

Department of History

# COURSE GUIDE

Fall 2017

# 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!**

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Faculty of Arts & Sciences  
Rutgers University - Camden  
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# Faculty

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<p>Richard Demirjian, Jr. Instructor and Assoc. Director of Rutgers-Camden Leadership Institute richard.demirjian@rutgers.edu (856) 225-6744</p>	<p>Emily Marker Assistant Professor of History emily.marker@rutgers.edu (856) 225-6075</p>
<p>Katherine Epstein Associate Professor of History and Undergraduate Program Coordinator 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>
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<p>Nick Kapur Assistant Professor of History nick.kapur@rutgers.edu (856) 225-2713</p>	<p>Lorrin Reed Thomas - Chair Associate Professor of History lthomas2@camden.rutgers.edu (856) 225-2656</p>
	<p>Wendy Woloson Associate Professor of History wendy.woloson@camden.rutgers.edu (856) 225-6064</p>

TO MAJOR IN HISTORY, students must complete 33 credits of history courses (at least 18 at Rutgers).

**Students should take the department's required core course** - 50:509:299 Perspectives in History (3 credits) - as soon as they can, securing a special permission number for registration from the department secretary Sharon Smith (856-225-6080, sas548@camden.rutgers.edu). Perspectives in History is designed to teach the following skills: 1. how to analyze primary sources; 2. how to read secondary sources in a critical manner; 3. how to cite sources properly; 4. how to write to the expectations of the discipline of history; 5. how to construct an historical argument; 6. how to evaluate the integrity, reliability, and usefulness of disparate sources; and 7. how to conduct independent research.

Of the remaining 30 credits for the history major, a maximum of 12 may be from 100- and 200- level courses, no more than 6 credits of which can be counted from Western Civilization I and II (510:101 and 510:102) and Development of US I and II (512:201 and 512:202). 18 credits must be from courses at the 300 to 400 level.

There is also a distribution requirement for these 30 credits: no fewer than 3 credits must be from each geographical area of 510 (European history), 512 (American history), and 516 (African, Asian, Latin American, and comparative history).

Taking effect in the fall 2016: 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 2016.

**Courses offered in the university's Honors College and internship program may also count toward the major, with the department chair's permission.**

If students wish, they may take more than 33 credits of history. Of special interest, especially to those considering graduate school, is the honors thesis in history (509:495), an independent study course to be taken in addition to the 33 credits required for the major.

Most lower-division history courses also fulfill one or more of Rutgers-Camden's new **General Education** requirements.

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

Students should feel free to drop in and visit us in our offices at 429 Cooper Street. Department Undergraduate Program Coordinator, Dr. Kate Epstein, 856-225-2721 or History Department Chair, Dr. Andrew Shankman, 856-225-6477 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.

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## PERSPECTIVES ON HISTORY:

### The Underworld of 19<sup>th</sup>-Century New York

50:509:299:01

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

Professor Woloson

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From a very young age, underworld figure George Appo was trying to survive the mean streets of 19th-century New York City. The son of a Chinese father (incarcerated for most of his life) and an Irish mother (who disappeared), Appo, mixed-race and on his own, lived on the margins of society economically, socially, and culturally. Appo at last found his community among the criminal classes of New York, making a living as a pickpocket and conman before reforming later in life.

This class will take us into Appo's world, visiting the opium dens, houses of prostitution, police precincts, penitentiaries, saloons, back alleys, and streetcars where Appo lived and worked. Through Appo's autobiography, we will be exposed to ruffians, swindlers, and scoundrels along with dirty politicians, corrupt policeman, earnest reformers, and other characters.

Delving into the underworld of 19th-century New York is a way for students to explore the process of researching and writing history, the purpose of Perspectives. Throughout the semester, students will be taught the differences between primary and secondary sources; learn about research strategies; be introduced to relevant historical databases in the library; and complete a series research and writing exercises culminating in a substantive original research paper about your own topic related to the 19th-century New York underworld.

Because this course is offered through the Open Textbooks Initiative, most of the primary and secondary sources will be online, thereby significantly reducing your costs.



