

100 – F GLO, SBS	THE ANCIENT WORLD	P. ZIMANSKY
	<i>This course is an overview of the cultures and civilizations of the Old World from the emergence of the first cities around 3500 BC to the climax of the Roman Empire. It is primarily concerned with the stream of tradition antecedent to modern Europe, which was created in the ancient Near East and passed through Greece and the Hellenistic world to Rome. The course will also briefly consider contacts and comparisons of the Near East/Mediterranean area with the first civilizations and empires in India and China.</i>	LEC: MW 11:00-11:53 R01 F 11:00-11:53 R02 M 12:00-12:53 R03 W 10:00-10:53
103-F SBS, USA	AMERICAN HISTORY To 1877	P. KELTON
	<i>This course surveys major political, economic, and social developments in America history up to 1877. The major themes will be the dispossession of indigenous peoples by Europeans and Euro-Americans, the development and limitations of democracy, and slavery and the origins of the Civil War. Students will be introduced to the historian's craft. They will study what historians do, how they do it, and why.</i>	LEC: MW 10:00-10:53 R01 F 10:00-10:53 R01 W 9:00-9:53 R02 M 12:00-12:53 R04 F 10:00-10:53 R05 M 9:00-9:53 R06 M 1:00-1:53 R07 W 12:00-12:53
116- K4 SBS, USA	AMERICAN WOMEN'S HISTORY SINCE 1900	S. LIM
	<i>This course is a survey of the history of women in the United States from 1877 to the present. It examines the significant cultural, economic, and political developments that shaped the lives of American women through placing women's experiences at the center of historical analysis. The course stresses the variety of women's experiences, acknowledging the importance of race, ethnicity, immigration, sexuality, and class in shaping female lives. We will discuss women's</i>	MW 8:30-9:50

	<i>cultural production, political and social organizations, daily lives, economic roles, and the various ways in which gender roles have been constructed and received. Course requirements include examinations, essays, mandatory attendance, and active class participation.</i>	
202-I GLO	ANCIENT GREECE	E. Miller
	<i>In many important ways, our culture traces its origins back to the people of ancient Greece: basic features of our way of life such as democracy, philosophy, theater and more began among the ancient Hellenes. Who were these people? What enabled them to achieve so much, and why has their influence lasted so long? This course will try to answer these questions. Course work will include two hour exams and a final.</i>	TUTH 10:00-11:20
209-I GLO,SBS	IMPERIAL RUSSIA	G. MARKER
	<i>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.</i>	TUTH 11:30-12:50

214/ POL 214-J GLO, SBS	MODERN LATIN AMERICA	ZOLOV
	<p><i>Description: This course introduces students to the history of modern Latin America, from the early nineteenth century to the present. Our goal is to gain an understanding of some of the central historical themes that have shaped Latin American society and politics since achieving independence, thus leading students to acquire a basis for making sound observations and judgments about the political, economic, social, and cultural realities affecting Latin America today. The class will move chronologically as well as thematically, covering topics such as nationalism, political economy, U.S.-Latin American relations, revolutionary & counterrevolutionary struggle, and cultural practices. To do so we will approach the hemisphere comparatively, drawing similarities and differences between different nation-states and regions.</i></p> <p><i>Requirements: Course requirements will include quizzes, midterm, topical essay, and final exam.</i></p>	<p>MW 2:30-2:50</p>
218/ AAS218 ESI, GLO,HUM	ANCIENT, MEDIEVAL & EARLY MODERN S. ASIA	E.BEVERLEY
	<p><i>Surveys the history of South Asia (contemporary India, Pakistan, and Bangladesh, with some consideration of Afghanistan, Myanmar, Tibet, and Sri Lanka) in ancient, medieval, and early modern eras. Central themes include the emergence of social orders, religions, and regions; global and regional mobility and connections; relations between social and religious communities (Buddhists, Hindus, Muslims; peasants, elites,</i></p>	<p>MW 12:00-12:53</p> <p>R01 F 12:00-12:53 R02 W 10:00-10:53 R03 M 1:00-1:53</p>

