

SPRING, 2022

HISTORY 102F

SBC: SBS; GLO

MODERN EUROPEAN HISTORY 18TH CENTURY TO THE PRESENT

Kathleen Wilsont

	Day	Time	Solar #	Location
Lecture	MW	10:30-11:25		LIB W4550
Recitation 01	Friday	9:15-10:10	48126	SBS N310
Recitation 02	Monday	11:45-12:40	48127	SBS S328
Recitation 03	Wednesday	1:00-1:55	48128	SBS S328

This course will survey the development of European civilization in both European and global contexts from the Enlightenment and French Revolution in the eighteenth century to the end of the Cold War. Topics covered include enlightenment and culture, industrialization, nationalism, socialism, liberalism, conservatism, imperialism, communism, fascism, war and revolution, citizenship and the state, decolonization, European integration, and globalization. There are no prerequisites to enroll. As a history course, it will also introduce the student to thinking critically about the past and its relation to the present, as well as the fundamental concept of change over time. Assessment will be based on performance in recitation sections, completing one paper, and a midterm and final exam..

HISTORY 104-F4

SBC: SBS; USA

U.S. HISTORY SINCE 1877

Prof. Lori Flores

	Day	Time	Solar #	Location
Lecture	MW	11:45-12:40		Harriman 117
Recitation 01	Friday	11:45-12:40	40826	SBS S328
Recitation 02	Monday	10:30-11:25	40827	SBS S328
Recitation 03	Wednesday	9:15-10:10	40828	SBS S328
Recitation 04	Wednesday	2:40-3:25	40829	SBS N310
Recitation 05	Friday	1:00-1:55	40830	SBS S328

Recitation 06	Wednesday	2:40-3:35	44429	SBS S328
Recitation 07	Monday	9:15-10:10	44430	SBS S328

This course surveys American history from the end of Reconstruction in 1877 through the end of the Trump presidency. Topics covered include the rise of Jim Crow; varied 19th and 20th century immigration flows and legislation; economic booms and depressions; World Wars I and II and the Cold War era; civil rights, peace, labor, feminist, and LGBTQ movements; heightened border militarization and restrictions; and the social impacts of the COVID-19 pandemic. Crossing race, region, and class, this survey offers a multi-perspectival look at the enduring darkness and dreams held within the nation. Readings will be drawn from a textbook and supplementary historical documents and essays, amounting to roughly 75 pages of reading per week. Participation and writing in recitation section discussions, along with a final examination, serve as the basis for evaluation and final grade.

HISTORY 203-I

SBC: GLO,SBS

ANCIENT ROME

Prof. Eric Miller

TuTH	9:45-11:05	48241	LIB W 4550
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Rome developed from a humble city on the periphery of the civilized world to an empire which ruled Europe, North Africa and much of the Near East. This course will survey the political, sociological, and cultural development of Rome and the lands it controlled over the course centuries, from the first appearance of the city, through the development of the Republic, and following the transition from Republic to Empire. The impact of Rome on future history (up to our own day) will be discussed and highlighted throughout the course. Material evidence will be considered in conjunction with written documents. Diverse scholarly opinions regarding the historiography of Ancient Rome will also be analyzed. The class is in lecture format with active class discussions.

HISTORY 206-I

SBC: GLO,SBS

EUROPE IN THE AGE OF DISCOVERY

Prof. Alix Cooper

TuTH	11:45-12:40	52982	LIB W4550
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This course examines the period in European history from the Black Death until the French Revolution (roughly 1348 to 1789). During this period of Renaissance, Reformation, and Enlightenment, early modern Europe experienced a series of crises in authority that ushered in the modern world. The course will explore how new discoveries (both geographical and intellectual) challenged existing worldviews; movements of religious reform challenged the authority of the Church and the unity of Europe; and new political doctrines, accompanied by a series of striking rebellions, challenged the foundations of traditional rule. Written work will include two short papers, midterm, and a final exam.

