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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<th>FACULTY</th>
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<tr>
<td><strong>Kendra Boyd</strong></td>
<td>Assistant Professor of History</td>
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<tr>
<td><strong>Charlene Mires</strong></td>
<td>Director of M.A.R.C.H.</td>
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<td>(Mid-Atlantic Regional Center for the Humanities)</td>
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<td>Professor of History</td>
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<td><a href="mailto:charlene.mires@rutgers.edu">charlene.mires@rutgers.edu</a></td>
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<td>(856) 225-6069</td>
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<tr>
<td><strong>Richard Demirjian, Jr.</strong></td>
<td>Assistant Teaching Professor of History</td>
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<td><a href="mailto:richard.demirjian@rutgers.edu">richard.demirjian@rutgers.edu</a></td>
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<td>(856) 225-6744</td>
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<td>Undergraduate Program Coordinator</td>
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<td><strong>Susan Mokhberi</strong></td>
<td>Assistant Professor of History</td>
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<td><strong>Katherine Epstein</strong></td>
<td>Associate Professor of History</td>
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<td><a href="mailto:katherine.epstein@rutgers.edu">katherine.epstein@rutgers.edu</a></td>
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<td>(856) 225-2721</td>
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<td><strong>Andrew Shankman</strong></td>
<td>Professor of History</td>
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<td><a href="mailto:shankman@camden.rutgers.edu">shankman@camden.rutgers.edu</a></td>
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<td>Graduate Program Director</td>
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<td><strong>Evan Jewell</strong></td>
<td>Assistant Professor of History</td>
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<td><strong>Lorrin Thomas</strong></td>
<td>Associate Professor of History</td>
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<td><a href="mailto:lthomas2@camden.rutgers.edu">lthomas2@camden.rutgers.edu</a></td>
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<td>(856) 225-2656</td>
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<td><strong>Nick Kapur</strong></td>
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<td><a href="mailto:nick.kapur@rutgers.edu">nick.kapur@rutgers.edu</a></td>
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<td><strong>Wendy Woloson</strong></td>
<td>Associate Professor of History</td>
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<td><a href="mailto:wendy.woloson@camden.rutgers.edu">wendy.woloson@camden.rutgers.edu</a></td>
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<td><strong>Emily Marker</strong></td>
<td>Assistant Professor of History</td>
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<td><strong>Interim Chairperson</strong></td>
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<td><strong>Emily Marker</strong></td>
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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
What is the past, and how is it remembered (or forgotten)? How have conceptions of “history” evolved over time? In what ways does history differ from other disciplines or modes of analysis? How have various notions of the past been used (or abused) to support specific policies or course of action? Why should we study the past at all? In pondering these and other questions about the nature of history and the past, we will draw upon examples from American, European, and nonwestern history. This class is designed to be both fun and informative and is open to both majors and non-majors alike.
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.
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 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.

DEVELOPMENT OF UNITED STATES II
Course Initiative for Student Success
50:512:102:L1
T 9:35 am - 10:35 am
Instructor: TBD
The Course Initiative for Student Success (or CISS) program provides students with an extra one-credit class in addition to their regularly scheduled, 3-credit Development of US II survey class. Students enrolled in the CISS session will meet for one hour, once a week in addition to their regular attendance in the larger USII course. CISS is a small group review session led by the USII graduate student/teaching assistant that provides students with individualized attention, extra review and guidance, and skills to improve their critical reading and writing skills in college.
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.
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.

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 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.
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 boost” economic cycles, foreign influences, revolution and counter-revolution, and general social and political change.
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
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.*
The solidification of American capitalism during the 19th century was far from seamless and uncontested. This class focuses on how the process of capitalism changed culture and society during its formative years in America. We will focus on how people acceded to and contested the logic of capitalism as it increasingly permeated even non-commercial parts of people’s lives. In addition to being a source of financial gain for some and a force of oppressions for others, how did capitalism change the way people acted, how they felt, and what they believed in? Further, how did economic, cultural, and social systems overlap and intertwine, becoming contingent upon one another? We will read key works of scholarship in the of the cultural history of capitalism, broadly considered. Topics covered will include everything from counterfeiting and prostitution to junk scavenging and banking. We’ll talk, too, about speculation, risk-taking, and rip-offs. We’ll also cover the rise of new mechanisms to facilitate capitalism’s ever-expanding reach, like financial instruments and insurance policies, and the people who serviced them, such as middle-men, agents, and brokers. Finally, we will explore how the logic of capitalism affected Americans’ ways of being, from the world of sentiment to the world of consumption.

