

**Handbook**

**for**

**History**

**Majors**

*Clark University*

*2015—2016*



**Clark University  
950 Main Street  
Worcester, MA 01610**

**History Department  
Jefferson Academic Center  
Room 301**

**Telephone: 508-793-7288  
Fax Number: 508-793-8816  
[www.clarku.edu/History](http://www.clarku.edu/History)**

**Professor Wim Klooster  
Chair, History Department**

**Diane Fenner  
Department Assistant**

# Table of Contents

	Page
Why Study History .....	1
Requirements for the History Major.....	3
History Minor.....	5
History Advisors.....	5
Course Offerings.....	6
<i>U.S. History</i> .....	7
<i>European History</i> .....	8
<i>Global History</i> .....	10
Special Opportunities.....	12
<i>Directed Readings and Research Projects</i> .....	12
<i>History Honors Program</i> .....	12
<i>Accelerated Degree Program in History</i> .....	15
<i>Internships</i> .....	16
<i>American Antiquarian Society Seminar</i> .....	16
<i>Phi Alpha Theta, History Honor Society</i> .....	17
History Department Faculty.....	17
History Major Worksheet.....	27
History Minor Worksheet.....	29
Notes.....	30

# *Why Study History?*

If you were to ask every member of the History Department this question, you would likely receive a different answer from each:

- To understand the values and motives of political leaders, be they presidents or diplomats.
- To revisit the stories of “victims” and recast them as shapers of the past.
- To make sense of violent acts and hold perpetrators accountable.
- To find the historical meaning in a work of literature, a piece of art, or the mundane goods of everyday life.
- To explore the private lives and values of people in the past and chart their connections to more public concerns of race, class, and gender.

Taken together, we study politics, culture, and social relations. We ask questions about both war and identity, politicians and poets. We consider the history of individual nations and social groups, while following the movements of people and ideas across literal and metaphorical boundaries.

**Whatever your reason for studying history, we welcome the opportunity to work with you to develop the skills of our discipline: identifying and evaluating primary sources; framing a research question in conversation with the best relevant scholarship; building an interpretation of the past and synthesizing material into a convincing narrative.**

**Most important, we hope you will experience the intellectual excitement of combining curiosity, research, and well-informed imagination and that your study of the past will enrich your college experience while preparing you for the future.**

**The Handbook for History Majors offers an overview of departmental requirements and resources. While you can get this information electronically, we encourage you to use the Handbook. Historians love primary sources and this Handbook is intended to serve as a document to shape your program of study and to become an artifact of your development as a student: Write notes in the margins, keep track of requirements met, identify courses for the coming semesters and faculty to seek out. In short, make it your own historical document.**

# **REQUIREMENTS FOR THE UNDERGRADUATE HISTORY MAJOR**

All history majors must take ten history courses and two related non-history courses\* distributed as follows:

**1. All students majoring in History must take History 120 - Writing History. This course should be taken, if possible, before the junior year and before enrolling in a research seminar.**

Writing History has several important objectives:

- > to familiarize students with the nature and character of history as a discipline;
- > to introduce students to the art of historical detection and the rigors of historical research;
- > to remind students of the importance of good writing skills;
- > to teach students how to develop a sound research proposal of their own.

Writing History provides necessary preparation for your Capstone experience in the major, including the Department's honors program. This course is offered every semester.

*\*Please Note: Any course in which a student earns less than a C- will not count toward the major.*

**2. Five courses inside the student's area of specialization. Of these five courses, at least three must be at the 200 level and at least one must be a seminar or a proseminar.**

Students may select a geographic specialization in U.S., European or Global History; or students may instead choose, in consultation with their advisors, to define a thematic specialization that is comparative or transnational in its

approach. This is an opportunity for students to shape the History curriculum to serve their interests, to focus their studies, and to build upon the shared interests of faculty in different geographic/national fields. Thematic specializations supported by History Department offerings include, but are not limited to: literature and history, the history of women and gender, comparative colonialism, or the history of war and violence.

*Please note that your advisor must approve your specialization. In selecting your field of specialization be sure to think broadly and consult your advisor in advance. Remember your specialization is intended to help you plan your studies in a thoughtful way. It is not meant to be applied retroactively to a group of courses that only reveal their common theme after the fact.*

3. At least one course in each of the three geographic areas (U.S., European or Global). Two of these courses must be at the 200 level and one may count toward the students' area of specialization.

