



HANDBOOK  
FOR  
HISTORY MAJORS  
— AT —  
CLARK UNIVERSITY

2021-2022

CLARK  
UNIVERSITY



CHALLENGE CONVENTION. CHANGE OUR WORLD.

# Handbook for History Majors

Clark University  
2021-2022

NAME: \_\_\_\_\_

YEAR: \_\_\_\_\_

SPECIALIZATION: \_\_\_\_\_

ADVISOR: \_\_\_\_\_



# CLARK UNIVERSITY

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# Contents

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- [Why Study History](#) ..... 1
- [Requirements for the History Major](#) ..... 3
- [Requirements for the History Minor](#) ..... 6
- [History Advisors](#) ..... 6
- [Course Offerings](#) ..... 7
  - [U.S. History](#) ..... 8
  - [European History](#) ..... 9
  - [Global History](#) ..... 10
- [Special Opportunities](#) ..... 11
  - [Directed Readings and Research Projects](#) ..... 11
  - [History Honors Program](#) ..... 11
  - [Accelerated Degree Program \(B.A./M.A.\) in History](#) ..... 14
  - [Internships](#) ..... 15
  - [American Antiquarian Society Seminar](#) ..... 15
  - [Phi Alpha Theta, History Honor Society](#) ..... 16
- [History Department Faculty](#) ..... 17
- [History Major Worksheet](#) ..... 26
- [History Minor Worksheet](#) ..... 29
- [Notes](#) ..... 30

## Why Study History?

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

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

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

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

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

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

# Requirements for the History Major

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## SPECIALIZATION

The History Major is organized around a specialization.

Students may select a geographic specialization in U.S., European, or global history; or students may instead choose, in consultation with their advisors, to define a thematic specialization that is comparative or transnational in its approach. This is an opportunity for students to shape the History curriculum to serve their interests, to focus their studies, and to build upon the shared interests of faculty in different geographic/national fields. Thematic specializations supported by History Department offerings include, but are not limited to: literature and history, the history of women and gender, comparative colonialism, or the history of war and violence.

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

## REQUIREMENTS FOR THE HISTORY MAJOR

All history majors must take **ten** courses in the History Department and **two** related courses outside the department.

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

### I. HISTORY 120: WRITING HISTORY (1 COURSE)

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

Writing History has several important objectives:

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

Writing History provides necessary preparation for your capstone experience in the major, including the History Department's Honors Program. This course is offered every semester.

## **II. SPECIALIZATION COURSES (5 COURSES)**

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

## **III. GEOGRAPHIC REQUIREMENT (3 COURSES)**

At least one course in each of the three geographic areas: U.S., European, and global. Two of these courses must be at the 200 level, and one may count toward the student's area of specialization.

## **IV. PERIOD REQUIREMENT (1 COURSE)**

At least one course, either inside or outside the area of specialization, devoted primarily to the period before 1800. All



courses meeting this requirement are marked with an asterisk (\*) in the course listings.

#### V. CAPSTONE REQUIREMENT (1 COURSE)

This requirement is intended to serve as the intellectual culmination of your undergraduate education. The capstone requirement cannot be met by any course used to meet requirements 1 through 4.

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

#### VI. OUTSIDE DEPARTMENT REQUIREMENT (2 COURSES)

Two courses outside the History Department related to the student's area of specialization. ***Please note:*** *These courses must be approved by the student's history advisor in advance and must be taken after the student has declared themselves to be a History Major.*

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

## Requirements for the History Minor

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

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

## History Advisors

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

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

## Course Offerings

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Undergraduate courses are of three types:

### **I. FIRST-YEAR INTENSIVES (FYI)**

First-Year Intensives (FYI) are open only to incoming first-year students.

### **II. SURVEY COURSES**

Survey courses are designed for first and second-year students, numbered 001-199.

### **III. ADVANCED COURSES**

Advanced courses are numbered 200-299. These have no prerequisites. They are open to first and second-year students, as well as upper-class students, without permission of the instructor, unless specifically noted. In case of doubt, students should consult the course instructor. The term "proseminar" indicates a course with limited enrollment that combines reading, discussion, and written reports. The term "seminar" indicates a research course.

