

# SUMMER I, 2012

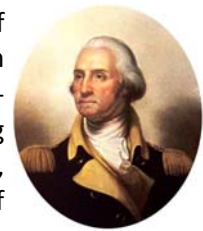
May 29th—July 6th

HIS 103-F4

## *US HISTORY TO 1877*

Sung-Yup Kim  
MW 9:30-12:55

This course is a survey of American history from the colonial period to the era of Reconstruction. Besides covering major events such as the American Revolution and the Civil War, we will also explore broad social and cultural changes of the period within a global historical context. In other words, you will not only be hearing about George Washington and Abraham Lincoln in this course, but also be peering into the experiences, beliefs, and struggles of countless ordinary people who have collectively shaped the course of American history. Each meeting will consist of three parts: a lecture, a discussion, and a wrap-up. The lectures will be based upon the required textbook, but will also be augmented by Powerpoint presentation and visual material such as political cartoons. The discussion part of each meeting will focus on a chosen topic. Contributing different perspectives and creative ideas, rather than showing detailed historical knowledge, will be the student's main task in these discussions. There is one textbook which must be purchased, and we may also have additional weekly reading assignments not in excess of 5-10 pages. Evaluation will be based on a take-home midterm exam, a 3-5 page paper, a final exam, and last but not least, class participation.



HIS/POL 214-J

## *MODERN LATIN AMERICA*

Mark Rice

This course explores the vibrant and complex history of Latin America after independence, in the "modern period" of the nineteenth and twentieth centuries. We will find that modernity looks somewhat different from the perspective of Latin Americans than from that of the United States or Europe. The class is organized around the concept of a dialogue between "national" political histories--that is, the formation of independent states after centuries of Iberian colonial rule -- and the experiences and histories of workers, farmers, peasants, artisans, and slaves: the ordinary people that made up these societies. Within this framework we will examine aspects of the social history and economic development of the region, including the study of land and labor systems, gender relations, race and ethnicity, community and class formation, and state formation. The study of Latin America is extremely complex and challenging. We are dealing





*(Modern Latin American, con't)*

with twenty-one separate and individual nations, spanning a vast geographic region, and encompassing a multiplicity of languages, ethnicities and religious beliefs. This course is structured thematically around a loose chronological framework. We will look at issues and themes common to the region as a whole, focusing in on individual countries as case studies to illuminate these themes. If you are interested in one or more specific countries, you can adapt your reading to focus specifically on this area, using the suggested and optional works from each week's bibliography.

HIS/POL 216-J

## US-LA RELATIONS

Alvaro Segovia  
TuTh 1:30-4:55

The histories of the United States and Latin America have been closely intertwined for the past two centuries. This course examines US motives and actions in Latin America, assessing the role of the US government and military but also that of corporations, international financial institutions, and non-governmental organizations. Yet while these foreign actors have wielded tremendous power and influence in the region, they have always operated within contexts at least partially defined by Latin Americans—themselves an incredibly diverse population including everything from presidents, dictators, militaries, landlords, clergy, industrialists, and the middle class to wage workers, slaves, peasant farmers, female community leaders, shantytown dwellers, migrants, and hundreds of ethnic groups. In turn, US experiences with Latin America have often helped to shape both US society and its interactions with the rest of the world, making this history of vital importance for understanding much of global history.



The course places a special focus on close readings of primary source documents, including declassified government memos, speeches, newspaper reports, political cartoons, and the voices of some of the people who have opposed US policies.

HIS 248-I

## *EUROPE 1815-1914*

Ryan Shaffer  
MW 6:00-9:25



This class examines the important events of “long 19<sup>th</sup> century” following the French Revolution until the First World War by looking at the patterns of social, economic and political change in Europe. We will learn about the impact of the French Revolution ending the “old order” and will follow several social and political developments until the devastation of Europe during the First World War. The class will explore movements that encompass forms of 19<sup>th</sup> liberalism, nationalism, socialism and feminism, which feature prominently in the 19<sup>th</sup> century European experience. The lasting impacts of these ideological revolutions, changes in culture, and empires profoundly shaped the “modern experience,” which informs our world today. The class will have four short quizzes and two essay exams.

