

SUMMER I, 2014

May 27th-July 5th

HISTORY 104-F4

US Since 1877

Choonib Lee

MW 1:30-4:55

This survey course examines the second half of United States history from 1877 to the recent past. The purpose of this course is to comprehend the changing meanings of freedom, liberty, and equality throughout history, not only economically, socially, and politically, but also according to cultural transformations. The chronological and thematic topics will be: Reconstruction and Gilded Age culture and politics; the Industrial Revolution, Urbanization, and Immigration; Imperialism and the Progressive Era; World War I, the Great Depression and the New Deal, and World War II; Post-War Prosperity and Consumer Culture; Waves of the Women's movements; the Civil Rights movements; the Cold War; America in the Post-Cold War and the Global Era; and 9/11 and the War on Terror. Course requirements include readings, participation in class discussions, two midterm exams and a final exam. All exams will be taken in-class.

HISTORY 216/POL216-J

US LATIN AMERICAN RELATIONS

Alvero Segovia

TuTh 9:30-12:55

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

leaders, 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.

HISTORY 251-I

EUROPE SINCE 1945

Brian Gebhart

MW 6:00-9:25

In the wake of the devastation of the Second World War, Europe in 1945 was beset with problems that it would seek to address for decades. Issues of economics, decolonization, the polarization of the Cold War, media and culture, and politics made postwar Europe a complex and dynamic time and place. This course will explore these issues through historical and literary texts as well as film. Themes of historical memory, globalization, consumerism, state surveillance, and resistance will provide topics of analysis for this history course of both Western and Eastern Europe.

HISTORY 303-I

THE CRUSADES

Elizabeth Horner

TuTh 9:30-12:55

This course examines the ideologies and societies that clashed in the Crusades. We will examine the what/where/when/why of crusading, as well as the ideas that spurred the action. Students will participate in a role-playing simulation of the War Council of Acre, which led to the Second Crusade. Students will see how various European factions came together on the eve of the Crusade and how religion and politics were enmeshed in decision-making on all sides. Students who sign up for the Crusades must display a spirited ability to read, write, and participate.

HISTORY 305-I

VICTORIAN BRITAIN

Marissa Balsamo

TuTh 6:00-9:25

This class will explore Great Britain during the reign of Queen Victoria (1837-1901.) The Nineteenth-Century was a prosperous time for Britain as the Industrial Revolution propelled it to become the most powerful nation in the world and a vast empire. After briefly discussing events leading up to Victoria's reign, topics will include Victorian politics, class conflict, sexuality, imperialism, tourism, reform movements, immigration, and the Victorian Legacy. Students will be expected to keep up with class readings, which will include several primary documents, and are required to participate in class discussions. Grading will be based on class participation, 2 exams, and a 5-7 page paper.

HISTORY 361-K

AMERICAN HISTORY-AMERICAN FILM

John Anzalone

MW 1:30-4:55

In this course we will use films as a historical resource. Movies are, of course, a meaningful component of American culture, but they are also significant to the United States' society, economy, and politics. We will discuss a variety of films produced over the last century within their respective historical contexts. As such, the films we watch will serve as primary documents that provide a window into the past.

HISTORY 380.01-J

STIMULANTS AND DRUGS IN LATIN AMERICA

Andrew Ehrenpreis

TuTh 1:30-4:55

This course will survey the historical development of various drug cultures in Latin America, and it will explore the role of drugs in the history of U.S. – Latin American relations. The first half of the course will consist of discrete units in which we will examine the social-political, cultural, and economic history of a number of drugs with particular significance to Latin America: coca/cocaine; (alcohol) pulque, chicha, mezcal/tequila; marijuana; peyote; and hallucinogenic mushrooms (psilocybin). Many of these drugs have deep historical and cultural significance for native cultures in Latin America. However, we will also examine the processes through which these drugs were adopted and/or appropriated for medical and recreational uses, and subsequently criminalized by dominant social and cultural groups. We will trace the development of these drugs through the pre-Columbian era, the colonial period, the early twentieth century's War on Drugs, the drug counter-cultures of the 1960s, and into the new drug politics of the early twenty-first century. Thematically, we will explore the historical development of medical discourses relating to drugs, criminalization, and drug commodity chains. Readings, which will consist of scholarly books and articles, will be primarily historiographic but will also include some sociology and anthropology.

