



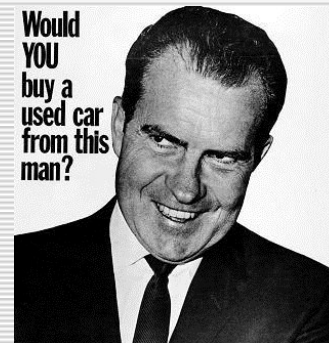
HIS 104-F4

SUMMER 1,2017
ON LINE

US SINCE 1877

Elizabeth O'Connell Gennari

This course explores major themes, issues, and concepts in United States history since 1877. We will survey major political and social events over the past 140 years. Some topics include: the end of Reconstruction and the establishment of Jim Crow laws; industrialization, immigration, and urbanization, and their role in shifting American demographics; American imperialism and interventionist foreign policy; Progressive politics and the welfare state; the rise of conservatism; and the continued battle for civil and human rights. This course takes place online, via Blackboard. Assessments include quizzes, discussion boards, and two exams.



SUMMER I, 2017
HIS/POL 214-J GLO

ON LINE
Matthew Ford



MODERN LATIN AMERICA

In this survey course students will be introduced to important issues, themes, and figures of modern Latin American history.

Beginning with the nineteenth century independence movements and continuing through the late twentieth century, we will study the trials and tribulations of constructing new nation-states out of the vast Iberian American empires. Students will gain a deep understanding of important ideological currents and the social and political developments that have impacted the region. Among the

many themes we will focus on are the expansion of state power into frontier zones, the construction of national identities, race and ethnic relations, and how Latin

America was impacted by— but also impacted—global geopolitics during the Cold War. Students will learn about the larger historical trajectory of the region as well as important regional differences in order to gain an appreciation for Latin America's rich diversity.



LONG ISLAND HISTORY

HIS 215-K4—SBS

MW 9:30-12:55

Tara Rider



*C*ome discover Long Island's rich history filled with tales of early settlers, Revolutionary War Spies, slave revolts, and technological advances. Learn how Long Island inspired *The Great Gatsby* and why Teddy Roosevelt believed there was no place like it. Surveying U.S. history through the lens of Long Island's own history, students will explore this island's heritage through readings of primary and secondary sources and class discussions.



SUMMER I



US-LA RELATIONS

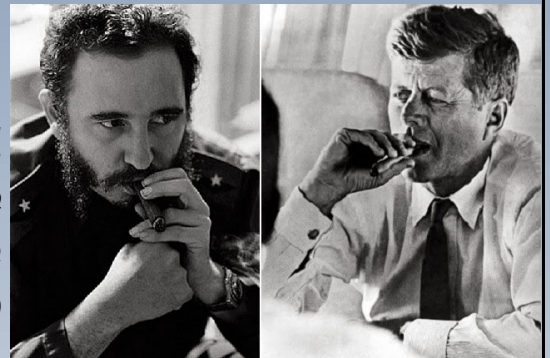
HIS/POL 216.30 J/GLO

ON-LINE



Since the independence of the Latin American Republics in the early nineteenth century, their citizens have had a troubled relationship with the United States. Admiration, mistrust, cooperation and struggle have

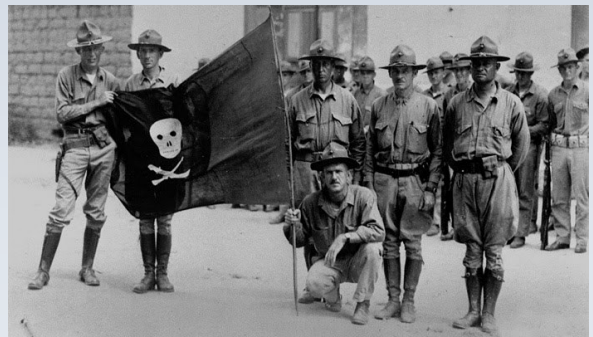
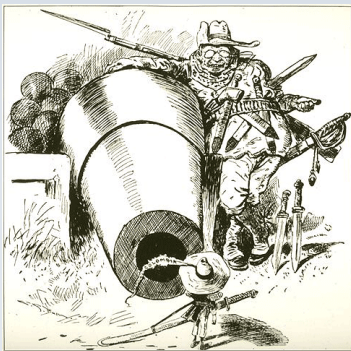
characterized their dealings with their more powerful northern neighbor. In order to understand this complicated



relation in political, economic and cultural ways, this course offers a comprehensive view of key events and how they were perceived by both sides. These include the Monroe Doctrine, the era of American Imperialism in the Caribbean (i Big Stick Policy), attempts to forge unity (i Good Neighbor Policy), US intervention during the Cold War; as well current events (such as the war on drugs and immigration). The course will not only use



specialized readings, but will also take advantage of various primary documents. Grades will be based on discussion through participation forums,



