

SPRING, 2017

HISTORY 102-F

SBC: GLO; SBS

MODERN EUROPEAN HISTORY FROM 170 TO 1945

Prof. Herman Lebovics

	Day	Time	Solar #	Location
Lecture	MW	10:00-10:53		Javits 110
Recitation 01	Friday	10:00-10:53	43540	SBS N310
Recitation 02	Monday	11:00-11:53	43541	SBS N310
Recitation 03	Wednesday	12:00-12:53	43542	SBS N310
Recitation 04	Monday	2:30-3:23	50271	Frey 222
Recitation 05	Wednesday	11:00-11:53	49728	SBS S328

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. Wilbur Miller

	Day	Time	Solar #	Location
Lecture	MW	12:00-12:53		E & S 001
Recitation 01	Friday	12:00-12:53	43544	SBS S328
Recitation 02	Monday	11:00-11:53	43545	SBS S328
Recitation 03	Wednesday	9:00-9:53	43546	SBS S328
Recitation 04	Wednesday	2:30-3:23	43547	Lib N3074
Recitation 05	Friday	1:00-1:53	43548	SBS N310
Recitation 06	Wednesday	11:00-11:53	48158	SBS N310
Recitation 07	Monday	10:00-10:53	48159	SBS N310
Recitation 08	Wednesday	10:00-10:53	49974	SBS N310
Recitation 09	Monday	1:00-1:53	49975	LIB N 3074

What does it mean to be an American? How do Americans identify themselves as individuals or members of a group? These questions about personal identity (shared experiences, values, culture) reflect not only individual lives but also history. U.S. history will help us understand America as a nation of diverse identities, some included in an overall national identity, others excluded and eventually accepted. We will also investigate the rise of “big government” and conflicts about its activities, and America’s changing relationship to the larger world.

Two lectures, one required recitation meeting per week. Readings: Text, “Give Me Liberty” by Eric Foner, Vol. 11, and documents posted on blackboard. Approximately 50 pp. per week. Grading: Three take-home Essays, 20% each; 10 Quizzes, 2% each (=20% total); class participation, 20%.

HISTORY 203-I

SBC: GLO

ANCIENT ROME

Prof. Eric Miller

TuTh	1:00-2:20	Solar #51231	Lib W4525
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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, sociological 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. The impact of Rome on future history (up to our own day) will be discussed and highlighted throughout the course. Material evidence will be considered in conjunction with written documents. Diverse scholarly opinions regarding the historiography of Ancient Rome will also be analyzed. There are no prerequisites. The class is in lecture format with class discussions. Requirements include regular attendance, a mid-term exam, a final exam, and two 5-6 page papers.

HISTORY 213-J

SBC: GLO

COLONIAL LATIN AMERICA

Prof. Brooke Larson

TuTh	10:00-11:20	Solar 56077	Lib W 4550
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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 219-J

SBC: GLO

INTRODUCTION TO CHINESE CIVILIZATION

Prof. Iona Man-Cheong

MW	2:30-3:50	HIS Solar # 56078	Lib W 4550
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An introductory survey course exploring cultural concepts, significant themes, and major dynasties of Chinese history from Qin to Qing. Topics include Confucianism, law in imperial China, gender relations, the impact of rule by conquest ethnic minorities, changing Chinese society, the educated literati and their relation to the state; and changing definitions of Imperial rulership. There will be regular discussion & quizzes, a mid-term, a final and one 3-5 page paper. Reading is around 50pp. per week. No background or previous knowledge of the subject is expected

HISTORY 223-J

SBC: GLO, SBS

THE REGIONAL HISTORY OF AFRICA

Prof. Shobana Shankar

TuTh	1:00-2:20	HIS Solar # 56103	Library W4540
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Given the immensity of the African continent, it is often divided into regions—such as east, west, north, or southern, equatorial, the Horn, the Sahel, Atlantic or Indian Ocean—to explore connections and boundaries. This course gives students the

opportunity to focus more deeply on one region of Africa. Factors that integrate a region may be environment and land use strategies, long-distance trade networks, religious communities, imperialism, and political regimes. The course will also examine the challenges to regional integration, such as political conflicts and boundary disputes, language diversity, and separatist movements. Spring 2017 will focus on Western Africa.

