



# FALL, 2019

101 – F GLO, SBS	<b>EUROPEAN HISTORY: FROM ANTIQUITY TO REVOLUTION</b>	<b>A. COOPER</b>
	<p><i>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.</i></p>	<p>LEC: MW 11:00-11:53  R01 F 11:00-11:53 R02 M 12:00-12:53 R03 W 10:00-10:53</p>
103-F SBS, USA	<b>AMERICAN HISTORY To 1877</b>	<b>P. KELTON</b>
	<p><i>This course surveys major political, economic, and social developments in America history up to 1877. The major themes will be the dispossession of indigenous peoples by Europeans and Euro-Americans, the development and limitations of democracy, and slavery and the origins of the Civil War. Students will be introduced to the historian’s craft. They will study what historians do, how they do it, and why.</i></p>	<p>LEC: MW 10:00-10:53  R01 F 10:00-10:53 R02 W 9:00-9:53 R03 M 12:00-12:53 R04 F 10:00-10:53 R05 M 9:00-9:53 R06 M 1:00-1:53 R07 W 12:00-12:53</p>

201-I GLO	THE ANCIENT NEAR EAST	P.ZIMANSKY
	<p><i>This course is an overview of the development of world's first civilization, from invention of writing to the conquests of Alexander the Great (ca. 3500-323BCE). Ancient Mesopotamia, in which Sumerians, Akkadians, Babylonians, Assyrians developed their distinctive cultures, will be the central focus, but other Near Eastern peoples, such as the Hittites, Israelites, Phoenicians and Persians, will be covered as well. Special topics include the early history of cities, the first experiments with empire, the development and spread of writing, and the emergence of history itself. Archaeological evidence will be considered in conjunction with written documents. HIS 105 The Ancient World, is an advisory prerequisite. This is a lecture course, illustrated with slides,</i></p> <p><i>but questions from the class will be welcomed and discussion encouraged. Grading will be on the basis of two half-hour midterm exams (20% each), a term paper of 4-5 pages (20%) and a final exam (40%).</i></p>	MF 1:00-2:20
220-J GLO,SBS	INTRODUCTION TO JAPANESE HISTORY	J. MIMURA
	<p><i>This course provides students with an introduction to the history and culture of Japan. We will focus on the broader processes of political, economic, social, and intellectual transformation of Japan from antiquity up until the present. Topics explored include: aristocratic and samurai culture, the Tokugawa political order, Japan's relationship to Asia and the West, the rise of the modern state, Japanese fascism, the role of women in Japan, and the challenges of postwar democracy. Requirements include a mid-term and final exam and two short essays.</i></p>	TUTH 9:30-11:10
227-J GLO,SBS	ISLAMIC CIVILIZATION	E. BEVERLEY
	<p><i>This course surveys the history of the Muslim world from the rise of Islam to the present. While we cover the early history of Islamic civilization in the Arabian Peninsula and</i></p>	TUTH 2:30-3:40

	<i>surrounding regions, the course emphasizes the diversity of global Muslim societies and examines examples from across Asia, Africa, and Europe. Central topics include the life of Muhammad, conversion, European colonialism and Western media representations, and the rise of radical militant and progressive movements.</i>	
236-I GLO	<b>THE LATE MIDDLE AGES</b>	<b>M. BALLAN</b>
	<i>In this course we will examine the political, social, religious, and intellectual history of Europe during the periods known as the high and later Middle Ages. Major topics to be covered include the return of economic expansion, the revival of urbanism; the twelfth-century intellectual Renaissance; the rise of national monarchies, constructions of orthodoxy and heresy; the status of women, Jews, and workers; interactions and conflicts with the Muslim world; and later medieval warfare, plague, and schism. The bulk of the readings are primary sources; a textbook provides a broad narrative overview to help you place the primary documents in context. Requirements include contributing to discussions, and taking occasional reading quizzes, two brief papers of about 4-5 pages each, one in-class midterm exam; and a cumulative final exam.</i>	<b>MWF 10:00-10:53</b>
249-I GLO	<b>MODERN EUROPE 1914-1945</b>	<b>L. FROHMAN</b>
	<i>The aim of this course is to develop a more sophisticated understanding of the history of modern Europe, the historiographical interpretations of key issues of the period, and the relationship between the two. Ideally, students will come away from the class with a clearer insight into the ways in which interpretation influences the ways in which the history of these events and processes is written. The course will begin with World War I and examine such issues as political violence, mass culture, gender/sexuality, the new media of political communication, the collapse of European imperialism, Nazism and the Holocaust.</i>	<b>TUTH 10:00-11:30</b>

