



Department  
of  
History

**COURSE  
GUIDE**

**SPRING 2016**

# Department of History

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

Please visit our website for more information about the department, including:

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

And much more!

Department of History  
Faculty of Arts & Sciences  
Rutgers University – Camden  
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Camden, NJ 08102  
Phone: 856-225-6080  
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# Department of History

## Faculty

<p>Laurie Bernstein  <b>Associate Professor of History</b>  e-mail address: lbernste@camden.rutgers.edu  Office Phone: (856) 225-2716</p>	<p>Kriste Lindenmeyer  <b>Dean of the College of Arts and Sciences</b>  <b>Professor of History</b>  e-mail address:  kriste.lindenmeyer@camden.rutgers.edu kl436@camden.rutgers.edu</p>
<p>Richard Demirjian  <b>Instructor and Assoc. Director of Rutgers-Camden Leadership Institute</b>  e-mail address: rdemirj@camden.rutgers.edu  Office Phone: (856) 225-6744</p>	<p>Charlene Mires  <b>Director of MARCH</b>  <b>(Mid-Atlantic Regional Center for the Humanities)</b>  <b>Professor of History</b>  e-mail address: cmires@camden.rutgers.edu  Office Phone: (856) 225-6069</p>
<p>Katherine Epstein  <b>Associate Professor of History and Undergraduate Program Coordinator</b>  e-mail address: kce17@camden.rutgers.edu  Office Phone: (856) 225-2721</p>	<p>Susan Mokhberi  <b>Assistant Professor of History</b>  e-mail address: s.mokhberi@rutgers.edu  Office Phone: (856) 225-2712</p>
<p>Wayne Glasker  <b>Associate Professor of History</b>  e-mail address: glasker@camden.rutgers.edu  Office Phone: (856) 225-6220</p>	<p>Andrew Shankman  <b>Associate Professor of History</b>  e-mail address: shankman@camden.rutgers.edu  Office Phone: (856) 225-6477</p>
<p>Janet Golden  <b>Professor of History and Graduate Program Director</b>  e-mail address: jgolden@camden.rutgers.edu  Office Phone: (856) 225-2813</p>	<p>Lorin Reed Thomas - <b>Department Chair</b>  <b>Associate Professor of History</b>  e-mail address: lthomas2@camden.rutgers.edu  Office Phone: (856) 225-2656</p>
<p>Nick Kapur  <b>Assistant Professor of History</b>  e-mail address: nick.kapur@rutgers.edu  Office Phone: (856) 225-2713</p>	<p>Gerald Verbrugge  <b>Associate Professor of History</b>  e-mail address: verbrugg@camden.rutgers.edu  Office Phone: (856) 225-6075</p>
<p>Andrew Lees  <b>Distinguished Professor of History</b>  e-mail address: ales@camden.rutgers.edu  Office Phone: (856) 225-6071</p>	<p>Allen L. Woll  <b>Associate Dean of the Graduate College</b>  <b>Professor of History</b>  e-mail address: awoll@camden.rutgers.edu  Office Phone: (856) 225-2988</p>
	<p>Wendy Woloson  <b>Assistant Professor and Advisor to History Club</b>  e-mail address: wewo99@gmail.com  Office Phone: (856) 225-6064</p>

## Department of History

**TO MAJOR IN HISTORY**, students must complete 33 credits of history courses (at least 18 at Rutgers).

Students should take the department's required core course – 50:509:299 Perspectives in History (3 credits) - as soon as they can, securing a special permission number for registration from the department secretary Sharon Smith (856-225-6080, sas548@camden.rutgers.edu). Perspectives in History is designed to teach 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, a maximum of 12 may be from 100- and 200-level courses, no more than 6 credits of which 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). 18 credits must be from courses at the 300 to 400 level.

There is also a distribution requirement for these 30 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). Students who sign up as history majors after May 31, 2014 must complete at least one 300-level or higher course in each geographic category.

Students with at least a B average in their RU history courses who are interested in a graduate-style class should consider taking one or more of our seminars (510:400, 512:400, and/or 516:400). Courses offered in the university's Honors College and internship program may also count toward the major, with the department chair's permission.

