

Department of History

COURSE GUIDE

Fall 2019

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
429 Cooper St.
Camden, NJ 08102
Phone: 856-225-6080
Fax: 856-225-6806

Faculty

<p>Richard Demirjian, Jr. Assistant Teaching Professor of History richard.demirjian@rutgers.edu (856) 225-6744</p> <p>Undergraduate Program Coordinator</p>	<p>Emily Marker Assistant Professor of History emily.marker@rutgers.edu (856) 225-6075</p>
<p>Katherine Epstein Associate Professor of History katherine.epstein@rutgers.edu (856) 225-2721</p>	<p>Charlene Mires Director of M.A.R.C.H. (Mid-Atlantic Regional Center for the Humanities) Professor of History charlene.mires@rutgers.edu (856) 225-6069</p>
<p>Wayne Glasker Associate Professor of History glasker@camden.rutgers.edu (856) 225-6220</p>	<p>Susan Mokhberi Assistant Professor of History s.mokhberi@rutgers.edu (856) 225-2712</p>
<p>Janet Golden Professor of History jgolden@camden.rutgers.edu (856) 225-2813</p>	<p>Andrew Shankman Professor of History shankman@camden.rutgers.edu (856) 225-6477-</p> <p>Graduate Program Director</p>
<p>Nick Kapur Assistant Professor of History nick.kapur@rutgers.edu (856) 225-2713</p>	<p>Lorrin Thomas Associate Professor of History lthomas2@camden.rutgers.edu (856) 225-2656</p> <p>Department Chair</p>
<p>Kriste Lindenmeyer Professor of History kriste.lindenmeyer@camden.rutgers.edu (856) 225-2809</p>	<p>Wendy Woloson Associate Professor of History wendy.woloson@camden.rutgers.edu (856) 225-6064</p>

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 (U.S.), 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 work in the department's honors course in History (509:495), to be taken in addition to the 33 credits demanded of the major.

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

Students should feel free to drop in and visit us in our offices at 429 Cooper Street. The History Department Chair is Dr. Lorrin Thomas, 856-225-2656, the Undergraduate Program Coordinator is Dr. Richard Demirjian, 856-225-6697, 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.

Introducing...

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 16-20 of this Course Guide for a list of fall 2019 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

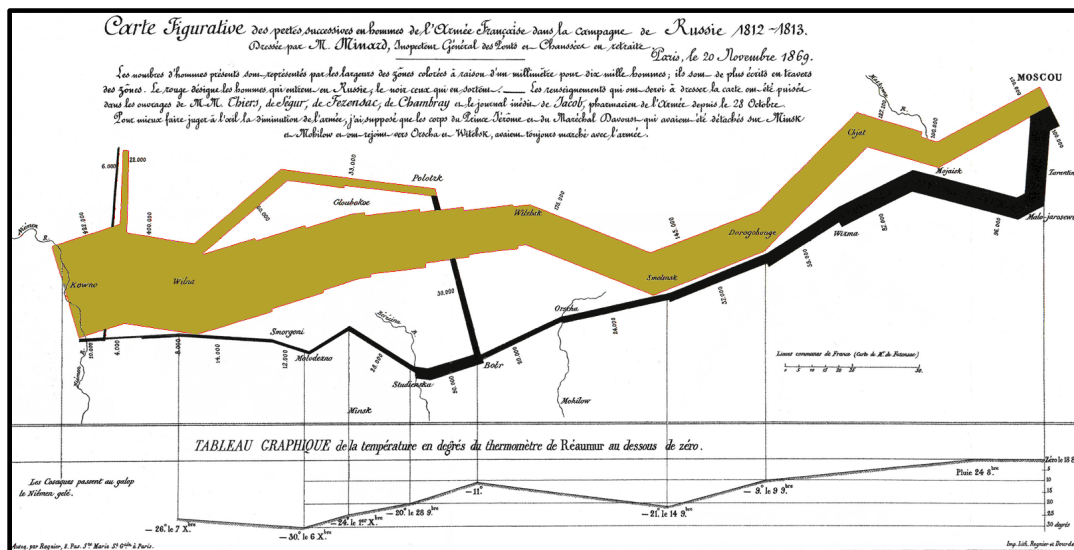
HISTORY 101: WHAT IS HISTORY?

