

# FALL, 2014

## HISTORY 101-F

### ***EUROPEAN HISTORY: FROM ANTIQUITY TO REVOLUTION***

*Prof. Sara Lipton*

	<b>Day</b>	<b>Time</b>	<b>Solar #</b>	<b>Location</b>
Lecture	MW	12:00-12:53		Javits 109
Recitation 01	Friday	12:00-12:53	Solar # 92697	SBS N310
Recitation 02	Monday	10:00-10:53	Solar # 92698	SBS S328
Recitation 03	Wednesday	11:00-11:53	Solar # 92699	SBS S328

*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.*

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## HISTORY 103-F4

### ***US HISTORY TO 1877***

*Prof. April Masten*

	<b>Day</b>	<b>Time</b>	<b>Solar #</b>	<b>Location</b>
Lecture	MW	11:00-11:53		Frey 100
Recitation 01	Friday	11:00-11:53	Solar # 81049	
Recitation 02	Wednesday	9:00-9:53	Solar # 81050	SBS S328
Recitation 03	Monday	12:00-12:53	Solar # 81051	SBS S328
Recitation 04	Friday	10:00-10:53	Solar # 81052	SBS S328
Recitation 05	Monday	9:00-9:53	Solar # 81053	SBS S328
Recitation 06	Monday	1:00-1:53	Solar # 85875	SBS N310
Recitation 07	Wednesday	12:00-12:53	Solar # 85876	SBS N310

*This course surveys North American/U.S. history from individual, group, nation-based and global perspectives from European exploration, conquest and colonization of the New World to post-Civil War Reconstruction. Lectures, readings, exams, and writing assignments will focus on the forces that shaped American history, in particular clashing definitions of liberty and the ways people struggled to achieve it.*

HISTORY 202-I

**ANCIENT GREECE**

*Prof. Paul Zimansky*

MW	5:30-9:50	Solar # 92700	Lib W 4550
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*In many important ways, our culture traces its origins back to the people of ancient Greece: basic features of our way of life such as democracy, philosophy, theater and more began among the ancient Hellenes. Who were these people? What enabled them to achieve so much, and why has their influence lasted so long? This course will try to answer these questions. Course work will include two hour exams and a final.*

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HISTORY 210-I

**SOVIET RUSSIA**

*Prof. Gary Marker*

TuTh	8:30-9:50	Solar # 92701	Lib W 4550
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*This course deals with the last 130 years of Russian history, from the late nineteenth century until the present day. The course is organized around the themes of social transformation, instability and upheaval. Topically, we proceed from the last decades of the Tsarist regime through the Russian Revolution and Civil War, and then to the 70 year history of the Soviet Union. The latter part of the course will cover the events of the last dozen years, from perestroika to the collapse of the Soviet Union in 1991 and then to the current situation among the successor states. There will be a textbook and approximately four paperbacks assigned. The assignments will include two midterms and a final examination.*

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HISTORY 213J

**COLONIAL LATIN AMERICA**

*Prof. Paul Gootenberg*

TuTh	2:30-3:50	HIS Solar # 81054	Lt. Eng. 102
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*Latin America's colonial experience left a deep and enduring mark on the region. This introductory course surveys major developments and themes from Latin America's indigenous and Iberian colonial past (1400-1820), by drawing on the 'social history' of core societies like Mexico, Peru, and Brazil. This long period of collision between European and American society is rife with heady topics: imperialism, conquest, culture clash, resistance, slavery, race, and revolt. We assess them with an historian's eye. Requirements include two quizzes and 3 critical book essays.*

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HISTORY 219-J

**INTRODUCTION TO CHINESE HISTORY**

*Prof. Iona Man-Cheong*

TuTh	4:00-5:20 am	Solar # 92702	Lib E4320
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*An introductory survey course exploring cultural concepts, significant themes, and major dynasties of Chinese history from Qin to Qing. Topics include Confucianism, law in imperial China, gender relations, the impact of rule by conquest ethnic minorities, changing Chinese society, the educated literati and their relation to the state; and changing definitions of Imperial rulership. There will be regular discussion & quizzes, a mid-term, a final and one 3-5 page paper. Reading is around 50pp. per week. No background or previous knowledge of the subject is expected.*

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HISTORY 225-F

(Cross-listed with JDS 225)

