


<b>101-F</b>	<b>ANTIQUITY TO REVOLUTION</b>	<b>S.Lipton</b>
<p>Lec: MW 11:45-12:40</p> <p>Rec:</p> <p>01(81585 F 11:45-12:40 02(81596) M10:40-11:35 03(81597) W8:30-9:25 04 (81598) M 9:35-10:30 05 (81599) W 3:50-4:45</p>	<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>SBS S-328 SBS N-310 SBS S-328 SBS S-328 SBS S-328</p>
<b>103-F &amp; 4</b>	<b>U.S.TO 1877</b>	<b>N. Tomes</b>
<p>Lec: MW 2:20-3:15</p> <p>Rec:</p> <p>01 (81601) F 2:20-3:15 02 (81602) W 9:35-10:30 03 (81603) M 11:45-12:40 04 (81604) W 10:40-11:35 05 (81605) M 3:50-4:45 06 (89224) F 10:40-11:35 07 (89225) M 8:30-9:25</p>	<p><i>This survey course examines American history from European contact and colonization to Reconstruction. Throughout the course, we will explore how peoples from three continents - North America, Africa and Europe - shaped the development of British North America and later the United States. Topics and discussions will include: slavery, servitude, religion, environment, republicanism, the rise of party politics, the market revolution, westward expansion, and sectionalism. Readings for each class will be from a textbook as well as collections of primary documents and secondary books and articles. Grading will be based upon a mid-term, short papers, final exam, quizzes, and section participation and discussion.</i></p>	<p>Earth &amp; Space 001</p> <p>SBS S-328 SBS S-328 SBS S-328 SBS S-328 SBS S-328 SBS S-328 SBS S-328</p>

<b>105-F</b>	<b>THE ANCIENT WORLD</b>	<b>P. Zimansky</b>
<p>Lec: MW 9:35-10:30</p> <p>Rec: 01(92720 F 9:35-10:30 02(92721) W 11:45-12:40</p>	<p><i>This course is an overview of the cultures and civilizations of the Old World from the emergence of the first cities around 3500 BC to the fall of the western Roman Empire. It is primarily concerned with the stream of tradition antecedent to modern Europe, which was created in the ancient Near East and passed through Greece and the Hellenistic world to Rome. The course will also briefly consider the emergence of the first civilizations in India and China. It satisfies the DEC Category F because it focuses on individual and group behavior within society.</i></p>	<p>Library W4540</p> <p>SBS N-310 SBS S-328</p>
<b>209-I</b>	<b>IMPERIAL RUSSIA</b>	<b>G. Marker</b>
<p>MW 5:20-6:40</p> <p>82640</p>	<p><i>This is the first half of the year-long survey of Russian history. In this semester we follow Russia from its origins until the era of Great Reforms in the latter part of the nineteenth century. Topics will include the prehistory of the Russian lands, Russia's ancestors, Kievan civilization, the creation of a Russian state in Moscow, and the emergence of empire. We shall devote particular attention to problems of environment, the history of the lower classes, and the multi-ethnic character of Russia. Readings will come from a general text and three paperbacks. There will be two midterms and a final examination.</i></p>	<p>Javits 111</p>
<b>213-J</b>	<b>COLONIAL LATIN AMERICA</b>	<b>B. Larson</b>
<p>TuTh 9:50-11:10</p> <p>81606</p>	<p><i>Three centuries of Spanish and Portuguese imperial rule have left deep imprints on the societies and peoples of contemporary Latin America. Today, there are few social problems (poverty, underdevelopment, racial hierarchy, political instability) or cultural developments (great cities, baroque Churches, and richly heterogeneous popular cultures) that do not have deep roots in the colonial period.</i></p> <p><i>This course will explore the origins and evolution of Europe's first massive experiment in empire and colonialism. We will study such topics as: Iberian</i></p>	<p>Javits 103</p>

	<i>overseas expansion, discovery, and exploration of the "New World"; the origins of African slavery and Indian subjugation; the global export-driven economies of silver and sugar; Spain's paradoxical quest for colonial justice and Christian morality; the rise of native and African subcultures of resistance; and the unfolding crisis of Spanish colonial rule during the transatlantic Age of Revolution. As for the work-load: you should expect to do a lot of reading, attend all the lectures, participate in classroom activities, write several short "response papers" to questions we pose, take one Bluebook mid-term exam, and write one (6-7 page) take-home final exam.</i>	
<b>235-I</b>	<b>THE EARLY MIDDLE AGES</b>	<b>A. Boffa</b>
TuTh 9:50-11:10  81607	<i>This course examines the social, political, cultural and religious history of Western Europe from the emergence of Christianity and fall of the Roman Empire through to the eleventh century. Topics will include the early development of Christianity and the Christianization of Western Europe, the society and culture of the Germanic kingdoms, the traumatic ninth century, and the First Crusade. We will also consider some of Western Europe's closest neighbours: Byzantium and the Islamic Empire. Readings in the textbook are intended to provide a broad chronological outline: classroom discussions and papers will focus on primary sources. Requirements include a midterm exam, a final exam and two 5-page papers.</i>	Javits 109
<b>237-H</b>	<b>SCIENCE, TECHNOLOGY &amp; MEDICINE I</b>	<b>A. Cooper</b>
TuTh 2:20-3:40  81608	<i>This course will examine the origins of modern science, technology, and medicine from their earliest roots in ancient and medieval civilizations through the Scientific Revolution of the sixteenth and seventeenth centuries and its aftermath. Themes will include the connectedness of science to culture and society; ideas about humanity and the universe in antiquity; the transmission of knowledge from the ancient Near East to the Greco-Roman world, and from the Greco-Roman world</i>	Javits 109

