


<p><b>101-F</b></p>	<p><b>ANTIQUITY TO REVOLUTION</b></p>	<p><b>A. Cooper</b></p>
<p><i>Lec:</i> MW 12:00-12:53</p> <p><i>Rec:</i></p> <p>01(76302) F 12:00-12:53 02(76303) M 10:00-10:53 03(76304) W 2:30-3:23 04(76305) W 11:00-11:53 05(76306) M 9:00-9:53</p>	<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; and 2) improve your understanding of the basic elements of historical inquiry: formulating questions, 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, while 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, several short papers, occasional in-class writing, participation in discussion sections, and midterm and final exams.</i></p>	<p>ENG 143</p> <p>SBS N-310 SBS S-328 TBA SBS N-310 SBS S-328</p>
<p><b>103-F &amp; 4</b></p>	<p><b>U.S. TO 1877</b></p>	<p><b>A. Masten</b></p>
<p><i>Lec:</i> MW 2:30-3:23</p> <p><i>Rec:</i></p> <p>01 (76308) F 2:30-3:23 02 (76309) M 10:00-10:53 03 (76310) W 11:00-11:53 04 (76311) M 11:00-11:53 05 (76312) W 9:00-9:53 06 (81815) F 10:00-10:53 07 (81816) M 10:00-12:53</p>	<p><i>This course surveys North American/U.S. history from both a nation-based and global perspective. It begins before European colonization and ends with the Civil War. Lectures and readings describe, analyze, and link important events and movements in North America to counterparts elsewhere.</i></p>	<p>Earth &amp; Space 001</p> <p>SBS N-310 SBS N-310 SBS S-328 SBS S-328 SBS S-328 SBS S-328 SBS N-310</p>
<p><b>202-I</b></p>	<p><b>ANCIENT GREECE</b></p>	<p><b>P. Zimansky</b></p>
<p>MW 5:30-6:20</p> <p>906.01</p>	<p><i>In many important ways, our culture traces its origins back to the people of ancient Greece: basic features of our way of life such as democracy, philosophy, theater and more began among the ancient Hellenes. Who were these people? What enabled them to achieve so much, and why has their influence lasted so long? This course</i></p>	<p>Javits 111</p>

	<i>will try to answer these questions. Course work will include two hour exams and a final.</i>	
<b>209-I</b>	<b>IMPERIAL RUSSIA</b>	<b>G. Marker</b>
<p><i>MW</i> <i>8:30-9:50</i></p> <p><i>77092</i></p>	<p><i>This is the first half of the year-long survey of Russian history. In this semester we follow Russia from its origins until the era of Great Reforms in the latter part of the nineteenth century. Topics will include the prehistory of the Russian lands, Russia's ancestors, Kievan civilization, the creation of a Russian state in Moscow, and the emergence of empire. We shall devote particular attention to problems of environment, the history of the lower classes, and the multi-ethnic character of Russia. Readings will come from a general text and three paperbacks. There will be two midterms and a final examination.</i></p>	<i>Javits 109</i>
<b>213-J</b>	<b>COLONIAL LATIN AMERICA</b>	<b>B. Larson</b>
<p><i>MF 1:00-2:20</i></p> <p><i>76313</i></p>	<p><i>Three centuries of Spanish and Portuguese imperial rule have left deep imprints on the societies and peoples of contemporary Latin America. Today, there are few social problems (poverty, underdevelopment, racial hierarchy, political instability) or cultural developments (great cities, baroque Churches, and richly heterogeneous popular cultures) that do not have deep roots in the colonial period.</i></p> <p><i>This course will explore the origins and evolution of Europe's first massive experiment in empire and colonialism. We will study such topics as: Iberian overseas expansion, discovery, and exploration of the "New World"; the origins of African slavery and Indian subjugation; the global export-driven economies of silver and sugar; Spain's paradoxical quest for colonial justice and Christian morality; the rise of native and African subcultures of resistance; and the unfolding crisis of Spanish colonial rule during the transatlantic Age of Revolution. As for the work-load: you should expect to do a lot of reading, attend all the lectures, participate in</i></p>	<i>Javits 111</i>

	<i>classroom activities, write several short "response papers" to questions we pose, take one Bluebook mid-term exam, and write one (6-7 page) take-home final exam.</i>	
<b>216/POL 216-J</b>	<b>US-LA Relations</b>	<b>E.Zolov</b>
<p><i>MW 2:30-3:50</i></p> <p><i>HIS:90710</i> <i>POL: 91069</i></p>	<p><i>The political commentator and New York Times columnist James Reston once wrote, "The U.S. will do anything for Latin America, except read about it." Using an wide array of sources, this class examines the historical relationship between the United States and Latin America in its diplomatic, economic, and cultural manifestations. How, when, and why has U.S. strategy toward Latin America evolved over time? When and why has the United States sided with progressive forces seeking change, or with reactionary ones looking to uphold the status quo? What was the significance of the Cold War on U.S.-Latin American relations? We will look at the myriad ways in which forces such as racism and paternalism, control over markets, security concerns, domestic politics, and the export of U.S. mass culture have interacted with and conditioned options for development in Latin America, including revolution and authoritarianism. While organized chronologically, this course will also develop an understanding of broader themes such as "hegemony," "dependency," "nationalism," and "cultural imperialism." Requirements: Midterm, 2 short papers ,participation</i></p>	<i>Javits 103</i>
<b>220-J</b>	<b>INTRODUCTION TO JAPANESE HISTORY</b>	<b>J. Mimura</b>
<p><i>TuTh 2:20-3:50</i></p> <p><i>90682</i></p>	<p><i>This course provides students with an introduction to the history and culture of Japan. We will focus on the broader processes of political, economic, social, and intellectual transformation of Japan from antiquity up until the present. Topics explored include: aristocratic and samurai culture, the Tokugawa political order, Japan's relationship to Asia and the West, the rise of the modern state, the role of the emperor in Japan, and</i></p>	<i>Lt. Eng 102</i>