50:509:101:01

M/W 2:05 pm - 3:25 pm

Professor Kapur

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.



PERSPECTIVES ON HISTORY

50:509:299:01

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

Professor Golden

This course is for history majors and should be taken in the sophomore year. It is designed to teach skills--critical reading, effective analysis of arguments, research using primary and secondary sources, persuasive writing, and the production of various forms of historical scholarship. The course will focus on the Great Depression. Students will read deeply in the subject, complete a variety of assignments, and take turns leading discussions of the readings and films presented in class.

Gen Education Code: Writing Course (W)

UNDERGRADUATE INTERNSHIP

50:509:475:01

BY ARRANGEMENT

Professor Demirjian

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

PUBLIC HISTORY PRACTICE

50:509:300:01

By arrangement

Professor Mires

Interested students please contact Dr. Charlene Mires, cmires@camden.rutgers.edu.

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.

WESTERN CIVILIZATION II

50:510:102:01

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

Professor Marker

This course explores the development of modern politics, society, and culture in Europe and beyond from the mid-eighteenth century to the present. With such a vast time span under consideration, this course is *not* intended to be an exhaustive survey of modern European history. Rather, we will use a combination of lectures and primary texts as points of entry into the major historical events and trends of the era—the Enlightenment, the rise of capitalism, the French Revolution, industrialization, nationalism, imperialism, the World Wars, and decolonization. Coursework includes lecture, discussion, brief homework assignments, short papers, a mid-term and a final exam.



GEN Education Requirements: Civilizations & Heritage (C), Global Communities (GCM), Global Studies (G)

INTRODUCTORY TOPICS IN EUROPEAN HISTORY: A Global History of Science, Technology, and Medicine

50:510:280:01

T/TH 6:00 pm - 7:20 pm

Professor Bonneau

Course Description: This course provides students with a survey of the global developments in science, technology, and medicine from the sixteenth century to the present. We will explore how the interactions between different cultures (especially those that challenged Anglo-American notions of race, religion, and gender) complicated, inspired, or obstructed the innovations we might think of as inevitable today. It is designed as an introduction for students with little or no knowledge in this broad field but leaves ample opportunity for those with some knowledge to deepen their understanding and explore both primary sources and major areas of scholarly debate. Here also, the boundaries of the “west” are porous, the influence of non-European cultures and environment take greater precedence, and the consequence of changes in science, technology, and medicine for the global community our central theme. While we will consider innovations in a wide range of disciplines, particular focus is given to the development of medicine and public health interventions. We will use a wide range of primary sources from academic papers and artwork to the classics of science fiction. This course is suitable for non-majors and accessible to a wide range of backgrounds.

GEN Education Requirements: Global Communities (GC)

ABSOLUTISM AND THE ENLIGHTENMENT

50:510:321:01

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

Professor Mokhberi

This course provides a general overview of the dynamic changes in European ideas, politics, and culture during the 17th and 18th centuries. We will examine monarchies, such as France, Prussia, England, and Russia and the commercial and dynastic competitions that resulted in great wars. France under Louis XIV served as the model of strong kingship but critics of the French state abounded. Enlightenment intellectuals called Philosophes, challenged traditional institutions and called for reform, raising issues of religious tolerance and freedom from injustices that resonate today.



GEN Education Requirements: Global Studies (G), Heritages and Civilizations (HAC)

DEVELOPMENT OF THE UNITED STATES II: CISS SESSION

50:512:102:L1 /Auto Register 50:512:202:02

T 9:35 am - 10:55 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.

