

FALL, 2013


103-F & 4	U.S. TO 1877	D. Rilling
<p style="text-align: center;"><i>Lec:</i> MW 11:00-11:53</p> <p style="text-align: center;"><i>Rec:</i> 01 (83012) F 11:00-11:53 02 (83013) W 9:00-9:53 03 (83014) M 12:00-12:53 04 (83015) F 10:00-10:53 05 (83016) M 8:30-9:23 06 (88132) W 9:00-9:53 07 (88133) M 10:00-10:53 08 (94665) W 10:00-10:53 09 (94666) M 1:00-1:53 10 (94667) M 2:30-3:23 11 (94668) Tu 10:00-10:53 12 (94669) Tu 1:00-1:53</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, revolution, 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, final exam, quizzes, short written exercises, and section participation and discussion.</i></p> <p>Note: Section 6 is for Honors Students only. Section 7 is for history majors and minors only.</p>	<p style="text-align: center;">SB UNION 123</p> <p>SBS 5-328 SBS 5-328 SBS 5-328 SBS N-310 SBS 5-328 SBS N310 SB Union 237 SBS 3-328 SBS 5-328 Chem 123 SBS N-310 SBS N-310</p>
201-I	THE ANCIENT NEAR EAST	P. Zimansky
<p style="text-align: center;">MW 5:30-6:50</p> <p style="text-align: center;">94671</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 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></p>	<p style="text-align: center;">SBS N310</p>

209-I	IMPERIAL RUSSIA	G. Marker
<p data-bbox="155 264 297 333">TuTh 8:30-9:50</p> <p data-bbox="180 386 272 415">83735</p>	<p data-bbox="418 212 1279 646"><i>This is the first half of the year-long survey of Russian history. In this semester we follow Russia from its origins until the era of Great Reforms in the latter part of the nineteenth century. Topics will include the prehistory of the Russian lands, Russia's ancestors, Kievan civilization, the creation of a Russian state in Moscow, and the emergence of empire. We shall devote particular attention to problems of environment, the history of the lower classes, and the multi-ethnic character of Russia. Readings will come from a general text and three paperbacks. There will be two midterms and a final examination.</i></p>	<p data-bbox="1312 254 1528 287">Library W4550</p>
213-J	COLONIAL LATIN AMERICA	B. Larson
<p data-bbox="120 846 337 879">TuTh 2:30-3:50</p> <p data-bbox="180 968 272 997">83017</p>	<p data-bbox="418 793 1279 1066"><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 data-bbox="418 1077 1279 1633"><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. 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>	<p data-bbox="1336 842 1503 875">Lt. Eng. 102</p>
221/AFS 221-J	MODERN AFRICAN HISTORY	S. Gulema
<p data-bbox="110 1839 347 1873">TuTh 8:30-9:50</p> <p data-bbox="147 1927 305 1990">HIS: 95690 AFS: 90941</p>	<p data-bbox="418 1776 1279 1969"><i>Historical themes in 19th and 20th century Africa. Topics include social and political relations in African states; slavery and the slave trade in West Africa; the impact of Christianity and Islam on African colonialism; colonialism and its consequences; nationalist movements and decolonization; pan-</i></p>	<p data-bbox="1352 1780 1490 1814">SBS 5218</p>

	<i>Africanism and the politics of African unity; the postcolonial state project; economic planning in post colonial Africa; and African states and international politics in the Cold War era. Prerequisite: One D.E.C. Category F course. HIS 221 is cross-listed with AFS 221</i>	
225/JDS 225-J	THE FORMATION OF THE JUDAIC HERITAGE	E. Miller
TuTh 11:30-12:50 HIS: 90816 JDS: 90817	<i>This course covers Jewish history and the development of Judaism during the thousand years from ca. 500 BCE to ca. 500 CE. The course begins with the close of the Hebrew Bible, examines the varieties of Judaism which then arose, as well as the many Jewish writings that were not included in the Hebrew Bible, and ends with the consolidation of rabbinic Judaism on one hand and of Christianity on the other. The class is in lecture format with occasional discussions. Requirements include two hour-long exams and a final, but a term paper can replace one of the hour exams.</i>	Frey 105
237-H	SCIENCE, TECHNOLOGY & MEDICINE I	A. Cooper
MW 2:30-3:50 94674	<i>This course will examine the origins of modern science, technology, and medicine from their earliest roots in ancient and medieval civilizations through the Scientific Revolution of the sixteenth and seventeenth centuries and its aftermath. Themes will include the connectedness of science to culture and society; ideas about humanity and the universe in antiquity; the transmission of knowledge from the ancient Near East to the Greco-Roman world, and from the Greco-Roman world through the Islamic world to medieval Christian Europe; the rise in the Renaissance and Reformation period of new ways of thinking about knowledge of the natural world and humanity's role in it, culminating in the work of such figures as Copernicus, Vesalius, Kepler, Harvey, Galileo, Boyle, and Newton during the Scientific Revolution; and finally the dissemination of knowledge to a broader public during the Enlightenment movements of the eighteenth century. Assigned work will include two midterm exams and a final exam (all in essay format).</i>	Javits 101

