

FALL, 2015

HISTORY 101-F

GLO:SBS

EUROPEAN HISTORY: FROM ANTIQUITY TO REVOLUTION

Prof. Alix Cooper

	<i>Day</i>	<i>Time</i>	<i>Solar #</i>	<i>Location</i>
<i>Lecture</i>	<i>MW</i>	<i>10:00-10:53</i>		
<i>Recitation 01</i>	<i>Friday</i>	<i>10:00-10:53</i>	<i>Solar # 91174</i>	
<i>Recitation 02</i>	<i>Monday</i>	<i>12:00-12:53</i>	<i>Solar # 91175</i>	
<i>Recitation 03</i>	<i>Wednesday</i>	<i>11:00-11:53</i>	<i>Solar # 91176</i>	

In this course we shall explore the politics, society, art, and culture of “the West” from the ancient world to 1789. This course is intended to 1) survey the historical and cultural influences that have shaped European (and, by extension, our own) society; 2) provide practice and training in critical reading of both primary and secondary historical sources; and, 3) improve your understanding of the basic elements of historical inquiry: formulating questions, gathering, selecting, and interpreting evidence, organizing the results into a coherent idea, and effectively communicating the results to others. Monday and Wednesday lectures will introduce the basic historical narrative and historians’ interpretations of it: weekly mandatory discussion sections will be devoted to reading, interpreting, and arguing about the primary sources themselves. Requirements consist of about 40 pages of reading per week, 5 one page papers, two very short papers (2-3pp. each), occasional in-class writing, participation in discussion sections, a midterm exam, and a cumulative final exam.

HISTORY 103-F4

SBS:USA

US HISTORY TO 1877

Prof. Nancy Tomes

	Day	Time	Solar #	Location
Lecture	MW	11:00-11:53		Frey 100
Recitation 01	Friday	11:00-11:53	Solar # 83482	
Recitation 02	Wednesday	9:00-9:53	Solar # 83483	
Recitation 03	Monday	12:00-12:53	Solar # 83484	
Recitation 04	Friday	10:00-10:53	Solar # 83485	
Recitation 05	Monday	9:00-9:53	Solar # 83486	
Recitation 06	Monday	1:00-1:53	Solar # 88175	
Recitation 07	Wednesday	12:00-12:53	Solar # 88176	

This course offers a survey of American history from the Age of Discovery to the end of Reconstruction. Topics covered include the transplantation of European and African cultures to America, and their impact on native American life; the events leading to the American Revolution and the founding of the United States of America; the development of republican and democratic traditions; the rise of a market economy and early industrialism concurrent with the expansion of slavery; and finally, the coming of the Civil War and its fundamental reshaping of the American nation. Readings include a textbook (John Murrin, et al. Liberty, Equality, Power: A History of the American People, volume 1: to 1877. Compact 6th edition) plus additional articles and one book to be used for the second paper. Course requirements include three written assignments: a take home midterm, a 5-7 page paper, and an essay final exam.

HISTORY 212-1

SBC: GLO

ANCIENT HISTORY OF MESOAMERICA

Prof. Elizabeth Newman

<i>MW</i>	<i>5:30-6:50</i>	<i>Solar # 96388</i>	
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A detailed examination of the Pre-Columbian civilizations of Mesoamerica. Traces the historical development of Mesoamerican populations from transhumant hunter-gatherers to some of the world's most intriguing independent civilizations. Emphasis will be placed on the social, economic, and political trajectories of the Olmec, Teotihuacáno, Zapotec, Maya, Toltec, and Aztec peoples. Class will conclude with a discussion of the role of ancient history in the region's modern identity. Class requirements include: a map assignment, five in class essay quizzes, a midterm, and a final. Students should expect to read between 75 and 100 pages a week.

HISTORY 213-J

SBC:GLO

COLONIAL LATIN AMERICA

Prof. Brooke Larson

TuTh	4:00-5:20	Solar # 83487	
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An introduction to the colonial history of Spanish and Portuguese America and the Caribbean. We approach this history as a crucial turning point in global history, as the destinies of three continents (Europe, Africa, and America) became inextricably linked throughout the 16th, 17th, and 18th centuries. Lecture topics include: America's pre-Hispanic civilizations, Iberian overseas expansion, the conquest of the Aztecs, Spanish colonial rule and Indian responses, the Brazilian and Caribbean sugar plantation complex and African slavery, the rise of vibrant multi-racial cultures, the crisis of colonial rule, and Latin America's fight for independence at the turn of the 19th century. Writing requirements include: two short papers, two examinations, and several in-class writing exercises.

HISTORY 216-J

(Cross-listed with POL 216)

SBC: GLO

US LA RELATIONS

Prof. Eric Zolov

MWF	12:00-12:53	HIS Solar # 96431 POL Solar # 96530	
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The political commentator and New York Times columnist James Reston once wrote, "The U.S. will do anything for Latin America, except read about it." Using a wide array of sources, this class examines the historical relationship between the United States and Latin America in its diplomatic, economic, and cultural manifestations. How, when, and why has U.S. strategy toward Latin America evolved over time? When and why has the United States sided with progressive forces seeking change, or with reactionary ones looking to uphold the status quo? What was the significance of the Cold War on U.S.-Latin American relations? We will look at the myriad ways in which forces such as racism and paternalism,

control over markets, security concerns, domestic politics, and the export of U.S. mass culture have interacted with and conditioned options for development in Latin America, including revolution and authoritarianism. While organized chronologically, this course will also develop an understanding of broader themes such as "hegemony," "dependency," "nationalism," and "cultural imperialism." Requirements: Midterm, 2 short papers ,participation

HISTORY 225-F
(Cross-listed with JDS 225)

SBC: GLO

THE FORMATION OF THE JUDAIC HERITAGE

Prof. Joshua Teplitsky

<i>MW</i>	<i>2:30-3:50</i>	<i>HIS Solar # 90377</i>	
		<i>JDS Solar # 90378</i>	

This lecture course follows the history of the Jewish people from their earliest times until the end of the Middle Ages, from ancient Israel to Babylonia, through the Greco-Roman period, and into medieval Europe and the Middle East. We will explore what it "means" to be a Jew by tracing different historical forms of Jewish identity, and will examine how Jews interacted with, shaped, and were shaped by their encounters with people of other ethnicities and religions, especially Christianity and Islam. Students must purchase a textbook and a source reader, and grades will be evaluated based on a midterm and final exam, as well as class participation.

