

# SPRING, 2014

## HISTORY 102-F

### *MODERN EUROPEAN HISTORY 1789-1945*

*Prof. Herman Lebovics*

	<b>Day</b>	<b>Time</b>	<b>Solar #</b>	<b>Location</b>
Lecture	MW	11:00-11:53		Old Eng 143
Recitation 01	Friday	11:00-11:53	Solar # 40875	SBS N310
Recitation 02	Monday	9:00-9:53	Solar # 40876	SBS S328
Recitation 03	Wednesday	12:00-12:53	Solar # 40877	SBS S328
Recitation 04	Monday	1:00-1:53	Solar # 48588	SBS S328
Recitation 05	Wednesday	2:30-3:23	Solar # 47855	SBS N310

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.

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## HISTORY 104-F4

### *US. HISTORY SINCE 1877*

*Prof. Michael Barnhart*

	<b>Day</b>	<b>Time</b>	<b>Solar #</b>	<b>Location</b>
Lecture	MW	12:00-12:53		E & S 001
Recitation 01	Friday	12:00-12:53	Solar # 40879	SBS S328
Recitation 02	Monday	11:00-11:53	Solar # 40880	SBS N310
Recitation 03	Wednesday	9:00-9:53	Solar # 40881	SBS S328
Recitation 04	Monday	2:30-3:23	Solar # 40882	SBS N310
Recitation 05	Friday	1:00-1:53	Solar # 40883	SBS S328
Recitation 06	Wednesday	11:00-11:53	Solar # 46019	SBS N310
Recitation 07	Monday	10:00-10:53	Solar # 46020	SBS S328
Recitation 08	Wednesday	10:00-10:53	Solar #48164	SBS S328
Recitation 09	Monday	9:00-9:53	Solar #48165	SBS N310

This course surveys American history from the end of Reconstruction in 1877 to the end of the Cold War in the early 1990's. It explores the consequences of a federal victory in the Civil War and the incomplete reconstruction that followed in shaping the emergence of a distinctly American state and society that came to affect the world through application of American power and means less direct yet as comprehensive. Some themes stressed include the development of mass consumerism, the distinctiveness of the American South, and the politicization of social issues from Prohibition to desegregation to abortion. Readings will be drawn from a textbook and two supplements of historical documents and essays, amounting to about eighty pages of reading per week. Participation and writing in recitation section discussions, two in-class quizzes and a final examination serve as a basis for evaluation.

HISTORY 204-I

***EGYPT OF THE PHAROAHS***

*Prof. Paul Zimansky*

MW	7:00-8:20	Solar # 54754	HUM 1003
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An archaeologically informed overview of the history of ancient Egypt, beginning with the introduction of agriculture and concluding with the integration of Egypt into the Roman Empire. Particular attention will be given to the records of the ancient Egyptians themselves which are transmitted to us through the hieroglyphic writing systems and its derivatives. While political history forms the chronological framework of the presentation, there will be detailed consideration of various aspects of Egyptian culture such as kingship, political institutions, artistic traditions, mortuary practices, religion, historiography, and literature along the way. This is a lecture course, with grading based on a midterm, a final exam, and a research paper.

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HISTORY 214-J

(Cross-listed with POL 214)

***MODERN LATIN AMERICA***

*Prof. Eric Zolov*

MW	2:30-3:50	HIS Solar # 47856 POL Solar # 47842	Psy A 137
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This survey course introduces students to the history of modern Latin America, from the early nineteenth century to the present. Our goal is to gain an understanding of some of the central historical themes that have shaped Latin American society and politics since achieving independence, thus leading students to acquire a basis for making sound observations and judgments about the political, economic, social, and cultural realities affecting Latin America today. The class will move chronologically as well as thematically, covering topics such as nationalism, political economy, U.S.-Latin American relations, revolutionary & counterrevolutionary struggle, and cultural practices. To do so we will approach the hemisphere comparatively, drawing similarities and differences between different nation-states and regions. Requirements: Course requirements will include two essay assignments, midterm, and final exam.

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HISTORY 215-K4

***LONG ISLAND HISTORY***

*Tara Rider*

TuTh	8:00-9:20 am	Solar # 55386	Lib W 4550
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This course is a broad survey of Long Island history, from the pre-Contact period to the present. Although Long Island may seem like a suburban backwater today, 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 and political developments during the colonial and early national periods. Many important contributions to shaping United States history have evolved from actions and events that took place on Long Island, and

these will be examined. In the twentieth century, Long Island was in the forefront of transportation developments, suburbanization, and environmental protection, thus these topics and others will be explored in a national and regional context. The course will consist of lectures, class discussions and presentations. In addition to a paper and project, there will be 3 non-cumulative exams.

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HISTORY 216/POL216-J  
(Cross-listed with POL 216)

***US LATIN AMERICAN RELATIONS***  
*Mark Rice*

TuTh	4:00-5:20	HIS Solar # 55388 POL Solar # 55389	Javits 109
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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, shantytown dwellers, migrants, and hundreds of ethnic groups. In turn, US experiences with Latin America have often helped to shape both US society and its interactions with the rest of the world, making this history of vital importance for understanding much of global history.

