

HISTORY DEPARTMENT

Professor Miguel Tinker Salas, department chair

Professors Kates³, Lemelle, Tinker Salas, Wall, Wolf³, Woods, Yamashita²

Associate Professor Silverman

Assistant Professors Chin, Mayes³, Summers Sandoval

Visiting Assistant Professor Eldevik

Pomona College offers a varied and integrated curriculum in history, the disciplined study of the human past. History majors pursue creative, critical and analytical studies in a program emphasizing both breadth of knowledge and depth of understanding. History courses also offer enrichment, support, context and perspective for the study of other disciplines. Central to the liberal arts, history supplies a solid foundation for careers in public affairs, legal studies, business and education, as well as for postgraduate study.

Requirements for the Major in History

To major in history, a minimum of 11 history courses are required, distributed as follows:

1. Field distribution: at least one course from each of the following fields: Ancient and Medieval Mediterranean, Europe Since the Renaissance, United States history, Africa and the African Diaspora, Asian history and Latin American and Caribbean history.
2. Field specialization: at least four courses in one of the above fields, including two core courses for that field. Students who waive a core course in a field, through placement examination or some other method approved by the department, must substitute another course from that field.
3. At least two Research Seminars (History 100-, 110- or 125-series), which may count either toward field specialization or toward field distribution, depending on the subject of the seminar.
4. A senior exercise (either a senior essay or a senior honors thesis) in the field of specialization, in addition to the minimum four courses in that field.

No more than two courses for the major in history may satisfy requirements for another major.

Note: History courses not taken at Pomona College may count toward the History Major, unless they are cognates of courses available at Pomona. All courses must be taken for a letter grade to count toward the History Major. All history majors must have a history faculty advisor.

Senior Exercise

Senior Essay. All majors must enroll in History (HIST) 190, the Senior Seminar in the fall of senior year and 192 in the spring, in order to complete the senior essay. The essay should be approximately 25-35 pages long. It may be primarily a research paper or an historiographical essay, or a literature review and it may use a combination of primary and other sources.

Senior Thesis Option. Students who wish to complete a senior thesis rather than the senior essay should enroll in History 191 in the spring, rather than History 192. A senior thesis should make extensive use of primary sources and should normally be 50-100 pages long.

Note: The Senior Thesis and Senior Essay culminate undergraduate study in history and may only be taken during the senior year.

²On leave Spring 2010

³On leave 2009-10

Requirements for a Minor in History

In order to minor in history, a student must complete at least six history courses, including the Senior Essay (192). No course for the minor may satisfy requirements for another major. At least three courses, including a course from the History 100-, 110- or 125-series, must be in one historical field. All courses for the minor must be taken for a letter grade.

Courses

History (HIST) courses satisfy Area 3 of the Breadth of Study Requirements.

Parentheses at the end of each course description indicate the field or fields to which a course pertains.

5. **Making European Civilizations I: to 1350.** *Mr. Woods.* A survey of the ancient and medieval worlds of Egypt, Mesopotamia, Greece, Rome and Western Europe stressing the interactions of civilizations and peoples, the rise and fall of ancient empires, innovation and technology, the sharing of religions and intellectual achievements. Fall 2009; offered alternate years. (Ancient and Medieval Mediterranean)
6. **Making European Civilizations I: Since 1350.** *Mr. Woods.* A survey of early-modern and modern European society, emphasizing the shaping of common cultural communities and their interactions with others, the growth of capitalist institutions, technological innovations, colonization and empire and the shaping of modern Europe. Spring 2010; offered alternate years. (Europe Since the Renaissance)
10. **The Ancient Mediterranean.** *Staff.* A survey of ancient Near Eastern, Egyptian, Greek and Roman history to 300 C.E. Emphasis on emergence of different civilizations around Mediterranean basin and in Europe and their cultural interactions. Fall 2009. (Core course, Ancient and Medieval Mediterranean)
11. **Medieval Europe and the Mediterranean.** *Mr. Eldevik, Mr. Wolf.* A survey of the major historical developments in Europe and the Mediterranean basin from Late Antiquity to the fall of Constantinople in 1453. Emphasizes cross-cultural contact, conflict and interaction between the Latin European, Greek Byzantine and Islamic worlds, such as the Crusades, the growth of commercial trade and the transmission of classical learning and philosophy from Islamic schools to Latin Europe. Spring 2010. (Core course, Ancient and Medieval Mediterranean)
16. **The Crusades.** *Mr. Eldevik.* This course explores the origins and history of conflict between medieval Christian Europe and the Muslim powers of North Africa and the Near East. Through readings of both contemporary texts and modern scholarship, we will examine the evolution of ideologies of holy war in Islam and Christianity, as well as the social, political and cultural contexts of the Crusades and their legacy in both Europe and the Muslim world. Fall 2009. (Ancient and Medieval Mediterranean)
17. **CH. Chicano/Latino History.** *Mr. Summers Sandoval.* Survey introduction to Chicana/o and Latina/o historical experiences across the span of several centuries, but focused on life in the United States. Analyzes migration and settlement; community and identity formation; and the roles of race, gender, class and sexuality in social and political histories. Letter grade only. Each fall. (Core course.)
20. **The United States from the Colonial Era to the Gilded Age.** *Ms. Wall.* Development of the United States from colonial times to the late 19th century, emphasizing the social, political and socioeconomic conflicts that shaped that development. Fall 2009. (Core course, United States)
21. **The United States Since the Civil War.** *Mr. Silverman.* This course begins with contemporary problems then works backwards to understand the genealogies and archaeologies of the present. Particular emphasis will be placed on the lived reality of the big forces of historical change such as freedom, war, industrialization, mass migration, world power, segregation, the evolution of gender roles and political and cultural conflict. Spring 2009. (Core course, United States)