HISTORY 380.02-J

CARIBBEAN PIRATES, SLAVES AND EMPIRE

Michael Conrad

TuTh 6:00-9:25

Ahoy there! This class explores the themes of piracy, slavery, and empire in the Caribbean Sea from 1400-1750. Our mission is to trace how various encounters, migrations, trade, and violence shaped the Caribbean as a distinct region. Despite being an island archipelago, the Caribbean was never isolated but intimately tied with Europe, Africa, and the Americas. These distant regions shaped and were in turn transformed by their colonies. We look through the eyes of pirates, slaves, naval commanders, plantation elites, merchants, and government

officials. Our path ultimately follows harrowing tales of conquest, resistance, and collaboration. Although a regional study we will also attempt to understand how the Caribbean was a product of transatlantic trade and how the region fit into a global context. This class is discussion based with minimum lectures. Students will read several books, dialogue with peers, investigate historical documents, and write three papers. So as Blackbeard the Pirate once said “let’s jump on board, and cut them to pieces!”

HISTORY 396.01-K4

JAZZ IN AMERICAN SOCIETY

Sung Yup Kim

MW 6:00-9:25

This is a course about jazz, but appreciating jazz as a musical idiom is not the main purpose here. As great a musical tradition as it is, jazz is also immensely important as a historical phenomenon. Perhaps due to its emphasis on improvisation, jazz has always been both intensely personal and at the same time deeply embedded in cultural tradition and social reality. (Just wait until you read Charles Mingus’s idiosyncratic and poignant autobiography, and you’ll see what I mean!) During the first two-thirds of this course we will explore the history of jazz in relation to American civilization, which will provide us with a unique look into various themes such as commercialism and mass consumption, middle class notions of high culture, racial oppression and resistance, urbanization and pluralism, etc. More recently jazz has also become part of an international musical idiom of “improvised music,” sometimes as a straightforward import of American culture, but more often in the form of fascinating mixtures of American and local cultural traditions. Placing jazz in such a global context, which is the focus of the last third part of this course, will allow us to consider broader questions about the global dimensions of modern American civilization. Reading assignments will include various writings on jazz, general discussions on culture and society, and a few short autobiographies and novels. There will be several in-class viewings of jazz-related movies and documentaries, and of course, brief but frequent sampling of jazz records. Evaluation will be based on two 3-4 page papers, a final exam, and class participation.

HISTORY 396.02-K4

THE HISTORY OF NEW YORK CITY

Mark Chambers

TuTh 1:30-4:55

Hitherto it had gone by the original Indian name Manna-hatta, or as some still have it, 'The Manhattoes'; but this was now decried as savage and heathenish... At length, when the council was almost in despair, a burgher, remarkable for the size and squareness of his head, proposed that they should call it New-Amsterdam. The proposition took every body by surprise; it was so striking, so apposite, so ingenious. The name was adopted by acclamation, and New-Amsterdam the metropolis was thenceforth called.
Washington Irving, 1808

This course examines the evolution of New York City from the “People of the Longhouse” to 1900. The readings focus on the city's social, cultural, political and physical histories. Alternatively, some various class discussions will compare New York's development to patterns in other cities. Final grade will be based on class participation, presentations, two in class exams, and a final project.

