

# SPRING, 2012

<b>102-F</b>	<b>MODERN EUROPEAN HISTORY: 1789-1945</b>	<b>H. Lebovics</b>
<p style="text-align: center;">Lec: MW 10:40-11:35</p> <p style="text-align: center;">Rec:</p> <p>01(41047) F 10:40-11:25 02(41048) M 9:35-10:30 03(41049) W 11:45-12:40 04 (41050) W 8:30-9:25 05 (54753) M 12:50-1:45</p>	<p><i>An introduction to the revolutionary events in politics and the economy, principally the industrialization of society, and the national, class, ethnic, and gender conflicts that dominated the period, including their cultural and ideological aspects. The course begins with the French Revolution, characterized by high hopes for rational mastery of nature and society, and ends with the Second World War, a period of mass destruction and total war. Reading will include a textbook plus excerpts from documents of the period. Mid-term and final examination.</i></p>	<p>Old Eng. 143</p> <p>SBS S-328 SBS N-310 SBS S-218 SBS S-328 SBS S-218</p>
<b>104-F &amp; 4</b>	<b>U.S. HISTORY SINCE 1877</b>	<b>C. Sellers</b>
<p style="text-align: center;">Lec: MW 11:45-12:40</p> <p style="text-align: center;">Rec:</p> <p>01 (41052) F 11:45-12:40 02 (41053) M 10:40-11:35 03 (41054) M 12:50-1:45 04 (41055) F 12:50-1:45 05 (41056) W 3:50-4:45 06 (46812) M 2:20-3:15 07 (49813) W 9:35-10:30 08 (59801) M 8:30-9:25 09 (59802) W 10:40-11:35</p>	<p><i>This course is the second half of the basic United States History Survey. It examines the major events in the development of the United States from an agricultural nation to an industrial nation, from an isolationist frontier society to a world power. It explores the impact of immigration, industrialization, and urban growth, examines the experience of war, and evaluates the effects of twentieth-century reform. Finally, it focuses on social and cultural change during the past century with an emphasis on civil and social rights. Assignments include numerous multiple choice and essay exams as well as a final essay exam. All exams will be taken in-class and will be closed-book.</i></p>	<p>E&amp;S 001</p> <p>SBS S-218 SBS N-310 SBS N-310 SBS N-310 SBS N-310</p> <p>SBS S-218 SBS S-328 SBS S-218</p>
<b>204-J</b>	<b>EGYPT OF THE PHAROAHS</b>	<b>P. Zimansky</b>
<p style="text-align: center;">MW 6:50-8:10</p> <p style="text-align: center;">57778</p>	<p><i>An archaeologically informed overview of the history of ancient Egypt, beginning with the introduction of agriculture and concluding with the integration of Egypt into the Roman Empire. Particular attention will be given to the records of the ancient Egyptians themselves which are transmitted to us through the hieroglyphic writing systems and its derivatives. While political history forms the chronological framework of the presentation, there will be detailed consideration of various aspects of Egyptian culture such as kingship, political institutions, artistic traditions, mortuary practices, religion, historiography, and literature along the way. This is a</i></p>	<p>Hum 1003</p>

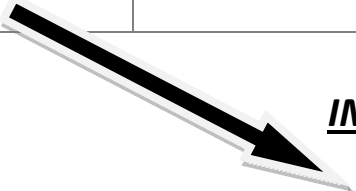
	<i>lecture course, with grading based on a midterm, a final exam, and a research paper.</i>	
<b>210-I</b>	<b>SOVIET RUSSIA</b>	<b>G. Marker</b>
TuTh 5:20-6:40  56854	<i>This course deals with the last 130 years of Russian history, from the late nineteenth century until the present day. The course is organized around the themes of social transformation, instability and upheaval. Topically, we proceed from the last decades of the Tsarist regime through the Russian Revolution and Civil War, and then to the 70 year history of the Soviet Union. The latter part of the course will cover the events of the last dozen years, from perestroika to the collapse of the Soviet Union in 1991 and then to the current situation among the successor states. There will be a textbook and approximately four paperbacks assigned. The assignments will include two midterms and a final examination.</i>	Javits 103
<b>212-J</b>	<b>ANCIENT MESOAMERICA</b>	<b>E. Newman</b>
TuTh 6:50-8:10  59804	<i>A detailed examination of the Pre-Columbian civilizations of Mesoamerica. Traces the historical development of Mesoamerican populations from transhumant hunter-gatherers to some of the world's most intriguing independent civilizations. Emphasis will be placed on the social, economic, and political trajectories of the Olmec, Teotihuacáno, Zapotec, Maya, Toltec, and Aztec peoples. Class will conclude with a discussion of the role of ancient history in the region's modern identity. Class requirements include: a map assignment, five in class essay quizzes, a midterm, and a final. Students should expect to read between 75 and 100 pages a week.</i>	Library W4525
<b>214/POL 214-J</b>	<b>MODERN LATIN AMERICA</b>	<b>E. Zolov</b>
TuTh 11:20-12:40  HIS: 54754 POL:	<i>This survey 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 &amp; counterrevolutionary struggle, and cultural practices. To do so we will approach the hemisphere comparatively, drawing similarities and differences between different nation-states</i>	Library W4525