- 25 CH. All Power to the People! Social Movements for Justice.** *Mr. Summers Sandoval.* A survey of 20th-century movements for change, with a focus on those created by and for communities of color. Examines issues of race, gender and class in U.S. society while investigating modern debates surrounding equity, equality and social justice. Each spring. (United States)
- 31. Latin America Before Independence (Colonial Latin America).** *Ms. Mayes, Ms. Portillo.* Examines the rise of the Aztec and Incan empires, the Spanish conquest and settlement, the evolution and consolidation of colonial institutions, the significance of race, gender and sexuality from the perspectives of Indigenous, European and African peoples; and the settlement of Brazil and the impact of the Age of Revolution, especially the Haitian Revolution, on the process of independence. Each fall. (Core course, Latin America and the Caribbean)
- 32 CH. Latin America Since Independence.** *Mr. Tinker Salas.* The history of Latin America from 1820s to the present, including the complex process of national consolidation, the character of new societies, the integration of Latin American nations into the world market, the dilemma of mono-export economies, political alternatives to the traditional order and relations with the United States. Spring 2010. (Core course, Latin America and the Caribbean)
- 35. The Caribbean: Crucible of Modernity.** *Ms. Mayes.* Next offered Fall 2012. (Latin America and the Caribbean)
- 36. Women of Honor, Women of Shame: Women's Lives in Latin America and the Spanish-Speaking Caribbean, 1300-1900.** *Ms. Mayes.* Overview of the life chances, economic opportunities and social expectations for European, indigenous and women of African descent during and after colonial rule in Latin America and the Spanish-speaking Caribbean. Next offered 2010-11. (Latin America and the Caribbean)
- 40 AF. History of Africa to 1800.** *Mr. Lemelle.* History of Africa from the earliest times to the beginning of the 19th century. Attention given to the methodology and theoretical framework used by the Africanist, the development of early African civilizations and current debates and trends in the historiography of Africa. Fall 2010. (Core course, Africa and the African Diaspora)
- 41 AF. History of Africa, 1800 to Present.** *Mr. Lemelle.* History of Africa from the 19th century to recent times. Attention given to political and economic aspects of Africa's development process. Methodological and theoretical frameworks utilized by Africanists, as well as current debates and trends in African historiography are covered. Spring 2010. (Core course, Africa and the African Diaspora)
- 60. Asian Traditions.** *Mr. Yamashita.* Historical introduction to the civilizations of China, India, Korea and Japan. Examines major institutional, social and cultural developments from prehistory to 1500: the advent of sedentary agriculture, urbanization, the emergence of the first states, class relations, important religious and philosophical changes and the formation of distinctive cultural identities. Fall 2010. (Core course, Asian)
- 62. Modern East Asia: China, Japan and Korea in the 20th Century.** *Ms. Chin.* History of China, Japan and Korea from the late 19th century to the late 20th century. Focuses on transnational themes, such as revolution, colonialism and modernity that have shaped the politics and identities of East Asians in recent times. Each fall. (Core course, Asian)
- 70. Early Modern Europe: 1347-1795.** *Mr. Kates, Mr. Woods.* Survey of European culture, society and politics from Renaissance to French Revolution. Examines turbulent centuries that shaped modern world. Topics include rediscovery of antiquity, conquest of the Americas, religious upheaval, the Enlightenment, scientific and political revolutions. Each fall. (Core course, Europe Since the Renaissance)
- 71. Modern Europe: Since 1789.** *Staff.* Introduction to the major topics of modern European history, including democratic revolutions, industrialization and bourgeois society, nations and empires and the 20th-century wars. Themes include the making of