DEVELOPMENT OF THE UNITED STATES II

50:512:202:02

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.

GEN Education Requirements: US in the World (USW)

DEVELOPMENT OF THE UNITED STATES I

50:512:201:01

M/W 8:00 am - 9:20 am

Professor 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 U.S. 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)

AFRICAN-AMERICAN HISTORY I

50:512:203:01

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

Professor Glasker



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

GEN Education Requirements: Diversity (D), Multicultural Diversity in the US (DIV), United States in the World (USW)

EDUCATION IN AMERICA

50:512:230:01

T/TH 6:00 pm - 7:20 pm

Professor Dignazio



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.

INTRODUCTORY TOPICS IN AMERICAN HISTORY: RACE, ETHNICITY, AND IMMIGRATION IN THE UNITED STATES

50:512:280:01

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

Professor Thomas

The U.S. has long defined itself as a “nation of immigrants.” What does that definition mean in the 21st century? During the first half of this course, we will look at how racial and ethnic identities have been historically constructed over four centuries. We will analyze a variety of ideas about race and ethnicity – including “whiteness,” “blackness,” “foreignness,” and various forms of “otherness” – and discuss how those ideas have changed over time as a result of shifting economic, political, and social contexts.

During the second half of the course, we will focus on debates over immigration, race, and ethnicity in the last 50 years. Students will collaborate on compiling sources on various topics related to immigration in recent decades, with the end goal of creating a “resource book” on the political and historical impact of immigration in the U.S. This course is supported by a grant from the Open and Affordable Textbooks program of the Rutgers University Libraries, and all of the assigned readings for the course will be available digitally and at no cost to students.

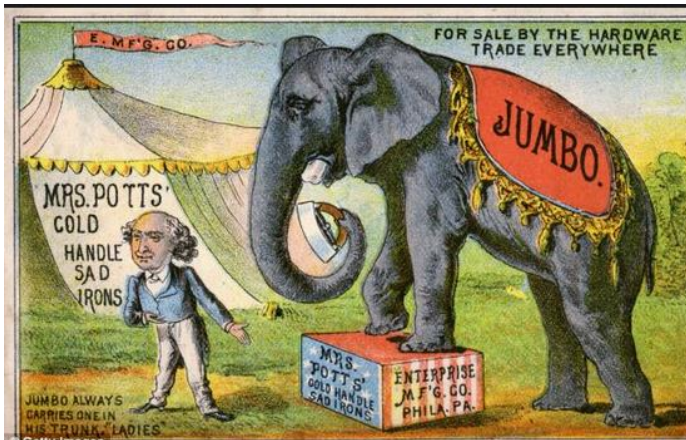


POPULAR CULTURE

50:512:302:01

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

Professor Woloson



What can animal performances, popular music, leisure activities, fashion, and mass media teach us about the past?

By exploring the origins and meanings of such diverse things as circuses, magazines, television, denim, the theater, and hip hop, students will come away with a better understanding of how American mass culture was shaped over time. What does it mean to be American, and how has our popular culture over the centuries influenced how we think of ourselves as individuals, as members of groups, and as Americans?

The goals of this course are to introduce students to a wide range of primary and secondary sources; to teach them about aspects of the past that often have gone unnoticed and unstudied; to provide

them with a better understanding of American history in general, putting chronological events into a cultural context; and to have students improve their critical reading and writing skills.

NOTE: This is a reading- and writing-intensive course. Students will be expected to actively participate in class discussion, write several short research papers throughout the semester, and take a final exam.

AGE OF THE AMERICAN REVOLUTION

50:512:305:01

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

Professor Shankman

In 1763 the British Empire was the most powerful global force on the planet since the Roman Empire and the thirteen colonies were deeply supportive of it, risked their lives for the empire in war, and were deeply proud to be part of it. Young George Washington dreamed of being an officer in the British Army, and Benjamin Franklin plotted to have the King of England take over the colony of Pennsylvania from the Penn family. American colonists were passionate and proud to assert their British identity and their loyalty and love for their king. Twelve years later those colonies declared independence from the British Empire and overthrew their king, actions nobody could have possibly imagined in 1763.

