

SUMMER I, 2013

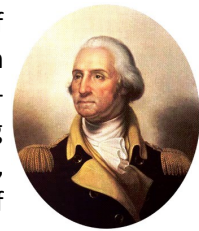
May 29th—July 6th

HIS 103-F4

US HISTORY TO 1877

Sung-Yup Kim
MW 9:30-12:55

This course is a survey of American history from the colonial period to the era of Reconstruction. Besides covering major events such as the American Revolution and the Civil War, we will also explore broad social and cultural changes of the period within a global historical context. In other words, you will not only be hearing about George Washington and Abraham Lincoln in this course, but also be peering into the experiences, beliefs, and struggles of countless ordinary people who have collectively shaped the course of American history. Each meeting will consist of three parts: a lecture, a discussion, and a wrap-up. The lectures will be based upon the required textbook, but will also be augmented by Powerpoint presentation and visual material such as political cartoons. The discussion part of each meeting will focus on a chosen topic. Contributing different perspectives and creative ideas, rather than showing detailed historical knowledge, will be the student's main task in these discussions. There is one textbook which must be purchased, and we may also have additional weekly reading assignments not in excess of 5-10 pages. Evaluation will be based on a take-home midterm exam, a 3-5 page paper, a final exam, and last but not least, class participation.



HIS/POL 216-J

US LA RELATIONS

Alvaro Segovia
TuTh 9:30-12:55

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





(US LA Relations continued)

Society and its interactions with the rest of the world, making this history of vital importance for understanding much of global history. The course places a special focus on close readings of primary source documents, including declassified government memos, speeches, newspaper reports, political cartoons, and the voices of some of the people who have opposed US politics.

HIS 241/JDS 241-I

THE HOLOCAUST

Ron VanCleaf
TuTh 8:00-9:25

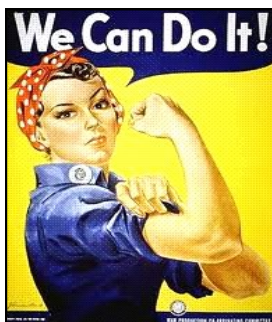
The extermination of six million Jews and the collective murder of millions of others continue to raise important questions concerning human nature, ideology and Western culture. In this course we will investigate the origins, development and implications of Nazi policies as they relate to the persecution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



HIS 335/WST 335-K4

WOMEN & WORK IN US HISTORY

Choonib Lee
MW 1:30-4:55

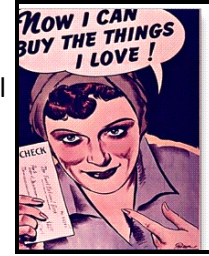


"Because women's work is never done and is underpaid or unpaid or boring or repetitious and we're the first to get fired and what we look like is more important than what we do... for lots of other reasons we are part of the women's liberation movement."

Women have always worked but women's positions and experiences have changed not only economically, socially, and politically, but also according to cultural transformations. This survey will explore how women's work has constructed the idea of the 'American woman' through the exploration of significant and intriguing themes throughout history; the Colonial Period and Independence; the Civil War and Reconstruction; Women's Suffrage and the

(Women and Work, con't)

The Great Depression and the New Deal; the World Wars; the Cold War; Social Movements in the 1960's and 1970's; and the Global Era. Course requirements will include weekly readings, participation in class discussions, two short papers, and a take-home exam.



HIS/AAS 340-J

CHINA, CENTRA ASIA & THE SILK ROAD

Gregory Rosenthal
TuTh 1:30-4:55

This course explores the significance of Central Asian peoples, goods, and places in historical perspective. Specifically, this course will investigate transnational relationships, overlapping peoples and regions, and historical interdependencies on the eastern front of Central Asia, where Central Asia meets China. We will explore the famous "silk road" of the early common era as one manifestation of this history. We will go backward and forward through time to uncover other manifestations of enduring connections between China and Central Asia. We will look at Xinjiang and Tibet, in the western borderlands of modern-day China, as well as parts of modern-day Afghanistan, Tajikistan, Kyrgyzstan, Kazakhstan, Uzbekistan, Turkmenistan, Pakistan, and Iran. From ancient times to the present, we ask the following question: what forces have brought this region together over time, and what forces have pulled it apart? Students will be responsible for completing three quizzes and two response papers.



