

SPRING, 2016

HISTORY 102-F

SBC: GLO; SBS

LATE MODERN EUROPE

Prof. Susan Hinely

	Day	Time	Solar #	Location
Lecture	MW	10:00-10:53		Javits 102
Recitation 01	Friday	10:00-10:53	43558	SBS N310
Recitation 02	Monday	9:00-9:53	43559	SBS N310
Recitation 03	Wednesday	12:00-12:53	43560	SBS N310
Recitation 04	Monday	2:30-3:23	50585	SBS N310
Recitation 05	Wednesday	11:00-11:53	50004	SBS S328

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.

HISTORY 104-F4

SBC: SBS; USA

US HISTORY SINCE 1877

Prof. Jared Farmer

	Day	Time	Solar #	Location
Lecture	MW	12:00-12:53		E & S 001
Recitation 01	Friday	12:00-12:53	43562	SBS N310
Recitation 02	Monday	11:00-11:53	43563	PHYSICS P 128
Recitation 03	Wednesday	9:00-9:53	43564	SBS S328
Recitation 04	Wednesday	2:30-3:23	43565	SBS N310
Recitation 05	Friday	1:00-1:53	43566	SBS S328
Recitation 06	Wednesday	11:00-11:53	48379	SBS N310
Recitation 07	Monday	10:00-10:53	48380	SBS S328
Recitation 08	Wednesday	10:00-10:53	50266	FREY 112
Recitation 09	Monday	1:00-1:53	50267	LIB N 3074

This course surveys American history from the end of Reconstruction in 1877 to the end of the Cold War in the early 1990's. It explores the consequences of a federal

victory in the Civil War and the incomplete reconstruction that followed in shaping the emergence of a distinctly American state and society that came to affect the world through application of American power and means less direct yet as comprehensive. Some themes stressed include the development of mass consumerism, the distinctiveness of the American South, and the politicization of social issues from Prohibition to desegregation to abortion. Readings will be drawn from a textbook and two supplements of historical documents and essays, amounting to about eighty pages of reading per week. Participation and writing in recitation section discussions, two in-class quizzes and a final examination serve as a basis for evaluation.

HISTORY 203-I

SBC: GLO

ANCIENT ROME

Prof. Eric Miller

TuTh	1:00-2:20	Solar #51669	Frey 317
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Rome developed from a humble city on the periphery of the civilized world to an empire which ruled Europe, North Africa and much of the Near East. This course will survey the political, sociological and cultural development of Rome and the lands it controlled over the course of ten centuries, from the first archaeological appearance of the city in the Iron Age to the collapse of its empire in the West in the 5th century CE. The impact of Rome on future history (up to our own day) will be discussed and highlighted throughout the course. Material evidence will be considered in conjunction with written documents. Diverse scholarly opinions regarding the historiography of Ancient Rome will also be analyzed. There are no prerequisites. The class is in lecture format with class discussions. Requirements include regular attendance, a mid-term exam, a final exam, and two 5-6 page papers.

HISTORY 209-I

SBC: GLO

IMPERIAL RUSSIA

Prof. Gary Marker

MWF	9:00-9:53	Solar #54924	JAVITS 109
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This is the first half of the year-long survey of Russian history. In this semester we follow Russia from its origins until the era of Great Reforms in the middle 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. There are three assigned books for the course, a mixture of documents, memoirs and text. There will be a midterm, a final, and one short paper.

HISTORY 214-J (Cross-listed with POL 214)

SBC: GLO

MODERN LATIN AMERICA

Prof. Eric Zolov

MW	2:30-3:50	HIS Solar # 54954 AFS Solar #	LT. ENG 102
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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 & counterrevolutionary struggle, and cultural practices. To do so we will approach the hemisphere comparatively, drawing similarities and differences between different nation-states and regions. Requirements: Course requirements will include two essay assignments, midterm, and final exam.

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

SBC: GLO

THE SHAPING OF MODERN JUDAISM

Prof. Joshua Teplitsky

TuTh	11:30-12:50	HIS Solar # 50586 JDS Solar # 50721	SBS S328
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This course explores the emergence of modern forms of Judaism from 1492 until the present day, covering Jewish life through the Reformation, French Revolution, the emergence of democracy, two World Wars, Holocaust, and the establishment of the State of Israel, tracing the shift both in centers of life and in the ideas that furnished

those centers. Jewish participation in the modern world introduced a great need for individual countries to grapple with Jewish inclusion, and for Jews to redefine their place in modern society. The class will examine both "big ideas" and the lives of regular people as they experienced major shifts in politics, law, economics, and gender relations. We will explore questions that range beyond the uniquely Jewish experience to ask about the way that countries and cultures of the modern world make sense of, fear, and accommodate difference, be it religious, political, racial, or ethnic. Students will be evaluated based on class participation a mid-term and final exam, and a brief paper.

HISTORY 236-I

SBC: GLO

THE LATE MIDDLE AGES

Prof. Joel Rosenthal

TuTh	8:30-9:50	51672	HUM 1003
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This course covers the social, political, cultural and religious history of Western Europe from the eleventh through to the fifteenth century. Topics will include the Crusades, trade and commerce, the rise of cities and urban life, the developments of universities, medieval Iberia and the "Reconquista." and new forms of spirituality. We will consider the relationships among religious, social and political developments and the significance of such developments in the lives of the peoples of Western Europe, including women, Jews and Muslims. Classroom discussions and assignments will focus on a variety of primary sources, including literature, saints' lives, histories, and law codes. We also look at some medieval art and architecture. Requirements include attendance and participation, two short papers, a midterm and a final exam.

HISTORY 238-H

SBC: STAS

SCIENCE, TECHNOLOGY & MEDICINE II

Prof. Wolf Schafer

MW	5:30-6:50	51762	JAVITS 103
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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..

