

Department
of
History

**COURSE
GUIDE**

Fall 2014

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
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Department of History

Faculty

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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 chair Laurie Bernstein (lbernste@camden.rutgers.edu, 856-225-2716) 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 4:20pm-5:30pm

Shankman

Perspectives prepares history majors for the demands of upper division (300 level) history courses. In this course we will focus on how to read original sources and how to evaluate the work of historians. We will focus on how historians use documents, how and why they often disagree about the same documents, and how they make arguments about why things in the past happened when and how they did. To focus our efforts, this Perspectives course will examine in great detail the Stamp Act Crisis that took place in the thirteen colonies between 1764 and 1766. This crisis began with laws passed by the British Parliament in London and soon involved famous people such as Benjamin Franklin and obscure sorts such as shoemakers, working men and women, and slaves. Delving into the Stamp Act Crisis will allow us to see how history happens, who makes it and why, and how historians come to understand and write about it



*Fulfills Writing requirement

Kapur

*Fulfills Writing requirement

WESTERN CIVILIZATION I

50:510:101:01

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

Verbrugghe

A broad view of the society we live in and the ideals we live by, starting with the ancient Near East, Greece, and Rome, and continuing through the “divine right” monarchies and the revolutions of the 17th century.



Coliseum



St. Peter's Basilica



Giza



Palace of Versailles

This course traces the history of the Roman Empire from its height in the second century AD to its dismemberment (fall?) in the fifth century and the emergence of three separate successor worlds in the seventh century: in the west of Europe, Christian German-Roman kingdoms; in the east of Europe and in Turkey, a Greek-Christian empire; and in northern Africa and southwestern Asia, a Muslim-Arabic Empire. The course concentrates on the make-up of the elite. Who ran the Roman Empire? Who ran the three separate worlds the Empire became?

ROMAN EMPIRE

50:510:305:01

M/W/F 11:15am–12:10pm

Verbrugghe



Baths of Caracalla



Bust of Trajan

RENAISSANCE AND REFORMATION

50:510:315:01

T/TH 1:30pm-2:50pm

Mokhberi



Queen Elizabeth I Procession Portrait (1601)

This course covers Europe during the Renaissance and Reformation from 1300-1600. During this time, Europe underwent tremendous cultural, political, technological, military, and religious change. Students will explore humanist thought, the rise of new military and printing technology, European explorations, court culture, the arts, witchcraft trials, and new religious discourses.

This course traces the rise of the French state from a fragmented kingdom in the Middle Ages to the most powerful state in Europe by the end of the seventeenth century. The class will cover the manner in which the French monarchy manifested its power through lavish rituals, architectural styles, and court dance. Topics also include the myth of Joan of Arc, the bloody Wars of Religion; women and demonic possession, the duel, and the rise of the French absolutist state.

FRANCE TO 1715

50:510:320:01

T/TH 11:00am–12:20pm

Mokhberi



Joan of Arc (1485)

EUROPE 1914-45

50:510:331:01

M/W 6:00pm-7:20pm

Lees

This course will focus on Europe during the most violent and the bloodiest period in its history. Between 1914 and 1945, millions of civilians as well as millions of soldiers died as a result of unprecedented conflicts between nations and also as a result of mass persecutions within nations. Consequently, the status of Europe as a whole in relation to the rest of the world suffered greatly. The course will deal not only with military events but also with diplomatic, political, social, and cultural developments. For the purpose of showing how major events and trends during this period were perceived and evaluated by contemporaries--of showing how history looked and felt to people who lived it—there will be extensive use of visual sources as well as writings produced by contemporaries.



An Italian Propaganda Poster from the First World War



A Russian Propaganda Poster from the Second World War

RUSSIA UNDER THE TSARS

50:510:375:01

T/TH 9:30am–10:50am

Bernstein

Since the collapse of communism in 1991, observers have been struck by the similarities between contemporary Russia and the society that existed before the Revolutions of 1917. With Russian literature and first-hand accounts as our guides, we shall explore pre-revolutionary Russian history from the emergence of the Romanov dynasty in 1613 until the first revolution to shake the tsarist state in 1905. En route we shall encounter the lives not only of tsars like Peter the Great, Catherine the Great, and the last Romanov, Nicholas II, but of peasants, workers, and revolutionaries. Why did autocracy emerge as the form of rule in Russia? What was the relationship between Russia and the West? Why did Imperial Russia fall in the early twentieth century? What are the historical roots of Russia's ongoing attempts to (re)incorporate Ukraine? Finally, what was unique and what was not about Russia's historical path?