If students wish, they may take more than 33 credits of history. Of special interest, especially to those considering graduate school, is the honors course in history (509:495), to be taken in addition to the 33 credits required for the major.

Most lower-division history courses also fulfill one or more of Rutgers-Camden's new General Education requirements.

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

Students should feel free to drop in and visit us in our offices at 429 Cooper Street. Department Acting Chair, Dr. Thomas, 856-225-2656 will gladly answer questions about our classes, about majoring in history, and about transferring credit for history courses taken at other schools. Students are also welcome to consult with a faculty member of their choice for history advising.

## PERSPECTIVES ON HISTORY\*

50:509:299:01

M/W 2:50 pm – 4:10 pm

Professor Thomas

This course trains history majors the craft of reading and writing history. Students will spend the first part of the semester mastering two sets of skills: how to perform close readings of documents, and how to assess the ways historians analyze certain moments in the past (historiography). The second part of the semester will be devoted to putting these two skill sets together, as students learn to write about history themselves. In most of our reading and writing in this course, we will focus on a tumultuous period in Guatemalan history, the coup of 1954, in which the role of the cold war-dominated United States-its State Department, its Central Intelligence Agency, and major shareholders of the United Fruit Company-was substantial. Using both primary sources and the changing interpretations of historians over time, we will investigate the motivations for the coup, how it was planned and executed, and what impact it had both in Guatemala and in the United States. Course requirements include a variety of short writing assignments as well as a 12-15 page final paper on the origins of, responses to, and historical significance of the Guatemalan coup of 1954. This paper will combine a review of secondary literature, which we will have examined closely, with analysis of a set of primary source documents about the events in Guatemala during this period.



*\*Fulfills Writing requirement*

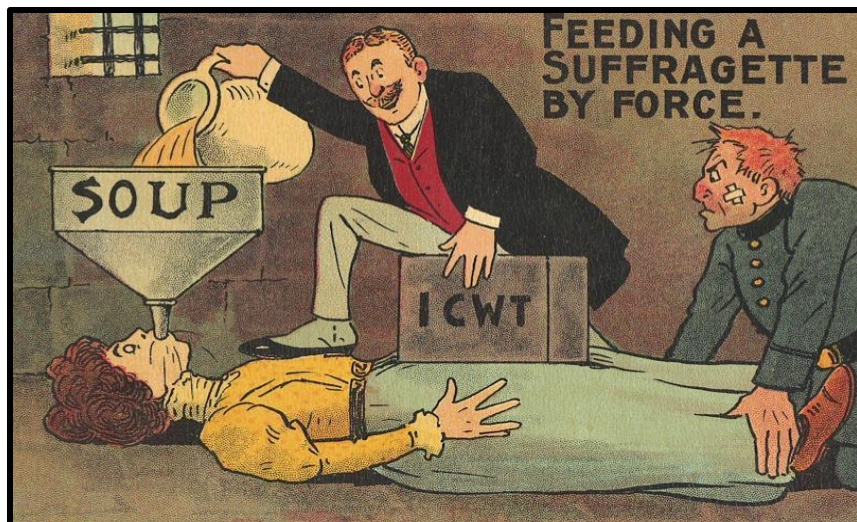
## WESTERN CIVILIZATION II\*

50:510:102:01

T/TH 1:30 pm – 2:50 pm

Professor Bernstein

This course is designed to introduce students to the modern era. It will trace how the Scientific Revolution, ideas borne in the European Enlightenment, and urbanization and industrialization reshaped not only Europe but the world at large. We will examine both the political picture of monarchs, wars, and revolutions, as well as the social one of ordinary men and women. Course work includes lectures and analyses of relevant primary sources.



## ABSOLUTISM AND ENLIGHTENMENT

50:510:321:01

T/TH 11:00 am – 12:20 pm

Professor Mokhberi

Dynamic changes in ideas, culture, and politics took place in seventeenth and eighteenth-century Europe and swept Europeans into the modern age. Students will learn about new philosophies and major upheavals, including the French Revolution and the rise and fall of Napoleon. Such stunning events shook the foundations of eighteenth-century Europe and changed the course of culture and politics. We will examine absolutist states beginning with the expansion of the French state under Cardinal Richelieu and the reign of the Sun King, Louis XIV. We will contrast absolute monarchs with non-absolutist states, study commercial and dynastic competition between European powers, discuss the intellectual thought of the Enlightenment, and, finally, analyze the events of the French Revolution that culminated in Napoleon's Empire.



