

**Library Resource Form Required for New Non-Gen-Ed**

**Submission Deadlines: Fall - October 11, 2005 Spring - February 14, 2006**

**TITLE**

*Colloquium*  
**Graduate Study in European History**

Sponsor(s)

Dr. Edward Wang  
Dr. Corinne Blake

wangg@rowan.edu  
blake@rowan.edu  
e-mail:

**DEPARTMENT**  
**College**

History  
Liberal Arts and Sciences

If **LAS** -check:

History/Humanities  Social/Behavioral Sciences  
 Math/Science

UNDERGRADUATE  GRADUATE

New non gen-ed Major  
 Short-Term non gen-ed  
 Minor curricular changes (fewer than three) to:  
 Existing non gen-ed course  
 Non gen-ed degree requirements  
 Major  
 Minor, specialization, concentration, track, certificate program

**Signatures Required: representing approval before submission to Office of the Senate**

Department Chair:

*Edward Wang* Date: 10/6/05

Department CURRICULUM Chair:

*Corinne Blake* Date: 10/6/05

Academic DEAN:

*Joy Harney* Date: 10-6-05

COLLEGE CURRICULUM COMMITTEE:

Open Hearing Date: 11/30/05  
Approved   
Not Approved

Signature: College Curriculum Chair

*Corinne Blake*

Signature: SENATE CURRICULUM CHAIR

Date: \_\_\_\_\_

Comments:

\_\_\_\_\_

Signature: Executive Vice President/Provost:

*Matthew J. ...* 9/25/06  
Date: \_\_\_\_\_

Approved: \_\_\_\_\_  
Not Approved: \_\_\_\_\_

Signature: REGISTRAR

*[Signature]*

Date:

9/26/06

Course Description Received & Approved  
Hegis Taxonomy & Course

# HIST 05.504

Notification Forward:

SCC CHAIR  Academic Dean  
 IR  Department Chair  
 CAP  VP/Student Affairs  
 Registrar  Other-

This form **MUST BE COMPLETED FOR NEW COURSE or PROGRAM PROPOSALS, and EXTENSIVE CHANGES TO A COURSE or PROGRAM.**

The purpose of this form is to provide a channel of communication between the Campbell Librarians and faculty when submitting new course or program proposals, or making extensive changes to existing courses or programs. The information will be used to assess the resources available in the library, and to identify resources the library should acquire to support the new courses/programs, or extensive changes to same. The information will also provide the rationale for institutional support for library acquisitions. This form should be completed in a coordinated effort between the course sponsor(s) and the academic department liaison librarian.

**Note:** Sponsor(s) complete parts A & B  
If assistance is required to complete, please notify the librarian liaison.  
Forward this form to the librarian who will complete parts C, D & E

**When form is completed, attach to the original curriculum proposal before submitting to the Senate office.**

A. College: LAS

Department: History

Proposed by: Dr. Wang & Dr. Blake

Date: Oct. 10, 2005

COURSE - Graduate Study in European History

Anticipated Date for Course/Program Offering: summer 2007

B. List specific resources that should be acquired to support this course.

*Eighteenth-Century Studies* ✓

*Gender and History* ✓

*The Cambridge Ancient History*

*American Journal of Archeology* ✓

C. Describe the resources available in the library to support this course/program, including reference, monographic, electronic databases, audio-visual materials, etc. A summary statement is sufficient.

The Campbell Library has a large number of books and journals relating to history. It also has electronic databases, such as Historical Abstracts, JStor, Declassified Documents Reference System, Facts on File, AP Photo Archive, LION, New York Times, Historical PBS Video Database, Lexis/Nexis, Project Muse and VALE that provide useful resources for students in History.

D. List key periodicals available in the library to support this course/program.

attached

E. Librarian comments & recommendations:

*The library provides electronic access to Eighteenth Century Studies from 1995 to the present and to American Journal of Archeology up to 2001. Gender and History is available electronically from 1999 -*

LIBRARIAN LIAISON: *Nicholas C. Younke*

Signature: *Nicholas C. Younke*

*With regard to Cambridge Ancient History it is a 14 volume set with many of the volumes issued in two or more parts - between the original edition, its reprints and the revised edition completed in 2000 the library has the entire set.*

*to the present*

History Publications Currently Received Relevant for “Graduate Course in European History”:

