

SPRING, 2019

HISTORY 104-F4

SBC: SBS; USA

US HISTORY SINCE 1877

Prof. Christopher Sellers

	Day	Time	Solar #	Location
Lecture	MW	12:00-12:53		E & S 001
Recitation 01	Friday	12:00-12:53	40726	SBS S328
Recitation 02	Friday	10:00-10:53	40727	SBS S328
Recitation 03	Wednesday	9:00-9:53	40728	SBS S328
Recitation 04	Wednesday	2:30-3:23	40729	SBS N310
Recitation 05	Friday	1:00-1:53	40730	Physics P113
Recitation 06	Wednesday	11:00-11:53	44964	SBS N318
Recitation 07	Monday	10:00-10:53	44965	SBS S328
Recitation 08	Wednesday	10:00-10:53	46595	SBS S328
Recitation 09	Monday	1:00-1:53	46596	Physics P129

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 Readings will be drawn from a textbook and supplements of historical documents and essays, amounting to roughly eighty pages of reading per week.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.

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HISTORY 210-1

SBC: GLO

SOVIET RUSSIA

Prof. Gary Marker

MWF	10:00-10:53	SOLAR #53970	Lib W 4540
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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.

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HISTORY 213-1

SBC: GLO, SBS

COLONIAL LATIN AMERICA

Prof. Brooke Larson

TuTh	1:00-2:20	Solar 48447	Lib E4320
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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.

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HISTORY 221

(Cross-listed with AFS 221)

SBC: GLO.SBS

MODERN AFRICAN HISTORY

Prof. Shobana Shankar

TuTh	11:30-12:50	HIS Solar # 48645 AFS Solar # 48918	Hum 1003
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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.

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

THE SHAPING OF MODERN JUDAISM

Prof. Joshua Teplitzky

TuTh	11:30-12:50	HIS Solar # 53992 JDS Solar # 54503	Lib N4006
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SBC: GLO.SBS

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

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HISTORY 237-H

SBC: STAS

SCIENCE, TECHNOLOGY & MEDICINE I

Prof. Alix Cooper

TuTh	2:30-3:50	Solar # 53911	Frey 201
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This course will examine the origins of modern science, technology, and medicine from their earliest roots in ancient and medieval civilizations through the Scientific Revolution of the sixteenth and seventeenth centuries and its aftermath. Themes will include the connectedness of science to culture and society; ideas about humanity and the universe in antiquity; the transmission of knowledge from the ancient Near East to the Greco-Roman world, and from the Greco-Roman world through the Islamic world to medieval Christian Europe; the rise during the Renaissance and Reformation period of new ways of thinking about knowledge of the natural world and humanity's role in it, culminating in the work of such figures as Copernicus, Vesalius, Kepler, Galileo, Harvey, Boyle, and Newton during the Scientific Revolution; and finally the dissemination of knowledge to a broader public during the Enlightenment of the eighteenth century. Course requirements will include regular attendance and participation, two midterms, and a final exam.

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HISTORY 263-K4

SBC: USA, SBS

AGE OF THE AMERICAN REVOLUTION

Prof. Ned Landsman

	Day	Time	Solar #	Location
Lecture	MW	11:00-11:53		Javits 111
Recitation 01	Friday	11:00-11:53	47588	SBS N310
Recitation 02	Monday	1:00-1:53	47589	SBS S328
Recitation 03	Wednesday	10:00-10:53	47590	SBS N310

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).

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HISTORY 265-K4

SBC: USA

THE CIVIL WAR AND RECONSTRUCTION

Prof. Willbur Miller

	Day	Time	Solar #	Location
Lecture	MW	12:00-12:53		Lib W4550
Recitation 01	Friday	12:00-12:53	48649	Phy P129
Recitation 02	Monday	11:00-11:53	48650	SBS N310
Recitation 03	Wednesday	10:00-10:53	48651	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 266K-K4