	<i>and regions. Requirements: Course requirements will include two essay assignments, midterm, and final exam.</i>	
<b>219-J</b>	<b>INTRODUCTION TO CHINESE HISTORY</b>	<b>I.Man-Cheong</b>
TuTh 11:20-12:40  54755	<i>An introductory survey course exploring cultural concepts, significant themes, and major dynasties of Chinese history from Qin to Qing. Topics include Confucianism, law in imperial China, gender relations, the impact of rule by conquest ethnic minorities, changing Chinese society, the educated literati and their relation to the state; and changing definitions of Imperial rulership. There will be regular discussion &amp; quizzes, a mid-term, a final and one 3-5 page paper. Reading is around 50pp. per week. No background or previous knowledge of the subject is expected.</i>	Javits 111
<b>238-H</b>	<b>SCIENCE, TECHNOLOGY AND MEDICINE II</b>	<b>W.Schafer</b>
MW 3:50-5:10  54757	<i>Covering two major advancements of science and technology since the Scientific Revolution, this lecture will focus on two successive histories: an earlier one in which modern science developed the laws of big things (planetary astronomy) and a later one that unveiled and utilized the laws of small things (nuclear physics). The main goal of the Scientific Revolution from Copernicus to Newton was to understand the mechanics of the planetary system. However, the lesser (utilitarian) interest in research and engines advanced by Francis Bacon and the gradual emergence of experimental methods prepared the ground for modern "technoscience." Technoscience is the coming together of three hitherto separate lines of approach: the mathematical reading of the "book" of nature, the progression from thought experiments to real experimentation in specially equipped places (laboratories), and the manipulation of interesting phenomena (air pressure in steam engines, for example). The exploration of our technoscientific history will trace the development of nuclear physics in the first half of the twentieth century from Ernest Rutherford's probing of the atomic nucleus to the Manhattan Project. This course will be graded on two exams and an optional paper (no makeup exams). Extensive readings, careful note taking, punctual arrival, and regular attendance are necessary to succeed in this class.</i>	Javits 101

249-I	MODERN EUROPE, 1914-1945	S.Hinely
<p>MW 8:05-9:25</p> <p>56058</p>	<p><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></p>	<p>Javits 103</p>
263-K & 4	THE AMERICAN REVOLUTION	N.Landsman
<p>Lec: MW 11:45-12:40</p> <p>Rec: 01 (48358) F 11:45-12:40 02 (48359) M 9:35-10:30 03 (48360) W 10:40-11:35</p>	<p><i>This course discusses the political, social and cultural history of the period 1763-1789, stressing the causes and consequences of the American Revolution, the development of a new nation and new governments, the creation of the constitution of the United States, and the impact of those things upon the peoples of the nation. A particular concern will be to try to understand how the issues and events of the period looked to those who were participating in them. Readings will include original documents such as: the Declaration of Independence; the Constitution of the United States; the Federalist; and other primary sources. Midterm, final and one short paper (5pp).</i></p>	<p>Javits 103</p> <p>SBS S-328 SBS S-218 SBS S-328</p>
264-K & 4	THE EARLY REPUBLIC	D. Rilling
<p>Lec: MW 9:35-10:30</p> <p>Rec: 01 (47889) F 9:35-10:30 02 (47890) M 12:50-1:45 03 (47891) W 11:45-12:40</p>	<p><i>This course examines the period in history that follows the creation of the United States. It looks at the principles on which the nation was based, how those ideals evolved over the subsequent decades, and how a variety of groups and individuals contributed to the shape that the new nation took. Political ideology, women, Indian policy, slavery, commerce and consumerism, and industrialization are some of the themes that the course will examine. Reading averages 60-80 pages each week and consists of both documents written by those who lived through the period and essays and books written more recently by historians looking back at early national society. Final and two other assignments (either exams or short papers to be decided), and class quizzes.</i></p>	<p>Javits 111</p> <p>SBS S-218 SBS S-328 SBS S-328</p>

