

Department of
HISTORY
Rutgers University-Camden

COURSE
GUIDE

Spring 2014

Camden Campus, Off-Campus,
and Graduate Courses

Department of History

<http://history.camden.rutgers.edu/>

Please visit our website for up-to-date information about the department, including:

- **Faculty specialties and areas of interest**
- **Faculty news and student accomplishments**
- **History minor requirements**
- **Advising for History majors**
- **History Graduate program**

And much more!

Department of History
Faculty of Arts & Sciences
Rutgers University – Camden
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Camden, NJ 08102
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Department of History

Full-time Faculty

<p>Laurie Bernstein Department Chair Associate Professor of History e-mail address: lbernste@camden.rutgers.edu Office Phone: (856) 225-2716</p>	<p>Charlene Mires Director of MARCH (Mid-Atlantic Regional Center for the Humanities) Associate Professor of History e-mail address: cmires@camden.rutgers.edu Office Phone: (856) 225-6069</p>
<p>Richard Demirjian Instructor e-mail address: rdemirj@camden.rutgers.edu Office Phone: (856) 225-6744</p>	<p>Susan Mokhberi Assistant Professor e-mail address: s.mokhberi@rutgers.edu Office Phone: (856) 225-2712</p>
<p>Katherine Epstein Assistant Professor of History e-mail address: kce17@camden.rutgers.edu Office Phone: (856) 225-2721</p>	<p>Wendell Pritchett Chancellor, Rutgers University-Camden Professor of History, Professor of Law e-mail address: chancellor@camden.rutgers.edu Office Phone: (856) 225-6095</p>
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<p>Janet Golden Professor of History e-mail address: jgolden@camden.rutgers.edu Office Phone: (856) 225-2813</p>	<p>Lorin Thomas Co-director, Latin American and Latino Studies Associate Professor of History e-mail address: lthomas2@camden.rutgers.edu Office Phone: (856) 225-2656</p>
<p>Andrew Lees Professor II of History e-mail address: alees@camden.rutgers.edu Office Phone: (856) 225-6071</p>	<p>Gerald Verbrugghe Associate Professor of History e-mail address: verbrugg@camden.rutgers.edu Office Phone: (856) 225-6075</p>
<p>Kriste Lindenmeyer Dean of the College of Arts and Sciences Professor of History e-mail address: kl436@camden.rutgers.edu Office Phone: (856) 225-2809</p>	<p>Allen L. Woll Associate Dean for Program Development and Special Projects Professor of History e-mail address: awoll@camden.rutgers.edu Office Phone: (856) 225-2711</p>
<p>Margaret Marsh University Professor e-mail address: mmars@camden.rutgers.edu Office Phone: (856) 225-2845</p>	<p>Wendy Woloson Assistant Professor e-mail address: wendy.woloson@camden.rutgers.edu Office Phone: (856) 225-6064</p>

Department of History

TO GRADUATE WITH A MAJOR IN HISTORY, **students must complete 33 credits** of courses (at least 18 at Rutgers), taking the department's core and required course, **Perspectives in History (50:509:299)**, as soon as they can. Perspectives will teach history majors the following skills: 1. how to analyze primary sources; 2. how to read secondary sources in a critical manner; 3. how to cite sources properly; 4. how to write to the expectations of the discipline of history; 5. how to construct an historical argument; 6. how to evaluate the integrity, reliability, and usefulness of disparate sources; and 7. how to conduct independent research.

Of the remaining 30 credits for the history major, **18 credits must be from upper-division courses** (300-level and above). **A maximum of 12 credits may be from 100- and 200-level courses**, but **no more than 6 credits** can be counted **from Western Civilization I and II** (510:101 and 510:102) **and Development of US I and II** (512:201 and 512:202).

There is also a distribution requirement for these credits: **no fewer than 3 credits must be from each geographical area** of 510 (European history), 512 (American history), and 516 (African, Asian, Latin American, and comparative history).

History internships and courses offered in the university's Honors College may also count toward the major, with the department chair's permission.

If students wish, they may take more than 33 credits of history. Students who would like to immerse themselves in reading and research should consider finding a faculty member to supervise their work in the department's honors course in history (509:495), to be taken in addition to the 33 credits demanded of the major.

Those students seeking certification in teaching should be aware that a requirement is to take a course from a selection dealing with human and intercultural relations. Several history courses may be counted for this purpose and for the history major.

Grades lower than C do not count toward fulfillment of the history major requirement.