HISTORY 236-I

SBC: GLO

THE LATE MIDDLE AGES

Prof. Joel Rosenthal

TuTh	8:30-9:50	Solar # 51233	Javits 103
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This course covers Western Europe and the Mediterranean from around 1050 to 1450. We deal with kings and popes, crusades, towns and cities, peasants and nobles, plague and rebellion, changes in the Church, universities, women's roles, Jews, Moslems, persecution and toleration, and some classics of medieval literature (Dante and Chaucer). Requirements: attendance, possibly some in-class participation, 3 short papers, a mid-term and a final exam.

HISTORY 238-H

SBC: STAS

SCIENCE, TECHNOLOGY & MEDICINE II

Prof. Wolf Schafer

TuTh	5:30-6:50	Solar # 51269	Lib W 4550
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Covering two major advancements of science and technology since the Scientific Revolution, this lecture will focus on two successive histories: an earlier one in which modern science developed the laws of big things (planetary astronomy) and a later one that unveiled and utilized the laws of small things (nuclear physics). The main goal of the Scientific Revolution from Copernicus to Newton was to understand the mechanics of the planetary system. However, the lesser (utilitarian) interest in research and engines advanced by Francis Bacon and the gradual emergence of experimental methods prepared the ground for modern "technoscience." Technoscience is the coming together of three hitherto separate lines of approach: the mathematical reading of the "book" of nature, the progression from thought experiments to real experimentation in specially equipped places (laboratories), and the manipulation of interesting phenomena (air pressure in steam engines, for example). The exploration of our technoscientific history

will trace the development of nuclear physics in the first half of the twentieth century from Ernest Rutherford's probing of the atomic nucleus to the Manhattan Project. This course will be graded on two exams and an optional paper (no makeup exams). Extensive readings, careful note taking, punctual arrival, and regular attendance are necessary to succeed in this class.. Prerequisite: HHS 102

HISTORY 251-i

SBC: GLO

EUROPE SINCE 1945

Brian Gebhart

TuTh	4:00-5:20	Solar# 70167	Frey 201
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In the wake of the devastation of the Second World War, Europe in 1945 was beset with problems that it would seek to address for decades. Issues of rebuilding economies, the polarization of the Cold War, media and culture, decolonization and race, and political culture made postwar Europe a complex and dynamic time and place. This course will explore these topics through historical and literary texts as well as film. Themes of historical memory, globalization, consumerism, state surveillance, resistance and revolution, and immigration will provide fields of analysis for this history course of both Western and Eastern Europe. Requirements will include a midterm and final, as well as at-home papers.

HISTORY 261-K4

SBC: USA

CHANGE AND REFORM

Mark Chambers

MWF	11:00-11:53	Solar # 56079	Javits 111
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*This course examines the period after Reconstruction when the United States became a modern nation, the last quarter of the nineteenth century and into the early years of the twentieth century. Railroad lines crossed the nation, and large numbers of immigrants, from East Asia, Eastern Europe and Mexico, arrived in the United States; and *de facto* and *de jure* segregation influenced the decisions of many Americans; as a new form of urbanization blanketed the nation's cities. Developments at home and abroad seemed to promise a new era of prosperity and progress. The mass mechanization of manufacturing proved a boon to the economy and transformed patterns of travel,*

leisure, consumption, and race relations. In connection with these changes, the subjects to be discussed include the use of vast reserves of natural resources that helped fuel a growing industrial economy, and the rise of new cultural, social, and political reform movements to address harsh conditions that coincided with these transformations. Grading will be based on attendance; in-class geography exercises, a short paper; and two exams.