HISTORY 214-J

Cross-listed with POL 214

SBC: GLO, SBS

MODERN LATIN AMERICA

Prof. Andrew Ehrenpreis

	Day	Time	Solar #	Location
Lecture	MW	11:45-12:40		HUM 1003
Recitation 01	Friday	11:45-12:40	48123	SBS N310
Recitation 02	Monday	10:30-11:25	48124	SBS N310
Recitation 03	Wednesday	9:15-10:10	48125	SBS N310

This course introduces students to the history of modern Latin America, from the early nineteenth century to the present. Our goal is to gain an understanding of some of the central historical themes that have shaped Latin American society and politics since achieving independence, thus leading students to acquire a basis for making sound observations and judgments about the political, economic, social, and cultural realities affecting Latin America today. The class will move chronologically as well as thematically, covering topics such as nationalism, political economy, U.S.-Latin American relations, revolutionary & counterrevolutionary struggle, and cultural practices. To do so we will approach the hemisphere comparatively, drawing similarities and differences between different nation-states and regions.

Requirements: Course requirements will include quizzes, midterm, topical essay, and final exam.

HISTORY 236-I

SBC: GLO

THE LATE MIDDLE AGES

Prof. Andrea Boffa

THIS CLASS IS ON LINE

TuTh	9:45-11:05	52986	TBA
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This course has two main purposes: 1) to provide a broad perspective on the history of Europe in the Later Middle Ages (1000-1500) by reading selected primary sources in English translation, and 2) to analyze and contextualize these sources as we chart the major social, political, religious, and economic developments of the period. Topics include the Crusades; the rise of towns and national monarchies; the relationships between secular and ecclesiastical power structures; the birth of universities; changing roles and opportunities for women; religious dissent and inquisitions; and years of warfare, plague, and schism; and the beginning of European exploration, conquest, and colonization during the fifteenth century. Assignments include a midterm, final, occasional quizzes and free-writes, and two 3–4-page papers.

HISTORY 241-F

(Cross-listed with JDS 241

SBC: GLO

NAZI GENOCIDE AND THE HOLOCAUST

Prof. Eric Miller

TuTh	1:15-2:35	48141	Frey 205
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How was it possible for mass genocide to occur in the midst of one of the most cultured societies of Europe in the twentieth century? This course will examine the centuries-long social, cultural and religious context that fed into the 20th-century environment in which the Holocaust became possible, as well as the contemporary political events, and the gradually unfolding actions by the Nazi government in Germany and territories under their influence from 1933-1945, which ultimately culminated in the Holocaust. We will also examine the Jewish experience under the Nazis in the 1930's, as well as the life in the ghettos and concentration camps from the perspective of both the victims and the persecutors. Additionally, we will analyze major issues

and questions that arise in the wake of the Holocaust. The course will be conducted through a series of lectures and class discussions.

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HISTORY 251-I

SBC: GLO

EUROPE SINCE 1945

Prof. Lawrence Frohman

	Day	Time	Solar #	Location
Lecture	MWF	2:40-3:35	55180	On Line

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

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HISTORY 264-K4

SBC: USA, DIV

THE EARLY REPUBLIC

Prof. Donna Rilling

	Day	Time	Solar #	Location
Lecture	TuTh	3:00-4:20	55181	PSY A 137

This course introduces you to critical developments in the history of the United States from the American Revolution to approximately 1848. 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. Our endpoint, 1848, marks the moment that many—people living then and historians looking back in time—deemed the nation mature. No longer was it a “new” or “young” or an “early” republic, on the one hand full of the possibilities of sweeping change, and on the other hand fraught with anxieties that change would

go too far. The young nation had been anxious about its very survival as a republic: could a nation with a republican form of government beat the track record of the few short-lived republics known to history? By 1848, the mature nation, full of a sense of its rising importance among western countries, nonetheless wondered whether it would fracture over the issue of slavery. By the later period, the United States had been both tested and strained and, many contemporary Americans then believed, had developed myriad social, economic and political problems characteristic of a mature nation.

