

Department of History

COURSE GUIDE

Fall 2020

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 major and minor requirements
- Advising
- History Graduate program

And much more!

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FACULTY

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Sabbatical

To graduate with a major in History, students must complete 33 credits (or 11 x 3-credit courses) of History classes.

One of these courses must be the required core course for the major, Perspectives on History (50:509:299), which History majors should take 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 a historical argument; 6. how to evaluate the integrity, reliability, and usefulness of disparate sources; and 7. how to conduct independent research.

For the remaining 30 credits besides Perspectives, History majors must meet several requirements: 1. 18 of these credits must be from courses taken at Rutgers; 2. 18 of these credits must be from 300- or 400-level courses; 3. 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 the United States I and II (512:201 and 512:202); 4. At least 3 credits must be from each of the three geographical areas: 510 (European), 512 (THE UNITED STATES), and 516 (African, Asian, Latin American, and comparative history); 5. No more than nine credits will be accepted for the major from online courses, of which six credits may be at the 100-200 level, and 3 credits may be at the 300-400 level. (This policy will not apply to students who declared the History major before fall 2016.)

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

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 courses. Students who would like to immerse themselves in reading and research should consider finding a faculty member to supervise their Honor's Thesis in History (509:495), to be conducted as an independent study 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.

Students should feel free to drop in and visit us in our offices at 429 Cooper Street. The History Department Acting Department Chair is Dr. Wendy Woloson, 856-225-2711, the Undergraduate Program Coordinator is Dr. Richard Demirjian, 856-225-6744, and the History Graduate Director is Dr. Andrew Shankman, 856-225-6477. They 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.

History Concentrations

Optional History concentrations for both History majors and History minors

- Concentrations are available to all current and future majors/minors
- Choose any *one* of 16 thematic and geographic tracks (see lists below) as your concentration within the major
- Complete any 5 courses in any concentration by the time you graduate
- These 5 courses count toward your major or minor -- no extra courses required!
- Concentrations can be declared or changed at any time
- Concentrations can be put on resumes and job applications
- Concentrations more easily explain your main area of interest to parents, friends, or employers
- Concentrations are always *optional* -- you can still opt for no concentration and complete a general History major or minor

Available History Concentrations

(see pages 18, 19 of this Course Guide for a list of spring 2020 courses and the concentrations they fulfill)

Thematic Concentrations

- Business, Finance, & Economics
- Culture, Literature, & Art
- Empires, Imperialism, & Colonialism
- Gender, Sexuality, & Society
- International Relations & Global Affairs
- Law, Politics, & Government
- Public & Professional History
- Race, Ethnicity, & Immigration
- Religion, Philosophy, & Ideas
- Science, Technology, & Medicine
- War, Peace, & Diplomacy
- World Cultures & Civilizations

Geographic Concentrations

- China, Japan, & Asia
- Africa & the Middle East
- Europe & Its Empires
- Latin America & the Caribbean
- United States History
- Global History

Professor Kapur

Imp. Lith. Regnier et Douvres.

PERSPECTIVES ON HISTORY

Joan of Arc through the Ages

50:509:299:01

T/TH 11:10 am - 12:30 pm

Professor Mokhberi

This course will focus on the myth of Joan of Arc from the Middle Ages to the present. Students will analyze primary source materials, including her trial and retrial transcripts with a particular focus on her interrogation and confession, to discern whether these produced truth or alternative meanings and to determine how authority is both challenged and reasserted. Students will further examine representations of Joan of Arc using primary and secondary sources produced after her trial to question how she has been reinterpreted through the ages and used as a national, political, and religious symbol. Through the examination of Joan of Arc, students will sharpen their research and writing skills and learn how historians interpret and write history.



PUBLIC HISTORY PRACTICE

50:509:300:01

BY ARRANGEMENT

Professor Mires

Get your hands on history: This is an individualized opportunity to gain knowledge of local and regional history while contributing to a public history project based at the Mid-Atlantic Regional Center for the Humanities (MARCH) at Rutgers-Camden. The options include historic house research and curatorship for the [Cooper Street Historic District](#) and research and digital publishing for [The Encyclopedia of Greater Philadelphia](#). In addition to readings in local and regional history, students will be provided with training and ongoing supervision and feedback while working approximately six hours per week on-site on their selected projects. This course is by arrangement, with permission of the instructor, and is open to juniors and seniors with a GPA of 3.0 and above. Interested students please contact Dr. Charlene Mires, cmires@camden.rutgers.edu.
GEN ED: Experiential Learning (XPL)

INTERNSHIP PUBLIC HISTORY

50:509:475:01

BY ARRANGEMENT

Professor Woloson

A supervised internship, usually unpaid, at a museum, historical society, archive, or library.