<b>265-K &amp; 4</b>	<b>THE CIVIL WAR and RECONSTRUCTION</b>	<b>W. Miller</b>
<p>Lec: MW 10:40-11:35</p> <p>Rec: 01 (56072) F 10:40-11:35 02 (56073) 11:45-12:40 03 (56074) W 2:20-3:15</p>	<p><i>This course will place the political and military events of the Civil War and Reconstruction in the context of the changing societies, economies and cultures of the North and South from the 1840's to the 1870's. Considerable attention will be paid to the causes of the Civil War, the failure of Reconstruction, and the position of black people in slavery and freedom. Military history will be treated from the point of view of the relations between military and political decision-making, the qualities of individual leaders and the management of resources. Reading: includes textbook and original documents. Grading: based on essay exams and class participation. There will be Three take-home essay exams. Prerequisite: His 103</i></p>	<p>Hum 1006</p>
<b>266-K+4</b>	<b>HISTORY OF THE UNITED STATES WEST</b>	<b>J. Farmer</b>
<p>TuTh 12:50-2:10</p> <p>46815</p>	<p><i>This lecture survey will explore that vast and varied region—more or less the land between the Mississippi and the Pacific—now known as the American West. This region contains a distinctive mixture of mountains and deserts; dense cities and wide-open spaces; natives and newcomers. The West fills an important place in American pop culture and mythology (think cowboys and Indians); it also figures prominently in U.S. environmental history, the history of American race relations, and U.S. political history. We can learn a lot about the U.S. as a whole by looking at this one region. Grading based on two map quizzes, two in-class exams, and one take-home paper. Students must read four assigned books.</i></p>	<p>Javits 101</p>
<b>268-K+4</b>	<b>U.S. HISTORY SINCE 1919</b>	<b>T. Rider</b>
<p>MW 8:05-9:25</p> <p>56059</p>	<p><i>This course examines the history of the United States from 1919 to the present day with an emphasis on how political, economic, and social developments shaped the conditions, attitudes, and values of present-day America. Through lecture, discussions, music, art and literature, topics such as Roaring Twenties, the Great Depression, Roosevelt's New Deal, World War II, the Cold War, the Civil Rights movement, the Vietnam War, Johnson's Great Society, the student protest of the 1960s, and social changes in recent decades will be discussed. Requirements include attendance and participation as well as periodic quizzes and writing assignments. There will be a paper, mid-term and a final.</i></p>	<p>Javits 109</p>

281-H	GLOBAL HISTORY AND GEOGRAPHY	S. Hinely
MW 2:20-3:40  46527	<p><i>This course will be conducted on the basis of two, interrelated goals. On the one hand we hope to gain a firm and useful grasp of the physical features of the Earth's surface and its climate, products and living populations, including humans. As part of this first, more conventional approach to geography, we will focus on the way geography has influenced human history and shaped different cultures, and at the same time examine the impact humans have had on the Earth's ecosystems, especially since the "great acceleration" launched by industrialization. Also as part of this first goal, we will improve our knowledge of the current physical and political configuration of the globe, through map exercises, on-line activities, quizzes, etc. On the other hand, we hope to experiment with new ways of conceiving space and depicting the Earth's surface and populations to reflect unconventional categories of political power and environmental impact. As part of this more conceptual project, we will study the history of mapping and examine new modes of representing the Earth based on twenty-first century global needs. Requirements: attendance and participation; periodic quizzes, writing assignments and group projects; a mid-term and a final exam.</i></p>	SBS S-328



**IMPORTANT TO NOTE:**

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

301.01	THE PRACTICE AND POLITICS OF HISTORY	J. Farmer
TuTh 3:50-5:10  47336	<p><i>What is the past for? The answer varies from people to people and era to era. And yet professional historians have established firm rules for thinking, researching, and writing about the past. However, most people don't know (or care about) these rules, and habitually flout them. Governments and politicians are especially prone to distort history for their own purposes. At the same time, many professional historians have been accused of political bias. In this election year, we will be studying the practice of history and also the politics of history. The reading load will be heavy (six books and numerous articles), and you will be required to write two versions of a long paper, as well as give a presentation.</i></p>	SBS S-328

<b>301.02</b>	<b>OLD/NEW WORLD ENCOUNTERS</b>	<b>B. Larson</b>
<p>TuTh 5:20-6:40</p> <p>47337</p>	<p><i>In this writing-intensive course, we will examine three scholarly history books that explore different facets of European/indigenous encounters during the initial phase of western expansion and colonization of the New World. In so doing, students will hone their skills in analytical reading and writing, which will hopefully enhance our class discussions as well. The seminar is interactive, so the course grade will be based not only on the quality of your written work (and the progress you make), but also on your preparation and participation in class discussion. Regular and active seminar attendance is a must.</i></p>	<p>SBS N-310</p>
<b>301.03</b>	<b>US DIPLOMACY 1898-1945</b>	<b>M.Barnhart</b>
<p>MWF 10:40-11:35</p> <p>47507</p>	<p><i>A detailed examination of America's emergence from regional to global power. Topics stressed include the political imperatives underlying the decisions to go to war against Spain in 1898 and acquire overseas possession in the wake of that conflict, the domestic debate over the proper role of American multinational corporations in the United States' and global economies, the changing nature of the "American mission" abroad, especially as defined by President Woodrow Wilson during the First World War, the impact of xenophobia and anti-communism upon American politics and foreign policy in the inter-war years, and the plunge into global conflict during the Second World War. This is a dedicated writing course intended for history majors. It will require numerous short writing assignments and approximately five reports based on readings of original documents. It will follow a mixed lecture/seminar format that will require regular student input to determine exact topics to be examined in extra detail.</i></p>	<p>SBS S-328</p>
<b>301.04</b>	<b>FIGHTING FOR FAITH IN THE MIDDLE AGES</b>	<b>S. Lipton</b>
<p>TuTh 12:50-2:10</p> <p>48159</p>	<p><i>In this course we will be thinking, reading, and (especially) writing about one of the central paradoxes of medieval society: its simultaneous commitment to God and to violence. Topics we will cover include the Crusades, sectarian struggles, persecutions of heretics and Jews, and accusations of witchcraft. Readings will consist of ca. 15-25 pages per week, but the main focus of the course will be learning to write a history paper. There will therefore be bi-weekly short (2-3 page) writing assignments, culminating in a final 12-page paper.</i></p>	<p>SBS S-328</p>