SUMMER I - STONY BROOK MANHATTAN

HISTORY 390.60-I

THE MIDDLE AGES IN THE MOVIES

Andrea Boffa

TuTh 9:30-12:55

The medieval period has been a continuing source of inspiration for storytellers and filmmakers, whether through the adaption of events such as the Crusades, a reimagining of the lives of historical figures such as Joan of Arc, or an integration of medieval concepts into works of fantasy as in The Lord of the Rings trilogy. In this course, we will view a selection of classic and contemporary “medieval” films alongside related primary sources, and use the films

as a lens through which to consider concepts or topics in the Middle Ages, as well as the ways in which that period has been interpreted and imagined by modern storytellers. Films may include, but not be limited to, Monty Python and the Holy Grail, Henry V, First Knight and Kingdom of Heaven. Course requirements will include active participation in class discussions, short weekly writing assignments, and a short paper. Please note that this is not a film studies class!

HISTORY 394-H

AN XX/XY HISTORICAL VIEW OF THE BODY

Helen Lemay

MW 1:30-4:55

In the U.S. today, Intact America agitates against infant circumcision, while another group, Compassion and Choices, fights to increase patient control at the end of life. Pink ribbons, prominent at many running events, remind us of how many women die annually of breast cancer; what began as 30 men in Australia growing a moustache for 30 days has exploded into a global movement to raise awareness of prostate cancer. From body art piercings and tattoos to eating disorders, from steroid use in athletic competition to the tragedy of HIV/AIDS--this course will place in historical perspective current medical issues regarding the body. We will examine the origins of these topics, and see if history can shed any light on current policies. The course will include a field trip to the Aids Service Center.

SUMMER II 2014

July 7th-August 16th

HISTORY 214/POL214-J

MODERN LATIN AMERICA

Mark Rice

TuTh 1:30-4:55

This course explores the vibrant and complex history of Latin America after independence, in the “modern period” of the nineteenth and twentieth centuries. We will find that modernity looks somewhat different from the perspective of Latin Americans than from that of the United States or Europe. The class is organized around the concept of a dialogue between “national” political histories—that is, the formation of independent states after centuries of Iberian colonial rule -- and the experiences and histories of workers, farmers, peasants, artisans, and slaves: the ordinary people that made up these societies. Within this framework we will examine aspects of the social history and economic development of the region, including the study of land and labor systems, gender relations, race and ethnicity, community and class formation, and state formation. The study of Latin America is extremely complex and challenging. We are dealing with twenty-one separate and individual nations, spanning a vast geographic region, and encompassing a multiplicity of languages, ethnicities and religious beliefs. This course is structured thematically around a loose chronological framework. We will look at issues and themes common to the region as a whole, focusing in on individual countries as case studies to illuminate these themes. If you are interested in one or more specific countries, you can adapt your reading to focus specifically on this area, using the suggested and optional works from each week’s bibliography.

HISTORY 215-K4

LONG ISLAND HISTORY

Tara Rider

MW 9:30-12:55

This course is a broad survey of Long Island history, from its geological beginnings to the present day. Although Long Island may seem like a suburban backwater, this was not always the case. The island's position in the middle of the Boston-New York-Philadelphia trade routes put it in the center of economic, social, and political developments during the colonial and early national periods. More recently, Long Island has been in the forefront of transportation developments, suburbanization, and environmental protection. These topics, and others, will be explored within a regional context. Regular attendance is required. Grades will be based on class participation, a research project. There will be a mid-term and a final and an occasional quiz or response question.

HISTORY 340-J

EAST ASIAN CIVILIZATIONS

Aihua Zhang

MW 1:30-4:55

This course is a survey of East Asian civilizations from the prehistoric period to the nineteenth century with a focus on China, Japan, and Korea. Topics cover a wide range, including society, economy, governance, thought, family, education, and encounters with the West. Through the course, students are expected to gain a general knowledge of these three countries' historical trajectories and acquire an understanding of how they developed their distinctive national identities and created their shared cultural heritage. The course does not assume prior knowledge of the languages and cultures of East Asia, but is intended to provide a base for further study. Grading is based on class attendance and participation, quizzes, one 3-4 paper, and final exam.