All History majors should be sure to meet with Laurie Bernstein, department chair, to discuss their course of study. All students with any questions about our course offerings, majoring in history, or about transferring credit received for history courses taken at other schools can contact Dr. Bernstein by phone (856-225-2716) or by [email](#). Students should always feel free to drop in during her office hours in room #202, 429 Cooper Street. In Fall 2013, Dr. Bernstein will be holding office hours on Tuesdays from 11 am-12 noon and 1:30-3 pm, on Wednesdays from 9-11 am, and on Thursdays from 8-9 am and 11 am-12 noon. She is also available by appointment.

Courses may be counted toward both Major and General Requirements. No course, however, may fulfill two categories of General Requirements. (If you use any course for both Major and General Requirements, be sure to count the credits only **once** toward the degree total.)

*Reflects revised requirements beginning September 1, 2013

PERSPECTIVES ON HISTORY: THE MURDER OF HELEN JEWETT^W

50:509:299:01

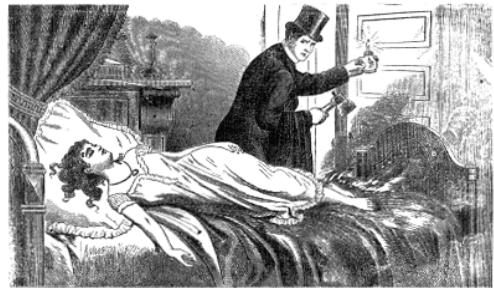
T/Th 1:30-2:50 PM

Woloson

She was young. She was beautiful. She was well known and well loved. And come early April 1836, she was dead by another's hand. The murder of Helen Jewett – a prostitute working in one of New York City's most exclusive brothels – was a brutal crime that captivated not only the bustling metropolis, but the entire nation. It was America's first sensational crime, covered in grisly detail in newspapers around the country. Readers were fed a daily diet of eye-witness accounts, trial transcripts, interviews with people who knew the victim and her alleged attacker, and editorial speculations about what exactly happened, and why. Profiteers wishing to capitalize on the crime printed pamphlets claiming to uncover details of Jewett's past; through speeches and sermons reformers used it as an opportunity to condemn what they viewed as the sins of modern urban life; and others saw it as an opportunity to publish political cartoons critiquing the corrupt judicial system.

This class will use the case of Helen Jewett to explore perspectives on history, both as it was experienced, interpreted, and recorded by people at the time, and how historians have, much later, come to understand the crime itself and, importantly, its larger cultural and historical contexts. We will read and learn how to interpret primary source documents including newspaper reports, trial transcripts, personal correspondence, graphic images, and maps. We will use secondary sources to help contextualize the primary source documents. Through close readings students will learn the essential skills of critically interrogating historical sources and writing about history. The case of Helen Jewett's murder, like much of the past, was not quite what it seemed, and no sources were truly reliable or wholly credible.

Throughout the semester students will complete various research and writing assignments leading up to a final research paper in which they study a sensational crime of the era of their own choosing. While the Jewett murder was remarkable in many ways, it was also part of a much longer tradition revealing Americans' preoccupation with violent acts and innocent victims.



*Writing Intensive

This course emphasizes the development of modern society, modern attitudes, and modern political life. The eighteenth-century Enlightenment, the democratic political revolutions that began in France between 1789 and 1848, industrialization and urbanization, the rise of ideologies, imperialism, and wars and revolutions of the twentieth century will be the main themes. This course will provide vital background for understanding a large number of political and social problems facing the world today.

WESTERN CIVILIZATION II

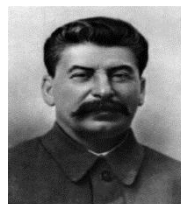
50:510:102:01

M/W/F 9:05-10:00 AM

Verbrugge



Hitler



Stalin



Napoleon

VALUES OF WESTERN CIVILIZATION

50:510:107:01

M/W 1:20-2:40 PM

Verbrugge

This lecture-format course will examine Western Civilization through its early literature. What did these literary works mean for the societies that produced them? How did succeeding generations use these works, and what do they mean to people today? What is the history of the manuscript tradition? What kinds of contradictions to the “religious” literature did the “secular” literature produce?



Homer's Iliad – late 5th, early 6th century

This course does not count towards the History major.

The transformation of the Roman republic under its most famous leaders (Caesar, Cicero, Pompey, Marc Antony, and others) into the empire under Augustus and the Julio-Claudian line (Caligula and Nero among others).

