

101-F	EUROPEAN HISTORY: ANTIQUITY TO REVOLUTION	A. Cooper
<p>Lec: MW 11:45-12:40</p> <p>Rec:</p> <p>01(81433) F 11:45-12:40 02(81434) M 8:20-9:15 03(81435) W9:35-10:30 04 (81436) M 10:40-11:35 05 (81437) M 2:20-3:15</p>	<p><i>In this course we shall explore the politics, society, art, and culture of "the West" from the ancient world to 1789. This course is intended to 1) survey the historical and cultural influences that have shaped European (and, by extension, our own) society; and 2) improve your understanding of the basic elements of historical inquiry: formulating questions, 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, while 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, several short papers, occasional in-class writing, participation in discussion sections, and midterm and final exams.</i></p>	<p>Old Eng. 143</p> <p>SBS S-328 SBS S-328 SBS S-328 SBS S-328 TBA</p>
103-F & 4	U.S. TO 1877	N. Tomes
<p>Lec: MW 2:20-3:15</p> <p>Rec:</p> <p>01 (81439) F 2:20-3:15 02 (81440) W 10:40-11:35 03 (81441) M 9:35-10:30 04 (81442) W 8:20-9:15 05 (81443) M 11:45-12:40 06 (89167) W 11:45-12:40 07 (89168) F 9:35-10:30</p>	<p><i>This survey course examines American history from European contact and colonization to Reconstruction. Throughout the course, we will explore how peoples from three continents - North America, Africa and Europe - shaped the development of British North America and later the United States. Topics and discussions will include: slavery, servitude, religion, environment, republicanism, the rise of party politics, the market revolution, westward expansion, and sectionalism. Readings for each class will be from a textbook as well as collections of primary documents and secondary books and articles. Grading will be based upon a mid-term, short papers, final exam, quizzes, and section participation and discussion.</i></p>	<p>Old Chem 116</p> <p>TBA SBS N-310 SBS S328 SBS S328 SBS S-328 SBS S-328 SBS S-328</p>
209-I	IMPERIAL RUSSIA	G. Marker
<p>TuTh 8:20-9:40</p> <p>82514</p>	<p><i>This is the first half of the year-long survey of Russian history. In this semester we follow Russia from its origins until the era of Great Reforms in the latter part of the nineteenth century. Topics will include the prehistory of the Russian lands, Russia's ancestors, Kievan civilization, the creation of a Russian state in Moscow, and the emergence of empire. We shall devote particular attention to problems of environment, the history of the lower classes, and the multi-ethnic character of Russia.</i></p>	<p>Javits 103</p>

	<i>Readings will come from a general text and three paperbacks. There will be two midterms and a final examination.</i>	
213-J	<i>COLONIAL LATIN AMERICA</i>	<i>B. Larson</i>
TuTh 2:20-3:40 81444	<p><i>Three centuries of Spanish and Portuguese imperial rule have left deep imprints on the societies and peoples of contemporary Latin America. Today, there are few social problems (poverty, underdevelopment, racial hierarchy, political instability) or cultural developments (great cities, baroque Churches, and richly heterogeneous popular cultures) that do not have deep roots in the colonial period.</i></p> <p><i>This course will explore the origins and evolution of Europe's first massive experiment in empire and colonialism. We will study such topics as: Iberian overseas expansion, discovery, and exploration of the "New World"; the origins of African slavery and Indian subjugation; the global export-driven economies of silver and sugar; Spain's paradoxical quest for colonial justice and Christian morality; the rise of native and African subcultures of resistance; and the unfolding crisis of Spanish colonial rule during the transatlantic Age of Revolution.</i></p> <p><i>As for the work-load: you should expect to do a lot of reading, attend all the lectures, participate in classroom activities, write several short "response papers" to questions we pose, take one bluebook mid-term exam, and write one (6-7 page) take-home final exam</i></p>	Lt. Eng. 102
220-J	<i>INTRODUCTION TO JAPANESE HISTORY</i>	<i>J. Mimura</i>
TuTh 12:50-2:10 82286	<p><i>This course provides students with an introduction to the history and culture of Japan. We will focus on the broader processes of political, economic, social, and intellectual transformation of Japan from antiquity up until the present. Topics explored include: aristocratic and samurai culture, the Tokugawa political order, Japan's relationship to Asia and the West, the rise of the modern state, the role of the emperor in Japan, and the challenges of postwar democracy. Requirements include a mid-term and final exam, discussion questions, and two short essays.</i></p>	Library E4330
236-I	<i>THE LATE MIDDLE AGES</i>	<i>S. Lipton</i>
MW 3:50-5:10	<p><i>A survey course covering (Western) European politics, culture, and society. Lots of goodies: popes and rulers, crusaders plundering and colonizing, kings invading and being invaded, the</i></p>	Javits 103