HISTORY 263-K4

SBC: USA

AGE OF THE AMERICAN REVOLUTION

Prof. Ned Landsman

	Day	Time	Solar #	Location
Lecture	MW	11:00-11:53		Lib W 4525
Recitation 01	Friday	11:00-11:53	51235	SBS S328
Recitation 02	Monday	1:00-1:53	51236	SBS S328
Recitation 03	Wednesday	12:00-12:53	51237	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

THE AMERICAN WEST

Prof. Jared Farmer

TuTh	11:30-12:50	Solar # 70038	Javits III
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This lecture survey will explore that vast and varied region—more or less the land between the Mississippi and the Pacific—now known as the American West. This region contains a distinctive mixture of mountains and deserts; dense cities and wide-open spaces; natives and newcomers. The West fills an important place in American

pop culture and mythology (think cowboys and Indians); it also figures prominently in U.S. environmental history, the history of American race relations, and U.S. political history. We can learn a lot about the U.S. as a whole by looking at this one region. Grading based on two map quizzes, two in-class exams, and one take-home paper. Students must read four assigned books.

HISTORY 285 F4

SBC: SBS.USA

HISTORY OF POPULAR CULTURE in 19TH CENTURY AMERICA

Prof. April Masten

	Day	Time	Solar #	Location
Lecture	MW	11:00-11:53		Javits 101
Recitation 01	Friday	11:00-11:53	56084	Chem 126
Recitation 02	Wednesday	12:00-12:53	56085	SBS S328
Recitation 03	Monday	12:00-12:53	56086	Frey 316

In the nineteenth century, the word culture, which referred to the nurture of something, came to mean “a thing in itself.” Culture is something that people make or do. It is moral, intellectual, creative activity. It is also a response to personal and social relationships and to political and economic developments. It is a mode of interpreting our common experience, and even changing it. This course presents and analyzes forms of nineteenth-century popular entertainment culture – from dancing, boxing, and gambling to novels, newspapers, and plays – to see how they reflected and shaped American society.

HISTORY 292 K4

SBC: SBS.USA

US SOCIAL HISTORY 1860-1930

Prof. Nancy Tomes

	Day	Time	Solar #	Location
Lecture	MW	11:00-11:53		Javits 103
Recitation 01	Friday	11:00-11:53	56111	SBS N310
Recitation 02	Monday	10:00-10:53	56112	SBS S328
Recitation 03	Wednesday	2:30-3:25	56113	SBS N318

This course looks at the social history of the United States from Roosevelt (TR) to Roosevelt (FDR), in order to explore how three big trends --the second industrial revolution, the rise of the city, and the “new immigration” – turned the U.S. into a more modern, diverse, and divided nation. We will follow Americans on their journey to a different way of life between the 1890s and the 1940s with the following questions in mind: how did they adapt nineteenth century traditions of political democracy and

social equality to a new twentieth century corporation-dominated economy? How did a traditionally white Anglo-Saxon Protestant nation respond to the massive influx of not WASP immigrants? How did the rise of a new kind of consumer-oriented culture, including new forms of mass media, advertising, and popular entertainment (vaudeville, movies, and radio), reshape American culture? How did the expected roles of men and women change as a result of all of the above? By exploring these themes, this course will help you understand the foundations of contemporary American culture. Required books may include Steven Diner, A VERY DIFFERENT AGE; Lynn Dumenil, THE MODERN TEMPER: AMERICAN CULTURE AND SOCIETY IN THE 1920s; and Eric Rauchway, THE GREAT DEPRESSION AND THE NEW DEAL. Other required readings will be available via electronic reserve on the course Blackboard site. There will be a 5-7 page take home midterm, a 6-8 page paper, and a final exam in the course.

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HISTORY 300

SBC: SBS+

**APOCALYPSE THEN AND NOW:
CONCEPTS OF THE END OF THE WORLD FROM ANTIQUITY TO TODAY**
Prof. Eric Miller

TuTh	1:00-2:20	Solar # 70003	Frey 224
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Many people today associate the term “Apocalypse” with the “End of the World.” But, in fact, it began as a specific genre of ancient Jewish and early Christian literature that was not necessarily connected with the “End Times.” This course will examine the origins of this apocalyptic literature and its worldview through the related ancient texts (such as the biblical books of Daniel and Revelation), tracing their connection to “Eschatology,” or the beliefs about the “End Times,” and follow the evolution of their ideas, interpretations, and concepts, into the Modern World. The class is in lecture format with class discussions. Requirements include a mid-term exam, a final exam, and two 5-6 page papers.