How could this have happened? Why did everything fall apart in twelve short years? In declaring independence, the colonists also found themselves embarking on a revolution that deeply disrupted the relationships between rich and poor, men and women, slaves and masters, and parents and children. As the violent war for independence and the revolutionary changes proceeded together, the fight to control British North America became a world war involving the American colonists, North American Indians, and the British, the French, and the Spanish. And then of course after winning the war, the new American nation had to figure out what kind of society it would be, what kind of government it would have, and how it would be possible to keep law and order without the power and might of a king and an aristocracy. This course will examine all of these issues and will end with a careful examination of the creation and ratification of the U.S. constitution.

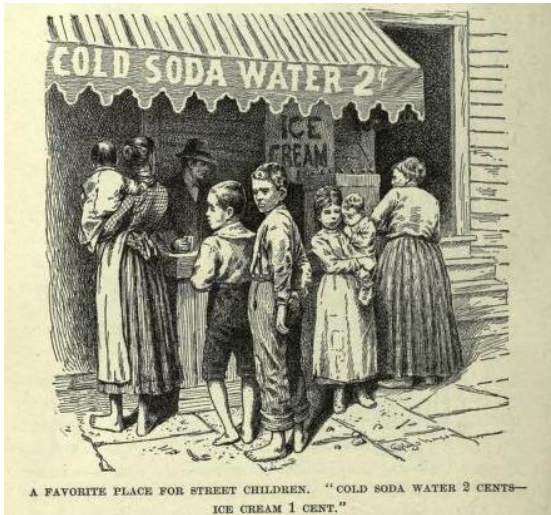


HISTORY OF AMERICAN CAPITALISM: FROM THE BOTTOM UP

50:512:322:01

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

Professor 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. This course focuses on capitalism **from the bottom up**. 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? We will learn about the lives of individuals who are not chronicled in most history textbooks but who in fact created and lived the more common American experience, including criminals and conmen like 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 house, 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 socio-economic conditions of the time.

AFRICAN-AMERICAN HISTORY SINCE THE CIVIL RIGHTS MOVEMENT

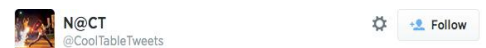
50:512:334:01

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

Professor Glasker

African American History since the 1960s (with civic engagement) explores events in the black experience since the civil rights movement of the 1960s.

The topics that we will discuss will include the rise of the black middle class, but also the persistence of racism, poverty, unequal education, ghettoization and police brutality. This course is a civic engagement course, which means that it involves a mandatory community service component. Our community partner is the Cathedral Kitchen of Camden, which provides sit-down meals to more than 300 people per day throughout the week. Many of these people are homeless. Our community service involves contributing helpful items such as paper towels, small personal hygiene items such as soap, toothpaste and deodorant, and white socks. This community service helps us to understand how we as a university can contribute to the welfare of the community (Camden) in which we are located, in a mutually beneficial relationship; and how we can be participants in the process of building a better society rather than merely spectators.



This is too real. #Ferguson #MikeBrown

Reply Retweet Favorite Pocket More



GEN Education Requirements: Engaged Civic Learning (ECL), Multicultural Diversity in the US (DIV), United States in the World (USW)

UNITED STATES FROM 1945 TO PRESENT

50:512:335:01

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

Professor Golden

The course examines the transformations of American life that followed World War II and focuses social movements, political shifts, war and peace, technological shifts, economic developments and changes in culture. A key component of the course involves analyzing films, television, and music as historical sources.

