

CLARK
UNIVERSITY



HISTORY DEPARTMENT
PH.D. PROGRAM

HANDBOOK FOR GRADUATE STUDENTS

2020-21

Clark University History Department Graduate Program

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INTRODUCTION

This handbook offers an overview of Clark University's PhD program in History. For the accelerated degree (fifth-year) M.A. program, a separate brochure is available in the History Department office. The doctoral program consists of two broad areas:

United States and Atlantic History, with tracks in the history of the United States and in the history of the Atlantic World

and **Holocaust History and Genocide Studies**, with tracks in Holocaust History and in Genocide Studies.

The **United States and Atlantic History** tracks offer students a range of courses covering a variety of topics pertaining to the history of colonial British North America, the United States, and the Atlantic World. These tracks aim to prepare United States and Atlantic World scholars for careers in academia and museum and archival work.

The **Holocaust History and Genocide Studies** tracks offer students a range of courses covering a spectrum of topics pertaining to the history of the Holocaust, the Armenian Genocide, genocides and mass violence in other parts of the world, and in comparative genocide research. These tracks aim to prepare Holocaust and genocide scholars for careers in academia, museums, archives as well as government bureaucracies, corporations, and NGOs. The tracks train the next cadre of professors, teachers, Holocaust museum directors and curators, human rights advocates, decision makers and experts about genocide and genocide prevention.

Questions about the graduate areas can be addressed to the appropriate Director of Graduate Studies. For U.S. and Atlantic History: Director of Graduate Studies, History Department, Clark University, Worcester, MA 01610. For HHGS: Director of Graduate Studies, Holocaust History and Genocide Studies, Clark University, Worcester, MA 01610.

APPLYING TO THE PROGRAM

To apply to the Ph.D. Program in History please visit the link below detailing the online application process as well as the application deadlines and requirements. The History Department has suspended admission to the U.S. History and Atlantic History track.

<http://www.clarku.edu/graduate-admissions/apply/requirements/phd-history.cfm>

Applicants are encouraged to set up a visit. The Director of Graduate Studies (DGS) may also take the initiative to conduct on-campus or telephone interviews of applicants. Interviews typically occur after the application is submitted and before admission decisions are made.

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

GETTING STARTED IN THE PROGRAM

Orientation

In the week prior to the start of the fall semester, there will be an orientation to familiarize incoming Ph.D. students with Clark University and the History Department or the Strassler Center.

Adviser

In the **U.S. History and Atlantic History** tracks, the DGS will initially assign you to a faculty adviser whose scholarly interests lie in the same broad field of historical studies as yours. This adviser will help you chart your course of study. You may change advisers, should the need arise, by notifying the former adviser and receiving permission from the new one.

In the **Holocaust History and Genocide Studies** tracks, the DGS will serve as your faculty adviser during your first year in the program. By the last day of classes of the first year, you are required to secure the agreement of a Center faculty member to serve as your primary adviser, who will direct your thesis.

Registration

1. The Graduate School Office or the Registrar's Office will send you information on registration and other matters before you arrive at Clark University.
2. You should meet as soon as possible with the DGS and your faculty adviser in order to discuss your program generally and to choose classes for the coming semester. For first-year students and incoming second-year students, this consultation will include a discussion of the language requirement and the choice of fields.
3. All Ph.D. students must take at least one research course per semester for their first two years. Graduate students may also take individual reading courses and upper division undergraduate courses as needed for their fields.
4. Matriculating Ph.D. students will be able to register for courses only after meeting with their adviser. Registration is on-line.

Policies and Requirements

Student Status

Graduate students may have either “resident” or “nonresident” status. This status is decided on a semester-by-semester basis after consultation with the Director of Graduate Studies.

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. Students exceeding this will no longer be enrolled in the Ph.D program.

To receive nonresident status, student must apply to their department. It is the student’s responsibility to register and pay the required fees each semester.

