

FALL, 2017

HISTORY 101-F

SBC: GLO,SBS

EUROPEAN HISTORY: FROM ANTIQUITY TO REVOLUTION

Prof. Sara Lipton

	Day	Time	Solar #	Location
Lecture	MW	12:00-12:53		Lib W 4550
Recitation 01	Friday	12:00-12:53	94377	SBS S328
Recitation 02	Monday	11:00-11:53	94378	SBS N310
Recitation 03	Wednesday	10:00-10:53	94379	SBS N310

In this course we shall explore the politics, society, art, and culture of "the West" from the ancient world to 1789. This course is intended to 1) survey the historical and cultural influences that have shaped European (and, by extension, our own) society; 2) provide practice and training in critical reading of both primary and secondary historical sources; and, 3) improve your understanding of the basic elements of historical inquiry: formulating questions, gathering, selecting, and interpreting evidence, organizing the results into a coherent idea, and effectively communicating the results to others. Monday and Wednesday lectures will introduce the basic historical narrative and historians' interpretations of it; weekly mandatory discussion sections will be devoted to reading, interpreting, and arguing about the primary sources themselves. Requirements consist of about 40 pages of reading per week, 5 one page papers, two very short papers (2-3pp. each), occasional in-class writing, participation in discussion sections, a midterm exam, and a cumulative final exam.

HISTORY 103-F4

SBC: SBS,USA

AMERICAN HISTORY TO 1877

Prof. Donna Rilling

	Day	Time	Solar #	Location
Lecture	MW	11:00-11:53		Javits 110
Recitation 01	Friday	11:00-11:53	80917	Frey 222
Recitation 02	Wednesday	9:00-9:53	80918	SBS N310
Recitation 03	Monday	12:00-12:53	80919	SBS N310
Recitation 04	Friday	10:00-10:53	80920	Frey 216
Recitation 05	Monday	9:00-9:53	80921	Hum3020
Recitation 06	Monday	1:00-1:53	85226	SBS S328
Recitation 07	Wednesday	12:00-12:53	85227	SBS S328

This survey course examines American history from European contact and colonization to Reconstruction. Throughout the course, we will explore how peoples from three continents - North America, Africa and Europe - shaped the development of British North America and later the United States. Topics and discussions will include: slavery, servitude, religion, revolution, republicanism, the rise of party politics, the market revolution, westward expansion, and sectionalism. Readings for each class will be from a textbook as well as collections of primary documents and secondary books and articles. Grading will be based upon a mid-term, final exam, quizzes, short written exercises, and section participation and discussion.

HISTORY 115-K4

SBC: SBS, USA

AMERICAN WOMEN'S HISTORY TO 1900
Prof. April Masten

MWF	11:00-11:53	Solar # 94380	SBS S328
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This course introduces the major themes and debates in the history of women and gender in the United States from the Age of Revolution to the turn of the Twentieth Century. It explores women's unique experience, ideas, and activities, while cultivating a mindfulness of the extraordinary diversity that has always characterized American women. Topics include women's experience of and ideas about invasion, colonization, political revolution, constitutional law, the sexual division of labor, gender norms, sexuality, slavery, immigration, crime, conduct, social reform, education, and culture.

HISTORY 202-I

SBC: SBC: GLO

ANCIENT GREECE
Prof. Eric Miller

TuTh	2:30-3:50	Solar # 87870	Staller 0113
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In many important ways, our culture traces its origins back to the people of ancient Greece: basic features of our way of life such as democracy, philosophy, theater and more began among the ancient Hellenes. Who were these people? What enabled them to achieve so much, and why has their influence lasted so long? This course will try to answer these questions. Course work will include two hour exams and a final.

HISTORY 204-J

SBC: GLO

EGYPT OF THE PHAROAHS

Prof. Paul Zimansky

TuTh	5:30-6:50	Solar # 94381	Lib E4315
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An archaeologically informed overview of the history of ancient Egypt, beginning with the introduction of agriculture and concluding with the integration of Egypt into the Roman Empire. Particular attention will be given to the records of the ancient Egyptians themselves which are transmitted to us through the hieroglyphic writing systems and its derivatives. While political history forms the chronological framework of the presentation, there will be detailed consideration of various aspects of Egyptian culture such as kingship, political institutions, artistic traditions, mortuary practices, religion, historiography, and literature along the way. This is a lecture course, with grading based on a midterm, a final exam, and a research paper.

