

SPRING, 2015

HISTORY 102-F

SBC: GLO; SBS

LATE MODERN EUROPE

Prof. Herman Lebovics

	Day	Time	Solar #	Location
Lecture	MW	11:00-11:53		Eng 143
Recitation 01	Friday	11:00-11:53	Solar # 40848	SBS S328
Recitation 02	Monday	9:00-9 :53	Solar # 40849	SBS S328
Recitation 03	Wednesday	12:00-12:53	Solar # 40850	SBS N310
Recitation 04	Monday	1:00-1:53	Solar # 48093	SBS S328
Recitation 05	Wednesday	2:30-3:23	Solar # 47461	

An introduction to the revolutionary events in politics and the economy, principally the industrialization of society, and the national, class, ethnic, and gender conflicts that dominated the period, including their cultural and ideological aspects. The course begins with the French Revolution, characterized by high hopes for rational mastery of nature and society, and ends with the Second World War, a period of mass destruction and total war. Reading will include a textbook plus excerpts from documents of the period. Mid-term and final examination.

HISTORY 104-F4

SBC: SBS; USA

US HISTORY SINCE 1877

Prof. Jared Farmer

	Day	Time	Solar #	Location
Lecture	MW	12:00-12:53		E & S 001
Recitation 01	Friday	12:00-12:53	Solar # 40852	SBS S328
Recitation 02	Monday	11:00-11:53	Solar # 40853	SBS S328
Recitation 03	Wednesday	9:00-9:53	Solar # 40854	SBS S328
Recitation 04	Monday	2:30-3:23	Solar # 40855	SBS
Recitation 05	Friday	1:00-1:53	Solar # 40856	SBS S328
Recitation 06	Wednesday	11:00-11:53	Solar # 45771	SBS S328
Recitation 07	Monday	10:00-10:53	Solar # 45772	SBS N310
Recitation 08	Wednesday	10:00-10:53	Solar # 47745	SBS S328
Recitation 09	Monday	9:00-9:53	Solar # 47746	SBS N310

This course surveys American history from the end of Reconstruction in 1877 to the end of the Cold War in the early 1990's. It explores the consequences of a federal

victory in the Civil War and the incomplete reconstruction that followed in shaping the emergence of a distinctly American state and society that came to affect the world through application of American power and means less direct yet as comprehensive. Some themes stressed include the development of mass consumerism, the distinctiveness of the American South, and the politicization of social issues from Prohibition to desegregation to abortion. Readings will be drawn from a textbook and two supplements of historical documents and essays, amounting to about eighty pages of reading per week. Participation and writing in recitation section discussions, two in-class quizzes and a final examination serve as a basis for evaluation.

HISTORY 203-I

SBC: GLO

ANCIENT ROME

Prof. Paul Zimansky

TuTh	2:30-3:50	Solar # 53226	Javits 103
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Rome developed from a humble city on the periphery of the civilized world to an empire which ruled Europe, North Africa and much of the Near East. This course will survey the political and cultural development of Rome and the lands it controlled over the course of ten centuries, from the first archaeological appearance of the city in the Iron Age to the collapse of its empire in the West in the 5th century CE. Archaeological evidence will be considered in conjunction with written documents. There are no prerequisites. This is a lecture course, illustrated with powerpoints, with a measure of classroom through clickers. Grading will be on the basis of a midterm exam (25%), a term paper of 5-7 pages (20%) a final exam (50%), and classroom participation (10%).

HISTORY 221-J
(Cross-listed with AFS 221)

SBC: GLO

MODERN AFRICAN HISTORY

Prof. Abena Asare

TuTh	8:30-9:50am	HIS Solar # 48277 AFS Solar 47960	Lib W4525
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Historical themes in 19th and 20th century Africa. Topics include social and political relations in African states; slavery and the slave trade in West Africa; the impact of Christianity and Islam on African colonialism; colonialism and its consequences; nationalist movements and decolonization; pan-Africanism and the politics of African unity; the postcolonial state project; economic planning in postcolonial Africa; and African states and international politics in the Cold War era. Prerequisite: One D.E.C. Category F course.

HISTORY 226-F
(Cross-listed with JDS 226)

SBC: GLO

THE SHAPING OF MODERN JUDAISM

Prof. Joshua Teplitzky

MW	5:30-6:50	HIS Solar # 48094 JDS Solar # 48241	SBS S328
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This course explores the emergence of modern forms of Judaism from 1492 until the present day, covering Jewish life through the Reformation, French Revolution, the emergence of democracy, two World Wars, Holocaust, and the establishment of the State of Israel, tracing the shift both in centers of life and in the ideas that furnished those centers. Jewish participation in the modern world introduced a great need for individual countries to grapple with Jewish inclusion, and for Jews to redefine their place in modern society. The class will examine both "big ideas" and the lives of regular people as they experienced major shifts in politics, law, economics, and gender relations. We will explore questions that range beyond the uniquely Jewish experience to ask about the way that countries and cultures of the modern world make sense of, fear, and accommodate difference, be it religious, political, racial, or ethnic.

