

SPRING, 2018

HISTORY 102-F

SBC: GLO; SBS

LATE MODERN EUROPE

Prof. Susan Hinely

	Day	Time	Solar #	Location
Lecture	MW	10:00-10:53		Javits 102
Recitation 01	Friday	10:00-10:53	40826	SBS S328
Recitation 02	Monday	11:00-11:53	40827	SBS S328
Recitation 03	Wednesday	12:00-12:53	40828	SBS S328
Recitation 04	Monday	2:30-3:23	47345	SBS N310
Recitation 05	Wednesday	11:00-11:53	46822	SBS N310

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. Midterm and final examination.

HISTORY 104-F4

SBC: SBS; USA

US HISTORY SINCE 1877

Prof. Michael Barnhart

	Day	Time	Solar #	Location
Lecture	MW	12:00-12:53		E & S 001
Recitation 01	Friday	12:00-12:53	40830	SBS S328
Recitation 02	Monday	11:00-11:53	40831	SBS N318
Recitation 03	Wednesday	9:00-9:53	40832	SBS S328
Recitation 04	Wednesday	2:30-3:23	40833	SBS N310
Recitation 05	Friday	1:00-1:53	40834	SBS S328
Recitation 06	Wednesday	11:00-11:53	45312	SBS N318

Recitation 07	Monday	10:00-10:53	45313	SBS S328
Recitation 08	Wednesday	10:00-10:53	47058	SBS S328
Recitation 09	Monday	1:00-1:53	47059	Physics P128

This course surveys American history from the end of Reconstruction in 1877 to the end of the Obama presidency. It explores the consequences of a federal victory in the Civil War and the incomplete reconstruction that followed in shaping the emergence of a distinctly American state and society. Some themes stressed include the rise and structure of corporate capitalism, the development of mass consumerism, the distinctiveness of the American South, and the politicization of social issues from Prohibition to desegregation to abortion. Readings will be drawn from a textbook and supplements of historical documents and essays, amounting to roughly eighty pages of reading per week. Participation and writing in recitation section discussions, recitation evaluation, and a final examination serve as a basis for evaluation and grade.

HISTORY 203-1

SBC: GLO

ANCIENT ROME

Prof. Paul Zimansky

<i>TuTh</i>	<i>2:30-3:50</i>	<i>SOLAR #48209</i>	<i>Frey 205</i>
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Rome developed from a humble city on the periphery of the civilized world to an empire which ruled Europe, North Africa and much of the Near East. This course will survey the political and cultural development of Rome and the lands it controlled over the course of ten centuries, from the first archaeological appearance of the city in the Iron Age to the collapse of its empire in the West in the 5th century CE. Archaeological evidence will be considered in conjunction with written documents. There are no prerequisites. This is a lecture course, illustrated with powerpoints, with a measure of classroom through clickers. Grading will be on the basis of a half-hour midterm exam (25%), a term paper of 5-7 pages (25%) a final exam (40%), and classroom participation (10%).

HISTORY 213-J

SBC: GLO, SBS

COLONIAL LATIN AMERICA

Prof. Brooke Larson

TuTh	1:00-2:20	Solar 49311	Lib W 4540
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An introduction to the colonial history of Spanish and Portuguese America and the Caribbean. We approach this history as a crucial turning point in global history, as the destinies of three continents (Europe, Africa, and America) became inextricably linked throughout the 16th, 17th, and 18th centuries. Lecture topics include: America's pre-Hispanic civilizations, Iberian overseas expansion, the conquest of the Aztecs, Spanish colonial rule and Indian responses, the Brazilian and Caribbean sugar plantation complex and African slavery, the rise of vibrant multi-racial cultures, the crisis of colonial rule, and Latin America's fight for independence at the turn of the 19th century. Writing requirements include: two short papers, two examinations, and several in-class writing exercises.

HISTORY 216-J

(Cross-listed with POL 216)

SBC: GLO

US LATIN AMERICAN RELATIONS

Ashley Black

MW	5:30-6:50	HIS Solar # 54566 POL Solar # 55134	Frey 309
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In 1823, as South America's wars for independence reached their end, President James Monroe claimed the Western Hemisphere as the sole domain of the United States, warning European powers that their presence would no longer be tolerated in the region. Ever since, the two Americas have shared a deep and conflicted relationship. This course examines the history of U.S.-Latin American relations since the nineteenth century, looking at the various ways in which each region has shaped the other. In addition to the direct military interventions and confrontations that have defined this relationship, we will explore a host of political, economic, and cultural forces that have bound the two regions together over two centuries.

This course will cover the period extending from Latin American independence through to the present. It will address a number of recurring themes in US-Latin American relations, including but not limited to: the many faces of US imperialism, conflicting motives of US policy in Latin America, constructions of

the 'other' in both north and south, and transnational solidarity. By the end of this course, students will be comfortable engaging with a wide range of primary documents, from treaties and speeches to films and political cartoons, and will have a deeper understanding of the shared history of the two Americas. Grading will be based on a number of short written assignments, a midterm exam, and a final project.