ROME OF THE FIRST CAESARS

50:510:304:01

M/W/F 11:15am – 12:10pm

Verbrugge



Assassination of Caesar by Georges Rochegrosse



Augustus of Prima Porta



Coliseum restored

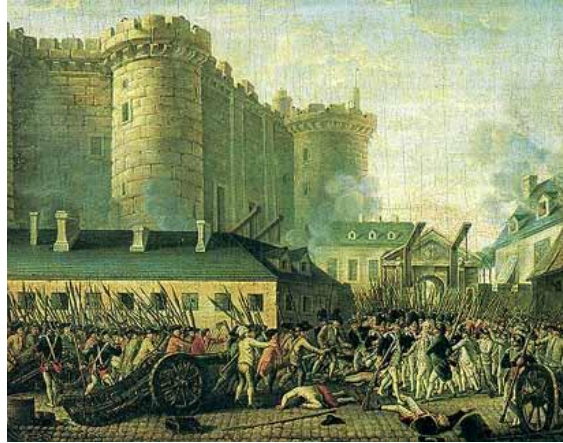
ABSOLUTISM AND ENLIGHTENMENT IN FRANCE AND EUROPE

50:510:321:01

T/Th 11-12:20 pm

Mokhberi

This course provides a general overview of the dynamic changes in ideas, politics, and culture that took place during the eighteenth century from the death of Louis XIV of France in 1715 to the defeat of Napoleon in 1815. We will trace the interactions between the European states, the intellectual thought of the Enlightenment, and the events of the French Revolution that shook the foundations of Europe.



The old regime's infamous Bastille

This course will focus on social and political ideas under the impact of the French Revolution, the Industrial Revolution, and urbanization during the “long” nineteenth century. Students will encounter a wide range of “isms,” mainly via selections from writings produced by people who lived during the period. Themes to be treated will include conservatism, liberalism and radicalism, socialism and communism, feminism, and racism and irrationalism. For background narrative of key events and overall developments, use will be made of Robin Winks and Joan Neuberger, *Europe and the Making of Modernity, 1815-1914*.

19th CENTURY EUROPE

50:510:325:01

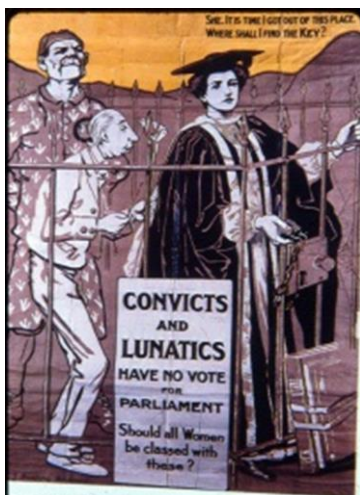
M/W 2:50-4:10 PM

Lees

50:510:325:02

M/W 6-7:20 PM

Lees



**SPECIAL TOPICS IN EUROPEAN
HISTORY: READINGS IN THE
HISTORY OF SEXUALITY**

50:510:380:01

T/Th 9:30-10:50 AM

Bernstein

This course will explore historical conceptions of sexuality. How have notions of sexual identity developed? How have they changed over time? Every week we will discuss a series of articles by historians of the United States, Europe, and Russia. We will also analyze primary sources to develop our own interpretations of how North Americans and Europeans not only understood but attempted to define and regulate sexual desire and practices.



In this course, we will discuss the myth of the Sun King, Louis XIV, and life at the Chateau de Versailles. Louis XIV, the most powerful monarch of his age, established the quintessential court society. We will discuss how the court functioned and look at projections of royal power in the construction of Versailles, its gardens, court entertainments, diplomatic visits, theater, and fashion. Louis XIV also had many enemies. We will discuss the critiques of his reign and the challenges to his image.

**SEMINAR IN EUROPEAN
HISTORY: THE MYTH OF THE
SUN KING, LOUIS XIV AND
THE PALACE OF VERSAILLES**

50:510:400:01

T/Th 3-4:20 PM

Mokhberi



DEVELOPMENT OF THE UNITED STATES II

50:512:202:01

M/W/F 10:10-11:05 AM

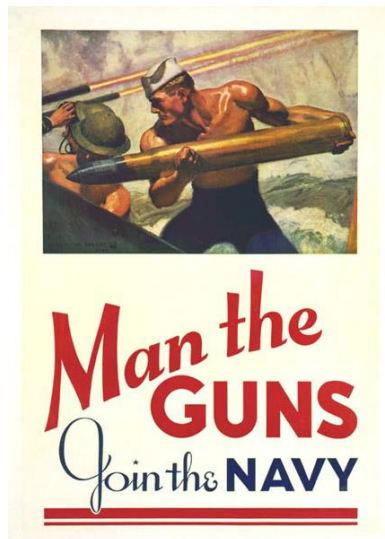
Demirjian

50:512:202:02

T 6:00-8:40 PM

Demirjian

A survey of US History from the end of the Civil War to the present. Major topics include reconstruction, industrialization, immigration policies, the World Wars, the Great Depression, the New Deal and post-World War II social political life.