SBC: USA

THE US WEST

Prof. Lori Flores

TuTh	11:30-12:50	Solar # 53972	Javitz 111
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This lecture course provides an introduction to the history of the place we now know as the U.S. West, a vast and diverse region stretching from the Great Plains to the Pacific Ocean. Beginning with the interactions of European, Native American, and Latin American peoples in the 1600's, this course will extend into the present day and focus on the historical processes and conflicts that have kept the West in the public

imagination as a frontier, multicultural meeting place, and site of progress. Readings, films, and discussions will center on topics such as myths and realities of the "Wild West"; debates over land and natural resources; war and conquest; racial, ethnic, and class diversity; gender and sexuality; the environment; and labor and immigration. Through learning about the region of the West, we learn more about the United States as a whole. Grading will be based on attendance and participation, three quizzes, four reading responses, and an in-class midterm and final exam.

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

SBC: USA

THE MODERN COLOR LINE

Prof. Alena Anare

TuTh	10:00-11:20	HIS Solar # 48580 AFS Solar # 48579	HUM 1023
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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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→ *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 300.01

SBC: SBS+

MODERN EMPIRES

Prof. Eric Beverley

TuTh	1:00-2:20	Solar # 53975	Lib E4330
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An overview of major territorial empires from 1500 to the present. The course begins by developing a framework of key concepts and broad trends, and a brief survey of ancient and medieval empires and their legacies, and then proceeds to a broad chronological and geographical exploration of major imperial formations over three periods. First, we examine empires of the early modern period (c. 1500-1750) in Asia, Africa, Europe, and the Americas, emphasizing parallel and divergent trends among a diverse array of expanding imperial states. Second, we turn to the period from the mid-eighteenth century to the Second World War when European empires increasingly established global dominance and developed a repertoire of shared political strategies. Third, we consider global decolonization beginning in the mid-twentieth century, legacies of European imperialism, and new forms of empire from the Cold War era to the present. Case studies will be drawn from early modern Muslim and Catholic imperialism (Mughal, Iberian), modern overseas (British, French) and land-based (Russian, Chinese) empires, and US imperialism in the twenty-first century. Key themes include accommodation of cultural difference, centralizing and decentralizing tendencies, ideas of race and social hierarchies, technological change and environmental impact, imperial economic systems and inequality, and colonial and anti-colonial violence. Course requirements include active participation in class discussions, a geography quiz, and take-home essay assignments.

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HISTORY 301.01

SBC: ESI,WRTD

THE LIVES OF THE FOUNDERS

Prof. Ned Landsman

MW	4:00-5:20	Solar #45306	SBS N310
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This course will look at the lives of the founders of the American government – not just the men who wrote treatises and sat in conventions, but ordinary people as well who participated in the process leading to an American nation – landowners, artisans, merchants, tenant farmers, women, and laborers, among others.

The course is intended to provide instruction and practice in reading and writing history. Readings will include biographies of luminaries such as Jefferson and Franklin, and less renowned persons such as shoemakers and Franklin's marginally literate sister.

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HISTORY 301.02

SBC: ESI,WRTD

WOMEN IN 19TH CENTURY AMERICA

Prof. April Masten

MW	1:00-2:20	Solar # 45307	SBS N310
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Designed for history majors, this course is on Reading and Writing History. For many of you it is also preparation for the history department's 400-level seminars. At the end of the semester you should be able to compose a well-written expository essay that reflects your own point of view and demonstrates a thoughtful engagement with several texts.

The topic of this class is writing about Women in Nineteenth Century America. We will discuss and question traditional interpretations of nineteenth-century women's experiences, activities, and ideas, explore the politics of writing women's history, and examine historical, theoretical, visual, and literary texts by and about American women.

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HISTORY 301.03

SBC: ESI,WRTD

CONFLICT AND COEXISTENCE IN EUROPE 1450-1789

Prof. Joshua Teplitzky

TuTh	4:00-5:20	Solar # 45400	SBS S328
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History 301 is a required course for the major in History, and is geared to prepare students for upper level research seminars by honing their writing skills through intensive exercises. The topical framework for this training is a study of conflict and coexistence in Europe during the Reformation and the Age of Religious Wars until the Enlightenment (ca. 1450-1750). We will examine clashes between people of different faiths, nations, and races at a time in which Europeans were coming into greater contact with "difference" than ever before. Our study will explore both conflict and coexistence, and consider the range of strategies and policies for living in the diverse and mingled social spheres of the early modern era.