HIS 363-F

DISNEY'S AMERICA: Race, Class & Gender In 20th Century Animated Films

Elizabeth O'Connell Gennari
TuTh 1:30-4:55

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.



The requirements for this class include attending class regularly, participating in discussions both in the classroom and online in Blackboard, in-class film responses, and taking a midterm and final exam.

HIS/EMH 386-J

THE MAYA

Elizabeth Newman
TuTh 6:00-9:25



For many, the word 'Maya' evokes images of a long dead culture and ruined pyramids. This course uses that familiarity as a starting point and follows the history of the Maya from ancient times to the present. We begin with an overview of what scholars know about the ancient Maya before tracing



their experiences since the Spanish conquest, placing emphasis on Spanish colonization in the lowland areas of Mesoamerica, Mexico's War of the

Castas, and the diverse experiences of the modern Maya including the Guatemalan Civil War and the Chiapas uprising, the impact of foreign tourism, and the experience of transnational migration. Special attention will be paid to the ways in which environmental and agrarian issues have impacted this diverse group of peoples. Grades will be based on two papers, two presentations, and a reading journal.⁴

HIS 393.01-I

OSS & MI6 : Allied Secret Intelligence Agencies During the World Wars

Ryan Shaffer
MW 6:00-9:25

This class examines the Office of Strategic Services (OSS) and Secret Intelligence Service (SIS), more famously known as MI6, during the World Wars. Despite MI6 forming in 1909, the British government only reluctantly admitted its existence in 1994. Veiled in secrecy and government denial for most of the century, MI6 and its founding chief Mansfield Smith-Cumming, known simply as "C," became Ian Fleming's model for the James Bond series and captivated the world with tales about espionage. The OSS, the United States' first foreign intelligence agency, served on the front lines of the Second World War and proved an important predecessor for the post-war creation of the Central Intelligence Agency.



This class looks at popular myths and explores the methods, purpose, data collection and history of these foreign intelligence agencies. It draws upon a variety of material, including declassified government documents, academic analyses, recently published official histories and a "fictionalized" novel written by a former agent to understand the history of foreign intelligence services during the World Wars.

HIS 393.02-i

THE COLD WAR

Nicholas Ostrum
TuTh 9:30-12:55



What was the Cold War? For many, it was a global conflict between the USA and the USSR waged over who would shape the new world order. For others, it was a war of cultural influence. For still others, it was a means and sometimes an obstacle to national self-determination. Using John Lewis Gaddis' *The Cold War: A New History* and numerous historically significant films, this course seeks to introduce students to a conflict between eastern communism and western capitalism that engulfed the entire world. With a particular focus



on geopolitical and cultural dimensions of the Cold War, we will investigate its origins in the first half of the twentieth century and trace its progression over the second half. In the end, this class aims to provide students with a basic understanding of the Cold War and the ways it shaped the second half of the twentieth century and continues to shape our world today. Course requirements include attendance and participation, one midterm exam, and one five-page paper and paper presentation.