The course places a special focus on close readings of primary source documents, including declassified government memos, speeches, newspaper reports, political cartoons, and the voices of some of the people who have opposed US policies. peasant farmers, female community leaders, shantytown dwellers., migrants, and hundreds of ethnic groups. In turn, US experiences with Latin America have often helped to shape both US society and its interactions with the rest of the world, making this history of vital importance for understanding much of global history. The course places a special focus on close readings of primary source documents, including declassified government memos, speeches, newspaper reports, political cartoons, and the voices of some of the people who have opposed US policies.

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HISTORY 220-J

***INTRODUCTION TO JAPANESE HISTORY***  
*Prof. Janis Mimura*

TuTh	11:30-12:50	Solar # 54668	LIB W 4525
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This course provides students with an introduction to the history and culture of Japan. We will focus on the broader processes of political, economic, social, and intellectual transformation of Japan from antiquity up until the present. Topics explored include: aristocratic and samurai culture, the Tokugawa political order, Japan's relationship to Asia and the West, the rise of the modern state, Japanese fascism, the role of women in Japan, and the challenges of postwar democracy. Requirements include a mid-term and final exam and two short essays.

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HISTORY 221-J  
(Cross-listed with AFS 221)

**INTRODUCTION TO MODERN AFRICAN HISTORY**

*Prof. Abena Aasare*

TuTh	8:30-9:50	HIS Solar # 48841 AFS Solar # 48418	Lib W 4525
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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-Africanism and the politics of African unity; the postcolonial state project; economic planning in postcolonial Africa; and African states and international politics in the Cold War era. Prerequisite: One D.E.C. Category F course.

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HISTORY 226-F  
(Cross-listed with JDS 226)

**THE SHAPING OF MODERN JUDAISM**

*Prof. Eric Miller*

TuTh	10:00-11:20	HIS Solar # 48591 JDS Solar # 48800	SBS S328
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In this course we shall examine the history of the Jews in the West from the decline of the Roman Empire (4th century) to the beginning of the modern period (18th century). We will also examine the parallel history of the Jews of the East under Islam, and the convergence of the two in Moslem and Christian Spain. Lectures and discussions focus on the cultural and intellectual exchanges that took place between Jews and the societies in which they lived, as well as on the changing social, political, legal, and economic roles of Jews. We will analyze the various religious movements and concepts that developed within the Jewish world, examining the social and religious context that give rise to their diversity, as well as their lasting impact on later (modern) forms of Judaism. The class is in lecture format with occasional discussions. Requirements include two hour-long exams and a final.

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HISTORY 235-I

**THE EARLY MIDDLE AGES**

*Andrew Boffa*

TuTh	11:30- 12:50	Solar # 55174	Lt. Eng 102
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This course examines the social, political, cultural and religious history of Western Europe from the emergence of Christianity and fall of the Roman Empire through to the eleventh century. Topics will include the early development of Christianity and the Christianization of Western Europe, the society and culture of the Germanic kingdoms, the traumatic ninth century, and the First Crusade. We will also

consider some of Western Europe's closest neighbours: Byzantium and the Islamic Empire. Readings in the textbook are intended to provide a broad chronological outline: classroom discussions and papers will focus on primary sources. Requirements include a midterm exam, a final exam and two 5-page papers.

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HISTORY 241/JDS 241-I

***THE HOLOCAUST***  
*Ron Van Cleef*

MW	5:30-6:40	HIS Solar # 48593 JDS Solar # 48938	PSY A 137
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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 in order to better understand why people have learned so little from it. Course requirements include attendance, quizzes, and two short written assignments.

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HISTORY 249-I

***EUROPE 1914-1945***  
*Prof. Susan Hinely*

TuTh	8:30-9:50	Solar # 54671	SBS S328
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This is the second installment in the Modern Europe series and will cover the period leading up to the First World War (1914) through 1945 and the immediate postwar period. We will chronicle Europe's journey from a position of global dominance and self-proclaimed cultural superiority at the outset of the 20th century through thirty years of self-annihilation by way of total warfare, revolution, economic collapse, and political extremism. Much of the story is a bleak one, requiring us to analyze the nature of industrialized war, political famine, resistance and repression in Europe's empires, eugenics and genocide. Nonetheless, we will search out the bright spots where we can in the intellectual revolutions in art and science and in the first efforts at global norms of human rights and international political institutions. Requirements will include energetic participation, regular attendance, two short papers (including drafts), and a final exam.

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HISTORY 261-K4

**CHANGE AND REFORM IN THE UNITED STATES 1877-1919**

*Prof. Wilbur Miller*

	Day	Time	Solar #	Location
Lecture	MW	11:00-11:53		HUM 1006
Recitation 01	Friday	11:00-11:53	Solar # 54755	SBS S328
Recitation 02	Monday	10:00-10:53	Solar # 54756	SBS N310
Recitation 03	Wednesday	12:00-12:53	Solar # 54757	SBS N310

This course focuses on the impact of industrialization, immigration, and urbanization and the various responses to these tremendous forces of change from the end of Reconstruction through World War I. Issues of gender, race, and class will be highlighted throughout. Course work will include weekly discussions, three short papers, a midterm and a final exam.

