

# SPRING, 2020

## HISTORY 102-F

SBC: SBS; GLO

### *MODERN EUROPEAN HISTORY 18<sup>TH</sup> CENTURY TO THE PRESENT*

*Prof. Susan Hinely*

	Day	Time	Solar #	Location
Lecture	MW	9:00-9:53		LIB W 4550
Recitation 01	Friday	9:00-9:53	Solar # 54819	SBS N310
Recitation 02	Monday	11:00-11:53	Solar # 54820	SBS N310
Recitation 03	Wednesday	12:00-12:53	Solar # 54821	SBS N310
Recitation 04	Monday	1:00-1:53	Solar # 54822	SBS N310
Recitation 05	Wednesday	4:00-4:53	Solar # 54823	SBS S328

*An introduction to the revolutionary events in politics and the economy, principally the industrialization of society, and the national, class, ethnic, and gender conflicts that dominated the period, including their cultural and ideological aspects. The course begins with the French Revolution, characterized by high hopes for rational mastery of nature and society, and ends with the Second World War, a period of mass destruction and total war. Reading will include a textbook plus excerpts from documents of the period. Midterm and final examination.*

\* \* \* \* \*

## HISTORY 104-F4

SBC: SBS; USA

### *U.S. HISTORY SINCE 1877*

*Prof. Shirley Lim*

	Day	Time	Solar #	Location
Lecture	MW	10:00-10:53		ENG 143
Recitation 01	Friday	10:00-10:53	Solar # 40697	SBS N118
Recitation 02	Friday	11:00-11:53	Solar # 40698	SBS S328
Recitation 03	Wednesday	9:00-9:53	Solar # 40699	SBS S328
Recitation 04	Wednesday	2:30-3:23	Solar # 40700	SBS N118

Recitation 05	Friday	1:00-1:53	Solar # 40701	SBS S328
Recitation 06	Wednesday	11:00-11:53	Solar # 44405	SBS S328
Recitation 07	Monday	12:00-12:53	Solar # 44406	SBS S328
Recitation 08	Wednesday	12:00-12:53	Solar # 45851	SBS S328
Recitation 09	Monday	1:00-1:53	Solar # 45852	SBS S328

*This course surveys American history from the end of Reconstruction in 1877 to the end of the Obama presidency. It explores the consequences of a federal victory in the Civil War and the incomplete reconstruction that followed in shaping the emergence of a distinctly American state and society. Some themes stressed include the rise and structure of corporate capitalism, the development of mass consumerism, the distinctiveness of the American South, and the politicization of social issues from Prohibition to desegregation to abortion. Readings will be drawn from a textbook and supplements of historical documents and essays, amounting to roughly eighty pages of reading per week. Participation and writing in recitation section discussions, recitation evaluation, and a final examination serve as a basis for evaluation and grade.*

\* \* \* \* \*

*HISTORY 203-I*

*SBC: GLO; SBS*

*ANCIENT ROME*

*Prof. Paul Zimansky*

<i>MW</i>	<i>5:30-6:50</i>	<i>SOLAR 55378</i>	<i>Library W4525</i>
-----------	------------------	--------------------	----------------------

*Rome developed from a humble city on the periphery of the civilized world to an empire which ruled Europe, North Africa and much of the Near East. This course will survey the political and cultural development of Rome and the lands it controlled over the course of ten centuries, from the first archaeological appearance of the city in the Iron Age to the collapse of its empire in the West in the 5th century CE. Archaeological evidence will be considered in conjunction with written documents. There are no prerequisites. This is a lecture course, illustrated with powerpoints, with a measure of classroom participation through clickers. Grading will be on the*

*basis of a half-hour midterm exam (25%), a term paper of 5-7 pages (25%) a final exam (40%), and classroom participation (10%).*

\* \* \* \* \*

*HISTORY 214-J*

*SBC: GLO; SBS*

*MODERN LATIN AMERICA*

*Prof. Eric Zolov*

	Day	Time	Solar #	Location
Lecture	MW	12:00-12:53		LIB. W550
Recitation 01	Friday	12:00-12:53	Solar # 54816	SBS S310
Recitation 02	Monday	9:00-9:53	Solar # 54817	SBS S328
Recitation 03	Wednesday	11:00-11:53	Solar # 54818	SBS S310

*This course introduces students to the history of modern Latin America, from the early nineteenth century to the present. Our goal is to gain an understanding of some of the central historical themes that have shaped Latin American society and politics since achieving independence, thus leading students to acquire a basis for making sound observations and judgments about the political, economic, social, and cultural realities affecting Latin America today. The class will move chronologically as well as thematically, covering topics such as nationalism, political economy, U.S.-Latin American relations, revolutionary & counterrevolutionary struggle, and cultural practices. To do so we will approach the hemisphere comparatively, drawing similarities and differences between different nation-states and regions. Requirements: Course requirements will include quizzes, midterm, topical essay, and final exam.*

● \* \* \* \* \*

HISTORY 225F  
(Cross-listed with JDS 225)

*SBC: GLO; CER*

*THE FORMATION OF JUDAIC HERITAGE*  
*Prof. Eric Miller*

TuTh	10:00-11:20	HIS Solar # 54868 JDS Solar # 55202	Lib E4315
------	-------------	--	-----------

*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.*

\* \* \* \* \*

HISTORY 237-H

SBC: STAS

*SCIENCE, TECHNOLOGY & MEDICINE I*  
*Prof. Alix Cooper*

MW	4:00-5:20	Solar # 47865	Frey 301
----	-----------	---------------	----------

*This course will examine the origins of modern science, technology, and medicine from their earliest roots in ancient and medieval civilizations through the Scientific Revolution of the sixteenth and seventeenth centuries and its aftermath. Themes will include the connectedness of science to culture and society; ideas about humanity and the universe in antiquity; the transmission of knowledge from the ancient Near East to the Greco-Roman*