HISTORY 206-I

SBC: GLO,SBS

EUROPE IN THE AGE OF DISCOVERY 1348-1789

Prof. Joshua Teplitzky

MW	5:30-6:50	Solar # 94382	Humanities 3017
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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 209-I

SBC: GLO

IMPERIAL RUSSIA

Prof. Gary Marker

MW	8:30-9:50	Solar# 94383	Javits 103
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This is the first half of the year-long survey of Russian history. In this semester we follow Russia from its origins until the era of Great Reforms in the middle of the nineteenth century. Topics will include the prehistory of the Russian lands, Russia's ancestors, Kievan civilization, the creation of a Russian state in Moscow, and the emergence of empire. We shall devote particular attention to problems of environment, the history of the lower classes, and the multi-ethnic character of Russia. There are three assigned books for the course, a mixture of documents, memoirs and text. There will be a midterm, a final, and one short paper.

HISTORY 214-J

(Cross-listed with POL 214)

SBC: GLO

MODERN LATIN AMERICA

Prof. Eric Zolov

MW	2:30-3:50	HIS Solar# 89218 POL Solar # 89298	Staller 0113
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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, mid-term, topical essay and final exam.

HISTORY 225
(Cross-listed with JDS 225)
SBC SBS GLO

THE FORMATION OF THE JUDAIC HERITAGE
Prof. Eric Miller

TuTh	11:30-12:50	HIS Solar # 87200 JDS Solar # 87201	Staller 3218
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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.

HISTORY 229-I
SBC: SBS,GLO

VICTORIAN BRITAIN
Prof. Kathleen Wilson

TuTh	10:00-11:20	Solar # 94385	Frey 305
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An examination of the domestic sources and repercussions of Britain's ascendancy. Topics include the impact of industrialization, working-class radicalism, middle-class ideologies and social reform, the monarchy, Victorian cities, prostitution and sexual discourse. Imperialism and culture, and the rise of Irish, socialist and feminist challenges to the established order. Readings include both historical and literary works. Mid-term, take-home final and 7-10 pp. research paper.

HISTORY 237-H
SBC: STAS

SCIENCE, TECHNOLOGY & MEDICINE I
Prof. Alix Cooper

MW	4:00-5:20	Solar # 87450	Frey 305
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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).

HISTORY 248

SBC: GLO

EUROPE 1815-1914
Prof. Young-Sun Hong

TuTh	4:00-5:20	Solar # 94386	SBS N310
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This course will explore the critical developments of Europe's "long" nineteenth century, stretching from the French Revolution of 1789 and the Napoleonic Wars to the outbreak of the Great War in 1914. The course will be organized around the critical themes of nineteenth-century European history. For instance, we will explore the assorted "isms" associated with this period (e.g., conservatism, socialism, communism, liberalism, nationalism, and imperialism), the legacies of 1789, the political and social consequences of industrialization, the 1848 revolutions, and national unification in Germany and Italy. Students will be required to complete two essay-based exams, and several paper assignments. Active participation is expected of each student. While there is no formal pre-requisite for enrollment in HIS 248, students should have some familiarity with the contours of modern European history. To this end, it is recommended students take HIS 102 before registering for HIS 248

HISTORY 250

SBC: GLO

WORLD WAR II

Prof. Michael Barnhart

MWF	11:00-11:53	Solar # 94387	Lib W 4550
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This course examines the origins, course and consequences of the Second World War. Key themes include:

Questions of grand politics: How did the rise of Hitler alter the institutional structure of Germany? How did that rise affect the political constellations of France and Great Britain? How did his attack on the Soviet Union change the relationship between the Communist Party and Red Army?

Questions of grand strategy: How did America's Franklin Roosevelt successfully manage the strategic and political imperatives of a two-ocean war after (and even before) Pearl Harbor? How did Roosevelt's management permit Winston Churchill to survive grave challenges to his hold on power from 1940 to 1942?

The impact of ideology: How did Hitler's beliefs shape the war Germany fought? What connection did they have with the road to the "Final Solution"? How and why did the doctrine of strategic airpower emerge in the United States and Great Britain?

The impact of the war itself: How did the German occupation change Poland and France? How did the American occupation change Japan? What was life like in wartime China?

Readings include a textbook for general background and a series of "supplemental" books that will form the bases of in-class discussion sessions. These books will also be the focus of written essay assignments. There will also be essay-type examinations (midterm and final) and two in-class quizzes.