4. At least one course, either inside or outside the area of specialization, devoted primarily to the period before 1800. (All courses meeting this requirement are marked with an asterisk (\*) in the course listings.)

5. A capstone course during the senior year.

This requirement is intended to serve as the intellectual culmination of your undergraduate education. The capstone requirement cannot be met by any course used to meet conditions 1 through 4. It may be fulfilled through a directed readings course or research seminar in your area of specialization or by entering the honors program and writing an honors thesis.

A typical capstone paper is at least 15 pages in length and demonstrates the general liberal arts skills of clear writing and argumentation, as well as the following skills in historical research: 1) an understanding of the nature of historical evidence; 2) research skills in the use of primary and secondary sources; and 3) an understanding of historiography and how it shapes a specific research project.

6. Two courses outside history in fields related to the student's area of specialization. These courses must be approved by the student's history advisor in advance and must be taken after the student has declared herself/himself to be a History major.

*For your convenience, a work-sheet for the history major is included at the back of this handbook.*

## ***HISTORY MINOR***

Students who wish to obtain an undergraduate minor in history must meet the following requirements: a minimum of six history courses, at least three at the 200 level, and no more than four in any one geographical area. At least one of the six courses must be a seminar or a proseminar.

*For your convenience, a worksheet for the history minor is included at the back of this handbook.*

## ***HISTORY ADVISORS***

By the time you decide to major or minor in history, you will probably be familiar enough with the department to choose an advisor. You should approach a faculty member in or near your area of specialization. If you do not yet know the faculty members closest to your intended area of



specialization, or you are a transfer student, the Department Chair will be happy to assign an advisor to you.

Working closely together, the student and advisor can design a coherent sequence of courses moving from introductory to more advanced courses and choose an area of specialization related to the student's interests. They can make timely decisions regarding advanced research courses and possible enrollment in the departmental honors program. Be sure to fill out a Major Declaration Form (which you can download on the Registrar's web site) when you are ready to declare History as a major.

## ***HISTORY DEPARTMENT COURSES***

Undergraduate courses are of two types:

(1) Survey courses designed for first-year students and sophomores, numbered with two digits or 100-199, and  
(2) advanced courses numbered 200-299. The latter carry no prerequisite and are open to first-year students and sophomores as well as upper-class students without permission of the instructor, unless specifically noted. In case of doubt, students should consult their instructors. The term proseminar indicates courses of limited enrollment that combine reading, discussion, and written reports. The term seminar indicates a research course.

COPACE classes do not normally count toward the History Major or Minor. In addition, students planning to apply history courses from study abroad programs or other American colleges and universities toward their Clark History Major or Minor must seek the approval of the Department Chair in advance.

*The following courses that have an asterisk in front of them are devoted primarily to the period before 1800 and meet that course requirement for the history major.*

## **Course Offerings by Geographic Area**

### **U.S. History**

- \* 011 Survey of U.S. History to 1865
- 012 Survey of U.S. History Since 1865
- 016 Race and Ethnicity in American History
- 037 Nineteenth-Century America Through Women's  
Eyes/First-Year Intensive
- 039 At Home in 19<sup>th</sup> Century America/First-Year Intensive
- 044 Picking Up the Gun: A History of Violence in African  
American Social & Political Movements/First-Year  
Intensive
- 045 Reconsidering the Harlem Renaissance/First-Year  
Intensive
- 048 Baseball and American Society/First-Year Intensive
- 055 9/11 in Fact and Fiction/First-Year Intensive
- \* 112 African-American History to 1865
- 113 U.S. Urban History from Colonial to Modern Times
- 114 African-American History, 1865—Present
- 145 U.S. History through the Novel
- \* 201 Era of the American Revolution
- 202 The Early American Republic
- 203 U.S. Urban History/Seminar
- 204 Special Topics in U.S. History/Proseminar
- \* 210 Early American History/Seminar