HISTORY 220-J

SBC: GLO, SBS

INTRODUCTION TO JAPANESE HISTORY & CIVILIZATION

Prof. Janis Mimura

MW	2:30-3:50	HIS Solar # 56078	Lib W 4550
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This course provides students with an introduction to the history and culture of Japan. We will focus on the broader processes of political, economic, social, and intellectual transformation of Japan from antiquity up until the present. Topics explored include: aristocratic and samurai culture, the Tokugawa political order, Japan's relationship to Asia and the West, the rise of the modern state, Japanese fascism, the role of women in Japan, and the challenges of postwar democracy. Requirements include a mid-term and final exam and two short essays.

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HISTORY 221-J

(Cross-listed with AFS 221)

SBC: GLO, SBS

MODERN AFRICAN HISTORY

Prof. Adryan Wallace

MW	2:30-3:50	HIS Solar # 54123 AFS Solar # 54559	Frey 309
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This course examines colonization in Africa, from the earliest Dutch settlement in southern Africa in the 17th century, the intense international scramble for Africa in the nineteenth century, and the era of alien rule in the 20th century. It examines how Africans met the challenges of alien rule in many ways— peasant uprisings, Pan-African movements, and political diplomacy— but not always in obvious ways we would call resistance. European rule was the catalyst for many changes in Africa— production of commodities for global markets, Christian missionary work and religious conversion, migrant labor, rapid urbanization, new gender and generational conflicts, formal schooling, and new arts and culture,

including African literary and film traditions. These topics will be explored as a basis for understanding the potentials and problems of African countries that got independence after 1957, in the midst of the Cold War, and in up to the present. Readings will include a textbook, articles, and novels, which will be supplemented with films. May include 1 map quiz, 2 5-7 page papers, and in-class midterm.

HISTORY 227-J

SBC: GLO, SBS

ISLAMIC CIVILIZATION

Prof. Eric Beverley

TuTh	1:00-2:20	Solar # 54125	Psy A 137
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This course surveys the history of the Muslim world from the rise of Islam to the present. While we cover the early history of Islamic civilization in the Arabian Peninsula and surrounding regions, the course emphasizes the diversity of global Muslim societies and examines examples from across Asia, Africa, and Europe. Central topics include the life of Muhammad, conversion, European colonialism and Western media representations, and the rise of radical militant and progressive movements.

HISTORY 238-H

SBC: STAS

SCIENCE, TECHNOLOGY & MEDICINE II

Prof. Mark Chambers

TuTh	5:30-6:50	Solar # 48243	Frey 217
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In this course students will survey the development of modern science from about 1789 to the present, since the scientific revolution. In this period, science became one of the central forms of western culture. By considering examples from the history of the physical, natural, and social sciences as well as medicine and technology, students will explore how science shapes, and is shaped by, the culture in which it develops. We will consider scientific ideas, intuitions, and practices in a number of diverse communities. What is science? Who counts as a scientist? What does it mean to be scientific? We will also consider science's power, promise, and problems. Grading will be based on attendance, exams, and in-class presentations.

HISTORY 249-I

SBC: GLO

EUROPE 1914-1945

Prof. Lawrence Frohman

TuTh	10:00-11:20	Solar# 54569	Frey 309
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The aim of this course is to develop a more sophisticated understanding of the history of modern Europe, the historiographical interpretations of key issues of the period, and the relationship between the two. Ideally, students will come away from the class with a clearer insight into the ways in which interpretation influences the ways in which the history of these events and processes is written. The course will begin with World War I and examine such issues as political violence, mass culture, gender/sexuality, the new media of political communication, the collapse of European imperialism, Nazism and the Holocaust.

HISTORY 258-J

SBC: GLO, SBS

LATIN AMERICAN AND WORLD COMMODITIES

Prof. Paul Gootenberg

TuTh	2:30-3:50	Solar# 55121	SBS N320
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The Americas have been a crucial part of globalization since 1500. This thematic course uses a growing historical literature—about the history of world commodities—to learn about and reflect on the connections and contributions of Latin America to the world economy and world culture. Students will learn about such products as cacao (chocolate), sugar, silver, cochineal (a dye), rice, coffee, guano (a fertilizer), rubber, bananas, and cocaine, and the special ways their hidden histories and worldly trading and consumer routes shed light on the history of Latin Americans and global consumption. This course required a fair amount of reading: students will read and discuss at least four class books and write three book essays on the subject.

