

SUMMER I, 2016

May 30th-July 9th

The following courses in Summer I will be on line:

*HIS/POL 214, HIS/JDS 241, HIS 328, HIS 363, and
HIS380*

The following courses in Summer I will be in person:

HIS 215, HIS 392, HIS 393, HIS 396.01, HIS 396.02

HISTORY 214/POL214.30 – J GLO

MODERN LATIN AMERICA

On Line

David Yee

This course will explore the key themes and turning points in modern Latin American history. Students will utilize a variety of online learning tools to enhance course readings and discussions. We will examine the modern history Latin America through exploring questions of race, religion, popular culture, and political power. A special emphasis will be placed on the role of religion in shaping the region's political and cultural landscape. Students will gain a perspective based on local, regional, and global views of Latin American history, with a particular focus on Mexico, Argentina, and Cuba. This course will make

considerable use of primary sources (including digital collections of photographs, posters, documentaries, and music) along with introductory readings to offer students multiple perspectives on key events in Latin American history.

HISTORY 241.30-I GLO

THE HOLOCAUST

Ronald Van Cleef

On Line

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-inti, 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. Grading will be based on participation in discussion forums, online quizzes and two short writing assignments (4-6 pages). The exact instructions for the writing assignments will be provided well in advance of the due dates. Late assignments will only be accepted in cases of emergency with penalty. Make-ups for the online quizzes will not be given.

HISTORY 328-K4 SBS+

THE HISTORY OF NEW YORK CITY

Adam Charboneau

ON LINE

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 363.30-F SBS+

DISNEY'S AMERICA

Elizabeth O'Connell Gennari

ON LINE

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. This course takes place online, and requires regular reading, listening to recorded lectures, and watching film clips; assessments include quizzes and two written exams.

HISTORY 380.30-J SBS+

REVOLUTIONS & DICTATORSHIP IN LATIN AMERICA

Gonzalo Romero

ON LINE

This course will focus on two intertwined political processes that have shaped Latin American history in the twentieth century: dictatorships and revolutions. We will study “essential” revolutions such as the Mexican and Cuban Revolutions, as well as the dictatorships that preceeded them. Likewise, we will study military dictatorships as processes against revolutions, such as the ones that characterized the Southern Cone (Argentina and Chile) during the Cold War. Finally, we will analyze contemporary events taking place in Venezuela, where revolutions and dictatorship seem to coexist. We will attempt to answer the following questions. What are the causes of revolution? What are the differences between urban and rural insurgencies? What methods have military dictatorships used to repress revolutionaries? Finally, how have successful revolutions turned into dictatorships? Course requirements include weekly reading assignments, participation on discussion boards, weekly short papers and a final essay.

COURSES TO BE HELD ON THE STONY BROOK CAMPUS

HISTORY 215-K4 GLO

LONG ISLAND HISTORY

Tara Rider

MW 9:30-12:55

Come discover Long Island's rich history filled with tales of early settlers, Revolutionary War Spies, slave revolts, and technological advances. Learn how Long Island inspired *The Great Gatsby* and why Teddy Roosevelt believed there was no place like it. Surveying U.S. history through the lens of Long Island's own history, students will explore this island's heritage through readings of primary and secondary sources and class discussions.

HISTORY 392.01-I SBS+

THE FRENCH REVOLUTION

Marisa Balsamo

TuTh 6:00-9:25

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 393.01-I SBS+

ROYAL BRITAIN: KINGS AND QUEENS IN BRITISH HISTORY

Parissa Djangi

TuTh 6:00-9:25pm

Scandal, intrigue, betrayal, politics, pageantry, rebellion: the history of the British monarchy is a game of thrones that features a cast of warring houses, exiled pretenders, restless subjects, discontented nobles, decadent princes, rival courtiers, and influential consorts. This course reads British history through its kings and queens from 1066 to the present and traces the changing shape of royal influence and power. We will examine royal personalities, styles of king- and queenship, the monarchy’s changing relationship with “the people,” and political and popular attitudes about and challenges to the throne, as commoners and nobles imagined, negotiated, celebrated, and rejected royal authority throughout Great Britain and the empire. Course requirements include primary and secondary readings, class discussion, two short papers, and a final exam.

HISTORY 396.01-K4 SBS+

ITALIAN AMERICAN HISTORY

Jonathan Anzalone

TuTh 1:30-4:55

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 United States as a nation of immigrants. Attendance and participation are mandatory and will be weighed heavily in final grades. Grades will also be based on quizzes, a short paper, and a group presentation

HISTORY 396.02-K4 SBS+

FAMOUS TRIALS IN AMERICAN HISTORY

Mia Brett

MW 1:30-4:55

This course will look at important American criminal trials through out American history. We will examine why these particular crimes captured the public's attention and how criminal law and the public's reaction changed through out American history. This course will explore topics such as criminal law, moral panic, and the media sensationalization of crimes. A few of the trials that will be discussed include, the murder of Helen Jewett, Lizzie Borden, Leo Frank, and Leopold and Loeb. How did the moral panics of the nineteenth century change the ways in which murders were discussed? How did the racial politics of the early twentieth century encourage the prosecution of Leo Frank? How did the change in criminal defendant rights through out American history change criminal trials?