	<i>the challenges of postwar democracy. Requirements include a mid-term and final exam, discussion questions, and two short essays.</i>	
<b>225/JDS225-J</b>	<b>THE FORMATION OF THE JUDAIC HERITAGE</b>	<b>E. Miller</b>
<i>TuTh 8:30-9:50</i>  <i>HIS: 91134</i> <i>JDS: 91135</i>	<i>This course covers Jewish history and the development of Judaism during the thousand years from ca. 500 BCE to ca. 500 CE. The course begins with the close of the Hebrew Bible, examines the varieties of Judaism which then arose, as well as the many Jewish writings that were not included in the Hebrew Bible, and ends with the consolidation of rabbinic Judaism on one hand and of Christianity on the other. The class is in lecture format with occasional discussions. Requirements include two hour-long exams and a final, but a term paper can replace one of the hour exams.</i>	<i>SBS S-328</i>
<b>235-I</b>	<b>THE EARLY MIDDLE AGES</b>	<b>S. Lipton</b>
<i>TuTh 1:00-2:20</i>  <i>76314</i>	<i>This course examines the political, social, religious and intellectual history of early medieval Europe from the Christianization of the Roman world around 300 through the mid-eleventh century. Major topics to be covered include the fall of the Roman Empire in the West, the rise of the papacy, the preservation and transformation of classical culture, the intrigues of the Merovingian court, the Viking invasions, and commercial disintegration and recovery. Particular attention will be paid to the relationships among religious, social and political developments and to the roles of women, Jews and Muslims. Readings in the textbook are intended to provide a broad chronological outline: classroom discussions will focus on primary sources. Requirements include a midterm exam, a final exam and two 4-5-page papers.</i>	<i>Hum 1006</i>

<p><b>249-I</b></p> <p>TuTh 8:30-9:50</p> <p>90683</p>	<p><b>EUROPE 1914-1945</b></p> <p><i>This is the second installment in the Modern Europe series and will cover the period leading up to the First World War (1914) through 1945 and the immediate postwar period. We will chronicle Europe's journey from a position of global dominance and self-proclaimed cultural superiority at the outset of the 20th century through thirty years of self-annihilation by way of total warfare, revolution, economic collapse, and political extremism. Much of the story is a bleak one, requiring us to analyze the nature of industrialized war, political famine, resistance and repression in Europe's empires, eugenics and genocide. Nonetheless, we will search out the bright spots where we can in the intellectual revolutions in art and science and in the first efforts at global norms of human rights and international political institutions. Requirements will include energetic participation, regular attendance, two short papers (including drafts), and a final exam.</i></p>	<p><b>S. Hinely</b></p> <p>Library E4330</p>
<p><b>261-K &amp; 4</b></p> <p>Lec: MW 11:00-11:53</p> <p>Rec:</p> <p>01(90786) F 11:00-11:53 02(90803) W 10:00-10:53 03(90804) M 12:00-12:53</p>	<p><b>CHANGE &amp; REFORM 1877-1919</b></p> <p><i>This course focuses on the impact of industrialization, immigration, and urbanization and the various responses to these tremendous forces of change from the end of Reconstruction through World War I. Issues of gender, race, and class will be highlighted throughout. Course work will include weekly discussions, three short papers, a midterm and final exam.</i></p>	<p><b>W. Miller</b></p> <p>Javits 101</p> <p>SBS 5328 SBS 5228 SBS 5228</p>
<p><b>262-K &amp; 4</b></p> <p>Lec: MW 12:00-12:53</p> <p>Rec:</p> <p>01(84210) F 12:00-12:53</p>	<p><b>AMERICAN COLONIAL SOCIETY</b></p> <p><i>The origins of the American colonies within an emerging Atlantic world of the seventeenth and eighteenth centuries. The political, economic and social development of colonial societies, and their interactions with resident non-Europeans -- Native Americans and enslaved</i></p>	<p><b>N. Landsman</b></p> <p>Javits 101</p> <p>SBS 5328 SBS N310</p>

<p>02(84209) M 11:00-11:53 03(84187) W 10:00-10:53</p>	<p><i>Africans -- from the founding of Jamestown to the era of American independence. Particular emphases will be placed on the individual life experiences of various early American peoples, and on the larger question of how it was that American society developed in the way that it did. Readings may include a textbook and primary documents from the period. Probable assignments will include a midterm and final exam, one or two short take-home essays, and quizzes. Prerequisites: History 103 or the equivalent.</i></p>	<p>SBS N310</p>
<p><b>264-K &amp; 4</b></p>	<p><b>THE EARLY REPUBLIC</b></p>	<p><b>D. Rilling</b></p>
<p>Lec: MW 11:00-11:53</p> <p>Rec:</p> <p>01(90712) M 1:00-1:53 02(90713) W 12:00-12:53 03(90782) F 11:00-11:53</p>	<p><i>This course examines the period in history that follows the creation of the United States. It looks at the principles on which the nation was based, how those ideals evolved over the subsequent decades, and how a variety of groups and individuals contributed to the shape that the new nation took. Political ideology, women, Indian policy, slavery, commerce and consumerism, and industrialization are some of the themes that the course will examine. Reading averages 60-80 pages each week and consists of both documents written by those who lived through the period and essays and books written more recently by historians looking back at early national society. Final and two other assignments (either exams or short papers to be decided), and class quizzes.</i></p>	<p>Javits 101</p> <p>SBS 5328 SBS N310 SBS N310</p>
<p></p>	<p><b><u>REMEMBER:</u> History 301 must be completed before you take your 400-level seminar</b></p>	
<p><b>301.01</b></p>	<p><b>LABOR, GENDER &amp; IMMIGRATION IN THE US-MEXICO BORDERLANDS</b></p>	<p><b>L. Flores</b></p>
<p>TuTh 2:30-3:50</p>	<p><i>This course introduces students to the social, political, and cultural history of Latinos, the fastest-growing</i></p>	<p>SBS 5-328</p>

