

# FALL, 2016

## HISTORY 100-F

GLO:SBS

### **THE ANCIENT WORLD**

*Prof. Paul Zimansky*

	Day	Time	Solar #	Location
Lecture	MW	12:00-12:53		Lib W 4550
Recitation 01	Friday	12:00-12:53	94567	S328
Recitation 02	Monday	11:00-11:53	94568	N310
Recitation 03	Wednesday	10:00-10:53	94569	N310

*This course is an overview of the cultures and civilizations of the Old World from the emergence of the first cities around 3500 BC to the fall of the western Roman Empire. It is primarily concerned with the stream of tradition antecedent to modern Europe, which was created in the ancient Near East and passed through Greece and the Hellenistic world to Rome. The course will also briefly consider the emergence of the first civilizations in India and China. It satisfies the DEC Category F because it focuses on individual and group behavior within society.*

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## HISTORY 103-F4

SBS:USA

### **US HISTORY TO 1877**

*Prof. Ned Landsman*

	Day	Time	Solar #	Location
Lecture	MW	11:00-11:53		Frey 100
Recitation 01	Friday	11:00-11:53	83477	N310
Recitation 02	Wednesday	9:00-9:53	83478	S328
Recitation 03	Monday	12:00-12:53	83479	S328
Recitation 04	Friday	10:00-10:53	83480	S328
Recitation 05	Monday	9:00-9:53	83481	S328
Recitation 06	Monday	1:00-1:53	87950	Frey 222
Recitation 07	Wednesday	12:00-12:53	87951	S328

*This course is a survey of American history from its beginnings to the era of Reconstruction. Topics will include the Columbian encounter, colonization, the interaction of races and cultures in the New World, the creation of an American nation, democratization, expansion, sectionalism, and Civil War. Readings will include a text and several biographical and autobiographical sketches and other sources such as Mary Rowlandson's narrative of her captivity, Thomas Paine's Common Sense and Harriet*

*Beacher Stowe's Uncle Tom's Cabin. There will be a mid-term, final and a 3-5 pages take home essay.*

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**HISTORY 201-I**

SBC: GLO

**THE ANCIENT NEAR EAST**

Prof. Paul Zimansky

MW	4:00-5:20	Solar # 94622	SBS N310
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*This course is an overview of the development of world's first civilization, from invention of writing to the conquests of Alexander the Great (ca. 3500-323BCE). Ancient Mesopotamia, in which Sumerians, Akkadians, Babylonians, Assyrians developed their distinctive cultures, will be the central focus, but other Near Eastern peoples, such as the Hittites, Israelites, Phoenicians and Persians, will be covered as well. Special topics include the early history of cities, the first experiments with empire, the development and spread of writing, and the emergence of history itself. Archaeological evidence will be considered in conjunction with written documents. HIS 105 The Ancient World, is an advisory prerequisite. This is a lecture course, illustrated with slides, but questions from the class will be welcomed and discussion encouraged. Grading will be on the basis of two half-hour midterm exams (20% each), a term paper of 4-5 pages (20%) and a final exam (40%).*

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**HISTORY 210-I**

SBC:GLO

**SOVIET RUSSIA**

Prof. Gary Marker

TuTh	8:30-9:50	Solar# 94575	Library W 4540
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*This course deals with the last 130 years of Russian history, from the late nineteenth century until the present day. The course is organized around the themes of social transformation, instability and upheaval. Topically, we proceed from the last decades of the Tsarist regime through the Russian Revolution and Civil War, and then to the 70 year history of the Soviet Union. The latter part of the course will cover the events of the last dozen years, from perestroika to the collapse of the Soviet Union in 1991 and then to the current situation among the successor states. There will be a textbook and*

*approximately four paperbacks assigned. The assignments will include two midterms and a final examination.*

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

SBC: GLO

**MODERN LATIN AMERICA**

*Prof. Eric Zolov*

	Day	Time	Solar #	Location
Lecture	MW	12:00-12:53		Library W 4525
Recitation 01	Friday	12:00-12:53	HIS # 94623 POL # 94769	Physics P122
Recitation 02	Monday	1:00-1:53	HIS #94624 POL # 94770	Physics P 124
Recitation 03	Wednesday	10:00-10:53	HIS # 94625 POL # 94771	Life Science 060

*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.*

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**HISTORY 220-J**

SBC:GLO

**INTRODUCTION TO JAPANESE HISTORY**

*Prof. Janis Mimura*

TuTh	10:00-10:53	Solar # 91830	HVY ENG LAB 201
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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 221-J**  
(Cross-listed with AFS 221)