modern Europe, the contradictions of modern democracy, the relationship between public and private and between Europe and the wider world. Spring 2010. (Core course, Europe Since the Renaissance)

- 100A-Z. Seminars in History.** *Staff.* Intensive investigation of a variety of topics, each focusing on such historical problems as bibliography, sources and interpretations. Prerequisite: introductory or survey courses in the general area from which the topic is taken recommended.
- 100AC. East Asian Popular Culture.** *Ms. Chin.* Examines the historical development of Chinese and Japanese popular culture in the 20th century. Topics include war mobilization, globalization, fandom, gender and race representations, transnational dissemination of culture. Prerequisite: one prior course on China or Japan. Offered alternate years. Spring 2010. (Asian)
- 100B. Colonialism and Modernities in East Asia.** *Ms. Chin.* A remapping of modern East Asian history through examining how colonialism was manifested. Investigates the cultural construction of colonialism and the problems of building modern states in the late 19th and early 20th centuries. Attention to political and intellectual responses to colonialism and their entanglements with changing visions of modernity. Fall 2009; offered alternate years. (Asian)
- 100C CH. Chicana/Latina Feminist Histories.** *Mr. Summers Sandoval.* Reading seminar analyzing the historical experiences of Chicanas and Latinas. Foregrounds gender, race, class and sexuality, examining these women's responses to conquest, capitalism, racism and patriarchy. Investigates their struggles for justice, connections to other "Third World" women and formations of feminist theory and practice. Letter grade only. Spring 2010; offered alternate spring semesters. (United States)
- 100D. Political Protest and Social Movements in Latin America.** *Mr. Tinker Salas.* The political landscape in Latin America has changed dramatically since the 1980s when neo-liberal policy predominated. The backlash to these policies has transformed the political landscape in most countries where the rise of mass movements and popular discontent has produced the election of reformers, progressives and even socialists. The seminar seeks to contextualize the emergence of new social and political movements throughout Latin America. Fall 2010. (Latin American and Caribbean History)
- 100I. The Sacred and Profane in the Medieval World.** *Mr. Eldevik.* The evolution of political theory in the Middle Ages, with particular focus on how medieval theologians, jurists and historians grappled with the relationship between religious and secular foundations of political and social order. Readings will include selections from authors such as St. Augustine, Thomas Aquinas, Marsilius of Padua and William of Ockham. Fall 2009. (Ancient and Medieval Mediterranean)
- 100I CH. Race, Culture and Identity in Latin America.** *Mr. Tinker Salas.* Latin America incorporates indigenous, European, African and Asian traditions. Examines the interplay between race, identity, culture, gender and nationalism; the multifaceted process of ethnicity and race relations; challenges to elite preferences; alternative cultural identities such as Indigenismo and Negritude; impact of immigration and current state of nationalism. Fall 2009. (Latin America and the Caribbean)
- 100K. History, Biography and Autobiography.** *Ms. Wall.* Study of American history using biographies, autobiographies and biographical fiction. Accounts of individual lives used to explore lives of "ordinary" Americans as well as prominent social and political issues. Topics include Vietnam War; civil rights movement; political and social dissent; industrialization; ethnic, racial, religious and gender conflicts; slavery; continental expansion; and creation of the American republic. Spring 2010. (United States)
- 100M. Rethinking Modern Asian History.** *Mr. Yamashita.* Examines the various ways in which historians are now writing the history of modern China and Japan. Readings include conflicting accounts of the Rape of Nanking, a complex new narrative of the Boxer Rebellion, social histories of women and innovative analysis of Asian historical topics. Fall 2010. (Asian)