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→ Please note that History 301 is for History Majors and Minors only,
It is available to other students with permission of the instructor.

HISTORY 301.01

SBC: ESI

OLDWORLD/NEW WORLD ENCOUNTERS

Prof. Brooke Larson

TuTh	1:00-2:20	Solar # 48546	SBS N318
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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 301.02

SBC: ESI

HISTORICAL STUDY OF ADVERTISING, PUBLIC RELATIONS, AND PROPOGANDA

Prof. Nancy Tomes

MW	2:20-3:40	48547	SBS S328
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This course offers an introduction to historical research and writing for history majors and minors. You will assume the role of apprentice historians in order to practice the skills needed not only to appreciate good history but to produce it yourself. Class work will focus on fundamentals of critical reading, research and writing that will help you in all your history courses (and other writing intensive courses as well.) As a focal point for our practice, we will look at the intertwined histories of “modern” forms of persuasion: product advertising, public relations, political advertising, and political propaganda. We will explore the varied ways that historians have studied these persuasive techniques and the kinds of debates they have inspired. Written work will include a short review essay (2-3 pages) and a longer research paper (7-10 pages) both on a topic of your choosing. You will submit a first draft of your research paper and then have a chance to revise it in response to the suggestions you receive from the instructor and your fellow students. While the readings will focus on the United States, students are welcome to explore other countries and time periods as well. The

main text for the course will be Richard Marius and Melvin E. Page, *Short Guide to Writing About History*, (9th Ed.)

HISTORY 301.03

SBC: ESI

MAIN THEMES IN AMERICAN HISTORY

Prof. Charles Backfish

TuTh	10:00-11:20	Solar #48659	N310
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This course addresses major themes in the history of the United States and explores the relevance of these themes for contemporary America. Themes to be addressed include American identity, American diversity, American culture, demographic changes, economic transformations, political institutions and traditions, reform movements, and war and diplomacy. The course will use these themes as the basis for historical research and writing. Students will research a topic within one of these themes to write a 6-8 page paper. Class meetings will utilize assigned readings providing contemporary historical perspectives on the course themes as well as related primary sources. This course is designed to assist those enrolled in the social studies teacher preparation program although it may be of interest to other history majors as well. Required for success in this course: regular class attendance, active participation in class discussions and frequent brief presentations on the required readings. A documents collection for each class session will be posted on Blackboard along with other readings. Students will also read two assigned books. In addition to the term paper, students will write two short papers (2-3 pages) during this course.

HISTORY 325-K4

(Cross-listed with AFS 325)

SBC: SBS+

CIVIL RIGHTS AND BLACK POWER

Prof. Mark Chambers

TuTh	11:20-12:50	HIS Solar # 70002 AFS Solar #	Lib E 4315
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The course considers how the 'long civil rights movement' and century-long struggles for Black Power were intertwined movements, not only in the African American community, but also within other communities of color. Therefore, rather than conventional narratives that periodize movements and conceive them as being opposed to one another; the course will touch on the struggles of Native Americans, Asians,

Latinos, and African Americans beginning in the late nineteenth century and spanning the twentieth century. Beginning with the founding of the National Association for the Advancement of Colored People (NAACP) and the Universal Negro Improvement Association; we will then conclude with the turn from civil rights to economic justice, Black educational and political empowerment and campaigns against police brutality. Grading will be based on attendance; a presentation; a short paper; and two exams.

