

103-F & 4	U.S. TO 1877	N. Landsman
<p>Lec: MW 2:20-3:15</p> <p>Rec: 01 (81473) F 2:20-3:15 02 (81474) W 9:35-10:30 03 (81475) M 11:45-12:40 04 (81476) W 10:40-11:35 05 (81477) M 8:30-9:25 06 (89140) F 10:40-11:35 07 (89141) W 11:35-12:40</p>	<p><i>This course is a survey of American history from its beginnings to the era of Reconstruction. Topics will include the Columbian encounter, colonization, the interaction of races and cultures in the New World, the creation of an American nation, democratization, expansion, sectionalism, and Civil War. Readings will include a text and several biographical and autobiographical sketches and other sources such as Mary Rowlandson's narrative of her captivity, Thomas Paine's Common Sense and Harriet Beecher Stowe's Uncle Tom's Cabin. There will be a mid-term, final and a 3-5 pages take home essay.</i></p>	<p>Earth & Space 001</p> <p>SBS N-310 SBS S-328 SBS N-310 SBS N-310 SBS S-328 SBS N-310 SBS N-310</p>
105-F	THE ANCIENT WORLD	P.Zimansky
<p>Lec: MW 11:45-12:40</p> <p>Rec: 01(99753 F 11:45-12:40 02(99754) M10:40-11:35 03(99755) W2:20-3:15 04 (99756) M 9:35-10:30 05 (99757) W 8:30-9:25</p>	<p><i>This course is an overview of the cultures and civilizations of the Old World from the emergence of the first cities around 3500 BC to the fall of the western Roman Empire. It is primarily concerned with the stream of tradition antecedent to modern Europe, which was created in the ancient Near East and passed through Greece and the Hellenistic world to Rome. The course will also briefly consider the emergence of the first civilizations in India and China. It satisfies the DEC Category F because it focuses on individual and group behavior within society.</i></p>	<p>Old Eng. 143</p> <p>SBS N-310 SBS S-328 SBS N-310 SBS N-310 SBS-S328</p>
203-I	ANCIENT ROME	R. Goldenberg
<p>MF 12:50-2:10</p> <p>99758</p>	<p><i>Over the course of several centuries, the people of a small Italian village built an army and a political system which conquered and then absorbed dozens of nations with millions of people. Who were the Romans, and how did they manage to build their remarkable empire? Why, after several centuries of greatness, did the Roman Empire fall apart? This course will examine about a thousand years of Roman history and conclude at the brink of the Middle Ages. Course requirements will include two mid-term exams and a final along with occasional weekly quizzes.</i></p>	<p>Javits 103</p>
209-I	IMPERIAL RUSSIA	G. Marker
<p>MWF 9:35-10:30</p>	<p><i>This is the first half of the year-long survey of Russian history. In this semester we follow Russia from its origins</i></p>	<p>LIB E 4330</p>

82530	<i>until the era of Great Reforms in the latter part of the nineteenth century. Topics will include the prehistory of the Russian lands, Russia's ancestors, Kievan civilization, the creation of a Russian state in Moscow, and the emergence of empire. We shall devote particular attention to problems of environment, the history of the lower classes, and the multi-ethnic character of Russia. Readings will come from a general text and three paperbacks. There will be two midterms and a final examination.</i>	
213-J	COLONIAL LATIN AMERICA	P. Gootenberg
TuTh 2:20-3:40 81478	<i>Latin America's colonial experience left a deep and enduring mark on the region. This introductory course surveys major developments and themes from Latin America's indigenous and Iberian colonial past (1400-1820), by drawing on the 'social history' of core societies like Mexico, Peru, and Brazil. This long period of collision between European and American society is rife with heady topics: imperialism, conquest, culture clash, resistance, slavery, race, and revolt. We assess them with an historian's eye. Requirements include two quizzes and 3 critical book essays.</i>	Lt. Eng. 102
225/JDS 225-J	THE FORMATION OF THE JUDAIC HERITAGE	R. Goldenberg
MWF 9:35-10:30 HIS: 82645 JDS: 82646	<i>This course covers Jewish history and the development of Judaism during the thousand years from ca. 500 BCE to ca. 500 CE. The course begins with the close of the Hebrew Bible, examines the varieties of Judaism which then arose, and ends with the consolidation of rabbinic Judaism on one hand and of Christianity on the other. The class is in lecture format with occasional discussions. Requirements include two hour-long exams and a final, but a term paper can replace one of the hour exams.</i>	SBS S228
227-J	ISLAMIC CIVILIZATION	E. Beverley
TuTh 6:50-8:10 HIS: 87426	<i>Popular perceptions and representations of Islam and Muslims are often founded on ignorance and outright prejudice. Fundamental to these understandings are narrow and highly politicized notions of history, frequently accepted uncritically. Accordingly, this course seeks first to introduce analytical approaches crucial to developing nuanced</i>	LIB W 4540

