

102-F	MODERN EUROPEAN HISTORY: 1789-1945	H.Lebovics
<p>Lec: MW 10:40-11:35</p> <p>Rec: 01(41364) F 10:40-11:25 02(41365) M 9:35-10:30 03(41366) W 11:35-12:40 04 (41367) M 2:20-3:15 05 (41368) W 8:30-9:25</p>	<p><i>An introduction to the revolutionary events in politics and the economy, principally the industrialization of society, and the national, class, ethnic, and gender conflicts that dominated the period, including their cultural and ideological aspects. The course begins with the French Revolution, characterized by high hopes for rational mastery of nature and society, and ends with the Second World War, a period of mass destruction and total war. Reading will include a textbook plus excerpts from documents of the period. Mid-term and final examination.</i></p>	<p>Old Eng. 143</p> <p>SBS N-310 SBS N-310 SBS N-310 SBS N-310 SBS S-328</p>
104-F & 4	U.S. HISTORY SINCE 1877	K. Nutter
<p>Lec: MW 2:20-3:15</p> <p>Rec: 01 (41370) F 2:20-3:15 02 (41371) W 9:35-10:30 03 (41372) 11:45-12:40 04 (41373) 10:40-11:35 05 (41374) M 8:30-9:25 06 (49368) 10:40-11:35 07 (49469) W 9:35-10:30</p>	<p><i>This course surveys American history from 1877 to the recent past. We will trace major trends and dynamics that have shaped our nation and society. Themes that we will explore include developments in the post Reconstruction South, major shifts in the economic structure at the turn of the century, the rise of consumerism, the two waves of the women's movement and the rights movements of the 1960's and 1970's, and immigration. Work includes weekly readings, section discussions, and three short papers. There are two exams, a midterm and a final.</i></p>	<p>Javits 110</p> <p>SBS N-310 SBS N-310 SBS N-310 SBS N-310 SBS S-328 SBS S-328 TBA</p>
202-I	ANCIENT GREECE	R.Goldenberg
<p>MWF 9:35-10:30</p> <p>58690</p>	<p><i>In many important ways, our culture traces its origins back to the people of ancient Greece: basic features of our way of life such as democracy, philosophy, theater and more began among the ancient Hellenes. Who were these people? What enabled them to achieve so much, and why has their influence lasted so long? This course will try to answer these questions. Course work will include two hour exams and a final.</i></p>	<p>Javits 111</p>
208-I	IRELAND: ST. PATRICK TO THE PRESENT	T. Rider
<p>MW 8:05-9:35</p> <p>51014</p>	<p><i>This course provides an overview of Irish history from prehistory to the present day. The history covered in this course will often be political in nature, but will also include aspects of Ireland's social, cultural, gender, religious, and economic history as we explore a number of questions about Irish culture: What is "Irishness"? What cultural, political, and economic forces have influenced Irish culture? What is the relationship between Ireland past and present? By examining a variety of primary source readings (such as laws, poetry, and plays), we will try together to answer these questions. Requirements include class participation, quizzes, a 4-5 page paper, two essay exams, and</i></p>	<p>Javits 109</p>

	<i>readings of material. No background or previous knowledge of the subject is expected.</i>	
210-I	SOVIET RUSSIA	G. Marker
TuTh 8:20-9:40 49370	<i>In many important ways, our culture traces its origins back to the people of ancient Greece: basic features of our way of life such as democracy, philosophy, theater and more began among the ancient Hellenes. Who were these people? What enabled them to achieve so much, and why has their influence lasted so long? This course will try to answer these questions. Course work will include two hour exams and a final.</i>	Javits 101
214/POL 214-J	MODERN LATIN AMERICA	G. Jackson
TuTh 11:20-12:40 HIS – 41375 POL - 40430	<i>The study of Modern Latin America is a study of the formation of nations and the “invention of traditions.” In this course we look closely at the paradox of conservative revolutions, limited citizenship, and the slippery nature of the many identities Latin American peoples occupy within these societies. We will look directly at the after affects of sustained colonization, slavery and forced labor, and renewed attempts at empire through the deployment of concepts like liberalism and global markets. Throughout the semester we will consider the role of the United States as the hemispheric ally/enemy for Latin American development. Finally, this course will take seriously the impact of mass culture in the making of the nation; most specifically the influence of sport and music as cultural markers of national identity. Midterm, short paper, and a final.</i>	Javits 109
219-J	INTRODUCTION TO CHINESE HISTORY	I.Man-Cheong
TuTh 3:50-5:10 41376	<i>An introductory survey course exploring cultural concepts, significant themes, and major dynasties of Chinese history from Qin to Qing. Topics include Confucianism, law in imperial China, gender relations, the impact of rule by conquest ethnic minorities, changing Chinese society, the educated literati and their relation to the state; and changing definitions of Imperial rulership. There will be regular discussion & quizzes, a mid-term, a final and one 3-5 page paper. Reading is around 50pp. per week. No background or previous knowledge of the subject is expected.</i>	Old Eng. 143
221/AFS 221-J	MODERN AFRICA	
MF 12:50-2:10 HIS 41377 AFS 42026	<i>Historical themes in 19th and 20th century Africa. Topics include social and political relations in African states; slavery and the slave trade in West Africa; the impact of Christianity and Islam on African colonialism; colonialism and its consequences; nationalist movements and decolonization; pan-Africanism and the politics of African unity; the postcolonial state project; economic planning in post colonial Africa; and</i>	