SBC:GLO

**INTRODUCTION TO MODERN AFRICAN HISTORY**

Prof. Shobana Shankar

TuTh	10:00-10:53	HIS Solar # 96408 AFS Solar # 96407	Frey 313
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*This course examines colonization in Africa, from the earliest Dutch settlement in southern Africa in the 17th century, the intense international scramble for Africa in the nineteenth century, and the era of alien rule in the 20th century. It examines how Africans met the challenges of alien rule in many ways—peasant uprisings, Pan-African movements, and political diplomacy—but not always in obvious ways we would call resistance. European rule was the catalyst for many changes in Africa—production of commodities for global markets, Christian missionary work and religious conversion, migrant labor, rapid urbanization, new gender and generational conflicts, formal schooling, and new arts and culture, including African literary and film traditions. These topics will be explored as a basis for understanding the potentials and problems of African countries that got independence after 1957, in the midst of the Cold War, and up to the present. Readings will include a textbook, articles, and novels, which will be supplemented with films. May include 1 map quiz, 2 5-7 page papers, and in-class midterm.*

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**HISTORY 225-J**  
(Cross-listed with JDS 225)

SBC:GLO

**THE FORMATION OF THE JUDAIC HERITAGE**

Prof. Eric Miller

TuTh	10:00-10:53	HIS Solar # 90025 AFS Solar # 90026	SBS S328
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*This course covers Jewish history and the development of Judaism during the thousand years from ca. 500 BCE to ca. 500 CE. The course begins with the close of the Hebrew Bible, examines the varieties of Judaism which then arose, as well as the many Jewish writings that were not included in the Hebrew Bible, and ends with the consolidation of rabbinic Judaism on one hand and of Christianity on the other. The class is in lecture format with occasional discussions. Requirements include two hour-long exams and a final, but a term paper can replace one of the hour exams.*

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**HISTORY 230-I**

SBC SBS+

**BRITAIN SINCE 1945**

Prof. Kathleen Wilson

TuTh	11:30-12:50	Solar # 94588	Library W4525
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*An examination of social, culture and political developments in Britain with particular emphasis on the post-1945 period. Topics include women, war and the welfare state; domestic responses to international fascism; the rise and fall of the Left; popular and literary cultures of the 1950's and 1960's; and the cultural representation of post imperial issues such as immigration, race, and unemployment. In addition to historical work sources will include literature, film and television. Course requirements are: completion of all assigned reading, class attendance and participation, in-class midterm, one 8-10 page essay, and a multiple-essay take home final.*

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**HISTORY 235-I**

SBC: GLO

**THE EARLY MIDDLE AGES**

Prof. Jennifer Jordan

TuTh	11:30-12:50	Solar # 91639	Javits 109
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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.*

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**HISTORY 237-H**

SBC: STAS

**SCIENCE, TECHNOLOGY & MEDICINE I**

Prof. Mark Chambers

MW	4:00-5:20	Solar # 90286	Library W 4525
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*This course will examine the origins of modern science, technology, and medicine from their earliest roots in ancient and medieval civilizations through the Scientific Revolution of the sixteenth and seventeenth centuries and its aftermath. Themes will include the connectedness of science to culture and society; ideas about humanity and the universe in antiquity; the transmission of knowledge from the ancient Near East to the Greco-Roman world, and from the Greco-Roman world through the Islamic world to medieval Christian Europe; the rise in the Renaissance and Reformation period of new ways of thinking about knowledge of the natural world and humanity's role in it, culminating in the work of such figures as Copernicus, Vesalius, Kepler, Harvey, Galileo, Boyle, and Newton during the Scientific Revolution; and finally the dissemination of knowledge to a broader public during the Enlightenment movements of the eighteenth century. Assigned work will include two midterm exams and a final exam (all in essay format).*

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**HIS/AAS 247-F**

SBC:GLO;SBS

**MODERN KOREA THROUGH VISUAL IMAGES**

Prof. Hee Jong Sohn

MW	2:30-3:50	HIS Solar # 91695 AAS Solar # 91263	SBS S218
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*This course examines Korea's historical experiences and social transformation from mid-nineteenth century to present through visual materials such as photographs, films, postcards, print materials and paintings as well as historical texts and secondary analysis. Students will acquire in-depth knowledge of Korea's modern experiences as well as its contemporary society and culture. The course aims to cultivate students' visual literacy on modern Korea through interpreting and analyzing historical visual*

*documents and creating their own visual essays. This course is offered as both AAS 247 and HIS 247.*

