

# Department of History

# COURSE GUIDE

## FALL 2024

**Department of History**

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

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Department of History  
[history.camden.rutgers.edu](http://history.camden.rutgers.edu)

**Please visit our website for more information about the department,  
including:**

- **Faculty specialties and areas of interest**
- **Faculty news and student accomplishments**
- **History major and minor requirements**
- **Advising**
- **History Graduate program**

**And much more!**

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# FACULTY

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Interim Graduate Program Director

**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 Interim Chair is Dr. Andrew Shankman, (856) 225-6477, the Undergraduate Program Coordinator Dr. Kate Epstein, (856) 225-2721, and the Interim History Graduate Director Dr. Wendy Woloson, (856) 225-2711. 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 page 24 of this Course Guide for a list of Fall 2024 courses and the concentrations they fulfill)*

Thematic Concentrations	Geographic Concentrations
Business, Finance, & Economics	China, Japan, & Asia
Culture, Literature, & Art	Africa & the Middle East
Empires, Imperialism, & Colonialism	Europe & Its Empires
Gender, Sexuality, & Society	Latin America & the Caribbean
International Relations & Global Affairs	United States History
Law, Politics, & Government	Global History
Public & Professional History	
Race, Ethnicity, & Immigration	
Science, Technology, & Medicine	
Religion, Philosophy	
World Cultures & Civilizations	
War, Peace, & Diplomacy	

## HISTORY 101: WHAT IS HISTORY?

50:509:101:01

T/Th 3:35 pm – 4:55 pm

Professor Thomas

Gen Ed: AAI (Art, Aesthetics and Theories of Interpretation)

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How do we know what really happened in the past? When we're confronted with competing versions of history, how can we determine which version is most *true*, or at least, which version is most accurate and reliable? In our society, who decides which stories are important and legitimate and which are not? And finally: what is the historian's role in negotiating these complex issues?

This research-based course is designed for beginners, for students who may know little about history but are curious about how history gets made. We will learn about different approaches to historical research through guest presentations and discussions with various members of the History Department. Following each presentation, we will reflect on how different fields of history and the use of different kinds of sources lead historians to ask different kinds of questions – and to answer those questions in distinctive ways. At the same time, students will build research skills through a variety of workshop-style sessions to learn how to navigate library resources and databases; how to read and interpret primary sources; and how to conduct oral history interviews. With step-by-step guidance – and with freedom to follow their own interests, and to choose the format of the final product – students will develop a research project over the course of the semester.



**WESTERN CIVILIZATION I**  
**The Making of “the West”**  
**50:510:101:01**  
**T/Th 11:20 am – 12:30 pm**  
**Professor Jewell**  
**GEN ED: GCM (Global Communities)**

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This course explores the development of what has been called “Western Civilization”, from the prehistoric period, down to the Holy Roman Empire and the rise of Charlemagne. While this course covers a vast amount of historical and geographical territory, we will focus on key themes, such as the development of polities and imperialism, the emergence of new religious institutions and spiritual regimes, and the role of cultural exchange and material culture in the definition of “Western Civilization(s)”. Other concerns will also be treated as secondary threads, intersecting with each other, such as environmental change, migration and citizenship, slavery and emancipation, ethnicity and race, gender and sexuality, and the economies that undergirded the polities that produced what we call “Western Civilization(s)”. Throughout the course, we will engage in a dialogue about whether the term “Western Civilization(s)” is still the best way of labeling or understanding the multiple cultures, polities, and peoples we encounter along the way and the inheritance they have left us today. Students will examine these issues through the critical analysis of primary sources, both texts and visual objects, learning close reading skills, as well as gaining a familiarity with the shifting geographies that encompass the “West”, through digital mapping tasks. Assessments also include exams, short writing tasks, and an object analysis in a museum.