81829	<p><i>population in the United States, using a variety of readings and films to illuminate selected topics and themes in this population's history from 1848 to the present. Assigned material focuses on the histories of Mexican American, Puerto Rican, Dominican, Cuban, and Central American communities, examining their experiences living as groups (and living amongst each other) in the United States. Key course topics include legacies of conquest; past and present immigration; inclusion and exclusion; labor movements and activism; articulations of race, gender, and citizenship in urban and rural settings; transnationalism; the development of Latino politics; border violence; and Latino futurism. This course aims to both show the particularities of the Latino experience in the United States and position Latinos as integral figures to more inclusive and revised narratives of the nation's past.</i></p>	
<b>301.02</b>	<b>STATE PLANNING IN THE 20<sup>th</sup> CENTURY</b>	<b>J. Mimura</b>
<p>TuTh 11:30-12:50</p> <p>82449</p>	<p><i>This writing-intensive course will examine the problem of state planning and development in the twentieth century. We will read, think, and write about some of the major state projects informed by communist, fascist, and market-oriented conceptions of development. Topics include Soviet planning, the Marshall Plan, the Tennessee Valley Authority project, and postwar Asian development. Our readings will consist of two books, scholarly articles, and primary sources. Students will produce a series of short writing assignments that will culminate in a revised ten-page paper. The course grade will be based on written work, participation, class presentation, and peer feedback.</i></p>	SBS N-310
<b>301.03</b>	<b>THE MARITIME WORLD IN THE AGE OF SAIL</b>	<b>I. Man-Cheong</b>
<p>M 11:00-1:50</p> <p>82706</p>	<p><i>In this writing intensive course we focus on the eighteenth century global world of sail and the experiences of seafarers who chose maritime labor as</i></p>	SBS N-318

	<p><i>their livelihood. Through their transoceanic circulation across the seas and their stopping at port cities across the world, these sailors also spread ideas, goods, and culture performing an on-the-ground cosmopolitanism. We will read primary sources depicting life on a sail ship, view some fictional dramatizations of voyaging, and also examine the work of scholars who have thought about what life signified for those maritime workers. While much of the written material we are reading discusses the Atlantic world, we will also bring in the worlds of the Pacific and Indian Oceans. Reading is confined to the absolutely necessary. Our main work in this course is writing, there are exercises due each week to help sharpen your analytical and then writing skills - we address all the individual requirements for the department writing requirement. A number of short writing assignments will lead to either two five-page papers or one ten-page paper.</i></p>	
<p><b>301.04</b></p>	<p><b>THE ALCHOLIC AMERICAN NATION</b></p>	<p><b>D. Rilling</b></p>
<p><i>MW 2:30-3:50</i></p> <p><i>83106</i></p>	<p><i>Alcohol consumption in early America was staggeringly high. Europeans traded "deadly medicine"—especially rum—to Native Americans, facilitating devastating losses to Indian societies. In Revolutionary American taverns, men shared news and political views. At sea, mariners demanded grog rations as part of their pay; denying them risked near-mutiny. In eighteenth- and nineteenth-century craft shops, artisans held to traditions of "treating" and spontaneous breaks to raise a cup and to punctuate vigorous labor. Yet some were abstemious in their habits, and increasingly employers and reformers demanded a sober population. Some workers, as well as Indian revivalists, also endorsed temperance. This course will examine contemporary accounts (primary sources) and secondary works (essays and books written by historians) to understand the many contexts and controversies surrounding alcohol consumption in early America.</i></p> <p><i>In addition to the topical material contained in the reading, this course stresses techniques for getting the</i></p>	<p><i>SBS N318</i></p>



	<i>most out of books and primary sources, and improving skills in organizing, developing, writing, and revising essays. Students will re-write the required papers (approx. two 5-page papers) following comments and consultation with the instructor; re-writing will entail serious efforts at incorporating criticism and improving the paper. Active participation is vital in this course, which will mix seminar and lecture formats.</i>	
<b>302-I</b>	<b>THE ENVIRONMENT IN WORLD HISTORY</b>	<b>A. Cooper</b>
<i>TuTh 1:00-2:20</i>  <i>91037</i>	<i>This course will investigate some of the ways in which human beings have interacted with their natural environments over time, and the resulting ways in which different cultures and societies have come to imagine nature and the environment. Drawing on a series of case studies ranging from the ancient Mediterranean to the era of Columbus, from problems of environmental management in imperial India to the emergence of environmentalism as a global movement today, the course will use these comparative perspectives to explore the changing relationships between people and the natural world. Course requirements will include class participation, writing assignments totaling approximately 10 pages, and midterm and final exams.</i>	<i>SBS 5328</i>
<b>318-I</b>	<b>THE SOCIAL AND INTELLECTUAL HISTORY OF EUROPE</b>	<b>H. Lebovics</b>
<i>TuTh 2:30-3:50</i>  <i>77110</i>	<i>The course will be dedicated to the analysis of the cultural history of modern Europe. Because of the broadness of the topic, we will do much theoretical reading from the literature of the field. This is not a course about Voltaire or Wagner or Picasso, rather an introduction to the frameworks and approaches to the study of culture. We will read from, for example, Karl Marx, Michel Foucault, and Jurgen Habermas. It would be beneficial for students to have some experience with literary studies, philosophy and/or sociology. The work for the course will be a mid-term examination and a</i>	<i>Javits 109</i>