HISTORY 263-K4

SBC: USA

AGE OF THE AMERICAN REVOLUTION

Prof. Ned Landsman

	Day	Time	Solar #	Location
Lecture	MW	12:00-12:53		Lib W 4550
Recitation 01	Friday	12:00-12:53	48213	SBS N310
Recitation 02	Monday	1:00-1:53	48214	SBS N310
Recitation 03	Wednesday	10:00-10:53	48215	SBS N310

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 265-K4

SBC: USA

THE CIVIL WAR AND RECONSTRUCTION

Prof. Wilbur Miller

	Day	Time	Solar #	Location
Lecture	MW	11:00-11:53		JAVITS 109
Recitation 01	Friday	11:00-11:53	54131	SBS S328
Recitation 02	Monday	12:00-12:53	54132	SBS S328
Recitation 03	Wednesday	10:00-10:53	54133	SBS N18

This course will place the political and military events of the Civil War and Reconstruction in the context of the changing societies, economies and cultures of the North and South from the 1840's to the 1870's. Considerable attention will be paid to the causes of the Civil War, the failure of Reconstruction, and the position of black people in slavery and freedom. Military history will be treated from the point of view of the relations between military and political decision-making, the qualities of individual leaders and the management of resources. Reading: includes textbook and original documents. Grading: based

on essay exams and class participation. There will be Three take-home essay exams. Prerequisite: His 103

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HISTORY 277- K4
(Cross-listed with AFS 277)

SBC:USA

THE MODERN COLOR LINE

Prof. Abena Asare

An exploration of the significance of race in 19th- and early 20th-century America. Topics include forms of political organization and collective struggle; the social and psychic consequences of racist subjection; the relationship among race, racism, and culture; and the cultural politics of race and gender. This course is offered as both AFS 277 and HIS 277.

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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 111
Recitation 01	Friday	11:00-11:53	49337	SBS N310
Recitation 02	Monday	12:00-12:53	49338	SBS N310
Recitation 03	Wednesday	2:30-3:25	49339	SBS N318

This course looks at the social history of the United States from Roosevelt (TR) to Roosevelt (FDR) 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

include Steven Diner, *A VERY DIFFERENT AGE* and Lynn Dumenil, *THE MODERN TEMPER: AMERICAN CULTURE AND SOCIETY IN THE 1920s*. Other required readings will be available via electronic reserve on Blackboard. There will be a take home midterm, a 7-10 page paper, and a final exam in the course.

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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. You may also register for HIS 459 in order to receive your WRTD in this course if you obtain permission from the instructor.

HISTORY 301.01

SBC: ESI, SPK

RENAISSANCE FLORENCE

Prof. Alix Cooper

TuTh	2:30-2:50	Solar # 45676	SBS N 310
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This writing-intensive course will examine the social, cultural, and olitical unfolding of the Italian Renaissance during the 13th through 17th centuries in one of its key sites: the city-state of Florence. Home to such illustrious figures as Dante, Petrarch, Boccaccio, Cosimo de' Medici, Niccolo Machiavelli and Galileo Galilei, Florence grew over the course of the Middle Ages to become one of the largest and most cultured of the Italian city-states, with a distinctive political system that showcased the aspirations of the rising mercantile class. Readings for the class will include numerous primary sources (original documents) written by the people of Renaissance Florence, as well as scholarly articles by modern historians. Since this is a writing-intensive class, like all 301s, there will be considerable attention paid to writing and revising; requirements will include a series of papers that will be written in multiple drafts and critiqued for both historical form and historical content.

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HISTORY 301.02

SBC: ESI,SPK

JEWISH, CHRISTIAN, MUSLIM RELATIONS IN THE MIDDLE AGES

Prof. Sara Lipton

MW	11:30-12:50	Solar # 45677	SBS S328
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HIS 301 is a writing intensive course for junior History majors and minors, intended to prepare you for the 400-level research seminar. In this course we will learn the central skills of history research and writing by examining a medieval topic of considerable current interest: social, intellectual, legal, and cultural relations among Jews, Christians, and Muslims. Topics include Jewish-Christian-Muslim philosophical exchanges, biblical interpretation, religious polemic, and/or literary borrowings; the legal status of Jews in Christian and Muslims lands; social and sexual relations among members of different religions; the representations of other religions in literature and art; and inter-religious violence. Requirements: 1) class attendance, discussion, group participation, group reports (all of which require completing the assigned readings in advance of every class (about 25%); 2) three short (ca. 2 pages) writing assignments (15% each), which are building blocks of and will be incorporated into 3) a final 12-page paper (about 30%), designed to satisfy the History Department Writing Requirement.

HISTORY 301.03

SBC: ESI,SPK

INDIGENOUS AMERICA AND SMALLPOX

Prof. Paul Kelton

MF	1:00-2:20	Solar # 45784	SBS S326
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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 and practice the skills needed not only to recognize good history but to produce it yourself. Class work will focus on fundamentals of critical reading, research and writing.