98956	<i>plague (for the lucky ones), women of various sorts, and town life and the urge to make money. Most of the reading will be shortish primary documents; longer stuff will cover the (true) story of Abelard and Eloise, The Cid (about Spain), and good chunks of Chaucer's Canterbury Tales. The student's main job is to figure out what this contemporary writing tells us about the medieval world. Work for the course: 3-4 in-class quizzes, some essays written at home, and a final exam. There is a text (same as in 235, if you're signing on for the whole year), a packet, and the 3 paperbacks as mentioned.</i>	
237-H	<i>SCIENCE, TECHNOLOGY & MEDICINE I</i>	<i>W. Schafer</i>
TuTh 5:20-6:40 81446	<i>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.</i>	Javits 111
241/JDS 241-I	<i>THE HOLOCAUST</i>	<i>C. Knights</i>
MW 5:20-6:40 HIS: 81447 JDS : 81407	<i>This course will examine the historic roots of anti-Semitism and the patterns of behavior toward the Jewish peoples, which led to the Holocaust. Beginning with biblical times, progressing through the Middle Ages, continuing into the Twentieth Century, especially as regards World Wars I and II, and culminating with the Twenty-First Century, we will explore the historical precedents of alienation and annihilation and their impact on the political and social climates. There will be two unit exams in addition to a midterm and final, as well as a paper.</i>	Javits 111
248-I	<i>EUROPE 1815-1914</i>	<i>K. Larkin</i>
MW 8:05-9:25 81448	<i>This course will explore the critical developments of Europe's "long" nineteenth century, stretching from the French Revolution of 1789 and the Napoleonic Wars to the outbreak of the Great War in 1914. The course will be organized around the critical</i>	Javits 109

	<p><i>themes of nineteenth-century European history. For instance, we will explore the assorted "isms" associated with this period (e.g., imperialism, socialism, communism, liberalism, and nationalism), the legacies of 1789, the political and social consequences of industrialization, the 1848 revolutions, and national unification in Germany and Italy. Students will be required to complete at least two essay-based exams, a series of quizzes and small in-class writing assignments, and one term paper. Active participation is expected of each student. While there is no formal pre-requisite for enrollment in HIS 248, students should have some familiarity with the contours of modern European history. To this end, it is recommended students take HIS 102 before registering for HIS 248.</i></p>	
250-F	THE SECOND WORLD WAR	M. Barnhart
<p>MWF 10:40-11:35</p> <p>81449</p>	<p><i>This course examines the origins, course and consequences of the Second World War. Key themes include:</i></p> <p><i>Questions of grand politics: How did the rise of Hitler alter the institutional structure of Germany? How did that rise affect the political constellations of France and Great Britain? How did his attack on the Soviet Union change the relationship between the Communist Party and Red Army?</i></p> <p><i>Questions of grand strategy: How did America's Franklin Roosevelt successfully manage the strategic and political imperatives of a two-ocean war after (and even before) Pearl Harbor? How did Roosevelt's management permit Winston Churchill to survive grave challenges to his hold on power from 1940 to 1942?</i></p> <p><i>The impact of ideology: How did Hitler's beliefs shape the war Germany fought? What connection did they have with the road to the "Final Solution"? How and why did the doctrine of strategic airpower emerge in the United States and Great Britain?</i></p> <p><i>The impact of the war itself: How did the German occupation change Poland and France? How did the American occupation change Japan? What was life like in wartime China?</i></p> <p><i>Readings include a textbook for general background and a series of "supplemental" books that will form the bases of in-class discussion sessions. These books will also be the focus of written essay assignments. There will also be essay-type examinations (midterm and final) and two in-class quizzes.</i></p>	<p>Lt. Eng. 102</p>

262-K & 4	AMERICAN COLONIAL SOCIETY	J. Anderson
<p>Lec: TuTh 12:50-2:10</p>	<p><i>In this course, we will explore the roots of American colonial society in the two centuries before the formation of the United States. When native North Americans and European newcomers first encountered each other, when diverse immigrants settled the land and began to chafe under British colonial rule, when enslaved Africans worked and struggled for freedom -- none of them could anticipate the consequences of their actions or how dramatically the world as they knew it would change in the years ahead. Like us, they had to weigh their options, make decisions, take risks, and step forth into the unknown. By reading a fascinating array of primary sources, we will try to gain some insight to how and why people made the choices that they did. In doing so, we will seek to illuminate the larger trajectories of cultural, political, and economic change that shaped the foundations of American life and nationhood. We will also look at how historians have interpreted the complexities of American history over time - telling (and re-telling) stories, revising traditional narratives, incorporating new kinds of evidence, and bringing more diverse perspectives into view. Required: attendance, active class participation, reading (approx. 80 pages per week), short writing assignments, mid-term, and final exam.</i></p>	<p>Javits 103</p>
266-K & 4	THE HISTORY OF THE AMERICAN WEST	J. Farmer
<p>TuTh 9:50-11:10</p> <p>91268</p>	<p>CANCELLED</p>	<p>Javits 103</p>
268-K & 4	UNITED STATES HISTORY SINCE 1919	T. Rider
<p>TuTh 8:20-9:40</p> <p>81453</p>	<p><i>This course examines the history of the United States from 1919 to the present day with an emphasis on how political, economic, and social developments shaped the conditions, attitudes, and values of present-day America. Subjects to be discussed in readings and in class include the Roaring Twenties, the Great Depression, Roosevelt's New Deal, World War II, the Cold War, the Civil Rights movement, the Vietnam War, Johnson's Great Society, the student protest of the 1960s, and social changes in recent decades. Requirements include attendance and participation as well as periodic quizzes and writing assignments. There will be a mid-term and a final as well as a short paper (5pp).</i></p>	<p>Library E 4330</p>