HISTORY 248-I

SBC: GLO

EUROPE 1815-1914

Brian Gebhart

MW	5:30-6:50	51762	JAVITS 103
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This course will explore the critical developments of Europe's "long" nineteenth century, stretching from the French Revolution of 1789 and the Napoleonic Wars to the outbreak of the Great War in 1914. The course will be organized around the critical themes of nineteenth-century European history. For instance, we will explore the assorted "isms" associated with this period (e.g., conservatism, socialism, communism, liberalism, nationalism, and imperialism), the legacies of 1789, the political and social consequences of industrialization, the 1848 revolutions, and national unification in Germany and Italy. Students will be required to complete two essay-based exams, and several paper assignments. Active participation is expected of each student. While there is no formal pre-requisite for enrollment in HIS 248, students should have some familiarity with the contours of modern European history. To this end, it is recommended students take HIS 102 before registering for HIS 248

HISTORY 263-K4

SBC: USA

AGE OF THE AMERICAN REVOLUTION

Prof. Ned Landsman

	Day	Time	Solar #	Location
Lecture	MW	12:00-12:53		LIB W 4550
Recitation 01	Friday	12:00-12:53	51674	SBS S328
Recitation 02	Wednesday	10:00-10:53	51675	SBS S328
Recitation 03	Monday	1:00-1:53	51676	SBS S328

This course examines the period in history that follows the creation of the United States. It looks at the principles on which the nation was based, how those ideals evolved over the subsequent decades, and how a variety of groups and individuals contributed to the shape that the new nation took. Political ideology, women, Indian policy, slavery, commerce and consumerism, and industrialization are some of the themes that the course will examine. Reading averages 60-80 pages each week and consists of both documents written by those who lived through the period and essays and books written more recently by historians looking back at early national society. Final and two other assignments (either exams or short papers to be decided), and class quizzes.

HISTORY 264-K4

SBC: USA

THE EARLY REPUBLIC

Prof. Donna Rilling

TuTh	4:00-5:20	54934	SBS S228
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This course examines the period in history that follows the creation of the United States. It looks at the principles on which the nation was based, how those ideals evolved over the subsequent decades, and how a variety of groups and individuals contributed to the shape that the new nation took. Political ideology, women, Indian policy, slavery, commerce and consumerism, and industrialization are some of the themes that the course will examine. Reading averages 60-80 pages each week and consists of both documents written by those who lived through the period and essays and books written more recently by historians looking back at early national society. Final and two other assignments (either exams or short papers to be decided), and class quizzes.

HISTORY 265-K4

SBC: USA

CIVIL WAR AND RECONSTRUCTION

Prof. Wilbur Miller

MW	11:00-11:53		LT. ENG 102
Friday	F 11:00-11:53	54946	SBS S328
Monday	9:00-9:53	54947	SBS S328
Wednesday	10:00-10:53	54948	SBS N310

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

HISTORY 271-F4

SBC: USA, SBS

US IN THE WORLD IN THE 20TH CENTURY

Prof. Michael Barnhart

TuTh	2:30-3:40	55003	LIB W 4550
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In 1898 the United States was on the threshold of great power status. By 2001 it was touted as a "hyperpower" without global peer. This course examines the rise of the United States in the world, primarily through an examination of the history of its foreign relations through the twentieth century. Readings include four books. Two essays are required, plus a midterm and final examination, both essay type. Two pop quizzes keep things interesting.

HISTORY 280 K4

SBC: SBS,USA

HISTORY OF THE US WORKING CLASS, 1920 TO THE PRESENT

Prof. Lori Flores

TuTh	11:30-12:50	55024	JAVITS 111
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Through lectures, readings, and films, this course provides a broad overview of the historical trends and transformations that have shaped the lives of working class men and women in the United States from the colonial period to the present, with an emphasis on the 20th and 21st centuries. Groups of workers studied include slaves, industrial and agricultural workers, fast food workers, high-tech assembly workers, private domestic labor, sex workers, sweatshop employees, and immigrant and guest laborers from around the world. Topics covered include the racialization and feminization of labor, capitalism and Marxism, unionization struggles, workplace tragedies, corporations and borders, and globalization. Course requirements are active class participation, midterm exam, 5 pg. research paper for a public class blog, and 5-pg. take-home final paper.

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HISTORY 289 K4

SBC: SBS,USA

WEALTH & INEQUALITY IN THE MODERN CORPORATE WORLD

Prof. Christopher Sellers

TuTh	4:00-5:20	54927	PSY A 137
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This course surveys how modern Americans have grappled with differences among themselves between the affluent and those with less money. Focus will fall on those periods over which big companies came to dominate the economy, from the mid-nineteenth century onward. The course will explore the rise of corporations and their later transformations, from the robber barons to the dot-.comers, as well as the rise of mass consumption. We will look both at the workplace and in other important realms where wealth, or its absence, has had an impact in shaping peoples' notions about the classes to which they belong: in homes, the marketplace and in mass culture. Requirements include a final and two papers.

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HISTORY 292 K4

SBC: SBS, USA

US SOCIAL HISTORY 1860-1930

Prof. Nancy Tomes

TuTh	1:00-2:20	54928	LIB W 4550
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This course looks at the social history of the United States from Roosevelt (TR) to Roosevelt (FDR), in order to explore how three big trends --the second industrial

revolution, the rise of the city, and the "new immigration" - turned the U.S. into a more modern, diverse, and divided nation. We will follow Americans on their journey to a different way of life between the 1890s and the 1940s with the following questions in mind: how did they adapt nineteenth century traditions of political democracy and social equality to a new twentieth century corporation-dominated economy? How did a traditionally white Anglo-Saxon Protestant nation respond to the massive influx of not-WASP immigrants? How did the rise of a new kind of consumer-oriented culture, including new forms of mass media, advertising, and popular entertainment (vaudeville, movies, and radio), reshape American culture? How did the expected roles of men and women change as a result of all of the above? By exploring these themes, this course will help you understand the foundations of contemporary American culture. Required books may include Steven Diner. A VERY DIFFERENT AGE; Lynn Dumenil, THE MODERN TEMPER: AMERICAN CULTURE AND SOCIETY IN THE 1920s; and Eric Rauchway, THE GREAT DEPRESSION AND THE NEW DEAL. Other required readings will be available via electronic reserve on the course Blackboard site. There will be a take home midterm, a 7-10 page paper, and a final exam in the course.