	<p><i>understandings of historical and contemporary depictions of Islam and Muslims. In addition, the course provides a broad outline of the history of Islamic Civilizations from Iberia and North Africa to South and Southeast Asia, and a basic understanding of key religious and secular institutions that characterize Muslim societies. While the course is broadly chronological, we will also examine key topics in detail, including conversion and the global spread of Islam, colonialism and imperialism, radical militant and progressive Muslim politics, media representations, and Islam in the US and Europe. The course is not comprehensive, but seeks to provide a basic understand of the history of Islam from Muhammad to the present, and a solid empirical and methodological foundation for further inquiry. Requirements include regular attendance and participation, map quiz, one short paper, take-home midterm and final exams, and a media analysis project.</i></p>	
235-I	THE EARLY MIDDLE AGES	A. Boffa
<p>TuTh 12:50-2:10</p> <p>81479</p>	<p><i>This course examines the social, political, cultural and religious history of Western Europe from the emergence of Christianity and fall of the Roman Empire through to the eleventh century. Topics will include the early development of Christianity and the Christianization of Western Europe, the society and culture of the Germanic kingdoms, the traumatic ninth century, and the First Crusade. We will also consider some of Western Europe's closest neighbours: Byzantium and the Islamic Empire. Readings in the textbook are intended to provide a broad chronological outline: classroom discussions and papers will focus on primary sources. Requirements include a midterm exam, a final exam and two 5-page papers.</i></p>	LIB E 4330
238-H	SCIENCE, TECHNOLOGY & MEDICINE II	W. Schäfer
<p>MW 5:20-6:40</p> <p>91479</p>	<p><i>This part of the course covers the history of science and technology since the Scientific Revolution. We will distinguish between pure science and Baconian technoscience and explore two related histories, one in which modern science changes the understanding of everything and another one in which technoscience sets out to change everything. Readings: James E. McClellan and Harold Dorn, Science and Technology in World History, Johns Hopkins University Press; 1999; Bill Bryson, A Short History of Everything,</i></p>	Javits 111

	<i>2003. Additional online readings will be posted on Blackboard. Requirements: Two exams and a paper.</i>	
249-I	EUROPE 1914-1945	S. Hinely
TuTh 8:20-9:40 90051	<i>This is the second installment in the Modern Europe series and will cover the period leading up to the First World War (1914) through 1945 and the immediate postwar period. We will chronicle Europe's journey from a position of global dominance and self-proclaimed cultural superiority at the outset of the 20th century through thirty years of self-annihilation by way of total warfare, revolution, economic collapse, and political extremism. Much of the story is a bleak one, requiring us to analyze the nature of industrialized war, political famine, resistance and repression in Europe's empires, eugenics and genocide. Nonetheless, we will search out the bright spots where we can in the intellectual revolutions in art and science and in the first efforts at global norms of human rights and international political institutions. Requirements will include energetic participation, regular attendance, two short papers (including drafts), and a final exam.</i>	Javits 103
262-K & 4	AMERICAN COLONIAL SOCIETY	J. Anderson
Lec: TuTh 12:50-2:10 81486	<i>In this course, we will explore the roots of American colonial society in the two centuries before the formation of the United States. When native North Americans and European newcomers first encountered each other, when diverse immigrants settled the land and began to chafe under British colonial rule, when enslaved Africans worked and struggled for freedom -- none of them could anticipate the consequences of their actions or how dramatically the world as they knew it would change in the years ahead. Like us, they had to weigh their options, make decisions, take risks, and step forth into the unknown. By reading a fascinating array of primary sources, we will try to gain some insight to how and why people made the choices that they did. In doing so, we will seek to illuminate the larger trajectories of cultural, political, and economic change that shaped the foundations of American life and nationhood. We will also look at how historians have interpreted the complexities of American history over time - telling (and re-telling) stories, revising traditional narratives, incorporating new kinds of evidence, and bringing more diverse perspectives into view. Required:</i>	Javits 103

	<i>attendance, active class participation, reading (approx. 80 pages per week), short writing assignments, mid-term, and final exam.</i>	
265-K & 4	<i>THE CIVIL WAR AND RECONSTRUCTION</i>	<i>A.Masten</i>
Lec: MW 9:35-10:30 Rec: 01(89150) F 9:35-10:30 02(89151) W 10:40-11:35 03(89152) M 2:20-3:15	<i>This course focuses on the sources, progress, and outcomes of the Civil War. We will look at the origins of sectional conflict, at the events, meanings, and consequences of the war, and at the achievements and failures of Reconstruction. A major theme will be the Civil War as a "Second Revolution" that reshaped the structure of American society and of race relations. The class will consist of two lectures and one discussion period per week. To encourage students to keep up with the readings and to help them organize their thoughts for discussion, a five-minute written quiz based on the week's readings will be given at the beginning of each discussion period. Along with the 12-14 quizzes, students will be graded on attendance, discussion participation and one major final paper.</i>	Javits 111 SBS N310 SBS S328 TBA
268-K & 4	<i>UNITED STATES HISTORY SINCE 1919</i>	<i>T. Chronopoulos</i>
TuTh 2:20-3:40 81487	<i>This course examines the social, political, and cultural history of the United States since the end of World War I. The course will focus on race and ethnicity, immigration, the welfare state, urban culture, consumer culture, the civil rights movement, the conservative ascendancy, and American culture in the age of globalization. Texts, visual images, films, internet sources, class discussions, and lectures will assist us in gaining a deeper understanding of the topics examined and their relationship to long-standing political debates. Course requirements: Regular attendance, participation, exams, and a short paper.</i>	Javits 109
277/AFS 277-K & 4	<i>THE MODERN COLOR LINE</i>	<i>TBA</i>
MW 5:20-6:40 HIS: 87423 AFS: 87424	<i>In 1903, W.E.B. DuBois declared that "the problem of the twentieth century is the problem of the color line." DuBois' perceptive words were shaped by the history of American race relations during the nineteenth century, and predicted the intense struggle that would be waged over the next one hundred years to define, maintain, or eliminate this boundary. This course examines the history of the color line in the</i>	HUM 1003