Classes taken at The School of Professional Studies do not normally count toward the History Major or Minor. In addition, students planning to apply history courses from study abroad programs or other American colleges or universities toward their Clark History Major or Minor must seek the approval of the Department Chair in advance.

Asterisked (\*) courses are devoted primarily to the period before 1800 and meet that course requirement for the history major.

## U.S. HISTORY

- 011\* Survey of U.S. History to 1865
- 012 Survey of U.S. History since 1865
- 016 Race and Ethnicity in American History
- 037 Nineteenth-Century America through Women's Eyes/First-Year Intensive
- 039 American Home: Power, Place, and Gender/First-Year Intensive
- 044 Picking Up the Gun: A History of Violence in African-American Social and Political Movements/First-Year Intensive
- 045 Reconsidering the Harlem Renaissance/First-Year Intensive
- 051 Introduction to Public History/First-Year Intensive
- 055 9/11 in Fact and Fiction/First-Year Intensive
- 112\* African-American History to 1865
- 114 African-American History, 1865 to the Present
- 145 U.S. History through the Novel
- 201\* Era of the American Revolution
- 202 The Early American Republic
- 203 U.S. Urban History/Seminar
- 207 Exploring Public History at Old Sturbridge Village/Seminar
- 209 Marriage and the Meanings of America/Seminar
- 211 American Consumer Culture/Seminar
- 213 Gender and the American City/Seminar
- 214 The American Civil War
- 215 The Age of Lincoln/Seminar
- 217 Reconstruction: America after the Civil War, 1865-1877/Seminar
- 219 History of American Women
- 220 The Black Radical Tradition/Seminar
- 222 History of the American South
- 223 The Civil Rights Movement

- 225 Blacks and Reds: African-Americans, Socialists, and Communists in the Twentieth Century
- 231 Origins of Modern America, 1877-1914
- 238 America, Russia, and the Cold War, 1917-1991
- 243 American Antiquarian Society Seminar in American Studies
- 245 U.S. Foreign Policy in the Middle East
- 250 Baseball as History and Literature/Seminar
- 277 America's Founding Fathers: Memory and Meaning/Proseminar
- 288 Exploring Public History/Seminar
- 293 African-American Political and Social Movements

## EUROPEAN HISTORY

- 040\* The Witch Craze: Witch Hunts in Early Modern Europe, 1450-1750/First-Year Intensive
- 042 Nazi Germany: Rise and Fall/First-Year Intensive
- 050 Revolutions in Europe and the Americas/First-Year Intensive
- 069 Introduction to Medieval History
- 070\* Introduction to European History I
- 071\* Introduction to European History II, since 1600
- 110\* Early Modern Europe
- 118\* Revolutionary Europe, 1789-1918
- 153 Europe: Age of Extremes
- 165 Nazi Germany and the Holocaust
- 175 Holocaust: Agency and Action
- 205\* The Reformation: Violence and Reform in the Sixteenth Century
- 212 History of Sexuality: 1750 to the Present
- 229 Women and Gender in Early Modern Europe
- 234 History of Racism in Modern Europe/Seminar
- 236 Gender, War, and Genocide in Twentieth-Century Europe/Seminar

- 237 The Holocaust Perpetrators/Seminar
- 249\* Early Modern France
- 256 The British Empire
- 260 Rescue and Resistance during the Holocaust/Seminar
- 276 Collective Memory and Mass Violence/Seminar
- 295 Dangerous Women/Seminar

## **GLOBAL HISTORY**

- 080 Introduction to Modern East Asia
- 085\* Introduction to African History
- 090 Twentieth-Century Global History
- 116\* Pre-Colonial African History
- 121 Jewish History After 1492
- 122\* Jewish History in the Ancient and Medieval World
- 125 Genocides in the 20th Century
- 128 History of Modern Israel
- 130 Introduction to the History of Genocide
- 135 History of Armenia
- 162 The History of the Modern Middle East, 1800-1925
- 182 Modern China
- 191\* Pirates and Smugglers in the Atlantic World
- 206\* Africans in the Americas, 1500-1888
- 226\* Comparative Colonialism/Seminar
- 227\* The Caribbean in the Era of Slavery
- 230 Topics in Armenian Genocide
- 235\* The Atlantic World
- 238 America, Russia, and the Cold War, 1917-1991
- 240 Love, Memory, and Violence: The Cultural Revolution/Seminar