277/AFS 277-K & 4	THE MODERN COLOR LINE	L. Rubin
<p>MW 5:20-6:40</p> <p>HIS: 87432 AFS: 87433</p>	<p><i>In 1903, W.E.B. DuBois declared that "the problem of the twentieth century is the problem of the color line." DuBois' perceptive words were shaped by the history of American race relations during the nineteenth century, and predicted the intense struggle that would be waged over the next one hundred years to define, maintain, or eliminate this boundary. This course examines the history of the color line in the United States since the Civil War, tracing the social, cultural, political, and economic impact of this tenuous concept. The modern color line was not only the boundary between black and white; racial ideologies interacted with other divisive categories such as ethnicity, class, and gender to produce a complex social hierarchy. Lectures and discussions will explore the significance of immigration, urbanization, the U.S. legal system, and violent acts of repression and rebellion to demonstrate the changing nature of the color line over time. We will also place this discussion in an international context, exploring the way racial ideologies shaped the interaction between the U.S. and the world. Requirements include one paper, two exams, and discussion of the assigned readings.</i></p>	<p>Javits 110</p>
	<p><u>REMEMBER:</u> History 301 must be completed before you Take your 400-level seminar</p>	
301.01	MISUNDERSTANDING CHINA: HOLLYWOOD'S VIEW OF CHINA AND THE CHINESE	I. Man-Cheong
<p>Tuesday 2:20-5:10</p> <p>89196</p>	<p><i>Movie depictions of China & the Chinese abound at least since D.W. Griffiths <u>Broken Blossoms</u>, through adaptations of Sax Rohmer's <u>Fu Manchu</u>, on up to the present. In each case these representations have perhaps said more about what was going on in the U.S. and the world than any so-called "reality". In this seminar we will explore some of these Hollywood movies, discuss the historical context, ask questions about the representations of race, class and gender issues being presented, and critique the usual stereotypes. This is a history not a film course, so we are more interested in the movie(s)' impact on or derivation from historical events, situations, and contexts, and less interested in the usual film studies-type analyses (except as it relates to the production of these narratives). Each student, using audio-visual and web / internet resources besides written texts and articles, will produce a 10 - 12 page research paper (and a number of</i></p>	<p>SBS N-318</p>

	<i>preliminary writing assignments) focusing on one or more Hollywood movies (in consultation with the instructor). Students must commit time to viewing the assigned movies, to completing the reading and to the research. Active participation is mandatory.</i>	
301.02	<i>HIGH CRIMES & MISDEMEANORS: WATERGATE AND THE AMERICAN PEOPLE</i>	<i>K. Nutter</i>
MW 3:50-5:10 90138	<i>In this writing intensive class, you will read, discuss, and critically review several books that focus on the presidential scandal known as Watergate which had an impact socially and culturally as well as politically and can tell us much about America in the 1970s and since. At the same time, we will focus on the ways in which historians write history. To that end, students will respond to the assigned readings in class discussion and, in successive drafts over the semester, produce a 10 page critical review of the readings.</i>	SBS S-328
301.03	<i>IMMIGRATION AND ETHNICITY</i>	<i>T. Chronopoulos</i>
MW 2:20-3:40 90710	<i>This course explores the history of immigration to the United States since the 1880s. It will focus on the various waves of immigrants according to their place of origin and ethnicity, on immigration legislation and its impact, and on debates about immigration and immigrant cultures. The course will end with an examination of how this history of immigration reflects on contemporary discussions about undocumented immigrants and their role in U.S. society. Several short assignments culminating in a final research paper.</i>	SBS S-328
301.04	<i>SLAVERY, HISTORY AND MEMORY IN AMERICA</i>	<i>J. Anderson</i>
TuTh 9:50-11:10 91263	<i>Slavery, and its legacy of racial injustice, fundamentally shaped the United States from the time of its founding. How (and, at times, even if) that painful history should be acknowledged, studied, remembered, and memorialized has been a subject of ongoing debate for generations of Americans. In this writing-intensive course, we will analyze historians' diverse approaches to studying the history of slavery and its changing place in public memory. For example, we will consider such events as the rediscovery of the African Burial Ground in New York City, Oprah Winfrey's search for information about her enslaved ancestors, the controversy over interpretations of Thomas</i>	SBS S.328