*world, and from the Greco-Roman world through the Islamic world to medieval Christian Europe; the rise during the Renaissance and Reformation period of new ways of thinking about knowledge of the natural world and humanity's role in it, culminating in the work of such figures as Copernicus, Vesalius, Kepler, Galileo, Harvey, Boyle, and Newton during the Scientific Revolution; and finally the dissemination of knowledge to a broader public during the Enlightenment of the eighteenth century. Course requirements will include regular attendance and participation, two midterms, and a final exam.*

\*\*\*\*\*

HISTORY 241-F  
 (Cross-listed with JDS 241

*SBC: GLO*

*NAZI GENOCIDE AND THE HOLOCAUST*  
*Prof. Eric Miller*

TuTh	1:00-2:20	HIS Solar # 54869 JDS Solar # 55203	Lib W4550
------	-----------	--	-----------

*How was it possible for mass genocide to occur in the midst of one of the most cultured societies of Europe in the twentieth century? This course will examine the centuries-long social, cultural and religious context that fed into the 20<sup>th</sup>-century environment in which the Holocaust became possible, as well as the contemporary political events, and the gradually unfolding actions by the Nazi government in Germany and territories under their influence from 1933-1945, which ultimately culminated in the Holocaust. We will also examine the Jewish experience under the Nazis in the 1930's, as well as the life in the ghettos and concentration camps from the perspective of both the victims and the persecutors. Additionally, we will analyze major issues and questions that arise in the wake of the Holocaust. The course will be conducted through a series of lectures and class discussions. Two five-page papers will be required, as well as a mid-term and final exam.*

● \* \* \* \* \*

HISTORY 263-K4

SBC: USA; SBS

*AGE OF THE AMERICAN REVOLUTION*

*Prof. Ned Landsman*

	Day	Time	Solar #	Location
Lecture	MW	11:00-11:53		Lib W 4550
Recitation 01	Friday	11:00-11:53	Solar 46666	SBS N310
Recitation 02	Monday	1:00-1:53	Solar 46667	SBS S328
Recitation 03	Wednesday	10:00-10:53	Solar 46668	Lib N3074

*This course discusses the political, social and cultural history of the period 1763-1789, stressing the causes and consequences of the American Revolution, the development of a new nation and new governments, the creation of the constitution of the United States, the impact of those things upon the peoples of the nation, and the place of the American Revolution in an age of revolutions. A particular concern will be to try to understand how the issues and events of the period looked to those who were participating in them. Readings will include original documents such as: the Declaration of Independence; the Constitution of the United States; the Federalist; and other primary sources. Midterm, final and one short paper (5pp).*

\* \* \* \* \*

HISTORY 264K4

SBC: USA; DIV

*THE EARLY REPUBLIC*

*Prof. Donna Rilling*

TuTh	10:00-11:20	Solar # 54638	HVY ENG 201
------	-------------	---------------	-------------

*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 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 50-60 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.*

\* \* \* \* \*

HISTORY 274 -K4
-----------------

SBC: USA; SBS

*U.S. HISTORY, 1945-2000*

*Prof. Robert Chase*

MW	4:00-5:20	Solar # 54638	Javits 101
----	-----------	---------------	------------

*In the half century that followed the Second World War, the U.S. underwent monumental changes that profoundly reshaped the world we live in today. This course will examine how and why the United States started the mid-twentieth century as an isolationist nation and ended the century mark as the world's sole "super power." It will also examine the changing nature of race, class, gender, and sexuality in a tumultuous period of social, political, and cultural change. The course considers such topics as: the use of atomic weapons; Cold War politics and culture; consumerism and the American economy; national security; liberalism and conservatism; the struggle for civil rights and Black Freedom; movements for ethnic identity and empowerment, particularly the Chicana/o movement; cultural struggles*

*between the Left and the Right; the Vietnam war; the student and anti-war movement; women, gender, and the “sexual revolution”; and the post-Cold War world. The course will feature of blend of lectures and some discussion, two exams, and two critical analysis papers.*

\* \* \* \* \*

HISTORY 277- K4  
(Cross-listed with AFS 277)

SBC: USA

*THE MODERN COLOR LINE*

*Prof. Abena Asare*

TuTh	1:00-1:20	HIS Solar # 47384 AFS Solar # 47385	HUM 1023
------	-----------	--	-------------

*An exploration of the significance of race in 19th- and early 20th-century America. Topics include forms of political organization and collective struggle; the social and psychic consequences of racist subjection; the relationship among race, racism, and culture; and the cultural politics of race and gender. This course is offered as both AFS 277 and HIS 277.*

\* \* \* \* \*

HISTORY 281 –H

SBC: STAS

*GLOBAL HISTORY AND GEOGRAPHY*

*Prof. Susan Hinely*

MW	2:30-3:50	Solar # 54640	Frey 305
----	-----------	---------------	----------

*This course will be conducted on the basis of two, interrelated goals. On the one hand we hope to gain a firm and useful grasp of the physical features of the Earth and of its contemporary political organization. On the other hand, we aim to achieve fluency in the major events and themes*



*of global history. This second task will start with a brief look at planetary history and the arrival of humans, then skip to the 16th century, when the two hemispheres were re-united, and proceed through to the end of the twentieth century. We will consider the theoretical and methodological problems presented in trying to view the past from a global perspective while at the same time acknowledging and pondering the undeniably global nature of our contemporary problems and sensibilities. Requirements: attendance and participation; periodic quizzes and exercises; a mid-term and a final exam.*

\* \* \* \* \*

HISTORY 300-F
---------------

SBC: SBS+

*COMPARATIVE EMPIRES*  
*Liliana Mutu-Blackstone*

MW	4:00-5:20	Solar # 55208	Lib N4006
----	-----------	---------------	-----------