→ *Please note that History 301 is for History Majors and Minors only, but may be available to other students with special permission.*

HISTORY 301.01

RENAISSANCE FLORENCE

Prof. Alix Cooper

TuTh	1:00-2:20	Solar # 48782	SBS N310
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This writing-intensive course will examine the social, cultural, and political unfolding of the Italian Renaissance during the 13th through 17th centuries in one of its key sites: the city-state of Florence. Home to such illustrious figures as Dante, Petrarch, Boccaccio, Cosimo de' Medici, Niccolo Machiavelli and Galileo Galilei, Florence grew over the course of the Middle Ages to become one of the largest and most cultured of the Italian city-states, with a distinctive political system that showcased the aspirations of the rising mercantile class. Readings for the class will include numerous primary sources (original documents) written by the people of Renaissance Florence, as well as scholarly articles by modern historians. Since this is a writing-intensive class, like all 301s, there will be considerable attention paid to writing and revising; requirements will include a series of papers that will be written in multiple drafts and critiqued for both historical form and historical content.

HISTORY 301.02

THE WORLD THE FOUNDERS SAW

Prof. Ned Landsman

MW	4:00-5:20	48783	SBS S328
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A great deal of political discussion in the presence concerns the Founders, and what they intended in creating a new American government. The term "intent" is a problematic one, as the Founders were a diverse group and hardly possessed a single intention. Nor is it altogether obvious exactly what group of people one refers to by speaking of the Founders. Nonetheless, it is important to try to ascertain what the Founders might have been thinking about in their creation. This course, intended to provide experience in reading and writing history in preparation for senior seminars, will have each student select one issue the Founders might have addressed and write about that from a number of different angles over the course of the semester. Readings will include Notes on the Federal Convention and other sources. Several short papers and exercises and two drafts of a longer paper will be required, along with regular attendance and class participation.

HISTORY 301.03

SLAVERY AND ABOLITION IN AFRICA

Prof. Shobana Shankar

MW	2:30-3:50	Solar #48999	SBS S328
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Africans were crucial to the development of the Atlantic World from their early encounters with Europeans in the 1400s through the era of the slave trade and abolition and the first modern human rights movement in the 1800s. This course focuses on the causes and effects of Africa's integration into Atlantic commerce, especially the slave trade, and the traumatic experience of millions of captive Africans forcibly transported to the Americas. Themes to be covered include African concepts of slavery; the linkage between war and captivity; the dynamics of the Middle Passage; African labor, knowledge, and culture in the Americas; the fight against slavery; and the long-term impact of the slave trade and its abolition on Africa and beyond.

HISTORY 303-I

SBC: SBS+

THE CRUSADES

Prof. Sara Lipton

TuTh	4:00-5:20	Solar # 54929	JAVITS 109
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This course examines the various medieval military conflicts known collectively (and according to at least one historian, inaccurately) as The Crusades. We will investigate specific episodes such as the Latin conquest of Jerusalem, the Children's Crusade, the Shepherds' Crusade, and the anti-heretical Albigensian Crusade, and also explore such issues as the origins of the idea of crusade, the social developments underlying the crusades, the financing of the crusade, crusading culture and propaganda, the European encounter with the Muslim world, criticisms of crusade, and the long term effects of the crusades. Requirements include one in-class midterm exam, one final exam, and a 10-12 page analytical paper.

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HISTORY 305-I

SBC: SBS+

VICTORIAN BRITAIN

Marissa Balsamo

MW	4:00-5:20	55410	FREY 313
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This class will explore Great Britain during the reign of Queen Victoria (1837-1901.) The Nineteenth-Century was a prosperous time for Britain as the Industrial Revolution propelled it to become the most powerful nation in the world and a vast empire. After briefly discussing events leading up to Victoria's reign, topics will include Victorian politics, class conflict, sexuality, imperialism, tourism, reform movements, immigration, and the Victorian Legacy. Students will be expected to keep up with class readings, which will include several primary documents, and are required to participate in class discussions. Grading will be based on class participation, 2 exams, and a 5-7 page paper.

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HISTORY 336-I

(Cross-listed with WST 334)

SBC: SBS+

WOMEN IN MODERN EUROPE

Prof. Susan Hinely

MW	2:30-3:50	HIS:Solar # 54930 WST: Solar # 57337	PHYSICS 127
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This class will examine modern European history from a gender perspective, illuminating the experiences of women and the changing perceptions of gender in Western Europe from the 18th through the 20th centuries. We will continually readjust our perspective along the lines of class, ethnicity, and even stage of life to remind us that there are not

one, but many histories of women. Central themes will include the changing nature and perception of "women's work," women's struggle for equality and representation in the liberal nation state, and the transformation of the family in a modern capitalist economy. We will also consider the historiographical challenges of writing the histories of less visible groups such as women. Requirements will include energetic class participation; several in class assignments; out of class film viewing, including written reviews of the films; a midterm; a short paper, and a final exam.

HISTORY 338-K4

SBC: SBS+

ASIAN AND PACIFIC ISLANDERS IN AMERICAN HISTORY

Prof. Shirley Lim

MW	8:30-9:50		
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Asian American History is an introduction to the historical and contemporary factors that have molded Asian American life in the United States of America. Strongly emphasized themes are race-labor hierarchy, gender, immigration, second generation, and images/mass media. This course requires extensive speaking participation, group presentations, mandatory attendance, 150 pages of reading a week, two midterms, and a ten-page original research essay.