*"Napoleon Crossing the Alps" by Jacques-Louis David, 1801*

## MODERN JEWISH HISTORY

50:510:372:01

T/TH 11:00 am – 12:20 pm

Professor Bernstein

This is an upper-division course that will treat European Jewish history chronologically from the Jewish emancipation of the eighteenth century through and beyond the Holocaust to the establishment of the State of Israel. What did it mean for the Jews, who had been persecuted and scapegoated for hundreds of years, to assimilate into European society during the nineteenth and twentieth centuries? How did religious hatreds evolve into what we call “modern anti-Semitism”? How did Jews understand their place in Europe as it constituted itself into nation-states? The bulk of the work for this class will involve in-class analyses of primary sources and consideration of the relevant issues in our readings.





## DEVELOPMENT OF U.S. II

50:512:202:01

M/W/F 10:10 am – 11:05 am

Professor Demirjian

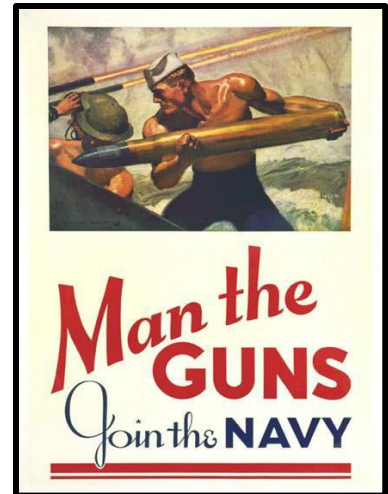
A survey of United States History from the end of the Civil War to the present. Major topics include reconstruction, industrialization, immigration policies, the World Wars, the Great Depression, the New Deal and post-World War II social political life.

## DEVELOPMENT OF U.S. II

50:512:202:02

M/W/F 11:15 am – 12:10 pm

Professor Demirjian



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.

## AFRO-AMERICAN HISTORY II

50:512:204:01

M/W 1:20 pm – 2:40 pm

Professor Glasker



## **EDUCATION IN AMERICA\***

50:512:230:01

T/TH 6:00 pm – 7:20 pm

Professor D'Ignazio

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.



*\*Satisfies Diversity Requirement*

## THE EARLY AMERICAN REPUBLIC

50:512:315:01

T/TH 3:00 pm – 4:20 pm

Professor Shankman

This course investigates the origins of the modern United States. Why and how did a nation conceived in liberty quickly promote the vast expansion of slavery? Why did a society that revolted against British style social and economic inequality end up producing more inequality than had ever existed in the thirteen colonies? How did a nation that few in 1789 believed could survive for even two decades come to dominate the North American continent in the next fifty years? Why did the very way it achieved this domination create the conditions that tore the nation apart in a civil war of unprecedented violence and bloodshed?

Do you like your historical figures colorful and crazy? Why by 1793 did Alexander Hamilton and Thomas Jefferson hate each other and have no doubt the other was a traitor and a spy? Why did as many people despise and denounce George Washington as praise him by the time he finished as President? Why did President Andrew Jackson destroy the nation's central bank? And why did he name his favorite horse after a drunkard who died by jumping off a cliff. Why did thousands pay to see watermen send a barge full of animals hurtling over Niagara Falls in 1827? Hey, it's the early republic. Take the course and find out.



*John Lewis Krimmel, Election Day at the State House, 1816*

# CIVIL WAR & RECONSTRUCTION

50:512:320:01

M/W 1:20 pm – 2:40 pm

Professor Demirjian

The course will cover the cause of the Civil War, the conduct of the war itself, and the period of the Reconstruction. Issues will include the failure to compromise between the nation's sections; the struggle of African-American people for liberation and self-determination; the impact of the war upon society; and the conflict between various factions in the North and South to determine the course legacy of Reconstruction.