Russian noblemen gambling away their slaves. From an 1854 cartoon by Gustave Doré.



DEVELOPMENT OF THE UNITED STATES I*

50:512:201:01

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

Demirjian

50:512:201:02

T 6:00pm-8:40pm

Demirjian

This course explores the political, economic, cultural, and military history of what would become the United States in the years between the settlement of North America and the American Civil War. The course will also examine the roles played by ethnicity, race, gender, class, and localism in the possible formation of a national identity in Early America.

*Fulfills Diversity and U.S. in the World requirements

AFRICAN AMERICAN HISTORY I*

50:512:203:01

M/W 1:20pm-2:40pm

Glasker

An introduction to the history of black people in America, with a survey of African background, the history of slavery and resistance to slavery, and the evolution of black leadership through the Civil War. We will also discuss the slave narratives and the impact of slavery on the black family.



Richard Ansdell, "The Hunted Slaves" (1861)

*Fulfills Diversity and U.S. in the World requirements

This course examines the history and philosophy of American education, including the role of Emma Willard, Horace Mann, Charles Eliot, John Dewey and James Bryant Conant. The course also examines the role of race, religion, gender and class in education; and recent developments regarding standardized testing, re-segregation, and efforts to equalize funding between wealthy districts and disadvantaged districts.

EDUCATION IN AMERICA*

50:512:230:01

T/TH 4:30pm-5:50pm

D'Ignazio



Early New England Schoolhouse

*Fulfills Diversity requirements

**SPECIAL TOPIC:
QUEER AMERICA:
INTRODUCTION TO
LGBTQ HISTORY**

50:512:281:01

T/TH 3:00pm-4:20pm

Walsh



This course is a history-based introduction to Lesbian, Gay, Bisexual, Transgender and Queer Studies. As such, we will begin by asking the question: ***What is LGBTQ history?*** Is LGBTQ history a story of progress – of coming out and being acknowledged and accepted? Is it a story of persecution and victimization – of endured violence and oppression? Is it a story of famous people – of famous people not previously credited as LGBTQ? To ask these questions is to delve into the meaning of history itself: What *is* the story? How should it be organized? Who or what should be included and why? We will explore these questions, and others, via a comprehensive survey of LGBTQ American histories – beginning at the turn of the 20th Century moving through to present day.

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.

**CIVIL WAR AND
RECONSTRUCTION**

50:512:320:01

M/W 1:20pm-2:40pm

Demirjian



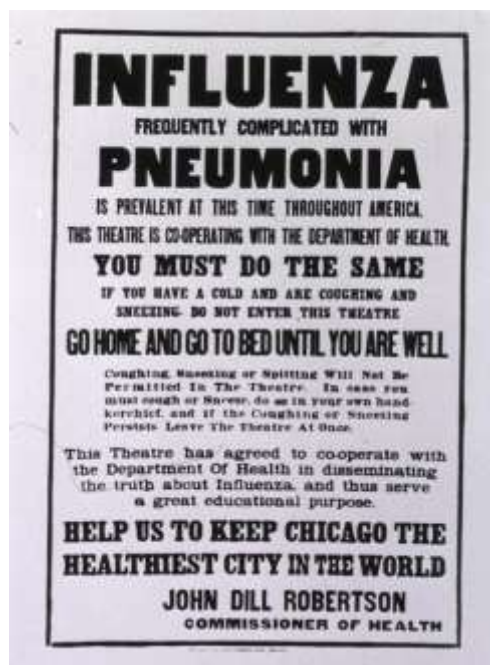
HEALTH & AMERICAN SOCIETY

50:512:362:01

M/W 2:50pm-4:10pm

Golden

This course looks at the history of American health care and examines how disease shaped American culture from the first colonial settlements to the passage of the Affordable Care Act. We look at the effects of illness on individuals and on communities, paying attention to issues of immigration, race, gender, and public health policies. We analyze the development of healing professions and of institutions where sick people receive care. Students will explore these topics through the analysis of historical documents, films, art, music, case studies, and secondary sources.