<b>304-I</b>	<b>RELIGION AND MAGIC IN EARLY MODERN EUROPE</b>	<b>A. Cooper</b>
TuTh 12:50-2:10  57662	<i>This course will explore the ways in which, from the late Middle Ages through the Renaissance and Reformation to the Enlightenment, Europeans struggled to define their identity and beliefs. The course will investigate such topics as medieval reactions to magic and heresy, the rise of the witch-hunts, the split-up of western European Christianity into warring Catholic and Protestant empires, and the emergence of modern ideas of skepticism and toleration. Course requirements will include two short papers, a midterm, and a final exam.</i>	Psych A 127
<b>312-I</b>	<b>GERMANY, 1890-1945</b>	<b>Y. Hong</b>
MW 2:20-3:40  (57512)	<i>This course will provide an introduction to German history in the first half of the 20th century: World War I, the impact of total war and revolution, the problematic modernity of the Weimar Republic, the rise of National Socialism, the path to World War II, the meaning of the Holocaust, and the division of the country after 1945. We will also examine the key historiographical debates over the course of German history. Course requirements will include numerous quizzes, a short critical paper, midterm and final exams. Prerequisites: HIS 101 or HIS 102.</i>	Psych A 127
<b>326-K&amp;4</b>	<b>HISTORY OF POPULAR CULTURE</b>	<b>A.Masten</b>
Lec: MW 11:45-12:40  Rec: 01 (60132) F 11:45-12:40 02 (60123) W 9:35-10:30 03 (60134) M 10:40-11:35	<i>In the 19<sup>th</sup> century, the word culture, which referred to the nurture of something, came to mean "a thing in itself." Culture is something people make or do. It is moral, intellectual, creative activity. It is also a response to personal and social relationships and to political and economic developments. It is a mode of interpreting our common experience, and even changing it. This course analyzes the way 19<sup>th</sup>-century popular entertainment culture – from dancing, boxing, and gambling to novels, newspapers, and circus acts – reflected and shaped American society. HIS 326 is an upper division class with a writing element. Course work will include lectures and discussions, in-class short answer quizzes and expository essays. Course prerequisite: HIS 103 or its equivalent in AP American History.</i>	Javits 109  SBS N-310 SBS N-310 SBS S-218




<b>348-J</b>	<b>COLONIAL SOUTH ASIA</b>	<b>E. Beverley</b>
MW 2:20-3:40	<p><i>Colonial South Asia comprised much of what is now India, Pakistan and Bangladesh, and was dubbed ‘the jewel in the crown’ of the British Empire at its height. The Subcontinent's status as the most populous and lucrative colony of the world’s largest empire profoundly shaped the world of both colonized and colonizer there. This course will consider the political, social, economic and cultural effects of Britain’s rule in the South Asia from about 1700 to 1950. We will examine in detail key themes such as the rise of the colonial state and changes in sovereignty, the formation of the colonial economy, the remaking of social categories (caste, religious community, gender relations), anti-colonial and nationalist movements, and decolonization. Overall, the course seeks to develop a narrative about South Asia that is attentive to both the profound violence and change wrought by colonialism and the agency of South Asians in the making of their own modernity</i></p>	Javits 101
<b>378/SOC 378-F</b>	<b>WAR and the MILITARY</b>	<b>I. Roxborough</b>
<p>MW 2:20-3:40</p> <p>HIS 41064 SOC</p>	<p><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 with larger, better organized economies?</i></p> <p><i>The course will use case studies: for Spring, 2012 these are (1) the War of the American Revolution, (2) Vietnam, and (3) the Irish struggle for independence, 1913-23. There will be in-class, multiple-choice exams. Prerequisites are one HIS course or SOC 105.</i></p>	HUM 1006