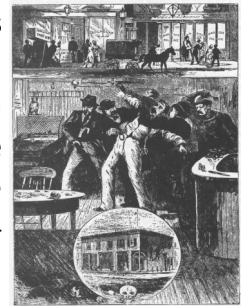


HIS 396.01-K4

GANGS OF NEW YORK

Michael Conrad
MW 6:00-9:25

When you think of gangs in New York, what first comes to mind? Perhaps your first thought is to the present Bloods, Crips, or maybe the Latin Kings. But New York is a very old city. The first gangs in the city lived, fought, and died in the mid-nineteenth century. They originated in the downtown slum of The Five Points (modern Chinatown) with colorful names such as Bowery Boys and the Dead Rabbits. Violent confrontation between Anglo-Saxon nativists and Irish immigrants transformed Manhattan into a battlefield. In this class we try to understand



why gang violence erupted in this time period. What caused it? We will explore such topics of immigration, environment, ethnicity, class strife, prejudice, draft riots, the creation of the modern prison and industrialization. Another key to our investigation is understanding how non-gang members such as merchants, religious authorities, commoners, police officers, city elites, and civil servants negotiated this contested terrain. Class evaluation consists of 3 five page papers and participation.

HIS 396.02-K4

WORLD WAR II IN FILM

John Anzalone
MW 1:30-4:55

Waging total war during the 1940s required Americans to marshal every resource at their disposal in order to defeat the Axis Powers. Among those resources were miles and miles of film. Hollywood, like every other U.S. industry, mobilized for World War II, contributing hundreds of motion pictures to the battle of ideas. In this course we will discuss the content and context of a variety of entertainment, educational, and propaganda films produced in the United States and other warring nations. Movies will serve as our primary sources and shed light on a variety of topics and themes, including the relationship between Hollywood and the



U.S. government, life on the home front, soldiers' experiences on the battlefield, the role of women in war, and racial prejudice and race relations. Grades will be based on attendance, participation, two in-class exams, and an analytical paper.



NEW YORK CITY—SUMMER I

HIS 394-H

THE HEALER & THE WITCH

Helen Lemay
TuTh 1:30-4:55

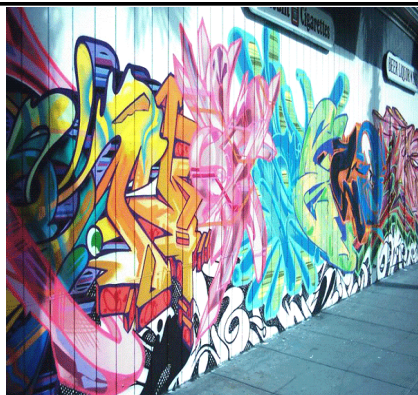
In prehistoric times, did people worship a healing goddess whom they represented in carvings with huge, nurturing breasts? And was this matriarchal society crushed with the development of civilization? Certainly, if we look at ancient Greece, we see what one historian calls, “the reign of the phallus.” Ancient physicians viewed females as sex-hungry creatures: if the womb were not regularly “serviced,” it would either wander around the body in search of sperm, or the woman would collapse and cease breathing from unexpelled, poisonous seed. In fifteenth- and sixteenth-century Europe, over 50,000 women were burned at the stake as witches. Did these women actually dabble in evil, or were they persecuted for practicing the healing arts? How does their treatment compare with the Salem witch trials? Was childbirth “stolen” from women by male doctors who introduced harsh instruments that sometimes killed or maimed their babies? How did the “father of American gynecology” abuse his patients with cruel and unnecessary surgeries? Why is it only in recent decades that parturient women have been able to choose female obstetricians? What kept so many women out of American medical schools for such a large part of the twentieth century? This course will trace the history of women and medicine in the western world from early times until the present. Students will write one paper, 5-7 pages long, and take an essay examination. Class meetings will consist both of lectures and of interactive exercises.



