

# Department of History

# COURSE GUIDE FALL 2021

Department of History

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

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

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

**And much more!**

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**Department Chair**  
**Director, Graduate and Undergraduate**  
**Internships•**

**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, II, and III (510:101, 510:102, 510:103) 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 9 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, and is waived for Spring, 2020-Spring, 2021.)

**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 Department Chair is Dr. Wendy Woloson, (856) 225-2711, the Undergraduate Program Coordinator is Dr. Richard Demirjian, (856) 225-6744, and the History Graduate Director is Dr. Andrew Shankman, (856) 225-6477. 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 or 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 2021 courses and the concentrations they fulfill)*

### **Thematic Concentrations**

Business, Finance, & Economics  
Culture, Literature, & Art  
Empires, Imperialism, & Colonialism  
Gender, Sexuality, & Society  
International Relations & Global Affairs  
Law, Politics, & Government  
Public & Professional History  
Race, Ethnicity, & Immigration  
Science, Technology, & Medicine  
Religion, Philosophy  
World Cultures & Civilizations

### **Geographic Concentrations**

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

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## **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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Most people think they already know what history is: it's whatever happened in the past—the names, dates, and events that fill textbooks and high school classes. But what actually happened in the past is not always clear. The past is the subject of intense conflicts—from “history wars” among academics and politicians to actual military confrontations between nations. History, then, is not about memorizing facts. It is about asking questions about the past, finding clues, sorting evidence, and piecing those clues and evidence together into compelling stories. Telling these stories forces us to make choices about what to put in and what to leave out; about main plots and subplots; about lead and supporting characters; and about how to connect the dots with our imaginations when information is lacking.

Does this mean history is fiction? Who gets to decide history—whose stories should we listen to and accept as true? How are ideas and practices of history different in different parts of the world? How do political struggles, in the United States and around the globe, shape the way people see the past and use it in their everyday lives? Can history predict or improve the future, and if not, what is history for? Must histories only be written in books, or can myths, movies, music, art, or fairy tales fulfill a similar purpose? This course will introduce you to various ways in which scholars and societies in different global contexts have approached the past. But above all, it will teach you new ways of thinking critically about the world you live in—its past, present, and future.

In pondering these and other questions about the nature of history and the past, we will draw upon examples from U.S., Latin American, European, and nonwestern history. We will develop our understanding of the actual practice of making history, including analyzing historical sources, and developing a historical narrative. We will ponder the fundamental nature of history at the intersections of science, art, and daily life. In addition, we will learn a variety of practical skills for conducting historical research and other kinds of research applicable to all majors and interests.

## **PUBLIC HISTORY PRACTICE**

**50:509:300:01**

**By Arrangement**

**Professor Mires**

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Get your hands on history: This is an individualized opportunity to gain knowledge of local and regional history while contributing to a public history project based at the Mid-Atlantic Regional Center for the Humanities (MARCH) at Rutgers-Camden. The options include historic house research and curatorship for the Cooper Street Historic District and research and digital publishing for The Encyclopedia of Greater Philadelphia. In addition to readings in local and regional history, students will be provided with training and ongoing supervision and feedback while working approximately six hours per week on-site on their selected projects (or remotely if the center is not open). 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.



## WESTERN CIVILIZATION I - Prehistory to Charlemagne

50:510:101:01

T/TH 9:35 am – 10:55 am

Professor Jewell

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

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This course explores the emergence and development of what has been called “Western Civilization,” from the prehistoric period down to the creation of the Holy Roman Empire under Charlemagne. Students will journey through much historical and geographical terrain, including the Mesopotamian world of Gilgamesh, the matriarchy of Çatalhöyük, the Mediterranean of Homer, Pericles’ Athens, Alexander the Great in Afghanistan, down to the rise (and fall) of the Roman, Byzantine and Islamic empires. Within this timeline, the course focuses on key themes, such as how different forms of knowledge, imperialism, religion, intercultural exchange and material culture have all contributed to our definition of Western Civilization—a concept itself which will be questioned in the course. Coursework includes attending lectures, active engagement in class activities, digital mapping tasks, museum object studies, short exams and short written source analyses.