HISTORY 258

SBC: GLO,SBS

Latin American and World Commodities (1500-2000)

Prof. Paul Gootenberg

MW	2:30-3:50	Solar # 94388	SBS 320
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The Americas have been a crucial part of globalization since 1500. This thematic course uses a growing historical literature—about the history of world commodities—to learn about and reflect on the connections and contributions of Latin America to the world economy and world culture. Students will learn about such products as cacao (chocolate), sugar, silver, cochineal (a dye), rice, coffee, guano (a fertilizer), rubber, bananas, and cocaine, and the special ways their hidden histories and worldly trading and consumer routes shed light on the history of Latin Americans and global consumption. This course required a fair amount

of reading: students will read and discuss at least four class books and write three book essays on the subject.

HISTORY 262-K4

SBC: USA

AMERICAN COLONIAL SOCIETY

Prof. Ned Landsman

Day		Time	Solar #	Location
MW	Lecture	11:00-11:53		HUM 1006
Friday	Recitation 01	11:00-11:53	94390	SBS N310
Wednesday	Recitation 02	9:00-9:53	94391	SBS N318
Monday	Recitation 03	12:00-12:53	94392	SBS S328

The origins of the American colonies within an emerging Atlantic world of the seventeenth and eighteenth centuries. The political, economic and social development of colonial societies, and their interactions with resident non-Europeans -- Native Americans and enslaved Africans -- from the founding of Jamestown to the era of American independence. Particular emphases will be placed on the individual life experiences of various early American peoples, and on the larger question of how it was that American society developed in the way that it did. Readings may include a textbook and primary documents from the period. Probable assignments will include a midterm and final exam, one or two short take-home essays, and quizzes. Prerequisites: History 103 or the equivalent

HISTORY 281-H

SBC: STAS

GLOBAL HISTORY AND GEOGRAPHY

Prof. Susan Hinely

MF	1:00-2:20	Solar # 87451	Frey 201
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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.

HISTORY 287-K4

SBC: USA, SBS

CRIME AND CRIMINAL JUSTICE IN THE US

Prof. Wilbur Miller

	Day	Time	Solar #	Location
Lecture	MW	12:00-12:53		Javits 111
Recitation 01	Friday	12:00-12:53	Solar # 94415	SBS N310
Recitation 02	Monday	10:00-10:53	Solar # 94416	SBS S328
Recitation 03	Wednesday	2:30-3:50	Solar # 94417	SBS S328

The development of police, courts, prisons, criminal law and crime from the 17th century to the present is the focus of this course. The course covers the changing nature of crime and criminals, creation and change in the institutions of criminal justice, and how people have perceived and responded to crime over time. Readings: four or five books and a course pack include general histories, literature, and newspaper items. Written work consists of several one-page reading-reaction papers, two take-home essay exams and a ten-page paper. The paper will satisfy the department's upper division writing requirement. The class consists of two lectures and one discussion section; participation in the section is essential. Prerequisite: History 103 or History 104 or equivalent.

HISTORY 289-K4

SBC: USA, SBS

WEALTH AND INEQUALITY IN AMERICA'S CORPORATE AGE

Prof. Christopher Sellers

MW	5:30-6:50	Solar # 94418	E & S 131
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This course surveys how modern Americans have grappled with differences among themselves between the affluent and those with less money. Focus will fall on those periods over which big companies came to dominate the economy, from the mid-nineteenth century onward. The course will explore the rise of corporations and their later transformations, from the robber barons to the dot-.comers, as well as the rise of mass consumption. We will look both at the workplace and in other important realms where wealth, or its absence, has had an impact in shaping peoples' notions about the classes to which they belong: in homes, the marketplace and in mass culture. Requirements include a final and two papers.

HISTORY 291-K4

SBC: USA,SBS

US SOCIAL HISTORY TO 1860

Prof. April Masten

	Day	Time	Solar #	Location
Lecture	MW	9:00-9:53		Javits 109
Recitation 01	Friday	9:00-9:53	Solar # 89243	SBS N310
Recitation 02	Wednesday	10:00-10:53	Solar # 89244	SBS S328
Recitation 03	Monday	12:00-12:53	Solar # 89245	Frey 216

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

SBC: STAS

DISEASE IN AMERICAN HISTORY

Prof. Nancy Tomes

	Day	Time	Solar #	Location
Lecture	MW	10:00-10:53		E & S 131
Recitation 01	Friday	10:00-10:53	Solar # 89246	SBS S328
Recitation 02	Monday	2:30-3:50	Solar # 89247	SBS S328
Recitation 03	Wednesday	12:00-12:53	Solar # 89248	SBS N310

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.