250-F	WORLD WAR II	M. Barnhart
<p data-bbox="105 296 344 327"><i>MWF 11:00-11:53</i></p> <p data-bbox="180 394 272 426"><i>94675</i></p>	<p data-bbox="418 216 1279 289"><i>This course examines the origins, course and consequences of the Second World War. Key themes include:</i></p> <p data-bbox="418 300 1279 495"><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 data-bbox="418 506 1279 737"><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 data-bbox="418 747 1279 942"><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 data-bbox="418 953 1279 1064"><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 data-bbox="418 1075 1279 1270"><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 data-bbox="1302 296 1529 327"><i>Library W 4550</i></p>
262-K & 4	AMERICAN COLONIAL SOCIETY	J. Anderson
<p data-bbox="126 1476 326 1507"><i>MF 1:00-2:20</i></p> <p data-bbox="180 1591 272 1623"><i>83019</i></p>	<p data-bbox="418 1400 1279 1957"><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</i></p>	<p data-bbox="1351 1442 1497 1474"><i>Javits 101</i></p>

	<i>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>	
263-K & 4	THE AGE OF THE AMERICAN REVOLUTION	N. Landsman
<p><i>Lec:</i> MW 12:00-12:53</p> <p><i>Rec:</i> 01(94726) F 12:00-12:53 02(94727) W 10:00-10:53 03(94728) M 11:00-11:53</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><i>Javits 109</i></p> <p><i>SBS S328</i> <i>SBS N310</i> <i>SBS S328</i></p>
268-K& 4	UNITED STATES SINCE 1919	R. Chase
<p><i>MW 5:30-6:50</i></p> <p><i>90927</i></p>	<i>The twentieth century has been referred to by some as the "American century." This course will examine how and why the United States started the twentieth century as an isolationist nation and ended the century as the world's sole "super power." Even as the US moved from the periphery of world influence to its center, the nation also experienced a century of social and racial unrest. Moreover, the US experienced the twentieth century since 1919 as an ongoing political contest between notions of liberalism and conservatism, as well as a struggle over the size and reach of federal power. These themes will drive the course's lectures. Course topics include the First and Second World Wars; the US place in the World and within global politics; the Korean, Vietnam, and Iraqi Wars; the cultures of the "Roaring" 1920s, the "Great Depression" of the 1930s, the "Golden" decade of the 1950s, and the "counterculture" of the 1960s; the "Red Scares" of the 1920s and 1950s; liberal visions and government programs of the New Deal and Great</i>	<i>Javits 109</i>