WESTERN CIVILIZATION I: Prehistory to Charlemagne

50:510:101:01

T/TH 11:10 am - 12:30 pm

Professor Jewell

This course explores the emergence and development of what has been called “Western Civilization”, from the prehistoric period, down to the creation of the Holy Roman Empire under Charlemagne. Students will journey through much historical and geographical terrain, including the Mesopotamian world of Gilgamesh, the matriarchy of Çatalhöyük, the Mediterranean of Homer, Pericles’ Athens, Alexander the Great in Afghanistan, down to the rise (and fall) of the Roman, Byzantine and Islamic empires. Within this timeline, the course focuses on key themes, such as how different forms of knowledge, imperialism, religion, intercultural exchange and material culture have all contributed to our definition of Western Civilization. Coursework includes attending lectures, active engagement in class activities, digital mapping tasks, short exams and short written analyses.



Special Topics: Growing up in Ancient Greece and Rome

50:510:380:01

T/TH 3:35 pm - 4:55 pm

Professor Jewell

How do we write the history of childhood and adolescence in the ancient world? This course examines a variety of possible answers to this question through the case studies of ancient Greece and Rome, from the Classical period in Greece down to the rise of Christianity in the Roman empire. Throughout the class and in the final essay project, students will assess the applicability of modern theoretical approaches to ageing, childhood and youth, drawn from disciplines such as cultural anthropology and performance studies, alongside previous social, political and cultural approaches in the field of ancient history.

Students will encounter the early stages of the ancient life-course through various media, from portraits of youths and the material culture of childhood (e.g. dolls, games) to comedies, graffiti, tombstones, and biographical texts. Equal emphasis will therefore be placed on analysis of the ancient textual sources, as well as material culture from archaeological contexts, including the use of local and online museum collections in an artefact-as-history digital assignment. Classes will revolve around weekly discussion of thematic topics, such as demography and premature death, gendered notions of childhood and youth, coming-of-age rites, intergenerational conflict, the historical development of a youthful aesthetic, and the differences between elite and non-elite experiences of growing up, among others. Even as we compare two ancient societies—Greece and Rome—we will also look to how changes at large within these societies might be reflected in, or even be the result of, changes in the experience of growing up within them.



DEVELOPMENT OF THE UNITED STATES I

50:512:201:01

M/W 9:35 am - 10:55 am

Instructor: Kim Martin

This course traces the path of American history from before European colonization through the colonial period, the Imperial Crisis, Revolution, Civil War, and Reconstruction. We will examine the most important political, economic, social, and cultural developments of the 17th – 19th centuries, and observe how different groups of people shaped and were affected by such developments. Learning about the past involves a careful effort to understand the ideas and beliefs that motivated people to act in certain specific ways, within particular historical circumstances. Development of the THE UNITED STATES I is an introductory course, intended to acquaint students with various ideas, events, and people from this particular segment of America's past, and to introduce students to some of the questions and debates that animate the study of early American history.

GEN Education Requirements: US in the World (USW)



DEVELOPMENT OF THE UNITED STATES II

50:512:202:01

T/TH 11:10 am - 12:30 pm

Professor Demirjian

This course examines the political, economic, social, and military history of the United States from the 1860s through the 1970s. The course will also examine the roles played by ethnicity, race, gender, class, the development of a national market economy, and the emergence of a powerful national state in shaping ideas about American identity and its place in the world.



AFRICAN AMERICAN HISTORY I

50:512:203:01

M/W 12:30 pm - 1:50 pm

Professor Boyd

African American History I explores the history of black people from the time of ancient African origins up to the Civil War-Reconstruction period. It examines the cultural, economic and epidemiological factors that contributed to the rise of the Atlantic slave system and the use of Africans as slaves in the United States and the Atlantic world. The course will also examine the impact of slavery on gender roles and the black family, and resistance to slavery and the rise of the abolitionist movement. Finally, the course will look at the role of black activists such as Frederick Douglass and Harriet Tubman, and the slave revolts and conspiracies.