	<i>African states and international politics in the Cold War era. Prerequisite: One D.E.C. Category F course. HIS 221 is cross-listed with AFS 221.</i>	
235-I	THE EARLY MIDDLE AGES	A. Boffa
MWF 11:45-12:40 51708	<i>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 neighbors: 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.</i>	Javits 103
263-K & 4	THE AMERICAN REVOLUTION	N.Landsman
Lec: MW 11:45-12:40 Rec: 01 (51733) F 11:45-12:40 02 (51734) M 12:50-1:45 03 (51735) W 10:40-11:35	<i>This course discusses the political, social and cultural history of the period 1763-1789, stressing the causes and consequences of the American Revolution, the development of a new nation and new governments, the creation of the constitution of the United States, and the impact of those things upon the peoples of the nation. A particular concern will be to try to understand how the issues and events of the period looked to those who were participating in them. Readings will include original documents such as: the Declaration of Independence; the Constitution of the United States; the Federalist; and other primary sources. Midterm, final and one short paper (5pp).</i>	Javits 109 SBS N-310 SBS S-328 SBS S-328
265-K & 4	THE CIVIL WAR AND RECONSTRUCTION	W. Miller
Lec: MW 10:40-11:35 Rec: 01 (46998) F 10:40-11:35 02 (46999) M 2:20-3:15 03 (47000) W 11:45-12:40	<i>History 265 focuses on causes: why did the Civil War occur? Why did the Union win the war? Why did Reconstruction fail? The course develops chronologically from the origins of slavery, compromises of the constitution, development of the political conflict over slavery expansion, outbreak and conduct of the war, creation and collapse of Reconstruction. The focus is on political and social history; military history is presented in the context of why the Union won and the Confederacy lost. Written work consists of four short take-home essay exams (Each 4pp. Typed) and 10 short quizzes (about 15 minutes writing time) will be given in recitation sections. These will consist of one of the study questions for each week (posted on blackboard).</i>	HUMANITIES 1006 SBS S-328 TBA TBA
281-H	GLOBAL HISTORY AND GEOGRAPHY	S. Hinely
TuTh 9:50-11:10	<i>This course will be conducted on the basis of two, interrelated goals. On the one hand we hope to gain a firm and useful grasp of the physical features of the Earth's surface and its climate, products and living populations, including humans. As part of</i>	Melville Library E4320

48958	<p><i>this first, more conventional approach to geography, we will focus on the way geography has influenced human history and shaped different cultures, and at the same time examine the impact humans have had on the Earth's ecosystems, especially since the "great acceleration" launched by industrialization. Also as part of this first goal, we will improve our knowledge of the current physical and political configuration of the globe, through map exercises, on-line activities, quizzes, etc. On the other hand, we hope to experiment with new ways of conceiving space and depicting the Earth's surface and populations to reflect unconventional categories of political power and environmental impact. As part of this more conceptual project, we will study the history of mapping and examine new modes of representing the Earth based on twenty-first century global needs. Requirements: attendance and participation; periodic quizzes, writing assignments and group projects; a mid-term and a final exam.</i></p>	
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IMPORTANT TO NOTE:
HISTORY 301 IS A REQUIRED COURSE OF ALL HISTORY MAJORS.
IT MUST BE SATISFACTORILY COMPLETED PRIOR TO TAKING YOUR
400-LEVEL SEMINAR

301.01	THE ORIGINS OF RELIGIONS LIBERTY IN AMERICA	N.Landsman
<p>MW 2:20-3:40</p> <p>50217</p>	<p><i>The purpose of History 301 is to prepare history majors and minors for advanced work in senior-level history research seminars. In this class, we will work on some of the fundamentals of reading historical works and documents, analyzing content, creating historical arguments, and presenting them in clear and coherent English prose. We will do that in this course by focusing on the creation of particular meanings of religious liberty in early America, and the practices that put those into place. This will involve reading primary and secondary works, and writing and re-writing several essays on the topic.</i></p>	SBS S-328
301.02	RUSSIAN WOMEN'S AUTOBIOGRAPHIES IN THE 19TH CENTURY	G. Marker
<p>TuTh 2:20-3:40</p> <p>50218</p>	<p><i>History 301 is a writing intensive course intended for junior History majors, and each section is capped a twenty-five students. In this section we will read a combination of primary sources (sections from autobiographies) and secondary writings by historians who discuss these "self writings," interpret them, and attempt to place them in historical context. We will also take advantage of the resources listed on the History Department webpage on how to write History papers. We will examine the secondary material both for its content and as models for how one composes an argument and develops it. Students will be asked to write three separate papers in the course, and we will</i></p>	SBS N-318