HISTORY 227-J

SBC: GLO

ISLAMIC CIVILIZATION

Prof. Eric Beverley

TuTh	1:00-2:20	Solar # 53228	Hum 1006
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Popular perceptions and representations of Islam and Muslims are often founded on ignorance and outright prejudice. Fundamental to these understandings are narrow and highly politicized notions of history, frequently accepted uncritically. Accordingly, this

course seeks first to introduce analytical approaches crucial to developing nuanced understandings of historical and contemporary depictions of Islam and Muslims. In addition, the course provides a broad outline of the history of Islamic Civilizations from Iberia and North Africa to South and Southeast Asia, and from the Mediterranean to Sub-Saharan Africa, and a basic understanding of key religious and secular institutions that characterize Muslim societies. While the course is broadly chronological, we will also examine key topics in detail, including the life of the Prophet, conversion and the global spread of Islam, colonialism and imperialism, radical militant and progressive Islamist politics, media representations, and Muslims in the West. The course is not comprehensive, but seeks to provide a basic understanding of the history of Islam and the Muslim world from Muhammad to the present, and a solid empirical and methodological foundation for further inquiry. Learning Goals: The course provides students with scholarly tools and sources to develop a nuanced understanding of Islam and a global formation, and diverse Muslim societies in many world locations. Students will be assessed based on multiple essay assignments that call for broad thematic analysis or close source analysis, a map quiz, and participation in class discussions.

HISTORY 236-I

SBC: GLO

THE LATE MIDDLE AGES

Prof. Sara Lipton

TuTh	11:30-12:50	Solar # 53229	Javits III
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In this course we will examine the political, social, religious, and intellectual history of Europe during the periods known as the high and later Middle Ages. Major topics to be covered include the return of economic expansion, the revival of urbanism; the twelfth-century intellectual Renaissance; the rise of national monarchies, constructions of orthodoxy and heresy; the status of women, Jews, and workers; and later medieval warfare, plague, and schism. The bulk of the readings are primary sources; the textbook provides a broad narrative overview, to help you place the primary documents in context. Weekly reading load will be between 15 and 40 pages per week. Requirements for the course include 1) participation (this consists of completing the readings prior to the relevant lecture, contributing to discussions, and taking occasional reading quizzes -- about 10% of final grade); 2) two brief papers of about 4-5 pages each (about 35% total); 3) one in-class midterm exam (about 25%); and 4) a cumulative final exam (about 30%).

HISTORY 238-H

SBC: STAS

SCIENCE, TECHNOLOGY & MEDICINE II

Prof. Mark Chambers

MW	5:30-6:50	Solar # 55021	PSY A 137
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In this course students will examine science, technology, medicine, and their cultural implications from 1790 to the present (from the French Revolution to the end of the Cold War) and the development of these systems worldwide. Among the topics covered are professionalization of medicine, implications of technology and science for defense industries, growth of biotechnology, and the impact of Darwinism on culture. In addition, students will learn about the importance of experimentation, state funding of technological developments, organizations of scientists, the place of science and technology in cultural life, industrialization, and the character and organization of medical practice. Final grade will be based on attendance, in-class participation, a team oral presentation based on a primary document; two exams and a final exam.

HISTORY 263-K4

SBC: USA

AGE OF THE AMERICAN REVOLUTION

Prof. Ned Landsman

	Day	Time	Solar #	Location
Lecture	MW	11:00-11:53		Javits 101
Recitation 01	Friday	11:00-11:53	Solar # 53231	SBS N310
Recitation 02	Wednesday	12:00-12:53	Solar # 53232	SBS S328
Recitation 03	Monday	10:00-10:53	Solar # 53233	SBS S328

This course examines the period in history that follows the creation of the United States. It looks at the principles on which the nation was based, how those ideals evolved over the subsequent decades, and how a variety of groups and individuals contributed to the shape that the new nation took. Political ideology, women, Indian policy, slavery, commerce and consumerism, and industrialization are some of the themes that the course will examine. Reading averages 60-80 pages each week and consists of both documents written by those who lived through the period and essays and books written more recently by historians looking back at early national society. Final and two other assignments (either exams or short papers to be decided), and class quizzes.

HISTORY 266-K4

SBC: USA

HISTORY OF THE UNITED STATES WEST

Prof. Lori Flores

TuTh	5:30-6:50	Solar # 53234	Javits 103
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This lecture course provides an introduction to the history of the place we now know as the U.S. West, a vast and diverse region stretching from the Great Plains to the Pacific Ocean. Beginning with the interactions of European, Native American, and Latin American peoples in the 1600s, this course will extend into the present day and focus on the historical processes and conflicts that have kept the West in the public imagination as a frontier, multicultural meeting place, and site of progress. Readings, films, and discussions will center around topics such as myths and realities of the "Old West"; debates over land and natural resources; war and conquest; racial, ethnic, and class diversity; gender and sexuality; and labor and immigration. Grading will be based on three quizzes, three written reading responses, and an in-class midterm and final exam.

