

SPRING, 2011

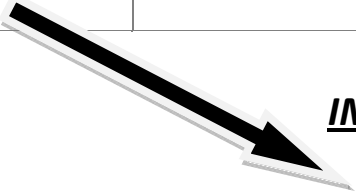
102-F	MODERN EUROPEAN HISTORY: 1789-1945	H.Lebovics
<p style="text-align: center;">Lec: MW 10:40-11:35</p> <p style="text-align: center;">Rec:</p> <p>01(41354) F 10:40-11:25 02(41355) M 9:35-10:30 03(41356) W 11:35-12:40 04 (41357) M 2:20-3:15 05 (41358) W 8:30-9:25</p>	<p><i>An introduction to the revolutionary events in politics and the economy, principally the industrialization of society, and the national, class, ethnic, and gender conflicts that dominated the period, including their cultural and ideological aspects. The course begins with the French Revolution, characterized by high hopes for rational mastery of nature and society, and ends with the Second World War, a period of mass destruction and total war. Reading will include a textbook plus excerpts from documents of the period. Mid-term and final examination.</i></p>	<p>Old Eng. 143</p> <p>SBS S-328 SBS S-328 SBS S-328 SBS S-328 SBS S-328</p>
104-F & 4	U.S. HISTORY SINCE 1877	T.Chronopoulos
<p style="text-align: center;">Lec: MW 2:20-3:15</p> <p style="text-align: center;">Rec:</p> <p>01 (41360) F 2:20-3:15 02 (41361) W 9:35-10:30 03 (41362) 11:45-12:40 04 (41363) 10:40-11:35 05 (41364) M 8:30-9:25 06 (49309) 10:40-11:35 07 (49410) W 9:35-10:30</p>	<p><i>This course is the second half of the basic United States History Survey. It examines the major events in the development of the United States from an agricultural nation to an industrial nation, from an isolationist frontier society to a world power. It explores the impact of immigration, industrialization, and urban growth, examines the experience of war, and evaluates the effects of twentieth-century reform. Finally, it focuses on social and cultural change during the past century with an emphasis on civil and social rights. Assignments include numerous multiple choice and essay exams as well as a final essay exam. All exams will be taken in-class and will be closed-book.</i></p>	<p>Javits 110</p> <p>SBS S-328 SBS S-328 SBS S-328 SBS S-328 SBS S-328 SBS N-310 SBS N-310</p>
201-I	THE ANCIENT NEAR EAST	P. Zimansky
<p style="text-align: center;">TuTh 6:50-8:10</p> <p style="text-align: center;">59294</p>	<p><i>This course is an overview of the development of world's first civilization, from invention of writing to the conquests of Alexander the Great (ca. 3500-323BCE). Ancient Mesopotamia, in which Sumerians, Akkadians, Babylonians, Assyrians developed their distinctive cultures, will be the central focus, but other Near Eastern peoples, such as the Hittites, Israelites, Phoenicians and Persians, will be covered as well. Special topics include the early history of cities, the first experiments with empire, the development and spread of writing, and the emergence of history itself. Archaeological evidence will be considered in conjunction with written documents. HIS 105</i></p>	<p>Javits 111</p>

	<i>The Ancient World, is an advisory prerequisite. This is a lecture course, illustrated with slides, but questions from the class will be welcomed and discussion encouraged. Grading will be on the basis of two half-hour midterm exams (20% each), a term paper of 4-5 pages (20%) and a final exam (40%).</i>	
226/JDS 226-J	THE SHAPING OF MODERN JUDAISM	R. Goldenberg
MWF 9:35-10:40 HIS 41368 JDS 41064	<i>The history of the Jews and Judaism from the Middle Ages to the present. The course will cover significant intellectual and political developments, including Zionism and the State of Israel, the Holocaust, and the major forms of American Jewish life. Course requirements include two hour exams and a final. Crosslisted with JDS 226.</i>	SBS S228
236-I	THE LATE MIDDLE AGES	A.Boffa
TuTh 11:20-12:40 41369	<i>This course covers the social, political, cultural and religious history of Western Europe from the eleventh through to the fifteenth century. Topics will include the Crusades, trade and commerce, the rise of cities and urban life, the developments of universities, medieval Iberia and the "Reconquista." and new forms of spirituality. We will consider the relationships among religious, social and political developments and the significance of such developments in the lives of the peoples of Western Europe, including women, Jews and Muslims. Classroom discussions and assignments will focus on a variety of primary sources, including literature, saints' lives, histories, and law codes. We also look at some medieval art and architecture. Requirements include attendance and participation, two short papers, a midterm and a final exam.</i>	Javits 109
248-J	EUROPE 1815-1914	K. Larkin
TuTh 8:20-9:40 49683	<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 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</i>	Javits 103

