

FALL, 2021

101 – F GLO, SBS	EUROPEAN HISTORY: FROM ANTIQUITY TO REVOLUTION	A COOPER
	<p><i>In this course we shall explore the politics, society, art, and culture of “the West” from the ancient world to 1789. This course is intended to 1) survey the historical and cultural influences that have shaped European (and, by extension, our own) society; 2) provide practice and training in critical reading of both primary and secondary historical sources; and, 3) improve your understanding of the basic elements of historical inquiry: formulating questions, gathering, selecting, and interpreting evidence, organizing the results into a coherent idea, and effectively communicating the results to others. Monday and Wednesday lectures will introduce the basic historical narrative and historians’ interpretations of it: weekly mandatory discussion sections will be devoted to reading, interpreting, and arguing about the primary sources themselves. Requirements consist of about 40 pages of reading per week, 5 one page papers, two very short papers (2-3pp. each), occasional in-class writing, participation in discussion sections, a midterm exam, and a cumulative final exam.</i></p>	<p>LEC: MW 11:45-12:40 R01 F 11:45-12:40 R02 M 10:30-11:25 R03 W 9:15-10:10</p>
103-F SBS, USA	AMERICAN HISTORY To 1877	J. ANDERSON
	<p><i>This course examines key themes in American history from the pre-contact and colonial eras to the founding and expansion of the United States through the Civil War and its aftermath. We’ll explore a wide range of subjects including: cross-cultural encounters and conflicts among Native Americans, Africans, and Europeans; settler-colonialism and the dispossession of Native peoples; the rise of capitalism, industrialization, and changing labor systems (including slavery, indentured servitude, and wage-based); major cultural, religious, and social reform movements; competing political ideologies, including the roots of revolution, democratization, and sectionalism; and, changing historical constructions of race, ethnicity, class, and gender. We will also consider why historians continue</i></p>	<p>LEC: MW 10:30-11:25 R01 F 10:30-11:25 R02 W 9:15-10:10 R03 M 11:34-12:40 R04 F 2:40-3:35 R05 M 9:15-10:10 R06 M 1:00-1:53 R07 W 11:45-12:40</p>

	<i>to offer new interpretations of American history—by questioning the assumptions, biases, and silences in traditional narratives, revisiting old sources and gathering new evidence, and bringing more diverse perspectives into view. Readings include an interesting mix of works by historians and primary sources written by people in the past. Grading will be based upon attendance at lectures and sections; participation in discussions and in-class activities; short writing assignments (1-2 pages each); 1 essay (5-6 pages); midterm; and final exam.</i>	
202-I	ANCIENT GREECE	E. MILLER
	<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>	MW 2:40-4:00
213-J	COLONIAL LATIN AMERICA	P.GOOTENBERG
	<i>Latin America's colonial experience left a deep and enduring mark on the region. This introductory course surveys major developments and themes from Latin America's indigenous and Iberian colonial past (1400-1820), by drawing on the 'social history' of core societies like Mexico, Peru, and Brazil. This long period of collision between European and American society is rife with heady topics: imperialism, conquest, culture clash, resistance, slavery, race, and revolt. We assess them with an historian's eye. Requirements include two quizzes and 3 critical book essays.</i>	MW 2:40-4:00
218/AAS218-J ESI, GLO, HUM	ANCIENT, MEDIEVAL & EARLY MODERN S. ASIA	E.BEVERLEY
	<i>Surveys the history of South Asia (contemporary India, Pakistan, and Bangladesh, with some consideration of Afghanistan, Myanmar, Tibet, and Sri Lanka) in ancient, medieval, and early modern eras. Central themes include</i>	LEC: MW 11:45-12:40 R01 F 11:45-12:40 R02 M 10:30-11:25

