

**STONY BROOK MANHATTAN**

Summer II  
HIS/AFS 388-J  
Dexter Gabriel  
MW 6:00-9:25

**SLAVE REBELS,  
REBELLIONS AND  
REVOLUTIONARIES IN  
THE ATLANTIC WORLD**

Slavery always has, and always will, produce insurrections wherever it exists, because it is a violation of the natural order of things.”-- Angelina Grimké. Slave rebels, rebellions and revolutionaries were as much a part of the Atlantic World as the system of forced labor itself. From the Stono Rebellion in South Carolina to Queen Nanny’s Maroons of Jamaica to the revolutionary insurrection in Saint-Domingue (Haiti), coordinated acts of strategic violence on the part of slaves threatened the stability of colonies and the wealth of empires from the colonial period to the mid 19th century. This course examines these dramatic events, the make-up of the participants, the famous figures who led them and the social forces that drove some to risk life and limb against what were often unfavorable odds. We will look at the dynamics of slave revolts, the different ways they took shape, how they were carried out, and what existing factors hindered or aided in their formation. Further, we will look at the fear and paranoia slave rebels and rebellions induced, and how this in turn affected slave laws, slave policies and even abolitionism. Assignments will consist of article and book excerpts, in class film viewing, three short homework assignments, a midterm and a final exam. Participation and discussion are highly encouraged.

**GRADUATE COURSE**

Summer I  
HISTORY 521/CEG532  
Luke Feder  
MW 6:00-9:25

**INTRODUCTION TO US  
HISTORY TO THE  
CIVIL WAR**

This graduate seminar is an introduction to the major themes, issues, and problems in American history from European colonization to the Civil War. Throughout the course, we will read a number of historical studies (both articles and monographs) in order to more fully understand historiography and the nature of historical writing. We will also examine how to use historical scholarship as a means to enhance pedagogy. Possible topics include: cultural encounters, servitude, slavery, race, gender, republicanism, the rise of party politics, the market revolution, moral reform movements, popular culture, and sectionalism. Students will be evaluated based on participation, a presentation, short reaction papers, and a final project. **Note:** This course is designed for MAT and MA/LS students.

**GRADUATE COURSE**

Summer II  
HISTORY 562/CEG534  
Timothy Nicholson  
MW 6:00-9:25

**INTRODUCTION TO  
MODERN AFRICA**

This class will address the major historical themes of African history during 19th and 20th centuries. Topics include a brief survey of precolonial African social and cultural institutions; slavery and the slave trade in Africa; the everyday functioning of colonialism and its consequences in shaping modern Africa; national movements and decolonization during the Cold War; pan Africanism; the post-colonial African state project, and contemporary issues in Africa. Concepts relating to African historiography and teaching African history will be addressed. Readings will be extensive, class participation key, and a number of individual projects will be assigned.

This class will address the major historical themes in African history during 19th and 20th centuries. Topics include a brief survey of precolonial African social and cultural institutions; slavery and the slave trade in Africa; the everyday functioning of colonialism and its consequences in shaping modern Africa; national movements and decolonization during the Cold War; pan Africanism; the post-colonial African state project, and contemporary issues in Africa. Readings will include 3 books plus a number of articles and primary documents.

SUMMER II		SUMMER II	
MW AM:	HIS 208	TUTH AM:	HIS 104 (NYC) HIS 392
MW AFT:	HIS 104 (NYC) HIS 341	TUTH	HIS/POL 214
MW PM:	HIS 380 HIS 396.02 HIS/AFS 388 (NYC) HIS562/CEG 534	AFT:	HIS 357
		TUTH PM:	HIS 363 HIS 396.01