HIS 396.60 K4

HIP HOP AMERICA

Adam Charboneau
MW 6:00-9:25



This course explores hip-hop culture within the larger context of American social, economic, and political history. In particular, we will gauge the effects of the retrenchment of liberal urban policies after 1968, the rise of ‘law and order,’ and the profusion of anti-loitering/gang and ‘quality of life’ initiatives on urban youth—especially minority youth. This class begins with an overview of Rhythm and Blues, Motown, and Funk, and their respective places/roles within the Civil Rights Movement and American culture in general. Next, a detailed overview of both local and federal policy changes towards urban environments will help the class in analyz⁷

(Hip Hop America, con't)

analyzing the discontinuities (and to a lesser extent, continuities) between the “Civil Rights” and hip-hop” generations. As “historic social and cultural institutions of urban minorities dissipated from inner-cities, why did graffiti, break dancing, and deejaying gain such an influential position amongst urban youth? In what ways were these new artistic and personal expressions different/same from those of earlier decades? How did the Civil Rights generation and larger population in general view these new methods of resistance? Why did “gansta rap” develop, and how are we to interpret its messages? These are only a few of the questions addressed by this course. We will also be looking into hip-hop culture and education- especially the roles of dress and language within America’s schooling systems. Tensions between big capital and hip-hop culture must also be deeply analyzed; has hip-hop/rap been a true message of street resistance to the inequalities of capitalism, a commercialized avenue for locals to escape the ghettos and “fat-cat” corporate owners to make money off people’s fascination with the ‘other,’ or something else? Themes such as hip-hop’s cross-over appeal into mainstream culture and white suburbs, and its globalization, will also be discussed. While reading sections of numerous books (from Suzanne Smith’s *Dancing in the Street: Motown and the Cultural Politics of Detroit*, to Joe Austin’s *Taking the Train: How Graffiti Art Became an Urban Crisis in America*, to Jeff Chang’s *Can’t Stop/Won’t Stop: A History of the Hip-Hop Generation*, and many others), we will also read, listen, and analyze numerous lyrical and musical styles, as well as watch documentary and movie selections.



SUMMER II, 2013

July 8th—August 15th

HIS 104-F4

US HISTORY SINCE 1877

Ed O'Connell
TuTh 1:30-4:55

Through the use of both primary and secondary sources, this course will examine the key social, political, and economic issues of the period beginning with the era of Reconstruction and ending with the dawn of the twenty-first century. An emphasis will be placed on the changing nature of the definitions of both freedom and equality and their uneven manifestations within diverse segments of America’s civic culture. Special emphasis will be placed on the issues of American Nationalism and expansionism along with the realities of the nation’s rise to preeminence as a global super-



(HIS 104 continued)

superpower. Finally, various interpretations of the most significant issues of the entire period will be evaluated in an attempt to demonstrate that the ultimate meaning of history is not fixed but constantly undergoing revision. Two (2) take home essays, in class final exam, and attendance required .

HIS/POL 214-J

MODERN LATIN AMERICA

Mark Rice
MW 1:30-4:55

This course explores the vibrant and complex history of Latin America after independence, in the “modern period” of the nineteenth and twentieth centuries. We will find that modernity looks somewhat different from the perspective of Latin Americans than from that of the United States or Europe. The class is organized around the concept of a dialogue between “national” political histories--that is, the formation of independent states after centuries of Iberian colonial rule -- and the experiences and histories of workers, farmers, peasants, artisans, and slaves: the ordinary people that made up these societies. Within this framework we will examine aspects of the social history and economic development of the region, including the study of land and labor systems, gender relations, race and ethnicity, community and class formation, and state formation. The



study of Latin America is extremely complex and challenging. We are dealing with twenty-one separate and individual nations, spanning a vast geographic region, and encompassing a multiplicity of languages, ethnicities and religious beliefs. This course is structured thematically around a loose chronological framework. We will look at issues and themes common to the region as a whole, focusing in on individual countries as case studies to illuminate these themes. If you are interested in one or more spe-

cific countries, you can adapt your reading to focus specifically on this area, using the suggested and optional works from each week’s bibliog-