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HISTORY 265-K4

**THE CIVIL WAR AND RECONSTRUCTION**

*Prof. April Masten*

	Day	Time	Solar #	Location
Lecture	MW	10:00-10:53		Javits III
Recitation 01	Friday	10:00-10:53	Solar # 54759	SBS S328
Recitation 02	Wednesday	9:00-9:53	Solar # 54760	SBS N310
Recitation 03	Mondayday	1:00-1:53	Solar # 54761	SBS N310

This course focuses on the sources, progress, and outcomes of the Civil War. We will look at the origins of sectional conflict, at the events, meanings, and consequences of the war, and at the achievements and failures of Reconstruction. A major theme will be the Civil War as a "Second Revolution" that reshaped the structure of American society and of race relations. The class will consist of two lectures and one discussion period per week. To encourage students to keep up with the readings and to help them organize their thoughts for discussion, a five-minute written quiz based on the week's readings will be given at the beginning of each discussion period. Along with the 12-14 quizzes, students will be graded on attendance, discussion participation and one major final paper.

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HISTORY 277-J

*(Cross-listed with AFS 277)*

**THE MODERN COLOR LINE**

*Prof. Abena Asare*

TuTh	2:20-3:40	HIS: Solar # 48842 AFS: Solar # 48417	Javits 103
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In 1903, W.E.B. DuBois declared that "the problem of the twentieth century is the problem of the color line." DuBois' perceptive words were shaped by the history of American race relations during the

nineteenth century, and predicted the intense struggle that would be waged over the next one hundred years to define, maintain, or eliminate this boundary. This course examines the history of the color line in the United States since the Civil War, tracing the social, cultural, political, and economic impact of this tenuous concept. The modern color line was not only the boundary between black and white; racial ideologies interacted with other divisive categories such as ethnicity, class, and gender to produce a complex social hierarchy. Lectures and discussions will explore the significance of immigration, urbanization, the U.S. legal system, and violent acts of repression and rebellion to demonstrate the changing nature of the color line over time. We will also place this discussion in an international context, exploring the way racial ideologies shaped the interaction between the U.S. and the world. Requirements include one paper, two exams, and discussion of the assigned readings.

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

HISTORY 301.01

***THE WORLD OF THE INDIAN OCEAN***

*Prof. Eric Beverley*

TuTh	2:30-3:5	Solar #46475	SBS N310
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Taking oceans, rather than nations or empires, as key units for historical study focuses attention on the movement of people, ideas and commodities across space, and the political and cultural formations that emerge from these circulations. This course will accordingly consider several different stages of globalization from antiquity to the present along the Indian Ocean littoral. We will focus on South and Southeast Asia, eastern and southern Africa, and West Asia (commonly known as the Middle East). A methodological section on oceanic history, and examples of concrete connections with other locations will take us, on occasion, beyond the limits of the Indian Ocean itself. The course will consider, both in minute detail and from a bird's eye view, inter-regional connections spanning the Indian Ocean world forged by religious solidarities, far-flung trade networks, labor migration, imperial domination, and anti-colonial nationalism.

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HISTORY 301.02

***NATIVE AMERICAN HISTORY***

*Prof. April Masten*

MW	2:30-3:50	Solar # 46476	SBS S328
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Cultural Encounters in the North American Borderlands is a writing intensive course that explores and questions traditional interpretations of North American colonization (Canada, USA, Mexico) from the 18th to the 21st century. The course covers social, political and aesthetic exchange, as well as conflict, fusion, and erasure within and across North American borders, through the works of new western, Native American, and Chicano/a historians, writers, and artists.

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HISTORY 301.03

***SUBURBS IN AMERICAN HISTORY***

*Prof. Christopher Sellers*

TuTh	11:30-12:50	Solar # 46602	SBS S328
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This course will explore the rise of suburbanism and sprawl in the United States from the nineteenth century onward, with a twentieth-century focus. We'll look at the rise of a suburban ideal around many industrializing cities worldwide, and starting after World War II, the spreading out from downtowns of mass suburbs as well as malls and offices that have made suburbs the places where most Americans live, work and shop. For upper division students in history; heavy emphasis on how to write in the history discipline.

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HISTORY 302-S

***Environmental History in Global Perspective***

*Tara Rider*

MW	6:00-7:50	Solar # 46602	Chancellors Hall 112
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This course provides an overview of the history of human-caused transformations of natural environments. Beginning with prehistory and working forward to the present, the course will investigate how cultural, social, economic, political, and technological currents have shaped nature. Historical snapshots will center on people living in more natural places, such as forests and farms, as well as more built places, such as cities. By examining topics from agriculture and deforestation in classical antiquity to the Columbian encounter, from problems of environmental management in imperial India to the emergence of environmentalism as a global movement today, the course focuses on case studies from several regions, such as the Mediterranean, the Caribbean, northern Europe, Asia, and Africa. Requirements include periodic homeworks/quizzes, mid-term and final examination, a short paper and a project.

NOTE: This course is held at Stony Brook - Southampton.

HISTORY 336-I

(Cross-listed with WST 334)

***WOMEN IN MODERN EUROPE***

*Prof. Susan Hinely*

TuTh	11:30-12:50	HIS: Solar # 54763 WST: Solar # 54586	Javits 111
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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.

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

***HISTORY OF KOREA***  
*Prof. Hongyung Kim*

TuTh	4:00-5:20	HIS: Solar # 48964 AAS: Solar # 48963	Hum 3017
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This course examines the Korean history from ancient to modern times. Korea is one of the many ancient, non-European civilizations claiming a cultural influence on the region and one of the main players in the history of East Asia. Reflecting its unique historical experiences, Korean history has raised diverse debatable issues. The primary goal of this course is to provide an overview of Korean history. And at the same time, through introducing multitude debatable issues of historical significance, the course attempts to enhance students' analytical capability in approaching complicated historical issues. Midterm, final and 10 page term paper.