Summer, I, 2017

Gonzalo Romero

Summer I, 2017

HIS/JDS 241.30-I GLO

ON LINE CLASS

The Holocaust

Ron Van Cleef

The extermination of six million Jews and the collective murder of millions of others continue to raise important questions concerning human nature, ideology and Western culture. In this course we will investigate the origins, development and implications of Nazi policies as they relate to the persecution of Jews, Roma-Sinti, the disabled, homosexuals, Jehovah's Witnesses, and others. This course will also address the extent to which individuals and groups collaborated with or resisted the anti-Semitic and genocidal agenda of National Socialism. Finally, we will evaluate the controversies and issues raised by different interpretations of the Holocaust. Grading will be based on a short writing assignment, participation





US History 1945-2000

ON LINE Jonathan Anzalone

Summer I

HIS 274.30 K4 USA

Ordinary men and women have effected and witnessed significant political social and cultural changes in the United States since the end of World War II.



They have struggled through the Red Scare, the consequences of financial deregulations, and the surveillance state.

They have struggled to bring about the end of race-based segregation in the South, the Vietnam War, and the ongoing problem of gender discrimination in the work place.



We will focus on their stories in this course, as we explore these and other historical developments that have shaped the world we know today.



Summer I

HIS 390.30-1 SBS+

ON LINE

Gender & Sexuality in the Middle Ages

I say therefore to the unmarried and widows, it is good for them if they abide even as I. But if they cannot contain, let them marry: for it is better to marry than to burn.

1 Cor. 7:8-9

Their play was so sweet to them, with kissing and touching, that in fact a joy and a wonder befell them such as has never been heard or told. But I will continue to keep it silent, for it does not belong in a story. Of all joys the choicest and most delightful is that which the story conceals from us.

Chretien de Troy, *The Knight of the Cart*

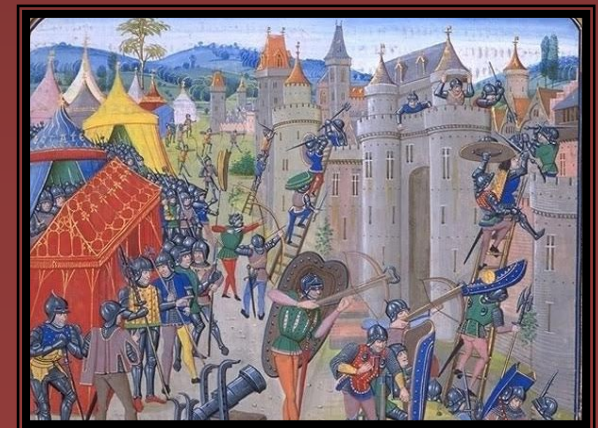
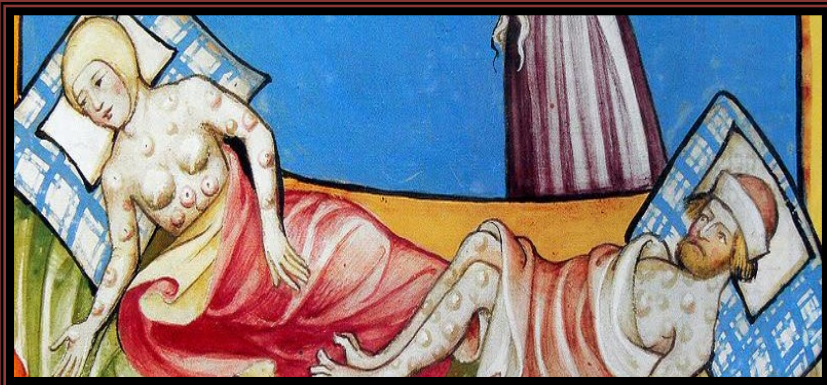
Throughout history, societies have viewed sex and sexuality in varied and often contradictory terms. This is certainly true of medieval society, as the above quotes illustrate. In this course we will examine medieval constructions of sexuality and gender from a number of different perspectives, including philosophical, theological, and popular and court culture. Through reading selections of medieval texts and works of historical analysis, we will explore topics that include: the concept of the masculine and the feminine, marriage, prostitution, homosexuality, rape/abduction, and celibacy. Course requirements will include participation in online discussions, and a research paper.