HIS 321-K\$

LONG ISLAND HISTORY

Tara Rider
MW 9:30-12:55

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



HIS 340-J

CHINA-US RELATIONS

Aihua Zhang
MW 1:30-4:55



The course will trace the evolution of China-U.S relations from the first encounter in 1784 to the late 20th century. The two countries underwent economic, cultural, diplomatic and military tensions and cooperation. Emphasis will be put on the significant events and personages that influenced and shaped Sino-American relations. Topics include the US involvement in the Opium Wars, the Chinese Exclusion Act, the Boxer Rebellion, the US Open Door policy in China, The Dixie

Mission, Clair Chennault and his American Volunteers, George Marshall's Mediation Mission, the Korean War, and the Nixon Visit. Through the course, students are expected to gain a historical and critical insight into the present-day issues that impact the relationship between the two powers. Grading is based on participation, quizzes, a 4-5 page paper, and a final exam.



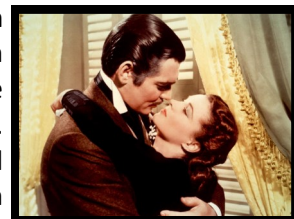
HIS 361-K

AMERICAN HISTORY—AMERICAN FILM

Kathryn Troy
MW 6:00-9:25



The process of storytelling is at the heart of filmmaking and the interpretation of history. Yet both are works of fiction in their own way. Film and filmmaking will be used in this course as a lens through which we will analyze how American history is written and remembered.



Historical footage, important cinema, and historical moments adapted to film will be combined in this endeavor. Special attention will be paid to the perspective from which history is told, representations of heroes and villains and the consequences of cinematic portrayals on historical memory. The course will cover the 17th-18th centuries, but is especially focused on the 19th and 20th centuries. Graded components will include active participation and analysis of films shown in-class, a final exam, written assignments, and a presentation. Students can expect to read approximately 50 pages per class. from which history is told, representations of heroes and villains and the consequences of cinematic portrayals on historical memory. The course will cover the 17th-18th



centuries, but is especially focused on the 19th and 20th centuries. Graded components will include active participation and analysis of films shown in-class, a final exam, written assignments, and a presentation. Students can expect to read approximately 50 pages per class.

HIS 390-I

WOMEN, LOVE & SEX IN THE MIDDLE AGES

Jennifer Jordan
MW 6:00-9:25

This course offers an introduction to the experiences of secular and religious women in Medieval Europe (500-1500) through the close examination of writings by and about women. One of the central themes will be the importance of gender as a category of cultural difference; with this in mind we will spend a fair amount of time considering the ways in which medieval society defined sex, marriage, femininity, appropriate female behavior, and the female body, as well as the ways in which those



definitions and understandings changed over time. How did these definitions shape the opportunities that were available to women? In particular we will look at three women—Heloise d'Argenteuil, Margery Kempe, and Joan of Arc—whose lives show us the restraints that an elite male society placed on them while also showing us the extraordinary ways in which women often moved within and around those restraints. . Course requirements will be weekly readings, occasional quizzes and writing responses, and two short papers.

HIS 392-I

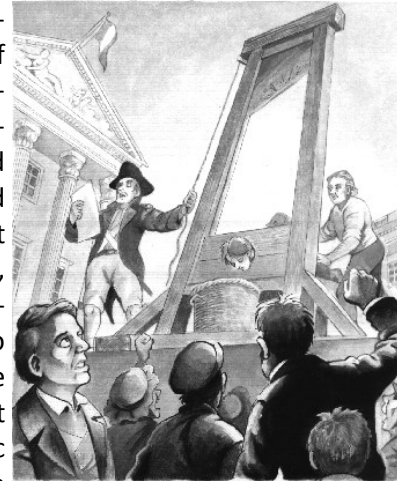
THE FRENCH REVOLUTION

Marisa Balsamo
TuTh 1:30-4:55

This course will introduce students to one of the most important events in modern history. The French Revolution of 1789-1799 not only transformed the political, intellectual, and social landscapes of French society, but also had important implications for all of Europe. Topics will include the demise of the Old Regime, how the liberal revolution turned radical, the trial and execution of Louis XVI, and what the rhetoric of “liberty, equality, and fraternity” meant for different social groups. We will also discuss the historiography of the French Revolution and why it remains a hotly debated topic among scholars. Students will be



execution of Louis XVI, and what the rhetoric of “liberty, equality, and fraternity” meant for different social groups. We will also discuss the historiography of the French Revolution and why it remains a hotly debated topic among scholars. Students will be

