

# SUMMER I, 2011

May 31st—July 8th

HIS 103-F4

## *US HISTORY TO 1877*

Elizabeth Capace  
MW 9:30-12:55

This course will cover American history from pre-Columbian contact to the end of the Civil War. Themes will include the Columbian exchange, European and Native conflicts, colonial identities, European contestation over the continent, the formation of a national consciousness and the United States as an independent entity (the American Revolution), slave and urban economic models, expansion, and the Civil War. There will be two 5-page papers assigned as well as a final in-class exam that will include IDs and two short essay questions. Participation via in-class discussions and the completion of homework assignments will also help determine final grade averages.

HIS/POL 216-J

## *US—LA RELATIONS*

Kevin Young  
TuTh 9:30-12:55



The histories of the United States and Latin America have been closely intertwined for the past two centuries. This course examines US motives and actions in Latin America, assessing the role of the US government and military but also that of corporations, international financial institutions, and non-governmental organizations. Yet while these foreign actors have wielded tremendous power and influence in the region, they have always operated within contexts at least partially defined by Latin Americans—themselves an incredibly diverse population including everything from presidents, dictators, militaries, landlords, clergy, industrialists, and the middle class to wage workers, slaves, peasant farmers, female community leaders, and hundreds of ethnic groups.

We will focus on six periods: 1) nineteenth-century US expansion into what is now the US Southwest; 2) the Spanish-American-Cuban-Philippine War of 1898 and US imperialism in the Caribbean region; 3) the “Good Neighbor Policy” of the 1930s and 1940s; 4) the early decades of the Cold War; 5) the “dirty wars” of the 1970s and 1980s; and 6) the last two decades of rising drug production, inequality, popular protest, and immigration to the United States. Requirements include two essays, a final exam, and active participation in class discussions.



HIS 241-I

## *The HOLOCAUST*

Ron VanCleaf  
TuTh 6:00-9:25



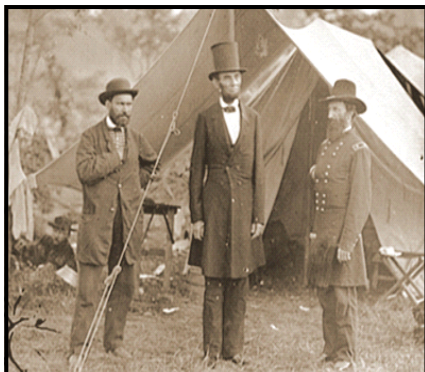
The extermination of six million Jews and the collective murder of millions of others continue to raise important questions concerning human nature, ideology and Western culture. In this course we will investigate the origins, development and implications of Nazi policies as they relate to the persecution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

HIS 265-K4

## *THE CIVIL WAR and RECONSTRUCTION*

Chris Mauceri  
TuTh 6:00-9:25

The American Civil War and Reconstruction were defining events in the history of the United States. This course will examine this period through a variety of primary and secondary sources. First, we will examine the causes of the war, focusing on the social, economic, and political roots of sectionalism and, of course, slavery. Then, we will explore the war itself. Here we will go beyond just battlefield studies, instead focusing on the important connections between military events, political responses, and social upheavals that reshaped the American system.



Finally, we will look at Reconstruction—its short-term successes, its long-term failures, and the development of post-war America. Inherent in this course is the understanding that the American Civil War is, perhaps, the most mythologized and (mis?)remembered event in American history. This course will, then, locate and examine the war's place in American memory. In this course, we will read relevant primary sources as well as selections from some of the most important secondary works written about the period. Grading for this course will be based on 3-4 short response essays and a final exam.

HIS/WST 333-K4

## WOMEN IN US HISTORY

Choonib Lee  
MW 6:00-9:25

*The feminine mystique has succeeded in burying millions of American women alive.* –Betty Friedan. The purpose of this course is to uncover the hidden history of women in the United States. This survey will explore women's experience through significant chronological themes in U.S. history: Colonial Period and Independence, slavery and abolition, Civil War and Reconstruction, Suffrage and the Women's Movement, the Great Depression and the World Wars, and the New Left and the Civil Rights movements. Two principle themes will structure the course: 1) the social construction of gender, race and other classifications of difference and hierarchy, and 2) the changing concept and definition of women throughout U.S. history. The required survey text will be supplemented by scholarly articles and primary sources, including visual and musical sources. The class will be primarily lecture-based as well as discussions. Course requirements include attendance, two short papers, and two exams.