This course covers the history of Black or African American people in the United States from the Civil War to the present. Emphasis is given to the philosophies of W.E.B. Du Bois, Booker T. Washington, Marcus Garvey and Malcolm X, and to the black freedom struggle (civil rights movement). The course also examines the growing class divide between the college educated, suburbanized, white-collar black middle class and the one-fourth of black people who live in poverty and are trapped in inner city ghettos.

AFRICAN AMERICAN HISTORY II

50:512:204:01

M/W 1:20-2:40 PM

Glasker



WOMEN IN AMERICAN HISTORY

50:512:220:01

M/W/F 11:15am-12:10pm

D'Ignazio

This course examines the cultural, social, economic, political, and intellectual roles women have played in US history. Focuses on critical events, such as the movements for abolition, temperance, suffrage, the equal rights amendment, work and education equity and on critical ideas about the intersection of gender with race, ethnicity, class, religion, and region.



Suffragist pickets outside the White House

This course examines the history of American education with particular emphasis on schooling and the teaching profession. The development of the educational system along with contemporary issues are critically examined for what we can learn about access and equity. The course examines the role of race, religion, regionality, gender and class in education. This course satisfies the requirement for a course in diversity.

EDUCATION IN AMERICA

50:512:230:01

M/W/F 10:10-11:05 AM

D'Ignazio



One-room schoolhouse

AGE OF THE JACKSONIAN DEMOCRACY

50:512:315:01

M/W 1:20-2:40 PM

Demirjian

American society and politics after the War of 1812 featuring economic transformations, political democratization, social reforms, sectionalism, and expansion.



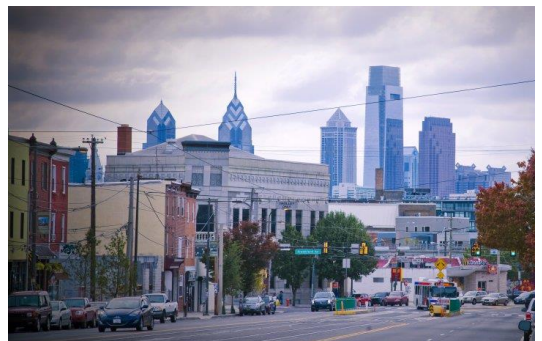
This course will investigate the evolution of urban and suburban communities in the United States, including Camden and Philadelphia, beginning with seaports of the eighteenth century and continuing to the security-conscious cities of today. Why do we live where we do? How do people interact in urban and suburban communities? What opportunities and challenges do residents and leaders of cities and suburbs confront? Especially, how are the histories and futures of cities and suburbs connected with each other? We will approach these questions from two perspectives: First, through the lived experiences of the inhabitants of cities and suburbs expressed in their own words. Also, from the perspective of historians, journalists, and other writers who have researched and reflected on urban and suburban history. The approach of this class will be highly collaborative, placing greater dependence on discussion and problem-solving than on lectures (although there will be some of those as well). As a class, we will undertake a research project to examine how the growth of RCA in Camden and its departure affected the residential neighborhood of Cooper Street. This project will require several visits to the Camden County Historical Society (for location and hours of operation see <http://cchsnj.com/>).

CITY AND SUBURB IN AMERICAN HISTORY

50:512:364:01

T/Th 4:30-5:50 PM

Mires



SPECIAL TOPICS IN AMERICAN HISTORY: CONTEMPORARY ISSUES IN AFRICAN-AMERICAN HISTORY

50:512:380:01

M/W 4:20-5:40 PM

Glasker



Contemporary Issues in African American History will focus on developments that have taken place since the civil rights successes of the 1960s. Today there are people who point to the election and re-election of Barack Obama as proof that we now live in a “post-racial” society. This course questions that premise, and examines the state (condition) of black America today by asking a series of questions. How do we reconcile “liberty and justice for all” with “stop-and-frisk,” racial profiling, mandatory minimum sentencing, mass incarceration, and disparities in drug sentencing laws? Were the deaths of Oscar Grant and Trayvon Martin evidence of a post-racial society? Is there equality of opportunity when half of black and Latino students do not graduate from failing schools in a number of states, and roughly thirty percent of whites have a college degree (BA/BS or higher) and seventeen percent of blacks do? Nearly thirty percent of black Americans live in poverty. Is this evidence of democracy and equality, or Social Darwinism? What role do race, class and cultural imperialism still play in our society?