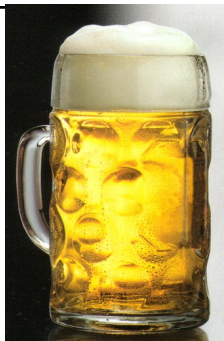


expected to keep up with the weekly readings and grading will be based on a mid-term exam, 5-page paper, and final exam

HIS 393-I

BEER IN HISTORY: CULTURE & COMMODITY

Brian Gebhart
TuTh 6:00-9:25



Perhaps the best known cultural commodity throughout history is beer. Nearly every civilization has produced their own variation on the art of brewing and this course will focus on beer as a cultural product and a commodity of exchange. With a focus on European history, this course will explore how brewing styles and customs were developed in an interaction between different peoples and societies as beer circulated throughout Europe and the world. Pilsner, the most common style of beer in the world, developed in a Central European environment of multiple national influences and traditions. Porters were developed in Northern Europe and were circulated between German traders, the British, Scandinavia and Russia. Finally, India Pale Ale was a British style that was directly created and circulated in and through the networks of global empire. Beer is a fascinating commodity that has throughout history flowed within and between different regions and bears the stamp of this transnational movement. 12



HIS 396.01-K4

FASHION & CULTURE IN AMERICAN HISTORY

Eron Ackerman
TuTh 9:30-12:55

Mark Twain once quipped, “Clothes make the man. Naked people have little or no influence on society.” Renowned for his wit as a social critic, Twain also understood the social significance of style and became something of a fashion iconoclast in his later years, donning a stark-white flannel suit in the winter, of all seasons! Throughout American history, clothing has figured not only as a means of individual self-expression but as a marker of status and identity, a site of cultural contest, and even a medium of political protest. During the American Revolution, Patriots protested British taxation policies by organizing boycotts of British textiles and displaying their patriotism with garments made from coarse, homespun cotton. Flappers of the 1920s projected the breezy confidence and independence of the “New Woman” as they defiantly cast off the stifling corsets and bustles of old in favor of looser, shorter skirts befitting the lively, freewheeling spirit of the Jazz Age. This class explores American history through the contentious and ever-changing realm of fashion. We will consider how, in adopting new modes of dress, such diverse social groups as black slaves, bourgeois women, and beleaguered Native Americans fashioned new identities, which challenged prevailing conventions of race, class, and gender. Tailor-made for students interested in the history of American culture, art, or fashion, this course stitches together a wide variety of visual and textual sources and peers beneath the seams to examine some of the methods scholars have employed to understand the meanings and uses of fashion in history.

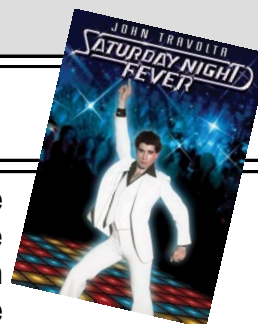


HIS 396.02 K4

THE US IN THE 70'S

Jeff Hall
TuTh 6:00-9:25

In this course we will explore three important historical themes that helped define life in the United States in the 1970's. First, we will look at the final years of the American War in Vietnam, how Americans interpreted defeat, and the ways in which Americans remembered that conflict. We will explore the Cold War in the 70's, looking at the thawing relations between the US and the Eastern Block nations, and then as the 70's come to an end, examining how the Cold War heated up again with the Soviet invasion of Afghanistan in 1979, the 1980 Olympics, and the election of Reagan. Finally, we will look at the economic crisis of the 1970's and early 1980's, deindustrialization, the beginnings of globalization, and the changing shape of the American economy, communities and families during that era. Course performance will be determined by regular attendance, participation in discussions, an in-class mid-term, a