	<i>the emergence of social orders, religions, and regions; global and regional mobility and connections; relations between social and religious communities (Buddhists, Hindus, Muslims; peasants, elites, genders); changing state structures; and early European presence.</i>	R03 W 2:40-3:35
221/AFS 221-J GLO,SBS	MODERN AFRICA	S. SHANKAR
	<i>This course examines colonization in Africa, from the earliest Dutch settlement in southern Africa in the 17th century, the intense international scramble for Africa in the nineteenth century, and the era of alien rule in the 20th century. It examines how Africans met the challenges of alien rule in many ways – peasant uprising, Pan-African movements, and political diplomacy – but not always in obvious ways we would call resistance. European rule was the catalyst for many changes in Africa – production of commodities for global markets, Christian missionary work and religious conversion, migrant labor, rapid urbanization, new gender and generational conflicts, formal schooling, and new arts and culture, including African literacy and film traditions. These topics will be explored as a basis for understanding the potentials and problems of African countries that got independence after 1957, in the midst of the Cold War, and in up to the present. Readings will include a textbook, articles, and novels which will be supplemented with films. May include 1 map quiz, 2 5-7 pages papers and an in-class midterm.</i>	TUTH 11:30-12:50
225/JDS 225-J GLO,SBS	THE SHAPING OF MODERN JUDAISM	J. TEPLITSKY
	<i>This class explores the story of the Jews from Biblical Antiquity until the end of the Middle Ages, across the fertile crescent of the Near East and into the Roman Empire, the Islamic World, and Christian Europe. We will explore what it meant to be a Jew in the pre-modern world by tracing different historical forms of Jewish identity, and will examine how Jews interacted with, shaped, and were shaped by their encounters with people of other ethnicities and religions, especially Christianity and Islam. The course will involve reading great works of literature, history, and religion and analyzing those works to build a portrait of the past. Classes are based on lecture with</i>	TUTH 1:00-2:20

	<i>discussion of readings, a mid-term, final exam, and two brief writing assignments, as well as short quizzes.</i>	
235-I GLO	THE EARLY MIDDLE AGES	S. LIPTON
	<i>This course introduces students to the political, social, religious and intellectual history of early medieval Europe, as well as to the techniques of critical source analysis. Major topics to be covered include the fall of the Roman Empire in the West, the Christianization of Europe, the preservation and transformation of classical culture, Viking invasions and the disasters of the ninth century, commercial disintegration and recovery, and early medieval kingship and warrior culture. Particular attention will be paid to the interactions of material conditions and human society (we will also meet at least one elephant!). Requirements include 1) class participation (this consists of completing the readings prior to the relevant lecture, contributing to discussions, and taking occasional reading quizzes; 2) two brief writing assignments of about 2-3 pages each; 3) one in-class midterm exam; and 4) a cumulative final exam.</i>	TUTH 11:30-12:50
250-F GLO, SBS	WORLD WAR II 1939-1945	J. Mimura
	<i>This course considers WWII from a transnational perspective, examining the motives, strategies, and interactions of the Axis powers and their global reach in the quest for empire and world domination. It shifts the geographical focus from the European and Anglo-American spheres to Eurasia and considers how and why Asia came to play a pivotal role in fascist conceptions of a new world order. Thematic explorations of the ideological, economic, cultural, and technological aspects of the alliance will complicate the traditional military narrative of total war. In addition to scholarly writings, we will draw upon a variety of primary sources such as government documents, propaganda materials, and film and news clips. Requirements include a midterm and final exam and a topical paper.</i>	TuTh 9:45-11:05

261-K4 USA, SBS	CHANGE & REFORM in the US 1877-1919	M. CHAMBERS
	<p><i>This course examines the period when the United States became a Modern Nation during the last quarter of the nineteenth century and into the early years of the twentieth century. Railroad lines criss-crossed the nation, and large numbers of immigrants, from Eastern Europe and Mexico, arrived in the United States. Developments at home and abroad seemed to promise a new era of prosperity and progress. The mass manufacturing of automobiles and other products proved a boon to the economy and transformed patterns of travel, leisure, and consumption. In connection with these changes the subjects to be discussed include the uses of vast reserves of coal, timber, and water that helped fuel a growing industrial economy, and the rise of social reform movements to address these changing conditions. Requirements include attendance and participation as well as writing assignments. In addition, there will be a mid-term, a final, and a short paper.</i></p>	TuTh 4:45-6:20
266-K4 USA	HISTORY OF THE US WEST	S.LIM
	<p><i>This course examines the history of the U.S. West, a shifting region of Native North America that was the object first of Spanish, French, English, and then American settler-colonialism and empire with a unique relationship to the U.S. federal government, distinctive patterns of race relations, and a unique place in American cultural memory. It will examine the West as both a place and as an idea in American culture and in the popular imagination. Using films, monographs, memoirs, letters, and academic articles and literary fiction it will explore the struggle for land, resources, identity, and power, which have characterized the west and its role in the history of the American settler-colonial nation-state. While tracking how the history of the region unfolded, we will also explore changing representations of the West in American culture, especially as they appeared on film. Since at least 1890 the West has been central to the cultural identity of the nation; 20th-century Hollywood was especially powerful at conveying the meanings of the region for the broader United States</i></p>	TuTh 9:45-11:05