HISTORY 235-1

SBC: GLO

THE EARLY MIDDLE AGES

Prof. Sara Lipton

<i>MW</i>	<i>1:00-2:20</i>	<i>Solar # 96392</i>	
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This course examines the political, social, religious and intellectual history of early medieval Europe from the Christianization of the Roman world around 300 through the mid-eleventh century. Major topics to be covered include the fall of the Roman Empire in the West, the

rise of the papacy, the preservation and transformation of classical culture, the intrigues of the Merovingian court, the Viking invasions, and commercial disintegration and recovery. Particular attention will be paid to the relationships among religious, social and political developments and to the roles of women, Jews and Muslims. Readings in the textbook are intended to provide a broad chronological outline: classroom discussions will focus on primary sources. Requirements include a midterm exam, a final exam and two 4-5-page papers.

HISTORY 237-H

SBC: STAS

SCIENCE, TECHNOLOGY & MEDICINE I

Prof. Wolf Schafer

<i>MF</i>	<i>1:00-2:20</i>	<i>Solar # 90673</i>	
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This course covers the global history of science and technology up to Newton. We will review this history in preliterate as well as literate societies exploring what "science" meant at various times and in different regions of the globe. The focus will be on two European transformations with global consequences: the "medieval renaissance" and the "Copernican revolution." Readings: James E. McClellan & Harold Dorn, Science and Technology in World History, Johns Hopkins University Press, 1999. Richard E. Rubinstein, Aristotle's Children, A Harvest Book by Harcourt, 2004. In addition, there will be a number of online readings. Expect a mid-term and a final (no makeup exams). Regular Attendance is required.

HIS/AAS 247-F

SBC:GLO;SBS

MODERN KOREA THROUGH VISUAL IMAGES

Prof. Hee Jong Sohn

<i>MW</i>	<i>2:30-3:50</i>	<i>HIS Solar # 96505</i> <i>AAS Solar # 94200</i>	
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This course examines Korea's historical experiences and social transformation from mid-nineteenth century to present through visual materials such as photographs, films, postcards, print materials and paintings as well as historical texts and secondary analysis. Students will

acquire in-depth knowledge of Korea's modern experiences as well as its contemporary society and culture. The course aims to cultivate students' visual literacy on modern Korea through interpreting and analyzing historical visual documents and creating their own visual essays. This course is offered as both AAS 247 and HIS 247.

HISTORY 249

SBC:GLO

EUROPE 1914-1945

Prof. Young-Sun Hong

<i>MW</i>	<i>2:30-3:50</i>	<i>Solar # 96393</i>	
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The aim of this course is to develop a more sophisticated understanding of the history of modern Europe, the historiographical interpretations of key issues of the period, and the relationship between the two. Ideally, students will come away from the class with a clearer insight into the ways in which interpretation influences the ways in which the history of these events and processes is written. The course will begin with World War I and examine such issues as political violence, mass culture, gender/sexuality, the new media of political communication, the collapse of European imperialism, Nazism and the Holocaust.

HISTORY 250

SBC:GLO

WORLD WAR II

Prof. Michael Barnhart

<i>MWF</i>	<i>10:00-10:53</i>	<i>Solar # 96394</i>	
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This course examines the origins, course and consequences of the Second World War. Key themes include:

Questions of grand politics: How did the rise of Hitler alter the institutional structure of Germany? How did that rise affect the political constellations of France and Great Britain? How did his attack on the Soviet Union change the relationship between the Communist Party and Red Army?

Questions of grand strategy: How did America's Franklin Roosevelt successfully manage the strategic and political imperatives of a two-ocean war after (and even before) Pearl Harbor?

How did Roosevelt's management permit Winston Churchill to survive grave challenges to his hold on power from 1940 to 1942?

The impact of ideology: How did Hitler's beliefs shape the war Germany fought? What connection did they have with the road to the "Final Solution"? How and why did the doctrine of strategic airpower emerge in the United States and Great Britain?

The impact of the war itself: How did the German occupation change Poland and France? How did the American occupation change Japan? What was life like in wartime China?

Readings include a textbook for general background and a series of "supplemental" books that will form the bases of in-class discussion sessions. These books will also be the focus of written essay assignments. There will also be essay-type examinations (midterm and final) and two in-class quizzes.

HISTORY 261-K4

SBC:USA

CHANGE AND REFORM IN THE UNITED STATES 1877-1919

Prof. Wilbur Miller

	<i>Day</i>	<i>Time</i>	<i>Solar #</i>	<i>Location</i>
<i>Lecture</i>	<i>MW</i>	<i>12:00-11:53</i>		
<i>Recitation 01</i>	<i>Friday</i>	<i>12:00-11:53</i>	<i>Solar # 96402</i>	
<i>Recitation 02</i>	<i>Monday</i>	<i>1:00-1:53</i>	<i>Solar # 96403</i>	
<i>Recitation 03</i>	<i>Wednesday</i>	<i>10:00-10:53</i>	<i>Solar # 96404</i>	

This course focuses on the impact of industrialization, immigration, and urbanization and the various responses to these tremendous forces of change from the end of Reconstruction through World War I.

Issues of gender, race, and class will be highlighted throughout. Coursework will include weekly discussions, three take home essays (a fourth as extra credit), and 10 quizzes on study questions given in advance. Readings: brief textbook and documents posted on blackboard.