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**HISTORY 249**

SBC:GLO

**EUROPE 1914-1945**

Prof. Young-Sun Hong

TuTh	1:00-1:20	Solar # 91640	Physics P127
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*The aim of this course is to develop a more sophisticated understanding of the history of modern Europe, the historiographical interpretations of key issues of the period, and the relationship between the two. Ideally, students will come away from the class with a clearer insight into the ways in which interpretation influences the ways in which the history of these events and processes is written. The course will begin with World War I and examine such issues as political violence, mass culture, gender/sexuality, the new media of political communication, the collapse of European imperialism, Nazism and the Holocaust.*

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**HISTORY 262-K4**

SBC:USA

**AMERICAN COLONIAL SOCIETY**

Prof. Jennifer Anderson

MF	1:00-2:20	Solar # 83483	Javits 103
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*In this course, we will explore the roots of American colonial society in the two centuries before the formation of the United States. When native North Americans and European newcomers first encountered each other, when diverse immigrants settled the land and began to chafe under British colonial rule, when enslaved Africans worked and struggled for freedom -- none of them could anticipate the consequences of their actions or how dramatically the world as they knew it would change in the years ahead. Like us, they had to weigh their options, make decisions, take risks, and step forth into the unknown. By reading a fascinating array of primary sources, we will try to gain some insight to how and why people made the choices that they did. In doing so, we will seek to illuminate the larger trajectories of cultural, political, and economic change that shaped the foundations of American life and nationhood. We will also look at how historians have interpreted the complexities of American history over time -telling (and re-telling) stories, revising traditional narratives, incorporating new kinds of evidence,*

*and bringing more diverse perspectives into view. Required: attendance, active class participation, reading (approx. 80 pages per week), short writing assignments, mid-term, and final exam.*

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HISTORY 266
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SBC: USA

**HISTORY OF THE US WEST**

Prof. Jared Farmer

TuTh	10:00-11:20	Solar # 94596	Javits 101
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*This lecture survey will explore that vast and varied region—more or less the land between the Mississippi and the Pacific—now known as the American West. This region contains a distinctive mixture of mountains and deserts; dense cities and wide-open spaces; natives and newcomers. The West fills an important place in American pop culture and mythology (think cowboys and Indians); it also figures prominently in U.S. environmental history, the history of American race relations, and U.S. political history. We can learn a lot about the U.S. as a whole by looking at this one region. Grading based on two map quizzes, two in-class exams, and one take-home paper. Students must read four assigned books.*

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HISTORY 281-H
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SBC: STAS

**GLOBAL HISTORY AND GEOGRAPHY**

Prof. Susan Hinely

MF	1:00-2:20	Solar # 90287	Library W 4540
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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.*

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**HISTORY 283**

SBC: SBS; USA

**LATINOS IN THE US**

Prof. Lori Flores

TuTh	2:30-3:50	Solar # 91647	Library W 4540
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*This course introduces students to the social, political, and cultural history of Latinos, the fastest-growing population in the United States, using a variety of readings and films to illuminate selected topics and themes in this population's history from 1848 to the present. Assigned material focuses on the histories of Mexican American, Puerto Rican, Dominican, Cuban, and Central American communities, examining their experiences living as groups (and living amongst each other) in the United States. Key course topics include legacies of conquest; past and present immigration; inclusion and exclusion; labor movements and activism; articulations of race, gender, and citizenship in urban and rural settings; transnationalism; the development of Latino politics; border violence; and Latino futurism. This course aims to both show the particularities of the Latino experience in the United States and position Latinos as integral figures to more inclusive and revised narratives of the nation's past.*

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**HISTORY 291-K4**

SBS: USA

**US SOCIAL HISTORY TO 1861**

Prof. April Masten

	Day	Time	Solar #	Location
Lecture	MW	9:00-9:53		Library W 4550
Recitation 01	Friday	9:00-9:53	Solar # 94634	Hum 3020
Recitation 02	Monday	11:00-11:53	Solar # 94635	SBS S328
Recitation 03	Wednesday	12:00-12:53	Solar # 94636	SBS N310

*This course 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 and women of different classes, races, ages, beliefs, ethnic origins, and regions as they pursued competing notions of liberty and democracy.*

## HISTORY 293-H

SBS: USA

### **DISEASE IN AMERICAN HISTORY**

Prof. Nancy Tomes

	Day	Time	Solar #	Location
Lecture	MW	11:00-11:53		Javits 109
Recitation 01	Friday	11:00-11:53	Solar # 94637	Lib N4000
Recitation 02	Monday	1:00-1:53	Solar # 94638	SBS N310
Recitation 03	Wednesday	10:00-10:53	Solar # 94639	Lt. Eng 154