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**HISTORY 345-J**  
(Cross-listed with WST 345)

***WOMEN and GENDER IN CHINESE HISTORY***  
*Prof. Iona Man-Cheong*

	Day	Time	Solar #	Location
Lecture	MW	12:00-12:53		Javits 103
Recitation 01	Friday	12:00:12:53	HIS Solar # 54765 WST Solar # 55371	SBS N310
Recitation 02	Wednesday	10:00-10:53	HIS Solar # 54766 WST Solar # 55372	SBS N310
Recitation 03	Monday	11:00-11:53	HIS Solar # 54767 WST Solar # 55373	SBS S328

Women and gender relations in China have undergone enormous change in the 20th century, yet many argue quite correctly that the legacy of pre-modern cultural norms and practices continues to play a significant role in modern society. This course explores these cultural practices and values, and the changes wrought by nationalism, interaction with Western imperialist influences, and both socialism and modernity. We will follow the themes of Chinese women and their part in changing gender relations, changing feminine ideals and practices, Chinese femininity, and the part played by the Chinese family system. Requirements include reading of about 75 pages a week, two short 5-page papers, a midterm and final exam, discussion sections and regular quizzes.

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HISTORY 346/AFS 346-J

***THE SOCIAL AND POLITICAL HISTORY OF AFRICA***

*Prof. Shimelis Gulema*

MW	4:00-5:20	HIS Solar # 55212 AFS Solar # 54534	SBS S218
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This course will cover several major topics in modern African history including pre-colonial African political structure, societies and cultures; the slave trade, European exploration and missionary culture, Islam in Africa, the imposition of formal colonial rule, decolonization and contemporary African issues. We will devote some time to the role of the Cold War in modern African politics and history, the history of Apartheid South Africa, AIDS in Africa, and several other important problems and questions confronting the continent today. We will read personal narratives from African writers. Students will be expected to attend class regularly, take two exams and write one 5-7-page essay.

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HISTORY 347/AAS 347-J

***SOUTH ASIA BEFORE COLONIALISM***

*Prof. Eric Beverley*

TuTh	11:30-12:50	HIS Solar # 54793 AAS Solar # 55213	Javits 109
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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.

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HISTORY 350-J

***COLONIAL AND POST COLONIAL AFRICA***

*Prof. Shobana Shankar*

TuTh	11:30-12:50	Solar # 54768	Library W 4550
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This course examines colonization in Africa, from the earliest Dutch settlement in southern Africa in the 17th century, the intense international scramble for Africa in the nineteenth century, and the era of alien rule in the 20th century. It examines how Africans met the challenges of alien rule in many ways—peasant uprisings, Pan-African movements, and political diplomacy—but not always in obvious ways we would call

resistance. European rule was the catalyst for many changes in Africa—production of commodities for global markets, Christian missionary work and religious conversion, migrant labor, rapid urbanization, new gender and generational conflicts, formal schooling, and new arts and culture, including African literary and film traditions. These topics will be explored as a basis for understanding the potentials and problems of African countries that got independence after 1957, in the midst of the Cold War, and up to the present. Readings will include a textbook, articles, and novels, which will be supplemented with films. May include 1 map quiz, 2 5-7 page papers, and in-class midterm.

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HISTORY 357
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***COMPARATIVE FASCISM: GERMANY, ITALY, JAPAN***

*Prof. Janis Mimura*

TuTh	2:30-3:50	Solar # 48965	SBS S 328
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In 1940, Germany, Italy, and Japan signed the Tripartite Pact and formed the Axis alliance. What was the meaning of this alliance and what was its relationship to fascism? Taking the Pact as a starting point, this course examines the emergence of fascism in interwar Italy, Germany, and Japan. We will first look at the particular national expressions of fascism in terms of each country's ideology, political-economy, foreign policy, society, and culture. We will then take up fascism as a broader global phenomenon and consider the ways in which these countries responded to the challenges of total war, economic crises, technology, and the rise of radical political groups. Requirements include active participation, writing exercises, two 4-5 page papers, and a midterm and final exam. Pre-requisite: Students should have some background in European or Japanese history.

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HISTORY 360-I (Cross-listed with WST 360)
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***WOMEN IN PRE-MODERN EUROPE***

*Prof. Alix Cooper*

TuTh	2 :30-3:50	HIS: Solar # 54688 WST: Solar # 54587	Javits 103
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This course will explore the role and status of women in ancient, medieval, and early modern Europe. We will read both modern scholarship and primary sources, i.e. original documents that give us clues about women's lives, such as laws, religious texts, writings by men about women, and some of the relatively rare but extremely illuminating documents written by women themselves. Examples of topics we will discuss include what is (and isn't) known about such issues as women and goddess-worship in prehistory; Greek and Roman matrons' lives; Christian traditions about women; the lives of nuns, noblewomen, peasant women, and city women in medieval Europe; the witch-hunts of early modern Europe; and early women's struggles for participation in intellectual life. By learning about individual women's lives, as well as the broader social contexts within which women lived, we will aim to increase our understanding not only of these particular periods in history but of sex and gender more broadly, in the many ways in which they have come to shape our world. Course requirements will include participation, two five-page papers, a midterm, and a final exam.