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## FRANCE AND ITS EMPIRE

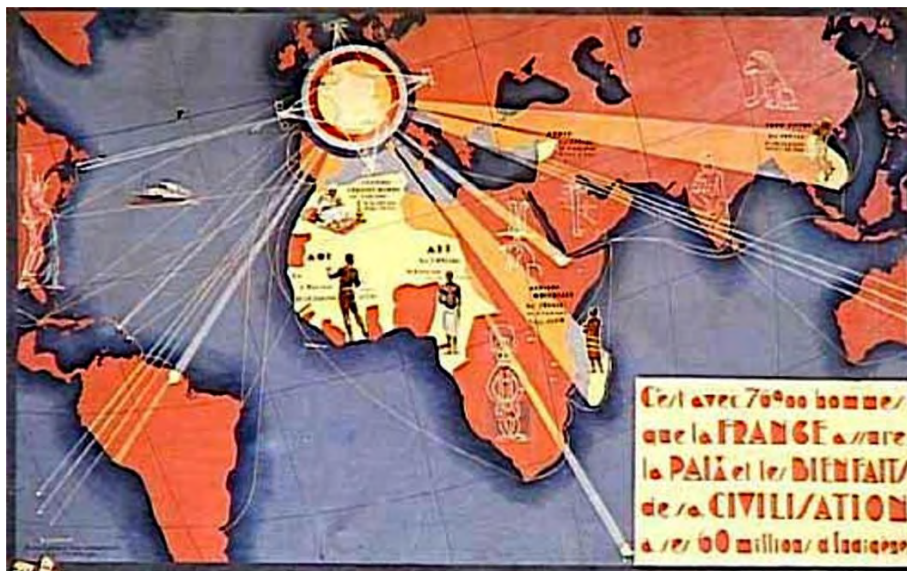
50:510:280:01

T/TH 11:10 AM - 12:30 PM

Professor Marker

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This course takes a global approach to the history of modern France. For most of the nineteenth and twentieth centuries, France possessed a vast empire that included significant parts of Africa, Asia, and the Caribbean. In this course, we will explore the development of France's unique national culture of republicanism, political and social rights, and the separation of church and state alongside the history of French imperial expansion, colonial racism, and the often violent end of French rule overseas. We will also consider the legacies of French colonialism and France's position in both Europe and the wider world since the 1960s.





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# EUROPE IN THE AGE OF REVOLUTIONS

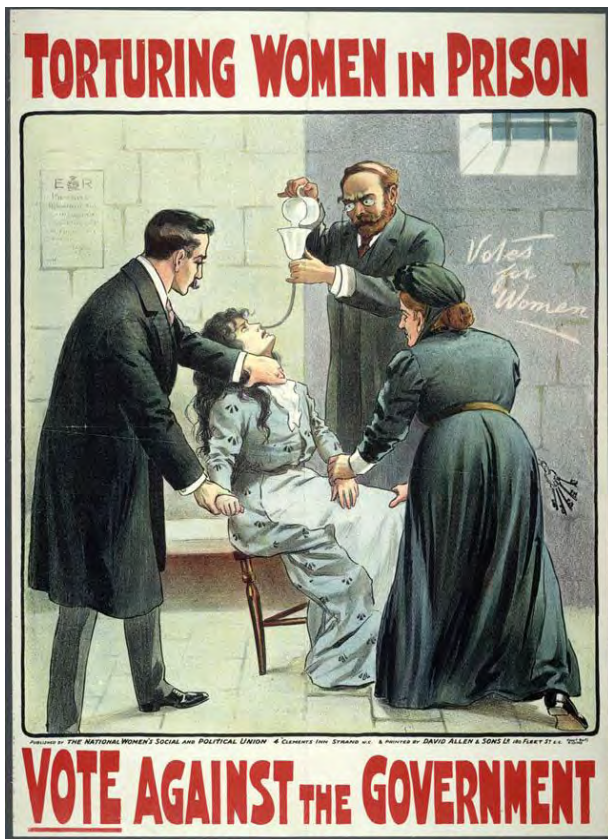
50:510:325:01

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

Professor Lees

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This course will focus on social and political ideas under the impact of the French Revolution and other movements that pointed toward political democratization and under the impact of the Industrial Revolution. Students will encounter a wide range of “isms,” mainly via selections from writings produced by people who lived during the period. Themes to be treated will include conservatism, liberalism and radicalism, socialism and communism, feminism, and racism and irrationalism. There will be background reading on the overall history of Europe during the nineteenth century, enabling students to understand the contexts in which ideas arose, but emphasis will be placed on ideas rather than on the events that surrounded them.



