

# SPRING, 2009

<b>102-F</b>	<b>Modern European History: 1789-1945</b>	<b>S. Hinely</b>
<p>Lec: MW 10:40-11:35</p> <p>Rec:</p> <p>01(41378) F 10:40-11:25 02(41379) M 9:35-10:30 03(41380) W 11:35-12:40 04 (41381) M 2:20-3:15 05 (41382) W 8:30-9:25</p>	<p>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. Mid-term and final examination.</p>	<p>Old Eng. 143</p> <p>SBS S-328 SBS N-310 SBS S-328 SBS S-328 SBS -S328</p>
<b>104-F &amp; 4</b>	<b>U.S. Since 1877</b>	<b>K. Nutter</b>
<p>Lec: MW 2:20-3:15</p> <p>Rec:</p> <p>01 (41384) F 2:20-3:15 02 (41385) W 9:35-10:30 03 (41386) M 11:35-12:40 04 (41387) W 10:40-11:35 05 (41388) M 8:30-9:25 06 (49485) M 10:40-11:35 07 (49486) W 9:35-10:30</p>	<p>This course surveys American history from 1877 to the recent past. We will trace major trends and dynamics that have shaped our nation and society. Themes that we will explore include developments in the post Reconstruction South, major shifts in the economic structure at the turn of the century, the rise of consumerism, the two waves of the women's movement and the rights movements of the 1960's and 1970's, and immigration. Work includes weekly readings, section discussions, and three short papers. There are two exams, a midterm and a final.</p>	<p>Javits 110</p> <p>SBS S-328 SBS N-310 TBA SBS S328 SBS S-328 SBS S-328 TBA</p>
<b>210-I</b>	<b>Soviet Russia</b>	<b>G. Marker</b>
<p>TuTh 12:50-2:10</p> <p>48487</p>	<p>This course deals with the last 130 years of Russian history, from the late nineteenth century until the present day. The course is organized around the themes of social transformation, instability and upheaval. Topically, we proceed from the last decades of the Tsarist regime through the Russian Revolution and Civil War, and then to the 70 year history of the Soviet Union. The latter part of the course will cover the events of the last dozen years, from perestroika to the collapse of the Soviet Union in 1991 and then to the current situation among the successor states. There will be a</p>	<p>Javits 101</p>

	textbook and approximately four paperbacks assigned. The assignments will include two midterms and a final examination.	
<b>214/POL 214-J</b>	<b>Modern Latin America</b>	<b>P.Gootenberg</b>
MW 2:20-3:40  HIS – 41389 POL - 40430	Modern Latin America has been since 1800 a diverse hemisphere of problems and promise. This survey course begins in the 19 <sup>th</sup> century: the problematic breaks from Spain and Portugal (1810-30), the difficult course of early nation-building, and the later age of exports and oligarchies. For the 20 <sup>th</sup> century, the course focuses on reactions to these historical legacies: in social revolution and populist politics, outside intervention and inward development, and on the repressive dictatorships of the 1970s-80s. It ends on the challenges Latin America faces today of democratic recovery and economic globalization given its history of deep social inequality. Readings include a textbook and 3 topical monographs. Requirements include biweekly reading quizzes and 2 take-home essay exam papers. HIS 214 is cross-listed with POL 214.	Old Eng. 145
<b>221/AFS 221-J</b>	<b>Modern Africa</b>	
MF 12:50-2:10  HIS 41391 AFS 42067	Historical themes in 19th and 20th century Africa. Topics include social and political relations in African states; slavery and the slave trade in West Africa; the impact of Christianity and Islam on African colonialism; colonialism and its consequences; nationalist movements and decolonization; pan-Africanism and the politics of African unity; the postcolonial state project; economic planning in post colonial Africa; and African states and international politics in the Cold War era. Prerequisite: One D.E.C. Category F course. HIS 221 is cross-listed with AFS 221.	
<b>226/JDS 226-F</b>	<b>Shaping of Modern Judaism</b>	<b>R. Goldenberg</b>
MWF 9:35-10:35  HIS 41392 JDS 41084	The course of 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, and ends with the consolidation of rabbinic Judaism on one hand and of Christianity on the other. Lecture format with occasional discussions. Requirements include two hour long exams and a	SBS S-328

	final, but a term paper can replace one of the hour exams. HIS 226 is cross-listed with JDS 226.	
<b>235-I</b>	<b>Early Middle Ages</b>	<b>J. Rosenthal</b>
TuTh 12:50-2:10  58091	This is an introductory survey of Europe in the years between the "fall of the Roman Empire" and the relative level of stability that comes in the 11th century. Rome falls, Christianity becomes the dominant cultural force, Germanic invaders march in and help reshape things, and for most of the people of Europe life is apt to be "nasty, brutish, and short." The course will focus on primary materials - that is, things written at the time - and we will read an imperial Roman historian, Beowulf, Lives of Charlemagne, and assorted materials like saints' lives, heroic poems, germanic laws, and edicts of kings, popes, and emperors. Course work: a mid-term, a final exam, and 3 papers (3-4 pages apiece).	Old Eng. 143
<b>263-K &amp; 4</b>	<b>The American Revolution</b>	<b>N.Landsman</b>
Lec: MW 11:45-12:40  Rec:  01 (58155) F 11:45-12:40 02 (58156) M 12:50-1:45 03 (58157) W 9:35-10:30	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, and the impact of those things upon the peoples of the nation. 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 <u>Federalist</u> ; and other primary sources. Mid-term, final and one short paper (5pp).	Javits 109  SBS S-328 SBS S-328 TBA
<b>268-K &amp; 4</b>	<b>US Since 1919</b>	<b>T. Rider</b>
TuTh 8:20-9:40  47045	This course examines the history of the United States from 1919 to the present day with an emphasis on how political, economic, and social developments shaped the conditions, attitudes, and values of present-day America. Subjects to be discussed in readings and in class include the Roaring Twenties, the Great Depression, Roosevelt's New Deal, World War II, the Cold War, the Civil Rights movement, the Vietnam War, Johnson's Great Society, the student protest of the 1960s, and social changes in recent decades. Requirements include	Javits 101

