

# Department of History

# COURSE GUIDE FALL 2026

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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**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 pages 22-23 of this Course Guide for a list of Fall 2026 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

M/W 2:05 pm – 3:25 pm

Professor Thomas

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

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 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**

**50:510:101:01**

**M/W 12:30 pm – 1:50 pm**

**Professor Jewell**

**GEN ED: GCM (GLOBAL COMMUNITIES)**

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 politics 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.

## **IMPERIALISM**

**50:510:265:01**

**M/W 2:05 PM – 3:25 PM**

**Professor Marker**

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

From iconic children’s tales like *Tarzan* and German-style beer made in China to English-speaking call centers outsourced to India, the residues of European imperialism are all around us. This course explores the political, economic, and cultural dimensions of European imperial expansion and colonial rule from the mid-nineteenth century to the 1960s. Using narrative histories, historical documents, fiction, and film, we will consider imperialism’s impact on Europeans and European society; African, Indian, and East Asian experiences and critiques of colonial and imperial power; the forces that ultimately led to the collapse of European empires; and the afterlives of imperialism in our globalized world. Pending course description

## **ROME OF THE FIRST CAESAR**

**50:510:304:01**

**M/W 3:45 PM – 5:05 PM**

**Professor Jewell**

At the Battle of Actium in 31 BCE, Gaius Octavius, better known as Augustus, the first emperor, finally conquered the last of the Greeks—and the Romans as well. This course explores the rise of Rome and its empire in the provinces on either side of this watershed moment. From the emergence of Rome as a Mediterranean power in the late 200s BCE with the defeat of the Carthaginian empire, down to the early principate of the Roman emperors, students will study the major political and military developments in Roman imperialism in this course. Depending on course enrolment numbers, the class will also feature a 3-week role-playing game focused on a political crisis during the Roman Republic. In addition to this, students will discuss the impact of Roman rule on social, religious, economic and legal developments throughout Europe, Northern Africa, and the Near East, as well as interactions with regions beyond Roman control (e.g. India). Special consideration will be paid to how life differed for people in the empire according to their region and place (e.g. urban vs rural), local pre-Roman culture, social and legal status (e.g. enslaved, free or freed), religion, gender and other factors.

**MARIA ANTOINETTE AND HER  
WORLD: A HISTORY OF QUEENS AND  
MISTRESSES**

**50:510:320:01 Cross listed W/50:443:390:01,  
50:420:391:01**

**T/TH 11:20 AM – 12:30 PM**

**Professor Mokhberi**

**GEN ED: GCM (Global Communities), G (Global Studies)**

This course focuses on the life and legacy of Queen Marie Antoinette of France. Students will learn about the powerful queens and mistresses prior to Marie and examine the way formidable women throughout the world projected their authority through art, fashion, music, dance, and theater. The class then traces the life of Marie Antoinette from her arrival at the palace of Versailles to her journey to the Guillotine. The Queen became an object of criticism that reflected the anxieties about the roles of women and men in society and the politics of gender during the French Revolution. Students will examine depictions of the Queen, including lampoons and pornography that vilified her. The myths around Marie Antoinette will anchor a debate about the place of women and other marginalized groups in the past and today.



## DEVELOPMENT OF UNITED STATES I

50:512:201:01

T/TH 9:35 am – 10:55 am

Professor Bayker

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

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.



## WOMEN IN AMERICAN HISTORY

50:512:220:01 Cross listed W/50:443:222:01

M/W 9:35 AM – 10:55 AM

Professor Bayker

GEN ED: USW (United States World)



This course explores the history of women and gender in America from the colonial era to the twenty-first century with a focus on three key themes: labor, political participation, and the regulation of sexuality and reproductive rights. We will examine the everyday lives of women and trace the shifting cultural ideas about womanhood and manhood while paying special attention to the people who defied the gendered expectations of their era.

