

SUMMER I, 2015

May 26th-July 2nd

HISTORY 214/POL214-J

MODERN LATIN AMERICA

Emmanuel Pardo

TuTh 9:30-12:55

The aim of this survey course is to provide students with an overview of the history of modern Latin America. The class will encompass processes in a period ranging from the formative stages of the first LA nation-states in the early 19th century to the political renovation and shifts in hemispheric international relations that have defined Latin America in the last few decades. Significant attention will be given to the exploration of different national and regional trajectories of political, economic, social and cultural change throughout the period. Although structure chronologically, the course will also include comparative discussions on problems across different historical contexts. This perspective will be applied to transnational problems such as the relative impact of disparate colonial legacies, and the implications of ever-changing ties with foreign entities such as the US and different European powers. With a more local focus, but also through a comparative lens, we will consider the strengths, weaknesses and inherent contradictions of diverse models of economic exploitation and development, and the complex relationships between structures of power, cultural productions, and changing identities based on variables of class, race, and gender. Students will be required to complete two short essay assignments, a final exam, and a limited number of in-class activities based on the assigned readings.

HISTORY 215-K

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. Readings will consist of selections from numerous journals, books

and selected primary sources. Grades will be based on class participation and a research project. There will be a mid-term exam and a final exam as well as an occasional quiz or response question.

HISTORY 390-I

MEDIEVAL ITALY

Jennifer Jordan

MW 1:30-4:55

The Middle Ages (ca. 500-1300) was a period of fundamental transformations for the Italian peninsula. This course will explore the politics, society, and culture of Italy from the fall of Rome to the age of Dante. Throughout the medieval period, Italy remained a hotly contested area, sought by the Lombards, the Normans, Arab and African Muslims, Byzantine Greeks, and others. The presence of all these groups throughout the Italian Middle Ages resulted in a unique culture and history. With a focus on analyzing primary sources, we will examine Italy's unique history in comparison with the rest of Western Europe. We will also compare and contrast developments in the north and south (including Sicily), as the two regions developed along very different lines.

HISTORY 392-I

THE FRENCH REVOLUTION

Marisa Balsamo

TuTh 1:30-4:55

This course will introduce students to one of the most important events in modern history. The French Revolution (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 to engage in class discussions. Grading will be based on participation, two exams (short answers and essays) and a 5-7 page paper.

HISTORY 396.01-K

THE GLOBAL HISTORY OF ORGANIZED CRIME

David Yee

TuTh 6:00-9:25

This course will explore the emergence of modern forms of organized crime throughout the 20th century. The first phase of this course will examine the roots of organized crime organizations that grew out of New York City's immigrant neighborhoods between 1890 to the 1920s. After tracing the rise of Italian and Jewish crime syndicates in New York City during Prohibition and the Great Depression, we will examine the global dimensions of organized crime by following the transnational links of criminal organizations that included networks in Havana, Sicily, Moscow, and Tel Aviv. As part of moving beyond sensationalized depictions of the Mafia in movies and television, this course will look at the integral role that organized crime networks have played in the shaping national economies, labor movements, urban governance, immigrant communities, leisure culture, and the movement of illicit commodities throughout the world. Requirements for the class include regular reading assignments, discussion participation, a class presentation, a document analysis essay, and a final examination, primarily essay.

HISTORY 396.02-K

THE HISTORY OF NEW YORK CITY

Adam Charboneau

MW 6:00-9:25

This course evaluates New York's ascendancy as America's financial and cultural capital. While the class will quickly discuss New York's place in American society during the antebellum period, this course will mainly be concerned with Gotham's tremendous growth following the Civil War, its eventual decline during the late-1960s and 1970s, and its spectacular, if flawed, "comeback" since the 1980s. The "winners" and "losers" in each of these shifts will be heavily examined. We will discuss New York's distinctive features as well as analyze the ways in which the Big Apple can be used as a guide to understanding modern urban society. Grades are based on participation, quizzes and essays.