“A female Advocate of Equal Rights for Women, around 1910”.



Clemens von Metternich, a Leading Conservative Statesman, around 1815”

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## RACE AND ANITRACISM POSTWAR EUROPE

50:510:380:01

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

Professor Marker

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Race was a central feature of everyday life in Europe and European empires in the first half of the twentieth century. Long before the rise of Nazism, race played an important role in European politics, society and culture; indeed, Nazi racism grew out of broader European trends. However, the Nazi regime took racial ideology and racial violence to such extremes that European leaders felt compelled to publicly reject racism after World War II. But could racism really be banished from Europe, let alone Europe's colonies, virtually overnight? What concrete efforts were made to turn this rhetoric into practice, by whom and for whom, and how did those efforts fare? This course takes these questions as a starting point to explore the tangled legacies of the Holocaust and colonialism on European understandings of race and efforts to combat racism in Europe since 1945. Key topics will include the experience of Jewish survivors and black American GIs in West Germany; anticolonialism and the decolonization of the French and British empires; antiracist mobilizations by black and Muslim immigrants and their allies across the continent; European involvement in the global anti-Apartheid movement; "colorblind" state policies and anti-discrimination legislation in different European countries; strategies and tactics of grassroots antiracist organizations; terrorism and Islamophobia in Europe since 9/11; and new patterns of antiracist activism as well as new forms of racist exclusion in the contemporary European Union.





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## DEVELOPMENT OF UNITED STATES I

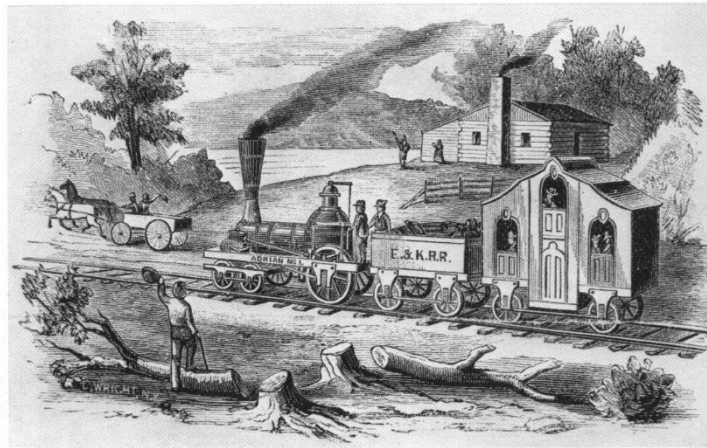
50:512:201:01

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

Kim Martin

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This course traces the path of American history from prior to European colonization, through the colonial period, Imperial Crisis, Revolution, Civil War, and Reconstruction. We will examine the period's important political, economic, social, and cultural developments, as well as observe how different groups of people shaped, and were impacted 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 U.S. 1 is an introductory course, intended to acquaint students with various ideas, events and people from America's past, as well as some of the considerations that go into the study of history.



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## DEVELOPMENT OF UNITED STATES II

50:512:202:01

T/TH 11:10 AM - 12:30 PM

Professor Demirjian

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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 I

50:512:203:01

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

Professor Glasker

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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



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## EDUCATION IN AMERICA

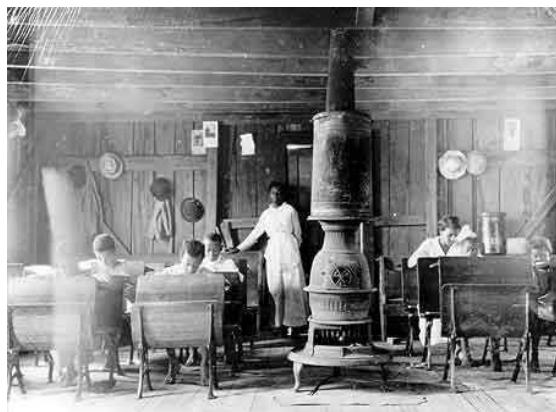
50:512:230:01

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

Professor **D'Ignazio**

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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.



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WORLD WAR II  
50:512:281:01  
T/TH 2:00 PM - 3:20 PM  
Professor Epstein

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World War II was the greatest catastrophe of the 20<sup>th</sup> century. Some 60 million people, the large majority of whom were civilians, lost their lives. To understand why the world convulsed itself for the second time in twenty years, 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. There will be a mixture of in-class exams and take-home writing assignments.