GEN Education Requirements: United States in the World (USW)

SPECIAL TOPICS IN AMERICAN HISTORY: EPIDEMICS, CRISES, & DISASTERS IN U.S. HISTORY

50:512:380:01

M/W 2:05 pm - 3:25 pm

Professor Lindenmeyer

This course asks students to analyze a range of dramatic events in American history (epidemics, crises, and disasters) to better understand the past. In other words, what role have epidemics, crises, and disasters played in shaping American history and how can better understanding these catastrophes help us devise effective responses today and in the future? Catastrophic events have always been part of the American experience. What does examining historical events, their causes and consequences, teach about the past as well as the future?

Students will use a wide range of materials including images, letters, diaries, memoirs, eyewitness accounts, newspapers, and government documents to uncover the stories of past epidemics, crises, and disasters. We will also examine the differences and similarities among these historical events and the challenges of similar or very different crises that confront the United States today and in the future.

The class will meet in a Discovery Classroom in CNS, so be prepared to work in teams to discover this history. This course is designed as an engaged, hands-on learning experience. There are no pre-requisites for this course and students from all majors are welcome.

GEN Education Requirements: Engaged Civic Learning (ECL)

SPECIAL TOPICS IN AMERICAN HISTORY: 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>.

LATIN AMERICA I

50:516:211:01

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

Professor Lombera



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 more than 300 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.

GEN Education Requirements: Global Studies (G), Heritages and Civilizations (HAC)

TOPICS IN WORLD HISTORY: SAMURAI WARFARE & SOCIETY IN MEDIEVAL JAPAN
50:516:380:01
M/W 9:35 am - 10:55 am
Professor Kapur

Who were the samurai and what did they fight for? Were samurai really as loyal and honorable as popular culture portrays? This course examines samurai warriors at the height of their power in the 15th and 16th centuries and considers how they conducted warfare, how their social relations were organized, the role of gender in samurai society, and samurai culture and values. Students will also take part in an active learning exercise by playing a samurai clan in a detailed simulation of samurai warfare and society.



GEN Education Requirements: Global Studies (G)

COURSE CONCENTRATIONS

HISTORY 101: WHAT IS HISTORY? **50:509:101:01**

Thematic

Public and Professional History
Religion, Philosophy & Ideas

PERSPECTIVES ON HISTORY **50:509:299:01** **Professor Golden**

Thematic

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

WESTERN CIVILIZATION II **50:510:102:01** **Professor Marker**

Thematic

Business, Finance, & Economics
Culture, Literature, & Art
Empire, Imperialism, & Colonialism
International Relations & Global Affairs
Law, Politics, & Government
Religion, Philosophy & Ideas
Science, Technology & Medicine

Geographic

Africa & the Middle East
Europe & Its Empires
Global History
Latin American & Caribbean

GLOBAL HISTORY OF SCIENCE, TECHNOLOGY, AND MEDICINE **50:510:280:01** **Professor Bonneau**

Thematic

Business, Finance, & Economics
Science, Technology & Medicine

Geographic

Global History
United States History

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 Glasker

Thematic

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

Geographic

United States History

EDUCATION IN AMERICA

50:512:230:01

Professor Dignazio

Thematic

Business, Finance, & Economics
Culture, Literature, & Art
Gender, Sexuality, & Society
Law, Politics, & Government
Public & Professional History
Race, Ethnicity, & Immigration
Science, Technology, & Medicine

Geographic

United States History

RACE, ETHNICITY, AND IMMIGRATION IN THE US

50:512:280:01

Professor Thomas

Thematic

Law, Politics, & Government
Race, Ethnicity, & Immigration
Business, Finance, & Economics
International Relations & Global Affairs
Empires, Imperialism, & Colonialism
War, Peace, & Diplomacy

Geographic

United States History
Latin America & the Caribbean
Global History

POPULAR CULTURE

50:512:302:01

Professor Woloson

Thematic

United States History
Business, Finance, & Economics
Culture, Literature, & Art
Gender, Sexuality, & Society
Public & Professional History
Race, Ethnicity, & Immigration
Science, Technology, & Medicine