HISTORY 268-K4

SBC: USA

RECENT US HISTORY 1919 - PRESENT

Prof. Robert Chase

MW	11:00-11:53		Javits 109
Friday	F 11:00-11:53	Solar # 55209	
Monday	12:00-12:53	Solar # 55210	S328
Wednesday	9:00-9:53	Solar # 55211	N310

The twentieth century has been referred to by some as the "American century." This course will examine how and why the United States started the twentieth century as an isolationist nation and ended the century as the world's sole "super power." Even as the US moved from the periphery of world influence to its center, the nation also experienced a century of social and racial unrest. Moreover, the US experienced the twentieth century since 1919 as an ongoing political contest between notions of liberalism and conservatism, as well as a struggle over the size and reach of federal power. These themes will drive the course's lectures. Course topics include the First and Second World Wars; the US place in the World and within global politics; the Korean, Vietnam, and Iraqi Wars; the cultures of the "Roaring" 1920s, the "Great Depression" of the 1930s, the "Golden" decade of the 1950s, and the "counterculture" of the 1960s; the "Red Scares" of the 1920s and 1950s; liberal visions and government programs of the New Deal and Great Society; conservative programs and ideals of the

1920s, 1950s, and 1980s; and the century-long social and political struggles over civil rights, African American freedom, racial identities, and multiculturalism. Requirements include a midterm and a final, and three analytical papers.

HISTORY 277-J (Cross-listed with AFS 277)

SBC: USA

THE MODERN COLOR LINE

Prof. Abena Asare

TuTh	1:00-2:20	HIS Solar # 48278 AFS Solar # 47959	
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In 1903, W.E.B. DuBois declared that "the problem of the twentieth century is the problem of the color line." DuBois' perceptive words were shaped by the history of American race relations during the nineteenth century, and predicted the intense struggle that would be waged over the next one hundred years to define, maintain, or eliminate this boundary. This course examines the history of the color line in the United States since the Civil War, tracing the social, cultural, political, and economic impact of this tenuous concept. The modern color line was not only the boundary between black and white; racial ideologies interacted with other divisive categories such as ethnicity, class, and gender to produce a complex social hierarchy. Lectures and discussions will explore the significance of immigration, urbanization, the U.S. legal system, and violent acts of repression and rebellion to demonstrate the changing nature of the color line over time. We will also place this discussion in an international context, exploring the way racial ideologies shaped the interaction between the U.S. and the world. Requirements include one paper, two exams, and discussion of the assigned readings.

HISTORY 281-H

SBC: STAS

GLOBAL HISTORY AND GEOGRAPHY

Prof. Susan Hinely

TuTh	11:30-12:50	HIS: Solar # 53236	Lib W 4550
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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.

→ *Please note that History 301 is for History Majors and Minors only, but may be available to other students with special permission.*

HISTORY 301.01

THE ASIA PACIFIC WAR IN GLOBAL HISTORY
Prof. Janis Mimura

TuTh	1:00-2:20	Solar # 46188	SBS N310
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The Asia-Pacific War was both a regional and global war that profoundly affected the peoples of Asia and its future. This seminar examines the war's multifaceted, transnational nature from a number of perspectives: from that of Japan, Asia, Europe, and the United States. What did the war mean to different countries and peoples? Through close reading, writing, and discussion of the topical material, you will learn about how historians write, research, and engage in scholarly debate. Since this is a writing-intensive course, we will focus on the strategies and mechanics of historical writing, especially how to organize, develop, write, and revise your essays.

HISTORY 301.02

LABOR, IMMIGRATION AND GENDER IN THE US MEXICO BORDERLANDS
Prof. Lori Flores

TuTh	2:30-3:50	Solar # 46189	SBS S328
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The U.S.-Mexico border region is one of the most contested and complicated borderlands in the world. This reading and writing-intensive course explores the cultural and political history of this region from 1848 to the present. Readings, films, and discussions will cover such topics as borderlands theory; the intersections of race, gender, class, and sexuality; war, violence, and drugs; labor and immigration policy; border enforcement; art and architecture; and toxic and deadly border environments.

This class will instruct students in how to analyze primary documents and secondary sources, as well as how to write a successful historical research paper on a topic of their choosing related to U.S.-Mexico borderlands history. Grading will be based on active seminar participation, two short oral presentations, and a final paper.

HISTORY 301.03

WRITERS. READERS & THE BOOK: A HISTORY OF COMMUNICATIONS FROM SCROLL TO SCREEN

Prof. Joshua Teplitsky

MW	2:30-3:50	Solar # 46309	SBS S328
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This writing course offers training in persuasive argumentation through intensive exercises. The topical framework for this training is a study of the changing history of the book. Books are perhaps the most important way people share ideas and change minds. But have books always been used in the same way? What is a book, anyway: a scroll, a volume, a pamphlet, a poster, an e-reader screen? Can authors control the way readers read, or can readers take texts to new and unforeseen places? Can books cause revolutions? This course offers a cultural history of communication and knowledge through an exploration of the history of the book. Tracing changing conceptions and uses of the book from the ancient world until the present, we will consider the way that books have shaped religion, caused revolutions, and changed over time, even to face their possible obsolescence in our own age.

HISTORY 319-J

SBC: SBS+

ASSYIANS, BABYLONIANS AND HITTITES

Prof. Paul Zimansky

TuTh	11:30-12:50	Solar #	SBS N310
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An overview of the great civilizations of the Near East from 2000 BCE to the fall of Babylon in 539 BCE. Although these peoples created the primary political institutions and cultural traditions that shaped the world of the Bible, they are studied here for their own sake. Their imperial experiments varied considerably, but each was able to put together an empire that embraced much of the world known to them. The causes behind the rise and fall of each these powers will be examined, and attention will be given to what they transmitted to posterity. Archaeological evidence will be considered in

conjunction with written documents. There are no prerequisites. This is a lecture course, illustrated with slides, but questions from the class will be welcomed and discussion encouraged. Grading will be on the basis of a midterm exam (25%), a term paper of 5-7 pages (25%) and a final exam (50%).