## RENAISSANCE AND REFORMATION

50:510:315:01

T/TH 2:00 pm – 3:20 pm

Professor Mokhberi

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

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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 wide-reaching global material and cultural exchange and the impact of women and foreigners from around the world on Renaissance culture. Students will be expected to attend classes, participate in discussion of readings and films, and write several papers through the semester.





## HISTORY OF FRANCE: MIDDLE AGES TO 1715

50:510:320:01

T/TH 11:10 am – 12:30 pm

Professor Mokhberi

**GEN ED: GCM (Global Communities)**

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This course traces the rise of France from a fragmented kingdom in the Middle Ages to the most powerful state in Europe by the end of the seventeenth century. The class will learn about knights and their code of chivalry, the French Renaissance castles, the bloody Wars of Religion, demonic possession, ballet, the duel, and life at the palace of Versailles. The development of France happened through interactions with foreigners from Asia, Africa, and the Americas. Students will learn how France adopted practices from around the globe and came to be considered the beacon of culture and model of kingship in Europe. Students will be expected to attend classes, participate in discussion of readings and films, and write several papers on the course material.



## DEVELOPMENT OF US I

50:512:201:01

M/W 9:35 am – 10:55 am

Kim Martin

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

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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 most important political, economic, social, and cultural developments of the 17th-19th centuries, and observe how different groups of people shaped and were affected by such developments. Learning about the past involves a careful effort to understand the ideas and beliefs that motivated people to act in certain specific ways, within particular historical circumstances. Development of 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.





## **DEVELOPMENT OF UNITED STATES II**

**50:512:202:01**

**T/TH 11:10 am – 12:30 pm**

**Professor Demirjian**

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

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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.

## **AFRICAN-AMERICAN HISTORY I**

**50:512:203:01**

**T/TH 2:00 pm – 3:20 pm**

**Professor Boyd**

***GEN ED: DIV (Multicultural Diversity in the US), USW (US in the World)***

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This course provides an overview of the major events and developments in African American history from 1865 to the present. 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.

## AGE IN THE AMERICAN REVOLUTION ERA

50:512:305:01

M/W 2:05 pm – 3:25 pm

Professor Shankman

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In 1763 the British Empire reigned supreme in North America and the thirteen colonies were filled with people who were overjoyed to be British subjects of their new king George III. The colonists had just risked their lives and willingly spent a lot of money to help their fellow Britons defeat the French and kick them out of Canada. Everything pointed to a long relationship with Britain with the colonists happily remaining inside the British Empire. Instead, thirteen short years later the American colonists declared independence and again risked their lives, this time to fight the most powerful nation with the largest empire since ancient Rome.

History 305 explores how and why this unexpected and dramatic change occurred and what resulted because of it. In declaring independence, Americans denounced not just Britain but things British, especially monarchy and aristocracy and the inequality that they believed those forms of governance produced. Yet in overthrowing a king and declaring that they would elect their own rulers in a republic, American revolutionaries also undermined other forms of inequality, something many of them had not intended to do. After 1776 it became much harder to justify or defend economic inequality within the new United States. Many, including 600,000 enslaved people, asked if all men were created equal why should slavery survive the declaration of independence? And many women and some men wondered why it was only men who had been created equal? The American Revolution became a struggle not just to gain independence from Britain but also began a deep and powerful argument about what equality meant, who got to define it, and who got to decide who was equal and who was not. The arguments provoked by the American Revolution shaped the nation.

By looking closely at why the British Empire broke apart, the military challenges of fighting the revolution, the social conflicts that the American Revolution produced, and the framing and ratifying of the United States Constitution, this course will examine the American Revolutionary era and how it affected all peoples living in North America.



