantic Revolutions' and 'The American Revolution'	<b>(1750-1830)</b>
	France	<b>The French Revolution</b> <u>CWH</u> : Ch. 26, pp. 527-534: 'The French Revolution'	<b>(1788-1847)</b>
	Hispaniola	<b>The Haitian Revolution</b> <u>CWH</u> : Ch. 26, pp. 534-537: 'The Haitian Revolution'	<b>(1789-1808)</b>

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Tue 10/1	Europe	<b>Napoleon's Rise and Fall</b> <u>CWH</u> : Ch. 26, pp. 537-541: 'The Napoleonic Empire'	<b>(1805-1815)</b>
		<b>The Emergence of Nationalism (1817-1830)</b> <u>CWH</u> : Ch. 26, pp. 541-543: 'Renewed Attempts at Revolution'	

### VI. Industrialization and the Spread of New Ideologies

Thu 10/3	Britain	<b>The First Industrial Revolution</b> <u>CWH</u> : Ch. 27, pp. 544-548: 'The Industrial Revolution in Britain'	<b>(1700-1851)</b>
	Europe & America	<b>Industrialization and Its Impacts</b> <u>CWH</u> : Ch. 27, pp. 548-552: 'Industry's early Spread and Social Impact'	<b>(1800-1900s)</b>

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Tue 10/8	Europe & The World	<b>Class Perspectives</b> <u>CWH</u> : Ch. 27, pp. 552-556: 'New Ideas and Ideologies'	<b>(1792-1840s)</b>
		<b>1848: The Year of Revolution</b> <u>CWH</u> : Ch. 27, pp. 556-558: 'Reform and Revolution in Europe'	<b>(1848)</b>

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Thu 10/10 **Europe & The World** **The Emergence of Liberalism** (1850-1915)  
CWH: Ch. 27, pp. 558-564: 'Liberalism, Nationalism, and Industrial Growth'

**Industrialization, Racism and Western Domination** (1850-1930)  
CWH: Ch. 27, pp. 565-571: 'Industry, Ideology...'

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Tue 10/15 **Review of Parts II-VI**

Thu 10/17 **Mid-Term Exam**

### VII. Nation-Building in the Americas

Tue 10/22 **Latin America** **Revolution and Empire in Latin America** (1789-1914)  
CWH: Ch. 28, pp. 572-586: 'The Revolutions of Latin America'

Thu 10/24 **North America** **Expansion, Civil War and Industrialization in the USA** (1770-1914)  
CWH: Ch. 28, pp. 586-593: 'The Trials and Triumphs...'

**Dominion and Expansion in Canada** (1750-1900s)  
CWH: Ch. 28, pp. 593-596: 'The Consolidation and Expansion...'

### VIII. Imperialism Goes Global

Tue 10/29 **World** **Imperialism** (1400s-1914)  
Excerpt from: Davis, Mike. 2001. *Late Victorian Holocausts*. London, New York: Verso.  
**Due**: Draft Thesis and Outline of Essay Assignment

Thu 10/31 **China** **Opium Wars, Taiping Rebellion, end of the Qing Dynasty** (1600s-1918)  
CWH: Ch. 29, pp. 597-604: 'Instability and Endurance in China'  
and pp. 612-614: 'The Scramble for Chinese Concessions'  
and pp. 614-615: 'The Boxer Uprising in China'  
and pp. 616-617: 'The End of the Chinese Empire'

**Japan** **Tokugawa Period to the Russo-Japanese War** (1800s-1904)  
CWH: Ch. 29, pp. 607-609: 'Challenges and Adaptations in Japan'  
and pp. 615-616: 'The Russo-Japanese War'

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Tue 11/5

### Presentations

Thu 11/7

South Asia

**Revolt Against the Raj and the Rise of Indian Nationalism (1500s-1885)**

CWH: Ch. 29, pp. 604-607: 'Subordination and Resistance in India'

Southeast Asia

**Dutch, Portuguese, Spanish and Chinese Imperialisms (1771-1900s)**

CWH: Ch. 29, pp. 609-611: 'Southeast Asia and the West'

and 'Indonesia and the Dutch'

and pp. 611-612: 'Japan Versus China in Korea'

Tue 11/12

Southwest Asia

**The Young Turks and the Rise of Arab Nationalism (1789-1889)**

CWH: Ch. 30, pp. 618-626: 'New Connections and Challenges...'

Thu 11/14

Sub-Saharan  
Africa

**Commercial Connections and the Scramble for Africa (1400s-1914)**

CWH: Ch. 30, pp. 626-650: 'New Connections and Challenges...'

