

SPRING, 2013

102-F	MODERN EUROPEAN HISTORY: 1789-1945	H. Lebovics
<p>Lec: MW 11:00-11:53</p> <p>Rec: 01(40914) F 11:00-11:53 02(40915) M 9:00-9:53 03(40916) W 12:00-12:53 04(54538) M 1:00-1:53 05(48352) W 2:30-3:23</p>	<p><i>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.</i></p>	<p>Old Eng. 143</p> <p>SBS N-310 SBS S-328 SBS S-328 SBS S-328 SBS N-310</p>
104-F & 4	U.S. HISTORY SINCE 1877	W. Miller
<p>Lec: MW 12:00-12:53</p> <p>Rec: 01 (40918) F 12:00-12:53 02 (40919) M 11:00-11:53 03 (40920) W 9:00-9:53 04 (40921) M 2:30-3:23 05 (40922) F 1:00-1:53 06 (46292) W 11:00-11:53 07 (46293) M 10:00-10:53 08 (48788) W 10:00-10:53 09 (48789) M 9:00-9:53</p>	<p><i>This course is the second half of the basic United States History Survey. It examines the major events in the development of the United States from an agricultural nation to an industrial nation, from an isolationist frontier society to a world power. It explores the impact of immigration, industrialization, and urban growth, examines the experience of war, and evaluates the effects of twentieth-century reform. Finally, it focuses on social and cultural change during the past century with an emphasis on civil and social rights. Assignments include numerous multiple choice and essay exams as well as a final essay exam. All exams will be taken in-class and will be closed-book.</i></p>	<p>Earth &Space 001</p> <p>SBS S-328 SBS N-310 SBS S-328 SBS N-310 SBS S-328 SBS N-310 SBS S-328 SBS S-328 SBS N-310</p>
203-I	ANCIENT ROME	P. Zimansky
<p>MW 7:00-8:20</p> <p>54539</p>	<p><i>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</i></p>	<p>HUM 1003</p>

	<i>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 half-hour midterm exam (25%), a term paper of 5-7 pages (25%) a final exam (40%), and classroom participation (10%).</i>	
208-I	IRELAND: ST. PATRICK TO THE PRESENT	T. Rider
MW 8:30-9:50 54540	<i>This course provides an overview of Irish history from prehistory to the present day. The history covered in this course will often be political in nature, but will also include aspects of Ireland's social, cultural, gender, religious, and economic history as we explore a number of questions about Irish culture: What is "Irishness"? What cultural, political, and economic forces have influenced Irish culture? What is the relationship between Ireland past and present? By examining a variety of primary source readings (such as laws, poetry, and plays), we will try together to answer these questions. Requirements include class participation, quizzes, a 4-5 page paper, two essay exams, and readings of material. No background or previous knowledge of the subject is expected.</i>	SBS N436
210-I	SOVIET RUSSIA	G. Marker
MW 2:30-3:50 48658	<i>This course deals with the last 130 years of Russian history, from the late nineteenth century until the present day. The course is organized around the themes of social transformation, instability and upheaval. Topically, we proceed from the last decades of the Tsarist regime through the Russian Revolution and Civil War, and then to the 70 year history of the Soviet Union. The latter part of the course will cover the events of the last dozen years, from perestroika to the collapse of the Soviet Union in 1991 and then to the current situation among the successor states. There will be a textbook and approximately four paperbacks assigned. The assignments will include two midterms and a final examination.</i>	PSYA 137
214/POL 214-J	MODERN LATIN AMERICA	E. Zolov
	<i>This survey course introduces students to the history of modern Latin America, from the early nineteenth century to the</i>	

<p>TuTh 11:30-12:50</p> <p>HIS: 48353 POL: 48327</p>	<p><i>present. Our goal is to gain an understanding of some of the central historical themes that have shaped Latin American society and politics since achieving independence, thus leading students to acquire a basis for making sound observations and judgments about the political, economic, social, and cultural realities affecting Latin America today. The class will move chronologically as well as thematically, covering topics such as nationalism, political economy, U.S.-Latin American relations, revolutionary & counterrevolutionary struggle, and cultural practices. To do so we will approach the hemisphere comparatively, drawing similarities and differences between different nation-states and regions. Requirements: Course requirements will include two essay assignments, midterm, and final exam.</i></p>	<p>Javits 111</p>
<p>221/AFS 221-J</p>	<p>MODERN AFRICA</p>	<p>Asare</p>
<p>MW 4:00-5:20</p> <p>HIS: 54903 AFS: 54313</p>	<p><i>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 post colonial Africa; and African states and international politics in the Cold War era. Prerequisite: One D.E.C. Category F course. HIS 221 is cross-listed with AFS 221.</i></p>	<p>SBS S-218</p>
<p>226/JDS226-F</p>	<p>THE SHAPING OF MODERN JUDAISM</p>	<p>E.Miller</p>
<p>TuTh 8:30-9:50</p> <p>HIS: 54541 JDS: 54820</p>	<p><i>In this course we shall examine the history of the Jews in the West from the decline of the Roman Empire (4th century) to the beginning of the modern period (18th century). We will also examine the parallel history of the Jews of the East under Islam, and the convergence of the two in Moslem and Christian Spain. Lectures and discussions focus on the cultural and intellectual exchanges that took place between Jews and the societies in which they lived, as well as on the changing social, political, legal, and economic roles of Jews. We will analyze the various religious movements and concepts that developed within the Jewish world, examining the social and religious context that give rise to their diversity, as well as their lasting impact on later (modern) forms of Judaism. The class is in lecture format</i></p>	<p>SBS S-328</p>