## SPORT IN AMERICAN HISTORY

50:512:275:01

ONLINE

Professor Bayker

Discover how American history was written on the field. This course explores the pivotal role of sports in shaping U.S. culture, politics, and society. Move beyond the stadium to understand how athletics have historically defined American citizenship, challenged social boundaries, and influenced our collective identity.



**CONSUMER CULTURE**  
**50:512:303:01**  
**T/TH 2:00 PM – 3:20 PM**  
**Professor Woloson**

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 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.



## **BLACK CAMDEN**

**50:512:307:01**

**CROSS LISTED W/ 50:014:381:01**

**T/TH 11:10 AM – 12:30 PM**

**Professor Boyd**

This course examines the urban Black experience from a historical perspective, centering on Camden, New Jersey. The course begins by providing students with a brief overview of urban history in the United States and Camden and then proceeds to examine several themes throughout the semester that relate to the urban Black experience. Themes include Cultural and Social Life; Entrepreneurship and Cooperative Endeavors; Community Activism; Health and Wellness; and Reclaiming Space and Creating Beauty. These topics will be explored from a historical perspective; however, we will also make connections to the present. We will meet weekly to discuss the assigned readings and also hear from guest speakers. Students will also conduct research throughout the semester, and volunteer with community history initiatives. This course has been designated by the General Education Committee as an Engaged Civic Learning (ECL) course and fulfills the “Cross-Cutting” course requirement for graduation. As an ECL course, students will directly apply course concepts in real-world settings.

## US IN THE GILDED AGE AND PROGRESSIVE ERA

50:512:325:01

M/W 12:30 PM – 1:50 PM

Professor Epstein

GEN ED: USW (United States in the World), (WRI) Writing Intensive

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.

The class is designed to be accessible to both majors and non-majors. It meets the "United States in the World" (USW) General Education requirement and the Writing (WRI) graduation requirement.