250-F GLO SBS	THE SECOND WORLD WAR 1939-1945	M. BARNHART
	<p><i>This course examines the origins, course and consequences of the Second World War. Key themes include:</i></p> <p><i>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?</i></p> <p><i>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?</i></p> <p><i>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?</i></p> <p><i>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?</i></p> <p><i>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.</i></p>	MWF 10:00-10:53
262- K4, USA, SBS	AMERICAN COLONIAL SOCIETY	N. LANDSMAN
	<p><i>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</i></p>	<p>MW 11:00-11:53</p> <p>R01 F 11:00-11:53</p> <p>R02 W 2:30-3:23</p> <p>R03 M 12:00-12:53</p>

	<i>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. Advisory Prerequisites: History 103 or the equivalent</i>	
<b>289 K4, SBS, USA</b>	<b>WEALTH &amp; INEQUALITY IN AMERICA'S CORPORATE AGE</b>	<b>C.SELLERS</b>
	<i>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.</i>	<b>TUTH 1:00-2:20</b>
	<b>Students who register for History 301 must also register for HIS 459.08 (Professor Rilling) in order to fulfill your WRTD. You must <u>submit</u> your paper(s) with a cover sheet in order to complete your history department writing requirement.</b>	
<b>301.01 ESI</b>	<b>SLAVERY, HISTORY &amp; MEMORY</b>	<b>J. ANDERSON</b>
	<i>Slavery, and its legacy of racial injustice, fundamentally shaped the United States from the time of its founding. How(and at times, even if) that painful history should be acknowledged, studied, remembers and memorialized has been a subject of ongoing debate for generations of Americans. In this writing-intensive course, we will analyze historians' diverse approaches to studying the history of</i>	<b>TUTH 11:30-12:50</b>

	<p><i>slavery and its changing place in public memory. We'll also learn about the diverse experiences of black Americans, free and in bondage, with a particular focus on the North from the colonial period to the Civil War and its aftermath. Topics will include the slave trade, the hardening of racial divisions, the emergence of free African American communities, and the influential role of black abolitionists. We'll consider such events as the rediscovery of the African Burial Ground in New York City, the controversy over Thomas Jefferson's role as a slave master, and recent conflicts over Civil War memorials. <u>Required:</u> attendance, active class participation, assigned readings, short writing assignments (in-class and take-home), and 2 (5-6pp)t papers to fulfill the history department writing requirement.</i></p>	
301.02 ESI	<b>FAMILY HISTORY</b>	<b>J. FARMER</b>
	<p><i>The most direct and emotional way to approach the past is through family. But family history – including genealogy – is not necessarily the same as the discipline of history. In this course for majors and minors, we will read books and articles that exemplify how professional historians think and write about families. In this way, we will learn about the sources, methods, and rules of history. The final project will be a research paper and oral presentation about a historical aspect of the student's own family. The goal will be to apply the frames and tools of professional history to an individual topic of personal interest.</i></p> <p><i>*Note: If you wish to fulfill your SPK SBC, talk to Professor Farmer and with permission you may register for HIS 458.</i></p>	TUTH 2:30-3:50
301.03 ESI	<b>U.S. MEXICO BORDERLANDS</b>	<b>L. FLORES</b>
	<p><i>The U.S.-Mexico border region is one of the most contested and complicated borderlands in the world. This reading and writing-intensive course explores the cultural and political history of this region from 1848 to the present. Readings, films, and discussions will cover such topics as borderlands theory; the intersections of race, gender, class, and sexuality; war, violence, and drugs; labor and immigration policy; border enforcement; art and architecture; and toxic and deadly border environments. This class will instruct</i></p>	MW 2:30-3:50

