

Department of History

# COURSE GUIDE

FALL 2025

Department of History

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

**RUTGERS**  
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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:

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

And much more!

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**To graduate with a major in History, students must complete 33 credits (or 11 x 3-credit courses) of History classes.**

One of these courses must be the required core course for the major, Perspectives on History (50:509:299), which History majors should take as soon as they can. Perspectives will teach history majors the following skills: 1. how to analyze primary sources; 2. how to read secondary sources in a critical manner; 3. how to cite sources properly; 4. how to write to the expectations of the discipline of history; 5. how to construct a historical argument; 6. how to evaluate the integrity, reliability, and usefulness of disparate sources; and 7. how to conduct independent research.

For the remaining 30 credits besides Perspectives, History majors must meet several requirements:

1. 18 of these credits must be from courses taken at Rutgers
2. 18 of these credits must be from 300- or 400- level courses
3. A maximum of 12 credits may be from 100- and 200- level courses, but no more than 6 credits can be counted from Western Civilization I and II (510:101 and 510:102) and Development of the United States I and II (512:201 and 512:202).
4. At least 3 credits must be from each of the three geographical areas: 510 (European), 512 (the United States), and 516 (African, Asian, Latin American, and comparative history).
5. No more than nine credits will be accepted for the major from online courses, of which six credits may be at the 100-200 level, and 3 credits may be at the 300-400 level.  
(This policy will not apply to students who declared the History major before fall 2016.)
6. 6 credits may be counted from Western Civilization I, II, and III(510:101, 510:102, and 510:103) and Development of the United States I and II (512:201 and 512:202)

**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 Chair is Dr. Andrew Shankman, (856) 225-6477, the Undergraduate Program Coordinator Dr. Kate Epstein, (856) 225-2716, and the History Graduate Director Dr. Lorrin Thomas, (856) 225-2656.

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 21 of this Course Guide for a list of Fall 2025 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	

# WHAT IS HISTORY

50:509:101:01

T/TH 11:10 am – 12:30 pm

Professor Kapur

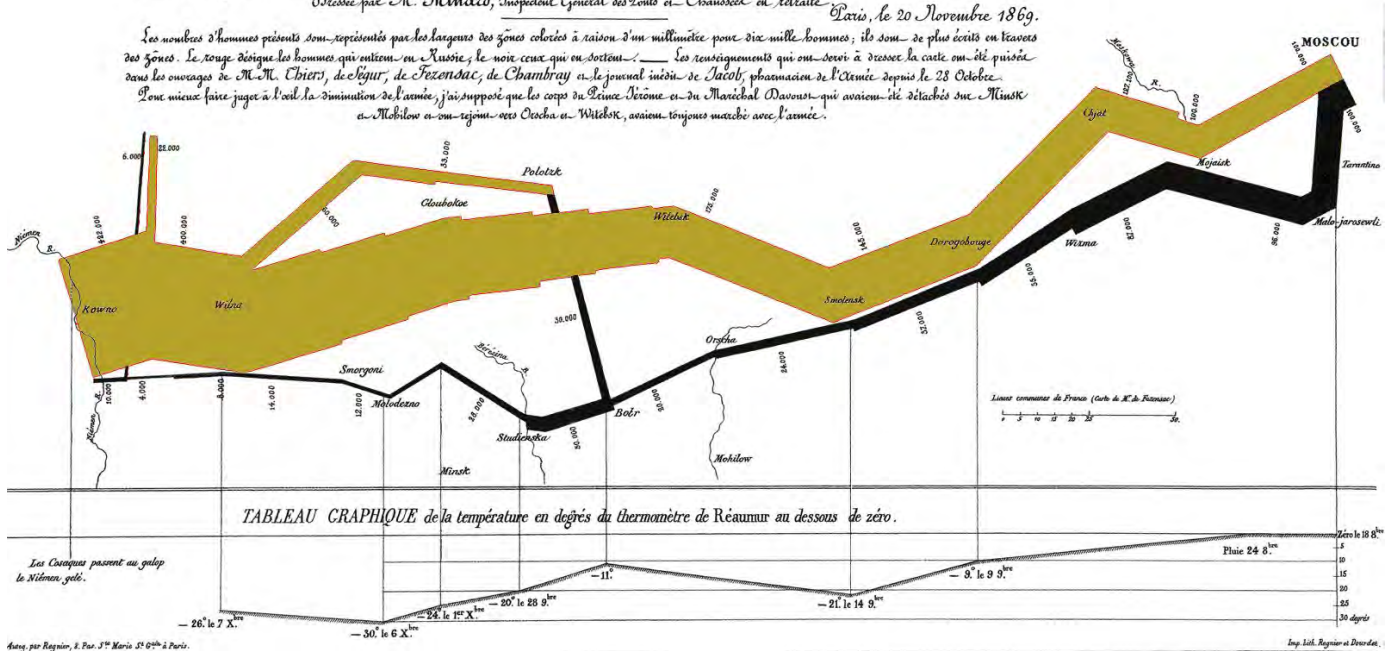
**GEN ED: XPL (Experiential Learning), AAI (Art and Aesthetic Interpretation)**