ST: BOOMERS & THE COLD WAR

50:512:380:01

F 1:20pm–4:00pm

Lindenmeyer & Aregood

This course will examine how growing up in the Cold War years influenced the lives of American kids from the late 1940s through the 1970s. We will use traditional secondary historical research materials such as books and articles, enhanced with primary sources and oral history. **This is a digital humanities course** where students can learn and apply new technologies for learning and writing about the American past. The class will be co-taught by a historian, Kriste Lindenmeyer, and a journalist, Kathleen Shea Aregood.

A surge in the birthrate from 1946 through 1964 resulted in the largest generational cohort born in American history. Labeled Baby Boomers, this group of young Americans shared much through the rapid spread of schools and popular culture expanded by television. At the same time, race, ethnicity, socio-economic class, and gender were just a few of the factors that created a wide diversity of experiences for Baby Boomers. One overriding influence, however, was the Cold War. The Cold War shaped public policy, popular culture, and the very lives of kids coming of age after World War II. Together, students enrolled in the class will create an online blog/magazine as the primary component of their final grade.



ST: LOW LIVES: THE NINETEENTH CENTURY'S NINETY-NINE PERCENT

50:512:381:01

M/W 2:50pm-4:10pm

Woloson

American history is populated with narratives focusing on the rich, famous, and powerful: we like success stories. But thriving capitalists comprised only a fraction of the population. How did "ordinary" people make do, get by, sometimes succeed, and often fail during the nineteenth century, a time marked by turbulent social and economic conditions during the transition to capitalism? This class will focus on the lives of individuals who are not chronicled in most history textbooks but who in fact created and lived the more common American experience. Among other people, we will read about criminals and conmen including robbers, pick-pockets, counterfeiters, and drifters. We will also learn about the lives of marginal entrepreneurs such as junk dealers, professional beggars, rag pickers, boardinghouse keepers, and used goods dealers. We will pay special attention to the economic coping strategies of women, children, new immigrants, and African Americans. The class will discuss opportunity and failure in historical context and how people's ways of eking out a living changed over time, whether experienced in the pawnshop, tenement, city street, orphan asylum, or bankruptcy court.

The class will draw on primary sources including diaries, budget studies, city directories, census records, police reports, and newspaper exposés. Secondary sources on social and economic history will supplement the primary sources, providing essential historical context. Throughout the semester students will conduct in-depth analyses of primary source documents to demonstrate their understanding of how the lives of individuals not only helped shape but were also subjected to the prevailing socio-economic conditions of the time.



From Helen Campbell, Darkness and Daylight: Or, Lights and Shadows of New York Life (1897)

LATIN AMERICA I

50:516:211:01

T/TH 3:00pm-4:20pm

Thomas



Diego Gutierrez's 1562 map of America

In this course we will trace the history of the vast region of Latin America – consisting of more than twenty separate nations today – over the course of almost 400 years, beginning around the time of Columbus's first voyage and ending with the era of the "wars of independence" in the early 1800s. We will explore how "Latin America" was born during the violent and confusing period of discovery and conquest; how contact among European settlers, native peoples, and enslaved Africans shaped social and political life in the Spanish and Portuguese colonies; how systems of labor as well as church and political institutions structured the lives of peoples in the region; and how political change and the "revolutionary moment" in the late 1700s resulted in the birth of more than twenty independent nations throughout the region by 1830. We will also explore, at the end of the course, how the colonial legacy continues to haunt Latin America even into the 21st century. By the end of the course, you will have gained an understanding not only of *what* happened in Latin America, but also an understanding of *why* that history developed the way it did.