	<i>with occasional discussions. Requirements include two hour-long exams and a final.</i>	
227-J	ISLAMIC CIVILIZATION	E. Beverley
TuTh 11:30-12:50 54542	<i>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 Muslim politics, media representations, and Islam in the West. The course is not comprehensive, but seeks to provide a basic understand of the history of Islam from Muhammad to the present, and a solid empirical and methodological foundation for further inquiry.</i>	Javits 109
241/JDS 241-I	THE HOLOCAUST	R. VanCleef
MW 5:30-6:50 HIS: 54543 JDS: 55027	<i>The extermination of six million Jews and the collective murder of millions of others continue to raise important questions concerning human nature, ideology and Western culture. In this course we will investigate the origins, development and implications of Nazi policies as they relate to the persecution of Jews, Roma-Sinti, the disabled, homosexuals, Jehovah's Witnesses, and others. This course will also address the extent to which individuals and groups collaborated with or resisted the anti-Semitic and genocidal agenda of National Socialism. Finally, we will evaluate the controversies and issues raised by different interpretations of the Holocaust in order to better understand why people have learned so little from it. Course requirements include attendance, quizzes, and two short written assignments.</i>	Lib W 4550

263-K & 4	THE AMERICAN REVOLUTION	N.Landsman
<p>Lec: MW 11:00-11:53</p> <p>Rec: 01 (47722) F 11:00-11:53 02 (47723) M 10:00-10:53 03 (47724) W 12:00-12:53</p>	<p><i>This course discusses the political, social and cultural history of the period 1763-1789, stressing the causes and consequences of the American Revolution, the development of a new nation and new governments, the creation of the constitution of the United States, the impact of those things upon the peoples of the nation, and the place of the American Revolution in an age of revolutions. A particular concern will be to try to understand how the issues and events of the period looked to those who were participating in them. Readings will include original documents such as: the Declaration of Independence; the Constitution of the United States; the Federalist; and other primary sources. Midterm, final and one short paper (5pp).</i></p>	<p>HUM 1006</p> <p>SBS S-328 SBS N-310 SBS N-310</p>
266-K & 4	THE AMERICAN WEST	J. Farmer
<p>Lec: TuTh 11:30-12:50</p> <p>HIS: 46295</p>	<p><i>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.</i></p>	<p>LIB W 4550</p>
277/AFS 277-K&4	THE MODERN COLOR LINE	
<p>Lec: MW 2:30-3:50</p> <p>HIS: 54904 A FS: 54312</p>	<p><i>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</i></p>	<p>SBS S-218</p>

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.

281-H GLOBAL HISTORY AND GEOGRAPHY S. Hinely

MW 4:00-5:20
46022

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's surface and its climate, products and living populations, including humans. As part of this first, more conventional approach to geography, we will focus on the way geography has influenced human history and shaped different

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cultures, and at the same time examine the impact humans have had on the Earth's ecosystems, especially since the "great acceleration" launched by industrialization. Also as part of this first goal, we will improve our knowledge of the current physical and political configuration of the globe, through map exercises, on-line activities, quizzes, etc. On the other hand, we hope to experiment with new ways of conceiving space and depicting the Earth's surface and populations to reflect unconventional categories of political power and environmental impact. As part of this more conceptual project, we will study the history of mapping and examine new modes of representing the Earth based on twenty-first century global needs. Requirements: attendance and participation; periodic quizzes, writing assignments and group projects; a mid-term and a final exam.

Javits 101

IMPORTANT TO NOTE:

HISTORY 301 IS A REQUIRED COURSE OF ALL HISTORY MAJORS. IT MUST BE SATISFACTORILY COMPLETED PRIOR TO TAKING YOUR 400-LEVEL SEMINAR