	<i>genders); changing state structures; and early European presence.</i>	
219-J GLO	<i>INTO TO CHINESE HISTORY</i>	<i>I. MAN-CHEONG</i>
	<i>This course is designed to acquaint you with some of the fundamentals of both Chinese history and China's culture. We cover the most important political, social, economic, and cultural developments and the main dynasties in China's two-thousand-plus years of Imperial history. Our overview comes right up to contemporary times. You can expect to come away with a deeper, more nuanced view of China; one that goes well beyond the usual stereotypes. We will see for example why it is sheer ignorance to talk about China as always being closed to outside influences. We will also see how many Chinese treat religious beliefs in ways quite different from the Judeo-Christian and Muslim traditions and yet we will read how Christianity was adapted to Chinese culture. Then, how is Confucianism (a philosophy not a religion) such a vital component and how has it proved so adaptable and useful to various governing regimes? These are just a sampling of the topics of this course. Many others will be for you to raise as discussion subjects. The more general lesson from the course is that Chinese history is above all about continuity and change and how those changes have impacted their world.</i>	<i>TUTH 4:00-4:53 R01 Tu 11:30-12:53 R02 Th 10:00-10:53 R03 Tu 2:30-3:23</i>
225/JDS 225-J GLO	<i>FORMATION OF THE JUDAIC HERITAGE</i>	<i>J.TEPLITSKY</i>
	<i>This class explores the story of the Jews from Biblical Antiquity until the end of the Middle Ages, across the fertile crescent of the Near East and</i>	

	<p><i>into the Roman Empire, the Islamic World, and Christian Europe. We will explore what it meant to be a Jew in the pre-modern world by tracing different historical forms of Jewish identity, and will examine how Jews interacted with, shaped, and were shaped by their encounters with people of other ethnicities and religions, especially Christianity and Islam. The course will involve reading great works of literature, history, and religion and analyzing those works to build a portrait of the past. Classes are based on lecture with discussion of readings, a mid-term, final exam, and two brief writing assignments, as well as short quizzes.</i></p>	<p>TUTH 1:00-2:20</p>
<p>235-I GLO</p>	<p>THE EARLY MIDDLE AGES</p>	<p>S. LIPTON</p>
	<p><i>This course introduces students to the political, social, religious and intellectual history of early medieval Europe, as well as to the techniques of critical source analysis. Major topics to be covered include the fall of the Roman Empire in the West, the Christianization of Europe, the preservation and transformation of classical culture, Viking invasions and the disasters of the ninth century, commercial disintegration and recovery, and early medieval kingship and warrior culture. Particular attention will be paid to the interactions of material conditions and human society (we will also meet at least one elephant!). Requirements include 1) class participation (this consists of completing the readings prior to the relevant lecture, contributing to discussions, and taking occasional reading quizzes; 2) two brief writing assignments of about 2-3 pages each; 3) one in-class midterm exam; and 4) a cumulative final exam.</i></p>	<p>TUTH 11:30-12:50</p>