### IX. The First World War and Its Aftermath

Tue 11/19

Europe

**The End of the 'Concert of Europe' (1890-1914)**

CWH: Ch.31, pp. 641-647: 'The Path to War and Revolution'

**Outbreak of World War**

**(1914-1918)**

CWH: Ch.31, pp. 647-656: 'Deadlock and Devastation'

Thu 11/21

Russia

**The Russian Revolution (1917-1918)**

CWH: Ch.31, pp. 656-660: 'Year of Revolution, 1917'

**Armistice and the End of Empires**

**(1918-1922)**

CWH: Ch.31, pp. 661-665: 'Year of Decision, 1918'

TBA

**The Russian Civil War**

**(1917-1921)**

Figes, Orlando. 'The Red Army and Mass Mobilization during the Russian Civil War 1918-1920', *Past & Present*, 129 (November 1990): 168-211.

**Due:** Completed Essays

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Tue 11/26		<b>THANKSGIVING BREAK: NO CLASS</b>	
Thu 11/28		<b>THANKSGIVING BREAK: NO CLASS</b>	
Tue 12/3	<b>Europe</b>	<b>The Interwar Years</b> (1918-1939) <u>CWH</u> : Ch. 32, pp. 666-671: 'Western Society and Culture...'	
	<b>Europe &amp; N America</b>	<b>Ideologies in Power: Communism, Democracy and Fascism</b> (1919-1937) <u>CWH</u> : Ch. 32, pp. 671-680: 'Democracy, Depression and Dictatorship'	
	<b>World</b>	<b>New Expressions of Nationalism</b> (1912-1947) <u>CWH</u> : Ch. 32, pp. 681-690: 'New Varieties of Nationalism...' Also: preview Ch. 36, pp. 776-791: 'Democracy and Dictatorship...'	
		<b><u>X. The Second World War and Its Aftermath</u></b>	
Thu 12/5	<b>World</b>	<b>World War II</b> (1933-1944) <u>CWH</u> : Ch. 33, pp. 691-706: 'The Road to War' etc	
	<b>Europe</b>	<b>The Holocaust</b> (1941-1944) <u>CWH</u> : Ch. 33, pp. 706-709: 'Nazi Mass Murder'	
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Tue 12/10	<b>Germany</b>	<b>Allied Victory in Europe</b> (1944-1945) <u>CWH</u> : Ch. 33, pp. 709-711: 'The Defeat of Germany'	
	<b>Japan</b>	<b>Hiroshima, Nagasaki and the Legacy of World War II</b> (1942-1973) <u>CWH</u> : Ch. 33, pp. 711-716: 'The Defeat of Japan' and 'The Legacy of World War II'	
	<b>Europe &amp; World</b>	<b>European Reconstruction and the Post-War Boom</b> (1945-1972) <u>CWH</u> : Ch. 34, pp. 730-732: 'The Revival of Western Europe'	
Thu 12/12	<b>World</b>	<b>Into the Cold War</b> (1944-2011) <u>CWH</u> : Ch. 34, pp. 717-742: 'Origins of the Cold War' etc.	
		<b>Discussion: The Last 70 Years</b> (1945-2015)	
		<b>Review of Parts VII-X</b>	

12/16-20

**FINALS WEEK**

**FINAL EXAM** – Time and Location TBA

## **POLICIES & PROCEDURES**

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### **Absences and Attendance**

Students are responsible for attending class and for contributing to the learning environment of a course. Students are also responsible for knowing the absence policies for their courses, which will vary by instructor. All absence policies, however, must uphold the UI policy related to student illness, mandatory religious obligations, unavoidable circumstances, or University authorized activities (<https://clas.uiowa.edu/students/handbook/attendance-absences>).

Students may use this absence form to communicate with instructors:

<https://clas.uiowa.edu/sites/default/files/ABSENCE%20EXPLANATION%20FORM2019.pdf>

### **Academic Integrity**

All undergraduates enrolled in courses offered by CLAS have, in essence, agreed to the [College's Code of Academic Honesty](#). Misconduct is reported to the College, resulting in suspension or other sanctions, with sanctions communicated with the student through the UI email address (<https://clas.uiowa.edu/students/handbook/academicfraud-honor-code>).

### **Accommodations for Disabilities**

UI is committed to an educational experience that is accessible to all students. A student may request academic accommodations for a disability (such as mental health, attention, learning, vision, and physical or health-related condition) by registering with Student Disability Services (SDS). The student is then responsible for discussing specific accommodations with the instructor. More information is at <https://sds.studentlife.uiowa.edu/>.

### **Administrative Home of the Course**

The College of Liberal Arts and Sciences (CLAS) is the administrative home of this course and governs its add/drop deadlines, the second-grade-only option, and related policies. Other colleges may have different policies. CLAS policies may be found here: <https://clas.uiowa.edu/students/handbook>.

### **Communication and the Required Use of UI Email**

Students are responsible for official correspondences sent to the UI email address (uiowa.edu) and must use this address for all communication within UI ([Operations Manual, III.15.2](#)).

