



# Department of History

## Graduate Programs

Handbook for Graduate Students

2008 - 2009



# **Studying History at Clark**

## **Graduate Programs**

**2008 - 2009**

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It is the policy of Clark University that each individual, regardless of race, color, sex, sexual orientation, religion, national origin, age as defined by law, or handicap, shall have equal opportunity in education, employment, or services of Clark University. The University encourages minorities, women, Vietnam Veterans, handicapped persons, and persons over 40 to apply.

We reserve the right to make changes so please use this handbook for reference purposes only. You should consult with the Director of the Graduate Program, or our website regarding any updated information.

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## I. A BRIEF HISTORY OF THE DEPARTMENT

There were no professional historians at Clark in 1889 when the University – then exclusively a graduate school – first opened its doors. President G. Stanley Hall and others, however, taught courses in the history of philosophy and psychology, of anthropology, and of education. Only with the opening of the undergraduate college in 1902 did professional history arrive. Harvard-trained George Hubbard Blakeslee came to shape the character of historical study at Clark for four decades (1903-1943). Since Blakeslee's interests ranged over the globe, problem-centered courses in "contemporary" history were an early feature of both graduate and undergraduate instruction. The M.A. in history was first awarded in 1906, and, after the staff had expanded somewhat, the first Ph.D.s in history were granted in 1916.

In the meantime, beginning in 1909, Blakeslee had launched a significant series of scholarly conferences at Clark on world problems and, with President Hall, established the Journal of Race Development/International Relations, which Foreign Affairs succeeded in 1922. Blakeslee also served as a consultant or official in the U.S. State Department from time to time during the interwar years and during World War II. To a significant degree, Blakeslee and his former students in the State Department's Far Eastern Division helped shape the postwar transition to a peaceful and democratic Japan.

Other staff members during the early years of the department included N.S.B. Gras, Harry Elmer Barnes, William L. Langer, Alfred L.P. Dennis, James Blaine Hedges, and Ray A. Billington. Two long-time staff members, Dwight E. Lee in modern European history (1927-1967) and H. Donaldson Jordan in English history (1931-1967), continued and supplemented Blakeslee's orientation through their own interests in diplomatic and imperial history. Professor Lee served during World War II as Executive Secretary of the Council on Foreign Relations' War and Peace Studies project and later with the secretariat of the San Francisco Conference, which established the United Nations.

During the early 1960s, Gerald N. Grob and George A. Billias expanded graduate work in early American history, and the department instituted programmatic relations with the American Antiquarian Society in Worcester. The present American wing of the department, representing a new generation of Clark historians, offers courses that span the full scope of American history as well as specialized courses that grow out of research interests. The European wing, once manned by Lee, Jordan, and later Marc Raeff, has undergone a rejuvenation in recent years thanks to the emergence of Holocaust History and Genocide Studies under the leadership of Debórah Dwork. The Blakeslee tradition in world and non-Western history, strengthened in the late 1960s, finds current expression in offerings in African, Asian, Middle Eastern, Latin American, and global history, as well as selected themes in comparative history.

Although methods and specific emphases differ from those of ninety-six years ago, departmental programs rest today in some sense on the base of their earlier intellectual endowment – a commitment to understanding both America and the world, and a tradition of scholarly innovation at the frontiers of knowledge.

## II. ADMISSIONS

There are two application forms for the Clark History Program - - one for the Graduate School, the other for the department. The department application form augments that of the Graduate School by allowing you more room to explain your interest in history at Clark. Three recommendation forms are also required from people familiar with you and your work. Although not required for admission, it is strongly recommended that you take the GRE (Graduate Record Examination). You should arrange to take the GRE (Graduate Record Examination) and to have a transcript, which records all of your undergraduate courses and grades, sent to the History Office. If you have taken any courses beyond the B.A., a transcript of those courses should also be sent. **The application deadline is January 15.**

Since this handbook incorporates basic information for the History Graduate Program, if you apply and are accepted, this handbook will give you guidance as you work your way to your chosen degree.

## III. THE GRADUATE PROGRAM IN HISTORY

The Clark History Department is small, and of unusually high quality, activity, and visibility in the field. Because of our size and activity, and because we consider it vital to give proper mentoring and attention to each of our graduate students, we admit only a few graduate students each year. This close mentoring has resulted in some of our students having articles and conferences papers accepted by professional journals and organizations before they have even begun their dissertations. At the same time, we admit a sufficient number of students to form a critical mass for the social and intellectual fellowship vital to a healthy learning environment. In addition, the requirement that students take some courses outside of history enlarges the graduate community as well as the intellectual horizons of our students.

The small size of the program allows us to be flexible. Our students' programs are individually designed, enhanced by taking individual research or readings courses with our faculty.

Smallness has obvious disadvantages as well as advantages. We expect our applicants to have considered our areas of specialization in their decision to apply, but in special cases, the department does make ad hoc arrangements for access to the expertise that it lacks, for example by arranging a directed reading with a scholar at another institution.

The department offers graduate programs in two broad areas: America, with tracks in the history of the United States and in the history of the Atlantic World, and modern Europe, with tracks in the history of the Holocaust and in Genocide Studies. (Please note that applicants to the modern Europe program must intend to pursue one of these two specialized tracks). Both of these areas of study are augmented by instruction in non-Western areas. The department has particular depth in women's history (European, American, and Chinese), American diplomatic history, and Holocaust and Genocide history. Our close ties with the American Antiquarian Society and Old Sturbridge Village in Sturbridge are wonderful assets for graduate students in United States history. The department offers a graduate internship for credit at Old Sturbridge Village.

#### **IV. PH.D. PROGRAM IN UNITED STATES HISTORY AND THE HISTORY OF THE ATLANTIC WORLD**

Briefly put, the Ph.D. is awarded after you have 1) met your residence requirement, 2) passed your first-year review, 3) taken two years of course work, 4) met your language requirement(s), 5) gained some appropriate experience in teaching, 6) passed an oral examination in three fields, and 7) written an acceptable dissertation. What follows is an elaboration of each of these requirements.

##### **1. Residence requirement**

The minimum requirement of the Graduate School is that you remain in residence one year beyond the one year required for the M.A., i.e. a total of two years if you arrived without an M.A. in history, only one if you arrived with it. On occasion, the department has admitted part-time Ph.D. students. These students would need to work out with the Graduate Director an individual arrangement keyed to their rate of progress.