301.01	ANCIENT HISTORIOGRAPHY	P. Zimansky
<p>MW 4:00-5:20</p> <p>46769</p>	<p><i>This section of “Reading and Writing History,” has the theme of ancient historiography. The purposes for which the Egyptians, Mesopotamians, Hittites, Israelites, Greeks, and Romans studied and recorded the past will be considered in an overview of the emergence of the field of history itself. The mechanics of ancient writing and means by which ancient texts have survived to the present day will also be examined in detail. Like other sections, the course is also designed to hone the writing skills of history majors. It is writing intensive, with numerous short essays along the way and a substantial paper at the end. Students’ submissions will be evaluated in class for logic and grammatical clarity. At the end of the semester students should be able to control one of the primary tools of the historian: the ability to express themselves in essays of high academic quality, in coherent English.</i></p>	<p>SBS N-310</p>
301.02	THE GLOBAL 1960’S	E. Zolov
<p>TuTh 2:30-3:50</p> <p>46770</p>	<p><i>For those who lived through it, the 1960s were a tumultuous decade marked both by utopianism and the harsh realities of political repression. Cultural revolutions, student protests, Cold War battles fought in the Third World and Eastern Europe, and the radicalization of civil rights struggles all converged. How do we make sense of the 1960s as a transnational, global set of experiences whose revolutionary heroes—from Che Guevara to The Beatles—and imagery were deeply intertwined? This course will examine various foundational texts from the period, including films, music and poster art, while exploring the multiple contexts of the “Global Sixties,” from Cuba to Prague, Paris to Berkeley, Beijing to Mexico City. Seminar requirements include several short analytical essays and an original research paper.</i></p>	<p>SBS N-310</p>
301.03	COMPARATIVE CIVIL RIGHTS	G. Frank
<p>TuTh 11:30-12:50</p> <p>46921</p>	<p><i>In the contemporary period, appeals for affirmative action have been challenged with charges of reverse discrimination, demands for gay marriage have raised popular fears about the</i></p>	<p>SBS N-310</p>

	<i>erosion of the American way of life, and popular discussions of feminism have elicited disparaging and sometimes violent disavowals. These mark some of the reasons that a thoughtful study of the enduring significance of civil rights movements is imperative. This course is designed to introduce students to the social and political history and practice of progressive civil rights movements. We will focus on the intersection of race, gender and sexuality by comparing the civil rights struggles of African Americans, women and GLBT people. In so doing, we will highlight the relation between popular protest, the mass media, and electoral politics. Readings average 80 pages per class. Requirements include: attendance, in-class participation, composing discussion questions and responses, and take home mid-term and final exams</i>	
301.04	THE HISTORY OF PUNISHMENT & PRISONS	R.Chase
MW 2:30-3:50 47545	<i>The United States, above all other nations, maintains the world's highest rate of imprisonment, with 2.2 million people in prison and nearly 6.5 million people either in prison, jail, or under the auspices of the criminal justice system (via probation or parole), the United States now imprisons twenty five percent of the world's prison population. How did the United States come to have the world's highest rate of incarceration and one so sharply racially disproportionate? This course traces the development of what some have termed a "prison empire" by viewing American history from the 18th century to the present through the lens of race, crime, punishment and prisons. Although we will read a number of historical monographs and articles, this course will also consult a wide variety of first-person narratives, particularly through film, documentaries, inmate letters, and prisoner, warden, and guard memoirs. In this course, you will learn to develop a historical question, conduct primary research, construct a historical argument, and write a research paper. Course work includes maintain a research journal, two critical reviews, and a final research paper.</i>	SBS S-328
303-I	THE CRUSADES	S. Lipton
TuTh 11:30-12:50	<i>This course examines the various medieval military conflicts known collectively (and according to at least one historian, inaccurately) as The Crusades. We will investigate specific</i>	Lib W 4525

54544	<i>episodes such as the Latin conquest of Jerusalem, the Children's Crusade, the Shepherds' Crusade, and the anti-heretical Albigensian Crusade, and also explore such issues as the origins of the idea of crusade, the social developments underlying the crusades, the financing of the crusade, crusading culture and propaganda, the European encounter with the Muslim world, criticisms of crusade, and the long term effects of the crusades. Requirements include one in-class midterm exam, one final exam, and a 10-12 page analytical paper.</i>	
306-I	BRITIAN SINCE 1945	K. Wilson
TuTh 2:30-3:50 54545	<i>An examination of social, culture and political developments in Britain with particular emphasis on the post-1945 period. Topics include women, war and the welfare state; domestic responses to international fascism; the rise and fall of the Left; popular and literary cultures of the 1950's and 1960's; and the cultural representation of post imperial issues such as immigration, race, and unemployment. In addition to historical work sources will include literature, film and television. Course requirements are: completion of all assigned reading, class attendance and participation, in-class midterm, one 8-10 page essay, and a multiple-essay take home final.</i>	Javits 103
312-I	GERMANY, 1890-1945	Y. Hong
MW 4:00-5:20 48731	<i>This course will provide an introduction to German history in the first half of the 20th century: World War I, the impact of total war and revolution, the problematic modernity of the Weimar Republic, the rise of National Socialism, the path to World War II, the meaning of the Holocaust, and the division of the country after 1945. We will also examine the key historiographical debates over the course of German history. Course requirements will include numerous quizzes, a short critical paper, midterm and final exams. Prerequisites: HIS 101 or HIS 102.</i>	Lib W4525
326-K&4	HISTORY OF POPULAR CULTURE	A.Masten
Lec: MW 10:00-10:53 Rec: 01 (48864) F 10:00-10:53	<i>In the 19th century, the word culture, which referred to the nurture of something, came to mean "a thing in itself." Culture is something people make or do. It is moral, intellectual, creative activity. It is also a response to personal and social</i>	Javits 111 SBS S-328 SBS S-328