*This course analyzes the role of changing disease patterns in the evolution of modern American culture. We will look at the transition from the 19th c. "age of epidemics" to the mid-20th c. "diseases of affluence," then finish with AIDs, "emerging diseases," and bioterrorism. Course readings will include Alan Kraut, SILENT TRAVELERS and Rebecca Skloot, THE IMMORTAL LIFE OF HENRIETTA LACKS. Written work will consist of a 3-5 page take home midterm, a 5-7 page "backgrounder" paper on the history of a disease or health problem that interests you. and an essay final exam.*

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→ **Please note that History 301 is for History Majors and Minors only. However, if you are particularly interested in a course you may e-mail the professor for special permission.**

## HISTORY 300

### **MULTIPLE CAPITALISMS**

TuTh	2:30-3:50	Solar # 94626	E & S 079
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*This course will consider capitalism in the light of increasing global inequality. Starting out with the notion that there is no globally uniform capitalism, we will consider Chinese, Nordic, German, and American models of capitalism as regional capitalisms. We will distinguish between state, welfare state, and free market capitalisms and tackle the question: Can capitalism deliver material wealth to all people and serve the commonweal? Our discussion will incorporate the position of Pope Francis' Encyclical on climate change and inequality.*

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HISTORY 301.01
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SBC: ESI

**WOMEN IN 19<sup>TH</sup> CENTURY US HISTORY**

Prof. April Masten

MW	2:30-3:50	Solar # 87961	SBS S328
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*His 301 is a writing history course. The topic of this section is writing about Women in Nineteenth Century America. We will read, discuss, question, and write about traditional interpretations of nineteenth-century women's experiences, activities, and ideas, explore the politics of writing about women, and examine historical, theoretical, visual, and literary texts by and about American women. At the end of the semester you will also have learned the methods for composing a well-written expository essay that reflects your own point of view and demonstrates a thoughtful engagement with several texts.*

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HISTORY 301.02
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SBC: ESI

**LABOR, IMMIGRATION AND GENDER IN THE US MEXICO BORDERLANDS**

Prof. Lori Flores

Tu Th	11:30-12:50	Solar # 88406	SBS S328
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*The U.S.-Mexico border region is one of the most contested and complicated borderlands in the world. This reading and writing-intensive course explores the cultural and political history of this region from 1848 to the present. Readings, films, and discussions will cover such topics as borderlands theory; the intersections of race, gender, class, and sexuality; war, violence, and drugs; labor and immigration policy; border enforcement; art and architecture; and toxic and deadly border environments. This class will instruct students in how to analyze primary documents and secondary sources, as well as how to write a successful historical research paper on a topic of their choosing related to U.S.-Mexico borderlands history. Grading will be based on active seminar participation, two short oral presentations, and a final paper.*

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HISTORY 312-I

SBC: SBS+

**FROM EMPIRE TO THE THIRD REICH: GERMANY 1890-1945**

Prof. Young-Sun Hong

TuTh	4:00-5:20	Solar # 90288	PSY A 137
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*This course will provide an introduction to German history in the first half of the 20th century: World War I, the impact of total war and revolution, the problematic modernity of the Weimar Republic, the rise of National Socialism, the path to World War II, the meaning of the Holocaust, and the division of the country after 1945. We will also examine the key historiographical debates over the course of German history. Course requirements will include numerous quizzes, a short critical paper, midterm and final exams. Prerequisites: HIS 101 or HIS 102.*

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HISTORY 318-H

SBC: SBS+

**THE SOCIAL AND INTELLECTUAL HISTORY OF EUROPE**

Prof Herman Lebovics

TuTh	10:00-10:53	Solar # 90745	Lib E4330
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*The course will be dedicated to the analysis of the cultural history of modern Europe. Because of the broadness of the topic, we will do much theoretical reading from the literature of the field. This is not a course about Voltaire or Wagner or Picasso, rather an introduction to the frameworks and approaches to the study of culture. We will read from, for example, Karl Marx, Michel Foucault, and Jurgen Habermas. It would be beneficial for students to have some experience with literary studies, philosophy and/or sociology. The work for the course will be a mid\_term examination and a paper (15\_20 pp). There can be quizzes on the assignments*

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HIS/WST 323-K

(Cross-listed with WST 323)

