

SUMMER I, 2018

May 29th-July 7th

NOTE: ALL SUMMER HISTORY CLASSES WILL BE
TAUGHT ON LINE.

HISTORY 104-F4 USA,SBS

US Since 1877

Dr. Elizabeth 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.

HISTORY 213-J GLO,SBS

COLONIAL LATIN AMERICA

David Yee

An introduction to the colonial history of Spanish America and the Caribbean. In this course we will examine the formation of Latin American societies from the 1400 to 1824, focusing on the contact and interaction of indigenous, African, and European civilizations. Students will engage with readings and multi-media resources that explore: the civilizations of the

Americas before 1492, the conquest of the Americas, the role of religion and culture in formation of imperial systems, and the wars for independence. Students will utilize a variety of online learning tools to enhance course readings and discussions.

HIS/POL 216-J GLO

US-LA Relations

Emmanuel Pardo

This course is an overview of the historical relationship between the United States and Latin America. The class will cover processes in a period ranging from the formative stages of the first Latin American nation-states in the early nineteenth century, to the political renovation and the shifts in hemispheric international relations in the last few decades. Significant attention will be given to the exploration of the connections between foreign policy and different trajectories of political, economic, social and cultural change throughout the period. Although structured chronologically, the course will also include comparative discussions on problems such as the impact and implications of the contested discourse of Pan-Americanism, the long-term legacies of disparate colonial pasts, and the decisive role of tensions between domestic and foreign policy in different national contexts. Students will be required to complete a midterm exam, a final essay assignment and a number of weekly activities based on the assigned readings.

HIS/JDS 241-I GLO

THE HOLOCAUST

Dr. 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 in discussion forums and online examinations.

HISTORY 300-F SBS+

Dictatorship & Revolution in Latin America

Gonzalo Romero Sommer

This course will focus on two intertwined political processes that have shaped the history of the twentieth century: dictatorships and revolutions. Focusing on the Third World, we analyze revolutionary movements in Africa, Asia and Latin America, including "essential" revolutions such as the Cuban, Chinese and Mexican Revolutions. Likewise, we will study military dictatorships as processes against revolutions. We will attempt to answer the following questions: What are the causes of revolution? What are the differences between urban and rural insurgencies? What methods have military dictatorships used to repress revolutionaries? Finally, how have successful revolutions turned into dictatorships? Course requirements include weekly reading assignments,

participation on discussion boards, weekly short papers and a final essay.

HISTORY 390-I SBS+

GENDER & SEXUALITY IN THE MIDDLE AGES

Dr. Andrea Boffa

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.

HISTORY 392-I SBS+

JACK THE RIPPER'S LONDON

Parissa Djangi

On the fog-shrouded, gas-lit streets of 1888 London, a serial killer known as Jack the Ripper gruesomely murdered five women in the "East End," a densely populated corner of the city where many residents lived in poverty. This course puts the Ripper murders in context and uses them as a guide to explore the social, political, and cultural climate of a troubled urban space at the end of the Victorian (1837-1901) era. The Ripper murders highlighted a number of themes that we will investigate: class, gender, sexuality, race, and politics. We will use documents, films, and a graphic novel to

consider the lives of prostitutes, detectives, criminals, reformers, and immigrants in Victorian London. This course will develop writing and critical thinking skills through frequent readings, participation in discussion boards, two (2) short papers, and one (1) final exam.

HISTORY 393-I SBS+

WAR, STATES AND SOCIETY IN MODERN EUROPE

Brian Gebhart

This class examines the transformative role that wars played in redefining states and the social order in modern European history, with a particular focus on the twentieth century—the so-called 'Age of Extremes.' Themes of citizenship, violence, total war, and revolution will be used to explore related topics of gender, race, culture, and empire. This is a conceptual course seeking to understand how wars—colonial, world, and cold in scope—both made and unmade powerful European states and world orders. As such, a basic background in the broad contours of European history is expected. There will be weekly readings, as well as an assigned textbook. Students will be required to write a weekly response paper and two five-page papers over the term.

HISTORY 396.30- K4 SBS+

COMIC BOOKS IN AMERICAN HISTORY

Dr. Jonathan Anzalone

At a time when superhero movies rule the box office, fans flock to comic cons across the country, Pulitzer Prize-winning authors express their unabashed love for comic books, and the President of the United States says that he's an avid collector of Spider-man

and Conan the Barbarian comics, we are left to wonder how comic books evolved from a low, even at times reviled, piece of pop culture to mainstream art. In this course, we will trace the history of comic books in the United States from their humble, hardscrabble origins to the present, when comic books can be read online and their characters enjoyed at the cinema. We will explore the business of comic books, how their content has changed over time, and their place in American culture and politics. Students will take part in weekly discussions and debates, complete weekly quizzes, and submit a final essay exam.