Geographic

United States History
Global History

AGE OF AMERICAN REVOLUTION

50:512:305:01

Professor Shankman

Thematic

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

Geographic

Europe & Its Empires
United States History
Global History

ABSOLUTISM AND THE ENLIGHTENMENT

50:512:321:01

Professor Mokheri

Thematic

Culture, Literature, & Art
Empires, Imperialism, & Colonialism
Gender, Sexuality, & Society
International Relations
Laws, Politics, & Government
Religion, Philosophy, & Ideas
War, Peace, & Diplomacy

Geographic

Europe & Its Empires
Global History

HISTORY OF AMERICAN CAPITALISM

50:512:322:01

Professor Woloson

Thematic

Business, Finance, & Economics
Law, Politics, & Government
Culture, Literature, & Art
Gender, Sexuality, & Society

Geographic

United States History

AFRICAN-AMERICAN HISTORY SINCE THE CIVIL RIGHTS MOVEMENT

50:512:334:01

Professor Glasker

Thematic

Law, Politics, & Government
Public & Professional History
Race, Ethnicity, & Immigration

Geographic

United States History

US FROM 1945 TO PRESENT

50:512:335:01

Professor Golden

Thematic

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

Geographic

United States History
Latin America & the Caribbean

EPIDEMICS, CRISIS, & DISASTER IN US HISTORY

50:512:380:01

Professor Lindenmeyer

Thematic

Business, Finance, & Economics
Public & Professional History
Science, Technology, & Medicine
Law, Politics, & Government
Gender, Sexuality, & Society

Geographic

United States History

INTRODUCTION TO PUBLIC HISTORY

50:512:381:01

Professor Mires

Thematic

Public & Professional History
Race, Ethnicity, & Immigration
Religion, Philosophy and Ideas
Science, Technology, & Medicine

Geographic

United States History

LATIN AMERICA I

50:516:211:01

Professor Lombero

Thematic

Business, Finance, & Economics
Culture, Literature, & Art
Empires, 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 & Caribbean
Global History
Europe & Its Empires

SAMURAI WARFARE & SOCIETY IN MEDIEVAL JAPAN

50:516:380:01

Professor Kapur

Thematic

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

Geographic

China, Japan, & Asia
Global History

GRADUATE COURSES

INTERNSHIP IN PUBLIC HISTORY**56:512:699:01**

By Arrangement

Professor Woloson

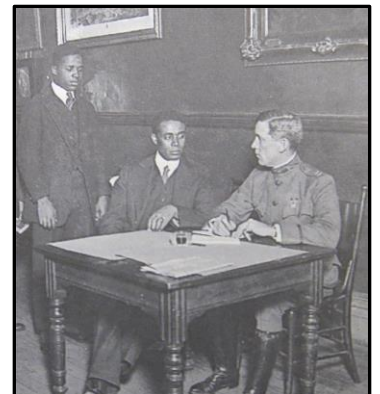
Supervised work experience in a public history office or private institutional setting, involving project work for one semester or a summer.

THE CRAFT OF HISTORY**56:512:550:01****M 6:00 pm - 8:50 pm****Professor Marker**

The Craft of History is unique in the master's program at Rutgers-Camden. Rather than a readings or research course in a particular area of history, this course is designed to familiarize students with major problems, questions, and methods that shape the discipline of history as a whole. In the first part of the course, we will explore how scholars have historicized the study of history itself. We'll then consider a wide variety of competing methodological approaches to the study of the past and work through the major "historiographical turns" of the past few decades. The course will conclude with an examination of a few key historical debates, the boundaries between scholarship and fraud, and the politics of history-writing today.

READINGS IN THE UNITED STATES, 1898 TO 1945**56:512:507:01****T 6:00 pm - 8:50 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 major 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. The course is divided into two-week units on a particular topic (examples include World War I and the New Deal). The writing assignments consist of historiographical essays. 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.