*This course addresses the question of “how do we know” what we know. In order to follow producers of knowledge, we will take a 400-year-long historical journey through the winding labyrinth created around the world by European empires. This course will look at how modern imperial conquest influenced the appearance and development of sources of knowledge. In the 1500s, European colonizers started by collecting and writing about “exotic” plants, animals, and people-- a practice which by the nineteenth century had begun to solidify into the natural and social sciences that we know today (e.g., botany, zoology, geography, anthropology). In this class, we will use the international scientific expedition as our unit of investigation into how the European colonizers experienced the world. One of the two overarching questions we will address is how the relationship between science and empire shaped the thinking of European colonizers, and the way they explained the world to themselves. The second question concerns what kind of knowledge their answers produced across the centuries, and why that still matters to us today. Assignments will consist of four short written responses, two 5-page papers, and one final exam.*

\* \* \* \* \*

→ Please note that History 301 is for History Majors and Minors only,  
It is available to other students with permission of the instructor.  
You may also register for HIS 459 in order to receive your WRTD in this course if you obtain permission from the instructor.

HISTORY 301.01

SBC: ESI

*HISTORY OF PUBLIC RELATIONS AND ADVERTISING*

*Prof. Nancy Tomes*

TuTh	1:00-2:20	Solar # 44733	SBS S328
------	-----------	---------------	----------

*This course offers an introduction to historical research and writing through the study of American advertising. Since the 1970s, the history of advertising has become a vibrant area of historical inquiry. The many different ways historians have used advertising to argue a point provides a fascinating perspective on how the same primary source – in this case, the advertisement – can be analyzed for many different interpretive ends. Because advertising and the advertising industry have figured prominently in both celebrations and critiques of the American way of life, their history provides an excellent introduction to important historiographic debates in our field. In short, the history of advertising provides a fascinating way to teach fundamental skills of historical analysis and interpretation. To that end, this course will introduce students to the different ways of analyzing advertisements as primary sources and provide an overview of the historiographic debates concerning advertising’s influence on various aspects of American life. Readings will focus primarily on the period from 1890 to 1950, but students interested in other time periods are welcome in*

*the course and their interests will be accommodated. Completion of the introductory American history survey before taking the course is strongly recommended. This is a reading and writing intensive course. Students will be asked to write multiple short papers as well as to complete a 10-12 page term paper on some aspect of the history of advertising. The term paper will be submitted in a series of stages to allow students to learn the skills of editing and revising their own work.*

\* \* \* \* \*

HISTORY 301.02

SBC: ESI

*MUSIC AND REVOLUTION IN LATIN AMERICA*

*Prof. Eric Zolov*

MW	2:30-3:50	Solar # 44734	SBS S328
----	-----------	---------------	----------

*This writing-intensive course examines the political, social and cultural politics of musical performance set within the contexts of revolution, social protest and nation-building across twentieth-century Latin America. Particular focus will be given to Mexico, Cuba, and Chile, though other national contexts will also be discussed. Class meetings will incorporate lecture, music listening, and discussion. Graded assignments include short analyses and longer essays that incorporate multiple drafts and in-class peer review.*

\* \* \* \* \*

HISTORY 301.03

SBC: ESI

*WORLD OF THE INDIAN OCEAN*

*Prof. Eric Beverley*

TuTh	2:30-3:50	Solar # 44820	SBS N310
------	-----------	---------------	----------

*Taking oceans, rather than nations or empires, as key units for historical study focuses attention on the movement of people, ideas and commodities across space, and the political and cultural formations that emerge from these circulations. This course will accordingly consider several different stages of globalization from antiquity to the present along the Indian Ocean littoral. We will focus on South and Southeast Asia, eastern and southern Africa, and West Asia (commonly known as the Middle East). A methodological section on oceanic history, and examples of concrete connections with other locations will take us, on occasion, beyond the limits of the Indian Ocean itself. The course will consider, both in minute detail and from a bird's eye view, inter-regional connections spanning the Indian Ocean world forged by religious solidarities, far-flung trade networks, labor migration, imperial domination, and anti-colonial nationalism. (May be taken with HIS 459)*

\* \* \* \* \*

HISTORY 303-I
---------------

SBC: SBS+

*THE CRUSADES AND MEDIEVAL SOCIETY*

*Prof. Sara Lipton*

MW	2:30-3:50	Solar # 54641	LIB W 4550
----	-----------	---------------	------------

*This course examines the various medieval military conflicts known collectively (and according to at least one historian, inaccurately) as The Crusades. We will investigate specific episodes such as the Latin conquest of Jerusalem, the Children's Crusade, the Shepherds' Crusade, and the anti-heretical Albigensian Crusade, and also explore such issues as the origins of the idea of crusade, the social developments underlying the crusades, the financing of the crusade, crusading culture and propaganda, the European encounter with the Muslim world, criticisms of crusade, and the long term effects of the crusades. Requirements include one in-class midterm exam, one final exam, and a 10-12 page analytical paper.*

\*\*\*\*\*

HISTORY 315

SBC: GLO; SBS+

*THE NAZI EMPIRE*

*Prof. Young-Sun Hong*

TuTh	1:00-2:20	Solar # 54642	Frey 201
------	-----------	---------------	----------

*The purpose of this course is to understand state-organized violence and racist terrorism during the Third Reich. In this course students are also expected to understand the role of war in the Nazi plans for realizing their racial utopia and to develop a more complex understanding of mass violence in this process. Prerequisite: one HIS course*

\*\*\*\*\*

HISTORY 327

SBC: HFA+; SBS+

*THE ARTS AS HISTORY*

*Prof. April Masten*

MWF	10:00-10:53	Solar # 54644	Frey 305
-----	-------------	---------------	----------

*In this class we will examine history through the visual, literary, and performance arts. The meaning of every kind of art lies in the immediate conditions of its production and reception, in who created or practiced it, how people learned to do it, the skills it encompassed, whether it was an employment or pastime, where it was exhibited or performed, and who marketed, bought, or enjoyed it. Drawings, paintings, sculptures; essays, novels, poems; music, dance, and theater will be our primary documents, looked at as physical embodiments of their historical moment. The goal of the course is for students to look at, read, listen to, see, and discuss some amazing works of art, and to write three short papers, each of which uses*