	<p><i>United States since the Civil War, tracing the social, cultural, political, and economic impact of this tenuous concept. The modern color line was not only the boundary between black and white; racial ideologies interacted with other divisive categories such as ethnicity, class, and gender to produce a complex social hierarchy. Lectures and discussions will explore the significance of immigration, urbanization, the U.S. legal system, and violent acts of repression and rebellion to demonstrate the changing nature of the color line over time. We will also place this discussion in an international context, exploring the way racial ideologies shaped the interaction between the U.S. and the world. Requirements include one paper, two exams, and discussion of the assigned readings.</i></p>	
<p><u>REMEMBER:</u> History 301 must be completed before you take your 400-level seminar</p>		
301.01	NORTH AMERICAN MIGRATIONS	A. Masten
<p>MW 2:20-3:40</p> <p>89168</p>	<p><i>His 301 is a writing intensive course that focuses on the expository essay form, including historical method and analysis; grammar, syntax, and punctuation; and correct citation. Readings and paper topics will explore the individual, national, and global reasons for immigration to, movement within, and return migration from North America in the 19th century. Students will participate in reading assignment discussions and writing workshops, and complete multiple drafts of three papers.</i></p>	<p>SBS S-228</p>
301.02	THE WORLD OF THE INDIAN OCEAN	E. Beverley
<p>TuTh 2:20-3:40</p> <p>90095</p>	<p><i>Taking oceans, rather than nations or empires, as key units for historical study focuses attention on the movement of people, ideas and commodities across space, and the political and cultural formations that emerge from these circulations. This course will accordingly consider several different stages of globalization from antiquity to the present along the Indian Ocean littoral. We will focus on South and Southeast Asia, eastern and southern Africa, and West Asia (commonly known as the Middle East). A methodological section on oceanic history, and examples of concrete connections with other locations will take us, on occasion, beyond the limits of the Indian Ocean itself. The course will consider, both in</i></p>	<p>SBS N-318</p>

	<i>minute detail and from a bird's eye view, inter-regional connections spanning the Indian Ocean world forged by religious solidarities, far-flung trade networks, labor migration, imperial domination, and anti-colonial nationalism.</i>	
301.04	<i>THE BELLE EPOCH: EUROPEAN CULTURE AND POLITICS, 1870-1914</i>	<i>S.Hinely</i>
TuTh 11:10-12:40 91203	<i>The fifty years preceding the First World War saw transformations in the European economy, politics and culture of a scale and significance arguably greater than those witnessed in the preceding two centuries. The consumer culture, mass politics and global economy that mark the world today to a large degree originated in this period running from the first "Great Depression" through the "Belle Epoque." This course will take an in-depth look at several interrelated themes from this pivotal era, including the dramatic expansion of European empires, the development of mass media, and the international women's movement, including the militant suffrage campaign. We will use an expansive definition of "Europe" to follow these themes wherever European settlement and economic/dominance leads us, which, in this critical period, means we will venture all over the globe. We will rove broadly through time as well as geography, as we periodically follow the historical thread forward to the empires, mass culture and gender politics of 2010. The course is also designed to introduce students to the craft of writing history, including the rules and conventions of scholarly writing and the location, evaluation and proper use of primary documents. You will write three short papers based on assigned secondary and primary source readings and using professional standards of history writing. You will also read, critique and discuss your colleagues' papers. Finally, based on the comments you have received from your fellow students and from the instructor, you will revise each of your papers. Participation and occasional quizzes will also be required.</i>	SBS S-328
301.05	<i>JAPAN UNDER AMERICAN OCCUPATION</i>	<i>J. Mimura</i>
MW 8:05-9:25 92006	<i>This seminar examines Japan's early postwar years under the US occupation. We will take up a number of issues including the administration of General MacArthur, the war crimes trial, economic and political reforms, the question of the emperor, the postwar constitution, and the cold war politics</i>	SBS N310