<p>02 (48865) W 11:00-11:53 03 (48866) M 12:00-12:53</p>	<p><i>relationships and to political and economic developments. It is a mode of interpreting our common experience, and even changing it. This course analyzes the way 19th-century popular entertainment culture – from dancing, boxing, and gambling to novels, newspapers, and circus acts – reflected and shaped American society. HIS 326 is an upper division class with a writing element. Course work will include lectures and discussions, in-class short answer quizzes and expository essays. Course prerequisite: HIS 103 or its equivalent in AP American History.</i></p>	<p>SBS N-310</p>
<p>337/AAS337-J</p>	<p>THE HISTORY OF KOREA</p>	<p>H. Kim</p>
<p>TuTh 4:00-5:20 HIS:55138</p>	<p><i>This course examines the Korean history from ancient to modern times. Korea is one of the many ancient, non-European civilizations claiming a cultural influence on the region and one of the main players in the history of East Asia. Reflecting its unique historical experiences, Korean history has raised diverse debatable issues. The primary goal of this course is to provide an overview of Korean history. And at the same time, through introducing multitude debatable issues of historical significance, the course attempts to enhance students' analytical capability in approaching complicated historical issues. Midterm, final and 10 page term paper.</i></p>	<p>TBA</p>
<p>340.01-J</p>	<p>WOMEN IN 20TH CENTURY CHINA</p>	<p>I.Man-Cheong</p>
<p>TuTh 2:30-3:50 54548</p>	<p><i>This seminar will ask students to examine some of the monumental changes that women in China have experienced in the last century. We will examine such topics as the impact of changing revolutionary movements on Chinese women's lives, the new choices available to women in an increasingly globalized world; and the problems that have come in the wake of these changes. We are interested in questions such as, how revolutionary was the republican and the communist revolution for Chinese women? Did wartime China bring the kinds of changes to women as those in the West did? Or did urbanization have a greater impact? We will also investigate the changing images and representations of women in the media and think them through in relation to our own expectations. There will be two 5-page papers, a midterm and final exam. Reading will be approximately 50 – 75 pages a</i></p>	<p>SBS S-328</p>

	<i>week. Prerequisite or co-requisite: a course in the History of Women, Feminisms and / or Gender; and/or a 200-level Asian history course</i>	
340.03-J	LATE IMPERIAL CHINA	I.Man-Cheong
TuTh 5:30-6:50 54550	<i>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.</i>	Javits 103
344-J	MODERN JAPAN	J. Mimura
TuTh 10:00-11:20 54551	<i>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</i>	Lib E4320

	<i>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.</i>	
357	COMPARATIVE FASCISM: JAPAN, GERMANY, ITALY	J. Mimura
TuTh 1:00-2:20 55141	<i>In 1940, Germany, Italy, and Japan signed the Tripartite Pact and formed the Axis alliance. What was the meaning of this alliance and what was its relationship to fascism? Taking the Pact as a starting point, this course examines the emergence of fascism in interwar Italy, Germany, and Japan. We will first look at the particular national expressions of fascism in terms of each country's ideology, political-economy, foreign policy, society, and culture. We will then take up fascism as a broader global phenomenon and consider the ways in which these countries responded to the challenges of total war, economic crises, technology, and the rise of radical political groups. Requirements include active participation and presentations in addition to a midterm, final, and a 7-10 page paper. Pre-requisite: Students should have basic knowledge of European or Japanese history.</i>	SBS N-310
371-K4	LAW & SOCIETY IN AMERICAN HISTORY	D. Rilling
TuTh 1:00-2:20 54552	<i>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 clash of native and European legal systems; the adoption and adaptation of European law, particularly English law, to the circumstances of the American colonies; the development of the profession of law; changing definitions of crime and penal practices; shifts in women's legal status and their relationship to everyday practices and opportunities for women; the changing legal status of children; and transformations in the law of servitude, slavery, race, and emancipation. Witches, judges, women, lawyers, bankrupts, laborers, Native 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 assumes no prior knowledge of law.</i>	PsyA 137

	<i>Required reading: approx. 4 books or equivalent. Assignments: mixed format exams (e.g., essays, short answers, etc.), short paper (4-5 pages), quizzes, participation.</i>	
375-K4	US POLITICS & DIPLOMACY TO 1898	M. Barnhart
MWF 12:00-12:53 54553	<i>A study of the emergence of the United States as a great power from its colonial origins in the seventeenth century to its global aspirations at the start of the twentieth. Significant themes include the role of America in a swiftly changing (and primarily European) world order during these years, the rising importance of American domestic political considerations in the making of American foreign relations, and the peculiar role that an "American" ideology played in defining the regional and then global destiny of the United States in the eyes of many Americans. Detailed topics covered will range from relations with Native American powers from the Iroquois to the Sioux, the political origins of the Monroe Doctrine, the impact of slavery and sectional divisions upon American expansionism in the mid-nineteenth century, and the debates over international and internal imperialism at the end of that century. Course readings will include a textbook and five supplemental books. Writing assignments--a minimum of two essays over the course of the semester--stem from the supplementals. There will be midterm and final examinations, both essay-style, as well as two unannounced quizzes.</i>	Javits 109
378/SOC 378-F	WAR and the MILITARY	I. Roxborough
MW 2:30-3:50 HIS: 40924 SOC: 40120	<i>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 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?</i>	HUM 1006