→ **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.**

If you are interested in completing your WRTD requirement in this course you must also register for HIS 459 (0 credits), to go along with this course.

HISTORY 301.01

SBC: ESI

WORLD OF THE INDIAN OCEAN

Prof. Eric Beverley

TuTh	2:30-3:50	Solar # 85237	Physics P124
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Taking oceans, rather than nations or empires, as key units for historical study focuses attention on the movement of people, ideas and commodities across space, and the political and cultural formations that emerge from these circulations. This course will accordingly consider several different stages of globalization from antiquity to the present along the Indian Ocean littoral. We will focus on South and Southeast Asia, eastern and southern Africa, and West Asia (commonly known as the Middle East). A methodological section on oceanic history, and examples of concrete connections with other locations will take us, on occasion, beyond the limits of the Indian Ocean itself. The course will consider, both in minute detail and from a bird's eye view, inter-regional connections spanning the Indian Ocean world forged by religious solidarities, far-flung trade networks, labor migration, imperial domination, and anti-colonial nationalism. (May be taken with HIS 459)

HISTORY 301.02

SBC: ESI

THE ASIA PACIFIC WAR IN JAPANESE HISTORY

Prof. Janis Mimura

Tu Th	1:00-2:20	Solar # 85646	SBS N310
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This course provides a multi-faceted view of the Asia-Pacific War in Japanese history. We will examine the cultural, intellectual, social, and political meaning and experience of World War II for the Japanese. Drawing upon a variety of primary and secondary sources including translated diaries, testimonies, letters, literature, essays, articles, and monographs, we will read first-hand accounts of the Japanese in war and defeat and examine the major historiographical debates on such topics as Japanese fascism, the "fifteen years' war," "transwar" history, the atomic bomb, the occupation, and war memory. Since it is a writing-intensive course, students will produce a series of essays based on translated primary and secondary sources. (May be taken with HIS 459)

HISTORY 301.03

SBC: ESI

CONFLICT AND COEXISTENCE IN EARLY MODERN EUROPE 1450-1789

Prof. Joshua Teplitsky

MW	2:30-3:50	Solar # 94426	SBS N310
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History 301 is a required course for the major in History, and is geared to prepare students for upper level research seminars by honing their writing skills through intensive exercises. The topical framework for this training is a study of conflict and coexistence in Europe during the Reformation and the Age of Religious Wars until the Enlightenment (ca. 1450-1750). We will examine clashes between different faiths, nations, and races at a time in which Europeans were coming into greater contact with "difference" than ever before. Our study will explore both conflict and coexistence, and consider the range of strategies and policies for living in the diverse and mingled social spheres of the early modern era. (May be taken with HIS 459)

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HISTORY 312-I

SBC: SBS+

FROM EMPIRE TO THE THIRD REICH: GERMANY 1890-1945

Prof. Young-Sun Hong

	Day	Time	Solar #	Location
Lecture	MW	12:00-12:53		Javits 103
Recitation 01	Friday	12:00-12:53	Solar # 96136	HUM 3018
Recitation 02	Monday	10:00-10:53	Solar # 96137	CHEM 128
Recitation 03	Wednesday	2:30-3:23	Solar # 93138	Frey 216

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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HIS 318-I

SBC:SBS+

THE MODERN EUROPEAN INTELLECTUAL

Brian Gebhart

TuTh	5:30-6:50	Solar # 87871	Frey 205
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This course is a study of influential currents of thought in modern Europe over the last two centuries--the 'long' nineteenth century (1789-1914) and the 'extreme' twentieth (1914-1989)--and how ideas both reflected and shaped major historical developments. The approach will connect European culture to issues of rights and citizenship, industrialization and class, gender, empire and race, and historical memory. Focused on analyzing texts and concepts, students will be asked to do a fair amount of reading of historical literature, as well as intellectual and philosophical tracts. Therefore, some experience in advanced-level historical reading and background knowledge of European history would be beneficial. Evaluation will be based mainly on writing, with several papers, as well as an in-class midterm and final.