	<i>spend much of the class discussing the mechanics of the writing, building an argument, and ways of integrating primary and secondary materials into your own essays. Everyone will have the opportunity to write multiple drafts of each of the papers and receive copious comments and advice on how to develop the ability to write a History paper. Ideally each student will have produced two five page papers by the end of the course that together will satisfy the major writing requirement.</i>	
301.03	ONE GOD vs. MANY IN ROMAN TIMES	R. Goldenberg
MWF 11:45-12:40 50552	<i>This is a course about reading and writing history, but historians have to read and write about something, so we'll read and write about the rivalry in ancient Rome between belief in many gods and belief in One. Our work will proceed in cycles, and each cycle will consist of the following stages: a) we'll analyze an important primary text that bears on our topic, b) we'll study important secondary (scholarly) discussions of that text, and c) students will write their own conclusions. Each cycle will produce a 5-page paper (the set can satisfy the Upper-Division Writing Requirement), and each paper will go through several drafts. There will be either two or three cycles, depending.</i>	SBS S-328
301.04	HERODODOTUS IN ANCIENT HISTORY AND MESOPOTAMIA	P. Zimansky
TuTh 9:50-11:10 51382	<i>An analysis of the Histories of Herodotus as historical writing, anthropological analysis, and inspiration in modern culture. Herodotus' text will be read in translation and evaluated against other surviving evidence for the cultures and events he describes. The course will also evaluate modern writing on Herodotus, both scholarly, popular, and fictional. In addition to taking a midterm and final exam, students will submit five or six short papers evaluating writings of and about Herodotus.</i>	SBS N-310
303-I	THE CRUSADES AND MEDIEVAL SOCIETY	S. Lipton
TuTh 12:50-2:10 58691	<i>This course examines the various medieval military conflicts known collectively (and according to at least one historian, inaccurately) as The Crusades. We will investigate specific episodes such as the Latin conquest of Jerusalem, the Children's Crusade, the Shepherds' Crusade, and the anti-heretical Albigensian Crusade, and also explore such issues as the origins of the idea of crusade, the social developments underlying the crusades, the financing of the crusade, crusading culture and propaganda, the European encounter with the Muslim world, criticisms of crusade, and the long term effects of the crusades. Requirements include one in-class midterm exam, one final exam, and a 10-12 page analytical paper.</i>	Old Eng 143

308-I	ENGLAND AND FRANCE IN THE AGE OF REVOLUTION	K. Wilson
MF 12:50-2:10 51710	<i>This upper-division History course, intended for History majors, examines the social, intellectual cultural and political life of Britain, France and their overseas colonies from the death of the Sun King to the Battle of Waterloo. Topics to be covered include: the structure of the ancien regime states; the impact of war and colonial acquisition; The Enlightenment, women and public culture; exoticism and the arts of discovery, the emergence of popular radicalisms, and the circuits of transatlantic Revolution. Readings will include literary and historical sources of the period, which students are expected to master. Additional course requirements include class attendance, group discussion, two exams and two essays.</i>	Javits 103
330-J	EGYPT OF THE PHAROAHS	P. Zimansky
TuTh 12:50-2:10 58693	<i>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. Archaeological evidence will be considered in conjunction with written documents. This is a lecture course, with grading based on a midterm, a final exam, and a research paper.</i>	SBS N-310
335/WST 335-K&4	WOMEN and WORK IN 20TH CENTURY AMERICA	K. Nutter
MW 3:50-5:10 HIS – 51711 WST - 51916	<i>Women have always worked but as Americans entered the 20th century the conditions of labor--and workers' relationship to their work—changed for both men and women wage-earners. This course will explore the various changes as they directly affected American women economically, socially, and politically and will open up discussions of the impact of race and class as well as gender. Topics include the impact of technology, labor organizing, protective labor laws, and the “equality v. equity” debate. This course is organized chronologically, focusing on six major time periods: The Progressive Era, Great Depression and the New Deal, World War II, Postwar/Cold War, the Civil Rights Movement/Women’s Movement, and the Global Economy. Each of these time periods will be considered thematically as well: Conditions of Life & Labor, Protest & Organization, and State Response. Course requirements include midterm and final exams and a 7-10 pp research paper. This class is cross-listed with WST 335.</i>	SBS S-228
336/WST 334-I	WOMEN IN MODERN EUROPE	S. Hinely

<p>TuTh 12:50-2:10</p> <p>HIS – 41386 WST - 40152</p>	<p><i>This class will examine modern European history from a gender perspective, illuminating the experiences of women and the changing perceptions of gender in Western Europe from the 18th through the 20th centuries. We will continually readjust our perspective along the lines of class, ethnicity, and even stage of life to remind us that there are not one, but many histories of women. Central themes will include the changing nature and perception of "women's work," women's struggle for equality and representation in the liberal nation state, and the transformation of the family in a modern capitalist economy. We will also consider the historiographical challenges of writing the histories of less visible groups such as women. Requirements will include energetic class participation; several in class assignments; out of class film viewing, including written reviews of the films; a midterm; a short paper, and a final exam.</i></p>	<p>Javits 101</p>
<p>340-J</p>	<p>LATE IMPERIAL CHINA</p>	<p>I.Man-Cheong</p>
<p>TuTh 11:20-12:40</p> <p>51712</p>	<p><i>In 2011 China as a republic will be a century-old; as an empire it was ruled for two thousand years by emperors. This course explores its history during the period historians call Late Imperial China. Between 900 and 1800 C.E. imperial China went through profound changes in politics, society, the economy, and culturally. We will follow these changes and also consider the continuities. The imperial system of rule although changing and adapting to the times also retained essential elements that continue to influence the regime in China today. The empire always had a ruling elite—a class of educated men who ran the imperial administration, controlled significant amounts of wealth and set the cultural tone—we investigate how this group both changed and remained the same. Imperial China also underwent deep economic changes over the period, we will look at the Song economic revolution and the commercialization and urbanization of China up through the last years of the imperial system and also study some of the most influential cultural changes. Last, but by no means least, we will explore Imperial China's changing foreign relations: who did the empire consider to be its most crucial friends and enemies? What policies were adopted—appeasement or aggression? Requirements: Students are asked to read approximately 70 pages a week and to write two five-page expository papers on topics designated by the instructor. There will also be a short audio-visual component, weekly lectures and discussion of readings, a midterm and a final multiple-choice examination. Occasional quizzes will also be given to ascertain reading comprehension.</i></p>	<p>SBS S-328</p>
<p>344-J</p>	<p>MODERN JAPAN</p>	<p>J.Mimura</p>
<p>TuTh 12:50-2:10</p> <p>41388</p>	<p><i>This course traces Japan's emergence as a modern state from the Meiji Restoration of 1868 up until the postwar period. We will develop a number of major themes in modern Japanese history such as the Meiji political settlement and its legacy, late industrialization and its social consequences, mass society and mass culture, Japanese imperialism in East Asia, Japanese</i></p>	<p>SBS S-328</p>