	<i>students in how to analyze primary documents and secondary sources, as well as how to write a successful historical research paper on a topic of their choosing related to U.S.-Mexico borderlands history. Grading will be based on active seminar participation, two short oral presentations, and a final paper.</i>	
<b>312-I SBS+</b>	<b>GERMANY 1890-1945</b>	<b>Y. HONG</b>
	<i>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 102. or equivalent</i>	LEC: MW 12:00-12:53 R01 F 12:00-12:53 R02 M 10:00-10:53 R03 W 11:00-11:53
<b>323-K DIV; SBS+</b>	<b>WOMEN OF COLOR IN THE U.S.</b>	<b>S. LIM</b>
	<i>In what ways is the history of race in America a gendered history? This course will focus on the creation of the modern color line in American history by analyzing the 20th century cultural productions of African American, Asian American, Native American, and Latina/Chicana women. We will explore autobiographies written by women of color such as Zitkala-Sa. We will examine the careers of racial minority actresses such as Anna May Wong. Our central concern will be the ways in which race has been historically constructed as a gendered category. Readings will average 150 to 200 pages a week. Attendance and class participation are mandatory and students will be required to facilitate class discussion at least once during the semester. Students will take two midterms and will complete a 5 to 8 page final research essay on race, gender, and twentieth-century American culture.</i>	MW 2:30-3:40

324-J SBS+	<b>LOST LANGUAGES, ANCIENT CIVILIZATIONS &amp; DECIPHERMENTS</b>	<b>P.ZIMANSKY</b>
	<p><i>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.</i></p>	MW 5:30-6:50
325/AFS 325-K SBS+, DIV	<b>CIVIL RIGHTS AND BLACK POWER</b>	<b>R. CHASE</b>
	<p><i>The course considers how the “long civil rights movement” and century-long struggles for Black Power were intertwined movements contained within the African American freedom struggle, rather than conventional narratives that conceive them as being opposed to one another. The course will therefore span the whole of the twentieth century, beginning with the founding of the United Negro Improvement Association and the National Association for the Advancement of Colored People (NAACP), and it will conclude with the turn from civil rights to economic justice, Black political empowerment, and campaigns against mass incarceration and police brutality. While historical figures like Martin Luther King and Malcolm X will receive attention, but we will also encounter the less well known organizers on the ground who made a civil rights revolution possible. The course will introduce students to the latest scholarship on</i></p>	TUTH 1-2:20



	<i>the Civil Right Movement and Black Power, particularly recent articles and monographs that move past the traditional celebrative narrative and examine instead how the civil rights revolution remains an ongoing struggle. Readings and discussion topics include: Garveyism; integration and legal campaigns; nonviolent philosophies and communitarian politics; militant civil disobedience and uncomfortable protest; local and grass-roots campaigns in the South and the North; women, gender, and sexuality; armed self-defense; urban uprisings; state violence and reprisal; police and incarceration; education and cultural identity; and civil rights politics and the presidency.</i>	
340.01-J SBS+	<b>COMPARATIVE FASCISM</b>	<b>J.MIMURA</b>
	<i>In 1940, Germany, Italy, and Japan signed the Tripartite Pact and formed the Axis alliance. What was the meaning of this alliance and what was its relationship to fascism? Taking the Pact as a starting point, this course examines the emergence of fascism in interwar Italy, Germany, and Japan. We will first look at the particular national expressions of fascism in terms of each country's ideology, political-economy, foreign policy, society, and culture. We will then take up fascism as a broader global phenomenon and consider the ways in which these countries responded to the challenges of total war, economic crises, technology, and the rise of radical political groups. Requirements include active participation, writing exercises, two 4-5 page papers, and a midterm and final exam. Pre-requisite: Students should have some background in European or Japanese history.</i>	MW 2:30-3:40
340.02-J SBS+	<b>LATE IMPERIAL CHINA</b>	<b>I. MAN-CHEONG</b>
	<i>In 2011 China as a republic will be a century-old; as an empire it was ruled for two thousand years by emperors. This course explores its history during the period historians call Late Imperial China. Between 900 and 1800 C.E. imperial China went through profound changes in politics, society, the economy, and culturally. We will follow these</i>	MW4:00-5:20