	<i>through the Islamic world to medieval Christian Europe; the rise in the Renaissance and Reformation period of new ways of thinking about knowledge of the natural world and humanity's role in it, culminating in the work of such figures as Copernicus, Vesalius, Kepler, Harvey, Galileo, Boyle, and Newton during the Scientific Revolution; and finally the dissemination of knowledge to a broader public during the Enlightenment movements of the eighteenth century. Assigned work will include two short papers as well as a midterm and a final exam.</i>	
<b>250-F</b>	<b>WORLD WAR II</b>	<b>M. Barnhart</b>
MWF 10:40-11:35  81611	<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>	Lt. Eng. 102

<b>262-K &amp; 4</b>	<b>AMERICAN COLONIAL SOCIETY</b>	<b>N.Landsman</b>
<p>Lec: MW 11:45-12:40</p> <p>Rec:</p> <p>01(98129) F 11:45-12:40 02(98128) M 9:35-10:30 03(98068) W 10:40-11:35</p>	<p><i>The origins of Britain's North American colonies with 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 emphasis will be placed on the individual life experiences of various early American peoples, and on the larger question of how it was that American society developed in the way that it did. Readings may include The Narrative of the Captivity and Restoration of Mrs. Mary Rolandson and The Interesting Narrative of the Life of Olaudah Equano. Probably assignments will include a midterm and final exam, one or two short take-home essays, and quizzes. Prerequisites: History 103 or the equivalent.</i></p>	<p>Javits 101</p> <p>SBS N310 SBS S228 SBS S228</p>
	<p><b><u>REMEMBER:</u> History 301 must be completed before you take your 400-level seminar</b></p>	
<b>301.01</b>	<b>FROM THE NAZI EMPIRE TO THE COLD WAR</b>	<b>Y. Hong</b>
<p>TuTh 11:20-12:40</p> <p>89252</p>	<p><i>One can view the history of Europe in the 20th century as a series of attempts to create a world order that was consistent with the needs of its constituent units: nation states. The most important, and the most destructive, of these attempts was that of Nazi Germany, and this class will begin by asking who were the architects of the Nazi empire? What was their vision of the new Europe that they hoped to construct? And what role did violence and pleasure play in their project? However, the legacy of the Nazi defeat is no less important than their actual aims, and we will also look at the European order that took shape in the aftermath of World War II. In particular, we will examine the Nazi legacy of anti-communism in the construction of Cold-War Europe. This course is intended to develop your historical writing skills, and every student will be</i></p>	<p>SBS N-310</p>

	<i>required to produce a 10-page paper based on original sources (in English translation).</i>	
<b>301.02</b>	<b>THE WORLD OF THE INDIAN OCEAN</b>	<b>E. Beverley</b>
<p>Wednesday</p> <p>5:20-8:20</p> <p>90172</p>	<p><i>Taking oceans, rather than nations or empires, as key units for historical study focuses attention on the movement of people, ideas and commodities across space, and the political and cultural formations that emerge from these circulations. This course will accordingly consider several different stages of globalization from antiquity to the present along the Indian Ocean littoral. We will focus on South and Southeast Asia, eastern and southern Africa, and West Asia (commonly known as the Middle East). A methodological section on oceanic history, and examples of concrete connections with other locations will take us, on occasion, beyond the limits of the Indian Ocean itself. The course will consider, both in minute detail and from a bird's eye view, inter-regional connections spanning the Indian Ocean world forged by religious solidarities, far-flung trade networks, labor migration, imperial domination, and anti-colonial nationalism.</i></p>	SBS N-310
<b>301.03</b>	<b>RENAISSANCE FLORENCE</b>	<b>Cooper</b>
<p>TuTh 11:20-12:40</p> <p>90729</p>	<p><i>This writing-intensive course will examine the social, cultural, and political unfolding of the Italian Renaissance during the 13th through 17th centuries in one of its key sites: the city-state of Florence. Home to such illustrious figures as Dante, Petrarch, Boccaccio, Cosimo de' Medici, Niccolo Machiavelli and Galileo Galilei, Florence grew over the course of the Middle Ages to become one of the largest and most cultured of the Italian city-states, with a distinctive political system that showcased the aspirations of the rising mercantile class. Readings for the class will include numerous primary sources (original documents) written by the people of Renaissance Florence, as well as scholarly articles by modern historians. Since this is a writing-intensive class, like all 301s, there will be considerable attention paid to writing and revising; requirements will</i></p>	SBS S-328