	<p><i>and diplomacy. We will examine a variety of primary sources such as letters, testimonies, interviews, and memoirs.</i></p> <p><i>Since this is a writing-intensive course, we will devote a good part of the class to the mechanics of writing, including grammar, style, argumentation, and organization. We will compare and contrast the various strategies and approaches adopted by historians in their writings on early postwar Japan. Students will write and revise several short papers and complete a variety of short exercises to improve the students' writing skills.</i></p>	
321-K4	LONG ISLAND HISTORY	T. Rider
<p>TuTh 8:20-9:40</p> <p>82551</p>	<p><i>This course is a broad survey of Long Island history, from the pre-Contact period to the present. Although Long Island may seem like a suburban backwater today, this was not always the case. The island's position in the middle of the Boston-New York-Philadelphia trade routes put it in the center of economic and political developments during the colonial and early national periods. Many important contributions to shaping United States history have evolved from actions and events that took place on Long Island, and these will be examined. In the twentieth century, Long Island was in the forefront of transportation developments, suburbanization, and environmental protection, thus these topics and others will be explored in a national and regional context. The course will consist of lectures, class discussions and presentations. In addition to a paper and project, there will be 3 non-cumulative exams.</i></p>	LIB E4330
325/AFS 325-K	THE CIVIL RIGHTS MOVEMENT	L. Owens
<p>TuTh 12:50-2:10</p> <p>HIS: 81489 AFS: 81949</p>	<p><i>A detailed study of the movement for civil rights from its origins, examining the establishment of the NAACP, race relations between whites and blacks since 1900, the role of the Supreme Court and the federal government, and the turn to militancy in the 1950s and after. Advisory Prerequisites: His 104 or AFS 101 or 102</i></p>	Javits 111
326-K4	THE HISTORY OF POPULAR CULTURE	K. Nutter
<p>MW 6:50-8:10</p> <p>87427</p>	<p><i>From P.T. Barnum to Donald Trump, from the barbershop quartet to hip hop, from vaudeville to reality TV--such is American Popular Culture from the nineteenth century to</i></p>	Javits 109

	<i>today. In this course we will examine both the production and consumption of popular culture over time, focusing on various time periods and genres as we move through the semester, paying particular attention to the impact of race, class, and gender throughout. Course work will include two exams (a midterm and a final) and two short papers.</i>	
330-J	<i>LOST LANGUAGES, ANCIENT CIVILIZATIONS AND DECIPHERMENTS</i>	<i>P. Zimansky</i>
MW 3:50-5:10 87422	<i>This course is an exploration of the early history of writing and its role in the first civilizations. It explores the ancient literate societies the Near East, Egypt, Mediterranean, Indus Valley, China, and Mesoamerica and discusses the emergence of literacy in each. The problem of deciphering texts in which the languages or scripts were initially unknown to modern scholars will be highlighted. The lectures will also investigate related questions, including the relationship between language and writing; the characteristics of some of the world's major language families; the early history of the alphabet; and the application of the techniques of military cryptanalysis to the study of ancient texts. Despite the arcane nature of some of the material covered, the objective of the course is to investigate the rather broad humanistic question of the importance of literacy in ancient societies, as well as to summarize some of the information actually transmitted to us by that literacy. Dec J</i>	SBS N310
339/AFS 339-K	<i>RECENT AFRICAN AMERICAN HISTORY</i>	<i>TBA</i>
MW 2:20-3:40 HIS: 99895 AFS: 91927	<i>This course is a study of recent African American history. Topics will include the dramatic increase in the number of black elected officials, rise of the black middle-class, the urban crisis, contemporary civil rights struggles, affirmative action, the decline of black radicalism, and the incorporation of black leadership. This course enables students to examine the relationship between African Americans and American society during the past 100 years, particularly since 1970.</i>	SBS S218
345/WST 345-J	<i>WOMEN AND GENDER IN CHINESE HISTORY</i>	<i>I.Man-cheong</i>
Lec: MW 10:40-11:35	<i>Women and gender relations in China have undergone enormous change in the last century, yet many argue quite</i>	LIB W 4550

<p>Rec: 01(99847) F 10:40-11:35 02(99848) M 11:45-12:40 03(99849) W 9:35-10:30 WST: 01: 99850 02: 99851 03: 99852</p>	<p><i>correctly that the legacy of premodern cultural norms and practices continues to play a significant role in modern society. This course explores these culturally gendered practices and values, and the changes wrought by nationalism, interaction with Western influences, socialism and modernity. We will follow the themes of Chinese women and their part in changing gender relations, changing ideals and practices of femininity, and the part played by the Chinese family system. Requirements include reading about 75 pages a week, two short 5-page papers, a midterm and final exam, mandatory discussion sections and regular quizzes.</i></p>	<p>SBS S228 SBS S328 SBS N310</p>
<p>346/AFS 346-J</p>	<p><i>THE SOCIAL AND POLITICAL HISTORY OF AFRICA</i></p>	<p><i>O. Akande</i></p>
<p>MW 6:50-8:10 HIS: 81493 AFS : 81947</p>	<p><i>An exploration of theoretical perspectives in the historical sociology and comparative politics of Africa. Topics include the crisis of state legitimacy; the patriarchal society; ethnicity; religion and politics; the politics of modernization; development and the environment; population growth and underdevelopment; globalization, neo-liberal economic policy and the postcolonial state; and the history of state and society relations. Advisory prerequisites: two History or two AFS courses.</i></p>	<p>Javits 101</p>
<p>353-J</p>	<p><i>POST-WAR JAPAN</i></p>	<p><i>J. Mimura</i></p>
<p>Lec: MW 10:40-11:35 Rec: 01(99824) F 10:40-11:35 02(99825) W 2:20-3:15</p>	<p><i>This course provides an in-depth look at post World War II Japanese society, culture, and political-economy. We will focus on a number of themes including the American occupation, postwar economic "miracle," cold war diplomacy, the rise of the LDP, Japanese student movement, Japanese women, the salary man, popular culture, and war memory. The course will draw upon a variety of primary sources such as literature, film, and memoirs, in addition to the secondary literature. Requirements include one short document paper, one 7 page paper, and a mid-term and final exam.</i></p>	<p>LIB W4540 SBS S328 SBS N310</p>
<p>360/WST 360</p>	<p><i>WOMEN IN PRE-MODERN EUROPE</i></p>	<p><i>A. Cooper</i></p>
<p>TuTh 12:50-2:10 HIS: 87430</p>	<p><i>This course will explore the role and status of women in ancient, medieval, and early modern Europe. We will read both modern scholarship and primary sources, i.e. original documents that give us clues about women's lives, such as</i></p>	<p><i>Earth & Space 131</i></p>