	<i>Society; conservative programs and ideals of the 1920s, 1950s, and 1980s; and the century-long social and political struggles over civil rights, African American freedom, racial identities, and multiculturalism. Requirements include a midterm and a final, and three analytical papers.</i>	
281-H	GLOBAL HISTORY & GEOGRAPHY	S. Hinely
<p><i>SEC 01</i> TuTh 1:00-2:20 94676</p> <p><i>SEC 02</i> TuTh 10:00-11:20 94677</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 and of its contemporary political organization. On the other hand, we aim to achieve fluency in the major events and themes of global history. This second task will start with a brief look at planetary history and the arrival of humans, then skip to the 16th century, when the two hemispheres were re-united, and proceed through to the end of the twentieth century. We will consider the theoretical and methodological problems presented in trying to view the past from a global perspective while at the same time acknowledging and pondering the undeniably global nature of our contemporary problems and sensibilities. Requirements: attendance and participation; periodic quizzes and exercises; a mid-term and a final exam.</i>	<p><i>Frey Hall 105</i></p> <p><i>SBS N318</i></p>
	<u>REMEMBER:</u> History 301 must be completed before you take your 400-level seminar	
301.01	COLONIALISM, DISEASE & HEALTH IN AFRICA	S. Shankar
<p><i>TuTh 1:00-2:20</i></p> <p><i>88145</i></p>	<i>The premise of this course is that health and disease in Africa lie at the intersection of social, political, economic, biological, and cultural issues. While disease is often understood as a fact of life, and, for Africa, an urgent challenge, it has a history that is shaped by realities and representations. The course will examine how colonization by Europeans challenged existing African ecological controls, disease patterns, and systems of traditional medicine while introducing new diseases, technologies, and scientific and missionary medicine that transformed class, gender, race, and sexual relations and set the course of postcolonial Africa. We will cover roughly 1800 to the present and study</i>	<i>SBS S-328</i>

	<i>multidisciplinary approaches to sources, including demography, documentary analysis, visual images and art, and oral histories. This is a writing intensive course and will include short primary source analyses and literature reviews and one research paper.</i>	
301.02	<i>SLAVERY, HISTORY AND MEMORY in AMERICA</i>	<i>J. Anderson</i>
<i>TuTh 11:30-12:50</i> <i>88699</i>	<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, and the controversy over interpretations of Thomas Jefferson's role as a slave master. Required: attendance, active class participation, assigned readings, short writing assignments, and 3 short papers (several drafts of each required).</i>	<i>SBS S-328</i>
301.03	<i>FOOD AND AMERICAN CULTURE</i>	<i>S. Lim</i>
<i>M 1:00-4:00</i> <i>88945</i>	<i>Food culture has been central to the making of modern America. In this course we will examine how the consumption and production of food intersects with larger issues of race, ethnicity, class, and gender. We will read works on racial and ethnic foodways, food and the body, and the politics of the industrial food supply. 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 a 10 page paper.</i>	<i>SBS N-310</i>
312-I	<i>GERMANY 1890-1945</i>	<i>Y. Hong</i>
<i>TuTh 1:00-2:20</i> <i>94683</i>	<i>This course will provide an introduction to German history in the first half of the 20th century: World War I, the impact of total war and revolution, the problematic modernity of the Weimar Republic, the rise of National Socialism, the path to</i>	<i>Hum 1006</i>

	<i>World War II, the meaning of the Holocaust, and the division of the country after 1945. We will also examine the key historiographical debates over the course of German history. Course requirements will include numerous quizzes, a short critical paper, midterm and final exams. Prerequisites: HIS 101 or HIS 102.</i>	
325/AFS 325-K	THE CIVIL RIGHTS MOVEMENT	L. Owens
<i>TuTh 1:00-2:20</i> <i>HIS: 83020</i> <i>AFS: 83327</i>	<i>A detailed study of the movement for civil rights from its origins, examining the establishment of the NAACP, race relations between whites and blacks since 1900, the role of the Supreme Court and the federal government, and the turn to militancy in the 1950s and after. Advisory Prerequisites: His 104 or AFS 101 or 102.</i>	<i>Javits 111</i>
330-J	THE IRON AGE WORLD REVOLUTION	P. Zimansky
<i>MWF</i> <i>9:00-9:53</i> <i>95773</i>	<i>In the 1st millennium BCE the entire civilized world was reshaped by broad and parallel transformations in philosophies, economies, and political relationships. The "Axial Age", as this period has been called, is remembered as the time in which key teachings of Judaism, Buddhism, Confucianism, and Greek philosophy emerged to challenge long-held beliefs about how the individual relates to society and the divine. This course will explore the background to those philosophical changes by examining economic, social, political and cultural aspects of the transformation in civilizations of the Near East, Greece, India and China through historical documentation and archaeological evidence. This is a lecture course, illustrated with powerpoints, but questions from the class will be welcomed and discussion encouraged. Grading will be based on a midterm exam (25%), a short paper (15%), a final exam (50%), and classroom participation (10%), the last of which will be evaluated on the basis of answers supplied by "clickers" during the lectures.</i>	<i>Frey Hall 105</i>
337/AAS 337-J	THE HISTORY OF KOREA	H. Kim
<i>TuTh</i> <i>4:00-5:20</i>	<i>This course examines the Korean history from ancient to modern times. Korea is one of the many ancient, non-European civilizations claiming a cultural influence on the region and one of the main players in the history of East Asia. Reflecting its unique historical experiences, Korean</i>	<i>Frey 205</i>