## COLD WAR CULTURE

50:512:339:01

T/TH 9:35 am – 10:55 am

Professor Demirjian

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In this seminar-style course, we will focus on the United States between 1941 and 1991, and the social and cultural changes wrought by atomic weapons and the threat of Communist expansion both abroad and at home. Such phenomena as television, suburbia, science fiction, rock and roll, the Civil Rights movement, and the counter-culture emerged during these years. Older forms of entertainment like movies and even the Olympics were redefined. We will examine and discuss films, television programs, and commercial ads from the period which serve as rich primary source documents about how Americans processed the changing and threatening new world around them.

There will be no exams in this course. Students will be evaluated upon two criteria: papers of varying lengths that address a host of assigned readings and films, and informed class performance.





## SPECIAL TOPICS IN AMERICAN HISTORY: THE HISTORY OF FAKE NEWS

50:512:380:01

M/W 9:35 am – 10:55 am

Professor Woloson

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Claims of "fake news" have become increasingly common in the internet era. While today we have easy access to unprecedented kinds of information that enable us to fact-check stories in almost real time, it is also a reality that news stories – both real and fake – can spread faster and more widely than ever before. But while the circulation of fake news might seem like a phenomenon unique to our time, it actually has a much longer history.

This course focuses on various kinds of false information circulated in America over time: hoaxes, conspiracy theories, advertising puffery, and propaganda. Learning about the much longer histories and broader contexts of fake news is a way to understand not only our current time but how we got here. The course is divided into two parts. In the first part, we will read a series of historical case studies to see how and why people spread fake news in different eras. We will read of newspaper editors who published stories about humans living on the moon in the 1830s, and of showmen getting rich by selling tickets to see a live mermaid in the 1850s. We will also read about how fake news helped foment excitement for the Revolutionary War, and how propaganda was similarly used to create home front solidarity during World War I and World War II. The second part of the semester will be devoted to studying the role of fake news in America today, including how it is created and spread, and how it shapes our society. Students will complete a series of short writing assignments in addition to working in small groups on collaborative projects.



## SPECIAL TOPICS IN AMERICAN HISTORY: ISSUES IN PUBLIC HISTORY

50:512:381:01

CROSS LISTED w/56:512:531:01, 56:350:594:01

T 6:00 pm – 8:50 pm

Professor Mires

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Controversies over historical monuments are raising awareness of the issues embedded in the processes of creating, communicating, and contesting public understanding of history. This seminar goes behind the scenes of public history settings such as museums, historic sites, and archives to delve into these dynamics. Through a series of case studies, we will discover how historical narratives are constructed and communicated within history-focused organizations, in public spaces, and in the digital realm. This course for undergraduates meets together with the graduate course Issues in Public History, with assignments adjusted as appropriate for each level.

Undergraduates will get to know the field by contributing to the annual Public History Year in Review (<https://phyearbook.wordpress.com/>) and will gain a realistic understanding of the career opportunities in public history. Undergraduates also will have options to fulfill assignments by visiting and writing about historic sites of choice.

## LATIN AMERICA I

50:516:211:01

M/W 2:05 pm – 3:25 pm

Instructor: TBD

GEN Ed: GCM (Global Communities)

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In this course we will trace the history of the vast region of Latin America – consisting of more than twenty separate nations today – over the course of more than 300 years, beginning around the time of Columbus's first voyage and ending with the era of the "wars of independence" in the early 1800s. We will explore how "Latin America" was born during the violent and confusing period of discovery and conquest; how contact among European settlers, native peoples, and enslaved Africans shaped social and political life in the Spanish and Portuguese colonies; how systems of labor as well as church and political institutions structured the lives of peoples in the region; and how political change and the "revolutionary moment" in the late 1700s resulted in the birth of more than twenty independent nations throughout the region by 1830. We will also explore, at the end of the course, how the colonial legacy continues to haunt Latin America even into the 21st 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 that history developed the way it did.