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## AMERICAN REVOLUTION

50:512:305:01

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

Professor Shankman

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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.



BOSTON MASSACRE.



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# AFRICAN-AMERICAN HISTORY SINCE THE CIVIL RIGHTS MOVEMENT

50:512:334:01  
M/W 12:30 PM - 1:50 PM  
Professor Glasker

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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 paper products such as paper towels, plastic spoons and forks, napkins, bleach, etc., and it involves preparing sandwiches which we will deliver to the Cathedral Kitchen and which it will give to patrons to take home with them. 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.



N@CT  
@CoolTableTweets



Follow

This is too real. [#Ferguson](#) [#MikeBrown](#)

Reply Retweet Favorite Pocket More





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## UNITED STATES SINCE 1945

50:512:335:01

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

Professor Golden

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This course looks at the transformation of America in the years 1945 to today. From a country devastated by economic crisis and wedded to isolationism prior to WW II, America became an international powerhouse. Massive grass roots resistance forced the United States to abandon racial apartheid, open opportunities to women, and reinvent its very definition as it incorporated immigrants from around the globe. And in the same period, American music and film broke free from their staid moorings and permanently altered global culture. We will explore the political, social, and cultural factors that created recent American history with an emphasis on how popular films reflected that history.

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## ORAL HISTORY OF LATINO CAMDEN

50:512:380:01

F 12:30 PM - 3:20 PM

Professor Thomas

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In this course, students will learn about the history of Camden, the history of Latinos/as in the U.S., and the theory and practice of oral history. Students will spend the first six weeks of the semester studying the historical background of their subjects and practicing oral history methodologies in class. Then, through a collaboration with several of Camden's community organizations that serve Latinos/as, Rutgers-Camden students will connect with interview subjects and begin assembling their own narratives of Camden's Latino/a past with their interview collaborators. During the final weeks of the semester, students will work with a group of Camden high school students, training and supervising them in developing their own oral history projects with family and community members.



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## INTRODUCTION TO PUBLIC HISTORY

50:512:382:01

M 6:00 PM - 8:50 PM

Professor Mires

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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 a series of independent field visits and reviews of 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.) A reading list will be posted during the summer at <http://charlenemires.camden.rutgers.edu>.



*"RCA Nipper Building, Camden"*

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## LATIN AMERICA I

50:516:211:01

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

Professor Lombera

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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 bust" economic cycles, foreign influences, revolution and counter-revolution, and general social and political change.

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## UNITED STATES AND THE MUSLIM WORLD SINCE 1800

50:516:280:01  
M/W 8:00 AM - 9:20 AM  
Professor Ghazvinian

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At a time when much of the Muslim world looks at the United States with mistrust, and much of the American political class freely debates the issue of a "Muslim ban", the importance of understanding the shared history of these two actors is clearer than ever. This course will examine the long and complicated history of the United States and the Muslim world since 1800 -- taking into account the many ways in which the two have informed, interacted, perplexed, inspired and frustrated each other since the foundation of the American Republic. Topics to be covered include: attitudes to Islam among Thomas Jefferson and the Founders; the Barbary wars; the history of American missionaries in the Middle East; the practice of Islam among enslaved Africans in America; the United States and the Arab world since 1920; the United States and Iran since 1953; the United States and radical Islam since the 1970s; and the experience of Muslims in modern America.

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## EAST ASIA I

50:516:231:01  
M/W 2:05 PM - 3:25 PM  
Professor Kapur

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From samurai warriors to elegant courtesans, from sages, emperors, and court ladies to pirates, shamanesses, and slaves, this course examines the key events and figures in East Asian history from the earliest times to the year 1600, with an emphasis on the histories of China, Japan, and Korea. Along the way, we will examine the factors that determined the rise and fall of dynasties, kingdoms, and empires, the development of aristocratic, religious, and warrior-centered cultures, the evolution of gender roles over time, and the great literary and artistic achievements of each era.