	<i>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 2013 these are (1) the campaigns for the Philippines during the Second World War, (2) Korea, and (3) Vietnam. There will be in-class, multiple-choice exams. Prerequisites are one HIS course or SOC 105.</i>	
380.01-J	SUGAR, RUM AND SLAVERY	G. Numa
MWF 10:00-10:53 48659	<i>To what extent does the legacy of the past affect economic development? This course seeks to answer this question using the case of Caribbean economies from a historical and economic perspective. Given their rich and complex historical trajectories, Caribbean territories seem to be better prepared to face globalization than many developing countries. However some obstacles are yet to be overcome. The course will retrace how the Caribbean societies were formed and how they absorbed historical shocks such as the transatlantic slave trade, the colonial wars and eventually their access to independence. We will discuss the challenges and opportunities which face the Caribbean in a modern globalized world. Midterm, oral presentation and one paper.</i>	SBS N436
381-J	LATIN AMERICA AND WORLD COMMODITIES	P. Gootenberg
TuTh 1:00-2:20 48120	<i>The Americas have been a crucial part of globalization since 1500. This thematic course uses a growing historical literature—about the history of world commodities—to learn about and reflect on the connections and contributions of Latin America to the world economy and world culture. Students will learn about such products as cocoa (chocolate), sugar, silver, cochineal (a dye), rice, coffee, guano(a fertilizer), rubber, bananas, and cocaine, and the special ways their hidden histories and worldly trading and consumer routes shed light on the history of Latin Americans and global consumption. This course required a fair amount of reading: students will read and discuss at least four class books and write three book essays on the subject.</i>	Javits 101
386/EHM386-J	THE MAYA	E.Newman
TuTh 5:30-6:50	<i>For many, the word “Maya” evokes images of a long dead culture and ruined pyramids. This course uses that familiarity as</i>	EARTH & SPACE 177

<p>HIS: 55068 EMS: 55067</p>	<p><i>a starting point and follows the history of the Maya from ancient times to the present. We begin with an overview of what scholars know about the ancient Maya before tracing their experiences since the Spanish conquest, placing emphasis on Spanish colonization in the lowland areas of Mesoamerica, Mexico's War of the Castas, and the diverse experiences of the modern Maya including the Guatemalan Civil War and the Chiapas uprising, the impact of foreign tourism, and the experience of transnational migration. Special attention will be paid to the ways in which environmental and agrarian issues have impacted this diverse group of peoples.</i></p>	
	<p><u>TOPICS COURSES</u> MAY BE REPEATED AS LONG AS THE TOPIC CHANGES:</p> <p>TOPICS COURSE NUMBERS ARE: HIS 330,340,350, 380, 390 and above</p>	
<p>391 -I</p>	<p>POLITICS, CULTURE & AUTHORITY IN EARLY MODERN EUROPE</p>	<p>A. Cooper</p>
<p>TuTh 5:30-6:50 54555</p>	<p><i>This course will examine the ways in which, from roughly 1400 to 1800 (the period of the Renaissance, Reformation, and Enlightenment), early modern Europe experienced a series of crises in authority that ushered in the modern world. New discoveries (both geographical and intellectual) challenged existing worldviews; movements of religious reform challenged the authority of the Church and the unity of Europe; and new political doctrines, accompanied by a series of striking rebellions, challenged the foundations of traditional rule. The course will explore the relations between politics and culture as seen in such phenomena as the Renaissance court, peasant uprisings, and witch-hunts, ending with the French Revolution itself. Written work will satisfy the major writing requirement and will include two papers (4-5 and 5-6pp. respectively), a midterm, and a final exam.</i></p>	<p>Javits 111</p>
<p>392 -I</p>	<p>EUROPE IN THE 20TH CENTURY</p>	<p>L. Frohman</p>
<p>M 5:30-8:30</p>	<p><i>This course will examine the history of Europe--both West and East--from the end of World War II to the present. The course will be organized around three big questions: How did stable social orders coalesce on both halves of the continent in the</i></p>	<p>SBS S-328</p>