HISTORY 262-K4

SBC: USA

AMERICAN COLONIAL SOCIETY

Prof. Ned Landsman

	<i>Day</i>	<i>Time</i>	<i>Solar #</i>	<i>Location</i>
<i>Lecture</i>	<i>MW</i>	<i>11:00-11:53</i>		
<i>Recitation 01</i>	<i>Friday</i>	<i>11:00-11:53</i>	<i>Solar # 91180</i>	
<i>Recitation 02</i>	<i>Monday</i>	<i>1:00-1:53</i>	<i>Solar # 91181</i>	
<i>Recitation 03</i>	<i>Wednesday</i>	<i>12:00-12:53</i>	<i>Solar # 91234</i>	

The origins of the American colonies within an emerging Atlantic world of the seventeenth and eighteenth centuries. The political, economic and social development of colonial societies, and their interactions with resident non-Europeans -- Native Americans and enslaved Africans -- from the founding of Jamestown to the era of American independence. Particular emphases will be placed on the individual life experiences of various early American peoples, and on the larger question of how it was that American society developed in the way that it did. Readings may include a textbook and primary documents from the period. Probable assignments will include a midterm and final exam, one or two short take-home essays, and quizzes. Prerequisites: History 103 or the equivalent.

HISTORY 274-K4

SBC: USA

US HISTORY 1945-2000

Prof. Robert Chase

<i>TuTh</i>	<i>4:00-5:20</i>	<i>Solar # 96407</i>	
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HISTORY 281-H

SBC: STAS

GLOBAL HISTORY AND GEOGRAPHY

Prof. Susan Hinely

MF	1:00-2:20	HIS: Solar #90674	
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This course will be conducted on the basis of two, interrelated goals. On the one hand we hope to gain a firm and useful grasp of the physical features of the Earth and of its contemporary political organization. On the other hand, we aim to achieve fluency in the major events and themes of global history. This second task will start with a brief look at planetary history and the arrival of humans, then skip to the 16th century, when the two hemispheres were re-united, and proceed through to the end of the twentieth century. We will consider the theoretical and methodological problems presented in trying to view the past from a global perspective while at the same time acknowledging and pondering the undeniably global nature of our contemporary problems and sensibilities. Requirements: attendance and participation; periodic quizzes and exercises; a mid-term and a final exam.

HISTORY 283

SBC: SBS; USA

LATINOS IN THE US

Prof. Lori Flores

TuTh	5:30-6:50	HIS: Solar # 96409	
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This course introduces students to the social, political, and cultural history of Latinos, the fastest-growing population in the United States, using a variety of readings and films to illuminate selected topics and themes in this population's history from 1848 to the present. Assigned material focuses on the histories of Mexican American, Puerto Rican, Dominican, Cuban, and Central American communities, examining their experiences living as groups (and living amongst each other) in the United States. Key course topics include legacies of conquest; past and present immigration; inclusion and exclusion; labor movements and activism; articulations of race, gender, and citizenship in urban and rural settings; transnationalism; the development of Latino politics; border violence; and Latino futurism. This course aims to both show the particularities of the Latino experience in the United

States and position Latinos as integral figures to more inclusive and revised narratives of the nation's past.

HISTORY 293-H

SBS: USA

DISEASE IN AMERICAN HISTORY

Prof. Christopher Sellers

<i>MW</i>	<i>2:30-3:40</i>	<i>HIS: Solar #96412</i>	
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An overview of disease and public health in the United States and elsewhere through modern times. From the late 18th century to the present, the course traces the changing determinants, and understandings, of health and disease, with a focus on those “public” solutions that have arisen to address them. While the emphasis falls on the United States, we will at key points seek to situate its historical experiences with disease and public health with those in other parts of the world. Topics to be covered include: the changing definition of public versus private in the health realm; the role of public health in the creation of the modern state; epidemics and immigrants as recurrent concerns; the rise of occupational and environmental health; the public health discipline’s growing involvement in prevention of both communicable and chronic “lifestyle” diseases; and its complicated relations with medical and environmental professions as well as the public it purports to serve. Assignments include a short and a medium length paper, weekly reading questions, and a take-home final.

→ *Please note that History 301 is for History Majors and Minors only.*

However, if you are particularly interested in a course you may e-mail the professor for special permission.

HISTORY 301-01

FOUNDATIONS OF THE INTERNATIONAL COMMUNITY, 1870-1945

Prof. Susan Hinely

<i>MWF</i>	<i>9:00-9:53</i>	<i>Solar # 88186</i>	
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Political leaders often make reference to “the international community” when justifying foreign policy decisions. What is this imagined community whose consent is invoked, usually by both sides in an international conflict? This course will trace its origins to globalizing forces in the late 19th century when technological, economic, and political changes allowed intellectuals all over the world to dream about a new global democratic order. It will then follow these visions of an international community through the apocalypse of two world wars,

including a close look at the League of Nations as the first attempt at a "world state". The course will also introduce students to the craft of writing history, including the rules and conventions of scholarly writing and the location, evaluation and proper use of primary documents. You will write and revise three five-page papers based on assigned secondary and primary source readings and using professional standards of history writing.

HISTORY 301.02

THE WORLD OF THE INDIAN OCEAN

Prof. Eric Beverley

<i>Tu</i>	<i>2:30-5:30</i>	<i>Solar #</i>	
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Taking oceans, rather than nations or empires, as key units for historical study focuses attention on the movement of people, ideas and commodities across space, and the political and cultural formations that emerge from these circulations. This course will accordingly consider several different stages of globalization from antiquity to the present along the Indian Ocean littoral. We will focus on South and Southeast Asia, eastern and southern Africa, and West Asia (commonly known as the Middle East). A methodological section on oceanic history, and examples of concrete connections with other locations will take us, on occasion, beyond the limits of the Indian Ocean itself. The course will consider, both in minute detail and from a bird's eye view, inter-regional connections spanning the Indian Ocean world forged by religious solidarities, far-flung trade networks, labor migration, imperial domination, and anti-colonial nationalism.

