

SPRING, 2021

HISTORY 102F

SBC: SBS; GLO

MODERN EUROPEAN HISTORY 18TH CENTURY TO THE PRESENT

Brian Gebhart

	Day	Time	Solar #	Location
Lecture	MW	10:30-11:25		ON LINE
Recitation 01	Friday	10:30-11:25	Solar # 48461	ON LINE
Recitation 02	Monday	11:45-12:40	Solar # 48462	ON LINE
Recitation 03	Wednesday	9:15-10:10	Solar # 48463	ON LINE

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

HISTORY 104-F4

SBC: SBS; USA

U.S. HISTORY SINCE 1877

Prof. Robert Chase

	Day	Time	Solar #	Location
Lecture	MW	11:45-12:40		On Line
Recitation 01	Friday	10:30-11:25	Solar # 40707	On Line
Recitation 02	Monday	9:15-10:10	Solar # 40708	On Line
Recitation 03	Wednesday	9:00-9:53	Solar # 40709	On Line
Recitation 04	Wednesday	2:40-3:25	Solar # 40710	On Line
Recitation 05	Friday	1:00-1:55	Solar # 40711	On Line
Recitation 06	Wednesday	2:40-3:35	Solar # 44384	On Line
Recitation 07	Monday	10:30-11:25	Solar # 44385	On Line

This course surveys American history from the end of Reconstruction in 1877 to the end of the Obama presidency. 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. Some themes stressed include the rise and structure of corporate capitalism, 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 Readings will be drawn from a textbook and supplements of historical documents and essays, amounting to roughly eighty pages of reading per week. Participation and writing in recitation section discussions, recitation evaluation, and a final examination serve as a basis for evaluation and grade.

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HISTORY 203-I

SBC: GLO,SBS

ANCIENT ROME

Prof. Eric Miller

TuTH	11:30-12:50	SOLAR 48705	On Line
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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 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. Archaeological evidence will be considered in conjunction with written documents. There are no prerequisites. This is a lecture course, illustrated with powerpoints, with a measure of classroom participation through clickers. Grading will be on the basis of a half-hour midterm exam (25%), a term paper of 5-7 pages (25%) a final exam (40%), and classroom participation (10%).

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HISTORY 206-I

SBC: GLO,SBS

ANCIENT ROME

Prof. Eric Miller

TuTH	11:30-12:50	SOLAR 48705	On Line
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This course covers the “Early Modern period” of European history—an age of new discoveries of territories, peoples, artistic techniques, religious ideas, scientific and philosophical methods, and technologies—from the Black Death until the French Revolution (roughly 1348 to 1789). Our aim will be to excavate the changing social, political, intellectual, and cultural experiences of men and women during this time of renaissance, reformation, enlightenment, and revolution. We will follow the encounter between Europeans and the peoples of the Americas, Africa, and Asia, as well as the “discovery” of new ways to read old books, the “discovery” of new technologies in communications and combat, and the “discovery” of new sciences, arts, and philosophies as they impacted the way Europeans related to the wider world and their place within it.

HISTORY 214-J
Cross-listed with POL 214

SBC: GLO, SBS

MODERN LATIN AMERICA

Prof. Eric Zolov

	Day	Time	Solar #	Location
Lecture	MW	11:34-12:40		On Line
Recitation 01	Friday	11:34-12:40	HIS Solar # 48458 POL Solar # 48647	On Line
Recitation 02	Monday	10:30-11:25	HIS Solar # 48459 POL Solar# 48648	On Line
Recitation 03	Wednesday	9:15-10:10	HIS Solar # 48460 POL Solar # 48649	On Line

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

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

HISTORY 220-J

SBC: GLO. SBS

PREMODERN JAPAN

Prof. Janis Mimura

MW	4:24-5:45	HIS Solar # 55805	On Line
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This course provides students with an introduction to the history and culture of Japan. We will focus on the broader processes of political, economic, social, and intellectual transformation of Japan from antiquity up until the present. Topics explored include: aristocratic and samurai culture, the Tokugawa political order, Japan's relationship to Asia and the West, the rise of the modern state, Japanese fascism, the role of women in Japan, and the challenges of postwar democracy. Requirements include a mid-term and final exam and two short essays.