	<i>paper (15-20 pp). There can be quizzes on the assignments.</i>	
<b>324-J</b>	<b><i>LOST LANGUAGES, ANCIENT CIVILIZATIONS AND DECIPHERMENTS</i></b>	<b><i>P. Zimansky</i></b>
<i>MW 2:20-3:50</i>  <i>90715</i>	<i>This course is an exploration of the early history of writing and its role in the first civilizations. It explores the ancient literate societies the Near East, Egypt, Mediterranean, Indus Valley, China, and Mesoamerica and discusses the emergence of literacy in each. The problem of deciphering texts in which the languages or scripts were initially unknown to modern scholars will be highlighted. The lectures will also investigate related questions, including the relationship between language and writing; the characteristics of some of the world's major language families; the early history of the alphabet; and the application of the techniques of military cryptanalysis to the study of ancient texts. Despite the arcane nature of some of the material covered, the objective of the course is to investigate the rather broad humanistic question of the importance of literacy in ancient societies, as well as to summarize some of the information actually transmitted to us by that literacy. Dec J</i>	<i>SBS N310</i>
<b>325/AFS 325-K</b>	<b><i>THE CIVIL RIGHTS MOVEMENT</i></b>	<b><i>L. Owens</i></b>
<i>TuTh 12:50-2:10</i>  <i>HIS 76318</i> <i>AFS 76652</i>	<i>A detailed study of the movement for civil rights from its origins, examining the establishment of the NAACP, race relations between whites and blacks since 1900, the role of the Supreme Court and the federal government, and the turn to militancy in the 1950s and after. Advisory Prerequisites: His 104 or AFS 101 or 102.</i>	<i>Javits 111</i>

<b>339/AFS 339-K</b>	<b>RECENT AFRICAN AMERICAN HISTORY</b>	<b>TBA</b>
<p><i>MW 2:30-3:50</i></p> <p><i>HIS 84145</i> <i>AFS 83654</i></p>	<p><i>This course is a study of recent African American history. Topics will include the dramatic increase in the number of black elected officials, rise of the black middle-class, the urban crisis, contemporary civil rights struggles, affirmative action, the decline of black radicalism, and the incorporation of black leadership. This course enables students to examine the relationship between African Americans and American society during the past 100 years, particularly since 1970.</i></p>	<p><i>SBS 5218</i></p>
<b>340.01-J</b>	<b>MARITIME CHINA IN THE AGE OF SAIL</b>	<b>I. Man-Cheong</b>
<p><i>MW 4:00-5:20</i></p> <p><i>90716</i></p>	<p><i>The myth of China's disinterest in the sea and foreign places is now so embedded in Western consciousness that we think of it as fact. This special topics seminar is designed to demonstrate quite the opposite...that China's interest in the sea has been significant and long lasting. Subjects for discussion include: - Ming China's famous voyages of Admiral Zheng He and the seagoing activities that developed from those overseas contacts, migration, trade and Chinese piracy. The most famous of the later sometimes called pirates, even when wooed and patronized by the state, is Zheng Chenggong (Coxinga, Koxinga)—whose family ran one of the most extensive maritime trade networks and whose adventures included China's first great maritime victory over the West. Besides these two famous individuals that bookend the Ming dynasty (1368-1644), our exploration continues to be mindful that this world depended upon the intersection of global trade networks that helped circulate goods, ideas, and culture, which we will also examine. Requirements include reading approx. 70+ pages a week, four quizzes, two five-page papers, and a take-home final. Prerequisite: at least one course in Chinese</i></p>	<p><i>Javits 111</i></p>

	history &/or culture: (His.219, 340, 341, 345, & AAS 319, 339, 351, 371, 372)	
<b>340.02-J</b>	<b>POST COLONIAL SOUTH ASIA</b>	<b>E. Beverley</b>
TuTh 1:00-2:20  90717	<p><i>The postcolonial nation-states of South Asia were created as independent entities following World War II, after almost two decades of British colonial dominance. This course examines political, social, cultural and economic developments in the region from the mid-twentieth century to the present. The focus is on the states carved out of British India in 1947 - India, Pakistan and Bangladesh - but we will also consider Afghanistan, Nepal, Myanmar/Burma and Sri Lanka (plus Tibet, currently an Autonomous Region of China, and smaller states such Bhutan and the Maldives), and South Asian migrants in Asia, Africa and the Americas. The course is organized around key themes in the history of the contemporary subcontinent, including the legacies of colonialism and nationalism; ethnic, caste, class and religious conflict; rural poverty, development and environmental change; urbanization and the growth of cities; radical right- and left-wing movements related to regional autonomy claims and extremist religious politics; economic globalization and labor migration; media and popular culture; and global security and new forms of imperialism. This structure will allow us to draw thematic connections between different regions and states in South Asia while examining closely a wide range of specific topics. These might include: nuclearization of India and Pakistan, socialist development projects, radical militant Hindu and Muslim politics, dalit social justice movements, conflict over and militarization of Kashmir, labor migration to the Persian Gulf, the U.S. War on Terror, the rise of Maoist anti-state resistance, globalization of the Bombay Film Industry ('Bollywood'), rise of IT and call center industries; and others. The overall goal of the course is to introduce key themes and developments in postcolonial South Asia in a connected and global framework, and to provide students tools to develop informed analysis of topics of interest</i></p>	Javits 103