261-K4, USA	<i>CHANGE & REFORM in THE US, 1877-1919</i>	W.MILLER
	<p><i>This course focuses on the impact of industrialization, immigration, and urbanization and the various responses to these tremendous forces of change from the end of Reconstruction through World War I.</i></p> <p><i>Issues of gender, race, and class will be highlighted throughout. Coursework will include weekly discussions, three take home essays (a fourth as extra credit), and 10 quizzes on study questions given in advance. Readings: brief textbook and documents posted on blackboard.</i></p>	<p><i>MW 12:00-12:53</i></p> <p><i>R01 F 12:00-12:53</i></p> <p><i>R02 W 9:00-9:53</i></p> <p><i>R03 M 10:00-10:53</i></p>
262- K4, USA, SBS	<i>AMERICAN COLONIAL SOCIETY</i>	N. LANDSMAN
	<p><i>The origins of the American colonies within an emerging Atlantic world of the seventeenth and eighteenth centuries. The political, economic and social development of colonial societies, and their interactions with resident non-Europeans -- Native Americans and enslaved Africans -- from the founding of Jamestown to the era of American independence. Particular emphases will be placed on the individual life experiences of various early American peoples, and on the larger question of how it was that American society developed in the way that it did. Readings may include a textbook and primary documents from the period. Probable assignments will include a midterm and final exam, one or two short take-home essays, and quizzes. Prerequisites: History 103 or the equivalent</i></p>	<p><i>MW 11:00-11:53</i></p> <p><i>R01 F 11:00-11:53</i></p> <p><i>R02 W 9:00-9:53</i></p> <p><i>R03 M 12:00-12:53</i></p>

264-K4 USA	THE EARLY REPUBLIC	D.RILLING
	<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 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 50-60 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>	TUTH 1:00-2:20
271-F 4 SBS USA	THE UNITED STATES IN THE WORLD: THE 20TH CENTURY	M. BARNHART
	<p><i>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.</i></p>	TUTH 10:00-11:20
288 F4, SBS, USA	WEALTH & INEQUALITY IN EARLY AMERICA	D. RILLING
	<p><i>This course focuses on Americans as producers, sellers and consumers from the earliest years of European colonization through the mid 1800s. Working thematically and chronologically, some of</i></p>	

	<p><i>the topics we examine are: the American colonies in the context of global trade; the Atlantic slave trade; trade between native Americans and European Americans and the ways it affected both societies; merchants, financiers and entrepreneurs; poverty and social policy; the consumer revolution; the financial system and the counterfeit financial system; the emergence of a middle-class in the late-18th and 19th centuries; early industrialization; slave economies; varieties of work, changes to workplaces, and the rise of worker protest; women as producers and consumers; and risk, success, and failure in an increasingly industrial nation; and the ramifications of failure for American identity and democracy. Weekly reading of approx. 50 pages. Final, two other assignments (short papers or exams to be decided), in-class exercises.</i></p>	<p>TUTH 10:00-11:20</p>
<p>300-F SBS+</p>	<p>WITCHES IN HISTORY</p>	<p>S. SHANKAR</p>
	<p><i>Is witchcraft still a common practice? Many Africans argue that it is. They see witchcraft not as a traditional practice but one that reflects our anxieties in a modern age, not only in Africa but wherever antisocial and evil acts occur. This course uses this more expansive idea of witchcraft as a lens onto global history. Students will study who were considered witches in different contexts throughout various periods, how they symbolized many religious and social fears, and how they were treated by their communities and authorities that saw them as threatens to law and order.</i></p>	<p>TUTH 2:30-3:50</p>

301.01 ESI,SPK	SLAVERY, HISTORY & MEMORY	J. ANDERSON
	<p><i>Slavery, and its legacy of racial injustice fundamentally shaped the United States from its founding. How--and, at times, if --that painful history should be remembered has been a subject of ongoing debate for generations of Americans. In this writing-intensive course, we will learn about the diverse experiences of black Americans, free and enslaved, from the colonial period to the Civil War and its aftermath. In addition, we'll focus on how after the demise of slavery, its history (especially in the North) was initially obscured from public memory as well as how its interpreted and memorialized today. For example, we'll investigate the rediscovery of the African Burial Ground in New York City, the controversy over Thomas Jefferson's role as a slave master, and recent conflicts over the Confederate flag and Civil War memorials.</i></p> <p><i>Required: attendance, active class participation, assigned readings, short writing assignments, and 3 short papers (several drafts of each required).</i></p>	TUTH 2:30-3:50
301.02 ESI,SPK	MODERN ENVIRONMENTAL DISASTERS	C. SELLERS
	<p><i>This course is a writing intensive course for junior History majors and minors, intended to prepare you for the 400-level research seminar. In this course we will be thinking, reading, and (especially) writing about the modern history of environmental devastation, over the later 20th into the 21st centuries. The practice of writing itself will be a major focus of this course, but students will hone their writerly skills as we survey and analyze representative episodes of environmental disaster, from those associated with nuclear and chemical plants to those connected with climate change. Work will consist of required readings, a</i></p>	TUTH 11:30-12:50