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HISTORY 236-I

SBC: GLO

THE LATE MIDDLE AGES

Prof. Mohamad Ballan

MWF	9:15-10:10	Solar # 54129	On Line
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This course has two main purposes. One is to give you a broad perspective on the history of Medieval Europe from the eleventh through fifteenth centuries by reading selected primary sources in English translation. The second is to teach you how to analyze and contextualize narrative, non-narrative, and visual primary sources as we chart the major political, intellectual, social, religious, and economic developments in Europe during the Later Middle Ages. During the centuries between the first millennium and the beginning of the early modern period Europe was repeatedly transformed in the political, social, and religious spheres, and the framework was laid for modern conceptions of the state, law, and family. Later medieval Europeans were forced to reevaluate the traditional relationship of church and state, define themselves against non-Christian and non-European cultures, and reinvent the long-standing social order to recognize the existence of new groups. Major topics to be covered include economic expansion, the revival of urbanism; the medieval Church; the Crusades; the relationships between secular and ecclesiastical power structures; the twelfth-century intellectual Renaissance; the rise of national monarchies, constructions of orthodoxy and heresy; the status of women, Jews, and workers; later medieval warfare, plague, and schism; and the beginnings of European exploration, conquest and colonization during the fifteenth century. The bulk of the readings are primary

sources (in Rosenwein, *Reading the Middle Ages*). The textbook (*Medieval Europe: A Short History*) provides a broad narrative overview, to help you place the primary documents in context.

HISTORY 241-F
(Cross-listed with JDS 241)

SBC: GLO

NAZI GENOCIDE AND THE HOLOCAUST

Prof. Eric Miller

TuTh	3:00-4:20	HIS Solar # 48497 JDS Solar # 48652	On Line
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How was it possible for mass genocide to occur in the midst of one of the most cultured societies of Europe in the twentieth century? This course will examine the centuries-long social, cultural and religious context that fed into the 20th-century environment in which the Holocaust became possible, as well as the contemporary political events, and the gradually unfolding actions by the Nazi government in Germany and territories under their influence from 1933-1945, which ultimately culminated in the Holocaust. We will also examine the Jewish experience under the Nazis in the 1930's, as well as the life in the ghettos and concentration camps from the perspective of both the victims and the persecutors. Additionally, we will analyze major issues and questions that arise in the wake of the Holocaust. The course will be conducted through a series of lectures and class discussions. Two five-page papers will be required, as well as a mid-term and final exam.

HISTORY 262-K4

SBC: USA,SBS

AMERICAN COLONIAL SOCIETY

Richard Tomczak

	Day	Time	Solar #	Location
Lecture	TuTh	11:30-12:50	Solar # 55489	On line

This course discusses the political, social and cultural history of the period 1763-1789, stressing the causes and consequences of the American Revolution, the development of a new nation and new governments, the creation of the constitution of the United States, the impact of those things upon the peoples of the nation, and the place of the American Revolution in an age of revolutions.

A particular concern will be to try to understand how the issues and events of the period looked to those who were participating in them. Readings will include original documents such as: the Declaration of Independence; the Constitution of the United States; the Federalist; and other primary sources. Midterm, final and one short paper (5pp).

HISTORY 277- K4
(Cross-listed with AFS 277)

SBC: USA

THE MODERN COLOR LINE

Prof. Abena Asare

TuTh	10:00-11:20	HIS Solar # 47268 AFS Solar # 47267	On Line
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An exploration of the significance of race in 19th- and early 20th-century America. Topics include forms of political organization and collective struggle; the social and psychic consequences of racist subjection; the relationship among race, racism, and culture; and the cultural politics of race and gender. This course is offered as both AFS 277 and HIS 277.

HISTORY 281 –H

SBC: STAS

GLOBAL HISTORY AND GEOGRAPHY

Prof. Richard Tomczak

TuTh	4:45-6:05	Solar # 48364	On Line
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This course will be conducted on the basis of two, interrelated goals. On the one hand we hope to gain a firm and useful grasp of the physical features of the Earth and of its contemporary political organization. On the other hand, we aim to achieve fluency in the major events and themes of global history. This second task will start with a brief look at planetary history and the arrival of humans, then skip to the 16th century, when the two hemispheres were re-united, and proceed through to the end of the twentieth century. We will consider the theoretical and methodological problems presented in trying to view the past from a global perspective while at the same time acknowledging and pondering the undeniably global nature of our contemporary problems and sensibilities. Requirements: attendance and participation; periodic quizzes and exercises; a mid-term and a final exam.