HISTORY 326.01-K4

SBC: SBS+

POPULAR CULTURE IN US HISTORY

Sung Yup Kim

TuTh	5:30-6:50	Solar # 54840	Javits III
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This course offers a broad survey of popular culture in U.S. history, from the colonial period to the mid-twentieth century. Often misunderstood, looked down upon, and suppressed by the elite, the culture of ordinary people nonetheless formed an important undercurrent in American history. Long before mass production channeled them into the mainstream, diverse strands of popular culture provided ordinary people with an invaluable means to entertain and express themselves, socialize with each other, and sometimes challenge society's dominant social and political values. This course, among other things, emphasizes the great diversity in America's popular culture throughout its history. Thus the subcultures of Native Americans, African Americans, new immigrants, and working women will feature prominently in our discussions. Another point of emphasis will be social and historical context. Students will be invited to imagine themselves in the shoes of the nameless men and women back in time, and to ask what were there particular situations and concerns, why they adhered to certain cultural forms, and what these cultural forms and activities meant to those people. The many topics to be discussed include - drinking, rioting, parading, and dancing in early America; minstrelsy shows, the Buffalo Bill show, Ghost Dances, and women's fashion in postbellum America; the rise of mass culture and entertainment in the twentieth century and its appropriation of folk cultures, etc. Prior knowledge of U.S. history can be helpful, but is not required. Students will be asked to do a good amount of reading, writing, and active discussing throughout the course. The reading assignments will include two or three books, along with shorter articles and primary source excerpts.

HISTORY 340.01-J

SBC: SBS+

THE HISTORY OF CENTRAL ASIA

Prof. Boris Stremelin

MF	1:00-2:20	Solar # 54844	Lib E4320
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Long a peripheral outlier of the modern world, Central Asia used to lie at the center of Afro-Eurasian commercial and cultural exchanges, and originated some of the world's biggest and most important empires. In this course, we will examine the rise of pastoral nomadism and nomadic empires (including the Scythians, the Xiongnu, Turkic, and Mongol empires), the emergence of the Silk Road as the major Old World trade artery, and patterns of cultural exchange (including the diffusion of military technology and the spread of religions Buddhism, Nestorian Christianity, Manichaeism, and Islam). Subsequently, we will investigate the marginalization of colonization of the region by Russia and China after the 17th and Chinese socialism in the 20th century, and the inception of independent century under the conditions of globalization and renewed geopolitical competition for energy resources. We will focus on the five post-Soviet "Stans", as well as Mongolia, Xinjiang, Tibet, Afghanistan, and neighboring areas in China, Russia, and Southwest Asia. Requirements for the class include regular reading journal submission, discussion participation, a class presentation, and a final research project.

HISTORY 340.02-J

SBC: SBS+

MARITIME CHINA IN THE AGE OF SAIL

Prof. Iona Man-Cheong

MW	2:30-3:50	Solar # 54845	Psych A 137
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The myth of China's disinterest in the sea and foreign places is now so embedded in Western consciousness that it's almost fact. This seminar is designed to demonstrate quite the opposite...that China's interest in the sea is both significant and long standing. Subjects for discussion include: - Ming China's famous voyages of Admiral Zheng He and the seagoing activities in Southeast Asia that developed from those overseas contacts, migration, trade and Chinese piracy. The most famous of the later sometimes called pirates, even when wooed and patronized by the state, is Zheng Chenggong (Coxinga, Koxinga)—whose family ran the most extensive maritime trade networks of the time. The family's contribution to Chinese history includes China's first great maritime victory over the West. These two famous individuals, Zheng He and Zheng Chenggong, bookend the Ming dynasty (1368-1644). Our exploration continues to be mindful of a world

dependent on the intersection of global trade networks that helped map the world and that included the circulation of goods, ideas, culture, and importantly, people in the form of labor, which we will also examine. Requirements include reading approx. 70+ pages a week (four monographic studies and a number of articles), quizzes, two midterm exams, two five-page papers, and a take-home final. Prerequisite: at least one course in Chinese history &/or culture; or an upper-division Asian Studies course: (His.219, 340, 341, 345, & AAS 319, 339, 351, 371, 372)

HISTORY 344-J

SBC: SBS+

MODERN JAPAN

Prof. Janis Mimura

TuTh	10:00-11:20	Solar # 54846	Lib E4320
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This course traces Japan's emergence as a modern state from the Meiji Restoration of 1868 up until the postwar period. We will develop a number of major themes in modern Japanese history such as the Meiji political settlement and its legacy, late industrialization and its social consequences, mass society and mass culture, Japanese imperialism in East Asia, Japanese fascism and Marxism, the postwar economic "miracle," and Japan's contemporary bureaucratic system. Readings will include a textbook, selected articles, and some translated primary sources. Requirements include one mid-term and final exam and two short essays.