	<i>in contemporary South Asia.</i>	
<b>368-K4</b>	<b><i>WEALTH &amp; INEQUALITY IN THE MODERN CORPORATE AGE</i></b>	<b><i>C. Sellers</i></b>
<i>TuTh 4:00-5:20</i>  <i>91277</i>	<i>This course surveys how modern Americans have grappled with differences among themselves between the affluent and those with less money. Focus will fall on those periods over which big companies came to dominate the economy, from the mid-nineteenth century onward. The course will explore the rise of corporations and their later transformations, from the robber barons to the dot-comers, as well as the rise of mass consumption. We will look both at the workplace and in other important realms where wealth, or its absence, has had an impact in shaping peoples' notions about the classes to which they belong: in homes, the marketplace and in mass culture. Requirements include a final and two papers.</i>	<i>ESS 079</i>
<b>372-K4</b>	<b><i>US CONSTITUTIONAL HISTORY AND CIVIL RIGHTS</i></b>	<b><i>S. Hinely</i></b>
<i>TuTh 11:30-12:50</i>  <i>84186</i>	<i>This course will chart the long and ongoing debate over the meaning of "citizenship" in U.S. Constitutional history and, more broadly, over who gets to be considered a universal "individual" to whom is promised liberty and equality in American political culture. We will trace the constantly changing contours of citizenship and the always doomed efforts to fix boundaries around excluded groups. In the process we will closely study the terms and evolving meaning of the U.S. Constitution and analyze some of the leading cases in American legal history, including the Dred Scott decision, Plessy v. Ferguson, and Brown v. Board of Education, and leading cases involving women's rights and freedoms, including Bradwell v. Illinois, Reed v. Reed and Roe v. Wade. While we will read a secondary text, the bulk of the reading will come from original documents, primarily the written decisions of the US Supreme Court. Through close</i>	<i>SBS 5328</i>

	<p><i>reading and discussion of these documents, you will become conversant in the difficult language of the law and learn to analyze issues of judicial review, federalism, equal protection, due process, and the evolving legal concept of the right to privacy. Since every legal case begins with a real world dispute, you will also get to read and hear dozens of great, true stories. This course is also designed to give students lots of practice writing. In addition to writing several short papers, each student will have the opportunity to practice the fundamental scholarly task of researching and analyzing primary sources and presenting the results of this work in a research paper.</i></p>	
<b>377-K4</b>	<b>US DIPLOMACY SINCE 1945</b>	<b>M. Barnhart</b>
<p><i>MWF 10:00-10:53</i></p> <p><i>90686</i></p>	<p><i>This course is an examination of American politics and diplomacy since the Second World War. The first portion of the course is dominated by the impact of the Cold War upon those politics and diplomacy. To an unprecedented degree the two were interlinked on a daily and popular basis. Special attention is given to the challenges of the 1960s to the American political and global orders, from the civil rights activists to Vietnamese communists. The collapse of that order from the Right during the Reagan years, the complicated end of the Cold War, and the unfinished and politically disputed search for a postwar order form the basis for the course's later topics. In addition to a basic textbook, there will be five books discussed over the course of the semester. Students will choose three of these five and write essays for those three. There will be a mid-term and a final examination, primarily essay.</i></p>	<i>Javits 111</i>
<b>378/SOC 378-F</b>	<b>WAR AND THE MILITARY</b>	<b>I. Roxborough</b>
<p><i>MW 4:00-5:20</i></p> <p><i>HIS 82097</i></p>	<p><i>This course provides a broad introduction to the study of warfare. The principal questions are: (1) What are the causes of war? What meanings are given to war? What is</i></p>	

<p><i>SOC 82096</i></p>	<p><i>war about? What determines the war aims of the various parties? (2) What explains the <b>conduct</b> of war? How are armies recruited, organized, motivated, and sustained? What fighting methods do they adopt? Why are some armies more effective than others? What strategies are employed? What motivates people, both combatants and non-combatants, in war? Does victory inevitably go to societies with larger, better organized economies? What are the politics of war? (3) What are the <b>consequences</b> of war? What are the costs and benefits of war? What kind of peace ensues?</i></p> <p><i>These questions will be answered by placing war in its social context: do different kinds of society wage war differently? The course will use case studies: for Fall 2012 these are (1) the British conquest of Egypt and the Sudan, 1882-1898, (2) Vietnam, and (3) the Irish struggle for independence, 1912-23. There will be in-class, multiple-choice exams. Prerequisites are one HIS course or SOC 105.</i></p>	
<p><b>380-J</b></p>	<p><b>CONTEMPORARY PROBLEMS IN LATIN AMERICA IN HISTORICAL PERSPECTIVE</b></p>	<p><b>P. Gootenberg</b></p>
<p><i>TuTh 1:00-2:20</i></p> <p><i>76212</i></p>	<p><i>Latin America has a long rich history and a challenging and promising future. This new reading and discussion course takes advantage of the excellent new historical literature about Latin American history, often written with present dilemmas in mind, to gain historical perspective on the region's present possibilities. Such hot issues include social and cultural inequality, race and racism, prospects for revolutionary change, environmental degradation, U.S. imperialism and U.S.-Latin American relations, and illicit drug trades and the hemispheric drug war. We will closely read together five historical monographs that deal with the historical roots of these questions and evaluate what historians are suggesting about contemporary Latin America. Students will write critical book reviews (of 5-6 pages each) on three of the five required monographs; oral reports and participation are also required.</i></p>	<p><i>E &amp; S 131</i></p>