→ Please note that History 301 is for History Majors and Minors only, it is available to other students with permission of the instructor.

You may also register for HIS 459 in order to receive your WRTD in this course if you obtain permission from the instructor.

HISTORY 301.01

SBC: ESI

RENAISSANCE FLORENCE

Prof. Mary Cooper

MW	2:40-4:00	Solar # 44705	On Line
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This writing-intensive course will examine the social, cultural, and olitical 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.

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HISTORY 301.02

SBC: ESI

HISTORY OF EPIDEMICS

Prof. Shobana Shankar

TuTh	3:00-4:20	Solar # 44706	On Line
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How have historians studied epidemics? This course offers students an in-depth exploration of past outbreaks, with focus on some topics like disease-specific events related to smallpox, polio, Ebola, and HIV; how historians collect and interpret primary and secondary sources; and the application of different lenses of political, social, economic, and cultural dynamics in the study of epidemics. Most of the cases will be drawn from African history and connected to wider global

events. The goal is to produce and present research that analyzes complex and multi-layered dimensions of disease and medicine, which go far beyond biological causes and effects and have profound implications for the present and future.

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HISTORY 301.03

SBC: ESI

SEEKING FREEDOM IN AMERICA

Prof. Donna Rilling

MW	Flex TuTh 1:15-2:35	Solar # 44706	On line
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Runaway slaves and indentured servants, black and white abolitionists, activists, and Underground Railroad conductors, and emancipated men and women seeking equality are the focus of this course. We work with primary and secondary sources, and write and revise analytical essays based on the readings. Assignments are designed to enable students to meet the History Major Writing Requirement.

HISTORY 301.04

SBC: ESI

FACISM

Prof. Janis Mimura

MWF	9:25-10:10	Solar # 55804	On line
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In-depth training course in the craft of history, with a systematic introduction to methods, analysis, synthesis, and writing. As the gateway course for the History major senior seminar, HIS 301 teaches students how to locate, organize, and analyze primary and secondary sources, distill the information in intelligible and meaningful writing, and convey one's findings in persuasive and articulate oral presentations. This course satisfies SBC category ESI. 3 Credits. Prerequisites: at least 6 credits in History.

These skills will be taught through a close analysis of the ways in which historians have examined the problem of fascism as a national and transnational phenomenon. We will focus on the classic cases of Nazi Germany and Fascist Italy as well as other European and non-European cases such as Imperial Japan. Topics covered include fascism's intellectual origins, mass culture, totalitarian state, technology, and political violence. Course materials include secondary literature on fascism, as well as primary sources such as propaganda materials, film clips, and essays.

The course is divided into two parts. In the first half of the course, we will engage in close reading and analysis of secondary and primary sources. We will also review the mechanics of writing, especially with regard to argumentation, organization, grammar, and style. In the second half of the course, students will produce a short research paper of 5-6 pages on one aspect of fascism based on primary and secondary sources. You will complete research exercises and short presentations to guide you through the research process.

HISTORY 314

SBC: CER, SBS+

INDIGENEOUS SETTLER RELATIONS IN THE UNITED STATES

Prof. Paul Kelton

MWF	10:30-11:25	Solar # 54132	On Line
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This course surveys the relations that the first peoples – Indigenous Peoples – to inhabit the territory that becomes the United States had with European and Euro-American colonizers. It investigates instances of violence, exploitation, removal, and assimilation through the concepts of genocide, ethnic cleansing, and crimes against humanity. Students will critically explore the ethical decisions that settlers made that impacted Indigenous Peoples, the political choices that settlers and their governments, (Both state and Federal) made to foster the expansion of the United States, legal actions that Indigenous Peoples initiated and still continue to take to preserve their sovereignty, and the movement for social justice that Indigenous Peoples and their allies are currently undertaking.