HISTORY 341-J

SBC: SBS+

20th CENTURY CHINA

Prof. Iona Man-Cheong

MF	1:00-2:20	Solar # 55411	FREY 317
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*An introduction to China in the twentieth-century: We will explore the historical themes of nationalism and imperialism, tension between central and regional authority, revolution and reform, socialism and modernization, and the pace of urban and rural change. The tumultuous twentieth century witnessed a revolution that ended the two-thousand year old rule of emperors and brought in a republican system, nearly half-century of wartime social dislocation and upheaval, then reforms that took China into an increasingly active role in the modern world economy, and changes that redefined the structure of Chinese society and created new actors. Course books include J. Spence, *The Gate of Heavenly Peace*, H. Harrison, *The Man Awakened from Dreams*, and H. van de Ven, *War and Nationalism in China, 1925-1945*. Scholarly journal articles will be made available on Blackboard. Reading assignments average 50-75 pages per week; requirements include: weekly quizzes, and three three-five page papers.*

HISTORY 346
(Cross-listed with AFS346)
SBC: SBS+

SOCIAL & POLITICAL HISTORY OF AFRICA
Prof. Shimelis Gulema

MWF	10:00-10:53	HIS Solar # 51262 AFS Solar # 51025	LIB E 4320
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This course will cover several major topics in modern African history including pre-colonial African political structure, societies and cultures; the slave trade, European exploration and missionary culture, Islam in Africa, the imposition of formal colonial rule, decolonization and contemporary African issues. We will devote some time to the role of the Cold War in modern African politics and history, the history of Apartheid South Africa, AIDS in Africa, and several other important problems and questions confronting the continent today. We will read personal narratives from African writers. Students will be expected to attend class regularly, take two exams and write one 5-7-page essay.

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HISTORY 347-J
(Cross-listed with AAS 347)
SBC: SBS+

SOUTH ASIA BEFORE COLONIALISM
Prof. Eric Beverley

	Day	Time	Solar #	Location
Lecture	MW	12:00-12:53		STALLER 0113
Recitation 01	Friday	12:00-12:53	HIS Solar # 54951 AAS Solar # 57396	HUM 3020
Recitation 02	Wednesday	10:00-10:53	HIS Solar # 54952 AAS Solar # 57397	FREY 222
Recitation 03	Monday	11:00-11:53	HIS Solar # 54953 AAS Solar # 57938	SBS S328

The South Asia region - contemporary India, Pakistan, Bangladesh, Sri Lanka, Nepal and Afghanistan - has been the crossroads of diverse people, ideas and commodities for millennia. This course covers key themes and developments in the subcontinent from antiquity to the rise of British colonialism. We begin by covering major issues in early South Asia, and proceed to consider closely medieval and early modern periods. Central themes include pre-modern dimensions of the Hindu-Muslim encounter, emergence of South Asian regions, the subcontinent in global networks, and early presence of European powers.

In addition to surveying diverse political, socio-economic and cultural developments across South Asia, the course also raises methodological questions about how different sources provide different perspectives on history. Accordingly, we consider material evidence alongside various narrative primary sources, as well as scholarly writings. The course also highlights the importance of historical memory and the continuing relevance of the pre-colonial period in contemporary South Asia.

Learning Goals: The course seeks to provide students with scholarly tools and sources to better understand the formation of religious, ethnic and linguistic communities in South Asia before colonialism. Students will be assessed based on multiple essay assignments that call for broad thematic analysis or close primary source analysis, a map quiz, and participation in recitation sections and class discussions.

HISTORY 350.01 -J

SBC: SBS+

HEALTH AND DISEASE IN AFRICA

Prof. Shobana Shankar

	Day	Time	Solar #	Location
Lecture	MW	11:00-11:53		STALLER 0113
Recitation 01	Friday	11:00-11:53	55007	SBS N310
Recitation 02	Monday	12:00-12:53	55008	SBS S328
Recitation 03	Wednesday	9:00-9:53	55009	SBS N310

A central idea in this course is that health and disease lie at the intersection of social, political, economic, biological, and cultural issues—they are not just defined by scientists and doctors but by many more actors. We will approach the study of health and disease as historians. Has the definitions of disease and health changed? Why hasn't modern medicine replaced "traditional" medicine? We no longer have to fear some diseases like smallpox, but new diseases, such as Ebola virus, have emerged, and diabetes seems to accompany modernization and "development." Topics to be covered include: African ecologies, colonization by Europeans and changing disease patterns, scientific and missionary medicine, class, gender, race, and sexual relations, and the rise of international public health.

HISTORY 360-I
(Cross-listed with AAS 347)

SBC: SBS+

WOMEN IN PRE-MODERN EUROPE

Prof. Sara Lipton

TuTh	1:00-2:20	HIS Solar # 54937 WST Solar # 57338	SBS S328
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The field of women's history was originally developed to rectify lacunae in existing historical narratives; i.e., to talk about previously neglected people. Historians have since become aware that the study of women has enriched our understanding of "mainstream" political, economic, and military conditions and introduced important new perspectives into the discipline of history itself (family history, gender studies). In this course, accordingly, we shall examine the role of and attitudes toward women in Europe from the fifth century BCE through the sixteenth century in order to learn about an often-overlooked segment of European society and to explore how incorporating women into European history changes or modifies our understanding of European history as a whole. Requirements for the course consist of class participation (about 10% of final grade), one primary source analysis of about 8 pages (about 30%), a midterm exam (25%), and a cumulative final exam (about 35%). All requirements must be completed for a passing grade.