THE UNITED STATES IN THE GILDED AGE AND PROGRESSIVE ERA

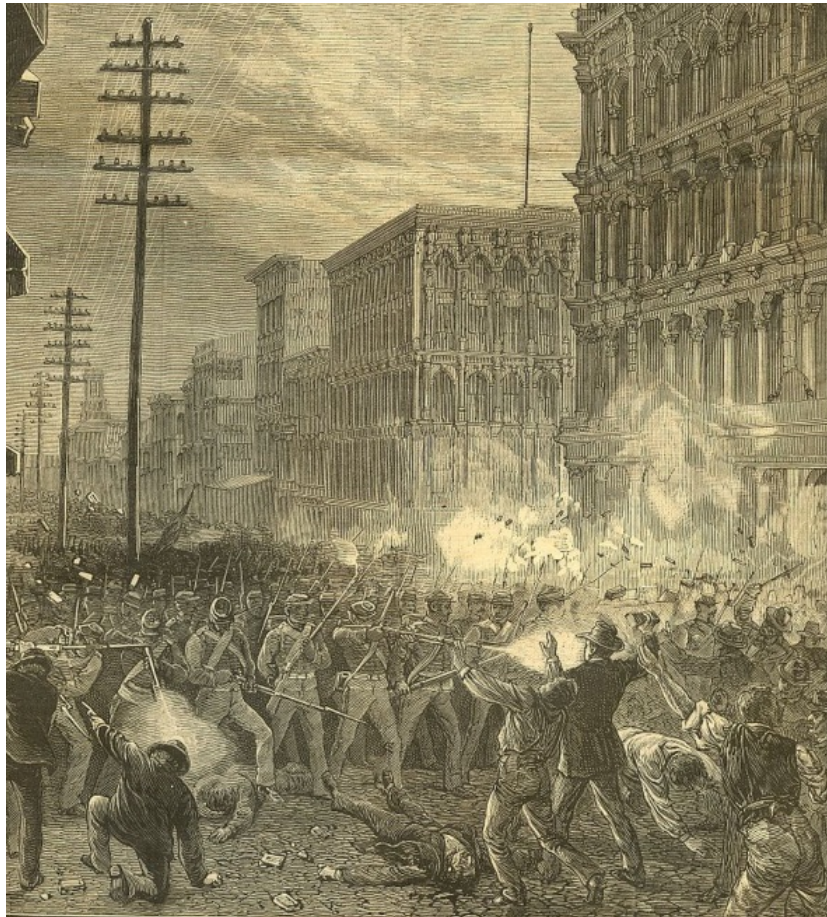
1865-1918

50:512:325:01

T/TH 2:00 pm - 3:20 pm

Professor Epstein

Massive inequality. Racial divisions. Empire. The United States of today looks a lot like the United States between the Civil War to World War I, the period when modern US history really began. If you want to understand the forces that still shape Americans' debates over income distribution, racism and sexism, and the armed forces, you need to understand the Gilded Age and the Progressive Era.



*National Guard troops
firing on demonstrators, 1877*

This class will provide students with a better informed perspective on today's world, a firmer understanding of US history during a 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 AGE OF WORLD WARS

50:512:330:01

T/TH 9:35 am - 10:55 am

Professor Demirjian

This course examines the political, economic, diplomatic, military, and cultural history of the United States from 1910-1945. During these years, Americans witnessed two world wars, global revolutions, the Great Depression, women's suffrage, Prohibition, "talking pictures" and more. We will examine how Americans experienced the changes brought on by these events and the debates they engaged in as a result. The major points of emphasis in the course will be the Great Depression, foreign policy, and the two world wars. We will also view several Hollywood films of the period as primary source documents to help us understand how Americans processed events through their popular culture. Students will be assessed on a series of papers of varying types and lengths and on informed class participation.



INTRODUCTION TO PUBLIC HISTORY

50:512:381:01

TH 6:00 pm - 8:50 pm

Professor Mires

This seminar-style course provides an opportunity to explore the ways that history is studied and communicated in settings such as museums, historic sites, and archives, and in the digital realm. Readings and discussion will include controversies such as the display of the Enola Gay at the National Air and Space Museum in Washington, D.C., and the creation of the President's House site exhibit in Philadelphia. The course also will examine how civic engagement techniques and the interpretation of diverse, multiple narratives of history have come to the forefront of public history practice. (This course meets concurrently with the graduate seminar Issues in Public History. Undergraduates will build familiarity with public history through independent field visits to area historic sites and exhibits. The course also will provide an introduction to public history career options and advice on additional training necessary to enter the field.) Interested students are invited to email the professor at cmires@camden.rutgers.edu to request a draft syllabus. A reading list will be posted during the summer at <https://charlenemires.camden.rutgers.edu>

JAPAN IN THE ERA OF THE SAMURAI

50:516:341:01

M/W 3:45 pm - 5:05 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.