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HISTORY 289 –K4

SBC: SBS,USA

WEALTH & INEQUALITY IN MODERN CORPORATE AGE

Prof. Christopher Sellers

TuTh	1:15-2:35	55182	LIB W4550
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Swelling media and political discussions over the last few years have made Americans much more aware of the growing divide over the last three decades between the wealthiest Americans and the rest of us. This course delves into the dynamics of this and earlier historic shifts in how wealth gets made and distributed through our society. Ever since the American economy became dominated by large corporations, they have played a pivotal role in this history. We will concentrate especially on why, over long historic periods that have characterized the age of the modern corporation, wealth in the United States has become more—but also at times less--skewed toward the top. We will study three periods of sustained economic growth ending in eras of depression or stagnation: (1) the late nineteenth and early twentieth centuries, a time of skewing; (2) the post-World War II decades, a time of evening out; and (3) the period from 1980-2021, another era of skewing. Each period had its most characteristic corporations and technologies, from the robber barons to the dot.com-ers. Each also had its own characteristic ways not just of generating but distributing wealth, prompting changes that altered Americans' experience of being wealthy, middle- or working class. A special focus of our history falls on the financial sector, including Wall Street, whose twists and turns have so deeply imprinted the American experience with wealth, also with inequality.

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HISTORY 300-F

SBC: SBS+

MODERN EMPIRES

Prof. Eric Beverley

TuTh	3:00-4:20	55183	Frey 309
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This course is an examination of major territorial empires from 1500 to the present. The course focuses not only on expanding empires, officials, and colonists but emphasizes the experiences the diverse populations and polities across world regions that grappled with the fact of imperialism, as well as ideas and commodities that circulated through expanding global networks. The class 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 project or quiz, and take-home essay assignments.

→ 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

SOCIAL HISTORY OF ADVERTISING

Prof. Nancy Tomes

TuTh	11:30-12:50	44730	SBSN105
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This course offers an introduction to historical research and writing through the study of American advertising. Since the 1970s, the history of advertising has become a vibrant area of historical inquiry. The many different ways historians have used advertising to argue a point provides a fascinating perspective on how the same primary source – in this case, the advertisement – can be analyzed for many different interpretive ends. Because advertising and the advertising industry have figured prominently in both celebrations and critiques of the American way of life, their history provides an excellent introduction to important historiographic debates in our field. In short, the history of advertising provides a fascinating way to teach fundamental skills of historical analysis and interpretation. To that end, this course will introduce students to the different ways of analyzing advertisements as primary sources and provide an overview of the historiographic debates concerning advertising's influence on various aspects of American life. Readings will focus primarily on the period from 1890 to 1950, but students interested in other time periods are welcome in the course and their interests will be accommodated. Completion of the introductory American history survey before taking the course is strongly recommended. This is a reading and writing intensive course. Students will be asked to write multiple short papers as well as to complete a 10-12 page term paper on some aspect of the history of advertising. The term paper will be submitted in a series of stages to allow students to learn the skills of editing and revising their own work.

HISTORY 301.02

SBC: ESI

HISTORY THROUGH DIARIES AND LETTERS

Prof. Donna Rilling

TuTh	1:15-2:35	44731	SBS N105
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This course focuses on methods, analysis, synthesis, research and writing for History majors. We develop and apply these skills while investigating Black fugitives from slavery, kidnappers of

free Blacks, and emancipated persons in American history from c1776 to 1865. Much of our time will be devoted to critical reading of primary as well as secondary sources. Students will develop individual projects and apply their skills to short independent analytical, research and writing assignments.

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HISTORY 302

SBC: STAS

THE ENVIRONMENT IN GLOBAL PERSPECTIVE

Prof. Alix Cooper

TuTh	3:00-4:20	55184	LIB E4310
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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 transformation 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 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, include the Mediterranean, the Caribbean, New England and South Asia. Course requirements will include a midterms, a final exam and an 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 UNITED STATES

Prof. Paul Kelton

MWF	10:30-11:25	52987	Frey 105
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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.

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HISTORY 315

SBC: GLO, SBS+

THE NAZI EMPIRE

Prof. Young Sun Hong

TuTh	3:00-4:20	55185	Frey 313
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The purpose of this course is to understand state-organized violence and racist terrorism during the Third Reich. In this course students are also expected to understand the role of war in the Nazi plans for realizing their racial utopia and to develop a more complex understanding of mass violence in this process. This presumes that students have already taken a survey of modern European history and mastered the basic elements of historical analysis.