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HISTORY 361 -K&4

SBC: SBS+

SLAVERY AND FREEDOM IN THE ATLANTIC WORLD

Prof. Jennifer Anderson

TuTh	10:00-11:20	Solar # 54932	Lt. Eng. 102
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Drawing on the personal stories of enslaved men and women, we will investigate the history of slavery in different regions and social contexts. From plantations in the Caribbean to the farms and seaports of early colonial New England, enslaved Africans played vital roles in building the Atlantic world. In this comparative course, we will examine the historical roots of slavery, the transatlantic slave trade, changing labor systems, and the roots of the abolition movement from the 17th to the early 19th centuries. We will consider how individuals, in the face of often brutal exploitation, nevertheless, survived, asserted their humanity, and struggled for freedom. Required: attendance, active class participation, readings (approx. 30 pages per week), short writing assignments, mid-term, and final exam.

HISTORY 366

SBC: SBS+

RACE, PUNISHMENTS AND PRISONS SINCE THE CIVIL WAR

Prof. Robert Chase

MW	2:30-3:50	Solar # 54933	FREY 328
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With 2.2 million people in prison and nearly 6.5 million people under the auspices of the criminal justice system (via probation or parole), the United States, which has only 5 percent of the world's general population, now imprisons twenty five percent of the world's prison population. How did the United States come to have the world's highest rate of incarceration and one so sharply racially disproportionate? This course traces the development of what some have termed the "New Jim Crow" and a "prison empire" by viewing American history through the lens of race, crime, punishment policing, and prisons.

HISTORY 371 - K4

SBC: SBS+

LAW and SOCIETY in AMERICAN HISTORY 1620-1877

Prof. Donna Rilling

TuTh	2:30-3:50	50588	SBS S328
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This course examines the interaction between law and society in America from the period of European colonization through the mid 19th century. Some of the themes we will examine are: the interaction between native and European legal systems; the adoption and adaptation of European law, particularly English and Dutch law, to the circumstances of the American colonies; the development of the profession of law; shifts in women's legal status and their relationship to everyday practices and opportunities for women; transformations in the law of servitude, slavery, race, and emancipation; and the role of political ideology and events in shaping American law. Witches, judges, women, lawyers, laborers, Native Americans, African Americans, servants and slaves are some of the groups we encounter in assessing the forces that shaped American legal culture and its institutions. The course is not about famous landmark court decisions, but about the everyday laws, beliefs, assumptions, and legal structures that affected people's lives.

The course assumes no prior knowledge of law. Reading, writing, and other expectations are commensurate with an upper-division history course. Reading averages approximately 60 pages weekly and includes primary documents (those written at that time) and secondary works (approximately 3 books, a few book chapters, and several challenging articles). Assignments TBD, but will include essays as either exams or

papers and total 3 or 4 for the semester. Papers will be no longer than 5 pages. Attendance, reading, and participation are required. Pre-requisite: U3 or U4 status. Advisory prerequisite: History 103 (U.S. history to 1877).

HISTORY 380.01 -J

SBC: SBS+

CONTEMPORARY PROBLEMS IN LATIN AMERICA

"The Drug Trades, 1850-2015"

Prof. Paul Gootenberg

TuTh	11:30-12:50	54935	SBS N320
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Latin America has a rich history and an often challenging future. This advanced reading and discussion course takes advantage of the excellent new historical literature about Latin American history, often written with present dilemmas in mind, to gain an historical perspective on some of the region's present problems and possibilities. The specific topic this time is drug trades and drug trafficking between 1850 and the present. Students will read serious new historical books about the rise of marijuana in Mexico, the hemispheric background to today's violent Mexican drug war, the origins of South American cocaine and modern trafficking networks and their impact on New York City during the 1990s "crack" era. Students will write critical book reviews (of 5-6 pages each) on three of the four required monographs along with required participation and oral reports.

HISTORY 380.02-J

SBC: SBS+

RACE AND ETHNICITY IN LATIN AMERICA

Prof. Brooke Larson

MONDAY	1:00-4:00	Solar # 54949	SBS N318
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After 1492, Latin America became a unique meeting ground of European colonizers, enslaved Africans, and the original indigenous peoples. Their destinies were bound together by the history of colonization, slavery, cultural adaptation, and resistance over the course of 300 years. We begin this course by exploring these racial-colonial foundations of European rule in the core Amerindian highlands of Mexico and Peru and in the Afro-Atlantic lowlands of Brazil and the Caribbean. In the second half of the course, we study the powerful legacy of racial inequality, as well as the emergence of vibrant black, indigenous, and mestizo subcultures, in the formation of modern nations.

How and when did Latin America turn their racially diverse populations into banners of nationalist pride? What did it mean to be "black" in 20th century Cuba, Haiti, Mexico, Peru, and Brazil? How do we root the origins of contemporary "Indian Rights" movements? We draw on a variety of sources (history, theory, film, and testimony) to trace this highly-charged history. Course requirements include your active class participation; two 5-page papers; and one final essay exam.

HISTORY 380.03 - J

SBC: SBS+

THE HISTORY OF CUBA

Prof. Eric Zolov

Monday	11:00-2:00	Solar #54955	SBS N310
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President Obama's recent announcement of renewed diplomatic relations with Cuba has once more brought this island nation directly into the center of political debate in the United States. Yet most Americans have only the vaguest notion of why this debate over Cuba remains so impassioned. This course will examine approximately 400 years of Cuban history, dating from the arrival of the Spanish through to the present, thus providing students with a solid foundation from which to understand and participate in this national conversation. From the earliest days of Spanish colonialism to the Cold War, the Cuba has played a central role in global networks of geopolitics, commerce, and culture. How did Cuba become so important to world affairs? Why is Cuban nationalism defined by its anti-Americanism, and why is U.S. policy toward Cuba equally obsessed with the Castro brothers? Significant focus will be given to Cuba under U.S. tutelage (1898-1959) and to the origins and trajectory of the Cuban revolution after 1959. Some prior background in Latin American history, culture or politics, and/or International Relations is encouraged.