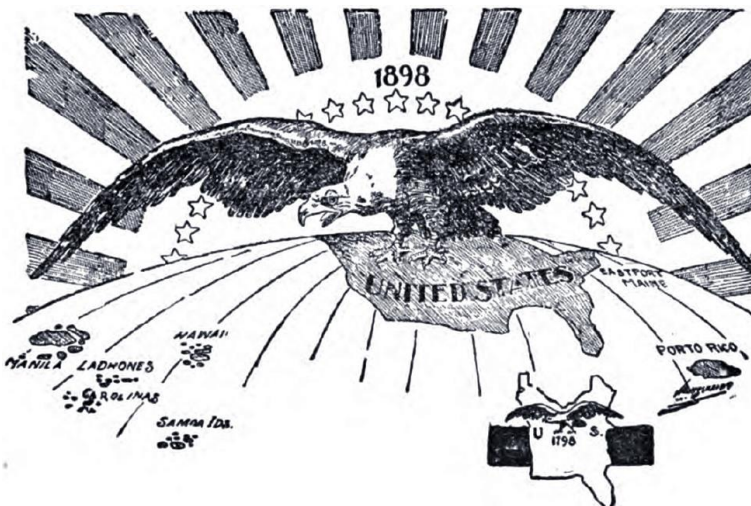
This is a one-semester lecture and discussion course in the history of American foreign relations from the colonial period to 1914. Its purpose is to cover the major events and themes from the birth of the nation to the eve of World War I. Though no prior knowledge of U.S. history is required, the material covers a significant period of time and a complex range of subjects. Those not familiar with the major issues in U.S. history would be advised to review a standard survey.

SPECIAL TOPICS IN AMERICAN HISTORY: U.S. FOREIGN RELATIONS TO 1914

50:512:381:01

M/W 2:50-4:10 PM

Epstein

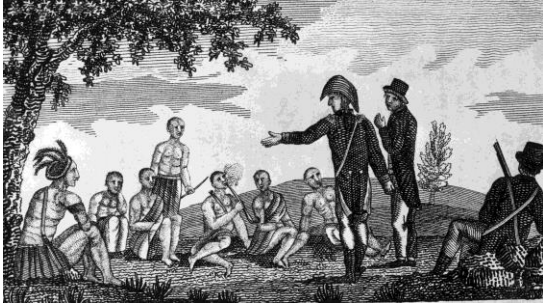


Ten thousand miles from tip to tip.—Philadelphia Press.

SPECIAL TOPICS IN AMERICAN HISTORY: LEWIS AND CLARK IN THE WEST

50:512:382:01

Online via Sakai
D'Argenio



1805 representation of Lewis & Clark with
Native Americans west of the Mississippi River

Lewis and Clark in the West is a comprehensive account of the dramatic expansion of the United States in the opening years of the nineteenth century. The course opens with a variety of thematic threads: American culture and society during the early Republic, the Presidency of Thomas Jefferson, and the Louisiana Purchase. Emphasis centers on the Lewis and Clark expedition's journey of exploration, encounter, and Western discovery. Along the way, students come to know numerous Native American peoples, the ecology and geography of the West, the politics of empire-building, and the idea of the West in American minds.

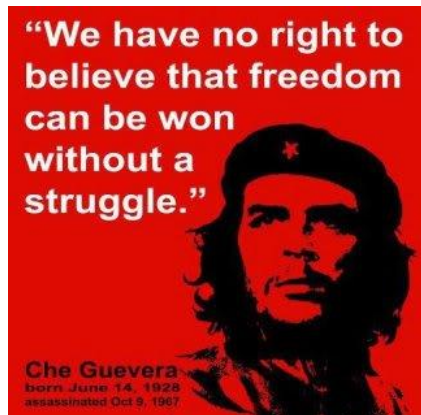
This course offers an introductory examination of Latin America's history, politics, culture, and processes of socioeconomic change throughout the 19th, 20th, and 21st centuries. We compare the evolution of events along these lines in the different sub-regions and countries, noting where generalizations of the Latin American region are possible and where some sub-regional cases are unique. We start with a discussion of how colonial patterns of domination shaped the socio-economic and political structures of Latin American states after independence, which most countries in the region achieved in the 1820s. Thereafter, two centuries of state formation and development are examined. Throughout this period, the course explores in comparative perspective issues such as class formation, race, gender, national identity, "boom and bust" economic cycles, foreign influences, revolution and counter-revolution, and general social and political change.

LATIN AMERICA II

50:516:212:01

T/Th 9:30-10:50 AM

Lombera



EAST ASIA II: 1800- PRESENT

50:516:232:01

T/Th 1:30-2:50 PM

Lee

Introductory survey covering broad trends and developments in East Asia in this period. Can be taken by itself or as a sequel to East Asia I. Should be of interest to those who wish to build or strengthen their general understanding of modern East Asia.