*the arts to make an historical argument about some aspect of Nineteenth-century American society.*

\*\*\*\*\*

**HISTORY 331**

SBC: DIV; SBS+

*IMMIGRATION IN AMERICAN HISTORY*

*Prof. Lori Flores*

TuTh	11:30-12:50	Solar # 54643	Psy A 137
------	-------------	---------------	-----------

*An examination of the ways in which the immigration of various people from around the world has shaped American history and U.S. national identity. Beginning with the American colonial period and going up to the present day, the course traces the development of policies toward immigrants from Europe, Africa, Asia, and Latin America. Other key topics include twenty-first century debates over immigration policy in the post 9/11 era, inequalities within the U.S. immigration system, pro-immigrant rights movements, and the impact of economics and foreign policy upon border and citizenship legislation.*

\*\*\*\*\*

**HISTORY 337-J**  
*(Cross-listed with AAS 337)*

SBC: SBS+

*THE HISTORY OF KOREA*

*Prof. Hongkyung Kim*

TuTh	1:00-2:20	HIS:Solar 47603 AAS: Solar 47404	Lib E4310
------	-----------	-------------------------------------	-----------

*This course examines Korean history from ancient to modern times. Korea is one of the many ancient, non-European civilizations claiming a cultural influence on the region and one of the main players in the history of East Asia. Reflecting its unique historical experiences, Korean history has raised diverse debatable issues. The primary goal of this course is to provide an overview of Korean history and, at the same time, through introducing multiple debatable issues of historical significance, the course attempts to enhance students' analytical capability in approaching complicated historical issues. This course is offered as both AAS 337 and and HIS 337.*

\* \* \* \* \*

HISTORY 338  
(Cross-listed with AAS 336)

SBC: SBS+

*ASIAN AND PACIFIC ISLANDERS IN AMERICAN HISTORY*  
*Prof. Shirley Lim*

<i>MW</i>	<i>2:30-3:50</i>	<i>HIS: Solar 47868</i> <i>AAS: Solar 47851</i>	<i>Frey</i> <i>301</i>
-----------	------------------	--	---------------------------

*Asian American History is an introduction to the historical and contemporary factors that have molded Asian American life in the United States of America. Strongly emphasized themes are race-labor hierarchy, gender, immigration, second generation, and images/mass media. This course requires extensive speaking participation, group presentations, mandatory attendance, 150 pages of reading a week, two midterms, and a ten-page original research essay.*

\* \* \* \* \*

HISTORY 344  
(Cross-listed with AAS 343)

SBC: SBS+

*MODERN JAPAN*  
*Prof. Janis Mimura*

TuTh	11:30-12:50	HIS Solar # 54645 AAS Solar# 55820	Javits 111
------	-------------	---------------------------------------	------------

*This course is a survey of Japan's modern history from the late nineteenth century to the postwar era. It explores the political, economic, social, and cultural challenges of Japan's drive to become a world power. Among the issues considered are the legacy of the Meiji political settlement, mass society and culture, the nature of Japanese capitalism, Japan's conflicted relations with Asia and the West, and the nature of postwar democracy. Prerequisite: one History course. This course is offered as both AAS 343 and HIS 344.*

\*\*\*\*\*

<p><b>HISTORY 345-J</b> <i>(Cross-listed with WST 345)</i></p>
--

SBC: SBS+

*WOMEN AND GENDER IN CHINESE HISTORY*

*Prof. Iona Man-Cheong*

	Day	Time	Solar #	Location
Lecture	MW	12:00-12:53		E & S 131
Recitation 01	Friday	12:00-12:53	HIS Solar # 54843 WST Solar # 54854	SBS S328
Recitation 02	Monday	10:00-10:53	HIS Solar #54857 WST Solar # 55204	SBS S328
Recitation 03	Wednesday	2:30-3:15	HIS Solar # 54858 WST Solar # 55205	SBS S310



*Women and gender relations in China have undergone enormous change in the twentieth century. Yet many would argue, quite correctly, that the legacy of pre-modern China impinges on the present and that tradition itself continually undergoes reinvention. In the context of late Imperial Qing and Republican China, we explore Chinese cultural practices and values and their interaction with modernity, nationalism, and socialism. Important questions include: what is women's work? How did women deal with actual and symbolic patriarchal violence? How can we understand non-Western cultural practices without culturally-bound moral judgment? What does the intersection of gender, sexuality, and culture tell us about our increasingly interdependent global environment? Requirements include three short exams and two 3-5 page papers.*

\* \* \* \* \*

HISTORY 361-K4

SBC: SBS+

*SLAVERY & FREEDOM IN THE MAKING OF THE ATLANTIC*

*Prof. Jennifer Anderson*

<i>MF</i>	<i>1:00-2:20</i>	<i>Solar # 54646</i>	<i>HUM 1003</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.*

\* \* \* \* \*

HISTORY 365-K4

SBC: SBS+

*ENVIRONMENTAL HISTORY OF NORTH AMERICA*

*Prof. Christopher Sellers*

<i>TuTh</i>	<i>4:00-5:20</i>	<i>Solar # 54647</i>	<i>Javits 103</i>
-------------	------------------	----------------------	-------------------

*This course delves into the history of interactions between humans and their natural environment on this continent. We will look at how people have viewed and valued the nonhuman world as well as how they have used and altered it in building a modern urban society. Beginning with the Indians and the early colonists, we will trace the numerous transformations--cultural, intellectual, economic, political, and technological--that contributed roots and rationales for the environmental critiques of American society that took shape after World War II. We'll survey the historic changes on a variety of landscapes: from forests and parks to cities and factories. Events in our own Northeastern U.S. will provide geographic focus for this history, but we'll also keep an eye to related happenings elsewhere, on the North American continent and beyond. Finally, we will look at the growing array of twentieth-century movements that have identified themselves as "environmentalist," at the "greenness" of modern culture, and at the environmental dimensions of a globalizing era. Throughout, this history course also seeks to reflect upon, and critique, our own ideas and assumptions about what nature is, and what it is not. Writing requirements include two papers, one short and another moderately long; and a take-home final.*