What is the past, and how is it remembered (or forgotten)? How have conceptions of “history” evolved over time? In what ways does history differ from other disciplines or modes of analysis? How have various notions of the past been used (or abused) to support specific policies or course of action? Why should we study the past at all? In pondering these and other questions about the nature of history and the past, we will draw upon examples from American, European, and nonwestern history. This class is designed to be both fun and informative and is open to both majors and non-majors alike.

## Carte Figurative des pertes successives en hommes de l'Armée Française dans la campagne de Russie 1812-1813.

Decoupee par M. Minard, Inspecteur Général des Ponts et Chaussées en retraite. Paris, le 20 Novembre 1869.

Les nombres d'hommes présents sont représentés par les hauteurs des zones colorées à raison d'un millimètre pour dix mille hommes; ils sont de plus écrits en lettres des zones. Le rouge désigne les hommes qui ont été en Russie, le noir ceux qui en sont sortis. Les renseignements qui ont servi à dresser la carte ont été puisés dans les ouvrages de M. M. Chéris, de Fénelon, de Chambray et le journal inédit de Jacob, pharmacien de l'Armée depuis le 28 Octobre. Pour mieux faire juger à l'œil la diminution de l'armée, j'ai supposé que les corps du Général Lecourbe et du Maréchal Davoust qui avaient été détachés sur Minsk et Mohilew et qui rejoignirent Czestochowa et Wlodek, avaient toujours marché avec l'armée.



## **ATHENS: IN THE GOLDEN AGE**

**50:510:303:01**

**T/TH 3:35 PM – 4:55 PM**

**Professor Jewell**

**GEN ED: HAC (Heritages and Civilizations)**

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Athens of the 5th century BCE is often held up as the birthplace of democracy. But was it? How did Athens gain this reputation, and how did Athenian democracy compare to other city-states in the Greek world from the same period and their forms of government, such as oligarchy, tyranny and monarchy? What was it like to be a citizen (a free male) in these city-states, or to be excluded from citizenship or its full rights (women, enslaved people, foreign residents)? This course will tackle these questions and more, offering a survey of Greek history (Athens, Sparta, and other, less famous city-states) from the Persian Wars down to the fall of the Thirty Tyrants at Athens in 403 BCE and its aftermath. The core of the class involves a historical role-playing game, called *Reacting to the Past*: students will be assigned roles to play, and in these roles, they will compose speeches, form alliances, make strategic decisions—and possibly change the course of history within the game. In addition to being assessed for their participation in, and preparation for, the game and their (written) speeches, students will complete: comments on weekly ancient source readings; a historical source paper on an aspect of one city-state; and a creative, analytical assignment which considers the legacy of classical Greece in the history of the American Republic up to today.