HISTORY 302-H

SBC: STAS

ENVIRONMENTAL HISTORY IN GLOBAL PERSPECTIVE

Prof. Alix Cooper

MF	1:00-2:20	Solar # 53972	SBS N318
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This course is designed to provide an introduction to the new and exciting field of environmental history. Taking a global and comparative approach, the course will examine a series of crucial environmental transformations which have occurred over the course of human history, from agriculture and deforestation in prehistory and classical antiquity to the Columbian encounter, from problems of environmental management in imperial India to the emergence of environmentalism as a global movement today. Key themes of the course will include the ways in which human beings have thought about the environment and the ways in which humans have shaped the environment. It would be impossible to "cover" all of the vast chronological and geographical expanse of world history in a single course; instead, to allow a bit more depth, the course will focus on examples from several regions, including the Mediterranean, the Caribbean, New England, and South Asia. Course requirements will include a midterm, a final exam, and a 8-10 page research paper on a topic of your choice related to the course.

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HISTORY 314

SBC: CER, SBS+

INDIGENEOUS SETTLER RELATIONS IN THE US

Prof. Paul Kelton

MWF	12:00-12:53	Solar # 56213	Lib W4535
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This course surveys the relations that the first peoples—Indigenous Peoples—to inhabit the territory that becomes the United States had with European and Euro-American colonizers. It investigates instances of violence, exploitation, removal, and assimilation through the concepts of genocide, ethnic cleansing, and crimes against humanity. Students will critically explore the ethical decisions that settlers made that impacted Indigenous Peoples, the political choices that settlers and their governments (both state and federal) made to foster the expansion of the United States, legal actions that Indigenous Peoples initiated and still continue to take to preserve their sovereignty, and the movement for social justice that Indigenous Peoples and their allies are currently undertaking.

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

SBC: SBS+

THE HISTORY OF KOREA

Prof. Hongkyung Kim

TuTh	4:00-5:20	HIS: Solar 48917 AAS: Solar 48602	Physics P112
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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 HIS 337.

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HISTORY 338

(Cross-listed with AAS 336)

SBC: SBS+

ASIAN AND PACIFIC ISLANDERS IN AMERICAN HISTORY

Prof. Shirley Lim

TuTh	10:00-11:20	HIS: Solar 53974 AAS: Solar 53721	Frey 201
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Asian American History is an introduction to the historical and contemporary factors that have molded Asian American life in the United States of America. Strongly emphasized themes are race-labor hierarchy, gender, immigration, second generation, and images/mass media. This course requires extensive speaking participation, group presentations, mandatory attendance, 150 pages of reading a week, two midterms, and a ten-page original research essay.

NOTE: This class may move to MW @ 2:30-3:50.

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HISTORY 345-J

(Cross-listed with WST 345)

SBC: SBS+

WOMEN AND GENDER IN CHINESE HISTORY

Prof. Iona Man-Cheong

<i>TuTh</i>	<i>1:00-2:00</i>	<i>HIS: Solar 54508</i> <i>WST: Solar 54515</i>	
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Women and gender relations in China have undergone enormous change in the twentieth century. Yet many would argue, quite correctly, that the legacy of pre-modern China impinges on the present and that tradition itself continually undergoes reinvention. In the context of late Imperial Qing and Republican China, we explore Chinese cultural practices and values and their interaction with modernity, nationalism, and socialism. Important questions include: what is women's work? How did women deal with actual and symbolic patriarchal violence? How can we understand non-Western cultural practices without culturally-bound moral judgment? What does the intersection of gender, sexuality, and culture tell us about our increasingly interdependent global environment? Requirements include three short exams and two 3-5 page papers.

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HISTORY 364-K4

SBC: SBS+

OCEANS PAST: WORLD HISTORY FROM A MARITIME PERSPECTIVE

Prof. Jennifer Anderson

<i>MF</i>	<i>1:00-2:20</i>	<i>HIS Solar # 53978</i>	<i>Lib E 4320</i>
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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, humans have faced the terrors of the deep to achieve important objectives. In this course, we'll study the historical significance of oceans (and adjacent coastal zones) from social, economic, political, and environmental perspectives. Ranging from New York to the South Pacific, we'll learn about the diversity of maritime activities from the pre-modern period to today.