\* \* \* \* \*

HISTORY 380.01

SBC: SBS+

*LATIN AMERICA: DRUGS AND THE DRUG TRADES 1600-2015*  
*Prof. Paul Gootenberg*

<i>MW</i>	<i>2:30-3:50</i>	<i>Solar # 54839</i>	<i>Javits 111</i>
-----------	------------------	----------------------	-------------------

*This advanced reading, lecture, and discussion course taps new historical literature about Latin American history, often written with current dilemmas in mind, to gain an historical perspective on some of the region's present problems and possibilities. The specific topic this term is drug trades and drug trafficking between 1600 and the present. Students will read serious new historical books about the place of peyote/mescaline from indigenous ritual to modern world psychedelic; rise of marijuana as a menacing drug in Mexico; the origins of South American cocaine and modern trafficking networks; and the larger hemispheric background to the violent 21<sup>st</sup>-century Mexican "drug war." Students will write critical book reviews (of 5-6 pages each) on three of the four required monographs, along with required participation/oral reports.*

*\* \* \* \* \**

**HISTORY 380.02**

**SBC: SBS+**

*RACE & ETHNICITY IN LATIN AMERICA*

*Prof. Brooke Larson*

<i>TuTh</i>	<i>11:30-12:50</i>	<i>Solar # 58840</i>	<i>Frey 317</i>
-------------	--------------------	----------------------	-----------------

*After 1492, Latin America became a unique meeting ground of European colonizers, enslaved Africans, and the original indigenous peoples. Their destinies were bound together by the history of colonization, slavery, cultural adaptation, and resistance over the course of 300 years. We begin this course by exploring these racial-colonial foundations of European rule in the core Amerindian highlands of Mexico and Peru and in the Afro-Atlantic lowlands of Brazil and the Caribbean. In the second half of the course, we study the powerful legacy of racial inequality, as well as the emergence of*

*vibrant black, indigenous, and mestizo subcultures, in the formation of modern nations. How and when did Latin America turn their racially diverse populations into banners of nationalist pride? What did it mean to be “black” in 20th century Cuba, Haiti, Mexico, Peru, and Brazil? How do we root the origins of contemporary “Indian Rights” movements? We draw on a variety of sources (history, theory, film, and testimony) to trace this highly-charged history. Course requirements include your active class participation; two 5-page papers; and one final essay exam.*

\* \* \* \* \*

HISTORY 383
-------------

SBC: SBS+; HFA+

*JANE AUSTEN AND THE WORLD*

*Prof. Kathleen Wilson*

TuTh	5:30-6:50	Solar # 54648	Lib E 4315
------	-----------	---------------	------------

*This lecture and discussion course will focus on the social, political and cultural milieu and legacies of Jane Austen’s famous novels. First, we will examine in detail the contours of English provincial and gentry society in the Revolutionary, Napoleonic and Regency periods (1792-1820). Topics will include class and sociability; the functions of the country house; gender and family relations; the pleasures and dangers of urban culture; food, fashion and leisure pursuits, including tourism, women, theatre and print culture; the impact of empire, war and radical politics on social and political relations of the day, and of course the details of Jane Austen’s own life. We will then turn in the last third of the course to the ways in which Austen novels were appropriated and used by subsequent generations in the Anglophone world, from the Victorian critics to twenty-first century reading groups, filmmakers and blogs. In addition to the novels – Mansfield Park, Pride and Prejudice, Sense and Sensibility, and Persuasion and Northanger Abbey, students will also have assigned reading in historical documents and secondary historical and critical texts, and will be required to produce three 7-10 page critical essays that reflect on the historical meanings and*

representations of Austen's work from the 18<sup>th</sup> century to the present. Pre requisite: HIS 102, U3 or U4 status

\* \* \* \* \*

## TOPICS COURSES

*Topics Courses may be repeated as topics change.  
Topics course numbers include History 301, 330,340, 350, 357,  
363, 380, all of the 390's and all of the 400's.*

HISTORY 390-I
---------------

SBC: SBS+

*TRAVEL AND TRAVELERS IN THE MEDIEVAL WORLD*

*Prof. Mohamad Ballan*

<i>TuTh</i>	<i>10:00-11:20</i>	<i>Solar # 54842</i>	<i>Physics P112</i>
-------------	--------------------	----------------------	---------------------

*Travel was a central feature of the medieval world and one of the primary factors that contributed to cultural contact, communication, exchange, and the diffusion of ideas between Europe, Africa and Asia in the pre-modern era. This course will explore the interconnected histories of the medieval world, focusing primarily on the Mediterranean world—Latin Christendom, Byzantium and the Islamic world—between roughly 500 and 1700. It will also devote attention to travel and travelers in the Atlantic world (including West Africa), the Indian Ocean, Central Asia, and China during the same period. Whether the motivation was exploration, piety, knowledge, survival, or profit, the act of travel involved the travelers in larger processes of interaction and exchange between cultures. We will examine the lives and accounts of pilgrims, merchants, scholars, slaves, and soldiers to investigate what motivated people to travel to, from, or within regions throughout the medieval world, and how they portrayed their experiences. With an emphasis on primary sources and class discussion, we will explore the*

writings of a diverse group of travelers and situate them within their larger social, cultural, and political contexts, while at the same time coming to terms with their reasons for travel and their particular world view.