HIS 303-I

## *THE CRUSADES*

Sara Lipton  
TuTh 9:30-12:55

This course examines the various medieval military conflicts known collectively (and according to at least one historian, inaccurately) as The Crusades. We will investigate specific episodes such as the Latin conquest of Jerusalem, the Children’s Crusade, the Shepherds’ Crusade, and the Albigensian Crusade, and also explore such issues as the origins of the idea of crusade, the social developments underlying the crusades, crusading culture and propaganda, the European encounter with the Muslim world, and the long term effects of the crusades. Requirements include class attendance and participation, which includes completing the assigned readings **in advance** of every class and taking occasional reading quizzes (about 10% of final grade), a mid-term exam (about 25%), a 5-6 page paper (about 30%), and a final exam (about 35%). Please note that attendance is mandatory; failure to attend will seriously affect your grade. Paper (about 30%) and a final exam (about 35%). Please note that attendance is mandatory; failure to attend will seriously affect your grade.

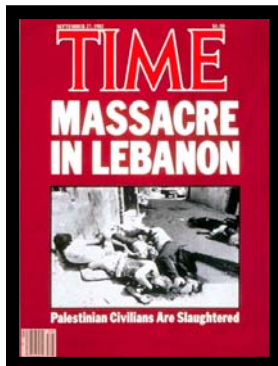




HIS 330-J

## *THE MIDDLE EAST IN THE 20TH CENTURY*

Marika Mikalos  
TuTh 1:30-4:55



This course explores the twentieth century history of the Middle East, concentrating on the countries of the Fertile Crescent and on Egypt, Turkey, the Arabian Peninsula, and Iran. We will begin by examining the late Ottoman Empire and close with the events of 9/11 and their aftermath. Some of the topics to be discussed are the transformation of the Middle East in the 1908-1923 period, the legacy of the European colonial presence in the region during the first half of the



century, the establishment of the modern Arab states, the founding of the Jewish state and Arab-Israeli conflict. Also, the Cold War in the region and the role of American and European interests, Gulf Wars, oil and regional security, rise and fall of Saddam Hussein, impact of the Iranian revolution, emergence of Islamic movements, chances of democratic reform, and, finally, the role of the United States in shaping change. At the end of the course students should be familiar with the history and issues affecting the Middle East in the twentieth century, in order to better comprehend world events today. Students will gain a better understanding of Middle Eastern economic, cultural, social and political foundations through primary source documents. Other course materials include films, novels, maps, and newspaper articles. Students are expected to make an oral presentation and submit a final paper.



HIS/WST 333-K4

## WOMEN IN US HISTORY

Choonib Lee  
MW 6:00-9:25

**T**he feminine mystique has succeeded in burying millions of American women alive.”—Betty Friedan. The purpose of this course is to uncover the hidden history of women in the United States. This survey will explore women’s experience through significant chronological themes in U.S. history: Colonial



Period and Independence, slavery and abolition, Civil War and Reconstruction, Suffrage and the Women’s Movement, the Great Depression and the World Wars, and the New Left and the Civil Rights movements. Two principle themes will



structure the course: 1) the social construction of gender, race and other classifications of difference and hierarchy, and 2) the changing concept and definition of women throughout U.S. history. The required survey text will be supplemented by scholarly articles and primary sources, including visual and musical sources. The class will be primarily lecture-

based as well as discussions. Course requirements include attendance, two short papers, and two exams.

## AMERICAN HISTORY/AMERICAN FILM

Kathryn Troy  
MW 1:30-4:55

**T**he process of storytelling is at the heart of filmmaking and the interpretation of history. Yet both are works of fiction in their own way. Film and filmmaking will be used in this course as a lens through which we will analyze how American history is written and remembered. Historical footage, important cinema, and historical moments adapted to film will be combined in this endeavor. Special attention will be paid to the perspective from