- 211 American Consumer Culture/Seminar
- 213 Gender and the American City
- 214 The American Civil War
- 215 The Age of Lincoln/Proseminar
- 216 Special Topics in U.S. History
- 217 Reconstruction: America After the Civil War:  
1865-1877/Seminar
- 219 History of American Women
- 220 The Black Radical Tradition/Seminar
- 222 History of the American South
- 223 The Civil Rights Movement
- 225 Blacks & Reds: African Americans, Socialists, and  
Communists in the 20th Century
- 231 Origins of Modern America, 1877-1914/Proseminar
- 238 America, Russia & the Cold War 1917-1991
- 243 American Antiquarian Society Seminar in American  
Studies
- 245 U.S. Foreign Policy in the Middle East
- 250 Baseball in the Blackstone Valley
- 277 America's Founding Fathers: Memory and Meaning
- 284 Voices from American Slavery/Seminar
- 288 Exploring Public History/Seminar
- 291 Advanced Topics in International Relations/Seminar
- 293 African-American Political & Social Movements

## **European History**

- \* 040 The Witch Craze: Witch Hunts in Early Modern Europe,  
1450-1750/First-Year Intensive
- 042 Nazi Germany: Rise & Fall/First-Year Intensive
- \* 070 Introduction to European History I

- \* 071 Introduction to European History II Since 1600
  - 104 Introduction to Russian History
- \* 110 Early Modern Europe
  - 115 Authority and Democracy: The History of Modern Central Europe
  - 118 Revolutionary Europe, 1789-1918
  - 133 Women in Nazi-Occupied Europe
  - 142 Central Europe in the Nineteenth Century
  - 143 War and Peace: Central Europe: 1914-2003
- \* 152 Jews in Early Modern Europe and Colonial America
  - 153 Europe: Age of Extremes
  - 165 Nazi Germany and the Holocaust
  - 175 Holocaust: Agency & Action
  - 185 The Russian Revolution, 1890-1938
- \* 205 Renaissance and Reformation
  - 212 History of Sexuality
  - 218 London and Paris: the Making of the Modern City
  - 224 Russian Visual Culture
- \* 228 Early Modern Britain
  - 229 Women and Gender in Early Modern Europe
  - 232 Judaism and the Origins of Christianity
  - 234 Racial Thought and Body Politics in Modern Europe (1500-2000)/Seminar
  - 236 Gender, War and Genocide in 20th Century Europe/Seminar
  - 237 The Holocaust Perpetrators
  - 241 Jewish Popular Culture/Seminar
  - 251 Russian Literature and Philosophy/Seminar
- \* 252 The Holocaust Through Diaries and Letters/Seminar
  - 253 Twentieth-Century Europe

- 255 History of the Jews in Eastern Europe
- 256 The British Empire
- 260 Rescue and Resistance during the Holocaust/Seminar
- 261 Jewish Children in Nazi-Occupied Europe/Seminar
- 264 The European Mind, History & Theory, 1700-2000
- 265 Life and Death in the City/Seminar
- 266 Refugees
- 268 Special Topics: Advanced Topics in the Study of  
Genocide/Seminar
- 270 Modern Jewish Thought/Seminar
- 273 Life Under German Occupation/Seminar
- 276 Collective Memory and Mass Violence/Seminar
- 283 Eastern Europe Jewish Diaspora: Culture and  
Community in 20th Century U.S., USSR, and Israel
- 292 Yiddish Literature & the History of Jewish Secular  
Culture
- 294 A Culture of Dissent: Russian Radicalism in Historical  
Perspective/Seminar
- 295 Dangerous Women/Seminar
- 296 Between History and Memory/Seminar

## **Global History**

- \* 033 Confucianism, Daoism, Buddhism: Cultural Heritage  
of China/First-Year Intensive
- 062 War & Peace in the Middle East/First-Year Intensive
- 080 Introduction to Modern East Asia
- 081 Modern East Asia 1660-Present
- 090 Twentieth-Century Global History
- 128 History of Modern Israel
- 130 Introduction to History of Genocide
- 135 History of Armenia