##### **2. First-year review**

Good communications at the right time and a sense of progress are crucial to success in graduate school. Our evaluation procedures are geared to that end. They provide necessary information to the faculty and graduate students, and they hone essential skills.

*First-year evaluation:* In addition to receiving grades, at the end of the first year, each student (regardless of whether he or she enters with a master's degree) will meet with his or her advisor, the Graduate Director, and one other faculty member to review his or her progress. This is a friendly meeting, allowing the student to sum up the year's experience, progress, and aspirations, and the faculty to advise and help evaluate.

As part of this annual review, the student will take a first-year oral exam. For Ph.D. students, this exam is simply based on the first year's course work. Following the review, the relevant department faculty will confer and determine whether the student has permission to proceed in the program. That decision is conveyed to the student in writing no later than June 1.

##### **3. Second-year review:**

After the second year, the student will meet for an annual review with either the advisor or the director. A satisfactory annual review is required before the student can proceed. A student is expected to take the initiative in scheduling meetings at the appropriate time.

##### **4. Two years of course work**

**a. The norm**

The aim of course work is to expose students to a variety of historical fields, to hone their analytical skills both for reading and for research through intense scrutiny of the relevant scholarship, and to provide a foundation for the students' fields. The aim is not to complete the reading required for exams. It is expected that full-time students will do a substantial amount of that reading on their own (usually over the summer) or in study groups organized among themselves.

Students must take 12 courses at the graduate level to qualify for the Ph.D. At least nine of these should be in the History Department. At least two must be from one department outside the History Department at the graduate level and approved by the Graduate Director. At least four of these should be research seminars or directed research. (The preparation of a dissertation prospectus is considered directed research.) Each of the four units must result in its own substantial written work of professional quality. At least two of these courses must result in article length (25-30 pages plus notes) research essays in addition to the prospectus.

The normal full-time course load is three courses per term, one of which is a research course. The normal course load for TAs is two courses per term. Students may petition for a heavier load under exceptional circumstances.

**b. Advanced credit**

The department recognizes an M.A. in history earned elsewhere. If you come to Clark with an M.A. in history, you begin your work as a second-year student and, unless the department decides otherwise, are required to produce only two research papers. As a rule, entering students who have not earned an M.A. in history are not allowed credit for other courses taken elsewhere before they arrive. Such students may, however, petition the department to accept certain courses or research essays.

**c. Seminar deadlines**

In the past, one of the problems encountered in research seminars and in individual research courses is that not enough time remains at the end of the semester for students to revise drafts in response to the criticism of their instructors. Accordingly, you are urged to complete your first drafts by December 15 and April 15 and your revised drafts by January 15 and May 15. **Please note: If the research papers in these courses are to be used in lieu of a thesis for the M.A. for the May Commencement, the revised papers must be deposited in the History Office by the deadline issued by the Graduate School usually by April 1.**

#### **d. Grades**

Your instructor has the option of giving you letter or pass-fail grades. Only courses in which you receive B- or better or a pass (assuming at least a B- performance) may count for graduate credit.

#### **5. Language requirement(s)**

To avoid parochialism in our increasingly interconnected world, any well-educated person should be familiar with some language other than his or her native tongue. Americanists need one foreign language appropriate for their research. They are required to demonstrate competency in a written translation exam administered by a Clark faculty member.

**All language requirements must be satisfied before the Field Exams are scheduled. Students should consult with the Graduate Director concerning these examinations.**

#### **6. Experience in teaching**

If you have taught on the college level before arriving at Clark, this experience may satisfy the teaching requirement. It may be satisfied as well by serving as a teaching assistant while at Clark or by teaching a history course in Clark's College of Professional and Continuing Education (COPACE) or in a neighboring college.

#### **7. Fields and Field Exams**

The function of fields and field exams is to prepare the student to teach in those fields, to participate intelligently in the ongoing discussions of the field, and to give a broad background for research; its function is not the impossible task of giving the student total knowledge.

**Fields:** each student is responsible for preparing three fields. For those doing the Ph.D track in U.S. history, the **major field** would be America (pre-Columbian to the present). The **special field** would be within the major field and usually would be the field in which the student planned to write the dissertation (for example, diplomatic history, social history, women's history, intellectual history, or the history of a specific period). The **minor field** would be in history but outside the major and special fields; this field would be outside the U.S.

For students in the Atlantic World track, the **major field** would be the History of the Atlantic World. The **special field** would be within the major field and reflect the student's dissertation interests (e.g. Caribbean history); and the **minor field** would be outside the major and special fields (e.g. Early Modern Europe or Early American history).

Students may relate the third field to the second. For example, for a U.S. social historian, the field might be European social history from the 1780s to the 1940s. Or students may select a third field that is not directly related to their second field.

The primary responsibility for selecting fields rests with you. You are urged to consult with your advisor on the mix of fields and specialties. In addition to the three fields, the student is required to take two courses outside the History Department in a related discipline or area of study.

**Field exams:** a field exam aims to ascertain whether students have achieved some grasp of the field as a whole and have begun to develop their own sense of interpretation of it-- their capacity to integrate material and develop a coherent sense of the field--as well as understanding the relevant historians' interpretations. Students should be able to answer exam questions with some detailed examples of events, patterns, or circumstances to bolster their case and an explanation of the arguments other historians have brought to bear on the issue.

All field exams are oral examinations of approximately one hour per field; students usually will take an examination in the three fields at the same time no later than the end of their third year, or they may petition to take one field, usually only the minor field, separately after their first year and before their third year.

*Students are responsible for arranging their examination panel* (asking three faculty members to be on the committee for the multiple field exam, and at least two for the single field exam) and must clear their field choices with the director of graduate studies as well as their advisor. The student should work closely with the examiners in preparing for the exam, particularly in the preparation of reading lists.

Students entering Clark with a master's degree in history may petition the department for a reduction in one field, after consultation with their advisor.

## **8. Dissertation**

### **a. Prospectus**

Normally, you will prepare the prospectus in an individual directed research course with your advisor. The prospectus should be approximately six pages in length with few footnotes, in a form suitable for grant applications. It should set out the aim of the dissertation, the questions it raises, how other historians have treated the subject and what the dissertation will add to that discussion, preliminary hypotheses, and the method and types of sources to be used. (For more details and models see your advisor or the Graduate Director.)