- 100N CH. The Mexico-United States Border.** *Mr. Tinker Salas.* Examines transformation of the Mexico-U.S. border from an internal frontier to an international boundary. The “border” penetrates deep into both Mexico and United States and influences the politics, economy and culture in both countries. Focuses on changes that Mexicans, U.S. and indigenous peoples experience as a result of border interaction. Spring 2010. (Latin America and the Caribbean)
- 100NB CH. U.S. and Latin American Relations.** *Ms. Mayes.* Examines U.S. foreign policy in Latin America from the 19th century to the present, with an emphasis on the cultural and political ideologies that have shaped how policy makers, intellectuals, journalists and ordinary people in the United States perceive Latin America and the actions that the U.S. government, its citizens and corporations have taken in Latin America. Fall 2011. (Latin America and the Caribbean)
- 100Q CH. Social Movements in 20th-Century Mexico.** *Mr. Tinker Salas.* Examines major mobilizations beginning with the Revolution of 1910. Focuses on labor, peasant, guerrilla and indigenous movements. Seeks to uncover history of Mexico’s armed left and to draw links with contemporary groups. Will look at how today’s Zapatistas draw on a tradition of legal and clandestine mobilizations. Next offered 2010-11. (Latin America and the Caribbean)
- 100R CH. American Inequality: Race in the 20th Century.** *Mr. Summers Sandoval.* Reading seminar investigating the role of race in 20th-century United States history. Analysis centers around the lives of African American, Chicano and Latino, Asian American and Filipino populations, as well as their migrations and adaptations; encounters with racial ideologies and structures; and struggles for equality. Letter grade only. Fall 2010; offered alternate fall semesters. (United States)
- 100U AF. Pan-Africanism and Black Radical Traditions.** *Mr. Lemelle.* Examination of the historical evolution of the Pan-African concept and its political, social and economic implications for the world generally and for Black people in particular. Discussion of 20th century writers of Pan-Africanism in terms of the contemporary problems of African Americans. Prerequisites: a lower-division Africana Studies (AF) course and permission of instructor. Spring 2010. (Africa and the African Diaspora; United States)
- 100V. Modern Feminisms in East Asia.** *Ms. Chin.* Examination of the historical and transnational contexts that have shaped the conceptualization of feminism in Asia. Topics to be explored include the feminist interpretations and critiques of women’s status and inequality articulated by 20th century activists and theorists, nationalism, war crimes, sexuality and political crises. Fall 2010; offered alternate years. (Asian)
- 100W. The American Political Tradition.** *Ms. Wall.* Major political debates, issues, ideas and conflicts from the American Revolution to Reconstruction. Includes the framing of the Constitution, Indian removal, women’s rights, slavery and anti-slavery, sectionalism and the coming of the Civil War. Emphasis on primary sources. Spring 2010. (United States)
- 100X. Sexuality, Empire and Race in the Modern Caribbean.** *Ms. Mayes.* Examines European and U.S. imperialism in the region through the analytical lenses of sexuality and race. Emphasizes the ideological construction of subject peoples and the creative means by which colonized “subjects” resisted colonialism. Pays close attention to the racial and sexualized politics of emancipation, U.S. military intervention, migration, tourism and economic development. Juniors and seniors only. Spring 2011. (Latin America and the Caribbean).
- 100Z. Doing History.** *Ms. Wall.* Next offered 2010-2011. (United States)
- 101. Ancient Greece.** *Staff.* To be announced. (Ancient and Medieval Mediterranean)
- 109. Convivencia: Christian, Muslim and Jew in Medieval Spain.** *Mr. Wolf.* To be announced. (Ancient and Medieval Mediterranean)
- 110 A-Z. Research Seminars.** *Staff.* Courses are offered in all fields across the department curriculum but all emphasize primary research and the preparation of a major research paper.