# Summer, 2009

Monday, June 1, 2009–Thursday, July 9, 2009

Monday, July 13, 2009–Thursday, August 20, 2009

Summer I  
HISTORY 103-F  
Mark Chambers  
MW 1:30-4:55

**US HISTORY  
TO 1877**

This course is the first part of the introductory survey in the history of the landscapes, peoples, and cultures that became the United States. We begin with the diverse people of the Americas, the European and African encounter with those peoples, and conclude at the end of Reconstruction in 1877. Throughout the course, we will explore how peoples from North America, Africa and Europe—through cross-cultural encounters—shaped the development of British North America and later the United States. As a survey, this course does not attempt to give exhaustive coverage to every aspect of American history. We will examine a number of important political, cultural, and social themes such as: cultural syncretism, slavery, servitude, religion, environment, internal improvements, westward expansion, and sectionalism. Geography Exams, Midterm and Final, and Oral Reports



**EUROPE 1914-1945**

This class will address cultural, political, and social developments in Europe from 1914 to 1945. Themes to be discussed include Liberalism, Socialism, Nationalism, Imperialism and Fascism. Particular emphasis will be placed on how notions of national identity and human rights changed during the period. The course materials include a textbook, novel, and a series of primary and secondary documents. Requirements include one paper, a midterm and a final, as well as mandatory attendance. Additional assignments may announced during the semester.

Summer I  
HISTORY 221-J  
Timothy Nicholson  
MW 9:30-12:55

**INTRODUCTION TO  
MODERN AFRICA**

This class will address the major historical themes in African history during 19th and 20th centuries. Topics include a brief survey of precolonial African social and cultural institutions; slavery and the slave trade in Africa; the everyday functioning of colonialism and its consequences in shaping modern Africa; national movements and decolonization during the Cold War; pan Africanism; the post-colonial African state project, and contemporary issues in Africa. Readings will include 3 books plus a number of articles and primary documents.

Summer I  
HIS/POL 216-J  
Cristobal Zuniga Espinoza  
TuTh 9:30-12:55

**US LATIN AMERICAN  
RELATIONS**

In this class we will be analyze the main issues in the history of the relations between the United States and Latin America. Among the issues to be covered will be the origins of the Monroe Doctrine (1823), War with Mexico (1846-1848), the rise of imperialism and its consequences, Good Neighbor Policy, and Cold War (Guatemala, Cuba, Chile, Nicaragua and Panama). An important part of this course will be devoted to analyzing the relationships between politics and diplomacy in these cases. As a result, the student will understand how the United States become an imperialist power and what kind of mechanisms developed to preserve that power in Latin America. The grading will consist on weekly quizzes, in class analysis of primary sources, and a final paper.

Summer I  
HISTORY 249-I  
Ronald Van Cleef  
TuTh 6:00-9:25



Summer I  
HISTORY 268-K  
Elizabeth O'Connell  
TuTh 1:30-4:55

**US Since 1919**

This course examines the history of the United States from 1919 to the present day, with an emphasis on a variety of political, economic and social developments that impacted American life. Particular attention will be paid to generational conflicts and battles between forces of change and tradition." Among the subjects to be discussed in readings and class include the Roaring Twenties, the Great Depression, the New Deal, World War II, the Cold War, the Civil Rights movement, the Great Society, the Vietnam War, the Watergate scandal, deindustrialization, Reagan's America, the 1990s tech boom, the War on Terror and the 2008 Presidential Election. Requirements include attendance and participation as well as in-class film responses, a midterm and final exam.



Summer I  
HISTORY 321-K  
Ann Becker  
MW 9:30-12:55

**LONG ISLAND HISTORY**

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



Summer I  
HISTORY 326-K  
Kathleen Nutter  
TuTh 6:00-9:25

**THE HISTORY OF POPULAR CULTURE**

From P.T. Barnum to Donald Trump, from the barbershop quartet to hip hop, from vaudeville to reality TV--such is American Popular Culture from the nineteenth century to today. In this course we will examine both the production and consumption of popular culture over time, focusing on various time periods and genres, paying particular attention to the impact of race, class, and gender throughout. Course work will include two exams (a midterm and a final) and two short papers.

