

# Department of History

# COURSE GUIDE

## Spring 2021

**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

|  |   |
|--|---|
| <p><b>Nicole Belolan</b><br/> Director<br/> Public Historian in Residence<br/> Mid-Atlantic Regional Center for the Humanities<br/> (MARCH)<br/> <a href="mailto:nicole.belolan@rutgers.edu">nicole.belolan@rutgers.edu</a><br/> (570) 441-91216</p> | <p><b>Kimberly Martin</b><br/> Lecturer, American History<br/> <a href="mailto:kimmart@camden.rutgers.edu">kimmart@camden.rutgers.edu</a></p>   |
| <p><b>Kendra Boyd</b><br/> Assistant Professor of History<br/> <a href="mailto:kendra.boyd@rutgers.edu">kendra.boyd@rutgers.edu</a><br/> (856) 225-2716</p>  | <p><b>Charlene Mires</b><br/> Director of M.A.R.C.H.<br/> (Mid-Atlantic Regional Center for the Humanities)<br/> Professor of History<br/> <a href="mailto:charlene.mires@rutgers.edu">charlene.mires@rutgers.edu</a><br/> (856) 225-6069</p> |
| <p><b>Richard Demirjian, Jr.</b><br/> Assistant Teaching Professor of History<br/> <a href="mailto:rdemirj@camden.rutgers.edu">rdemirj@camden.rutgers.edu</a><br/> (856) 225-6744<br/><br/> Undergraduate Program Coordinator</p>                    | <p><b>Susan Mokhberi</b><br/> Associate Professor of History<br/> <a href="mailto:s.mokhberi@rutgers.edu">s.mokhberi@rutgers.edu</a><br/> (856) 225-2712<br/> SABBATICAL</p>  |
| <p><b>Katherine Epstein</b><br/> Associate Professor of History<br/> <a href="mailto:kce17@camden.rutgers.edu">kce17@camden.rutgers.edu</a><br/> (856) 225-2721</p>  | <p><b>Andrew Shankman</b><br/> Professor of History<br/> <a href="mailto:shankman@rutgers.edu">shankman@rutgers.edu</a><br/> (856) 225-6477<br/><br/> Graduate Program Director</p>   |
| <p><b>Evan Jewell</b><br/> Assistant Professor of History<br/> <a href="mailto:evan.jewell@rutgers.edu">evan.jewell@rutgers.edu</a><br/> (856) 225-2813</p>  | <p><b>Lorrin Thomas</b><br/> Associate Professor of History<br/> <a href="mailto:lthomas2@camden.rutgers.edu">lthomas2@camden.rutgers.edu</a><br/> (856) 225-2656<br/> SABBATICAL</p>   |
| <p><b>Nick Kapur</b><br/> Associate Professor of History<br/> <a href="mailto:nick.kapur@rutgers.edu">nick.kapur@rutgers.edu</a><br/> (856) 225-2713<br/> SABBATICAL</p>   | <p><b>Lance Thurner</b><br/> Lecturer, Latin American History<br/> <a href="mailto:lancethurner@gmail.com">lancethurner@gmail.com</a></p>   |
| <p><b>Emily Marker</b><br/> Assistant Professor of History<br/> <a href="mailto:emily.marker@rutgers.edu">emily.marker@rutgers.edu</a><br/> (856) 225-6075</p>   | <p><b>Wendy Woloson</b><br/> Associate Professor of History<br/> <a href="mailto:ww207@camden.rutgers.edu">ww207@camden.rutgers.edu</a><br/> (856) 225-2711<br/><br/> Interim Chairperson</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 (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, ([wendy.woloson@camden.rutgers.edu](mailto:wendy.woloson@camden.rutgers.edu)), the Undergraduate Program Coordinator is Dr. Richard Demirjian, ([rdemirj@camden.rutgers.edu](mailto:rdemirj@camden.rutgers.edu)), and the History Graduate Director is Dr. Andrew Shankman, ([shankman@camden.rutgers.edu](mailto:shankman@camden.rutgers.edu)). 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 21 & 22 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  
Science, Technology, & Medicine  
Religion, Philosophy  
World Cultures & Civilizations  
War, Peace, & Diplomacy