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1. *De español é india produce mestizo*

(Spaniard and Indian Produce a Mestizo)

## SAMURAI JAPAN

50:516:233:01

M/W 3:45 pm – 5:05 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.





## FROM SAMURAI TO ANIME

50:516:342:01

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

Cross listed w/50:480:391:01

Professor Kapur

*GEN Ed: GCM (Global Communities)*

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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, 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.



## INTERNSHIP IN PUBLIC HISTORY

50:512:475:01

By Arrangement

Professor Woloson

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

# HISTORY OF THE CARIBBEAN

50:516:350:01

T/TH 11:10 am – 12:30 pm

Professor Thomas

GEN Ed: GCM (Global Communities)

In 1491, the Caribbean was home to relatively small groups of indigenous peoples, some of them peaceful and some belligerent. By 1750, the indigenous peoples had been obliterated, and enslaved Africans ruled by European colonists were producing more wealth per acre and per capita (mostly in the form of sugar, called “white gold”) than in any other region in the world. Two hundred years after that, in the mid-20th century, the region was a mixture of island societies struggling to overcome colonial rule and independent nations being choked by violent dictatorships. Today, the Caribbean is culturally and historically vibrant but still struggles with the legacies of slavery, colonialism, and exploitative economies.

In this course, we will explore the history of the Caribbean region from the time of Columbus’s arrival in 1492 through the beginning of the twenty-first century. Focusing on political, economic, social, and cultural themes, we will examine the major developments in the Caribbean past: discovery and conquest, colonialism and revolution, slavery and emancipation, imperialism and revolution, migration and transnationalism. We will analyze documents and other historical sources written by and about the people who made the region’s history, including pirates, “maroons” (enslaved people who escaped and lived free), and a handful of revolutionaries who altered the course of regional and world events in three different centuries.

By the end of the semester, you will have developed a clear understanding not only of the events and issues that have shaped the history of the Caribbean, but also of why and how the history of this region has unfolded in its particular ways. This advanced history course is reading-intensive and there are four major writing assignments—but no exams!





# GRADUATE COURSES

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## **READINGS IN EARLY AMERICA, 1763 to 1820**

**56:512:505:01**

**W 6:00 pm – 8:50 pm**

**Professor Shankman**

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History 505 examines the principal economic, political, social, and cultural developments in British North America and the United States between 1760 and 1820.

## **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 as 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 theory (Judith Butler), and the critiques of this new perspective (Joan Scott). 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 a book review and a short methodological review essay relevant to their own research interests.

## **ISSUES IN PUBLIC HISTORY**

**56:512:531:01**

**T 6:00 pm – 8:50 pm**

**Professor Mires**

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Controversies over historical monuments are raising awareness of the issues embedded in the processes of creating, communicating, and contesting public understanding of history. This seminar goes behind the scenes of public history settings such as museums, historic sites, and archives to delve into these dynamics. Through a series of case studies, we will discover how historical narratives are constructed and communicated within history-focused organizations, in public spaces, and the digital realm. Students will expand professional networks by contributing to the annual Public History Year in Review (<https://phyearbook.wordpress.com/>); collaborate on a study of the job market for public history; and deepen their understanding of the field with a seminar paper connecting public history scholarship with professional practice. Students from all fields are welcome in this seminar.

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

**56:512:542:01**

**TH 6:00 pm – 8:50 pm**

**Professor Boyd**

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This course examines the principal themes and developments in African American History from the end of Reconstruction to the present.

## **THE CRAFT OF HISTORY**

**56:512:550:01**

**M 6:00 pm – 8:50 pm**

**Professor Marker**

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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, 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.

## **HISTORY PRACTICUM**

**56:512:587:01**

**By Arrangement**

**Professor Mires (or other appropriate faculty advisor)**

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In collaboration with an on-campus center engaged in public humanities, each student will devise and carry out a project that builds knowledge and skills needed for independent historical consulting. This is an individualized experience, by arrangement. Students who intend to enroll should contact Professor Mires or other appropriate faculty advisor to begin a discussion of project proposals.