<b>385-J</b>	<b>AZTEC CIVILIZATION</b>	<b>E. Newman</b>
<i>MW 5:30-6:50</i>  <i>91038</i>	<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 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>	<i>Javits 109</i>
<b>393-I</b>	<b>THE NAZI EMPIRE AND HITLER'S RACE WAR</b>	<b>Y. Hong</b>
<i>TuTh 4:00-5:20</i>  <i>76214</i>	<i>The purpose of this course is to understand terrorist racism and autarchic imperialism of the Nazi empire. In this course students are also expected to learn the role of war in the Nazi plans for realizing their racial utopia and to relate the history of the Nazi years to previous and subsequent periods of German history. This is <u>not</u> a survey for those looking for an introduction to European history or to satisfy a DEC requirement. It presumes that students have already taken a survey of modern European history and mastered the basic elements of historical analysis.</i>	<i>LIB W 4320</i>
<b>394-H</b>	<b>THE HISTORY OF PUBLIC HEALTH</b>	<b>C. Sellers</b>
<i>TuTh 1:00-2:20</i>	<i>This course offers an overview of the public health field's development in the United States and elsewhere through modern times. From the late 18<sup>th</sup> century to the present, the course traces the changing environmental determinants, and understandings, of health and disease, with a focus on those "public" solutions that have arisen</i>	<i>SBS N310</i>



91278	<p><i>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, a midterm and a final.</i></p>	
<b>395-I</b>	<b>NON-RUSSIANS IN MODERN RUSSIA</b>	<b>G. Marker</b>
<p><i>MW 2:30-3:50</i></p> <p><i>90687</i></p>	<p><i>Before the collapse of the Soviet Union in 1991, about half of the population of Russia was not Russian: Ukrainian, Polish, Tatar, Armenian, Georgian, Jewish, Kazakh, etc. This course will focus on the histories of the major non-Russian ethnic, religious, and national groups of the Russian Empire and the Soviet Union, with primary emphasis on the twentieth century. We will explore how their inner histories and identities developed, what their legal and social statuses were within Russia, their approaches to assimilation, the Russian language, and integration into the larger society. What forces pushed them to pursue integration, which ones led them to seek autonomy and even independence? The course will be a mixture of lecture and discussion, with the discussions focused on assigned reading. There will be approximately five required books, a take-home mid-term, final examination, and two five to seven page papers. Students should have some background in Russian history or culture, preferably HIS 209 or 210, or at least some prior exposure to Russian history in a course on Modern Europe.</i></p>	

<b>396.01-K &amp; 4</b>	<b>SLAVERY AND FREEDOM IN THE ATLANTIC WORLD</b>	<b>J. Anderson</b>
<p><i>TuTh 10:00-11:20</i></p> <p><i>76215</i></p>	<p><i>Drawing on the personal stories of enslaved men and women, we will investigate the history of slavery in different regions and social contexts. From plantations in the Caribbean to the farms and seaports of early colonial New England, enslaved Africans played vital roles in building the Atlantic world. In this comparative course, we will examine the historical roots of slavery, the transatlantic slave trade, changing labor systems, and the roots of the abolition movement from the 17th to the early 19th centuries. We will consider how individuals, in the face of often brutal exploitation, nevertheless, survived, asserted their humanity, and struggled for freedom. Required: attendance, active class participation, readings (approx. 30 pages per week), short writing assignments, mid-term, and final exam.</i></p>	<p><i>Javits 109</i></p>
<b>396.02-K &amp; 4</b>	<b>THE HISTORY OF LATINOS IN THE US</b>	<b>L. Flores</b>
<p><i>TuTh 10:00-11:20</i></p> <p><i>80684</i></p>	<p><i>This course introduces students to the social, political, and cultural history of Latinos, the fastest-growing population in the United States, using a variety of readings and films to illuminate selected topics and themes in this population's history from 1848 to the present. Assigned material focuses on the histories of Mexican American, Puerto Rican, Dominican, Cuban, and Central American communities, examining their experiences living as groups (and living amongst each other) in the United States. Key course topics include legacies of conquest; past and present immigration; inclusion and exclusion; labor movements and activism; articulations of race, gender, and citizenship in urban and rural settings; transnationalism; the development of Latino politics; border violence; and Latino futurism. This course aims to both show the particularities of the Latino experience in the United States and position Latinos as integral figures to more inclusive and revised narratives of the nation's past.</i></p>	<p><i>Javits 103</i></p>