*Annual Bulletin of Historical Literature*  
*Current History*  
*Diplomatic History*  
*Economic History Review*  
*English Historical Review*  
*French Historical Studies*  
*Historian*  
*Historical Journal*  
*Historical Methods*  
*History*  
*History Teacher*  
*History Today*  
*International Review of Social History*  
*International Spectator*  
*Journal of Contemporary History*  
*Journal of Imperial and Commonwealth History*  
*Journal of Interdisciplinary History*  
*Journal of Military History*  
*Journal of Modern History*  
*Journal of Popular Culture*  
*Journal of Social History*  
*Journal of Society of Architectural Historians*  
*Labor History*  
*MHQ – Quarterly Journal of Military History*  
*Military History*  
*Nineteenth Century Studies*  
*Past and Present*  
*Population Studies*  
*Renaissance Quarterly*  
*Speculum*  
*Triquarterly*  
*Western Historical Quarterly*  
*World War II*

**COURSE PROPOSAL**  
**GRADUATE STUDY IN EUROPEAN HISTORY (Hegis # 2205.502)**

**Details:**

- a. COURSE TITLE: *Graduate Study in European History* (Hegis # 2205.502)
- b. SPONSOR: Edward Wang, Corinne Blake and the History Department
- c. CREDIT HOURS: 3
- d. COURSE LEVEL: Graduate
- e. PREREQUISITES: There are no prerequisites; this course is open to all graduate students enrolled in the History Department's Certificate of Graduate Study (COGS) in History and COGS in World History; these new graduate programs have been approved by the university's curriculum committee and are pending approval by the provost. Students enrolled in the College of Education's Master's of Education (M. Ed.) in Standards-based Practice who are pursuing a COGS in history or world history as part of their M.Ed may also enroll in the course.
- f. SUGGESTED TIME AND SCALE OF IMPLEMENTATION: The department plans to offer two graduate courses, which may include one section of this course, every summer from summer 2007. As the COGS programs gain support and faculty resources become available, additional sections will be offered during the academic year.

**Curricular Effect:**

OFFERINGS: No classes will be dropped or offered less frequently as a result of this course.

ADEQUACY OF PRESENT RESOURCES: The History Department currently includes four tenured or tenure track faculty members who teach European history. All of the professors in the department who specialize in European history are designated as graduate faculty: they hold Ph.D. degrees from prominent institutions of higher learning and are qualified to teach graduate courses in their area of historical specialization. Collectively, these faculty members have published numerous books, journal articles, book reviews, and encyclopedia entries; they regularly attend professional meetings to present their research or comment on the research of their colleagues; and all have obtained grant funding related to their research. Topics of specialization include Renaissance and Reformation, Modern European history, World Wars, Holocaust, ancient Greece and Rome, social political, cultural, and legal history, and women's history.

*Graduate Study in European History* (Hegis # 2205.502) will initially be offered during the summer; the History Department has enough staff interested in teaching during the summer to offer two sections of this and/or other new graduate courses without decreasing the number of summer undergraduate courses. As outlined in the COGS

program proposals, additional sections will be offered based on the availability of faculty resources.

Since this course will be offered during the summer or in the evening, current classroom space allocations are adequate. Current computer resources are adequate to support the proposed courses.

RECOMMENDED LIBRARY RESOURCES: The COGS program proposals discussed recommend library resources in depth. Relevant sections are excerpted in Appendix I below.

EVALUATION OF SHORT-TERM COURSE: This course has never been offered.

**Rationale:**

*Graduate Study in European History* (Hegis # 2205.502) will be offered as part of a new history graduate program that will enable students at Rowan to earn a 15 credit COGS in History or COGS in World History. These programs have been approved by the university's curriculum committee, but they can not be implemented until graduate courses in history such as *Graduate Study in European History* (Hegis # 2205.502) are approved. Students may take different sections of this course to fulfill the 15 credit requirement for a COGS in History; students enrolled in the COGS in World History program may also take sections of this course to fulfill their course requirements.