## **INTERNSHIP IN PUBLIC HISTORY**

**56:512:699:01**

**By Arrangement**

**Professor Woloson**

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

Course Information	Thematic	Geographic
<b>PUBLIC HISTORY PRACTICE</b> <b>50:509:300:01</b> <b>BY ARRANGEMENT</b> <b>Professor Mires</b>	Public & Professional History Culture, Literature, & Art	United States History
<b>WESTERN CIVILIZATION I</b> <b>50:510:101:01</b> <b>Professor Jewell</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>THE RENAISSANCE AND THE REFORMATION</b> <b>50:510:315:01</b> <b>Professor Mokhberi</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 Empires Global History
<b>HISTORY OF FRANCE: MIDDLE AGES TO 1716</b> <b>50:510:3120:01</b> <b>Professor Mokhberi</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 Empires Global History
<b>DEVELOPMENT OF THE UNITED STATES I</b> <b>50:512:201:01</b> <b>Kim Martin</b>	Business, Finance, & Economics Empires, Imperialism, & Colonialism International Relations & Global Affairs Law, Politics, & Government Public & Professional History Race, Ethnicity, & Immigration Religion, Philosophy & Ideas War, Peace & Diplomacy	United States History Global History
<b>DEVELOPMENT OF THE UNITED STATES II</b> <b>50:512:202:01</b> <b>Professor Demirjian</b>	Business, Finance, & Economics Empires, Imperialism, & Colonialism International Relations & Global Affairs Law, Politics, & Government Public & Professional History Race, Ethnicity, & Immigration Religion, Philosophy & Ideas War, Peace & Diplomacy	Latin America & the Caribbean United States History Global History
<b>AFRICAN-AMERICAN HISTORY I</b> <b>50:512:203:01</b> <b>Professor Boyd</b>	Business, Finance, & Economics Culture, Literature, & Art Law, Politics, & Government Public & Professional History Race, Ethnicity, & Immigration Religion, Philosophy & Ideas World Cultures & Civilizations	United States History

<b>EARLY AMERICAN REPUBLIC</b> <b>50:512:305:01</b> <b>Professor Shankman</b>	Business, Finance, & Economics Culture, Literature, & Art Law, Politics, & Government Public & Professional History Race, Ethnicity, & Immigration Religion, Philosophy & Ideas	United States History
<b>COLD WAR CULTURE</b> <b>50:512:339:01</b> <b>Professor Demirjian</b>	Business, Finance, & Economics Culture, Literature, & Art Law, Politics, & Government Public & Professional History Race, Ethnicity, & Immigration Religion, Philosophy & Ideas	United States History Global History
<b>ST: THE HISTORY OF FAKE NEWS</b> <b>50:512:380:01</b> <b>Professor Woloson</b>	Business, Finance, & Economics Culture, Literature, & Art Law, Politics, & Government Public & Professional History Race, Ethnicity, & Immigration Religion, Philosophy & Ideas	United States History
<b>ISSUES IN PUBLIC HISTORY</b> <b>50:512:381:01</b> <b>Professor Mires</b>	Gender, Sexuality, & Society International Relations and Global Affairs Law, Politics, & Government Public & Professional History Science, Technology, & Medicine War, Peace, & Diplomacy	United States History
<b>LATIN AMERICA I</b> <b>56:516:211:01</b> <b>(Instructor TBD)</b>	Business, Finance, & Economics Culture, Literature, & Art Empire, Imperialism, & Colonialism International Relations and Global Affairs Law, Politics, & Government Race, Ethnicity, & Immigration Religion, Philosophy, & Ideas War, Peace, & Diplomacy	Latin America & the Caribbean Global History
<b>SAMURAI JAPAN</b> <b>56:516:233:01</b> <b>Professor Kapur</b>	Business, Finance, & Economics; Culture, Literature, & Art; Gender, Sexuality, & Society; Law, Politics, & Government; Religion, Philosophy, & Ideas; War, Peace, & Diplomacy; World Cultures & Civilization	China, Japan, & Asia
<b>FROM SAMURAI TO ANIME</b> <b>56:516:342:01</b> <b>Professor Kapur</b>	Business, Finance, & Economics; Culture, Literature, & Art; Empires, Imperialism, & Colonialism; Gender, Sexuality, & Society; International Relations and Global Affairs; Law, Politics, & Government; Race, Ethnicity, & Immigration; Science, Technology, & Medicine; War, Peace, & Diplomacy; World Cultures & Civilizations	China, Japan, & Asia; Global History
<b>THE HISTORY OF THE CARIBBEAN</b> <b>56:516:350:01</b> <b>Professor Thomas</b>	Business, Finance, & Economics; Culture, Literature, & Art; Empires, Imperialism, & Colonialism; Gender, Sexuality, & Society; International Relations and Global Affairs; Law, Politics, & Government; Race, Ethnicity, & Immigration; Science, Technology, & Medicine; War, Peace, & Diplomacy; World Cultures & Civilizations	Caribbean Global History