Summer I  
HISTORY 340-J  
Mithun Bhattacharya  
MW 6:00-9:25

**THE RISE OF MODERN INDIA**

India is the second most populous nation in the world. India's economic progress in the recent period is also second fastest after China. It is now considered to be an emerging global power. It is a country that is by the day becoming more important to the United States and the West. While challenge from China and Russia to the U.S. and West is now well recognized, comparatively less is known about the rise of modern India. India has already become a buzzword for Information Technology. While China is regarded as the 'factory of the world', India is now considered to be the 'services center of the world'. What is remarkable is that India attained progress in economy, science and technology through democracy, universal franchise, vibrant media and an open society. The rise of modern India is however not without conflicts. Diversities in race, religion, caste and culture periodically threaten the very existence of the secular and pluralistic characteristics of the nation. This course is designed to give a quick historical survey of the rise of modern India since its independence from British colonial rule. It will trace the evolution in politics, economics and society, and highlight the conflicts and constraints of a nation with wide diversities in religion, language, caste and ethnicity. Using film and digital resources, we will draw on representations of South Asian culture and history to complement our analyses throughout the semester. This is an introductory course for which there are no prerequisites. However, students are encouraged to show good measure of intellectual curiosity, open mindedness and willingness to venture into unfamiliar territory and encounter new historical narratives and controversies. Evaluation shall consist of regular attendance, a map quiz, midterm and final exam.

**STONY BROOK MANHATTAN**

Summer I  
HISTORY 362-K  
Michael Murphy  
TuTh 6:00-9:25

**MAKING PEACE WITH THE SIXTIES**



The 1960s was a decade of intense social, political, and economic change in the United States. The critical events and trends of this era have shaped contemporary politics and society, and references to this tumultuous decade continue to be relevant in the political debates and popular culture of the early twenty-first century. What has made the images, ideas, and events of this period so significant and enduring after forty years?

This course will examine the history of what has been called the "long sixties," which began in the mid-1950s and ended with the fall of Saigon in 1975. To limit the scope of this course to the years between 1960 and 1970 would obscure the origins and legacy of this crucial period. Topics discussed will include the civil rights movement, the rise and fall of postwar liberalism, the growth of modern conservatism, the Vietnam War, and the emergence of radical social and political movements. These issues will be considered from an international perspective, as the domestic unrest experienced in the U.S. was paralleled in many other nations around the world. Requirements include one paper, two exams, and discussion of the assigned readings.

**STONY BROOK MANHATTAN**

Summer I  
HISTORY 396.60-K  
Marika Michalos  
MW 6:00-9:25

**THE CIA and AMERICAN DEMOCRACY**



This course will cover the history of the CIA from its birth struggles as OSS to today, while placing the agency in the bigger context of the intelligence community of twentieth Century Europe. Some themes and questions to be explored: a) The role of the CIA in the prosecution and the triumph of the Cold War; its biggest successes and failures both during peace time and during war; and, how public outcry about its covert operations helped trigger the most serious political scandals in the 1980's to subsequently earn the agency's declining reputation; b) The travails of Congressional oversight based on readings of the Church Committee Report in 1975 and the 9/11 Commission Report with an added focus on how did the agency provide raw intelligence to US policymakers; c) Did culture matter? To what extent did the portrayal of the intelligence environment — based on readings of John Le Carre's *The Spy Who Came in From the Cold* and Tom Clancy's *Ryanverse* novels including some film adaptations which have captivated the popular imagination — affect policy toward intelligence in the 1970s and 1980s and how this portrayal resembled and differed from, the historical conception of intelligence. Almost 50% of the reading comes from primary documents. At the end of the course students should hopefully have a better understanding of the CIA and the documentary record that current exists on intelligence activities, recognize the dangers of applying ideological litmus tests in analyzing primary sources about American intelligence, and be able to identify some of the strengths and weaknesses of intelligence agencies in protecting a diverse, multicultural democracy.



**STONY BROOK MANHATTAN**

Summer II  
HISTORY 104-F  
Seth Offenbach  
TuTh 9:30-12:55

**US HISTORY SINCE 1877**

This course will examine the major events and trends within modern American history. Covering events since the end of the Civil War, with a focus on the post-1930s era, this course will help explain what life was like in 20th century America, how it evolved, and how that helped to create contemporary American life. Course requirements will include participation, and a final exam.