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HISTORY 336-I
(Cross-listed with WST 334)

SBC: SBS+

WOMEN AND GENDER IN MODERN EUROPEAN HISTORY

Prof. Susan Hinely

TuTh	1:00-2:20	HIS:Solar 51851 WST: Solar	Chem 128
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This class will examine modern European history from a gender perspective, illuminating the experiences of women and the changing perceptions of gender in Western Europe from the 18th through the 20th centuries. We will continually readjust our perspective along the lines of class, ethnicity, and even stage of life to remind us that there are not one, but many histories of women. Central themes will include the changing nature and perception of "women's work," women's struggle for equality and representation in the liberal nation state, and the transformation of the family in a modern capitalist economy. We will also consider the historiographical challenges of writing the histories of less visible groups such as women. Requirements will include energetic class participation; several in class assignments; out of class film viewing, including written reviews of the films; a midterm; a short paper, and a final exam.

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HISTORY 340.01-J

SBC: SBS+

MARITIME CHINA IN THE AGE OF SAIL

Prof. Iona Man-Cheong

MW	5:30-6:50	Solar # 56089	SBS S328
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In 2011 China as a republic will be a century-old; as an empire it was ruled for two thousand years by emperors. This course explores its history during the period historians call Late Imperial China. Between 900 and 1800 C.E. imperial China went through profound changes in politics, society, the economy, and culturally. We will

follow these changes and also consider the continuities. The imperial system of rule although changing and adapting to the times also retained essential elements that continue to influence the regime in China today. The empire always had a ruling elite—a class of educated men who ran the imperial administration, controlled significant amounts of wealth and set the cultural tone—we investigate how this group both changed and remained the same. Imperial China also underwent deep economic changes over the period, we will look at the Song economic revolution and the commercialization and urbanization of China up through the last years of the imperial system and also study some of the most influential cultural changes. Last, but by no means least, we will explore Imperial China's changing foreign relations: who did the empire consider to be its most crucial friends and enemies? What policies were adopted—appeasement or aggression? Requirements: Students are asked to read approximately 70 pages a week and to write two five-page expository papers on topics designated by the instructor. There will also be a short audio-visual component, weekly lectures and discussion of readings, a midterm and a final multiple-choice examination. Occasional quizzes will also be given to ascertain reading comprehension.

HISTORY 340.02-J

SBC: SBS+

FASCISM AND FILM

Prof. Janis Mimura

Tu	4:00-7:00	Solar # 56090	Frey 216
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In fascist regimes, film played a central role in mobilizing mass support for war, empire, and authoritarian rule. As a transnational medium, film also served as a tool of cultural diplomacy to promote the ideas and policies of fascist countries and provide an alternative to Hollywood movies. In this course we will view, analyze, and discuss representative films of fascist countries such as Nazi Germany, Fascist Italy, and Imperial Japan. We will compare and contrast major themes, concepts, and techniques in the various films and ask whether one can point to the existence of a fascist aesthetic. Course prerequisite: None. A course in either Japanese or European history recommended but not required. Course requirements: film journal, response papers, midterm, and one 7-8-page paper.

HISTORY 344J

SBC: SBS+

MODERN JAPAN

Prof. Janis Mimura

TuTh	11:30-12:50	Solar # 56091	Javits 109
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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 361-K4

SBC: SBS+

SLAVERY AND FREEDOM IN THE MAKING OF THE ATLANTIC WORLD

Prof. Jennifer Anderson

MF	1:00-2:20	Solar # 51853	Lib W4550
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Drawing on the personal stories of enslaved men and women, we will investigate the history of slavery in different regions and social contexts. From plantations in the Caribbean to the farms and seaports of early colonial New England, enslaved Africans played vital roles in building the Atlantic world. In this comparative course, we will examine the historical roots of slavery, the transatlantic slave trade, changing labor systems, and the roots of the abolition movement from the 17th to the early 19th centuries. We will consider how individuals, in the face of often brutal exploitation, nevertheless, survived, asserted their humanity, and struggled for freedom. Required: attendance, active class participation, readings (approx. 30 pages per week), short writing assignments, mid-term, and final exam.