- 162 The History of the Modern Middle East
- \* 181 Chinese Civilization
- 182 Modern China
- 191 Pirates and Smugglers in the Atlantic World
- \* 206 Africans in the Americas, 1500-1888
- \* 226 Comparative Colonialism/Seminar
- \* 227 The Caribbean in the Era of Slavery
- 230 History of Armenian Genocide
- \* 233 Confucianism, Daoism, Buddhism: Intellectual History  
of China
- \* 235 The Atlantic World
- 238 America, Russia, and the Cold War, 1917-1991
- \* 254 The Age of Atlantic Revolutions/Seminar
- 262 Genocide, Denial, Facing History & Reconciliation/  
Seminar
- 276 Collective Memory & Mass Violence/Seminar
- 279 Massacres, Genocide and Humanitarian Intervention/  
Seminar
- 280 Women in Chinese History 1000 CE to Present
- 281 China Since 1949
- 282 Chinese Women in Literature and Society
- 283 Eastern European Jewish Diaspora: Culture &  
Community in Twentieth-Century US, USSR & Israel
- 286 The Vietnam War
- 290 Political Dissent in Chinese History

## **SPECIAL OPPORTUNITIES**

### ***DIRECTED READINGS AND RESEARCH PROJECTS***

On occasion, you may be interested in a topic or area not addressed by the department's course offerings. In that case, you may ask a faculty member to act as your supervisor in a directed readings or research projects course (History 299). To enroll in one of these courses you must be a junior or senior in good academic standing. The research project or independent reading should not overlap with regular departmental offerings. Before enrolling, you and your supervisor will agree upon your course of study. In the case of directed readings you will agree upon a reading list and a method of evaluation, usually a series of short papers, oral presentation, or an annotated bibliography. In the case of research projects, you will agree upon a research plan, sources and methodologies to be used, a writing schedule, and the length and scope of the final paper.

### ***HISTORY HONORS PROGRAM***

The Honors Program in History provides outstanding majors with an opportunity to pursue independent research on a larger scale. Honors can be immensely rewarding and enjoyable because of the excitement of original research and the chance to work closely with a professor on an individual basis.

The History Honors Program requires the completion of an honors thesis during the senior year. (Recent theses

have been between 60 and 100 pages. You and your advisor will discuss the appropriate length in light of your topic.)

Students interested in honors should discuss the matter with their advisor during the fall semester of their junior year, to ensure that they have the requisite skills, initiative, and experience to complete the program. Students who apply are required to have successfully completed a history research seminar in preparation for the honors program.

If you decide to try for honors in history, you must complete the following steps during your last three semesters as an undergraduate at Clark:

1. *Find a thesis advisor.* This faculty member may well be the advisor that you already have, but students' interests change, and so may their advisors. Choose your thesis advisor carefully because you will be working closely with him or her for at least two semesters.

2. *Select a topic.* You will want to choose a topic that excites you intellectually. Honors students frequently have written seminar papers during their junior year and expand that project into an honors thesis. Other students become intrigued by a topic through their general course work and write their honors thesis on that topic without prior research. Your advisor will provide some guidance regarding what kinds of topics are appropriate, what sorts of documents and other historical sources are available, and help you develop a research plan.

3. *Submit an Honors Proposal to History Department's Honors Committee no later than April 15<sup>th</sup> of your junior year.*



Working with your thesis advisor, you should draft a brief (2 to 3-page) proposal outlining the nature of your project and the sources that you plan to consult. The departmental honors committee will review your proposal and decide whether to admit you to the Honors Program. In some cases, the committee may require revisions before granting approval to move forward with honors.

4. Register for History 297 (Honors) and History 299 (Directed Readings) during your senior year for a total of 3 credits.

Students should devote two units of course work, one in the fall and one in the spring, to researching and writing the honors thesis. In order to gain command of the secondary literature surrounding your topic, an additional unit of directed readings (History 299) in the fall semester should be devoted to readings with an appropriate member of the department, usually your advisor. *Honors students are also required to participate in the Department's Honors Forum, which meets bi-weekly beginning early in the fall semester.* You will receive a letter grade for this directed readings course. You will receive a grade of IP (in progress) for the fall semester of History 297 and will receive letter grades for both semesters in May of your senior year, following completion and evaluation of your honors thesis.

*Please note that students must consult with their advisors at the end of the fall semester to confirm that they have permission to continue in the Honors Program.*

5. Schedule your oral defense of your thesis. Finally, by the spring semester of your senior year you and your thesis advisor will need to select a second reader, who will read your honors thesis and participate in your oral defense — an opportunity to discuss your thesis and its implications. The

oral defenses take place in mid to late April. Scheduling the oral defense is the responsibility of the honors student. The quality of your thesis, and your oral defense will determine what level --honors, high honors, or highest honors -- you receive. In the event that your thesis does not reach honors caliber, all of your honors course work (three credits) will count toward your History Capstone and graduation.