Summer II  
HISTORY 104-F  
Edward O'Connell  
MW 1:30-4:55

**THE US SINCE 1877**

**T**hrough the use of both primary and secondary sources, this course will examine the key social, political, and economic issues of the period beginning with the era of Reconstruction and ending with the dawn of the twenty-first century. An emphasis will be placed on the changing nature of the definitions of both freedom and equality and their uneven manifestations within diverse segments of America's civic culture. Special emphasis will be placed on the issues of American Nationalism and expansionism along with the realities of the nation's rise to preeminence as a global superpower. Finally, various interpretations of the most significant issues of the entire period will be evaluated in an attempt to demonstrate that the ultimate meaning of history is not fixed but constantly undergoing revision. Two (2) take home essays, in class final exam, and attendance required.



Summer II  
HISTORY 341-J  
Aimin Guo  
MW 1:30-4:55

**MODERN CHINA**

**O**ne of the most remarkable stories of the 20th century is the emergence of China as a modern economic giant and a major world power. This course explores China's modernization process and its particular cultural characteristics. It will narrate China's varied experiences in "modernization" and "revolution", including the Self-strengthening movement, the 1911 revolution, the establishment of Chinese Communist Party and its revolution in rural areas, the Nationalist Party and its modernization programs in costal areas in the 1930s, the founding of the People's Republic of China in 1949 and its socialist programs in 1960s and 1970s, and the economic reforms under the lead of Deng Xiaoping and Jiang Zemin in 1980s and 1990s. Based on these narratives, the course will analyze the role of modernization and traditional Chinese cultures in this developing process of China in the 20<sup>th</sup> century.

Summer II  
HISTORY 208-I  
Tara Rider  
MW 9:30-12:55

**IRELAND FROM ST. PATRICK TO THE PRESENT**

**T**his course provides an overview of Irish history from prehistory to the present day. The history covered in this course will often be political in nature, but will also include aspects of Ireland's social, cultural, gender, religious, and economic history as we explore a number of questions about Irish culture: What is "Irishness"? What cultural, political, and economic forces have influenced Irish culture? What is the relationship between Ireland past and present? By examining a variety of primary source readings (such as laws, poetry, and plays), we will try together to answer these questions. Requirements include class participation, quizzes & homeworks, a 4-5 page paper, two essay exams, and readings of material. No background or previous knowledge of the subject is expected.



Summer II  
HISTORY/POL SCI 214-J  
Luis Gomez  
TuTh 1:30-4:55

**MODERN LATIN AMERICA**

**T**he purpose of this course is to explore the political and social consequences of the independence process in Latin America, and the building of national states in the former Iberian colonies that, however, will remain deeply dependent within the international economy. Using lectures, reading discussions and videos, we will analyze topics such as the long endurance and final abolition of slavery; the emergence of U.S. economic imperialism and its military interventionism in the Area; the birth of the republican societies that, however, will reproduce some of the social inequalities and racial biases of the colonial period; the impact of the World Wars in the area (1914-1945); the social and economic conflicts that impelled revolutionary process in Cuba and Central America (1958; 1980s); and the (re) emerge of the neoliberal project in the Area and its social and economic consequences. Requirements: a midterm (30%), an oral presentation (40%), and a take-home exam (30%)

Summer II  
HISTORY 357  
Kathryn Troy  
TuTh 1:30-4:55

**FEAR ON FILM: THE HISTORY OF HORROR**

**V**ampires, werewolves, ghosts and psycho-killers—these are the monsters that haunt our nightmares. The continued portrayals of them on film are reflections of the most deep-seated fears and historical and cultural anxieties. This class will survey such horrors as the classic monsters of Universal and Hammer Studios, the visceral violence of *giallos* and slashers, and the supernatural and psychological extremes of Asian cinema. We will analyze each film as a cultural artifact; the focus will be on the development and expression of fear, discussing such overarching themes as religion, science/ technology, and xenophobia, as well as examining the roots of such horror in folklore and literature. Course requirements include watching in-class films, active participation in discussion, approx. 50 pgs of reading per class, a 5-7 page term paper, and smaller written assignments.