*Graduate Study in European History* (Hegis # 2205.502) will be offered as part of a new history graduate program that further the mission of Rowan University and is directly in keeping with Rowan's emphasis upon professional training within a setting of liberal learning and intellectual exploration. In our program proposal, we demonstrated that this region is in need of a graduate program in history that is academically rigorous, affordable, and within commuting distance for residents in southern New Jersey. Surveys of social studies teachers, Rowan alumni, and current undergraduates conducted by the department indicate that there is a high level of interest in graduate education, especially graduate education in history at Rowan University. The surveys indicate a sufficient student demand to fill a selective program that emphasizes further professional training for public school teachers, who need graduate education for recertification, promotion, and/or tenure. The quality of the History Department at Rowan University, the research activity of the current faculty, and the reputation of the program will attract students from the area. In addition, the cost of graduate education at Rowan University is affordable when compared to programs at private institutions in the region.

Rowan also needs the COGS programs to provide graduate training in history for teachers enrolled in the College of Education's M.Ed. who would like to choose history as their focus area to enrich their teaching. As a public university, it is Rowan's obligation to respond to these needs.

Offering graduate courses in history is also a high priority goal for the History Department; this graduate course and the proposed graduate programs will enable the department to extend beyond what is already being accomplished at the undergraduate level. The COGS in History and in COGS in World History will enhance our capacity to promote high quality scholarship, to prepare students for a complex technological society, to integrate theory and practice, to cultivate

learning communities, to engender civic responsibility, and to increase student understanding of the global community.

The university has already approved the implementation of these graduate programs in history contingent upon the acceptance of course proposals. Since we do not currently have any graduate courses on the books, *Graduate Study in European History* (Hegis # 2205.502) will play a critical role in enabling the department to implement the COGS programs.

**Essence of the Course:**

a. **OBJECTIVES:** The central aim of this course is to introduce graduate students to in-depth historical analysis in European history. In completing this course, students should learn to read historical accounts critically, to reconstruct historical events from original documents, comprehend the current theories and debates in history, conduct research that is based on primary sources and applies historical methodologies, and to write coherent historical analysis.

b. **TOPICAL OUTLINE/CONTENT:** Content will vary according to the specific theme of each section (which in turn will vary with the areas of expertise of the different faculty members teaching the course; see attached sample course descriptions in Appendix II). Common to all content areas, however, will be attention to the following:

a) Original sources. To promote analytical thinking about history, students will use the building blocks from which historians reconstruct the past. Wherever original sources are appropriate and available, students in this course will work with historical evidence, which may include both translated written documents and less traditional sources related to European history such as art, architecture, archaeological evidence, statistics, etc.

b) Historiography. Students will examine how various historians have approached and interpreted the same subject. The aim of such study is to make students aware that historical accounts are constructed by historians, not dictated directly by events. In analyzing how history is 'made' by historians, students should learn to read critically rather than absorb information passively.

c) Historical Research. Students will engage in historical research on topics in European history using primary and secondary sources available in the library and Internet including databases, monographs, newspapers, primary source collections, government documents, etc. Students may also be asked to conduct research in off campus sites such as the Free Library of Philadelphia and/or the University of Pennsylvania library.

d) Intensive writing. Central to any historical analysis is the ability to express one's thoughts in intelligible and cogent form. This course will integrate writing assignments with analysis of historical sources, class discussion, and critical comparison of historical approaches. Through both formal and informal writing, and through drafting and rewriting, the course will explore the uses of writing both as an aid to thought and as a means of communication.

e) Seminar format. Joint exploration of themes drawn from the readings and writing assignments in class are a critical part of graduate study. Students will be asked to summarize, analyze, and integrate assigned readings in class discussions. The seminar format is an important component of graduate education as well as another means of encouraging active rather than passive learning. (It is worth noting that this is true even for students who cling to their right to remain silent; they construct the class's meaning from the interplay of ideas rather than absorbing a linear discourse.)

c. **EVALUATION**: Students will be evaluated and graded based on both written work and class participation. Because this is a graduate course, the formal, graded written work will be a series of papers analyzing the course material.

d. **COURSE EVALUATION**: During the first three years of the graduate program, each course will be assessed each semester. Thereafter, assessment of courses will occur at least every year to allow continuing course development and necessary adjustments. Methods of evaluation will include student feedback, self-assessment, and peer review. *Student Feedback*: Students completing the course will be asked to fill out a graduate history course evaluation form, which, in addition to standard questions about the quality of the course and instruction, will ask them specifically to assess the course's contribution to their skills in historical analysis and writing. Students will also be asked to complete written evaluations of the course.

*Self Assessment*: Faculty teaching graduate courses in the department will evaluate their courses each semester in order to assure high quality, excellent academic standards, and rigorous requirements (e.g., infusing current research and new theoretical developments).