The course is designed to help you: 1) recognize that the medieval and early modern world was a complex, interconnected entity well before the advent of the European “Age of Discovery” and colonialism; 2) appreciate the various motivations and contexts of travel in the pre-modern world; 3) understand the relationship between geographical knowledge, travel writing and the construction of identity; and 4) master the skills essential to college-level history AND a productive, informed, and successful citizen’s life: reading critically and analytically, writing correctly and coherently, constructing a narrative from small fragments, talking about and listening to ideas.

\* \* \* \* \*

HISTORY 390.02-

SBC: SBS+

*THE WORLD OF HERODOTUS*

*Prof. Paul ZImansky*

MF	1:00-2:20	Solar # 55679	SBS S228
----	-----------	---------------	----------

*This course is an investigation of the oldest known analytical history and the first open-minded inquiry into human interaction of a world-wide scale. Herodotus of Halicarnassus, writing in Greece in the 5th century BC, lived in a time of East-West confrontation and is, in fact, one of those to whom the notion of this opposition is first attributed. He traveled widely, had direct access to informants and data that modern researchers have no hope of matching, and received their testimony with a remarkably open mind. Nevertheless, we know much more about the world of Herodotus and its past than did Herodotus himself, thanks to archaeology and the decipherment of ancient writings from the cultures of his time. This course will look at the world that in Herodotus’s view was “barbarian” (which to*

*him simply meant non-Greek speaking) and compare what he tells us about world history and cultures other than his own with the information available to us today. Grading will be based on a midterm exam (25%), a 6-8 page term paper on one of the cultures that Herodotus investigated (30%), a final exam (40%) and classroom participation (5%).*

\* \* \* \* \*

HISTORY 396.01-K4

SBC: SBS+

*ENVIRONMENTAL DISASTERS*

*Prof. Christopher Sellers*

TuTh	11:30-12:50	Solar # 40702	SBS S328
------	-------------	---------------	----------

*Ever since the world began to depend on modern industry and fossil fuels to sustain people's lives and livelihoods, these dependencies have brought their own brands of danger or disaster. This course surveys the history of the resulting environmental devastation and risk throughout the modern, from the late-19th century into our own era of industrial contamination and climate change. We will study just how varied these dangers have been many: to workers inside a factory or plant, but also to those living near it, also to unwitting or knowing consumers. And we will look at the social and political consequences they could (but also failed to) spur, all the way up to 2016-20. Though the focus through much of the course will fall on the United States, we will also examine contexts such as the Soviet Union and the larger world. Among the industrial dangers we will single out for study are those from nuclear radiation, petrochemicals, and the burning of fossil fuels (chief contributor to climate change). We will survey representative and epoch-defining episodes of environmental danger, from the Hanford, Washington, nuclear plant to the chemical landscapes of Toms River, New Jersey, to Super-storm Sandy on our very own Long Island. A part of our semester's work will be devoted to a project contributing the Environmental Data and Governance Initiative, on local/regional environmental dangers in the face of recent federal rollbacks in environmental oversight and control.*

*Our studies will take these and other examples as windows into the longer term and continuous environmental hazards, the changing knowledge and awareness of these hazards, and the ways this awareness has helped spark protests and remedial actions. Requirements will include class readings and participation, with reading questions; a short paper-length web-based assignment, and a research project with intermediate assignments, leading to a longer paper.*

*You must have completed History 301 and have the permission of the instructor or the history department in order to register for any 400-level course.*

*E-mail the professor of the course that you are interested in. Indicate your ID number and whether or not you have completed 301.*

HISTORY 401.01

SBC: ESI

*THE MEDIEVAL MIDDLE EAST*  
*Prof. Mohamad Ballan*

<i>Tuesday</i>	<i>1:00-4:00</i>	<i>Solar # 47289</i>	<i>SBS S318</i>
----------------	------------------	----------------------	-----------------

*Alongside many other groups, diverse communities of Christians, Jews and Muslims have inhabited the region that we now call 'The Middle East' for centuries. While many modern commentators have often depicted the Middle East as an area that has been perpetually mired in conflict, emphasizing how the various ethnic and religious communities of the region have been engaged in an age-old clash of civilizations with deep historical roots, these narratives do not stand up to critical scrutiny. During the Middle Ages, the relationship between (and among) the various communities in the Middle East was varied and complex, ranging from cooperation and accommodation to outright conflict and mass violence. Religion, politics, cosmopolitanism, learning, artistic creativity, slavery, military conquest and rebellion all played a profoundly significant role in shaping the history of the*



region.

*This seminar examines the major historical developments in the Middle East from Late Antiquity to the Early Modern era. It treats the Medieval Middle East—defined broadly to incorporate Central Asia and North Africa—as a matrix of civilizational confluence, conflict, and transformation. As one of the most culturally, religiously and linguistically diverse regions of the world, the Middle East served as a vital link between Europe, Africa and Asia during the Middle Ages. We will explore how geography, politics, trade and religion collectively forged a highly interconnected world that possessed traits that distinguished it from other parts of the medieval world. One of the central themes of the course is the profound impact of the rise of Islam and the formation of classical Islamic civilization upon the Middle East, its culture, politics and social organization. Through a close reading of primary sources—including both texts and material culture—and secondary scholarship, we will explore major processes, institutions, ideas and communities that shaped the Middle East and the world around it during the Middle Ages. Topics to be covered include the emergence of Christianity; interreligious conflict and toleration; Eastern Roman ('Byzantine') civilization; the rise of Islam; social and political institutions; urbanization and cities; the role of women; the Crusades; the impact of the Mongol invasions; literary and cultural efflorescence; learning and knowledge production; cross-cultural contact; kingship and sovereignty; military organization and technology; frontiers and borderlands; and the rise of the Ottoman Empire.*

\* \* \* \* \*

HISTORY 401.02

SBC: ESI

*CROSS CULTURAL ENCOUNTERS: EUROPE AND THE  
WORLD 1400-1800  
Prof. Alix Cooper*

Thursday	1:00-4:00	Solar # 47290	SBS S318
----------	-----------	---------------	----------