SBC:SBS+

**WOMEN OF COLOR IN THE UNITED STATES**

Prof. Shirley Lim

TuTh	8:30-9:50	HIS Solar # 91652 WST Solar # 91710	Library W 4550
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*In what ways is the history of race in America a gendered history? This course will focus on the creation of the modern color line in American history by analyzing the 20th century cultural productions of African American, Asian American, Native American, and Latina/Chicana women. We will explore autobiographies written by women of color such as Zitkala-Sa. We will examine the careers of racial minority actresses such as Anna May Wong. Our central concern will be the ways in which race has been historically constructed as a gendered category. Readings will average 150 to 200 pages a week. Attendance and class participation are mandatory and students will be required to facilitate class discussion at least once during the semester. Students will take two midterms and will complete a 5 to 8 page final research essay on race, gender, and twentieth-century American culture.*

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**HISTORY 337/AAS 337-J**  
(Cross-listed with WST 334)

SBC:SBS+

**HISTORY OF KOREA**

Prof. Hongkyung Kim

TuTh	4:00-5:20	HIS: Solar # 90423 AAS: Solar # 90421	Frey 305
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*This course examines the Korean history from ancient to modern times. Korea is one of the many ancient, non-European civilizations claiming a cultural influence on the region and one of the main players in the history of East Asia. Reflecting its unique historical experiences, Korean history has raised diverse debatable issues. The primary goal of this course is to provide an overview of Korean history. And at the same time, through introducing multitude debatable issues of historical significance, the course attempts to enhance students' analytical capability in approaching complicated historical issues. Midterm, final and 10 page term paper.*

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**HISTORY 338/AAS336 K4**  
(Cross-listed with AAS 336)

SBC:SBS+

**ASIA and PACIFIC ISLANDERS IN AMERICAN HISTORY**

Prof. Shirley Lim

Tu	1:00-4:00	HIS Solar # 94665 AAS Solar # 94758	Chemistry 128
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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.*

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**HISTORY 339/AFS 339-K**

(Cross-listed with AFS 339)

SBC:SBS+;USA

**MODERN AFRICAN AMERICAN HISTORY**

Prof. Zebulon Miletsky

MW	5:30-6:50	HIS: Solar # 89620 AFS: Solar # 89290	Frey 309
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*This course is a study of recent African American history. Topics will include the dramatic increase in the number of black elected officials, rise of the black middle-class, the urban crisis, contemporary civil rights struggles, affirmative action, the decline of black radicalism, and the incorporation of black leadership. This course enables students to examine the relationship between African Americans and American society during the past 100 years, particularly since 1970.*

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**HISTORY 340.01-J**

SBC:SBS+

**LATE IMPERIAL CHINA**

Prof. Iona Man-Cheong

TuTh	4:00-5:20	Solar # 91746	HVY ENG 201
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*In 2011 China as a republic will be a century-old; as an empire it was ruled for two thousand years by emperors. This course explores its history during the period historians call Late Imperial China. Between 900 and 1800 C.E. imperial China went through profound changes in politics, society, the economy, and culturally. We will follow these changes and also consider the continuities. The imperial system of rule although changing and adapting to the times also retained essential elements that continue to influence the regime in China today. The empire always had a ruling elite—a class of educated men who ran the imperial administration, controlled significant amounts of wealth and set the cultural tone—we investigate how this group both changed and*

*remained the same. Imperial China also underwent deep economic changes over the period, we will look at the Song economic revolution and the commercialization and urbanization of China up through the last years of the imperial system and also study some of the most influential cultural changes. Last, but by no means least, we will explore Imperial China's changing foreign relations: who did the empire consider to be its most crucial friends and enemies? What policies were adopted—appeasement or aggression? Requirements: Students are asked to read approximately 70 pages a week and to write two five-page expository papers on topics designated by the instructor. There will also be a short audio-visual component, weekly lectures and discussion of readings, a midterm and a final multiple-choice examination. Occasional quizzes will also be given to ascertain reading comprehension*

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HISTORY 348-J
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SBC:SBS+

**COLONIAL SOUTH ASIA**

Prof. Eric Beverley

MW	2:30-3:40	Solar # 94627	Lib W4540
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*Colonial South Asia comprised much of what is now India, Pakistan and Bangladesh, and was dubbed 'the jewel in the crown' of the British Empire at its height. The Subcontinent's status as the most populous and lucrative colony of the world's largest empire profoundly shaped the world of both colonized and colonizer there. This course will consider the political, social, economic and cultural effects of Britain's rule in the South Asia from about 1700 to 1950. We will examine in detail key themes such as the rise of the colonial state and changes in sovereignty, the formation of the colonial economy, the remaking of social categories (caste, religious community, gender relations), anti-colonial and nationalist movements, and decolonization. Overall, the course seeks to develop a narrative about South Asia that is attentive to both the profound violence and change wrought by colonialism and the agency of South Asians in the making of their own modernity.*