HISTORY 396.03

DRUGS IN HISTORY

Eron Ackerman

TuTh 6:00-9:25

Over the past fifty years drugs have become a source of heated controversy in matters ranging from addiction and rehabilitation to religious and recreational freedom to criminalization, gang violence, and mass incarceration. This course aims to put some of these controversies in historical perspective by examining how various types of drugs

(both licit and illicit) have figured in global commerce, medical practice, social and religious life, national politics, and international diplomacy over the past two centuries. Bringing together texts, images, and films dealing with drugs across a range of historical contexts, the class will give students a conceptual foundation for grappling with challenging questions about the place of drugs in modern social life and public policy. Why have certain drugs been prohibited while others remain legal? Where and when did clinical concepts like “addiction” and “abuse” originate, and how appropriate are these concepts for analyzing drug consumption practices across cultures? Should “hard drugs” like heroin, crack, and liquor be regarded more as a cause of urban decay or as a symptom? What impact have prohibition and criminalization had in the twentieth century, and what are the comparative costs and benefits of alternative drug-control strategies like regulation and harm reduction? This class requires a moderate amount of reading (around 60 pages per week), informed participation in class discussions, and two writing assignments (around 4-6 pages each).

THE FOLLOWING COURSES MEET IN MANHATTAN

HISTORY 340.60-J

*HISTORY OF POVERTY AND INEQUALITY
IN ASIAN SOCIETY*

Erika Mukjerjee

MW 1:30-4:55

Two hundred and fifty years ago, India and China had to of the most prosperous economies in the world. Today, citizens of the United States are, on average, five times richer than citizens of China, and thirteen times richer than citizens of India. This economic inequality also contributes to inequality in healthcare, education, and overall quality of life. This course asks: How did the global balance of power and wealth shift from East to West over the past two hundred years? What factors contributed to this shift? To answer these question and others, this course will look primarily at economic and environmental origins of global inequality. It will explore changes brought about by Western colonization and imperial expansion in India and China, as well as the Americas, Africa and Australia. The course will examine topics such as: invasive species, industrialization, epidemics, famine, politics and war. Students will be asked to read and analyze competing explanations of global inequality and will be assess on classroom discuss and essay assignments.

HISTORY 388/AFS 388-J

SLAVERY IN LATIN AMERICA AND THE CARIBBEAN

Sergio Pinter-Handler

TuTh 6:00-9:25

Over four centuries, more than 11 million Africans were forcibly shipped to Latin America and the Caribbean. They were put to a great variety of tasks as miners, divers, soldiers, sailors, artisans and musicians. The vast majority however, were rapidly worked to death on the brutal plantations of the New World. This course examines the complex history of slavery in the region, asking why slavery developed, what life was like for slaves, how they created various forms of resistance, and what ultimately led to slavery's extinction. Paying close attention to the histories of colonialism, capitalism, of race and of gender, we will examine slavery's role in a region historically shaped by hierarchy and inequality. We will appraise the African contribution to the development of the New World, and we will maintain a critical focus on the way in which slavery bequeathed a set of powerful legacies that can only slowly be overcome. Through class discussions and a few short essays, students will engage critically with the rich scholarship on this subject, developing an appreciation for the complex history of the region and for the tragic, yet central role that slavery played in the creation of the modern world.

THE FOLLOWING COURSES WILL BE GIVEN ON LINE

HISTORY 363.30-K

MAGIC AND WITCHCRAFT IN AMERICAN HISTORY

Jordan Helin

While this course will provide an in-depth look at famous incidents in the history of witchcraft such as the Salem trials, its overall goal is to understand the origin of these events in early American beliefs about the supernatural. The culture of the colonies that would become the United States developed from a blend of English, European, African, and Native American cultures, each of which had its own beliefs about magic. Religion played a critical role, and students will learn about the deep and diverse history of religion in America through the lens of the "illicit supernatural" which is religion's companion and rival. One person's religion is another's occult, and both had political implications as the people of the colonies approached the American Revolution. The course will go "beyond Salem" and its Puritan, New England context to find out how the colonial legacy of religion and magic continued into the early United States.