EAST ASIA I

50:516:231:01

T/TH 1:30pm-2:50pm

Kapur

This course considers the history of East Asia, including China, Japan, Korea, and Vietnam, from the earliest times to the turn of the 17th century. In addition to examining political, cultural, and socio-economic developments and the evolution of gender roles in each region, we will also consider how these regions interacted with each other within larger systems of trade and cultural exchange and the impact these civilizations wrought upon the environment. In addition to using secondary sources, we will examine a variety of primary sources including inscriptions, religious texts, property and court records, novels, poetry, artworks, and archaeological and architectural evidence.



Samurai on horseback, The Great Wall of China

SPECIAL TOPICS:

WORLD'S FAIRS AND EMPIRE

50:516:400:01

T/TH 3:00pm-4:20 pm

Mires

World's fairs, the enormously popular spectacles that began in the middle of the nineteenth century and continue in lesser forms today, provide a rich body of evidence for investigating the cultures and ideologies of their times. This seminar will reach beyond the popular veneer of world's fairs – the Ferris wheel, the ice cream cone, the giant reproductions of the Liberty Bell – to investigate the deeper implications of these major events, especially the ways in which they reveal the dynamics of empire. The purpose of this course is to create opportunities for individual and collective investigation of world's fairs and, by extension, the construction of empire in the modern world. Because the source material will include artifacts as well as texts, students also will gain exposure to methods of material cultural analysis. We will also explore the reproduction of world's fairs in digital form. The role of the professor in this seminar will be to guide and advise; students will dominate in discussion and will have significant input in constructing the content of the course.



President Grant and Emperor Don Pedro of Brazil start the Corliss Engine at the Centennial World's Fair in Philadelphia, 1876 (Library of Congress)

Graduate Courses

COLLOQUIUM ON CULTURAL/AND INTELLECTUAL HISTORY

Seeing and Being: American Visual Culture

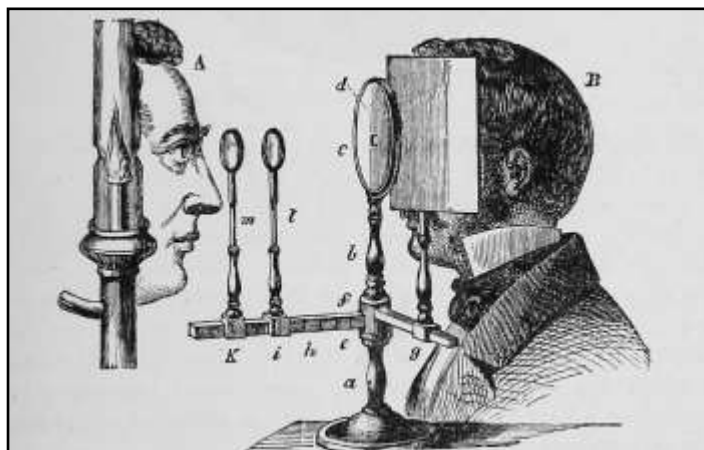
56:512:503

M 5:00pm-7:40pm

Woloson

In this course we will explore the origins of mass-produced American visual culture from a number of perspectives, including technological innovations, the rise of mass entertainment spectacles, and the increasing importance of appearance in everyday life. Wood engraving, lithography, photography, and motion pictures are among the technologies of visual production we will explore. A few of the many subjects we will cover include: how daguerreotypes democratized portraiture in the nineteenth century and the effects of battlefield photography on Americans' perceptions of the Civil War; the contribution of chromolithography to modern advertising; and how the emergence of moving images at the dawn of the twentieth century radically changed popular culture. Americans have increasingly embraced spectacle as a form of popular entertainment, and therefore we will also look at the spectacular – theatrical performances, worlds fairs, circuses, panoramas; and the spectral – religious visions, hallucinations, and the rise of hypnotism. We will also consider the increasing importance of appearance to groups as diverse as fashion mavens and phrenologists, examining Americans' increasing reliance on appearance to judge their fellow citizens.

Throughout the semester we will also interrogate the concept of visual culture itself. What, exactly, *is* visual culture and why are historians only now turning to images as source material? What are the promises and limitations of using images as historical evidence? We will consider many different theories, including those devoted to semiotics, simulation and imitation, and visual perception.



"Observing the Interior of the Eye," Popular Science Monthly, Oct. 1, 1876.