Course Work

The first two years of the program are dedicated to coursework. Students in U.S. and Atlantic History may petition to have a previous MA in History applied toward their coursework. The aim of course work is to expose students to a variety of historical fields, to hone their analytical skills in reading and research through intense scrutiny of the relevant scholarship, to provide a foundation for the students’ fields, and to teach them to do independent research. It is expected that full-time students will do substantial reading on their own in their fields, above and beyond what is assigned in class. This reading may be done over the summer, or during the semester in self-organized study groups.

Students in all tracks must take twelve courses at the graduate level to qualify for the Ph.D. At least nine of these must be in the History Department, and at least two must be from one department outside the History Department at the graduate level. Students need to secure approval for their two “outside” courses from their faculty adviser. At least four of the twelve courses should be research seminars or 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. Holocaust History students are required to take two courses in genocide studies and Genocide Studies students are required to take two courses in Holocaust history.

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

Grades

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

Language requirement(s)

United States and Atlantic History students are required to demonstrate competency in *one* foreign language, appropriate to their future research. Competence must be demonstrated in a written translation exam administered by a Clark faculty member.

Holocaust History and Genocide Studies students are required to demonstrate competency in *two* foreign languages, preferably those appropriate to their future research, in written translation exams administered by the DGS and evaluated by an outside professor of the language on which the student is tested. The first of the two exams needs to be taken no later than at the start of the second year; the second exam no later than at the start of the third year.

All language requirements must be satisfied before the comprehensive exam is scheduled.

Residence requirement

Students are required to remain in residence two years. While the Holocaust History and Genocide Studies track does not admit part-time students, the U.S. and Atlantic History track offers this option in exceptional cases. Under these circumstances, students must work out with the Graduate Director an individual arrangement keyed to their rate of progress.

First and Second Year Reviews

Good communication at the right time and a sense of progress are crucial to success in graduate school. The evaluation procedures are geared to that end.

Students in the **U.S. and Atlantic History** program take an oral exam at the end of the first year, based on the year’s course work. Following the exam is a review, in which the faculty adviser will determine, based on the exam as well as evaluations from all faculty with whom the student has studied (as solicited by the Graduate Director prior to the exam), whether the student may proceed in the program. That decision is conveyed to the student in writing no later than June 1. If necessary, the student will undergo a second review at the end of the second year, with either his/her adviser or the Graduate Director. A satisfactory annual review is required before the student can proceed.

Students in the **Holocaust History and Genocide Studies** track will meet with their faculty adviser at the end of the first year in order to discuss the student’s progress. At this meeting, they go over the student’s review. This review is based on evaluations from faculty with whom the student has studied. The faculty adviser solicits these evaluations and writes a redacted evaluation. A

satisfactory review is necessary for the student to proceed. This process is repeated after the second year.

A student is expected to take the initiative in scheduling these meetings at the appropriate time.

Dissertation Director

During, but no later than the last day of classes of the first year, each student must secure the agreement of a faculty member within his or her program to serve as his or her dissertation director (primary dissertation adviser).

Comprehensive Examination

The function of the comprehensive exam is to prepare the student to teach in fields beyond her/his dissertation topic, to participate intelligently in ongoing discussions in these fields, and to provide a broad background for research. Fields are broadly conceived chronologically, geographically, or topically.

Each student is responsible for preparing *three fields*.

In the **U.S. History** track, the *major field* is American history (pre-Columbian to the present). A *special field* is a field within the major field. Usually it is the field in which the student plans to write his or her dissertation (for example, diplomatic history, social history, women's history, intellectual history, or the history of a specific period). The *minor field* is in History but outside the major and special fields; this field would be outside U.S. History

In the **Atlantic World** track, the *major field* is the History of the Atlantic World. The *special field* is within the major field and reflects the student's dissertation interests (e.g. Caribbean history); and the *minor field* is outside the major and special fields (e.g. Early Modern Europe or Early American history).

In the **Holocaust History** track, the three fields are (1) Modern European History from the Enlightenment to the present; (2) the History of the Holocaust; and (3) a field specifically designed around the candidate's research interests and tailored to his or her dissertation proposal.