This course falls under the following History concentrations: Business, Finance, & Economics; Culture, Literature, & Art; Gender, Sexuality, & Society; Law, Politics, & Government; Religion, Philosophy, & Ideas; War, Peace, & Diplomacy; World Cultures & Civilizations; China, Japan, & Asia



GRADUATE COURSES

RESEARCH COLLOQUIUM IN UNITED STATES HISTORY

56:512:510:40

W 6:00 pm - 8:50 pm

Professor Shankman

This research class is open to any who have completed one or more of the following courses: History 504, Readings 1607-1763, History 505, Readings 1763-1820, History 506, Readings 1820-1898. You must research in the period covered by the course or courses you have completed.

TOPICS IN HISTORIC PRESERVATION

56:512:515:01

By Arrangement

Professor Mires

This course combines independent directed readings with a ten-week historic preservation course offered on campus by the Mid-Atlantic Regional Center for the Humanities (MARCH). The preservation course available for this credit option during fall 2018 is Introduction to Historic Preservation, which will meet on Wednesday evenings beginning on September 5. Separate online registration for the MARCH course is not necessary, and there is no additional registration fee. Independent readings will be supervised by Dr. Charlene Mires.

MARCH courses may also be taken on a non-credit basis, with an option of earning a continuing education certificate in historic preservation. For further information about the program, go to: <https://preservation.rutgers.edu>. Additional fall semester noncredit options will be posted in June; they will include a ten-week course in the history of the region's built environment and a five-week course in architectural drawing.

ISSUES IN PUBLIC HISTORY

56:512:531:40 (cross-listed with 50:512:531:01)

TH 6:00 pm - 8:50 pm

Professor Mires

This seminar will go behind the scenes of the production and communication of history in settings such as museums, historic sites, and archives, and in the digital realm. We will examine issues in public history through controversies such as the display of the Enola Gay at the National Air and Space Museum in Washington, D.C., and the creation of the President's House site exhibit in Philadelphia. Readings and discussion also will examine how civic engagement techniques and the interpretation of diverse, multiple narratives of history have come to the forefront of public history practice. (This seminar meets concurrently with the undergraduate course Introduction to Public History. Graduate students will gain familiarity with the literature of the field by developing a paper about a selected public history issue; the seminar also will offer a realistic examination of the job market and opportunities to begin to create a professional network.) A reading list will be posted during the summer at <https://charlenemires.camden.rutgers.edu>

**READINGS IN EARLY MODERN EUROPE:
THE RISE OF THE STATE**
56:512:536:01
T/TH 2:00 pm - 4:50 pm
Professor Mokhberi

Early Modern Europe describes the period that ushered Europeans from the Middle Ages to the Modern era. This course will focus on Europe's transformation from a weak backwater to a world power by investigating the birth of the modern state. Students will be introduced to the most influential historical arguments regarding the emergence of the state from a set of fragmented feudal kingdoms to the modern "information" state. The course will move chronologically from the Middle Ages through the seventeenth century and expose students to the historiography of early modern Europe from the Annales school to current methods of cultural and world history.



Royal Procession of Queen Elizabeth I, c1580 (1744). Engraving after a painting of the Royal Procession of Queen Elizabeth I.

Professor Woloson

Students will complete in-depth readings for each weekly topic, be expected to actively contribute to class discussion, and complete extended essays assigned throughout the semester.