### Geographic Concentrations

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

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## PERSPECTIVES ON HISTORY- CLEOPATRA: GENDER, POWER, RACE AND HISTORY

50:509:299:01

M/W 9:35 am – 10:55 am

Professor Jewell

*Fulfills Gen Education Requirements: Writing Course (W)*

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This course is primarily, **but not exclusively**, for history majors; it should be taken in the sophomore year for history majors. 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 Cleopatra. 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.

This course will focus on the historical Cleopatra and her reception in later historical periods. A polarizing figure, Cleopatra has attracted the attention of ancient and modern historians alike since her death, as well as countless renditions by poets, playwrights, novelists, film directors, and in even more recent pop culture, such as music videos. Students will focus first on reading and analysis of the ancient sources detailing her life—themselves divided in their opinion—and her place in the history of the Ptolemaic dynasty, a group of Macedonian kings and queens that ruled an empire primarily based in Egypt, but that at one time extended to Cyprus and Syria. Students will then examine how Cleopatra's image and legacy shifted under the pressure of certain revisionist debates and cultural contexts in other historical periods from the Renaissance to the present day, especially in relation to the question of her gendered power as a female ruler, and more recently, the question of her ethnicity or race. The course involves the writing of one major paper, which students work on throughout the semester through multiple stages of drafting. As a result, students will become familiar with the foundational research, writing and analysis skills of an historian.



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## PUBLIC HISTORY PRACTICE

50:509:300:01

BY ARRANGEMENT

Professor Mires

*Fulfills Gen Education Requirements: [Experiential Learning \(XPL\)](#)*

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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](mailto:cmires@camden.rutgers.edu).

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## WESTERN CIVILIZATION II

50:510:102:01

M/W 12:30 pm – 1:50 pm

Professor Demirjian

*Fulfills Gen Education Requirements: [Global Communities \(GCM\)](#)*

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Through lecture, primary source documents, and occasional films, this course examines the political, economic, intellectual, cultural, and military history of Europe from the onset of the Thirty Years' War until the Cold War. Topics will include the rise of nation-states, mercantilism, industrial capitalism, modern liberalism, imperialism, communism, and fascism. The course will also look closely at the French Revolution, Napoleonic Wars, and both World Wars. Students will be evaluated based upon a series of quizzes, mid-term, final exam, and participation.





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## INTRODUCTORY TOPICS IN EUROPEAN HISTORY: RISE OF ROME-FROM REPUBLIC TO EMPIRE

50:510:380:01

M/W 2:05 pm – 3:25 pm

Professor Jewell

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At the Battle of Actium in 31 BCE, Gaius Octavius (better known as Augustus, the first emperor) finally conquered the last of the Greeks—and the Romans as well. This course explores the rise of Rome and its empire in the provinces on either side of this watershed moment. From the emergence of Rome as a Mediterranean power in the late 200s BCE with the defeat of the Carthaginian empire, down to the early principate of the Roman emperors, students will study the major developments in Roman imperialism in this course. In addition to a chronological survey, students will discuss the impact of Roman rule on social, religious, economic and legal developments throughout Europe, Northern Africa, and the Near East, as well as interactions with regions beyond Roman control (e.g. India). Special consideration will be paid to how life differed for people in the empire according to their region and place (e.g. urban vs rural), local pre-Roman culture, social and legal status (e.g. slave, free or freed), religion, gender and other factors. In part, students will approach the topic of Roman imperialism through a unique Roman persona assigned to them at the beginning of the semester, as well as engaging closely with primary sources, such as art, architecture, archaeology and texts in translation, as well as some modern scholarship.





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## DEVELOPMENT OF THE UNITED STATES I

50:512:201:01

M/W 9:35 am – 10:55 am

Professor Martin

*Fulfills Gen Education Requirements: USW (United States in the World)*

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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.