As a focal point for our practice, we will look at how historians have analyzed the experience of Indigenous North Americans (American Indians/Native Americans) with smallpox, a disease that Europeans introduced after 1492. Course readings will introduce you to the varied ways that historians have studied this topic and understood its importance in larger historical processes. In the first part of the course, we will concentrate on the basics of reading and assessing secondary sources and analyzing

and using primary sources. In the second part of the course, you will apply these skills to a historical topic of your choosing. Although readings will focus primarily on North America from 1492 to 1890, students are welcome to explore other time periods and countries as well. I will help you tailor this course to your individual interests.

HISTORY 303-I

SBC: SBS+

THE CRUSADES AND MEDIEVAL SOCIETY

Prof. Sara Lipton

TuTh	2:30-3:50	Solar # 54134	Javits 111
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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 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.

HISTORY 319-

SBC: SBS+

ASSYRIANS, BABYLONIANS AND HITTITES

Prof. Paul Zimansky

TuTh	5:30-6:50	Solar # 55055	SBS N310
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This course provides an overview of the great civilizations of the Late Bronze Age and Iron Age Near East. Assyria, Babylonia and Hatti generated the primary political powers and cultural traditions that shaped the world of the people who wrote the Bible. Their fundamental institutions varied considerably, but each was able to put together an empire that embraced much of the world that was known at the time. The causes behind the rise and fall of each these powers will be examined, and attention will be given to what they transmitted to posterity. Archaeological evidence will be considered in conjunction

with written documents. Advisory prerequisites are HIS 100, 101, or any course in the history or archaeology of the Near East. This is a lecture course, illustrated with slides, but questions from the class will be welcomed and discussion encouraged. Grading will be on the basis of two midterm exams (20% each), a term paper of six pages (20%) and a final exam (40%).

<p>HISTORY 325-K <i>(Cross-listed with AFS 325)</i></p>
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SBC: SBS+

CIVIL RIGHTS AND BLACK POWER

Prof. Robert Chase

MW	5:30-6:50	HIS Solar # 55122 AFS Solar # 55123	Frey 205
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The course considers how the "long civil rights movement" and century-long struggles for Black Power were intertwined movements contained within the African American freedom struggle, rather than conventional narratives that conceive them as being opposed to one another. The course will therefore span the whole of the twentieth century, beginning with the founding of the United Negro Improvement Association and the National Association for the Advancement of Colored People (NAACP), and it will conclude with the turn from civil rights to economic justice, Black political empowerment, and campaigns against mass incarceration and police brutality. While historical figures like Martin Luther King and Malcolm X will receive attention, but we will also encounter the less well known organizers on the ground who made a civil rights revolution possible. The course will introduce students to the latest scholarship on the Civil Right Movement and Black Power, particularly recent articles and monographs that move past the traditional celebrative narrative and examine instead how the civil rights revolution remains an ongoing struggle. Readings and discussion topics include: Garveyism; integration and legal campaigns; nonviolent philosophies and communitarian politics; militant civil disobedience and uncomfortable protest; local and grass-roots campaigns in the South and the North; women, gender, and sexuality; armed self-defense; urban uprisings; state violence and reprisal; police and incarceration; education and cultural identity; and civil rights politics and the presidency.

HISTORY 327-F

SBC: USA, HFA+

THE ARTS AS HISTORY

Prof. April Masten

MWF	10:00-11:30	Solar # 54135	Frey 201
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In this class we will examine history through the visual, literary, and performance arts. The meaning of every kind of art lies in the immediate conditions of its production and reception, in who created or practiced it, how people learned to do it, the skills it encompassed, whether it was an employment or pastime, where it was exhibited or performed, and who marketed, bought, or enjoyed it. Drawings, paintings, sculptures; essays, novels, poems; music, dance, and theater will be our primary documents, looked at as physical embodiments of their historical moment. The goal of the course is for students to look at, read, listen to, see, and discuss some amazing works of art, and to write three short papers, each of which uses the arts to make an historical argument about some aspect of Nineteenth-century American society.

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HISTORY 334-I

(Cross-listed with WST 360)

SBC: SBS+

WOMEN IN PRE-MODERN EUROPE

Prof. Alix Cooper

MW	4:00-5:20	HIS:Solar 54169 WST: Solar 48986	Lib W 4550
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This course will explore the role and status of women in ancient, medieval, and early modern Europe. We will read both modern scholarship and primary sources, i.e. original documents that give us clues about women's lives, such as laws, religious texts, writings by men about women, and some of the relatively rare but extremely illuminating documents written by women themselves. Examples of topics we will discuss include what is (and isn't) known about such issues as women and goddess-worship in prehistory; Greek and Roman matrons' lives; Christian traditions about women; the lives of nuns, noblewomen, peasant women, and city women in medieval Europe; the witch-hunts of early modern Europe; and early women's struggles for participation in intellectual life. By learning about individual

women's lives, as well as the broader social contexts within which women lived, we will aim to increase our understanding not only of these particular periods in history but of sex and gender more broadly, in the many ways in which they have come to shape our world. Course requirements will include participation, two five-page papers, a midterm, and a final exam.