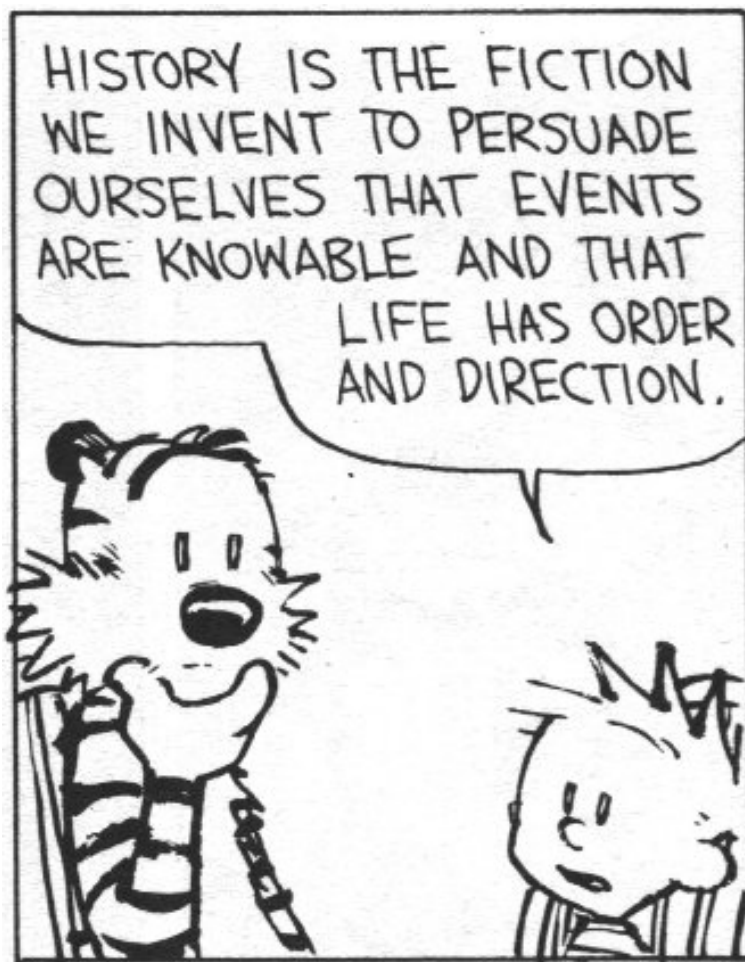
THE CRAFT OF HISTORY

56:512:550:40

T 6:00 pm - 8:50 pm

Professor Epstein

The Craft of History (aka Craft) is unique in the master's program. Rather than a readings or research course in a particular sub-field of history, Craft is designed to familiarize students with major problems, questions, and methods that touch the field of history as a whole. From confidence that knowing the past was straightforward, to skepticism of all knowledge claims, the field of history has changed dramatically over the past two centuries. This course will historicize the study of history, introduce students to major historiographical approaches, examine cases of historiographical debate, and consider the boundaries between scholarship and fraud.



INTERNSHIP PUBLIC HISTORY

56:512:699:01

BY ARRANGEMENT

Professor Woloson

Supervised work experience in a public history office or private institutional setting, involving project work for one semester or a summer.

COURSE CONCENTRATIONS

WHAT IS HISTORY?

50:509:101:01

Professor Kapur

Thematic

Public & Professional History
Religion, Philosophy and Ideas

Geographic

United States History

PERSPECTIVES ON HISTORY

50:509:299:01

Professor Mokhberi

Thematic

Business, Finance, & Economics
Culture, Literature, & Art
Gender, Sexuality, & Society
International Relations & Global Affairs
Law, Politics, & Government
Religion, Philosophy & Ideas
War, Peace & Diplomacy
World Cultures & Civilizations

Geographic

United States History

PUBLIC HISTORY PRACTICE

50:509:300:01

Professor Mires

Thematic

Public & Professional History

Geographic

United States History

WESTERN CIVILIZATION I

50:510:101:01

Professor Jewell

Thematic

Business, Finance, & Economics
Culture, Literature, & Art
Empires, Imperialism, & Colonialism
Gender, Sexuality, & Society
International Relations and Global Affairs
Law, Politics, & Government
Religion, Philosophy, & Ideas
Science, Technology, & Medicine
World Cultures & Civilizations

Geographic

Africa & Middle East
Europe & Its Empires
Global History

**GROWING UP IN ANCIENT GREECE AND
ROME**

50:510:101:01

Professor Jewell

Thematic

Culture, Literature, & Art
Gender, Sexuality, & Society
Law, Politics, & Government
Religion, Philosophy, & Ideas
World Cultures & Civilizations

Geographic

Global History
Europe & Its Empires

DEVELOPMENT OF THE UNITED STATES I

50:512:201:01

Professor Martin

Thematic

Business, Finance, & Economics
Empires, Imperialism, & Colonialism
International Relations & Global Affairs
Law, Politics, & Government
Public & Professional History
Race, Ethnicity, & Immigration
Religion, Philosophy & Ideas
War, Peace & Diplomacy