## ***ACCELERATED DEGREE PROGRAM IN HISTORY***

Successful completion of the Honors Program is one of the primary requirements for admission into the History Department's Accelerated Degree Program. If you submit an acceptable honors thesis, achieve a 3.40 GPA for the second and third years of study in aggregate, a 3.40 GPA for the fourth year of study, you may be eligible for the Accelerated Degree Program in History. Those history majors interested in pursuing this program should discuss the matter with their advisor and notify the Dean of the Graduate School no later than April 1<sup>st</sup> of their junior year. Students in the BA/MA program are expected to complete their MA degree no later than August of their fifth year.

For further information about the Accelerated Degree Program, contact the Director of the History Graduate Program.

## ***INTERNSHIPS***

For history majors there are a wide variety of possible internships. In the recent past, Clark history majors have completed successful internships at the American Antiquarian Society, Old Sturbridge Village, the Worcester Historical Museum, the Massachusetts public Defender's Office in

Worcester, the Smithsonian Institution in Washington, D.C., and the British Museum in London, U.K. In each case the students gained valuable experience in relating their academic work to the practical world beyond the university. If you would like to pursue an internship, speak to your advisor or go directly to the LEEP Center.

***AMERICAN ANTIQUARIAN SOCIETY  
UNDERGRADUATE SEMINAR  
IN AMERICAN STUDIES***

Each year the American Antiquarian Society (AAS) sponsors an undergraduate research seminar in American Studies for students from the Worcester Consortium. Each college or university in the Consortium may have two students enrolled in the seminar. The topic for each seminar is announced during the previous spring term. Nominations are screened by an AAS advisory committee made up of representatives from the Consortium schools. The seminar is then held in the fall semester, meeting weekly at the Antiquarian Society. This seminar is a great opportunity for history majors to work in one of the finest research collections in the country, under the direct supervision of an excellent scholar (usually a Visiting Research Fellow at the AAS), and in the company of a small group of students from other Worcester colleges and universities.

If you think you might be interested in applying for admission to the AAS American Studies Seminar, please contact your advisor or the Department Chair.

## ***PHI ALPHA THETA***

History majors are eligible for election to Phi Alpha Theta, the National Honor Society in History. Each year the History Department hosts an induction ceremony at the end of the spring semester. The student members of Phi Alpha Theta are encouraged to meet during the school year and plan events in consultation with the department. Past events have included film screenings and trips to historic sites.

## ***HISTORY FACULTY AT CLARK***

As members of a relatively small Ph.D. granting department, the history faculty exemplifies the Clark tradition of strong commitment both to teaching and research. Many of us first chose to study history because of the inspired teaching of our early mentors, and we all hope to kindle in our students the same intellectual excitement that first drew us into the discipline.

### ***FULL-TIME FACULTY***

***TANER AKÇAM***, Ph.D., Robert Aram, Marianne Kaloosdian and Stephen and Marion Mugar Professor of Armenian Genocide Studies (Office, Cohen-Lasry House; Phone: x3863). B.A., Middle East Technical University, Ankara, Turkey, 1975; Ph.D., Hannover University, Germany, 1996. (Clark 2008-).

Professor Akçam has lectured and published extensively on Turkish Nationalism, the Armenian Genocide, and the history of the modern Middle East. He is the author of several books and numerous articles in English, French, German, and Turkish, including his widely-acclaimed

*A Shameful Act: The Armenian Genocide and Turkish Responsibility* (2006). His recent publications are: *The Spirit of the Laws: The Plunder of Wealth in the Armenian Genocide* (with Umit Kurt) (2015), *Judgment at Istanbul: The Armenian Genocide Trials* (with Vahakn Dadrian) (2011), and *Young Turks' Crime against Humanity: The Armenian Genocide and Ethnic Cleansing in the Ottoman Empire* (2012).