HIS 324-J

SBC:SBS+

LOST LANGUAGES, ANCIENT CIVILIZATIONS AND DECIPHERMENTS

Prof. Paul Zimansky

TuTh	2:30-3:50	HIS Solar # 94427	SBS N310
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This course is an exploration of the early history of writing and its role in the first civilizations. It explores the ancient literate societies the Near East, Egypt, Mediterranean, Indus Valley, China, and Mesoamerica and discusses the emergence of literacy in each. The problem of deciphering texts in which the languages or scripts were initially unknown to modern scholars will be highlighted. The lectures will also investigate related questions, including the relationship between language and writing; the characteristics of some of the world's major language families; the early history of the alphabet; and the application of the techniques of military cryptanalysis to the study of ancient texts. Despite the arcane nature of some of the material covered, the objective of the course is to investigate the rather broad humanistic question of the importance of literacy in ancient societies, as well as to summarize some of the information actually transmitted to us by that literacy. Dec J

HISTORY 340.01-J

SBC: SBS+

POST COLONIAL SOUTH ASIA

Prof. Eric Beverley

TuTh	11:30-12:50	Solar # 87872	PSY A 137
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This course surveys the history of South Asia (contemporary India, Pakistan, and Bangladesh, with some consideration of Nepal, Afghanistan, and Myanmar/Burma) from the mid-twentieth century to the present. Central themes include decolonization, legacies of British colonial rule and anti-colonial nationalism, state-building, regionalism, citizenship and rights, changing urban and rural spaces, new political movements, securitization, and economic transitions.

HISTORY 345-J

Cross-listed with WST 345

SBC: SBS+

WOMEN AND GENDER IN CHINESE HISTORY

Prof. Iona Man-Cheong

TuTh	11:30-12:50	HIS Solar # 94433 WST Solar # 94983	E & S 131
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Women and gender relations in China have undergone enormous change in the 20th century, yet many argue quite correctly that the legacy of pre-modern cultural norms and practices continues to play a significant role in modern society. This course explores these cultural practices and values, and the changes wrought by nationalism, interaction with Western imperialist influences, and both socialism and modernity. We will follow the themes of Chinese women and their part in changing gender relations, changing feminine ideals and practices, Chinese femininity, and the part played by the Chinese family system. Requirements include reading of about 75 pages a week, two short 5-page papers, a midterm and final exam.

HISTORY 353.01-J

SBC: SBS+

POST WAR JAPAN

Prof. Janis Mimura

TuTh	8:30-9:50	Solar # 94434	Frey 105
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This course provides an in-depth look at post-World War II Japanese society, culture, politics, and economy. We will focus on a number of themes including the American occupation, postwar economic "miracle," cold war diplomacy, the rise of the LDP, Japanese student movement, Japanese women, the salary man, popular culture, and war memory. The course will draw upon a variety of primary sources such as literature, film, and memoirs, in addition to the secondary literature. Requirements include two essays and a mid-term and final exam.

HISTORY 361-K

SBC: SBS+

SLAVERY AND FREEDOM IN THE MAKING OF THE ATLANTIC

Prof. Jennifer Anderson

MF	1:00-2:20	Solar # 94442	E & S 131
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Drawing on the personal stories of enslaved men and women, we will investigate the history of slavery in different regions and social contexts. From plantations in the Caribbean to the farms and seaports of early colonial New England, enslaved Africans played vital roles in building the Atlantic world. In this comparative course, we will examine the historical roots of slavery, the transatlantic slave trade, changing labor systems, and the roots of the abolition movement from the 17th to the early 19th centuries. We will consider how individuals, in the face of often brutal exploitation, nevertheless, survived, asserted their humanity, and struggled for freedom. Required: attendance, active class participation, readings (approx. 30 pages per week), short writing assignments, mid-term, and final exam.

HISTORY 362-K

SBC: SBS+

UNSETTLED DECADE: THE SIXTIES

Prof. Robert Chase

TuTh	4:00-5:20	Solar # 94435	LIB W 4540
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Few decades in American history have been as contested, unsettled, and revolutionary as the 1960s. By using the term "the Sixties," this course will analyze the decade of the 1960s as both a watershed in modern U.S. history and as a contested public memory/history that continues to preoccupy scholars, political pundits, and the general public. In addition to offering a narrative of this "long decade" that stretches from the late-1950s through the early 1970s, this course will also analyze how recent scholarship and political and social dialogues have challenged the history of the 1960s. What exactly do "the Sixties" represent and to whom? When did they begin and when did the decade's conflicts end? Should we conceive of