Geographic

Latin America & the Caribbean
United States History
Global History

DEVELOPMENT OF THE UNITED STATES II

50:512:202:01

Professor Demirjian

Thematic

Business, Finance, & Economics
Empires, Imperialism, & Colonialism
International Relations & Global Affairs
Law, Politics, & Government
Public & Professional History
Race, Ethnicity, & Immigration
Religion, Philosophy & Ideas
War, Peace & Diplomacy

Geographic

Latin America & the Caribbean
United States History
Global History

AFRICAN AMERICAN HISTORY I

50:512:203:01

Professor Boyd

Thematic

Business, Finance, & Economics
Culture, Literature, & Art
Law, Politics, & Government
Public & Professional History
Race, Ethnicity, & Immigration
Religion, Philosophy & Ideas
World Cultures & Civilizations

Geographic

United States History

**THE UNITED STATES IN THE GILDED AGE
AND PROGRESSIVE ERA, 1865-1928**

50:512:325:01

Professor Epstein

Thematic

Business, Finance, & Economics
Empires, Imperialism, & Colonialism
Gender, Sexuality, & Society
International Relations and Global Affairs
Law, Politics, & Government
Public & Professional History
Race, Ethnicity, & Immigration
Science, Technology, & Medicine
War, Peace, & Diplomacy

Geographic

United States History
Global History

AMERICA IN THE AGE OF WORLD WARS

50:512:330:01

Professor Demirjian

Thematic

Business, Finance, & Economics
Culture, Literature, & Art
Gender, Sexuality, & Society
International Relations and Global Affairs
Law, Politics, & Government
Public & Professional History
Race, Ethnicity, & Immigration
Science, Technology, & Medicine
War, Peace, & Diplomacy

Geographic

United States History
Latin America & the Caribbean
Global History

JAPAN IN THE ERA OF THE SAMURAI

50:516:341:01

Professor Kapur

Thematic

Business, Finance, & Economics
Culture, Literature, & Art
Empires, Imperialism, & Colonialism
Gender, Sexuality, & Society
International Relations and Global Affairs
Law, Politics, & Government
Race, Ethnicity, & Immigration
Religion, Philosophy, & Ideas
World Cultures & Civilizations

Geographic

China, Japan, & Asia
Global History Japan

Undergraduate History Courses

Course Number	Index	Title	Time	Instructor
50:509:101:01	01422	What is History?	M/W 12:30 pm - 1:50 pm	Kapur
50:509:299:01	01423	Perspectives on History	T/Th 11:10 am - 12:30 pm	Mokhberi
50:509:300:01	01424	Public History Practice	By Arrangement	Mires
50:510:101:01	01425	Western Civilization I	T/TH 11:10 am - 12:30 pm	Jewell
50:510:380:01	01428	Growing up in Ancient Greece & Rome	T/TH 3:35 pm - 4:55 pm	Jewell
50:512:201:01	01432	Development of US I	M/W 9:35 am -10:55 am	Martin
50:510:202:02	01433	Development of US II	T/TH 11:10 am - 12:30 pm	Demirjian
50:512:203:01	01434	African American History I	M/W 12:30 pm - 1:50 pm	Boyd
50:512:325:01	01436	The United States in the Gilded Age and Progressive ERA, 1865-1918	T/TH 2:00 pm - 3:20 pm	Epstein
50:512:330:01	01437	America in the Age of World Wars	T/TH 9:35 am - 10:55 am	Demirjian
50:512:381:40	01440	Introduction to Public History	TH 6:00 pm - 8:50 pm	Mires
50:516:341:01	01448	Japan ERA of the Samurai	M/W 3:45 pm - 5:05 pm	Kapur

Graduate History Courses

56:512:510:40	02686	Research Colloquium in United States History	W 6:00 pm - 8:50 pm	Shankman
56:512:515:01	02687	Topics in Historic Preservation	By Arrangement	Mires
56:512:531:40	01441	Issues in Public History (cross listed with 50:512:381:01)	TH 6:00 pm - 8:50 pm	Mires
56:512:536:01	02688	Reading in Early Modern Europe	T 2:00 pm - 4:50 pm	Mokhberi
56:512:548:40	19280	Cultural History of Capitalism	M 6:00 pm - 8:50 pm	Woloson
56:512:550:40	02689	The Craft of History	T 6:00 pm - 8:50 pm	Epstein