HISTORY 362-K

SBC: SBS+

UNSETTLED DECADE: THE SIXTIES

Adam Charboneau

TuTh	5:30-6:50	HIS Solar # 56105	Javits 109
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This course examines the social, political, and cultural dynamics of America during the so-called “long Sixties”—roughly, from the mid-1950s until mid-1970s. We will begin with a quick overview of postwar American and world politics, analyzing the ideologies of ‘containment,’ anti-colonial struggles, and the effects of the Cold War on American race relations. We will then shift to the southern civil rights movement, its evolution, and the troubles encountered when “going north.” All the while, we will be analyzing the ways in which middle and upper-class northern whites became radicalized through their involvement in southern black liberation campaigns. Next we will examine the growth of the student movement, and especially, the rise and fall of the Students for a Democratic Society. Throughout, the growth of the counter-culture and its larger meanings will be discussed. Music—from Motown to Woodstock—will be intertwined in this overview. This was also a time of women’s liberation movements and gay rights movements, which grew out of the false promises of the white, heterosexual and male-dominated SDS. We will also deeply engage the hopes and contradictions of urban liberalism, the rise of the Great Society, and ultimately, urban riots, the rise of Black Power and the retrenchment from urban liberalism. Obviously, no course on the sixties can exclude the Vietnam War, which will be embedded in almost every issue we discuss. Finally, we will analyze the rise of the Right during the late 1960s, which produced its own movements—notably the rise of ‘law and order’ and the property rights movement (and eventually, the tax revolts) and the end of America’s “Grand Expectations.”

HISTORY 378-F

(Cross-listed with SOC 378)

SBC: SBS+

WAR AND THE MILITARY

Ian Roxborough

TuTh	5:30-6:50	HIS Solar # 56117 SOC Solar #	Javits 110
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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 Spring 2017 these are (1) the Korean War (1950-53), (2) the British invasion and occupation of Egypt and the Sudan (1882-98); and (3) Irish independence (1912-23). Students may do either in-class, multiple-choice exams or take-home papers. Prerequisites are one H1S course or SOC 105.

HISTORY 385 -J

SBC: SBS+

AZTEC CIVILIZATION

Prof. Elizabeth Newman

MW	5:30-6:50	Solar # 51857	Lib W 4550
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This course is an introduction to the historical development of the Aztec Civilization in the ancient Mesoamerican world. Combining historical, anthropological, art historical and literary sources, we will trace the rise and decline of the Aztec empire, as well as its social and cultural achievements and imperial problems on the eve of the European arrival. We will explore the conquest of Mexico from the Aztec point of view and we will conclude with an examination of the ways in which Aztec culture have survived to this day. Written requirements: five in-class quizzes, two short papers (2-3 pages) and three exams.

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 FRANCE

Prof. Sara Lipton

TuTh	11:20-12:50	Solar # 56106	Hum 1006
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In this course we will examine the political, social, cultural, economic, and religious history of the territory that eventually became known as France. We will start with the integration of Gaul into the Roman Empire, and then examine the breakdown of Roman authority and the incursion of Germanic tribes, the Christianization of the countryside, the establishment and overthrow of the Merovingian dynasty, cultural revival under the Carolingians, the Viking invasions, the agricultural revolution, the rise of the Capetians, the effect on France of the Crusades, the return of urbanism, the establishment of the University of Paris, the songs of the troubadours, the Holy Greyhound, the Hundred Years War, and much else besides. Requirements consist of about 40-60 pages of reading per week (textbook and primary sources), one ten-page paper, and a midterm and final exam.

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HISTORY 393-I

SBC: SBS+

THE NAZI EMPIRE

Prof. Young Sun Hong

	Day	Time	Solar #	Location
Lecture	MW	12:00-12:53		Lib W4550
Recitation 01	Friday	12:00-12:53	Solar # 56114	SBS N310
Recitation 02	Wednesday	9:00-9:53	Solar # 56115	SBS S228
Recitation 03	Monday	2:30-3:25	Solar # 56116	SBS N318

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.