	<i>fascism and Marxism, the postwar economic "miracle," and Japan's contemporary bureaucratic system. Readings will include a textbook, selected articles, and some translated primary sources. Requirements include one mid-term and final exam and two short essays.</i>	
350-J	THE HISTORY OF POST COLONIAL AFRICA	M. Bovcon
MW 3:50-5:10 41390	<i>The focus of the course will be the difficulties in the transition of the former African colonies to the modern states. We will begin the course by discussing the fundamental concepts, such as state, nation-state, state-building and state failure. Through case studies, we will then examine some of the factors for the successes and failures of the African states. Topics will include: ethnicity vs. nationalism; colonial legacy (direct vs. indirect rule); problems with modernity, structural adjustment programs (neoliberalism and the privatization of the state); neo-patrimonialism; neo-colonialism or, more broadly the North-South divide, and the third wave of democratization. Upon completion of the course, students are expected to be able to understand and explain the main problems encountered by the modern African states. Requirements for the course are three essays (five pages each) in which students are expected to answer three (out of ten) questions based on the prescribed literature.</i>	SBS S-228
351/AAS 351-J	REVOLUTIONARY CHINA: POLITICS, CULTURE and POWER	G. Ruff
MW 2:20-3:40 HIS – 50219 ASS - 50706	<i>This course explores the history of revolutionary nation-building efforts in 20th century China, examining social, cultural, economic and political developments during the "Republican" and "Maoist" periods. Focuses on key terms and concepts used by agents and analysts of revolutionary change. Draws on interdisciplinary scholarly studies, government documents, media reports, auto-biographical accounts, and popular fiction to assess the consequences of major events on people's lives, livelihoods, worldviews, and personal relationships. This course is offered as both AAS 351 and HIS 351. Prerequisite: One AAS or HIS course</i>	Harriman Hall 137
357/POL 391.01	TERRORISM and COUNTERTERRORISM	A. Perlinger
TuTh 8:20-9:40 HIS 51372 POL 49737	<i>In a survey conducted in the mid-1980s among scholars studying terrorism, Schmid et al. (1988) found that more than two-thirds of the respondents were of the view that theoretical progress in the field was very slow, and that existing theories suffered from a lack of applicability and a dearth of empirical support. These findings were indication of the impression among scholars at that time, that after more than thirty years of research, the academic community had been able to produce very few insights in relation to terrorism and its features, causes and implications. Although contentions of this nature have also been voiced in recent years, the fact that during the 1990s and especially since the start of the new millennium, an influx of</i>	

	<i>new researchers from different disciplines have attempted to explain this phenomenon has provided a shot in the arm for the study of terrorism, which is now one of the most studied of social phenomena. The course will present students with the wide variety of components featured in the study of terrorism and the ways in which social scientists study it. It will present critical analyses of the various theories developed in the field of terrorism since it became an object of academic research during the early 1960s, as well as a deep analysis of the ways in which political entities, in general, and democracies, in particular, formulate their methods of coping with terrorism. Following a theoretical introduction to terrorism and counter terrorism, we will present the case of terrorism in Israel, how the state copes with it, and how its implications have molded the Israeli political system and society. HIS 357 is cross-listed with POL 391.01.</i>	
376 K & 4	U.S. Diplomacy 1898-1945	M. Barnhart
MWF 10:40-11:35 58696	<i>A detailed examination of America's emergence from regional to global power. Topics stressed include the political imperatives underlying the decisions to go to war against Spain in 1898 and acquire overseas possession in the wake of that conflict, the domestic debate over the proper role of American multinational corporations in the United States' and global economies, the changing nature of the "American mission" abroad, especially as defined by President Woodrow Wilson during the First World War, the impact of xenophobia and anti-communism upon American politics and foreign policy in the inter-war years, and the plunge into global conflict during the Second World War. Students must read a text and five additional books, a reading load of about 150 pages per week. Each student must write three short essays over the course of the semester, none based on outside reading. There will be a midterm and final examination, both essay type.</i>	Melville Library W4550
378/SOC 378-F	WAR and the MILITARY	I. Roxborough
MW 2:20-3:40 HIS 41394 SOC 40231	<i>This course provides a broad introduction to the study of warfare. The principal questions are: (1) What are the causes of war? What meanings are given to war? What is war about? What determines the war aims of the various parties? (2) What explains the conduct of war? How are armies recruited, organized, motivated, and sustained? What fighting methods do they adopt? Why are some armies more effective than others? What strategies are employed? How important are technology and culture in determining how armies fight? (3) What are the consequences of war? What are the costs and benefits of war? What kind of peace ensues? These questions will be answered by placing war in its social context: do different kinds of society wage war differently? What motivates people, both combatants and non-combatants, in war? Does victory inevitably go to societies with larger, better organized economies? The course will use case studies: for Spring 2010 these are (1) the Korean War, (2) British operations in Egypt and the Sudan, 1882-1898, and (3) the Irish struggle for independence, 1916-</i>	Melville Library W4525