**THE SHAPING OF MODERN JUDAISM**

*Prof. Joshua Teplitsky*

TuTh	10:00-11:20	HIS Solar # 88163 JDS Solar # 88164	SBS N310
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*This class takes an interdisciplinary approach to Jewish history and culture. It is a study of both texts and people, and often of the interaction between the two. It covers the period from the earliest notions of Jewishness in Antiquity, and follows the history of Jewish people (and the very idea of "Jewishness") across space and time until the end of the Middle Ages. In tracing the story of this minority group, we will explore questions about cultural exchange, persecution and toleration, conflict and cooperation across societies in the ancient world, Islam, and Christendom. The class will adopt a lecture format, with discussion of selected texts by and about Jews. It is evaluated based on two hour-long exams during the semester, and a final exam during the exam period.*

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HISTORY 237-H

**SCIENCE, TECHNOLOGY & MEDICINE I**

*Prof. Wolf Schafer*

TuTh	4:00-5:20	Solar # 88540	Psy A 137
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*This course covers the global history of science and technology up to Newton. We will review this history in preliterate as well as literate societies exploring what "science" meant at various times and in different regions of the globe. The focus will be on two European transformations with global consequences: the "medieval renaissance" and the "Copernican revolution." Readings: James E. McClellan & Harold Dorn, Science and Technology in World History, Johns Hopkins University Press, 1999. Richard E. Rubinstein, Aristotle's Children, A Harvest Book by Harcourt, 2004. In addition, there will be a number of online readings. Expect a mid-term and a final (no makeup exams). Regular Attendance is required.*

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HISTORY 262-K4

**AMERICAN COLONIAL SOCIETY**

*Prof. Ned Landsman*

	Day	Time	Solar #	Location
Lecture	MW	11:00-11:53		Lt. Eng 102
Recitation 01	Friday	11:00-11:53	Solar # 92703	SBS S328
Recitation 02	Monday	1:00-1:53	Solar # 92704	SBS S218
Recitation 03	Wednesday	12:00-12:53	Solar # 92784	SBS S328

*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 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. Prerequisites: History 103 or the equivalent.*

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HISTORY 264-K4

**THE EARLY REPUBLIC**

*Prof. Donna Rilling*

TuTh	10:00-11:20	Solar # 92707	Javits 109
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*This course examines the period in history that follows the creation of the United States. It looks at the principles on which the nation was based, how those ideals evolved over the subsequent decades, and how a variety of groups and individuals contributed to the shape that the new nation took. Political ideology, women, Indian policy, slavery, commerce and consumerism, and industrialization are some of the themes that the course will examine. Reading averages 60-80 pages each week and consists of both documents written by those who lived through the period and essays and books written more recently by historians looking back at early national society. Final and two other assignments (either exams or short papers to be decided), and class quizzes.*

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HISTORY 265-K4

**THE CIVIL WAR AND RECONSTRUCTION**

*Prof. Wilbur Miller*

	Day	Time	Solar #	Location
Lecture	MW	1100-1153		Lib W 4550
Recitation 01	Friday	11:00-11:53	Solar # 92709	SBS N310
Recitation 02	Monday	1:00-1:53	Solar # 92710	SBS S328
Recitation 03	Wednesday	2:30-3:23	Solar # 92711	

*This course will place the political and military events of the Civil War and Reconstruction in the context of the changing societies, economies and cultures of the North and South from the 1840's to the 1870's. Considerable attention will be paid to the causes of the Civil War, the failure of Reconstruction, and the position of black people in slavery and freedom. Military history will be treated from the point of view of the relations between military and political decision-making, the qualities of individual leaders and the management of resources. Reading: includes textbook and original documents. Grading: based on essay exams and class participation. There will be Three take-home essay exams. Prerequisite: His 103*