	<i>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>	
261-K+4	CHANGE AND REFORM IN US HISTORY 1877-1919	M Chambers
MWF 10:40-11:35 48571	<i>This course examines the period when the United States became a Modern Nation during the last quarter of the nineteenth century and into the early years of the twentieth century. Railroad lines crisscrossed the nation, and large numbers of immigrants, from Eastern Europe and Mexico, arrived in the United States. Developments at home and abroad seemed to promise a new era of prosperity and progress. The mass manufacturing of automobiles and other products proved a boon to the economy and transformed patterns of travel, leisure, and consumption. In connection with these changes the subjects to be discussed include the uses of vast reserves of coal, timber, and water that helped fuel a growing industrial economy, and the rise of social reform movements to address these changing conditions. Requirements include attendance and participation as well as writing assignments. In addition, there will be a mid-term, a final, and a short paper.</i>	Lib W 4550
263-K & 4	THE AMERICAN REVOLUTION	N.Landsman
Lec: MW 11:45-12:40 Rec: 01 (51644) F 11:45-12:40 02 (51645) W 10:40-11:35 03 (51646) M 9:35-10:30	<i>This course discusses the political, social and cultural history of the period 1763-1789, stressing the causes and consequences of the American Revolution, the development of a new nation and new governments, the creation of the constitution of the United States, and the impact of those things upon the peoples of the nation. A particular concern will be to try to understand how the issues and events of the period looked to those who were participating in them. Readings will include original documents such as: the Declaration of Independence; the Constitution of the United States; the Federalist; and other primary sources. Midterm, final and one short paper (5pp).</i>	Javits 103 SBS S-328 SBS N-310 SBS S-218

264-K & 4	THE EARLY REPUBLIC	D. Rilling
<p>Lec: MW 10:40-11:35</p> <p>Rec: 01 (50958) F 10:40-11:35 02 (50959) W 9:35-10:30 03 (50960) M 11:45-12:40</p>	<p><i>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.</i></p>	<p>LIBRARY w 4525</p> <p>SBS S-228 SBS S-218 SBS S-228</p>
266-K+4	HISTORY OF THE UNITED STATES WEST	J. Farmer
<p>TuTh 12:50-2:10</p> <p>49318</p>	<p><i>This lecture survey will explore that vast and varied region—more or less the land between the Mississippi and the Pacific—now known as the American West. This region contains a distinctive mixture of mountains and deserts; dense cities and wide-open spaces; natives and newcomers. The West fills an important place in American pop culture and mythology (think cowboys and Indians); it also figures prominently in U.S. environmental history, the history of American race relations, and U.S. political history. We can learn a lot about the U.S. as a whole by looking at this one region. Grading based on two map quizzes, two in-class exams, and one take-home paper. Students must read four assigned books.</i></p>	<p>Javits 101</p>
281-H	GLOBAL HISTORY AND GEOGRAPHY	S. Hinely
<p>TuTh 11:10-12:40</p> <p>48908</p>	<p><i>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's surface and its climate, products and living populations, including humans. As part of this first, more conventional approach to geography, we will focus on the way geography has influenced human history and shaped different cultures, and at the same time examine the impact humans have had on the Earth's ecosystems, especially since the "great acceleration" launched by industrialization. Also as part of this first goal, we will improve our knowledge of the current physical and political configuration of the globe, through map exercises, on-line activities, quizzes, etc. On the other hand, we hope to experiment with new ways of conceiving space and depicting the Earth's surface and populations to reflect unconventional categories of political power</i></p>	<p>Melville Library W 4525</p>

and environmental impact. As part of this more conceptual project, we will study the history of mapping and examine new modes of representing the Earth based on twenty-first century global needs. Requirements: attendance and participation; periodic quizzes, writing assignments and group projects; a mid-term and a final exam.



IMPORTANT TO NOTE:

HISTORY 301 IS A REQUIRED COURSE OF ALL HISTORY MAJORS. IT MUST BE SATISFACTORILY COMPLETED PRIOR TO TAKING YOUR 400-LEVEL SEMINAR

301.01	DRUGS IN HISTORY	P. Gootenberg
<p>TuTh 11:20-12:40</p> <p>50153</p>	<p><i>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.</i></p>	<p>SBS N-310</p>
301.02	RACE and GENDER IN 20TH CENTURY AMERICAN CULTURE	S. Lim
<p>TuTh 9:50-11:10</p> <p>50154</p>	<p><i>Race and gender have been central to the making of modern American culture. In this course we will examine numerous facets such as films, music, sports culture, and beauty culture. The course mandate is to focus on the research and writing of history. Students will be expected to carefully evaluate primary and secondary historical sources and to write and revise several short papers.</i></p>	<p>SBS N-310</p>