In the **Genocide Studies** track, the three fields are (1) Genocide Studies; (2) the history of the region relevant to the student's dissertation project; (3) a field specifically designed around the candidate's research interests and tailored to his or her dissertation proposal.

Students must consult with their primary adviser on the mix of fields and specialties. The adviser must approve the field choices.

The field examination aims to ascertain whether the student has achieved a grasp of the field as a whole and – by examining the student's capacity to integrate material and develop a coherent sense of the field- – whether he or she has begun to develop his/her own interpretation of it. The

examination also tests the student's understanding of 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 (in one 3-hour block). Ideally, students must pass this examination no later than the last day of classes of their third year in the program.

Students are responsible for arranging their examination committee. In United States and Atlantic History, the committee is comprised of three professors in the student's major field of study, including the dissertation adviser, and one professor in the minor field. In Holocaust History and Genocide Studies the committee is made up of professors in each of the three fields. The examination committee can be but does not need to be the same as the dissertation committee. Typically, at least two of the committee members are Clark faculty with strong teaching expertise in the related field of examination. Students discuss and clear the composition of the committee with their dissertation adviser, secure the agreement of the other committee members, and finally the approval of the Director of Graduate Studies. While the Directors of Graduate Studies provide oversight for the composition of the committees chaired by their respective colleagues, the Director of the Center provides oversight for committees chaired by the DGS in Holocaust and Genocide Studies, as does the Chair of the History Department for the committees chaired by the DGS in American and Atlantic History.

The examination is graded in three ways: Pass, Fail, or in rare and outstanding cases, Pass with Distinction. The grade is determined immediately after the exam is concluded. All committee members vote on the grade for each field, and on the final total grade. Failure in a field requires the student to reschedule examination in that field. In the event that one field examination must be rescheduled, at least two members of the committee must be present: the faculty member with primary responsibility for that field and one other. If two fields must be rescheduled, the faculty members with primary responsibility for the rescheduled fields must be present. Other committee members may be present but this is not required. No part of the oral exam can be rescheduled more than once.

Dissertation Committee

Normally during their second year, students establish their dissertation committee. Students discuss and clear the composition of the committee with their dissertation adviser, who serves as its chair, and secure the approval of the Director of Graduate Studies as well as the agreement of two additional committee members.

Dissertation Prospectus

The expected length of a dissertation prospectus is twelve to twenty pages, double-spaced, 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. In

addition, it should describe the dissertation's contribution to the field, as well as preliminary hypotheses, the study's methods and the types of sources to be used.

After completion of the dissertation prospectus, normally in the first semester of the third year, but no later than in the middle of the second term of the third year, each student will have a one-hour dissertation prospectus defense colloquium to which all program faculty and graduate students are invited. The adviser, who has supervised the prospectus directed research, and the two other dissertation committee members must attend. It is the student's responsibility to arrange a time convenient to all committee members. Copies of the prospectus will circulate in the week before the colloquium. At the colloquium, the student will give a 30-minute synopsis of the subject and approach and then open the floor for questions and discussion.

Please Note: students must pass all three fields of their comprehensive exams before scheduling the prospectus defense.

Dissertation

The dissertation must make an original contribution to the candidate's field of specialization. Students are advised to ensure that their research will not duplicate work already published elsewhere. The dissertation is to be based on (and name) all relevant primary and secondary sources, including those most recently published. The completed dissertation should be a well-written and well-organized typescript fitting, in format, the University guidelines (for binding etc.) and consisting of the front matter (title page; preface; table of content, list of tables, list of illustrations, each of these three with page references), the text (introduction; main body, divided into chapters and subchapters; conclusion), and the references (notes, to be placed at the bottom of each page, at the end of each chapter, or at the end of the complete text; appendices; bibliography). Typically, a dissertation manuscript runs approximately three hundred pages.

Dissertation Defense

After the student has submitted the completed dissertation to his/her committee members and they have evaluated it, the student will have a meeting to defend the dissertation and discuss the committee's comments.