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HISTORY 268-K4

**US HISTORY SINCE 1919**

*Prof. Robert Chase*

MW	5:30-6:50	Solar # 88197	Javits 109
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*The twentieth century has been referred to by some as the "American century." This course will examine how and why the United States started the twentieth century as an isolationist nation and ended the century as the world's sole "super power." Even as the US moved from the periphery of world influence to its center, the nation also experienced a century of social and racial unrest. Moreover, the US experienced the twentieth century since 1919 as an ongoing political contest between notions of liberalism and conservatism, as well as a struggle over the size and reach of federal power. These themes will drive the course's lectures. Course topics include the First and Second World Wars; the US place in the World and within global politics; the Korean, Vietnam, and Iraqi Wars; the cultures of the "Roaring" 1920s, the "Great Depression" of the 1930s, the "Golden" decade of the 1950s, and the "counterculture" of the 1960s; the "Red Scares" of the 1920s and 1950s; liberal visions and government programs of the New Deal and Great Society; conservative programs and ideals of the 1920s, 1950s, and 1980s; and the century-long social and political struggles over civil rights, African American freedom, racial identities, and multiculturalism. Requirements include a midterm and a final, and three analytical papers.*

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HISTORY 281-H

**GLOBAL HISTORY AND GEOGRAPHY**

*Prof. Susan Hinely*

TuTh	10:00-11:20	HIS: Solar # 88542	Javits 101
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*This course will be conducted on the basis of two, interrelated goals. On the one hand we hope to gain a firm and useful grasp of the physical features of the Earth and of its contemporary political organization. On the other hand, we aim to achieve fluency in the major events and themes of global history. This second task will start with a brief look at planetary history and the arrival of humans, then skip to the 16th century, when the two hemispheres were re-united, and proceed through to the end of the twentieth century. We will consider the theoretical and methodological problems presented in trying to view the past from a global perspective while at the same time acknowledging and pondering the undeniably global nature of our contemporary problems and sensibilities. Requirements: attendance and participation; periodic quizzes and exercises; a mid-term and a final exam.*

→ Please note that History 301 is for History Majors and Minors only.

HISTORY 301.01

**DIRT, CLEANLINESS AND CLASS IN EARLY AMERICA**

*Prof. Donna Rilling*

TuTh	2:30-3:5	Solar # 85887	SBS N318
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*This class explores ideals of personal, household and community cleanness in American history through the mid nineteenth century. Such expectations and ideals 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.*

*In addition to the topical material contained in the readings, this course stresses techniques for getting the most out of books and primary sources, and improving skills in organizing, developing, writing and revising essays. Students will re-write the required papers (approx. two 5-page papers) following comments and consultation with the instructor; re-writing will entail serious efforts at incorporating criticism and improving each paper. Active participation is vital in this course, which will follow a seminar format.*

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HISTORY 301.02

**THE SOCIAL HISTORY OF ADVERTISING**

*Prof. Nancy Tomes*

MW	2:30-3:50	Solar # 86378	SBS S328
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*This course offers an introduction to historical research and writing through the study of American advertising. Since the 1970s, the history of advertising has become a vibrant area of historical inquiry. The many different ways historians have used advertising to argue a point provides a fascinating perspective on how the same primary source - in this case, the advertisement - can be analyzed for many different interpretive ends. Because advertising and the advertising industry have figured prominently in both celebrations and critiques of the American way of life, their history provides an excellent introduction to important historiographic debates in our field. In short, the history of advertising provides a fascinating way to teach fundamental skills of historical analysis and interpretation. To that end, this course will introduce students to the different ways of analyzing advertisements as primary sources and provide an overview of the historiographic debates concerning advertising's influence on various aspects of American life. Readings will focus primarily on the period from 1890 to 1950, but students interested in other time periods are welcome in the course and their interests will be accommodated. Completion of the introductory American history survey before taking the course is strongly recommended. This is a reading and writing intensive course. Students will be asked to write do multiple short papers as well as to complete a 10-12 page term paper on some aspect of the history of advertising. The term paper will be submitted in a series of stages to allow students to learn the skills of editing and revising their own work.*

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HISTORY 301.03

**DRUGS IN HISTORY**

*Prof. Paul Gootenberg*

TuTh	11:30-12:50	Solar # 86598	SBS N310
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*This participatory writing-intensive course--limited to 25 students--is designed to teach History majors how to compose a good history paper. Students will learn about different types of papers (narrative, historiographical, research, comparative, thematic etc.), as they perfect the art of writing and revising clearly-argued historical essays. The class draws thematically from one of the professor's research areas, the global history of mind-altering drugs such as alcohol, tobacco, opium, and cocaine. We begin by reading and discussing three well-written and provocative works about drug history which will help students select and define strong paper-writing topics. We also draw closely on a guide to historical writing. But most of the work is devoted to writing, discussing, and refining student papers (2 pages, 6 pages, and 12-15 pages). Final papers should be used for the History Writing Requirement.*