HISTORY 346-J

(Cross-listed with AFS 346)

SBC: SBS+

THE SOCIAL AND POLITICAL HISTORY OF AFRICA

Prof. Shimelis Gulema

TuTh	1:00-2:20	HIS Solar # 48964 AFS Solar # 48588	
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This course will cover several major topics in modern African history including pre-colonial African political structure, societies and cultures; the slave trade, European exploration and missionary culture, Islam in Africa, the imposition of formal colonial rule, decolonization and contemporary African issues. We will devote some time to the role of the Cold War in modern African politics and history, the history of Apartheid South Africa, AIDS in Africa, and several other important problems and questions

confronting the continent today. We will read personal narratives from African writers. Students will be expected to attend class regularly, take two exams and write one 5-7-page essay.

HISTORY 350.01 -J

SBC: SBS+

COLONIAL AND POST COLONIAL AFRICA

Prof. Shobana Shankar

TuTh	11:30-12:50	Solar # 48732	Lt. Eng 102
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This course examines colonization in Africa, from the earliest Dutch settlement in southern Africa in the 17th century, the intense international scramble for Africa in the nineteenth century, and the era of alien rule in the 20th century. It examines how Africans met the challenges of alien rule in many ways—peasant uprisings, Pan-African movements, and political diplomacy—but not always in obvious ways we would call resistance. European rule was the catalyst for many changes in Africa—production of commodities for global markets, Christian missionary work and religious conversion, migrant labor, rapid urbanization, new gender and generational conflicts, formal schooling, and new arts and culture, including African literary and film traditions. These topics will be explored as a basis for understanding the potentials and problems of African countries that got independence after 1957, in the midst of the Cold War, and up to the present. Readings will include a textbook, articles, and novels, which will be supplemented with films. May include 1 map quiz, 2 5-7 page papers, and in-class midterm.

HISTORY 350.02 -J

SBC: SBS+

RELIGION AND POLITICS IN AFRICA

Prof. Shobana Shankar

TuTh	2:30-3:50	Solar # 54847	SBS S328
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Sub-Saharan Africa is home to many religions—indigenous belief systems, Judaism, Christianity, and Islam. It is also arguably the region that was most heavily evangelized by foreign Christian and Muslim missionaries in the modern era. This course examines African religious transformations, encounters, exchanges, and conflicts. Topics to be covered include medieval and modern theocracies, reformism and jihad, literacy, gender hierarchies, education, European colonialism and Christian proselytization, Arab-Indian-

African Muslim connections, and religion and resistance to foreign domination. We will also explore theories about charismatic leadership, modernization, secularization, and radicalism. May include 1 map quiz, 2 papers, pop quizzes, and take-home final. Films, journal articles, novels, and 1-2 books (no textbook) will supplement mandatory in-class participation

HISTORY 357

THE WORLD BETWEEN THE WARS

Prof. Michael Barnhart

M	1:00-4:00	HIS Solar # 48366	SBS N318
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An in-depth examination of the tumultuous years from the conclusion of the First World War to the commencement of the Second. The scope is global, but with focus on the great powers (and some lesser ones) of the era. Likewise, economic and social change will be explored, but primarily through the lens of inter- and intra-state diplomatic and political clashes. Examples of topics include the place of the League of Nations in postwar peacemaking, the British Labour Party's foreign policy ideology and experiments in the 1920's, the rise of the "Washington System" in postwar East Asia and its consequences for civil-military relations in Japan, the impact of the Chinese Nationalist movement, the fractured nature of the French polity and France's grand strategy, the American underpinnings of the global financial system and the impact of the Great Depression on that system, the Nazi challenge to the Versailles system in Europe, the internal origins and international consequences of the Spanish Civil War, the western response to Hitler's program, the ideological origins of the Axis alliance, and one or two other things.

The course is a seminar. Weekly readings, usually of fifty or sixty pages, will be assigned and each week's discussion will require thought about those readings. Each student must write a research paper, with the topic assigned during the first class meeting. The main component of the course grade will be through a student's contribution to discussion.

Although this course is not a formal prerequisite for the "simulation seminar," due to be taught in the fall of 2015, it should serve as an excellent introduction to and background for that course.

HISTORY 365-K4

SBC: SBS+

THE ENVIRONMENTAL HISTORY OF NORTH AMERICA

Prof. Christopher Sellers

TuTh	4:00-5:20	Solar # 54848	Javits 109
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This course delves into the history of interactions between humans and their natural environment on this continent. We will look at perceptions as well as interventions, at how people have viewed the non-human world as well as how they have used and altered it in building modern society. The forest, the home, the farm and the factory all will fall within the scope of our survey. Beginning with the Indians and the early colonists, we will trace the numerous transformations - cultural, intellectual, economic, political and technological - that gave rise to the post-World War II environment and environmentalism. Requirements include a midterm, a final and a research paper.

HISTORY 371-K4

SBC: SBS+

LAW AND SOCIETY IN AMERICAN HISTORY, 1620-1877

Prof. Donna Rilling

TuTh	11:30-12:50	Solar # 48097	Lib W 4525
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This course examines the interaction between law and society in America from the period of European colonization through the mid 19th century. Some of the themes we will examine are: the interaction between native and European legal systems; the adoption and adaptation of European law, particularly English and Dutch law, to the circumstances of the American colonies; the development of the profession of law; shifts in women's legal status and their relationship to everyday practices and opportunities for women; transformations in the law of servitude, slavery, race, and emancipation; and the role of political ideology and events in shaping American law. Witches, judges, women, lawyers, laborers, Native Americans, African Americans, servants and slaves are some of the groups we encounter in assessing the forces that shaped American legal culture and its institutions. The course is not about famous landmark court decisions, but about the everyday laws, beliefs, assumptions, and legal structures that affected people's lives.