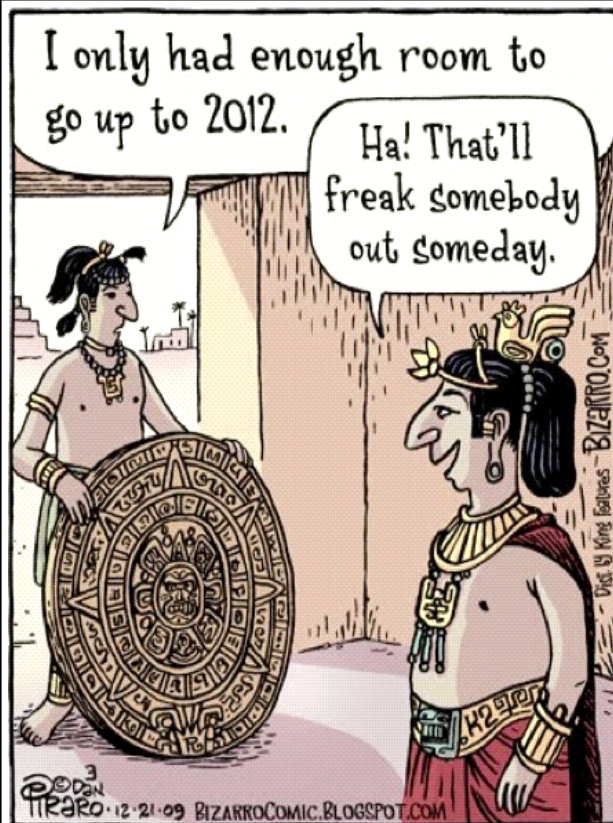


which history is told, representations of heroes and villains and the consequences of cinematic portrayals on historical memory. The course will cover the 17<sup>th</sup>-18<sup>th</sup> centuries, but is especially focused on the 19<sup>th</sup> and 20<sup>th</sup> centuries. Graded components will include active participation and analysis of films shown in-class, a final exam, written assignments, and a presentation. Students can expect to read approximately 50 pages per class.



# *THE END OF THE WORLD AS WE KNOW IT: MYTH, HISTORY & THE MAYAN CALENDAR*

Elizabeth Newman  
TuTh 6:00-9:25



**W**ill the world end in December of 2012? What do the Maya have to tell us about their history and our future? This course explores the Mesoamerican Calendar—past, present, and future. We will examine the workings of the Mesoamerican Calendar and its role in Maya political and religious life from the prehistoric through modern periods. Special attention will be paid to the ways in which the Spanish conquest, colonization, and missionizing did, or didn't, impact the keeping of the calendar. We will also spend time thinking about the ways in which modern Western beliefs have colored our understanding of this ancient culture and their concept of time and history.



HIS 393.01-I

## *EUROPE: AGE OF CATASTROPHE 1914-1950*

Nicholas Ostrum

This course will cover the major social, cultural, and political developments that took place in Europe from 1914 to 1950, a period which may best be described - to borrow a term from Eric Hobsbawm - as an age of catastrophe. The First World War marked the collapse of long-standing empires, the realignment of European powers, and the inauguration of a new republic in Europe. This Europe, however, never achieved the stability that many had hoped for. In 1939, war engulfed the region once again and left in its wake not only rubble but also a new alignment of powers

**CANCELLED**



and, in myriad ways, a completely new Europe. Combining primary and secondary readings and numerous historically significant films, this course will introduce students to a history of revolution and counter-revolution, of radical politics and radical art, and of the interrelated forces of war and society. Additionally, it will analyze some of the very concepts on which we base our understandings of the first half of the twentieth century, including those of tradition, modernity, and progress. Ultimately, this course will give students a better grasp of the history of modern Europe as something both com-

HIS 396.01-K4

## *ITALIAN AMERICAN HISTORY*

Jonathan Anzalone  
TuTh 1:30-4:55

Our focus in this course is the rich history of Italian immigrants and their descendants in the United States. Themes and topics to be discussed include Italian immigrants' struggle for survival in an exploitative economic system and a culture preoccupied with race; the significance of family, neighborhood, labor unions, faith, and food in that struggle; the promise and perils of organized crime; and the growing visibility of prominent Italian Americans in U.S. politics and culture. The story of Italian Americans, though



unique in many ways, will help us to understand better the broader history of the the United States as a nation of immigrants. There will be weekly reading of both primary and secondary sources. Attendance and participation are mandatory and will be weighed heavily in final grades. The grade will also be based on a short paper, group presentations, and in-class writing assignments.