<p>301.03</p>	<p>HOLLYWOOD’S VIEW OF CHINA AND THE CHINESE</p>	<p>I. Man-Cheong</p>
<p>M 12:50-3:50</p> <p>50486</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 at least as much about U.S. and world events than any “realism” in the plot narrative. In this seminar we will explore examples of Hollywood movies, discuss the historical context, ask questions about the representations of race, class and gender issues being presented, and explore the construction of stereotypes. This is a history not a film course, so we are more interested in the movie(s)' impact on and 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 preliminary writing assignments) focusing on one or more Hollywood movies. Students must commit time to the several writing exercises that are the heart of the writing requirement. Active participation is mandatory.</i></p>	<p>SBS N-310</p>
<p>301.04</p>	<p>THE ATLANTIC REVOLUTION</p>	<p>K. Wilson</p>
<p>MW 12:50-2:10</p> <p>51307</p>	<p><i>This writing-intensive undergraduate course will examine the English, American, French and Haitian Revolutions through the eyes, experiences and ideas of the ordinary people who lived through them. After an overview of the main social, political, cultural and intellectual developments of the period covered by the course, we will focus on the following topics, each structured by a major scholarly account of the period: radical traditions of the English Revolution; sailors, slaves and ships as conduits of revolutionary ideas; gender and the American Revolution; abolitionism and revolution; Maroons (rebel slaves) and revolution; and the Haitian Revolution.</i></p> <p><i>Books will include: Christopher Hill, <u>The World Turned Upside Down</u>; Marcus Rediker and Peter Linebaugh, <u>The Many-Headed Hydra</u>; Christopher Leslie Brown, <u>The Moral Foundations of British Abolitionism</u>; Clare Lyons, <u>Sex Among the Rabble</u>; and C.L. R. James, <u>Black Jacobins</u>.</i></p>	<p>SBS S-328</p>

319-J	ASSYRIANS, BABYLONIANS & HITTITES	P. Zimansky
TuTh 3:50-5:10 59303	<i>This course provides an overview of the great civilizations of the Late Bronze Age and Iron Age Near East. These were the primary political powers and cultural traditions that shaped the world of the people who wrote the Bible. Their fundamental institutions varied considerably, but each was able to put together an empire that embraced much of the world known at the time. The causes behind the rise and fall of each of these powers will be examined, and attention will be given to what they transmitted to posterity. The course will be in a mixed lecture and discussion format. Grading will be on the basis of one midterm exam (25%), a research paper (25%), classroom participation and quizzes (10%) and a final exam (40%).</i>	SBS N-310
335/WST 335-K&4	WOMEN and WORK IN 20TH CENTURY AMERICA	K. Nutter
MW 2:20-3:40 HIS –51622 WST - 51827	<i>Women have always worked but as Americans entered the 20th century the conditions of labor--and workers' relationship to their work—changed for both men and women wage-earners. This course will explore the various changes as they directly affected American women economically, socially, and politically and will open up discussions of the impact of race and class as well as gender. Topics include the impact of technology, labor organizing, protective labor laws, and the “equality v. equity” debate. This course is organized chronologically, focusing on six major time periods: The Progressive Era, Great Depression and the New Deal, World War II, Postwar/Cold War, the Civil Rights Movement/Women’s Movement, and the Global Economy. Each of these time periods will be considered thematically as well: Conditions of Life & Labor, Protest & Organization, and State Response. Course work will also include two short papers, midterm and final exam. This class is cross-listed with WST 335.</i>	PSY A 337
336/WST 334-I	WOMEN IN MODERN EUROPE	S. Hinely
TuTh 8:20-9:40 HIS – 41376 WST - 40152	<i>This class will examine modern European history from a gender perspective, illuminating the experiences of women and the changing perceptions of gender in Western Europe from the 18th through the 20th centuries. We will continually readjust our perspective along the lines of class, ethnicity, and even stage of life to remind us that there are not one, but many histories of women. Central themes will include the changing nature and perception of “women's work,” women’s struggle for equality and representation in the liberal nation state, and the transformation of the family in a modern</i>	Javits 101

	<i>capitalist economy. We will also consider the historiographical challenges of writing the histories of less visible groups such as women. Requirements will include energetic class participation; several in class assignments; out of class film viewing, including written reviews of the films; a midterm; a short paper, and a final exam.</i>	
340-J	IMPERIAL CHINA	I.Man-Cheong
<p>MW 10:40-11:3540</p> <p>01 (59305) F 10:40-11:35 02 (59306) W11:45-12:40 03 (59307) M 8:30-9:25</p>	<p><i>China as a republic will be a century-old in 2011, whereas as an empire the same geographic entity was ruled for two thousand years by emperors. historians Scholars refer to the period c.900 – 1911 as late imperial China with many arguing for the onset of ‘modernity’ along its nine-hundred year trajectory. This course explores China’s history during the later part of the period 1276 - 1911 C.E. during which imperial China went through profound changes in politics, in society, in the economy. We will follow these changes and also consider the continuities in practices. 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. This elite are perhaps distinctive not for their wealth, but for the cultural capital they commanded. Imperial China also underwent deep economic changes over this period, we will look at its impact on 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: Reading is approximately 70-80 pages a week; two five-page expository papers on topics designated by the instructor; Mandatory attendance of the audio-visual component, weekly lectures and discussion of readings; Regular quizzes to ascertain reading comprehension.</i></p>	<p>Javits 101</p> <p>SBS S-218 SBS S-228 SBS N-310</p>
344-J	MODERN JAPAN	J.Mimura
<p>TuTh 9:50-11:10</p> <p>41378</p>	<p><i>This course traces Japan's emergence as a modern state from the Meiji Restoration of 1868 up until the postwar period. We will develop a number of major themes in modern Japanese history such as the Meiji political settlement and its legacy, late industrialization</i></p>	<p>Library W 4320</p>