253	Beauty, Gender, and Power around the World, 1800-Present/Seminar
254*	The Age of Atlantic Revolutions/Seminar
262	Genocide, Denial, Facing History and Reconciliation/ Seminar
266	Refugees/Seminar
269	The History and Culture of Business in East Asia
276	Collective Memory and Mass Violence/Seminar
279	Massacres, Genocide, and Humanitarian Intervention/ Seminar
281	China since 1949: State, Economy, and Family in the People's Republic
286	The Vietnam War

## Special Opportunities

### DIRECTED READINGS AND RESEARCH PROJECTS

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

### HISTORY HONORS PROGRAM

The Honors Program in History provides outstanding majors with an

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

The History Honors Program requires the completion of an honors thesis during the senior year. (Recent theses have been between 60 and 100 pages. You and your thesis advisor will discuss the appropriate length in light of your topic.)

Students interested in honors should discuss the matter with their advisor during the fall semester of their junior year to ensure that they have the requisite skills, initiative, and experience to complete the program. Students who apply are required to have successfully completed a history research seminar in preparation for the Honors Program. In addition, their GPA must be at least 3.50 at the moment of application.

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

## **I. FIND A THESIS ADVISOR**

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

## **II. SELECT A TOPIC**

You will want to choose a topic that excites you intellectually. Honors students frequently have written a seminar paper during their junior year and expand that project into an honors thesis. Other students become intrigued by a topic through their general course work and write their honors thesis on that topic



without prior research. Your advisor will provide some guidance regarding what kinds of topics are appropriate and what sorts of documents and other historical sources are available. They will help you develop a research plan.

### **III. SUBMIT AN HONORS PROPOSAL**

Submit an honors proposal to the History Department's Honors Committee no later than April 15th of your junior year. Working with your thesis advisor, you should draft a brief (two to three-page) proposal outlining the nature of your project and the sources that you plan to consult. The departmental Honors Committee will review your proposal and decide whether to admit you to the Honors Program. In some cases, the Committee may require revisions before granting approval to move forward with honors.

### **IV. REGISTER FOR HISTORY 297 & HISTORY 299**

Register for History 297 (Honors) and History 299 (Directed Readings) during your senior year for a total of 3 credits. Students should devote two units of course work, one in the fall and one in the spring, to researching and writing the honors thesis (History 297). In order to gain command of the secondary literature surrounding your topic, a unit of directed readings (History 299) in the fall semester should be devoted to readings with an appropriate member of the department, usually your thesis advisor. You will receive a letter grade for this directed readings course. You will receive a preliminary grade of P (pass) for the fall semester of History 297. Following the completion of the History 297 in April/May and the evaluation of your honors thesis, you will receive a letter grade that will be applied both to the spring and, retroactively, to the fall semester.

### **V. PARTICIPATE IN DEPARTMENT'S HONORS FORUM**

Honors students are also required to register for History 290, the Department's Honors Forum. This .25-credit course is designed to support honors students as they go through the process of writing their honors thesis. Students enroll in both Fall and Spring and are graded pass/fail.

***Please note:*** Each student must consult with their thesis advisor at the end of the fall semester to confirm that they have permission to continue in the Honors Program.

## **VI. SCHEDULE YOUR ORAL DEFENSE**

Finally, by the spring semester of your senior year, you and your thesis advisor will need to select a second reader, who will read your honors thesis and participate in your oral defense.