	<i>include a series of papers that will be written in multiple drafts and critiqued for both historical form and historical content.</i>	
<b>301.04</b>	<b>ATOMIC BOMB R &amp; D 1939-1945</b>	<b>W. Schafer</b>
Monday 5:20-8:20  91270	<i>We will do two things in this class: a) learn how to write a research paper and b) research the building of the first atomic bomb in comparative perspective. To do the latter, we will focus on the different organizational cultures of atom-bomb-building during the Second World War in Germany, Great Britain, Japan, the Soviet Union, and the United States. The discovery of nuclear fission in Berlin in December 1938 set multinational attempts in motion to explore and control nuclear energy. The well-known science and technology of these attempts will not be our main concern although we will review it. What is not yet well understood, however, and therefore a valid research question, is the success of the "Manhattan Project" of the United States -- why did the U.S. win the race to build the first nuclear bomb and not Nazi Germany, for example? In order to answer this question, we will test the hypothesis that the American success derived in no small part from its comparatively greater ability to manage the vertical and horizontal friction of a very large and complex "big science" operation. And in order to develop your writing skills, you will do a fair amount of writing and rewriting, citing and criticizing.</i>	SBS N310
<b>305-I</b>	<b>VICTORIAN BRITAIN</b>	<b>K. Wilson</b>
MW 3:50-5:10  98065	<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 7-10pp. research paper.</i>	Javits 111

<b>318-I</b>	<b>THE SOCIAL AND INTELLECTUAL HISTORY OF EUROPE</b>	<b>H. Lebovics</b>
TuTh 12:50-2:10  82660	<i>The course will be dedicated to the analysis of the cultural history of modern Europe. Because of the broadness of the topic, we will do much theoretical reading from the literature of the field. This is not a course about Voltaire or Wagner or Picasso, rather an introduction to the frameworks and approaches to the study of culture. We will read from, for example, Karl Marx, Michel Foucault, and Jurgen Habermas. It would be beneficial for students to have some experience with literary studies, philosophy and/or sociology. The work for the course will be a mid-term examination and a paper (15-20 pp). There can be quizzes on the assignments.</i>	Lib E4330
<b>325/AFS 325-K</b>	<b>THE CIVIL RIGHTS MOVEMENT</b>	<b>L. Owens</b>
TuTh 12:50-2:10  HIS 81617 AFS 82068	<i>A detailed study of the movement for civil rights from its origins, examining the establishment of the NAACP, race relations between whites and blacks since 1900, the role of the Supreme Court and the federal government, and the turn to militancy in the 1950s and after. Advisory Prerequisites: His 104 or AFS 101 or 102.</i>	Javits 111
<b>333/WST 333-K4</b>	<b>WOMEN IN US HISTORY</b>	<b>S. Hinely</b>
TuTh 8:20-9:40  HIS 81619 WST 80319	<i>In this course we will explore interpretations of the history of women in conjunction with significant themes in American history such as industrialization, state formation, immigration and urbanization. Topics of special interest will be cross-cultural comparisons of women's roles in American society, the cult of domesticity, the intersection of class, race and gender in reform movements, suffrage, gender and the politics of the welfare state, the changing conditions of "women's work," and the rise of feminism. Requirements include informed and energetic participation, periodic in-class assignments/quizzes based on the readings, a mid-term and a final examination.</i>	Lib E 4330



<b>339/AFS 339-K</b>	<b>RECENT AFRICAN AMERICAN HISTORY</b>	<b>TBA</b>
MW 2:20-3:40  HIS 92822 AFS 91978	<i>This course is a study of recent African American history. Topics will include the dramatic increase in the number of black elected officials, rise of the black middle-class, the urban crisis, contemporary civil rights struggles, affirmative action, the decline of black radicalism, and the incorporation of black leadership. This course enables students to examine the relationship between African Americans and American society during the past 100 years, particularly since 1970.</i>	SBS S218
<b>341-J</b>	<b>INTRODUCTION TO MODERN CHINA</b>	<b>I. Man-cheong</b>
Lec: MF 12:50-2:10  89669	<i>This seminar is an introduction to China in the twentieth-century. We will explore the significant themes for the century, which include: nationalism and imperialism, revolution and reform, communism and modernization, urban and rural development, central and regional authority through several seminal texts containing introductory material and primary documents translated into English. The tumultuous twentieth century witnessed a revolution that ended the two-thousand year emperor system and brought in a republican system, reforms that took China into an active role in the world economy, changes that redefined the structure of Chinese society and brought new actors onto the historical stage, and a nearly half-century of wartime upheaval. We end the course in the present with a brief look at contemporary China. There will be several mandatory audio-visual assignments. Reading assignments average 50-75 pages per week; requirements include: mandatory attendance, regular quizzes, mid-term and final examination and two three-page papers.</i>	Javits 103
<b>356/JDS 356-J</b>	<b>ZIONISM BEFORE 1948</b>	<b>R. Goldenberg</b>
	<i>From its inception the Zionist movement was home to widely diverse conceptions of Jewish national rebirth and</i>	