	<i>and the world.</i>	
280 K4, SBS, USA	HISTORY OF THE US WORKING CLASS	L. FLORES
	<i>. Through lectures, readings, and films, this course provides a broad overview of the historical trends and transformations that have shaped the lives of working class men and women in the United States from the colonial period to the present, with an emphasis on the 20th and 21st centuries. Groups of workers studied include slaves, industrial and agricultural workers, fast food workers, high-tech assembly workers, private domestic labor, sex workers, sweatshop employees, and immigrant and guest laborers from around the world. Topics covered include the racialization and feminization of labor, capitalism and Marxism, unionization struggles, workplace tragedies, corporations and borders, and globalization. Course requirements are active class participation, midterm exam, 5 pg. research paper for a public class blog, and 5-pg. take-home final paper.</i>	TuTh 4:45-6:05
286-F GLO, SBS	THE GLOBAL HISTORY OF HUMAN HEALTH	P. KELTON
	<i>Surveys how the health of the globe's diverse human populations has varied from prehistory to the present. Focuses on the ways in which changes in diet, residency patterns, global interconnections, and environment have led to health transitions. These transitions and events include, but are not limited to, the transition to agriculture, urbanization, imperial expansion, colonialism, industrialization, world wars, factory farming, and the transportation revolution. The development of medicine, public policies, and global health organizations will be a central theme as will be the development of global health disparities.</i>	MWF 10:30-11:25
301.01 ESI	THE FALL OF THE ROMAN EMPIRE	S.LIPTON
	<i>HIS 301 is designed to teach History majors and minors how to read, write, and conduct research in the discipline. In this course we will learn and practice the essential skills</i>	TuTh 3:00-4:20

	<p><i>in each of those areas by examining questions of considerable current interest: what brought about the end of a nearly 500-year-old empire, and what was the effect of the imperial collapse on inhabitants across the empire? We shall analyze both primary sources dating from the last decades of the Roman Empire (including but not limited to chronicles, letters, poems, laws, religious texts, archaeological excavations, and works of art), as well as modern articles and book chapters that seek to explain the causes, nature, and effects of end of Rome. Requirements: 1) class attendance, discussion, group participation, group reports, all of which require completing the assigned readings <u>in advance</u> of every class (about 25%); 2) five short writing assignments (15% each), each of which will provide practice in a particular skill.</i></p>	
301.02 ESI	SMALLPOX & INDIGENEOUS PEOPLES	P.KELTON
	<p><i>This course offers an introduction to historical research and writing for history majors and minors. You will assume the role of apprentice historians and practice the skills needed not only to recognize good history but to produce it yourself. Class work will focus on fundamentals of critical reading, research and writing.</i></p> <p><i>As a focal point for our practice, we will look at how historians have analyzed the experience of Indigenous North Americans (American Indians/Native Americans) with smallpox, a disease that Europeans introduced after 1492. Course readings will introduce you to the varied ways that historians have studied this topic and understood its importance in larger historical processes. In the first part of the course, we will concentrate on the basics of reading and assessing secondary sources and analyzing and using primary sources. In the second part of the course, you will apply these skills to a historical topic of your choosing. Although readings will focus primarily on North America from 1492 to 1890, students are welcome to explore other time periods and countries as well. I will help you tailor this course to your individual interests.</i></p>	MW 1:00-2:20
301.03 ESI	MODERN HISTORY OF	C.SELLERS