Andrea Boffa

The Black Death & Rebellion in Medieval Europe

The onset of plague in medieval Europe, an epidemic known as “The Black Death,” was a cataclysmic experience and introduced a period of recurring instability into European culture until the eighteenth century. Although historians debate the process and details of plague’s impact, they agree that the presence of plague throughout this era changed society, medicine, global trade, religion, and intellectual life from its outbreak in 1348 to 1700. Readings will include historical scholarship, primary documents, and selected excerpts from diaries of people that survived the turmoil. We will also look at the Little Ice Age, the Great European Witch-Hunts, and the peasant rebellions that swept Europe in the late fifteenth century. Students will be required to attend class, participate in discussion, and write two integrative essays that analyze primary documents and historical scholarship on medieval Europe.



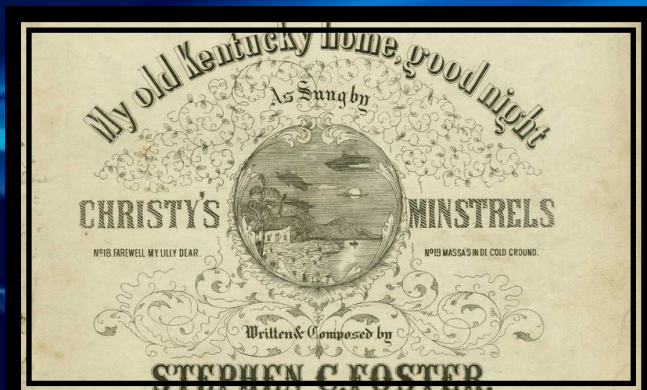
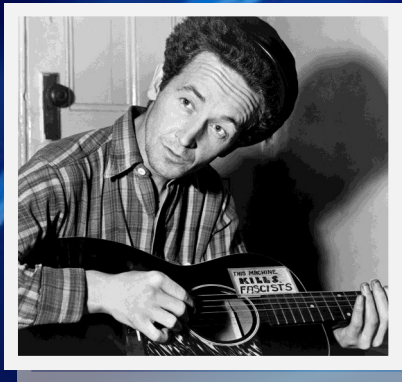
Summer I

HIS 396.01 K4 SBS+

Lance Boos

Music in American History

This course will examine major themes in American history through the lens of music. We will ask questions about how music reflects, reveals, and even influences the American social, cultural, and political environments in particular moments in history. Topics will include political music, protest songs and social reform movements, African American music, technological change, national and racial identities, and music of particular time periods such as the Civil War, Great Depression, and 1960s. Grades will be based on class discussion and several short essay assignments.



TuTh 6:00-9:25



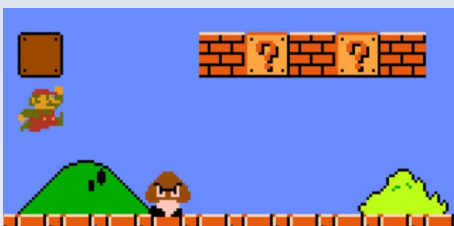
Mass Culture Beyond Borders: From Silent Film to Video Games

HIS 396.30-K4 SBS+

Summer I: On Line Emmanuel Pardo



This course discusses the relationship between industries of visual entertainment and cultural change during the twentieth and twenty-first centuries. Classes will incorporate historical, critical and theoretical readings along with samples of varied types of media including films, comic books and video games. The first part of the course will focus on the tensions surrounding the consolidation and early transnational expansion of US mass culture industries. This will be followed by an exploration of sites of cultural consumption and production in other regions of the world, including countries in Latin America, Northeast Asia, South Asia and Europe. This global approach will be shaped by questions dealing with conditions for individual and collective expression in different cultures, the interplay between economic and social inequality and access to new forms of media, and the extent to which mass cultural products can or cannot influence social and cultural change. Please note that this is an online course. Evaluation will include quizzes, short writing assignments, regular participation in a discussion board, and a final paper.