*This course will focus on the ways in which, during the early modern period, European cultures came into contact with non-European ones, changing the course of history in the process. Exploring a series of case studies, from the discovery and conquest of the Americas, through interactions between Christians, Muslim and Jews on the European continent itself, all the way through Enlightenment Europe's contacts with Asia, the course will study the moral dilemmas Europeans faced as their world became a global one, and as they came to struggle with issues of "civilization" and "barbarism", slavery and freedom and "nature" and human rights. Written work for the course will include regular in-class writing, as well as a final project (10-12pp.).*

\* \* \* \* \*

HISTORY 401.03
----------------

SBC: ESI

*DANCING THROUGH AMERICAN HISTORY*  
*Prof. April Masten*

Wednesday	5:30-8:30	Solar # 47291	Nassau Hall 104
-----------	-----------	---------------	-----------------

*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 a 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 danced their dances. It is a seminar on American history that uses the experience of dancing to deepen our understanding of the past.*

\* \* \* \* \*

Permission is required to register for any of the following courses.

HISTORY 444

SBC: EXP +  
EXPERIENTIAL LEARNING

*This course is designed for students who engage in a substantial, structured experiential learning activity in conjunction with another class. Experiential learning occurs when knowledge acquired through formal learning and past experience are applied to a "real-world" setting or problem to create new knowledge through a process of reflection, critical analysis, feedback and synthesis. Beyond-the-classroom experiences that support experiential learning may include: service learning, mentored research, field work, or an internship.*

*Prerequisite: WRT 102 or equivalent; permission of the instructor and approval of the EXP+ contract ([http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/degree\\_requirements/EXPplus.php](http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/degree_requirements/EXPplus.php))*

HISTORY 447

INDEPENDENT READINGS IN HISTORY

*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.*

HISTORY 458

SBC: SPK

*A zero credit course that may be taken in conjunction with any HIS course that provides opportunity to achieve the learning outcomes of the Stony Brook Curriculum's SPK learning objective.*

HISTORY 459

SBC: WRTD

*A zero credit course that may be taken in conjunction with HIS 301 or (with approval of the course instructor) another upper-division History course. The course provides opportunity to practice the skills and techniques of effective academic writing and satisfies the learning outcomes of the Stony Brook Curriculum's WRTD learning objective. Students will submit one ten-page paper or two five-page papers for approval by the Undergraduate Program Director (UPD) in History.*

*Prerequisite: WRT 102; permission of the instructor*

HISTORY 487

SBC: EXP+

## SUPERVISED RESEARCH

*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 either department or departmental research coordinator.*

### HISTORY 488

SBC: EXP+

### INTERNSHIP

*Participation in local, state, and national public and private agencies and organizations. May be repeated up to a limit of 12 credits. PREREQUISITES: 15 credits in history; permission of instructor and department.*

### HISTORY 495

*First course of a two-semester project for history majors who are candidates for the degree with honors. Arranged in consultation with the department, the project involves independent study and writing a paper under the close supervision of an appropriate instructor on a suitable topic selected by the student. Students enrolled in HIS 495 are obliged to complete HIS 496. Students receive only one grade upon completion of the sequence. Prerequisite: Admission to the history honors program*

### HISTORY 496

SBC: EXP+

*Second course of a two-semester project for history majors who are candidates for the degree with honors. Arranged in consultation with the department, the project involves independent study and writing a paper under the close supervision of an appropriate instructor on a suitable topic selected by the student. Students enrolled in HIS 495 are obliged to complete HIS 496. Students receive only one grade upon completion of the sequence.*

### The Honors Program In History

*Departmental majors with a 3.5 average in history courses and related disciplines 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 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.*

## **REQUIREMENTS FOR THE MAJOR IN HISTORY**

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

Two courses at the 100 level: 6 credits

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

Two courses at the 200 level

Two courses at the 300 level 12 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

HIS 401: Senior Colloquium

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

9 credits

B. Study in a Related Area: Two upper-division courses in one discipline, the discipline to be selected with the department's approval. Courses that are cross-listed with a history course do not satisfy this requirement. Both courses must be in the same discipline. Related areas include, but are not limited to Political Science, Anthropology, Sociology, English Literature, Economics, Philosophy, Religious Studies, Art History, Music History, etc.

6 credits

TOTAL CREDITS .... 39 credits

C. Upper-Division Writing Requirement:

A student can fulfill the upper-division writing requirement for History by submission of one ten-page paper or two five-page papers produced in HIS 301. (With approval of the course instructor, a paper(s) produced in another upper-division History course may be considered for the writing requirement.) A paper grade(s) of B- or higher is usually sufficient to fulfill the requirement.

The student will register for HIS 459 and inform the instructor of the course in advance that the paper(s) for the course is to be evaluated to fulfill the upper-division writing requirement. The student will submit an approved paper(s) with an approval form signed by the instructor to the Undergraduate Program Director (UPD) in History. The UPD may require further revisions to the paper(s) before approval of the requirement.

Successful completion of HIS 459 will satisfy the SBC WRTD requirement as well as the History major upper-division writing requirement.

Students should consult with the department advisor to ensure that their plan for completing the Upper Division Writing Requirement is consistent with university graduation requirements for General Education. Students completing the Stony Brook Curriculum (SBC) must complete a course that satisfies the "Write Effectively within One's Discipline" (WRTD) learning objective to graduate. The Upper Division Writing Requirement is consistent in most cases with the SBC learning outcomes for WRTD.

*Notes*

No transferred course with a grade lower than C may be applied toward the major requirements in Group A.