HISTORY 385 -J

SBC: SBS+

AZTEC CIVILIZATION

Prof. Elizabeth Newman

MW	5:30-6:50	Solar # 54936	Lib W 4550
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This course is an introduction to the historical development of the Aztec Civilization in the ancient Mesoamerican world. Combining historical, anthropological, art historical and literary sources, we will trace the rise and decline of the Aztec empire, as well as its social and cultural achievements and imperial problems on the eve of the European

arrival. We will explore the conquest of Mexico from the Aztec point of view and we will conclude with an examination of the ways in which Aztec culture have survived to this day. Written requirements: five in-class quizzes, two short papers (2-3 pages) and three exams.

TOPICS COURSES

*Topics Courses may be repeated as topics change.
Topics course numbers include History 330,340, 350, 357, 363, 380,
all of the 390's and all of the 400's.*

HISTORY 391-I

SBC: SBS+

POLITICS, CULTURE AND AUTHORITY

Prof. Alex Cooper

MW	4:00-5:20	Solar # 54938	FREY 309
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This course will examine the ways in which, from roughly 1400 to 1800 (the period of the Renaissance, Reformation, and Enlightenment), early modern Europe experienced a series of crises in authority that ushered in the modern world. New discoveries (both geographical and intellectual) challenged existing worldviews; movements of religious reform challenged the authority of the Church and the unity of Europe; and new political doctrines, accompanied by a series of striking rebellions, challenged the foundations of traditional rule. The course will explore the relations between politics and culture as seen in such phenomena as the Renaissance court, peasant uprisings, and witch-hunts, ending with the French Revolution itself. Written work will be eligible to satisfy the major writing requirement and will include two papers (4-5 and 5-6pp. respectively), a midterm, and a final exam.

HISTORY 392 -I

SBC: SBS+

POST WAR EUROPE

Prof. Lawrence Frohman

MW	4:00-5:20	Solar # 48733	SBS N 436
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This course will examine the history of Europe--both West and East--from the end of World War II to the present. The course will be organized around three big questions: How did stable social orders coalesce on both halves of the continent in the first

postwar decades to resolve--if only temporarily--the conflicts that had shaped European history since the French revolution and that had torn it apart between 1914 and 1945? How did this synthesis come apart between the late 1960s and 1989? What were the consequences of these changes, and what forces have shaped the history of Eastern and Western Europe since the fall of communism? We will approach the topic by looking at the competing visions of modernity and citizenship that shaped the broad contours of the history of the period in East and West and use this analytic framework to approach the many problem complexes that together make up the fabric of European history during this period. In particular, we will look at such topics as the Cold War and Cold War culture; decolonization, Europe's changing role in the wider world, and the meaning of continental integration; consumerism, the affluent society and its discontents; the dilemmas of democratization, 1968, and terrorism; the crisis of Fordism; stagnation in the East and the collapse of communism; feminism, environmentalism, and the changing parameters of democracy; and immigration, the politics of identity, and the resurgence of nationalism since the 1990s. This class will be smaller than most 300-level courses; it will be run more as a seminar than a lecture; and the workload will be correspondingly more rigorous.

HISTORY 393-I

SBC: SBS+

THE NAZI EMPIRE

Prof. Young Sun Hong

TuTh	2:30-3:50	Solar # 51114	Javits III
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The purpose of this course is to understand terrorist racism and autarchic imperialism of the Nazi empire. In this course students are also expected to learn the role of war in the Nazi plans for realizing their racial utopia and to relate the history of the Nazi years to previous and subsequent periods of German history. This is not a survey for those looking for an introduction to European history or to satisfy a DEC requirement. It presumes that students have already taken a survey of modern European history and mastered the basic elements of historical analysis.

YOUTH AND THE CITY

Adam Charoboneau

TuTh	5:30-6:50	Solar # 43567	FREY 301
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This course examines urban youth culture in America from the late-nineteenth century to the end of the twentieth century. Americans have often obsessed over youth culture—from worries over supposed declines in tradition and morals of adolescents to fascination with, and exploitation of, the ever-changing styles and tastes of the young. Yet contemporary critiques of each generation of youths—from sources such as parents, religious officials, governmental authorities and cultural critics—often, and somewhat dubiously, tend to neglect the ways in which their own adolescent years witnessed tumultuous shifts in fashion and thought. This class will historicize these cycles of change and continuity over the course of the twentieth century, and more particularly, analyze them within the context of the city. Urban centers, and the ways they affect and are affected by the young, have long preoccupied policy makers and others in power, for it is the city where shifts in attitude and style in the young most decisively intersect with the cultural industries and media outlets most influential to the masses. Major topics will include, but not be limited to: gang culture; gender and sexual relations; fashion and music; authority and violence; ethnic and racial tensions; generational divides; technological disruptions; urban architecture; mobility and public space; and shifting economic conditions. These thematic clusters will be discussed over the following chronological periods: the Progressive era through the Great Depression; the Second World War through the Sixties; and 1970s through the 1990s.

(You must have completed History 301 and have the permission of the instructor or the history department in order to register for any 400-level course. E-mail the professor of the course that you are interested in. Indicate your ID number and whether or not you have completed 301).

HISTORY 402

***RIGHTS AND COMPROMISES: MINORITIES AND CITIZENSHIP
IN EUROPE SINCE 1648***

Prof. Joshua Teplitzky

Thursday	2:30-5:30	Solar # 50218	SBS S326
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All communities have insiders and outsiders, especially political communities. What does a history of modern Europe look like when we view it from the perspective of those on the margins? In this course, we will explore the politics of difference by examining the way states and nations develop, and how they deal with the problem of their "minorities:" members of different religions, ethnicities, races, nations, classes, genders, and sexualities. Our exploration will encompass both the ways that governments deal with difference and how those "different" individuals and groups clamor for a place in society while attempting to maintain their collective ways of life. As such, this question cuts to the core of political belonging in the modern world. Class will be conducted around a series of primary source readings, and students will be evaluated through participation and a final significant research paper.