<b>379-K4</b>	<b>DISEASE IN AMERICAN HISTORY</b>	<b>N. Tomes</b>
TuTh 9:50-11:10  HIS 59806	<i>This course analyzes the role of changing disease patterns in the evolution of modern American culture. We will look at the transition from the 19<sup>th</sup> c. "age of epidemics" to the mid-20<sup>th</sup> c. "diseases of affluence," then finish with AIDs, "emerging diseases," and bioterrorism. Readings will include excerpts from books such as Howard Markel's When Germs Travel, Allan Brandt's The Cigarette Century, and Ethan Watters, Crazy like Us, along with other readings on the history of specific diseases, dietary change, personal hygiene, and public health. Written work will include a take home midterm (5- 7 pages) and research paper (7-10 pages) on a topic of the student's choosing.</i>	Library E4320
<b>380.01-J</b>	<b>RACE and NATION MAKING IN LATIN AMERICA</b>	<b>B. Larson</b>
TuTh 2:20-3:40  56864	<i>Departing from the premise that race is a social construction best understood in dynamic historical contexts, this course takes a critical look at the arc of distinctive racial formations and the ideologies of racial inequality in the contexts of Iberian conquest and colonization of the Native American highlands (Mexico-Peru) and African American lowlands (Caribbean-Brazil). In the second half of the course, we turn to consider how modernizing Latin American nationalists deployed various racial ideologies ("whitening," "racial democracy," "mestizaje," "indigenism," etc.) to break free of the colonial past and remake the image and identity of their nations in the eyes of the world. A final week or two will consider contemporary struggles for racial-cultural affirmation and social equality. Requirements: considerable reading and a midterm, two papers, and a quiz.</i>	Javits 103
<b>380.02-J</b>	<b>SUGAR, RUM AND SLAVERY</b>	<b>G. Numa</b>
TuTh 2:20-3:40  56984	<i>To what extent does the legacy of the past affect economic development? This course seeks to answer this question using the case of Caribbean economies from a historical and economic perspective. Given their rich and complex historical trajectories, Caribbean territories seem to be better prepared to face globalization than many developing countries. However some obstacles are yet to be overcome. The course will retrace how the Caribbean societies were formed and how they absorbed historical shocks such as the transatlantic slave trade, the colonial wars and eventually their access to independence. We will discuss the challenges and opportunities which face the Caribbean in a modern globalized world. Midterm, oral presentation and one paper.</i>	SBS N436

<p><b>381-J</b></p>	<p><b>LATIN AMERICAN AND WORLD COMMODITIES</b></p>	<p><b>P. Gootenberg</b></p>
<p>TuTh 11:20-12:40</p> <p>48826</p>	<p><i>The Americas have been a crucial part of globalization since 1500. This thematic course uses a growing historical literature—about the history of world commodities—to learn about and reflect on the connections and contributions of Latin America to the world economy and world culture.</i></p> <p><i>Students will learn about such products as cocoa (chocolate), sugar, silver, cochineal (a dye), rice, coffee, guano(a fertilizer), rubber, bananas, and cocaine, and the special ways their hidden histories and worldly trading and consumer routes shed light on the history of Latin Americans and global consumption. This course requires a fair amount of reading: students will read and discuss at least four class books and write three book essays on the subject.</i></p>	<p>Javits 109</p>
<p><b>388/AFS388-J</b></p>	<p><b>SLAVERY IN LATIN AMERICAN AND THE CARIBBEAN</b></p>	<p><b>Harris</b></p>
<p>MW 3:50-5:10</p> <p>HIS-48563 AFS -</p>	<p><i>This course is intended to acquaint students with the major scholarly literature, themes, theorists, and debates on slavery in colonial Latin America and the Caribbean. It is organised around a number of major themes, (1) The "enslaveability" of the Americas (2) The aspects of slave societies (3) The re-telling of the story of slavery and slave societies (4) The paradoxes of losing sovereignty over one's body and the implications that this had on marriage, sexual relationships, and family formation (5) The importance of the body as a locus of punishment (6) Resistance to enslavement; and (7) How slavery is "visualised."</i></p> <p style="text-align: center;"><b>CANCELLED</b></p>	<p>SBS S-218</p>
	<p style="text-align: center;"><b>TOPICS COURSES MAY BE REPEATED AS LONG AS THE TOPIC CHANGES:</b></p> <p style="text-align: center;"><b>TOPICS COURSE NUMBERS ARE:</b> <b>HIS 330, 350,340,350, 380, 390 and above</b></p>	