HISTORY 301.03

OLD WORLD/NEW WORLD ENCOUNTERS

Prof. Brooke Larson

<i>TuTh</i>	<i>1:00-2:20</i>	<i>Solar # 88871</i>	
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This writing-intensive course is organized around the theme of cultural encounters between Spanish explorers and native peoples in the Caribbean, Mexico, and the Andes. Combining scholarly texts, historical documents, film, and class discussion, we will explore this meeting-ground of old and new world peoples. Students will work on research papers during the final

weeks of the course. Writing requirements include: an interpretive paper on primary sources; a short, critical appraisal of a film; a short descriptive research proposal; two drafts of a research paper (10 pages); short commentary on the paper of your "writing buddy;" and several in-class writing exercises.

HISTORY 312-I

SBC: SBS+

FROM EMPIRE TO THE THIRD REICH: GERMANY 1890-1945

Prof. Young-Sun Hong

MW	5:30-6:50	Solar # 90675	
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This course will provide an introduction to German history in the first half of the 20th century: World War I, the impact of total war and revolution, the problematic modernity of the Weimar Republic, the rise of National Socialism, the path to World War II, the meaning of the Holocaust, and the division of the country after 1945. We will also examine the key historiographical debates over the course of German history. Course requirements will include numerous quizzes, a short critical paper, midterm and final exams. Prerequisites: HIS 101 or HIS 102.

HISTORY 321-H

SBC:STAS

HUMANS AND ANIMALS IN THE MODERN WORLD

Prof. Jared Farmer

TuTh	4:00-5:20	Solar # 96413	
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This course considers the omnipresence of animals in our lives—as resources, as nuisances, and as companions, to name just three of their many roles. We hunt and harvest animals, domesticate them, industrialize them, genetically modify them, conduct experiments on them, eradicate them, protect them, clone them, love them, play with toy versions of them, tell stories and watch movies about them, and rely on them for our very survival. By learning about the importance of animals in history, we discover more about what makes us human; and

also what makes us Americans—we the people who eat the most meat and pamper the most pets. Temporal range: roughly the last 500 years. Geographic range: emphasis on North America and the United States but with international and global dimensions.

HIS/WST 323-K
(Cross-listed with WST 323)

SBC:SBS+

WOMEN OF COLOR IN THE UNITED STATES

Prof. Shirley Lim

MW	8:30-9:50	HIS Solar # 96474 WST Solar # 96550	
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In what ways is the history of race in America a gendered history? This course will focus on the creation of the modern color line in American history by analyzing the 20th century cultural productions of African American, Asian American, Native American, and Latina/Chicana women. We will explore autobiographies written by women of color such as Zitkala-Sa. We will examine the careers of racial minority actresses such as Anna May Wong. Our central concern will be the ways in which race has been historically constructed as a gendered category. Readings will average 150 to 200 pages a week. Attendance and class participation are mandatory and students will be required to facilitate class discussion at least once during the semester. Students will take two midterms and will complete a 5 to 8 page final research essay on race, gender, and twentieth-century American culture.

HISTORY 325-K4
(Cross-listed with AFS 325)

SBC:SBS+

THE CIVIL RIGHTS MOVEMENTS

Prof. Les Owens

TuTh	11:30-12:50	HIS: Solar # 83489 AFS: Solar # 83766	Javits 111
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A detailed study of the movement for civil rights from its origins, examining the establishment of the NAACP, race relations between whites and blacks since 1900, the role of the Supreme Court and the federal government, and the turn to militancy in the 1950s and after. Advisory Prerequisites: His 104 or AFS 101 or 102.

HISTORY 338

SBC:SBS+

THE HISTORY OF NEW YORK CITY

Prof. Wilbur Miller

<i>MW</i>	<i>4:00-5:20</i>	<i>Solar # 96415</i>	
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A survey of the evolution of New York City from native American communities, Dutch outpost, British town, American nineteenth through twenty-first century metropolis in the context of cultural diversity, conflict, and the quest for the almighty dollar. The course will develop how the city has both mirrored and shaped national political, economic, social and cultural trends. Lectures and discussion. Writtten work includes quizzes, essay exams and a 10 page term paper. Readings: overview text, documents posted on blackboard.

HISTORY 337/AAS 337-J

(Cross-listed with WST 334)

SBC:SBS+

HISTORY OF KOREA

Prof. Hongkyung Kim

<i>TuTh</i>	<i>4:00-5:20</i>	<i>HIS: Solar # 90824</i> <i>AAS: Solar # 90822</i>	
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This course examines the Korean history from ancient to modern times. Korea is one of the many ancient, non-European civilizations claiming a cultural influence on the region and one of the main players in the history of East Asia. Reflecting its unique historical experiences, Korean history has raised diverse debatable issues. The primary goal of this course is to provide an overview of Korean history. And at the same time, through introducing multitude

debatable issues of historical significance, the course attempts to enhance students' analytical capability in approaching complicated historical issues. Midterm, final and 10 page term paper.

HISTORY 339/AFS 339-J

(Cross-listed with AFS 339)

SBC:SBS+;USA

MODERN AFRICAN AMERICAN HISTORY

Prof. Zebulon Miletsky

<i>MW</i>	<i>5:30-6:50</i>	<i>HIS: Solar # 89932</i>	
		<i>AFS: Solar # 89576</i>	

This course is a study of recent African American history. Topics will include the dramatic increase in the number of black elected officials, rise of the black middle-class, the urban crisis, contemporary civil rights struggles, affirmative action, the decline of black radicalism, and the incorporation of black leadership. This course enables students to examine the relationship between African Americans and American society during the past 100 years, particularly since 1970.