WST: 84431	<p><i>laws, religious texts, writings by men about women, and some of the relatively rare but extremely illuminating documents written by women themselves. Examples of topics we will discuss include what is (and isn't) known about such issues as women and goddess-worship in prehistory; Greek and Roman matrons' lives; Jewish, Christian, and Islamic traditions about women; the lives of nuns, noblewomen, peasant women, and city women in medieval Europe; the witch-hunts of early modern Europe; and early women's struggles for participation in intellectual life. By learning about individual women's lives, as well as the broader social contexts within which women lived, we will aim to increase our understanding not only of these particular periods in history but of sex and gender more broadly, in the many ways in which they have come to shape our world. Course requirements will include participation, two short papers, a midterm exam, and a cumulative final exam.</i></p>	
365-K4	THE ENVIRONMENT OF NORTH AMERICA	C. Sellers
<p>TuTh 12:50-2:10</p> <p>82558</p>	<p><i>This course delves into the history of interactions between humans and their natural environment on this continent. We will look at perceptions as well as interventions, at how people have viewed the non-human world as well as how they have used and altered it in building modern society. The forest, the home, the farm and the factory all will fall within the scope of our survey. Beginning with the Indians and the early colonists, we will trace the numerous transformations - cultural, intellectual, economic, political and technological - that gave rise to the post-World War II environment and environmentalism. Requirements include a midterm, a final and a research paper.</i></p>	HUM 1006
371 K & 4	LAW & SOCIETY IN AMERICAN HISTORY	D. Rilling
<p>TuTh 9:50-11:10</p> <p>99826</p>	<p><i>This course examines the interaction between law and society in America from the period of European colonization through the mid 19th century. Some of the themes we will examine are: the clash of native and European legal systems; the adoption and adaptation of European law, particularly English law, to the circumstances of the American colonies; the development of the profession of law; changing definitions of crime and penal practices; shifts in women's legal status and their relationship to everyday practices and opportunities for women; the changing legal status of children; and</i></p>	Javits 103

	<i>transformations in the law of servitude, slavery, race, and emancipation. Witches, judges, women, lawyers, bankrupts, laborers, Native Americans, servants and slaves are some of the groups we encounter in assessing the forces that shaped American legal culture and its institutions. The course assumes no prior knowledge of law. Required reading: approx. 4 books or equivalent. Assignments: essay exams and papers (in all three), quizzes, participation.</i>	
377-K4	<i>DIPLOMACY 1945 TO THE PRESENT</i>	<i>M. Barnhart</i>
MWF 10:40-11:35 99760	<i>This course is an examination of American politics and diplomacy since the Second World War. The first portion of the course is dominated by the impact of the Cold War upon those politics and diplomacy. To an unprecedented degree the two were interlinked on a daily and popular basis. Special attention is given to the challenges of the 1960s to the American political and global orders, from the civil rights activists to Vietnamese communists. The collapse of that order from the Right during the Reagan years, the complicated end of the Cold War, and the unfinished and politically disputed search for a postwar order form the basis for the course's later topics. In addition to a basic textbook, there will be five books discussed over the course of the semester. Students will choose three of these five and write essays for those three. There will be a mid-term and a final examination, primarily essay.</i>	Lt. Eng. 102
<i>378/SOC 378-F</i>	<i>WAR AND THE MILITARY</i>	<i>I. Roxborough</i>
MW 3:50-5:10 HIS: 89533 SOC: 89532	<i>This course provides a broad introduction to the study of warfare. The principal questions are: (1) What are the causes of war? What meanings are given to war? What is war about? What determines the war aims of the various parties? (2) What explains the conduct of war? How are armies recruited, organized, motivated, and sustained? What fighting methods do they adopt? Why are some armies more effective than others? What strategies are employed? How important are technology and culture in determining how armies fight? (3) What are the consequences of war? What are the costs and benefits of war? What kind of peace ensues? These questions will be answered by placing war in its social context: do different kinds of society wage war differently? What motivates people, both combatants and non-combatants, in war? Does victory inevitably go to societies</i>	HUM 1003