After completion of the dissertation prospectus, normally in the second or third year, each student will have a one-hour dissertation prospectus defense/colloquium to which all faculty and graduate students are invited. (The advisor, who has normally supervised the prospectus directed research, and the two other dissertation committee members must attend. It is up to the student to put together the committee and arrange a time convenient to all its members. One of the committee members may be outside the department.) Copies of the prospectus will be made available in the History Department in the week before the colloquium. At the colloquium, the student will give a brief synopsis of the subject and approach and then open the floor for questions and discussion.

**b. Dissertation**

A second, similar colloquium (not a defense) will be held after the student has written several chapters. The completed dissertation should be a book-length typescript fitting, in format, the University guidelines (for binding, etc.). After the student has submitted the completed dissertation to his or her committee and they have evaluated it, the student will have a meeting of approximately one hour to "defend" the dissertation and discuss the committee's comments.

**c. Financing dissertation research**

We encourage you to apply for extra-university fellowships whenever possible, particularly for dissertation research. In the history office, you may consult the American Historical Association (AHA) grant book for outside fellowships. You should also consult your instructors for information. If you are not fully employed, are doing research on the dissertation, and after making efforts to do so have not been able to secure outside financing for research expenses, you may apply for research support from the department's research funds for such items as library fees, travel, and photocopying.

**d. Formatting and formal submission**

See University guidelines in the booklet entitled, "Format Regulations for Theses, Dissertations, and Research Papers at Clark University," available in the Graduate School Office.

**V. STUDENT STATUS**

Graduate students may have either resident or nonresident status. This status is decided on a semester-by-semester basis after consultation between each student and the department chair or his/her designee.

**Resident status** is for students who are registered for one or more courses at Clark during a semester, including directed study courses.

**Nonresident status** is for students who have completed all of their course work. Typically, nonresident students are writing their dissertations with only occasional use of Clark facilities. Thus, it is unlikely that nonresident students will register for courses again.

**Please note:** Nonresident status is limited to a total of three (3) years full time. For this purpose, part-time nonresident students are considered to be half time, and thus their nonresident status *may last no longer than six (6) years total*. If you exceed this limit, you will no longer be enrolled in the Ph.D program.

To receive nonresident status, a student must apply to his/her department. It is the student's responsibility to register and pay the required fees each semester.

## **VI. ACCELERATED DEGREE (FIFTH-YEAR) M.A. PROGRAM**

Because of our limited size, the department offers a terminal M.A. only through the Accelerated Degree Program, limited to qualified Clark undergraduate history majors. A brochure is available in the History Department for more specific information regarding the program.

## **VII. PH.D. PROGRAM IN HOLOCAUST HISTORY AND GENOCIDE STUDIES (HH/GS) TRACK**

The goal of the Ph.D. track in Holocaust history is to offer students a range of courses covering a spectrum of topics pertaining to the history of the Holocaust, to train them in the historiography of the Holocaust, and to teach them to do independent research. The goal of the Genocide Studies track is to offer students a range of courses covering a spectrum of topics pertaining to the study of genocide, to train them in the historiography of genocide studies and comparative genocide studies, and to teach them to do independent research.

### **1. Residence requirement**

HH/GS students have a two-year residency requirement, during which time they take a full complement of three courses per term. The HH/GS track does not offer a part-time study option or an M.A. degree.

### **2. First and Second Year Reviews**

Good communications at the right time and a sense of progress are crucial to success in graduate school. Our evaluation procedures are geared to that end. They are not simply needless hoops to jump through or mindless additional work. They provide necessary information to the faculty and graduate students, and they hone essential skills.

#### ***First-year review:***

In addition to receiving grades, at the end of the first year, each student will meet during the exam period of the spring term with his or her advisor and the HH/GS graduate studies director (who serves as the advisor to all first-year students), to review his/her progress. (Please remember that it is the student's responsibility to secure the agreement of a Center faculty member to serve as his/her dissertation director by the end of the first year.) This is a friendly meeting, allowing the student to sum up the year's experience, progress, and aspirations, and the faculty to advise and help evaluate.

In preparation for this end-of-year review, the HH/GS graduate studies director solicits evaluations from all the professors with whom the students have studied. The HH/GS graduate studies director then writes a redacted evaluation which is shared with the student's advisor. The student then meets with the HH/GS graduate studies director and the student's advisor to discuss the year-end assessment. A satisfactory annual review is required for the student to proceed.

***Second-year review:***

This process is repeated after the second year . Each student's advisor will solicit the evaluations and follow the process for his/her advisee(s), with the HH/GS graduate studies director. Again, a satisfactory annual review is required for the student to proceed. *It is the student's responsibility to schedule all of these meetings.*

**3. Two years of course work**

**a. The norm**

The aim of course work is to expose students to a variety of historical fields, to hone their analytical skills both for reading and for research through intense scrutiny of vast amounts of text, and to provide a foundation for the students' fields. The aim is not to complete the reading required for exams. It is expected that students will do a substantial amount of that reading on their own or in study groups organized among themselves.

Students must take 12 courses at the graduate level to qualify for the Ph.D. At least nine of these should be in the History Department. At least two must be from one department outside the History Department at the graduate level and approved, in the case of first-year HH/GS students, by the history department graduate director and the HH/GS graduate studies director; second-year HH/GS students must obtain the approval of their individual advisor and the history department graduate director. At least four of these should be research seminars or directed research. (The preparation of a dissertation prospectus is considered directed research.) Each of the four units must result in its own substantial written work of professional quality. Holocaust History students are required to take two courses in genocide studies. Genocide Studies students are required to take two courses in Holocaust history. Completion of these courses will satisfy the HH/GS track extraordinary fourth field in Comparative Genocide and Holocaust History, respectively.

The HH/GS normal course load is three courses per term, one of which is a research course. HH/GS students who serve as TAs do not carry a reduced course load; they continue to take three courses per term. Students may petition for a heavier load under exceptional circumstances.

**b. Advanced credit**

The HH/GS track does not give credit for an M.A. earned elsewhere.

**c. Grades**

Instructors have the option of giving letter or pass-fail grades. Only courses in which the student receives a B or better or a pass (assuming at least a B performance) may count for graduate credit.