48357	<p><i>first postwar decades to resolve--if only temporarily--the conflicts that had shaped European history since the French revolution and that had torn it apart between 1914 and 1945? How did this synthesis come apart between the late 1960s and 1989? What were the consequences of these changes, and what forces have shaped the history of Eastern and Western Europe since the fall of communism?</i></p> <p><i>We will approach the topic by looking at the competing visions of modernity and citizenship that shaped the broad contours of the history of the period in East and West and use this analytic framework to approach the many problem complexes that together make up the fabric of European history during this period. In particular, we will look at such topics as the Cold War and Cold War culture; decolonization, Europe's changing role in the wider world, and the meaning of continental integration; consumerism, the affluent society and its discontents; the dilemmas of democratization, 1968, and terrorism; the crisis of Fordism; stagnation in the East and the collapse of communism; feminism, environmentalism, and the changing parameters of democracy; and immigration, the politics of identity, and the resurgence of nationalism since the 1990s.</i></p> <p><i>This class will be smaller than most 300-level courses; it will be run more as a seminar than a lecture; and the workload will be correspondingly more rigorous.</i></p>	
396.01-K4	OCEANS PAST: GLOBAL HISTORY FROM A MARITIME PERSPECTIVE	J. Anderson
MF 1:00-2:20 40925	<p><i>Although 70% of Earth's surface is covered by water, this vast expanse is often thought of as an unfathomable space with no history. While much about the world's oceans remains mysterious, people have nonetheless engaged with them in myriad ways over thousands of years – travelling across their waves, diving beneath their surfaces, drawing sustenance from their depths, and, at times, facing the full brunt of their awesome force. In this course, we will explore these watery realms (and their adjacent coastal zones) from social, economic, and environmental perspectives and learn about the diversity of maritime experiences from the pre-modern period to today. Requirements: attendance, active class discussion,</i></p>	Library E4320

	<i>average of 80 pages of reading per week, regular in-class writing exercises, 3 short papers (3 pages each), 1 final research paper (7 pages).</i>	
396.02-K4	THE 1960'S – THE UNSETTLED DECADE	R. Chase
MWF 12:00-12:53 44928	<i>By using the term “The Sixties,” this course will analyze the decade of the 1960s as both a watershed in modern U.S. history and as a contested public memory/history that continues to preoccupy scholars, political pundits, and the general public. In addition to offering a narrative of this “long decade” that stretches from the late-1950s through the early 1970s, this course will also analyze how recent scholarship and political and social dialogues have challenged the history of the 1960s. What exactly do “the Sixties” represent and to whom? When did they begin and when did the decade’s conflicts end? Should we conceive of this “unsettled decade” as a uniquely American problem, or should we take up a “Global Sixties” framework? Course topics include: 1) Cold War politics and culture; 2) the US-Vietnam War; 3) consumerism and the American economy; 4) the “War on Poverty” and struggles over ideas of social welfare; 5) the political and ideological struggles between liberalism and conservatism; 6) the struggle for civil rights and black freedom; 7) counterculture and youth movements; and, 8) feminist movements, gender, and the “sexual revolution.” By drawing upon primary documents, course readings, political speeches, music, pictures and videos of the era this course will reflect on what made this decade so “unsettled”. Course work will include a midterm, a final, a critical review essay, and a short research paper.</i>	Javits 103
396.03/ WST 396.01-K4	WOMEN OF COLOR IN THE US	S.Lim
MW 8:30-9:50 HIS: 46299 WST: 55145	<i>In what ways is the history of race in America a gendered history? This course will focus on the creation of the modern color line in American history by analyzing the 20th century cultural productions of African American, Asian American, Native American, and Latina/Chicana women. We will explore autobiographies written by women of color such as Zitkala-Sa.</i>	Javits 103

	<i>We will examine the careers of racial minority actresses such as Anna May Wong. Our central concern will be the ways in which race has been historically constructed as a gendered category. Readings will average 150 to 200 pages a week. Attendance and class participation are mandatory and students will be required to facilitate class discussion at least once during the semester. Students will take two midterms and will complete a 5 to 8 page final research essay on race, gender, and twentieth-century American culture.</i>	
396.05-K 4	THE HISTORY OF SEXUALITY	G. Frank
TuTh 2:30-3:50 54765	<i>Should people be educated about sex? How should sex be depicted in popular culture? What kinds of sexuality are normal and abnormal? Who can have sex and when? Questions like these have underpinned major controversies and social struggles in the United States. How these questions have been answered has radically changed over time and has shaped American's thoughts and values. This course focuses on popular struggles over sexuality in the United States from 1865--1980. We will examine sexuality over a 115-year period and will pay particular attention to the changing meanings of sexual acts, identities, communities and politics. Topics include: same-sex and opposite-sex sexualities, gender variance and trans-identities, reproductive politics, commercialized sexualities, sexual health and disease, and inter-racial sexualities. Readings average 80 pages per class. Requirements include: attendance, in-class participation, composing discussion questions and responses, one short writing assignment and two essays.</i>	SBS N-117
396.06-K 4	THE HISTORY OF THE WORKING CLASS: 1900 TO THE PRESENT	L. Flores
MF 1:00-2:20 54766	<i>Through lectures, readings, and films, this course provides a broad overview of the historical trends and transformations that have shaped the lives of working class men and women in the United States from the colonial period to the present, with an emphasis on the 20th and 21st centuries. Groups of workers studied include slaves, industrial and agricultural workers, fast food workers, high-tech assembly workers, private domestic labor, sex workers, sweatshop employees, and immigrant and guest laborers from around the world. Topics</i>	Javits 103