Graduate Courses

This course provides a multifaceted view of postwar America, emphasizing historical developments, historiography, and the variety of primary sources available to scholars. Among the topics explored are McCarthyism, the Cold War, politics, popular culture, the Civil Rights movement, the rise of feminism, the new conservatisms, consumer culture, the Vietnam War, and global relations. Students will read and discuss books and articles and write several comparative essays focused on course themes.

READINGS 1945 - PRESENT

56:512:508

W 5:00pm-7:40pm

Golden



RESEARCH COLLOQUIUM

56:512:510

TH 5:00pm-7:40pm

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.

ISSUES IN PUBLIC HISTORY

50:512:531

TH 5:00pm-7:40pm

Mires

Historians play a vital role in creating an engaged and informed citizenry. This seminar provides an in-depth examination of the issues and controversies that arise for historians and the public in settings such as historic sites and museums. The seminar also serves as an introduction to research in public history, a field of scholarship with local, national, and global dimensions. Each member of the seminar will research and write a site-specific case study of a public history issue. Participants also will gain training and experience with the WordPress website platform and will participate in a collaborative research and analysis assignment using Google Drive



The President's House Site, Philadelphia. Photograph by M. Kennedy for [Visit Philadelphia](#).

History 550, Craft, is unique in the History Graduate curriculum. Other graduate courses ask you to master the historiography of a period or a significant issue or theme, or to produce your own historiography through research and writing. Craft requires you to consider what historians are doing when they go about making claims to explain past events. In Craft we will examine how and why historians can claim to provide explanations about the past and what assumptions (explicit and implicit—at times conscious, semi-conscious and even unconscious) historians make when they assert such claims.

CRAFT OF HISTORY

56:512:550

T 5:00pm-7:40pm

Thomas

Off-Campus and Online Courses

SPECIAL TOPICS:

THE RISE OF THE BRITISH EMPIRE

1660-1918

50:510:380:01

TH 6:00pm-8:40pm

Golding

Hybrid course

Off-campus at the Joint Base



The image is an 18th c. depiction of Fort St. George, Madras.

This course will chart the growth of British military power in the years following the English Civil War and its connection to the growth and expansion of the territorial control of the British state. The first half of the course will stress the development of Britain as a "fiscal military state" and its military and naval victories (and failures) of the late 17th and 18th centuries, culminating in the Napoleonic Wars and the British victory at the Battle of Waterloo. The second half of the course will focus on the British imperial state of the 19th c. and the military challenges that it faced both in its far-flung colonial holdings, and closer to home with the ambitions of European nations. The course will conclude with British involvement in WWI on both land and sea, which marked the beginning of a new international position for the British state.

Off-Campus and Online Courses

This course examines the American Revolution, with independence from England producing sharp changes in society, economy, and politics, and resulting in the establishment of a unique republican system.

AGE OF AMERICAN REVOLUTION

50:512:305:01

W 3:00pm-5:40pm

Grippaldi

Taught off-campus at
Brookdale County College

NJ & DELAWARE VALLEY HISTORY

50:512:345:01

T 6:00pm-8:40pm

Seitter

Taught off-campus at Atlantic/
Cape May County

This course will provide students the opportunity for an in depth exploration into the history of New Jersey and the tri-state Delaware Valley region. From the founding of the United States to modern day America New Jersey and the Delaware Valley have played a major role militarily, politically, economically and socially in our nation's past. Topics will include colonization to revolution, the Civil War, New Jersey as a leisure destination , the rise and decline of industrial American as witnessed in the Delaware Valley and much more. Issues of politics, economics, sociology, race and gender will all be addressed and discussed in detail.



Off-Campus and On-line Courses

This course on the Salem Witch Trials is a detailed survey of religion, spirituality, superstition, and witchcraft in colonial New England, culminating in a comprehensive study of the trials themselves. The course focuses on the religious and cultural context of New England's "witchcraft craze." Students will analyze the economic, social, cultural, and political factors that influenced New Englanders' understanding of witchcraft as well as the occurrence of the trials at Salem.