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HISTORY 312-I

**FROM EMPIRE TO THE THIRD REICH: GERMANY 1890-1945**

*Prof. Young-Sun Hong*

MF	1:00-2:20	Solar # 88548	Javits 101
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*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 101 or HIS 102.*

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HISTORY 318-I

**THE SOCIAL AND INTELLECTUAL HISTORY OF EUROPE**

*Prof. Herman Lebovics*

TuTh	1:00-2:20	Solar # 92713	HUM 1006
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*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.*

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HISTORY 324-J

**ANCIENT LANGUAGES, CIVILIZATIONS & DECIPHERMENTS**

*Prof. Paul Zimansky*

MW	2:30-3:50	Solar # 92714	SBS N310
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*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. Dec J*

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HISTORY 325-K4  
 (Cross-listed with AFS 325)

**THE CIVIL RIGHTS MOVEMENTS**

*Prof. Les Owens*

TuTh	11:30-12:50	HIS: Solar # 81056 AFS: Solar # 81349	Javits III
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*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.*

HISTORY 337/AAS 337-J  
 (Cross-listed with WST 334)

**HISTORY OF KOREA**

*Prof. Hongkyung Kim*

TuTh	4:00-5:20	HIS: Solar # 88770 AAS: Solar # 88768	
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*This course examines the Korean history from ancient to modern times. Korea is one of the many ancient, non-European civilizations claiming a cultural influence on the region and one of the main players in the history of East Asia. Reflecting its unique historical experiences, Korean history has raised diverse debatable issues. The primary goal of this course is to provide an overview of Korean history. And at the same time, through introducing multitude debatable issues of historical significance, the course attempts to enhance students' analytical capability in approaching complicated historical issues. Midterm, final and 10 page term paper.*



HISTORY 339/AFS 339-J  
(Cross-listed with AFS 339)

**MODERN AFRICAN AMERICAN HISTORY**  
*Prof. Zebulon Miletsky*

MW	7:00-8:20	HIS: Solar # 87689 AFS: Solar # 87311	Library E 4320
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*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.*

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HISTORY 340-J

**LATE IMPERIAL CHINA**  
*Prof. Iona Man-Cheong*

TuTh	1:00-2:20	Solar # 92715	SBS S328
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*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 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.*

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HISTORY 348-J

**COLONIAL SOUTH ASIA**  
*Prof. Eric Beverley*

TuTh	11:30-12:50	Solar # 92716	Psy A 137
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*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 colonialism and the agency of South Asians in the making of their own modernity*

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HISTORY 351  
(Cross-listed with AAS 351)

**REVOLUTIONARY CHINA**

*Prof. Peggy Christoff*

MW	4:00-5:20	HIS Solar # 94768 AAS Solar #93382	SBS N310
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*Explores the history of revolutionary nation-building efforts in 20<sup>th</sup> century China, examining social, cultural, economic and political developments during the "Republican" and "Maoist" periods. Focuses on key terms and concepts used by agents and analysts of revolutionary change. Draws on interdisciplinary scholarly studies, government documents, media reports, auto-biographical accounts, and popular fiction to assess the consequences of major events on peoples lives.*

HISTORY 357  
(Cross-listed with SUS 350)

**HISTORICAL AND LITERARY PERSPECTIVES ON SUSTAINABILITY**

*Prof. Christopher Sellers*

Tu	5:30-8:30	HIS Solar # 94772 SUS Solar # 92741	SBS N310
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*This interdisciplinary course investigates approaches and debates that have emerged around the topic of sustainability and the environment across the humanities. Readings will draw especially from environmental history and ecocriticism and will concentrate mostly on the Northern American experience. Assigned books and articles will open up questions about sustainability in history and literature, and then delve into a variety of related subjects. We will read and discuss a variety of views and understandings of place identity, from ecofeminism to biocentrism. We also plan to explore themes such as environmental disasters and environmental justice. Overall this course seeks to plumb past experiences and imaginings of the environment as avenues into what a more sustainable future might look like. Requirements include extensive readings, class discussions and presentations, and one shorter and another longer paper.*