## RENAISSANCE AND REFORMATION

50:510:315:01

M/W 12:30 pm – 1:50 pm

Professor Mokhberi

GEN ED: GCM

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This course covers Europe and its connections with the wider world during the Renaissance (1300-1600). During this time, Europe underwent tremendous cultural, political, religious, technological, and military change. Students will explore humanist thought, the rise of new military and printing technology, European explorations, court culture, the arts, witchcraft trials, and new religious ideas. Students will read and discuss some of the most influential Renaissance texts by Machiavelli, Erasmus, and Sir Thomas More and explore the meaning behind new forms of dance and art. We will discuss the beginning of a new global exchange and its impact on women and foreigners across the world. Students will be expected to attend classes, participate in discussion of readings and films, and write several short assignments through the semester.





## **DEVELOPMENT OF UNITED STATES I**

**50:512:201:01**

**M/W 9:35 am – 10:55 am**

**Professor Finger**

**GEN ED: 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 17<sup>th</sup> – 19<sup>th</sup> 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 historical circumstances. Development of 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.

## **AFRICAN AMERICAN HISTORY I**

**50:512:203:01**

**M/W 3:45 pm – 5:05 pm**

**Professor Boyd**

**GEN ED: USW (United States in the World)**

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This course provides an introduction to the history of black people in America, with a survey of African backgrounds, the history of enslavement and resistance to slavery, and the evolution of black leadership through the Civil War (ending in 1865). Focal points include the transatlantic slave trade, the transition from African to African-American culture, the black family, the movement for abolition, and African American's participation in the Civil War. We will explore the major political developments of the era, as well as how slavery and the Civil War were memorialized through monuments and celebrations.

## US CONSUMER CULTURE

50:512:303:01

M/W 9:35 am – 10:55 am

Professor Woloson

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What did Americans buy and why? How did purchasing habits change over time, and what can those changes tell us about changes in how Americans lived their lives and thought about themselves individually and collectively, from the first settlers to the present? This course covers a broad sweep of American consumer culture over four centuries, using consumption as a way to better understand broader aspects of American history and life, such as prevailing standards of living and economic conditions; politics; technological innovations; regional, national, and global commerce and emerging marketplaces; and individual and collective aesthetic sensibilities.

The class will draw from both secondary readings and primary source documents, and we will consider everything from 18th-century backcountry dry goods stores to e-commerce. Subject areas of focus will include, among many other things, consumer activism (including boycotts and patriotic purchasing), the development of advertising and marketing, and the rise of department stores, malls, and other sites of shopping. In addition, we will explore the meanings of shopping itself over time and also the shifting roles of the goods we've bought, from being expressions of self-fashioning and status to repositories of intense emotion and desire.

This is a writing-intensive course: several essays drawing on primary and secondary source material will be required, in addition to a final exam.



## US IN THE GILDED AGE AND PROGRESSIVE ERA

50:512:325:01

T/TH 11:10 am – 12:30 pm

Professor Epstein

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Massive inequality. Racial tensions. Military involvement overseas. The United States today has a lot of similarities to the United States between the Civil War and World War I, the period when modern US history really began. If you want to understand the forces that still shape Americans' debates over income distribution, racism and sexism, and the country's place in the world, you need to understand the Gilded Age and the Progressive Era.



National Guard troops  
firing on demonstrators, 1877

This class will provide students with a better informed perspective on today's world, a firmer understanding of US history during a pivotal period, and a foundation for more advanced study. It will focus on the following events and themes: Reconstruction; the emergence of industrial capitalism; the labor movement; Populism; changes in the armed forces; the establishment of Jim Crow; gender relations; the transformation of the United States from a continental to a global power; Progressivism; and the experience of world war. As much as possible, students will learn about this period from the people who lived through it—ex-slaves, industrialists, farmers, factory workers, immigrants, presidents, Native Americans, Supreme Court justices, suffragettes, and others. In so doing, they will improve their ability to evaluate information, to write, and to think critically about issues of great historical and contemporary importance.