## **KINGS, QUEENS, AND IDEAS**

**50:510:321:01**

**T/Th 2:00 pm – 3:20 pm**

**Professor Mokhberi**

**GEN ED: HAC (Heritages and Civilizations)**

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This course provides a general overview of the dynamic changes in European ideas, politics, and culture during the 17<sup>th</sup> and 18<sup>th</sup> centuries. We will examine monarchies, such as France, Prussia, England, and Russia and the commercial and dynastic competitions that resulted in devastating wars. France under Louis XIV served as the model of strong kingship but critics of the French state abounded. Enlightenment intellectuals called Philosophes, challenged traditional institutions and called for reform, raising issues of religious tolerance and freedom from injustices that resonate today. Our class will have the fun opportunity to create its own eighteenth-century salon, in which students will debate the pressing issues of the day, such as freedom of speech, freedom of religion, immunization, women's rights, slavery, warfare, and other issues which continue to concern our world today.



**EUROPE AND THE WORLD:  
From Marco Polo to the “Thousand and One Nights”  
50:510:333:01  
T/TH 11:10 AM – 12:30 PM  
Professor Mokhberi  
GEN ED: GCM (Global Communities)**

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This course examines European interactions with people around the globe, including Asia, Africa, the Middle East, and the Americas. Students will learn about the writings of Marco Polo in the Middle Ages to the tales of the *Thousand and One Nights* in the early eighteenth century. The course traces European portrayals of foreigners in travel writings, descriptions of diplomatic visits, and various art forms. We will discuss European criticism of foreign customs and politics and investigate Europe’s fascination with the exotic, which often resulted in imitation and adoption of foreign habits and luxury goods, such as coffee, tea, tobacco, chocolate, cottons, and silks. The class will explore how Europeans imagined and reimagined distant places and used them as models for comparison.





## DEVELOPMENT OF UNITED STATES I

50:512:201:01

M/W 9:35 am – 10:55 am

Professor Bayker

GEN ED: USW (U.S. in the World)

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This course provides an introduction to American history from the colonial era to the Civil War and Reconstruction. We will examine key political, social, economic, and cultural developments of the period. Topics covered include interactions between Native Americans and Europeans, the experience of African Americans in slavery, the place of women in early American society, the political ideology of the American Revolution, and the sectional conflict that precipitated the Civil War. This is an introductory course and no prior knowledge of the subject is assumed or required.



## AMERICA'S BIRTHDAYS: THE HISTORY OF CELEBRATION AND MEMORY

50:512:304:01

M/W 3:45 pm – 5:05 pm

Professor Goodman

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This course explores how Americans have commemorated the nation's milestone birthdays, from the 1876 Centennial Exposition in Philadelphia to the Semiquincentennial events of 2026. The past is not static, but rather something societies continually reinterpret in the context of shifting economic, political, social, and cultural conditions. Students will reckon with the shifting meanings and modes of memory and gain hands-on public history experience that will help them better understand the stakes of America's "birthday" celebrations.



## THE CIVIL WAR

50:512:219:01 AND 50:512:319:01

M/W 2:05 pm – 3:25 pm

Professor Epstein

GEN ED: USW (U.S. in the World)

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The Civil War remains the bloodiest conflict in American history. In a nation of 32 million people, some 720,000 Americans lost their lives—in percentage terms, equivalent to more than 7 million today. In this course, we will begin by studying the emergence of the sectional crisis over slavery. Then we will turn to the war itself, covering not only the famous battles and leaders but also some of its lesser known aspects: how each government tried to pay for the war, how whole economies mobilized for war, how the two sides fought for foreign recognition, how the war changed women's roles, how African-Americans forced the pace of emancipation, and how the war affected Native Americans. Finally, we will examine the war's consequences, ranging from the destruction of slavery to the rapid industrialization of the US economy, as well as the post-war battle over the war's meaning. Readings will include a wide range of sources, and the course will help students to acquire vital skills—such as evaluating information and writing well—that Artificial Intelligence cannot perform.

Students may opt to take this course at either the 200-level or the 300-level. All students will listen to the same lectures and complete the same readings, but the major assignments will differ. Students at the 200-level will take two in-class exams and write one take-home paper, while students at the 300-level will take one in-class exam and write two take-home papers. This choice is being offered to enable students to take the course at a higher or a lower intensity, as they may prefer.