THE HUDDLED MASSES: IMMIGRATION IN AMERICAN HISTORY, 1880-PRESENT

SUMMER I, 2017

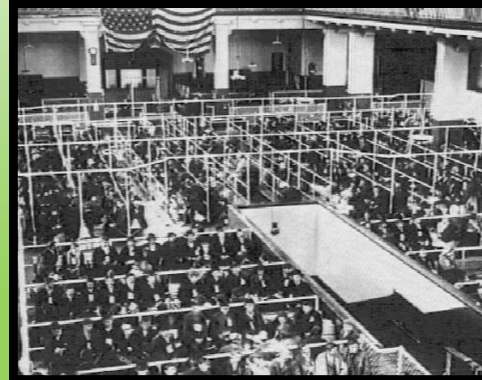
HIS 397-K4 SBS+

ON LINE

Kelly Jones

Recent events have once again put the subject of immigration in the national spotlight. As historians we will ask: in a "nation of immigrants," how has the subject of immigration become such a divisive issue? What social, political, and cultural events have shaped the experience of immigration? How, especially, have the concepts of the nation's health, the nation's identity, and the nation's security shaped Americans' responses to newcomers? Finally, how have new arrivals responded and adapted to their new circumstances?

This course will meet online. Students are expected to actively engage in online discussion forums, complete three essay assignments, and one term paper.



History of the Modern Olympics

HIS 300.30-F SBS+

SUMMER II, 2017

ON LINE

Parissa Djangi



From Jesse Owens outrunning Nazis in 1936 Berlin to athletes raising their fists in solidarity with the Black Power movement in 1968 Mexico City, the modern Olympic Games have been a reflection of their times. The Games are both local and global, idealistic and highly political-- and to know their story is to know the history of the 20th century. This course considers the origins of the modern Olympic movement and charts its changing history to read the 20th century, from the spirit of internationalism to Cold War proxy wars and recent questions over the impact of the games on local communities. We will focus on national spectacles, social movements, controversies, disruptions, wars, boycotts, and the changing culture of the Olympics. Course requirements include frequent readings, participation in discussion boards, two (2) short papers, and one (1) final exam.

CITIES IN WORLD HISTORY

An aerial photograph of a modern city skyline, likely Shanghai, featuring several prominent skyscrapers and a large body of water in the foreground. The sky is hazy and the overall tone is warm and golden.

HISTORY

300.30

F SBS+

SUMMER II, 2017

ON LINE

DAVID YEE

This course introduces students to world history through an exploration of the rise and development of the global city. We will address the concepts of "globalization" and "urbanization" through a historical lens, covering cities such as New York, Mexico City, Paris, Hong Kong, Manchester, and Mumbai. Students will engage with readings and multi-media resources that reveal these global connections through: trade and commodities, immigration, Cold War-era urban renewal policies, and movements for the historic preservation of downtown centers. After a broad overview of early urban formations, readings and class materials will primarily cover the early nineteenth century to the present. Students will utilize a variety of online learning tools to enhance course readings and discussions.

THE HISTORY OF NEW YORK CITY



This course evaluates New York's ascendancy as America's financial and cultural capital. While the class will quickly discuss New York's place in American society during the antebellum period, this course will mainly be concerned with Gotham's tremendous growth following the Civil War, its eventual decline during the late-1960s and 1970s, and its spectacular, if flawed, "comeback" since the 1980s. The "winners" and "losers" in each of these shifts will be heavily examined. We will discuss New York's distinctive features as well as analyze the ways in which the Big Apple can be used as a guide to understanding modern urban society. Grades are based on participation, quizzes and essays.

HIS 328-K4

SBS+

On Line

Adam Charboneau

Summer II, 2017



HIS 380.30-J SBS+

Stimulants and Drugs in Latin America: Sugar, Coffee and Cocaine

SUMMER II, 2017

MARIA –CLARA TORRES BUSTAMANTE

ON LINE



From the sixteenth century to the present, Latin America and the Caribbean have been profoundly shaped by its relationships with the history of drugs. Stimulants have connected Latin American producers living and working in the countryside with a wide array of consumers in the North Atlantic world. This had varying social, economic, and cultural impacts on both ends of the commodity chain. This seminar gives historical perspectives to the study of drugs by examining how the production of drugs impacted the history of the rural Latin America. It also analyzes how the marketing and consumption of these stimulants contributed to the emergence of global capitalism. Finally, the seminar explores how meanings given to specific drugs (“dangerous,” “mild,” etc..) changed over time.