<p>MWF 9:35-10:30</p> <p>HIS 98066 JDS 70028</p>	<p><i>dramatically different strategies for achieving it. This course will trace the emergence and development of these conceptions over the century that preceded the establishment of the State of Israel in 1948. In addition to weekly readings and seminar-type discussions, the course will include a mid-term and final exam as well as a term paper. HIS 356 is cross-listed with JDS 356.</i></p>	<p>Lib E 4330</p>
<p><b>369-K4</b></p>	<p><b>US SOCIAL HISTORY TO 1860</b></p>	<p><b>A. Masten</b></p>
<p>Lec: MW 9:35-10:30</p> <p>Rec:</p> <p>01(98130) M 11:45-12:40 02(98131) W 2:20-3:15 03(98077) F 9:35-10:30</p>	<p><i>U.S. Social History to 1861 explores the American past from the perspective of ordinary men and women. Lectures and readings emphasize the experience of individuals and groups of people of different classes, races, genders, beliefs, national or ethnic origins, and regions as they pursued competing notions of liberty and democracy.</i></p>	<p>LIB W4540</p> <p>SBS N310 Lib N3033 SBS S328</p>
<p><b>371-K4</b></p>	<p><b>LAW &amp; SOCIETY IN AMERICAN HISTORY</b></p>	<p><b>D. Rilling</b></p>
<p>TuTh 2:20-3:40</p> <p>92761</p>	<p><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 clash of native and European legal systems; the adoption and adaptation of European law, particularly English law, to the circumstances of the American colonies; the development of the profession of law; changing definitions of crime and penal practices; shifts in women's legal status and their relationship to everyday practices and opportunities for women; the changing legal status of children; and transformations in the law of servitude, slavery, race, and emancipation. Witches, judges, women, lawyers, bankrupts, laborers, Native 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 assumes no prior knowledge of law. Required reading: approx. 4 books or equivalent. Assignments: essay exams and papers (in all three), quizzes, participation.</i></p>	<p>Lt. Eng. 102</p>

<b>372-K4</b>	<b>US CONSTITUTIONAL HISTORY AND CIVIL RIGHTS</b>	<b>S. Hinely</b>
<p>TuTh 12:50-2:10</p> <p>98067</p>	<p><i>This course will chart the long and ongoing debate over the meaning of "citizenship" in U.S. Constitutional history and, more broadly, over who gets to be considered a universal "individual" to whom is promised liberty and equality in American political culture. We will trace the constantly changing contours of citizenship and the always doomed efforts to fix boundaries around excluded groups. In the process we will closely study the terms and evolving meaning of the U.S. Constitution and analyze some of the leading cases in American legal history, including the Dred Scott decision, Plessy v. Ferguson, and Brown v. Board of Education, and leading cases involving women's rights and freedoms, including Bradwell v. Illinois, Reed v. Reed and Roe v. Wade. While we will read a secondary text, the bulk of the reading will come from original documents, primarily the written decisions of the US Supreme Court. Through close reading and discussion of these documents, you will become conversant in the difficult language of the law and learn to analyze issues of judicial review, federalism, equal protection, due process, and the evolving legal concept of the right to privacy. Since every legal case begins with a real world dispute, you will also get to read and hear dozens of great, true stories. This course is also designed to give students lots of practice writing. In addition to writing several short papers, each student will have the opportunity to practice the fundamental scholarly task of researching and analyzing primary sources and presenting the results of this work in a research paper.</i></p>	<p>SBS S218</p>
<b>373-K4</b>	<b>CRIME &amp; CRIMINAL JUSTICE IN THE US</b>	<b>W. Miller</b>
<p>Lec: MW 10:40-11:35</p> <p>Rec:</p> <p>01(92189) F 10:40-11:35 02(92190) M 12:50-1:45</p>	<p><i>The development of police, courts, prisons, criminal law and crime from the 17th century to the present is the focus of this course. The course covers the changing nature of crime and criminals, creation and change in the institutions of criminal justice, and how people have</i></p>	<p>LIB W4550</p> <p>SBS N-310</p>