	<i>Jefferson's role as a slave master, and the recent PBS documentary by the descendant of an infamous slave trader. Required: attendance, active class participation, assigned readings, short writing assignments, and 3 short papers (several drafts of each required).</i>	
302-I	<i>ENVIRONMENTAL HISTORY IN GLOBAL PERSPECTIVE</i>	<i>A. Cooper</i>
MW 6:50-8:10 98957	<i>This course will investigate some of the ways in which human beings have interacted with their natural environments over time, and the resulting ways in which different cultures and societies have come to imagine nature and the environment. Drawing on a series of case studies ranging from the ancient Mediterranean to the era of Columbus, from problems of environmental management in imperial India to the emergence of environmentalism as a global movement today, the course will use these comparative perspectives to explore the changing relationships between people and the natural world. Course requirements will include class participation, writing assignments totaling approximately 10 pages, and midterm and final exams.</i>	SBS S328
318-I	<i>THE SOCIAL AND INTELLECTUAL HISTORY OF EUROPE</i>	<i>H. Lebovics</i>
TuTh 12:50-2:10 82534	<i>The course will be dedicated to the analysis of the cultural history of modern Europe. Because of the broadness of the topic, we will do much theoretical reading from the literature of the field. This is not a course about Voltaire or Wagner or Picasso, rather an introduction to the frameworks and approaches to the study of culture. We will read from, for example, Karl Marx, Michel Foucault, and Jurgen Habermas. It would be beneficial for students to have some experience with literary studies, philosophy and/or sociology. The work for the course will be a mid-term examination and a paper (15-20 pp). There can be quizzes on the assignments.</i>	Humanities 1006
325/AFS 325-K	<i>THE CIVIL RIGHTS MOVEMENT</i>	<i>L. Owens</i>
TuTh 12:50-2:10 HIS: 81455 AFS: 81927	<i>A detailed study of the movement for civil rights from its origins, examining the establishment of the NAACP, race relations between whites and blacks since 1900, the role of the Supreme Court and the federal government, and the turn to militancy in the 1950s and after. Advisory Prerequisites: His 104</i>	Javits 111

or AFS 101 or 102.

330-J

THE ANCIENT WORLD IN MIDDLE EASTERN PERSPECTIVE

P. Zimansky

MWF 9:35-10:30
87431

An overview of the cultures and civilizations of the Old World as seen from the Middle East, from the emergence of the first cities around 3500 BCE to the birth of Islam. At the beginning of the sequence, the primary centers of civilization, such as Egypt and Mesopotamia, were located within the area, but with the passage of time the dominant influences came from outside. The course will cover the history of these external powers broadly, and focus on the specific influence they had on older Middle Eastern traditions. For example the discussion of the Roman Empire will emphasize Egypt, Middle Eastern provinces, and confrontations with the Parthian and Sassanian Empires. Contacts with the first civilizations in India and China will also be treated. This is a lecture course, with grades based on two midterms and a final examination.

Javits 101

333/WST 333-K & 4

WOMEN IN US HISTORY

S. Hinely

MF 12:50-2:10
HIS: 81457
WST: 80150

In this course we will explore interpretations of the history of women in conjunction with significant themes in American history such as industrialization, state formation, immigration and urbanization. Topics of special interest will be cross-cultural comparisons of women's roles in American society, the cult of domesticity, the intersection of class, race and gender in reform movements, suffrage, gender and the politics of the welfare state, the changing conditions of "women's work," and the rise of feminism. Requirements include informed and energetic participation, periodic in-class assignments/quizzes based on the readings, a mid-term and a final examination.

Javits 103

340-J

POST – WAR JAPAN

J. Mimura

TuTh 9:50-11:10
82536

In this course we will explore a number of themes on postwar Japanese society, culture, and political-economy including the postwar economic "miracle," mass consumer society, Japanese student movement, anime, postwar feminism, work culture, US-Japan relations, and war memory. The course will draw upon a

SBS N-310

	<i>variety of primary sources such as literature, film, and memoirs, in addition to the secondary literature. Requirements include seminar-type discussion, brief class presentations, one 7- 10 page paper, and a mid-term and final exam.</i>	
<i>346/AFS 346-J</i>	<i>THE SOCIAL AND POLITICAL HISTORY OF AFRICA</i>	<i>O.Akande</i>
MW 6:50-8:10 HIS: 81459 AFS : 81925	<i>An exploration of theoretical perspectives in the historical sociology and comparative politics of Africa. Topics include the crisis of state legitimacy; the patriarchal society; ethnicity; religion and politics; the politics of modernization; development and the environment; population growth and underdevelopment; globalization, neo-liberal economic policy and the postcolonial state; and the history of state and society relations. Advisory prerequisites: two History or two AFS courses.</i>	Javits 101
<i>352/AAS 352-J</i>	<i>THE ENVIRONMENTAL HISTORY OF CHINA</i>	<i>G. Ruf</i>
MW 3:50-5:10 HIS: 99349 AAS -	<i>The history of interaction between human activities and national environment in china with special attention to ecological consequences of various paradigms of economic development throughout Chinese history. Focus is on the political ecology of state-level societies, and the relationships between cultural ideas, behavioral practices, human health and environmental change.</i>	
<i>357.01/POL 391.01</i>	<i>TERRORISM and COUNTERTERRORISM</i>	<i>A. Perliger</i>
MWF 10:40-11:35 HIS: 92085 POL: 92087	<i>In a survey conducted in the mid-1980s among scholars studying terrorism, Schmid et al. (1988) found that more than two-thirds of the respondents were of the view that theoretical progress in the field was very slow, and that existing theories suffered from a lack of applicability and a dearth of empirical support. These findings were indication of the impression among scholars at that time, that after more than thirty years of research, the academic community had been able to produce very few insights in relation to terrorism and its features, causes and implications. Although contentions of this nature have also been voiced in recent years, the fact that during the 1990s and especially since the start of the new millennium, an influx of new researchers from different disciplines have attempted to explain this phenomenon has provided a shot in the arm for the</i>	