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HISTORY 368-K4

**WEALTH & INEQUALITY IN THE MODERN CORPORATE WORLD**

*Prof. Christopher Sellers*

TuTh	2:30-3:50	Solar # 88196	Javits 109
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*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.*

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HISTORY 370-K4

**THE U.S. SOCIAL HISTORY 1860-1930**

*Prof. Nancy Tomes*

	Day	Time	Solar #	Location
Lecture	MW	12:00-12:53		Javits 101
Recitation 01	Friday	12:00-12:53	Solar # 92718	SBS S328
Recitation 02	Monday	11:00-11:53	Solar # 92719	SBS S328
Recitation 03	Wednesday	10:00-10:53	Solar # 92720	

*This course looks at the social history of the United States from Roosevelt (TR) to Roosevelt (FDR), in order to explore how three big trends --the second industrial revolution, the rise of the city, and the "new immigration" - turned the U.S. into a more modern, diverse, and divided nation. We will follow Americans on their journey to a different way of life between the 1890s and the 1940s with the following questions in mind: how did they adapt nineteenth century traditions of political democracy and social equality to a new twentieth century corporation-dominated economy? How did a traditionally white Anglo-Saxon Protestant nation respond to the massive influx of not-WASP immigrants? How did the rise of a new kind of consumer-oriented culture, including new forms of mass media, advertising, and popular entertainment (vaudeville, movies, and radio), reshape American culture? How did the expected roles of men and women change as a result of all of the above? By exploring these themes, this course will help you understand the foundations of contemporary American culture. Required books may include Steven Diner, A VERY DIFFERENT AGE; Lynn Dumenil, THE MODERN TEMPER: AMERICAN CULTURE AND SOCIETY IN THE 1920s; and Eric Rauchway, THE GREAT DEPRESSION AND THE NEW DEAL. Other required readings will be available via electronic reserve on the course Blackboard site. There will be a take home midterm, a 7-10 page paper, and a final exam in the course.*

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HISTORY 376-K4
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**AMERICAN POLITICS AND DIPLOMACY, 1898-1945**

*Prof. Michael Barnhart*

MWF	10:00-11:20	Solar # 92785	Javits III
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*A detailed examination of America's emergence from regional to global power. Topics stressed include the political imperatives underlying the decisions to go to war against Spain in 1898 and acquire overseas possession in the wake of that conflict, the domestic debate over the proper role of American multinational corporations in the United States' and global economies, the changing nature of the "American mission" abroad, especially as defined by President Woodrow Wilson during the First World War, the impact of xenophobia and anti-communism upon American politics and foreign policy in the inter-war years, and the plunge into global conflict during the Second World War. Students must read a text and five additional books, a reading load of about 150 pages per week. Each student must write three short essays over the course of the semester, none based on outside reading. There will be a midterm and final examination, both essay type.*

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HISTORY 380-J
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**POPULAR CULTURE IN LATIN AMERICA**

*Prof. Eric Zolov*

MW	2:30-3:50	Solar # 92721	Javits 101
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*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.*

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HISTORY 385-J
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**AZTEC CIVILIZATION**

*Prof. Elizabeth Newman*

MW	5:30-6:50	Solar # 88138	Javits III
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*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.*

HISTORY 386-J  
(Cross-listed with EMH 386)

**MAYAN CIVILIZATION**  
*Prof. Elizabeth Newman*

MW	2:30-3:50	HIS:Solar # 92723 EMH: Solar # 92739	SBS N118
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*For many, the word "Maya" evokes images of a long dead culture and ruined pyramids. This course uses that familiarity as a starting point and follows the history of the Maya from ancient times to the present. We begin with an overview of what scholars know about the ancient Maya before tracing their experiences since the Spanish conquest, placing emphasis on Spanish colonization in the lowland areas of Mesoamerica, Mexico's War of the Castas, and the diverse experiences of the modern Maya including the Guatemalan Civil War and the Chiapas uprising, the impact of foreign tourism, and the experience of transnational migration. Special attention will be paid to the ways in which environmental and agrarian issues have impacted this diverse group of peoples.*

## TOPICS COURSES

*Topics Courses may be repeated as topics change.  
Topics course numbers include History 330,340, 350, 357, 363, 380,  
all of the 390's and all of the 400's.*