The course assumes no prior knowledge of law. Reading, writing, and other expectations are commensurate with an upper-division history course. Reading averages

approximately 60 pages weekly and includes primary documents (those written at that time) and secondary works (approximately 3 books, a few book chapters, and several challenging articles). Assignments TBD, but will include essays as either exams or papers and total 3 or 4 for the semester. Papers will be no longer than 5 pages. Attendance, reading, and participation are required. Pre-requisite: U3 or U4 status. Advisory prerequisite: History 103 (U.S. history to 1877).

HISTORY 372

SBC: SBS+

THE US CONSTITUTIONAL HISTORY AND CIVIL RIGHTS

Prof. Susan Hinely

TuTh	8:30-9:50	Solar # 54849	SBS S328
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This course will chart the long and ongoing debate over the meaning of "citizenship" in U.S. Constitutional history and, more broadly, over who gets to be considered a universal "individual" to whom is promised liberty and equality in American political culture. We will trace the constantly changing contours of citizenship and the always doomed efforts to fix boundaries around excluded groups. In the process we will closely study the terms and evolving meaning of the U.S. Constitution and analyze some of the leading cases in American legal history, including the Dred Scott decision, Plessy v. Ferguson, and Brown v. Board of Education, and leading cases involving women's rights and freedoms, including Bradwell v. Illinois, Reed v. Reed and Roe v. Wade. While we will read a secondary text, the bulk of the reading will come from original documents, primarily the written decisions of the US Supreme Court. Through close reading and discussion of these documents, you will become conversant in the difficult language of the law and learn to analyze issues of judicial review, federalism, equal protection, due process, and the evolving legal concept of the right to privacy. Since every legal case begins with a real world dispute, you will also get to read and hear dozens of great, true stories. This course is also designed to give students lots of practice writing. In addition to writing several short papers, each student will have the opportunity to practice the fundamental scholarly task of researching and analyzing primary sources and presenting the results of this work in a research paper.

HISTORY 373-K4

SBC: SBS+

HISTORY OF CRIME AND CRIMINAL JUSTICE in the US

Prof. Wilbur Miller

MW	12:00-12:53		Javits 103
Friday	F 12:00-12:53	Solar # 54851	SBS N310
Monday	11:00-11:53	Solar # 54852	SBS N310
Wednesday	10:00-10:53	Solar # 54853	SBS N310

The development of police, courts, prisons, criminal law and crime from the 17th century to the present is the focus of this course. The course covers the changing nature of crime and criminals, creation and change in the institutions of criminal justice, and how people have perceived and responded to crime over time. Readings: four or five books and a course pack include general histories, literature, and newspaper items. Written work consists of several one-page reading-reaction papers, two take-home essay exams and a ten-page paper. The paper will satisfy the department's upper division writing requirement. The class consists of two lectures and one discussion section; participation in the section is essential. Prerequisite: History 103 or History 104 or Equivalent.

HISTORY 377-K4

SBC: SBS+

AMERICAN POLITICS AND DIPLOMACY SINCE 1945

Prof. Michael Barnhart

MWF	10:00-11:20	Solar # 54854	Javits III
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This course is an examination of American politics and diplomacy since the Second World War. The first portion of the course is dominated by the impact of the Cold War upon those politics and diplomacy. To an unprecedented degree the two were interlinked on a daily and popular basis. Special attention is given to the challenges of the 1960s to the American political and global orders, from the civil rights activists to Vietnamese communists. The collapse of that order from the Right during the Reagan years, the complicated end of the Cold War, and the unfinished and politically disputed search for a postwar order form the basis for the course's later topics. In addition to a basic textbook, there will be five books discussed over the course of the semester. Students will choose three of these five and write essays for those three. There will be a mid-term and a final examination, primarily essay.

HISTORY 379-K4

SBC: SBS+

DISEASE IN AMERICAN HISTORY

Prof. Nancy Tomes

MW	10:00-10:53		Javits 103
Friday	10:00-10:53	Solar # 57347	SBS S328
Wednesday	11:00-11:53	Solar # 57348	SBS N310
Monday	12:00-12:53	Solar # 57349	SBS N310

This course uses disease "biographies" as a way to deepen our understanding of modern American history. After a brief overview of the colonial period, we will look first at the 19th c. "age of epidemics," then the rise of 20th c. concerns with so called "diseases of affluence," and finish with the AIDs epidemic, "emerging diseases," and bioterrorism. Readings will explore not only the history of specific diseases, such as cholera, TB, lung cancer, diabetes, and HIV/AIDS, but also their cultural consequences, with particular emphasis on how specific groups have often been blamed for disease outbreaks. We will also study the many changes in public health, personal hygiene, diet, and exercise that the fear of specific diseases has engendered. Readings will include excerpts from books and journal articles; written work will consist of a take home midterm (4-6 pages), a research paper on a disease topic of your choosing (7-10 pages), and a final essay exam.