## UNITED STATES SINCE THE 1970S

50:512:342:01

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

Professor Goodman

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History must be made looking forward but can only be understood looking backward. In this course, we explore the history of the United States over the last 50 years, from Vietnam and Watergate to 9/11 and the rise of the Internet. We will think together about how diverse Americans have grappled with the political, cultural, and economic transformations of the last half century. We will learn to think historically, to draw connections, and to understand change over time in order to make sense of the recent past and our world today.



## COMMAND HISTORY

50:512:365:01

T/TH 2:00 pm – 3:20 pm

Professor Epstein

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This seminar seeks to probe the similarities and differences between military command and the study of history. It's difficult to describe, but students who have taken it in the past typically find it challenging yet rewarding. It isn't a straightforward military-history class, though we will spend a lot of time talking about war and leadership.

The analogy between military command and the study of history serves as a springboard for thinking through some of the intellectual difficulties and moral dilemmas that characterize both activities. Like commanders, historians hold lives in their hands, and they can be responsible for the death of people's reputations much as commanders can be responsible for people's physical deaths. Thus military command and the study of history both involve power, responsibility, and the infliction of violence. Who lives, who dies, and why—on the battlefield and in the book? To answer these questions, we will read texts ranging from the Prussian military philosopher Carl von Clausewitz's treatise *On War*, to the Roman poet Vergil's epic *Aeneid*, to Martin Luther King Jr.'s "Letter from a Birmingham Jail," to Winston Churchill's history of World War II.

The class seeks to be useful to students with different academic backgrounds and interests. The readings, writing assignments, and discussions focus on problems that all of us—not just commanders and historians—face in our daily lives: how to make sense of complex, conflicting information and how to balance competing ethical obligations. By providing students with perspective on these issues, the course aims to remain valuable to them long after they graduate from college, regardless of what career they pursue.

## LATIN AMERICA I

50:516:211:01

T/TH 9:35 am – 10:55 am

Professor Riley

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Latin America is a culturally rich and diverse region. Its complex and fascinating history is the product of different worlds and cultures coming together in the sixteenth century. In this course we will analyze this encounter and its consequences by examining the experiences of three cultural groups: Indigenous Americans, Africans, and Europeans. Following a chronological order that starts with the conquest of the Americas by the Spaniards and Portuguese in the sixteenth century and ends with the breakdown of the Spanish empire in the early nineteenth century, the course will explore the ways in which different peoples and cultures interacted. We will study the lives and social roles of Indigenous, European, and African men and women in the context of the larger Iberian World. In doing so, we will attempt a deeper analysis on the social dynamics of Latin America in the past that will give us a better understanding of its present and future.

# GRADUATE COURSES

## READINGS IN EARLY AMERICA, 1763 to 1820

56:512:504:01

W 6:00 pm – 8:50 pm

Professor Shankman

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This course examines the primary political, economic, social and cultural developments of North America and the Atlantic World from the 16<sup>th</sup> century through the mid-18<sup>th</sup> century. It pays particular attention to Native-American and European contact, the rise of slavery in the Americas, and the development of British North America through the end of the Seven Years (French and Indian) War in 1763.

## ISSUES IN PUBLIC HISTORIC

56:512:531:01

M 6:00 pm – 8:50 pm

Professor Goodman

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Public history is history made with and for the public. In this course, we will explore how public historians can build bridges between academic historians, historical institutions, and communities. We will pay careful attention to the challenges and opportunities that come with working on contested histories in collaborative projects for different audiences. This work requires us to hone our skills as historians, as communicators, as creative thinkers, and as colleagues working together. Together, we will develop a grounding in the practice of public history and its key modes, particularly public-facing history writing and exhibitions.