HIS 340.02/AAS 340-J

## MODERN KOREAN THROUGH VISUAL DOCUMENTS

Hee-Jong Sohn  
TuTh 1:30-4:55



Modernity visualized lives and society in Korea in unprecedented extension. This course attempts to introduce Korea's recent past mainly through historicity of the various visual materials to students and help them visualize this recent past without losing the basic historical understanding. This course covers Korea's modern path during the period from mid-nineteenth century up to the present. It starts with a general discussion on the character of Korea's and its relation to traditional society and extends to contemporary two Koreas, and then details the historical events and social, political, intellectual, and economic developments through various visual documents. It will cover both South and North Korea though more focus will be given to the South.

**CANCELLED**

The course will use extensive amount of historical visual primary sources and rare documents ranging from photographs, postcards, films, magazines, posters, and paintings, to analyze and discuss each week's topics in-depth. Michael Robinson's *Korea's Twentieth-Century Odyssey: A Short History* (Honolulu: University of Hawaii Press, 2007) will be used as a basic textbook to provide historical backgrounds of the period covered, with various articles which will be made available on the blackboard. Students will be required to write a 4-5 page

HIS 393.01-I

## *SEXUAL POLITICS in the BRITISH EMPIRE*

Timothy Nicholson  
TuTh 6:00-9:25

**H**ow can a ruling elite use sex and celebration to further its rule? What are the connections between the private world of sex and the affairs of running an empire? Using reading inspired by Foucault and Ann Stoler, this class will delve into these questions and demonstrate how intimate relations became 'microsites of governance' within an imperial setting. We will seek to answer the following questions: How did the British Empire use ideas and regulations regarding sex along with celebrations to maintain its rule throughout the world? How did these ideas shape local customs, including ideas surrounding sex and race? What tensions were inherent in these strategies of ruling non-European people and how did these ideas also provide space for local resistance? Finally, how did these debates over sex and celebration shape domestic life in England? Readings will be interdisciplinary and broadly applicable to other empires. Case studies will be taken from throughout the British Empire from the late 18th century through the 20th century, including: India, Canada, South Africa, and Kenya. This class will require the active participation of students, an engagement with the case

**CANCELLED**

HIS 393.02-I

## *VICTORIAN BRITAIN*

Marisa Balsamo  
MW 6:00-9:25

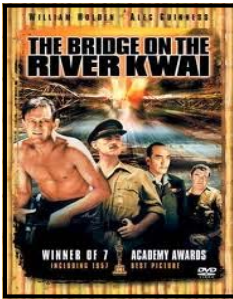
**T**he Nineteenth-Century was a prosperous time for Great Britain during the reign of Queen Victoria (1837-1901.) The Nineteenth-Century was a prosperous time for Britain as the Industrial Revolution propelled it to become the most powerful nation in the world and a vast empire. After briefly discussing events leading up to Victoria's reign, topics will include Victorian politics, class conflict, sexuality, imperialism, tourism, reform movements, immigration, and the Victorian Legacy. Students will be expected to keep up with class readings, which will include several primary documents, and are required to participate in class discussions. Grading will be based on class participation, 2 exams, and a 5-7 page paper.



HIS 396.01-K4

## *WORLD WAR II in FILM*

Jonathan Anzalone  
MW 1:30-4:55



Waging total war during the 1940s required that Americans marshal every resource at their disposal in order to defeat the Axis Powers. Among those resources were miles and miles of film. Hollywood, like every other US industry, mobilized for World War II, contributing hundred of motion pictures to the battle of ideas. In this course we will discuss the content and context of a variety of entertainment, educational, and propaganda films produced in the United States and abroad. Movies will serve as our primary sources and shed light on a variety of topics and themes, including governments' attempts to control information; soldiers' experiences in the different theaters of battle; women's lives behind the lines; fear, suspicion, and racism on the homefront; occupied nations' resistance movements; the Holocaust; and adjusting to life after the war. Attendance and participation are mandatory and will figure heavily in final grades. Grades will also be based on reading quizzes, movie analyses, and short papers.