Both the 200- and 300-level sections of this course are approved for United States in the World (USW) Gen Ed credit.



## HISTORY OF U.S. ADVERTISING

50:512:280:01 AND 50:512:380:01  
T/TH 2:00 pm – 3:20 pm  
Professor Woloson

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This course is a survey of the history of advertising, marketing, and persuasion in the United States, spanning four centuries. We begin in the 18<sup>th</sup> century by talking about early forms of advertising, such as the classified advertisements found in newspapers and three-dimensional street signs for taverns and shops. As we shift into the 19<sup>th</sup> century, we discuss newly emerging forms of advertising and marketing, including large posters plastered to public walls, signs painted on storefronts, roving peddlers, and promotional give-aways. As we move in the 20<sup>th</sup> century we will talk about the creation of celebrity endorsements, how advertising was used to promote the American efforts during the two World Wars, and the rise of the field of consumer psychology. Bringing advertising up to the present, we will cover the newest forms of advertising and marketing, from early internet pop-up ads to today's influencers.

Because the course considers advertising in a broad context, we will also talk about persuasion and promotion, discussing the advent of professional ad agencies, public relations (PR) firms, and propaganda. We will also cover the technologies of advertising, including printing, broadcasting, and the internet.

This course is offered at two levels: 50:512:280 and 50:512:380. All students must do all of the readings and attend all of the classes. Students on the 50:512:280 track will be evaluated on short assignments, quizzes, and exams. Students on the 50:512:380 track will be evaluated on short essays and a longer research paper.



**AFRICAN-AMERICAN  
HISTORY II**  
50:512:204:01  
M/W 12:30 pm – 1:50 pm  
Professor Boyd  
GEN ED: DIV (Diversity)

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This course provides an overview of the major events and developments in African American history from 1877 to the present. Starting with Reconstruction, the course traces African Americans' quest for freedom through the Jim Crow Era, World War I, 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 Civil Rights Movement, the Black Power Movement, 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.



## 20<sup>TH</sup> CENTURY U.S. MILITARY HISTORY

50:512:281:01 and 50:512:376:01

M/W 12:30 pm – 1:50 pm

GEN ED: USW (U.S. in the World), WRI (Writing Intensive- 50:512:376 only)

Professor Epstein

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Cuba, World War I, World War II, Vietnam, Iraq, Afghanistan: War has been central to modern US history. Even when the United States is nominally at peace, its military power reaches across the globe. There was not a single year in the 20<sup>th</sup> century that the United States did not have forces fighting or stationed overseas. Why did war become so important to the United States? How has the growth of US military power affected its position in the world? This course attempts to answer those questions. It begins with the United States' first major overseas conflict, the Spanish-American War of 1898, and continues through the recent wars in Iraq and Afghanistan. We will study battles and generals, as well as the evolution of military institutions, labor markets, doctrine, technology, finance, logistics, and culture. Throughout, we will explore the relationship between Americans and their military in war and peace. Readings will include a wide range of sources, and the course will help students to acquire vital skills—such as evaluating information and writing well—that Artificial Intelligence cannot perform.

Students may opt to take this course at either the 200-level or the 300-level. All students will listen to the same lectures and complete the same readings, but the major assignments will differ. Students at the 200-level will take two in-class exams and write one take-home paper, while students at the 300-level will take one in-class exam and write two take-home papers. This choice is being offered to enable students to take the course at a higher or a lower intensity, as they may prefer.

The 300-level section of this course qualifies for “US in the World” (USW) and “Writing Intensive” (WRI) General Education credit. The 200-level section qualifies for USW credit.

## ACTIVISM AND PROTEST IN U.S. HISTORY

50:512:341:90

Online - Asynchronous

Professor Bayker

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This course provides an overview of social movements and the history of collective action in the United States since the 19<sup>th</sup> century. What sets off collective action? What moves people to get involved in protests? What tactics have activists used to bring attention to their causes and to create change? How do historians measure the success or failure of social movements? We analyze why collective, non-violent action has dominated the historical memory of activism in the United States and learn how protests have impacted American society.