## **READINGS IN AFRICAN AMERICAN HISTORY TO 1877**

**56:512:541:01**

**T 6:00 pm – 8:50 pm**

**Professor Boyd**

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This course provides an introduction to the history of black people in America, with a survey of African backgrounds, the history of enslavement and resistance to slavery, and the evolution of black leadership through the Civil War (ending in 1865). Focal points include the transatlantic slave trade, the transition from African to African-American culture, the black family, the movement for abolition, and African American's participation in the Civil War. We will explore the major political developments of the era, as well as how slavery and the Civil War were memorialized through monuments and celebrations.

## **THE CRAFT OF HISTORY**

**56:512:550:01**

**TH 6:00 pm – 8:50 pm**

**Professor Jewell**

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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, Craft is designed to familiarize students with major problems, questions, and methods that shape the discipline of history as a whole, beginning with the major historiographical developments in the field, such as Thucydides, Herodotus, von Ranke, Marx, Bloch and Weber, and then turning to thematic areas of development, such as gender, race, postcolonial, and environmental histories, and certain methodologies, such as material culture and oral history. The course will hone students' analytical skills through reading, notetaking, class discussion, and paper-writing.



## METHODS IN GLOBAL HISTORY

56:512:554:01

M 2:05 pm – 4:55 pm

Professor Mokhberi

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Globalization emerged as the alternative to cultural and social theories of history but what precisely is global history? How is it different from a national history? Is it a “better” approach or does it come with its own set of pitfalls? This course will introduce students to writing world history. Students will discuss approaches and problems. We will analyze the work of historians who focus on race, conflict, difference, and incommensurability between cultures and those who find cooperation and connections across the globe. The class will contrast microhistories with macrohistories as approaches to studying the global. We will explore specific examples that focus on the movement of peoples, commodities, and diplomatic exchanges. Finally, we will discuss how global history can help us uncover the histories of networks, groups, diasporas, and marginalized groups who are often left out of national histories.



*Stanley Kubrick's War Room*

## READINGS IN MIGRATION AND IMMIGRATION

56:512:551:01

W 2:05 pm – 4:55 pm

Professor Thomas

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In the first lines of the book that would become one of the most celebrated histories of European immigrants in the U.S., *The Uprooted* (1951), historian Oscar Handlin wrote, “Once I thought to write a history of immigrants in America. Then I discovered that immigrants *were* American history.” For the next four decades, most of the historical scholarship on immigration in the U.S. responded in some way to Handlin’s framing of the field, and most of those studies continued to focus on European immigrants. By the early 1990s, however, the field of immigration history was changing dramatically. New work focused on the experience of those who emigrated from Asia, Latin America, and Africa and younger scholars pursued questions about race, class, and transnational identity that pushed the analysis in the field in more complex and nuanced directions.

In this course, we will survey the scholarship on immigration and transnationalism in the 20<sup>th</sup> century United States that has emerged over the last several decades. Our readings will focus on the history of a variety of immigrant groups and diasporas, some with a comparative component, and we will also explore the experience of refugees and deportees and the policies and politics that defined their experience across the 20<sup>th</sup> century.