#### **4. Language requirements**

Language competency is key to successful independent research in Holocaust history and genocide studies. HH/GS students are required to demonstrate competency in two languages (other than English) that are relevant to the study of Holocaust history or, alternatively, genocide studies. This competency is demonstrated in a written translation exam administered by the Center's manager of educational programs. The exams are evaluated by a professor of the language on which the student is tested. Students are expected to demonstrate competency in one language at the end of their first year of study, or prior to the start of the second year at the latest. They are expected to demonstrate competency in the second language at the end of the second year of study, or prior to the start of the third year at the latest. In unusual circumstances, a grace period may be allowed during which a student may continue in the program in good standing. Students must petition for a grace period and the consequent deadline extension. (See memo on language requirements policies for more detail.)

**All language requirements must be satisfied before the preliminary oral examination is scheduled.**

#### **5. Experience in teaching**

There is no teaching requirement in the HH/GS track.

#### **6. Fields and Field Exams**

The function of fields and field exams is to prepare the student to teach in those fields, to participate intelligently in the ongoing discussions of the field, and to give a broad background for research; its function is not the impossible task of giving the student total knowledge.

Each student is responsible for preparing for oral examination in three fields. Holocaust History/Genocide Studies students are required to demonstrate competency in four fields. Holocaust history track students fulfill the fourth field in Comparative Genocide by taking (and earning a grade of B+ or higher) two courses in Genocide Studies. Genocide Studies track students fulfill the fourth field in Holocaust History by taking (and earning a grade of B+ or higher) two courses in Holocaust History.

##### **Holocaust History track fields are:**

- Modern European History
- History of the Holocaust
- A field specifically designed around the candidate's research interests and tailored to his/her dissertation proposal
- Comparative Genocide: This field is fulfilled by taking two courses in Genocide Studies.

**Genocide Studies track fields are:**

- Genocide Studies
- The history of the region relevant to the student's dissertation project
- A field specifically designed around the candidate's research interests and tailored to his/her dissertation proposal
- Holocaust History: This field is fulfilled by taking two courses in Holocaust History.

**Field exams:** a field exam aims to ascertain whether students have achieved a grasp of the field as a whole and have begun to develop their own sense of interpretation of it-- their capacity to integrate material and develop a coherent sense of the field--as well as understanding the relevant historians' interpretations. Students should be able to answer exam questions with some detailed examples of events, patterns, or circumstances to bolster their case and an explanation of the arguments other historians have brought to bear on the issue.

All field exams are oral examinations of one hour per field, and students are examined in the three fields at the same time (one 3-hour block). Students must sit this examination no later than the last day of classes of their third year in the program.

*Students are responsible for arranging their examination panel* (see memo on procedures related to oral examinations). The student should work closely with the examiners in preparing for the exam, particularly in the preparation of reading lists.

## **7. Dissertation**

### **a. Prospectus**

Students normally prepare the prospectus in an individual directed research course with her/his advisor. The expected length of an HH/GS dissertation prospectus is twelve to fifteen pages, and it should be written so as to serve as a basis for grant applications. The prospectus should set out the aim of the dissertation, the questions it raises, how other historians have treated the subject and what the dissertation will add to that discussion, preliminary hypotheses, and the method and types of sources to be used.

After completion of the dissertation prospectus, normally in the first semester of the third year, each student will have a one-hour dissertation prospectus defense colloquium to which all faculty and graduate students are invited. This defense follows passing all three sections of the field exam. The advisor, who has supervised the prospectus directed research, and the two other dissertation committee members must attend. (See the road map from orals committee to dissertation committee, and the memo on procedure for dissertation proposal defense.) It is the student's responsibility to arrange a time convenient to all committee members. Copies of the prospectus must be made available in the history department and at the Center in the week before the colloquium. At the colloquium, the student will give a brief synopsis

of the subject and approach and then open the floor for questions.

**b. Dissertation**

The completed dissertation should be a book-length typescript fitting, in format, the University guidelines (for binding, etc.). After the student has submitted the completed dissertation to his/ her committee and they have evaluated it, the student will have a meeting of approximately one hour to defend the dissertation and discuss the committee's comments.

**c. Financing dissertation research**

HH/GS students are guaranteed a package of support for the whole of the five-year program on condition that they progress satisfactorily each year. This condition applies during the first three years while students work toward ABD (all but dissertation) status, and it continues to apply while students research and write their dissertations. During the spring term reading period of Year 3, students must give their advisors a Progress Report form. Students who, in their advisor's best professional opinion, have made satisfactory progress will continue to receive support in the G-4 year. This process will be repeated during the spring term reading period of the G-4 year for support in the G-5 year.

Students are encouraged to apply as well for extra-university fellowships whenever possible, particularly for dissertation research. To that end, students are asked to meet with the university's research office and with the Center's manager of educational programs.

**d. Formatting and formal submission**

See University guidelines in the booklet entitled, "Format Regulations for Theses, Dissertations, and Research Papers at Clark University," available in the Graduate School Office.

**HOLOCAUST HISTORY/GENOCIDE STUDIES TRACK TIME TABLE**

**Year 1**

- Students are required to take a total of six courses; three courses each semester.
- Students are required to demonstrate competency in one research-appropriate language (other than English) by the end of the year, and at the latest prior to the start of Year 2.
- It is the student's responsibility to secure the agreement of a Center faculty member to serve as her/his dissertation director by the last day of classes of Year 1.
- Students are required to have written a short (3-4pp.) cogent, "proto" dissertation proposal by the end of the first year. This typically is used as the basis for discussion between student and desired advisor to determine the potential for a constructive, long-term mentoring relationship.

- Students will participate in an annual review of their progress at the end of the first year of study. The HH/GS graduate studies director (who serves as the advisor to all first-year students) solicits evaluations from all the professors with whom the students have studied. The HH/GS graduate studies director writes a redacted evaluation which is shared with the student's dissertation advisor. The student then meets with the HH/GS graduate director and the student's advisor to discuss her/his experience, progress, and aspirations, and to review the year-end assessment. This meeting occurs during the exam period, and it is the student's responsibility to schedule it at a time convenient to the HH/GS graduate studies director and his/ her advisor. A satisfactory annual review is required for the student to proceed.