03(92191) W 2:20-3:15	<i>perceived and responded to crime over time. Readings: four or five books and a course pack include general histories, literature, and newspaper items. Written work consists of several one-page reading-reaction papers, two take-home essay exams and a ten-page paper. The paper will satisfy the department's upper division writing requirement. The class consists of two lectures and one discussion section; participation in the section is essential. Prerequisite: History 103 or History 104 or Equivalent.</i>	SBS S-328 Physics P127
<b>378/SOC 378-F</b>	<b>WAR AND THE MILITARY</b>	<b>I. Roxborough</b>
MW 3:50-5:10  HIS 89614 SOC 89613	<p><i>This course provides a broad introduction to the study of warfare. The principal questions are: (1) What are the causes of war? What meanings are given to war? What is war about? What determines the war aims of the various parties? (2) What explains the conduct of war? How are armies recruited, organized, motivated, and sustained? What fighting methods do they adopt? Why are some armies more effective than others? What strategies are employed? How important are technology and culture in determining how armies fight? (3) What are the consequences of war? What are the costs and benefits of war? What kind of peace ensues? These questions will be answered by placing war in its social context: do different kinds of society wage war differently? What motivates people, both combatants and non-combatants, in war? Does victory inevitably go to societies with larger, better organized economies?</i></p> <p><i>The course will use case studies: for Fall 2011 these are (1) the War of the American Revolution, (2) Vietnam, and (3) the Irish struggle for independence, 1913-23. There will be in-class, multiple-choice exams. Prerequisites are one HIS course or SOC 105.</i></p>	HUM 1003

<b>380.01-J</b>	<b>POPULAR CULTURE IN 19TH-20TH CENTURY LATIN AMERICA</b>	<b>E. Zolov</b>
<p>MF 12:50-2:10</p> <p>81432</p>	<p><i>This course uses popular culture as an entryway into the study of modern Latin American history, politics and society. A fundamental goal of this class is to dissect the realm of "popular culture," approaching it as a politically charged arena shaped by competing political interests and social forces. Through an integration of theoretical approaches with selected case studies, we will analyze how and why popular culture is not "neutral" in Latin America, but rather is linked to the larger problem of national identity. In doing so, the course will traverse the territory of nationalism, cultural imperialism, and cultural "hybridity." The class focuses on the following sites of popular culture in particular: music, comics, telenovelas, cinema, sports, and food. Class requirements will include two analytical essays, short reflections on course assignments, and a final "Key Words Dictionary" drawn from course materials.</i></p>	<p>Javits 101</p>
<b>380.02-J</b>	<b>THE HISTORY OF AZTEC CIVILIZATION</b>	<b>E. Newman</b>
<p>MW 5:20-8:20</p> <p>90465</p>	<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>	<p>Javits 109</p>

<b>389-J</b>	<b>MODERN MEXICO</b>	<b>P. Gootenberg</b>
<p>MW 2:20-3:40</p> <p>81433</p>	<p><i>Mexico--part of greater North America--enjoys a rich history that dramatically marks its political, social and cultural heritage from its northern neighbor. This course surveys major events and processes that shaped and continue to shape Mexico today: its violent yet conservative independence (1810-21); 19th-century regional breakdown; modernizing Porfirian dictatorship (1876-1910); the great Mexican Revolution (1910-20); the rise of a resilient modern one-party state and its post-1968 crisis (1920-88); and Mexico's stressful democratization today. The first half of the course focuses on long-term relations between rural folk and Mexico's centralizing state; the closing section dwells historical legacies for Mexico's ongoing struggles for democracy, security, economic justice, and equitable relations with the U.S. Requirements include 3 reading review papers as well as close readings of scholarly monographs and a scintillating text.</i></p>	<p>SBS S-228</p>
<b>393-I</b>	<b>SOCIETY AND CULTURE IN NAZI GERMANY</b>	<b>Y. Hong</b>
<p>TuTh 3:50-5:10</p> <p>81436</p>	<p><i>This course will provide an overview of the major issues in the social history of Nazi Germany. The seminar will focus on such issues as 1) gender, class, and race; 2) daily life among "ordinary" Germans; 3) family, sexuality and youth; and 4) memory and history in contemporary Germany. In addition to secondary literature, the class will also examine films for the insights they offer into Nazi culture and society. This course is NOT a survey, but a thematically organized sequence of lectures and discussion. Students are expected to have the basic knowledge of 20th-century European history before entering the class. The goal of this course is to help you better understand Nazi ideas on race and the Volksgemeinschaft, the peculiar mixture of consent and coercion upon which the regime rested, and the role of war in the Nazi plans for realizing their utopia of a racially pure community.</i></p>	<p>LIB W 4525</p>

<b>396.01-K &amp; 4</b>	<b>SLAVERY AND FREEDOM IN THE ATLANTIC WORLD</b>	<b>J. Anderson</b>
<p>TuTh 12:50-2:10</p> <p>81438</p>	<p><i>Drawing on the personal stories of enslaved men and women, we will investigate the history of slavery in different regions and social contexts. From plantations in the Caribbean to the farms and seaports of early colonial New England, enslaved Africans played vital roles in building the Atlantic world. In this comparative course, we will examine the historical roots of slavery, the transatlantic slave trade, changing labor systems, and the roots of the abolition movement from the 17th to the early 19th centuries. We will consider how individuals, in the face of often brutal exploitation, nevertheless, survived, asserted their humanity, and struggled for freedom. Required: attendance, active class participation, readings (approx. 30 pages per week), short writing assignments, mid-term, and final exam.</i></p>	<p>Hum 1006</p>
<b>396.02-K &amp; 4</b>	<b>WOMEN OF COLOR IN AMERICAN HISTORY</b>	<b>S.Lim</b>
<p>MW 8:05-9:25</p> <p>87532</p>	<p><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></p>	<p>Javits 109</p>