HIS 396.02-K4

## *DISASTERS IN AMERICAN HISTORY*

Jeff Hall  
TuTh 1:30-4:55



Disasters, both natural and human-induced (and sometimes both simultaneously), have played an important role in the shaping of lives, settlements, policies, and societies in North America since time immemorial. We will study four different disaster "types" this summer (fire, earthquakes, weather, and transportation) as part of our exploration of how isolated and often catastrophic events have helped change the way Americans live their lives, travel to and fro, and structure their existence. Course meetings will be a combination of lectures, discussions, and films, and I will evaluate your performance in the class based on regular attendance, active participation, a paper, a short but fun presentation, and a final exam.



HIS 398-H

## *TRAINS, PLANES and AUTOMOBILES in the NORTH AMERICAN LANDSCAPE*

Mark Chambers  
MW 1:30-4:55



This course will consider the ways in which technology, narrowly defined in terms of the architecting of railroads, automobiles and air transportation systems has contributed to the building of American society especially during



the 19th and 20th centuries. Topics include industrialization of mobility and its relationship to mass product consumption, development of leisure activities, and the relationship between humans, machines and the natural landscape. Most importantly, this course will introduce students to the relationship between technology and the broader American culture of which it is a part in historical perspective. Midterm/Final/Oral presentation



HIS 521/CEG 532

## *US HISTORY TO THE CIVIL WAR*

Luke Feder  
TuTh 6:00-9:25

This graduate seminar is an introduction to the major themes, issues, and problems in American history from European colonization to the Civil War. Throughout the course, we will read a number of historical studies in order to more fully understand historiography and the nature of historical writing. We will also examine how to use historical scholarship as a means to enhance pedagogy. Possible topics include: cultural encounters, migration, servitude, slavery, race, gender, republicanism, the rise of party politics, the market revolution, popular culture, and sectionalism. Students will be evaluated based on a presentation, short reaction papers, participation, and a final project. **Note:** This course is designed for MAT and MALS students.

NEW YORK CITY—SUMMER I

HIS 380-J

## ***THE MAKING OF THE BLACK ATLANTIC***

Dexter Gabriel  
TuTh 6:00-9:25

The Atlantic World was made by the contact between Africans, Europeans and Native Americans in the era that began with Columbus and culminated with the independence of most American colonies in the late 18th through early 19th century. Two-thirds of the people who crossed the Atlantic during the formation of this new world were Africans. With the exception of the Spanish, all the European empires settled more Africans in the New World than Europeans. Their forced labor would help expand the Atlantic economy; their culture would become an integral part of Atlantic communities; and their struggles would play critical roles in the historical developments of the region. This course seeks to examine the history of the Black Atlantic, from the trans Atlantic slave trade to the settlement of Africans in the Americas. We will look at the role played by these migrants in the water ways of the Atlantic and the colonies of the New World, culminating in the Age of Revolutions and the emancipation movements of the 19th century. We will also examine the social and political culture formed through their interactions with the other participants of this world, including the struggle against slavery, and examine how it contributed to the early formation of Black Atlantic identities. Take home assignments, final exam, group project.

HIS 396.60-K4

## ***HIP-HOP AMERICA***

Adam Charboneau  
MW 1:30-4:55



This course explores hip-hop culture within the larger context of American social, economic, and political history. In particular, we will gauge the effects of the retrenchment of liberal urban policies after 1968, the rise of 'law and order,' and the profusion of anti-loitering/gang and 'quality of life' initiatives on urban youth- especially minority youth. This class begins with an overview of Rhythm and Blues, Motown, and Funk, and their respective places/roles within the Civil Rights Movement and American culture in general. Next, a detailed overview of both local and federal policy changes towards urban environments will help the class in analyzing the discontinuities (and to a lesser extent, continuities) between the "Civil Rights" and hip-hop" generations. As "historic social and cultural institutions of urban minorities dissipated from inner-cities, why did graffiti, break dancing, and deejaying gain such an influential position amongst urban youth? In what ways were these new artistic and personal expressions different/same from those of