Submission of the Dissertation

The website of the Graduate School on Formatting Guides provides exact information on the process of submitting the dissertation, <http://www.clarku.edu/graduate/current/formattingguides.cfm>. Students are strongly advised to consider the time their advisers need to evaluate the dissertation. If, for instance, the student wishes to receive the Ph.D. at the May Commencement, the revised dissertation and background forms must be deposited with the Graduate School office and the History Department office by the April 1st deadline. Students therefore would need to get the entire dissertation to their committee members a minimum of two months prior to the Graduate School deadline. This would allow members of the dissertation committee sufficient time to read the

manuscript, and provide the student with an opportunity to revise the dissertation accordingly, and schedule (and pass) the defense.

DURATION OF THE PROGRAM

It is expected that it will take students five full years to complete the Ph.D. program, and it is anticipated that students will defend their dissertations in September of what would be Year 6. Students who wish to be awarded their degree at the October board meeting must submit their entire dissertation to their committee at least two months prior to the defense date – i.e., in July.

According to the Graduate School rules, students may hold non-resident status for three years. Non-resident status is for students who have completed all of their required course work but must still fulfill a graduation-related requirement (e.g., dissertation). They must register each semester as a non-resident student and pay the required non-resident fee. Students who fail to register and pay the fee will be withdrawn from the University and must request to be readmitted with the permission of their department head and the Dean of Graduate Studies and after paying past semester fees. All full time non-resident students may defer federal loans and must carry health insurance that meets Massachusetts state law requirements. Note that part-time non-resident students are not eligible for loan deferments.

Students, who require more time than six years (because they accepted full-time employment in Year 6, for example), must request additional time and, if granted, must pay a higher fee. Such students must show significant progress on their dissertation by submitting two satisfactory chapters each year to their dissertation adviser. Students who do not submit two satisfactory chapters in a year will be withdrawn from the University.

FINANCIAL AID

Students in the **United States History** and **Atlantic World** tracks are encouraged to apply for extra-university fellowships whenever possible, particularly for dissertation research. The American Historical Association (AHA) grant book for outside fellowships provides valuable assistance. Consulting your instructors for information is highly recommended. 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. Each semester, merit-based Teaching Assistantships are available for doctoral students. In making awards preference is given to students who have not yet taken their comprehensive exams. Teaching Assistants typically take two courses per semester. Teaching Assistants in United States and Atlantic History receive a stipend.

Students in the **Holocaust History** and in the **Genocide Studies** tracks receive a package of support for the whole of the five-year program on condition that they progress satisfactorily each year and carry out assigned professionally appropriate work including but not limited to Teaching Assistantships. 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 submit a Progress Report form to their adviser. Students who have made satisfactory progress will continue to receive support in Year 4. This process will be repeated during the spring term reading period of Year 4 for support in the Year 5. 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.

DISSERTATIONS IN PROGRESS

ALEKSANYAN, Anna. "Gendered Aspects of the Armenian Genocide in the Experiences of its Victimized Females (1914-1918)"; ADVISER: Taner Akçam

ARMELIN, Maayan "Leadership Styles and Social Relations in the *SS-Einsatzgruppen*"; ADVISER: Thomas Kühne

VERY, Alison. "A Sociohistorical Analysis of the *Interahamwe* Militia"; ADVISER: Ken McLean

BOCCO, Michael. "Washington and Sadat: Developing the US-Egyptian Relationship"; ADVISER: Doug Little

De LEEUW, Daan. "The Geography of Slave Labor: Dutch Jews and the Third Reich, 1942-1945"; ADVISER: Debórah Dwork

GERCEK, Burcin. "The Mindset of Armenian Genocide Perpetrators in the Angora Province"; ADVISER: Taner Akçam

GOLDBERG, Simon. "Writing and Rewriting the History of the Kovno Ghetto"; ADVISER: Debórah Dwork

GREEN, Hana. "Passing as Aryan: Female Jewish Identity during the Holocaust"; ADVISER: Thomas Kühne

HAUTH, Gabrielle. "Intimacy in Ravensbrück: Sex, Violence, and Survival in a Nazi concentration camp"; ADVISER: Thomas Kühne