SUMMER I	
MW AM:	HIS 103 HIS/AFS 221 HIS 321
MW AFT:	HIS 391
MW PM:	HIS 340 HIS 392 HIS 396.01 HIS 396.60 (NYC) HIS 521

Summer II  
HISTORY 363-F  
Tristan Tomlinson  
TuTh 6:00-9:25

**PIRATES OF THE CARIBBEAN**

**F**rom popular film to recent news stories, pirates continue to be an intriguing topic of discussion. This course will examine the history of piracy in the Atlantic world as it existed and as it is popularly depicted. Students will encounter traditional historical themes of race, class, and gender in addition to issues of law, consumption, and myth-making. Through the study of piracy, students will gain a new perspective on Caribbean society. Course requirements include weekly readings, regular attendance, a midterm, and a short paper.

Summer II  
HISTORY 380-J  
Kevin Young  
MW 6:00-9:25

**REVOLUTIONARY MOVEMENTS IN LATIN AMERICA 1910 to the Present**

**H**ow have ordinary people in Latin America sought collective empowerment? Under what circumstances have marginalized groups successfully brought about progressive changes in their societies? How can the successes and failures of past revolutionary movements inform present-day attempts at social change?



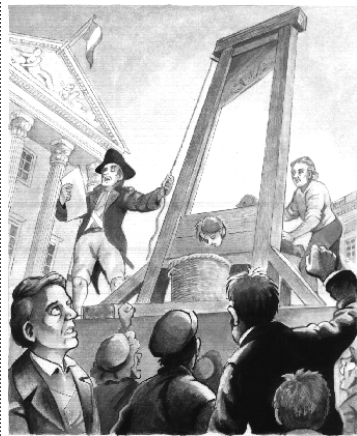
Answering these questions constitutes the central focus of this course. We will start by examining some of the more obvious cases from twentieth-century Latin America: Mexico, Cuba, and Nicaragua. From there we will consider the emergence of the "new" social movements that have organized in part around race, ethnicity, gender, sexuality, and other means of justification. The course defines "revolution" in a very broad sense, referring not just to massive violent upheavals, but to a wide range of violent and non-violent movements for change. One paper of 5-6 pages, and one final exam.

SUMMER I	
TUTH AM:	HIS/POL 216
TUTH AFT:	HIS 268
TUTH PM:	HIS 249 HIS 326 HIS 362 (NYC) HIS 396.02

Summer II  
HISTORY 392-I  
Marisa Balsamo  
TuTh 9:30-12:55

### THE FRENCH REVOLUTION

This course will introduce students to one of the most important events in modern history. The French Revolution of 1789-1799 not only transformed the political, intellectual, and social landscapes of French society, but also had important implications for all of Europe. Topics will include the demise of the Old Regime, how the liberal revolution turned radical, the trial and execution of Louis XVI, and what the rhetoric of "liberty, equality, and fraternity" meant for different social groups. We will also discuss the historiography of the French Revolution and why it remains a hotly debated topic among scholars. Students will be expected to keep up with the weekly readings and grading will be based on a mid-term exam, 5-page paper, and final exam.



**Registration begins on April 15, 2009**

Summer II  
HISTORY 396.02  
Neil Buffett  
MW 6:00-9:25

### TWENTIETH CENTURY SOCIAL MOVEMENTS: CIVIL RIGHTS, ENVIRONMENTALISM, & ENVIRONMENTAL JUSTICE

In this class we will focus on the post World War II political protest movements that have shaped the modern American experience. While a variety of movements will be examined, we will spend a considerable amount of time analyzing the Civil Rights Movement of the 1940s, 1950s and 1960s, the rise of Environmentalism in the late 1960s and early 1970s, and the eventual confluence of the two with Environmental Justice in the 1980s and 1990s. At the same time, we will focus on social movement theory which will offer students a broad understanding of who actually led and joined social movements, why they chose to do so, and the variety of methods used to organize the masses. Like in any history course, several key texts will be assigned, and participation in nightly class discussions will be expected. However, these discussions will not be limited to assigned readings alone; students will also be given the opportunity to examine several primary source materials, encouraged to work in groups with their peers, and will be shown a variety of short films and documentaries that will visually represent the movements discussed. Final grades will be based upon regular attendance and class participation, as well as two exams and periodic, but short, writing assignments. While this class is not cross-listed with Sociology or Political Science, majors from these departments as well as History are encouraged to register, as class discussions will cover material related to all three.