	<p><i>changes and also consider the continuities. The imperial system of rule although changing and adapting to the times also retained essential elements that continue to influence the regime in China today. The empire always had a ruling elite—a class of educated men who ran the imperial administration, controlled significant amounts of wealth and set the cultural tone—we investigate how this group both changed and remained the same. Imperial China also underwent deep economic changes over the period, we will look at the Song economic revolution and the commercialization and urbanization of China up through the last years of the imperial system and also study some of the most influential cultural changes. Last, but by no means least, we will explore Imperial China’s changing foreign relations: who did the empire consider to be its most crucial friends and enemies? What policies were adopted—appeasement or aggression? Requirements: Students are asked to read approximately 70 pages a week and to write two five-page expository papers on topics designated by the instructor. There will also be a short audio-visual component, weekly lectures and discussion of readings, a midterm and a final multiple-choice examination. Occasional quizzes will also be given to ascertain reading comprehension.</i></p>	
<p>348-J CER; SBS+</p>	<p>COLONIAL SOUTH ASIA</p>	<p>E. BEVERLEY</p>
	<p><i>Colonial South Asia comprised much of what is now India, Pakistan and Bangladesh, and was dubbed ‘the jewel in the crown’ of the British Empire at its height. The Subcontinent’s status as the most populous and lucrative colony of the world’s largest empire profoundly shaped the world of both colonized and colonizer there. This course will consider the political, social, economic and cultural effects of Britain’s rule in the South Asia from about 1700 to 1950. We will examine in detail key themes such as the rise of the colonial state and changes in sovereignty, the formation of the colonial economy, the remaking of social categories (caste, religious community, gender relations), anti-colonial and nationalist movements, and decolonization. Overall, the course seeks to develop a narrative about South Asia that is attentive to both the profound violence and change wrought by</i></p>	<p>TuTh 11:30-12:50</p>

	<i>colonialism and the agency of South Asians in the making of their own modernity.</i>	
360-K4 SBS+	<b>US SOCIAL HISTORY TO 1860</b>	<b>A.MASTEN</b>
	<i>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.</i>	LEC: MW 12:00-12:53 R01 F 12:00-12:53 R02 W 11:00-11:53 R03 M 1:00-1:53
371 –K4 DIV;SBS+	<b>LAW &amp; SOCIETY IN AMERICAN HISTORY</b>	<b>D. RILLING</b>
	<i>This course examines the interaction between law and society in America from the period of European colonization through the mid 19th century. Some of the themes we will examine are: the interaction between native and European legal systems; the adoption and adaptation of European law, particularly English and Dutch law, to the circumstances of the American colonies; the development of the profession of law; shifts in women’s legal status and their relationship to everyday practices and opportunities for women; transformations in the law of servitude, slavery, race, and emancipation; and the role of political ideology and events in shaping American law. Witches, judges, women, lawyers, laborers, Native Americans, African Americans, servants and slaves are some of the groups we encounter in assessing the forces that shaped American legal culture and its institutions. The course is not about famous landmark court decisions, but about the everyday laws, beliefs, assumptions, and legal structures that affected people’s lives. The course assumes no prior knowledge of law. Reading, writing, and other expectations are commensurate with an upper-division history course. Reading averages approximately 60 pages weekly and includes primary documents (those written at that time) and secondary works (approximately 3 books, a few book chapters, and several challenging articles). Assignments TBD, but will include essays as either exams or papers and total 3 or 4 for the</i>	TUTH 10:00-11:20

	<p>semester. Papers will be no longer than 5 pages. Attendance, reading, and participation are required. Prerequisite: U3 or U4 status. Advisory prerequisite: History 103 (U.S. history to 1877). An EXP+ option will be available.</p>	
385-J ESI, SBS+	<b>AZTEC CIVILIZATION</b>	<b>E. NEWMAN</b>
	<p><i>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.</i></p>	TUTH 2:30-3:50
392-I SBS+	<b>VICTORIAN MONSTERS</b>	<b>K. WILSON</b>
	<p><i>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.</i></p>	TUTH 1:00-2:20
392.02-I SBS+	<b>POST WAR EUROPE</b>	<b>Y. HONG</b>
	<p><i>This course will examine the history of Europe--both West and East--from the end of World War II to the present. The course will be organized around three big questions: How</i></p>	MW 4:00-5:20