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## DEVELOPMENT OF THE UNITED STATES II

50:512:202:01

T/TH 11:10 am – 12:30 pm

Professor Demirjian

*Fulfills Gen Education Requirements: United States in the World (USW)*

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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.



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## AFRICAN-AMERICAN HISTORY II

50:512:204:01

T/TH 3:35 pm – 4:55 pm

Professor Boyd

*Fulfills Gen Education Requirements: USW (United States and the World)*

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This course provides an overview of the major events and developments in African-American history from 1865 to the present, tracing black leadership and cultural development through Reconstruction, the Jim Crow era, and the civil rights revolution. The course traces African Americans' quest for freedom through periods including World War I, the Great Migration, the Great Depression, and World War II. It then examines key political, social, and cultural developments of the post-war period focusing on social movements such as the Long Civil Rights Movement, the Black Power Movement, the Black Feminism, and the Prisoners' Rights movement. We will end with a discussion on race in the Obama years and the Black Lives Matter movement.



*March on Washington, Washington D.C., 1963. Library of Congress*

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## WORLD WAR II

50:512:285:01

M/W 3:45 pm – 5:05 pm

Professor Epstein

*Fulfills Gen Education Requirements: USW (United States and the World)*

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World War II never loses its fascination. The greatest catastrophe of the 20<sup>th</sup> century, it caused the deaths of some 60 million people, the large majority of whom were civilians. To understand the origins of the war, we will begin with World War I, and then trace the collapse of the fragile postwar peace in the 1920s and 1930s. By the time the United States entered World War II, it had been raging for years in Asia and Europe. We will study the famous battles, campaigns, weapons, and leaders familiar from popular accounts of the war. But we will also examine how the combatants mobilized their economies and societies, how they developed the logistical capacity to project combat power across oceans and continents, how everyday people and soldiers experienced the war, how the war and the Holocaust were related, and how the war generated new calls for decolonization and human rights. Last but not least, we will explore how the war changed the international order: vaulting the United States to superpower status, hastening the end of the European empires, leading to the establishment of the United Nations and the International Monetary Fund, and setting the stage for the Cold War.

The course is designed to be both accessible to non-History majors and rewarding for History majors. It is approved for General Education credit in the “United States in the World” (USW) category. It will be taught in person, if Rutgers permits, with an asynchronous online option; or, if health conditions require, it will be taught fully online with both synchronous and asynchronous options.





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## EARLY AMERICAN REPUBLIC

50:512:315:01

T/TH 2:00 pm – 3:20 pm

Professor Shankman

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This course investigates the origins of the modern United States. Why and how did a nation conceived in liberty quickly promote the vast expansion of slavery? Why did a society that revolted against British style social and economic inequality end up producing more inequality than had ever existed in the thirteen colonies? How did a nation that few in 1789 believed could survive for even two decades come to dominate the North American continent in the next fifty years? Why did the very way it achieved this domination create the conditions that tore the nation apart in a civil war of unprecedented violence and bloodshed? Do you like your historical figures colorful and crazy? Why by 1793 did Alexander Hamilton and Thomas Jefferson hate each other and have no doubt the other was a traitor and a spy? Why did as many people despise and denounce George Washington as praise him by the time he finished as President? Why did President Andrew Jackson destroy the nation's central bank? And why did he name his favorite horse after a drunkard who died by jumping off a cliff? Why did thousands pay to see watermen send a barge full of animals hurtling over Niagara Falls in 1827? Hey, it's the early republic. Take the course and find out.



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

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## **SPECIAL TOPICS: THE GREAT MIGRATION**

50:512:380:01

T/TH 11:10 am – 12:30 pm

Professor Boyd

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The Great Migration was the mass movement of more than six million African Americans out of the U.S. South between 1910 and 1970. This black diaspora had numerous implications for urban development, black culture, and black economic and political participation in the twentieth century. This course explores the various experiences African Americans had throughout the Great Migration, and the impact the migration had on different regions in the United States. We start the course by examining the first great migration of blacks to the West in the late 19<sup>th</sup> century. The course then follows the various waves of the migration—the first wave around World War I, the lull and return migration during the Great Depression, the second wave around World War II and the post-war period, and reverse migration beginning in the 1970s. Key questions we will seek to answer in the course include: How did gender and class shape African Americans' Great Migration experience? How did Northern and Western cities change as a result of the migration? What is the cultural legacy of the Great Migration?