	<i>and its social consequences, mass society and mass culture, Japanese imperialism in East Asia, Japanese fascism and Marxism, the postwar economic "miracle," and Japan's contemporary bureaucratic system. Readings will include a textbook, selected articles, and some translated primary sources. Requirements include one mid-term and final exam and two short essays.</i>	
347/AAS347-J	SOUTH ASIA BEFORE COLONIALISM	E. Beverley
<p>MW 11:45-12:40</p> <p>HIS 01 (59309) F 11:45-12:40 02 (59310) M 10:40-11:35 03 (59311) W 2:20-3:15</p> <p>AAS 01 (59449) F 11:45-12:40 02 (59450) M 10:40-11:35 03 (59451) W 2:20-3:15</p>	<p><i>The South Asia region – contemporary India, Pakistan, Bangladesh, Sri Lanka, Nepal and Afghanistan – has been a crossroads of diverse people, ideas and commodities for millennia. This course covers key themes and developments in the subcontinent from antiquity to the rise of British colonialism. We will begin by covering major issues in early South Asia, and proceed to consider closely the medieval and early modern periods. Central themes include pre-modern dimensions of the Hindu-Muslim encounter, emergence of South Asian regions, the subcontinent in global networks, and early presence of European powers. In addition to surveying diverse political, socio-economic and cultural developments across South Asia, the course also raises methodological questions about how different sources provide different perspectives on history. Accordingly, we consider material evidence alongside various narrative primary sources, as well as scholarly writings. The course also highlights the importance of historical memory and the continuing relevance of the pre-colonial period in contemporary South Asia. Overall, the course seeks to provide students with scholarly tools and sources to better understand the formation of religious, ethnic and linguistic communities in South Asia before colonialism.</i></p>	<p>Javits 109</p> <p>SBS N-310 SBS S-228 SBS N-310</p>
361-K	AMERICAN HISTORY/AMERICAN FILM	K. Nutter
<p>TuTh 6:50-8:10</p> <p>46941</p>	<p><i>This course will address the question of using Hollywood films as a historical resource as well as the way in which recent motion pictures have attempted to provide their audiences with pieces of cinematic American history. Thus, we will view films made throughout the 20th century as primary sources as well as more recent films that focus on the past. There will also be weekly assigned readings and much in class discussion. Course work will also include two short papers, midterm and final exam.</i></p>	<p>Javits 109</p>


370-K+4	US SOCIAL HISTORY 1870-1930	N. Tomes
<p>MW 9:35-10:30</p> <p>01 (50191) F 9:35-10:30 02 (50192) W 11:45-12:40 03 (50193) M 10:40-11:35</p>	<p><i>Focusing on American history from Roosevelt to Roosevelt, this course examines 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 more modern 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 a massive influx of decidedly 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 are 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 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.</i></p>	<p>Javits 111</p>
375 K & 4	U.S. Diplomacy to 1898	M. Barnhart
<p>MWF 10:40-11:35</p> <p>48754</p>	<p><i>A study of the emergence of the United States as a great power from its colonial origins in the seventeenth century to its global aspirations at the start of the twentieth. Significant themes include the role of America in a swiftly changing (and primarily European) world order during these years, the rising importance of American domestic political considerations in the making of American foreign relations, and the peculiar role that an "American" ideology played in defining the regional and then global destiny of the United States in the eyes of many Americans. Detailed topics covered will range from relations with Native American powers from the Iroquois to the Sioux, the political origins of the Monroe Doctrine, the impact of slavery and sectional divisions upon American expansionism in the mid-nineteenth century, and the debates over international and internal imperialism at the end of that century. Course readings will include a textbook and five supplemental books. Writing assignments--a minimum of two essays over the course of the semester--stem from the supplementals. There will be midterm and final examinations,</i></p>	<p>Javits 110</p>

	<i>both essay-style, as well as two unannounced quizzes.</i>	
378/SOC 378-F	WAR and the MILITARY	I. Roxborough
MW 2:20-3:40 HIS 41384 SOC 40231	<p><i>This course provides a broad introduction to the study of warfare. The principal questions are: (1) What are the causes of war? What meanings are given to war? What is war about? What determines the war aims of the various parties? (2) What explains the conduct of war? How are armies recruited, organized, motivated, and sustained? What fighting methods do they adopt? Why are some armies more effective than others? What strategies are employed? How important are technology and culture in determining how armies fight? (3) What are the consequences of war? What are the costs and benefits of war? What kind of peace ensues? These questions will be answered by placing war in its social context: do different kinds of society wage war differently? What motivates people, both combatants and non-combatants, in war? Does victory inevitably go to societies with larger, better organized economies?</i></p> <p><i>The course will use case studies: for Spring 2011 these are (1) the Korean War, 1950-53, (2) the Spanish-American War of 1898, and (3) the Irish struggle for independence, 1916-23. There will be three exams. Prerequisites are one HIS course or SOC 105.</i></p>	HUM 1006
381-J	LATIN AMERICAN AND WORLD COMMODITIES	P. Gootenberg
TuTh 2:20-2:40 59312	<p><i>The Americas have been a crucial part of globalization since 1500. This thematic course uses a growing historical literature—about the history of world commodities—to learn about and reflect on the connections and contributions of Latin America to the world economy and world culture.</i></p> <p><i>Students will learn about such products as cocoa (chocolate), sugar, silver, cochineal (a dye), rice, coffee, guano(a fertilizer), rubber, bananas, and cocaine, and the special ways their hidden histories and worldly trading and consumer routes shed light on the history of Latin Americans and global consumption. This course requires a fair amount of reading: students will read and discuss at least four class books and write three book essays on the subject.</i></p>	Javits 103
388/AFS388-J	SLAVERY IN LATIN AMERICAN AND THE CARIBBEAN	Harris
MW 3:50-5:10	<i>The institution of slavery and its impact on plantation societies in the Americas, with particular attention to Brazil and the Caribbean.</i>	SBS S-228