HISTORY 391-I

**POLITICS, CULTURE AND AUTHORITY IN EARLY MODERN EUROPE**  
*Prof. Joshua Teplitzky*

TuTh	2:30-3:50	Solar # 92724	SBS S328
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*This course covers the "Early Modern period" of European history, from the Black Death until the French Revolution (roughly 1348 to 1789). Our aim will be to excavate the changing social, political, intellectual and cultural experiences of men and women during this time of renaissance, reformation, enlightenment, and revolution, especially as those concepts coincided with ideas we have come to think of as superstitious, popular, and even backwards. We will explore shifts in religious thought, scientific knowledge, technology, popular culture, and political practice to inquire after the meaning of modernity and its origins in the centuries before our own. The class will adopt a lecture format, with discussion of selected texts. Students will be evaluated based on four short writing assignments, a mid-term, and final exam.*

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## ***RUSSIA IN WORLD HISTORY***

*Prof. Boris Stremelin*

MW	4:00-5:00	Solar #	SBS S328
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*How has Russia been shaped by the rest of the world? This course will examine how warfare, as well as long-distance networks of trade, migration, and symbolic exchange helped shape political, social, and cultural institutions that we often regard as quintessentially "Russian". We will focus on encounters with other major civilizational centers in Europe, the Middle East, East Asia, the Eurasian steppe, and the Americas. We will also investigate Russia's impact on global history during the period in which it emerged as a world power in its own right. At the conclusion of the course, we will consider whether analyzing patterns of Russia's interaction with the world help us to understand its development since the collapse of the Soviet Union. Requirements for the class include regular short writing assignments, discussion participation, a midterm analytical paper and a final research project.*

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## ***SURVEILLANCE STATE: A HISTORY OF US DOMESTIC SPYING***

*Prof. Robert Chase*

MW	2:30-3:50	Solar # 84877	
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*Recent discoveries prompted by Edward Snowden's public revelations concerning the domestic spying activities of the National Security Agency have revived an international debate over whether the United States has constructed a post-9/11 "surveillance state." Despite the contemporary nature of this debate over privacy versus security, there is a long and contested history of US domestic spying over the course of the twentieth century. This course considers that history. Moments of heightened surveillance include the construction of the Federal Bureau of Investigation (FBI) during the 1920s, the COINTELPRO program of the 1960s, Watergate and the Church Committee of the 1970s, and the post-9/11 world and debates over surveillance in the internet age. Each of these eras of heightened surveillance are state responses to external fears of subversion and espionage, and internal fears concerning social and racial order. The class will therefore place the development of a surveillance state in the historical context of wars (WWs I & II, the Cold War, the Vietnam war, and the "War on Terror") as well as on racial and ethnic demographic and political changes, including the large wave of immigration during the early twentieth century, the rise of civil rights and Black and Brown Power movements during the 1960s and 1970s, the influx of new immigrants after 1965, and the "War on Drugs" of the 1980s and 1990s. The class will include both lectures and discussion. Course requirements include two critical essays, a midterm and final exams.*

HISTORY 396.02-K4

**COLD WAR AMERICA**

*Prof. Michael Barnhart*

Monday	1:00-4:00	Solar # 92725	SBS N318
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*This course will examine the impact of the Cold War upon America and America's impact on the world through the Cold War. Particular emphasis will be on the origins of Soviet-American confrontation during the Truman presidency and the end of that confrontation during the Reagan years.*

*The course will follow an experimental format. Each week will have assigned readings that will be discussed during the first hour of each class. That discussion ought to yield multiple questions from students concerning the topic of the day. During the second hour, the instructor will offer a brief, impromptu lecture that will attempt to address some (and sometimes all) of those questions. The final hour will be devoted either to further discussion or to the session's assignment, as indicated in the course syllabus.*

*The course expects each student to have a passable background of the general history of the Cold War. HIS 377 is ideal preparation; HIS 104 the minimum. The course is designed for History majors, complete with substantial writing requirements.*

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HISTORY 396.03-K4  
 (Cross-listed with WST 396.01)

**WOMEN OF COLOR IN THE UNITED STATES**

*Prof. Shirley Lim*

MW	8:30-9:50	HIS Solar # 80972 WST Solar # 88762	Javits 109
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*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.*