HISTORY 396.31-K4 SBS+

MUSIC IN AMERICAN HISTORY

Lance Boos

This course will survey major events and 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 music of presidential elections, protest songs and social reform movements, African American history, songs of major wars, technological change, immigration, racial and national identity, rock music and postwar society, the Great Depression, and the 1960s. Musical training is not necessary, but a basic understanding of American history is recommended. Grades will be based on discussion board participation and several short writing assignments.

HISTORY 398-H STAS

THE CULTURAL HISTORY OF MADNESS

Ximena López Carillo

This course will analyze conceptions of madness and mental illness in American history. It will discuss the development of mental institutions and mental health disciplines, but it will focus primarily on representations and public perceptions of insanity and treatments in twentieth century popular culture. Topics will include criminology, psycho analysis, films and literature, advertising, and pop-psychology. Students will read scholarly historical articles, short works of fiction, and watch a few films. Grading will be based on short response essays, discussion board participation, and a 5-7 page final essay about a specific illness or treatment

SUMMER II 2018

July 9th through August 18th

HISTORY 214/POL214-J SBS, GLO

MODERN LATIN AMERICA

Ashley Black

This course provides a survey of Latin American history from independence to the present. Latin America is vast, encompassing a diverse range of peoples each with their

own unique history. Our goal is nonetheless to understand the region as a whole, to look at the shared values and experiences that connected people across the hemisphere. The class will be organized chronologically and will explore such themes as nation-building, migration, revolution, cultural exchange, and international solidarity. Readings will be drawn from a textbook and supplemented by primary documents. Grading will be based on regular participation in class discussion boards, three short writing assignments, a midterm, and a final exam.

HISTORY 300.30-F SBS+

GLOBAL CAPITALISM, DRUGS AND STIMULANTS

Maria Clara Torres

From the sixteenth century to the present, the world has been profoundly shaped by its relationships with the history of drugs. Stimulants have connected producers living and working in the Global South 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. The seminar gives historical perspectives to the study of drugs by examining how the production, marketing, and consumption of drugs, contributed to the emergence of global capitalism. Finally, the seminar explores how meanings given to specific drugs changed over time.

This course will consider various themes in the history of drugs 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 global capitalism. Second, we will read monographs on specific legal and illegal stimulants, such as sugar, coffee, cannabis, and cocaine.

HISTORY 300.31-F SBS+

FRONTIERS OF TECHNOLOGY DURING THE COLD WAR

Brian Conway

From 1945 to 1989, a titanic ideological struggle engulfed the world: the Cold War. This rivalry had the potential, for the first time in human history, to completely destroy all life on this planet. As both superpowers, the United States of America and the Union of Soviet Socialist Republics engaged in this bitter conflict, technological breakthroughs emerged as one of the keys to victory. In this course, we will examine the technological side of the Cold War, looking at everything from computers to credit cards, fighter jets to nuclear missiles. We will delve deep into not only technology and its acquisition (whether through research or the use of spies) but also its ripple effects into decolonization, diplomacy, proxy war and propaganda. The course requires one paper and an essay-based midterm and final.

HISTORY 302-H STAS

THE GLOBAL ENVIRONMENT

Erika Mukjerjee

The environment has played a major role in shaping the course of human history, just as humans have spent centuries reconstructing the environment to suit their needs. This course examines some of the ways in which the environment has influenced the economics, politics, society, and culture of the modern world. It focuses on the global impact of human-environment relationships, beginning with the concept of the Anthropocene, the idea that human activity has changed the world so profoundly that it constitutes a new geological age. Students will trace the impact of long-distance human

migration, starting with the Columbian exchange of plants, animals, and diseases in the era of European imperial expansion. They will then consider the ways in which capitalism and industrialization used natural resources to spread across the globe in the eighteenth and nineteenth centuries. The final section of the course will explore the development of twentieth century environmentalism from early forest and wildlife conservation movements to international efforts to mitigate global climate change.

HISTORY 362-K SBS+

THE UNSETTLED DECADE: THE SIXTIES

Dr. Adam Charboneau

This course examines the social, political, and cultural dynamics of America during the so-called "long 1960s"—roughly from the mid-1950s until 1974. We will begin with a quick overview of postwar American and world politics (especially the rise of the Cold War), analyzing the ideologies of 'containment,' anti-colonial struggles, and the effects of the Cold War on American race relations. Also, beatniks will be discussed. We will then shift to the southern Civil Rights campaigns (e.g., Montgomery Bus Boycotts, Greensboro, Selma, etc.), their evolution, and the troubles it encountered when "going north." All the while, we will be analyzing the ways in which middle and upper-class Northern Whites became radicalized through their involvement in southern black liberation campaigns (esp. the Freedom Summer). Next we will examine the growth of the student movement, and especially, the rise and fall of the SDS. Throughout, the growth of the counter-culture and its larger meanings will be discussed. Music—from Motown to Woodstock—will be intertwined in this overview. This was also a time of women's liberation movements and gay rights movements, which grew out of the false promises of the white, heterosexual and male-dominated SDS. We will also deeply engage the hopes and contradictions of urban liberalism, the rise of the Great Society, and ultimately, urban riots, the rise of Black Power and the retrenchment

from urban liberalism. Obviously, no course on the sixties can exclude the Vietnam War, which will be embedded in almost every issue we discuss. Lastly, we will analyze the rise of the Right during the late 1960s, which produced its own movements—notably the rise of 'law and order' and the property rights movement (and eventually, the tax revolts) and the end of America's "Grand Expectations."