*(Hip-Hop America continued from Page 7)*

earlier decades? How did the Civil Rights generation and larger population in general view these new methods of resistance? Why did “gansta rap” develop, and how are we to interpret its messages? These are only a few of the questions addressed by this course. We will also be looking into hip-hop culture and education- especially the roles of dress and language within America’s schooling systems. Tensions between big capital and hip-hop culture must also be deeply analyzed; has hip-hop/rap been a true message of street resistance to the inequalities of capitalism, a commercialized avenue for locals to escape the ghettos and “fat-cat” corporate owners to make money off people’s fascination with the ‘other,’ or something else? Themes such as hip-hop’s cross-over appeal into mainstream culture and white suburbs, and its globalization, will also be discussed. Grading will be based on quizzes/ participation, one book review, an in-class midterm, and a take-home final.



# SUMMER II, 2011

July 11th—August 18th

HIS 104-F4

## *US HISTORY SINCE 1877*

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

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



HIS/POL 214-J



## *MODERN LATIN AMERICA*

Carlos Gomez  
MW 9:30-12:55

The class focuses on social revolutions and the struggle to achieve modernity that shaped the long 20th century of Latin American History. New republics, new inequalities, old racisms, dreams of development, the complex relationship with the US and the longing for better futures are crucial elements of the second part of the class. The course is divided in 5 sections. The first covers the idea of Latin America as a subfield in social sciences. The second part addresses the process of political independence in some paradigmatic cases in the region. The third part tackles with the rise of social actors in Latin America. Part fourth engages with the dreams of development and modernity in Latin America, conflicting interpretations and the hybrid nature of Latin American cases. A final sections foregrounds recent highly environmentally sensitive approaches to modern Latin American failed attempts to reach the threshold of modernity and development. Two quizzes, mid-term and final exam.

HIS 251-I

## *EUROPE SINCE 1945*

Ryan Shaffer  
MW 6:00-9:25



This class examines the important events in the post World War II era by looking at the patterns of social, economic and political change in Europe. With careful focus on the impact of the Second World War and Cold War, these political and social developments offer insight into the European experience. We will use Tony Judt's *Postwar* to discuss, as he described, "Europe's reduction" after the war and creation of the European Union. In addition, we will explore the notion of democracy. To shed light on this discussion, we will read Geoff Eley's *Forging Democracy*. In particular, the class will examine the "rebirth" of democracy in Western Europe following fascism, while Eastern Europe had a different experience. However, as the decades wore on, neo-fascist groups, in Austria, Britain, France, Denmark and select Eastern European countries, made sizable gains not only in local and national elections, but in European Parliament. Contemporary debates about terrorism, immigration and currency will also feature prominently into discussion about continuity and change in Europe following the war."

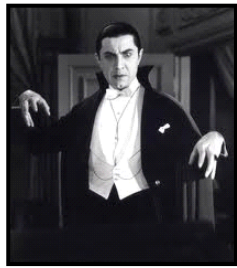
HIS 300-F

## *INTERNATIONAL HORROR FILMS*

Katherine Troy  
MW 1:30-4:55



**V**ampires, werewolves, ghosts, zombies and psycho-killers—these are the monsters that haunt our nightmares. The continued portrayals of them on film are reflections of the most deep-seated fears and historical and



cultural anxieties. This class will survey such horrors as the classic monsters of Universal and Hammer Studios, the visceral violence of giallos and slashers, and the supernatural and psychological extremes of Asian cinema. We will analyze each film as a cultural artifact; the focus will be on the development and expression of fear, discussing such overarching themes as religion, science/ technology, and xenophobia, as well as examining

the roots of such horror in folklore and literature. Course requirements include watching in-class films, active participation in discussion, approx. 50 pgs of reading per class, a 5-7 page term paper, and smaller written assignments.