**50:512:380 SPECIAL TOPICS IN AMERICAN HISTORY:  
THE GREAT MIGRATION**



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## U.S. FOREIGN RELATIONS TO 1914

50:512:387:01

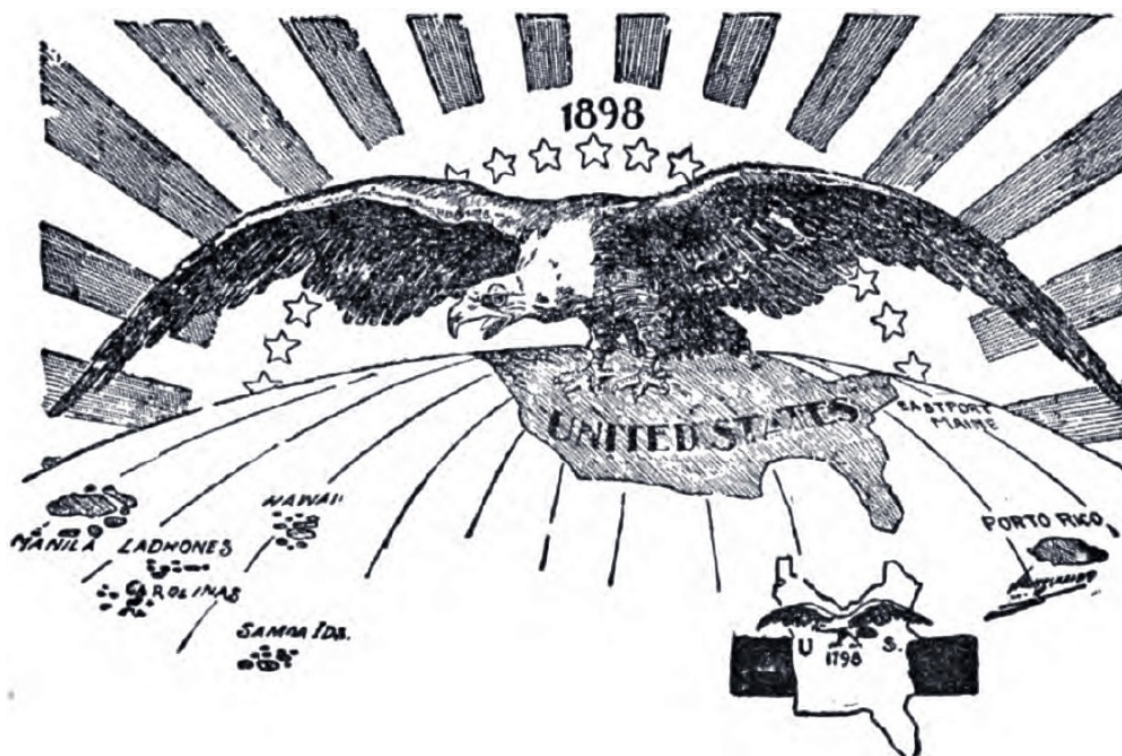
M/W 12:30 pm – 1:50 pm

Professor Epstein

*Fulfills Gen Education Requirements: USW (United States and the World) and WRI (Writing)*

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Today, the United States is the most powerful nation in the world. Two hundred years ago, however, it was a relatively weak nation hoping to climb the global power rankings and challenge the European great powers—not unlike China today. When the thirteen colonies declared independence from Great Britain in 1776, they saw their new nation as a beacon of liberty in a world of oppressive European empires. But over the course of the next century, the United States itself became an empire—first continental, then global. Then as now, the growing assertiveness of the United States in the world occasioned debate: while some Americans welcomed it, others saw it as a betrayal of the nation's revolutionary legacy. Was the United States a new kind of empire—an “empire of liberty,” in Thomas Jefferson's famous phrase—or did becoming an empire make it impossible to remain the land of liberty? This course will examine those questions and others.