	attendance and participation as well as periodic quizzes and writing assignments. There will be a mid-term and a final as well as a short paper (5pp).	
<b>281-H</b>	<b>Geography</b>	<b>S. Hinely</b>
TuTh 9:50-11:10  49069	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's surface and its climate, products and living populations, including humans. As part of this first, more conventional approach to geography, we will focus on the way geography has influenced human history and shaped different cultures, and at the same time examine the impact humans have had on the Earth's ecosystems, especially since the "great acceleration" launched by industrialization. Also as part of this first goal, we will improve our knowledge of the current physical and political configuration of the globe, through map exercises, on-line activities, quizzes, etc. On the other hand, we hope to experiment with new ways of conceiving space and depicting the Earth's surface and populations to reflect unconventional categories of political power and environmental impact. As part of this more conceptual project, we will study the history of mapping and examine new modes of representing the Earth based on twenty-first century global needs. Requirements: attendance and participation; periodic quizzes, writing assignments and group projects; a mid-term and a final exam.	SBS S-328
<b>301.01</b>	<b>History of New York City</b>	<b>W. Miller</b>
MW 3:50-5:10  50361	History 301 is a writing course required of all majors, designed to teach the techniques of good writing and preparation of a research paper. Students are expected to take 301 before taking 400 courses. This semester's theme is the history of New York City, but unlike the regular course on this subject, it is really about researching and writing about New York city. Readings will be discussed in class for content as well as examples of historical writing. You will write short papers, a "prospectus" of your research paper, a draft or two of the paper, and the research paper itself.	SBS S-328
<b>301.02</b>	<b>Food for Thought</b>	<b>K. Nutter</b>
TuTh 3:50-5:10	In this course, students will read about the production and	SBS S-328

50362	consumption of food in America and the ways in which that history reflects larger historical issues regarding race, class, and gender; the politics of food as well as its cultural impact will be examined. At the same time, we will focus on the ways in which historians write history. To that end, students will respond to the assigned readings in class discussion and in short writing assignments each week that will lead to two short (circa five pages each) papers.	
<b>301.03</b>	<b><i>Indians &amp; Empires in North America</i></b>	<b><i>D. Rilling</i></b>
TuTh 12:50-2:10  50720	<p>This course examines early interaction among Native Americans, Europeans, and Euro-Americans on the North American mainland. We will focus on the eastern regions of North America, examining principally British and French interactions with indigenous groups, with some attention to Spanish and Dutch experiences, in the 16<sup>th</sup>, 17<sup>th</sup>, and 18<sup>th</sup> centuries. We will also look at interactions with Native American groups in the early decades of the history of the United States.</p> <p>In addition to the topical material, this course will stress techniques for getting the most out of books and articles written by historians, and ways to improve your skills in organizing, developing, writing and revising essays. You will become more conscious of how history is written, and thus more conscious, thoughtful, and self-critical about your own writing. Students will re-write required papers (two or three) following comments and consultation with the instructor; re-writing will entail serious efforts at incorporating criticism and improving each paper. Required reading: approx. 4 books.</p>	SBS N-310
<b>301.04</b>	<b><i>The Spanish Inquisition</i></b>	<b><i>A.Cooper</i></b>
MWF 11:45-12:40  51572	<p>This course will examine the development and unfolding, in early modern Spain, of this famous judicial institution set up to investigate suspected Jews, Muslims, and heretics. Focusing especially on the early period of the Spanish Inquisition--during the fifteenth and sixteenth centuries, the same years that witnessed Europe's Renaissance and Reformation--the course will explore the ways in which inquisitors worked, the lives of the many diverse individuals who were brought to trial, and the Spanish Inquisition's larger social, religious, and political implications for Europe and the world. Materials to be read</p>	SBS N-310

	and discussed will include both secondary sources (i.e. short books and articles on the topic by modern historians) and primary ones (i.e. trial transcripts themselves, and other related materials from the time). Since this is a writing-intensive class, like all 301s, there will be considerable attention paid to writing and revising; requirements will include a series of papers that will be written in multiple drafts and critiqued for both historical form and historical content.	
<b>312-I</b>	<b><i>Germany 1898-Present</i></b>	<b><i>K.Larkin</i></b>
MW 8:05-9:25  58092	The historiography of modern Germany has long been shaped by the presumption that German society, politics and culture have undergone a fundamentally different course of development than the United States and Western Europe. This interpretation of history has been used to explain Germany's role in the eruption of two world wars, the rise of Nazism, and the Holocaust. In this course, we will explore the accuracy and limits of this interpretation through an exploration of Germany's history during the Kaiserreich, the Weimar Republic, and the Third Reich. Along the way, we shall examine the formation and transformation of the German nation state and national identity across time and in different political systems; the impact of the First World War on interwar German politics, economics, and culture; the challenges of German modernity; and the Nazi rise to power and "Nazification" of Germany during the Third Reich. Students will be required to take at least two essay-based exams and write one paper. Although there is no pre-requisite for enrolling in HIS 312, students should have a basic understanding of late nineteenth and twentieth century European history.	Javits 109
<b>321-K &amp; 4</b>	<b><i>Long Island History</i></b>	<b><i>C. Knights</i></b>
MW 5:20-6:40  47046	This course is a broad survey of Long Island history, from the pre-Contact period to the present. Although Long Island may seem like a suburban backwater today, 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 and political developments during the colonial and early national periods. Many important contributions to shaping United States history have evolved from actions and events that took place on Long Island, and these will be examined. In	Javits 103