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

## **ACCELERATED DEGREE PROGRAM (B.A./M.A.) IN HISTORY**

Successful completion of the Honors Program is one of the primary requirements for admission into the History Department's Accelerated Degree Program. If you submit an acceptable honors thesis, achieve a 3.40 GPA for the second and third years of study in aggregate, and achieve a 3.40 GPA for the fourth year of study, you may be eligible for the Accelerated Degree Program in History. Those history majors interested in pursuing this program should discuss the matter with their advisor and notify the Dean of Graduate Studies no later than April 15th of their junior year. Students in the ADP program are expected to complete their M.A. degree no later than August of their fifth year.

For further information about the Accelerated Degree Program, contact the Chair of the History Department.

## **INTERNSHIPS**

For history majors, there is a wide variety of possible internships. In the recent past, Clark History majors have completed successful internships at the American Antiquarian Society, Old Sturbridge Village, the Worcester Historical Museum, the Massachusetts Public Defender's Office in Worcester, Facing History and Ourselves, the British Museum in London, U.K., the Salem Witch Museum, and the Press Office at the United Nations. In each case, students have gained valuable experience in relating their academic work to the practical world beyond the university. If you would like to pursue an internship, speak to your advisor or go directly to the LEEP Center.

## **AMERICAN ANTIQUARIAN SOCIETY SEMINAR**

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

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

## **PHI ALPHA THETA, HISTORY HONOR SOCIETY**

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

## History Department Faculty

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

### FULL-TIME FACULTY



#### **TANER AKÇAM, PH.D.**

Robert Aram, Marianne Kaloosdian, and Stephen and Marian Mugar Chair 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).



### **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.



### **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 (Clark 2019— ).

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.



### **WIM KLOOSTER, PH.D.**

Robert H. and Virginia N. Scotland Endowed Chair in 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 of the Strassler Center for Holocaust and Genocide Studies (Office, Cohen-Lasry House; Phone: x7523). Ph.D., University of Tübingen, Germany, 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.**

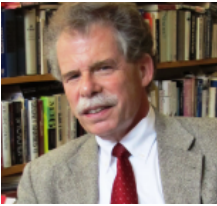
Associate Professor of History, History Department  
(Office, JEF 416, Phone: x3797). B.A., Dartmouth College,  
1990; M.A., Columbia University, 1994; Ph.D., Columbia  
University, 2005. (Clark 2005— ).

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 and International Relations (Office, JEF 312; Phone x7184). B.A., University of Wisconsin-Madison, 1972; M.A., Cornell University, 1975; Ph.D., Cornell University, 1978. (Clark 1978— ).

Professor Little specializes in U.S. diplomatic history with special emphasis on the Middle East, and he also offers courses on twentieth-century America, global history, and he takes his turn at teaching Writing History.

His latest book, *Us versus Them: The United States, the Middle East, and Radical Islam since 1989*, was published in May 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*.



### **LEX JING LU, PH.D.**

Assistant Professor of History (Office, JEF316; Phone x7213). B.A., East China Normal University, 2006; M.A., East China Normal University, 2010; M.Phil., Syracuse University, 2013; Ph.D., Syracuse University, 2016. (Clark 2016— ).

Professor Lu specializes in East Asian history and Gender studies. His research focuses on the changing conceptualization of political masculinity and male beauty standards. He is currently working on a book manuscript titled, *"Appearance Politics: Legitimacy Building in Late Imperial and Modern China"*, which explores the role that physical appearance has played in Chinese political culture. He teaches classes on Chinese, Japanese, Korean, and global histories, and on the history of beauty and fashion.



### **DREW R. MCCOY, PH.D.**

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

A specialist in American political and intellectual history, Professor McCoy teaches courses at both the undergraduate and graduate levels in early American history, with emphasis on the period from the Revolution through the Civil War. Before coming to Clark, he taught at the University of Texas at Austin and at Harvard University. He is 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 received the American Historical Association's Dunning Prize and the New England Historical Association's Book Award. His current project is biographical, focusing on the early life of Abraham Lincoln in relation to the transformative developments of the early nineteenth century.