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HISTORY 411

MAIN THEMES IN AMERICAN HISTORY

Prof. Charles Backfish

Thursday	4:30-7:30	Solar # 55412	SBS N106
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The aim of the course is to help students pull together the information and ideas that they have acquired in other courses in order to more clearly identify the major themes in US history since the colonial era and explore the relevance of these themes for contemporary society. Themes to be addressed include American diversity, American identity, culture, demographic changes, economic transformations, environment, globalization, political institutions and traditions, reform movements, and war and diplomacy. Students will research one of these themes as a culminating project for the course. Seminar meetings will initially involve assigned readings providing a contemporary perspective on the course themes, discussion of the American past as seen through the lens of these themes, and the analysis of related primary sources. As the semester unfolds, students will be making oral presentations regarding their research project and providing constructive feedback to their classmates. The course is designed to assist those enrolled in the social studies teacher preparation program in gaining a broad perspective on US History to assist in their career preparation but may also be of interest to other history majors. Required: class attendance and active participation, frequent presentations, the reading of several books, articles, as well as a

documents collection for each session. A term paper (10-15 pages) tracing and analyzing a major theme in US History will be written by each student. (Students in the social studies teacher education program may opt to employ their research as the basis for a "hybrid" unit plan.) Students are expected to have taken (or be completing concurrently) HIS 103 and 104, though additional coursework in US history will be beneficial.

HISTORY 412

LONG ISLAND COMMUNITY HISTORY

Professor Jennifer Anderson

Wednesday	2:30-5:30	Solar # 50025	SBS B318
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This research seminar explores Long Island's fascinating transformations—from the pre-colonial period to the early 20th century—by tracing the development of some of its historic communities. We'll consider such topics as Indian-settler encounters, labor relations (from slavery to wage labor), key economic activities (farming, whaling, shipbuilding, etc.), shifting land uses, technological innovations, and the demographic trends (including immigration) that have contributed to the region's cultural diversity. For comparative purposes, we will read examples of community histories and consider how historians have situated them within the larger context of American history. Using an array of primary sources, students will undertake a semester-long research project focusing on a particular community and specific facets of how it has changed over time. The seminar will be geared towards helping students sharpen their analytical skills, deploy effective methods for gathering and interpreting historical data, and improve their writing. Students will also learn about how historians are using technology to document, map, and interpret local and regional phenomena, including a new initiative called "Mapping Long Island" that our faculty are developing in collaboration with the Geospatial Center, TLT, and Melville Library. Required: attendance, class participation, assigned readings, short writing exercises, and one long research project, which will be done in sections over the course of the semester.

HISTORY 414

PAST & PRESENT ISSUES IN CRIMINAL JUSTICE

Professor Wilbur Miller

Tuesday	1:00-4:00	1:00-4:00	SBS N318
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HIS 414 will explore the historical roots of current controversies or problems in crime and criminal justice in the U.S. These include police behavior, mass imprisonment,

privatization of prisons, white collar crime, cyber crime, terrorism, violence and gun control, the death penalty, Readings will be articles and selections from books and documents. There may be an overall text as well. Two short essay exams, quizzes on reading study questions, and a 10 page paper on an issue or problem of the student's choice approved by the instructor. This is a seminar-discussion class, with minimum lecturing. Participation is a major component of the grade. Approximately 50 to 100 pages of reading per week.

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

HISTORY 447

INDEPENDENT READINGS IN HISTORY

Intensive readings in history for qualified juniors and seniors under the close supervision of a faculty instructor on a topic chosen by the student in consultation with the faculty member. May be repeated. Students should find a professor in the history department with whom they would like to work and obtain that professor's permission. Prerequisites: A strong background in history; permission of instructor and department.

HISTORY 487

SUPERVISED RESEARCH

Qualified advanced undergraduates may carry out individual research projects under the direct supervision of a faculty member. May be repeated. PREREQUISITES: Permission of instructor and the Director of Undergraduate Studies.

HISTORY 488

INTERNSHIP

Participation in local, state, and national public and private agencies and organizations. Students will be required to submit written progress reports and a final written report on their experience to the faculty sponsor and the department. Satisfactory/Unsatisfactory grading ONLY. May be repeated up to a limit of 12 credits. PREREQUISITES: 15 credits in history; permission of instructor, department, and Office of Undergraduate Studies.

ISTORY 495-496

SENIOR HONORS PROJECT IN HISTORY

A two-semester project for history seniors who are candidates for the degree with honors. Arranged in consultation with the department, the project involves independent study and writing a paper under the close supervision of an appropriate instructor or a suitable topic selected by the student. Students enrolled in HIS 495 are obliged to complete HIS 496. PREREQ.: Admission to the History Honors Program.

The Honors Program In History

Departmental majors with a 3.5 average in history courses and related disciplines as specified may enroll in the History Honors Program at the beginning of their senior year. The student, after asking a faculty member to be a sponsor, must submit a proposal to the department indicating the merit of the planned research. The supervising faculty member must also submit a statement supporting the student's proposal. This must be done in the semester prior to the beginning of the project. The honors paper resulting from a student's research will be read by two historians and a member of another department, as arranged by the Director of Undergraduate Studies. If the paper is judged to be of unusual merit and the student's record warrants such a determination, the department will recommend honors.

**REQUIREMENTS FOR THE
MAJOR IN HISTORY**

A. Study Within the Area of the Major: A minimum of eleven courses (33 credits) distributed as follows:

Two courses at the 100 level: 6 credits

A primary field of five courses to be selected from a cluster of related courses such as: United States, European, Latin American, Ancient and Medieval, or non-Western history. Primary fields developed along topical or thematic lines may be selected with approval of the department's Undergraduate Director. The primary field shall be distributed as follows:

Two courses at the 200 level

Two courses at the 300 level

One course at the 400 level, excluding HIS 447, 487, 488, 495 and 496

15 credits

History 301 is a required course for all history majors and must be taken prior to the 400-level seminar.