SUMMER II 2016

July 6th-August 13th

The following courses in Summer I will be on line:

HIS 357, HIS 363, HIS 374, HIS/AFS 388, HIS396, HIS

399

The following courses in Summer I will be in person:

HIS/POL 216, HIS 391, HIS 393, HIS 397

HISTORY 357.01

REVOLUTIONS

Jordan Helin

ON LINE

Revolution: the word calls to mind the best and worst of us, our hopes and highest values and our fears and darkest deeds at the same time. The modern world has been shaped and reshaped by revolutions, but in recent times, the word has begun to ring hollow. We are skeptical of revolution. We do not trust the meaning it's supposed to have. But what is that meaning? What, after all, is a revolution? This course will focus on the history of the "Age of Revolutions," the period in the late 1700s when events in the Americas and Europe rocked the foundations of the world. Students will learn about the American, French, and Haitian Revolutions, as well as other events before and after which expand and challenge our understanding of what a revolution is and how it works. By the end, students should have a better appreciation of what it means for politicians and activists to claim to want a "revolution" while others express doubt about the value of any revolutionary "theory of change."

HISTORY 363.01-F SBS+

*PIRATES AND PIRACY IN THE ATLANTIC
WORLD*

Tao Wei

ON LINE

Captain Jack Sparrow: The only rules that really matter are these: what a man can do and what a man can't do. For instance, you can accept that your father was a pirate and a good manor you can't. But pirate is in your blood, boy, so you'll have to square with that some day. And me, for example, I can let you drown, but I can't bring this ship into Tortuga all by me onesies, savvy? So, can you sail under the command of a pirate, or can you not?

Will Turner: You cheated.

Captain Jack Sparrow: Pirate

—*Pirates of the Caribbean: The Curse of the Black Pearl* (2003)

This course explores the Atlantic maritime world from the beginning of the sixteenth century to the mid-eighteenth century, not from the perspective of admirals, merchants, and nation-states but from the viewpoints of commoners—pirates, enslaved Africans, and sailors. It discusses the social world of pirates, sailors, and African captives, including issues of shipboard violence, terror, race, and gender. It also considers the efforts of early modern governments to curtail the activities of the great pirates such as Henry Avery, Bartholomew Roberts, William Kidd, Mary Read, and Edward Teach (Blackbeard). By bringing these marginal seafaring characters into the limelight, this course demonstrates how maritime actors have shaped history that many have long regarded as national and landed. In this course, students can expect to not only understand the nature of piracy and slavery, but also gain an appreciation for the social history of seafaring.

HISTORY 374.30-F SBS+

SPIES IN AMERICAN HISTORY

Clarence Hall

ON LINE

This six-week online course will explore how the production, acquisition, and consumption of intelligence (sometimes legal, sometimes not) has helped shape everyday life in the United States. Our studies will range from informal means of intelligence gathering (Puritans eavesdropping on their neighbors, for instance) toward more organized efforts both to obtain and control sensitive information, such as the FBI, CIA, and NSA. Throughout the course, we will explore how everyday Americans and public officials have struggled to balance the government's desire for security with the civil liberties and freedoms guaranteed in the Constitution. Course work will include weekly lectures on YouTube, quizzes, readings and discussions, a paper, and a final exam.

HISTORY 388.30/AFS 388.30-J SBS+

SLAVERY IN LATIN AMERICAN & THE CARRIBEAN

Sergio Pinter-Handler

ON LINE

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.

HISTORY 396.30-K4 SBS+

VIOLENT RIOTS IN AMERICAN HISTORY

Michael Conrad

ON LINE

Did you know that Americans once rioted over whiskey? Or that a riot broke out at a state university like Stony Brook? Riots are a fundamental part of American history. This course examines the origins and effects of riots from colonial settlement until the 1970s. They can often be divided along thematic lines. Some are racial or class based while others might relate more to politics, economics, immigration, labor reform, and massacres. Often it is caused by a perceived, real or imagined, injustice. Crowd aggression can be directed towards institutions, people, or property. Tactics, weapons, and defenses are examined. While the riots themselves are often violent and traumatic they are short lived but the causes and effects reach far beyond the actual event. We will spend a considerable amount of time defining what is and is not a riot. Students will get to explore their problem solving skills in several case studies. They will keep a note journal, participate in online discussions and write a final analytical essay. So join us this summer as we explore three centuries of social unrest and ponder Martin Luther King, Jr's quote: "A riot is the language of the unheard."