**LATIN AMERICA II**  
**50:516:212:91 – hybrid**  
**M/W 2:05 pm – 3:25 pm**  
**Professor Thomas**  
**GEN ED: GCM (Global Communities)**

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**Note: This course is hybrid. Students will view weekly recorded lectures in advance of our one in-person class meeting each week, on Wednesdays from 2:05-3:25.**

This course traces the history of Latin America from the 19<sup>th</sup> to the 21<sup>st</sup> centuries, beginning with how the legacies of Spanish and Portuguese colonialism shaped the region's new independent republics. We will examine the ways major historical issues and events played out across the twenty-plus nations of Latin America, including wars for independence; political culture and nation-building after independence; “boom and bust” cycles of the developing economy; economic and political relationships with foreign nations (especially the U.S.); labor struggles and populist leaders; the Cold War and leftist revolutions; political violence and dictatorship; and the massive changes wrought by urbanization and migration in the late 20<sup>th</sup> century. By the end of the course, you will have gained an understanding not only of *what* happened in Latin America, but also an understanding of *why* this history developed the way it did—and *how* historians piece together their analysis through the interpretation of documents and other historical sources.

## SAMURAI JAPAN

50:516:233:01

T/TH 3:45 pm – 4:55 pm

Professor Kapur

GEN ED: HAC (Heritages and Civilizations)

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In this course we will examine the history of Japan from the earliest times up to the Meiji Restoration in 1868, including the rise of the samurai class, the emergence of the imperial state, and the development of traditional Japanese culture, including religion, literature, and the arts. Along the way, we will consider the extent to which myths and legends about the samurai are true or false, as well as the role played by women in the making of Japanese culture.





# GRADUATE COURSES

## READINGS IN EARLY AMERICA TO 1763-1820

56:512:505:01

W 6:00 pm – 8:50 pm

Professor Shankman

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Readings in North American/U.S. History 1763-1820 explores the principal economic, social, cultural, and political developments of the American Revolutionary era and the early national period. The course examines the imperial crisis and movement for independence and the implications of creating a new U.S. constitutional republic for all those living on the North American continent.

## READINGS IN U.S.: 1945 - PRESENT

56:512:508:01

TH 2:00 pm – 4:50 pm

Professor Goodman

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This course is designed to acquaint graduate students with rich, innovative scholarship in recent U.S. history. Readings will examine the transformation of the United States since World War II, focusing on the era's political cultures, economic developments, and movements for social and cultural change.



## **GENDER IN HISTORY AND THEORY**

**56:512:523:01**

**T 6:00 pm – 8:50 pm**

**Professor Jewell**

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The history of gender has come a long way since it first emerged through the field of women's history in the mid-twentieth century alongside the Second Wave Feminist movements of the 1960s and 1970s. From women's history to the new frontier of transgender history, this course traces the development of gender as a category of historical study, and how its direction was shaped by certain theoretical and methodological debates both within and outside the discipline of history. After initially examining the gendered nature of historical practice itself, in the first half of the course we will explore the emergence of women's history—from ancient history to US history—and how this eventually transformed into gender history, including feminist histories, the history of masculinity, as well as the introduction of deconstructionist and performance theories, and the critiques of these new perspectives. The second half of the course will then examine specific intersections between gender history and other categories of history, including race, labor and technology, the body, sexuality, health, colonialism, as well as both regionally specific and global histories. Students will complete in-depth readings (monographs and/or articles) for each weekly topic, actively contribute to class discussion, co-facilitate one discussion, and write both book reviews and a short methodological review essay relevant to their own research interests.

## **THE CRAFT OF HISTORY**

**56:512:550:01**

**M 6:00 pm – 8:50 pm**

**Professor Thomas**

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The Craft of History is unique in the master's program at Rutgers University—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. We begin by studying with the development of historiographical frameworks in the field in the late 19<sup>th</sup> and early 20<sup>th</sup> century, then turn our attention to a progression of thematic and theoretical approaches, including histories of gender, race, colonialism and postcolonialism, and the environment. Throughout the semester, we consider a variety of methodological issues and tools, including the use of various time and spatial scales and how the selection of different types of sources shapes analysis. The course provides a foundation for the remainder of the graduate program and will help students hone their analytical skills through reading, structured notetaking, class discussion, and paper-writing.