this “unsettled decade” as a uniquely American problem, or should we take up a “Global Sixties” framework? Course topics include: 1) Cold War politics and culture; 2) the US-Vietnam War; 3) consumerism and the American economy; 4) the “War on Poverty” and struggles over ideas of social welfare; 5) the political and ideological struggles between liberalism and conservatism; 6) the struggle for civil rights and black freedom; 7) ethnic and racial movements for political power; 8) counterculture, radicalism, and youth movements; and, 9) feminist movements, gender, and the “sexual revolution.” Social movements and political struggles for racial inclusion and identity will earn a lot of attention in this course. By drawing upon primary documents, course readings, political speeches, music, pictures and videos of the era this course will reflect on what made this decade so “unsettled.” This is a lecture-based course where regular attendance is necessary to prepare for mid-term and final exams. Course work will include a midterm, a final, and three critical review and primary documents essays.

HISTORY 366-K4

SBC: SBS+

THE NEW JIM CROW: THE HISTORY OF RACE, PUNISHMENT AND PRISONS SINCE THE CIVIL WAR

Prof. Robert Chase

TuTh	1:00-2:20	Solar # 94436	SBS S328
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With 2.2 million people in prison and nearly 6.5 million people under the auspices of the criminal justice system (via probation or parole), the United States, which has only 5 percent of the world’s general population, now imprisons twenty five percent of the world’s prison population. How did the United States come to have the world’s highest rate of incarceration and one so sharply racially disproportionate? This course traces the development of what some have termed the “New Jim Crow” and a “prison empire” by viewing American history through the lens of race, crime, punishment policing, and prisons.

HISTORY 368-J

SBC: SBS+

HEALTH & DISEASE IN AFRICAN HISTORY

Prof. Shobana Shankar

	Day	Time	Solar #	Location
Lecture	MW	12:00-12:53		Javits 109
Recitation 01	Friday	12:00-12:53	Solar # 94570	Psych A 146
Recitation 02	Monday	1:00-1:53	Solar # 94571	SBS N310
Recitation 03	Wednesday	11:00-11:53	Solar # 94572	SBS N310

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

HISTORY 372-K4

SBC: SBS+

US CONSTITUTIONAL HISTORY AND CIVIL RIGHTS

Prof. Susan Hinely

MWF	9:00-9:53	Solar # 89230	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.

HISTORY 378/SOC 378-F

SBC: SBS+

WAR & THE MILITARY

Prof. Ian Roxborough

TuTh	2:30-3:50	HIS: Solar # 88436 SOC: Solar # 88312	Javits 110
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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? (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 2017 these are (1) the Korean War (1950-53), (2) the British invasion and occupation of Egypt and the Sudan (1882-98); and (3) Irish independence (1912-23). There will be three in-class, multiple-choice exams. Prerequisites are one HIS course or SOC 105.

HISTORY 380-J

SBC: SBS+

THE GLOBAL 1960'S

Prof. Eric Zolov

MW	4:00-5:20	Solar # 89232	SBS S328
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This course examines the tumultuous period increasingly known as the "Global 1960s." It was an era defined by the utopian optimism of a "new world coming," on one hand, and the harsh realities of war, political repression, and the possibility for nuclear conflict, on the other. Cultural revolutions, student protests, Cold War battles fought in the Third World and Eastern Europe, and the radicalization of civil rights struggles in the United States all seemed to converge. How do we make sense of the 1960s as a global set of experiences whose revolutionary heroes and imagery were deeply intertwined? To address this question, this course will examine multiple contexts of the "Global Sixties," from Cuba to Beijing, and Prague to Mexico City, using a variety of secondary and primary sources, including film, music, and poster art. Course assignments will include short essays, presentations, and a midterm.

HISTORY 385-J

SBC: SBS+

AZTEC CIVILIZATION Prof. Elizabeth Newman

TuTh	5:30-6:50	Solar # 94441	E & S 131
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This course is an introduction to the historical development of the Aztec Civilization in the ancient Mesoamerican world. Combining historical, anthropological, art historical and literary sources, we will trace the rise and decline of the Aztec empire, as well as its social and cultural achievements and imperial problems on the eve of the European arrival. We will explore the conquest of Mexico from the Aztec point of view and we will conclude with an examination of the ways in which Aztec culture have survived to this day. Written requirements: five in-class quizzes, two short papers (2-3 pages) and three exams.