## Undergraduate Courses

Course Number	Course Index	Course Name	Time	Instructor
50:509:101:01	08587	History 101: What is History?	T/TH 3:35 pm – 4:55 pm	Professor Thomas
50:509:300:01	01941	Public History Practice	By Arrangement	Professor Mires
50:510:101:01	08588	Western Civilization I	T/TH 9:35 am – 10:55 am	Professor Jewell
50:510:315:01	08589	The Renaissance and the Reformation	T/TH 2:00 pm – 3:20 pm	Professor Mokhberi
50:510:320:01	08565	History of France: Middle Ages to 1715	T/TH 11:10 am – 12:30 pm	Professor Mokhberi
50:512:201:01	08591	Development of US I	M/W 9:35 am – 10:55 am	Kim Martin
50:512:202:01	01945	Development of US II	T/TH 11:10 am – 12:30 pm	Professor Demirjian
50:512:203:01	08246	African-American History I	T/TH 2:00 pm – 3:20 pm	Professor Boyd
50:512:305:01	08592	Early American Republic	M/W 2:05 pm – 3:25 pm	Professor Shankman
50:512:339:01	08593	Cold War Culture	T/TH 9:35 am – 10:55 am	Professor Demirjian
50:512:380:01	01951	The History of Fake News	M/W 9:35 am – 10:55 am	Professor Woloson
50:512:381:01	08594	Issues in Public History	T 6:00 pm – 8:50 pm	Professor Mires
50:512:475:01	01953	Internship in Public History	By Arrangement	Professor Woloson
50:516:211:01	23586	Latin America I	M/W 2:05 pm -3:25 pm	TBD
50:516:233:01	08597	Samurai Japan	M/W 3:45 pm – 5:05 pm	Professor Kapur
50:516:342:01	08579	Modern Japan: From Samurai to Anime	M/W 12:30 pm – 1:50 pm	Professor Kapur
50:516:350:01	08598	The Caribbean	T/TH 11:10 am – 12:30 pm	Professor Thomas

## Graduate Courses

56: 512:505:01	09574	Readings in Early American History	W 6:00 pm – 8:50 pm	Professor Shankman
56:512:523:01	09575	Gender in History and Theory	T 6:00 pm – 8:50 pm	Professor Jewell
56:512:531:01	08596	Issues in Public History	T 6:00 pm – 8:50 pm	Professor Mires
56:512:542:01	09576	Readings in African American History 1877 – Present	TH 6:00 pm – 8:50 pm	Professor Boyd
56:512:550:01	09577	The Craft of History	M 6:00 pm – 8:50 pm	Professor Marker
56:512:587:01	09578	History Practicum	By Arrangement	Professor Mires
56:512:699:01	02364	Internship in Public History	By Arrangement	Professor Woloson