HISTORY 337-J
(Cross-listed with AAS 337)

SBC: SBS+

THE HISTORY OF KOREA

Prof. Hongkyung Kim

<i>TuTh</i>	<i>1:00-2:00</i>	<i>HIS:Solar 54557</i> <i>WST: Solar 53881</i>	<i>Lib W 4320</i>
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This course examines 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 multiple debatable issues of historical significance, the course attempts to enhance students' analytical capability in approaching complicated historical issues. This course is offered as both AAS 337 and and HIS 337.

HISTORY 341.01-J

SBC: SBS+

MODERN CHINA

Prof. Iona Man-Cheong

	Day	Time	Solar #	Location
<i>Lecture</i>	<i>MW</i>	<i>11:00-11:53</i>		<i>HUM 1003</i>
<i>Recitation 01</i>	<i>Friday</i>	<i>11:00-11:53</i>	<i>54161</i>	<i>SBS N318</i>
<i>Recitation 02</i>	<i>Monday</i>	<i>9:00-9:53</i>	<i>54162</i>	<i>SBS S328</i>
<i>Recitation 03</i>	<i>Wednesday</i>	<i>12:00-12:53</i>	<i>54163</i>	<i>SBS N310</i>

An introduction to China in the twentieth-century: We will explore the historical themes of nationalism and imperialism, tension between central and regional authority, revolution and reform, socialism and modernization and the pace of urban and rural change. The tumultuous twentieth century witnesses a revolution that ended the two-thousand year old rule of emperors and brought the republican system, nearly half-century of wartime social dislocation and upheaval, then reforms that took China into an increasingly active role in the modern world economy, and changes that redefined the structure of Chinese society and created new actors. Course books include J. Spence, the Search for Modern China; H. van de Ven, War and Nationalism in China, 1925-1945; Yu Hua, China in Ten Words and Naomi Standen, Demystifying China. Reading assignments average 50-75 pages per week; requirements include: midterm and final exam and three 3-5 page papers.

HISTORY 351-J

SBC: SBS+

REVOLUTIONARY CHINA

Prof. Iona Man-Cheong

MW	4:00-5:20	Solar # 54582	SBS N310
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"And from (the argument with my father) I learned that when I defended my rights by open rebellion, my father relented, but when I remained meek and submissive, he only cursed and beat me more". (Mao Zedong, 1893-1976) Hunan province, China. These words are the embodiment of China's revolution. We will consider five revolutions in China: the political revolution, the nationalist revolution, the social revolution, the economic revolution, and the cultural revolution. Each of them individually and overlapping created the definition of what China is today, radically altering what had been there and yet, within those changes retaining significant understandings and practices of what we many would call Chinese. Readings consist of 50-75 pages a week. Student requirements include regular in class discussion, three thematic papers, and several 1-2 page position papers.

HISTORY 356-I

(Cross-listed with JDS 356)

SBC: SBS+

ZIONISM AND THE STATE OF ISRAEL

Prof. Joshua Teplitsky

<i>TuTh</i>	<i>5:30-6:50</i>	<i>HIS Solar # 54238</i> <i>JDS Solar # 54121</i>	<i>SBS S328</i>
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This course explores one of the most divisive events of the twentieth century: the establishment of the State of Israel. Beginning with the origins of the Zionist movement and its activities in nineteenth-century Europe, the course then moves to explore the establishment of the state in the Middle East in 1948 and subsequent Israeli politics and society, with an eye to its relationship with neighboring Arab states, the Palestinians, as well as non-Israeli Jews around the world. Requirements include keeping up with regular readings and in-class participation and discussion, two brief writing assignments, a map quiz, and a mid-term and final exam.

HISTORY 365-K

SBC: SBS+

THE ENVIRONMENT IN AMERICAN HISTORY

Prof. Christopher Sellers

<i>TuTh</i>	<i>1:00-2:20</i>	<i>HIS Solar # 54139</i>	<i>JAVITS 109</i>
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This course delves into the history of interactions between humans and their natural environment on this continent. We will look at how people have viewed and valued the nonhuman world as well as how they have used and altered it in building a modern urban society. Beginning with the Indians and the early colonists, we will trace the numerous transformations--cultural, intellectual, economic, political, and technological--that contributed roots and rationales for the environmental critiques of American society that took shape after World War II. We'll survey the historic changes on a variety of landscapes: from forests and parks to cities and factories. Events in our own Northeastern U.S. will provide geographic focus for this history, but we'll also keep an eye to related happenings elsewhere, on the North American continent and beyond. Finally, we will look at the growing array of twentieth-century movements that have identified themselves as "environmentalist," at the "greenness" of modern culture, and at the environmental dimensions of a globalizing era. Throughout, this history course also seeks to

reflect upon, and critique, our own ideas and assumptions about what nature is, and what it is not. Writing requirements include two papers, one short and another moderately long; and a take-home final.