HISTORY 340-01-J

SBC:SBS+

POST COLONIAL SOUTH ASIA

Prof. Eric Beverley

<i>TuTh</i>	<i>11:30-12:50</i>	<i>Solar # 91189</i>	
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The postcolonial nation-states of South Asia were created as independent entities following World War II, after almost two centuries of British colonial dominance. This course examines political, social, cultural and economic developments in the region from the mid-twentieth century to the present. The focus is on the states carved out of British Indian territory - India, Pakistan, and Bangladesh - but we will also consider Afghanistan, Nepal, Myanmar/Burma and Sri Lanka (plus Tibet, currently an Autonomous Region of China, and smaller states such Bhutan and the Maldives), and South Asian migrants in Asia, Africa and the Americas. The course is organized around key themes in the history of the contemporary subcontinent, including the legacies of colonialism and nationalism; ethnic, caste, class and religious conflict; rural poverty, development and environmental change; urbanization and the growth of cities; radical right- and left-wing movements related to regional autonomy claims

and extremist politics; economic globalization and labor migration; media and popular culture; and global security and new forms of imperialism. This structure will allow us to draw thematic connections between different regions and states in South Asia while examining closely a wide range of specific topics. These might include: Cold War international relations, socialist development projects, radical militant Hindu and Muslim politics, dalit social justice movements, conflict over and militarization of Kashmir, labor migration to the Persian Gulf, the U.S. War on Terror, the rise of Maoist anti-state resistance, globalization of the Bombay Film Industry ('Bollywood'), rise of IT and call center industries, and others. The course is not comprehensive, but introduces key themes and developments in postcolonial South Asia in a connected and global framework.

Learning Goals: The course provides students with scholarly tools and sources to better understand the transformation of South Asia since the end of formal European colonialism. Students will be assessed based on multiple writing assignments that call for thematic reflection or close source analysis, a map quiz, and participation in class discussions.

HISTORY 340.02-J

SBC:SBS+

THE ASIA PACIFIC WAR

Prof. Janis Mimura

TuTh	10:00-11:20	Solar #	SBS N310
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This course provides a multi-faceted view of the Asia-Pacific War in Japanese history. We will examine the cultural, intellectual, social, and political meaning and experience of World War II for the Japanese. Drawing upon a variety of primary and secondary sources including translated diaries, testimonies, letters, literature, comics, essays, articles, and monographs, we will read first-hand accounts of the Japanese in war and defeat and examine the major historiographical debates on such topics as Japanese fascism, the "fifteen years' war," "transwar" history, the atomic bomb, the occupation, and war memory. Since it is a writing-intensive course, students will produce a number of short papers and a term paper based on translated primary and secondary sources.

HISTORY 341-J

SBC:SBS+

MODERN CHINA

Prof. Iona Man-Cheong

TuTh	1:00-2:20	Solar # 96419	
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This seminar is an introduction to China in the twentieth-century. We will explore the significant themes for the century, which include: nationalism and imperialism, revolution and reform, communism and modernization, urban and rural development, and central and regional authority through several seminar texts containing introductory material and primary documents translated into English. The tumultuous twentieth century witnessed a revolution that ended the two-thousand year old rule of emperors and brought in a republican system, reforms that took China into an increasingly active role in the world economy, changes that redefined the structure of Chinese society and brought new actors onto the historical stage, and a nearly half-century of wartime upheaval. We end the course in the present with a brief look at contemporary China. Reading assignments average 50-75 pages per week; requirements include: regular quizzes, mid-term and final examination and two three-page papers.

HISTORY 350-J

SBC:SBS+

EARLY AFRICAN HISTORY

Prof. Shobana Shankar

TuTh	1:00-2:20	HIS Solar # 96421	
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This course is designed for two purposes: to study changes in African societies and states between 1000 and 1800 and to learn methods of interpreting different kinds of sources including but not limited to written documents. First half of the semester will focus on key transformations between 1000 and 1800, including the technological and agricultural developments, the rise of centralized states and small-scale egalitarian societies, the growth of Christianity, Judaism, and Islam in the Horn of Africa, the Trans-Saharan Region, Indian Ocean, and Atlantic systems of exchange. Second part of the term focuses in greater depth on specific themes, including ethnicity, political culture, migration, gender, and conflict. We

will explore genetic data, oral and written sources, material culture, ethnography, and archaeology. May include 2 map quizzes, 2 short papers (2-3 pages), in-class midterm, take-home final. Readings will be articles, textbook, 2 books

HISTORY 353-J

SBC:SBS+

POST WAR JAPAN

Prof. Janis Mimura

Tu	5:30-8:30	HIS Solar # 96428	
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This course provides an in-depth look at post-World War II Japanese society, culture, politics, and economy. We will focus on a number of themes including the American occupation, postwar economic "miracle," cold war diplomacy, the rise of the LDP, Japanese student movement, Japanese women, the salary man, popular culture, and war memory. The course will draw upon a variety of primary sources such as literature, film, and memoirs, in addition to the secondary literature. Requirements include two essays and a mid-term and final exam.

HISTORY 357

POLITICAL IDEOLOGIES IN THE 20TH CENTURY

Prof. Wolf Schafer

MW	4:00-5:20	HIS Solar # 91636	
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This course will focus on Communism and Nazism, for a time main antagonistic political ideologies of the last century. Situating these programs in their historical contexts, including the history of ideas and sociology of social movements, we will discuss their socio-economic and governmental preferences as well as their opposition to capitalism and social-democratic forms of government. There will be assigned weekly readings, in-class presentations, a mid-term and a final exam.