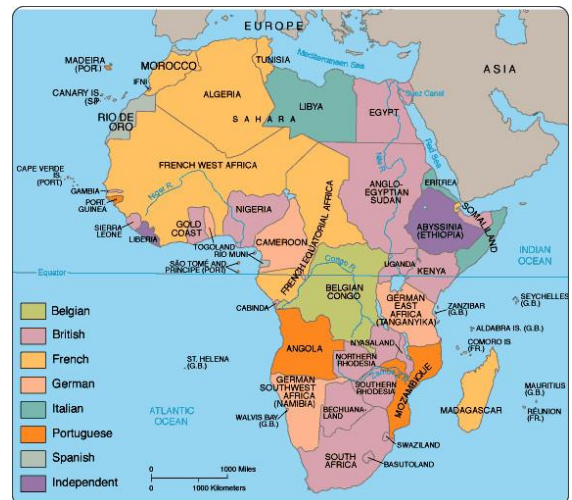
Information about Africa, a geographically vast and demographically diverse continent, appears frequently in US media, but unfortunately for less than positive reasons and in often confusing ways. This course surveys the history of sub-Saharan Africa from 1800 to today in order to provide historical context for understanding long-term processes and problems as they exist in contemporary Africa. We will seek to move beyond mono-causal explanations as we learn about and grapple with the major historical debates and themes in the continent's past over two centuries. Using examples from around the continent, we will examine a variety of African and other perspectives on colonialism, nationalism and the post-independence period. Students will learn basic historical research methods, develop their ability to think critically and to construct a persuasive written argument.

AFRICA SINCE 1800

50:516:242:01

T/Th 11:00 AM-12:20 PM

Benjamin



Africa divided into European colonies

Off-Campus Courses

FOUNDING OF BRITISH AMERICA

50:512:300:91

JBMDL Hybrid

Th 6:00-8:40 PM

Golding

Study of British North America, emphasizing political, social, economic, and cultural developments and the formation of a British empire.



This course will provide students the opportunity for an in-depth study of the era of the American Civil War and Reconstruction. We will examine the major battles of the Civil War and their effects on the home fronts of the United States of America and the Confederacy. This will be followed with a study of Reconstruction and the long term social, political and economic changes that were experienced in the years 1865 to 1876.

CIVIL WAR AND RECONSTRUCTION

50:512:320:A1

ACCC

T 6-8:40 PM

Seitter



African-American Civil War soldiers

Off-Campus Courses

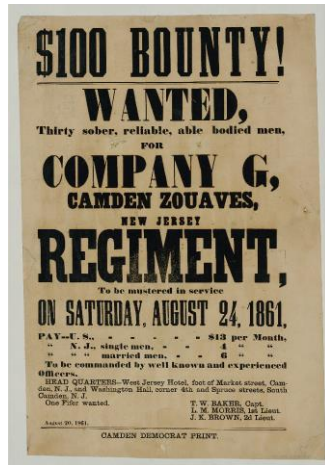
NEW JERSEY AND DELAWARE VALLEY HISTORY

50:512:345:C1

CCCC-Blackwood

Th 5:15-7:55 PM

Pfeuffer-Scherer



This course examines New Jersey and the Delaware Valley from their colonial roots into the twentieth century. New Jersey and southeastern Pennsylvania played a key role in the development of our nation, from founding of the colonies through the American Revolution, the abolitionist movement and Civil War, the United States Centennial and Industrialization. Students will read a variety of texts and primary documents to understand the history of the region and how it played a role in major historical events of the nation. Students will research and write an original research paper, as well as an assignment that focuses on a local historical site.

The story of America is as much a tale of spreading ideas and influence as of territorial expansion and settlement. History 375 examines the United States' interactions with other countries and peoples, from colonial times to the present. Much of the course analyzes diplomatic relations and military affairs. But American businessmen, entertainers, and missionaries, among others, have also helped situate the U.S. in the wider world. The course explores how these "ordinary" Americans have interacted with other peoples as well.