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HISTORY 334-I
(Cross-listed with WST360)

SBC: SBS+

WOMEN AND GENDER IN PRE-MODERN EUROPE

Prof. Alix Cooper

TuTh	6:30-7:50	HIS:Solar 54133 WST: Solar 54301	On line
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This course will explore the role and status of women in ancient, medieval, and early modern Europe. We will read both modern scholarship and primary sources, i.e. original documents that give us clues about women's lives, such as laws, religious texts, writings by men about women, and some of the relatively rare but extremely illuminating documents written by women

themselves. Examples of topics we will discuss include what is (and isn't) known about such issues as women and goddess-worship in prehistory; Greek and Roman matrons' lives; Christian traditions about women; the lives of nuns, noblewomen, peasant women, and city women in medieval Europe; the witch-hunts of early modern Europe; and early women's struggles for participation in intellectual life. By learning about individual women's lives, as well as the broader social contexts within which women lived, we will aim to increase our understanding not only of these particular periods in history but of sex and gender more broadly, in the many ways in which they have come to shape our world. Course requirements will include participation, two five-page papers, a midterm, and a final exam.

HISTORY 338
(Cross-listed with AAS 336)

SBC: SBS+

ASIAN AND PACIFIC ISLANDERS IN AMERICAN HISTORY

Prof. Shirley Lim

<i>MW</i>	<i>8:30-9:50</i>	<i>HIS: Solar 47662 AAS: Solar 47651</i>	<i>On Line</i>
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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 360-K4

SBC: SBS+

US SOCIAL HISTORY TO 1860

Prof. April Masten

	Day	Time	Solar #	Location
Lecture	MW	10:30-11:25		On Line
Recitation 01	Friday	10:30-11:25	HIS Solar # 54135	
Recitation 02	Wednesday	9:15-10:10	HIS Solar #54136	On Line
Recitation 03	Monday	1:00-1:55	HIS Solar # 54137	On Line

. HIS 360 explores the American past from the perspective of ordinary people through lectures and readings that emphasize the experiences and ideas of individuals and groups of men, women, and children of different classes, races, ages, beliefs, ethnic origins, and regions as they pursued competing notions of liberty and democracy.

HISTORY 365-K4

SBC: SBS+

ENVIRONMENTAL HISTORY OF NORTH AMERICA

Prof. Mark Chambers

TuTh	1:15-2:35	HIS Solar # 48371	On Line
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This course delves into the history of interactions between humans and their natural environment on this continent. We will look at how people have viewed and valued the nonhuman world as well as how they have used and altered it in building a modern urban society. Beginning with the Indians and the early colonists, we will trace the numerous transformations--cultural, intellectual, economic, political, and technological--that contributed roots and rationales for the environmental critiques of American society that took shape after World War II. We'll survey the historic changes on a variety of landscapes: from forests and parks to cities and factories. Events in our own Northeastern U.S. will provide geographic focus for this history, but we'll also keep an eye to related happenings elsewhere, on the North American continent and beyond. Finally, we will look at the growing array of twentieth-century movements that have identified themselves as "environmentalist," at the "greenness" of modern culture, and at the environmental dimensions of a globalizing era. Throughout, this history course also seeks to reflect upon, and critique, our own ideas and assumptions about what nature is, and what it is not. Writing requirements include two papers, one short and another moderately long; and a take-home final.

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HISTORY 371-K4

SBC: SBS+, DIV

LAW and SOCIETY

Prof. Donna Rilling

TuTh	9:45-11:05	HIS Solar # 54139	On Line
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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. Prerequisite: U3 or U4 status. Advisory prerequisite: History 103 (U.S. history to 1877). An EXP+ option will be available.

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HISTORY 383

SBC: SBS+, HFA+

JANE AUSTEN AND THE WORLD

Prof. Kathleen Wilson

TuTh	5:30-6:50	HIS Solar # 54648	Lib E 4315
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This lecture and discussion course will focus on the social, political and cultural milieu and legacies of Jane Austen's famous novels. First, we will examine in detail the contours of English provincial and gentry society in the Revolutionary, Napoleonic and Regency periods (1792-1820). Topics will include class and sociability; the functions of the country house; gender and family relations; the pleasures and dangers of urban culture; food, fashion and leisure pursuits, including tourism, women, theatre and print culture; the impact of empire, war and radical politics on social and political relations of the day, and of course the details of Jane Austen's own life. We will then turn in the last third of the course to the ways in which Austen novels were appropriated and used by subsequent generations in the Anglophone world, from the Victorian critics to twenty-first century reading groups, filmmakers and blogs. In addition to the novels – Mansfield Park, Pride and Prejudice, Sense and Sensibility, and Persuasion and Northanger Abbey, students will also

have assigned reading in historical documents and secondary historical and critical texts, and will be required to produce three 7-10 page critical essays that reflect on the historical meanings and representations of Austen's work from the 18th century to the present. Pre requisite: HIS 102, U3 or U4 status

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HISTORY 385

SBC: ESJ; SBS+

AZTEC CIVILIZATION

Prof. Elizabeth Newman

FLEX		HIS Solar # 55745	On Line
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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.