HIS 396.02-K4

## *DANGEROUS & DIRTY WORK IN AMERICAN HISTORY*

Gregory Rosenthal  
TuTh 6:00-9:25



**A**s featured in television shows like “Dirty Jobs” and “Deadliest Catch,” and in current news about clean-up workers exposed to toxic dust at Ground Zero, the interrelationships between work and environment are sometimes exciting, and sometimes downright dangerous and deadly. This is nothing new. Work environments have long been important sites of courage and risk, a stage for performing and proving one’s gender, racial, or national identity. Work environments have also been sites of cooperation and conflict between diverse peoples, and between people and non-human nature. This course examines the relationships between work and

environment in United States history from the colonial period to the present day, with emphasis on the nineteenth and twentieth centuries. We will use books, articles, films, and students’ own real-world experiences with, and explorations of, work, to arrive at a common understanding of the place of work and environment in United States history. We will also seek to discover the parallels, if any, between the historical events and processes we study, and current issues in American society and politics. Students are expected to complete all readings, write two short papers, and produce a final project.



CEG 538

## *US HISTORY SINCE 1945*

John Anzalone  
MW 6:00-9:25

**T**he United States emerged from World War II as a global economic and political power. In its Cold War with the Soviet Union, the U.S. used guns and diplomacy to spread its liberal democratic ideas and policies across the globe. However, the nation’s foreign policy and propaganda served to highlight America’s failure to live up to its own ideals. African Americans, Hispanics, women, gay Americans, Native Americans, and other historically marginalized groups highlighted the contradictions of the postwar liberal order and exploited them to pursue equality and the benefits of citizenship. The economic downturn of the 1970s and the onslaught of deindustrialization, though, sparked a backlash among white Americans and ushered in a new era of conservatism. During the 1980s, the social, economic, and political inequalities that had been the target of social movements in the previous three decades began to widen again. By the 1990s, globalization had contributed to a restructuring of American life, whereby the affluence and prosperity of the postwar era gave way to an age of



(CEG 538-US Since 1945, con't)

heightened inequality, uncertainty, and fear. In the young 21st century, we have witnessed the exacerbation of inequality, particularly during the so-called Great Recession, and the heightening of anxiety with the War on Terrorism.

## NEW YORK CITY—SUMMER I

HIS 104.60-F4

### *US HISTORY SINCE 1877*

Adam Charboneau  
MW 6:00-9:25



This course examines the political, economic, social, and cultural influences that have shaped America from Reconstruction to the late-twentieth century. While engaging major themes—race and ethnicity, industrialization, urbanization, and immigration, capital/labor relations, war, the welfare state, suburbanization, liberalism and the rights revolutions, and the rise of the Right—we will also focus on the everyday lives of people whose acts and thoughts steered these developments. History is not simply a record of “great men and women”, but rather a reflection of the often bitter conflicts between such people and ordinary citizens. These tensions are not relegated to their past eras; rather, they often resurface under new guises. This is what makes history so important (and interesting!): by understanding the past, and its connections to the present, we can better understand our lives and make more informed decisions as citizens. Many assumptions will be tested, and creative thought is encouraged! To do this, we will read both secondary and primary sources. The secondary readings will help contextualize and “place” documents written by people of the past. The primary documents should help students understand the thoughts and ideas of well-known and more ordinary people, the changes that shaped their concepts of society, and the changes they made. Grades will be based on quizzes, two in-class exams, and five-page paper, and participation.

HIS 390.60-I

### *MOVIES OF THE MIDDLE AGES*

Adrea Boffa  
TuTh 1:30-4:55

The medieval period has been a continuing source of inspiration for storytellers and filmmakers, whether through the adaption of events such as the Crusades, a reimagining of the lives of historical figures such as Joan of Arc, or an integration of medieval concepts into works of fantasy as in *The Lord of the Rings* trilogy. In this course, we will view a selection of clas-





(*Movies of the Middle Ages, con't*)

sic and contemporary “medieval” films alongside related primary sources, and use the films as a lens through which to consider concepts or topics in the Middle Ages, as well as the ways in which that period has been interpreted and imagined by modern storytellers. Films may include, but not be limited to, *Monty Python and the Holy Grail*, *Henry V*, *First Knight* and *Kingdom of Heaven*. Course requirements will include active participation in class discussions, short weekly writing assignments, and a short paper. Please note that this is not a film studies class!