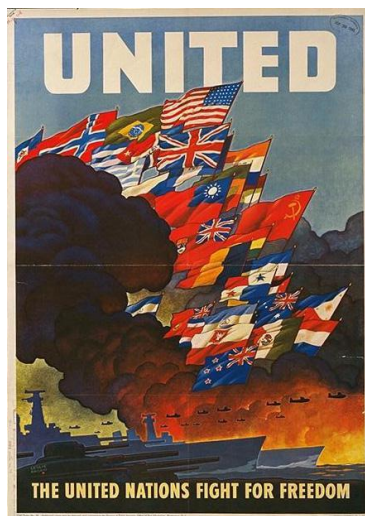
THE UNITED STATES IN THE WIDER WORLD

50:512:375:W1

BCC

W 3:00-5:40 PM

Grippaldi



Off-Campus Courses

SPECIAL TOPICS IN WORLD HISTORY: CONSTRUCTING AFRICAN COLONIAL CHILDHOODS

50:516:380:91

RVCC Hybrid

Th 6:00-8:40 PM

Chapdelaine

The study of children as historical subjects is necessary in order to fully understand the complexities of the social, cultural, economic and political histories of Africa. This course will offer a broad perspective about children's experiences in Sub-Saharan Africa during the first half of the 20th century. Terms such as child, childhood, labor, education, healthcare, discipline, religion, etc. will be critically analyzed. Many assumptions about what constitutes a 'normal' childhood will be challenged and ideas about 'alternative' childhoods will be discussed.



NATIVE CHILDREN SPINNING COTTON IN KAMERUN, AFRICA. © I. F. S.
Kamerun was the last German province in Africa to hold out against the Allies. This picture was taken by the Allies since they captured the colony. The natives were never before photographed.

Graduate Courses

COLLOQUIUM IN CULTURAL AND INTELLECTUAL HISTORY: GENDER, CULTURE, AND SOCIETY

56:512:503:01

Th 5:00-7:40 PM

Marsh

This course focuses on the socio-cultural dimensions of the history of gender in the United States. It will explore a range of topics, such as ideas about masculinity and femininity; gender and work; marriage and the family; and sexuality and reproduction. Course requirements include completing all reading assignments, attendance at all classes, active participation, responsibility for leading one or more discussions, and one historiographical essay (of about 12-15 pages) due at the end of the semester.



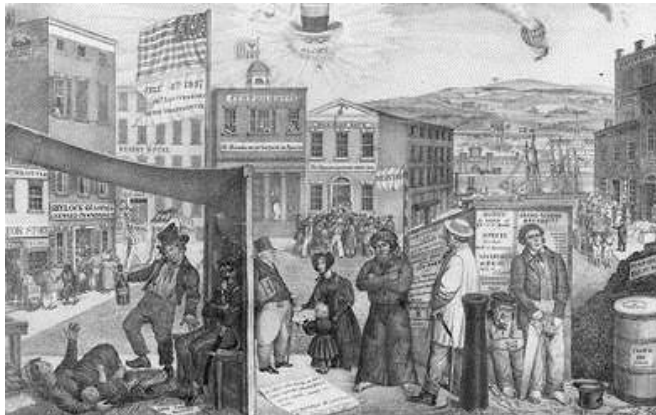
This course provides an advanced introduction to the primary economic, political, social, and cultural developments of the U.S. nineteenth century.

COLLOQUIUM IN U.S. HISTORY, 1820-1898

56:512:506:01

M 5:00-7:40 PM

Shankman



Graduate Courses

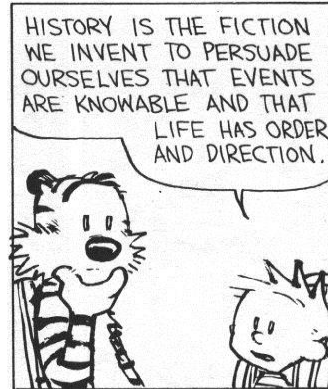
THE CRAFT OF HISTORY

56:512:550:01

W 5:00-7:40 PM

Epstein

Craft is required of all our graduate students. It will familiarize students with major approaches and debates within the historical profession, providing a theoretical grounding for more specialized study. The questions that we will consider include the following: Does historical truth exist? Can historians be objective? What is the relationship between historical evidence and argument? What standards, if any, define the historical profession?.



Libraries and archives have always been essential repositories of information recording the lives of individuals and the actions of institutions. They are becoming even more important, and perhaps more fraught, as we create, are able to store, and are able to make public, more personal, and institutional data in the digital age.

This class will explore several major themes. It will begin with a brief history of libraries and archives – including how they differ – in order to place current practices of information management into a larger context. It will then move into more challenging terrain, as we consider various essential questions. What documentation (books, manuscripts, electronic records) should be saved and which discarded, and how should librarians, archivists, and records managers best make them accessible? What is at stake when we try to balance the privacy needs of individuals and the interests of the public good, which are often at odds? What are the political uses to which archives can be (and have been) put, and what are their myriad implications? What are the roles of libraries and archives today, and what roles, if any, should they play as digital records increasingly replace analog forms?