*National Guard troops firing on demonstrators, 1877*

## **THE UNITED STATES IN THE GILDED AGE AND PROGRESSIVE ERA, 1865 - 1918**

50:512:325:01

M/W 2:50 pm – 4:10 pm

Professor Epstein

The modern United States began during the half century between the Civil War and World War I. Commentators today routinely invoke the period in an effort to understand and critique the present. And no wonder. The Gilded Age was characterized by spectacularly growing wealth and anger at its unequal distribution, by an expanding role for the federal government, by changing gender roles, by waves of immigrants, and by US expansion at the expense of other peoples—in other words, by many of the same features that dominate today’s headlines. The perceived excesses of the Gilded Age led to one of the most important and controversial movements in US history, Progressivism, which drew together a diverse collection of people interested in reforming US society. The issues they debated have not gone away, and in critical ways, their ideas—especially about the proper role for the federal government in managing the economy—still shape contemporary discussion.

This class will provide students with a better informed perspective on today’s world, a firmer understanding of US history during this pivotal period, and a foundation for more advanced study. It will focus on the following events and themes: Reconstruction; the emergence of industrial capitalism; the labor movement; Populism; changes in the armed forces; the establishment of Jim Crow; gender relations; the transformation of the United States from a continental to a global power; Progressivism; and the experience of world war. As much as possible, students will learn about this period from the people who lived through it—ex-slaves, industrialists, farmers, factory workers, immigrants, presidents, Native Americans, Supreme Court justices, suffragettes, and others. In so doing, they will improve their ability to evaluate information, to write, and to think critically about issues of great historical and contemporary importance.



## AMERICA IN THE SIXTIES

50:512:338:01

T/TH 4:30 pm – 5:50 pm

Professor Golden

This course examines critical historical developments and cultural shifts in the 1960s through the analysis of primary sources and the close reading of secondary works. Topics covered include the struggle for civil rights, the women's movement, the Viet Nam War, the Great Society, the new left, youth culture, the conservative revival and cultural representations and products emerging from this "turbulent decade." Students will be making a short desktop digital documentary about one aspect of this decade based on their research in primary and secondary digital and textual sources. This course can be counted towards the Digital Studies Certificate.



## **SPECIAL TOPICS: CONSUMER CULTURE FROM THE PURITANS TO THE PRESENT**

50:512:382:01

T/TH 3:00 pm – 4:20 pm

Professor Woloson

What did Americans buy and why? How did purchasing habits change over time, and what can those changes tell us about changes in how Americans lived their lives and thought about themselves individually and collectively, from the first settlers to the present? This course covers a broad sweep of American consumer culture over four centuries, using consumption as a way to better understand broader aspects of American history and life, such as prevailing standards of living and economic conditions; politics; technological innovations; regional, national, and global commerce and emerging marketplaces; and individual and collective aesthetic sensibilities.

The class will draw from both secondary readings and primary source documents, and we will consider everything from 18th-century backcountry dry goods stores to e-commerce. Subject areas of focus will include, among many other things, consumer activism (including boycotts and patriotic purchasing), the development of advertising and marketing, and the rise of department stores, malls, and other sites of shopping. In addition, we will explore the meanings of shopping itself over time and also the shifting roles of the goods we've bought, from being expressions of self-fashioning and status to repositories of intense emotion and desire.

This is a writing-intensive course: several essays drawing on primary and secondary source material will be required, in addition to a final exam.



*"Choosing Holiday Gifts – Let Those Who Have Remember Those Who Have Not," Frank Leslie's Illustrated Newspaper, January 1, 1876.*

## LATIN AMERICA II

50:516:212:01

T/TH 9:30 am – 10:50 am

Professor Lombera

This course offers an introductory examination of Latin America's history, politics, culture, and processes of socioeconomic change throughout the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> 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.