HISTORY 380-J SBS+

RACE & VIOLENCE IN LATIN AMERICA

Matthew Ford

How have Latin American societies constructed racial difference? How has race become a political tool of domination and liberation? How has racial conflict and domination erupted into violence in Latin America? This course will seek to answer these questions by analyzing the history of race and violence throughout modern Latin American history. Specifically, we will analyze the racial violence associated with commodity extraction, twentieth century social movements that have politicized racial difference in their struggle for equality and autonomy, and the struggles for control over regions dominated by Indigenous and Afro-Latin Americans.

HISTORY 390.31-I SBS+

MEDIEVAL MEDICINE AND MAGIC

Jennifer Jordan

This course will examine the complex relationships between medicine, religion, and magic that shaped society and culture throughout the medieval Mediterranean (500-1500 AD/CE). Our aim is to introduce students to a wide range of medieval health issues, social attitudes, texts, and daily practices. Particular attention will be paid to the

ways in which gender, ethnicity, and class shaped perceptions of these three categories. How did the identity of the practitioner, and of the witness, of the medical, miraculous, or magical act? We will attempt to answer this and other questions by reading medieval texts such as the Trotula: a set of guides to women's health and cosmetics that suggests a vibrant and diverse Mediterranean network. We will also watch the film Name of the Rose to examine modern perceptions of these medieval concepts.

HISTORY 396.30-K4 SBS+

THE AMERICAN SOCIALISM 1870-1920

Matthew Heidtmann

Socialism in America is still considered somewhat of a dirty word. Especially for Americans who have lived through the Cold War, the term often carries negative connotations about restricted rights and liberties, dictatorships, Soviet gulags, or the Berlin Wall. Moreover, mainstream American political culture as a whole seems to be unable to foster meaningful discourse about this subject beyond platitudinal and wildly inaccurate claims about private property, individual liberty, and the role of the government(s). And while the United States is indeed in many ways a more conservative country than other leading democracies, our own history is full of reformist and radical movements and individuals who sought to make this country more egalitarian. In this course, we will look at the birth and the development of uniquely American strands of varying degrees of socialisms. We will analyze these manifestations of American socialism in the context of tremendous economic, social, and political upheaval during the Gilded Age, and we will discuss how these impulses shaped the Progressive Era during the early twentieth century. We will cover a wide variety of issues, such as industrial democracy, civil liberties, social policy, race and gender, as well as war and imperialism. We will analyze and discuss a variety of mostly primary sources pertaining to various individuals, movements, and ideas, and we will examine their historical significance, to try and figure out what these can tell us about our own time. Sources

will be provided, and there is no required textbook or other material to be purchased. Requirements include short reading responses and a 6-8 page final paper.

HISTORY 396.31-K4 SBS+

WITCHCRAFT AND WITCH HUNTING IN AMERICA

Richard Tomczak

This course explores the various ways historians have sought to understand the Salem Witchcraft Crisis and other phenomenon associated with magic, the supernatural, and occult in American history. It focuses on scholarship concerning the Salem Crisis so you can compare various historical approaches to understanding it. You will also work with primary documents related to the event. In addition, lectures, films, and documentaries will place the Salem Crisis in the broader context of witchcraft in 17th-century New England. After our investigation of Salem, we will examine other forms of magic that have become ingrained in popular memory, as well as analyze the recent explosion of occult literature in the twentieth century United States. Ultimately, this class aims to demonstrate the contested nature of historical knowledge and trace continuity and rupture in popular memory.

Students will be required to participate in discussion forums posted on Blackboard, along with three integrative essays that analyze primary documents and historical scholarship on witchcraft and witch-hunting in the United States. Additionally, each week, an online quiz will be posted on Blackboard that cover the readings.

HISTORY 396.32- K4 SBS+

COUNTRY AND CITY IN AMERICAN HISTORY

Kevin Murphy

This course examines the critical, and contested, relationship between urban and rural communities from the beginning of English Colonization of North America to the Present Day. Special emphasis will be placed on the origins of this relationship and the impact that it had on nineteenth, twentieth, and twenty-first-century political issues. Some topics to be addressed include Urban and Rural "Enlightenments," Agricultural "Improvement" and Economic Development, and the political antagonism between Urban and Rural Ideals in American History. Grades will be determined by the quality of class discussion and a number of short writing assignments, both driven by analysis of selected primary source documents.

**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.

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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