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## UNDEGRADUATE PUBLIC HISTORY INTERNSHIP

50:512:475:01

By Arrangement

Professor Woloson

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

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## LATIN AMERICAN II SURVEY

50:516:212:01

T/TH 9:35 am – 10:55 am

Professor Thurner

*Fulfills Gen Education Requirements: Global Communities (GCM)*

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This course is a general survey of Latin American history from 1800 to the present, providing students familiarity with the region and preparing them for future, more specialized studies. While Latin America is united by a common history of Spanish and Portuguese imperialism, it is also an incredibly diverse region, presenting myriad problems for historical analysis. In this course, we will focus on popular politics and how different groupings of people found ways to campaign for rights and resources through the political and economic transformations of the last 200 years. Key themes addressed will include national identity and citizenship; gender, sexuality, and race; and globalization, human rights, and migration.



# GRADUATE COURSES

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## READINGS IN EARLY AMERICA TO 1763

56:512:504:01

TH 6:00 pm – 8:50 pm

Professor Shankman

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This course examines the principal themes and developments in the English-speaking Atlantic world and the interactions between Europeans, Africans, and Indians in the region that became British North American colonies from the period before colonization to the end of Seven Years War.

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## COLLOQUIUM IN URBAN HISTORY

56:512:513:01

T 6:00 pm – 8:50 pm

Professor Mires

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This seminar will immerse graduate students in patterns of historical development of cities and suburbs as well as methods of researching and communicating metropolitan history for a variety of audiences. Focusing predominantly on the built environment and social history, the seminar will begin with a broad overview of cities in world history and then focus on cities and suburbs in the United States from c.1800 to present, including Camden and Philadelphia. Papers/projects for the seminar may take a variety of forms guided by each student's goals and interests.

In addition to weekly video conferences for synchronous discussion (on Zoom), the seminar will include a project to recover the history of the site of Rutgers-Camden prior to urban renewal demolition of an earlier neighborhood in the 1960s. This project will contribute to an ongoing campus initiative to better embody diversity and inclusivity in the physical environment through historical markers, public art, or other representations. Each student will individually document one block using sources such as city directories, New Jersey and U.S. Census data, maps, and newspapers.



○ **Books (e=available as e-book through Rutgers Libraries):**

- Andrew Lees, *The City: A World History* (e)
- Dell Upton, *Another City: Urban Life and Urban Spectacle in the New American Republic* (e)
- Brian McCammack, *Landscapes of Hope: Nature and the Great Migration in Chicago*
- Becky M. Nicolaides and Andrew Wiese, eds., *The Suburb Reader* (2<sup>nd</sup> edition, 2016)
- David Hamer, *History in Urban Places: The Historic Districts of the United States* (e)
- Dolores Hayden, *The Power of Place: Urban Landscapes as Public History*
- Alison Isenberg, *Downtown America* €
- Thomas Sugrue, *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit* (e)
- Kathryn Wilson, *Ethnic Renewal in Philadelphia's Chinatown: Space, Place, and Struggle* (e)
- Howard Gillette, *Camden After the Fall: Decline and Renewal in a Post-Industrial City* (e)



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## READINGS IN GLOBAL HISTORY II: THE GLOBAL NINETEENTH CENTURY

56:512:535:01

W 6:00 pm – 8:50 pm

Professor Marker

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In this course we will consider recent shifts in how historians have conceptualized, researched, and written about the dramatic historical transformations in Europe and the world from the end of the eighteenth century to the outbreak of World War I. Long considered the “European century,” the nineteenth century has been the object of intense critical reevaluation in recent years. Scholars have called into question canonical Eurocentric interpretations of the nineteenth century and embraced more global perspectives. Indeed, much of the current literature identifies the nineteenth century as the crucible of modern globalization and our present global condition. This course provides an in-depth exploration of this striking historiographical turn.