**DEBÓRAH DWORK**, Ph.D., Rose Professor of Holocaust History; Director, Strassler Center for Holocaust and Genocide Studies (Office, Cohen-Lasry House; Phone: x7450). B.A., Princeton University, 1975; M.P.H., Yale University, 1978; Ph.D., University College, London, 1984. (Clark 1996-).

Professor Dwork teaches courses on the history of the Holocaust. She is the author of numerous scholarly articles and book chapters, as well as eight books. They include the now classic *Children With a Star: Jewish Youth in Nazi Europe* (1991), the award winning *Auschwitz* (1996), *Holocaust: A History* (2002), and *Flight From the Reich: Refugee Jews, 1933-1946* (2009). Her latest work, *A Boy in Terezín: The Private Diary of Pavel Weiner*, was published in 2012. Professor Dwork's current research focuses on two projects: a cache of 3,000 letters written by Jewish parents and their children who, they thought, they had sent to safety; she is also working on a book about American aid and rescue workers in Europe during the Hitler years.

**JANETTE THOMAS GREENWOOD**, Ph.D., Professor of History (Office, JEF 306; Phone: x7286). A.B., Kenyon College, 1977; M.A., University of Wisconsin, 1978; Ph.D., University of Virginia, 1991 (Clark 1991-).

Professor Greenwood teaches a variety of courses in U.S. History including Race and Ethnicity in American History, Reconstruction, the Gilded Age, Public History, and History of the American South. She is the author of *First Fruits of Freedom: The Migration of Former Slaves and Their Search for Equality in Worcester, Massachusetts, 1862-1900* (2010) as well as *Bittersweet Legacy: The Black and White "Better Classes" in Charlotte* (1994), and *The Gilded Age: A History in Documents* (2000). She is also co-author of an innovative U.S. History survey text, *American Horizons: U.S. History in a Global Context* (published in 2012). Professor Greenwood is currently working on an exhibit of photographs from 1900 of local people of color.

**WIM KLOOSTER**, Ph.D., Professor of History and Chair, History Department (Office, JEF 305; Phone x3768). B.A., University of Groningen, 1983; M.A., University of Groningen, 1987; Ph.D., University of Leiden, 1995 (Clark 2003-).

Professor Klooster teaches various courses in Atlantic History including Comparative Colonialism: The Americas; History of the Caribbean; and The Age of Atlantic Revolutions. He is the author of *Geschiedenis van Albanië (History of Albania)* (1991), *The Dutch in the Americas, 1600-1800* (1997), *Illicit Riches: Dutch Trade in the Caribbean, 1648-1795* (1998), and *Revolutions in the Atlantic World: A Comparative History* (2009), and (co-) editor of the *The Atlantic World: Essays on Slavery, Migration, and Imagination* (2004), *Power and the City in the Netherlandic World* (2006), *Migration, Trade, and Slavery in an Expanding World: Essays in Honor of Pieter Emmer* (2009), and *Curaçao in the Age of Revolutions, 1795-1800* (2011).

**THOMAS KÜHNE**, Ph.D., Professor of History, Strassler Chair of Holocaust History, Director of Holocaust and Genocide Graduate Studies (Office, Cohen-Lasry House; Phone: x7523). Ph.D., University of Tübingen, Germany, 1994. (Clark 2004-).

Professor Kühne teaches modern European and German History. His research explores the relation of war, genocide, and society to long-term traditions of political culture of Central Europe, especially the problem of locating the Holocaust and Nazi Germany in the social and cultural history of the twentieth century. His recent work focuses on comradeship and its impact on the actions and experiences of German WWII soldiers and Holocaust perpetrators. He is especially interested in synthesizing new approaches to the history of mass violence. He is also studying the democratization of European societies in modernity and, in another project, the politics of body aesthetics in a globalized world.

His books include *Belonging and Genocide, Hitler's Community, 1918-1945* (2010), *Kameradschaft. Die Soldaten des nationalsozialistischen Krieges und das 20. Jahrhundert (Comradeship. The Soldiers of the Nazi War and the 20th Century)* (2006), *Dreiklassenwahlrecht und Wahlkultur in Preußen 1867-1914 (Three-Class Voting System and Electoral Culture in Prussia, 1867-1914)* (1994), as well as seven edited or co-edited volumes, including *Globalizing Beauty: Consumerism and Body Aesthetics in the Twentieth Century* (2013), *The Holocaust and Local History* (2011), *Massenhaftes Töten. Kriege und Genozide im 20. Jahrhundert (Mass Killing, War and Genocide in the Twentieth Century)* (2004), *Was ist Militärgeschichte? (What is Military History)* (2000), and *Männergeschichte - Geschlechtergeschichte. Männlichkeit im*

*Wandel der Moderne (Men's History - Gender History, Masculinities in Modern History)* (1996).