	<p><i>did stable social orders coalesce on both halves of the continent in the first postwar decades to resolve--if only temporarily--the conflicts that had shaped European history since the French revolution and that had torn it apart between 1914 and 1945? How did this synthesis come apart between the late 1960s and 1989? What were the consequences of these changes, and what forces have shaped the history of Eastern and Western Europe since the fall of communism? We will approach the topic by looking at the competing visions of modernity and citizenship that shaped the broad contours of the history of the period in East and West and use this analytic framework to approach the many problem complexes that together make up the fabric of European history during this period. In particular, we will look at such topics as the Cold War and Cold War culture; decolonization, Europe's changing role in the wider world, and the meaning of continental integration; consumerism, the affluent society and its discontents; the dilemmas of democratization, 1968, and terrorism; the crisis of Fordism; stagnation in the East and the collapse of communism; feminism, environmentalism, and the changing parameters of democracy; and immigration, the politics of identity, and the resurgence of nationalism since the 1990s. This class will be smaller than most 300-level courses; it will be run more as a seminar than a lecture; and the workload will be correspondingly more rigorous.</i></p>	
395-I SBS+	<p><b>HISTORY OF THE RUSSIAN EMPIRE</b></p>	<p><b>L. MUTU- BLACKSTONE</b></p>
	<p><i>This course will begin with the expansion of the Grand Duchy of Muscovy into the Russian Empire. We will then survey the growth of the empire, which by the early 1900s was the second largest in the world. The class will explore not only the consequences of territorial expansion, but also the cultural trends which influenced social and political thought. On the political level, we will evaluate the transition that Russians experienced from being subservient to the Mongol Empire to becoming the fast-emerging power in the region. In this process, the Russian Empire's leaders, such as Peter the Great and Catherine II, attempted to strike a</i></p>	

	<p><i>balance between European values and Russian interests. The course will examine the social life of the empire by focusing on the role of women, the diversity of peoples, and the persistent social divisions within Russian society. Lastly, we will cover the 1800s, the century that began with the Russians' much-celebrated defeat of Napoleon, and which continued with their own major defeat in the 1850s Crimean War. The course will conclude with the 1917 Revolution, when Russians were mobilized to end their old-style empire and to begin a new one. Grading will be based on two five-page written assignments and a final exam.</i></p>	
<p>396.01-K4 SBS+</p>	<p><b>THE RISE AND FALL OF 20<sup>TH</sup> CENTURY AMERICAN LIBERALISM: THE PRESIDENCIES OF FDR, LBJ AND RONALD REAGAN</b></p>	<p>R. CHASE</p>
	<p><i>This course considers the rise and fall of what historians have called "The New Deal Order" through three of the nation's most consequential presidencies. As such, this course studies ideologies, policies, and social movements through a single lens where each shaped the other. The course considers what historians have called "The New Deal Order" through the presidency of Franklin Delano Roosevelt (FDR). We then move to the "Great Society" that advanced ideas of social welfare through the presidency of Lyndon Baines Johnson (LBJ). The course concludes our studies with the conservative movement that brought Ronald Reagan to the presidency. Each of these presidential administrations not only charted sweeping changes to federal government, but each faced a simultaneous social movement that served, at times, as presidential ally and at other moments as a forceful critic that placed external political pressure upon the presidency to pursue their own ideologies and political agenda. As such, this course also considers the labor movement and social unionism during the Great Depression; the civil rights, Black Power, and Chicana/o Movements during the Great Society; and the conservative movement during the 1970s and 1980s.</i></p>	<p>TuTh 4:00-5:20</p>

396.02 –K4 SBS+	<b>THE AMERICAN ENLIGHTENMENT</b>	<b>N. LANDSMAN</b>
	<p><i>Was there an Enlightenment in North America? When we think of the eighteenth century in North America, we usually think of the American Revolution, and of advances in politics and government that marked the formation of a new republican government in the United States. When we think of the Enlightenment, we think of the philosophies of Britain and Germany and France, and the realms of science and philosophy. We think of the Enlightenment primarily as a western European movement involving the advance of knowledge in the realms of science and philosophy, as well as liberty and religious toleration. If we think of the Enlightenment not as a specific set of philosophical achievements but as a general and widespread attitude towards the acquisition of knowledge and an age of improvement, then it becomes possible to view those events as parts of the same process. If we think of the Enlightenment in that way, there was very much an American Enlightenment.</i></p> <p><i>Readings, active discussions and presentations, essays. Readings will include Benjamin Franklin’s Autobiography, Thomas Jefferson’s Notes on the State of Virginia, and a number of other primary and secondary sources on the subject.</i></p>	<i>MW 4:00-5:20</i>
396.03-K4 SBS+	<b>EXPLORING EARLY AMERICAN NATURE</b>	<b>J. ANDERSON</b>
	<p><i>From their first extended encounters with the Americas in the 16th century, Europeans were fascinated with this strange "New World." Over the next 300 years, Spanish, Dutch, English, and French explorers, colonizers, and nation builders all sought to learn about and, where possible, commodify the native plants, animals, and peoples of Latin America, the Caribbean, and North America. In this course, we will examine how Europeans deployed natural history in the service of empire, how Indians and enslaved Africans variously participated in or resisted these efforts, how changing ideas about the natural world impacted the history</i></p>	<i>MF 1:00-2:20</i>