## **Year 2**

- Students are required to take a total of six courses. Note that the preparation of the dissertation prospectus is considered directed research and, as such, qualifies as a course.
- Students are required to demonstrate competency in a second research-appropriate language (other than English) by the end of Year 2, and at the latest prior to the start of Year 3.
- Students are required to have written a preliminary dissertation proposal by the last day of classes of Year 2. This is done in consultation with the advisor, and the final product must be approved by the advisor.
- Students are required to secure their oral comprehensive examination panel by the last day of classes of Year 2.
- Students participate in an annual review of their progress. This meeting occurs during the exam period, it is the student's responsibility to schedule it at a time convenient to his/her advisor. Each student's advisor will solicit the evaluations and follow the process for his/her advisee(s). Again, a satisfactory annual review is required for the student to proceed.

## **Year 3**

- Students in the HH/GS track are required to have taken - and passed - their field exams by the middle, and at the latest by the last day of classes, of their third year. It is anticipated that, in addition to two years of course work, students will need the first semester of the third year to prepare for them properly.
- Holocaust history track students will be required to demonstrate competency in four fields. These fields are:
  - Modern European History
  - History of the Holocaust
  - A field specifically designed around the candidate's research interests and tailored to his/her dissertation proposal
  - Comparative Genocide: This field is fulfilled by taking (and earning a grade

of B+ or higher) two courses in Genocide Studies.

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- Genocide Studies track students will be required to demonstrate competency in four fields. These fields are:
  - Genocide Studies
  - The history of the region relevant to the student's dissertation project
  - A field specifically designed around the candidate's research interests and tailored to his/her dissertation proposal
  - Holocaust History: This field is fulfilled by taking (and earning a grade of B+ or higher) two courses in Holocaust History.
- Dissertation proposals (12-15 pp) are due by the middle of Year 3. It is the student's responsibility to schedule the dissertation proposal defense. Students may not defend their proposals until after they have passed their oral comprehensive exams, and they are required to defend their proposal successfully by the last day of classes in the spring term. Please remember that one's dissertation committee is not necessarily identical to one's oral comprehensive exams committee. It is the student's responsibility to attend to this.
- Students begin their doctoral research in the second semester of Year 3. It is anticipated that HH/GS candidates will do most of their field work abroad.

Students must give their advisors a Progress Report form to sign during the spring term reading period.

#### Year 4

- It is anticipated that this entire year will be devoted to dissertation research.
- Students must give their advisors a Progress Report form to sign during the spring term reading period.

#### Year 5

- It is anticipated that it will take an entire year for the dissertation to be written. It is the responsibility of the student to develop a production schedule with her/his advisor, and to submit chapters to the other committee members according to their wishes.
- *Please note:* if the student wishes to receive the Ph.D. at the May Commencement, the schedule must be developed with that date in mind. The revised dissertation and background forms must be deposited with the Graduate School Office and the History Office by the deadline issued by the Graduate School, usually by April 1. Students therefore would need to get the whole of their dissertation to their committee members a minimum of six weeks prior to the Graduate School deadline. This would allow members sufficient time to read the manuscript, and provide the student with an opportunity to revise the dissertation accordingly, and schedule (and pass) the defense.

## VII. UNIVERSITY RESEARCH AND SUPPORT FACILITIES

### A. The Library (Robert Hutchings Goddard Library)

#### 1. Contents

The Library is open 102 hours each week and is accessible 24/7 from the Library's website <http://libref.clarku.edu>. The website provides a convenient starting place to explore the Library's holdings and links to other resources. There are four libraries on campus — Goddard; the Carlson Science Library in Sackler; the Map Library in the Geography Building; the Marsh Library at 18 Claremont Street. The holdings of these libraries are included in the online catalog. Goddard houses nearly 600,000 volumes and includes strong holdings in American and European history with recent growth in African and Asian areas.

The Library provides access to a variety of databases useful for research including *America History and Life*, *Historical Abstracts* and *Dissertation Abstracts*. The electronic texts/journals link of the homepage connects to JSTOR and Project Muse — full-text databases of scholarly journals.

The Library also maintains print abstracts and indexes useful for historical research and not available electronically. A number of the journals in the Library's collection extend from the nineteenth century to the present. In addition, the Library holds the microcard edition of the *Early American Imprint Series*.

Research material not available locally can usually be obtained through Inter-library Loan. Rare books, manuscript materials and entire journal volumes are exceptions and are not commonly available for loan. It is wise to allow two to three weeks books to be ordered through ILL, although photocopies of journal articles are usually delivered more promptly. Failure to return ILL material on time may lead to the suspension of ILL privileges.

Historical research in particular requires the combined use of print and electronic sources. To take full advantage of the Library's resources, students are strongly urged to make an appointment with one of the Reference staff during their first semester.

For students studying in modern German or Holocaust history, the Goddard Library has acquired the Kline Collection which has thousands of primary and secondary source materials on modern Germany and the Nazi era.

#### 2. Ordering books and periodicals

If you conclude that the library should order a certain book or periodical, consult the history secretary to find out who is in charge of routing book orders for the department.

### **3. Study space**

Lockers are available for graduate student use in the library. Please make arrangements through the circulation desk at the library.

### **4. Inter-library loan**

You may extend the scope of your research at Clark by ordering books and periodicals through the inter-library loan service (see the reference librarian). The various reference works of the Library of Congress and the British Museum will help you to establish exact titles and publishing information. Clark is a member of the (OCLC), a computer hook-up with college libraries, which helps to locate books throughout the entire country. The Union List of Serials (through 1949) and New Serial Titles (after 1949) indicate which periodicals located in American libraries may be ordered. Make sure that you order books and periodicals through this service weeks before you plan to use them.

## **B. The Strassler Family Center for Holocaust History and Genocide Studies**

The Strassler Family Center for Holocaust History and Genocide Studies is dedicated to teaching, research, and public service. To that end, the Center for Holocaust and Genocide Studies has linkages with many Holocaust institutions and museums throughout the world. In addition, the Center brings eminent scholars and outstanding speakers in these fields to Clark University. To share research and expertise, the Center offers public outreach programs: lectures, workshops and exhibitions.

The Rose Library at the Center holds an extensive collection of books on Holocaust history and genocide studies. The library contains close to 6,000 volumes covering Holocaust history, comparative genocide, the Armenian Genocide, and sociology, photography, memoirs, fiction, poetry, plays, psychology, and religion as these areas pertain to the Holocaust and other genocides. It is a non-lending library and open on Monday through Thursday evening from 7:00-10:00 p.m. and on Sunday afternoon from 1:00-4:00 p.m. throughout the academic year.