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TOPICS COURSES

Topics Courses may be repeated as topics change.

Topics course numbers include History 301, 330,340, 350, 357, 363, 380, all of the 390's and all of the 400's.

HISTORY 390-I

SBC: SBS+

OUTSIDERS AND DEVIANTS IN THE MEDIEVAL WORLD

Prof. Sara Lipton

TuTh	1:15-2:35	HIS Solar # 48480	On Line
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One can learn a great deal about a society from the way it defines and treats 'outsiders'. In this course we will examine how and why medieval European Christian and Jews identified various groups as 'outsiders' and/or 'deviants', as well as the ways in which members of those groups were treated. Topics to be covered include visual and textual polemics, legal restrictions (or privileges), and social relations. Reading assignments of approximately 35 pages per week will consist of both primary sources and secondary articles. There will be a midterm exam, a 15-page paper, and a take-home final exam.

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HISTORY 393.01

SBC: SBS+

POST WAR EUROPE

Prof. Young Sun Hong

TuTh	11:30-12:50	Solar # 54127	On line
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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.

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HISTORY 396.01-K4

SBC: SBS+

INDIGENEOUS PEOPLE OF LONG ISLAND

Prof. Paul Kelton

MW	2:40-4:00	Solar # 40712	On Line
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An in-depth study of the history of Algonquian-speaking communities--the first peoples to inhabit the greater Long Island Sound area--from prehistory to present. Major themes include the struggle for survival in a world shattered by colonization and the continuing quest for political and cultural sovereignty.

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(You must have completed History 301 and have the permission of the instructor or the history department in order to register for any 400-level course.

E-mail the professor of the course that you are interested in. Indicate your ID number and whether or not you have completed 301).

HISTORY 401.01

SBC: ESI

SILK ROADS and SPICE ROUTES: TRAVEL, EXPLORATION and DISCOVERY IN THE PREMODERN WORLD

Prof. Mohamad Ballan

Wednesday & Flex	2:40-5:30	Solar # 47178	On Line SBS S328
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How globalized was the world before the modern period? What connected famous explorers like Marco Polo, Ibn Battuta, and Christopher Columbus to people who traveled the globe as part of their daily lives as merchants, diplomats, and sailors? Travel was a central feature of the medieval world and one of the primary factors that contributed to cultural contact, communication, exchange, and the diffusion of ideas between Europe, Africa and Asia in the pre-modern era. This course will explore the interconnected histories of the premodern world between roughly 500 and 1700. It will look closely at the history of travel and travelers in Europe, the Mediterranean, the

Middle East, the Atlantic world (including West Africa), the Indian Ocean, Central Asia, and China. Whether the motivation was exploration, piety, knowledge, survival, or profit, the act of travel involved the travelers in larger processes of interaction and exchange between cultures. We will examine the lives and accounts of pilgrims, merchants, scholars, slaves, and soldiers to investigate what motivated people to travel to, from, or within regions throughout the medieval world, and how they portrayed their experiences. With an emphasis on primary sources and class discussion, we will explore the writings of a diverse group of travelers and situate them within their larger social, cultural, and political contexts, while at the same time coming to terms with their reasons for travel and their particular worldview.

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HISTORY 401.02

SBC: ESI

NATURE, RACE & TECHNOLOGY

Prof. Mark Chambers

Thursday	4:45-7:35	Solar # 47179	SBS S318
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This course examines how environmental history has contributed to a better understanding of technology and race. The course will foster a better understanding as to how environmental history brings new insights to technological artifacts and technical change, to reflect and mediate human-environment interactions, and how technology shapes—and is shaped by—nature. Central to understanding environmental history of technology is also to focus on the intersection between environmental history and technology in the study of race and ethnicity. It then considers how environmental historians have addressed the issue of race in their work, with emphasis on technology and environmental change as well as the ambiguous ecological implications for racial relations and environmental justice. Finally, we will discuss several concepts and approaches that have been used to write environmental histories of technology and race thus far, including hybridity, multiplicity, and the analysis of the history science, technology, engineering, and medicine.