Summer II  
HISTORY 396.01  
John Anzalone  
TuTh 6:00-9:25

### THE HISTORY OF NEW YORK CITY



This course will survey the history of New York City from the time it was inhabited by Native Americans to the present. We will cover a wide variety of events and developments in the city's history, including the American Revolution, the creation of Central Park, and the reign of Robert Moses, within the context of national and global historical change. Topics and themes to be covered include changing uses of the environment and public health issues; local politics and government corruption; and class, race, and gender as sources of social strife. Attendance and participation will be weighed heavily in final grades, which will also be based on in-class writing assignments and two exams.

Summer I  
HISTORY 391-I  
Elizabeth Hornor  
MW 1:30-4:55

### WAR & SOCIETY IN EARLY MODERN BRITAIN



This course will examine the impact of war on society in early modern Britain. We will be studying how Britain's wars for empire (including King William's War, Queen Anne's War, the War of the Austrian Succession, the Seven Years' War, and the American War) during the long eighteenth century were perceived by and participated in by British society. This will not be a military history of the eighteenth century. Topics that will be covered include: women and families in war, representatives of war in fiction, conflict between soldiers and civilians, war and the press, and popular opinions of imperialism. Requirements include one essay exam, one 4-5 page paper, one multiple choice exam, periodic quizzes/in-class writing, weekly readings, and in-class participation.

Summer I  
HISTORY 392-I  
Ryan Shaffer  
MW 6:00-9:25

### MUSIC AND EUROPEAN YOUTH CULTURE

This class looks at European social and political issues through the lens of music and youth culture following the Second World War. Starting with the "invention" of teenagers in the 1950s, the course traces the role of youth culture in European life. With specific focus on British society, it explores the intersection of youth and politics in the postwar era as Europe grappled with identity following the war and the growing impact of U.S.

History Department : 632-7500

Summer I  
HISTORY 396.01-K  
Christopher Mauceri  
MW 6:00-9:25

### THE CIVIL WAR IN FILM

Film is a particularly useful lens through which we can view the past. In this course, we will examine how the American Civil War has been remembered and interpreted by succeeding generations through cinema. In class, we will view older films such as *Birth of a Nation* and *Gone with the Wind*, as well as newer movies like *Glory*, *Gettysburg*, and *Cold Mountain*. In addition to watching and discussing films, there will be weekly reading assignments (usually 2-3 articles from both academic and popular sources per week), and students will read Tony Horwitz' *Confederates in the Attic*. Grading will be determined by 2 short reviews (2 pages each) of movies we watch in class, as well as 1 review of a film students choose to watch on their own. The final paper will bring together readings, films and class discussions.



Summer I  
HISTORY 396.02-K  
Jeff Hall  
TuTh 6:00-9:25

### THE GREAT DEPRESSION

In the last two years, problems in the American economy have rippled across the globe, contributing to a worldwide economic crisis. For months now, commentators, scholars, and government officials have been using the economic crisis of the 1930s as a reference point for the problems we are experiencing today. With that in mind, in this course we will take a look back at



the Great Depression. We will look into what caused the economic meltdown of the 1930s, how federal, state, and local governments in the United States sought to manage the crisis, and how governmental responses to economic hardship reshaped the contours of everyday life in the United States, as well as Americans' relationships with government (along the lines of race, class, and gender). We will end by looking at the legacy of the Great Depression and New Deal in American life, and what lessons we can draw from the 1930s as policymakers craft solutions to the crisis we find ourselves in today. Requirements will include regular attendance, active participation in class discussions, two exams, and some in-class writing.