<p><i>HIS: 95783</i> <i>AAS: 95781</i></p>	<p><i>history has raised diverse debatable issues. The primary goal of this course is to provide an overview of Korean history. And at the same time, through introducing multitude debatable issues of historical significance, the course attempts to enhance students' analytical capability in approaching complicated historical issues. Midterm, final and 10 page term paper.</i></p>	
<p>339/AFS 339-K</p>	<p>RECENT AFRICAN AMERICAN HISTORY</p>	<p>Z. Miletsky</p>
<p><i>MW 2:30-3:50</i></p> <p><i>HIS: 90149</i> <i>AFS: 89752</i></p>	<p><i>This course is a study of recent African American history. Topics will include the dramatic increase in the number of black elected officials, rise of the black middle-class, the urban crisis, contemporary civil rights struggles, affirmative action, the decline of black radicalism, and the incorporation of black leadership. This course enables students to examine the relationship between African Americans and American society during the past 100 years, particularly since 1970.</i></p>	<p><i>SBS 5218</i></p>
<p>341-J</p>	<p>MODERN CHINA</p>	<p>I. Man-Cheong</p>
<p><i>TuTh 2:20-3:50</i></p> <p><i>94679</i></p>	<p><i>This seminar is an introduction to China in the twentieth-century. We will explore the significant themes for the century, which include: nationalism and imperialism, revolution and reform, communism and modernization, urban and rural development, and central and regional authority through several seminar texts containing introductory material and primary documents translated into English. The tumultuous twentieth century witnessed a revolution that ended the two-thousand year old rule of emperors and brought in a republican system, reforms that took China into an increasingly active role in the world economy, changes that redefined the structure of Chinese society and brought new actors onto the historical stage, and a nearly half-century of wartime upheaval. We end the course in the present with a brief look at contemporary China. Reading assignments average 50-75 pages per week; requirements include: regular quizzes, mid-term and final examination and two three-page papers.</i></p>	<p><i>Frey Hall 105</i></p>

350-J	INTRODUCTION TO EARLY AFRICAN HISTORY	S. Shankar
<p>TuTh 10:00-11:20</p> <p>94845</p>	<p><i>This course is designed for two purposes: to study changes in African societies and states between 1000 and 1800 and to learn methods of interpreting different kinds of sources including but not limited to written documents. First half of the semester will focus on key transformations between 1000 and 1800, including the technological and agricultural developments, the rise of centralized states and small-scale egalitarian societies, the growth of Christianity, Judaism, and Islam in the Horn of Africa, the Trans-Saharan Region, Indian Ocean, and Atlantic systems of exchange. Second part of the term focuses in greater depth on specific themes, including ethnicity, political culture, migration, gender, and conflict. We will explore genetic data, oral and written sources, material culture, ethnography, and archaeology. May include 2 map quizzes, 2 short papers (2-3 pages), in-class midterm, take-home final. Readings will be articles, textbook, 2 books.</i></p>	<p>SBS 5328</p>
353-J	POST-WAR JAPAN	J. Mimura
<p>TuTh 10:00-11:20</p> <p>94680</p>	<p><i>This course provides an in-depth look at post-World War II Japanese society, culture, politics, and economy. We will focus on a number of themes including the American occupation, postwar economic "miracle," cold war diplomacy, the rise of the LDP, Japanese student movement, Japanese women, the salary man, popular culture, and war memory. The course will draw upon a variety of primary sources such as literature, film, and memoirs, in addition to the secondary literature. Requirements include two essays and a mid-term and final exam.</i></p>	<p>Javits 109</p>
363-F	THE JEWISH AMERICAN EXPERIENCE	J. Topek
<p>Tu</p> <p>5:30-8:30</p> <p>96241</p>	<p><i>An examination of the history of Jews in the United States spanning 350 years from the pre-colonial period to the present. It will study successive waves of Jewish immigration, assimilation and acculturation into American society, religious practices, social structure, and political involvement. Particular attention will be paid to the influence of American culture on Jewish life and the emergence of a uniquely American Jewish experience.</i></p>	<p>SB Union 249</p>