TOPICS COURSES

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

HISTORY 391.01-I

SBS: SBS+

THE ENGLISH CIVIL WAR Prof. Thomas Cogswell

TuTh	2:30-3:50	Solar # 96194	Hum 3020
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The public trial and execution of King Charles I was only part of the excitement. The English Civil War also witnessed Britain's first [and only] Republic, the return of Jews to England, the devastation of Catholic Ireland, and Britain's emergence as a world power, to say nothing of several social and cultural revolutions advocated by radical groups such as the Levellers, the Diggers and the Quakers. This course is NOT for the faint of heart. Using short primary sources, the students will explore this unprecedented period of turmoil. There will be a mid-term and final exam as well as a few brief "reaction" papers and a research paper, approx. five pages long.

HISTORY 392.01-I

SBS: SBS+

TUTOR - STUART ENGLAND

Prof. Prof. Thomas Cogswell

TuTh	11:30-12:50	Solar # 96195	Lt. Eng 152
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Blood, sex and fanatics... this isn't the latest episode of Homeland; rather this was the longest running reality show in early modern England. In addition to watching rulers behave (and misbehave), students in this course will trace a particularly prolonged and bloody Reformation, two political revolutions, a fundamental economic one and dozens of rebellions. They will watch as women begin to demand equal rights and as waves of immigrants transform London into a world city. Students will be asked to read several plays and a few short tracts from the period, and they will have to write a mid-term and final exam as well as a few brief "reaction" papers and a research paper, approx. five pages long.

HISTORY 396.01-K4

SBS: SBS+

IMMIGRATION IN THE UNITED STATES

Prof. Lori Flores

MF	1:00-2:20	Solar #84347	Frey 105
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This course examines the ways in which the immigration of various people from around the world has shaped American history and U.S. national identity. Beginning with the American colonial period and going up to the present day, the course traces the development of policies toward immigrants from Europe, Africa, Asia, and Latin America. Other key topics include twenty-first century debates over immigration policy in the post 9/11 era, inequalities within the U.S. immigration system, pro-immigrant rights movements, and the impact of economics and foreign policy upon border and citizenship legislation.

HISTORY 396.02-K4

SBS:SBS+

RACE AND GENDER IN AMERICA FILM

Prof. Mark Chambers

TuTh	5:30-6:50	Solar # 87714	Frey 301
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Race and Gender have been central to the making of modern American culture. In this course, we will analyze ways in which ethnic identity is represented in American films over the past 100 years. Although this course will focus particularly on the traditional intertwined representations of African-Americans and European-Americans in American films, we will also analyze the representation of other ethnic groups so that we may construct a visual and textual American narrative of race from a number of viewpoints, ranging from images of blacks in the white imagination to images of whites in the black imagination. Requirements: as part of the attendance and participation grade, students will be expected to carefully evaluate primary and secondary historical sources for in class discussions; group projects; mid-term and final.

HISTORY 396.03K4

SBS:SBS+

INDIGENOUS PEOPLES OF LONG ISLAND AND NEW ENGLAND

Prof. Paul Kelton

MWF	12:00-12:53	Solar # 96193	SBS S218
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This course surveys the history of the first peoples to inhabit Long Island and New England from prehistory to present. Commonly and collectively referred to as American Indians, indigenous peoples include various Algonquian-speaking communities, from the Lenape of western Long Island to the Penobscots of Maine. This class will survey the experience of these groups with Dutch and English colonizers and then trace their survival within the New England states as well as New York from 1789 to the present, with a particular focus on their common struggle for political and cultural sovereignty as it has developed to the present day. No prerequisites; 3 assigned books and 5 assigned articles; mid-term and final. Four short writing assignments (500 words).

HISTORY 398.01-H

SBC: STAS

HISTORY OF THE AMERICAN MENTAL HOSPITAL

Prof. Nancy Tomes

MW	2:30-3:50	Solar # 89234	SBS N318
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This course traces the history of American mental hospitals from their optimistic beginnings in the early 1800s through their widespread closures starting in the 1970s and the shift of care (or more accurately confinement) to jails and prisons. We will study the evolution of the mental hospital as a reflection both of changing medical theories and of cultural attitudes toward mental illness. We will explore the complex dynamics of institutionalization (why mental hospitals came to be seen as the best way to help people with severe mental illness), de-institutionalization (why closing them seemed to be a good solution), and trans-institutionalization (why jails and prisons became the hospital's default replacement.) While

broadly surveying the mental hospital's rise and fall, we will use the Kings Park state hospital as a case study. Students will have streaming access to the recent film "Kings Park: Stories from an American Mental Hospital," made by documentarian (and SBU alum) Lucy Winer. We will also have access to additional video clips and interviews with former patients, attendants, doctors, nurses, and community members made as part of the film's production. Lucy Winer will visit the class to discuss her documentary.