HIS –51964 AFS - 51831	<p><i>Topics include conquest and enslavement, the formation of slave communities, African culture in Latin America, resistance and oppression, the process of emancipation, and race relations.</i></p> <p><i>For more information regarding this course, please contact the African Studies department.</i></p>	
390 -I	RELIGIONS IN THE ANCIENT WORLD	R. Goldenberg
MF 12:50-2:10 46965	<p>This course will examine the religious dimension of several ancient civilizations, including Egypt, Greece and Rome. It will also study the ancient context of two surviving religious traditions, Judaism and Christianity. In each case we will inquire what was “religious” about the phenomena under study and see how they connected with the other dimensions of ancient society, culture and politics. Course requirements will include two hour exams, a final, and a term paper. The primary means of instruction will be lecture, but questions and occasional breaks for discussion will be encouraged.</p>	Javits 103
393.01-I	THE FRENCH REVOLUTION	M. Balsamo
MW 3:50-5:10 47045	<p><i>This course will introduce students to one of the most important events in modern history. The French Revolution of 1789-1799 not only transformed the political, intellectual, and social landscapes of French society, but also had important implications for all of Europe. Topics will include the demise of the Old Regime, how the liberal revolution turned radical, the trial and execution of Louis XVI, and what the rhetoric of “liberty, equality, and fraternity” meant for different social groups. We will also discuss the historiography of the French Revolution and why it remains a hotly debated topic among scholars. Students will be expected to keep up with the weekly readings and grading will be based on a mid-term exam, 5-page paper, and final exam.</i></p>	Library W 4525
393.01-I	SEXUAL POLITICS IN MODERN EUROPE	R. VanCleaf
MW 3:50-5:10 49687	<p><i>This course examines how different interpretations of sexuality shaped the modern nation-state and the concept of citizenship in Europe. 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</i></p>	Javits 103

	<i>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, two assignments, final exam, as well as mandatory attendance. Additional assignments may be announced during the semester. <u>Students should have a general knowledge of European history before attending this class.</u></i>	
396.01-K & 4	THE GREAT DEPRESSION	J. Hall
TuTh 12:50-2:10 41387	<i>The Great Depression of the 1930s shook the economic, political, social, cultural, and environmental foundations of the United States and challenged men and women’s traditional views about the function and role of government in American society. We will begin with an exploration of economic downturns in the U.S. prior to 1929 as a way of setting the stage for the bulk of the course, which will be an in-depth examination of the Depression years. We will end with American involvement in World War II, which in many ways functioned as the final act of the New Deal, helping to end the Depression for once and for all. We will pay close attention throughout the semester to parallels that we may discover between the Great Depression of the 1930s and the Great Recession of the early 2000s. Course performance will be evaluated based on regular attendance, participation in discussions of readings and films, a handful of quizzes, a paper, and a final exam.</i>	Psy A 137
396.02-K & 4	ORIGINS OF RELIGIOUS LIBERTY IN AMERICA 1650-1800	N. Landsman
MW 3:50-5:10 47046	<i>The United States has long been thought of as a land of religious liberty, and most Americans have long considered that a good thing. Yet as a number of recent events have illustrated, exactly what religious liberty has meant in the American past – what has been considered acceptable within the mainstream of American religious culture, what forms of religious action and expression might be disallowed, and how far those outside the mainstream could share in the full benefits of religious liberty – has always been contested. In this course, we will look at the development of American ideas about religious liberty as well as at laws and practices from the beginnings of European settlement in the Americas to the passage of the First Amendment to the United States Constitution and beyond. We will pay particular attention to the varieties of ideas and practices that developed and to the places and times where they came into conflict. Readings will include numerous primary sources along with secondary works. Tentative course requirements will include extensive classwork, a mid-term exam, a take-home final, and a 10-15 page essay on one aspect of the question.</i>	SBS S-328