HISTORY 371-K

SBC: SBS+

LAW AND SOCIETY IN AMERICAN HISTORY

Prof. Donna Rilling

<i>TuTh</i>	<i>10:00-11:20</i>	<i>HIS Solar # 54140</i>	<i>Frey 201</i>
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This course examines the interaction between law and society in America from the period of European colonization through the mid 19th century. Some of the themes we will examine are: the interaction between native and European legal systems; the adoption and adaptation of European law, particularly English and Dutch law, to the circumstances of the American colonies; the development of the profession of law; shifts in women's legal status and their relationship to everyday practices and opportunities for women; transformations in the law of servitude, slavery, race, and emancipation; and the role of political ideology and events in shaping American law. Witches, judges, women, lawyers, laborers, Native Americans, African Americans, servants and slaves are some of the groups we encounter in assessing the forces that shaped American legal culture and its institutions. The course is not about famous landmark court decisions, but about the everyday laws, beliefs, assumptions, and legal structures that affected people's lives.

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

HISTORY 378-F

(Cross-listed with SOC 378)

SBC: SBS+

WAR AND THE MILITARY

Ian Roxborough

TuTh	11:30-12:50	HIS Solar # 49343 SOC Solar # 49018	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 2018 these are (1) the Korean War (1950-53), (2) American military operations in the Philippines: invasion (1898), occupation, counterinsurgency, and defense (1941); and (3) Irish independence (1912-23). There will be three in-class, multiple-choice exams. Prerequisites are one HIS course or SOC 105.

HISTORY 383 -

SBC: HFA+, SBS+

THE WORLD OF JANE AUSTEN

Prof. Kathleen Wilson

TuTh	11:30-12:50	Solar # 54141	FREY 105
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This lecture and discussion course will focus on the social, political and cultural milieu and legacies of Jane Austen's famous novels. First, we will examine in detail the contours of English provincial and gentry society in the Revolutionary, Napoleonic and Regency periods (1792-1820). Topics will include class and sociability; the functions of the country house; gender and family relations; the pleasures and dangers of urban culture; food, fashion and leisure pursuits, including tourism, women,

theatre and print culture; the impact of empire, war and radical politics on social and political relations of the day, and of course the details of Jane Austen's own life. We will then turn in the last third of the course to the ways in which Austen novels were appropriated and used by subsequent generations in the Anglophone world, from the Victorian critics to twenty-first century reading groups, filmmakers and blogs. In addition to the novels – Mansfield Park, Pride and Prejudice, Sense and Sensibility, and Persuasion and Northanger Abbey, students will also have assigned reading in historical documents and secondary historical and critical texts, and will be required to produce three 7-10 page critical essays that reflect on the historical meanings and representations of Austen's work from the 18th century to the present. Pre requisite: HIS 102, U3 or U4 status

HISTORY 386 –J
(CROSS-LISTED WITH EHM 386)

SBC: SBS+

MAYAN CIVILIZATION

Prof. Elizabeth Newman

MW	2:30-3:50	HIS Solar # 54146 EMH Solar# 53863	FREY 226
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For many, the word 'Maya' evokes images of a long dead culture and ruined pyramids. This course uses that familiarity as a starting point and follows the history of the Maya from ancient times to the present. We begin with an overview of what scholars know about the ancient Maya before tracing their experiences since the Spanish conquest, placing emphasis on Spanish colonization in the lowland areas of Mesoamerica, Mexico's War of the Castas, and the diverse experiences of the modern Maya including the Guatemalan Civil War and the Chiapas uprising, the impact of foreign tourism, and the experience of transnational migration. Special attention will be paid to the ways in which environmental and agrarian issues have impacted this diverse group of peoples.

TOPICS COURSES

Topics Courses may be repeated as topics change.

Topics course numbers include History 301, 330,340, 350, 357, 363, 380, all of the 390's and all of the 400's.

HISTORY 393.01-I

SBC: SBS+

NAZI GERMANY AND THE HOLOCAUST

Prof. Young-Sun Hong

<i>TuTh</i>	<i>2:30-3:50</i>	<i>Solar # 47775</i>	<i>HUM 1003</i>
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In this course we examine Jewish life in Europe during the three centuries between 1492 and 1789: a time of crisis, creativity, tradition, and innovation, of messiahs, heretics, rabbis, secularists, diarists, merchants, and thieves. The course traces Jewish life across borders and bodies of water, exploring politics, economics, society, and culture to examine the interaction between this minority group and the wider context in which it functioned. Along the way we will analyze the experiences of Jews both as a transnational collective and as a local minority to assess the ways in which this diaspora group both sheds light on its surrounding societies and pursued its own transnational collective existence. Students will be evaluated based on a mid-term and final exam, as well as two written assignments.