## THE UNITED STATES IN THE WORLD, 1776-1914

50:512:387:01

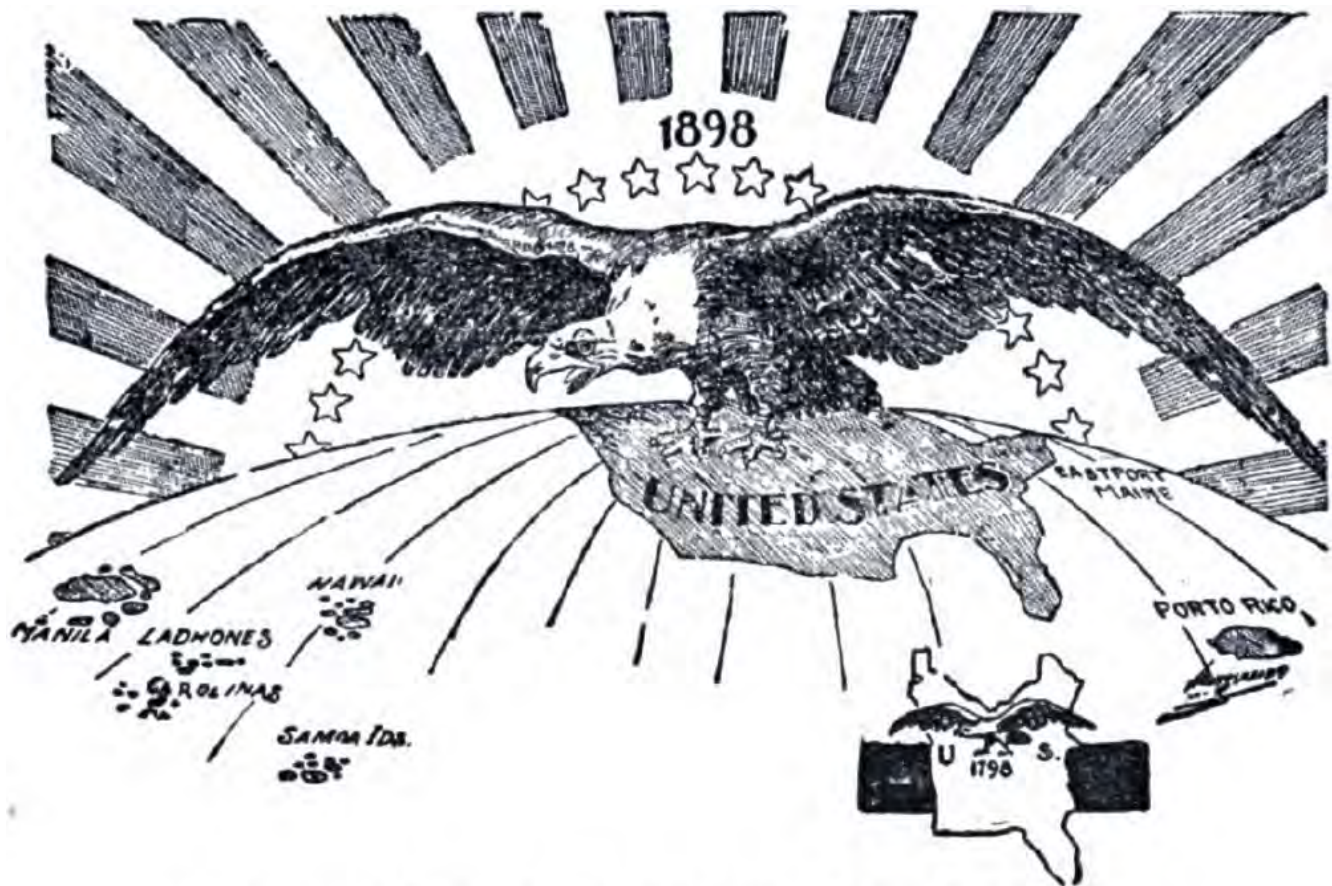
M/W 3:45 PM – 5:05 PM

Professor Epstein

GEN ED: USW (United States in the World), WRI (Writing Intensive)

When the thirteen colonies declared independence from Great Britain in 1776, they saw their new nation as a beacon of liberty in a world of oppressive European empires. But over the course of the next century, the United States itself became an empire—first continental, then global. Then as now, the growing assertiveness of the United States in the world occasioned debate: while some Americans welcomed it, others saw it as a betrayal of the nation's revolutionary legacy. Was the United States a new kind of empire—an “empire of liberty,” in Thomas Jefferson’s famous phrase—or did becoming an empire make it impossible to remain the land of liberty? This course will examine those questions and others. We will begin by studying English ideas about foreign policy that colonial Americans incorporated into their own thinking. Next, we will look at the expansion of the United States across the continent, as well as the place of the United States in the global economy. The foreign relations of the Confederacy and the Union during the Civil War will also be a focus. In the last part of the course, we will consider how industrialization and the first era of globalization affected the place of the United States in the world.

The class is designed to be accessible to both majors and non-majors. It meets the “United States in the World” (USW) General Education requirement and the Writing (WRI) graduation requirement.



## JAPAN IN THE ERA OF SAMURAI

50:516:341:01

T/TH 2:00 PM – 3:20 PM Professor Kapur

GEN ED: HAC (Heritage and Civilizations)

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.



This course falls under the following History concentrations: Business, Finance, & Economics; Culture, Literature, & Art; Gender, Sexuality, & Society; Law, Politics, & Government; Religion, Philosophy, & Ideas; War, Peace, & Diplomacy; World Cultures & Civilizations; China, Japan, & Asia

## MODERN CHINA

50:516:346:01

T/TH 3:35 PM – 4:55 PM

Professor Kapur

This course will examine the history of China and the Chinese people from the collapse of the Ming Dynasty to the present time, including political, social, economic, and cultural developments. We will examine the rise of the Manchu Qing Dynasty, the partition of China into “spheres of influence” following the Opium War, the nationalist and communist revolutions of the 20th century, the disasters of Maoist rule, and China’s recent reemergence as an economic powerhouse while still facing many pressing social issues.