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## HISTORY 372-K4

### **US CONSTITUTIONAL HISTORY AND CIVIL RIGHTS**

Prof. Susan Hinely

MWF	9:00-9:53	Solar # 94609	SBS S328
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*This course will chart the long and ongoing debate over the meaning of "citizenship" in U.S. Constitutional history and, more broadly, over who gets to be considered a universal "individual" to whom is promised liberty and equality in American political culture. We will trace the constantly changing contours of citizenship and the always doomed efforts to fix boundaries around excluded groups. In the process we will closely study the terms and evolving meaning of the U.S. Constitution and analyze some of the leading cases in American legal history, including the Dred Scott decision, Plessy v. Ferguson, and Brown v. Board of Education, and leading cases involving women's rights and freedoms, including Bradwell v. Illinois, Reed v. Reed and Roe v. Wade. While we will read a secondary text, the bulk of the reading will come from original documents, primarily the written decisions of the US Supreme Court. Through close reading and discussion of these documents, you will become conversant in the difficult language of the law and learn to analyze issues of judicial review, federalism, equal protection, due process, and the evolving legal concept of the right to privacy. Since every legal case begins with a real world dispute, you will also get to read and hear dozens of great, true stories. This course is also designed to give students lots of practice writing. In addition to writing several short papers, each student will have the opportunity to practice the fundamental scholarly task of researching and analyzing primary sources and presenting the results of this work in a research paper.*

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## HISTORY 375-K4

### **US POLITICS AND DIPLOMACY TO 1898**

Prof. Michael Barnhart

TuTh	10:00-11:20	Solar # 94610	Hum 1003
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*A study of the emergence of the United States as a great power from its colonial origins in the seventeenth century to its global aspirations at the start of the twentieth. Significant themes include the role of America in a swiftly changing (and primarily European) world order during these years, the rising importance of American domestic political considerations in the making of American foreign relations, and the peculiar role that an "American" ideology played in defining the regional and then global*



*destiny of the United States in the eyes of many Americans. Detailed topics covered will range from relations with Native American powers from the Iroquois to the Sioux, the political origins of the Monroe Doctrine, the impact of slavery and sectional divisions upon American expansionism in the mid-nineteenth century, and the debates over international and internal imperialism at the end of that century. Course readings will include a textbook and five supplemental books. Writing assignments--a minimum of two essays over the course of the semester--stem from the supplementals. There will be midterm and final examinations, both essay-style, as well as two unannounced quizzes.*

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**HISTORY 378/SOC 378-F**

SBC:SBS+

**WAR & THE MILITARY**

Prof. Ian Roxborough

MW	5:30-6:50	HIS: Solar # 91450 SOC: Solar # 90249	
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*This course provides a broad introduction to the study of warfare. The principal questions are: (1) What are the causes of war? What meanings are given to war? What is the difference between war and other kinds of violence? What is war about? What determines the war aims of the various parties? (2) What explains the conduct of war? How are armies recruited, organized, motivated, and sustained? What fighting methods do they adopt? Why are some armies more effective than others? What strategies are employed? What motivates people, both combatants and non-combatants, in war? Does victory inevitably go to societies with larger, better organized economies? What are the politics of war? 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? 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 2016 these are (1) the Korean War (1950-53), (2) The American acquisition of the Philippines in 1898, (3) Irish independence (1912-23), and (4) the British occupation of Egypt and conquest of the Sudan, 1882-1898. Prerequisites are one HIS course or SOC 105.*

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**HISTORY 380-J**

SBC:SBS+

**REBELS AND REVOLUTIONS IN LA in the 1960's**

Prof. Eric Zolov

MW	5:30-6:50	Solar # 94611	SBS S328
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*With his long hair and irreverence toward authority, Ernesto "Che" Guevara became a symbol of both countercultural rebellion and social revolution during the 1960s globally. This course explores the intertwined relationship between "rebels and revolutionaries" embodied in the figure of Guevara in Latin America during this period. Using a diverse range of secondary and primary sources, including memoir, film, music, and diplomatic correspondence, this course will examine the themes of guerrilla insurgency, military repression, student protest, youth counterculture, and U.S. interventionism during this transformative decade. The writing component for the course will be based on two 5-7 page essay assignments that draw on course materials and one 2-3 page critical analysis of a primary source document.*