This course will consider various themes in the history of drugs in Latin America by examining a selection of secondary literature in the field. First, we will read general books that place the production, marketing, and consumption of drugs in the emergence of capitalism in Latin America. Second, we will read monographs on specific legal and illegal stimulants, such as sugar, coffee, and cocaine.



The Middle Ages in the Movies



Summer II



Jennifer Jordan
MW 1:30-4:55



This course will look at a variety of films set in the Middle Ages with two aims in mind: 1) to gain a familiarity with the key events, people, places, terms, and consequences of the European Middle Ages (c. 500-1500) and 2) to understand the ways in which the Middle Ages have been reshaped, reconstructed, and reimagined in subsequent eras- a process known as medievalism. After a brief overview of the medieval history, we will focus on medieval figures both historical and legendary to explore the following themes: historicity and authenticity, heroic men and women, gender and race in the Middle Ages, and the modern appropriation of medieval ideals and ideologies. By studying these movies, we will illuminate the many ways in which history is used and abused and its social, political, and cultural implications. Movies will include, either in their entirety or in excerpt: *A Knight's Tale*, *The Kingdom of Heaven*, *The Secret of Kells*, *Fronclad*, and others.

HIS 390.01-I SBS+

SUMMER II, 2017

HIS 392-1 SBS+

ON LINE

INSIDE THE SULTAN'S PANTRY AND HAREM:

THE HISTORY OF THE OTTOMAN EMPIRE



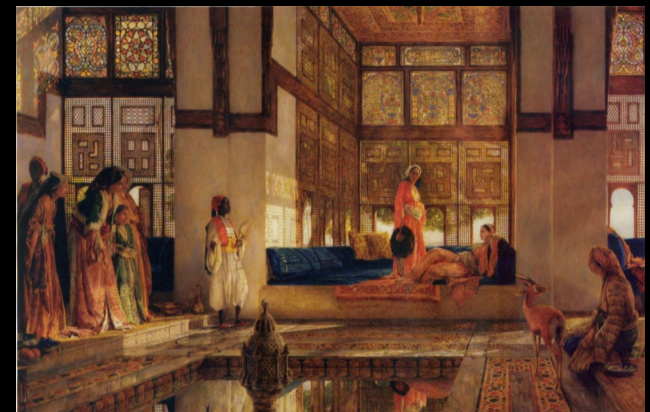
Lilliana Mutu-Blackstone



By the 16th century, the Ottoman Empire was the largest empire in the world: the empire spanned three continents, stretching from Budapest to Baghdad, and from the borders of Poland to the end of the Arabian Peninsula. After probing the beginnings of the Ottoman Empire, this course will explore the development of its cultural, social and political characteristics. Special attention will be paid to commodities (e.g., coffee, sugar, and tulips), and how they influenced Ottoman society. Additionally, we will examine the contest between the Portuguese and the Ottomans in controlling the spice trade routes from India to the Mediterranean Sea. Moreover, we will consider the diversity of people living in the Ottoman Empire, and ask what it meant to be a subject of the Ottoman Empire. Lastly, European travelers, such as Henry Blount or Mary Whortley Montagu, and their reaction to the Ottomans will help us understand the ambivalent response to Ottoman culture in Western Europe.

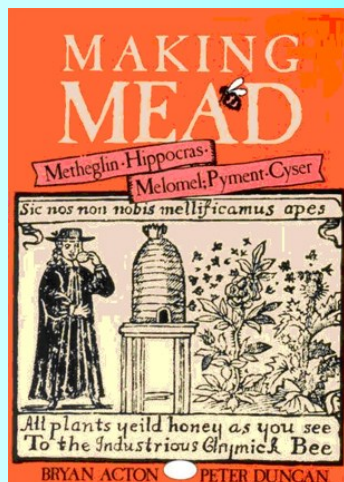


Course requirements include weekly readings, short papers and a final essay.