	<i>of medicine, science, race and gender relations, agriculture, technology, and more. Readings will emphasize both historical analysis and primary sources – from fantastical accounts by early travelers and adventurers to the increasingly empirical observations of natural historians, surveyors, and colonial scientists in the 18<sup>th</sup> and 19<sup>th</sup> centuries. <u>Required:</u> attendance, active class participation, assigned readings, short writing assignments (in-class and take-home), midterm and final exams.</i>	
<b>396.04-K4 SBS+</b>	<b>BROOKLYN AS AMERICA</b>	<b>J. FARMER</b>
	<i>Brooklyn is the United States in microcosm. By studying this one borough, we see local manifestations of many great themes in U.S. history – indigenous and colonial encounters, slavery and war, land development and environmental change, immigration and urbanization, urban crisis and neighborhood gentrification, ethnic pluralism and racial conflict. Through a series of case studies and intensive readings, students will learn more about New York City, New York State, and the United States vis-à-vis the world. Final project will be a research paper and oral presentation about a site in Brooklyn. Trips to the borough for library research and field observations will be strongly encouraged.</i>	TuTh 10:00-11:20
<b>401.01 ESI</b>	<b>GREAT POWER RIVALRIES: 1936-1947</b>	<b>M.BARNHART</b>
	<i>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.</i>	MWF 11:00-11:53



401.03 ESI	FILTHY CITY	D. RILLNG
	<p><i>This class explores ideals of personal, household and community cleanness and consumer items related to it (cosmetics, soaps, baths, dress, homes, etc.) through the early twentieth century. It emphasizes American history, but also incorporates some European (including British) scholarship. Expectations and ideals regarding dirt, cleanliness, pollution and the like emerge in tandem with processes of identity formation and inclusive group definitions (for example, what is “femininity”? who is “middle class”?) on the one hand, and processes of exclusive labeling (e.g., who is not white? who is not moral?) on the other. We also focus attention on related understandings of dirt and disease, and explore the challenges that growing cities faced from human, animal and industrial waste.</i></p> <p><i>In addition to the topical material contained in the readings, this course stresses techniques for research, getting the most out of books and primary sources, and improving skills in organizing, developing, writing a research paper of approximately 12 pages (not including citations) Revision will entail serious efforts at incorporating constructive criticism from the instructor and classmates to improve the paper. Active participation is vital in this course, which will follow a seminar format.</i></p> <p><i>Students who want to fulfill SPK should contact Professor Rilling by email before the beginning of the semester</i></p>	<p>TH 1:00-4:00</p>

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

## HISTORY 444

SBC: EXP +

### EXPERIENTIAL LEARNING

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

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

## HISTORY 447

### INDEPENDENT READINGS IN HISTORY

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

*Prerequisites: A strong background in history; permission of instructor and department.*

## HISTORY 458

SBC: SPK

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

## HISTORY 459

SBC: WRTD

*A zero credit course that may be taken in conjunction with 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.*

## HISTORY 487

SBC: EXP+

*Qualified advanced undergraduates may carry out individual research projects under the direct supervision of a faculty member. May be repeated. PREREQUISITES: Permission of instructor and the Director of Undergraduate Studies.*

### HISTORY 488

SBC: EXP+

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

### HISTORY 495-496

SBC: EXP+

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

## REQUIREMENTS FOR THE MAJOR IN HISTORY

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

Two courses at the 100 level: 6 credits

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

Two courses at the 200 level

Two courses at the 300 level

One course at the 400 level, excluding HIS 447, 487, 488, 495 and 496

15 credits

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

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

3 credits

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

9 credits

B. Study in a Related Area: Two upper-division courses in one discipline, the discipline to be selected with the department's approval. Courses that are cross-listed with a history course do not satisfy this requirement. Both courses must be in the same discipline. Related areas include, but are not limited to Political Science, Anthropology, Sociology, English Literature, Economics, Philosophy, Religious Studies, Art History, Music History, etc.

6 credits

TOTAL CREDITS .....39 credits

C. Upper-Division Writing Requirement:

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

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.

### EQUIREMENTS FOR 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 Credits

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.*

\* \* \* \* \*

## HISTORY DEPARTMENT FACULTY

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