<b>390 -I</b>	<b>MEDIEVAL FRANCE</b>	<b>S.Lipton</b>
<p>TuTh 8:20-9:40</p> <p>45294</p>	<p><i>In this course we will examine the political, social, cultural, economic, and religious history of the territory that eventually became known as France. We will start with the integration of Gaul into the Roman Empire, and then examine the breakdown of Roman authority and the invasion of Germanic tribes, the Christianization of the countryside, the establishment and overthrow of the Merovingian dynasty, cultural revival under the Carolingians, the Viking invasions, the agricultural revolution, the rise of the Capetians, the effect on France of the Crusades, the return of urbanism, the establishment of the University of Paris, the songs of the troubadours, the Holy Greyhound, the Hundred Years War, and much else besides. Requirements consist of about 40-60 pages of reading per week (textbook and primary sources), one ten-page paper, and a midterm and final exam.</i></p>	<p>Javits 103</p>
<b>392 -I</b>	<b>THE FRENCH REVOLUTION</b>	<b>M. Balsamo</b>
<p>MF 12:50-2:10</p> <p>54765</p>	<p><i>This course will introduce students to one of the most important events in modern history. The French Revolution of 1789-1799 not only transformed the political, intellectual, and social landscapes of French society, but also had important implications for all of Europe. Topics will include the demise of the Old Regime, how the liberal revolution turned radical, the trial and execution of Louis XVI, and what the rhetoric of “liberty, equality, and fraternity” meant for different social groups. We will also discuss the historiography of the French Revolution and why it remains a hotly debated topic among scholars. Students will be expected to keep up with the weekly readings and grading will be based on a mid-term exam, 5-page paper, and final exam.</i></p>	<p>Library E 4320</p>
<b>393.01-I</b>	<b>IDENTITY IN HISTORY</b>	<b>H.Lebovics</b>
<p>MW 3:50-5:10</p> <p>45338</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 15<sup>th</sup> century, under 19<sup>th</sup> 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>Library W4525</p>

<b>393.02-I</b>	<b>SEXUAL POLITICS IN MODERN EUROPE</b>	<b>R. VanCleaf</b>
TuTh 5:20-6:40  47048	<i>This course examines how different interpretations of sexuality shaped the modern nation-state and the concept of citizenship in Europe. Themes include gender-role construction, theories of sexual identity, state regulation of sexual behavior, the dynamics between sexuality and nationalism, notions of sexual liberation, and the rise of gay and lesbian emancipation movements. Although this course will address a broad range of issues related to sexuality in Europe, it will primarily focus on events and issues in England, France and Germany. Requirements include one paper, two assignments, final exam, as well as mandatory attendance. Additional assignments may be announced during the semester. <u>Students should have a general knowledge of European history before attending this class.</u></i>	Javits 111
<b>396.01-K &amp; 4</b>	<b>ATLANTIC HISTORY IN MARITIME PERSPECTIVE</b>	<b>J. Anderson</b>
MF 12:50-2:10  41065	<i>Although 70% of the Earth's surface is covered by water, this vast expanse is often thought of as an unfathomable space with no history. While much about the world's oceans remains mysterious, people have nonetheless engaged with them in many ways over thousands of years – travelling across their waves, diving beneath their surfaces, drawing sustenance from their depths, and, at times, feeling the full brunt of their power. In this course, we will explore this watery realm from relevant social, economic, and environmental perspectives and learn about the diversity of maritime experiences from the pre-modern period to the 21<sup>st</sup> century – including those of the earliest explorers, sailors, pirates, pearl divers, immigrants, scientists, and even surfers! Course requirements: attendance, active class discussion, 60-80 pages of reading per week, regular in-class writing assignments, and 3 short papers (5 pages each).</i>	Javits 103
<b>396.02-K &amp; 4</b>	<b>AFTER THE REVOLUTION</b>	<b>A.Masten</b>
MW 3:50-5:10  45339	<i>The first generation of Americans to come of age after the Revolution harbored great expectations for the future of their nation. They inherited the task of reinventing themselves and their society in politics, economics, labor, reform, religion, and culture. This course traces the lives, callings, decisions, desires, creations, and reflections of “the people” who turned the abstract terms independence, democracy, nation, freedom, and enterprise into contested realities between 1787 and the 1850s. HIS 396 is an upper division class with a writing element. Course work will include lectures and discussions,</i>	SBS S-328