**NINA KUSHNER**, Ph.D., Associate Professor of History (Office, JEF 416, Phone: x3797). B.A., Dartmouth College, 1990; M.A., Columbia University, 1994; Ph.D., Columbia University, 2005. (Clark 2005-).

Professor Kushner specializes in early modern and eighteenth-century European social and cultural history, with an emphasis on France, women and sexuality. Her teaching repertoire includes courses on the history of early modern Europe, the national histories of France and England, the history of women, and the history of sexuality.

Her book, *Erotic Exchanges: The World of Elite Prostitution in Eighteenth-Century Paris* (2013) uses police and judicial records alongside contemporary commentaries to reconstruct the demimonde of eighteenth-century Paris. Professor Kushner also co-edited a volume of essays titled *Women and Work in Eighteenth-Century France* (forthcoming 2014). Her current project, *The Rules of Adultery: Sexual Culture in the Old Regime*, is a study of marriage, cheating, and the construction of social identity in Old Regime France. She is also co-authoring an historiography of women and gender for the University of Manchester Press.

**DOUGLAS J. LITTLE**, Ph.D., Robert H. and Virginia N. Scotland Professor of History and International Relations; (Office, JEF 312; Phone x7184). B.A., University of Wisconsin-Madison, 1972; M.A., Cornell University, 1975; Ph.D., Cornell University, 1978. (Clark 1978-).

Professor Little's teaching specialty is U.S. diplomatic history, but he also offers courses on twentieth-century



America and global History with a focus on the modern Middle East.

His latest book, *Us versus Them: The United States, the Middle East, and Radical Islam since 1989* will be published in 2016. Professor Little is also the author of *American Orientalism: The United States and the Middle East since 1945*, (3rd edition, 2008) and *Malevolent Neutrality: The United States, Great Britain, and the Origins of the Spanish Civil War* (1985). His scholarly articles have appeared in the *Journal of American History*, *Diplomatic History*, *The Middle East Journal*, and *The International Journal of Middle East Studies*.

**OLGA LITVAK**, Ph.D., Michael and Lisa Leffell Chair in Modern Jewish History (Office, JEF 307; Phone x7254). B.A., Columbia College, 1992; M.A., Columbia University, 1993; Ph.D., Columbia University, 1999. (Clark 2008-).

Professor Litvak teaches courses in modern Jewish and Eastern European history. Before coming to Clark, she taught at Princeton and served as the director of the Center for Jewish Studies at SUNY Albany. Professor Litvak is the author of *Conscription and the Search for Modern Russian Jewry* (2006) and *Haskalah: The Romantic Movement in Judaism* (2012). She is currently working on a book about Zionism in Russia.

**DREW R. McCOY**, Ph.D., Jacob and Frances Hiatt Professor of History (Office, JEF 315, Phone: x7789). A.B., Cornell University, 1971; M.A., University of Virginia, 1973; Ph.D., University of Virginia, 1976. (Clark 1990-).

A specialist in American political and intellectual history, Professor McCoy teaches courses at both the undergraduate and graduate levels in early American history,

with emphasis on the period from the Revolution through the Civil War. Before coming to Clark he taught at the University of Texas at Austin and at Harvard University. He is also the author of numerous articles and two books: *The Elusive Republic: Political Economy in Jeffersonian America* (1980), and *The Last of the Fathers: James Madison and the Republican Legacy* (1989), the latter of which was awarded the Dunning Prize by the American Historical Association. His current project is biographical, focusing on Abraham Lincoln and the Jeffersonian tradition in early and mid-nineteenth-century America.

**OUSMANE POWER-GREENE**, Ph.D., Associate Professor of History (Office, JEF 412; Phone x3785). B.A., University of North Carolina at Chapel Hill, 1995; M.Ed., University of Massachusetts at Amherst, 1999; M.A., University of Massachusetts at Amherst, 2006; Ph.D., University of Massachusetts at Amherst, 2007. (Clark 2007-).