	the twentieth century, Long Island was in the forefront of transportation developments, suburbanization, and environmental protection, thus these topics and others will be explored in a national and regional context. The course will consist of lectures, films, class discussions and a creative project or presentation. There will be a midterm and a final exam as well.	
<b>335/WST 335-K&amp;4</b>	<b><i>Women &amp; Work in 20<sup>th</sup>-Century America</i></b>	<b><i>K. Nutter</i></b>
TuTh 6:50-8:10  HIS – 58094 WST - 58440	Women have always worked but as Americans entered the 20 <sup>th</sup> century the conditions of labor--and workers' relationship to their work—changed for both men and women wage-earners. This course will explore the various changes as they directly affected American women economically, socially, and politically and will open up discussions of the impact of race and class as well as gender. Topics include the impact of technology, labor organizing, protective labor laws, and the “equality v. equity” debate. This course is organized chronologically, focusing on six major time periods: The Progressive Era, Great Depression and the New Deal, World War II, Postwar/Cold War, the Civil Rights Movement/Women’s Movement, and the Global Economy. Each of these time periods will be considered thematically as well: Conditions of Life & Labor, Protest & Organization, and State Response. Course requirements include midterm and final exams and a 7-10 pp research paper. This class is cross-listed with WST 335.	SBS S-318
<b>344-J</b>	<b><i>Modern Japan</i></b>	<b><i>J.Mimura</i></b>
TuTh 3:50-5:10  41402	This course traces Japan's emergence as a modern state from the Meiji Restoration of 1868 up until the postwar period. We will develop a number of major themes in modern Japanese history such as the Meiji political settlement and its legacy, late industrialization and its social consequences, mass society and mass culture, Japanese imperialism in East Asia, Japanese fascism and Marxism, the postwar economic "miracle," and Japan's contemporary bureaucratic system. Readings will include a textbook, selected articles, and some translated primary sources. Requirements include one mid-term and final exam and two short essays.	Old Eng. 143

<b>348-J</b>	<b><i>The History of British India</i></b>	<b><i>E. Beverley</i></b>
MW 2:20-3:40  58384	Colonial South Asia comprised much of what is now India, Pakistan and Bangladesh, and was dubbed 'the jewel in the crown' of the British Empire at its height. The Subcontinent's status as the most populous and lucrative colony of the world's largest empire profoundly shaped the world of both colonized and colonizer there. This course will consider the political, social, economic and cultural effects of Britain's rule in the South Asia from about 1700 to 1950. We will examine in detail key themes such as the rise of the colonial state and changes in sovereignty, the formation of the colonial economy, the remaking of social categories (caste, religious community, gender relations), anti-colonial and nationalist movements, and decolonization. Overall, the course seeks to develop a narrative about South Asia that is attentive to both the profound violence and change wrought by colonialism and the agency of South Asians in the making of their own modernity	SB UNION 236
<b>356/JDS 356-I</b>	<b><i>Zionism Before 1948</i></b>	<b><i>R. Goldenberg</i></b>
MF 12:50-2:10  HIS – 50636 JDS - 50713	From its inception the Zionist movement was home to widely diverse conceptions of Jewish national rebirth and dramatically different strategies for achieving it. This course will trace the emergence and development of these conceptions over the century that preceded the establishment of the State of Israel in 1948. In addition to weekly readings and seminar-type discussions, the course will include a mid-term and final exam as well as a term paper. HIS 356 is cross-listed with JDS 356.	Melville Library E4330
<b>357/POL 391.01</b>	<b><i>Terrorism &amp; Counterterrorism</i></b>	<b><i>A. Perlinger</i></b>
TuTh 8:20-9:40  HIS 58154 POL 49858	In a survey conducted in the mid-1980s among scholars studying terrorism, Schmid et al. (1988) found that more than two-thirds of the respondents were of the view that theoretical progress in the field was very slow, and that existing theories suffered from a lack of applicability and a dearth of empirical support. These findings were indication of the impression among scholars at that time, that after more than thirty years	Melville Library E4330

	<p>of research, the academic community had been able to produce very few insights in relation to terrorism and its features, causes and implications. Although contentions of this nature have also been voiced in recent years, the fact that during the 1990s and especially since the start of the new millennium, an influx of new researchers from different disciplines have attempted to explain this phenomenon has provided a shot in the arm for the study of terrorism, which is now one of the most studied of social phenomena. The course will present students with the wide variety of components featured in the study of terrorism and the ways in which social scientists study it. It will present critical analyses of the various theories developed in the field of terrorism since it became an object of academic research during the early 1960s, as well as a deep analysis of the ways in which political entities, in general, and democracies, in particular, formulate their methods of coping with terrorism. Following a theoretical introduction to terrorism and counter terrorism, we will present the case of terrorism in Israel, how the state copes with it, and how its implications have molded the Israeli political system and society. HIS 357 is cross-listed with POL 391.01.</p>	
<p><b>360/WST 360-I</b></p>	<p><b><i>Women in Pre-Modern Europe</i></b></p>	<p><b><i>S. Lipton</i></b></p>
<p>TuTh 9:50-11:10</p> <p>HIS 41405 WST 40155</p>	<p>The field of women’s history was originally developed to rectify lacunae in existing historical narratives; i.e., to talk about previously neglected people. Historians have since become aware that the study of women has enriched our understanding of “mainstream” political, economic, and military conditions and introduced important new perspectives into the discipline of history itself (family history, gender studies). In this course, accordingly, we shall examine the role of and attitudes toward women in Europe from the fifth century BCE through the sixteenth century in order to learn about an often-overlooked segment of European society and to explore how incorporating women into European history changes or modifies our understanding of European history as a whole. Requirements for the course consist of class participation (about 10% of final grade), one primary source analysis of about 8 pages (about 30%), a midterm exam (25%), and a cumulative final exam (about 35%). All requirements must be completed for a passing grade.</p>	<p>Psy A 137</p>