<b>396.03/WST 396.01-K &amp; 4</b>	<b>GAY AND LESBIAN HISTORY IN THE UNITED STATES 1850-1985</b>	<b>G. Frank</b>
TuTh 3:50-5:10  HIS 87533 WST 82901	<p><i>This course focuses on the histories of same-sex sexuality and sexual variance in the United States from 1850 - 1985. We consider the changing meanings of same-sex desires, acts, identities, and relationships; the social definitions and regulations same-sex love and sexuality; the emergence of sexual subcultures, identities, and social movements; and sexual science. We will further explore how racial and gender identities inform same-sex sexuality. By focusing on same-sex sexuality, we examine how non-normative behaviors have been the site of social struggles, regulation and resistance and in so doing rethink our fundamental assumptions about the histories of our bodies, identities, desires and politics. Reading assignments average 75 pages per week. Requirements include: mandatory attendance, in-class presentations, mid-term and final examinations and two papers.</i></p>	HUM 3017
<b>396.04-K &amp; 4</b>	<b>US MEXICO BORDERLANDS FROM THE 1920'S TO THE PRESENT</b>	<b>J. Farmer</b>
TuTh 3:50-5:10  89239	<p><i>This upper-division course considers the lands straddling the U.S.-Mexico border—a mountain and desert county that was a cultural borderlands long before it was a national borderlands. This will be a history of native peoples as well as Spanish and English-speaking peoples. Through lectures and discussions, we will explore how the international border created connections even as it obscured others. Time frame: 16th century to the present, with an emphasis on 1821-2008. Basic proficiency in U.S. history required.</i></p>	SBS S-328
<b>396.05-K &amp; 4</b>	<b>COMMERCE, CULTURE AND CAPITALISM</b>	<b>D. Rilling</b>
TuTh 9:50-11:10  90132	<p><i>This course focuses on Americans as producers, sellers and consumers from the earliest years of European colonization through the mid 1800s. Working thematically and chronologically, we will examine such</i></p>	SBS S-328



	<p><i>topics as: the American colonies in the context of global trade; trade between native Americans and European Americans and the ways in which trade changed both societies; Americans as consumers; the emergence of a middle-class in the late 18th and 19th centuries; early industrialization; slave economics; Americans as workers; and bankruptcy in an increasingly industrial nation and the ramifications of failure for American identity and democracy. Most weeks, reading assignments total 75-150 pages of primary documents (materials from the period_ and secondary articles and books (analyses recently written by historians). Midterm, paper (4-5 pages), final, reading quizzes and responses, discussion, in-class exercises.</i></p>	
<b>396.06-K &amp; 4</b>	<b>THE HISTORY OF ADVERTISING</b>	<b>N. Tomes</b>
<p>Monday 5:20-8:20</p> <p>90133</p>	<p><i>This course traces the evolution of American advertising from the late 19th to the late 20th century. We will look at the many and varied ways that advertising has shaped business, culture, and politics in the United States. We will examine how advertising has helped define a national identity at the same time it has reflected persistent class, ethnic/ racial, and gender differences. We will also look at the centrality of advertising and the advertising industry in both celebrations and critiques of American consumer culture. Class work will emphasize developing better skills of critical analysis and writing. Readings will include selections from the work of Jackson Lears, Roland Marchand, Susan Strasser, Jason Chambers, and Thomas Frank. Written work will consist of short in-class writings, one short (3-5 page) and one long (3-5 pages) paper. Completion of HIS 104 is strongly recommended before taking this course.</i></p>	SBS S-328
<b>396.07-K &amp; 4</b>	<b>THE HISTORY OF NEW YORK CITY</b>	<b>W. Miller</b>
<p>MW 2:20-3:40</p>	<p><i>How much do you know about the island just west of Long Island? This course focuses on the social, political, cultural and economic development of New York City from New Amsterdam to the Big Apple. We will explore</i></p>	SBS S-328