JOHNSON, Ellen. "Jewish Identity Groups in the Nazi Ghettos of Riga and Łódź."; ADVISER: Thomas Kühne

KJERTE, Emil. "Ustaša Killing Specialists: The Personnel of the Jasenovac Concentration Camp Complex"; ADVISER: Thomas Kühne

KRAMEN, Alexandra. "Justice Pursued: Jewish Survivors' Struggle for Holocaust Justice in Displaced Persons Camp Föhrenwald, 1945-1957"; ADVISER: Debórah Dwork

LAKIN, Samantha. "Kwibuka: Divergent Memories and Quests for Justice in Post-Genocide Rwanda"; ADVISER: Ken McLean

LAW, Matthew. "The Work of Movement: African-American Overseas Emigration Organising in the Deep South, 1861 - 1885"; ADVISER: Ousmane Power-Greene

LAZAR, Natalya. "Czernowitz Jews and the Holocaust"; ADVISER: Debórah Dwork

MARCHAND, Melinda. "Seeking 'Honor, Respect and Bread:' Caroline Dall's Pursuit of Intellectual Authority and Rights for Women"; ADVISER: Amy Richter

MILLER, Abigail. "The Transmission of Holocaust Memory in Argentina: From the Refugee Survivors to the Generation of the Disappeared"; ADVISER: Debórah Dwork

PODBIELSKA, Alicja. "Memory of the Holocaust Rescuers in Poland"; ADVISER: Debórah Dwork

SINNOTT, Jessa. "Anti-Jewish Programs and Neighborhood Violence in Nazi-Occupied Poland, 1941"; ADVISER: Thomas Kühne

SAJJADUR, Rahman. "Wartime Collaborators and the Politics of Justice in Bangladesh (1971-1975)"; ADVISER: Ken McLean

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 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 profiles are designed to indicate briefly the educational background and teaching and research interests of the history faculty at Clark.

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's field of expertise is late Ottoman-Turkish history and Genocide studies. He has lectured and published extensively on the Armenian genocide, Turkish nationalism, and the history of the modern Middle East. He has established The Krikor Guerguerian Archive, one of the most important online archives on the Armenian Genocide. Akçam has been recognized for his work on the Armenian Genocide, receiving the "Heroes of Justice and Truth" award in 2015 and a Lifetime

Achievement Award in 2019. 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 the Question of Turkish Responsibility* (2006). His recent publications are: *Judgment at Istanbul: The Armenian Genocide Trials* (with Vahakn Dadrian) (2011), *Young Turks' Crime against Humanity: The Armenian Genocide and Ethnic Cleansing in the Ottoman Empire* (2012), *The Spirit of the Laws: The Plunder of Wealth in the Armenian Genocide* (with Umit Kurt) (2015), and *Killing Orders: Talat Pasha's Telegrams and the Armenian Genocide* (2018).

ELIZABETH E. IMBER, Ph.D., *Assistant Professor and Leffell Chair in Modern Jewish History* (Office, JEF 307; Phone x7154) B.A., Brandeis University, 2009; M.A., Brandeis University, 2010; M.A., Johns Hopkins, 2013; Ph.D., Johns Hopkins, 2018 (Clark2019—).

Professor Imber specializes in modern Jewish history and British imperial history. Her research focuses on modern Jewish politics; the history of Zionism and Mandate Palestine; socialism and nationalism; and gender and imperialism. She is currently working on a book project entitled *Empire of Uncertainty: Jews, Zionism, and British Imperialism in the Age of Nationalism, 1917-1948*. She offers classes in Jewish history, British imperial history, and the history of Israel/Palestine.

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* (4th edition, 2020). She co-curated "Reimagining an American Community of Color: The Portraits of William Bullard, 1897-1917," an exhibition at the Worcester Art Museum, October 2017—February 2018 and co-edited the exhibition catalogue.