## **READINGS IN 20<sup>TH</sup> CENTURY GLOBAL HISTORY**

**56:512:558:01**

**W 12:30 pm – 3:10 pm**

**Professor Marker**

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This graduate readings course explores the major forces that shaped world history in the twentieth century. We will focus on changing configurations of world order from the latter stages of the era of high imperialism in the early 1900s through to the end of the Cold War and the aftermaths of 9/11. We will also consider how historians and other social scientists have theorized, conceptualized, and periodized the twentieth century, variously known as “the American century,” the “long twentieth century,” the “short twentieth century,” and “the age of extremes.” Students can take the course as a standalone readings course or continue on with the research seminar in the spring.

## **MATERIAL CULTURE IN AMERICA**

**56:512:588:01**

**TH 6:00 pm – 8:50 pm**

**Professor Woloson**

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In this course, we will take a closer look at the physical world that surrounds us, studying things that seem, by turns, trivial and significant, whether George Washington’s false teeth, beaded pillows from Niagara Falls, or limited-edition Beanie Babies. What kinds of interpretive lenses should we use when trying to understand material artifacts as primary source evidence, and what can we learn from examining objects over time and their place in our society today?

We will place American material culture in a broader historical context, discussing the role of objects in the history of cultural, economic, and political life. And we will also talk about the intersection of material culture and capitalism, including the nature of commodities and the impact of commodity culture. In addition, we will explore and develop innovative frameworks that will help us better understand material culture today.

Reading assignments will consist of case studies underpinned by relevant theories. Topics will include, among other things: trash, garbage, and reuse; souvenirs and nostalgia; the nature of value; rituals of collecting; objects and identity creation; kitsch, taste, and culture; hoarding and asceticism; and commodification.

Students will have the opportunity to design their own semester-long major project, centered on some aspect of material/commodity culture. This might include, for example, crafting an article-length work of original research, revisiting your previous scholarship to include a substantial material culture component, writing an extensive literature review, or curating an exhibition.

Course Information	Thematic	Geographic
<b>WHAT IS HISTORY</b> 50:509:101:01 Professor Kapur	Business, Finance, & Economics Culture, Literature, & Art Empires, Imperialism, & Colonialism Gender, Sexuality, & Society International Relations and Global Affairs Law, Politics, & Government Religion, Philosophy, & Ideas War, Peace, & Diplomacy World Cultures & Civilizations Public & Professional History	Europe & Its Empires United States Global History
<b>ATHENS IN THE GOLDEN AGE</b> 50:510:303:01 Professor Jewell	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
<b>KINGS, QUEENS, AND IDEAS</b> 50:510:321:01 Professor Mokhberi	Culture, Literature, & Art Empires, Imperialism, & Colonialism Gender, Sexuality, & Society International Relations and Global Affairs Business, Finance, & Economics Culture Literature, & Art	Europe
<b>EUROPE AND THE WORLD</b> 50:510:333:01 Professor Jewell	Culture, Literature, & Art Empires, Imperialism, & Colonialism Gender, Sexuality, & Society International Relations and Global Affairs Law, Politics, & Government Religion, Philosophy, & Ideas World Cultures & Civilizations Gender, Sexuality & Society	Global History Europe and Its Empires
<b>DEVELOPMENT OF US I</b> 50:512:201:01 Professor Bayker	Business, Finance, & Economics Gender, Sexuality, & Society Law, Politics, & Government Public & Professional History War, Peace, & Diplomacy Religion, Philosophy & Ideas	United States
<b>WOMEN IN AMERICAN HISTORY</b> 50:512:220:01 Professor Bayker	Business, Finance, & Economics Culture, Literature, & Art Gender, Sexuality, & Society Law, Politics, & Government Religion, Philosophy, & Ideas Science, Technology, & Medicine	United States
<b>AMERICA'S BIRTHDAYS: THE HISTORY OF CELEBRATION AND MEMORY</b> 50:512:304:01 Professor Goodman	Business, Finance, & Economics Law, Politics, & Government Public & Professional History Race, Ethnicity & immigration War, Religion, Philosophy, & Ideas	United States
<b>THE CIVIL WAR</b> 50:512:281:01/50:512:319:01 Professor Epstein	Business, Finance, & Economics; Culture, Literature, & Art; Gender, Sexuality, & Society; Law, Politics, & Government; Public & Professional History	United States