98063	<i>development of the city's image, how various groups lived, how public institutions like the police took shape, as well as urban growth and diversification over 300 + years. Readings will consist of two or three books and lackboard readings, about 100-150 pages per week. Written work will consist of two take-home essay exams and a research paper of about 8pp. answering a specific question (TBA) about the city's development. Prereq. HIS 102-103</i>	
<b>396.08-K &amp; 4</b>	<b>THE HISTORY OF CITIES AND SUBURBS IN NORTH AMERICA</b>	<b>C. Sellers</b>
TuTh 12:50-2:10  98064	<i>This class surveys the history of cities and suburbs throughout North American history. We begin with the indigenous cities of pre-contact period in today's Mexico, we then proceed to the walking city that emerged in the colonies and new American nation, lasting into the early nineteenth century. The bulk of the course will then cover tumultuous urban growth over the succeeding decades, in and around places such as New York, Los Angeles, Toronto, and Mexico City. Readings and lectures cover the different peoples who have lived in and passed through these cities, the places they have built, including suburbs, and the kinds of conflicts that have thereby unfolded, along lines of class, ethnicity and race. Uniting our study of such diverse places and topics will be a focus on the dynamics of urban growth, the varied and changing differences as well as connections between the city and the country, and the intermediary, evolving, widening roles of a suburban "in-between." Requirements will include in-class quizzes and other exercises, a short and medium length paper and a take-home final.</i>	E & S 131
<b>396.09-K &amp; 4</b>	<b>GENERATION GAPS: YOUTH, CULTURE and POLITICS IN THE 20TH CENTURY US</b>	<b>G. Frank</b>
TuTh 12:50-2:10  70240	<i>This course will examine the culture and politics of young people in the 20th century. We will organize our study around a core set of questions: What types of cultures and politics have young people created and how are they</i>	<i>SBS 5-328</i>

	<p><i>rooted in the larger social conflicts of their societies? How have experts and intellectuals shaped popular attitudes about youth and childhood? How have adults constructed institutions such as the high school, college or the juvenile justice system to manage or control youth? How is childhood racialized, gendered and sexualized? How have youth and children challenged adult authority? Topics include: childhood, youth culture, representations of youth, political activism, education, civil rights and popular culture. Reading assignments average 75-100 pages per week. Requirements include: mandatory attendance, in-class presentations, two papers and a final examination.</i></p>	
<b>398-H</b>	<b>HUMANS AND ANIMALS IN THE MODERN WORLD</b>	<b>J. Farmer</b>
<p>TuTh 12:50-2:10</p>	<p><i>This lecture course considers the omnipresence of animals and insects in our lives—as resources, as nuisances, and as companions, to name just three of their many roles. We hunt animals, domesticate them, genetically modify them, industrialize them, conduct experiments on them, eradicate them, eat them, protect them, clone them, love them, tell stories about them, and rely on them for our very survival. By learning about the importance of animals in history, we discover more about what makes us human.</i></p>	<i>Javits 103</i>
	<p><b>→ PERMISSION OF THE INSTRUCTOR IS REQUIRED IN ORDER TO REGISTER FOR ANY 400-LEVEL COURSES</b></p> <p><b>Send an e-mail to the professor asking for permission. If you are a major, you MUST have completed HIS 301.</b></p>	

401	<p style="text-align: center;"><b>EARLY EMPIRES AND ANCIENT IMPERIALISM: A COMPARATIVE STUDY</b></p>	P. Zimansky
<p>Monday 12:50-3:50</p> <p>81441</p>	<p><i>An exploration, in seminar format, of the various forms of early large, centralized political systems and the impact they have on the societies and territories they embrace. Correlations between sociopolitical configurations and artifactual evidence from well-documented cases of early imperialism will be developed for application to the analysis of empires that are less well documented. Case studies include the empires of the Athenians, Romans, Hittites, Assyrians, Urartians, Babylonians, Persians, Chinese, Mauryans, Aztecs and Incas. The seminar will begin with an introduction to the concept of empire and a general historical overview. Thereafter, the procedure will be for each student to study one empire in detail, and integrate the evidence from it in discussions of themes such as leadership, ethnicity, urbanism, and frontiers. For example, when we discuss military institutions, one student will present evidence on the role of warfare and in the Akkadian Empire, another in the Inca Empire, another in the Roman Empire, and so forth. At the end of each session we will attempt to generalize what the historical and archaeological evidence tells us about regularities and discrepancies within the themes, e.g. what one can say about military potentials and constraints as characterizing and categorizing ancient empires. Regular attendance and participation in classroom discussions is expected. 40% of the grade will be based on thoroughness and clarity of oral presentations. Two papers of unequal weight are also required. For 10% of the grade, students will submit an annotated bibliography (5-7 pp.) for the empire they have chosen before the end of February. This is merely a preliminary to basic work for the course, and students will probably want to update it as the course progresses. The primary written assignment, for 50% of the final grade is a research paper assessing the structure and historical significance of the student's particular empire. This should be 15-20 pages in length and is due in the last class meeting.</i></p>	SBS N318