# SUMMER II, 2012

July 9th—August 16th

HIS 104-F4

## *US HISTORY SINCE 1877*

Ed O'Connell  
TuTh 1:30-4:55

**T**hrough the use of both primary and secondary sources, this course will examine the key social, political, and economic issues of the period beginning with the era of Reconstruction and ending with the dawn of the twenty-first century. An emphasis will be placed on the changing nature of the definitions of both freedom and equality and their uneven manifestations within diverse segments of America's civic culture. Special emphasis will be placed on the issues of American Nationalism and expansionism along with the realities of the nation's rise to preeminence as a global superpower. Finally, various interpretations of the most significant issues of the entire period will be evaluated in an attempt to demonstrate that the ultimate meaning of history is not fixed but constantly undergoing revision. Two (2) take home essays, in class final exam, and attendance required .



HIS 213-J

## *COLONIAL LATIN AMERICA*

Alvaro Segovia-Heredia  
TuTh 6:00-9:25

**T**his course provides an introduction to the colonial history of Spanish America and the Caribbean. It approaches the colonial era of Latin America and the Caribbean as a unique historical turning point in human history. For the first time, of three continents (Europe, Africa, and America) became inextricably linked through the workings of global mercantile capitalism, the slave trade, trans-oceanic imperial expansion, territorial occupation and colonization. At the same time, the expansion of Europe into the new World also signaled the end of a millennial history of native civilizations, as the Aztec, Mayan, and Inca civilizations collapse under the weight of Spanish militarism, colonial bureaucracy, and the Christian crusades.



We will examine early native European encounters in the Caribbean islands and then trace the powerful forces of economic and cultural change that were unleashed by those encounters and succeeding conquests. Among its other goals, this course seeks to provide a global framework for understanding the origins of Latin America's rich ethnic and cultural diversity. For those students familiar with North American history, the course offers comparative perspectives on a variety of European colonial projects that shaped the "other Americas" over the course of three centuries (c. 1500-1800).

HIS 219-J

## *INTRODUCTION TO CHINESE HISTORY*

Aihua Zhang  
TuTh 9:30-12:55



**T**his course offers an introductory survey into Chinese society and culture by examining the unities and diversities, continuities and discontinuities that make up the historical development of Chinese civilization from its origins through a sequence of dynastic regimes to the end of High Qing Era in the late eighteenth century. Major topics cover from political institutions to economic change, from religion and philosophy to literature and arts, and from social classes to gender and ethnic relations. The goal of this course is to provide a comprehensive understanding of Chinese history and legacy and to lay a foundation for an advanced or continued study on China. Instruction features a variety of activities for a dynamic classroom atmosphere. Grading is based upon quizzes, two short essays, a final exam, and participation.

HIS 241/JDS241-J

## THE HOLOCAUST

Ron VanCleaf  
TuTh 6:00-9:25



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



HIS 305-I

## VICTORIAN BRITAIN

Marisa Balsamo  
TuTh 1:30-4:55



This class will explore Great Britain during the reign of Queen Victoria (1837-1901.) The Nineteenth-Century was a prosperous time for Britain as the Industrial Revolution propelled it to become the most powerful nation in the world and a vast empire. After briefly discussing events leading up to Victoria's reign, topics will include Victorian politics, class conflict, sexuality, imperialism, tourism, reform movements, immigration, and the Victorian Legacy. Students will be expected to keep up with class readings, which will include several primary documents, and are required to participate in class discussions. Grading will be based on class participation, 2 exams, and a 5-7 page paper.