396.03/ WST396-K & 4	WOMEN, DYSTOPIA & UTOPIA	C. Koppleman
<p>TuTh 2:20-3:40</p> <p>HIS- 47051 WST- 40165</p>	<p><i>This class will examine modern European history from a gender perspective, illuminating the experiences of women and the changing perceptions of gender in Western Europe from the 18th through the 20th centuries. We will continually readjust our perspective along the lines of class, ethnicity, and even stage of life to remind us that there are not one, but many histories of women. Central themes will include the changing nature and perception of "women's work," women's struggle for equality and representation in the liberal nation state, and the transformation of the family in a modern capitalist economy. We will also consider the historiographical challenges of writing the histories of less visible groups such as women. Requirements will include energetic class participation; several in class assignments; out of class film viewing, including written reviews of the films; a midterm; a short paper, and a final exam. HIS 396.03 is cross-listed with WST 396.</i></p>	
396.04-K & 4	CHANGE FROM THE BOTTOM UP: THE HISTORY OF SOCIAL MOVEMENTS IN THE 20TH CENTURY	K. Nutter
<p>MW 5:20-6:40</p> <p>49327</p>	<p><i>Over the course of the twentieth century, dozens of social movements emerged in America. Some from the left, some from the right, some organized around a single issue or concern, some more broadly defined, yet all these social movements had a similar purpose. Each in its own way wanted to change something. In this course we will look at several of these movements, from the women's suffrage movement of the early twentieth century to the women's liberation movement decades later, from the long Civil Rights movement to the efforts to stop court-ordered desegregation of the Boston public schools, from the formation of the American Communist Party in 1919 to the rise of the Tea Party movement in 2009...and more. We will explore who joins such movements and why, what makes a social movement successful or not, and the way in which social movements have changed over time (and how they have not), all within the given historical context. Course work will include several short written responses to assigned readings as well as midterm and final exams.</i></p>	<p>SBS S-328</p>

396.05-K & 4	CONSUMING HARM IN THE US: DRUGS, TOBACCO AND ALCOHOL	K. Larkin
<p>TuTh 11:10-12:40</p> <p>50158</p>	<p><i>After America's entry into the First World War, General Pershing explained that the doughboys needed tobacco as much as it needed bullets. Less than a century later, the cigarette is one of the most demonized products on the landscape of American consumer culture. This course will address the complex histories of drugs, alcohol, and tobacco products in the twentieth and twenty-first centuries. The principal emphasis of the course will be on the uses and contested meanings of these substances in America since before the Great War through the present. The course will emphasize three critical questions. First, how have popular understandings, attitudes, and representations of drugs, alcohol, and tobacco changed over time? Second, how have these shifts – particularly in attitudes – influenced the nature of regulation? In light of this second theme, the course will spend more time examining the history of alcohol, cigarettes, and licit drugs, though no course on the twentieth century is complete without some attention to illicit substances and the counterculture. Lastly, what do the debates surrounding drugs, alcohol, and tobacco tell us about the political and cultural values of America in the modern era. Though this is an American history course, we will attempt to put this history into a broader perspective by looking at select examples from other cultures. Students in this class will complete at least two essay-based exams, at least one take-home paper of five or more pages, and several in-class assignments (quizzes, brief writing assignments, etc.). Students should have a sound understanding of twentieth-century American history. To this end, it is recommended – though not required – that students have successfully completed HIS 104 before registering for this course</i></p>	<p>Javits 111</p>
	<p><u>PERMISSION OF THE INSTRUCTOR IS REQUIRED IN ORDER TO REGISTER FOR ANY 400-LEVEL COURSE –</u></p> <p><i>E-mail the professor <u>immediately</u> if you are interested in one of these classes. Indicate whether you are a major or minor. If you are a major, inform them that you have completed History 301.</i></p>	

411	SHOPPING IN AMERICA	D. Rilling
<p>Wednesday 2:20-5:10</p> <p>47048</p>	<p><i>This course looks at the relationship between consumer goods and consumption, and status, gender, and civic and political ideology from the colonial period to the early 20th century. Among the themes we might explore are: the centrality and conflicts over public markets; the availability of consumer goods and how they altered social, class, political, and personal perceptions; the relationships between consumer goods and political ideas and actions in Revolutionary America; the rise and consumption of leisure; and the development of retail palaces of consumption and their male and female workforces and consumers. Requirements: Weekly reading of approx. 250 pages (books, articles, documents) in the first half of the semester, with shorter reading assignments as students progress on their own research projects; active participation; reading quizzes or short in-class essays; and a 15-page research paper, including mandatory submissions of its stages (e.g., project proposal, annotated bibliography, thesis statement and paper summary, final version) and mandatory sessions with writing tutors. Students are required to bring assigned reading to class. Here's an idea of books under consideration: Ann Smart Martin, <i>Buying into the World of Goods: Early Consumers in Backcountry Virginia</i>; Timothy H. Breen, <i>The Marketplace of Revolution</i>; <i>How Consumer Politics shaped American Independence</i>; Stuart Blumin, <i>The Making of the Middle Class</i>; Stephen Nissenbaum, <i>The Battle for Christmas</i>; Susan Porter Benson, <i>Counter Cultures: Saleswomen, Managers, and Customers in American Department Stores, 1890-1940</i> ; Katherine C. Grier, <i>Culture and Comfort: Parlor Making and Middle-Class Identity, 1850-1930</i>; Kathy Peiss, <i>Cheap Amusements: Working Women and Leisure in Turn-of-the-Century New York</i>.</i></p>	<p>SBS N318</p>
414	DANCING AMERICAN HISTORY	A.Masten
<p>Tuesday 5:20-8:10</p> <p>541393</p>	<p><i>How people dance tells you much about their culture and society. But because dance is a kinesthetic activity, its meaning is difficult to understand unless you dance their dances. In this colloquium students learn about American history through dance by studying places and times in the nation's past when particular forms of dance were popular, reading historical documents and interpretive essays, viewing images of dance in art and cinema, listening to music, and, most importantly, learning to dance the steps danced by others. Prerequisite for this class is HIS 301. Dancing is mandatory, but no experience is necessary.</i></p>	