HISTORY 318

THE SOCIAL & INTELLECTUAL HISTORY OF EUROPE

Prof. Lawrence Frohman

MWF	10:30-11:25	55193	On Line
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HISTORY 327

SBC: HFA+. SBS+, DEC-F

THE ARTS AS HISTORY

Prof. April Masten

TuTh	9:45-11:05	55186	Frey 317
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“The way we see things is affected by what we know or what we believe.” (John Berger, 1972)

Art is a product of history. It acquires its form and content from the immediate conditions of its production and reception. This course will examine art works as historical documents. It will look at the shifting social, economic, political and cultural structures, both institutional and ideological, that supported and gave meaning and value to certain kinds of visual and performance arts, at the processes of art production, and at the changing definitions of “art” and “the artist” in nineteenth-century America. During the semester, students will be introduced to concepts and readings from a variety of disciplines, and to some amazing works of visual art, music, and theater. The classes will be a mixture of lectures and discussions or workshops. We will also visit an art studio on campus. Attendance and class participation are mandatory. Other forms of student assessment will include a weekly quiz, one midterm exam, miscellaneous assignments, one 5-page paper, and one 3-minute spoken presentation illustrated with PowerPoint slides.

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HISTORY 334-I
(Cross-listed with WST360)

SBC: SBS+

WOMEN AND GENDER IN PRE-MODERN EUROPE

Prof. Sara Lipton

TuTh	11:30-12:50	HIS: Solar 54133 WST: Solar 54301	HUM 1003
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The field of women's history was originally developed to rectify absences in existing historical narratives; that is, to talk about previously neglected people. Historians have since become aware that the study of women, of sexual identity and assumptions, and of gender norms and practices has enriched our understanding of "mainstream" political, economic, social, and military conditions. It has also introduced important new perspectives into the discipline of history itself (family history, gender studies, queer studies, new labor history, medical history). In this course we examine the role of and attitudes toward women, sex, and gender in Europe and the Mediterranean region from the fifth century BCE through the sixteenth century CE in order to learn about often-overlooked segments of European society, and to better understand European society as a whole. Requirements include class attendance and participation, completing the assigned readings in advance of every class, and writing three (3) unit essay exams.

HISTORY 362-K

SBC: SBS+

UNSETTLED DECADE: THE SIXTIES

Prof. Robert Chase

	Day	Time	Solar #	Location
Lecture	TuTh	1:15-2:35	55187	Harriman 114

Few decades in American history have been as contested, unsettled, and revolutionary as the 1960s. By using the term "the Sixties," this course will analyze the decade of the 1960s as both a watershed in modern U.S. history and as a contested public memory and history that continues to preoccupy scholars, political pundits, and the general public. In addition to offering a narrative of this "long decade" that stretches from the late 1950s through the early 1970s, this course will also analyze how recent scholarship and political and social dialogues have challenged the history of the 1960s. A study of the 1960's, emphasizing conflict within American liberalism between cold warriors and antiwar activists, advocates of the bureaucratic welfare state versus those favoring small-scale community control, and idealized liberalism versus a rising tide of street and student radicalism. Course topics include: 1) Cold War politics and culture; 2) the U.S.-Vietnam War; 3)

consumerism and the American economy; 4) the “War on Poverty” and struggles over ideas of social welfare; 5) the political and ideological struggles between liberalism and conservatism; 6) the struggle for civil rights and black freedom; 7) ethnic and racial movements for political power; 8) counterculture, radicalism, and youth movements; and, 9) feminist movements, gender, and the “sexual revolution.” Special attention is given to the paradigmatic qualities of the civil rights movement, the domestic side of the Vietnam War, and the relationship of liberalism to radicalism. This is a lecture-based course where regular attendance is necessary to prepare for mid-term and final exams. Course work will include a midterm, a final, and two critical review essays of secondary sources and primary documents. By drawing upon primary documents, course readings, political speeches, music, pictures and videos of the era this course will reflect on what made this decade so “unsettled.”

HISTORY 368- SBC: SBS+

HEALTH & DISEASE IN AFRICAN HISTORY

Prof. Shobana Shankar

TuTh	3:00-4:20	55672	SBS S228
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Health and disease lie at the intersection of social, political, economic, biological, and cultural processes. In other words, they have changed throughout human history, and they are not just defined by scientists and doctors but by many more actors. This course has two goals: to introduce students to the study of disease and health as historical phenomena and to examine Africa's importance within global and regional histories of these subjects. We will explore how the experiences of sickness and well-being have changed over time. This course is offered as both AFS 368 and HIS 368.