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HISTORY 401.03

SBC: ESI

PANDEMICS IN WORLD HISTORY

Prof. Joshua Teplitsky

TuTh	1:15-2:35	Solar # 47180	On Line
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This course explores the outbreak of epidemics and pandemics in world history, in order to understand the social, political, economic, and cultural roles played by contagious disease in human life from the earliest known outbreaks until the present COVID-19 global crisis. We will explore a range of topics, including ideas about where diseases come from and how they are transmitted, political policies implemented to curb the effects of disease, social responses to epidemics (especially scapegoating and blame), cultural responses in religion and art, medical shifts in healing practices, and the long-term changes that result from the experience of epidemic. Class meetings will be seminar style with discussions of primary and secondary sources. The course will involve a series of writing assignments that will culminate in a research paper in a topic of the student's choosing related to the theme of the course.

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

HISTORY 444

SBC: EXP +

EXPERIENTIAL LEARNING

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

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

(http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/degree_requirements/EXPplus.php)

HISTORY 447

INDEPENDENT READINGS IN HISTORY

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

HISTORY 458

SBC: SPK

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

HISTORY 459

SBC: WRTD

A zero credit course that may be taken in conjunction with HIS 301 or (with approval of the course instructor) another upper-division History course. The course provides opportunity to practice the skills and techniques of effective academic writing and satisfies the learning outcomes of the Stony Brook Curriculum's WRTD learning objective. Students will submit one ten-page paper or two five-page papers for approval by the Undergraduate Program Director (UPD) in History. Prerequisite: WRT 102; permission of the instructor

HISTORY 487

SBC: EXP+

SUPERVISED RESEARCH

Qualified advanced undergraduates may carry out individual research projects under the direct supervision of a faculty member. May be repeated. PREREQUISITES: Permission of instructor and either department or departmental research coordinator.

HISTORY 488

SBC: EXP+

INTERNSHIP

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

HISTORY 495

First course of a two-semester project for history majors who are candidates for the degree with honors. Arranged in consultation with the department, the project involves independent study and writing a paper under the close supervision of an appropriate instructor on a suitable topic selected by the student. Students enrolled in HIS 495 are obliged to complete HIS 496. Students receive only one grade upon completion of the sequence. Prerequisite: Admission to the history honors program

HISTORY 496

SBC: EXP+

Second course of a two-semester project for history majors who are candidates for the degree with honors. Arranged in consultation with the department, the project involves independent study and writing a paper under the close supervision of an appropriate instructor on a suitable topic selected by the student. Students enrolled in HIS 495 are obliged to complete HIS 496. Students receive only one grade upon completion of the sequence.

The Honors Program In History

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

**REQUIREMENTS FOR THE
MAJOR IN HISTORY**

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

Two courses at the 100 level: 6 credits

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

Two courses at the 200 level

Two courses at the 300 level

12

Credits

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

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

3 credits

HIStory 401: Senior Colloquium

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

9 credits

B. Study in a Related Area: Two upper-division courses in one discipline, the discipline to be selected with the department's approval. Courses that are 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:

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

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

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

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

Notes

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

THE MINOR IN HISTORY

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

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

- c. Three courses at the 300 or 400 level
9 credits

TOTAL CREDITS.....21

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

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

***THE MINOR FOR SCIENCE MAJORS IN
HEALTH, SCIENCE AND ENVIRONMENT***

This minor explores the historical context of health, science and disease. Nature is within us and all around us. Human habitats—starting with our multi-species bodies—are only partly under human control. Inversely, the environment "out there" is deeply influenced by humans and their technologies. History provides extensive evidence for these trans-human relationships. This minor allows students to explore this multi-level interplay—from the molecular level to the planetary—in a variety of times and places.

- a. Three courses at the 100 or 200 level
9 credits

- b. Four courses at the 300 or 400 level
12 credits

TOTAL REDITS.....21

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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