

History

(Bachelor of Arts)

History is an essential guide not only to the past, but to the present and the future. We cannot understand ourselves or our world without understanding the past. History also leads us to a greater awareness of the richness and complexity of our heritage.

A thorough training in history contributes to the foundation of a complete education and can directly prepare one for professional careers in many fields such as law, business, diplomacy, government service, journalism, teaching, and public relations, as well as graduate study. History's rigorous intellectual discipline and its emphasis on research and analysis nourish intellectual growth and critical thinking.

The History program fully supports and complements UW-Green Bay's mission, especially interdisciplinary and practical problem-solving. History provides information and structure to many other programs, especially in the humanities and social sciences, while receiving significant impulses from these and other disciplines. History contributes importantly to problem-solving by offering assistance in the recognition, definition, and investigation of problems, exploration of alternative solutions and guidance in their implementation.

History faculty have expertise in political, social, economic, cultural and intellectual history and an excellent record in teaching and scholarship. The University supports the History program with a good library, interlibrary loan facilities, and an exceptional collection of original documents in the Area Research Center.

Students seeking information on teacher certification should contact the Education Office.

History Major Learning Outcomes

Historical Knowledge and Understanding:

- Students will demonstrate an understanding of the significance of racial, ethnic, gender, and other forms of diversity in shaping human experiences and history.
- Students will display a breadth of historical knowledge and understanding with one or more chronological or geographical areas of depth.
- Students will exhibit an appreciation of how human societies are inextricably connected with local, regional, and global ecosystems.
- Students will demonstrate their own understanding of the significance of studying history and of the role of historical perspectives in engaged citizenship.
- Students will show awareness of how different approaches to studying history shape how we understand the past.
- Students will show an understanding of how power, hierarchies, and social arrangements shape society.
- Students will display an awareness of both continuity and change over time.

Historical Skills:

- Students will critically evaluate and analyze diverse historical sources (oral, written, visual, and material) and interpretations.
- Students will be able to conduct historical research, analyze evidence, and formulate arguments using historical evidence.
- Students will communicate clearly and effectively with various audiences using written, oral, and digital means.

Major Area of Emphasis (<http://catalog.uwgb.edu/undergraduate/programs/history/major/>)

Students must complete requirements in one of the following areas of emphasis: (<http://catalog.uwgb.edu/undergraduate/programs/history/major/>)

- General History (<http://catalog.uwgb.edu/undergraduate/programs/history/major/>)
- Public History (<http://catalog.uwgb.edu/undergraduate/programs/history/major/>)
- Social Studies Education (<http://catalog.uwgb.edu/undergraduate/programs/history/major/>)

Minor

Code	Title	Credits
Supporting Courses		6
Choose one of the following courses:		
HISTORY 111	Debating American Democracy	
HISTORY 205	American History to 1865	
HISTORY 206	History of the United States from 1865 to the Present	
HISTORY 207	Introduction to African-American History	
HISTORY 220	American Environmental History	

DJS 221	Law and Equality in Historical Perspective
Choose one of the following courses:	
HISTORY 101	Foundations of Western Culture I
HISTORY 102	Foundations of Western Culture II
HISTORY 103	World Civilizations I
HISTORY 104	World Civilizations II
HISTORY 110	Debating European History
Upper-Level Courses ¹	
12	
Choose a minimum of one of the following courses:	
HISTORY 309	United States Immigration History
HISTORY 310	American Colonial History
HISTORY 312	The Early American Republic
HISTORY 340	Topics in African American History
HISTORY 353	The U.S. and the World
HISTORY 365	U.S. Labor and the Working Class: Past and Present
HISTORY 370	History of Sexuality in the U.S.
HISTORY 380	U.S. Women's History
HISTORY 400	Voyageur Magazine Practicum
HISTORY 425	Topics in U.S. History
DJS 361	Historical Perspectives on American Democracy
DJS 363	Topics in Democracy and Justice (All topics excluding South Africa.)
FNS 374	Wisconsin First Nations History
Choose a minimum of one of the following courses:	
HISTORY 325	History of Modern Germany
HISTORY 326	Global Environmental History
HISTORY 332	Europe in the 19th Century
HISTORY 333	Europe in the 20th Century
HISTORY 334	Contemporary Europe
HISTORY 356	History of Modern Africa
HISTORY 421	Topics in Medieval History
HISTORY 422	Topics in Early Modern European History
HISTORY 423	Topics in Modern European History
HISTORY 424	Nazi Germany
DJS 363	Topics in Democracy and Justice (Topic: South Africa)
Any other 300-400 History courses may be used to complete this requirement	
Total Credits	
18	

¹ Students are required to take one course from Category I and one course from Category II as listed under the major. The remaining 6 credits may be selected from any 300- or 400- level History course, or DJS 361 or FNS 374.

Faculty

Mark Karau; Professor; Ph.D., Florida State University

Jon K Shelton; Professor; Ph.D., University of Maryland

Heidi M Sherman; Professor; Ph.D., University of Minnesota

David J Voelker; Professor; Ph.D., University of North Carolina at Chapel Hill

Clifton G Ganyard; Associate Professor; Ph.D., State University of New York at Buffalo

Daniel Kallgren; Associate Professor; Ph.D., University of Minnesota - Twin Cities

John P Leary; Associate Professor; Ph.D., University of Wisconsin - Madison*

James Vincent Lowery; Associate Professor; Ph.D., University of Mississippi

Eric J Morgan; Associate Professor; Ph.D., University of Colorado at Boulder

Kimberley A Reilly; Associate Professor; Ph.D., University of Chicago, chair

Lisa Lamson; Associate Teaching Professor; Ph.D., Marquette University