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HISTORY 362-F
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***MAKING PEACE WITH THE SIXTIES***

*Prof. Robert Chase*

TuTh	5:30-6:50	Solar # 54815	Javits 103
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Few decades in American history have been as contested, unsettled, and revolutionary as the 1960s. By using the term "the Sixties," this course will analyze the decade of the 1960s as both a watershed in modern U.S. history and as a contested public memory/history that continues to preoccupy scholars, political pundits, and the general public. In addition to offering a narrative of this "long decade" that stretches from the late-1950s through the early 1970s, this course will also analyze how recent scholarship and political and social dialogues have challenged the history of the 1960s. What exactly do "the Sixties" represent and to whom? When did they begin and when did the decade's conflicts end? Should we conceive of this "unsettled decade" as a uniquely American problem, or should we take up a "Global Sixties" framework? Course topics include: 1) Cold War politics and culture; 2) the US-Vietnam War; 3) consumerism and the American economy; 4) the "War on Poverty" and struggles over ideas of social welfare; 5) the political and ideological struggles between liberalism and conservatism; 6) the struggle for civil rights and black freedom; 7) ethnic and racial movements for political power; 8) counterculture, radicalism, and youth movements; and, 9) feminist movements, gender, and the "sexual revolution." Social movements and political struggles for racial inclusion and identity will earn a lot of attention in this course. By drawing upon primary documents, course readings, political speeches, music, pictures and videos of the era this course will reflect on what made this decade so "unsettled." This is a lecture-based course where regular attendance is necessary to prepare for mid-term and final exams. Course work will include a midterm, a final, and three critical review and primary documents essays.

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HISTORY 371-K4
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***LAW & LAWLESSNESS IN EARLY AMERICAN HISTORY***

*Prof. Donna Rilling*

TuTh	10:00-11:20	Solar # 48600	Lib E 4320
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This course examines the interaction between law and society in America from the period of European colonization through the mid 19th century. Some of the themes we will examine are: the clash of native and European legal systems; the adoption and adaptation of European law, particularly English law, to the circumstances of the American colonies; the development of the profession of law; changing definitions of crime and penal practices; shifts in women's legal status and their relationship to everyday practices and opportunities for women; the changing legal status of children; and transformations in the law of servitude, slavery, race, and emancipation. Witches, judges, women, lawyers, bankrupts, laborers, Native Americans, servants and slaves are some of the groups we encounter in assessing the forces that shaped American legal culture and its institutions. The course assumes no prior knowledge of law. Required reading: approx. 4 books or equivalent. Assignments: mixed format exams (e.g., essays, short answers, etc.), short paper (4-5 pages), quizzes, participation.

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HISTORY 378-F  
(Cross-listed with SOC 378)

***WAR & THE MILITARY***  
*Prof. Ian Roxborough*

TuTh	2 :30-3:50	HIS: Solar # 40885 SOC: Solar # 40115	HUM 1006
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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?

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 Spring 2014 these are (1) the British invasion and occupation of Egypt and the Sudan (1882-1898), (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.

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HISTORY 381-J

***LATIN AMERICA AND WORLD COMMODITIES***  
*Prof. Paul Gootenberg*

TuTh	1:00-2:20	Solar # 47668	Psy A 137
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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. 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 required a fair amount of reading: students will read and discuss at least four class books and write three book essays on the subject.

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## TOPICS COURSES

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

### HISTORY 392-I

#### ***EUROPE IN THE 20TH CENTURY***

*Prof. Lawrence Frohman*

TuTh	4:00-5:20	Solar # 47858	SBS S328
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This course will examine the history of Europe--both West and East--from the end of World War II to the present. The course will be organized around three big questions: How did stable social orders coalesce on both halves of the continent in the first postwar decades to resolve--if only temporarily--the conflicts that had shaped European history since the French revolution and that had torn it apart between 1914 and 1945? How did this synthesis come apart between the late 1960s and 1989? What were the consequences of these changes, and what forces have shaped the history of Eastern and Western Europe since the fall of communism? We will approach the topic by looking at the competing visions of modernity and citizenship that shaped the broad contours of the history of the period in East and West and use this analytic framework to approach the many problem complexes that together make up the fabric of European history during this period. In particular, we will look at such topics as the Cold War and Cold War culture; decolonization, Europe's changing role in the wider world, and the meaning of continental integration; consumerism, the affluent society and its discontents; the dilemmas of democratization, 1968, and terrorism; the crisis of Fordism; stagnation in the East and the collapse of communism; feminism, environmentalism, and the changing parameters of democracy; and immigration, the politics of identity, and the resurgence of nationalism since the 1990s. This class will be smaller than most 300-level courses; it will be run more as a seminar than a lecture; and the workload will be correspondingly more rigorous.

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### HISTORY 393.01-I

#### ***THE NAZI EMPIRE***

*Prof. Young-Sun Hong*

TuTh	1:00-2:20	Solar # 54769	Javits 101
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The purpose of this course is to understand terrorist racism and autarchic imperialism of the Nazi empire. In this course students are also expected to learn the role of war in the Nazi plans for realizing their racial utopia and to relate the history of the Nazi years to previous and subsequent periods of German history. This is not a survey for those looking for an introduction to European history or to satisfy a DEC requirement. It presumes that students have already taken a survey of modern European history and mastered the basic elements of historical analysis.