HIS 321-4

## *LONG ISLAND HISTORY*

Tara Rider  
MW 9:30-12:55

This course is a broad survey of Long Island history, from its geological beginnings to the present day. Although Long Island may seem like a suburban backwater, this was not always the case. The island's position in the middle of the Boston-New York-Philadelphia trade routes put it in the center of economic, social, and political developments during the colonial and early national periods. More recently,



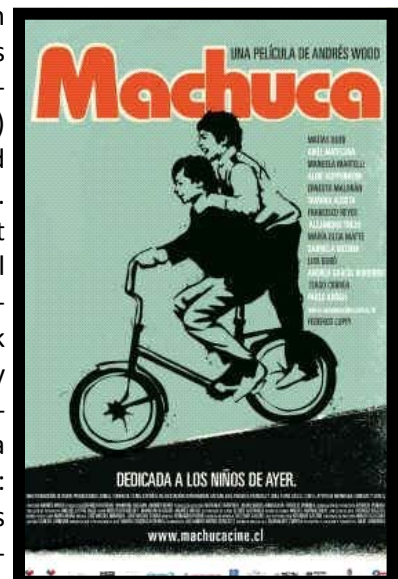
Long Island has been in the forefront of transportation developments, suburbanization, and environmental protection. These topics, and others, will be explored within a regional context. Regular attendance is required. Grades will be based on class participation, a research project. There will be a mid-term and a final and an occasional quiz or response question.

HIS 380-J

## *20th CENTURY LATIN AMERICA IN THE MOVIES*

Ying Ying Chu  
MW 9:30-12:55

This course is designed to introduce several important topics in 20<sup>th</sup>-century Latin American history through films. The topics this course will cover may include (but not be excluded to) (1) modernization and race (2) populism, (3) revolutions and socialist reforms, (4) U.S. Intervention, violence, and human rights, (5) urbanization and migration (both internal and cross-national), and (6) popular culture. These issues may have appeared in each country during different time periods. However, through the specific movies, this course will enable us to go deeper into the cases, which may illuminate the larger topics better. Moreover, this class also invites students to think about cinema as a medium of historical understanding. How do they represent history with specific perspectives? How can films be primary or secondary sources of historical studies? How do movies play a role in terms of social change and reform? Class requirements: attendance and active class participation, 60-80 pages of readings every week, map quiz, class quizzes, group work to lead movie discussion, one paper, and one exam.



HIS 390-I

## HEROES, VILLIANS and DAMSELS IN DISTRESS: THE MIDDLE AGES IN THE MOVIES

Jennifer Jordan  
MW 6:00-9:25



This course will look at a variety of films set in the Middle Ages with two aims in mind: 1) to gain a familiarity with the key events, people, places, terms, and consequences of the European Middle Ages (c. 500-1500), and 2) to understand the ways in which the Middle Ages have been reshaped, reconstructed, and reimagined- a process known as medievalism. After a brief overview of the

medieval history, we will focus on medieval figures both historical and legendary in order to explore the following themes: historicity and authenticity, heroic men and women, and the modern appropriation of medieval ideals and ideologies. By studying these movies, we will illuminate the many ways in which history is used and abused and its social, political, and cultural implications. Readings will include primary sources such as *Beowulf* as well as scholarly pieces from Nicholas Haydock's *Movie Medievalism* and Kevin Harty's *Reel Middle Ages* and others. Movies will include, either in their entirety or in excerpt: *The Kingdom of Heaven*, *The Lion in Winter*, *Monty Python and the Holy Grail*, *A Knight's Tale*, various versions of Robin Hood and *Beowulf*, and others.



HIS 396.01-K4

## BAD GUYS IN AMERICAN HISTORY

Elizabeth Hornor  
MW 1:30-4:55



Come take a walk on the wild side with the rebels, rogues, and rowdies of American history. We'll explore the lives of political dissidents, traitors, and outlaws in order to discover the bad guys' understanding of the American dream. Along the way, we'll study what makes a "bad guy" and the role of a bad reputation in cultural mythmaking. Learning about the bad guys is not for the faint of heart, and students who sign up for this ride should be ready to participate rigorously, read voraciously, write cogently, and attend regularly. Class assignments include energetic