***THE MINOR IN HISTORY***

The minor, which requires 21 credits, is organized around the student's interest in a particular area of history. It is defined either by geography (e.g., United States, Latin America) or topic (e.g., imperialism, social change). Courses must be taken for a letter grade. No grade lower than C may be applied to the history minor. At least twelve of the 21 credits must be taken at Stony Brook, three of them at the upper division level. The specific distribution of the credits should be determined in consultation with the Director of Undergraduate studies. An example of an acceptable distribution would be the following:

- a. One two semester survey course in the period of the student's interest (100 or 200 level)  
6 credits
- b. Two courses at the 200 level 6 credits
- c. Three courses at the 300 or 400 level 9 credits

TOTAL CREDITS..... 21 credits

Make sure that your minor has a concentration, i.e., the courses must be related one another either by topic or geography. If you have a question, be sure to ask. Seven "random" history courses do not constitute a minor.

Note: HIS 447, HIS 487, HIS 488, HIS 495, HIS 496 may not be used to satisfy major or minor requirements.

***THE MINOR FOR SCIENCE MAJORS IN  
HEALTH, SCIENCE AND ENVIRONMENT***

This minor explores the historical context of health, science and disease. Nature is within us and all around us. Human habitats—starting with our multi-species bodies—

are only partly under human control. Inversely, the environment "out there" is deeply influenced by humans and their technologies. History provides extensive evidence for these trans-human relationships. This minor allows students to explore this multi-level interplay—from the molecular level to the planetary—in a variety of times and places.

a. Three courses at the 100 or 200 level	9 credits
b. Four courses at the 300 or 400 level	12 credits
TOTAL.....	21 credits

## STATEMENT ON PLAGIARISM

*There's nothing wrong with using the words or thoughts of others or getting their help - indeed it is good to do so long as you explicitly acknowledge your debt. It is plagiarism when you pass on the word of others as though it were your own. Some examples of plagiarism are:*

- *Copying without quotation marks or paraphrasing without acknowledgement from someone else's writing.*
- *Any material taken from the Internet must be placed within quotation marks and fully acknowledged.*
- *Using someone else's facts or ideas without acknowledgement.*
- *Handing in work for one course that you handed in for credit for another course without the permission of both instructors.*

*When you use published words, data, or thoughts, you should footnote your use. (See any handbook or dictionary for footnote forms.) When you use the words or ideas of friends or classmates, you should thank them in an endnote (e.g., "I am grateful to my friend so and so for the argument in the third paragraph." If friends just give you reactions, but not suggestions, you need not acknowledge that help in print (though it is gracious to do so).*

*You can strengthen your paper by using material by others - so long as you acknowledge your use, and so long as you use that material as a building block for your own thinking rather than as a substitute for it.*

*The academic and scientific world depends on people using the work of others for their own work. Dishonesty destroys the possibility of working together as colleagues. Faculty and researchers don't advance knowledge by passing off others' work as their own. Students don't learn by copying what they should think out on their own.*

*Therefore, the university insists that instructors report every case of plagiarism to the Academic Judiciary Committee (which keeps record of all cases). The recommended penalty for plagiarism is failure for the course.*

*Unintentional plagiarism is still plagiarism. Now that you have read this, you cannot plead ignorance. Therefore, if you have any questions about the proper acknowledgement of help, be sure to ask your instructor.*



## HISTORY DEPARTMENT FACULTY

NAME	OFFICE	SECTION #	e-MAIL
Anderson, Jennifer	S-325	33	Jennifer.l.anderson@stonybrook.edu
Backfish, Charles	S-653		Charles.backfish@stonybrook.edu
Ballan, Mohamad	S315		Mohamad.ballab@stonybrook.edu
Barnhart, Michael	N-321	23	Michael.barnhst@stonybrook.edu
Beverley, Eric (Grad Dir)	S-359	4	Eric.beverley@stonybrook.edu
Chase, Robert	S-339	9	Robert.chase@stonybrook.edu
Cooper, Alix	S-345	51	Alix.cooper@stonybrook.edu
Farmer, Jared	N-325	49	Jared.farmer@stonybrook.edu
Flores, Lori	S-337	45	Lori.flores@stonybrook.edu
Frohman, Lawrence	S-651	30	Lawrence.frohman@stonybrook.edu
Gootenberg, Paul (Chair)	N-319	10	Paul.gootenberg@stonybrook.edu
Hinely, Susan	S-351	19	Susan.hinely@stonybrook.edu
Hong, Young-Sun	N-311	20	Youngsun.hong@stonybrook.edu
Kelton, Paul	S-329	15	Paul.kelton@stonybrook.edu
Landsman, Ned	N-309	35	Ned.landsman@stonybrook.edu
Larson, Brooke	S-333	18	Brooke.larson@stonybrook.edu
Lim, Shirley	N-331A	48	Shirley.lim@stonybrook.edu
Lipton, Sara	N-301	47	sara.lipton@stonybrook.edu
Man-Cheong, Iona	N-315	26	Iona.mancheong@stonybrook.edu
Marker, Gary	N-329	25	gary.marker@stonybrook.edu
Masten, April	S-349	43	April.masten@stonybrook.edu
Mimura, Janis	N-325	12	janis.mimura@stonybrook.edu
Newman, Elizabeth	S-349	17	Elizabeth.newman@stonybrook.edu
Rilling, Donna (UG Director)	S-311	8	donna.rilling@stonybrook.edu
Rosenthal, Joel	S-341	24	Joel.rosenthal@stonybrook.edu
Sellers, Christopher	N-301A	46	Christopher.sellers@stonybrook.edu
Shankar, Shobana	S-319	11	Shobana.shankar@stonybrook.edu
Teplitsky, Joshua	S-317	3	Joshua.teplitsky@stonybrook.edu
Tomes, Nancy	N-319	28	Nancy.tomes@stonybrook.edu
Wilson, Kathleen	N-313	16	Kathleen.wilson@stonybrook.edu
Zimansky, Paul	N317	5	Paul.zimansky@stonybrook.edu
Fernandez, Roxanne (Grad. Coordinator)	S-303		Roxanne.fernandez@stonybrook.edu
Grumet, Susan (Undergrad Coordin)	S-307		Susan.grumet@stonybrook.edu