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HISTORY 396.05-K4

***SEX AND DEATH IN AMERICAN MURDERS***

*Prof. Wilbur Miller*

MW	2:30-3:50	Solar # 89002	SBS N310
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*Americans have always been fascinated by murder. HIS 396 will look at celebrated murder cases from colonial times through O.J. Simpson; "murder mysteries" as they have changed over time; and how law enforcement has coped with murder. We are interested in what the murders meant to people at the time and how historians have viewed them. Along the way we will learn about the history of the media, the criminal justice system, and a changing society. The class will mix lecture and discussion. Readings are extensive, including an overview of the "history of murder in America"; historians' accounts, novels, and documents. History majors and minors have priority enrollment in this class, since some knowledge of the history of the US is important.*

HISTORY 396.06-K4

***HISTORY OF THE US WORKING CLASS, 1920 TO THE PRESENT***

*Prof. Lori Flores*

TuTh	1:00-2:20	Solar # 93250	Lib W 4525
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*Through lectures, readings, and films, this course provides a broad overview of the historical trends and transformations that have shaped the lives of working class men and women in the United States from the colonial period to the present, with an emphasis on the 20th and 21st centuries. Groups of workers studied include slaves, industrial and agricultural workers, fast food workers, high-tech assembly workers, private domestic labor, sex workers, sweatshop employees, and immigrant and guest laborers from around the world. Topics covered include the racialization and feminization of labor, capitalism and Marxism, unionization struggles, workplace tragedies, corporations and borders, and globalization. Course requirements are active class participation, midterm exam, 5 pg. research paper for a public class blog, and 5-pg. take-home final paper.*

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(You must have completed History 301 and have the permission of the instructor or the history department in order to register for any 400-level course E-mail the professor of the course that you are interested in. Indicate your ID number and whether or not you have completed 301).

HISTORY 401

**EUROPE AND THE WORLD: CROSS CULTURAL ENCOUNTERS 1400-1800**

*Prof. Alix Cooper*

Thursday	1:00-4:00	Solar # 92726	SBS N303
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*This course will focus on the ways in which, during the early modern period, European cultures came into contact with non-European ones, changing the course of history in the process. Exploring a series of case studies, from the discovery and conquest of the Americas, through interactions between Christians, Muslim and Jews on the European continent itself, all the way through Enlightenment Europe's contacts with Asia, the course will study the moral dilemmas Europeans faced as their world became a global one, and as they came to struggle with issues of "civilization" and "barbarism", slavery and freedom and "nature" and human rights. Written work for the course will include regular in-class writing, as well as a final project (10-12pp.) which will satisfy the department's writing requirement.*

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HISTORY 402

**REPRESENTING THE PRIMITIVE: PREJUDICE IN MUSEUMS**

*Prof. Herman Lebovics*

Wednesday	5:30-8:30	Solar # 87998	SBS N318
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*This course is about how Western societies have imagined and displayed cultures they considered inferior to their own. We will read histories of ethnographic museums, and studies of special exhibitions on non-urban societies in the Americas, the Pacific, Africa, and Asia. Assignments will take students to New York to the Museum of the American Indian, or the American Museum of Natural History, or to the Metropolitan. An oral report and a 12-15pp. Research paper will be required.*

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HISTORY 411

**MAIN THEMES IN AMERICAN HISTORY**

*Prof. Charles Backfish*

Thursday	4:00-7:00	Solar # 202452	SBS N303
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*The aim of the course is to help students pull together the information and ideas that they have acquired in other courses in order to more clearly identify the major themes in US history since the colonial era and explore the relevance of these themes for contemporary society.*

*Themes to be addressed include American diversity, American identity, culture, demographic changes, economic transformations, environment, globalization, political institutions and traditions, reform movements, and war and diplomacy. Students will research one of these themes as a culminating project for the course.*

*Seminar meetings will initially involve assigned readings providing a contemporary perspective on the course themes, discussion of the American past as seen through the lens of these themes, and the analysis of related primary sources. As the semester unfolds, students will be making oral presentations regarding their research project and providing constructive feedback to their classmates.*

*The course is designed to assist those enrolled in the social studies teacher preparation program in gaining a broad perspective on US History to assist in their career preparation but may also be of interest to other history majors.*