	<p><i>covered include the racialization and feminization of labor, capitalism and Marxism, unionization struggles, workplace tragedies, corporations and borders, and globalization. Course requirements are active class participation, midterm exam, 5 pg. research paper for a public class blog, and 5-pg. take-home final paper.</i></p>	
396.07-K4	JAZZ & AMERICAN YOUTH CULTURE	S.Kim
<p>TuTh 4:00-5:20</p> <p>54767</p>	<p><i>This is a course about jazz, but its main purpose is not to make you listen to, or even appreciate, jazz. As great a form of music as it is, jazz is also immensely important as a historical phenomenon. Perhaps due to its emphasis on improvisation, jazz as an art form has always been both intensely personal and at the same time deeply embedded in cultural tradition and social reality. (Just wait until you read Charles Mingus’s idiosyncratic and poignant autobiography, and you will agree!) During the first two-thirds of this course we will explore the history of jazz in relation to American civilization, which will provide us a unique look into various themes such as commercialism and mass consumption, middle class notions of high culture, racial oppression and resistance, urbanization and pluralism, etc. More recently jazz has also become part of an international musical idiom of “improvised music,” sometimes as a straightforward import of American culture, but more often in the form of fascinating mixtures of American and local cultural traditions. Placing jazz in such a global context, which is the focus of the last third part of this course, will allow us to consider broader questions about the global dimensions of modern American civilization. Reading assignments will include various writings on jazz, general discussions on culture and society, and a few short autobiographies and novels. There will be several in-class viewings of jazz-related movies and documentaries, and of course, brief but frequent sampling of jazz records. Evaluation will be based on two 3-5 page papers, a final exam, and class participation.</i></p>	Lib W4525
	<p><u>PERMISSION OF THE INSTRUCTOR IS REQUIRED IN ORDER TO REGISTER FOR ANY 400-LEVEL COURSE –</u></p>	

	<p><i>E-mail the professor <u>immediately</u> if you are interested in one of these classes. Indicate whether you are a major or minor. If you are a major, inform them that you have completed History 301.</i></p>	
401	HERESEY & WITCHCRAFT IN THE MIDDLE AGES	S. Lipton
<p>Tuesday 2:30-5:30</p> <p>48602</p>	<p><i>This seminar examines the growing obsession with and fear of heresy and witchcraft in medieval and early modern Europe. Questions we shall ask (and attempt to answer) include: was heresy really a growing phenomenon in the high Middle Ages? If so, why? If not, why were so many clerics convinced that it was? How were heretics described? How were heretics depicted? What was the response of Catholic authorities to this perceived problem? How did average lay people regard heresy? What were medieval attitudes toward witchcraft? What were the causes of the early modern witch hysteria? What were the origins of beliefs about and representations of witches? What's with all those cats?! Requirement include about 50 - 100 pages of reading per week in both primary and secondary sources, occasional group assignments, and a final 12- to 15-page research paper.</i></p>	SBS N318
402	REPRESENTING THE PRIMITIVE: PREJUDICE IN MUSEUMS	H. Lebovics
<p>Wednesday 5:30-8:30</p> <p>48636</p>	<p><i>This course is about how Western societies have imagined and displayed cultures they considered inferior to their own. We will read histories of ethnographic museums, and studies of special exhibitions on non-urban societies in the Americas, the Pacific, Africa, and Asia. Assignments will take students to New York to the Museum of the American Indian, or the American Museum of Natural History, or to the Metropolitan. An oral report and a 12-15pp. Research paper will be required.</i></p>	SBS N318
412	THE DAMNED AND THE BEAUTIFUL: AMERICAN YOUTH CULTURE IN THE 20TH CENTURY	S.Lim

Monday 1:00-4:00 48358	<i>This course is a serious scholarly examination of the production of youth culture in twentieth century America. Youth has been a socially constructed formation marked by complex processes of continuity, rupture, and transformation. Using insights from the Birmingham School of Cultural Studies on youth subcultures and those from cultural studies of race and gender, we will examine particular sites of contested cultures, including taxi dance halls, skateboarding, hip hop, dating, and amusement parks. Students will be expected to attend every class session, to read 200 pages or more a week, and to produce a ten-page polished research essay.</i>	SBS N-318
414	THE FOUNDERS AND THE PEOPLE	N. Landsman
Wednesday 2:30-5:30 54560	<i>In recent years the lives of the American founders have been a major subject of popular biography. They have also become frequently cited figures in our political conflicts. Those treatments have not always placed the founders within a proper historical context. To understand the founding of the United States we need to look at those we call the founders against the background of their educations and upbringings – the things they experienced and the things they valued – as well as their relationship to the people around them. No people, no revolution. This course is intended as a research course into America’s Revolutionary era, considering the lives, ideas, and experiences of the people involved within the context of the larger society in which everyone lived. The principal goal will be to produce a final research paper on that subject, with various drafts and exercises along the way. You will also be asked to take part in a class debate. Reading, writing, attendance, and class participation will all be required.</i>	SBS N303
441	COLONIAL HISTORIES AND LITERARY REPRESENTATIONS	E. Beverley
Thursday 2:30-5:30 54561M	<i>During the last several centuries, the global imperial ambitions of Europe (and more recently, the US) have remade politics and culture across the world. This course considers people and places linked together by Empire from the mid-eighteenth century to the present. In a context provided by historical and theoretical readings, we will explore the experience of</i>	SBS N-318