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## WRITING SEMINAR: CULTURAL HISTORY OF CAPITALISM

56:512:650:01

M 6:00 pm – 8:50 pm

Professor Woloson

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In this research- and writing-intensive seminar, students will choose a topic related to the history of capitalism in the long 19th century (ca. 1780s-1910s) to craft an article-length piece of original scholarship. While working relatively independently, students in the seminar will meet periodically as a class, in smaller writing groups, and individually with the professor. Students will be guided step-by-step through the process of crafting a project, amassing relevant secondary sources, conducting primary research, and writing. Open to all students who have taken 56:512:548:40 (Cultural History of Capitalism); 56:512:505:01 (Readings in Early

America, 1763-1820); 56:512:506:01 (Readings in US History, 1820-1898); or 56:512:507:01 (Readings in the United States, 1898-1945).



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## ADVANCED TOPICS IN PUBLIC HISTORY: ACCESSIBILITY AND INCLUSION IN PUBLIC HISTORY AND PUBLIC LIFE

56:512:679:01

W 6:00 pm – 8:50 pm

Professor Belolan

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Accessibility and inclusion for people with disabilities are essential values every public historian is expected to embrace. These values also permeate work in other fields that touch public life, including medicine, secondary education, municipal services, and architecture and design. They have become even more important during the COVID-19 pandemic, which resulted in fundamental changes to the way everyone accesses the world. What is the history of accessibility and inclusion for people with disabilities and others in public life? How does that history affect how people with disabilities engage with and participate in what happens at museums, libraries, and other sites of public history and culture? What is the difference between diversity and inclusion, in theory and in practice? How are they related, historically and today? Through readings, documentaries, assessments of online public-facing programming, written reflection, and discussion with practitioners in history and adjacent fields, students will develop a holistic understanding of the many forms accessibility and inclusion have taken historically and today. This class includes a collaborative project with the New Jersey Council for the Humanities.



"Late nineteenth-century tintype, instructor's collection."

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## GRADUATE PUBLIC HISTORY INTERNSHIP

56:512:699:01

By Arrangement

Professor Woloson

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Supervised work experience in a public history office or private institutional setting, involving project work for one semester or a summer. More details can be found [here](#).

## History Course Concentrations Spring 2021

| Course Information  | Thematic   | Geographic  |
|---|--|---|
| <b>PERSPECTIVES ON HISTORY-<br/>CLEOPATRA: GENDER, POWER, RACE AND<br/>HISTORY</b><br>50:509:299:01<br>Professor Jewell           | Business, Finance, & Economics<br>Culture, Literature, & Art<br>Empires, Imperialism, & Colonialism<br>Gender, Sexuality, & Society<br>International Relations and Global Affairs<br>Law, Politics, & Government<br>Public & Professional History<br>Race, Ethnicity, & Immigration<br>Religion, Philosophy, & Ideas<br>Science, Technology, & Medicine<br>War, Peace, & Diplomacy<br>World Cultures & Civilizations | United States History   |
| <b>PUBLIC HISTORY PRACTICE</b><br>50:509:300:01<br>BY ARRANGEMENT<br>Professor Mires  | Public & Professional History<br>Culture, Literature, & Art  | United States History   |
| <b>WESTERN CIVILIZATION II</b><br>50:510:102:01<br>Professor Demirjian  | Business, Finance, & Economics<br>Culture, Literature, & Art<br>Empires, Imperialism, & Colonialism<br>Gender, Sexuality, & Society<br>International Relations and Global Affairs<br>Law, Politics, & Government<br>Religion, Philosophy, & Ideas<br>Science, Technology, & Medicine<br>World Cultures & Civilizations   | Africa & Middle East<br>Europe & Its Empires<br>Global History              |
| <b>INTRODUCTORY TOPICS IN EUROPEAN<br/>HISTORY: RISE OF ROME-FROM REPUBLIC<br/>TO EMPIRE</b><br>50:510:380:01<br>Professor Jewell | Business, Finance, & Economics<br>Culture, Literature, & Art<br>Empires, Imperialism, & Colonialism<br>Gender, Sexuality, & Society<br>International Relations and Global Affairs<br>Law, Politics, & Government<br>Religion, Philosophy, & Ideas<br>Science, Technology, & Medicine<br>World Cultures & Civilizations<br><u>War, Peace, &amp; Diplomacy</u>   | Europe & Its Empires<br>Global History                                      |
| <b>DEVELOPMENT OF THE UNITED STATES I</b><br>50:512:201:01<br><a href="#">Kim Martin</a>  | Business, Finance, & Economics<br>Empires, Imperialism, & Colonialism<br>International Relations & Global Affairs<br>Law, Politics, & Government<br>Public & Professional History<br>Race, Ethnicity, & Immigration<br>Religion, Philosophy & Ideas<br>War, Peace & Diplomacy  | United States History<br>Global History                                     |
| <b>DEVELOPMENT OF THE UNITED STATES II</b><br>50:512:202:01<br>Professor Demirjian  | Business, Finance, & Economics<br>Empires, Imperialism, & Colonialism<br>International Relations & Global Affairs<br>Law, Politics, & Government<br>Public & Professional History<br>Race, Ethnicity, & Immigration<br>Religion, Philosophy & Ideas<br>War, Peace & Diplomacy  | Latin America & the<br>Caribbean<br>United States History<br>Global History |