*Required: class attendance and active participation, frequent presentations, the reading of several books, articles, as well as a documents collection for each session. A term paper (10-15 pages) tracing and analyzing a major theme in US History will be written by each student. (Students in the social studies teacher education program may opt to employ their research as the basis for a "hybrid" unit plan.) Students are expected to have taken (or be completing concurrently) HIS 103 and 104, though additional coursework in US history will be beneficial.*

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HISTORY 412
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***THE DAMNED AND THE BEAUTIFUL:  
AMERICAN YOUTH CULTURE IN THE 20<sup>TH</sup> CENTURY***  
*Professor Shirley Lim*

Monday	1:00-4:00	Solar # 92727	SBS N303
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*This course is a serious scholarly examination of the production of youth culture in twentieth century America. Youth has been a socially constructed formation marked by complex processes of continuity, rupture, and transformation. Using insights from the Birmingham School of Cultural Studies on youth subcultures and those from cultural studies of race and gender, we will examine particular sites of contested cultures, including taxi dance halls, skateboarding, hip hop, dating, and amusement parks. Students will be expected to attend every class session, to read 200 pages or more a week, and to produce a ten-page polished research essay.*

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HISTORY 441
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***CITIES AND GLOBAL CONNECTIONS***  
*Prof. Eric Beverley*

Tuesday	2:30-5:30	Solar # 80973	SBS N303
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*Cities have long served as connecting points between geographically dispersed places. Over the last couple of centuries, urban populations have grown more and more rapidly, and technologies of mobility and communication have made them focal points of increasingly global flows. They have also become centers of tighter political control. The rise of Western world empires and political and economic*

*imperialism have been critical in shaping migration patterns and the circulation of technologies and commodities. This course examines cities - densely populated, extensively built up, intensively surveilled urban zones - and the mobile people, ideas and commodities that shape them. We consider urban expansion from the early modern period onwards, and focus on the era after the late nineteenth century, when cities displace other spaces as the paradigmatic arenas of modern life. Starting with an introduction to key concepts, questions and trajectories in urban history, we then turn to case studies of major cities from a variety of locations (in Asia, Africa, Europe, the Americas). While the course is global in scope, we focus on cities that were integral to relationships of modern colonialism and imperialism, such as London, Mumbai and New York. Reading and discussion topics may include: government planning and urban development, everyday life, built form and architecture, public health and sanitation, policing and surveillance, housing and poverty relief, global capitalist transformations, or the politics of cultural difference, and the formation and negotiation of public spheres.*

*Learning Goals: The course is oriented towards developing and refining strategies for doing original historical scholarship on a given place and topic combining a substantial familiarity with scholarly work with close analysis of primary sources. Over the course of the semester, students will develop, research, discuss, orally present, and write a term paper project in consultation with the instructor centered on some aspect of global connections in a major city during the modern period with a thematic focus defined by their own interest.*

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

#### 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 487

#### SUPERVISED RESEARCH

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

#### INTERNSHIP

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

### SENIOR HONORS PROJECT IN HISTORY

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 3.0 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.

### *Notes*

All courses taken to meet requirements A and B must be taken for a letter grade.

No grade lower than a "C" in any course will be applied toward the major requirements.

At least 12 credits in Group A must be taken within the Department of History at Stony Brook.

No transferred course with a grade lower than C may be applied toward the major requirements in Group A.

## ***THE MINOR IN HISTORY***

The minor, which requires 21 credits, is organized around the student's interest in a particular area of history. It is defined either by geography (e.g., United States, Latin America) or topic (e.g., imperialism, social change). Courses must be taken for a letter grade. No grade lower than C may be applied to the history minor. At least twelve of the 21 credits must be taken at Stony Brook, three of them at the upper division level. The specific distribution of the credits should be determined in consultation with the Director of Undergraduate studies. An example of an acceptable distribution would be the following:

- |  |           |
|--|-----------|
| a. One two semester survey course in the period of the student's interest (100 or 200 level) | 6 credits |
| b. Two courses at the 200 level  | 6 credits |
| c. Three courses at the 300 or 400 level   | 9 credits |

TOTAL CREDITS.....21

Make sure that your minor has a concentration, i.e., the courses must be related one another either by topic or geography. If you have a question, be sure to ask. Seven "random" history courses do not constitute a minor.

## 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.*

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## HISTORY DEPARTMENT FACULTY

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