	ENVIRONMENTAL DISASTERS	
	<i>This course is a writing intensive course for junior History majors and minors, intended to prepare you for the 400-level research seminar. In this course we will be thinking, reading, and (especially) writing about the modern history of environmental devastation, over the later 20th into the 21st centuries. The practice of writing itself will be a major focus of this course, but students will hone their writerly skills as we survey and analyze representative episodes of environmental disaster, from those associated with nuclear and chemical plants to those connected with climate change. Work will consist of required readings, a shorter and a longer essay as well as a host of writing exercises both in and out of class.</i>	TuTh 11:30-12:50
309-I SBS+	'VICTORIAN BRITAIN AND MONSTERS: A PARTICULAR HISTORY OF EMPIRE	K.WILSON
	<i>An examination of the domestic sources and repercussions of Britain's ascendancy. Topics include the impact of industrialization, working-class radicalism, middle-class ideologies and social reform, the monarchy, Victorian cities, prostitution and sexual discourse. Imperialism and culture, and the rise of Irish, socialist and feminist challenges to the established order. Readings include both historical and literary works. Mid-term, take-home final and 7-10 pp. research paper.</i>	TuTh 1:15-2:35
310-I SBS+	POST 1945 BRITAIN	K.WILSON
	<i>An examination of social, culture and political developments in Britain with particular emphasis on the post-1945 period. Topics include women, war and the welfare state; domestic responses to international fascism, the rise and fall of the Left; popular and literary cultures of the 1950's and 1960's; and the cultural representation of post imperial issues such as immigration, film and television. Course requirement are: completion of all assigned reading, class attendance and participation, in-class id-term, one 8-10 page essay, and a multiple-essay take home final.</i>	TuTh 9:45-11:05
312-I SBS+	GERMANY 1890-1945	Y. HONG

	<p><i>This course will provide an introduction to German history in the first half of the 20th century: World War I, the impact of total war and revolution, the problematic modernity of the Weimar Republic, the rise of National Socialism, the path to World War II, the meaning of the Holocaust, and the division of the country after 1945. We will also examine the key historiographical debates over the course of German history.</i></p> <p><i>Course requirements will include numerous quizzes, a short critical paper, midterm and final exams.</i></p> <p><i>Prerequisites: HIS 102. or equivalent</i></p>	TuTh 1:15-2:25
323 WST-K DIV; SBS+	WOMEN OF COLOR IN THE U.S.	S. LIM
	<p><i>In what ways is the history of race in America a gendered history? This course will focus on the creation of the modern color line in American history by analyzing the 20th century cultural productions of African American, Asian American, Native American, and Latina/Chicana women. We will explore autobiographies written by women of color such as Zitkala-Sa. We will examine the careers of racial minority actresses such as Anna May Wong. Our central concern will be the ways in which race has been historically constructed as a gendered category. Readings will average 150 to 200 pages a week. Attendance and class participation are mandatory and students will be required to facilitate class discussion at least once during the semester. Students will take two midterms and will complete a 5 to 8 page final research essay on race, gender, and twentieth-century American culture.</i></p>	TuTh 1:15-2:35
350-J SBS+	RACIAL POLITICS IN AFRICA	S.SHANKAR
		TUTH 3:00-4:20