HISTORY 399.30- K4

DRUGS IN HISTORY

Eron Ackerman

ON LINE

This course examines how various types of psychoactive drugs—especially illicit drugs like opium, ecstasy, and cocaine—have figured in the history of medicine and commerce, spirituality and sociability, politics and policing over the past two centuries. Moving beyond the polarizing polemics of popular politics, we will use history to gain a more sober and critical perspective on social problems surrounding drugs and drug-control policies. Topics covered include the Opium Wars, opiates and cocaine in the United States in the nineteenth century, the rise of domestic and international drug control laws in the early twentieth century, alcohol prohibition in the U.S., the culture and politics of psychedelic drugs in the 1960s, international drug smuggling and the U.S.-led War on Drugs, ecstasy and rave culture in the 1980s and 90s, and recent moves toward policies of decriminalization and harm reduction. Course requirements include weekly readings (up to 70 pages per week), blog-posts responding to the readings, an analytical paper (4-6 pages), a midterm exam, and a final exam.

COURSES TO BE HELD ON THE STONY BROOK CAMPUS

HISTORY 216/POL216-J GLO

US LA Relations

Emmanuel Pardo

TuTh 1:30-4:55

This course is an overview of the historical relationship between the United States and Latin America. The class will cover processes in a period ranging from the formative stages of the first Latin American nation-states in the early nineteenth century, to the political

renovation and the shifts in hemispheric international relations in the last few decades. Significant attention will be given to the exploration of the connections between foreign policy and different trajectories of political, economic, social and cultural change throughout the period. Although structured chronologically, the course will also include comparative discussions on problems such as the impact and implications of the contested discourse of Pan-Americanism, the long-term legacies of disparate colonial pasts, and the decisive role of tensions between domestic and foreign policy in different national contexts. Students will be required to complete a midterm exam, a final essay assignment and a number of in-class activities based on the assigned readings

HISTORY 391-I SBS+

WITCHCRAFT & WITCH HUNTING IN EARLY MODERN EUROPE

Richard Tomczak

MW 6:00-9:25

This course explores witchcraft and witch-hunting in Europe and its New World colonies from heretic and pagan trials in the 14th century, through the era of mass witch panics in the 16th and 17th centuries, to the end of state-sponsored witch prosecutions in the 18th century. More specifically, we will examine high profile witch-hunts, such as the Inquisition, the Hopkins Hunt in England, and the Salem witch-trials, in conjunction with the cultural evolution of magic, mysticism and the supernatural. Understanding the fear of witchcraft provides a window into the tensions and social boundaries that

fractured early modern European communities. Readings will include historical scholarship, actual primary documents from witchcraft court cases, and selected excerpts from the *Malleus Maleficarum* (the sixteenth century witch-hunter's guide). Throughout the course we will dissect individual witchcraft cases by reading accusations and depositions to get a better grasp on the religious beliefs that spawned hysteria, or, collective action against a group of individuals. Any phenomenon that lasted so long, involved so many people, covered such a vast expanse of geography, and so profoundly involved the efforts of political and ecclesiastical authorities deserves close scrutiny. Finally, we will consider the legacy of witchcraft panics on our contemporary social dynamics and psychological tensions. The course will have two essays, a midterm, a final, and daily discussion on assigned readings.

HISTORY 393-I SBS+

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 397-K4

THE IMMIGRANT MENACE:

IMMIGRATION IN AMERICAN HISTORY

1830-PRESENT

Kelly Jones

MW 1:30-4:55

"...they're not sending their best....They're sending people that have lots of problems, and they're bringing those problems with us. They're bringing drugs. They're bringing crime. They're rapists. And some, I assume, are good people." - Donald Trump, June 16, 2015

"What means the paying of the passage and emptying out upon our shores such floods of pauper emigrants — the contents of the poor house and the sweepings of the streets? — multiplying tumults and violence, filling our prisons, and crowding our poor-houses, and

quadrupling our taxation, and sending annually accumulating thousands to the poll to lay their inexperienced hand upon the helm of our power?" - Lyman Beecher, 1834

As candidates for U.S. president hone their messages to mobilize their supporters, one of the most enduring social and political issues in American life is again receiving negative attention: immigration. But in a "nation of immigrants," how has anti-immigrant sentiment become such a powerful political motivator? Students in this course will take an in-depth historical look at immigration as a social, political, and cultural force from the mid-nineteenth to late-twentieth century. What are the global factors that have driven migrants to come to the United States? How have attitudes towards immigrants changed over time, and how has the country evolved as a result?

This course will combine textbook, primary source readings, and literary readings in order to fully engage with the immigrant experience. Class meetings will include lectures and time for open discussion; students will be expected to participate as discussion leaders and complete two essays and one book review over the course of the semester.