This is a regular history course with an emphasis on writing. It does not have to be completed in your primary field.

3 credits

4. Three courses selected from outside the primary field and above the 100 level with at least one of these courses at the 300 or 400 level

9 credits

B. Study in a Related Area: Two upper-division courses in one discipline, the discipline to be selected with the department's approval. Courses that are cross-listed with a history course do not satisfy this requirement. Both courses must be in the same discipline. Related areas include, but are not limited to Political Science, Anthropology, Sociology, English Literature, Economics, Philosophy, Religious Studies, Art History, Music History, etc.

6 credits

TOTAL CREDITS39 credits

C. Upper-Division Writing Requirement:

Students will be required to complete one upper-division course from Group A (Study within the area of the major) by the end of their junior year. They will inform the instructor of the course in advance of their plan to use the term paper (or papers) in fulfillment of the writing requirement for the major. In addition to the grade for the course, the instructor will make a second evaluation of writing competency in the field of history. If the second evaluation is favorable the paper will be submitted to the Undergraduate Director for approval.

Notes

All courses taken to meet requirements A and B must be taken for a letter grade.

No grade lower than a "C" in any course will be applied toward the major requirements.

At least 12 credits in Group A must be taken within the Department of History at Stony Brook.

No transferred course with a grade lower than C may be applied toward the major requirements in Group A.

THE MINOR IN HISTORY

The minor, which requires 21 credits, is organized around the student's interest in a particular area of history. It is defined either by geography (e.g., United States, Latin America) or topic (e.g., imperialism, social change). Courses must be taken for a letter grade. No grade lower than C may be applied to the history minor. At least twelve of the 21 credits must be taken at Stony Brook, three of them at the upper division level. The specific distribution of the credits should be determined in consultation with the Director of Undergraduate studies. An example of an acceptable distribution would be the following:

- | | |
|--|-----------|
| a. One two semester survey course in the period of the student's interest (100 or 200 level) | 6 credits |
| b. Two courses at the 200 level | 6 credits |
| c. Three courses at the 300 or 400 level | 9 credits |

TOTAL CREDITS.....21

Make sure that your minor has a concentration, i.e., the courses must be related one another either by topic or geography. If you have a question, be sure to ask. Seven "random" history courses do not constitute a minor.

STATEMENT ON PLAGIARISM

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

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

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

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

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

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

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

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HISTORY DEPARTMENT FACULTY

NAME	OFFICE	SECTION #	e-MAIL
Anderson, Jennifer	S-325	33	Jennifer.l.anderson@stonybrook.edu
Backfish, Charles	S-653		Charles.backfish@stonybrook.edu
Barnhart, Michael	N-321	23	Michael.barnhst@stonybrook.edu
Beverley, Eric	S-359	4	Eric.beverley@stonybrook.edu
Chase, Robert	S-339	9	Robert.chase@stonybrook.edu
Cooper, Alix (Graduate Director)	S-345	51	Alix.cooper@stonybrook.edu
Farmer, Jared	N-325	49	Jared.farmer@stonybrook.edu
Flores, Lori	S-337	45	Lori.flores@stonybrook.edu
Frohman, Lawrence	S-651	30	Lawrence.frohman@stonybrook.edu
Gootenberg, Paul	N-319	10	Paul.gootenberg@stonybrook.edu
Hinely, Susan	S-351	19	Susan.hinely@stonybrook.edu
Hong, Young-Sun	N-311	20	Youngsun.hong@stonybrook.edu
Kim, Sung-Yup	N-312		Sungyup.kim@stonybrook.edu
Landsman, Ned	N-309	35	Ned.landsman@stonybrook.edu
Larson, Brooke	S-333	18	Brooke.larson@stonybrook.edu
Lebovics, Gene	S-323	15	Herman.lebovics@stonybrook.edu
Lemay, Helen	S-317	17	Helen.lemay@stonybrook.edu
Lim, Shirley	N-331A	48	Shirley.lim@stonybrook.edu
Lipton, Sara	N-301	47	sara.lipton@stonybrook.edu
Man-Cheong, Iona	N-315	26	iona.mancheong@stonybrook.edu
Marker, Gary (Department Chair)	N-329	25	gary.marker@stonybrook.edu
Masten, April	S-349	43	April.masten@stonybrook.edu
Miller, Wilbur (Undergraduate Dir)	S-325	6	wilbur.miller@stonybrook.edu
Miller, Eric	S-320		Eric.miller@stonybrook.edu
Mimura, Janis	S-349	12	janis.mimura@stonybrook.edu
Newman, Elizabeth	S-349	17	Elizabeth.newman@stonybrook.edu
Rilling, Donna	S-311	8	donna.rilling@stonybrook.edu
Rosenthal, Joel	S-341	24	Joel.rosenthal@stonybrook.edu
Roxborough, Ian	S-345		ian.roxborough@stonybrook.edu
Schäfer, Wolf	S-329	21	Wolf.schafer@stonybrook.edu
Sellers, Christopher	N-301A	46	Christopher.sellers@stonybrook.edu
Shankar, Shobana	S-319	11	Shobana.shankar@stonybrook.edu
Teplitsky, Joshua	S-317	3	Joshua.teplitsky@stonybrook.edu
Tomes, Nancy	N-319	28	Nancy.tomes@stonybrook.edu
Wilson, Kathleen	N-313	16	Kathleen.wilson@stonybrook.edu
Zimansky, Paul	N317	5	Paul.zimansky@stonybrook.edu
Fernandez, Roxanne (Grad. Coordinator)	S-303		Roxanne.fernandez@stonybrook.edu
Grumet, Susan (Undergrad Coordinator)	S-307		Susan.grumet@stonybrook.edu