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MODERN JAPAN: FROM  
SAMURAI TO ANIME  
50:516:342:01  
M/W 9:35 AM - 10:55 AM  
Professor Kapur

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This survey course examines the history of Japan from the collapse of the samurai government in the 1850s to the present time. We will examine the “opening” of Japan following centuries of self-imposed isolation, its rise to power and defeat in World War II, and its subsequent transformation into an economic and pop culture powerhouse, as well as more recent events such as the 2011 earthquake, tsunami, and nuclear disaster.



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PUBLIC HISTORY PRACTICE  
(course approval pending)  
Please contact Dr. Charlene Mires,  
[cmires@camden.rutgers.edu](mailto:cmires@camden.rutgers.edu)

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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.

# GRADUATE COURSES



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READINGS IN VISUAL CULTURE

56:512:503:01

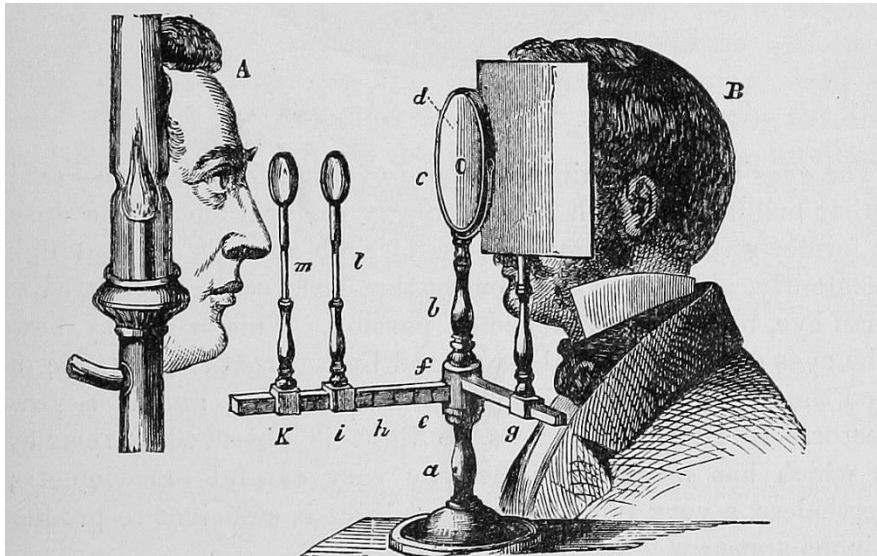
TH 6:00 PM - 8:50 PM

Professor Woloson

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In this course we will study the history of American visual culture, focusing primarily on the 19th century. Among other topics, we will explore technological innovations, the rise of mass entertainment spectacles, the growing sophistication of print culture, the impact of advertising, and the increasing importance of appearance in everyday life. Students will not only learn how to identify different visual media (and why discerning them is important), but also will come to better understand how visual culture operates as a language. By "reading" various images and placing them into larger historical contexts, the class will come to better see the impact of visual images at the time. As important, students will become familiar with how to use visual culture as primary evidence in historical study.

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



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

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## READINGS IN EARLY AMERICA, 1763 - 1820

56:512:505:01

W 6:00 PM - 8:50 PM

Professor Shankman

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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.

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## TOPICS IN HISTORIC PRESERVATION

56:512:515:01

Professor Mires

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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). Two course options are available for Fall 2017:

- Introduction to Historic Preservation (Tuesday evenings beginning September 5).
- Archaeology and Historic Preservation (Thursday evenings beginning September 14).

Separate registration for the MARCH course is required and should be arranged by graduate students by contacting Dr. Tamara Gaskell at [tamara.gaskell@rutgers.edu](mailto:tamara.gaskell@rutgers.edu). (No additional charge is involved for students seeking to fulfill public history requirements.) 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 and next semester's offerings, go to: <http://preservation.rutgers.edu>



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## ISSUES IN PUBLIC HISTORY

56:512:531:01

CROSS-LISTED W/50:512:382:01,

56:606:672:01

M 6:00 PM - 8:50 PM

Professor Mires

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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 <http://charlenemires.camden.rutgers.edu>.