WIM KLOOSTER, Ph.D., *Robert H. and Virginia N. Scotland Professor of History and International Relations*. (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 is a historian of the Atlantic world. He currently serves as the editor of the three-volume Cambridge History of the Age of Atlantic Revolutions. Klooster teaches various courses on Atlantic history, including Pirates and Smugglers in the Atlantic World; Africans in the Americas; Comparative Colonialism: The Americas; and The Age of Atlantic Revolutions. He also regularly teaches courses on European history such as The Reformation and Introduction to European History. 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), *Revolutions in the Atlantic World: A Comparative History* (2009, new edition, 2018), *The Dutch Moment: War, Trade, and Settlement in the Seventeenth-Century Atlantic World* (2016), *Realm between Empires: The*

Second Dutch Atlantic, 1690-1815 (2018), and *Tussen honger en zwaard: Nederlands Atlantische rijk in de zeventiende eeuw* (2018), and (co-) editor of the *The Atlantic World: Essays on Slavery, Migration, and Imagination* (2004, new edition, 2019), *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 Colin-Flug Chair in the study of Holocaust History, Director, Strassler Center for Holocaust and Genocide Studies. (Office, Cohen-Lasry House; Phone: x7523). Professor Kühne received his academic degrees in Germany; Ph.D., University of Tübingen, 1994. (Clark 2004-).

Professor Kühne teaches the Holocaust, modern European and German history, and the history and the memory of mass violence. 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.

His books include *The Rise and Fall of Comradeship: Hitler's Soldiers, Male Bonding and Mass Violence in the 20th Century* (2017), *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), and *Dreiklassenwahlrecht und Wahlkultur in Preußen 1867-1914* (*Three-Class Voting System and Electoral Culture in Prussia, 1867- 1914*) (1994), as well as nine 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). Most recently, he edited a special issue of the journal *Central European History* (Vol. 51, 2018) on "Masculinity in the Third Reich."

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 histories of women and gender, and the history of sexuality. Her book *Erotic Exchanges: The World of Elite Prostitution in Eighteenth-Century Paris* (Cornell, 2014) used 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* (LSU, 2015).

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 co-editing a volume, *Histories of French Sexuality from the Enlightenment to the Present* (forthcoming, University of Nebraska Press), which examines how the history of sexuality challenges, nuances, and expands our view of the past. She is also co-editor of the series *A Cultural History of Prostitution*, for Bloomsbury Press.

DOUGLAS J. LITTLE, Ph.D., *Professor of History. (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 20th-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* was 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*. He is currently at work on *Reagan Reconsidered*, a short book showing how the 1980s paved the way for the Age of Trump.

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 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; Ph.D., University of Massachusetts at Amherst, 2007. (Clark 2007-).*

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. 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 and Chair, History Department. (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 19th and 20th 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 21st 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.

FRANCES TANZER, Ph.D., Assistant Professor and Rose Professor in Holocaust Studies and Modern Jewish History and Culture (Office, Strassler Center; Phone x 7450) B.A., University of Toronto, 2010; M.A., Brown University, 2013; Ph.D., Brown University, 2018 (Clark 2020--).

Professor Tanzer specializes in modern European and Jewish cultural history. Her research focuses on the aftermath of the Holocaust in Central Europe; refugees and migration; popular culture; Holocaust memory; and the history of antisemitism and Islamophobia. She is working on a book project entitled, *Vanishing Vienna: Jewish Absence in Postwar Central Europe*. She offers classes in European history, the Holocaust, and refugee history.

Emeriti, Adjunct & Affiliate Faculty

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-)

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, Clark University, 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 (Clark 1969-)

MEREDITH NEUMAN, Ph.D., Associate Professor of English, Clark University, 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.

Staff

Mary Jane Rein, Executive Director

Cohen-Lasry House

Tel: 1-508-421-3745

Email: mrein@clarku.edu

Robyn Conroy, Program Manager and Rose Librarian

Cohen-Lasry House

Tel: 1-508-793-7764

Email: rconroy@clarku.edu

Alissa Duke, Administrative Assistant

Cohen-Lasry House

Tel: 1-508-793-8897

Email: aduke@clarku.edu

Diane Fenner, Department Assistant

History Department

Tel: 1-508-793-7288

Email: dfenner@clarku.edu