*Statue of Liberty under construction in Paris, 1886*

Course Information	Thematic	Geographic
<b>WHAT IS HISTORY</b> <b>50:509:101:01</b>	Business, Finance, & Economics Culture, Literature, & Art Empires, Imperialism, & Colonialism Gender, Sexuality, & Society International Relations and Global Affairs Law, Politics, & Government Religion, Philosophy, & Ideas Science, Technology, & Medicine World Cultures & Civilizations	Europe & Its Empire Global History
<b>WESTERN CIVILIZATION I</b> <b>50:510:102:01</b>	Business, Finance, & Economics Culture, Literature, & Art Empires, Imperialism, & Colonialism Gender, Sexuality, & Society International Relations and Global Affairs Law, Politics, & Government Religion, Philosophy, & Ideas Science, Technology, & Medicine World Cultures & Civilizations	Africa & Middle East Europe & Its Empires Global History
<b>RENAISSANCE AND REFORMATION</b> <b>50:510:315:01</b> <b>Professor Mokheri</b>	Business, Finance, & Economics Culture, Literature, & Art Empires, Imperialism, & Colonialism Law, Politics, & Government Religion, Philosophy, & Ideas Science, Technology, & Medicine World Cultures & Civilizations	Global History
<b>DEVELOPMENT OF US I</b> <b>50:512:201:01</b> <b>Professor Finger</b>	Business, Finance, & Economics Empires, Imperialism, & Colonialism International Relations and Global Affairs Law, Politics, & Government Public & Professional History Race, Ethnicity & immigration Religion, Philosophy, & Ideas War, Peace & Diplomacy	United States
<b>AFRICAN-AMERICAN HISTORY I</b> <b>50:512:203:01</b>	Business, Finance, & Economics Culture, Literature, & Art Law, Politics, & Government Public & Professional History Race, Ethnicity & immigration Religion, Philosophy, & Ideas World Cultures & Civilizations	United States
<b>US CONSUMER CULTURE</b> <b>50:512:303:01</b>	Business, Finance, & Economics; Culture, Literature, & Art; Gender, Sexuality, & Society; Law, Politics, & Government, Public & Professional History Race, Ethnicity & immigration War, Peace, & Diplomacy	United States
<b>US IN THE GILDED AGE AND PROGRESSIVE ERA</b> <b>50:512:325:01</b> <b>Professor Epstein</b>	Business, Finance, & Economics Culture, Literature, & Art Law, Politics, & Government Public & Professional History Race, Ethnicity & immigration War, Peace, & Diplomacy	United States
<b>US SINCE THE 1970Ss</b> <b>50:512:342:01</b>	Business, Finance, & Economics; Culture, Literature, & Art; Gender, Sexuality, & Society; Law, Politics, & Government; Public & Professional History Race, Ethnicity & immigration War, Peace, & Diplomacy	United States

## Undergraduate Courses

Course Number	Course Index	Course Name	Time	Instructor
50:509:101:01	04367	What is History?	T/TH 3:35 pm – 4:55 pm	Professor Thomas
50:510:101:01	04368	Western Civilization I	T/TH 11:20 am -12:30 pm	Professor Jewel
50:510:315:01	04369	Renaissance and Reformation	M/W 12:30 pm -1:50 pm	Professor Mokhberi
50:512:201:01	04369	Development of US I	M/W 9:35 am – 10:55 am	Professor Finger
50:512:203:01	04088	African American History I	M/W 3:45 pm - 5:05 pm	Professor Boyd
50:512:303:01	04373	US Consumer Culture	M/W 9:35 am – 10:55 am	Professor Woloson
50:512:325:01		US in the Gilded Age and Progressive ERA	T/TH 11:10 am – 12:30 pm	Professor Epstein
50:512:342:01		US Since the 1970s	M/W 12:30 pm – 1:50 pm	Professor Goodman
50:512:365:01	04374	Command History	T/TH 2:00 pm – 3:20 pm	Professor Epstein
50:516:211:01	04376	Latin America I	T/TH 9:35 am – 10:55 pm	Professor Riley

## Graduate Courses

56:512:504:01	05447	Readings in Early America to 1763	W 6:00 pm – 8:50 pm	Professor Shankman
56:512:531:01	05448	Issues in Public History	M 6:00 pm – 8:50 pm	Professor Goodman
56:512:523:01	02184	Gender in History and Theory	W 6:00 pm – 8:50 pm	Professor Jewell
56:512:541:01	05449	Readings in African American History to 1877	T 6:00 pm – 8:50 pm	Professor Boyd
56:512:550:01	05450	The Craft of History	TH 6:00 pm -8:50 pm	Professor Jewell
56:512:551:01	05451	Readings in Migration and Immigration	W 2:05 pm – 4:55 pm	Professor Thomas