	<i>in-class short answer quizzes and expository essays. Course prerequisite: HIS 103 or its equivalent in AP American History.</i>	
<b>396.04-K &amp; 4</b>	<b>CRIME AND PASSION IN EARLY AMERICA</b>	<b>D. Rilling</b>
MW 2:20-3:40  46819	<i>This course examines crimes and criminal law in early America. We will look at cases of fornication, abortion, prostitution, rape, incest, and murder (and possibly other offenses), and ask how perceptions of what constituted a crime changed, and how gender, class, and race affected the prosecution of crimes and punishment of offenders. Alongside our examination of crime, we will ask how ideas about passion, emotions, the self, and self-control changed, and whether or when they intersected with developments in criminal law. We will explore these questions in the colonial period, but most of our focus will be on the early nineteenth century. The class will follow a seminar format for most of its sessions, focusing on discussion of class readings; students should be prepared to read (on average, approximately 75-100 pages per week) and participate regularly and substantively in discussions. The paper requirements of the course will be designed to enable History majors to work toward their writing requirements, if they so choose. Readings under consideration include: Irene Quenzler Brown and Richard D. Brown, <i>The Hanging of Ephraim Wheeler: A Story of Rape, Incest, and Justice in Early America</i>; Susan Branson, <i>Dangerous to Know: Women, Class and Crime in the Early Republic</i>; Linda Wolfe, <i>The Murder of Dr. Chapman: The Legendary Trials of Lucretia Chapman and Her Lover</i>; Kirsten Fischer, <i>Suspect Relations: Sex, Race, and Resistance in Colonial North Carolina</i>; Helen Lefkowitz Horowitz, ed., <i>Attitudes Toward Sex in Antebellum America</i>; Patricia Cline Cohen, <i>The Murder of Helen Jewett</i>; and various short essays, book excerpts, and primary documents.</i>	SBS N-310
	 <p><b><u>PERMISSION OF THE INSTRUCTOR IS REQUIRED IN ORDER TO REGISTER FOR ANY 400-LEVEL COURSE –</u></b></p> <p><b><i>E-mail the professor <u>immediately</u> if you are interested in one of these classes. Indicate whether you are a major or minor. If you are a major, inform them that you have completed History 301.</i></b></p>	

<b>401</b>	<b>EUROPE AND THE WORLD: CROSS-CULTURAL ENCOUNTERS</b>	<b>A.Cooper</b>
Thursday 5:20-8:10  56102	<i>This course will focus on the ways in which, during the early modern period, European cultures came into contact with non-European ones, changing the course of history in the process. Exploring a series of case studies, from the discovery and conquest of the Americas, through interactions between Christians, Muslim and Jews on the European continent itself, all the way through Enlightenment Europe's contacts with Asia, the course will study the moral dilemmas Europeans faced as their world became a global one, and as they came to struggle with issues of "civilization" and "barbarism", slavery and freedom and "nature" and human rights. Written work for the course will include regular in-class writing, as well as a final project (10-12pp.) which will satisfy the department's writing requirement.</i>	SBS N303
<b>402</b>	<b>CIVILIZATION and BARBARISM IN GERMANY</b>	<b>Y.Hong</b>
Monday 5:20-8:10  56624	<i>This course examines the dynamic relationship between barbarism and civilization in twentieth-century Europe with a particular emphasis on Germany. Students will learn 1) how the German empire-state and the Nazi racial state have been successfully – and most brutally—created and destroyed from 1900 to 1945, and 2) the way utopian projects of imperial, racist domination and geopolitics both constituted and were constituted by desires of the body and the body politics in the name of European civilization. Students will write three short papers and a term paper. The course requirements also include presentation of class readings and discussion leadership.</i>	SBS N310
<b>411</b>	<b>LIFE STORIES IN HISTORICAL CONTEXT</b>	<b>J. Anderson</b>
Wednesday 9:50-12:50  45340	<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. Many consider them to be a particularly accessible form of history because of their narrative form and their focus on individuals. In this course, we will read biographies of a diverse array of Americans – some achieved fame, fortune, or notoriety in their own day, while others were obscure and now largely forgotten. In the hands of a skilled biographer, however, we can gain insights into their lives. Through critical analysis of these texts, we will consider how biographers approach reconstructing their subjects' experiences and historical contexts. Students will also do their own original research, delving into primary sources (such as diaries, letters, newspapers, and other archives), in order to write a</i>	SBS N-318

	<i>biographical profile of a person. The course requires attendance, active class discussion, 60-80 pages of reading per week, short writing assignments, in-class activities, and the final research paper (15-18 pages; involving several stages of research, writing, and revision).</i>	
<b>412</b>	<b>PRESIDENTIAL ASSASSINATIONS IN US HISTORY</b>	<b>N. Tomes</b>
Tuesday 12:50-3:50  54770	This seminar will examine the history of Presidential assassinations in the United States as a way to explore American views of political violence, fascination with conspiracy theories, and attitudes toward authority. Since a number of those who attempted or succeeded in killing a President were considered insane, we will examine how their treatment reflected attitudes toward mental illness. We will also reflect on how Americans interpreted the trauma of assassination and attempted assassination as an indicator of the nation's well being. To this end, we will sample some of the many novels, films, and theater works devoted to the subject, including Stephen Sondheim's 1990 musical "Assassins." Readings will include Michael W. Kauffman, <i>American Brutus: John Wilkes Booth and the Lincoln Conspiracies</i> , Charles E. Rosenberg, <i>The Trial of the Assassin Guiteau</i> , Eric Rauchway, <i>Murdering McKinley: The Making of Theodore Roosevelt's America</i> , and a reading yet to be determined about the Kennedy assassination. We will also do readings on the assassinations of other political figures, including Malcolm X and Martin Luther King. This will be a very reading and research intensive seminar. Students will write a <b>major</b> research paper (10-15 pages) on a topic of their choice related to the seminar topic.	SBS N-303
<b>431</b>	<b>THE COLD WAR THROUGH HOLLYWOOD'S EYES: ASIA, FRIEND OR FOE?</b>	<b>I.Man-Cheong</b>
Thursday 2:20-5:10  56625	<i>In this research seminar students will use their background in either U.S. and / or East Asian history and explore the ways U.S. cultural policy is implicated in Hollywood movie production. We discuss Cold War containment and integration policies and the ways these policies defined movies, included in our exploration will be such topics as race and racism at home and overseas, post-World War Two U.S. gender anxieties, the demonization of women outside the home, and the necessity of integrating Asian women into U.S. society after the Korean war, ideas of subversion and countersubversion in U.S. hegemony, decolonization, and the impact of anti-colonial independence movements. Our primary sources will be various</i>	SBS N-303