HIS 321-K4

## *LONG ISLAND HISTORY*

Tara Rider  
MW 1:30-4:55

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



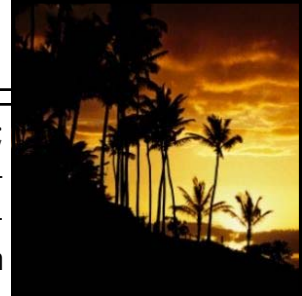
Long Island has been in the forefront of transportation developments, suburbanization, and environmental protection. These topics, and others, will be explored within a regional context. Regular attendance is required. Grades will be based on class participation, a research project. There will be a mid-term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



HIS 340-J

## *PACIFIC ISLANDS: HISTORIES OF PARADISE*

Gregory Rosenthal  
TuTh 1:30-4:55



**T**iki torches at a luau; hula dancers wearing coconut bras and grass skirts; surf boards floating atop crashing waves; warm welcomes of aloha. Perhaps we automatically conjure up these images when we think of Pacific islands. Yet the history of Pacific islands and peoples is deeper and richer than



these stereotypes suggest. The goal of this course, then, is to add historical perspectives to our common understandings of Pacific islands and peoples. This course will cover the following topics: the origins of Pacific Islanders, including motives and methods for transoceanic voyaging and island colonization; the cultures and socio-political structures that Islanders developed in the centuries before European contact; European exploration of the Pacific, including the exchanges of people, biological resources, and ideas between Pacific Islanders and European sailors, traders, and scientists; the impacts of European and Euro-American missionaries in the islands; the experiences of Pacific Islander migrants who traveled abroad as sailors, laborers, explorers and diplomats; late nineteenth and early twentieth century European colonization projects and indigenous anti-colonial movements; the role of anthropologists and the American academy in redefining the Pacific; indigenous perspectives on World War Two; and finally, the current social, political, and environmental struggles facing Pacific Islanders today. Students are expected to do all readings, participate in class discussions, complete a few quizzes, and write three short analytical papers as well as a final paper.

HIS 341-J

## *MODERN CHINA*

Aihua Zhang  
TuTh 9:30-12:55

**T**his course looks into the general history of modern China beginning from the downfall of the last dynasty—the Qing dynasty and the establishment of Republican China, and ending with Deng Xiaoping's Reform and Opening-up Policy in the 1980s. In the long struggle to become a strong modern nation-state, China experienced a range of challenges, both internal and external, which included the disorder of warlord rule, the Japanese invasion, the civil war, and the Cultural Revolution. With a focus on significant events and influential figures, the course outlines the major transformations China underwent in social, economic, political, and cultural dimensions in her strive for modernization. The teaching style will be a combination of lecture, visual presentation, and discussion. Grading is based on quizzes, a 3-5 page paper, a final exam, and participation.

HIS 393-I

## *"BEER": CULTURE and COMMODITY*

Brian Gebhart  
TuTh 6:00-9:25

Perhaps the best known cultural commodity throughout history is beer. Nearly every civilization has produced their own variation on the art of brewing and this course will focus on beer as a cultural product and a commodity of exchange. With a focus on European history, this course will explore how brewing styles and customs were developed in an interaction between different peoples and societies as beer circulated throughout Europe and the world. Pilsner, the most common style of beer in the world, developed in a Central European environment of multiple national influences and traditions. Porters were developed in Northern



Europe and were circulated between German traders, the British, Scandinavia and Russia. Finally, India Pale Ale was a British style that was directly created and circulated in and through the networks of global empire. Beer is a fascinating commodity that has throughout history flowed within and between different regions and bears the stamp of this transnational movement. The class will explore many different aspects of beer and beer culture and will connect to issues of social and cultural history, commodities, and gender studies. Considerable reading and several papers.