422	100 YEARS: FROM INDEPENDENCE TO REVOLUTION IN MEXICO	E. Newman
<p>Wednesday 9:50-12:50</p> <p>47124</p>	<p><i>Bookended by revolutions, Mexico's 19th century is famously tumultuous. Its citizens witnessed more than 40 changes in government and were subject to a rapid and profound period of modernization. We will explore the regional experiences of Mexico's rural and marginalized peoples—from Yucatan's Maya peasantry to Oaxaca's prostitutes to Mexico City's urban poor—and their role in what would be the world's first successful Marxist revolution. This seminar will require regular attendance, substantial reading (a minimum of 200 pages a week), two major presentations, and two papers (one 4-6 page book review and one 12-15 page research paper).</i></p>	<p>SBS N-318</p>
441.01	COLONIAL HISTORIES AND LITERARY REPRESENTATIONS	E. Beverley
<p>Monday 2:20-5:10</p> <p>41395</p>	<p><i>During the last several centuries, the global imperial ambitions of Europe (and more recently, the US) have remade politics and culture across the world. This course considers people and places linked together by Empire from the mid-eighteenth century to the present. In a context provided by historical and theoretical readings, we will explore the experience of colonialism through a variety of literary representations: novels, short stories, poems, memoirs, letters, music, films, graphic novels and other genres. These sources provide detailed, often personalized, accounts of the experience of the political, economic and cultural domination that colonialism entailed, and the forms of resistance it produced. The colloquium will examine the transformational historical trends of imperialism, anti-colonialism, decolonization and postcolonial migration through units exploring colonialism's impact on education and identity, cities and mobility, and ideas about race and liberty. We will trace the dialogue between history and representation through looking at specific people, places and texts from Africa, South Asia, the Caribbean and metropolitan Europe, as well as recent imperial adventures of the US. Over the course of the semester, students will develop, research and write a term paper on a topic of their interest related to colonial or postcolonial history.</i></p>	<p>SBS N-318</p>

441.02	MAPPING AREA STUDIES	W. Schafer
Thursday 5:20-8:10 59369	<p><i>From colonial anthropology to postcolonial theory, this seminar will investigate the political origins and interdisciplinary composition of area studies. — In the first half of the twentieth century, international research and teaching in U.S. colleges and universities focused on European History, classical literature, and comparative religion: “Up to 1940, US universities had produced no more than 60 PhDs on the contemporary non-western world and most dealt with antiquity” (David Szanton, 2004. The Politics of Knowledge: Area Studies and the Disciplines, 6). The general paucity of global literacy led to the invention of area studies at the start of the Cold War. Now, at the beginning of the global twenty-first century – which seems to warrant a comparative approach to area studies – the problem has shifted from the initial lack of global/local knowledge to the fragmentation of knowledge production about regional structures and local cultures. After mapping the trajectory of area studies in the last century, the students of HIS 461 will “redesign” area studies for the twenty-first century. — Regular weekly attendance is mandatory. Heavy-duty reading and active class participation are required. Students will present their research orally and write a ten-page (min.) term paper based on that research.</i></p>	SBS N-303
447	INDEPENDENT READINGS IN HISTORY	
	<p>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. This course <u>does not</u> replace a 400-level seminar.</p>	
487	SUPERVISED RESEARCH	
	<p>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. This class <u>does not</u> replace a 400-level seminar.</p>	

488	<i>INTERSHIPS</i>	
	<p>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.</p>	
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 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.</p>	

REQUIREMENTS FOR THE MAJOR IN HISTORY

Study Within the Area of the Major:

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

- A. Two courses at the 100 level 6 credits

- B. A primary field of five courses to be selected from a cluster of related courses such as: United States, European, Latin American, Ancient and Medieval, or non-Western history. Primary fields developed along topical or thematic lines may be selected with approval of the department's Undergraduate Director. The primary field shall be distributed as follows:
 - Two courses at the 200 level
 - Two courses at the 300 level
 - One course at the 400 level, excluding HIS 447, 487, 488, 495 and 49615 credits

- C. History 301 is a required course for all history majors and must be taken **prior** to the 400-level seminar. This is a regular history course with an emphasis on writing. It **does not** have to be completed in your primary field.3 credits

- D. Three courses selected from outside the primary field and above the 100 level with at least one of these courses at the 300 or 400 level9 credits

Study in a Related Area:

Two upper-division courses in one discipline to be selected with the department's approval. Courses that are crosslisted with a history course do not satisfy this requirement. Both courses must be in the same discipline. Related areas include, but are not limited to Political Science, Anthropology, Sociology, English Literature, Economics, Philosophy, Religious Studies, Art History, Music History, Africana Studies, Women Studies, Humanities, etc. If you have a question, please see the undergraduate director.