Course Information	Thematic	Geographic
<b>AFRICAN AMERICAN HISTORY II</b> <b>50:512:204:01</b> <b>Professor Boyd</b>	Business, Finance, & Economics; Culture, Literature, & Art; Gender, Sexuality, & Society; Law, Politics, & Government; Public & Professional History Race	United States
<b>LATIN AMERICA II</b> <b>50:516:212:91</b> <b>Professor Thomas</b>	Business, Finance, & Economics; Culture, Literature, & Art; Gender, Sexuality, & Society; Law, Politics, & Government; Public & Professional History Race, Ethnicity & immigration	Latin America & the Caribbean Global
<b>SAMURAI JAPAN</b> <b>50:516:233:01</b> <b>Professor Kapur</b>	Business, Finance, & Economics Imperialism, & Colonialism Law, Politics, & Government Public & Professional History Race, Ethnicity & immigration War, Peace, & Diplomacy	China, Japan, & Asia

## Undergraduate Courses

Course Number	Course Index	Course Name	Time	Instructor
50:509:101:01	21309	What is History?	T/TH 11:10 am – 12:30 pm	Professor Kapur
50:510:303:01	21310	Athens in the Golden Age	T/TH 3:35 pm – 4:55 pm	Professor Jewell
50:510:321:01	21286	Kings, Queens, and Ideas	T/TH 2:00 pm – 3:00 pm	Professor Mokhberi
50:510:333:01	21287	Europe and the World	T/TH 11:10 am – 12:30 pm	Professor Mokhberi
50:512:201:01	21289	Development of US I	M/W 9:35 am – 10:55 am	Professor Bayker
50:512:204:01	21295	African American History II	M/W 12:30 pm – 1:50 pm	Professor Boyd
50:512:304:01	21311	America's Birthdays: The History of Celebration and Memory	M/W 3:45 pm – 5:05 pm	Professor Goodman
50:512:281:01/ 50:512:319:01	21294	The Civil War	M/W 12:05 pm – 3:25 pm	Professor Epstein
50:512:280:01	21293	History of US Advertising	T/TH 2:00 pm – 3:20 pm	Professor Woloson
50:512:276:01/ 50:512:376:01	21291	20 <sup>th</sup> Century US Military History	M/W 12:30 pm – 1:50 pm	Professor Epstein
50:512:341:90	21313	Activism and Protest in US History	Online/Asynchronous	Professor Bayker
50:516:212:91	21314	Latin America II	M/W 2:05 pm – 3:35 pm	Professor Thomas
50:516:233:01	21301	Samurai Japan	T/TH 3:35 pm – 4:55 pm	Professor Kapur

## Graduate Courses

56:512:505:40	21315	Readings in Early America – 1763 to 1820	W 6:00 pm – 8:50 pm	Professor Shankman
56:512:508:01	21304	Readings in US: 1945 – present	TH 2:00 pm – 4:55 pm	Professor Goodman
56:512:523:40	21319	Gender in History and Theory	T 6:00 pm – 8:50 pm	Professor Jewell
56:512:550:40	21316	The Craft of History	M 6:00 pm – 8:50 pm	Professor Thomas
56:512:558:01	21317	Readings in 20 <sup>th</sup> Century Global History	W 12:30 pm – 3:20 pm	Professor Marker
56:512:588:40	21318	Material Culture in America	TH 6:00 pm – 8:50 pm	Professor Woloson