HISTORY 378/SOC 378-F

SBC:SBS+

WAR & THE MILITARY

Prof. Ian Roxborough

MW	2:30-3:50	HIS: Solar # 96089 SOC: Solar # 94129	
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*This course provides a broad introduction to the study of warfare. The principal questions are: (1) What are the **causes** of war? What meanings are given to war? What is the difference between war and other kinds of violence? What is war about? What determines the war aims of the various parties? (2) What explains the **conduct** of war? How are armies recruited, organized, motivated, and sustained? What fighting methods do they adopt? Why are some armies more effective than others? What strategies are employed? What motivates people, both combatants and non-combatants, in war? Does victory inevitably go to societies with larger, better organized economies? What are the politics of war? (3) What are the **consequences** of war? What are the costs and benefits of war? What kind of peace ensues?*

These questions will be answered by placing war in its social context: do different kinds of society wage war differently? The course will use case studies: for Fall 2015 these are (1) the Korean War (1950-53), (2) the wars in Vietnam (1945-75), and (3) Irish independence (1912-23). Students may do either in-class, multiple-choice exams or take-home papers. Prerequisites are one HIS course or SOC 105.

HISTORY 380-J

SBC:SBS+

LATIN AMERICAN IN THE 60'S

Prof. Eric Zolov

MW	2:30-3:50	Solar # 91195	
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From Ernesto "Che" Guevara's victory alongside Fidel Castro in Cuba in 1959 to the U.S.-backed coup against President Salvador Allende in Chile in 1973, the "long decade" of the 1960s was as transformative for Latin America as it was for the United States. In Latin

America forces on the Left and the Right battled over the “soul” of the nation-state, while the United States struggled to keep its traditional hegemony over the region intact. Using a diverse range of secondary and primary sources, including memoir, film, music, and diplomatic correspondence, this course will examine the themes of revolutionary and counterrevolutionary nationalism, guerrilla insurgency, military repression, student protest, youth counterculture, and U.S. interventionism during this transformative decade. The writing component for the course will be based on two 5-7 page essay assignments that draw on course materials and one 2-3 page critical analysis of a primary source document. There will also be several short quizzes and other in-class participation requirements.

HISTORY 381-J

SBC:SBS+

LATIN AMERICA AND WORLD COMMODITIES 1500-2000

Prof. Paul Gootenberg

<i>TuTH</i>	<i>2:30-3:50</i>	<i>Solar # 96429</i>	
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The Americas have been a crucial part of globalization since 1500. This thematic course uses a growing historical literature—about the history of world commodities—to learn about and reflect on the connections and contributions of Latin America to the world economy and world culture.

Students will learn about such products as cacao (chocolate), sugar, silver, cochineal (a dye), rice, coffee, guano(a fertilizer), rubber, bananas, and cocaine, and the special ways their hidden histories and worldly trading and consumer routes shed light on the history of Latin Americans and global consumption. This course required a fair amount of reading: students will read and discuss at least four class books and write three book essays on the subject.

HISTORY 386-J

(Cross-listed with EMH 386)

SBC:SBS+

MAYAN CIVILIZATION

Prof. Elizabeth Newman

<i>MW</i>	<i>2:30-3:50</i>	<i>HIS:Solar # 91196</i> <i>EMH: Solar # 93612</i>	
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For many, the word “Maya” evokes images of a long dead culture and ruined pyramids. This course uses that familiarity as a starting point and follows the history of the Maya from ancient times to the present. We begin with an overview of what scholars know about the ancient Maya before tracing their experiences since the Spanish conquest, placing emphasis on Spanish colonization in the lowland areas of Mesoamerica, Mexico’s War of the Castas, and the diverse experiences of the modern Maya including the Guatemalan Civil War and the Chiapas uprising, the impact of foreign tourism, and the experience of transnational migration. Special attention will be paid to the ways in which environmental and agrarian issues have impacted this diverse group of peoples.

TOPICS COURSES

Topics Courses may be repeated as topics change.

Topics course numbers include History 330,340, 350, 357, 363, 380,all of the 390’s and all of the 400’s.

HISTORY 395-1

SBC:SBS+

RUSSIA SINCE 1945

Prof. Gary Marker

<i>TuTh</i>	<i>8:30-9:50</i>	<i>Solar # 91606</i>	
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This is an upper-division course open to majors and non majors. A prior course in Russian studies is preferred but not required. The course covers the past 70 years of Russian history (Soviet and post-Soviet). It begins with the end of WWII and discusses the central themes of that span of time. These include the Cold War, Russia in World Affairs, Khrushchev and de-Stalinization, private life and the pursuit of consumerism, Dissidents, the aging of Communism, Perestroika, and the Collapse of the Soviet Union and the emergence of the new successor states. Generational conflicts, as well as ethnicity, nationalism, and religion will be recurring topics. There will be approximately five books assigned, a mid-term, final, and two papers, one short review and a longer (7-10 page) paper that will entail some outside reading.

HISTORY 396.01-K4

SBS:SBS+

THE SOCIAL HISTORY OF ADVERTISING

Prof. Nancy Tomes

MW	2:30-3:50	Solar # 87023	
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This course traces the evolution of American advertising, along with its near relations public relations and propaganda, from the late 19th to the late 20th century. We will look at the many and varied ways that product advertising has shaped business, culture, and politics in the United States. Emphasis will be placed on how advertising, public relations, and propaganda campaigns helped to define a common national identity at the same time they reflected and reinforced persistent class, ethnic/ racial, and gender differences. We will also look at the centrality of advertising and the advertising industry in both celebrations and critiques of American culture. Class work will emphasize developing better skills of critical analysis and writing. Readings will include Juliann Sivulka, *Soap, Sex, and Cigarettes: A Cultural History of American Advertising* (2nd ed.) and additional short readings. Written work will consist of short in-class writings, one short (4-6page) and one long (7-10 page) paper. Completion of HIS 104 is **strongly** recommended before taking this course.