### **Complaints**

Students with a complaint about a course should first visit with the instructor or course supervisor and then with the Chair of the department or program offering the course; students may next bring the issue to CLAS in 120 Schaeffer Hall. For more information, see <https://clas.uiowa.edu/students/handbook/student-rights-responsibilities>.

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### Final Examination Policies

The final exam schedule is announced around the fifth week of classes; students are responsible for knowing the date, time, and place of a final exam. Students should not make travel plans until knowing this information. No exams of any kind are allowed the week before finals. Visit

<https://registrar.uiowa.edu/final-examination-scheduling-policies>.

### Nondiscrimination in the Classroom

UI is committed to making the classroom a respectful and inclusive space for all people irrespective of their gender, sexual, racial, religious or other identities. Toward this goal, students are invited to optionally share their preferred names and pronouns with their instructors and classmates. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University's Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity ([diversity.uiowa.edu](https://diversity.uiowa.edu)).

### Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community must uphold the UI mission and contribute to a safe environment that enhances learning. Incidents of sexual harassment must be reported immediately. For assistance, please see <https://osmrc.uiowa.edu/>.

### Student Resources:

- **UI Libraries:** have librarians on hand to help you succeed with your projects, while the website: <http://www.lib.uiowa.edu> is your gateway to finding resources. The new International Studies Librarian here at Iowa is Tim Arnold; he is ready to assist you with your work.
- **JSTOR:** Guidelines for your written assignments may require a minimum number of scholarly sources. JSTOR is the world's largest repository of scholarly articles and the first place to look for scholarly articles on your topic. From the University Libraries website, click 'Databases', select the letter 'J' and scroll to the bottom of the page and click on 'JSTOR (Journal Storage)'. Log in using
- your hawkid at the prompt and click 'Advanced Search'. Type in your key terms and check the 'Articles' checkbox to begin searching.
- **The History Teaching and Writing Center:** <https://clas.uiowa.edu/history/teaching-and-writing-center> is a resource for students writing history papers. Staffed by graduate students, this is a great place to turn for help as you begin brainstorming ideas for your history paper.
- **The Writing Center:** [www.uiowa.edu/~writingc/](http://www.uiowa.edu/~writingc/) helps all in the University community improve their writing, including attitudes and self-confidence about writing. We also assist with reading.
- **The Speaking Center:** [clas.uiowa.edu/rhetoric/for-students/speaking-center](http://clas.uiowa.edu/rhetoric/for-students/speaking-center) is available to help students who would like to work on any aspect of oral communication, including: effective classroom participation, delivering oral presentations, speech anxiety and much more.
- **Tutor Iowa:** [tutor.uiowa.edu](http://tutor.uiowa.edu) is an excellent resource to find academic assistance and mentoring for your University of Iowa courses.

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### A Few Words from the Department of History ...



Would you like information about the **History major and minor**? See <https://clas.uiowa.edu/history/undergraduate>

To learn what innovative teaching and research projects our terrific **faculty** members are doing, you can look by faculty member <https://clas.uiowa.edu/history/people> or check out our public history site <https://clas.uiowa.edu/history/public-history>.

Thinking about majoring in history but not sure what **jobs** it might lead to? Many fields seek the skills that analyzing and writing about history builds. History majors' mid-career salaries are on par with those holding undergraduate business degrees, and history majors earn more than other humanities majors. See here for more info: <https://clas.uiowa.edu/history/undergraduate/resources/careers>



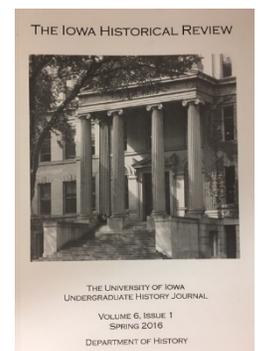
Majors and non-majors, join our **history club** for social events and info sessions on internships and careers: <https://www.facebook.com/hawkeyehistorycorps/>

History majors, see **History's undergraduate advisor** before you register for next semester: <https://clas.uiowa.edu/history/undergraduate-program/advising-information>. You can pick up the Handbook for Majors from the advisor, or you can access the pdf version of it here: <https://clas.uiowa.edu/history/undergraduate-program/resources-students/academic-resources>

History majors, remember to save your graded history papers for possible inclusion in your senior year **Portfolio** (HIST 3193).

Interested in doing original historical research, and have a decent GPA? Check out the [History Honors thesis](#) option.

Interested in publishing your honors thesis or other history research paper, or in working on our undergraduate history journal? See [Iowa Historical Review](#)



### We want to hear from you!

- Please complete your online course evaluations at the end of the semester
- If you've done a history-related internship, please tell the [Director of Undergrad Studies](#)
- Visit the [History Advisor or Director of Undergraduate Studies](#) with any questions
- Get news from the History Department by following us on **Facebook**: <https://www.facebook.com/history.uiowa>