<b>370 K &amp; 4</b>	<b>US SOCIAL HISTORY 1870-1930</b>	<b>N.Tomes</b>
<p>Lec: MW 9:35-10:30</p> <p>Rec:</p> <p>01 (50399) F 9:35-10:30 02 (50400) M 11:35-12:40 03 (50401) W 2:20-3:15</p>	<p>This course looks at how industrialization, urbanization, and mass immigration transformed the every day lives of Americans between 1870 and 1940. Readings and lectures will trace the rise of a modern mass consumer culture, including new forms of mass media, advertising, and popular entertainment (vaudeville, movies, and radio). Particular emphasis will be placed on changing standards of personal behavior and social life, especially as they differed by class, gender, race, and ethnicity. Readings include Steven Diner, <u>A Very Different Age: Americans of the Progressive Era</u>, Lynn Dumenil, <u>The Modern Temper: American Culture and Society in the 1920s</u>, John Kasson, <u>Houdini, Tarzan, and the Perfect Man</u>, Kathy Peiss, <u>Hope in a Jar</u>, and a course pack of articles. Written work will consist of a take home midterm (5-7 pages typed), a paper (7-10 pages typed), and an essay final.</p>	<p>Javits 111</p> <p>SBS N310 SBS S-328 SBS S-328</p>
<b>371 K &amp; 4</b>	<b>Law &amp; Society</b>	<b>D. Rilling</b>
<p>TuTh 9:50-11:10</p> <p>58096</p>	<p>This course examines the interaction between law and society in America from the period of European colonization through the mid 19<sup>th</sup> century. Some of the themes we will examine are: the clash of native and European legal systems; the adoption and adaptation of European law, particularly English law, to the circumstances of the American colonies; the development of the profession of law; changing definitions of crime and penal practices; shifts in women’s legal status and their relationship to everyday practices and opportunities for women; the changing legal status of children; and transformations in the law of servitude, slavery, race, and emancipation. Witches, judges, women, lawyers, bankrupts, laborers, Native Americans, servants and slaves are some of the groups we encounter in assessing the forces that shaped American legal culture and its institutions. The course assumes no prior knowledge of law. Required reading: approx. 4 books or equivalent. Assignments: essay exams and papers (in all three), quizzes, participation.</p>	<p>Melville Library E4320</p>
<b>380-J</b>	<b>History of Race &amp; Ethnicity in Latin America</b>	<b>B. Larson</b>
<p>TuTh 11:10-12:40</p>	<p>Recognizing Latin America’s extraordinary human and cultural diversity, this course explores how ‘racial’ categories and inequalities emerged and evolved in Latin America over the</p>	<p>Javits 111</p>

49500	<p>centuries. We will focus on several broad themes—such as, the world historical events that turned the Americas into the crossroads of Amerindian, European, and African cultures; the history of Indians and Afro-Latin Americans in the modernizing nations of the 19<sup>th</sup> and 20<sup>th</sup> centuries; the rise of nationalist ideologies of race (particularly, Brazil’s myth of racial democracy and Mexico’s mestizo identity) against the persistence of racial and class inequalities; and the rise of black and Indian rights movements.</p> <p>Since this is a 300-level topics course, I will expect students to have some background in Latin American history, politics, or anthropology. (I will require extra ‘catch-up’ reading for those students with no background.) Expect to work your way through five or six books and several articles or primary sources. Writing assignments will include an in-class exam, a take-home essay, and two paper assignments. My lectures will help you frame some of the main issues and arguments you will be tackling in the exam and writing assignments.</p>	
<b>393.01 - I</b>	<b><i>Everyday Life in Nazi Germany</i></b>	<b><i>Y. Hong</i></b>
<p>TuTh 2:20-3:40</p> <p>47156</p>	<p>This course will provide an overview of the major issues in the political, social, and cultural history of Nazi Germany. The topics include 1) race, gender, and race; 2) daily life among “ordinary” Germans; 3) family, sexuality and youth; and 4) memory and history in contemporary Germany. In addition to secondary literature, the class will also examine films for the insights they offer into Nazi culture and society. This course is NOT a survey, but a thematically organized sequence of lectures and discussion. Students are expected to have the basic knowledge of 20<sup>th</sup>-century European history before entering the class.</p> <p>Pre-requisite: HIS 102</p>	Javits 103
<b>393.02 - I</b>	<b><i>Sexual Politics in 20<sup>th</sup>-Century Europe</i></b>	<b><i>R. Van Cleef</i></b>
<p>MW 5:20-6:40</p> <p>49870</p>	<p>This course takes a thematic approach in examining how different interpretations of sexuality shaped European society since the late eighteenth century. Themes include gender-role construction, theories of sexual identity, state regulation of sexual behavior, the dynamics between sexuality and nationalism, notions of sexual liberation, and the rise of gay and lesbian emancipation movements. Although this course</p>	Javits 101