	<i>shorter and a longer essay as well as a host of writing exercises both in and out of class.</i>	
301.03 ESI,SPK	<i>FAMILY HISTORY AND MEMORY</i>	<i>S. LIM</i>
	<i>HIS 301 is a writing intensive course for History majors and minors. In this course we will develop the central historical skills of research, writing, and critical thinking through the lenses of family history and memoir. Readings will draw upon a diverse selection of sources including slave narratives, Asian diasporic writings on family and identity, LGBTQ memoirs, and gender and family history. Although the course's primary focus is on modern U.S. history from a global perspective, students interested in other geographic regions and time periods will benefit from the course. As befits a writing-intensive course, there will be considerable time spent on writing and revising essays.</i>	<i>MW 2:30-3:50</i>
362-K SBS+	<i>UNSETTLED DECADE: THE SIXTIES</i>	<i>R.CHASE</i>
	<i>Few decades in American history have been as contested, unsettled, and revolutionary as the 1960s. By using the term "the Sixties," this course will analyze the decade of the 1960s as both a watershed in modern U.S. history and as a contested public memory/history that continues to preoccupy scholars, political pundits, and the general public. In addition to offering a narrative of this "long decade" that stretches from the late- 1950s through the early 1970s, this course will also analyze how recent scholarship and political and social dialogues have challenged the history of the 1960s. What exactly do "the Sixties" represent and to whom? When did they begin and when did the decade's conflicts end? Should we conceive of this "unsettled decade" as a uniquely American problem, or should we take up a "Global Sixties"</i>	<i>MW 10:00-10:53</i> <i>R01 F 10:00-10:53</i> <i>R02 W 11:00-11:53</i> <i>R03 M 1:00-1:53</i>

	<p>framework? Course topics include: 1) Cold War politics and culture; 2) the US- Vietnam War; 3) consumerism and the American economy; 4) the "War on Poverty" and struggles over ideas of social welfare; 5) the political and ideological struggles between liberalism and conservatism; 6) the struggle for civil rights and black freedom; 7) ethnic and racial movements for political power; 8) counterculture, radicalism, and youth movements; and, 9) feminist movements, gender, and the "sexual revolution." Social movements and political struggles for racial inclusion and identity will earn a lot of attention in this course. By drawing upon primary documents, course readings, political speeches, music, pictures and videos of the era this course will reflect on what made this decade so "unsettled." This is a lecture-based course where regular attendance is necessary to prepare for mid-term and final exams. Course work will include a midterm, a final, and three critical reviews and primary documents essays.</p>	
<p>366-K4 SBS+</p>	<p>NEW JIM CROW: CRIME. PUNISHMENT AND PRISONS SINCE THE CIVIL WAR</p>	<p>R.CHASE</p>
	<p>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. As a final assignment, this course will have each student conduct an oral history that they will record,</p>	<p>MW 4:00-5:20</p>

	<i>digitize, and summarize as their final project.</i>	
376 K4 SBS+	<i>AMERICAN POLITICS, & DIPLOMACY, 1898-1945</i>	<i>BARNHART</i>
	<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. Students must read a text and five additional books, a reading load of about 150 pages per week. Each student must write three short essays over the course of the semester, none based on outside reading. There will be a midterm and final examination, both essay type.</i>	<i>TUTH 1:00-2:20</i>
378/SOC 378 F SBS+	<i>WAR & THE MILITARY</i>	<i>ROXBOROUGH</i>
	<i>This course provides a broad introduction to the study of warfare. It focuses on the politics and strategy of war. 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? How important is the rational pursuit of political objectives compared to the emotional and cultural dimensions</i>	<i>TuTh 2:30-3:50</i>