	<i>23. There will be three take-home papers.</i>	
380-J	THE CARIBBEAN CONNECTION	J. Anderson
TuTh 12:50-2:10 49383	<i>In this interdisciplinary course, we will explore the multi-faceted ties between North America and the Caribbean, from the colonial era to the early-nineteenth century. During this dynamic period, people, goods, and ideas circulated widely within the Atlantic region, from the West Indies to New England. In approaching this topic, we will consider economic factors such as maritime trade, slavery, immigration, and environmental change. We will investigate key historical events, such as the American Revolution and the Haitian Revolution, that re-shaped the region's geopolitics. In addition, we will delve into the diversity of cultural influences (including African, French, Spanish, Dutch, and English) that flourished among the islands and beyond as expressed through music, dress, foodways, architecture, and other forms of material culture. Course requirements: regular attendance, active class participation, readings (approx. 100 pages per week), short writing assignments, an in-class presentation, and 1 term paper.</i>	SBS N318
390.01 - I	14th CENTURY ENGLAND	J. Rosenthal
TuTh 2:20-3:40 46995	<i>This is an upper level course: some background in European and/or English and/or medieval history is assumed. England in the 14th century was not such a happy place. Between 1307 and 1399, three kings; two deposed and murdered, the third around so long he became senile. Early on, terrible famine; then the Black Death to kill 1/3 of those who were left (which led to a rise in wages). A war in France: riches and glory for the few, dysentery and death for the many. Religious diversity and the beginning of active persecution. On the bright side; some great poetry, good art, wonderful buildings. We will explore this busy time in English history through an analysis of documents (and monuments) of the day; chronicles, poetry, art, records of ordinary and everyday life (including those of women and family life). Some lectures, some work in teams and team reports, frequent quizzes on documents, 2 take-home essays (4-5 pages), a final exam.</i>	SBS S-328
391 - I	POWER, CULTURE and AUTHORITY in EARLY MODERN EUROPE	A.Cooper
MW 2:20-3:40 47075	<i>This course will examine the ways in which, from roughly 1400 to 1800 (the period of the Renaissance, Reformation, and Enlightenment), early modern Europe experienced a series of crises in authority that ushered in the modern world. New discoveries (both geographical and intellectual) challenged existing worldviews; movements of religious reform challenged the authority of the Church and the unity of Europe; and new political doctrines, accompanied by a series of striking rebellions, challenged the foundations of traditional rule. The course will explore the relations between politics and culture as seen in such phenomena as the Renaissance court, peasant uprisings, and witch-hunts, ending with the French Revolution</i>	PSY A 137

	<i>itself. Written work will satisfy the major writing requirement and will include two papers (4-5 and 5-6pp. respectively), a midterm, and a final exam.</i>	
394-H	DISEASE and SOCIETY	C. Keirns
M 5:20-8:10 41396	<p><i>What is disease? How do the beliefs, politics, and economies of particular societies shape how diseases are defined, experienced, and treated? In this seminar, students will explore these questions by analyzing historical documents, scientific reports, and historical scholarship. We will look at disease from multiple perspectives — as a biological process, clinical entity, population phenomenon, historical actor, and personal experience. We will pay special attention to how diseases have been recognized, diagnosed, named, classified and counted in different times, places, cultures, and settings based on different environmental and social conditions, medical ideas, diagnostic technologies, and available treatments. The course will begin with a review of major approaches to understanding the manifold relationships between disease and society. The remainder of the course will view disease and society relationships through the lens of specific issues, such as epidemic disease, consumption and affluence, globalization, and risk.</i></p> <p><i>Requirements: This course is a seminar. Students must attend all classes, do the assigned readings, and take an active part in class discussions. In preparation for class discussion, students will write a short reaction (1-2 pages) on something they found interesting, noteworthy, surprising, or well conveyed in each week's readings. Additional requirements will be a paper proposal for the final paper, a class presentation on the student's paper topic, and a final paper.</i></p>	SBS N310
396.01-K & 4	COMMERCE, CAPITALISM and CULTURE IN EARLY AMERICA	D. Rilling
TuTh 11:20-12:40 41397	<p><i>This course focuses on Americans as producers, sellers and consumers from the earliest years of European colonization through the mid 1800s. Working thematically and chronologically, we will examine such topics as: the American colonies in the context of global trade; trade between native Americans and European Americans and the ways in which trade changed both societies; Americans as consumers; the emergence of a middle-class in the late-18th and 19th centuries; early industrialization; slave economies; Americans as workers; and bankruptcy in an increasingly industrial nation and the ramifications of failure for American identity and democracy. Most weeks, reading assignments total 75-150 pages of primary documents (materials from the period) and secondary articles and books (analyses recently written by historians). Midterm, paper (4-5 pages), final, reading quizzes and responses, discussion, in-class exercises.</i></p>	Javits 111
396.021-K & 4	POPULAR MUSIC AND SOCIETY	T. Chronopoulos
TuTh 2:20-3:40	<p><i>This course will examine the relationship between popular music and its social context by concentrating on six music forms:</i></p>	Javits 103