HISTORY 389-J

SBC: SBS+

MODERN MEXICO

Prof. Paul Gootenberg

TuTh	1:00-2:20	Solar # 54856	Psy A 137
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Mexico has a dramatic history--one that sharply distinguishes its political and cultural heritage from the shadow of its northern neighbor. As such, the purpose of this course is two-fold. First, we learn about the major events that shaped Mexico's modern history: its tumultuous but conservative independence (1810-1821); the 19th-century breakdown into militarist chaos (1821-1876); the modernizing Porfirian dictatorship (1876-1910); the great Mexican Revolution (1910-20s); the country's unique 20th-century one-party PRI state and its post-68 political, social, and economic crises (1929--2000); and Mexico's ongoing 21st-century struggles for democracy and social progress in the face of such challenges as drug trafficking violence. Second, we delve deeper to analyze Mexico's striking history. Course books will provide a social history look at

Mexico's long-term agrarian, political, and cultural conflicts, which at the close of the course lead into Mexico's contemporary dilemmas. Students will closely read and write about all three historical monographs.

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 390-I

SBC: SBS+

MEDIEVAL CHRISTIANITY

Prof. Joel Rosenthal

TuTh	8:30-9:50	Solar # 54857	Lib W 4550
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In Europe in the Middle Ages culture and civilization were largely shaped by and expressed through Christianity. This course will look at Christianity as a religion - theology and belief, doctrine and sacraments, orthodoxy and conformity and church councils as against heresy and diversity. It will also focus on the Church as an institution - popes and bishops and priests and monks and nuns and friars, schools and universities, missionaries and conversion, church-state relations. We will cover the landscape from the legalization of Christianity in the late Roman Empire (early 4th century) through the crises of the 15th century and the run-up to the Protestant Reformation (1517).

There is a text book, a booklet on monastic rules, and - on blackboard - many, many primary sources, to be dealt with in the lectures. The workload will be 4 short papers, a couple of in-class quizzes, and a final exam. Attendance is expected and student participation wildly welcomed.

HISTORY 393.01-I

SBC: SBS+

THE NAZI EMPIRE

Prof. Young Sun Hong

MW	2:30-3:50	Solar # 48733	Javits 103
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The purpose of this course is to understand terrorist racism and autarchic imperialism of the Nazi empire. In this course students are also expected to learn the role of war in

the Nazi plans for realizing their racial utopia and to relate the history of the Nazi years to previous and subsequent periods of German history. This is not a survey for those looking for an introduction to European history or to satisfy a DEC requirement. It presumes that students have already taken a survey of modern European history and mastered the basic elements of historical analysis.

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HISTORY 393.02-I

SBC: SBS+

IDENTITY IN HISTORY

Prof. Herman Lebovics

MW	2:30-3:50	Solar # 54858	SBS N310
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The course is organized to be useful for students in most of our national or regional areas of interest. We will start from the premise that with globalization—variously reckoned to have been the case in the 15th century, under 19th century imperialism, or in the postcolonial period (when? to be discussed)—with globalization, then, questions of personal, cultural, social, and national identities came to the fore in historical debates. The purpose of the course is to aid students to think historically about the way identity-claims have been used in society and history.

Reading will be both books available for purchase and Blackboard-posted reading. Course work: 1) A midterm and a final examination; 2) A properly written, footnoted, and proofed paper at the end of the semester. (12-15 pp.)

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HISTORY 396.01-K4

SBC: SBS+

WOMEN AND VIOLENCE IN US MEDIA

KILLING US SOFTELY: The Media Representation of Women in American Culture Since the mid 19th Century

Choonib Lee

TuTh	10:00-11:10	Solar # 40858	SBS S328
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This course will examine how the media has portrayed women in U.S. history. Students will particularly focus on the way pictures of women in the media—such as newspaper and magazine advertisements—have a deeply and pervasively violent quality. The media representation of typical American women as white, middle-class, and adolescent persists throughout history. These images have caused women to do violence to their bodies like starving themselves and endangering their health. Students will examine exemplary texts such as the "No Comment" section in Ms. magazine, which has since the

early 1970s allowed readers to submit "objectionable" advertisements that promote rape culture and violence against women. The goal of the course is for students to understand how the objectified and sexualized image of women's bodies is not natural but constructed. The class will be based on lectures and discussions through key concepts from the readings. Course requirements include one paper, two in-class exams (a midterm and a final), attendance, presentations, and participation in class discussions on the assigned readings and in-class viewing films.

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HISTORY 396.02-K4

SBC: SBS+

SUBURBS IN INTERNATIONAL PERSPECTIVE

Prof. Christopher Sellers

TuTh	11:30-12:50	Solar # 44588	SBS S328
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This course will explore the rise of suburbanism and sprawl internationally from the nineteenth century onward, with a twentieth-century focus. We'll look at the rise of a "suburban ideal" around many industrializing cities worldwide, and starting in U.S. after World War II, the spreading out from downtowns of "mass" suburbs as well as malls and offices that have made suburbs the places where most Americans live, work and shop. We'll also study a representative histories of a diverse variety of urban edges elsewhere, from the older cities of Continental Europe to the mega-cities of the late twentieth-century developing world. The greatest emphasis will fall on the American experience of suburbanism and sprawl, with Long Island itself as our main suburbanizing "laboratory," which will serve as the basis for student research projects. In particular, this semester's course will use, and contribute to the development of an online, digital map depicting the many dimensions of Long Island's transformations over the 20th century. Requirements include readings, regular brief writings on the readings, in-class participation and exercises, a short paper, and a research project culminating in a longer paper.