READINGS IN THE UNITED STATES, 1763 TO 1820**56:512:505:01****W 6:00 pm - 8:50 pm****Professor Shankman**

This course offers a broad and advanced survey of the historiography of the American Revolutionary and Early National periods. Principal issues addressed are: the origins and development of the independence movement and American federalism, the problem of slavery in an age of revolution, the emergence of a democratic and capitalist economy and society, and changing relations and attitudes within the domestic and private sphere.

ISSUES IN PUBLIC HISTORY

56:512:531:01

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 GLOBAL HISTORY I

56:512:534:01

TH 6:00 pm - 8:50 pm

Professor Mokhberi



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 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). For information, please contact Dr. Charlene Mires, cmires@camden.rutgers.edu.

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>.

Undergraduate History Courses

Course Number	Index	Title	Time	Instructor
50:509:101:01	TBD	History 101: What is History	M/W 2:05 pm - 3:25 pm	Kapur
50:509:299:01	05177	Perspectives on History	T/TH 3:35 pm - 4:55 pm	Golden
50:509:300:01	14630	Public History Practice	By Arrangement	Mires
50:509:475:01	TBD	Undergraduate Internship	By Arrangement	Glasker
50:510:102:01	20898	Western Civilization II	T/TH 3:35 pm - 4:55 pm	Marker
50:510:280:01	TBD	History of Science, Technology, and Medicine	T/TH 6:00 pm - 7:20 pm	Bonneau
50:512:102:L1	17164	Development of US II: CISS Session	T 9:35 am - 10:35 am	TBD
50:512:201:01	03896	US Survey I	M/W 8:00 am - 9:20 am	Martin
50:510:202:02	21044	Development of US II	T/TH 11:10 am - 12:30 pm	Demirjian
50:512:203:01	05178	African American History I	M/W 12:30 pm - 1:50 pm	Glasker
50:512:230:01	20880	Education in America	T/TH 6:00 pm - 7:20 pm	Dignazio
50:512:280:01	20881	Race, Ethnicity, and Immigration in the US	T/TH 11:10 am - 12:30 pm	Thomas
50:512:302:01	TBD	Popular Culture	T/TH 9:35 am -10:55 am	Woloson
50:512:305:01	20882	Age of the American Revolution	M/W 3:45 pm - 5:05 pm	Shankman
50:512:321:01	20879	Absolutism and the Enlightenment	M/W 12:30 pm - 1:50 pm	Mokhberi
50:512:322:01	TBD	History of American Capitalism	T/TH 2:00 pm - 3:20 pm	Woloson
50:512:334:01	20883	African American History Since the Civil Rights Movement	M/W 3:45 pm - 5:05 pm	Glasker
50:512:335:01	20885	US from 1945 to Present	T/TH 2:00 pm - 3:20 pm	Golden
50:512:380:01	13837	Epidemics, Crises, and Disasters in US History	M/W 2:05 pm - 3:25 pm	Lindenmeyer
50:512:381:01	20886	Introduction to Public History	TH 6:00 pm - 8:50 pm	Mires
50:516:211:01	20888	Latin America I	T/TH 9:35 am - 10:55 am	Lombera
50:516:380:01	20889	Samurai War & Society in Medieval Japan	M/W 9:35 am - 10:35 am	Kapur

Graduate History Courses

55:512:550:01	10100	The Craft of History	M 6:00 pm - 8:50 pm	Marker
56:512:507:01	20761	Readings in US, 1898 to 1945	T 6:00 pm - 8:50 pm	Epstein
56:512:505:01	20760	Readings in US, 1763 to 1820	W 6:00 pm - 8:50 pm	Shankman
56:512:534:01	08329	Issues in Public History	TH 6:00 pm - 8:50 pm	Mires
56:512:554:01	21016	Reading in Global History I	TH 6:00 pm - 8:50 pm	Mokhberi
56:512:515:01	14285	Topics in Historic Preservation	By Arrangement	Mires