| <b>Course Information</b>  | <b>Thematic</b>   | <b>Geographic</b>                                  |
|--|---|--|
| <b>AFRICAN-AMERICAN HISTORY II</b><br>50:512:204:01<br>Professor Boyd          | Business, Finance, & Economics<br>Culture, Literature, & Art<br>Law, Politics, & Government<br>Public & Professional History<br>Race, Ethnicity, & Immigration<br>Religion, Philosophy & Ideas<br>World Cultures & Civilizations  | United States History                              |
| <b>WORLD WAR II</b><br>50:512:285:01<br>Professor Epstein                      | Business, Finance, & Economics<br>Culture, Literature, & Art<br>Law, Politics, & Government<br>Public & Professional History<br>Race, Ethnicity, & Immigration<br>Religion, Philosophy & Ideas  | United States History<br>Global History            |
| <b>EARLY AMERICAN REPUBLIC</b><br>50:512:315:01<br>Professor Shankman          | Business, Finance, & Economics<br>Culture, Literature, & Art<br>Law, Politics, & Government<br>Public & Professional History<br>Race, Ethnicity, & Immigration<br>Religion, Philosophy & Ideas  | United States History                              |
| <b>SPECIAL TOPICS: THE GREAT MIGRATION</b><br>50:512:3180:01<br>Professor Boyd | Business, Finance, & Economics<br>Culture, Literature, & Art<br>Law, Politics, & Government<br>Public & Professional History<br>Race, Ethnicity, & Immigration<br>Religion, Philosophy & Ideas  | United States History                              |
| <b>U.S. FOREIGN RELATIONS TO 1914</b><br>50:512:387:01<br>Professor Epstein    | Gender, Sexuality, & Society<br>International Relations and Global Affairs<br>Law, Politics, & Government<br>Public & Professional History<br>Race, Ethnicity, & Immigration<br>Science, Technology, & Medicine<br>War, Peace, & Diplomacy                                    | United States History<br>Global History            |
| <b>LATIN AMERICAN II SURVEY</b><br>Professor Thurner                           | Business, Finance, & Economics<br>Culture, Literature, & Art<br>Empire, Imperialism, & Colonialism<br>International Relations and Global Affairs<br>Law, Politics, & Government<br>Race, Ethnicity, & Immigration<br>Religion, Philosophy, & Ideas<br>War, Peace, & Diplomacy | Latin America & the<br>Caribbean<br>Global History |