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HISTORY 397-K4

SBC: SBS+

ASIAN AMERICAN HISTORY

Prof. Shirley Lim

TuTh	8:30-9:50	Solar # 48698	Javits 101
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Asian American History is an introduction to the historical and contemporary factors that have molded Asian American life in the United States of America. Strongly emphasized themes are race-labor hierarchy, gender, immigration, second generation, and images/mass media. This course requires extensive speaking participation, group presentations, mandatory attendance, 150 pages of reading a week, two midterms, and a ten-page original research essay.

(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 401

***CONFESSIONS AND CALAMITIES: AUTOBIOGRAPHICAL WRITINGS
IN ANTIQUITY AND THE MIDDLE AGES***

Prof. Sara Lipton

Thursday	2:30-5:30	Solar # 47673	SBS N303
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In this course we shall read several autobiographical texts from late Antiquity and the Middle Ages. We start with the earliest known and perhaps most famous of all autobiographies: the Confessions of Saint Augustine. Other readings include final thoughts dictated by a young Christian mother about to be sent to die in the lions' den, the self-pitying lament of a medieval university professor who was castrated for having an affair with one of his students, the musings of a medieval monk with a mother-fixation, and the memoirs of a medieval Jew who converted to Christianity. Some issues raised by these texts include the nature of faith, the rise of the individual, the question of truth, and the role of gender...among many more. Requirements: As in any seminar, class participation is an absolutely essential aspect of the course. You will be expected to complete all assigned readings ahead of the relevant class (ca. 50 pages per week), and to be prepared to discuss and answer questions about them. There will be brief writing exercises at the beginning of class to encourage preparation and thought. Grading will be based upon your contribution to discussions (about 20%), in-class brief responses to readings (40%), and a ca. 15-page research paper (40%).

HISTORY 402

FASCIST CULTURE

Prof. Janis Mimura

Wednesday	2:30-5:30	Solar # 47685	SBS N303
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In this undergraduate research seminar, we will explore the notion of fascist culture. We will consider to what degree interwar fascist countries, such as Nazi Germany, Fascist Italy, and Imperial Japan advanced a new form of popular culture. What were its distinct characteristics, major themes, tropes, and visual techniques? We will examine a wide variety of materials, including films, posters, advertisements, cartoons, textile prints, commemorative exhibitions, parades, and sport events. Students will read a selection of theoretical writings on fascist aesthetics and culture and develop their own set of tools to "read" and analyze cultural expressions of fascism and the Axis alliance. It is recommended that students have a background in either modern European, Japanese, or cultural history. Students will give class presentations as well as produce a 5 to 7-page theoretical essay and a 15 to 20-page research paper based on primary sources.

HISTORY 412

THE WORLD OF WILLIAM SYDNEY MOUNT

Professor Donna Rilling

Tuesday	2:30-5:30	Solar # 47464	SBS S326
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This seminar explores community, region, and nation through "The World of William Sidney Mount." Mount (1807-1868) was one of the most nationally prominent artists of the early 19th-century to paint everyday scenes, and captured Long Island neighbors at work and play. He painted and often lived on Long Island, and he moved in artistic circles in New York City. Family members were also painters, musicians, and poets. Our research inquiries will tap the rich local collection of Mount's work, including the Long Island Museum's trove of Mount's letters, diaries, and graphics, and situate Mount and contemporaries in the social, environmental, and political developments of the period. We will examine such topics as the farm and seaport economy, slavery, women's roles, music, antebellum commerce, landscape change, and coastal environments. Mount's work and life will be a springboard (not a boundary) for students' own empirical research and papers. Original research will contribute to Mapping Long Island, a project aimed at building a virtual map that integrates diverse ecological, demographic, and historical

information. Requirements: 12-15 page research paper and all assigned preliminary assignments building up to that final research paper; reading (essays, primary documents, books); attendance; participation in discussion and local site visits (most scheduled during class time).

HISTORY 414

PRESIDENTIAL ASSASSINATIONS IN AMERICAN HISTORY

Professor Nancy Tomes

Monday	5:30-8:30	Solar #	SBS N318
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This seminar will examine the history of Presidential assassinations in the United States as a way to explore American views of political violence, fascination with conspiracy theories, and attitudes toward authority. Since a number of those who attempted or succeeded in killing a President were considered insane, we will examine how their treatment reflected attitudes toward mental illness. We will also reflect on how Americans interpreted the trauma of assassination and attempted assassination as an indicator of the nation's well being. To this end, we will sample some of the many novels, films, and theater works devoted to the subject, including Stephen Sondheim's 1990 musical "Assassins." Readings will include Michael W. Kauffman, American Brutus: John Wilkes Booth and the Lincoln Conspiracies, Charles E. Rosenberg, The Trial of the Assassin Guiteau, Eric Rauchway, Murdering McKinley: The Making of Theodore Roosevelt's America, and a reading yet to be determined about the Kennedy assassination. We will also do readings on the assassinations of other political figures, including Malcolm X and Martin Luther King. This will be a very reading and research intensive seminar. Students will write a major research paper (10-15 pages) on a topic of their choice related to the seminar topic.

Permission is required to register for any of the following courses.

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.

ISTORY 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:

- | | |
|--|-----------|
| 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.

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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