Subjects will include the history of exploration, navigation, and mapping; the rise of global trade and naval superpowers; the experiences of sailors, pirates, fishermen, whalers, and female seafarers; and the development of related traditions such as shipbuilding, tattooing, and more. This multimedia course incorporates videos, music, literature, visual and material culture.

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HISTORY 371-K4

SBC: SBS+

LAW AND SOCIETY IN AMERICAN HISTORY

Prof. Donna Rilling

<i>TuTh</i>	<i>10:00-11:20</i>	<i>HIS Solar # 48658</i>	<i>Frey 309</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).

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HISTORY 374-K4

SBC: SBS+

SURVEILLANCE STATE: A HISTORY OF US DOMESTIC SPYING

Prof. Robert Chase

<i>TuTh</i>	<i>4:00-5:20</i>	<i>HIS Solar # 54117</i>	
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The historical development of "the information age" and the 2013 public revelations of whistle-blower Edward Snowden concerning the domestic spying activities of the National Security Agency have revived an international debate over whether the United States has constructed a post-9/11 "surveillance state." Despite the contemporary nature of this debate over privacy versus security, there is a long and contested history of domestic spying within the U.S. This course considers that history. Moments of heightened surveillance include the construction of the Federal Bureau of Investigation (FBI) during the 1920s, the COINTELPRO program of the 1960s, Watergate and the Church Committee of the 1970s, and the post-9/11 world and debates over surveillance in the internet age. Each of these eras of heightened surveillance are state responses to external fears of subversion and espionage, and internal fears concerning social and racial order. The class will therefore place the development of a surveillance state in the historical context of wars (WWs I & II, the Cold War, the Vietnam war, and the "War on Terror") as well as on racial and ethnic demographic and political changes, including immigration during the early twentieth century, the rise of civil rights and Black and Brown Power movements during the 1960s and 1970s, the influx of new immigrants after 1965, the "War on Drugs" of the 1980s and 1990s, and the "War on Terrorism" following September 9, 2001. The class will include both lectures and discussion. Course requirements include two critical essays, a midterm and final exams.

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<i>HISTORY 386 -J</i> <i>(CROSS-LISTED WITH EHM 386)</i>

SBC: SBS+

MAYAN CIVILIZATION

Prof. Elizabeth Newman

<i>MW</i>	<i>2:30-3:50</i>	<i>HIS Solar # 48662</i> <i>EMH Solar# 53203</i>	<i>Phy 11726</i>
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For many, the word 'Maya' evokes images of a long dead culture and ruined pyramids. This course uses that familiarity as a starting point and follows the history of the Maya from ancient times to the present. We begin with an overview of what scholars know about the ancient Maya before tracing their experiences since the Spanish conquest, placing emphasis on Spanish colonization in the lowland areas of Mesoamerica, Mexico's War of the Castas, and the diverse experiences of the modern Maya including the Guatemalan Civil War and the Chiapas uprising, the impact of foreign tourism, and the experience of transnational migration. Special

attention will be paid to the ways in which environmental and agrarian issues have impacted this diverse group of peoples.

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HISTORY 389-J

SBC: SBS+

MODERN MEXICO

Prof. Paul Gootenberg

MW	2:30-3:50	HIS Solar # 53981	Harriman 116
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Mexico has a dramatic history that sharply distinguishes its political and cultural heritage from the shadow of its northern neighbor. As such, the purpose of this course is two-fold. First, we learn about the major events that shaped Mexico's modern history: its tumultuous but conservative independence (1810-1821); the 19th-century breakdown into militarist chaos (1821-1876); the modernizing Porfirian dictatorship (1876-1910); the great Mexican Revolution (1910-20s); the country's unique 20th-century one-party PRI state and its post-68 political, social, and economic crises (1929-2000); and Mexico's ongoing 21st-century struggles for democracy and social progress in the face of challenges like drug trafficking violence and its now unstable partner to the north. Second, we delve deeper to analyze Mexico's history. Course books provide a social history look at Mexico's long-term agrarian, political, and cultural conflicts, which lead into discussion of Mexico's contemporary dilemmas. Students closely read and write about three historical monographs