This course falls under the following History concentrations: Business, Finance, & Economics; Culture, Literature, & Art; Empires, Imperialism, & Colonialism; Gender, Sexuality, & Society; International Relations and Global Affairs; Law, Politics, & Government; Race, Ethnicity, & Immigration; Religion, Philosophy, & Ideas; Science, Technology, & Medicine; War, Peace, & Diplomacy; World Cultures & Civilizations; China, Japan, & Asia.



# Graduate Courses

## ISSUE IN PUBLIC HISTORY

56:512:531:01

TH 2:00 PM – 4:55 PM

Professor Goodman

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 1877 TO PRESENT

56:512:542:40

W 6:00 PM – 8:50 PM

Professor Boyd

This course provides a survey of the primary themes and issues in African American history since 1877.

## THE CRAFT OF HISTORY

56:512:550:01

M 2:00 PM – 4:55 PM

Professor Marker

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

## READINGS IN MIGRATION AND TRANSNATIONALISM

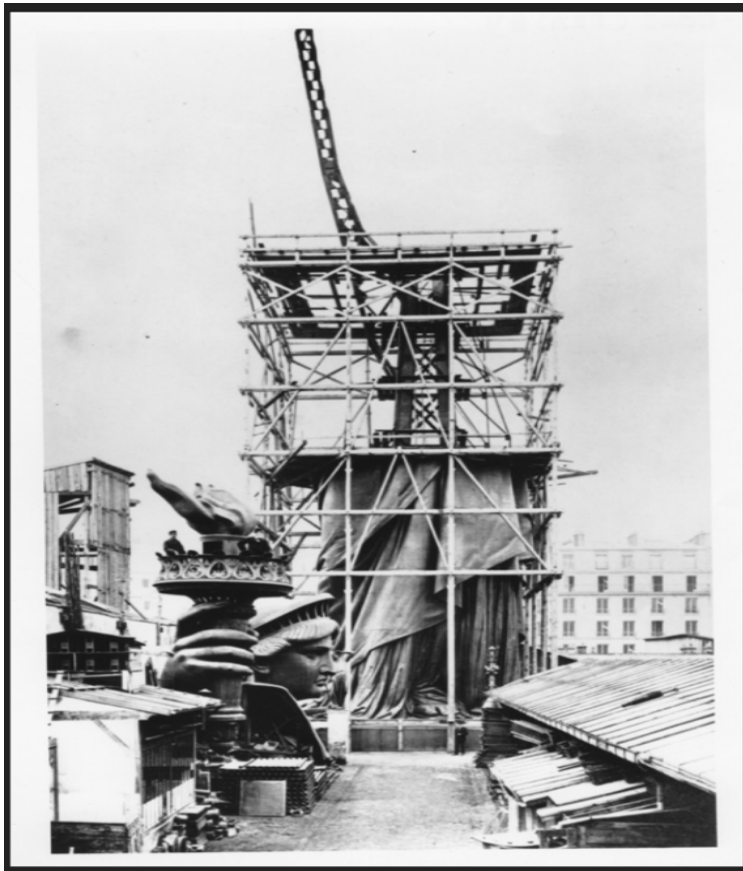
56:512:551:40

T 6:00 pm – 8:50 pm

Professor Thomas

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 to the U.S. 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 and up to the present.



*Statue of Liberty under construction in Paris, 1886*

## **READINGS EARLY MODERN ENGLAND**

**56:512:556:40**

**TH 6:00 pm – 8:50 pm**

**Professor Shankman**

This course provides an extensive introduction to the primary political, religious, legal, constitutional, cultural, social, and economic developments of England/Britain from the sixteenth century through the mid-eighteenth century. Principal issues addressed are, competing political and constitutional theories of government, the idea of the rule of law, the emergence of a modern fiscal state, and the close connections between those things and religious conflicts.