<p><b>398.01-H</b></p>	<p><b>ANIMALS IN THE MODERN WORLD</b></p>	<p><b>J. Farmer</b></p>
<p>TuTh 1:00-2:20  77112</p>	<p><i>This lecture course considers the omnipresence of animals (and insects) in our lives—as resources, as nuisances, and as companions, to name just three of their many roles. We hunt animals, domesticate them, genetically modify them, industrialize them, conduct experiments on them, eradicate them, eat them, protect them, clone them, love them, tell stories about them, and rely on them for our very survival. By learning about the importance of animals in history, we discover more about what makes us human. Time coverage: roughly the last half millennium, with occasional forays to the deep past. Geographic coverage: American emphasis, with many side trips all over the globe.</i></p>	<p><b>Library 4330</b></p>
<p><b>398.02H</b></p>	<p><b>ENERGY TRANSITIONS AND POPULATION GROWTH</b></p>	<p><b>W. Schafer</b></p>
<p>TuTh 10:00-11:20  90836</p>	<p><i>Strong historical evidence shows that major energy transitions have caused decisive human population growth, that is, growth by whole orders of magnitude, say from one billion around 1800 to ten billion sometime this century. Hence, this course will look into the energy/population evidence for: 1. the domestication of fire, 2. the domestication of plants and animals (Neolithic Revolution), 3. the domestication of fossil fuels (Industrial Revolution), and 4. the domestication of nuclear energy since atomic fission (ongoing since 1938). Regular attendance, extensive reading, active participation, oral research reports, and a final paper are required. Prerequisite: HIS 237 and/or HIS 238</i></p>	<p><b>SBS N310</b></p>

**PERMISSION OF THE  
INSTRUCTOR IS REQUIRED IN  
ORDER TO REGISTER FOR ANY  
400-LEVEL COURSES**

*Send an e-mail to the professor asking for permission. If you are a major, you **MUST** have completed HIS 301.*

**402**

***HISTORY AND MEMORY OF MASS DEATH  
IN GERMANY***

*Y. Hong*

*Thursday  
5:30-8:30*

*90688*

*Welcome to Hell: Wars of Extermination and Self-Destruction in 20th-Century Europe*

*The purpose of this course is to develop the conceptual tools needed to analyze the problems of mass violence and genocide and to explore the dynamic relationship between barbarism and civilization in twentieth-century Europe. One can view the history of Europe in the 20th century as a series of attempts to create a world order that was consistent with the needs of its constituent units: nation states. The most important, and the most destructive, of these attempts was that of Nazi Germany, and this class will begin by asking who were the architects of the Nazi empire? What was their vision of the new Europe that they hoped to construct? And what role did violence and pleasure play in their project? However, the legacy of the Nazi defeat is no less important than their actual aims, and we will also look at the European order that took shape in the aftermath of World War II. In particular, we will examine the Nazi legacy of anti-communism in the construction of Cold-War Europe. Students will be required to write two short papers and a longer research paper and to lead class discussion of the readings assigned for one seminar session.*

*SBS N318*

<p><b>411</b></p>	<p><b>THE HISTORY OF FOOD</b></p>	<p><b>J. Farmer</b></p>
<p>Wednesday 4:00-6:50  90689</p>	<p><i>This capstone research and writing seminar for majors uses food as its starting point. Food is not just calories, protein, vitamins, and fat. Food is culture; food is technology; food is power. To study food historically means to combine cultural and environmental approaches in a profound way. This class aims to show you how the truism "You are what you eat" is even truer than you thought. In the first part of the course, we will do heavy readings in recent food studies scholarship, which we will discuss in seminar format. In the latter part of the course, students will produce a major research paper (20 page minimum; multiple drafts required; primary sources required) on a food resource, ingredient, commodity, product, dish, meal, etc. Students must also give a presentation to the class. Prerequisite: HIS 301.</i></p>	<p>SBS N303</p>
<p><b>412</b></p>	<p><b>DANCING AMERICAN HISTORY</b></p>	<p><b>A. Masten</b></p>
<p>Wednesday 5:30-8:20  76217</p>	<p><i>How people dance tells you much about their culture and society. But because dance is a kinesthetic activity, its meaning is difficult to understand unless you dance their dances. In this colloquium students learn about American history through dance by studying places and times in the nation's past when particular forms of dance were popular, reading historical documents and interpretive essays, viewing images of dance in art and cinema, listening to music, and, most importantly, learning to dance the steps danced by others. Prerequisite for this class is HIS 301. Dancing is mandatory, but no experience is necessary.</i></p>	<p>SBS N318</p>
<p><b>421</b></p>	<p><b>DRUGS IN HISTORY</b></p>	<p><b>P. Gootenberg</b></p>
<p>Tuesday 4:00-6:50</p>	<p><i>"Drugs"--licit or illicit--are not just today's contested and global social problem. Drugs have long played a pivotal role in human histories--in connecting peoples and</i></p>	<p>SBS N-320</p>

90690	<p><i>world economy and in defining the frontiers of medicine, law, culture and modern consciousness. This small reading and discussion seminar brings dispassionate historical perspectives to the study of psychoactive substances. The seminar tackles two types of books: First, general and comparative works that place "drug history" in the broader context of global history and the history of commodities, food, culture, and medicine. Secondly, we read intriguing new monographs on particular drugs--from chocolate, tobacco, and tequila to coffee, LSD and cocaine. The seminar requires student commitment to intensive reading of 8 or so books, critical discussion and participation, and two papers, one a term paper on the deep history of a particular drug.</i></p>	
<b>441</b>	<b>TRANSNATIONAL ACTIVISM 1870-1914</b>	<b>S. Hinely</b>
<p><i>Monday 2:30-5:20</i></p> <p><i>76218</i></p>	<p><i>The 21st century has witnessed the growth of what is sometimes called "transnational activism", as movements from Cairo to Wisconsin claim to be speaking on behalf of a community that transcends the nation-state and that sets itself against a global economic system outside of state-based democratic control. This course will locate the roots of transnational activism in the three to four decades before the First World War when the imperial, technological and financial foundations for contemporary global culture were established. First we will review the development of virtual communication (telegraph, telephone, motion pictures, gramophones, wireless), the vast acceleration of transportation (including, for the first time, airborne transit), the global extension of Western-based capital, labor and production, and the completion of imperial control of the globe through the conquest of sub-Saharan Africa, the Pacific islands, and the Polar Regions. Then we will turn to transnational movements promoting anti-colonialism, workers' rights, consumer safety, women's suffrage, and a range of other causes. Particular attention will be devoted to pre-war claims to an imagined "global citizenship" based on international law. The main requirement for the seminar is to read, discuss, and</i></p>	<p><i>SBS S-326</i></p>