47077	<p><i>blues, soul, hip hop, dancehall, Afrobeat, and Afro-Brazilian. Readings will focus on: (1) concepts such as audiences, the music industry, cultural infrastructure, youth culture, and race; (2) processes such as urbanization, demographic change, globalization, and politicization of popular music. Course requirements: regular attendance, participation, three exams, and a short paper.</i></p> <p><i><u>Please note:</u> If you took this course as HIS 399 in Spring, 2009 you will not receive credit for repeating this course as 396.</i></p>	
396.03/ WST396-K & 4	WOMEN, DYSTOPIA & UTOPIA	C. Koppleman
<p>TuTh 2:20-3:40</p> <p>HIS- 47082 WST- 40165</p>	<p><i>This class will examine modern European history from a gender perspective, illuminating the experiences of women and the changing perceptions of gender in Western Europe from the 18th through the 20th centuries. We will continually readjust our perspective along the lines of class, ethnicity, and even stage of life to remind us that there are not one, but many histories of women. Central themes will include the changing nature and perception of "women's work," women's struggle for equality and representation in the liberal nation state, and the transformation of the family in a modern capitalist economy. We will also consider the historiographical challenges of writing the histories of less visible groups such as women. Requirements will include energetic class participation; several in class assignments; out of class film viewing, including written reviews of the films; a midterm; a short paper, and a final exam. HIS 396.03 is cross-listed with WST 396.</i></p>	SBS N310
396.04-K & 4	ITALIAN AMERICAN HISTORY	J. Anzalone
<p>TuTh 6:50-8:10</p> <p>49386</p>	<p><i>Our focus in this course is the rich history of Italian immigrants and their descendants in the United States. Themes and topics to be discussed include Italian immigrants' struggle for survival in an exploitative economic system and a culture preoccupied with race; the significance of family, neighborhood, labor unions, faith, and food in that struggle; the promise and perils of organized crime; and the growing visibility of prominent Italian Americans in American politics and culture. The story of Italian Americans, though in many ways unique, will help us to understand better the broader history of the the United States as a nation of immigrants. There will be substantial weekly reading of primary and secondary sources. Attendance and participation are mandatory and will be weighed heavily in final grades. The rest of your grade will be based on two exams, a paper, and in-class writing assignments.</i></p>	Melville Library W 4540
396.05-K & 4	THE AMERICAN WORKING CLASSES: FARMERS, FACTORY WORKERS & PROSTITUTES	C. Hall
	<p><i>This course will function as a survey in the history of labor and workplace relations in the United States since the Civil War.</i></p>	

MW 5:20-6:50 50222	<i>Topics and themes to be covered will include, but are not limited to: industrialization; immigration; urbanization; the development of workers' parties and unions; labor radicalism; the changing relationship among the government, management, and workers; the relationship among workers, management, the state, and the environment; deindustrialization; globalization; and the changing shape of the American economy and workplaces at the end of the 20th century. Each of these themes will be explored with special attention paid to their relationship to race, class, ethnicity, and gender differences. Course requirements will include attendance, participation in discussions, a midterm, final, and a paper.</i>	Javits 101
396.06-K & 4	FROM ALLIGATORS TO OPPOSUMS: NATURAL HISTORY IN COLONIAL AMERICA	J. Anderson
TuTh 9:50-11:10 50233	<i>From their first encounters with the Americas, Europeans were fascinated with, and eager to learn about, this strange new place. Driven by curiosity, the search for valuable resources, and their vested interest in appropriating indigenous knowledge, the Spanish, Dutch, English, and French all embarked on rigorous programs of collecting, classifying, and studying the native plants, animals, and peoples of the Americas. In this course, we will examine how Europeans deployed natural history in the service of empire and how Indians and enslaved Africans variously participated in and resisted these efforts. Course readings will include secondary readings by historians as well as primary sources – from fantastical accounts by early travelers and explorers to the increasingly empirical observations of natural historians, surveyors, and colonial scientists of the Enlightenment period. Course requirements: regular attendance, active class participation, readings (approx. 100 pages per week), short writing assignments, an in-class presentation, and 1 term paper.</i>	SBS N318
397.01-K& 4	IMMIGRATION AND ETHNICITY	T. Chronopoulos
TuTh 11:20-12:40 41398	<i>This course explores the history of immigration to the United States since the 1880s. It will focus on the various waves of immigrants according to their place of origin and ethnicity, on immigration legislation and its impact, and on debates about immigration and immigrant cultures. The course will end with an examination of how this history of immigration reflects on contemporary discussions about undocumented immigrants and their role in U.S. society. 10-15 page paper. (If you took HIS 301, Immigration and Ethnicity, you may not take this course and receive credit.</i>	SBS N310
	PERMISSION OF THE INSTRUCTOR IS REQUIRED IN ORDER TO REGISTER FOR ANY 400-LEVEL COURSE	