	6 credits	
	<p>C. Upper-Division Writing Requirement:</p> <p>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.</p> <p>A total of 39 credits are required for completion of the major. All courses must be completed with a minimum grade of C.</p>	

REQUIREMENTS FOR THE MINOR IN HISTORY		
	<p>The minor, which requires 18 credits, <u>is organized around the student's interest</u> 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. The 200-400 level courses taken for the minor must all be in the same concentration or area of study.</p> <p style="margin-left: 40px;">a. One two semester survey course in the period of the Student's interest (100 or 200 level)</p> <p style="text-align: right; margin-left: 200px;">6 credits</p> <p style="margin-left: 40px;">b. One (additional) course at the 200 level</p> <p style="text-align: right; margin-left: 200px;">3 credits</p> <p style="margin-left: 40px;">c. Three courses at the 300 or 400 levels, at least one of which must be at the 400 level.</p> <p style="text-align: right; margin-left: 200px;">9</p> <p style="margin-left: 40px;">credits</p>	

A STATEMENT ON PLAGIARISM

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

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

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

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

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

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

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

HISTORY DEPARTMENT FACULTY

NAME	OFFICE	PHONE NUMBER	SECTION #	e-MAIL
Anderson, Jennifer	S-319	632-7485	33	jlaanderson@notes.cc.sunysb.edu
Barnhart, Michael (Chair)	N-309	632-7510	23	mbarnhart@notes.cc.sunysb.edu
Beverley, Eric	S-339	632-7492	4	ebeverley@notes.cc.sunysb.edu
Chronopoulos, Themis	N-331A	632-7515	22	tchronopolou@notes.cc.sunysb.edu
Cooper, Alix	S-345	632-7494	51	acooper@notes.cc.sunysb.edu
Farmer, Jared	N-325	632-7511	49	jfarmer@notes.cc.sunysb.edu
Frohman, Lawrence	S-651	632-7686	30	lfrohman@notes.cc.sunysb.edu
Goldenberg, Robert	S-359	632-7484	45	rggoldenber@notes.cc.sunysb.edu
Gootenberg, Paul	N-319	632-7507	10	pgootenberg@notes.cc.sunysb.edu
Hinely, Susan	S-351	632-7496	19	shinely@notes.cc.sunysb.edu
Hong, Young-Sun	N-311	632-7561	20	yhong@notes.cc.sunysb.edu
Ned Landsman	S-353	632-7497	35	nlandsman@notes.cc.sunysb.edu
Larson, Brooke	S-333	632-7489	18	blarson@notes.cc.sunysb.edu
Lebovics, Gene	S-323	632-7486	15	hlebovics@notes.cc.sunysb.edu
Lemay, Helen	S-317	632-7485	17	hlemay@notes.cc.sunysb.edu
Lim, Shirley	N-331A	632-7515	48	silim@notes.cc.sunysb.edu
Lipton, Sara	N-301	632-7501	47	slipton@notes.cc.sunysb.edu
Man-Cheong, Iona	N-315	632-7505	26	imancheong@notes.cc.sunysb.edu
Marker, Gary	N-329	632-7513	25	gmarker@notes.cc.sunysb.edu
Masten, April (Undergraduate Director)	S-349	632-1341	43	amasten@notes.cc.sunysb.edu
Miller, Wilbur	S-325	632-7487	6	wrmiller@notes.cc.sunysb.edu
Mimura, Janis	N-325	632-7511	12	jmimura@notes.cc.sunysb.edu
Newman, Elizabeth	S-349	632-7530		etnewman@notes.cc.sunysb.edu
Rilling, Donna	S-311	632-7482	8	drilling@notes.cc.sunysb.edu
Rosenthal, Joel	S-341	632-7493	24	jrosenthal@notes.cc.sunysb.edu
Schäfer, Wolf	S-329	632-7488	21	wschafer@notes.cc.sunysb.edu
Sellers, Christopher	N-301A	632-1412	46	csellers@notes.cc.sunysb.edu
Tomes, Nancy	N-323	632-7509	28	ntomes@notes.cc.sunysb.edu
Wilson, Kathleen	N-313	632-7504	16	kawilson@notes.cc.sunysb.edu
Zimansky, Paul (Graduate Director)	N317	632-7506	5	pzimansky@notes.cc.sunysb.edu
Roxanne Fernandez (Grad. Coordinator)	S-303	632-7490		rofernandez@notes.cc.sunysb.edu
Grumet, Susan (Department Administrator)	S-307	632-7480		sgrumet@notes.cc.sunysb.edu
Tafuro, Domenica	N-335	632-7517		Dtafuro@notes.cc.sunysb.edu