	<i>with larger, better organized economies? The course will use case studies: for Fall 2010 these are (1) the Korean War, (2) the Spanish-American War of 1898, and (3) the Irish struggle for independence, 1916-23. There will be three exams.</i>	
380-J	<i>COMPARATIVE SPORTS IN THE US AND LATIN AMERICA</i>	<i>G. Jackson</i>
MW 5:20-6:40 81303	<i>For many, throughout the Americas, interactions with sport cultures have had a profound impact on their daily lives. Sport has been a key component of industrialized societies across the globe. In fact few things have characterized mass culture over past hundred or so years more consistently and thoroughly than sport. Each of the meaningful identities we take on as social beings are touched by the ideological symbolism found in sport: our sense of gender, class, race, national and local identities are informed by children's games played by adults. Why? How has this process unfolded? Why has sport culture been the focus of governments and multi-national corporations? What is it about sport in the Americas that allows it to take on such important social meaning since the end of the 19th century and into the 21st century? Why and how has sport become attached to ethical/moral understandings of modern societies? What role does consumption and mass media play in making of mass culture projected through sport? This course attempts to answer these questions and others, while taking a brief survey of the various sports that make up the cultural landscape of the United States, South American and the Caribbean. Through a study of the massification of American sports, this course will investigate the intersections between diverse peoples, through 'sport time' to understand their larger historical meanings over the last 150 years. Attendance, participation, a short reaction paper and a final.</i>	Javits 109
392-I	<i>THE WORLD OF JANE AUSTEN: JANE AUSTEN IN THE WORLD</i>	<i>K. Wilson</i>
Lec: MW 11:45-12:40 Rec:	<i>This lecture and discussion course will focus on the social, political and cultural milieux and legacies of Jane Austen's famous novels. First, we will examine in detail the contours of English provincial and gentry society in the Revolutionary, Napoleonic and Regency periods (1792-1820). Topics will</i>	HUM 1006

<p>01(99838) F 11:45-12:40 02(99839) M 10:40-11:35 03(99840) m 9:35-10:40</p>	<p><i>include class and sociability; the functions of the country house; gender and family relations; the pleasures and dangers of urban culture; food, fashion and leisure pursuits, including tourism; women, theatre and print culture; the impact of empire, war and radical politics on social and political relations of the day, and of course the details of Jane Austen's own life. We will then turn in the last third of the course to the ways in which Austen novels were appropriated and used by subsequent generations in the Anglophone world, from the Victorian critics to twenty-first century reading groups, filmmakers and blogs. In addition to the novels-- Mansfield Park, Pride and Prejudice, Sense and Sensibility, and Persuasion and Northanger Abbey—students will also have assigned reading in historical documents and secondary historical and critical texts, and will be required to produce three 7-10 page critical essays that reflect on the historical meanings and representations of Austen's work from the 18th century to the present.</i></p>	<p>SBS S328 SBS S228 SBS S328</p>
<p>393-I</p>	<p><i>IDENTITY AND IDENTITY POLITICS IN A GLOBAL AGE</i></p>	<p><i>H. Lebovics</i></p>
<p>TuTh 3:50-5:10 81307</p>	<p><i>The course is organized to be useful for students in most of our national or regional areas of interest. We will start from the premise that with globalization—variously reckoned to have been the case in the 15th century, under 19th century imperialism, or in the postcolonial period (when? to be discussed)—with globalization, then, questions of personal, cultural, social, and national identities came to the fore in historical debates. The purpose of the course is to aid students to think historically about the way identity-claims have been used in society and history. Reading will be both books available for purchase and Blackboard-posted reading. Course work: 1) A midterm and a final examination; 2) A properly written, footnoted, and proofed paper at the end of the semester. (12-15 pp.)</i></p>	<p>LIB W 4525</p>
<p>396.01-K & 4</p>	<p><i>THE END OF THE CENTURY</i></p>	<p><i>K. Nutter</i></p>
<p>MW 3:50-5:10 81309</p>	<p><i>In this course we will examine the last three decades of the 20th century, focusing on the social, political and economic changes that occurred during that time, much of which we still live with today. From Watergate to "Monica-gate," from the end of the Cold War to the on-going war on terrorism, from Disco and Punk to hip-hop and grunge, and much in-</i></p>	<p>Library W 4550</p>

	<i>between, we will rely on multiple primary sources as well as secondary. Assignments will include midterm and final exams and two 4-5 page papers.</i>	
396.02-K & 4	<i>WOMEN OF COLOR IN AMERICAN HISTORY</i>	<i>S.Lim</i>
MW 8:05-9:25 87433	<i>In what ways is the history of race in America a gendered history? This course will focus on the creation of the modern color line in American history by analyzing the 20th century cultural productions of African American, Asian American, Native American, and Latina/Chicana women. We will explore autobiographies written by women of color such as Zitkala-Sa. We will examine the careers of racial minority actresses such as Anna May Wong. Our central concern will be the ways in which race has been historically constructed as a gendered category. Readings will average 150 to 200 pages a week. Attendance and class participation are mandatory and students will be required to facilitate class discussion at least once during the semester. Students will take two midterms and will complete a 5 to 8 page final research essay on race, gender, and twentieth-century American culture.</i>	Javits 109
396.05-K & 4	<i>LEISURE AND RECREATION IN THE US</i>	<i>J. Anzalone</i>
TuTh 5:20-6:40 90055	<i>In this course we will examine the ways Americans have spent their leisure time from the precontact period through the present. We will cover an array of recreational sites, from national parks to movie theaters, and a variety of activities, from hunting to playing video games. Themes and topics to be discussed include: the changing relationship between work and leisure; the adaptation of the American landscape to changing recreational demands; the cultural politics of leisure; race and gender dynamics as reflected in recreational pursuits; and private vs. public recreation. Requirements include regular attendance, participation in class discussions, two exams, and a paper.</i>	Javits 111