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HISTORY 370-K4

SBC: SBS+, DIV

US SOCIAL HISTORY, 1860-1940

Prof. Matthew Heidtmann

	Day	Time	Solar #	Location
Lecture	MW	11:45-12:40		Frey 301
Recitation 01	Friday	11:45-12:40	55194	PSY A144
Recitation 02	Monday	10:30-11:25	55195	SBS N107
Recitation 03	Wednesday	9:15-10:10	55196	SBS N118

This course examines the development of American society and culture from the late 19th century to the beginning of World War II. The broader themes examined in this course include the impact of industrialization, urbanization, immigration, and imperialism, as well as class, gender, and race relations. Additional emphasis will also be on political culture, consumerism, and reform in a broader sense. The weekly reading load will average at about 100-150 pages. Attendance and participation are mandatory. Assessments include quizzes, a midterm, and a final exam.

HISTORY 387

SBC: ESI, GLO, SBS+

CUBA: ISLAND OF CONSEQUENCES

Prof. Eric Zolov

MW	2:40-4:00	55188	Frey 328
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This is an historical simulations class that will assign students as real-life actors, as we replay the impact of the Cuban Revolution in the Global Cold War during the first half of the 1960s. The first part of the course will be dedicated to researching individual roles and reading about the context of the early 1960s from a Latin American perspective. Following that, we will immerse ourselves into the historical period as actors in an unfolding drama with multiple possible outcomes. Every student who enrolls in the class is expected to demonstrate full commitment to the role-playing element, which constitutes the heart of the course. Especially encouraged are students from History, Globalization Studies, Political Science, and Hispanic Languages & Literature. You may email the professor in advance with any questions about the nature of this course if you have doubts about participating.

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+

SCOTLAND AND SCOTLAN'S EMPIRE

Prof. Ned Landsman

<i>TuTh</i>	<i>11:30-12:50</i>	<i>55189</i>	<i>SBS S328</i>
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From the heroics of Braveheart to the tragedy of Mary Queen of Scots to the Jacobite romance of Outlander, the small nation of Scotland has long held an out-sized place in literature and legend. Indeed, as often as not Scots themselves participated in the deliberate creation of such stories. Behind all of that is the story of a people who played an anything but romantic role in fostering key aspects of the development of Britain, Europe, the United States and the western world. Indeed, on key occasions they have played distinctive and out-sized roles in those developments, for better or for worse. Those include everything from capitalist theory (think Adam Smith), the Enlightenment, and global commerce, to imperialism, militarism, and plantation slavery. Scotland historically has had an exceptionally mobile population – probably the most prolific migrants in early modern western Europe. In the process they spread their influence to Ireland, North America, and distant reaches of empire. Scotland was unusual among western nations in voluntarily ceding independence and nationhood in the Anglo-Scottish union of 1707 that created Great Britain. In recent years they have done much to return the question of national independence to the political agenda.

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HISTORY 396.01-K4

SBC: SBS+

IDEOLOGIES OF CAPITALISM

Prof. Stephanie Kelton

TuTh	1:15-2:35	40831	FREY 317
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From Franklin Delano Roosevelt to Shark Tank. This course examines the evolution of capitalism—an economic system whose defining feature is its unrelenting quest for competitive profit. Capitalism is by far the world’s dominant ideology, but how much do we understand about the different ideologies that have shaped capitalism through its many phases? This course will explore the modern history of capitalism in four phases: (1) Laissez-faire capitalism (mid-19th century-1930s); (2) Welfare state capitalism (New Deal and post-WWII era); (3) Neoliberalism (1970s-2007/09); (4) The fourth phase, which some have dubbed Precarity capitalism, is now underway.

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(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: EXP+, SPK. WRTD

THE GLOBAL COLD WAR

Prof. Young Sun Hong

Monday	1:00-3:50	47065	SBS N113
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This course will examine the history of Europe--both West and East--from the end of World War II to the present. The course will be organized around three big questions: How did stable social orders coalesce on both halves of the continent in the first postwar decades to resolve--if only temporarily--the conflicts that had shaped European history since the French revolution and that

had torn it apart between 1914 and 1945? How did this synthesis come apart between the late 1960s and 1989? What were the consequences of these changes, and what forces have shaped the history of Eastern and Western Europe since the fall of communism? We will approach the topic by looking at the competing visions of modernity and citizenship that shaped the broad contours of the history of the period in East and West and use this analytic framework to approach the many problem complexes that together make up the fabric of European history during this period. In particular, we will look at such topics as the Cold War and Cold War culture; decolonization, Europe's changing role in the wider world, and the meaning of continental integration; consumerism, the affluent society and its discontents; the dilemmas of democratization, 1968, and terrorism; the crisis of Fordism; stagnation in the East and the collapse of communism; feminism, environmentalism, and the changing parameters of democracy; and immigration, the politics of identity, and the resurgence of nationalism since the 1990s.