	<p><i>colonialism through a variety of literary representations: novels, short stories, poems, memoirs, letters, music, films, graphic novels and other genres. These sources provide detailed, often personalized, accounts of the experience of the political, economic and cultural domination that colonialism entailed, and the forms of resistance it produced. The colloquium will examine the transformational historical trends of imperialism, anti-colonialism, decolonization and postcolonial migration through units exploring colonialism's impact on education and identity, cities and mobility, and ideas about race and liberty. We will trace the dialogue between history and representation through looking at specific people, places and texts from Africa, South Asia, the Caribbean and metropolitan Europe, as well as recent imperial adventures of the US. Over the course of the semester, students will develop, research and write a term paper on a topic of their interest related to colonial or postcolonial history.</i></p>	
SSE 447.06	MAIN THEMES IN US HISTORY	C. BACKFISH
<p>F 10:00-1:00</p> <p>46431</p>	<p><i>The aim of the course is to help students pull together the facts and ideas that they have acquired in other courses in order to more clearly identify the major themes in US history since the colonial era and the relevance of these themes for contemporary society. The course is primarily intended to help students in the social studies teacher education program prepare for student teaching and subsequent employment, although other students may also find the course useful as an alternative approach to the study of US history. The course will make extensive use of primary sources, and every class will involve the discussion of several documents.</i></p> <p><i>Required: class attendance and active participation, frequent student presentation of documents, readings averaging about 50 pages per class (in addition to the textbook), and a term paper (10-15 pages) tracing and analyzing a major theme in US History. At a minimum, students are expected to have taken (or be completing concurrently) HIS 103 and 104, though additional coursework in US history will be beneficial.</i></p>	SBS S326
447	INDEPENDENT READINGS IN HISTORY	
	<p>Intensive readings in history for qualified juniors and seniors under the close supervision of a faculty instructor on a topic</p>	

	<p>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. This course <u>does not</u> replace a 400-level seminar.</p>	
487	<i>SUPERVISED RESEARCH</i>	
	<p>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. This class <u>does not</u> replace a 400-level seminar.</p>	
488	<i>INTERNSHIPS</i>	
	<p>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. <u>Internships are not arranged or offered by the history department.</u></p>	
495-496	<i>THE HONORS PROJECT</i>	
	<p>Departmental majors with a 3.5 average in history courses and related disciplines or as recommended by a professor 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</p>	

	<p>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. 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.</p>	
REQUIREMENTS FOR THE MAJOR IN HISTORY		
	<p style="text-align: center;">Study Within the Area of the Major:</p> <p>A minimum of eleven history courses (33 credits) distributed as follows:</p> <p>A. Two courses at the 100 level 6 credits</p> <p>B. 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:</p> <p style="padding-left: 40px;">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</p> <p style="text-align: right;">15 credits</p> <p>C. 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 <u>does not</u> have to be completed in your primary field.</p> <p style="text-align: right;">3 credits</p> <p>D. 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</p> <p style="text-align: right;">9 credits</p>	

	<p style="text-align: center;">Study in a Related Area:</p> <p>Two <u>upper-division</u> courses in <u>one</u> discipline to be selected with the department's approval. Courses that are <u>crosslisted</u> with a history course <u>do not</u> satisfy this requirement. Both courses must be in the <u>same discipline</u>. Related areas include, but are not limited to Political Science, Anthropology, Sociology, English Literature, Economics, Philosophy, Religious Studies, Art History, Music History, Africana Studies, Women Studies, Humanities, etc. If you have a question, please see the undergraduate director.</p> <p style="text-align: right;">6 credits</p> <p>C. Upper-Division Writing Requirement: Students are required to complete an upper division writing requirement. 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. A form must be submitted with the paper that can be procured in the history department. In addition to the grade for the paper, 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 final approval.</p> <p>A total of 39 credits are required for completion of the major. All courses must be completed with a minimum grade of C.</p>	
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REQUIREMENTS FOR THE MINOR IN HISTORY		
<p style="text-align: center;"><u>PLEASE NOTE</u></p> <p>These requirements are for students who will become History minors as of Spring, 2012.</p>	<p>The minor, which requires 21 credits, <u>is organized around the student's interest</u> 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 nine of the 18 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: HIS 447, 487 or 495-496 may not be applied to the minor. The 200-400 level courses taken for the minor must all be in the</p>	

Previously declared minors must still complete a 400-level seminar.

same concentration or area of study.

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

TOTAL CREDITS.....21

A STATEMENT ON PLAGIARISM

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

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

When you use published words, data, or thoughts, you should footnote your use. (See any handbook or dictionary for footnote forms.) When you use the words or ideas of friends or classmates, you should thank

them in an endnote (e.g., "I am grateful to my friend so and so for the argument in the third paragraph." If friends just give you reactions, but not suggestions, you need not acknowledge that help in print (though it is gracious to do so).

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

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

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

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

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