HISTORY 380.30-J

INTRODUCTION TO LATIN AMERICAN AND CARIBBEAN SOCIETIES

Alvaro Segovia

This interdisciplinary course is designed to introduce students to Latin American societies. This course is both theoretical and empirical and it seeks to critically engage students with different texts in order to develop a thorough understanding of the region's great heterogeneity and complexity. For this purpose, the course tries to strike a balance between broad analysis of the region as a whole and in-depth country case studies. As a result, the course will offer a foundation for understanding the different histories, cultures, and politics of Latin America. Moreover, the course will examine the origins of civilizations in Latin America with a focus on the major pre-Columbian civilizations of the Maya, Inca, and Aztec, the Spanish and Portuguese conquest, the construction and evolution of colonial societies, the wars of independence, the emergence of Latin American nation-states, and the twentieth century with a special emphasis on the challenges of economic, political, and social development in the region

SUMMER II 2015

July 6th-August 13th

HISTORY 216/POL216-J

US LA Relations

Ashley Black

TuTh 1:30-4:55

In 1823, as South America's wars for independence neared their end, President James Monroe claimed the Western Hemisphere as the sole domain of the United States, warning European powers that their presence would no longer be tolerated in the region. Ever since, the two Americas have shared a deep and conflicted relationship. This course examines the history of U.S.-Latin American relations since the nineteenth century, looking at the various ways in which each region has shaped the other. In addition to the direct military interventions and confrontations that have defined this relationship, we will explore a host of political, economic, and cultural forces that have bound the two regions together over two centuries. By the end of this course, students will be comfortable engaging with a range of primary documents, from treaties and speeches to popular music and political cartoons, and will have a deeper understanding of the shared history of the two Americas.

HISTORY 340-J

MODERN EAST ASIA

Aihua Zhang

MW 9:30-12:55

This course surveys the interrelated history of China, Japan, and Korea from the nineteenth century to the present day. Topics cover imperialism, colonialism, revolution, war, socialism, daily life, and gender relations. The questions we will address include: How did the three countries respond to Western invasion? How did they quest for national survival and modernization? Why did they take markedly different paths to a strong nation state? What interactions and conflicts did they go through? What was the fate of traditional institutions, beliefs, and practices? How did social changes and political unrest and policies affect ordinary people's lives? How did East Asia connect with the rest of the world? Grading is based on attendance and participation, quizzes, two short-papers, and a final exam.

HISTORY 392-I

JACK THE RIPPER'S LONDON

Parissa Djangi

MW 1:30-4:55

At the height of Victorian (1837-1901) confidence, imperial power, and metropolitan culture, people in a densely populated corner of London (the "East End") lived in poverty, and it was in this environment that Jack the Ripper committed his crimes, known as the Whitechapel Murders. This course will use the Whitechapel Murders as a guide to London's East End in the late nineteenth century. We will contextualize the Ripper's crimes to explore the social, political, and cultural climate that characterized a troubled urban space. The Whitechapel Murders distilled and brought into the public's imagination a number of themes that we will investigate: poverty, crime, immigration, health and sanitation, politics, and reform. We will then turn our attention to popular representations, both historical and contemporary, of the Whitechapel Murders to understand how crimes committed over a century ago shaped and continue to shape perceptions about the late-Victorian city. This course will develop writing and critical thinking skills through primary and secondary readings, two (2) short papers, class discussion, and one final exam.

HISTORY 393-I

BEER IN HISTORY

Brian Gebhart

TuTh 6:00-9:25

What can beer tell us about the history of Europe and the world? What does an English ale or a German pilsner have to do with the development of England and Germany as cultures and nations? These questions and many others will be approached using the tools of cultural history, with some help from anthropology, economics, and others. We will examine the history of beer in connection with histories of gender, class, markets, empire, and nationalism.

The primary goal of this course is to further the student's skills of critical thinking and writing in the field of history. Beer will be the vehicle for historical analysis. We will explore the history of beer in three main dimensions: (1) the history of beer itself -- that is, its styles, cultures, and developments; (2) connections between beer and contemporaneous developments in European (and global) history focusing in particular on the 14th through the 20th century; (3) and, most importantly, analyzing beer as a site of cultural history to explore practices of meaning and identity in the construction of cultures, social class, and nations. This will be a reading and writing intensive course with assigned readings for every class. Grades are based on several brief response papers, a book review, an in-class midterm, and a final research paper. Attendance and participation will also be essential to the course.