HIS 396.01-K4

## *AMERICAN CITIES in the 20th CENTURY*

Neil Buffett  
MW 6:00-9:25

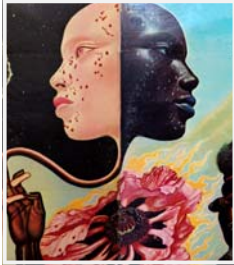
Over the course of the twentieth century, the United States became known as a suburban nation. It has been estimated that 27 million Americans lived in suburbs in 1940, but by the mid 1980s that number had surpassed 100 million. In this course, we will seek to understand the reasons for this "suburban trend." At the same time, this class will also focus upon American cities, which gave birth to the suburbs, and will explore the continuing relationships between cities and their suburban hinterlands. These relationships will be explored in light of the influence of race, class, gender, and ethnicity. The readings, films and discussions will focus on the rise and fall of central cities, the emergence of suburbs, and different types of suburbanization. Course requirements will include attendance, participation in discussions, quizzes, a mid-term and a final.



HIS 396.02-K4

## ***JAZZ, MUSIC and AMERICAN CULTURE***

Sung-Yup Kim  
TuTh 6:00-9:25



This is a course about jazz, but appreciating jazz as a musical idiom is not the main purpose here. As great a musical tradition as it is, jazz is also immensely important as a historical phenomenon. Perhaps due to its emphasis on improvisation, jazz has always been both intensely personal and at the same time deeply embedded in cultural tradition and social reality. During the first two-thirds of this course we will explore the history of jazz in relation to American civilization, which will provide us with a unique look into various themes such as urbanization and mass consumption, middle class notions of high culture, individualism and communalism, racial relations and identity, gender relations and sexuality, multiculturalism and nationalism, etc. More recently, jazz has also become part of an international musical idiom of "improvised music," sometimes as a straightforward import of American culture, but more often in the form of fascinating mixtures of American and local musical traditions. Placing jazz in such a global context, which is the focus of the last third part of this course, will allow us to consider broader questions about the global dimensions of modern American civilization and American identity. There will be daily reading assignments (mostly around 10 pages) and two books (probably jazz musicians' autobiographies). Evaluation will be based upon two 3-4 page papers, one final exam, and class participation. No prior knowledge of music or history is required.



HIS 542/CEG 517

## ***INTRODUCTION TO MODERN LATIN AMERICA***

Kevin Young  
MW 6:00-9:25

This course is designed for high school teachers. The goals are twofold: to enrich teachers' own understandings of modern Latin American history, politics, and societies while equipping them with the tools necessary to encourage critical perspectives among their students. We will explore the meanings of race, ethnicity, class, gender, and nationality in our attempt to understand how modern Latin America has evolved, examining its history from a number of angles—looking, for example, at patterns of elite rule, interactions with US and European governments and commercial capital, and at the histories of ordinary people who have sought changes in their societies. We will put special emphasis on preparing teaching materials, assignments, and lesson plans for practical use. Everyone will conduct a lesson of 20-25 minutes and also design a full unit (with readings, primary documents, discussion/paper topics, and film clips, etc.) on Latin America for use in future teaching.

# BAD GIRLS IN AMERICAN HISTORY

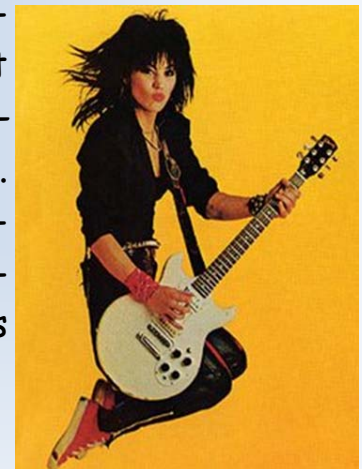
**Come spend your summer hanging out with the bad girls!**



In this class, we'll explore several themes in American history by exploring the stories of the many bad girls who have fought, protested, written, sung, cross-dressed, worked, and innovated their way into American history. We'll also discuss questions such as: what makes a girl "bad"? Who gets to decide who the bad girls are? What about the good girls? It is said that "well-behaved women



seldom make history." We will examine this statement by getting to know a variety of bad girls from Deborah Samson (revolutionary war soldier) to Typhoid Mary, Harriet Tubman to Helen Gurley Brown (influential editor of *Cosmopolitan*) and many more. Students who sign up for this romp through American history should be prepared to participate rigorously, read voraciously, write cogently, and attend regularly. All girls and boys, good and bad, are welcome!