**PERMISSION OF THE INSTRUCTOR IS
REQUIRED IN ORDER TO REGISTER FOR
ANY 400-LEVEL COURSES**

402	<i>RUSSIA AFTER COMMUNISM</i>	<i>G. Marker</i>
<p>Monday 12:50-3:50</p> <p>81563</p>	<p><i>This seminar will explore the ways in which Russian society has evolved over the nearly two decades since the end of the Soviet Union. We will read various works dealing with everyday life, politics, the collapse and rise of the economy, the fate of democracy, as well as health, demography, and the complexities of Russia as a multi-ethnic and multi-religious society. Students will be encouraged to use the internet extensively to find and critically assess sources of news and information on these topics so as to be able to differentiate the differences between solid information, advocacy, propaganda, and oddball theories. We will also show one or two Russian films that deal with life in modern Russia. During the course of the semester each student will write several brief (2-pages) essays and one long (15-20 pages) paper on a topic of his or her choosing, with the instructor's approval and consistent with the theme of the course. The paper may include the common readings for the course but will be based largely on the student's own research through library and electronic sources. This course is intended for senior History majors. Any other students wishing to enroll must first receive permission of the instructor.</i></p>	<p>SBS N303</p>
412	<i>AMERICAN BIOGRAPHIES: LIFE STORIES IN HISTORICAL CONTEXT</i>	<i>J. Anderson</i>
<p>Monday 12:50-2:10</p> <p>81314</p>	<p><i>As even a quick perusal of the "New Books" shelf at any public library or bookstore will attest, biographies are one of the most popular genres of non-fiction writing. These "life stories" often are regarded as a particularly accessible form of history because of their narrative form and their focus on individuals. In this course, we will read and critically analyze the biographies of a diverse array of Americans - some achieved fame, fortune, or notoriety in their own day, while others' more private lives are harder to retrieve. In the hands of a skilled biographer, however, all of these subjects can offer us insights into their particular time and place as</i></p>	<p>SBS N318</p>

	<p><i>well as illuminate the events (large and small), concerns (shared and personal), and everyday realities that shaped their lives. We will consider how effectively these biographers reconstruct their subject's individual experiences, situate them within a meaningful historical context, and interpret the impact on them of significant social, political, and economic changes, and, vice versa, to reveal how individuals, in some cases, contributed to those transformations. Students will also do their own original research, delving into primary sources (such as diaries, letters, newspaper accounts, and other documentary materials), in order to write a biographical profile of an individual. The course requires 25-30 pages of reading per week, short writing assignments, in-class activities, and the final research paper (8-10 pages; involving several stages of research, writing, and revision).</i></p>	
431	<p><i>20TH-CENTURY WOMEN'S MOVEMENTS IN COMPARATIVE PERSPECTIVE: Changing Conditions, Images, and Representations</i></p>	<i>I. Man-Cheong</i>
<p>Wednesday 2:20-5:10</p> <p>83110</p>	<p><i>This senior research seminar will ask students to examine comparatively some of the monumental changes that women have experienced in the last century. We will examine such topics as new choices available to women in an increasingly globalized world; the creative adaptations made with cultural and technological transfers; and the problems that have come in the wake of these changes. We will also investigate the changing images and representations of women in the media, including print culture and visual images and think them through in comparison with our own expectations. Based on these explorations, students will construct a research project comparing two countries either within or across regions and produce a 10 - 15 page research paper. Students should be prepared to write several drafts of their paper before submitting the final paper. Reading will be approximately 75 - 100 pages a week. Regular weekly attendance is mandatory. Recommended Prerequisite or co-requisite: a course in the History of Women, Feminisms and / or Gender.</i></p>	SBS N-318