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HISTORY 396.01-K4

***OCEANS PAST: MARITIME HISTORY FROM A GLOBAL PERSPECTIVE***

*Prof. Jennifer Anderson*

MF	1:00-2:20	Solar # 40886	Javits 103
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Although 70% of Earth's surface is covered by water, this vast expanse is often thought of as an unfathomable space with no history. While much about the world's oceans remains mysterious, people have nonetheless engaged with them in myriad ways over thousands of years - travelling across their waves, diving beneath their surfaces, drawing sustenance from their depths, and, at times, facing the full brunt of their awesome force. In this course, we will explore these watery realms (and their adjacent coastal zones) from social, economic, and environmental perspectives and learn about the diversity of maritime experiences from the pre-modern period to today. Requirements: attendance, active class discussion, average of 80 pages of reading per week, regular in-class writing exercises, 3 short papers (3 pages each), 1 final research paper (7 pages)

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HISTORY 396.02-K4

***CITIES AND SUBURBS IN THE UNITED STATES***

*Prof. Christopher Sellers*

TuTh	5:30-6:50	Solar # 44752	Javits 103
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This class surveys the history of cities and suburbs throughout North American history. We begin with the indigenous cities of pre-contact period in today's Mexico, we then proceed to the walking city that emerged in the colonies and new American nation, lasting into the early nineteenth century. The bulk of the course will then cover tumultuous urban growth over the succeeding decades, in and around places such as New York, Los Angeles, Toronto, and Mexico City. Readings and lectures cover the different peoples who have lived in and passed through these cities, the places they have built, including suburbs, and the kinds of conflicts that have thereby unfolded, along lines of class, ethnicity and race. Uniting our study of such diverse places and topics will be a focus on the dynamics of urban growth, the varied and changing differences as well as connections between the city and the country, and the intermediary, evolving, widening roles of a suburban "in-between." Requirements will include in-class quizzes and other exercises, a short and medium length paper and a take-home final.

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## HISTORY 396.04

### *MARKETS and CONSUMERS in AMERICAN HISTORY* *Sung-Yup Kim*

TuTh	10:00-11:20	Solar # 55297	Lib E 4315
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This course explores the role of markets and consumption in American history—how they have often been central to the major social, cultural, and political changes that shaped modern American civilization. Although economic activities will be a central focus throughout the course, we will take a very broad perspective in trying to understand how markets and consumption transformed American life. Thus not only will we be discussing the growth of commerce, industrialization, and rise of mass consumerism, but will also be exploring a wide array of subjects including—how markets both connected and antagonized early American settlers and Native Americans; how colonization, slavery, and the demand for new consumer goods reinforced each other; how middle class employers and reformers tried to "correct" working class drinking habits and leisure activities; how westward expansion and war spurred conflicting views about America's future marketplace; why racialized entertainment was enjoyed by so many Americans and even gave birth to some of America's most lasting art forms, etc. No prior knowledge in history, economics, or business studies is required to take this course. We will not use a textbook, but will be reading three short books, a few articles, and several primary source documents. Evaluation will be based on three papers (3-5 pages length), a final exam, and last but not least, class participation.

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## HISTORY 397-K4

### *ASIAN AMERICAN HISTORY* *Prof. Shirley Lim*

TuTh	8:30-9:50	HIS: Solar # 54709	Javits 101
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Asian American History is an introduction to the historical and contemporary factors that have molded Asian American life in the United States of America. Strongly emphasized themes are race-labor hierarchy, gender, immigration, second generation, and images/mass media. This course requires extensive speaking participation, group presentations, mandatory attendance, 150 pages of reading a week, two midterms, and a ten-page original research essay.

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HISTORY 399-K4
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***HEALTH ADVICE and SELF HELP:  
FROM SYLVESTER GRAHAM TO DR. OZ***  
*Prof. Nancy Tomes*

MF	1:00-2:20	HIS Solar # 54710	LIB E 4320
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This course will examine the history of what today is known as “complementary and alternative medicine,” or CAM. Starting with the pre-Civil War period, we will look at the many different ways that Americans have tried to stay healthy and find relief from illness by means other than conventional medicine. We will use health reform as a way of understanding the changes taking place in American life as a result of economic and social change. We will explore how and why people turned to diet, exercise, and other healing traditions to cope with their sense of the unhealthiness of modern living. We will also look at how CAM has reflected changing views of conventional medicine’s strengths and weaknesses. Topics to be discussed include dietary reform, the water cure, and homeopathy for the 19th c.; osteopathy, chiropractic, and Christian Science in the first half of the 20th c.; and natural foods, acupuncture, and the self/help recovery movement in the late twentieth century. Readings will include James Whorton’s Nature Cures plus additional articles. Class work will emphasize improving skills of critical analysis and writing. Active participation in class discussion is required. Written work will consist of a take home midterm (5-7 pages), a paper on a subject of your choosing (7-10 pages) and a final exam.

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

HISTORY 401
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***ANCIENT EMPIRES IN COMPARISON:  
FROM SARGON TO BYZANTIUM***  
*Prof. Paul Zimansky*

Wednesday	2:30-5:30	Solar # 48074	SBS N318
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An exploration, in seminar format, of the various forms of early large, centralized political systems and the impact they have on the cultures of the multi-ethnic societies and territories they embrace. To a certain extent the course will focus on the ancient Near East and Mediterranean worlds, because this is where the earliest imperial experiments were undertaken, but it will extend beyond that to accommodate the specific interests of participating students. Case studies include the empires of the Akkadians, Hittites, Assyrians, Urartians, Babylonians, Persians, Macedonians, Romans, Aztecs and Incas. Each student will choose one empire to study in detail and integrate the evidence from it in discussions of themes such as leadership, economic integration, frontiers and ethnicity.