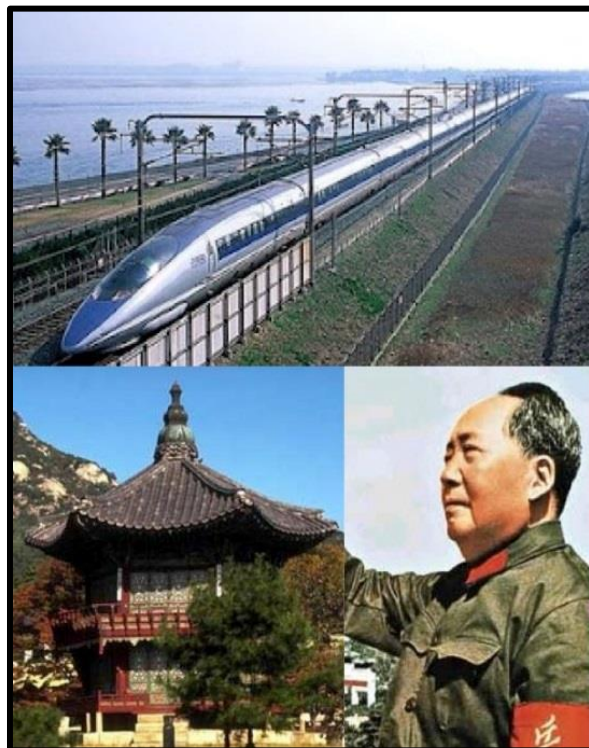
## **EAST ASIA: 1800-PRESENT**

50:516:232:01

T/TH 9:30 am – 10:50 am

Professor Kapur

In this course we will learn about the amazing transformation that regions in East Asia, including China, Japan, and Korea, have undergone in the past 400 years. Today, China, Japan, and Korea are extremely important nations on the global stage, but this was not always the case. We will learn how these nations overcame the threats of imperialism and colonialism, endured through brutal wars and social upheavals, and rose to become among the most powerful nations on Earth. Along the way, we will learn more about the social, cultural, and economic developments that have underpinned these transformations.



## **JAPAN IN THE AGE OF THE SAMURAI**

50:516:341:01

T/TH 1:30 pm – 2:50 pm

Professor Kapur

In this course we will examine the history of Japan from the earliest times up to the Meiji Restoration in 1868, including the rise of the samurai class, the emergence of the imperial state, and the development of traditional Japanese culture, including religion, literature, and the arts. Along the way, we will consider the extent to which myths and legends about the samurai are true or false, as well as the role played by women in the making of Japanese culture.



## MODERN MIDDLE EAST

50:516:380:01

M/W 4:20 pm – 5:40 pm

Professor Ghazvinian

This course examines the emergence of the modern Middle East and North Africa, from roughly 1800 to the present day. Topics covered include the transition to modernity in the Middle East, nationalism and Islam, the First World War and how the 'Middle East' came into being as a concept, the Arab-Israeli conflict, oil and relations with the United States, the Cold War, the Iranian Revolution, and the rise of political Islam in recent years. By the end of the semester, students will have a good working knowledge of the region and feel confident engaging in educated discussions and conversations about contemporary events in this fast-moving and often maddeningly complicated part of the world.



## **THE CHURCH, DICTATORSHIP AND DEMOCRACY IN LATIN AMERICA**

50:516:381:01

Cross listed w/50:840:395:01

M/W/F 9:05 am – 10:00 am

Professor Lombera



*Bishop Samuel Ruiz and the Zapatistas in  
Chiapas, Mexico 1994*

This course offers an introductory examination of the role that the Catholic Church has played in the defense of human rights and in promoting democracy in Latin America from the period of military dictatorships that ruled a good part of the region starting in the 1960s to the period of transition to democracy in the 1980s and 1990s. Within this timeframe, we will also look at the different internal wars –whether caused by traditional guerrillas or by terrorists- that did not always occur under military dictatorships. We will analyze eight selected countries and in each case deal with two fundamental themes: first, the role of the church during the military regime or internal war; and second, the contribution the church made to the peace process or the transition to democracy.

By means of a comparative analysis, we will highlight what was common and what was peculiar to each of these eight countries. Among those selected, we will look at three that were under national security regimes: Brazil, Chile, and Argentina. We will then compare three Central American countries that experienced internal wars: Nicaragua, El Salvador, and Guatemala. Finally, we will discuss the cases of Mexico that, although not a military dictatorship, represents a case of an authoritarian civilian state, and Peru, which although a democracy at the time, was seriously challenged by terrorist violence in the form of the Shining Path.