*Peer Review*: During the first three years, all professors who teach this course will meet with the History Department's curriculum committee to assess the course's success in meeting the goals of the graduate program in history and those of the college. The courses will also be evaluated on the basis of their consistency with other high quality programs, appropriateness of materials and workload, relevance of material in current graduate programs, and student satisfaction. Selected sections of the course will be observed by other faculty members teaching graduate courses.

After the first three years, the department curriculum committee will evaluate the course on an annual basis; the results of these consultations will be presented to the History Department as a whole.

### **Results of Consultations:**

No other departments offer courses with similar content or titles. The following letters of support for the COGS programs are included below in Appendix III:

- Dr. Mark Meyers, Assistant Dean of the College of Education
- Dr. Jay Harper, Dean of the College of Arts and Sciences
- Dr. Jay Kuder, Dean of the Graduate School

**Catalog Description**

2205.502.....3 S.H.

**Graduate Study in European History**  
(no prerequisites)

This course introduces students to in-depth historical analysis of a selected theme in European history, including work with historical sources, critical reading of historians' accounts, intensive research and writing, and class discussion. Proposed topics include Ancient Historians, The French Revolution, The Holocaust in Europe, Popular Culture in Early Modern Europe, Social History of Early Modern Europe, 20th Century War and Society, Women in Early Modern Europe, and Modern American and European Women in Historical Perspective.

## **Appendix I: Library Resources for “Graduate Study in European History”**

### **LIBRARY RESOURCES**

The Campbell Library has a large number of books and journals relating to European history. It also has electronic databases, such as Historical Abstracts, JStor, Declassified Documents Reference System, Facts on File, AP Photo Archive, LION, New York Times, Historical PBS Video Database, Lexis/Nexis, Project Muse and VALE that provide useful resources for students in History. The History Department currently has a budget of ten thousand dollars (\$10,000) for books, journals, and videos

This graduate course could be offered with existing library resources. To better serve the needs of the graduate faculty and students in the History Department, however, the library would need to increase the collections of historical sources and scholarly monographs, in addition to academic journals, either online or in hard copy. Specifically, the library should acquire *Eighteenth Century Studies*, *Gender and History*, *The Cambridge Ancient History*, and *American Journal of Archaeology*.

We request that the current level of library budget allocated to the History Department be increased by \$5,000 (phased in two years) on the basis of graduate student enrollment and the needs of the proposed graduate program.

## **Appendix II: Proposed Topics for *Graduate Study in European History***

**Ancient Historians and History-Writing.** The course will examine the types of history writing from the ancient Near East through the Greco-Roman world, including temple-display texts, annals, and formal histories.

**The French Revolution.** The course will address the problems and questions related to the French Revolution such as: Was there a French Revolution and did it mark the beginning of the modern in World History? How did institutional change affect political psychology and social relationships? How did the revolutionaries understand and alter (reconstitute) the interplay between the "public and private spheres"? Why were there differences between 'revolutionary theory and 'revolutionary practice'? How did revolutionaries represent female domesticity, sexuality, and sensibilities? Students will study and analyze primary and secondary sources as well as make sophisticated on-line databases.

**The Holocaust in Europe.** This course examines the genocide of the European Jews, 1933-1945. We examine European and American anti-Semitism before 1933, the evolution of Nazi Jewish policy, the issues of resistance and collaboration, and the carrying out of the "final solution."

**The Peloponnesian War.** The course will examine the history and historiography of Thucydides' Peloponnesian War; in particular Thucydides' analysis of naval power and Athenian leadership. Attention will be given to modern historians' views of the conflict, especially Gomme, Kagan, Ste. Croix, and Hanson.

**Popular Culture in Early Modern Europe.** This course focuses on a relatively new field of historical scholarship. Through examining such materials as songs, popular prints, jokes, rituals, festivals, and records of crimes and rebellions, historians are uncovering new insights into the lives of ordinary people. Students will work with both primary and secondary sources to explore this field.

**Social History of Early Modern Europe.** This course will examine the growing scholarship as well as primary materials on the social history of early modern Europe. Areas of focus will include family life, demography, economic development, crime, and gender.

**Women in Early Modern Europe.** This course will examine the history of women and gender relations in this period of transition to the modern world. Students will explore the constantly changing scholarship in this field and conduct research using primary materials.