Course requirements: this course will emphasize skills of active reading, informed class discussion, and effective writing. Students will be asked to write one 3 to 5 page paper and one 7 to 10 page paper. Required text will be Gerald N. Grob, The Mad Among Us.

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

SBC: SPK, WRTD

WORLD WAR II SIMULATION

Prof. Michael Barnhart

MWF	12:00-12:53	Solar # 89328	SBS N318
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The World War II simulation is a simulation of great power and ideological conflict in the world from 1936-1946. Students will be organized in national teams (Germany, Italy, Japan, the Soviet Union, China, Great Britain, France and the United States) and will attempt to maximize their national and ideological objectives within the framework of an instructor-operated simulation model. In addition, each student will attempt to forward their actor's agenda within her or his national team. Wars may (or may not) occur during the course of the simulation. Prerequisite or co-requisite History 250 and Permission of the instructor.

HISTORY 401.02

SBC: SPK,WRTD

ENVIRONMENTAL DANGER AND DISASTER IN HISTORICAL PERSPECTIVE

Prof. Christopher Sellers

Monday	1:00-4:00	Solar # 89329	SBS N303
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This course surveys the history of industrial devastation and risk throughout the modern era, from the hey-day of the industrial revolution in the mid-19th century to the globalizing of industrial danger in our own era. We will study just how varied these dangers have been many: to workers inside a factory or plant, but also to those living near it, and to those who buy and use what it makes. And we will look at the social and political consequences they could (but also failed to) spur. Though the focus through much of the course will fall on the United States, we will also examine contexts such as the Soviet Union and especially for more recent times, in the developing world. Among the industrial dangers we will single out for study are those from sweatshops, lead, nuclear radiation, and petrochemicals. We will survey some epoch-defining disasters from the Triangle Shirtwaist Fire to the Three-Mile Island (at a Pennsylvania nuclear plant in 1979) to Bhopal (at an Indian chemical factory in 1986) to Fukushima (at a Japanese nuclear plant in 2010). But much of our study will concentrate on the longer term and continuous hazards within or around risky industries, the changing knowledge and awareness of these hazards, and the ways this awareness has helped spark protests and remedial actions. Requirements will include class readings and participation, with reading questions; a short paper, and a research project with intermediate assignments, leading to a research paper.

HISTORY 401.03

SBC: SPK,WRTD

AMERICAN BIOGRAPHIES

Prof. Jennifer Anderson

Tuesday	1:00-4:00	Solar # 94443	SBS N318
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As even a quick perusal of the "New Books" shelf at any public library or bookstore will attest, biographies are one of the most popular genres of non-fiction writing. These "life stories" are regarded as a particularly accessible form of history because of their narrative form and their focus on individuals. In the hands of a skilled biographer, however, the account of an individual life can offer deeper insights to their particular time and place. In this course, we will read the biographies of a diverse array of Americans--some achieved

fame, fortune, or notoriety in their own day, while others remained obscure. Through critical textual analysis, we will consider how effectively these authors reconstructed their subjects' experiences and historical contexts. Students will also do their own original research, delving into primary sources (such as diaries, letters, and period newspapers) to write a biographical profile of a person. The course requires attendance, active class discussion, approximately 60-80 pages of reading per week, short writing assignments, in-class activities, and the final research paper (10-12 pages; involving several stages of research, writing, and revision).

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 444

SBC: EXP+

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

SPEAK EFFECTIVELY BEFORE AN AUDIENCE

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

WRITE EFFECTIVELY IN HISTORY

A zero credit course that may be taken in conjunction with any 300- or 400-level HIS course, with permission of the instructor. The course provides opportunity to practice the skills and techniques of effective academic writing and satisfies the learning outcomes of the Stony Brook Curriculum's WRTD learning objective. *Prerequisite:* WRT 102; permission of the instructor. You should register for this course if you plan to complete your writing requirement in a course other than HIS 401.

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

SBC: 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 CREDITS39 credits

C. Upper-Division Writing Requirement:

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

Notes

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

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

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

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

THE MINOR IN HISTORY

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

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

TOTAL CREDITS.....21

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

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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