What's in a drink? This course will explore this question through a wide-ranging look at cultures, commodities, economies, and technologies in contact across a long range of history. While much of the focus will be on Early Modern and Modern Europe, we will examine the ancient antecedents and global influences on European cultures of production and consumption of various types of alcohol, as well as how and why they changed over time. Through analysis of issues of gender, class, nation, and empire, this class will engage with a central theme of the role of the state in controlling, defining, and profiting from alcohol during a global 'psychoactive revolution,' as well as the political crusade against alcohol and other drugs. Requirements for this course will consist of significant amounts of reading for each class meeting, as well as two papers and a compre-



HIS 393.01-1 SBS+

SUMMER II, 2017

TUTH 6:00-9:25

BRIAN GEBHART

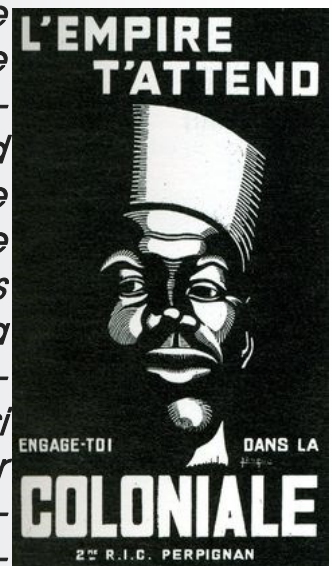


THE DECLINE AND FALL OF THE FRENCH EMPIRE 1914-1962



While the British Empire was famous for the sun never setting upon it, a large part of the world map was also colored "French Blue." From the jungles of IndoChina to the deserts of North and West Africa, the

French colonial empire left a deep legacy around the world. Faced with the pressures of World War I, to depression and humiliation in World War II, and finally juxtaposed against Cold War complexities, this course will examine the different regions under the French tricolore. The course will explore key colonial concepts and strategies such as assimilation, association, mise en valeur, and la mission civilisatrice. We will also examine writings from colonized nationalists, such as Morocco's Mohammed Al-Fasi and Senegal's Leopold Senghor. Was there hope for some sort of Paris-led French Union or was French colonialism, in any form, doomed by its own violence and contra-



dictions? Course evaluation will be four brief response papers, a final course paper, class participation, and a final exam.

SUMMER II,
2017
HIS 393.02
MW 6:00-9:25





Violent Riots in American History

Summer Session II: ONLINE
Michael Conrad, Instructor

Did you know that Americans once rioted over whiskey? Or that a riot broke out at a state university like Stony Brook? Riots are a fundamental part of American history. This course examines the origins and effects of riots from colonial settlement until the 1970s. They can often be divided along thematic lines. Some are racial or class based while others might relate more to politics, economics, immigration, labor reform, and massacres. Often it is caused by a perceived, real or imagined, injustice. Crowd aggression can be directed towards institutions, people, or property. Tactics, weapons, and defenses are examined. While the riots themselves are often violent and traumatic they are short lived but the causes and effects reach far beyond the actual event. We will spend a considerable amount of time defining what is and is not a riot. Students will get to explore their problem solving skills in several case studies. They will keep a note journal, participate in online discussions and write a final analytical essay. So join us this summer as we explore three centuries of social unrest and ponder Martin Luther King, Jr's quote: "A riot is the language of the unheard."



Enroll NOW before this man gets these diapers home!

OUTSIDERS

A History of Third Party Challenges in US Politics



The 2016 elections have shown that Americans by and large are discontent with status quo politics. Today, independent voters actually make up the largest section of the American electorate, and perceived 'outsider' candidates like Donald Trump or Bernie Sanders, defined this election and outshone establishment politicians. But how did we arrive at a system that makes us choose between the 'lesser of two evils,' or that perpetuates the status quo? Does our two-party system promote stability, or does it actually limit choice? Has American politics always been merely about Democrats and Republicans? And how have these parties changed over time? Who is a

'conservative' and who is a 'liberal?' What is 'the left' and what is 'the right?' And most importantly, were there ever any serious alternatives or challenges to the two-party system? In this online class we will explore the long tradition of third parties and outsider candidates who raised issues that eventually became central to American political discourse. From the early days of the republic, with no political parties at all, we will discuss third party challenges such as the Anti-Masonic Party of the 1830s, antislavery and women's rights movements in the mid- to late nineteenth century, the Populists in the 1890s, Theodore Roosevelt, Bob LaFollette, and the Progressive Party in the 1910s and 1920s, George Wallace and anti-civil rights in the 1960s, as well as Ralph Nader or Ross Perot at the dawn of the new millennium. We will analyze and discuss their historical significance, and we will think about what we might learn from this about the future of American politics. Requirements include short reading responses and a 6-8

page final paper.

SUMMER II, 2017

HIS 396.32 K4 SBS+

On line

Matthew Heidtmann