HISTORY 363-K

THE RISE AND FALL OF SLAVERY IN THE NEW WORLD

Sergio Pinto-Handler

TuTh 1:30-4:55

When Columbus landed in the Americas in 1492, slavery had existed in Europe for thousands of years. As Europeans colonized the Americas from the 16th century onwards, the use of forced labor expanded on an epic scale in the wildly profitable plantations of the New World. Tracing the creation and destruction of slavery in the Americas, this course will examine the way in which the institution has related to changing economic, political, racial, ideological and environmental contexts. The first half of the course will survey how and why slavery took on the massive scale it did in the Americas. In the latter half of the course we will examine how and why such a lucrative institution was ever abolished. To conclude the course, we will look at the other forms of labor organization that followed emancipation, and we will question what a shared legacy of human bondage means for the world around us.

The course will focus on one book, David Brion Davis' *Inhuman Bondage*, to provide a broad outline of the history of slavery in the New World. For each class there will also be a selection of complementary readings, drawing on primary sources and the rich historical literature on the history of slavery in order to illuminate many different aspects of this fascinating topic. Grades will be based on participation and three short essays of 3-4 pages each.

HISTORY 390.01-I

THE MIDDLE AGES IN THE MOVIES

Jennifer Jordan

TuTh 6:00-9:25

This course will look at a variety of films set in the Middle Ages with two aims in mind: 1) to gain a familiarity with the key events, people, places, terms, and consequences of the European Middle Ages (c. 500-1500), and 2) to understand the ways in which the Middle Ages have been reshaped, reconstructed, and reimagined- a process known as medievalism. After a brief overview of the medieval history, we will focus on medieval figures both historical and legendary in order to explore the following themes: historicity and authenticity, heroic men and

women, and the modern appropriation of medieval ideals and ideologies. By studying these movies, we will illuminate the many ways in which history is used and abused and its social, political, and cultural implications. Movies will include, either in their entirety or in excerpt: The Kingdom of Heaven, The Lion in Winter, Monty Python and the Holy Grail, A Knight's Tale, various versions of Robin Hood and others.

HISTORY 390.02-I

WARFARE AND SOCIETY IN THE ANCIENT WORLD

Brian Conway

TuTh 9:30-12:55

**Now is the time for Great Battles, Great Deeds, Great Warriors
and Great Tragedy!**

This course will examine the development of warfare from the earliest recorded battle – Kadesh in 1274 BC—to the fall of the Western Roman Empire in 476AD. From the plains of China, to the deserts of the Middle East, to the dense forests of Gaul and Germania, we will examine the armies, strategies, logistics, tactics, equipment and consequences of war. We will explore the ancient concept of “honor” and its effects on masculinity, building various warrior archetypes. We will also review various ancient strategies such as containment, and examine what influence they have on modern strategy today. This course entails a group presentation project and a final examination for evaluation.

HISTORY 392-I

THE FRENCH REVOLUTION

Ronald Van Cleaf

MW 6:00-9:25

This course will introduce students to one of the most important events in modern history. The French Revolution of 1789-1799 not only transformed the political, intellectual, and social landscapes of French society, but also had important implications for all of Europe. Topics will include the demise of the Old Regime, how the liberal revolution turned radical, the trial and execution of Louis XVI, and what the rhetoric of “liberty, equality, and fraternity”

meant for different social groups. We will also discuss the historiography of the French Revolution and why it remains a hotly debated topic among scholars. Students will be expected to keep up with the weekly readings and grading will be based on a mid-term exam, 5-page paper, and final exam.

HISTORY 396.01-K4

THE AMERICAN WAR IN VIETNAM

Kelly Jones

MW 1:30-4:55

This course will examine the American conflict in Vietnam from 1956-1975. While providing a broad background in Cold War politics and American military strategy, the primary aim of this course will be to examine the war from a variety of perspectives: not only that of generals and politicians, but those of soldiers – whether American, South Vietnamese, or North Vietnamese – villagers, anti-war protesters, Civil Rights leaders, hawks and doves. We will use the Vietnamese conflict as a lens through which we may look at political and social movements, both international and domestic. Students will be expected to attend class regularly and participate in class discussion, in addition to completing two essay assignments. To get a sense of the various ways in which the war has been remembered and interpreted, class materials will include primary documents, oral histories, novels, and films.