	will address a broad range of issues related to sexuality in Europe, it will primarily focus on events and issues in England, France and Germany. Requirements include one paper, a midterm and a final, as well as mandatory attendance. Students should have a general knowledge of European history before attending this class.	
<b>394-H</b>	<b><i>The History of Public Health</i></b>	<b><i>C. Sellers</i></b>
TuTh 2:20-3:40  41410	An overview of the public health field's development in the United States from the 19 <sup>th</sup> century to the present, with particular emphasis on the historical context of contemporary issues and problems. We will also draw comparisons with developments in the United States and other corners of the world. Topics to be covered include: the changing definition of public versus private in the health realm; the role of public health in the creation of the modern state; epidemics and immigrants as recurrent concerns; the rise of occupational and environmental health; the public health discipline's growing involvement in prevention of both communicable and chronic "lifestyle" diseases; and its complicated relations with medical and environmental professions as well as the public it purports to serve. Assignments include a short and a medium length paper, a midterm and a final.	Old Eng. 143
<b>394.60-H</b>	<b><i>Disease in History</i></b>	<b><i>H. Lemay</i></b>
Th 5:20-8:10  49871	This course will focus on diseases in history that allow us to better understand HIV/AIDS: Epidemic diseases, Chronic diseases, Sexually Transmitted Diseases, Diseases of Poverty, Disfiguring diseases, Diseases of the developing world, Diseases associated with race. In each case, we will draw comparison with the HIV/AIDS epidemic today. Students in the class will include not only Stony Brook undergraduates, but also clients and counselors from the AIDS Service Center of New York City, and high school students from New York City high schools. At the end of the semester, we will put on a conference for members of the AIDS Service Center, and other members of the community. Undergraduates will be required to turn in regular homework assignments, to take one essay examination, and to write a ten-page research paper. Class participation is	Stony Brook Manhattan

	essential in this course.	
<b>396.01-K &amp; 4</b>	<b><i>Slavery &amp; Freedom in the Making of the Atlantic World</i></b>	<b>J. Anderson</b>
MW 3:50-5:10  41411	Drawing on the stories of enslaved men and women, such as Venture Smith, a slave who worked on Long Island to earn his freedom, and Rebecca Protten, a West Indian slave who became a traveling missionary, we will investigate the history of slavery in different regions and social contexts. From plantations in the Caribbean to the farms, forges, and seaports of North America, 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, and changing labor systems – free and enslaved – from the colonial period to the early 19th century. We will consider how individuals endured the traumatic Middle Passage, survived and resisted brutal exploitation, asserted their humanity, and struggled for freedom. We will also discuss the continued relevance of slavery’s legacy in America. Required: attendance, class participation, reading (approx. 80 pages per week), short reading-based assignments, mid-term, final exam.	Javits 109
<b>396.03/ WST396-K &amp; 4</b>	<b><i>WOMEN, DYSTOPIA &amp; UTOPIA</i></b>	<b>C. Koppleman</b>
TuTh 2:20-3:40  HIS- 47162 WST- 40165	This class will examine modern European history from a gender perspective, illuminating the experiences of women and the changing perceptions of gender in Western Europe from the 18th through the 20th centuries. We will continually readjust our perspective along the lines of class, ethnicity, and even stage of life to remind us that there are not one, but many histories of women. Central themes will include the changing nature and perception of "women's work," women’s struggle for equality and representation in the liberal nation state, and the transformation of the family in a modern capitalist economy. We will also consider the historiographical challenges of writing the histories of less visible groups such as women. Requirements will include energetic class participation; several in class assignments; out of class film viewing, including written reviews of the films; a midterm; a	

	short paper, and a final exam. HIS 396.03 is cross-listed with WST 396.	
<b>396.04-K &amp; 4</b>	<b>THE MIDDLE PERIOD</b>	<b>M. Chambers</b>
MW 6:50-8:10  49503	<p>The Middle Period of American History is the study of the United States that was founded as an agrarian republic, and saw a dramatic acceleration in the growth of the manufacturing factory system and the market economy from 1817 to 1836. A second leap occurred between 1843 and 1858, as the business leaders of the Northeast drove mechanization forward and incorporated trans-Appalachian environments into the industrial economy. Together the “industrial revolution” and the “market revolution” created new transportation networks—turnpikes, canals, and railroads—allowing those products to be sold throughout the land. The course will emphasize the following key themes that helped shape the culture of the early United States: <i>Continental possessions</i>, which will encompass invasions and rivalries as the United States struggled to control lands and people beyond the Mississippi River; <i>Pursuing happiness</i>, concerns the emergence of the “market revolution” culture that created and distributed wealth; <i>Interactive landscapes</i>, or places of interest, where human beings, climate, animals, and germs converged in New England, the antebellum South, and the early West; the <i>Commodification of people</i> who were bought and sold in the marketplace, and negotiated all kinds of power relations; and finally, the <i>Intersections of private, public, and spirit worlds</i> to examine the ferment of reform like the Women’s Movement program at Seneca Falls, and their contributions to the cultural matrix. Quizzes, mid-term, final and 10 pg paper.</p>	Javits 101
<b>396.05-K &amp; 4</b>	<b>WOMEN &amp; WITCHCRAFT IN COLONIAL AMERICA</b>	<b>A. Ricciardi</b>
MWF 10:40-11:35  50366	<p>When one hears “witchcraft in America”, immediately images of the infamous Salem witch trials come to mind. Yet, there was more to witchcraft than just these sensationalized trials. In this course we will examine the practice of European witchcraft, African magic, and Native American rituals and investigate how these various groups influenced, reinforced, or altered the ideas and practices of the others. We will study witchcraft by looking at various themes, including issues of</p>	Physics P118