**CANCELLED**



HIS 396.02-K4

## *THE GREAT DEPRESSION*

Jeff Hall  
TuTh 6:00-9:25

**T**he economic collapses of the 1930s posed serious challenges to the American capitalist system, which in the eyes of many Americans was synonymous with the country's democratic values and traditions. In that sense, then, the Great Depression seemed to call into question the prevailing economic, political, and social order. Just



how to adjust this order to the realities of economic disaster was a matter of great debate in the 1930s. Republicans, Democrats, Communists, Socialists, farmers, industrial workers, African Americans, Native Americans, women, children, immigrants, business owners and union leaders (among many others) argued endlessly (sometimes with words, sometimes with fists, and sometimes with guns) over how to move the country forward in the face of unprecedented suffering. In this class you will meet many of these individuals, get involved in their debates, hear their voices, see their faces, and understand the problems they encountered, and the solutions they proposed. Along the



way, we will discover that the important problems and questions raised in the 1930s, some resolved, many not, remain with us to this day. Excellent work on the midterm, final, short paper, attendance, and lots of class discussion and conversation will hopefully lead to an A in the course.

NEW YORK CITY—SUMMER II

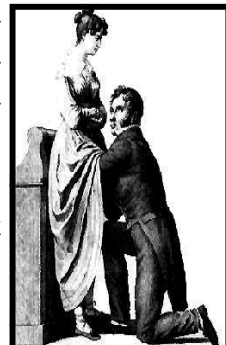
HIS 394.60-H

## *WOMEN AND AMERICAN MEDICINE*

Helen Lemay  
MW 1:30-4:55



**W**omen as patients and practitioners in American history. We will study interactions between women and male doctors, alternative medicine, female physicians, childbirth, breast cancer and other women's diseases. The course will include a field trip to the AIDS Service Center of New York City. Students will write one paper, 5-7 pages long, and take one essay examination.



HIS 396.60-K4

## *THE CIA & AMERICAN DEMOCRACY*

Rika Michalos  
TuTh 6:00-9:25

This course will cover the history of the CIA from its birth struggles as OSS to today, while placing the Agency both in the broader context of the international intelligence community of the twentieth century and of the “Homeland” national security issues of the present. Some themes and questions to be explored: a) The role of the CIA in the prosecution and in the triumphs of the Cold War; the Agency’s biggest successes and failures both during peacetime and during war; and, how public outcry about its covert operations helped trigger the most serious political scandals in the 1980s to subsequently earn the Agency’s declining reputation. b) The travails of Congressional oversight based on readings of the Church Committee Report in 1975 and the 9/11 Commissioner’s Report in 2004 with an added focus on how the Agency provided raw intelligence to US policymakers. c) Was culture significant? To what extent did the portrayal of the intelligence environment based on readings of Tom Clancy’s “Ryanverse” novels—including some film adaptations, which have captured the popular imagination—affect policy toward intelligence in the 1970s and the 1980s and how this portrayal resembled and differed from the historical conception of intelligence. d) What is the future of American Intelligence in a post 9/11 world? Over 50% of our reading material comes from primary documents available on line. At the end of the course, students should have a better understanding of the CIA as a government tool and of the rich documentary record that currently exists on intelligence activities; also, they should be able to identify some of the strengths and weaknesses of intelligence agencies in protecting a diverse multicultural democracy. Course requirements include weekly Blackboard postings, a short presentation, and a final paper.





# REQUIREMENTS FOR THE MAJOR IN HISTORY

## Study Within the Area of the Major:

A minimum of eleven history 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

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

## 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.

**A total of 39 credits are required for completion of the major. All courses must be completed with a minimum grade of C.**

***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.)

One two semester survey course in the period of the Student's interest (100 or 200 level) (Example: 101 and 102 or 235 and 236)	6 credits
Two (additional) courses at the 200 level	6 credits
Three courses at the 300 or 400 levels	9 credits
<b>TOTAL CREDITS.....</b>	<b>21</b>

**Please note: The Minor cannot be seven random history courses. A specific theme must run through the courses such as American History, European History, Social History, War and Revolution. These are merely Examples and other themes may be selected.**

***\*\*\*REGISTRATION BEGINS APRIL 5th\*\*\****