HISTORY 396.02-K4

SBC:SBS+

CIVIL RIGHTS IN AMERICA

Prof. Robert Chase

TuTh	1:00-2:20	Solar # 91198	
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HISTORY 396·05-K4

SBC:SBS+

IMMIGRATION IN AMERICA

Prof. Lori Flores

TuTh	1:00-2:20	HIS Solar # 90988	
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This course examines the ways in which the immigration of various people from around the world has shaped American history and U.S. national identity. Lectures, readings, and films will focus on how emerging and conflicting ideas about race, gender, sexuality, class, and ethnicity led to policies of integration and exclusion of particular groups from the U.S. body politic. The course begins with the American colonial period and moves through to the post-Reconstruction era, tracing the development of policies toward immigrants from Europe, Africa, and Asia. It then focuses on twentieth century laws, acts, and policies formed around these groups as well as immigrants from Mexico, the Caribbean, and other parts of Latin America. Contemporary twenty-first century debates over immigration policy in the post 9/11 era and in the U.S.-Mexico borderlands will also be examined. Inequalities within the U.S. immigration system, pro-immigrant rights organizations and movements, and the impact of economics and foreign policy upon immigration legislation comprise other key topics. By the end of the semester students will be able to analyze key historical moments and patterns in immigration and immigration policy, and develop a more critical understanding of the opportunities and challenges facing our "nation of immigrants" in the present day. Assignments include two quizzes, three reading responses, a midterm, and a final exam.

(You must have completed History 301 and have the permission of the instructor or the history department in order to register for any 400-level course E-mail the professor of the course that you are interested in. Indicate your ID number and whether or not you have completed 301).

HISTORY 412

THE HISTORY OF FOOD

Prof. Jared Farmer

Tuesday	11:30-2:30	Solar # 91199	
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This capstone research and writing seminar for majors uses food as its starting point. Food is not just calories, protein, vitamins, and fat. Food is culture; food is technology; food is power. To study food historically means to combine cultural and environmental approaches in a profound way. This class aims to show you how the truism "You are what you eat" is even truer than you thought.

HISTORY 414

THE HISTORY OF INDUSTRIAL HAZARDS

Prof. Christopher Sellers

Wednesday	5:30-8:30	Solar # 96432	
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Ever since the world began to depend on modern industry to sustain people's lives and livelihoods, these same industries have also brought their own brands of danger or disaster. Today, those of us who remember New York City's Triangle Shirtwaist Fire of 1911 often assume it belongs to a distant past, one that our modern society has moved beyond. Yet the truth is, industrial danger and disaster have not so much vanished as evolved. As a disaster of December 2012 in Bangladesh's Tazreen factory (a supplier for Walmart) shows, they continue to rear their ugly heads even now, in the early twenty-first century.

This course surveys the history of industrial devastation and risk throughout the modern era, from the hey-day of the industrial revolution in the mid-19th century to the globalizing of industrial danger in our own era. We will study just how varied these dangers have been many: to workers inside a factory or plant, but also to those living near it, and to those who buy and use what it makes. And we will look at the social and political consequences they could (but also failed to) spur. Though the focus through much of the course will fall on the United States, we will also examine contexts such as the Soviet Union and especially for more recent times, in the developing world. Among the industrial dangers we will single out for study are those from sweatshops, lead, nuclear radiation, and petrochemicals. We will

survey some epoch-defining disasters from the Triangle Shirtwaist Fire to the Three-Mile Island (at a Pennsylvania nuclear plant in 1979) to Bhopal (at an Indian chemical factory in 1986) to Fukushima (at a Japanese nuclear plant in 2010). But much of our study will concentrate on the longer term and continuous hazards within or around risky industries, the changing knowledge and awareness of these hazards, and the ways this awareness has helped spark protests and remedial actions. Requirements will include class readings and participation, with reading questions; a short paper, and a research project with intermediate assignments, leading to a research paper.

HISTORY 422

DRUGS IN HISTORY *Professor Paul Gootenberg*

Thursday	2:30-5:30	Solar # 96433	
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"Drugs"--licit or illicit--are not just today's contested and global social problem. Drugs have long played a pivotal role in human histories--in connecting peoples and world economy and in defining the frontiers of medicine, law, culture and modern consciousness. This small intensive reading and discussion seminar brings dispassionate historical perspectives to the study of psychoactive substances. The seminar tackles two types of books: First, general and comparative works that place "drug history" in the broader context of global history and the history of commodities, medicine, and food cultures. Second, we read intriguing new monographs on particular drugs--from chocolate, tobacco, and tequila, vodka, coffee, marijuana, LSD, or cocaine. The seminar requires student commitment to intensive reading of 8 or so books, critical discussion and participation, and two papers, one a term paper on the deeper history of a particular drug.

HISTORY 441

THE WORLD WAR II SIMULATION *Prof. Michael Barnhart*

MWF	11:00-11:53	Solar # 96434	
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The World War II simulation is a simulation of great power and ideological conflict in the world from 1936-1946. Students will be organized in national teams (Germany, Italy,

Japan, the Soviet Union, China, Great Britain, France and the United States) and will attempt to maximize their national and ideological objectives within the framework of an instructor-operated simulation model. In addition, each student will attempt to forward their actor's agenda within her or his national team. Wars may (or may not) occur during the course of the simulation. Prerequisite or co-requisite History 250 and Permission of the instructor.

Permission is required to register for any of the following courses. These courses do not replace history courses required for the major or minor.

HISTORY 447

INDEPENDENT READINGS IN HISTORY

Intensive readings in history for qualified juniors and seniors under the close supervision of a faculty instructor on a topic chosen by the student in consultation with the faculty member. May be repeated. Students should find a professor in the history department with whom they would like to work and obtain that professor's permission. Prerequisites: A strong background in history; permission of instructor and department.

HISTORY 487

SUPERVISED RESEARCH

Qualified advanced undergraduates may carry out individual research projects under the direct supervision of a faculty member. May be repeated. PREREQUISITES: Permission of instructor and the Director of Undergraduate Studies.