**Modern American and European Women in Historical Perspective** This course will compare the history of American and European women from the Enlightenment to the present. Topics will include (but are not limited to) the participation of women in the American, French, and Russian Revolutions; the gendered dimensions of industrialization and workers' movements; the "feminization" of major religious traditions during the 19th century; the emergence of women as readers and writers; developments in family, sexuality, and marriage; the experiences of women in totalitarian regimes; and the emergence of women's rights and feminist movements.

### **Appendix III: Letters of Support**

- Dr. Mark Meyers, Assistant Dean of the College of Education
- Dr. Jay Harper, Dean of the College of Liberal Arts and Sciences
- Dr. Jay Kuder, Dean of the Graduate School



*Office of the Dean, College of Education*

August 22, 2005

Dr. Q. Edward Wang  
Chair, History Department  
Rowan University

Dear Dr. Wang:

It has been my pleasure to be consulted on your Certificate of Graduate Studies in History program since last summer. I have to compliment you on your professionalism and open mindedness throughout this process. I was particularly impressed with your efforts to incorporate into your program items content study that fits the needs of teachers in the Southern New Jersey region.

I believe the program that you are presenting achieves a balance between service to students and university resources that should be commended. The need for a graduate program in history has been evident in the feedback from educators for the past few years. With your program, students who wish to pursue a higher degree have that option, while teachers who wish further content training yet remain in the classroom are also serviced.

Thank you again for allowing me to consult with your department on this proposal. It is my belief that this program would be a terrific addition to Rowan University.

Sincerely yours,

D. Mark Meyers  
Associate Dean



*College of Liberal Arts and Sciences  
Office of the Dean*

August 22, 2005

To Whom It May Concern

I am writing to give my support for the curriculum proposal by the History department to develop and offer a Certificate of Graduate Study in History. Because of the outstanding level of scholarship and professionalism exhibited by the current faculty and their commitment to student learning I am confident that the proposed graduate courses would be of the highest quality.

World history courses would provide in-service teachers the necessary background to make their classes more interesting and contribute to their status as "highly qualified".

The Certificate of Graduate Studies could be offered with existing resources.

Sincerely,

J.A. Harper, Dean  
College of Liberal Arts and Sciences

JAH/jds



*Dean of The Graduate School*

Edward Wang, Ph.D.  
Department of History  
Rowan University

Dear Dr. Wang:

Thank you for the opportunity to review the proposal for Certificates of Graduate Study in History and in World History.

I support the proposed programs because they would provide the opportunity for students from throughout the region to pursue graduate study at Rowan University. The proposed certificate programs have been carefully designed to meet the specific needs of in-service teachers who need to pursue advanced study in history.

I believe that the proposed programs would fit in well with the other graduate programs offered by the university as well as within the mission of the university as a whole. The programs are intended to meet a regional need. They build on an existing undergraduate program and utilize expertise already available within the faculty.

I hope you are successful in obtaining approval of these programs. I look forward to working with you to implement all of the elements of the programs and to inform potential students of this new and exciting opportunity.

Sincerely,

S. Jay Kuder, Ed.D.  
Associate Provost for Research and  
Dean of The Graduate School

cc. Dean Jay Harper

**COURSE PROPOSAL**  
**COLLOQUIUM IN EUROPEAN HISTORY (Hegis # 2205.502)**

**Details:**

- a. COURSE TITLE: *Colloquium in European History* (Hegis # 2205.502)
- b. SPONSOR: Edward Wang, Corinne Blake and the History Department
- c. CREDIT HOURS: 3
- d. COURSE LEVEL: Graduate
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**Curricular Effect:**

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ADEQUACY OF PRESENT RESOURCES: The History Department currently includes four tenured or tenure track faculty members who teach European history. All of the professors in the department who specialize in European history are designated as graduate faculty: they hold Ph.D. degrees from prominent institutions of higher learning and are qualified to teach graduate courses in their area of historical specialization. Collectively, these faculty members have published numerous books, journal articles, book reviews, and encyclopedia entries; they regularly attend professional meetings to present their research or comment on the research of their colleagues; and all have obtained grant funding related to their research. Topics of specialization include Renaissance and Reformation, Modern European history, World Wars, Holocaust, ancient Greece and Rome, social political, cultural, and legal history, and women's history.

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RECOMMENDED LIBRARY RESOURCES: The COGS program proposals discussed library resources in depth. Relevant sections are excerpted in Appendix I below.