	<p><i>study of terrorism, which is now one of the most studied of social phenomena. The course will present students with the wide variety of components featured in the study of terrorism and the ways in which social scientists study it. It will present critical analyses of the various theories developed in the field of terrorism since it became an object of academic research during the early 1960s, as well as a deep analysis of the ways in which political entities, in general, and democracies, in particular, formulate their methods of coping with terrorism. Following a theoretical introduction to terrorism and counter terrorism, we will present the case of terrorism in Israel, how the state copes with it, and how its implications have molded the Israeli political system and society. HIS 357 is cross-listed with POL 391.01.</i></p>	
<i>357.02/POL 391.02</i>	<i>POLITICS AND RELIGION IN ISRAEL AND THE MID EAST</i>	<i>A. Perliger</i>
<p>MWF 11:45-12:40</p> <p>HIS: 92086 POL: 92088</p>	<p><i>In recent years, the State of Israel has experienced a series of severe political crises which have left their mark on the ability of the Israeli government to continue to function efficiently. There are a number of salient reasons for this: the lack of a constitution, the absence of a democratic tradition among the adult population and the lack of an ethical and normative consensus regarding the state's character. Temporary factors may be added to these, including the lack of agreement about control of the West Bank and the un-professionalism of some of the current policy makers. The course will investigate these issues with emphasis on the behavior of principal actors in Israeli politics. We will discuss the reciprocal relations between the three main governmental authorities in Israel and their influence on the electoral system as well as the public's involvement in politics. We will then analyze the main political divisions in Israel and inter-party politics, the formation of governmental coalitions and how these are maintained, and implementation of public policy. The way these topics are integrated and formulate modern Israeli politics will be discussed, and the representative character and stability of Israeli democracy will be evaluated.</i></p>	
<i>362-K</i>	<i>MAKING PEACE WITH THE SIXTIES</i>	<i>K. Nutter</i>
MW 6:50-8:10	<i>Much has been examined about America during the 1960s—at the</i>	JAVITS 109

<p>HIS 82541</p>	<p><i>time and since, by those who lived through it (and some who didn't) and by those who weren't even born yet. Most accounts stress the turmoil and the hopefulness, the violence amidst the quest for peace, and the various movements that sought political, economic, and social change, some which succeeded, some which did not. It was a decade that lasted more than ten years and, in some ways, continues to shape our world today. It was a period of frustration as well as accomplishment but as SDS co-founder Carl Oglesby later remarked, "We had us a time!" Through readings, videos, and music, this course will attempt to unravel this tumultuous time and the impact it continues to have on us today. Course work will include a midterm, a final, and a short research paper.</i></p>	
<p>363-F</p>	<p>GLOBAL HOLLYWOODS</p>	<p>S. Lim</p>
<p>MW2:20-3:40 89623</p>	<p><i>This course examines "the Other" within American Hollywood as well as Hollywoods around the globe. Bollywood (India), Nollywood (Nigeria), Babelsberg (Germany) all based their film production on the highly successful Hollywood model. Similarly, racial minorities in the United States such as Sessue Hayahawa created their own production companies as alternatives to Hollywood. In this course, we will be discussing scholarly articles, screening filmic examples, and attending guest lectures on these cinematic traditions based on and/or alternative to Hollywood. Readings will be challenging and verbal participation is mandatory.</i></p>	<p>SBS S218</p>
<p>368 K & 4</p>	<p>WEALTH AND INEQUALITY IN THE AMERICAN CORPORATE AGE</p>	<p>C.Sellers</p>
<p>: TuTh 2:20-3:40 99151</p>	<p><i>This course surveys how modern Americans have grappled with differences among themselves between the affluent and those with less money. Focus will fall on those periods over which big companies came to dominate the economy, from the mid-nineteenth century onward. The course will explore the rise of corporations and their later transformations, from the robber barons to the dot-.comers, as well as the rise of mass consumption. We will look both at the workplace and in other important realms where wealth, or its absence, has had an impact in shaping peoples' notions about the classes to which they belong: in homes, the marketplace and in mass culture. Requirements include a final and two papers.</i></p>	<p>Javits 109</p>

369 K & 4	US SOCIAL HISTORY TO 1870	A. Masten
<p>MWF 9:25-10:30</p> <p>81265</p>	<p><i>This course explores the American past from the perspective of ordinary men and women and recovers the role they played in the making of modern America. Lectures will emphasize the experience of individuals and the changing relations among various social groups. Social history takes for granted fundamental social and economic conflict in America's past. Rather than assuming there was a broad consensus about the nation's basic values and extraordinary prosperity, this course unearths a long and sustained history of creative struggle and resistance among Americans of different classes, races, genders, national or ethnic origins, and regions. Readings will include a text, three books and several articles. Written work will consist of an in-class midterm, two papers (5 pages), and a final exam. In-class quizzes, homework assignments, and discussions on the readings will pop up as well.</i></p>	<p>Javits 111</p>
373-K+4	CRIME AND CRIMINAL JUSTICE IN THE US	W. Miller
<p>MW 11:45-12:40</p> <p>01(98963) F 11:45-12:40 02(98964) M 10:40-11:35 03(98965) W 3:50-4:45</p>	<p><i>The development of police, courts, prisons, criminal law and crime from the 17th century to the present is the focus of this course. The course covers the changing nature of crime and criminals, creation and change in the institutions of criminal justice, and how people have perceived and responded to crime over time. Readings: four or five books and a course pack include general histories, literature, and newspaper items. Written work consists of several one-page reading-reaction papers, two take-home essay exams and a ten-page paper. The paper will satisfy the department's upper division writing requirement. The class consists of two lectures and one discussion section; participation in the section is essential. Prerequisite: History 103 or History 104 or Equivalent.</i></p>	<p>Javits 111</p> <p>TBA SBS S328 TBA</p>
378/SOC 378-F	WAR AND THE MILITARY	I. Roxborough
<p>TuTh 2:20-3:40</p> <p>HIS: 89567 SOC: 89566</p>	<p><i>This course provides a broad introduction to the study of warfare. The principal questions are: (1) What are the causes of war? What meanings are given to war? What is war about? What determines the war aims of the various parties? (2) What explains the conduct of war? How are armies recruited,</i></p>	<p>Javits 103</p>