	<p><i>Hollywood movies, contemporary film reviews, and newspapers. We will read a range of secondary analytical pieces to stimulate our discussion. Each student will focus on a single movie and discuss its themes, relating them either to Cold War United States or to an East Asian country (the latter will depend on the student's own area of expertise and the availability of source material) and produce a 12-15-page research paper from a series of drafts. Students will make presentations throughout the semester, participate in editing workshops and discussion groups, and collaborate on group learning projects.</i></p>	
<b>447</b>	<b>INDEPENDENT READINGS IN HISTORY</b>	
	<p>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. This course <u>does not</u> replace a 400-level seminar.</p>	
<b>487</b>	<b>SUPERVISED RESEARCH</b>	
	<p>Qualified advanced undergraduates may carry out individual research projects under the direct supervision of a faculty member. May be repeated. PREREQUISITES: Permission of instructor and the Director of Undergraduate Studies. This class <u>does not</u> replace a 400-level seminar.</p>	
<b>488</b>	<b>INTERNSHIPS</b>	
	<p>Participation in local, state, and national public and private agencies and organizations. Students will be required to submit written progress reports and a final written report on their experience to the faculty sponsor and the department. Satisfactory/Unsatisfactory grading ONLY. May be repeated up to a limit of 12 credits. PREREQUISITES: 15 credits in history; permission of instructor, department, and Office of Undergraduate Studies. <u>Internships are not arranged or offered by the history department.</u></p>	

**495-496**

***THE HONORS PROJECT***

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 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.

## REQUIREMENTS FOR THE MAJOR IN HISTORY

### Study Within the Area of the Major:

A minimum of eleven history courses (33 credits) distributed as follows:

- A. Two courses at the 100 level 6 credits
  
- 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:
  - 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 49615 credits
  
- 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 **does not** have to be completed in your primary field.3 credits
  
- 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 level9 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 Studies, Humanities, etc. If you have a question, please see the undergraduate director.

	6 credits	
	<p>C. Upper-Division Writing Requirement:</p> <p>Students are required to complete an upper division writing requirement. They will inform the instructor of the course in advance of their plan to use the term paper (or papers) in fulfillment of the writing requirement. A form must be submitted with the paper that can be procured in the history department. In addition to the grade for the paper, the instructor will make a second evaluation of writing competency in the field of history. If the second evaluation is favorable, the paper will be submitted to the Undergraduate Director for final approval.</p> <p>A total of 39 credits are required for completion of the major.  <b>All courses must be completed with a minimum grade of C.</b></p>	

<b>REQUIREMENTS FOR THE MINOR IN HISTORY</b>		
<p><b><u>PLEASE NOTE</u></b></p> <p>These requirements are for students who will become History minors as of Spring, 2012.</p> <p>Previously declared minors must still complete a 400-level seminar.</p>	<p>The minor, which requires 18 credits, <b><u>is organized around the student's interest</u></b> in a particular area of history. It is defined either by geography (e.g., United States, Latin America) or topic (e.g., imperialism, social change). Courses must be taken for a letter grade. No grade lower than C may be applied to the history minor. At least nine of the 18 credits must be taken at Stony Brook, three of them at the upper division level. The specific distribution of the credits should be determined in consultation with the Director of Undergraduate studies. An example of an acceptable distribution would be the following: HIS 447, 487 or 495-496 may not be applied to the minor. The 200-400 level courses taken for the minor must all be in the same concentration or area of study.</p> <p style="margin-left: 40px;">a. One two semester survey course in the period of the Student's interest (100 or 200 level) <span style="float: right;">6 credits</span></p> <p style="margin-left: 40px;">b. One (additional) course at the 200 level <span style="float: right;">3 credits</span></p> <p style="margin-left: 40px;">c. Three courses at the 300 or 400 levels. <span style="float: right;">9</span></p> <p style="margin-left: 40px;">credits</p>	

***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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