<p style="text-align: center;">441</p>	<p style="text-align: center;"><i>WORLD CITIES IN THE 20TH CENTURY</i></p>	<p style="text-align: center;"><i>T. Chronopoulos</i></p>
<p>Tuesday 5:20-8:10</p> <p>81317</p>	<p><i>This course examines the history of a number of world cities in the Americas, Africa, and Europe with an emphasis on the challenges that their populations have been facing since 1945. Topics examined include inequality, race and ethnicity, immigration, formal and informal entrepreneurship, industrialization and de-industrialization, urban culture, gentrification, crime, globalization, and historic preservation. Students are expected to complete the reading and to participate every week. For their final project, students will have to select a world city of their choice, read widely about its history and culture, and write a 15-20 page research paper. Portions of the course will be devoted to the discussion of these projects and to approaches on how to conduct historical research and write as successful research papers.</i></p>	<p>SBS N-318</p>
<p style="text-align: center;">461</p>	<p style="text-align: center;"><i>THE MANHATTAN PROJECT IN COMPARATIVE PERSPECTIVE: The Organization of Atom Bomb Building in Germany, Great Britain, Japan, the Soviet Union and the United States, 1939-1945</i></p>	<p style="text-align: center;"><i>W. Schäfer</i></p>
<p>Thursday 5:20-8:10</p> <p>82554</p>	<p><i>The seminar will study the Manhattan Project in comparative perspective and focus on the different organizational cultures of atom bomb building in Germany, Great Britain, Japan, the Soviet Union, and the United States during the Second World War. The discovery of nuclear fission in Berlin in December 1938 set multinational attempts in motion to explore and control nuclear energy. The well-known science and technology of these attempts will not be our main concern although we will review it. What is not yet well understood is the success of the Manhattan Project of the United States - why did the U.S. win the race to build the first nuclear bomb and not Nazi Germany, for example? In order to answer that question, we will test the hypothesis that the American success derived in no small part from its comparatively greater ability to manage the vertical and horizontal friction of a large and complex big science operation.</i></p> <p><i>Heavy-duty reading and active class participation is required. Students will present their research orally and write a ten-</i></p>	<p>SBS N-318</p>

	<i>page term paper based on that research.</i>	
447	<i>INDEPENDENT READINGS IN HISTORY</i>	
	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.	
487	<i>SUPERVISED RESEARCH</i>	
	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.	
488	<i>INTERSHIPS</i>	
	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. Internships are not arranged or offered by the history department.	
495-496	<i>THE HONORS PROJECT</i>	
	Departmental majors with a 3.5 average in history courses and related disciplines or as recommended by a professor as specified may enroll in the History Honors Program at the beginning of their senior year. The student, after asking a faculty member to be a sponsor, must submit a proposal to the department indicating the merit of the planned research. The supervising faculty member must also submit a statement supporting the student's proposal. This must be done in the semester prior to the beginning of the project. The honors paper resulting from a student's research will be	

	<p>read by two historians and a member of another department, as arranged by the Director of Undergraduate Studies. If the paper is judged to be of unusual merit and the student's record warrants such a determination, the department will recommend honors. the project involves independent study and writing a paper under the close supervision of an appropriate instructor or a suitable topic selected by the student. Students enrolled in HIS 495 are obliged to complete HIS 496. PREREQ.: Admission to the History Honors Program.</p>	
<p><i>REQUIREMENTS FOR THE MAJOR IN HISTORY</i></p>		
	<p style="text-align: center;">Study Within the Area of the Major:</p> <p>A minimum of eleven history courses (33 credits) distributed as follows:</p> <p>A. Two courses at the 100 level 6 credits</p> <p>B. A primary field of five courses to be selected from a cluster of related courses such as: United States, European, Latin American, Ancient and Medieval, or non-Western history. Primary fields developed along topical or thematic lines may be selected with approval of the department's Undergraduate Director. The primary field shall be distributed as follows:</p> <p style="padding-left: 40px;">Two courses at the 200 level Two courses at the 300 level One course at the 400 level, excluding HIS 447, 487, 488, 495 and 496</p> <p style="text-align: right;">15 credits</p> <p>C. History 301 is a required course for all history majors and must be taken prior to the 400-level seminar. This is a regular history course with an emphasis on writing. It <u>does not</u> have to be completed in your primary field.</p> <p style="text-align: right;">3 credits</p> <p>D. Three courses selected from outside the primary field and above the 100 level with at least one of these courses at the 300 or 400 level</p>	

9 credits

Study in a Related Area:

Two upper-division courses in one discipline to be selected with the department's approval. Courses that are crosslisted 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, Africana Studies, Women's Studies, Humanities, etc. If you have a question, please see the undergraduate director.

6 credits

C. Upper-Division Writing Requirement:

Students are required to complete an upper division writing requirement. They will inform the instructor of the course in advance of their plan to use the term paper (or papers) in fulfillment of the writing requirement. A form must be submitted with the paper that can be procured in the history department. In addition to the grade for the paper, the instructor will make a second evaluation of writing competency in the field of history. If the second evaluation is favorable, the paper will be submitted to the Undergraduate Director for final approval.

Students will be required to complete one upper-division
A total of 39 credits are required for completion of the major. **All courses must be completed with a minimum grade of C.**

REQUIREMENTS FOR THE MINOR IN HISTORY

The minor, which requires 18 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 nine of the 18 credits must be taken at Stony Brook, three of them at the upper division level. The specific distribution of the credits should be determined in consultation with the Director of Undergraduate studies. An example of an acceptable distribution would be the following:
(HIS 447, 487 or 495-496 may not be applied to the minor.)

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

TOTAL CREDITS.....18

A STATEMENT ON PLAGIARISM

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

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

When you use published words, data, or thoughts, you should footnote your use. (See any handbook or dictionary for footnote forms.) When you use the words or ideas of friends or classmates, you should thank them in an endnote (e.g., "I am grateful to my friend so and so for the argument in the third paragraph." If friends just give you reactions, but not suggestions, you need not acknowledge that help in print (though it is gracious to do so).

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

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

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

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

* * * * *

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