402.01	THE HISTORY OF GLORY and PREJUDICE IN MUSEUMS and EXHIBITIONS	H. Lebovics
M 5:20-8:10 48624	<i>This course is about how Western societies have imagined and displayed cultures they considered inferior to their own. We will read histories of ethnographic museums, and studies of special exhibitions on non-urban societies in the Americas, the Pacific, Africa, and Asia. Assignments will take students to New York to the Museum of the American Indian, or the American Museum of Natural History, or to the Metropolitan. An oral report and a 12-15pp. Research paper will be required.</i>	SBS N318
402.02/POL403.02	THE RADICAL RIGHT IN EUROPE and ISRAEL	A. Perlinger
W 2:20-5:10 HIS – 50221 POL - 51741	<i>The results of the Six Day War (1967 war) changed the political agenda of the State of Israel. One of these results was the development of a radical element on the margins of the Israeli right-wing which was expressed both in the parliament and outside of it, and which had been unknown in Israel up to that time. In the past two decades, political developments in various Western states have shown that, while in Israel right-wing extremism is associated with politically hawkish views, in Western Europe and North America, the phenomenon is defined differently. The course aims to present a conceptual and ideological definition of the extreme right and its characteristics, while discussing the case of Israel in comparison to other states, especially in Western Europe. An analysis of relevant concepts will be presented, including nationalism, racism, xenophobia, anti-democracy and traditional ethics. HIS 402.02 is cross-listed with POL 403.02</i>	
402.03	LIVING, DYING, WORKING & PLAYING IN THE MEDIEVAL TOWN	S. Lipton
Monday 12:50-3:50 58710	<i>In this course we will examine select aspects of life in the medieval city. We will be looking at various aspects of urban society, economy, law, and government, as well as images of the city and ideas concerning what “the city” signified. Some specific topics include marriage among merchants, tax revolts, family feuds, building regulations, feasts and festivals, the Black Death, and many more. Requirements consist of researching and writing a seminar paper of ca. 18-20 pages. This is going to be a hard course! We will be doing a lot of reading in both dense medieval primary sources and important and sophisticated recent secondary work in the field. Be prepared to work, think, talk, and write!</i>	SBS N-303
412	SPECULATION, ARTIFICE and THE EARLY AMERICAN ECONOMY	D. Rilling
Thursday	<i>This course will explore “speculation” and “artifice” in a variety of ways, using as our canvas America (up to around the 1860s-</i>	

<p>2:20-3:40</p> <p>41401</p>	<p>70s). <i>We will examine economic speculation in the early American economy, as well as changing attitudes about debt, money, and financiers. We will look at speculative bubbles, counterfeiting, and enterprising schemes, and how these phenomena reflected larger shifts in American society. We will look at artifice—tricks, deceit, fakery—and its cultural dimensions, asking why Americans were at once fascinated with and fearful of “confidence men.” Weekly reading of 100-200 pages (books, articles, documents); active participation, including turns at facilitating discussion; regular reading response papers; 15-page research paper, including mandatory submissions of its stages (e.g., project proposal, annotated bibliography, thesis statement and paper summary, draft of entire paper, final version). Students are required to bring assigned reading to class. Here’s an idea of books under consideration: Jane Kamensky, <i>The Exchange Artist: A Tale of High-Flying Speculation and America’s First Banking Collapse</i> (2009); Karen Halttunen, <i>Confidence Men and Painted Women: A Study of Middle-class Culture in America, 1830-1870</i> (1982); Stephen Mihm, <i>A Nation of Counterfeiters: Capitalists, Con Men, and the Making of the United States</i> (2007); Theodore Dreiser, <i>The Financier 1912</i>; Bruce Mann, <i>Republic of Debtors: Bankruptcy in the Age of American Independence</i> (2002); Scott A. Sandage, <i>Born Losers: A History of Failure in America</i> (2005); P.T. Barnum, <i>Struggles and triumphs, or, Forty years’ recollections</i> (1869).</i></p>	<p>SBS N-303</p>
<p>414</p>	<p>STREAKING THROUGH THE 70’s</p>	<p>K. Nutter</p>
<p>Tuesday</p> <p>5:20-8:10</p> <p>41403</p>	<p><i>Increasingly, historians are recognizing that the decade between the much-studied and tumultuous 1960s and the often-analyzed and high-rolling 1980s is just as worthy of examination...Watergate, the Bicentennial, and a “crisis of confidence” were all a part of these years—as were disco, the Son of Sam, and punk. It would be in this decade that America would see the fruition of a multitude of movements for social change as well as witness the swelling backlash. In this seminar we will focus on a time when, as some have argued, America experienced a collective sense of “diminished expectations,” doing so through assigned weekly readings, much class discussion, and an oral history project that will culminate in a 12-15 page research paper due at the end of the semester.</i></p>	<p>SBS N-303</p>
<p>441</p>	<p>THE GREAT ACCELERATION: GLOBAL ECONOMIES, TECHNOLOGIES AND CULTURE, 1880-1920</p>	<p>S. Hinely</p>
<p>Wednesday</p> <p>2:20-5:10</p> <p>41405</p>	<p><i>This seminar will take a close look at what many consider to be the first stage of contemporary globalization. In the decades before the First World War, financial capital, labor, and industrial production became fully global, Western imperial control of the globe was completed with the conquest of sub-Saharan Africa, the Pacific islands, and the Polar regions, the foundations of contemporary virtual communication were laid with the extension and development of the telegraph, telephone,</i></p>	<p>SBS N-318</p>