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HISTORY 393.02-I

SBC: SBS+

"THE EMPIRE STRIKES BACK" VIOLENCE AND EMPIRE IN MODERN EUROPE

Prof. Young-Sun Hong

<i>MW</i>	<i>2:30-3:50</i>	<i>Solar # 54947</i>	<i>SBS N106</i>
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In this class, we will study how systemic inequalities, mass violence, and racial terrorism were inseparably linked to the making of "Europe" in the 20th century. Although Europe was long seen as the home of modernity, violence—both symbolic and real—lay at the core of the process of "Europeanization." Not only did this violence alter the shape of colonial societies. It also played an essential role in defining what it meant to be "European." The topics include: colonial wars at the turn of the century; mass death and the aestheticization of violence during World War I; revolutionary and counterrevolutionary violence after 1918; fascist mobilization of the masses; racial terrorism in Nazi empire; and wars of decolonization and the legacies of European imperialism. Grades will be based on quality of class discussion, exams, and other written work.

HISTORY 396.01-K4

SBC: SBS+

OCEANS PAST: GLOBAL HISTORY FROM A MARITIME PERSPECTIVE

Prof. Jennifer Anderson

MF	1:00-2:20	Solar # 40835	FREY 105
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Although approximately 70% of Earth's surface is covered by water, this vast expanse is often regarded as a mysterious realm devoid of history. Yet for thousands of years, seafaring humans have negotiated oceans' heaving surfaces, plumbed their depths for rich marine resources, and faced tremendous dangers of wind, waves, sharks, and other terrors of the deep. In this course, we will explore the historical significance of oceans (and adjacent coastal zones) from social, economic, and environmental perspectives. Ranging from Long Island's Atlantic coast to the South Pacific, we will learn about the diversity of people's maritime experiences from the pre-modern period to today. Subjects will include the history of maritime exploration, navigation and mapping, the rise of naval powers, sailors, pirates, female seafarers, tattooing, whaling, fishing, shipbuilding, and more. This multimedia course incorporates videos, music, literature, visual and material culture.

HISTORY 396.02K4

SBC: SBS+

LATINO NEW YORK

Prof. Lori Flores

MF	1:00-2:20	Solar # 49324	LIB 4540
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Movements of people and waves of immigration have made New York City into a microcosm of the Americas and a meeting point for various cultures. Latinos— or people of Latin American descent or origin living in the United States— have been a vital part of New York since its founding and still continue to change it. This course examines the "Latinoization" of New York from the 1600s to the present day, and addresses the lives and experiences of Spanish, Cuban, Puerto Rican, Dominican, Central and South American, and Mexican communities. Key course topics include immigration; identity formation; labor and political activism; race relations and civil rights movements; and cultural production such as fashion, music, theater, and art.

. HISTORY 396.03-K4

SBC: SBS+

THE AMERICAN ENLIGHTENMENT

Prof. Ned Landsman

<i>MW</i>	<i>4:00-5:20</i>	<i>Solar # 54143</i>	<i>SBS S328</i>
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Was there an Enlightenment in North America? When we think of the eighteenth century in North America, we usually think of the American Revolution, and of advances in politics and government that marked the formation of a new republican government in the United States. When we think of the Enlightenment, we think of the philosophies of Britain and Germany and France, and the realms of science and philosophy. We think of the Enlightenment primarily as a western European movement involving the advance of knowledge in the realms of science and philosophy, as well as liberty and religious toleration. If we think of the Enlightenment not as a specific set of philosophical achievements but as a general and widespread attitude towards the acquisition of knowledge and an age of improvement, then it becomes possible to view those events as parts of the same process. If we think of the Enlightenment in that way, there was very much an American Enlightenment.

Readings, active discussions and presentations, essays. Readings will include Benjamin Franklin's Autobiography, Thomas Jefferson's Notes on the State of Virginia, and a number of other primary and secondary sources on the subject.

. HISTORY 396.05-K4

SBC: SBS+

INDIGENOUS PEOPLE OF NORTH AMERICA

Prof. Paul Kelton

<i>MWF</i>	<i>10:00-10:53</i>	<i>Solar # 55053</i>	<i>Frey 205</i>
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This course surveys the history of the first peoples to inhabit North America from prehistory to present. Commonly and collectively referred to as American Indians, indigenous peoples include a diverse array of nations, chiefdoms, confederacies, tribes and bands, each of which has its own unique culture, economy, and experience in dealing with colonial and neocolonial powers. This class seeks to demonstrate this diversity while at the same time providing an understanding of the common struggle for political and cultural sovereignty that all indigenous nations face. Indigenous nations that have developed a relationship with the United States will receive primary focus, but comparative reference will be made to First Nations of Canada.