HISTORY 396.01-K

R.I.P. THE CULTURAL HISTORY OF DEATH IN AMERICA

Michael Conrad

MW 6:00-9:25

Take a break from the summer sun and join us as we "Rest in Peace." This lecture course examines how Americans have experienced, ritualized, and commemorated death from pre-conquest Indian practices until the modern 20th century funerary home. By looking at case studies throughout the nation we take into consideration differences of class, race, religion, economy, environment, and ethnicity. Individuals, families, communities, and the nation experienced death in multiple ways that changed over time and sometimes conflicted. We will investigate how we have become distanced from experiencing death, the standardization of traditions, and the zoning of our burial sites to distinct spaces. Students are evaluated on participation, a midterm, final, and a field work paper that examines cemetery gravestones.

HISTORY 396.02-K

COMIC BOOKS IN AMERICAN HISTORY

John Anzalone

TuTh 9:30-12:55

At a time when superhero movies rule the box office, fans flock to comic cons across the country, Pulitzer Prize-winning authors express their unabashed love for comic books, and the President of the United States says that he's an avid collector of Spider-man and Conan the Barbarian comics, we are left to wonder how comic books evolved from a low, even at times reviled, piece of pop culture to mainstream art. In this course, we will trace the history of comic books in the United States from their humble, hardscrabble origins to the present, when comic books can be read online and their characters enjoyed at the cinema. We will explore the business of comic books, how their content has changed over time, and their place in American culture and politics. Comic books and their makers, as we'll see, have served as fodder for intense debates over juvenile delinquency, race, and gender. Requirements in this course include weekly reading, two exams, and in-class presentations.

THE FOLLOWING COURSE MEETS IN MANHATTAN

HISTORY 241-I

THE HOLOCAUST

Ron Van Cleef

MW 6:00-9:25

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

THE FOLLOWING COURSES WILL BE GIVEN ON LINE

HISTORY 104.30-F4

US HISTORY SINCE 1877

Kelly Jones

This course provides an introduction to American history from the Reconstruction Era through the late 20th century. It is designed to give students an overview of the major political, social, and cultural events that have impacted American national development. Major themes to explore include: the rise of an industrial economy in the late nineteenth century and its evolution to a consumer economy in the twentieth; the broadening of the liberal government state; the growth of empire and its effects on twentieth century foreign policy; and the broadening of American society and development of mass culture. Note that this course is offered online: students will be expected to actively participate in an online discussion forum four to five times per week; complete weekly readings quizzes; and submit two substantial essays.

HISTORY 363.30-K

DISNEY'S AMERICA

Elizabeth O'Connell-Gennari

This course explores the reciprocal relationship between the work of Walt Disney and American politics, society and culture. Using Disney's animated films and theme parks as historical landmarks, we will navigate through the twentieth century, examining the historical factors that shaped Disney's life and work, and how Disney influenced the way Americans view themselves, each other, and cultures outside of the United States. Students will be required to complete reading assignments and participate in online forums; view and respond to analytical questions regarding film clips and submit a midterm and a final exam.

HISTORY 396.30-K

WAR & AMERICAN SOCIETY SINCE 1865

Jeff Hall

In this online course, we will explore the historical relationship between warfare (broadly defined) and the shaping of the modern American nation. Beginning with the Indian Wars of the post-Civil War era, we will then discuss how industrialization and imperialism led to war with Spain and eventual U.S. involvement in World War I. The second half of the course will center on conflicts during after the Second World War, including the Cold War, War in Vietnam, and the War on Drugs. In each case, we will discuss how warfare impacted domestic politics, international relations, and everyday life in the U.S. Class work will consist of weekly readings of primary and secondary sources; participation in online discussions of assigned readings; two exams; and some short writing assignments.

**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:

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| 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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