	<p><i>organized, motivated, and sustained? What fighting methods do they adopt? Why are some armies more effective than others? What strategies are employed? How important are technology and culture in determining how armies fight? (3) What are the consequences of war? What are the costs and benefits of war? What kind of peace ensues? These questions will be answered by placing war in its social context: do different kinds of society wage war differently? What motivates people, both combatants and non-combatants, in war? Does victory inevitably go to societies with larger, better organized economies?</i></p> <p><i>The course will use case studies: for Fall 2009 these are the Spanish-American War of 1898, the Chinese revolution 1911-49, and the campaigns in the Philippines during the Second World War. There will be three multiple-choice exams.</i></p>	
389-J	MODERN MEXICO	P Gootenberg
<p>MW 5:20-6:40</p> <p>49870</p>	<p><i>Mexico--part of greater North America--enjoys a rich history that dramatically marks its political, social and cultural heritage from its northern neighbor. This course surveys major events and processes that shaped and continue to shape Mexico today: its violent yet conservative independence (1810-21); 19th-century regional breakdown; modernizing Porfirian dictatorship (1876-1910); the great Mexican Revolution (1910-20); the rise of a resilient modern one-party state and its post-1968 crisis (1920-88); and Mexico's stressful democratization today. The first half of the course focuses on long-term relations between rural folk and Mexico's centralizing state; the closing section dwells historical legacies for Mexico's ongoing struggles for democracy, economic justice, security, and equitable relations with the U.S. Requirements include 3 reading review papers and a final paper as well as close readings of scholarly monographs and a scintillating text.</i></p>	Javits 101
393.01-I	BRITAIN SINCE 1945	R. Shaffer
<p>MW 3:50-5:10</p> <p>81270</p>	<p><i>This class explores Britain's "progress and decline" since 1945 with emphasis on race, class and gender. Looking at the impact of the Second World War and the decline of Empire, we will critically examine the major social and political concerns surrounding key moments in the historiography. This includes the rise of youth culture, the Cold War, and debates on immigration as well as nationality. While Britain entered the 20th century as an imperial power with technological and intellectual expertise, it disintegrated by mid-century. We will explore how and why these</i></p>	Library E 4330

	<i>important developments occurred and their national as well as international significance. This class will have two tests, one paper, and quizzes.</i>	
393.02-I	<i>SEXUAL POLICS IN MODERN EUROPE</i>	<i>R. Van Cleef</i>
MW 5:20-8:10 90094	<i>This course takes a thematic approach in examining how different interpretations of sexuality shaped European society since the late eighteenth century. Themes include gender-role construction, theories of sexual identity, state regulation of sexual behavior, the dynamics between sexuality and nationalism, notions of sexual liberation, and the rise of gay and lesbian emancipation movements. Although this course will address a broad range of issues related to sexuality in Europe, it will primarily focus on events and issues in England, France and Germany. Requirements include one paper, a midterm and a final, as well as mandatory attendance. Students should have a general knowledge of European history before attending this class.</i>	Lt. Eng. 102
394.60-H	<i>FEMINISM, RACISM AND MEDICINE</i>	
Thursday 5:20-8:10 41410	<i>How has prejudice against women, African-Americans, Jews, and others affected medical practice in the past? How can studying these topics provide us with insight on today's medical experiences? What relation do these topics have to the reality of HIV/AIDS in society? In this course, we investigate topics such as feminist bioethics, cosmetic surgery, medical experimentation, and the Nuremberg medical trials.</i> <i>Students will complete ten pages of formal writing in the course, and thus will be able to fulfill the Upper-Division Writing Requirement in History and some other majors. This will take the form of a ten-page research paper on a course-related topic. In addition, there will be one quiz on class material and readings, using essay format.</i> <i>A special feature of this course is that undergraduates will work in groups with New York City high school students, and members of the AIDS Service Center of NYC to produce a conference for the community, to be held in November. The conference will include student presentations, as well as an intergenerational dialogue on feminism, racism, and HIV/AIDS. Some Stony Brook students will serve as group leaders, and will receive a letter of recommendation, as well as experience they can list on their resume.</i>	STONY BROOK MANHATTAN