SPECIAL TOPICS:
THE SALEM WITCH TRIALS
50:512:382:01
Online via Sakai
D'Argenio

SPECIAL TOPICS: WAR AND THE WORLD

50:516:380:01

TH 6:00pm-8:40pm

Clemis

Taught off-campus at Camden
County College



This course examines the relationship between war and the environment. It explores the ways in which armed conflict and collective violence have shaped both the physical and the ideational world we inhabit. Warfare has not only had a profound impact on the physical landscape, including adverse ecological consequences and the creation of militarized spaces, it has fashioned the world's political, economic, religious, cultural, and ideological character as well by creating, destroying, or altering political geographies such as territories, borders, states, empires, and so on. This course will use theoretical approaches and historical case studies to historicize the critical linkage between war and the environment and underscore that the natural world is more than just a setting for war; it is an active agent that is harnessed to serve material and symbolic purposes.

Undergraduate History Courses

Course Number	Index	Title	Time	Instructor
50:509:299:01	06518	Perspectives on History	M/W 4:20 pm – 5:40 pm	Shankman
50:509:299:02	07425	Perspectives on History	T/TH 9:30 am – 10:50 am	Kapur
50:510:101:01	04148	Western Civilization	M/W/F 9:05 am – 10:00 am	Verbrugghe
50:510:305:01	18103	Roman Empire	M/W/F 11:15 am – 12:10 pm	Verbrugghe
50:510:315:01	13607	Renaissance and Reformation	T/TH 1:30 pm – 2:50 pm	Mokhberi
50:510:320:01	18104	France to 1715	T/TH 11:00 am – 12:20 pm	Mokhberi
50:510:331:01	18106	Europe 1914-45	M/W 6:00 pm – 7:20 pm	Lees
50:510:375:01	18107	Russia under the Tsars	T/TH 9:30 am – 10:50 am	Bernstein
50:512:201:01	05504	Development of U.S. I	M/W/F 10:10 am – 11:05 am	Demirjian
50:512:201:02	07430	Development of U.S. I	T 6:00 pm – 8:40 pm	Demirjian
50:512:203:01	07426	African-American History I	M/W 1:20 pm – 2:40 pm	Glasker
50:512:230:01	12701	Education in America	T/TH 4:30 pm – 5:50 pm	D'Ignazio
50:512:281:01	14828	Queer America: Intro to LGBTQ History	T/TH 3:00 pm – 4:20 pm	Walsh
50:512:320:01	14831	Civil War & Reconstruction	M/W 1:20 pm – 2:40 pm	Demirjian
50:512:362:01	18115	Health & American Society	M/W 2:50 pm – 4:10 pm	Golden
50:512:380:01	17767	Boomers & The Cold War	F 1:20 pm – 4:00 pm	Lindenmeyer & Aregood
50:512:381:01	18116	Special Topic: Low Lives	M/W 2:50 pm – 4:10 pm	Woloson
50:516:231:01	10147	East Asia I	T/TH 1:30 pm – 2:50 pm	Kapur
50:516:400:01	18121	World's Fairs and Empire	T/TH 3:00 pm – 4:20 pm	Mires

Graduate Courses

56:512:503:01	18331	Colloquium on Cultural/Intellectual History	M 5:00 pm – 7:40 pm	Woloson
56:512:508:01	18327	Readings 1945 - Present	W 5:00 pm – 7:40 pm	Golden
56:512:510:01	18329	Research Colloquium	TH 5:00 pm – 7:40 pm	Shankman
56:512:531:01	12859	Issues in Public History	TH 5:00 pm – 7:40 pm	Mires
56:512:550:01	18332	Craft of History	T 5:00 pm – 7:40 pm	Thomas

Off-Campus and Online Classes

50:510:380:01	18109	Special Topic: British Empire	TH 6:00 pm – 8:40 pm	Golding
50:512:305:01	11100	Age of the American Revolution	W 3:00 pm – 5:40 pm	Grippaldi
50:512:345:01	18114	NJ & Delaware Valley History	T 6:00 pm – 8:40 pm	Seitter
50:512:382:01	14822	Special Topic: War and the World	TH 6:00 pm – 8:40 pm	Clemis