HISTORY 396.02-K4

YOUTH CULTURE AND THE CITY

Adam Charboneau

MW 6:00-9:25

This course examines urban youth culture in America from the late-nineteenth century to the end of the twentieth century. Americans have often obsessed over youth culture—from worries over supposed declines in tradition and morals of adolescents to fascination with, and exploitation of, the ever-changing styles and tastes of the young. Yet contemporary critiques of each generation of youths—from sources such as parents, religious officials,

governmental authorities and cultural critics—often, and somewhat dubiously, tend to neglect the ways in which their own adolescent years witnessed tumultuous shifts in fashion and thought. This class will historicize these cycles of change and continuity over the course of the twentieth century, and more particularly, analyze them within the context of the city. Urban centers, and the ways they affect and are affected by the young, have long preoccupied policy makers and others in power, for it is the city where shifts in attitude and style in the young most decisively intersect with the cultural industries and media outlets most influential to the masses. Major topics will include, but not be limited to: gang culture; gender and sexual relations; fashion and music; authority and violence; ethnic and racial tensions; generational divides; technological disruptions; urban architecture; mobility and public space; and shifting economic conditions. These thematic clusters will be discussed over the following chronological periods: the Progressive era through the Great Depression; the Second World War through the Sixties; and 1970s through the 1990s.

HISTORY 397-K4

***A NATION OF IMMIGRANTS:
ETHNICITY, EXCLUSION AND CITIZENSHIP IN MODERN US HISTORY***

Eron Ackerman

TuTh 6:00-9:25

The United States is often described as a “nation of immigrants,” but aside from the occasional remark on past discrimination against Irish or Chinese workers, the history of immigrant communities scarcely enters into current debates on immigration policy. This class aims to give students a better understanding of the challenges immigrants faced and the legacies they left behind by taking a closer look at how Irish, Italian, Jewish, Chinese, and Latino immigrants struggled for citizenship and adapted to life in the United States over the past century and a half. Using a variety of secondary and primary sources—including news stories, political cartoons, radio broadcasts, and films—we will examine immigrant struggles for citizenship and inclusion in light of conflicts and controversies surrounding ethnic communities in major cities like New York, Chicago, Los Angeles, and San Francisco.

SUMMER II - STONY BROOK MANHATTAN

HISTORY 340.60-J

WOMEN IN MODERN INDIA

Erica Mukherjee

TuTh 1:30-4:55

Violence against women in India has become a topic of international media interest over the past several years. Following a highly publicized rape case in December of 2012, media commentators, politicians, and women's rights activists have all offered explanations as to why some Indian women have become the target of violent crimes: clashes between "traditional" and "modern" societies, economic inequality, and a culture of gender violence are some of the most mentioned theories. This course seeks to put the recent publicity of violence against Indian women in a historical context by exploring the links between women, the economy, nationalism, and family in modern India. Some of the questions addressed in this course will be: What is the relationship between a woman, her family, and her economic role? How did women publicly participate in the nationalist movement? What is the relationship between women's bodies and the nation? How do women create safe domestic and public spaces? The course will explore these themes in both the colonial and post-colonial periods to examine the change over time. Students will be expected to read and engage in discussion with a variety of media sources and scholarly texts in order to explore these questions and more.

HISTORY 396.60-K4

THE HISTORY OF NEW YORK CITY

Jeff Hall

MW 6:00-9:25

In this course, we'll explore the history of New York City from its origins as a cluster of Lenape villages to global megalopolis. We will pay close attention to the impacts of immigration, industrialization, and globalization on the city's geographic shape, demographic profile, politics, and physical form from the era of Dutch colonization through the late 20th

century. Through photography, drawing, writing, film, and social media exercises, along with the occasional field trip to relevant points of interest, students will more fully appreciate their own place within the city's historical mosaic. In addition to activities listed above, evaluation will be based on regular attendance, participation, two short papers, a midterm, and a final.

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**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

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 CREDITS39 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.

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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