## UNDERGRADUATE COURSES

| Course Number |     |     |    | Index | Course Title  | Instructor       | Class Time              |
|---------------|-----|-----|----|-------|---|------------------|-------------------------|
| 50            | 509 | 299 | 01 | 05591 | PERSPECTIVES ON HISTORY   | JEWELL, EVAN     | M/W 9:35 AM - 10:55 AM  |
| 50            | 509 | 300 | 01 | 05592 | PUBLIC HISTORY PRACTICE   | MIRES, CHARLENE  | By Arrangement          |
| 50            | 510 | 102 | 01 | 05593 | WESTERN CIVILIZATION II   | DEMIRJIAN, RICK  | M/W 12:30 PM - 1:50 PM  |
| 50            | 510 | 380 | 01 | 05594 | SPECIAL TOPICS IN EUROPEAN HISTORY:<br>RISE OF ROME, REPUBLIC TO EMPIRE | JEWELL, EVAN     | M/W 2:05 PM - 3:25 PM   |
| 50            | 512 | 201 | 01 | 19848 | DEVELOPMENT OF UNITED STATES I  | MARTIN, KIM      | M/W 9:35 AM - 10:55 AM  |
| 50            | 512 | 202 | 01 | 05597 | DEVELOPMENT OF UNITED STATES II   | DEMIRJIAN, RICK  | T/TH 11:10 AM - 12:30 P |
| 50            | 512 | 204 | 01 | 05598 | AFRICAN-AMERICAN HISTORY II   | BOYD, KENDRA     | T/TH 3:35 PM - 4:55 PM  |
| 50            | 512 | 285 | 01 | 05599 | WORLD WAR II  | EPSTEIN, KATE    | M/W 3:45 PM - 5:05 PM   |
| 50            | 512 | 315 | 01 | 05600 | THE EARLY AMERICAN REPUBLIC   | SHANKMAN, ANDREW | T/TH 2:00 PM - 3:20 PM  |
| 50            | 512 | 380 | 01 | 05609 | SPECIAL TOPICS IN AMERICAN HISTORY:<br>THE GREAT MIGRATION              | BOYD, KENDRA     | T/TH 11:10 AM - 12:30 P |
| 50            | 512 | 387 | 01 | 05610 | UNITED STATES FOREIGN RELATIONS TO 1914                                 | EPSTEIN, KATE    | M/W 12:30 PM - 1:50 PM  |
| 50            | 512 | 475 | 01 | 05611 | INTERNSHIP PUBLIC HISTORY   | WOLOSON, WENDY   | By Arrangement          |
| 50            | 516 | 212 | 01 | 05616 | LATIN AMERICAN II SURVEY  | THURNER, LANCE   | T/TH 9:35 AM - 10:55 AM |

## GRADUATE COURSES

|    |     |     |    |       |   |                  |                      |
|----|-----|-----|----|-------|---|------------------|----------------------|
| 56 | 512 | 504 | 01 | 06634 | READINGS IN EARLY AMERICA TO 1763                 | SHANKMAN, ANDREW | TH 6:00 PM - 8:50 PM |
| 56 | 512 | 513 | 01 | 06635 | COLLOQUIUM IN URBAN HISTORY                       | MIRES, CHARLENE  | T 6:00 PM - 8:50 PM  |
| 56 | 512 | 535 | 01 | 06637 | READINGS IN GLOBAL HISTORY II                     | MARKER, EMILY    | W 6:00 PM - 8:50 PM  |
| 56 | 512 | 650 | 01 | 06638 | WRITING SEMINAR: CULTURE HISTORY OF<br>CAPITALISM | WOLOSON, WENDY   | M 6:00 PM - 8:50 PM  |
| 56 | 512 | 679 | 01 | 06639 | ACCESSIBILITY & INCLUSION IN PUBLIC HIST          | BELOLAN, NICOLE  | W 6:00 PM - 8:50 PM  |
| 56 | 512 | 699 | 01 | 06643 | GRADUATE PUBLIC HISTORY INTERNSHIP                | WOLOSON, WENDY   | By Arrangement       |