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HISTORY 402
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***LIVING AND COPING IN STALIN'S RUSSIA 1927-1953***

*Prof. Gary Marker*

Thursday	1:00-4:00	Solar # 48089	SBS N303
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How do people cope with or understand everyday life in the midst of turmoil, social transformation, and massive political repression and violence? How do they explain all these destabilizing changes to themselves so as to give meaning to their own lives? These are the issues faced by many millions of people residing in the Soviet Union during the Stalin era (roughly 1929-1953). In recent years many diaries, letters and other personal reflections from that era have been translated and published. This course will focus on some of these testimonies, along with the efforts by historians to analyze them.

The course is open to History majors, in particular those seniors or advanced juniors with a background in Russian or Modern European history. Others wishing to enroll will need the permission of the instructor. Approximately five books will be assigned, as well as materials that have been collected on relevant websites. Class participation, including occasional oral presentations will be central to the course. Students will be expected to write two papers, one 2-4 pages, the other 12-15 pages, based upon course work as well as outside reading. There are no examinations.

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HISTORY 412
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***POWER! RACE and RADICALISM IN 20TH CENTURY AMERICA***

*Professor Robert Chase*

Tuesday	1:00-4:00	Solar # 47859	SBS N318
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This seminar course studies the history of the twentieth century through the lens of three radical political movements that demanded political equality for ethnic immigrants, African Americans, and Mexican Americans. In a seminar format, we will therefore consider the socialist movement of the Progressive era, the demands for Black Power in the 1960s and 1970s, and the Chicano movement of the 1960s and 1970s. In order to consider the ways in which racial and ethnic demands for power changed over time, we will draw on scholarly articles, historical accounts, novels, biographies, memoirs and autobiographies, speeches, and documentary film. In this course, we will reconceptualize demands for political power based on race and ethnicity as an ideological construct, a social movement, an artistic expression, a political struggle, and a community and grass-roots response to American and global systems of colonialism and racial oppression. Readings and discussion topics include: anarchism; socialism; Garveyism; women, gender, and sexuality; cultural art; local and grass-roots movements; armed self-defense; urban uprisings; demands for a return of traditional lands; state violence and reprisal; police and incarceration; education and cultural identity; and politics and the presidency. This is a readings intensive course where discussion is central. We will have few lectures and spend most of our time discussing the reading and watching documentaries to supplement our readings. Students are therefore expected to attend lectures and discussions regularly. Students will be expected to write two papers, one 2-4 pages, the other 12-15 pages, engage in class discussion, and present their research to the class. There are no examinations.

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HISTORY 414

***"WE THE PEOPLE" CITIZENSHIP IN AMERICAN LEGAL HISTORY***

*Prof. Susan Hinely*

Monday	2:30-5:30	Solar # 48605	SBS S326
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This seminar will chart and analyze the changing meanings of the imagined "people" to whom are promised "liberty and equality" under law in American history. In order to understand the contours of this legally protected group, we will have to understand who is NOT included in this civic union. In other words, who provides the necessary outsider identity that the "people" are defined against? We will start this twin project with a close look at the British liberal tradition and its relationship to imperialism. We will then trace this foundation into the text of the Constitution and the early Supreme Court cases that supplemented this governing document. More than half of the semester will be devoted to 20th century cases that expanded the meaning of citizenship to include groups formerly excluded on the basis of sex, race and religion. The seminar will include weekly reading and re-enactment of key decisions. In addition, each of you will write and present a research paper based on a Supreme Court case.

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**JDH Courses**

JDH 361/WST 361-G  
(Cross-listed with WST 361)

***WORDS IN HER MOUTH: GIVING VOICE TO BIBLICAL WOMEN***

*Prof. Fran Snyder*

TuTh	1:00-2:20	JDH Solar # 54912 WST Solar # 54589	SBS S 328
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This course asks who is talking when biblical women speak, who gave them the breath of continual life and determined their actions through two millennia. The mythical Eve remains the 'mother of us all' and is still blamed for bringing sin and death into the world. The Egyptian slave Hagar, whose household battle with her mistress Sarah over control of their shared husband, the patriarch Abraham, and over the primacy of their sons, is a significant figure in modern African-American womanist theology. Mary endures as virgin and mother. Students study texts that continually recreate the original creations. Focus is on the Hebrew Bible and rabbinic literature, as well as pre-rabbinic and ancient exegetical texts, New Testament portraits and Christian commentators. Medieval and modern commentary, prose and poetry, painting and sculpture, and music enrich the selection of materials for analysis. Feminist and gender studies criticism as well as historical and literary contexts serve as analytical foundations. The semester ends with EveFest.