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

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PERSPECTIVES ON HISTORY
50:509:299:01
Professor Mokhberi

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PUBLIC HISTORY PRACTICE
50:509:300:01
Professor Mires

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WESTERN CIVILIZATION I
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Professor Jewell

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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

LATIN AMERICA II
50:516:212:01
Professor Lombera

Thematic
Business, Finance, & Economics
Culture, Literature, & Art
Empire, Imperialism, & Colonialism
International Relations and Global Affairs
Law, Politics, & Government
Race, Ethnicity, & Immigration
Religion, Philosophy, & Ideas
War, Peace, & Diplomacy
World Cultures & Civilizations

Geographic
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
### Undergraduate History Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Index</th>
<th>Title</th>
<th>Time</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>50:509:101:01</td>
<td>01422</td>
<td>What is History?</td>
<td>M/W 12:30 pm - 1:50 pm</td>
<td>Kapur</td>
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<tr>
<td>50:509:299:01</td>
<td>01423</td>
<td>Perspectives on History</td>
<td>T/Th 11:10 am - 12:30 pm</td>
<td>Mokhberi</td>
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<tr>
<td>50:509:300:01</td>
<td>01424</td>
<td>Public History Practice</td>
<td>By Arrangement</td>
<td>Mires</td>
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<tr>
<td>50:510:101:01</td>
<td>01425</td>
<td>Western Civilization I</td>
<td>T/Th 11:10 am - 12:30 pm</td>
<td>Jewell</td>
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<tr>
<td>50:510:380:01</td>
<td>01428</td>
<td>Growing up in Ancient Greece &amp; Rome</td>
<td>T/TH 3:35 pm - 4:55 pm</td>
<td>Jewell</td>
</tr>
<tr>
<td>50:512:201:01</td>
<td>01432</td>
<td>Development of US I</td>
<td>M/W 9:35 am - 10:55 am</td>
<td>Martin</td>
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<tr>
<td>50:512:202:02</td>
<td>01433</td>
<td>Development of US II</td>
<td>T/TH 11:10 am - 12:30 pm</td>
<td>Demirjian</td>
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<tr>
<td>50:512:102:L1</td>
<td>01431</td>
<td>Development of US II: CISS Session</td>
<td>T 9:35 am - 10:35 am</td>
<td>TBD</td>
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<tr>
<td>50:512:203:01</td>
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<td>African American History I</td>
<td>M/W 12:30 pm - 1:50 pm</td>
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<tr>
<td>50:512:325:01</td>
<td>01436</td>
<td>The United States in the Gilded Age and Progressive ERA, 1865-1918</td>
<td>T/TH 2:00 pm - 3:20 pm</td>
<td>Epstein</td>
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<td>50:512:330:01</td>
<td>01437</td>
<td>America in the Age of World Wars</td>
<td>T/TH 9:35 am - 10:55 am</td>
<td>Demirjian</td>
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<tr>
<td>50:512:381:40</td>
<td>01440</td>
<td>Introduction to Public History</td>
<td>TH 6:00 pm - 8:50 pm</td>
<td>Mires</td>
</tr>
<tr>
<td>50:516:212:01</td>
<td>01447</td>
<td>Latin America II</td>
<td>T/TH 9:35 am - 10:55 am</td>
<td>Lombera</td>
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<tr>
<td>50:516:341:01</td>
<td>01448</td>
<td>Japan ERA of the Samurai</td>
<td>M/W 3:45 pm - 5:05 pm</td>
<td>Kapur</td>
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### Graduate History Courses

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