	<i>write short essays on 4 scholarly works. You will also be required to write and present a 7-10 page paper that draws upon primary sources from the period.</i>	
<b>447</b>	<b><i>INDEPENDENT READINGS IN HISTORY</i></b>	
	<i>Intensive readings in history for qualified juniors and seniors under the close supervision of a faculty instructor on a topic chosen by the student in consultation with the faculty member. May be repeated. Students should find a professor in the history department with whom they would like to work and obtain that professor's permission. Prerequisites: A strong background in history; permission of instructor and department.</i>	
<b>487</b>	<b><i>SUPERVISED RESEARCH</i></b>	
	<i>Qualified advanced undergraduates may carry out individual research projects under the direct supervision of a faculty member. May be repeated. PREREQUISITES: Permission of instructor and the Director of Undergraduate Studies.</i>	
<b>488</b>	<b><i>INTERSHIPS</i></b>	
	<i>Participation in local, state, and national public and private agencies and organizations. Students will be required to submit written progress reports and a final written report on their experience to the faculty sponsor and the department. Satisfactory/Unsatisfactory grading ONLY. May be repeated up to a limit of 12 credits. PREREQUISITES: 15 credits in history; permission of instructor, department, and Office of Undergraduate Studies. Internships are not arranged or offered by the history department.</i>	
<b>495-496</b>	<b><i>THE HONORS PROJECT</i></b>	
	<i>Departmental majors with a 3.5 average in history courses and related disciplines or as recommended by a professor as specified may enroll in the History Honors Program at the beginning of their senior year. The student, after asking a faculty member to be a sponsor, must submit a proposal to the</i>	

*department indicating the merit of the planned research. The supervising faculty member must also submit a statement supporting the student's proposal. This must be done in the semester prior to the beginning of the project. The honors paper resulting from a student's research will be read by two historians and a member of another department, as arranged by the Director of Undergraduate Studies. If the paper is judged to be of unusual merit and the student's record warrants such a determination, the department will recommend honors. the project involves independent study and writing a paper under the close supervision of an appropriate instructor or a suitable topic selected by the student. Students enrolled in HIS 495 are obliged to complete HIS 496. PREREQ.: Admission to the History Honors Program.*



**REQUIREMENTS FOR THE MAJOR IN  
HISTORY**

**Study Within the Area of the Major:**  
A minimum of eleven history courses (33 credits)  
distributed as follows:

A. Two courses at the 100 level

6 credits

B. A primary field of five courses to be selected from a cluster of related courses such as: United States, European, Latin American, Ancient and Medieval, or non-Western history. Primary fields developed along topical or thematic lines may be selected with approval of the department's Undergraduate Director. The primary field shall be distributed as follows:

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

C. History 301 is a required course for all history majors and must be taken prior to the 400-level seminar.

3 credits

This is a regular history course with an emphasis on writing. It does not have to be completed in your primary field.

D. Three courses selected from outside the primary field and above the 100 level with at least one of these courses at the 300 or 400 level

9 credits

***Study in a Related Area:***

*Two upper-division courses in one discipline to be selected with the department's approval. Courses that are crosslisted 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, Africana Studies, Women's Studies, Humanities, etc. If you have a question, please see the undergraduate director.*

*6 credits*

***C. Upper-Division Writing Requirement:***

*Students are required to complete an upper division writing requirement. They will inform the instructor of the course in advance of their plan to use the term paper (or papers) in fulfillment of the writing requirement. A form must be submitted with the paper that can be procured in the history department. In addition to the grade for the paper, the instructor will make a second evaluation of writing competency in the field of history. If the second evaluation is favorable, the paper will be submitted to the Undergraduate Director for final approval.*

*Students will be required to complete one upper-division*

*A total of 39 credits are required for completion of the major. **All courses must be completed with a minimum grade of C.***

*If you attended another college or university and wish to use history credits from that institution towards your history major or minor, make sure that a transcript from that institution is on file **IN THE HISTORY DEPARTMENT***



**PLEASE  
NOTE**

**REQUIREMENTS FOR 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. The specific distribution of the credits should be determined in consultation with the Director of Undergraduate studies. An example of an acceptable distribution would be the following: (HIS 447, 487 or 495-496 may not be applied to the minor.)*

- |   |                   |
|---|-------------------|
| <i>a. One two semester survey course in the period of the Student's interest (100 or 200 level)</i> | <i>6 credits</i>  |
| <i>b. Two courses at the 200 level</i>  | <i>6 credits</i>  |
| <i>c. Three courses at the 300 or 400 levels</i>  | <i>9 credits</i>  |
| <i>Total:</i>   | <i>21 credits</i> |

## **A STATEMENT ON PLAGIARISM**

*here'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.*

## HISTORY DEPARTMENT FACULTY

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