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 392-I

SBC: SBS+

BRITAIN AND FRANCE IN THE AGE OF REVOLUTION

Prof. Kathleen Wilson

<i>TuTh</i>	<i>1:00-2:20</i>	<i>HIS Solar # 53982</i>	<i>SBS 5328</i>
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This upper-division History course, intended for History majors, examines the social, intellectual cultural and political life of Britain, France and their overseas colonies from the death of the Sun King to the Battle of Waterloo. Topics to be covered include: the structure of the ancien regime states; the impact of war and colonial acquisition; The Enlightenment, women and public culture; exoticism and the arts of discovery, the emergence of popular radicalisms, and the circuits of transatlantic Revolution. Readings will include literary and historical sources of the period, which students are expected to master. Additional course requirements include class attendance, group discussion, two exams and two essays.

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HISTORY 393.02-1

SBC: SBS+

BRITAIN IN THE 20th CENTURY

Prof. Kathleen Wilson

<i>TuTh</i>	<i>10:00-11:20</i>	<i>Solar # 49167</i>	<i>Frey 105</i>
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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.

HISTORY 395-1

SBC: SBS+

AUTOBIOGRAPHY IN RUSSIAN HISTORY

Prof. Gary Marker

MW	2:30-3:50	Solar # 53483	SBS S328
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Topics in Russian History: Autobiographies and Self Writing in Russian History. This is an upper division course intended ideally for students who have taken at least one course in Russian studies or in Modern European history. Enrollment will be capped at 35, which will allow us to spend much of our time in discussion rather than in lecturing. Readings will consist of select autobiographies, memoirs, diaries, and letters (all translated into English) written by a variety of people—men, women elites and non-elites, ethnic Russians and non-Russians—over the last three centuries. We will read a couple of these works from beginning to end, but most of the reading will consist of fragments of larger works that have been collected in anthologies (such as "Russia Through Women's Eyes Autobiographies from Transist Russia"), or chapters of autobiographical texts that will be made available via Blackboard. Rather than concentrating on "big-picture questions about the sweep of history and policy, we will read these texts more microscopically: What do these sorts of texts tell us about Russia, the authors themselves, and about individual experience, about what the authors think it important to discuss. This is what historians have in mind with the term "self-writing."

There will be one mid-term and a take home final as well as two papers, one (3-5 pages) based on the common readings (assignment questions to be posted on Blackboard), and a second (5-7 pages) that will require some outside reading.

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HISTORY 396.01-K4

SBC: SBS+

THE WORLD BETWEEN THE WARS

Prof. Michael Barnhart

M	1:00-4:00	Solar # 40731	SBS N303
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An in-depth examination of the tumultuous years from the conclusion of the First World War to the commencement of the Second. The scope is global, but with focus on the great powers (and some lesser ones) of the era. Likewise, economic and social change will be explored, but primarily through the lens of inter- and intra-state diplomatic and political clashes. Examples of topics include the place of the League of Nations in postwar peacemaking, the British Labour Party's foreign policy ideology and experiments in the 1920's, the rise of the "Washington System" in

postwar East Asia and its consequences for civil-military relations in Japan, the impact of the Chinese Nationalist movement, the fractured nature of the French polity and France's grand strategy, the American underpinnings of the global financial system and the impact of the Great Depression on that system, the Nazi challenge to the Versailles system in Europe, the internal origins and international consequences of the Spanish Civil War, the western response to Hitler's program, the ideological origins of the Axis alliance, and one or two other things. The course is a seminar. Weekly readings, usually of fifty or sixty pages, will be assigned and each week's discussion will require thought about those readings. Each student must write a research paper, with the topic assigned during the first class meeting. The main component of the course grade will be through a student's contribution to discussion. Although this course is not a formal prerequisite for the "simulation seminar," due to be taught in the fall of 2015, it should serve as an excellent introduction to and background for that course.