- 110B. Gender and Nation in Modern Latin America and the Caribbean.** *Ms. Mayes.* Next offered 2011-12. (Latin America and the Caribbean)
- 110E. Renaissance and Reformation.** *Mr. Woods.* The origins and development of a cultural, political and economic effervescence in Europe. Relations between artistic achievements and social transformations. Social, intellectual, religious and political restructuring attendant on the Reformation and Counterreformation. Spring 2011; offered alternate years. (Europe Since the Renaissance)
- 110J. State, Citizen and Subject in Modern Japan.** *Mr. Yamashita.* Examines modern Japanese representations of themselves, the “other,” the past and official Japanese government descriptions of selected topics and popular reception of these formulations. Readings include relevant theoretical literature and selections from school textbooks, personal correspondence, diaries, memoirs, fiction and oral history. Fall 2009. (Asian)
- 110L. U.S. Labor and Working-Class History.** *Mr. Silverman.* Seminar examines the experiences of working people from the early 19th century to the present at work, at home and in politics. Introduces competing interpretations of trade-union ideology and politics, as well as working-class cultures and social experiences. Special emphasis on the roles of race and gender in the making of the American working class. Next offered 2009-10. (United States)
- 110R. History of the United States Right.** *Mr. Silverman.* Examines the history of the right and far-right in U.S. politics, culture and foreign policy. Focuses on racist movements from the 19th century Ku Klux Klan to white supremacists today; ideology and practice of counter-subversion and counter-terrorism. Next offered in 2009-10. (United States)
- 110S CH Latina/o Oral Histories.** *Mr. Summers Sandoval.* Explores use of oral histories in historical research of marginalized communities, investigating issues such as memory and the “body as archive.” Provides overview of oral history theory, practice and ethical concerns. Students apply course knowledge in research project incorporating Latina/o oral histories. Letter grade only. Spring 2011; offered alternate spring semesters. (United States)
- 111. Medieval Germany.** *Mr. Eldevik.* Survey of the political, social and religious development of the German kingdom and the Holy Roman Empire from late Roman times through the reign of the emperor Sigismund (d.1437). Topics include the idea of German ethnicity and identity in the Middle Ages, the imperial ideal, the struggle between the papacy and emperors and conflict and colonization on the Slavic frontier and in the Baltics. Spring 2010. (Ancient and Medieval Mediterranean)
- 115. Edible Histories: Food, Culture and the Meaning of Eating.** *Mr. Eldevik.* Historically, food has not just been something to eat, but also something with which to think. This seminar will examine the politics of food in a historical and global context, from the medieval spice trade to contemporary debates about genetically modified organisms and seek to understand how human societies have used food to reproduce ideas about nature, gender, ethnicity, class and bodily purity. Letter grade only. Fall 2009. (See department for field distribution)
- 121. Early America.** *Ms. Wall.* The social, political, cultural and economic development of North America from settlement to the Great Awakening. Emphasis on issues of colonial identity, race, conquest and social change. Next offered 2010-11. (United States)
- 122. The Historical Film.** *Mr. Silverman.* The evolution of motion pictures, especially documentaries, which make claims to truth about past events. Beginning with silent films showing historic tableaux, through the engaged films of the Depression through cinema *verité*, to the controversial political documentaries of today, course examines both the history of film and the history presented by film. Next offered 2009-10. (United States)
- 124. The United States, Palestine and Israel.** *Mr. Silverman.* To be announced. (United States)
- 126. Revolutionary America, 1750–1800.** *Ms. Wall.* Next offered in 2010-11. (United States)
- 128. The U.S. and the World Since 1890.** *Mr. Silverman.* Fall 2011; alternate fall semesters.