HIS 394.60H

AIDS, RACE & GENDER IN AMERICA

Aishah Scott
TuTh 9:30-12:55

This course sets out to explore how the marginalization of minority groups, specifically homosexuals, Blacks and women of color, has led to the disproportionate growth of the AIDS epidemic in these communities within the United States. We will consider the myriad of social and economic factors that have ultimately left these groups vulnerable to HIV infections and AIDS. On a broader level, this course will explore how disproportionate epidemics are symptoms of the even greater epidemics of poverty and stigmatization.

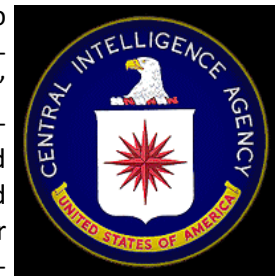


HIS 396.60-K4

THE CIA & AMERICAN DEMOCRACY

Rika Michalos
TuTh 6:00-9:25

This course will cover the history of the CIA from its birth struggles as OSS to today, while placing the Agency both in the broader context of the international intelligence community of the twentieth century and of the “Homeland” national security issues of the present. Some themes and questions to be explored: a) The role of the CIA in the prosecution and in the triumphs of the Cold War; the Agency’s biggest successes and failures both during peacetime and during war; and, how public outcry about its covert operations helped trigger the most serious political scandals in the 1980s to subsequently earn the Agency’s declining reputation. b) The travails of Congressional oversight based on readings of the Church Committee Report in 1975 and the 9/11 Commissioner’s Report in 2004 with an added focus on how the Agency provided raw intelligence to US policymakers. c) Was culture significant? To what extent did the portrayal of the intelligence environment based on readings of Tom Clancy’s “Ryanverse” novels—including some film adaptations, which have captured the popular imagination—affect policy toward intelligence in the 1970s and the 1980s and how this portrayal resembled and differed from the historical conception of intelligence. d) What is the future of American Intelligence in a post 9/11 world? Over 50% of our reading material comes from primary documents available on line. At the end of the course, students should have a better understanding of the CIA as a government tool and of the rich documentary record that currently exists on intelligence activities; also, they should be able to identify some of the strengths and weaknesses of intelligence agencies in protecting a diverse multicultural democracy. Course requirements include weekly Blackboard postings, a short presentation, and a final paper.



REQUIREMENTS FOR THE MAJOR IN HISTORY

Study Within the Area of the Major:

A minimum of eleven history courses (33 credits) distributed as follows:

Two courses at the **100 level** 6 credits

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

Two courses at the 200 level

Two courses at the 300 level

One course at the 400 level, excluding HIS 447, 487, 488, 495 and 496

15 credits

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

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

3 credits

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 papers

(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.

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

REQUIREMENTS FOR THE MINOR IN HISTORY

The minor, which requires 18 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 nine of the 18 credits must be taken at Stony Brook, three of them at the upper division level. The specific distribution of the credits should be determined in consultation with the Director of Undergraduate studies. An example of an acceptable distribution would be the following: (HIS 447, 487 or 495-496 may not be applied to the minor.)

One two semester survey course in the period of the Student's interest (100 or 200 level) (Example: 101 and 102 or 235 and 236)	6 credits
Two (additional) courses at the 200 level	6 credits
Three courses at the 300 or 400 levels	9 credits
TOTAL CREDITS.....21	

Please note: The Minor cannot be seven random history courses. A specific theme must run through the courses such as American History, European History, Social History, War and Revolution. These are merely Examples and other themes may be selected.

*****REGISTRATION BEGINS APRIL 10th*****