## Graduate Courses

### **RESEARCH AND COLLOQUIUM IN EARLY AMERICA**

50:512:509:01

W 6:00 pm – 8:40 pm

Professor Shankman



This graduate research colloquium is open to any graduate student who has completed either History 505, Readings in American History 1763-1820 or History 506, Readings U.S., 1820-1898. Students will spend the semester researching and writing a research paper of between 30 and 40 pages treating some aspect of the period of the readings course they completed.

Globalization has emerged as the alternative to cultural and social theories of history. But, what precisely is global history? How is global history different from a national history? Is global history a “better” approach or does it come with its own set of pitfalls? This course will introduce students to Global History. Students will discuss approaches and problems of writing a global history. We will analyze the work of historians who focus on conflict, difference, and incommensurability between cultures and those who find cooperation and connections across the globe. We will also explore specific examples of global history that focus on the movement of peoples, commodities, and diplomatic exchanges.

### **TOPICS IN GLOBAL HISTORY I**

56:512:536:01

T 5:00 pm – 7:40 pm

Professor Mokheri



*Guillaume Le Testu's 1556 Cosmographie Universel*

## Graduate Courses

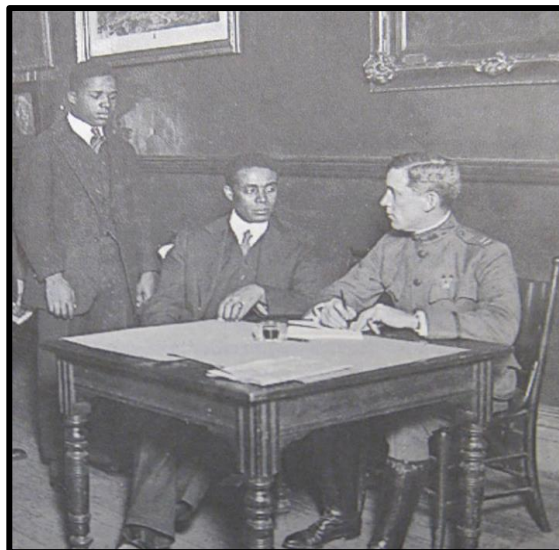
### **UNITED STATES READING 1898**

56:512:548:01

M 5:00 pm – 7:40 pm

Professor Epstein

The period from 1898 to 1945 was one of profound transformation for the United States. In the half century from the Spanish-American War through World War II, the United States became a great power, fought in two world wars, survived the Great Depression, established the modern welfare state, and experienced profound changes in race relations and gender roles. While the unifying theme of the course is political economy, the readings will expose students to a variety of topics and approaches, ranging from more traditional diplomatic histories to newer forms of cultural history. The course is divided into two-week units on a particular topic (examples include World War I and the New Deal), with the reading for the first week consisting of a monograph and the reading for the second week consisting of chapters and articles, so that students gain familiarity with multiple forms of scholarly discourse. The writing assignments consist of book reviews and a historiographical essay. The purpose of the course is to provide students with a firmer grounding in a pivotal period of US history, and to prepare them to write a research paper on a topic of their choosing in this era.



*The first African-Americans enlisting for officers' training camp, 1917*

# Graduate Courses

## **RECORDS/ARCHIVE MANAGEMENT**

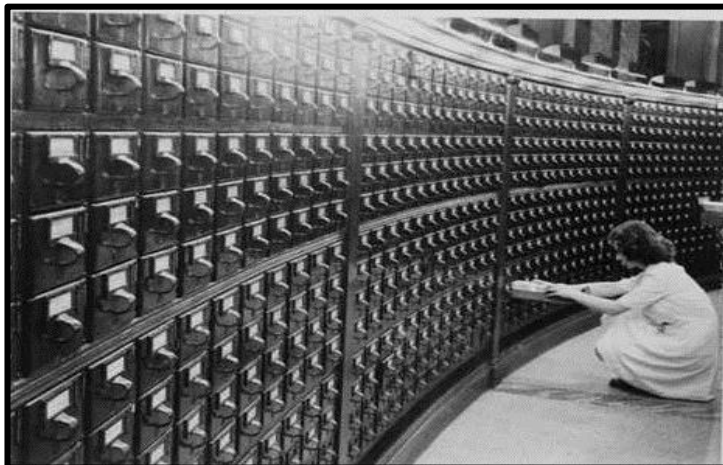
56:512:582:01

TH 5:00 pm – 7:40 pm

Professor Woloson

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, 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?