356-I CER; SBS+	ZIONISM & THE STATE OF ISRAEL	J. TEPLITSKY
	<p><i>This course explores one of the most divisive events of the twentieth century: the establishment of the State of Israel. Beginning with the origins of the Zionist movement and its activities in nineteenth-century Europe, the course then moves to explore the establishment of the state in the Middle East in 1948 and subsequent Israeli politics and society, with an eye to its relationship with neighboring Arab states, the Palestinians, as well as non-Israeli Jews around the world. Requirements include keeping up with regular readings and in-class participation and discussion, two brief writing assignments, a map quiz, and a mid-term and final exam.</i></p>	TuTh 4:45-6:05
379 GLO;SBS+	REBELS & REVOLUTIONARIES: 1960'S LATIN AMERICA	E. ZOLOV
	<p><i>This course explores the intertwined relationship between "rebels and revolutionaries" embodied in the figure of Ernesto "Che" Guevara in Latin America during the Global 1960s. With his long hair, irreverence toward authority, and militancy, Guevara became a symbol of countercultural rebellion as well as social revolution. Through a close reading of primary sources, the class will focus on different concepts of "rebellion," "liberation," and "revolution," set against the backdrop of guerrilla insurgency, military repression, student protest, and U.S. interventionism. Students will write short, critical analyses of primary documents and produce a longer essay that draws upon course materials.</i></p>	MW 2:40-4:00
385-J ESI, SBS+	AZTEC CIVILIZATION	E. NEWMAN
	<p><i>This course is an introduction to the historical development of the Aztec Civilization in the ancient Mesoamerican world. Combining historical, anthropological, art historical and literary sources, we will trace the rise and decline of the Aztec empire, as well as its social and cultural achievements and imperial problems on the eve of the European arrival. We will explore the conquest of Mexico from the Aztec point of view and we will conclude with an</i></p>	MW 4:35-5:45

	<i>examination of the ways in which Aztec culture have survived to this day. Written requirements: five in-class quizzes, two short papers (2-3 pages) and three exams.</i>	
390-I SBS+	MEDIEVAL SPAIN	M.BALLAN
	<i>Medieval Spain was home to diverse peoples and cultures who established prosperous communities and kingdoms which shaped its history and culture between 500 and 1500. While being marked by extraordinary linguistic, ethnic and religious diversity, medieval Spain was also characterized by a constant struggle between Muslim and Christian kingdoms for territorial and political hegemony. This course explores these two historical processes, providing insight into the various historical factors and developments that shaped the delicate coexistence between Jews, Christians and Muslims in Spain, while grappling with the important role played by violence, religious persecution, and expulsion in the unravelling of this multicultural society. Through a critical engagement with scholarly debates and a close reading of primary sources (in English translation) from Spain between roughly 500 and 1500, this course examines the major political, cultural, intellectual and social transformations across medieval Spain. Major themes to be covered include borderlands and frontiers; social and political institutions; women and gender; literary and cultural efflorescence; networks of learning; cross-cultural contact; kingship and sovereignty; diplomacy and trade; military organization and warrior culture; conversion and acculturation; military organization; diplomacy and trade; intellectual culture and the transmission of knowledge; toleration and persecution; history and memory.</i>	MF 1:00-2:20
396-K SBS+	GAMES, BURLESQUES & SPECTACLES: POPULAR CULTURE IN 19TH C AMERICA	A.MASTEN
	<i>In the nineteenth century, the word culture, which referred to the nurture of something, came to mean “a thing in itself.” Culture is something people make or do. It is moral, intellectual, creative activity. It is also a response to personal and social relationships and to political and economic developments. It is a mode of interpreting our</i>	MWF 9:15-10:10

	<i>common experience, and even changing it. This course begins with the premise that every cultural form or practice derives its meaning and value from the immediate conditions of its production and reception. It analyzes the way nineteenth-century popular entertainments – from dancing, boxing, and gambling to theaters, circuses, and Christmas celebrations – both reflected and shaped American society.</i>	
398.01-H STAS	THE AMERICAN MENTAL HOSPITAL	N. TOMES
	<i>This course traces the history of American mental hospitals from their optimistic beginnings in the early 1800s through their widespread closures starting in the 1970s and the shift of care (or more accurately confinement) to jails and prisons. We will study the evolution of the mental hospital as a reflection both of changing medical theories and of cultural attitudes toward mental illness. We will explore the complex dynamics of institutionalization (why mental hospitals came to be seen as the best way to help people with severe mental illness), de-institutionalization (why closing them seemed to be a good solution), and transinstitutionalization (why jails and prisons became the hospital's default replacement.) While broadly surveying the mental hospital's rise and fall, we will use the Kings Park state hospital as a case study. Students will have streaming access to the recent film "Kings Park: Stories from an American Mental Hospital," made by documentarian (and SBU alum) Lucy Winer. We will also have access to additional video clips and interviews with former patients, attendants, doctors, nurses, and community members made as part of the film's production. Lucy Winer will visit the class to discuss her documentary. Course requirements: this course will emphasize skills of active reading, informed class discussion, and effective writing. Students will be asked to write one 3 to 5 page paper and one 7 to 10 page paper. A required text will be Gerald N. Grob, <i>The Mad Among Us</i>.</i>	MW 2:40-4:00
398.02-H STAS	PUBLIC HEALTH & DISEASE	C.SELLERS
	<i>An overview of changing diseases and disease concepts through modern times, as connected to the history public health field's development in the United States and</i>	