MW9:30-12:55

Elizabeth Hornor **HIS 396.03 DEC K**

NEW YORK CITY—SUMMER II

HIS 104.60-F4

## *US Since 1877*

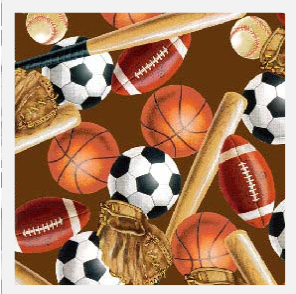
Seth Offenbach  
MW 9:30-12:55

This course will examine the major events and trends within modern American history. Covering events since the end of the Civil War, with a focus on the post-1930's era, this course will help explain what life was like in 20th-century America, how it evolved, and how that helped to create contemporary American life. Course requirements will include participation, and a final exam.

HIS 380.60-J

## *COMPARATIVE SPORTS IN THE US & LA*

Gregory Jackson  
TuTh 1:30-4:55



For many throughout the Americas, interactions with sport cultures have had a profound impact on their daily lives. Sport has been a key component of industrialized societies across the globe. In fact few things have characterized mass culture over past hundred or so years more consistently and thoroughly than sport. Each of the meaningful identities we take on as social beings are touched by the ideological symbolism found in sport: our sense of gender, class, race, national and local identities are informed by children's games played by adults. Why? How has this process unfolded? Why has sport culture been the focus of governments and multi-national corporations? What is it about sport in the



Americas that allows it to take on such important social meaning since the end of the 19<sup>th</sup> century and into the 21<sup>st</sup> century? Why and how has sport become attached to ethical/moral understandings of modern societies? What role does consumption and mass media play in the making of mass culture projected through sport? This course attempts to answer these questions and others, while taking a brief survey of the various sports that make up the cultural landscape of the United States, South America and the Caribbean. Through a



study of the massification of American sports, this course will investigate the intersections between diverse peoples, through 'sport time' to understand their larger historical meanings over the last 150 years. Mid-term, and final paper.

# REQUIREMENTS FOR THE MAJOR IN HISTORY

## Study Within the Area of the Major:

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

Two courses at the **100 level** 6 credits

A **primary field** of five courses to be selected from a cluster of related courses such as: United States, European, Latin American, Ancient and Medieval, or non-Western history. Primary fields developed along topical or thematic lines may be selected with approval of the department's Undergraduate Director. The primary field shall be distributed as follows:

Two courses at the 200 level

Two courses at the 300 level

One course at the 400 level, excluding HIS 447, 487, 488, 495 and 496

15 credits

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

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

3 credits

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

9 credits

## Study in a Related Area:

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

6 credits

## C. Upper-Division Writing Requirement:

Students are required to complete an upper division writing requirement. They will inform the instructor of the course in advance of their plan to use the term paper



(or papers) in fulfillment of the writing requirement. A form must be submitted with the paper that can be procured in the history department. In addition to the grade for the paper, the instructor will make a second evaluation of writing competency in the field of history. If the second evaluation is favorable, the paper will be submitted to the Undergraduate Director for final approval.

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.**

***REQUIREMENTS FOR THE MAJOR IN HISTORY***

The minor, which requires 18 credits, ***is organized around the student's interest*** in a particular area of history. It is defined either by geography (e.g., United States, Latin America) or topic (e.g., imperialism, social change). Courses must be taken for a letter grade. **No grade lower than C** may be applied to the history minor. At least nine of the 18 credits must be taken at Stony Brook, three of them at the upper division level. The specific distribution of the credits should be determined in consultation with the Director of Undergraduate studies. An example of an acceptable distribution would be the following: (HIS 447, 487 or 495-496 may not be applied to the minor.)

One two semester survey course in the period of the Student's interest (100 or 200 level) (Example: 101 and 102 or 235 and 236)

6 credits

One (additional) course at the 200 level

3 credits

Three courses at the 300 or 400 levels, at least one of which must be at the 400 level.

9 credits

**TOTAL CREDITS.....18**

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

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