	gender, issues of religion and its relationship to witchcraft, magic, and other occult sciences. We will not only read primary sources and look at visual representations of witchcraft during the colonial period, but we will also examine how historians, novelists, film makers, and artists have used this past. The main text for the course is <i>Witches of the Atlantic World</i> , edited by Elaine G. Breslaw. Course requirements: Written responses to readings, a primary source analysis, and a final paper. Of course regular attendance and active participation in class discussions are expected as well.	
<b>398.01-H</b>	<b><i>Ecological History of North America</i></b>	<b>J. Farmer</b>
MF 12:50-2:10  41413	We share the Earth with other life forms, so it follows that history is in part a story of humans interacting with other organisms. This course will examine that relationship, especially the role of plants, animals, insects, and diseases. Lectures will build on Alfred Crosby's concept of the Columbian Exchange to illustrate five centuries of environmental globalization. The focus is North America and the United States, though by necessity the material will lead outward to other areas of the globe where organisms traveled to or from. Topics will range from bananas to marijuana to sushi to smallpox. Throughout the course we will see how ecological relationships have played out differently over time due to changing cultural, political, and technological factors.	Javits 109
<b>398.02-H</b>	<b><i>The Pursuit of Power: Energy Regimes in Global History</i></b>	<b>W.Schafer</b>
Thursday 5:20-8:10  47512	This class will explore power not primarily in political and military terms, but in terms of the changing rate of energy flows (measured in watts). Between an Egyptian boy turning an Archimedean screw in 500 BCE (25 watts) and the global commercial energy consumption in 1990 CE (9,500,000,000,000 watts), lie radically different energy regimes that we will investigate. Subsequent innovations in energy use have opened up ever greater energy stores and flows followed by ever more complex social and productive arrangements. Harnessing more and more energy per capita per year has shaped global human and environmental history, increased the carrying capacity of the planet twice, and is challenging the current high-energy civilization among other things with global climate change now. Getting a historical handle on this narrative of "progressive" energy use is the	SBS N310

	objective of this class. Readings will include works by Vaclav Smil, such as <i>Energy in World History</i> (1994) and <i>Energy at the Crossroads: Global Perspectives and Uncertainties</i> (2005). Course requirements: active participation, oral presentations, teamwork, and a ten-page paper.	
<b>399.01-K &amp; 4</b>	<b>Popular Music &amp; Society</b>	<b>T.Chronopulos</b>
Lec: MW 10:40-11:35  Rec:  01(49872) F 10:40-11:35 02 (49873) M 12:50-1:15 03 (49874)W 2:20-3:15	This course will examine the relationship between popular music and its social context by concentrating on six music forms: blues, soul, hip hop, dancehall, Afrobeat, and Afro-Brazilian. Readings will focus on: (1) concepts such as audiences, the music industry, cultural infrastructure, youth culture, and race; (2) processes such as urbanization, demographic change, globalization, and politicization of popular music. Course requirements: regular attendance, participation, three exams, and a short paper. <b><i>Please note: If you took this course as HIS 396 in Fall, 2005 or Fall, 2007 you will not receive credit for repeating this course as 399.</i></b>	Humanties 1006  SBS N310 TBA TBA
	<b>PERMISSION OF THE INSTRUCTOR IS REQUIRED IN ORDER TO REGISTER FOR ANY 400-LEVEL COURSE</b>	
<b>402.01</b>	<b>Women, Militants &amp; the Vote</b>	<b>S. Hinely</b>
Th 12:50-3:50  48733	Although women constitute 52% of the world population, they make up only a small percentage of elected officials and an even smaller percentage of heads of state. Issues of gender at times dominated the 2008 US presidential election, as pundits and the populace questioned whether America was “ready” for a female president. These debates seldom considered the historical fact that, within the memory of Americans alive today, women were denied the right to vote; indeed, the belief that women had no place at all in the halls of state was publicly acceptable and, within the ruling elite, the majority view. This seminar will examine the contentious history of the role of women in the modern democratic state, with a particular emphasis on the massive, sometimes violent, and ultimately unsuccessful international campaign for women’s suffrage in the first decades of the 20th century. Through a close look at a movement that claimed to offer a radical change in the definition of the state, as well as an end to poverty and war, we	SBS N318

	will revisit an earlier version of the still passionate discourse over women and politics. This is a research seminar; each student will produce and present a paper (minimum 10 p.). The grade will be based equal parts on the research paper and class participation.	
<b>402.02/POL401</b>	<b><i>Radical Right in Europe &amp; Israel</i></b>	<b>A. Perlinger</b>
W 2:20-5:10  HIS – 50365 POL - 58168	The results of the Six Day War (1967 war) changed the political agenda of the State of Israel. One of these results was the development of a radical element on the margins of the Israeli right-wing which was expressed both in the parliament and outside of it, and which had been unknown in Israel up to that time. In the past two decades, political developments in various Western states have shown that, while in Israel right-wing extremism is associated with politically hawkish views, in Western Europe and North America, the phenomenon is defined differently. The course aims to present a conceptual and ideological definition of the extreme right and its characteristics, while discussing the case of Israel in comparison to other states, especially in Western Europe. An analysis of relevant concepts will be presented, including nationalism, racism, xenophobia, anti-democracy and traditional ethics. HIS 402.02 is cross-listed with POL 401.	
<b>411</b>	<b><i>From Alligators to Opossums: Natural History &amp; the Colonization of the Americas</i></b>	<b>J. Anderson</b>
Tuesday 12:50-3:50  47159	From their first encounters with the Americas, Europeans were fascinated with, and eager to learn about, this strange new place. Driven by curiosity, the search for valuable resources, and their vested interest in appropriating indigenous knowledge, the Spanish, Dutch, English, and French all embarked on rigorous programs of collecting, classifying, and studying the native plants, animals, and peoples of the Americas. In this course, we will examine how Europeans deployed natural history in the service of empire and how Indians and enslaved Africans variously participated in and resisted these efforts. Course readings will emphasize primary sources – from fantastical accounts by early travelers and explorers to the increasingly empirical observations of natural historians, surveyors, and colonial scientists of the	SBS N-303