### **OUSMANE POWER-GREENE, PH.D.**

Associate Professor of History (Office, JEF 412; Phone x3725). B.A., University of North Carolina at Chapel Hill, 1995; M.Ed., University of Massachusetts at Amherst, 1999; M.A., University of Massachusetts at Amherst, 2006; Ph.D., University of Massachusetts at Amherst, 2007. (Clark 2007— ).

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



### **AMY RICHTER, PH.D.**

Associate Professor of History, 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 nineteenth and twentieth century American and cultural history, with an emphasis on women's and urban history. Her teaching repertoire includes the history of American women, U.S. urban history from the colonial era to the twenty-first century, gender and the American city, and American consumer culture. She is 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.

## EMERITUS 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.

## ADJUNCT FACULTY

### **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.

### **MEREDITH NEUMAN, PH.D.**

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

### **KRISTINA WILSON, PH.D.**

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

# HISTORY MAJOR WORKSHEET

STUDENT NAME \_\_\_\_\_

AREA OF SPECIALIZATION \_\_\_\_\_

All history majors must take at least **ten** (10) history courses and **two** (2) related non-history courses distributed as follows. Grades less than C- will not count towards the major. Students must also **declare a track** in one of the following three areas: US History, European History, or Global History, or students may choose, in consultation with their advisor, to declare a self-defined track that is comparative or transnational in its approach. Thematic specializations supported by History Department offerings include, but are not limited to: literature and history, the history of women and gender, comparative colonialism, or the history of war and violence.

**History majors must take at least ten (10) courses meeting the following conditions:**

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

Course	Semester	Departmental Waiver
_____	_____	_____

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

Course	Semester	Departmental Waiver
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____

4. \_\_\_\_\_
5. \_\_\_\_\_

**III. All history majors must take at least one course in each of the three geographical areas. At least one of these three courses must be at the 200 level.**

	Course	Semester	Departmental Waiver
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

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

	Course	Semester	Departmental Waiver
	_____	_____	_____

**V. All history majors must take a capstone course during their senior year. This requirement may be fulfilled by writing an honors thesis, or (with the permission of the chair and the instructor) by taking a research seminar or directed research course in the student's area of specialization. The capstone requirement cannot be met by any course used to meet conditions I through IV.**

	Course	Semester	Departmental Waiver
	_____	_____	_____

**VI. Finally, all history majors must take two (2) courses outside History in fields related to the student's area of specialization. These courses must be approved by the student's History advisor in advance and must be taken after the student has declared him/herself to be a history major.**

Course	Semester	Departmental Waiver
_____	_____	_____
_____	_____	_____



# HISTORY MINOR WORKSHEET

For students matriculated prior to Fall 2021

STUDENT NAME \_\_\_\_\_

## Minor Requirements

Students who wish to obtain an undergraduate minor in history and matriculated at Clark prior to Fall 2021 must meet the following requirements: a minimum of six history courses, at least three at the 200 level, and no more than four in any one geographical area. At least one of the six courses must be a seminar or a proseminar.

At least six (6) courses in History:

	Course	Semester	Departmental Waiver
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____

# HISTORY MINOR WORKSHEET

For students matriculating Fall 2021 or later

**STUDENT NAME** \_\_\_\_\_

**AREA OF SPECIALIZATION** \_\_\_\_\_

Students who wish to obtain an undergraduate minor in history and matriculated at Clark in Fall 2021 or later must meet the following requirements: a minimum of six history courses including History 120 (Writing History) and a specialization of four courses (three at the 200-level and one seminar). One history course may be in any area and at any level - likely an introductory course taken early in the student's program of study. Students may select a geographic specialization in US, European, or Global history or may instead choose, in consultation with their advisor, to define a thematic specialization. Possible specializations include, but are not limited to, transnational history, Jewish history, history of human rights, history of gender, political history, or the history of violence

Course	Semester	Departmental Waiver
<b>HIST 120 Writing History</b>	_____	_____
<b>1.</b> _____	_____	_____
<b>2.</b> _____	_____	_____
<b>3.</b> _____	_____	_____
<b>4.</b> _____	_____	_____
<b>5.</b> _____	_____	_____

## This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.



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