368-K4	WEALTH & INEQUALITY IN THE MODERN CORPORATE AGE	C. Sellers
<p><i>TuTh 2:30-3:50</i></p> <p><i>90875</i></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><i>Javits 109</i></p>
369-K4	US SOCIAL HISTORY TO 1860	A. Masten
<p><i>Lec:</i> <i>MW 10:00-10:53</i></p> <p><i>Rec:</i></p> <p><i>01(94730) F 10:00-10:53</i> <i>02(94731) M 9:00-9:53</i> <i>03(94732) W 12:00-12:53</i></p>	<p><i>U.S. Social History to 1861 explores the American past from the perspective of ordinary men and women. Lectures and readings emphasize the experience of individuals and groups of people of different classes, races, genders, beliefs, national or ethnic origins, and regions as they pursued competing notions of liberty and democracy</i></p>	<p><i>Javits 111</i></p> <p><i>SBS S328</i> <i>SBS S328</i> <i>SBS N310</i></p>
373-K	CRIME & CRIMINAL JUSTICE IN THE US	W. Miller
<p><i>Lec:</i> <i>MW 11:00-10:53</i></p> <p><i>Rec:</i></p> <p><i>01(94734) F 11:00-10:53</i> <i>02(94735) W 12:00-12:53</i> <i>03(94736) M 9:00-9:53</i></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><i>Lt. Eng. 102</i></p> <p><i>SBS N310</i> <i>SBS S328</i> <i>SBS N310</i></p>

378/SOC 378-F	WAR AND THE MILITARY	I. Roxborough
<p><i>MW 4:00-5:20</i></p> <p><i>HIS: 88383</i> <i>SOC: 88382</i></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, organized, motivated, and sustained? What fighting methods do they adopt? Why are some armies more effective than others? What strategies are employed? What motivates people, both combatants and non-combatants, in war? Does victory inevitably go to societies with larger, better organized economies? What are the politics of war? (3) What are the consequences of war? What are the costs and benefits of war? What kind of peace ensues?</i></p> <p><i>These questions will be answered by placing war in its social context: do different kinds of society wage war differently? The course will use case studies: for Fall 2013 these are (1) the campaigns for the Philippines during the Spanish-American War (1898-1902), (2) the First World War, and (3) Irish independence (1912-23). Students may do either in-class, multiple-choice exams or take-home papers. Prerequisites are one HIS course or SOC 105.</i></p>	<p><i>HUM 1003</i></p>
379-K4	DISEASE IN AMERICAN HISTORY	N. Tomes
<p><i>MF 1:00-2:20</i></p> <p><i>94682</i></p>	<p><i>This course uses disease "biographies" as a way to deepen our understanding of modern American history. After a brief overview of the colonial period, we will look first at the 19th c. "age of epidemics," then the rise of 20th c. concerns with so called "diseases of affluence," and finish with the AIDs epidemic, "emerging diseases," and bioterrorism. Readings will explore not only the history of specific diseases, such as cholera, TB, lung cancer, diabetes, and HIV/AIDS, but also their cultural consequences, with particular emphasis on how specific groups have often been blamed for disease outbreaks. We will also study the many changes in public health, personal hygiene, diet, and exercise that the fear of specific diseases has engendered. Readings will include excerpts from books and journal articles; written work will consist of a take home midterm (3-5 pages), a research paper on a disease topic of your choosing (7-10 pages), and a final essay exam.</i></p>	<p><i>Javits 111</i></p>