	<p>elsewhere. From the late 18th century to the present, the course concentrates especially on the changing environmental dimensions of disease: from times when these were understood very differently from today through the stages by which our more modern understanding has been acquired, with a focus on those “public” solutions that have arisen to address them. While the emphasis falls on the United States, we will at key points seek to situate its historical experiences with disease and public health with those in other parts of the world. Topics to be covered include: the changing definition of public versus private in the health realm; the role of public health in the creation of the modern state; epidemics and immigrants as recurrent concerns; the rise of occupational and environmental health; the public health discipline’s growing involvement in prevention of both communicable and chronic “lifestyle” diseases; and its complicated relations with medical and environmental professions as well as the public it purports to serve. Assignments include a short and a medium length paper, weekly reading questions or on-line work, and a take-home final.</p>	<p>TuTh 4:45-6:05</p>
<p>401.01 ESI</p>	<p>CITIES & GLOBAL CONNECTIONS</p>	<p>E. BEVERLEY</p>
	<p>This course looks at large, diverse, cities in the modern period, and the interconnections between them. We consider urban expansion, key concepts, and use case studies of particular cities to examine global patterns of urban change, and to identify flows of people, ideas, and things that shape cities and urban life. The class is global in scope, and we will read primary and secondary sources on cities in Asia, Africa, Europe, and the Americas. Topics may include: the effect of colonialism and imperialism on cities, everyday urban life, regional rural-urban and global migration to cities, policing and surveillance, urban planning and architecture, informality and illegal housing and economics, industrial and post-industrial capitalism, and housing movements and poverty relief. Students will research and write an original research paper about a topic of their choice focusing on a city or urban network related to their area of focus based on scholarly sources and primary materials. Depending on the topic, primary source research might involve readings in published or archival sources including possibly literary texts, analysis of architecture and built form, consideration of other media</p>	<p>W 2:40-5:30</p>

	<i>(art, music, film), and/or fieldwork or oral history.</i>	
401.02 ESI	FOOD, RACE & MIGRATION	L. FLORES
	<i>This course explores the intersectional histories of food, race, and migration in the United States, with most of its focus on the period 1900 to the present. From food that migrated with colonists and enslaved laborers, to food created within ethnic communities trying to establish comfort and presence in the nation, to haute and fusion cuisines that cross racial, classes, geographic, and culinary borders – the things we see on our plates are products of a myriad of movements of people, non-human species, commodities, and ideas. Students will read a combination of academic articles, books (fiction and non-fiction), food blogs, cookbooks, and restaurant menus. High verbal participation in a seminar-like format is expected. Writing assignments will include analytical essays on readings, primary sources, and films. The final project for each student will be an original piece of food writing that takes into account the histories of race and migration in the United States.</i>	<i>TH 1:15-4:20</i>
401.03 ESI	FROM RING SHOUT TO HIP HOP: DANCING THROUGH AMERICAN HISTORY	A. MASTEN
	<i>How people dance can tell you a lot about their society. But because dance is a physical activity, its meaning is difficult to comprehend unless you dance the dances. Similarly, it is impossible to understand the meaning of dance unless you know in what historical context it was performed. In this colloquium students read, write, and dance through 200 years of American history. But this is not a history of dance class. It presents dance as an embodiment of the economic, social, cultural and political world in which people dances their dances. It is a seminar on American history that uses the experience of dancing to deepen our understanding the past.</i>	<i>M 6:05-9:00</i>