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HISTORY 401.02

SBC: EXP+, SPK. WRTD

CONFLICT AND CONSENSUS IN US HISTORY

Prof. Paul Kelton

Wednesday	2:40-5:45	47066	SBS N115
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Students will be introduced to the theory and practice of historical inquiry. Particular focus will be on the effort of historians to reach scholarly consensus about the significance of major events of social conflict in the United States. Students will investigate a variety of sources that deal with the topic, conduct independent research, produce a research paper, and present their findings to the class.

HISTORY 401.03

SBC: EXP+, SPK. WRTD

MONSTERS, MOTHERS & HEROES: THE WORLD OF BEOWULF

Prof. Sara Lipton

Thursday	3:00-5:50	47067	SBS N111
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Beowulf is the longest epic poem in Old English, and one of the most important works in all of English literature. It is a swashbuckling tale of heroes and monsters; feasting and family; fear, sorrow, and pride. It is a work of fiction, but it was composed, chanted (or sung), and read and listened to by real men and women, living lives very different from ours. And it has much to tell us about their world -- the recently Christianized lands of post-Roman and early medieval England. In this senior seminar, we will read Beowulf as a historical source, and also read about and conduct research into the society that produced it. Some topics to be explored include the material culture of post-Roman Britain; population movements and Germanic immigrations; the (re-)Christianization of post-Roman Britain; early medieval warfare; early medieval kingship; women in Germanic cultures; food and drink; seafaring and travel; learning and literature. Written work consists of an original, in-depth research paper examining a specific issue or set of sources related to the world of Beowulf, drafted and handed in (and graded) in stages.

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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

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 HIS 301 or (with approval of the course instructor) another upper-division History course. 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. Students will submit one ten-page paper or two five-page papers for approval by the Undergraduate Program Director (UPD) in History. 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 either department or departmental research coordinator.

HISTORY 488

SBC: EXP+

INTERNSHIP

Participation in local, state, and national public and private agencies and organizations. May be repeated up to a limit of 12 credits. PREREQUISITES: 15 credits in history; permission of instructor and department.

HISTORY 495

First course of a two-semester project for history majors 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. Students receive only one grade upon completion of the sequence. Prerequisite: Admission to the history honors program

HISTORY 496

SBC: EXP+

Second course of a two-semester project for history majors 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. Students receive only one grade upon completion of the sequence.

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	12

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

HIStory 401: Senior Colloquium

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 croslisted 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:

A student can fulfill the upper-division writing requirement for History by submission of one ten-page paper or two five-page papers produced in HIS 301. (With approval of the course instructor, a paper(s) produced in another upper-division History course may be considered for the writing requirement.) A paper grade(s) of B- or higher is usually sufficient to fulfill the requirement.

The student will register for HIS 459 and inform the instructor of the course in advance that the paper(s) for the course is to be evaluated to fulfill the upper-division writing requirement. The student will submit an approved paper(s) with an approval form signed by the instructor to the Undergraduate Program Director (UPD) in History. The UPD may require further revisions to the paper(s) before approval of the requirement.

Successful completion of HIS 459 will satisfy the SBC WRTD requirement as well as the History major upper-division writing requirement.

Students should consult with the department advisor to ensure that their plan for completing the Upper Division Writing Requirement is consistent with university graduation requirements for General Education. Students completing the Stony Brook Curriculum (SBC) must complete a course that satisfies the "Write Effectively within One's Discipline" (WRTD) learning objective to graduate. The Upper Division Writing Requirement is consistent in most cases with the SBC learning outcomes for WRTD.

Notes

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.

Note: HIS 447, HIS 487, HIS 488, HIS 495, HIS 496 may not be used to satisfy major or minor requirements.

***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.

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

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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