383	THE WORLD OF JANE AUSTIN	K. Wilson
<p>Lec: MW 12.00-12:53</p> <p>Rec:</p> <p>01(94742) F 12:00-12:53 02(94743) M 10.00-10:53 03(94744) W 2:30-3:23</p>	<p><i>This lecture and discussion course will focus on the social, political and cultural milieu and legacies of Jane Austen's famous novels. First, we will examine in detail the contours of English provincial and gentry society in the Revolutionary, Napoleonic and Regency periods (1792-1820). Topics will include class and sociability; the functions of the country house; gender and family relations; the pleasures and dangers of urban culture; food, fashion and leisure pursuits, including tourism; women, theatre and print culture; the impact of empire, war and radical politics on social and political relations of the day, and of course the details of Jane Austen's own life. We will then turn in the last third of the course to the ways in which Austen novels were appropriated and used by subsequent generations in the Anglophone world, from the Victorian critics to twenty-first century reading groups, filmmakers and blogs. In addition to the novels-- Mansfield Park, Pride and Prejudice, Sense and Sensibility, and Persuasion and Northanger Abbey—students will also have assigned reading in historical documents and secondary historical and critical texts, and will be required to produce three 7-10 page critical essays that reflect on the historical meanings and representations of Austen's work from the 18th century to the present.</i></p>	<p>Engineering 143</p> <p>SBS N310 SBS N310 SBS N310</p>
385-J	AZTEC CIVILIZATION	E. Newman
<p>MW 5:30-6:50</p> <p>90773</p>	<p><i>This course is an introduction to the historical development of the Aztec Civilization in the ancient Mesoamerican world. Combining historical, anthropological, art historical and literary sources, we will trace the rise and decline of the Aztec empire, as well as its social and cultural achievements and imperial problems on the eve of the European arrival. We will explore the conquest of Mexico from the Aztec point of view and we will conclude with an examination of the ways in which Aztec culture have survived to this day. Written requirements: five in-class quizzes, two short papers (2-3 pages) and three exams.</i></p>	<p>Javits 111</p>

393.01-I	PLEASURE, TERROR AND VIOLENCE IN THE NAZI EMPIRE	Y. Hong
<p>TuTh 4:00-5:20</p> <p>82927</p>	<p><i>The Nazi regime is best known for its terroristic racism and state-organized violence. Less well known is how much Nazi empire was concerned to foster health, sexuality, and vitality of its population. These two trajectories of terroristic domination and biopolitics, however, were inseparably intertwined and mutually constitutive. In this course we will examine this self-mobilizing yet ultimately self-destructive dynamic of Nazi biopolitics, which acted through policies and discourses of gender, sexuality and race to produce and regulate national bodies. Class discussion and reading will focus on such topics as 1)the healthy living, bodily pleasures, and the body in pain 2)mass fantasies of ethno-racial body politic, 3)mass tourism and consumption, 4)the regime of terror and camps, and 5) medicine and pathology of killing and healing. We will also examine how this history has been represented in literature and film.</i></p> <p>Prerequisites: <i>This course is limited to history majors who have already taken courses on modern European or German history.</i></p>	<p>SBS N 310</p>
393.02-I	IDENTITY IN HISTORY	H. Lebovics
<p>TuTh 4:00-5:20</p> <p>94684</p>	<p><i>The course is organized to be useful for students in most of our national or regional areas of interest. We will start from the premise that with globalization—variously reckoned to have been the case in the 15th century, under 19th century imperialism, or in the postcolonial period (when? to be discussed)—with globalization, then, questions of personal, cultural, social, and national identities came to the fore in historical debates. The purpose of the course is to aid students to think historically about the way identity-claims have been used in society and history.</i></p> <p><i>Reading will be both books available for purchase and Blackboard-posted reading. Course work: 1) A midterm and a final examination; 2) A properly written, footnoted, and proofed paper at the end of the semester. (12-15 pp.)</i></p>	<p>Lib W 4320</p>