	<i>The course meetings will be held at the Stony Brook site at 401 Park Avenue .</i>	
396-K & 4	<i>THE END OF THE CENTURY</i>	<i>K. Nutter</i>
TuTh 12:50-2:10 81272	<i>In this course we will examine the last three decades of the 20th century, focusing on the social, political and economic changes that occurred during that time, much of which we still live with today. From Watergate to "Monica-gate," from the end of the Cold War to the on-going war on terrorism, from Disco and Punk to hip-hop and grunge, and much in-between, we will rely on multiple primary sources as well as secondary. Assignments will include midterm and final exams and two 4-5 page papers.</i>	Library E 4330
396.02-K & 4	<i>MARRIAGE, SEXUALITY AND THE FAMILY IN COLONIAL AMERICA</i>	<i>A. Ricciardi</i>
TuTh 9:50-11:10	<i>This course will explore the construction of the family and the function of marriage throughout American Colonial history, beginning with Native American family formations before the arrival of the first English and Spanish settlers and continuing to the late 18th century. The course will focus on a number of particular themes, among them: the meaning of childhood and children's place within families; the place of marriage within men's and women's life cycles; widowhood; rape and sexual power; intermarriage; divorce; the African American family; slavery and sexual power; the differing understandings of the meaning and function of marriage to family and social life. Throughout we will pay special attention to the ways that gender, race, class, sexuality, national origin, and region have had a profound impact upon the meaning and function of the colonial family and marriage. In addition to quizzes and discussion groups, course requirements include a midterm, paper, and a final exam.</i>	Javits 103
396.04-K & 4	<i>LEISURE AND RECREATION IN THE US</i>	<i>J. Anzalone</i>
TuTh 6:50-8:10	<i>In this course we will examine the ways Americans have spent their leisure time from the precontact period through the present. We will cover an array of recreational sites, from national parks to movie theaters, and a variety of activities, from hunting to playing video games. Themes and topics to be</i>	Library W 4540

	<i>discussed include: the changing relationship between work and leisure; the adaptation of the American landscape to changing recreational demands; the cultural politics of leisure; race and gender dynamics as reflected in recreational pursuits; and private vs. public recreation. Requirements include regular attendance, participation in class discussions, two exams, and a paper.</i>	
397-K+4	<i>NATIVE AMERICAN HISTORY: EUROPEAN ENCOUNTER TO THE TRAIL OF TEARS</i>	<i>E. Hornor</i>
MWF 10:40-11:35	<i>This course will explore the social and political history of indigenous peoples in North America from the earliest encounters with Europeans to the 1830s, with a glance at the rest of the 19th century. We will examine themes and concepts such as borderlands, assimilation, warfare, the role of women, tribal society, the middle ground, and European/U.S. Indian policy. Requirements include weekly reading assignments, two papers, a midterm, and a final exam.</i>	Library W 4540
398-H	<i>ENVIRONMENTAL HISTORY OF ENERGY AND FOOD</i>	<i>J. Farmer</i>
TuTh 3:50-5:10	<i>CANCELLED</i>	SBS N-310
	<i>PERMISSION OF THE INSTRUCTOR IS REQUIRED IN ORDER TO REGISTER FOR ANY 400-LEVEL COURSE</i>	
401	<i>THE ROMAN EMPIRE</i>	<i>P. Zimansky</i>
Monday 12:50-3:50 81275	<i>An examination on how Rome created, governed, and lost her empire with emphasis on the mechanics and cultural consequences of Roman imperialism. The first part of the course will be an overview of developments in political history from the perspective of the capital, with seminar participants making presentations on the careers of key figures. In the second part of semester, each student will select a Roman province and study how it was governed and transformed under Roman rule. The course is in seminar format, with each student making two major presentations and writing a ca. 15pp paper on the province they have chosen. There will also be a final examination.</i>	SBS N303

412	<i>RACE AND EARLY CINEMA</i>	<i>S. Lim</i>
<p>Monday 5:20-8:10</p> <p>81277</p>	<p><i>This course is a serious scholarly examination of race and early cinema. This course will primarily focus on early twentieth century America. During this historical epoch, the influx of migrants, post-Reconstruction Jim Crow politics, reterritorialization of Mexico, and American imperial ambitions all meant that racial categories in the United States were unstable and undergoing transformation and consolidation. Early American cinema, then, was part and parcel of those struggles. In this course we will not only examine Hollywood, but will focus on alternate productions such as those by African American filmmaker Oscar Micheaux. Students will be expected to attend every class section, to participate in class discussion, to read 200 pages or more a week, and to product a ten-page primary source-based research essay.</i></p>	<p>SBS N318</p>
414	<i>INDUSTRIAL HAZARDS IN MODERN HISTORY</i>	<i>C.Sellers</i>
<p>Tuesday 5:20-8:10</p> <p>82537</p>	<p><i>This course surveys the transnational history of industrial hazards in the modern era, from the industrial revolution of the late 18th and early 19th centuries to the globalization of the late 20th and early 21st centuries. Ever since modern industry began, it has imposed its own peculiar array of risks and dangers on people, from the workers inside plants, to those living in their vicinity, to those who consume the goods it produces. This course will cover how our notions and experience of industrial risk have evolved through transformations of technology, raw material usage, and labor movements; of markets and political economy, from industrialization through de-industrialization; of cultural attitudes and practices toward industrial risks, via changing notions such as about disease causality, gender, and "consumer" and "environmental" versus "occupational" protection. Though the focus through much of the course will be on the United States, we will look at a number of different national contexts from Britain and Europe and corners of the developed world. We will examine a number of representative hazards, from lead and pneumoconiosis to pesticides and endocrine disruptors; also epoch-defining disasters, from the Triangle Shirtwaist Fire to Bhopal. Requirements will include class readings and participation, via a variety of exercises; one short and one long paper, and a final.</i></p>	<p>SBS N-318</p>