## **RESEARCH COLLOQUIUM IN EARLY MODERN WORLD**

**56:512:560:01**

**T 2:00 PM – 4:55 PM**

**Professor Mokhberi**

This course is an intensive research seminar for graduate students focusing on the early modern world, including Europe, North America, and global connections. Students must have completed at least one of the following courses: Readings in Early Modern Europe, Readings in Global History I, England in the Age of Shakespeare (graduate student version), Readings in Colonial North America, Readings in Revolutionary Era North America, or another approved Readings course in order to enroll. This is an intensive collaborative research seminar designed to help students produce original work.

## **INTERNSHIP IN PUBLIC HISTORY**

**56:512:699:01**

**M 2:00 PM – 4:55 PM**

**Professor Woloson**

Supervised work experience in a public history institution, involving hands-on projects over one semester or a summer.

Course Information	Thematic	Geographic
<b>WHAT IS HISTORY</b> 50:509:101:01 Professor Thomas	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>Western Civilization I</b> 50:510:101:01 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	Global History
<b>Imperialism</b> 50:510:265:01 Professor Marker	Culture, Literature, & Art Empires, Imperialism, & Colonialism Gender, Sexuality, & Society International Relations and Global Affairs Business, Finance, & Economics Culture Literature, & Art	Europe
<b>Rome of the First Caesar</b> 50:510:304:01 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,	Europe and Its Empires
<b>Maria Antoinette: Women in the Age of the French Revolution</b> 50:510:320:01 Professor Mokhberi	Business, Finance, & Economics Gender, Sexuality, & Society Law, Politics, & Government Public & Professional History War, Peace, & Diplomacy, Religion Philosophy & Ideas	Europe
<b>Development of US I</b> 50:510:201:01 Professor Bayker	Business, Finance, & Economics Culture, Literature, & Art Gender, Sexuality, & Society Law, Politics, & Government Religion, Philosophy, & Ideas Science, Technology, & Medicine	United States
<b>Women in American History</b> 50:512:220:01 Professor Bayker	Business, Finance, & Economics Law, Politics, & Government Public & Professional History Race, Ethnicity & immigration War, Religion, Philosophy, & Ideas	United States

<b>Sport History</b> <b>50:512:275:01</b> <b>Professor Bayker</b>	Business, Finance, & Economics Law, Politics, & Government Public & Professional History Race, Religion, Philosophy, & Ideas	United States
<b>Consumer Culture</b> <b>50:512:303:01</b> <b>Professor Wolson</b>	Business, Finance, & Economics Law, Politics, & Government Public & Professional History Race, Religion, Philosophy, & Ideas	United States
<b>Black Camden</b> <b>50:512:307:01</b> <b>Professor Boyd</b>	Business, Finance, & Economics; Literature, & Art; Gender, Sexuality, & Society; Law, Politics, & Government; Public & Professional History Race	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 Empires, Imperialism, & Colonialism Gender, Sexuality, Politics, & Government Religion, Philosophy, & Ideas Science, Technology, & Medicine World Cultures & Civilizations	United States
<b>US in the World, 1776-1914</b> <b>50:512:387:01</b> <b>Professor Epstein</b>	Business, Finance, & Economics Culture, Literature, & Art Empires, Imperialism, & Colonialism Gender, Sexuality, Politics, & Government Religion, Philosophy, & Ideas Science, Technology, & Medicine World Cultures & Civilizations	United States
<b>Japan in the ERA of the SAMURAI</b> <b>50:516:341:01</b> <b>Professor Kapur</b>	Business, Finance, & Economics; Culture, Literature & Art, Sexuality, & Society; Law, Politics, & Government ; Religion, Philosophy, & Ideas; War, Peace, & Diplomacy; World Cultures & Civilizations; China, Japan, & Asia	Japan, & Asia
<b>Modern China</b> <b>50:516:346:01</b> <b>Professor Kapur</b>	Business, Finance, & Economics; Culture, Literature & Art, Sexuality, & Society; Law, Politics, & Government ; Religion, Philosophy, & Ideas; War, Peace, & Diplomacy; World Cultures & Civilizations; China, Japan, & Asia	Japan, & Asia