## **C. Information Technology Services (ITS)**

Information Technology Services (ITS) is the focal point for the development and delivery of information technology services for students, faculty, and staff at Clark. ITS staff are committed to developing the very best services for the Clark community, with an emphasis on enabling effective and efficacious uses of information technologies by all. For a comprehensive look at each of the services that ITS provides please visit their web site at <http://www.clarku.edu/its>.

## **VIII. REGIONAL RESEARCH FACILITIES**

### **A. Colleges of the Worcester Consortium**

Research material is not limited to the Goddard Library. We are a member of a library consortium, allowing you to take advantage of the holdings of most of the city's colleges. The reference section of the Goddard Library contains helpful directories: Union List of Serials in Worcester County, Mass. (1996); A Directory of Libraries in the

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Central Massachusetts Regional Library Area (1966)--also available by computer through gopher, library's homepage-Union List. Hamer and the National Union Catalog also serve as guides to local manuscript collections.

The Colleges of the Worcester Consortium Shuttle runs all day and evenings, Monday through Friday. The shuttle stops include the Worcester Public Library, the Worcester Art Museum, Holy Cross College and other campuses throughout Worcester. The shuttle is convenient for anyone to use.

### **B. The American Antiquarian Society (AAS)**

#### **1. Contents**

The AAS is among the foremost repositories in the world for manuscripts and printed material from this country before 1877. Scholars from around the world come to use its holdings. Founded in 1812 as the first national historical society, it is located about two miles from the Clark campus at Salisbury Street and Park Avenue. The book and pamphlet collections, containing approximately 650,000 volumes, makes the AAS a major research library for American history. The AAS also contains first-rate collections of newspapers, periodicals, and other materials. Library collections consist primarily in materials printed within the United States, Canada, and other former British possessions.

#### **2. Using the AAS**

Please make arrangements through Professor McCoy or your advisor. The AAS is not staffed to accommodate all who knock on its doors; consequently, individual arrangements must be made.

### **C. Other area libraries and archives**

Clark is within an hour's driving time of some truly great research libraries and archives, including the John Carter Brown Library in Providence; the Harvard University libraries and the Schlesinger Library of Women's History, in Cambridge; the Massachusetts Historical Society in Boston; and the Old Sturbridge Village in Sturbridge,

Massachusetts.

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## **IX. FINANCIAL SUPPORT**

Each year the department has available a set amount of teaching and research assistantships and tuition remissions to distribute to incoming and continuing students. Incoming students should indicate on their application forms whether they wish to apply for some form of aid. Continuing students will be re-considered for financial aid at the time of their annual reviews.

## **X. REGISTRATION**

### **A. Faculty advisors**

To help you chart your course of studies, the Graduate Director will initially assign you to a faculty advisor whose scholarly interests usually lie in the same broad field of historical studies as yours. You may change advisors at any time, having notified the former advisor and received permission from the new one.

### **B. Registration procedures**

1. The Graduate School Office or the Office of Student Records will send you information on registration and other matters before you arrive at Clark.

2. As soon as possible, usually before the initial registration each semester, you should visit the Graduate Director and then discuss your program with your faculty advisor and agree on an academic program for the coming semester. For first-year students and incoming second-year students this consultation should include the language requirement, the choice of fields, and preparation for the first-year evaluation at the end of the first academic year.

3. All Ph.D. students should include in their program at least one research course -- one each semester for the first two years in the case of Ph.D. students entering without an M.A. in history. Graduate students also take individual reading courses and upper division undergraduate courses as needed for their fields.

4. Once you have met with your advisor to finalize your course selection, you will then be able to register on-line. First-year students will receive assistance from the staff of the Office of Student Records during a group information session at the beginning of the fall semester.

## **XI. HISTORY FACULTY AT CLARK**

As members of a relatively small Ph.D. granting department, the history faculty exemplify 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 of critical

inquiry into the past that first drew us into the discipline.

With twelve full-time members and a large number of adjunct members, the history faculty offers a broad range of courses in a wide variety of fields. The following profile is designed to indicate briefly the educational background and teaching and research interests of the history faculty at Clark.

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#### **A. FULL-TIME FACULTY**

**TANER AKÇAM**, Ph.D., Robert Aram and Marianne Kaloosdian and Stephen and Marion Mugar Professor of Armenian Genocide Studies.

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 eleven books and numerous articles in English, French, German, and Turkish, including his recent, widely-acclaimed *A Shameful Act: The Armenian Genocide and Turkish Responsibility* (Metropolitan Books, 2006). He is currently working on a book with Prof. V.N. Dadrian, *The Protocols of the Istanbul Military Tribunals on the Investigation of the Armenian Genocide* (in both Turkish and English, the Turkish publication forthcoming by Bilgi University Press, 2008).

**DEBÓRAH DWORK**, Ph.D., Rose Professor of Holocaust History and Modern Jewish History and Culture; Director, The Strassler Center for Holocaust and Genocide Studies.

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 also directs the Ph.D. program in Holocaust History and Genocide Studies. She is the author of numerous scholarly articles and seven books, including the now classic *Children With a Star: Jewish Youth in Nazi Europe* (1991), the award winning *Auschwitz* (1996), *Holocaust: A History* (2002), and, most recently, *The Terezín Album of Mariánka Zadikow* (2008). Her latest work, *Flight From the Reich*, will be published later this year. Professor Dwork's current research focuses on American rescue and aid workers in Europe during the Hitler years.

**JANETTE THOMAS GREENWOOD**, Ph.D., Associate Professor of History

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, History of the American South, and the Gilded Age.

She is the author of *Bittersweet Legacy: The Black and White "Better Classes" in Charlotte* (1994), and *The Gilded Age: A History in Documents* (2000).

She is currently completing a book, *"Sons and Daughters of the South"* (UNC Press: forthcoming, 2009) and is

co-author of an innovative U.S. History survey text, American Horizons (Oxford University Press) to be published in 2011.

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**WIM KLOOSTER**, Ph.D., Associate Professor of History

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) and Illicit Riches: Dutch Trade in the Caribbean, 1648-1795 (1998). Professor Klooster is the co-editor of the The Atlantic World: Essays on Slavery, Migration, and Imagination (2004), and Power and the City in the Netherlandic World (2006). His most recent book is the forthcoming Revolutions in the Atlantic World: A Comparative History, (New York University Press, 2009).