	<p><i>radio, recorded sound and motion picture, and revolutions in transportation opened the door to today's world of speed and global mobility. After a review of these and other global developments, we will search for harbingers of global subjectivities, that is, cultural expressions that evidence an imagined global identity developing alongside these economic and technological changes. We'll commence this search by looking at several pre-war cultural and political movements, including human rights/humanitarian law, international socialism/anarchism, and the women's movement. This is a research seminar; each student will produce and present a paper (minimum 10 p). Weekly written summaries of the reading will also be required. The grade will be based equal parts on your written work and class participation.</i></p>	
447	INDEPENDENT READINGS IN HISTORY	
	<p>Intensive readings in history for qualified juniors and seniors under the close supervision of a faculty instructor on a topic chosen by the student in consultation with the faculty member. May be repeated. Students should find a professor in the history department with whom they would like to work and obtain that professor's permission. Prerequisites: A strong background in history; permission of instructor and department.</p>	
487	SUPERVISED RESEARCH	
	<p>Qualified advanced undergraduates may carry out individual research projects under the direct supervision of a faculty member. May be repeated. PREREQUISITES: Permission of instructor and the Director of Undergraduate Studies.</p>	
488	INTERSHIPS	
	<p>Participation in local, state, and national public and private agencies and organizations. Students will be required to submit written progress reports and a final written report on their experience to the faculty sponsor and the department. Satisfactory/Unsatisfactory grading ONLY. May be repeated up to a limit of 12 credits. PREREQUISITES: 15 credits in history; permission of instructor, department, and Office of Undergraduate Studies. Internships are not arranged or offered by the history department.</p>	
495-496	THE HONORS PROJECT	

	<p>Departmental majors with a 3.5 average in history courses and related disciplines or as recommended by a professor as specified may enroll in the History Honors Program at the beginning of their senior year. The student, after asking a faculty member to be a sponsor, must submit a proposal to the department indicating the merit of the planned research. The supervising faculty member must also submit a statement supporting the student's proposal. This must be done in the semester prior to the beginning of the project. The honors paper resulting from a student's research will be read by two historians and a member of another department, as arranged by the Director of Undergraduate Studies. If the paper is judged to be of unusual merit and the student's record warrants such a determination, the department will recommend honors. the project involves independent study and writing a paper under the close supervision of an appropriate instructor or a suitable topic selected by the student. Students enrolled in HIS 495 are obliged to complete HIS 496. PREREQ.: Admission to the History Honors Program.</p>	
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REQUIREMENTS FOR THE MAJOR IN HISTORY		
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	<p style="text-align: center;">Study Within the Area of the Major:</p> <p>A minimum of eleven history courses (33 credits) distributed as follows:</p> <p>A. Two courses at the 100 level 6 credits</p> <p>B. A primary field of five courses to be selected from a cluster of related courses such as: United States, European, Latin American, Ancient and Medieval, or non-Western history. Primary fields developed along topical or thematic lines may be selected with approval of the department's Undergraduate Director. The primary field shall be distributed as follows:</p> <p style="padding-left: 40px;">Two courses at the 200 level Two courses at the 300 level One course at the 400 level, excluding HIS 447, 487, 488, 495 and 496</p> <p style="text-align: right;">15 credits</p> <p>C. History 301 is a required course for all history majors and must be taken prior to the 400-level seminar. This is a regular history course with an emphasis on</p>	
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	<p>writing. It <u>does not</u> have to be completed in your primary field.</p> <p style="text-align: right;">3 credits</p> <p>D. Three courses selected from outside the primary field and above the 100 level with at least one of these courses at the 300 or 400 level</p> <p style="text-align: right;">9 credits</p> <p style="text-align: center;">Study in a Related Area:</p> <p>Two <u>upper-division</u> courses in <u>one</u> discipline to be selected with the department's approval. Courses that are <u>crosslisted</u> with a history course <u>do not</u> satisfy this requirement. Both courses must be in the <u>same discipline</u>. Related areas include, but are not limited to Political Science, Anthropology, Sociology, English Literature, Economics, Philosophy, Religious Studies, Art History, Music History, Africana Studies, Women Studies, Humanities, etc. If you have a question, please see the undergraduate director.</p> <p style="text-align: right;">6 credits</p> <p>C. Upper-Division Writing Requirement:</p> <p>Students are required to complete an upper division writing requirement. They will inform the instructor of the course in advance of their plan to use the term paper (or papers) in fulfillment of the writing requirement. A form must be submitted with the paper that can be procured in the history department. In addition to the grade for the paper, the instructor will make a second evaluation of writing competency in the field of history. If the second evaluation is favorable, the paper will be submitted to the Undergraduate Director for final approval.</p> <p>A total of 39 credits are required for completion of the major. All courses must be completed with a minimum grade of C.</p>	
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	REQUIREMENTS FOR THE MINOR IN HISTORY	
	The minor, which requires 18 credits, <u>is organized around the student's interest</u> in a particular area of history. It is defined	

either by geography (e.g., United States, Latin America) or topic (e.g., imperialism, social change). Courses must be taken for a letter grade. No grade lower than C may be applied to the history minor. At least nine of the 18 credits must be taken at Stony Brook, three of them at the upper division level. The specific distribution of the credits should be determined in consultation with the Director of Undergraduate studies. An example of an acceptable distribution would be the following: HIS 447, 487 or 495-496 may not be applied to the minor. The 200-400 level courses taken for the minor must all be in the same concentration or area of study.

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

TOTAL CREDITS.....18

A STATEMENT ON PLAGIARISM

There's nothing wrong with using the words or thoughts of others or getting their help - indeed it is good

to do so long as you explicitly acknowledge your debt. It is plagiarism when you pass on the word of others as though it were your own. Some examples of plagiarism are:

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

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

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

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

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

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

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