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**HISTORY 389-J**

SBC:SBS+

**MODERN MEXICO**

Prof. Paul Gootenberg

MW	4:00-5:20	Solar # 94612	SBS S328
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*Mexico has a dramatic history--one that sharply distinguishes its political and cultural heritage from the shadow of its northern neighbor. As such, the purpose of this course is two-fold. First, we learn about the major events that shaped Mexico's modern history: its tumultuous but conservative independence (1810-1821); the 19th-century breakdown into militarist chaos (1821-1876); the modernizing Porfirian dictatorship (1876-1910); the great Mexican Revolution (1910-20s); the country's unique 20th century one-party PRI state and its post-68 political, social, and economic crises (1929--2000); and Mexico's ongoing 21st-century struggles for democracy and social progress in the face of such challenges as drug trafficking violence. Second, we delve deeper to analyze Mexico's striking history. Course books will provide a social history look at Mexico's long-term agrarian, political, and cultural conflicts, which at the close of the course lead into Mexico's contemporary dilemmas. Students will closely read and write about all three historical monographs.*

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**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 390.02-I
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SBC:SBS+

**OUTSIDERS AND DEVIANTS IN THE MIDDLE AGES**

Prof. Sara Lipton

TuTh	2:30-3:50	Solar # 94643	Physics P128
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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 392-I
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SBC:SBS+

**IDENTITY IN HISTORY**

Prof. Herman Lebovics

TuTh	1:00-2:20	Solar # 94589	SBS N310
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*The course is organized to be useful for students in most of our national or regional areas of interest. We will start from the premise that with globalization—variously reckoned to have been the case in the 15th century, under 19th century imperialism, or in the postcolonial period (when? to be discussed)—with globalization, then, questions of personal, cultural, social, and national identities came to the fore in historical debates. The purpose of the course is to aid students to think historically about the way identity-claims have been used in society and history. Reading will be both books available for purchase and Blackboard-posted reading. Course work: 1) A midterm and a final examination; 2) A properly written, footnoted, and proofed paper at the end of the semester. (12-15 pp.)*

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HISTORY 396.01-K4
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SBS:SBS+

**US IN THE MIDDLE EAST SINCE 1945**

Prof. Michael Barnhart

MW	1:00-2:20	Solar # 87025	Lib N 4000
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*This course will examine American policy toward the nations and peoples of the Middle East from the end of the Second World War through the current imbroglio. Topics will include the creation of Israel and origins of the "Palestinian" issue, the origins of the Cold War in the region, American policy during the various Arab-Israeli wars, America's ambivalent relations with "conservative" Arab regimes, early policies toward al-Qaeda and their shift after 9/11, and the impact of the American invasion of Iraq. The course format will mix seminar format with lecture-dialogue discussion. Readings will average 80+ pages per week. Course grading will be determined through evaluation of in-class presentations, contributions to discussion, and a concluding essay.*

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**HISTORY 396.02K4**

SBC:SBS+

**AMERICAN LANDSCAPES**

Prof. Jared Farmer

TuTh	1:00-2:20	Solar # 90574	SBS N318
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*How does the landscape of the U.S.—including architecture, urban design, and land use—differ from other nations? Why do so many American places look the same? At the same time, why do certain U.S. regions look different overall? This class starts with the premise that you can learn a lot about America by looking at both "special sites" (for example, the National Mall) and "generic sites" (for example, a suburban shopping mall). Every landscape can be "read" like a book; reading a landscape reveals the underlying processes of ecology, culture, and political economy. Students will engage this topic through reading, discussion, research, and presentations. Students will do a project about an American place or scene, preferably one in the Long Island-NYC region.*

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**HISTORY 398.01**

SBC:SBS+

**ENERGY TRANSITION AND POPULATION GROWTH**

Prof. Wolf Schafer

TuTh	5:30-6:50	Solar # 94614	SBS N310
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*Strong historical evidence shows that major energy transitions have caused decisive human population growth, that is, growth by whole orders of magnitude, say from one billion around 1800 to ten billion sometime this century. Hence, this course*

*will look into the energy/population evidence for: 1. the domestication of fire, 2. the domestication of plants and animals (Neolithic Revolution), 3. the domestication of fossil fuels (Industrial Revolution), and 4. the domestication of nuclear energy since atomic fission (ongoing since 1938). Regular attendance, extensive reading, active participation, oral research reports, and a final paper are required. Prerequisite: HIS 237 and/or HIS 238*