A specialist in African-American History, Professor Power-Greene's research focuses on African American Social and Political Movements. He is also interested in exploring African American agitation for human rights within the Atlantic World. His first book, *Against Wind and Tide: The African American Struggle Against the Colonization Movement*, was published in 2014.

**AMY RICHTER**, Ph.D., Associate Professor of History; Director, Higgins School of Humanities (Office, JEF 402; Phone x7216) B.A., Columbia University, 1991; M.A., New York University, 1993; Ph.D., New York University, 2000 (Clark 2000-)

Professor Richter specializes in nineteenth and twentieth century American and cultural history, with an emphasis on women's and urban history. Her teaching repertoire includes the history of American Women, U.S. urban history from the colonial era to the twenty-first century, Gender and the American City, and American Consumer Culture. She is also the author of *Home on the Rails: Women, the Railroad, and the Rise of Public Domesticity* (2005) and *At Home in Nineteenth-Century America: A Documentary History* (2015). Her current research looks at marriage and the consumer marketplace at the turn of the twentieth century.

### **RESEARCH FACULTY**

**PAUL S. ROPP**, Ph.D., Research Professor of History. B.A., Bluffton College, 1966; M.A., University of Michigan, 1968; Ph.D., University of Michigan, 1974 (Clark 1985-).

### **EMERITI, ADJUNCT & AFFILIATE FACULTY**

**GEORGE A. BILLIAS**, Ph.D., Jacob and Frances Hiatt Professor of History, Emeritus. B.A., Bates College, 1948; M.A., Columbia, 1949; Ph.D., Columbia, 1958.

**DANIEL R. BORG**, Ph.D., Professor of History, Emeritus. B.A., Gustavus Adolphus College, 1953; M.A., Yale University, 1957; Ph.D., Yale University, 1963.

**PAUL F. BURKE, JR.**, Ph.D., Professor of Classics, Adjunct Professor of History, A.B., Stanford University, 1966; Ph.D., Stanford University, 1971.

**ROBERT R. DYKSTRA**, Ph.D. Affiliate Professor in History, Emeritus Professor of History and Public Policy, State University of New York, Albany., B.A., University of Iowa, 1953; M.A., Iowa, 1959; Ph.D., Iowa, 1964.

**EVERETT FOX**, Ph.D., Allen M. Glick Professor in Judaic and Biblical Studies, and Adjunct Professor of History. B.A., Brandeis University, 1968; M.A., Brandeis University, 1972; Ph.D., Brandeis University, 1975.

**PAUL LUCAS**, Ph.D., Associate Professor of History, Emeritus, B.A., Brandeis University, 1955; Ph.D., M.A., Princeton University, 1957; Ph.D., Princeton University, 1963.

**MEREDITH NEUMAN**, Ph.D., Associate Professor of English, and Adjunct Professor of History, B.A., University of Chicago, 1989; Ph.D., University of California, Los Angeles, 2004.

**ALDEN T. VAUGHAN**, Ph.D., Affiliate Professor of History, B.A., Amherst College, 1950; M.A., Columbia University, 1956, 1958; Ph.D., Columbia University, 1964.

**KRISTINA WILSON**, Ph.D., Associate Professor, Department of Visual and Performing Arts and Adjunct Professor, History Department; B.A., Yale University; Ph.D., Yale University, 2001.



# **HISTORY MAJOR WORKSHEET**

The ten (10) required courses for the major must meet the following conditions:

A. All history majors must take History 120 (Writing History), preferably before their junior year.

Course	Semester
-----	-----

B. All history majors must take five (5) courses inside their area of specialization. Of these five courses, at least three must be at the 200 level and at least one must be a seminar or a pro-seminar.

Area of specialization: \_\_\_\_\_

- |          |       |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |
| 5. _____ | _____ |

C. All history majors must take at least one course in each of the three geographical areas (U.S., European or Global). Two of these courses must be at the 200 level and one may count toward the student's area of specialization.

- |          |       |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |

D. All history majors must take at least one course, either inside or outside their area of specialization, devoted primarily to the period before 1800. An up-to-date list of this requirement may be found in this handbook.

-----