396.02-K & 4	THE HISTORY OF LATINOS IN THE US	L. Flores
<p>TuTh 1:00-2:20</p> <p>87090</p>	<p><i>This course introduces students to the social, political, and cultural history of Latinos, the fastest-growing population in the United States, using a variety of readings and films to illuminate selected topics and themes in this population's history from 1848 to the present. Assigned material focuses on the histories of Mexican American, Puerto Rican, Dominican, Cuban, and Central American communities, examining their experiences living as groups (and living amongst each other) in the United States. Key course topics include legacies of conquest; past and present immigration; inclusion and exclusion; labor movements and activism; articulations of race, gender, and citizenship in urban and rural settings; transnationalism; the development of Latino politics; border violence; and Latino futurism. This course aims to both show the particularities of the Latino experience in the United States and position Latinos as integral figures to more inclusive and revised narratives of the nation's past.</i></p>	<p>Javits 101</p>
396.03/WST 396.01-K & 4	WOMEN OF COLOR IN THE US	S.Lim
<p>MW 8:30-9:50</p> <p>HIS: 82928</p> <p>WST: 95751</p>	<p><i>In what ways is the history of race in America a gendered history? This course will focus on the creation of the modern color line in American history by analyzing the 20th century cultural productions of African American, Asian American, Native American, and Latina/Chicana women. We will explore autobiographies written by women of color such as Zitkala-Sa. We will examine the careers of racial minority actresses such as Anna May Wong. Our central concern will be the ways in which race has been historically constructed as a gendered category. Readings will average 150 to 200 pages a week. Attendance and class participation are mandatory and students will be required to facilitate class discussion at least once during the semester. Students will take two midterms and will complete a 5 to 8 page final research essay on race, gender, and twentieth-century American culture.</i></p>	<p>Javits 101</p>

<p>396.04-K4</p>	<p><i>FROM GUNFIGHTER NATION TO GARRISON STATE: Violence and Masculinity in American History</i></p>	<p><i>R. Chase</i></p>
<p><i>MW</i> <i>2:20-3:50</i> <i>88135</i></p>	<p><i>From the tragic Newtown, Connecticut shooting of 2012 to the more heroic revolutionary image of the Minute Men to the Second Amendment of the US Constitution, the history of the American nation is replete with a national mythology concerning the relationship between guns, violence, and freedom. This course examines this history and American mythology, as well as the history of racial, political, and state violence, from the mid-19th century Western "Frontier" to the 21st century's "War on Terror." Due to this wide expanse of time, this course is not a comprehensive study of guns and violence in US history, but takes instead a thematic approach to the topic by studying particularly revealing eras, historical figures, mythologies, and specific incidents. Course topics include the Minute Men, Second Amendment, the Western "Frontier" and "gunfighters," southern lynchings, urban and prison uprisings/riots, white militias and Black Panthers, state and police violence, and the garrison states of the Cold War's "security state" and the twenty-first century's "War on Terror." Course requirements include three short review papers and a final research paper.</i></p>	<p><i>SBS 5328</i></p>
	<p style="text-align: center;"><u>PERMISSION OF THE INSTRUCTOR IS REQUIRED IN ORDER TO REGISTER FOR ANY 400-LEVEL COURSES</u></p> <p style="text-align: center;"><i>Send an <u>e-mail</u> to the professor asking for permission. If you are a major, you MUST have completed HIS 301.</i></p>	

<p>402</p>	<p>EUROPEANS IN THE SOUTH PACIFIC</p>	<p>K. Wilson</p>
<p>Monday 1:00-4:00</p> <p>90528</p>	<p><i>In the Age of Discovery (1740-1820), European explorers "discovered" the rich islands, continents and peoples of the South Pacific. They thereby began a process of mutual observation, colonization and exchange that forever altered the perceptions and beliefs of everyone involved. This course will examine these encounters, from the moments of "first contact" through the periods of missionary and colonial European settlement, in order to understand how the South Seas emerged in European consciousness and representation as both Arcadian paradise and savage outpost. Course materials include novels, voyage accounts, histories and films. This is a seminar course and 10-15 page research paper is required.</i></p>	<p>SBS N318</p>
<p>411</p>	<p>LEISURE, LABOR AND LOVE in MEXICAN AMERICA</p>	<p>L. Flores</p>
<p>Tuesday 4:00-7:00</p> <p>90529</p>	<p><i>This course explores the history of three activities—working, playing, and loving—in the story of Mexican Americans, one of the oldest but also fastest-growing demographics in the United States. Spanning the time period of 1848 to the present, the class will cover such topics as the U.S.-Mexican war, sex and marriage, family life, industrial and agricultural work experiences, sports, fashion and dance, Chicano rock music and graphic art, and modern-day immigration battles along the U.S.-Mexico border. Readings and discussions throughout the semester, along with original research papers produced by each student at the end of the term, will use the case of Mexican culture in America to examine the intersections of racial identity, class, gender, sexuality, and power in historical study.</i></p>	<p>SBS N303</p>
<p>414</p>	<p>HISTORY OF INDUSTRIAL DANGER AND DISASTER</p>	<p>C. Sellers</p>
<p>Thursday 5:30-8:30</p> <p>94685</p>	<p><i>Ever since the world began to depend on modern industry to sustain people's lives and livelihoods, these same industries have also brought their own brands of danger or disaster. Today, those of us who remember New York City's Triangle Shirtwaist Fire of 1911 often assume it belongs to a distant past, one that our modern society has moved beyond. Yet the</i></p>	<p>SBS N318</p>