*Woman at Main Reading Room Card Catalog, Library of Congress [photograph, betw. 1930 and 1950].*

## Off-Campus

### **BRITISH AMERICA**

50:512:300:J1

W 6:00 pm -8:40 pm

Golding

At Joint Base-McGuire



*"Death of General Wolfe" by Benjamin West (1770)*

Study of British North America, emphasizing political, social, economic, and cultural developments and the formation of a British empire. This course, in particular, will adopt an Atlantic World perspective of British America, which will emphasize the maritime connectivity that tied together the Atlantic littoral.

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This is a study of the political, social, and economic history of the United States between 1850 and 1877, with emphasis on the Civil War, its causes, and effects.

In addition to military campaigns and events, the course will address such topics as the role of slavery in peacetime and wartime society; war aims; how vast armies were constructed, and national resources mobilized; wartime politics and dissent; the war's effect on foreign relations; and Reconstruction.

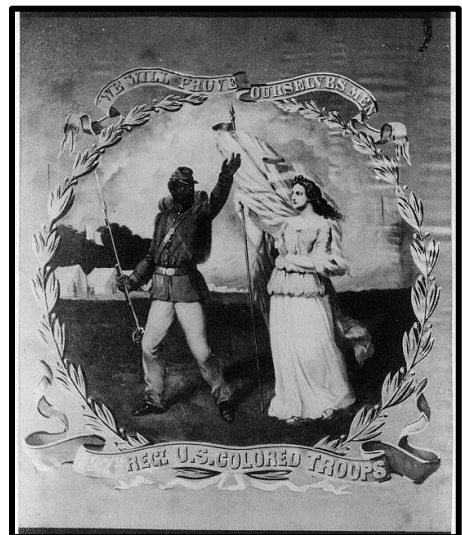
### **SPECIAL TOPICS: CIVIL WAR**

50:512:383:W1

W 3:00 pm – 5:40 pm

Professor Grippaldi

Brookdale Community College





## Off-Campus

### **SPECIAL TOPICS: SOLDIERS, WAR AND THE COMBAT EXPERIENCE IN AMERICAN HISTORY**

50:512:384:C1

W 5:15 pm – 7:55 pm

Professor Clemis

Camden Community College

This course explores what former Supreme Court justice and Civil War veteran Oliver Wendell Holmes once called the “incommunicable experience of war” – that is, armed conflict as it was lived and remembered by the common soldier. It does so by examining five memoirs generated by veterans of American wars from the Revolution to Vietnam, and by contextualizing these works within the conflicts, societies, and larger historical currents that spawned them. The course will pay particular attention to the values, attitudes, and beliefs of American servicemen as they were called upon to serve the nation in a time of war. It will also examine the emotional and psychological impact of combat and the ways in which every day Americans interpreted and made sense of the unique and relatively rare experience as practitioners of war and specialists in armed violence.