(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: ESI, WRTD

RACE, MIGRATION AND FOOD

Prof. Lori Flores

Tuesday	1:00-4:00	Solar # 48449	SBS N318
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This course explores the intersectional histories of food, race, and migration in the United States, with most of its focus on the period 1900 to the present. From food that migrated with colonists and enslaved laborers, to food created within ethnic communities trying to establish comfort and presence in the nation, to haute and fusion cuisines that cross racial, classed, geographic, and culinary borders—the things we see on our plates are the product of a myriad of movements of people, non-human species, commodities, and ideas. Students will read a combination of academic articles, books (fiction and non-fiction), food blogs, cookbooks, and restaurant menus. High verbal participation in a seminar-like format is expected. Writing assignments will include analytical essays on readings, primary sources, and films. The final project for each student will be an original piece of food writing that takes into account the histories of race and migration in the United States.

HISTORY 401.02

SBC: ESI, WRTD

PRESIDENTIAL ASSASSINATIONS IN AMERICAN HISTORY

Prof. Nancy Tomes

<i>Wednesday</i>	<i>2:30-5:30</i>	<i>48450</i>	<i>SBS N318</i>
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This seminar will examine the history of Presidential assassinations in the United States. We will explore what they tell us about the changing nature of democracy, attitudes toward the Presidency, and the persistent appeal of conspiracy theories. Since many of the assassins were diagnosed as mentally ill, we will look at the role of psychiatry in explaining their actions. We will also look at Americans coped with the trauma of assassination and interpreted it as an indicator of the nation's well-being. Although our focus will be on Presidents, we will do readings about the assassinations of other political figures, including Malcolm X and Martin Luther King. Finally, we will sample some of the many novels, films, and theater works devoted to the subject, including Robert Redford's 2010 film "The Conspirator" and Stephen Sondheim's 1990 musical "Assassins." Readings will include Michael W. Kauffman, American Brutus: John Wilkes Booth and the Lincoln Conspiracies, Eric Rauchway, Murdering McKinley: The Making of Theodore Roosevelt's America, and Vincent Bugliosi's Four Days in November: The Assassination of President John F. Kennedy. This will be a very reading and research-intensive seminar. Students will write a major research paper (10-15 pages) on a topic of their choice. Students studying fields other than American history can opt for a research paper in that field and have it count toward their major concentration.

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HISTORY 401.03

SBC: ESI, WRTD

MISSIONARIES: SAVING SOULS OR SPREADING CAPITALISM

Prof. Shobana Shankar

<i>Thursday</i>	<i>2:30-5:30</i>	<i>Solar # 49327</i>	<i>SBS N318</i>
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When Ebola virus struck an American Christian missionary in West Africa in 2014, many observers questioned the resources spent on airlifting and treating him, as well as his goal of evangelizing poor Africans. His story reminds us that missionaries have been actors in globalization through spreading religious texts, business interests, and charitable work in hospitals and schools. Missionaries, the "soft power" once associated with empires, have not died out but instead strengthened. South Korea is one of the biggest sponsors of Christian missions today, and Saudi Arabia establishes Muslim hospitals in Africa. U.S. government dispenses much foreign aid through faith-based organizations.

This course explores this history, which will appeal to students interested in global affairs, humanitarianism, international development, and the politics of aid. Students will focus on improving research, writing, and speaking skills using evidence from documents, novels, and films.

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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 on 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.

***THE MINOR FOR SCIENCE MAJORS IN
HEALTH, SCIENCE AND ENVIRONMENT***

This minor explores the historical context of health, science and disease. Nature is within us and all around us. Human habitats—starting with our multi-species bodies—are only partly under human control. Inversely, the environment "out there" is deeply influenced by humans and their technologies. History provides extensive evidence for these trans-human relationships. This minor allows students to explore this multi-

level interplay—from the molecular level to the planetary—in a variety of times and places.

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| a. Three courses at the 100 or 200 level credits | 9 |
| b. Four courses at the 300 or 400 level credits | 12 |

TOTAL CREDITS.....21

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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