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## THE CRAFT OF HISTORY

56:512:550:01

T 6:00 PM - 8:50 PM

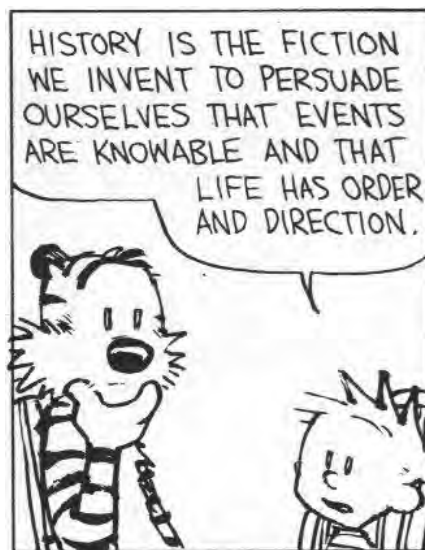
Professor Epstein

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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.

In the late nineteenth century, the study of history was conceived of as being "objective": the historian could observe the past accurately, without affecting or being affected by the process of observation. Over the course of the 20<sup>th</sup> century, this faith in the objectivity of historians came under repeated assault. Historians were recast not as objective observers of history but as subjective participants in history, who interpreted the past through their own biases. Their claims to have "knowledge" of the past were suspected of being claims to power. New understandings of how to study the past came to challenge traditional approaches, leading to an expansion of historical study but also to a collapse of consensus.

The course is divided into three parts. In Part I, we will historicize the study of history. In Part II, we will cover a variety of major historiographical approaches. In Part III, we will examine cases of historiographical debate, discuss the politics of history, and consider the boundaries between scholarship and fraud.



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RESEARCH COLLOQUIUM,  
WOMEN AND GENDER  
56:512:677:01  
M 6:00 PM - 8:50 PM  
Professor Golden

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In this research seminar graduate students will produce an original research paper on the topic of women or gender in United States history.



## Undergraduate History Courses

Course Number	Index	Title	Time	Instructor
50:509:299:01	06043	Perspectives on History	T/TH 2:00 pm - 3:20 pm	Woloson
50:510:280:01	16501	France and Its Empire	T/TH 11:10 am - 12:30 pm	Marker
50:510:325:01	19550	Europe in the Age of Revolutions	T/TH 2:00 pm - 3:20 pm	Lees
50:510:380:01	16434	Race and Antiracism in Postwar Europe	T /TH 3:35 pm - 4:55 pm	Marker
50:512:201:01	04569	Development of United States I	M/W 8:00 am - 9:20 am	Martin
50:512:202:01	20198	Development of United States II	T/TH 11:10 am - 12:30 pm	Demirjian
50:512:203:01	06044	African-American History I	M/W 3:45 pm - 5:05 pm	Glasker
50:512:230:01	09763	Education in America	T/Th 6:00 pm - 7:20 pm	<b>D'Ignazio</b>
50:512:281:01	19557	World War II	T/TH 2:00 pm - 3:20 pm	Epstein
50:512:305:01	18802	American Revolution	M/W 12:30 pm - 1:50 pm	Shankman
50:512:334:01	15076	African American Since the Civil Rights	M/W 12:30 pm - 1:50 pm	Glasker
50:512:335:01	18803	United States Since 1945	M/W 3:45 pm - 5:05 pm	Golden
50:512:380:01	18805	Oral History of Latino Camden	F 12:30 pm - 3:20 pm	Thomas
50:512:382:01	18807	Introduction to Public History	M 6:00 pm - 8:50 pm	Mires
50:516:211:01	07205	Latin America I	T/TH 9:35 am - 10:55 am	Lombera
50:516:231:01	18809	East Asia I	M/W 2:05 pm - 3:25 pm	Kapur
50:516:280:01	20556	United States and Muslim World Since 1800	M/W 8:00 am - 9:20 am	Ghazvinian
50:516:342:01	18811	Modern Japan: From Samurai to Anime	M/W 9:35 am - 10:55 am	Kapur

## Graduate History Courses

56:512:503:01	19869	Readings in Visual Culture	TH 6:00 pm - 8:50 pm	Woloson
56:512:505:01	19121	Readings in Early America, 1763-1820	W 6:00 pm - 8:50 pm	Shankman
56:512:515:01	19870	Topics in Historic Preservation	Hours by Arrangement	Mires
56:512:531:01	09838	Issues in Public History	M 6:00 pm - 8:50 pm	Mires
56:512:550:01	12172	The Craft of History	T 6:00 pm - 8:50 pm	Epstein
56:512:677:01	19871	Research Colloquium, Women and Gender	M 6:00 pm - 8:50 pm	Golden