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JDH 390.01-G  
(Cross-listed with RLS 390)

***PERSPECTIVES ON THE HEBREW BIBLE***  
*Prof. Fran Snyder*

TuTh	11:30-12:50	JDH Solar # 48951 RLS Solar # 48950	SBS N310
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The Hebrew Bible is an anthology of literary genres, an historical digest, collections of laws, and, overall, a record of a people's experience of their deity and the insights they brought to the world. Unknown and uncountable writers and editors, working over a span of more than 1,000 years, are responsible for the canonical version that we possess. Religious leaders, historians, archaeologists, and literary critics produced

uncountable pages of analysis on this book. In this course, we study the content of the Bible, its foundational ideas, and the contexts in which those ideas were formed. We look at its long and influential career and the critical approaches that have informed the reading of the Bible, including contemporary perspectives such as literary criticism and feminist criticism. Our readings from the Bible include the myths of Genesis, the narratives of slavery and liberation, tales of sibling rivalry and the Joseph novella, the romantic short story of Ruth, selections from messenger speeches of the prophets and from the political epic of Kings, and examples of civil and religious law. We learn biblical conceptions of creation, monotheism, prophecy, ethics, human failure and redemption, and we meet the Bible's enterprising and very emotional God. Hebrew language skills are not required.

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JDH 390.02-G  
(Cross-listed with RLS 390.01)

***RABBIS, BISHOPS AND EMPERORS: JEWS AND CHRISTIANS  
IN THE LATER ROMAN EMPIRE***  
*Prof. Eric Miller*

TuTh	8:30-9:50	JDH Solar # 54776 RLS Solar # 55211	SBS N310
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This course examines the relationship between the Roman Empire and the Jewish and Christian communities in the lands under its rule. The relationship between the Roman government and the emerging rabbinic movement will be explored, as well as the transition of Rome from a power that persecuted Christians to a power that accepted and then adopted the Christian faith will also be examined in detail. The impact of this change on Jewish communities in the fourth century C.E. led to surprising developments, many of which are not commonly understood. The course will examine some of the many forms of Christianity and Judaism that developed until there was a clear separation between the two religions, both of which underwent continual revisions of group identity during these formative centuries. The course will cover material from the second century C.E. through the fifth century C.E., examining the evidence from Jewish and Christian texts as well as other historical documents and material remains. The class is in lecture format with some class discussions. Requirements include a mid-term exam, a final exam, and two 4-5 page papers.

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

#### HISTORY 447

##### INDEPENDENT READINGS IN HISTORY

Intensive readings in history for qualified juniors and seniors under the close supervision of a faculty instructor on a topic chosen by the student in consultation with the faculty member. May be repeated. Students should find a professor in the history department with whom they would like to work and obtain that professor's permission. Prerequisites: A strong background in history; permission of instructor and department.

#### HISTORY 487

##### SUPERVISED RESEARCH

Qualified advanced undergraduates may carry out individual research projects under the direct supervision of a faculty member. May be repeated. PREREQUISITES: Permission of instructor and the Director of Undergraduate Studies.

#### HISTORY 488

##### INTERNSHIP

Participation in local, state, and national public and private agencies and organizations. Students will be required to submit written progress reports and a final written report on their experience to the faculty sponsor and the department. Satisfactory/Unsatisfactory grading ONLY. May be repeated up to a limit of 12 credits. PREREQUISITES: 15 credits in history; permission of instructor, department, and Office of Undergraduate Studies.

#### HISTORY 495-496

##### SENIOR HONORS PROJECT IN HISTORY

A two-semester project for history seniors who are candidates for the degree with honors. Arranged in consultation with the department, the project involves independent study and writing a paper under the close supervision of an appropriate instructor or a suitable topic selected by the student. Students enrolled in HIS 495 are obliged to complete HIS 496. PREREQ.: Admission to the History Honors Program.

#### The Honors Program In History

Departmental majors with a 3.0 average in history courses and related disciplines as specified may enroll in the History Honors Program at the beginning of their senior year. The student, after asking a faculty member to be a sponsor, must submit a proposal to the department indicating the merit of the planned research. The supervising faculty member must also submit a statement supporting the student's proposal. This must be done in the semester prior to the beginning of the project. The honors paper resulting from a student's research will be read by two historians and a member of another department, as arranged by the Director of Undergraduate Studies. If the paper is judged to be of unusual merit and the student's record warrants such a determination, the department will recommend honors.

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

A. Study Within the Area of the Major: A minimum of eleven courses (33 credits) distributed as follows:

Two courses at the 100 level: 6 credits

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

Two courses at the 200 level  
Two courses at the 300 level Two courses at the 300 level  
One course at the 400 level, excluding HIS 447, 487, 488, 495 and 496

15 credits

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

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

3 credits

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

9 credits

B. Study in a Related Area: Two upper-division courses in one discipline, the discipline to be selected with the department's approval. Courses that are cross-listed with a history course do not satisfy this requirement. Both courses must be in the same discipline. Related areas include, but are not limited to Political Science, Anthropology, Sociology, English Literature, Economics, Philosophy, Religious Studies, Art History, Music History, etc.

6 credits

TOTAL CREDITS .....39 credits

C. Upper-Division Writing Requirement:

Students will be required to complete one upper-division course from Group A (Study within the area of the major) by the end of their junior year. They will inform the instructor of the course in advance of their plan to use the term paper (or papers) in fulfillment of the writing requirement for the major. In addition to the grade for the course, the instructor will make a second evaluation of writing competency in the field of history. If the second evaluation is favorable the paper will be submitted to the Undergraduate Director for approval.

### *Notes*

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

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

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

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

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

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

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

TOTAL CREDITS.....21

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

## A STATEMENT ON PLAGIARISM

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

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

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

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

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

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

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

\* \* \* \* \*



## HISTORY DEPARTMENT FACULTY

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