421	<i>DRUGS IN HISTORY</i>	<i>P. Gootenberg</i>
<p>Wednesday 2:20-5:10</p> <p>81279</p>	<p><i>Drugs"--licit or illicit--are not just today's contested and global social problem. Drugs have long played a pivotal role in human histories--in connecting peoples and world economy and in defining the frontiers of medicine, law, culture and modern consciousness. This reading and discussion seminar brings dispassionate historical perspectives to the study of psychoactive substances. The seminar tackles two types of books: First, general and comparative works that place "drug history" in the broader context of global history and the history of commodities, food, culture, and medicine. Secondly, we read intriguing new monographs on particular drugs--from chocolate, tobacco, and tequila to coffee, LSD and cocaine. The seminar requires student commitment to intensive reading of 8 or so books, critical discussion and participation, and two papers, one a term paper on the deep history of a particular drug.</i></p>	SBS N-320
441	<i>WORLD WAR II SIMULATION</i>	<i>M. Barnhart</i>
<p>MWF 11:45-12:40</p> <p>81280</p>	<p><i>The World War II simulation is a simulation of great power and ideological conflict in the world from 1936-1946. Students will be organized in national teams (Germany, Italy, Japan, the Soviet Union, China, Great Britain, France and the United States) and will attempt to maximize their national and ideological objectives within the framework of an instructor-operated simulation model. In addition, each student will attempt to forward their actor's agenda within her or his national team. Wars may (or may not) occur during the course of the simulation. Prerequisite or co-requisite History 250 and Permission of the instructor.</i></p>	SBS N-318
OTHER COURSES TAUGHT BY PROFESSOR GOLDENBERG		
<i>JDH 230/RLS 230-J</i>	<i>JUDAISM</i>	<i>R. Goldenberg</i>
<p>TuTh 12:50-2:10</p> <p>JDH: 81404 RLS: 80482</p>	<p><i>A survey of the great texts of the Judaic heritage, from the Bible to the twentieth century, with the aim of learning the contribution of each work to the developing Jewish tradition. The course includes an examination of characteristic Jewish beliefs, practices, and attitudes. Course requirements include a set of reading-analysis papers and a take-home final exam. Crosslisted with RLS 230.</i></p>	SBS S228

<i>JDH 415/RLS 415</i>	<i>THE JUDAIC RESPONSE TO CATASTROPE</i>	<i>R. Goldenberg</i>
TuTh 9:50-11:10 JDH: 89632 RLS: 89633	<i>The response of Judaic thinkers, from the Bible to the Second World War, to the problem of historical disaster and the need to understand and respond to it. Particular attention is given to the question of long-term continuity and the appearance of innovation in such responses.</i>	SBS N318
<i>447</i>	<i>INDEPENDENT READINGS IN HISTORY</i>	
	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.	
<i>487</i>	<i>SUPERVISED RESEARCH</i>	
	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.	
<i>488</i>	<i>INTERSHIPS</i>	
	Participation in local, state, and national public and private agencies and organizations. Students will be required to submit written progress reports and a final written report on their experience to the faculty sponsor and the department. Satisfactory/Unsatisfactory grading ONLY. May be repeated up to a limit of 12 credits. PREREQUISITES: 15 credits in history; permission of instructor, department, and Office of Undergraduate Studies. Internships are not arranged or offered by the history department.	

495-496	<i>THE HONORS PROJECT</i>	
	<p>Departmental majors with a 3.5 average in history courses and related disciplines or as recommended by a professor as specified may enroll in the History Honors Program at the beginning of their senior year. The student, after asking a faculty member to be a sponsor, must submit a proposal to the department indicating the merit of the planned research. The supervising faculty member must also submit a statement supporting the student's proposal. This must be done in the semester prior to the beginning of the project. The honors paper resulting from a student's research will be read by two historians and a member of another department, as arranged by the Director of Undergraduate Studies. If the paper is judged to be of unusual merit and the student's record warrants such a determination, the department will recommend honors. The project involves independent study and writing a paper under the close supervision of an appropriate instructor on a suitable topic selected by the student. Students enrolled in HIS 495 are obliged to complete HIS 496. PREREQ.: Admission to the History Honors Program.</p>	
	<i>REQUIREMENTS FOR THE MAJOR IN HISTORY</i>	
	<p style="text-align: center;">Study Within the Area of the Major:</p> <p>A minimum of eleven history courses (33 credits) distributed as follows:</p> <ul style="list-style-type: none"> A. Two courses at the 100 level 6 credits B. A primary field of five courses to be selected from a cluster of related courses such as: United States, European, Latin American, Ancient and Medieval, or non-Western history. Primary fields developed along topical or thematic lines may be selected with approval of the department's Undergraduate Director. The primary field shall be distributed as follows: <ul style="list-style-type: none"> 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 <p style="text-align: right;">15 credits</p>	

C. History 301 is a required course for all history majors and must be taken **prior** to the 400-level seminar. This is a regular history course with an emphasis on writing. It **does not** have to be completed in your primary field.

3 credits

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

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

TOTAL CREDITS.....18

A STATEMENT ON PLAGIARISM

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

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

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

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

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

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

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

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