<b>403</b>	<b>EUROPEANS IN THE SOUTH PACIFIC</b>	<b>K. Wilson</b>
<p>Wednesday 9:35-12:40</p> <p>89671</p>	<p><i>In the Age of Discovery (1740-1820), European explorers "discovered" the rich islands, continents and peoples of the South Pacific. They thereby began a process of mutual observation, colonization and exchange that forever altered the perceptions and beliefs of everyone involved. This course will examine these encounters, from the moments of "first contact" through the periods of missionary and colonial European settlement, in order to understand how the South Seas emerged in European consciousness and representation as both Arcadian paradise and savage outpost. Course materials include novels, voyage accounts, histories and films. This is a seminar course and 10-15 page research paper is required.</i></p>	<p>SBS N310</p>
<b>412</b>	<b>THE FOUNDERS AND THE PEOPLE</b>	<b>N. Landsman</b>
<p>Wednesday 2:20-5:20</p> <p>81443</p>	<p><i>In recent years the lives of the American founders have been a major subject of popular biography. Those studies have not always placed the founders within a proper context. To understand the founding of the United States we need to look at the founders against the background of their educations and upbringings - the things they experienced and the things they valued - as well as their relationship to the people around them. No people, no revolution. This course is intended as a research course into America's Revolutionary era, considering the lives, ideas, and experiences of the people involved within the context of the larger society in which everyone lived. The principal goal will be to produce a final research paper on that subject, with various drafts and exercises along the way. Reading, writing, attendance, and participation will all be required.</i></p>	<p>SBS N318</p>
<b>414</b>	<b>SUBURBANISM IN INTERNATIONAL PERSPECTIVE</b>	<b>Sellers</b>
<p>Thursday 5:20-8:20</p>	<p><i>This seminar will explore the rise of suburbanism and sprawl, both here on Long Island and in other parts of</i></p>	<p>SBS N-310</p>

82663	<p><i>the nation and world. We'll look at the invention of a "suburban ideal" around many industrializing cities in the nineteenth century, and its spread and newfound variety into the twentieth. We'll then turn to the period from World War II to the present, when "mass" suburbs as well as our contemporary ideas about "suburbia" arose, when malls and offices moved suburb-ward, and when urban fringes took on their current prominence, as the places where most Americans live, work and shop. Readings will help us situate the American experience over against those in other nations, with advanced as well as developing economies. Key themes include the impact and experience of race, class, and gender in American suburbia, the role of suburbs in the history of environmentalism, and contemporary problems in suburbia. In the course of the semester, students will research and write a paper analyzing the history of suburbanizing in a Long Island town, to unpack how this local history may exemplify course readings and themes. Course requirements: reading and active participation in class discussion, exercises and presentations on their research, a research paper, and a take-home final.</i></p>	
<b>441</b>	<b>WORLD WAR II SIMULATION</b>	<b>M. Barnhart</b>
MWF 11:45-12:40  81446	<p><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></p>	SBS N-318

<b>447</b>	<b><i>INDEPENDENT READINGS IN HISTORY</i></b>	
	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.	
<b>487</b>	<b><i>SUPERVISED RESEARCH</i></b>	
	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.	
<b>488</b>	<b><i>INTERNSHIPS</i></b>	
	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. Internships are not arranged or offered by the history department.	
<b>495-496</b>	<b><i>THE HONORS PROJECT</i></b>	
	Departmental majors with a 3.5 average in history courses and related disciplines or as recommended by a professor 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. the project involves independent study and writing a paper under the close supervision of an appropriate instructor on 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.



**REQUIREMENTS FOR THE MAJOR IN  
HISTORY**

**Study Within the Area of the Major:**

A minimum of eleven history courses (33 credits)  
distributed as follows:

- A. Two courses at the 100 level 6 credits
  
- B. 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 49615 credits
  
- C. 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
  
- D. 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 level9 credits

**Study in a Related Area:**

Two upper-division courses in one discipline to be selected with the department's approval. Courses that are crosslisted 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, Africana Studies, Women's Studies, Humanities, etc. If you have a question, please see the undergraduate director.

6 credits

C. Upper-Division Writing Requirement:

Students are required to complete an upper division writing requirement. 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. A form must be submitted with the paper that can be procured in the history department. In addition to the grade for the paper, 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 final approval.

Students will be required to complete one upper-division A total of 39 credits are required for completion of the major. **All courses must be completed with a minimum grade of C.**

*If you attended another college or university and wish to use history credits from that institution towards your history major or minor, you must personally bring a transcript from that school to the department. You can pick up a copy of your transcript from the transfer office on the first floor of the administration building. Transcripts are not sent to the department by the transfer office.*



PLEASE  
NOTE

**REQUIREMENTS FOR THE MINOR IN  
HISTORY**

The minor, which requires 18 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 nine of the 18 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:

(HIS 447, 487 or 495-496 may not be applied to the minor.)

- a. One two semester survey course in the period of the Student's interest (100 or 200 level)  
6 credits
- b. One (additional) course at the 200 level  
3 credits
- c. Three courses at the 300 or 400 levels, at least one of which must be at the 400 level.  
9 credits

TOTAL CREDITS.....18

## A STATEMENT ON PLAGIARISM

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

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

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

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

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

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

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

\* \* \* \* \*

## HISTORY DEPARTMENT FACULTY

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