	Enlightenment period. Required: regular attendance, active class participation, readings (approx. 100 pages per week), short writing assignments, and 1 long paper on a topic related to the course themes (10-12 pages).	
<b>431</b>	<b><i>Women in Modern Japan</i></b>	<b><i>J. Mimura</i></b>
Monday 12:50-3:50  48734	In this seminar we will consider the changing role and representation of women in Japan from the late 19 <sup>th</sup> century up until the present. Using a variety of primary and secondary sources, including autobiography, literature, film, feminist theory, and anthropological and historical studies, we will consider how political, economic, social, and intellectual forces have helped define gender and social relationships in modern Japan. Course requirements include active class participation, oral presentations, and a 10-15 page research paper.	SBS N-303
<b>461</b>	<b><i>World Cities in the Twentieth Century</i></b>	<b><i>T.Chronopoulos</i></b>
Monday 5:20-8:10  47160	This course examines the history of a number of world cities in the Americas, Africa, and Europe with an emphasis on the challenges that their populations have been facing since 1945. Topics examined include inequality, race and ethnicity, immigration, formal and informal entrepreneurship, industrialization and deindustrialization, urban culture, gentrification, crime, globalization, and historic preservation. Students are expected to complete the reading and to participate every week. For their final project, students will have to select a world city of their choice, read widely about its history and culture, and write a 15-20 page research paper. Portions of the course will be devoted to the discussion of these projects and to approaches on how to conduct historical research and write as successful research papers.	SBS N-318
<b>447</b>	<b><i>INDEPENDENT READINGS IN HISTORY</i></b>	
	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.	
<b>487</b>	<b><i>SUPERVISED RESEARCH</i></b>	
	Qualified advanced undergraduates may carry out individual research projects under the direct supervision of a faculty member. May be repeated. PREREQUISITES: Permission of instructor and the Director of Undergraduate Studies.	
<b>488</b>	<b><i>INTERSHIPS</i></b>	
	Participation in local, state, and national public and private agencies and organizations. Students will be required to submit written progress reports and a final written report on their experience to the faculty sponsor and the department. Satisfactory/Unsatisfactory grading ONLY. May be repeated up to a limit of 12 credits. PREREQUISITES: 15 credits in history; permission of instructor, department, and Office of Undergraduate Studies. Internships are not arranged or offered by the history department.	
<b>495-496</b>	<b><i>THE HONORS PROJECT</i></b>	
	Departmental majors with a 3.5 average in history courses and related disciplines or as recommended by a professor as specified may enroll in the History Honors Program at the beginning of their senior year. The student, after asking a faculty member to be a sponsor, must submit a proposal to the department indicating the merit of the planned research. The supervising faculty member must also submit a statement supporting the student's proposal. This must be done in the semester prior to the beginning of the project. The honors paper resulting from a student's research will be read by two historians and a member of another department, as arranged by the Director of Undergraduate Studies. If the paper is judged to be of unusual merit and the student's record warrants such a determination, the department will recommend honors. the project involves independent study	

	<p>and writing a paper under the close supervision of an appropriate instructor or a suitable topic selected by the student. Students enrolled in HIS 495 are obliged to complete HIS 496. PREREQ.: Admission to the History Honors Program.</p>	
	<p><b>REQUIREMENTS FOR THE MAJOR IN HISTORY</b></p>	
	<p style="text-align: center;"><b>Study Within the Area of the Major:</b></p> <p>A minimum of eleven history courses (33 credits) distributed as follows:</p> <p>A. Two courses at the 100 level                      6 credits</p> <p>B. A primary field of five courses to be selected from a cluster of related courses such as: United States, European, Latin American, Ancient and Medieval, or non-Western history. Primary fields developed along topical or thematic lines may be selected with approval of the department's Undergraduate Director. The primary field shall be distributed as follows:</p> <p style="padding-left: 40px;">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</p> <p style="text-align: right;">15 credits</p> <p>C. History 301 is a required course for all history majors and must be taken <b>prior</b> to the 400-level seminar. This is a regular history course with an emphasis on writing. It <b>does not</b> have to be completed in your primary field.</p> <p style="text-align: right;">3 credits</p> <p>D. .Three courses selected from outside the primary field and above the 100 level with at least one of these courses at the 300 or 400 level</p> <p style="text-align: right;">9 credits</p> <p style="text-align: center;"><b>Study in a Related Area:</b></p>	

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 Studies, Humanities, etc. If you have a question, please see the undergraduate director.

6 credits

C. Upper-Division Writing Requirement:

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

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.

- a. One two semester survey course in the period of the Student's interest (100 or 200 level)
 

6 credits
- b. One (additional) course at the 200 level
 

3 credits
- c. Three courses at the 300 or 400 levels, at least one of which must be at the 400 level.
 