HISTORY 488

INTERNSHIP

Participation in local, state, and national public and private agencies and organizations. Students will be required to submit written progress reports and a final written report on their experience to the faculty sponsor and the department. Satisfactory/Unsatisfactory grading ONLY. May be repeated up to a limit of 12 credits. PREREQUISITES: 15 credits in history; permission of instructor, department, and Office of Undergraduate Studies.

HISTORY 495-496

SENIOR HONORS PROJECT IN HISTORY

A two-semester project for history seniors who are candidates for the degree with honors. Arranged in consultation with the department, the project involves independent study and writing a paper under the close supervision of an appropriate instructor or a suitable topic selected by the student. Students enrolled in HIS 495 are obliged to complete HIS 496. PREREQ.: Admission to the History Honors Program.

The Honors Program In History

Departmental majors with a 3.0 average in history courses and related disciplines as specified may enroll in the History Honors Program at the beginning of their senior year. The student, after asking a faculty member to be a sponsor, must submit a proposal to the department indicating the merit of the planned research. The supervising faculty member must also submit a statement supporting the student's proposal. This must be done in the semester prior to the beginning of the project. The honors paper resulting from a student's research will be read by two historians and a member of another department, as arranged by the Director of Undergraduate Studies. If the paper is judged to be of unusual merit and the student's record warrants such a determination, the department will recommend honors.

REQUIREMENTS FOR THE MAJOR IN HISTORY

A. Study Within the Area of the Major: A minimum of eleven courses (33 credits) distributed as follows:

Two courses at the 100 level: 6 credits

A primary field of five courses to be selected from a cluster of related courses such as: United States, European, Latin American, Ancient and Medieval, or non-Western history. Primary fields developed along topical or thematic lines may be selected with approval of the department's Undergraduate Director. The primary field shall be distributed as follows:

Two courses at the 200 level
Two courses at the 300 level
One course at the 400 level, excluding HIS 447, 487, 488, 495 and 496

15 credits

History 301 is a required course for all history majors and must be taken prior to the 400-level seminar.

This is a regular history course with an emphasis on writing. It does not have to be completed in your primary field.

3 credits

4. Three courses selected from outside the primary field and above the 100 level with at least one of these courses at the 300 or 400 level

9 credits

B. Study in a Related Area: Two upper-division courses in one discipline, the discipline to be selected with the department's approval. Courses that are cross-listed with a history course do not satisfy this requirement. Both courses must be in the same discipline. Related areas include, but are not limited to Political Science, Anthropology, Sociology, English Literature, Economics, Philosophy, Religious Studies, Art History, Music History, etc.

6 credits

TOTAL CREDITS39 credits

C. Upper-Division Writing Requirement:

Students will be required to complete one upper-division course from Group A (Study within the area of the major) by the end of their junior year. They will inform the instructor of the course in advance of their plan to use the term paper (or papers) in fulfillment of the writing requirement for the major. In addition to the grade for the course, the instructor will make a second evaluation of writing competency in the field of history. If the second evaluation is favorable the paper will be submitted to the Undergraduate Director for approval.

Notes

All courses taken to meet requirements A and B must be taken for a letter grade.

No grade lower than a "C" in any course will be applied toward the major requirements.

At least 12 credits in Group A must be taken within the Department of History at Stony Brook.

No transferred course with a grade lower than C may be applied toward the major requirements in Group A.

THE MINOR IN HISTORY

The minor, which requires 21 credits, is organized around the student's interest in a particular area of history. It is defined either by geography (e.g., United States, Latin America) or topic (e.g., imperialism, social change). Courses must be taken for a letter grade. No grade lower than C may be applied to the history minor. At least twelve of the 21 credits must be taken at Stony Brook, three of them at the upper division level. The specific distribution of the credits should be determined in consultation with the Director of Undergraduate studies. An example of an acceptable distribution would be the following:

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|--|-----------|
| a. One two semester survey course in the period of the student's interest (100 or 200 level) | 6 credits |
| b. Two courses at the 200 level | 6 credits |
| c. Three courses at the 300 or 400 level | 9 credits |

TOTAL CREDITS.....21

Make sure that your minor has a concentration, i.e., the courses must be related one another either by topic or geography. If you have a question, be sure to ask. Seven "random" history courses do not constitute a minor.

A STATEMENT ON PLAGIARISM

There's nothing wrong with using the words or thoughts of others or getting their help - indeed it is good to do so long as you explicitly acknowledge your debt. It is plagiarism when you pass on the word of others as though it were your own. Some examples of plagiarism are:

- *Copying without quotation marks or paraphrasing without acknowledgement from someone else's writing.*
- *Any material taken from the Internet must be placed within quotation marks and fully acknowledged.*
- *Using someone else's facts or ideas without acknowledgement.*
- *Handing in work for one course that you handed in for credit for another course without the permission of both instructors.*

When you use published words, data, or thoughts, you should footnote your use. (See any handbook or dictionary for footnote forms.) When you use the words or ideas of friends or classmates, you should thank them in an endnote (e.g., "I am grateful to my friend so and so for the argument in the third paragraph." If friends just give you reactions, but not suggestions, you need not acknowledge that help in print (though it is gracious to do so).

You can strengthen your paper by using material by others - so long as you acknowledge your use, and so long as you use that material as a building block for your own thinking rather than as a substitute for it.

The academic and scientific world depends on people using the work of others for their own work. Dishonesty destroys the possibility of working together as colleagues. Faculty and researchers don't advance knowledge by passing off others' work as their own. Students don't learn by copying what they should think out on their own.

Therefore, the university insists that instructors report every case of plagiarism to the Academic Judiciary Committee (which keeps record of all cases). The recommended penalty for plagiarism is failure for the course.

Unintentional plagiarism is still plagiarism. Now that you have read this, you cannot plead ignorance. Therefore, if you have any questions about the proper acknowledgement of help, be sure to ask your instructor.

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