	<p><i>truth is, industrial danger and disaster have not so much vanished as evolved. As a disaster of last December in Bangladesh's Tazreen factory (a supplier for Walmart) shows, they continue to rear their ugly heads even now, in the early twenty-first century. This course surveys the history of industrial devastation and risk throughout the modern era, from the hey-day of the industrial revolution in the mid-19th century to the globalizing of industrial danger in our own era. We will study just how varied these dangers have been many: to workers inside a factory or mine, but also to those living near it, and to those who buy and use what it makes. And we will look at the social and political consequences they could (but also failed to) spur. Though the focus through much of the course will fall on the United States, we will look at a number of different national contexts from Europe and Asia, and especially for more recent times, in the developing world. Among the industrial dangers we may single out for study are those from lead and pneumoconiosis to hazardous wastes to endocrine disruptors; those epoch-defining disasters on which we will home in may range from the Triangle Shirtwaist Fire to Three-Mile Island (at a Pennsylvania nuclear plant in 1979) to Bhopal (at an Indian chemical factory in 1986) to Fukushima (at a Japanese nuclear plant in 2010). Requirements will include class readings and participation, with reading questions; a research project with intermediate assignments, to produce a longer paper, and a take-home final.</i></p>	
441	WORLD WAR II SIMULATION	M. Barnhart
<p><i>MWF 12:00-12:53 82930</i></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>	<i>SBS N-318</i>

447	<i>INDEPENDENT READINGS IN HISTORY</i>	
	<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>SUPERVISED RESEARCH</i>	
	<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>INTERSHIPS</i>	
	<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.</i>	
495-496	<i>THE HONORS PROJECT</i>	
	<i>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</i>	

**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 496*

15 credits

*C. History 301 is a required course for all history
majors and must be taken prior to the 400-
level seminar.*

3 credits

*This is a regular history course with an
emphasis on writing. It does not have to be
completed in your primary field.*

*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's Studies, Humanities, etc. If you have a question, please see the undergraduate director.

6 credits

C. Upper-Division Writing Requirement:

Students are required to complete an upper division writing requirement. They will inform the instructor of the course in advance of their plan to use the term paper (or papers) in fulfillment of the writing requirement. A form must be submitted with the paper that can be procured in the history department. In addition to the grade for the paper, the instructor will make a second evaluation of writing competency in the field of history. If the second evaluation is favorable, the paper will be submitted to the Undergraduate Director for final approval.

Students will be required to complete one upper-division

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

*If you attended another college or university and wish to use history credits from that institution towards your history major or minor, make sure that a transcript from that institution is on file **IN THE HISTORY DEPARTMENT***



**PLEASE
NOTE**

**REQUIREMENTS FOR THE MINOR IN
HISTORY**

The minor, which requires 18 credits, is organized around the student's interest in a particular area of history. It is defined either by geography (e.g., United States, Latin America) or topic (e.g., imperialism, social change). Courses must be taken for a letter grade. No grade lower than C may be applied to the history minor. At least twelve of the 21 credits must be taken at Stony Brook. 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.)

- | | |
|-----------------------------------------------------------------------------------------------------|-------------------|
| <i>a. One two semester survey course in the period of the Student's interest (100 or 200 level)</i> | <i>6 credits</i> |
| <i>b. Two courses at the 200 level</i> | <i>6 credits</i> |
| <i>c. Three courses at the 300 or 400 levels</i> | <i>9 credits</i> |
| <i>Total:</i> | <i>21 credits</i> |

A STATEMENT ON PLAGIARISM

here'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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