# Off-Campus

## **AGE OF THE AMERICAN REVOLUTION**

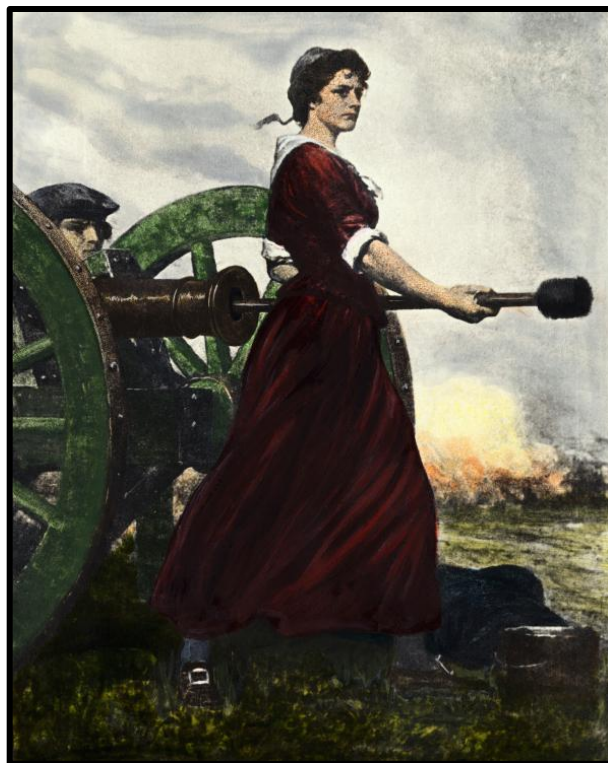
50:512:305:A1

TH 6:00 pm – 8:40 pm

Professor Seitter

Atlantic Cape Community College

The American Revolution (1775-1883) created the United States of America. We will begin our studies in 1763 at the end of the French and Indian War and discover how that conflict dramatically changed the relationship between Great Britain and her American colonies, and conclude with the Treaty of Paris in 1783. While the American Revolution was a military conflict, issues of gender, race, class, religion and economics will all be addressed. The central role that New Jersey played in the war for independence will also be discussed in detail.



## Undergraduate History Courses

Course Number	Index	Title	Time	Instructor
50:509:299:01	09295	Perspectives on History	M/W 2:50 pm – 4:10 pm	Thomas
50:510:102:01	02001	Western Civilization II	T/TH 1:30 pm – 2:50 pm	Bernstein
50:510:321:01	18908	Absolutism and Enlightenment	T/TH 11:00 am – 12:20 pm	Mokhberi
50:510:372:01	18911	Modern Jewish History	T /TH 11:00 am – 12:20 pm	Bernstein
50:512:202:01	05537	Development of U.S. II	M/W /F 10:10 am – 11:05 am	Demirjian
50:512:202:02	18910	Development of U.S. II	M/W/F 11:15 am – 12:10 pm	Demirjian
50:512:204:01	05805	Afro-American History	M/W 1:20 pm – 2:40 pm	Glasker
50:512:230:01	13029	Education in America	T/TH 6:00 pm – 7:20 pm	D'Ignazio
50:512:315:01	18912	The Early American Republic	T/TH 3:00 pm – 4:20 pm	Shankman
50:512:320:01	18913	Civil War and Reconstruction	M/W 1:20 pm – 2:40 pm	Demirjian
50:512:325:01	14970	The United States in the Gilded Age and Progressive ERA, 1865-1918	M/W 2:50 pm – 4:10 pm	Epstein
50:512:338:01	18914	America in the Sixties	T/TH 4:30 pm – 5:50 pm	Golden
50:512:382:01	13033	Special Topic: Consumer Culture	T/TH 3:00 pm – 4:20 pm	Woloson
50:516:212:01	05802	Latin America II	T/TH 9:30 am – 10:50 am	Lombera
50:516:232:01	11509	East Asia II: 1800-Present	T/TH 9:30 am – 10:50 am	Kapur
50:516:341:01	18918	Japan in the Age of the Samurai	T/TH 1:30 pm – 2:50 pm	Kapur
50:516:380:01	14973	Special Topic: Modern Middle East	M/W 4:20 pm – 5:40 pm	Ghazvinian
50:516:381:01	14974	Special Topic: The Church, Dictatorship and Democracy in Latin America	M/W/F 9:05 am – 10:00 am	Lombera
<b>Graduate Courses</b>				
56:512:509:01	19070	Research Colloquium in Early America	W 6:00 pm – 8:40 pm	Shankman
56:512:536:01	19065	Topics in Global History I	T 5:00 pm – 7:40 pm	Mokhberi
56:512:548:01	19072	U.S. Reading 1898	M 5:00 pm – 7:40 pm	Epstein
56:512:582:01	19073	Records/Archive Management	TH 5:00 pm – 7:40 pm	Woloson
<b>Off-Campus</b>				
50:510:300:J1	14177	British America (at Joint Base)	W 600 pm – 8:40 pm	Golding
50:512:383:W1	19352	Special Topic: Civil War (at Brookdale Community College)	W 3:00 pm – 5:40 pm	Grippaldi
50:512:384:C1	19350	Special Topic: Soldiers, War, and the Combat Experience in American History (Camden County Community College Blackwood Campus)	W 5:15 pm – 7:55 pm	Clemis
50:512:305:A1	19506	American Revolution (Atlantic Cape Community College)	TH 6:00 pm – 8:40 pm	Seitter