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**Essence of the Course:**

a. **OBJECTIVES:** The central aim of this course is to introduce graduate students to in-depth historical analysis in European history. In completing this course, students should learn to read historical accounts critically, to reconstruct historical events from original documents, comprehend the current theories and debates in history, conduct research that is based on primary sources and applies historical methodologies, and to write coherent historical analysis.

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asked to summarize, analyze, and integrate assigned readings in class discussions. The seminar format is an important component of graduate education as well as another means of encouraging active rather than passive learning. (It is worth noting that this is true even for students who cling to their right to remain silent; they construct the class's meaning from the interplay of ideas rather than absorbing a linear discourse.)

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**Catalog Description**

2205.502.....3 S.H.

**Colloquium in European History**

(no prerequisites)

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**Appendix I**  
**Library Resources for *Colloquium in European History* (Hegis # 2205.502)**

**LIBRARY RESOURCES**

The Campbell Library has a large number of books and journals relating to European history. It also has electronic databases, such as Historical Abstracts, JStor, Declassified Documents Reference System, Facts on File, AP Photo Archive, LION, New York Times, Historical PBS Video Database, Lexis/Nexis, Project Muse, Academic Search Premier, and VALE that provide useful resources for students in History. The History Department currently has a budget of ten thousand dollars (\$10,000) for books, journals, and videos

This graduate course could be offered with existing library resources. To better serve the needs of the graduate faculty and students in the History Department, however, the library would need to increase the collections of historical sources and scholarly monographs, in addition to academic journals, either online or in hard copy. Specifically, the library should acquire *Eighteenth Century Studies*, *Gender and History*, *The Cambridge Ancient History*, and *American Journal of Archaeology*.

We recommend that the current level of library budget allocated to the History Department be increased on the basis of graduate student enrollment and the needs of the proposed graduate program.

## Appendix II

### Proposed Topics for *Colloquium in European History* (Hegis # 2205.502)

**Ancient Historians and History-Writing.** The course will examine the types of history writing from the ancient Near East through the Greco-Roman world, including temple-display texts, annals, and formal histories.

**The French Revolution.** The course will address the problems and questions related to the French Revolution such as: Was there a French Revolution and did it mark the beginning of the modern in World History? How did institutional change affect political psychology and social relationships? How did the revolutionaries understand and alter (reconstitute) the interplay between the "public and private spheres"? Why were there differences between 'revolutionary theory and 'revolutionary practice'? How did revolutionaries represent female domesticity, sexuality, and sensibilities? Students will study and analyze primary and secondary sources as well as make sophisticated on-line databases.

**The Holocaust in Europe.** This course examines the genocide of the European Jews, 1933-1945. We examine European and American anti-Semitism before 1933, the evolution of Nazi Jewish policy, the issues of resistance and collaboration, and the carrying out of the "final solution."

**The Peloponnesian War.** The course will examine the history and historiography of Thucydides' Peloponnesian War; in particular Thucydides' analysis of naval power and Athenian leadership. Attention will be given to modern historians' views of the conflict, especially Gomme, Kagan, Ste. Croix, and Hanson.

**Popular Culture in Early Modern Europe.** This course focuses on a relatively new field of historical scholarship. Through examining such materials as songs, popular prints, jokes, rituals, festivals, and records of crimes and rebellions, historians are uncovering new insights into the lives of ordinary people. Students will work with both primary and secondary sources to explore this field.

**Social History of Early Modern Europe.** This course will examine the growing scholarship as well as primary materials on the social history of early modern Europe. Areas of focus will include family life, demography, economic development, crime, and gender.

**Totalitarianism in Comparative Perspective.** This class examines the concept and practice of "totalitarianism" as historical problems. By comparing the experience of Mussolini's Italy, The Third Reich, and the USSR, we will compare and contrast three modern European dictatorships and examine the degree to which the concept of "totalitarian" applies to each state and society

**Women in Early Modern Europe.** This course will examine the history of women and gender relations in this period of transition to the modern world. Students will explore the constantly changing scholarship in this field and conduct research using primary materials.

### **Appendix III: Letters of Support**

- Dr. Mark Meyers, Assistant Dean of the College of Education
- Dr. Jay Harper, Dean of the College of Liberal Arts and Sciences
- Dr. Jay Kuder, Dean of the Graduate School