	<p><i>of conflict? (2) What explains the conduct of war? How are armies recruited, organized, motivated, and sustained? What fighting methods do they adopt? How do military organizations understand their task and how do they evaluate their adversaries? Why is intelligence often so poor? How do political leaders attempt to control military operations? (3) What are the consequences of war? What are the costs and benefits of war? What kind of peace ensues?</i></p> <p><i>These questions will be answered by placing war in its social context: do different kinds of society wage war differently? The course will use case studies: for Fall 2018 these are (1) the Korean War (1950-53), (2) American military operations in the Philippines: invasion (1898), occupation, counterinsurgency, and defense (1941); and (3) Irish independence (1912-23). There will be three in-class, multiple-choice exams. Prerequisites are one HIS course or SOC 105.</i></p>	
<p>380 -J SBS+</p>	<p>THE HISTORY OF CUBA</p>	<p>E. ZOLOV</p>
	<p><i>Description: From the earliest days of Spanish colonialism to the end of the Cold War, Cuba has played a central role in global networks of diplomacy, commerce, and culture. How and why did Cuba become so important to world affairs? Moreover, how can we account for the radical nature of the Cuban revolution and its wide-reaching impact on international relations, intellectual discourse, and aesthetic practices? Using primary documents, film, music, and visual materials, this course will seek to answer these central questions as we examine approximately 400 years of Cuban history, dating from the arrival of the Spanish through to the present. Significant focus will be given to Cuba under U.S. tutelage (1898-1959) and to the trajectory of the Cuban</i></p>	<p>MW 5:30-6:50</p>

	<p><i>revolution after 1959.</i></p> <p><i>Requirements: Students will be asked to write several short essays and a final paper.</i></p>	
381-J GLO, SBS+	<i>Empires of Goods: Latin America and World Commodities, 1500-2000</i>	<i>P. GOOTENBERG</i>
	<p><i>The Americas have been a crucial part of globalization since 1500. This theme survey uses an exciting new historical literature-about the history of world commodities-to learn about the connections and contributions of the Americas to the world economy and world culture. Students will encounter such goods as cacao (chocolate), sugar, silver, cochineal (a dye), rice, coffee, guano(a fertilizer), rubber, bananas, and cocaine, and the unique ways their hidden histories and worldly trading and consumer cultures shed light on the history of the Americas and global consumption. Students read and discuss three class books and write brief book essays on the subject.</i></p>	<i>MW 2:30-3:50</i>
391-I SBS+	<i>POLITICS, CULTURE & AUTHORITY</i>	<i>A.COOPER</i>
	<p><i>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</i></p>	<i>MW 2:30-3:50</i>

	<i>satisfy the major writing requirement and will include two papers (4-5 and 5-6pp. respectively), a midterm, and a final exam.</i>	
392-I SBS+	<i>SCOTLAND & SCOTLAND'S EMPIRE</i>	<i>N. LANDSMAN</i>
	<i>Courses on the history of Scotland are rarely taught in the United States. Americans in general have only the vaguest ideas of Scotland or its history; it is often regarded (incorrectly) as a province of England and a conquered nation, with a story confused with that of its Celtic neighbor, Ireland. In fact its history is quite distinct, and far more relevant to the histories of Britain or the United States that is ever conceived. In this course we will examine that story, including Scotland's evolution, history, and union with England to form the nation-state of and eventually all over the British empire. Its history sheds interesting light on the history of North America and the United States. The entanglements of those two histories, as well as comparisons of their stories will be important parts of the course.</i>	<i>MW 2:30-3:50</i>
396.01 K4 SBS+	<i>AMERICAN POPULAR CULTURE</i>	<i>A. MASTEN</i>
	<i>This course looks at the history of popular culture in nineteenth-century America using the theories and methods of Social History and Cultural Studies. We will begin with the premise that every cultural form derives its meaning and value from the immediate conditions of its production and reception. We cannot know the significance of a dance competition in 1842, a circus act or theater production in 1856, or a magazine illustration in 1864 unless we know about the historical circumstances and shifts that influenced its form and content, as well as who practiced it, whether it represented a social pastime or an employment,</i>	<i>TUTH 10:00-11:20</i>