We will visit libraries and archives in the greater Camden-Philadelphia area and hear from professionals about the fields' many opportunities and challenges. In addition to writing short essays throughout the semester and a long research paper, students will also create an online archives-based project involving collection description, organization, and transcription/OCR.

RECORDS/ARCHIVE MANAGEMENT

56:512:582:01

Th 5:00-7:40 PM

Woloson



Graduate Courses

**RESEARCH COLLOQUIUM:
RACE AND ETHNICITY IN
THE AMERICAS**

56:512:680:01

T 5:00-7:40 PM

Thomas

This course is a research seminar that follows Dr. Thomas's reading course, Race and Ethnicity in the Americas, offered in Fall 2013. Only graduate students who took the readings course, 56:512:524, in the fall semester are eligible to register for this course.

Course Guide – List View

Course Number	Index	Title	Time	Instructor
Camden Campus Courses				
50:509:299:01	10947	Perspectives on History: The Murder of Helen Jewett	T/Th 1:30-2:50pm	Woloson
50:510:102:01	02174	Western Civilization II	M/W/F 9:05-10:00am	Verbrugghe
50:510:107:01	14730	Values of Western Civilization	M/W 1:20-2:40pm	Verbrugghe
50:510:304:01	17862	Rome of the First Caesars	M/W/F 11:15am-12:10pm	Verbrugghe
50:510:321:01	17872	Absolutism and Enlightenment in France and Europe	T/Th 11:00am-12:20pm	Mokhberi
50:510:325:01	17871	19th Century Europe	M/W 2:50-4:10pm	Lees
50:510:325:02	17874	19th Century Europe	M/W 6:00-7:20pm	Lees
50:510:380:01	18166	Special Topics in European History: Readings in the History of Sexuality	T/Th 9:30-10:50am	Bernstein
50:510:400:01	17890	Seminar in European History: The Myth of the Sun King, Louis XIV and the Palace of Versailles	T/Th 3:00-4:20pm	Mokhberi
50:512:202:01	04727	Development of the United States II	M/W/F 10:10am-11:05am	Demirjian
50:512:202:02	06182	Development of the United States II	T 6:00-8:40pm	Demirjian
50:512:204:01	06502	African American History II	M/W 1:20-2:40pm	Glasker
50:512:220:01	17896	Women in American History	M/W/F 11:15am-12:10pm	D'Ignazio
50:512:230:01	17898	Education in America	M/W/F 10:10am-11:05am	D'Ignazio
50:512:315:01	17901	Age of the Jacksonian Democracy	M/W 1:20-2:40pm	Demirjian
50:512:364:01	17908	City and Suburb in American History	T/Th 4:30-5:50pm	Mires
50:512:380:01	17917	Special Topics in American History: Contemporary Issues in African-American History	M/W 4:20-5:40pm	Glasker
50:512:381:01	17970	Special Topics in American History: U.S. Foreign Relations in 1914	M/W 2:50-4:10pm	Epstein
50:512:382:01	17920	Special Topics in American History: Lewis and Clark in the West	Online via Sakai	D'Argenio
50:516:212:01	06498	Latin America II	T/Th 9:30-10:50am	Lombera
50:516:232:01	14482	East Asia II: 1800-Present	T/Th 1:30-2:50pm	Lee
50:516:242:01	17893	Africa Since 1800	T/Th 11:00am-12:20pm	Benjamin
Off-Campus Courses				
50:512:300:91	17913	Founding of British America	Th 6:00-8:40pm (Hybrid)	Golding
50:512:320:A1	14824	Civil War and Reconstruction	T 6:00-8:40pm	Seitter
50:512:345:C1	17904	New Jersey and Delaware valley History	Th 5:15-7:55pm	Pfeuffer-Scherer
50:512:375:W1	17916	The United States in the Wider World	W 3:00-5:40pm	Grippaldi
50:516:380:91	17894	Special Topics in World History: Constructing African Colonial Childhoods	Th 6:00-8:40pm (Hybrid)	Chapdelaine
Graduate Courses				
56:512:503:01	14478	Colloquium in Cultural and Intellectual History: Gender, Culture, and Society	Th 5:00-7:40pm	Marsh
56:512:506:01	18244	Colloquium in U.S. History, 1820-1898	M 5:00-7:40pm	Shankman
56:512:550:01	18245	The Craft of History	W 5:00-7:40pm	Epstein
56:512:582:01	18246	Records/Archive Management	Th 5:00-7:40pm	Woloson
56:512:680:01	18247	Research Colloquium: Race and Ethnicity in the Americas	T 5:00-7:40pm	Thomas