HISTORY 396.06K4

SBC: SBS+

MAIN THEMES IN AMERICAN HISTORY

Prof. Charles Backfish

<i>MW</i>	<i>2:30-3:50</i>	<i>Solar # 55054</i>	<i>PHY P 124</i>
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This course addresses major themes in the history of the United States and explores their relevance to contemporary America. Themes to be addressed include American exceptionalism, American diversity, American culture, demographic changes, economic transformations, political institutions and traditions, reform movements, technological developments, and war and diplomacy.

Students are responsible for reading two assigned books and for the weekly reading of primary and secondary sources posted on Blackboard (with occasional quizzes based upon those readings). Each student will be responsible for one brief (five – ten minutes) class presentation. Three short (3-4 page) papers will be required along with a final examination.

(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

DRUGS IN GLOBAL HISTORY

Prof. Paul Gootenberg

<i>Monday</i>	<i>1:00-4:00</i>	<i>Solar # 49325</i>	<i>SBS N303</i>
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"Drugs"--licit or illicit--are not just today's contested and global social problem. Drugs have long played a pivotal role in human histories--in connecting peoples and world economy and in defining the frontiers of medicine, law, culture and modern consciousness. This small intensive reading and discussion seminar brings dispassionate historical perspectives to the study of psychoactive substances. The seminar tackles two types of books: First, general and comparative works that place "drug history" in the broader context of global history and the history of commodities, medicine, and food cultures. Second,

we read intriguing new monographs on particular drugs--from chocolate, tobacco, and tequila, vodka, coffee, marijuana, LSD, or cocaine. The seminar requires student commitment to intensive reading of 8 or so books, critical discussion and participation, and two papers, one a term paper on the deeper history of a particular drug.

HISTORY 401.02

SBC: SPK, WRTD

VISUALIZING FASCISM

Prof. Janis Mimura

<i>Tuesday</i>	<i>1:00-4:00</i>	<i>Solar # 49326</i>	<i>SBS N318</i>
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What did fascism look like? How did it mobilize culture and for what purpose? This senior research seminar considers the ways in which fascism has been visualized in Europe and Asia in the 20th century. We will examine a variety of primary sources such as film, photography, architecture, advertisement, theater, and pageantry. Drawing upon recent scholarly research and theoretical writings, we will take up fascism as one form of mass culture mobilized by the right. Requirements for the course include several short writing exercises, class presentations, peer review, and a 15-20-page research paper based on primary sources. It is recommended that students have a background in either modern European, Asian, or cultural history.

HISTORY 401.03

SBC: SPK, WRTD

CITISCAPES – 19TH CENTURY URBAN AMERICA

Prof. Donna Rilling

<i>Thursday</i>	<i>1:00-4:00</i>	<i>Solar # 49327</i>	<i>SBS N318</i>
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Cities and towns transform the land, overturning earth, levelling hills, burying creeks, and constructing buildings and infrastructure. Nature, as we've been reminded repeatedly of late, can frustrate or eradicate transformations made by humans. Our seminar will look at the interactions between humans (and some animals) and their environments in creating urban landscapes. Most of the scholarly work

we read will focus on urban development in the 18th through early 20th centuries, principally but not exclusively in North America. We will consider urban landscapes as constantly evolving products of power struggles, and of ideas about health, morality, social structures, engineering, race, and gender. And we will examine visual representations of cities such as birdseye views, maps, insurance and property atlases, and aerial photographs to understand what they tell us about the values of the makers and the cities they depict. Requirements: Weekly reading of 100-200 pages (books, articles, documents); active participation; some reading response papers; 15-page research paper, including mandatory submissions of its stages (e.g., project proposal, annotated bibliography, thesis statement and paper summary, draft of entire paper, final version). Students are required to bring assigned reading to class.

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

HISTORY 444

SBC: EXP +

EXPERIENTIAL LEARNING

This course is designed for students who engage in a substantial, structured experiential learning activity in conjunction with another class. Experiential learning occurs when knowledge acquired through formal learning and past experience are applied to a "real-world" setting or problem to create new knowledge through a process of reflection, critical analysis, feedback and synthesis. Beyond-the-classroom experiences that support experiential learning may include: service learning, mentored research, field work, or an internship.

Prerequisite: WRT 102 or equivalent; permission of the instructor and approval of the EXP+ contract (http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/degree_requirements/EXPplus.php)

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 458

SBC: SPK

A zero credit course that may be taken in conjunction with any HIS course that provides opportunity to achieve the learning outcomes of the Stony Brook Curriculum's SPK learning objective.

HISTORY 459

SBC: WRTD

A zero credit course that may be taken in conjunction with any 300- or 400-level HIS course, with permission of the instructor. The course provides opportunity to practice the skills and techniques of effective academic writing and satisfies the learning outcomes of the Stony Brook Curriculum's WRTD learning objective.

Prerequisite: WRT 102; permission of the instructor.

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.

HISTORY 495-496

SBC: EXP+

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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HISTORY DEPARTMENT FACULTY

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