	<i>where it was enjoyed, staged or exhibited, who consumed it, who promoted, distributed, and marketed it, and who condemned it.</i>	
398.01 -H STAS	<i>HISTORY OF THE AMERICAN MENTAL HOSPITAL</i>	<i>N. TOMES</i>
	<i>This course traces the history of American mental hospitals from their optimistic beginnings in the early 1800s through their widespread closures starting in the 1970s and the shift of care (or more accurately confinement) to jails and prisons. We will study the evolution of the mental hospital as a reflection both of changing medical theories and of cultural attitudes toward mental illness. We will explore the complex dynamics of institutionalization (why mental hospitals came to be seen as the best way to help people with severe mental illness), de-institutionalization (why closing them seemed to be a good solution), and transinstitutionalization (why jails and prisons became the hospital's default replacement.) While broadly surveying the mental hospital's rise and fall, we will use the Kings Park state hospital as a case study. Students will have streaming access to the recent film "Kings Park: Stories from an American Mental Hospital," made by documentarian (and SBU alum) Lucy Winer. We will also have access to additional video clips and interviews with former patients, attendants, doctors, nurses, and community members made as part of the film's production. Lucy Winer will visit the class to discuss her documentary. Course requirements: this course will emphasize skills of active reading, informed class discussion, and effective writing. Students will be asked to write one 3 to 5 page paper and one 7 to 10 page paper. A required text will be Gerald N. Grob, <i>The Mad Among Us</i>.</i>	<i>MWF12:00-12:53</i>

398.02-H STAS	PUBLIC HEALTH & DISEASE	C.SELLERS
	<p><i>An overview of changing diseases and disease concepts through modern times, as connected to the history public health field's development in the United States and elsewhere. From the late 18th century to the present, the course concentrates especially on the changing environmental dimensions of disease: from times when these were understood very differently from today through the stages by which our more modern understanding has been acquired, with a focus on those "public" solutions that have arisen to address them. While the emphasis falls on the United States, we will at key points seek to situate its historical experiences with disease and public health with those in other parts of the world. Topics to be covered include: the changing definition of public versus private in the health realm; the role of public health in the creation of the modern state; epidemics and immigrants as recurrent concerns; the rise of occupational and environmental health; the public health discipline's growing involvement in prevention of both communicable and chronic "lifestyle" diseases; and its complicated relations with medical and environmental professions as well as the public it purports to serve. Assignments include a short and a medium length paper, weekly reading questions or on-line work, and a take-home final.</i></p>	<p>TUTH 5:30-6:50</p>
	<p>You must have completed History 301 and have the <u>permission</u> of the instructor or the history department in order to register for any 400-level course.</p> <p>E-mail the professor of the course that you are interested in. Indicate your ID number and whether or not you have completed 301.</p>	