9 credits

TOTAL CREDITS.....18

## A 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	PHONE NUMBER	SECTION #	e-MAIL
Anderson, Jennifer	S-319	632-7485	33	<a href="mailto:jlaanderson@notes.cc.sunysb.edu">jlaanderson@notes.cc.sunysb.edu</a>
Barnhart, Michael	N-321	632-7508	23	<a href="mailto:mbarnhart@notes.cc.sunysb.edu">mbarnhart@notes.cc.sunysb.edu</a>
Beverley, Eric	S-339	632-7492	4	<a href="mailto:ebeverley@notes.cc.sunysb.edu">ebeverley@notes.cc.sunysb.edu</a>
Chronopoulos, Themis	N-331A	632-7515	22	<a href="mailto:tchronopolou@notes.cc.sunysb.edu">tchronopolou@notes.cc.sunysb.edu</a>
Cooper, Alix	S-345	632-7494	51	<a href="mailto:acooper@notcs.cc.sunysb.edu">acooper@notcs.cc.sunysb.edu</a>
Farmer, Jared	N-325	632-7511	49	<a href="mailto:jfarmer@notes.cc.sunysb.edu">jfarmer@notes.cc.sunysb.edu</a>
Frohman, Lawrence	S-651	632-7686	30	<a href="mailto:lfrohman@notes.cc.sunysb.edu">lfrohman@notes.cc.sunysb.edu</a>
Goldenberg, Robert	S-359	632-7484	45	<a href="mailto:rggoldenber@notes.cc.sunysbn.edu">rggoldenber@notes.cc.sunysbn.edu</a>
Gootenberg, Paul	N-319	632-7507	10	<a href="mailto:pgootenberg@notes.cc.sunysb.edu">pgootenberg@notes.cc.sunysb.edu</a>
Hinely, Susan	S-351	632-7496	19	<a href="mailto:shinely@notes.cc.sunysb.edu">shinely@notes.cc.sunysb.edu</a>
Hong, Young-Sun	N-311	632-7561	20	<a href="mailto:yhong@notes.cc.sunysb.edu">yhong@notes.cc.sunysb.edu</a>
Knights, Christine	S-337	632-1897		<a href="mailto:cknights@notes.cc.sunysb.edu">cknights@notes.cc.sunysb.edu</a>
Ned Landsman	S-353	632-7497	35	<a href="mailto:nlandsman@notes.cc.sunysb.edu">nlandsman@notes.cc.sunysb.edu</a>
Larson, Brooke	S-333	632-7489	18	<a href="mailto:blarson@notes.cc.sunysb.edu">blarson@notes.cc.sunysb.edu</a>
Lebovics, Gene	S-323	632-7486	15	<a href="mailto:hlebovics@notes.cc.sunysb.edu">hlebovics@notes.cc.sunysb.edu</a>
Lemay, Helen	S-317	632-7485	17	<a href="mailto:hlemay@notes.cc.sunysb.edu">hlemay@notes.cc.sunysb.edu</a>
Lim, Shirley	N-331A	632-7515	48	<a href="mailto:silim@notes.cc.sunysb.edu">silim@notes.cc.sunysb.edu</a>
Lipton, Sara	N-301	632-7501	47	<a href="mailto:slipton@notes.cc.sunysb.edu">slipton@notes.cc.sunysb.edu</a>
Man-Cheong, Iona	N-315	632-7505	26	<a href="mailto:imancheong@notes.cc.sunysb.edu">imancheong@notes.cc.sunysb.edu</a>
Marker, Gary	N-329	632-7513	25	<a href="mailto:gmarker@notes.cc.sunysb.edu">gmarker@notes.cc.sunysb.edu</a>
Masten, April	S-349	632-1341	43	<a href="mailto:amasten@notes.cc.sunysb.edu">amasten@notes.cc.sunysb.edu</a>
Miller, Wilbur	S-325	632-7487	6	<a href="mailto:wrmiller@notes.cc.sunysb.edu">wrmiller@notes.cc.sunysb.edu</a>
Mimura, Janis	S-349	632-1341	12	<a href="mailto:jmimura@notes.cc.sunysb.edu">jmimura@notes.cc.sunysb.edu</a>
Rilling, Donna (Undergraduate Director)	S-311	632-7482	8	<a href="mailto:drilling@notes.cc.sunysb.edu">drilling@notes.cc.sunysb.edu</a>
Rosenthal, Joel	S-341	632-7493	24	<a href="mailto:jrosenthal@notes.cc.sunysb.edu">jrosenthal@notes.cc.sunysb.edu</a>
Schäfer, Wolf	S-329	632-7488	21	<a href="mailto:wschafer@notes.cc.sunysb.edu">wschafer@notes.cc.sunysb.edu</a>
Sellers, Christopher	N-301A	632-1412	46	<a href="mailto:csellers@notes.cc.sunysb.edu">csellers@notes.cc.sunysb.edu</a>
Tomes, Nancy (Chair)	N-309	632-7510	28	<a href="mailto:ntomes@notes.cc.sunysb.edu">ntomes@notes.cc.sunysb.edu</a>

Wilson, Kathleen	N-313	632-7504	16	<a href="mailto:kawilson@notes.cc.sunysb.edu">kawilson@notes.cc.sunysb.edu</a>
Zimansky, Paul	N317	632-7506	5	<a href="mailto:pzimansky@notes.cc.sunysb.edu">pzimansky@notes.cc.sunysb.edu</a>
(Grad. Coordinator)	S-303	632-7490		
Grumet, Susan (Undergrad Coordinator)	S-307	632-7480		<a href="mailto:sgrumet@notes.cc.sunysb.edu">sgrumet@notes.cc.sunysb.edu</a>