HISTORY 396.01-K4

SBC: SBS+

SCOTLAND AND THE MAKING OF AMERICA

Prof. Ned Landsman

MW	2:30-3:50	Solar # 53549	SBS N310
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This course will survey the history of the nation of Scotland over the centuries as well as its significant contributions to the making of the United States and North America generally. Topics will include the emergence of the kingdom, border conflicts, the Anglo-Scottish union creating the United Kingdom, the Scottish Enlightenment, the Highland Clearances, and the long history of migration, especially to North America. We will also look at the background to the recent moves towards Scottish independence. Readings, class discussion, one exam, and a paper of the student's choosing will be required. Readings will include T.M. Devine, Scotland Empire and the Shaping of America, and works by leading Scottish authors such as Adam Smith, Robert Burns, and Sir Walter Scott.

HISTORY 396.02K4

SBC: SBS+

FOOD FIGHT! FOOD AND HEALTH IN AMERICAN CULTURE

Kelly Jones

TuTh	2:30-3:50	Solar # 56094	Library W4525
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This course examines the history of food as it pertains to politics, health, and environmental issues in the United States. Important issues we will discuss will include the role of food and cuisine in shaping identity, the impact of changing tastes on agricultural practices (and vice versa), and choices about food are influenced by understandings of health. Regular attendance and participation will be required; students will be expected to complete a midterm and final exam, as well as a review of a recent book that examines food politics.

HISTORY 398-H

SBC: STAS

ENERGY TRANSITIONS AND POPULAR GROWTH

Prof. Wolf Schafer

TuTh	2:30-3:50	Solar # 70152	SBS N117
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Strong historical evidence shows that major energy transitions have caused decisive human population growth, that is, growth by whole orders of magnitude, say from one billion around 1800 to ten billion sometime this century. Hence, this course will look into the energy/population evidence for: 1. the domestication of fire, 2. the domestication of plants and animals (Neolithic Revolution), 3. the domestication of fossil fuels (Industrial Revolution), and 4. the domestication of nuclear energy since atomic fission (ongoing since 1938). Regular attendance, extensive reading, active participation, oral research reports, and a final paper are required. Prerequisite: H1S 237 and/or H1S 238

(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 401.01

SBC: SPK, WRTD

MEDIEVAL MURDER MYSTERIES

Prof. Sara Lipton

Tuesday	2:30-5:30	Solar # 56095	SBS N303
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In this class we will closely examine the primary sources associated with and secondary sources describing four medieval murders. The class will be divided into small teams whose task will be to locate and analyze necessary evidence in order to identify suspects and determine their relative means, opportunity and motives. The goal of the class is not so much to "solve" the mysteries (though that would be nice) as to use detectives' investigative techniques to learn about medieval society. Requirements include weekly written summaries of the investigation, a final team-presented oral report, and a final individually written paper.

HISTORY 401.02

SBC: SPK, WRTD

DANCING AMERICAN HISTORY

Prof. April Masten

Wednesday	5:30-8:30	Solar # 56096	
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How people dance can tell you a lot about their society. But because dance is a physical activity, its meaning is difficult to comprehend unless you dance the dances. Similarly, it is impossible to understand the meaning of a dance unless you know in what historical context it was performed. In this colloquium students read, write, and dance through 200 years of American history. But this is not a history of dance class. It presents dance as an embodiment of the economic, social, cultural and political world in which people danced their dances. It is a seminar on American history that uses the experience of dancing to deepen our understanding of the past.

HISTORY 401.03

SBC: SPK, WRTD

AFRO-ASIAN RELATIONS

Professor Shobana Shankar

Thursday	1:00-4:00	Solar # 56097	SBS S326
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This course examines world history through the lens of African-Asian relations. Historians have questioned Eurocentrism in world history by drawing attention to Indian Ocean and Trans-Saharan networks as more ancient, longer lasting, and profitable for many groups of merchants. We will explore such theories and evidence of globalization in the context of long-distance trade, migration, and state-building from the earliest interactions of East Africans, Arabs, Indians, and Chinese beginning in the first millennium AD through the modern postcolonial era of "South-South" relations. While the US and other Western countries claim that Asia's relations with Africa appear to be neo-colonialist and dangerous for democracy and human rights, history suggests there are complex relations in the global South that Western countries see as competition and threatening to their power.

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

SBC: EXP+

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

SBC: EXP+

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 3.5 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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