401.01 SPK,WRTD	US & AMERICAN INDIAN RELATIONS	P.KELTON
	<p><i>Students will be introduced to the theory and practice of historical inquiry. Particular focus of this course will be on U.S. relations with Indigenous Peoples (American Indians) and how those relations may be evaluated in light of contemporary concepts of crimes against humanity, especially ethnic cleansing. Students will investigate a variety of sources that deal with the topic, conduct independent research, produce a research paper, and present their findings to the class.</i></p>	M 1:00-4:00
401.02 SPK,WRTD	CITIES & GLOBAL CONNECTIONS	E.BEVERLEY
	<p><i>This course looks at large, diverse, cities in the modern period, and the interconnections between them. We consider urban expansion, Key concepts, and use case studies of particular cities to examine global patterns of urban change, and to identify flows of people, ideas, and things that shape cities and urban life. The class is global in scope, and we will read primary and secondary sources on cities in Asia, Africa, Europe, and the Americas. Topics may include: the effect of colonialism and imperialism on cities, everyday urban life, regional rural-urban and global migration to cities, policing and surveillance, urban planning and architecture, informality and illegal housing and economics, industrial and post-industrial capitalism, and housing movements and poverty relief. Students will research and write an original research paper about a topic of their choice focusing on a city or urban network related to their area of focus based on scholarly sources and primary materials. Depending on the topic, primary source research might involve readings in</i></p>	W 2:30-5:30

	<i>published or archival sources including possibly literary texts, analysis of architecture and built form, consideration of other media (art, music, film), and/or fieldwork or oral history.</i>	
401.03 SPK,WRTD	<i>EMPIRES & IMPERIALISM IN THE ANCIENT WORLD</i>	<i>P.ZIMANSKY</i>
	<i>An exploration, in seminar format, of the various forms of early large, centralized political systems and the impact they have on the cultures of the multi-ethnic societies and territories they embrace. To a certain extent the course will focus on the ancient Near East and Mediterranean worlds, because this is where the earliest imperial experiments were undertaken, but it will extend beyond that to accommodate the specific interests of participating students. Case studies include the empires of the Akkadians, Hittites, Assyrians, Urartians, Babylonians, Persians, Macedonians, Romans, Aztecs and Incas. Each student will choose one empire to study in detail and integrate the evidence from it in discussions of themes such as leadership, economic integration, frontiers and ethnicity.</i>	<i>TU 2:30-5:30</i>

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

HISTORY 444

SBC: EXP +

EXPERIENTIAL LEARNING

This course is designed for students who engage in a substantial, structured experiential learning activity in conjunction with another class. Experiential learning occurs when knowledge acquired through formal learning and past experience are applied to a "real-world" setting or problem to create new knowledge through a process of reflection, critical analysis, feedback and synthesis. Beyond-the-classroom experiences that support experiential learning may include: service learning, mentored research, field work, or an internship.

Prerequisite: WRT 102 or equivalent; permission of the instructor and approval of the EXP+ contract

HISTORY 447

INDEPENDENT READINGS IN HISTORY

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

HISTORY 458

SBC: SPK

A zero credit course that may be taken in conjunction with any HIS course that provides opportunity to achieve the learning outcomes of the Stony Brook Curriculum's SPK learning objective.

HISTORY 459

SBC: WRTD

A zero credit course that may be taken in conjunction with any 300- or 400-level HIS course, with permission of the instructor. The course provides opportunity to practice the skills and techniques of effective academic writing and satisfies the learning outcomes of the Stony Brook Curriculum's WRTD learning objective.

Prerequisite: WRT 102; permission of the instructor.

HISTORY 487

SBC: EXP+

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

HISTORY 488

SBC: EXP+

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

HISTORY 495-496

SBC: EXP+

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.

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.

EQUIREMENTS FOR 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 Credits

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 (Graduate Director)	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	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 (Chair)	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
Kelton, Paul	S-329		15	Paul.kelton@stonybrook.edu
Landsman, Ned	N-309		35	Ned.landsman@stonybrook.edu
Larson, Brooke	S-333		18	Brooke.larson@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	N-329		25	gary.marker@stonybrook.edu
Masten, April	S-349		43	April.masten@stonybrook.edu
Miller, Wilbur	S-325		6	wilbur.miller@stonybrook.edu
Mimura, Janis (Undergraduate Director)	N-325		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
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 Coordin)	S-307			Susan.grumet@stonybrook.edu