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**HISTORY 398-H**

SBC:STAS

**THE HISTORY OF ALTERNATIVE MEDICINE**

Prof. Nancy Tomes

MW	2:30-3:50	Solar # 94614	SBS N310
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*This course examines the history of what today is known as "complementary and alternative medicine" from the early 19th c. to the present. We will explore how and why people turned to diet, exercise, and healing traditions such as the water cure, homeopathy, and acupuncture to offset the unhealthiness of modern living. We will also look at how CAM practices reflected changing views of mainstream medicine's strengths and weaknesses. Required readings will include James Whorton's Nature Cures and articles available through Blackboard. Written work will consist of a take home midterm (5-7 pages), a paper on a subject of your choosing (7-10 pages) and a final essay exam.*

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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 401-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**

**THE ORIGINS OF LIBERTY IN AMERICA**

Prof. Ned Landsman

Wednesday	2:30-5:30	Solar # 96405	SBS N318
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*Since well before thirteen British colonies in North America declared independence to become the United States, the societies there were celebrated as bastions of liberty. "Liberty", in the eighteenth century, was a complex term, with numerous attributes and*

*diverse meanings, but it was widely celebrated nonetheless. There was political liberty in the form of what was regarded as a free government; religious liberty providing at least the toleration of diversity among Protestant religious groups; economic liberty providing opportunity and moving in the direction of free trade; personal liberties in the form of due process of law, and more. What those meant, how those came to be celebrated and institutionalized in the new United States, and what the limits of liberty were -- and for whom -- will be the subjects of this course. This will be a research course, requiring reading, discussion, individual research in both primary and secondary sources, and the production both of drafts of a paper and a final research paper,*

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HISTORY 401.02
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**CHINA IN THE WESTERN WORLD**

Prof. Iona Man-Cheong

Monday	2:30-5:30	Solar # 96406	SBS N318
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*What elements of Chinese culture have interfaced with Western or U.S. culture, and vice versa? What can we learn about cross-cultural interaction from the Chinese restaurant on the corner (for example) or the martial arts sequences in a science fiction film, and the complex global choreography of people, money and ideas behind them? Through a series of case studies and brainstorming exercises that will lead the way to research projects of students' own choosing, we will explore the influence of China in the West and other cross-cultural interactions in material culture, ideas, and practices. Influential Chinese products and practices include everything from paper money, porcelain and tea to fengshui (geomancy), Chan Buddhism, acupuncture, and Chinese medicine, food and film. The stories of how Apple products, fast food, Coca-cola, and Christmas have fared in China are also revealing and full of surprises. In high culture, we might consider how Western perspective came to be adapted in Chinese art or how Chinese poetry came to be important in Western modernism. Student interests will determine the direction of the course, and we will be sharing findings and conclusions. Students need not have background in Chinese history or language, but those who do should be able to put their knowledge to good use. Each student will write a 10-15 page research paper on a topic of their choice.*

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Permission is required to register for any of the following courses. These courses do not replace history courses required for the major or minor.

### 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

SBC:EXP+

#### SUPERVISED RESEARCH

Qualified advanced History Majors may practice their research skills by assisting faculty members in their scholarly research. Interested students should contact a faculty member in their major field. If the faculty member has an appropriate research project and agrees to supervise the student, the student will submit a proposal for research, signed by the faculty member, to the Undergraduate Director for approval. May be repeated.

PREREQUISITES: Permission of instructor and the Director of Undergraduate Studies.

### HISTORY 488

EXP+

#### INTERNSHIP

Participation in local, state, and national public and private agencies and organizations. In addition, the History Department has a limited number of internship opportunities for its Majors to practice their research, analysis, and writing skills, including digital and oral history internships with the World Trade Center Health Program, on-campus archival work, and other applied skills programs. Interested students should contact the Undergraduate Director. 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. Students may enroll in HIS 488 before completing HIS 301. May be repeated up to a limit of 12 credits. PREREQUISITES: 15 credits in history; permission of instructor, department, and (for external internships only) Office of Undergraduate Studies..

### HISTORY 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 may enroll in the History Honors Program at the beginning of their senior year. In the semester before the student's senior year, The student should contact a faculty member in his/her field of interest and request permission to enroll under the faculty member's mentorship. If the faculty member agrees, the student will submit an Honors Program proposal form, signed by the faculty member, to the Undergraduate Director for approval. The student will spend two semesters researching and writing a substantial, primary source based thesis, with guidance by the faculty mentor. If approved by the faculty mentor, the thesis must be read and approved by one additional faculty in the History Department, or related field. Students who successfully complete the Honors Program will graduate with Honors in History.

**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 CREDITS .....39 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.

## A STATEMENT ON PLAGIARISM

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

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

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

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

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

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

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

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## HISTORY DEPARTMENT FACULTY

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