**THOMAS KÜHNE**, Ph.D., the Strassler Family Professor in the Study of Holocaust History

Professor Kühne received his academic degrees in Germany; Ph.D., University of Tuebingen, 1994. (Clark 2004 -)

He teaches Modern European and German History. His academic and research work is concerned with the relation of war, genocide, and society, with long-term traditions of political culture of Central Europe, above all with the problem of locating the Holocaust and Nazi Germany in the social and cultural history of the 20<sup>th</sup> century.

Professor Kühne's initial scholarly work focused on the political culture of Wilhelmine Germany. His recent research revolves around the mythical idea of comradeship and the impact of that notion on the actions and experiences of German WWII soldiers and the Holocaust perpetrators. He is especially interested in synthesizing new approaches to the history of mass violence.

His books include 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 five edited or co-edited volumes, among other Massenhaftes Töten. Kriege und Genozide im 20. Jahrhundert [Mass Killing. War and Genocide in the 20th 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., Assistant Professor of History

B.A., Dartmouth College, 1990; M.A., Columbia University, 1994; Ph.D., Columbia University, 2005. (Clark 2005-)

Professor Kushner specializes in eighteenth-century French social and cultural history, with an emphasis on women and sexuality. She teaches courses on early modern Europe and the History of Sexuality. Her current research focuses on elite prostitution and the police in eighteenth-century Paris.

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**DOUGLAS J. LITTLE, Ph.D., Professor of History**

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 20<sup>th</sup>-century America and Global History with a focus on the Modern Middle East.

His current research examines the American response to radical Islam between the 1967 Six Day War and the 1979 Iranian Revolution. A revised and expanded paperback edition of his most recent book, American Orientalism: The United States and the Middle East since 1945, has just been appeared with a new chapter on George W. Bush and the war in Iraq. Professor Little is also the author of 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,**

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 (Indiana UP, 2006) and numerous articles on Eastern European Jewish literary and visual culture. She is currently writing a biography of Sholem-aleichem, Russia's premier modern Jewish writer.

**DREW R. McCOY, Ph.D., Jacob and Frances Hiatt Professor of History; Chair, History Department**

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 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., Assistant Professor of History

B.A., University of North Carolina at Chapel Hill, 1995; M.Ed., University of Massachusetts at Amherst, 1999; Ph.D., University of Massachusetts at Amherst, 2007. (Clark 2007-)

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A specialist in African-American History and the African Diaspora, Professor Power Greene's research focuses on debates on African American emigration and colonization in the nineteenth century. He is also interested in exploring African American agitation for human rights within the Atlantic world.

**AMY RICHTER**, Ph.D., Associate Professor of History

B.A., Columbia University, 1991; M.A., New York University, 1993; Ph.D., New York University, 2000 (Clark 2000-)

Professor Richter specializes in 19<sup>th</sup> and 20<sup>th</sup> century American and cultural history, with an emphasis on urban and women's history. Her teaching repertoire includes the U.S. Survey Since 1865, history of American Women, and U.S. urban history from the colonial era to the 21<sup>st</sup> century. Her book, Home on the Rails: Women, the Railroad, and the Rise of Public Domesticity was published by the University of North Carolina Press in 2005. She recently started work on a volume of essays in exploring the cultural connections between women, consumerism and U.S. overseas expansion in the 1890s.

**PAUL S. ROPP**, Ph.D., Professor of History

B.A., Bluffton College, 1966; M.A., University of Michigan, 1968; Ph.D., University of Michigan, 1974 (Clark 1985-)

Professor Ropp teaches courses in Asian history, including Modern Asia, Chinese Civilization, Modern China, Chinese Women in Literature and Society, the People's Republic of China, and Confucianism, Daoism, Buddhism: Cultural Heritage of China. His research deals primarily with Chinese social and cultural history in the 17<sup>th</sup> and 18<sup>th</sup> centuries. He has written Dissent in Early Modern China: "Ju-lin wai-shih" and Ch'ing Social Criticism (1981), and Banished Immortal: Searching for Shuangqing, China's Peasant Woman Poet (2001), and has edited and contributed to Heritage of China: Contemporary Perspectives on Chinese Civilization (1990), and (with Paola Zamperini and Harriet Zurndorfer), Passionate Women: Female Suicide in Late Imperial China (2001). He is currently finishing a one-volume history of China entitled China in World History, for Oxford University Press, and is also working on a one-volume history of political dissent in Chinese history (from the 4<sup>th</sup> century BC to the present).

## **B. SPECIAL AND AFFILIATED 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. (Clark 1962-)

Professor Billias has taught a wide variety of courses in American History including: American Colonial History, the American Revolution, the Constitutional Era, the Early National Period, Race and Ethnicity in American History, Waging World War II, American Historiography to 1815, and a research seminar on the Influence of American Constitutionalism Abroad.

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His well-known collection, Interpretations of American History: Patterns and Perspectives, edited with Gerald N. Grob, is currently in its sixth edition. He recently edited and contributed to American Constitutionalism Abroad: Selected Essays in Comparative Constitutional History (1990) and is presently engaged in a study of the influence of the American constitution on the world.

**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. (Clark 1961-)

Professor Borg taught courses in nineteenth and twentieth century European history, including modern Germany, his field of concentration.

He is a political historian, examining in his research how politics and religion intersect. Reflecting this interest was his book, The Old-Prussian Church and the Weimar Republic: A Study in Political Adjustment (1984). With Professor Lucas, Professor Borg is writing a book of essays on Hitler's ideology, modern German religious nationalism, and the Church Struggle (Kirchenkampf). His current research focuses on the political history of the early ecumenical movement (1907-1948), especially on nationalism, war, and pacifism.

**JOHN C. BROWN**, Ph.D., Associate Professor of Economics; Adjunct Associate Professor of History.

B.A., University of Wisconsin, 1978; M.A., University of Michigan, 1984; Ph.D., University of Michigan, 1986. (Clark 1986-)

In addition to Principles of Economics and Macroeconomic Theory, Professor Brown's courses include American Economic History, European Economic History, and the European Economy after 1945. His research centers on Western European economic history, particularly housing, public health, living standards, governments, and urbanization in the nineteenth and early twentieth centuries.