- 134. Drugs and Alcohol in the Modern World.** *Mr. Silverman.* Interpretations of social, political and economic responses around the world to alcohol and other mind-altering drugs from the rum and tobacco trades to crack and the drug wars. Topics include: substances and society, drug markets, the opium wars, prohibition, 1960s drug cultures, wars on drugs, legalization, addiction treatment and recovery. Prerequisite: any history course. Fall 2009; offered alternate fall semesters. (See department for field distribution)
- 143 AF. Slavery and Freedom in the New World.** *Mr. Lemelle.* To be announced. (Africa and the African Diaspora; United States)
- 145. Afro-Latin America.** *Ms. Mayes.* Spring 2012. (Africa and the African Diaspora; Latin America and the Caribbean)
- 149 AF. Industrialization and Social Change in Southern Africa.** *Mr. Lemelle.* History of Southern Africa from 17th century to present, with emphasis on the last two centuries' rapid industrialization and social change. Examines political, economic and sociocultural ramifications of these changes on Southern African societies. To be announced. (Africa and the African Diaspora)
- 165. 20th-Century China.** *Ms. Chin.* History of China from the beginning of the 20th century, with special attention to the fall of the Qing Dynasty, warlordism, imperialism and urbanization, nation-building under the Guomindang, the Communist Party movement, the war against Japan, the civil war, the establishment of the People's Republic of China, post-Mao economic reforms as well as recent developments in Taiwan, Hong Kong and among overseas Chinese communities. Spring 2011. (Asian)
- 167. Early Modern Japan.** *Mr. Yamashita.* Japanese cultural history during the Tokugawa period (1600-1867), focusing on castles, warriors and the new culture in the cities and castle towns, particularly the tales of the floating world, haiku, woodblock prints, Chinese-style literati painting and new Confucian and nativistic philosophies. Fall 2009; offered alternate years. (Asian)
- 168. Modern Japan.** *Mr. Yamashita.* Spring 2012. (Asian)
- 171. Introduction to Anglo-American Legal History.** *Mr. Woods.* A survey of the development of the law and law courts from antiquity to the present, with an emphasis on the Anglo-American legal systems. The course addresses the development of civil and common law, as well as such things as fictions, jurisdictions and legal education. Spring 2011; offered alternate years. (Europe Since the Renaissance; United States)
- 173. The French Revolution.** *Mr. Kates.* Examination of the 1789 revolution that overthrew the ancien regime in France. Topics include the storming of the Bastille, fall of the aristocracy, development of the democratic state, outbreak of war, Jacobin Terror and the rule of Napoleon. Discussion of primary sources and historical interpretations. Next offered 2010-11. (Europe Since the Renaissance)
- 181. The British Isles and Europe: To 1660.** *Mr. Woods.* Next offered 2011-12. (Ancient and Medieval)
- 182. Modern Britain and the World: 1660–Present.** *Mr. Woods.* Spring 2012. (Europe Since the Renaissance)
- 183. The Worlds of Shakespeare's Monarchs: 15th-Century England.** *Mr. Woods.* Introduction to the worlds in which Kings Richard II through Henry VIII played their roles. Special attention to women and power, cultural transformations, development of regal governance, economic and social changes and the webs of interconnections in the "Wars of the Roses." Spring 2010; offered alternate years. (Europe Since the Renaissance)
- 189B. The Qing Empire and Early Modern China.** *Ms. Chin.* Examines the history of late imperial China in the Qing dynasty (1644-1911). Traces the transformation of Chinese society by examining ethnic and gender relations, economic activities and intellectual beliefs. Attention to the effects of foreign imperialism and political arrangement in the 19th century and the collapse of China's dynastic system in 1911. Offered alternate years. Spring 2010. (Asian)
- 190. Senior Seminar.** *Mr. Yamashita.* Students begin the basic work of doing a thesis or senior essay with the guidance of the seminar instructor and faculty readers. Each fall.

- 191. Senior Thesis.** *Mr. Yamashita.* An independent research and writing project culminating in a substantial, original historical work. Directed by one faculty member, chosen by the student (in all but exceptional cases) from History Department faculty. Each thesis read by one additional reader. Students defend their theses orally. Prerequisites: 190 and completion of at least three courses in the field in which students intend to write their theses. Spring 2010.
- 192. Senior Essay.** *Staff.* An independent writing project culminating in a substantial essay that may be based on original research, historiography or a critical review of secondary literature. Each spring.
- 99/199. Reading and Research.** *Staff.* Prerequisite: permission of instructor. 99, lower-level; 199, advanced work. Course or half-course. May be repeated. Each semester. (Summer Reading and Research taken as 98/198.)

Related Courses at Other Claremont Colleges

CM 61. The New Asia: China, Japan, India and Indonesia in the Modern Era (Core course, Asian)

JAPANESE

The College offers a program of study in Japanese language and literature. See the section of the catalog on the Asian Languages and Literatures Department.

INTERNATIONAL RELATIONS PROGRAM

Professor Heather Williams, coordinator

Steering Committee: Professors Tahir Andrabi, David Arase, Elizabeth Crighton, David Elliott, Pierre Englebert, Stephen Marks and Heather Williams

The International Relations (IR) Program focuses on the growing importance of transnational actors, global markets and international institutions that challenge traditional notions of statehood and sovereignty. This focus on the process of globalization at the systemic level is complemented by an additional focus on the study of regions—their languages, histories, cultures and position in the global context. The program's emphases on globalization and regional studies are supported by requirements in modern language and study abroad, as well as by the activities of the Oldenborg Center. These experiential aspects of the program introduce insight and empirical richness to the study of international society.

The goal of the International Relations Program is to develop in students the ability to think analytically and independently about the structural features of global society. Graduates are prepared for a variety of postgraduate professional and academic degree programs. Career possibilities include government service, law, business, non-governmental advocacy, journalism, teaching and research.

Requirements for the Major in International Relations

- 1. Introductory core courses.** Introduction to International Relations (POLI 8), U.S. Foreign Policy (POLI 7), International Economics (ECON 123), Statistics for Politics and