**PAUL F. BURKE JR.**, Ph.D., Professor of Classics; Coordinator, Program in Ancient Civilization; Adjunct Professor of History.

A.B., Stanford University, 1966; Ph.D., Stanford University, 1971. (Clark 1976-)

Professor Burke teaches courses in Latin and Classical Greek and in Ancient History, Mythology, and Classical literature in translation.

Professor Burke's research interests include ancient epic, Roman Imperial history, and disease in the ancient world. He has published articles on Vergil's Aeneid. Professor Burke's book, Olympians: The Gods and Goddesses

of Classical Greece was recently published.

**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.

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Dr. Dykstra is a social and political historian specializing in the 19<sup>th</sup> century U.S., with research interests in slavery and race relations, Native Americans, and the Old West. He is the author of two prize-winning books: The Cattle Towns (1968) and Bright Radical Star (1993). He is currently co-authoring a book on gun violence and the emergence of frontier Dodge City as a cultural icon.

**EVERETT FOX**, Ph.D., Allen M. Glick Professor in Judaic and Biblical Studies; Adjunct Professor of History.

B.A., Brandeis University, 1968; M.A., Brandeis University, 1972; Ph.D., Brandeis University, 1975.

Professor Fox teaches courses on the Bible and Jerusalem in History and Imagination.

His major research is centered on the translation of the Bible. His recent translation of the Five Books of Moses, called "The Schocken Bible, Volume One," has received widespread praise from fellow Biblical scholars and general international acclaim.

**JACK LARKIN**, Museum Scholar and Chief Historian, Old Sturbridge Village and Affiliate Professor of History.

A.B. Harvard College, 1965; M.A. Brandeis University, 1968.

Mr. Larkin is the former Director of Research, Collections and Library at Old Sturbridge Village, the outdoor museum of New England history. He has written a number of books and numerous articles on American history before 1860. Most recently he has published the highly-acclaimed Where We Lived: Discovering the Places We Called Home (2006). His primary interests include the history of the family, the history of the small community, rural landscape and settlement, everyday life and material culture, and museums and public history.

**PAUL LUCAS**, Ph.D., Associate Professor of History, Emeritus.

B.A., Brandeis University, 1955; Ph.D., M.A. Princeton University, 1957; Princeton University, 1963. (Clark 1969-)

Professor Lucas taught a general survey of Western Civilization and more specialized courses, principally in early modern English and western European history.

In both teaching and research, Professor Lucas is particularly interested in the history of ideas and institutions, the relation between legal structure and economic development, the quantitative study of the behavior of leaders of revolution, and the sociology of the English legal profession. He has presented papers at the Harvard Business School on the political desires of French merchants on the eve of the French Revolution, and at the international meeting of the Society for Eighteenth-Century Studies on Sir William Blackstone and the right of copyholders to vote for M.P.s in 18<sup>th</sup>-century England. Professor Lucas gave a series of lectures on "The Political Thought of Edmund Burke," at

the University of Chicago (1989) and at the University of Trier (1991). He is currently working on a study of Edmund Burke.

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**THOMAS P. MASSEY**, Ph.D., Dean of the College of Professional and Continuing Education and Adjunct Professor of History.

B.A., University of Arizona, 1971; M.A., University of Arizona, 1976; Ph.D., University of Michigan, 1983. (Clark 1988-)

Dean Massey teaches courses in Chinese social and institutional history, U.S.-China trade relations, and U.S.-Japan trade relations.

His research is focused primarily on early Ming China social and institutional history, in particular on the Ming founding and the Ming founder, Zhu Yuanzhang. Most recently, he published an essay in Ming Studies on the military and society in the late 14<sup>th</sup> century China.

**ALDEN VAUGHAN**, Ph.D., Affiliate Professor of History

B.A., Amherst College, 1950; M.A., Columbia University, 1956, 1958; Ph.D., Columbia University, 1964.

Professor Vaughan taught American history at Columbia University from 1961 to 1993, with emphasis on the American colonial era and on American race relations. His publications include New England Frontier (1965, 3<sup>rd</sup> ed. 1995); American Genesis (1975); and Roots of American Racism (1995).

**FULL-TIME FACULTY DIRECTORY**

<u>NAME</u>	<u>OFFICE LOCATION</u>	<u>PHONE NUMBER</u>
Professor Drew McCoy Chair, History Department	JEF 315	(508) 793-7789
Professor Debórah Dwork Director, Holocaust History & Genocide Studies	Cohen-Lasry House	(508) 793-8897
Professor Janette Greenwood Director, American History Graduate Program	JEF 306	(508) 793-7286
Professor Thomas Kühne Director, Holocaust and Genocide Graduate Studies Program	Cohen-Lasry House	(508) 793-7523
Professor Taner Akçam	Cohen-Lasry House	(508) 421-3863
Professor Wim Klooster	JEF 305	(508) 421-3768
Professor Nina Kushner	JEF 416	(508) 421-3797
Professor Douglas Little	JEF 312	(508) 793-7184
Professor Olga Litvak	JEF 307	(508) 793-7254
Professor Ousmane Power-Greene	JEF 412	(508) 421-3725
Professor Amy Richter	JEF 402	(508) 793-7216

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**EMERITI FACULTY**

<b><u>NAME</u></b>	<b><u>OFFICE LOCATION</u></b>	<b><u>PHONE NUMBER</u></b>
Professor George Billias	JEF 301	(508) 793-7288
Professor Daniel Borg	JEF 301	(508) 793-7288
Professor Paul Lucas	JEF 301	(508) 793-7288

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**AFFILIATED FACULTY**

Robert Dykstra	JEF 301	(508) 793-7288
Jack Larkin	JEF 301	(508) 793-7288
Alden Vaughan	JEF 301	(508) 793-7288

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**STAFF**

Diane Fenner Department Assistant History Office E-mail: dfenner@clarku.edu Fax: (508) 793-8816	JEF 301	(508) 793-7288
Margaret Hillard Secretary Center for Holocaust History & Genocide Studies E-mail: mhillard@clarku.edu Fax: (508) 793-8827	Cohen-Lasry House	(508) 793-8897
Tatyana Macaulay	Cohen-Lasry House	(508) 793-7764

Coordinator of Academic Programs  
Center for Holocaust History  
& Genocide Studies  
E-mail: [tmacaulay@clarku.edu](mailto:tmacaulay@clarku.edu)  
Fax: (508) 793-8827