

HISTORY 101-F

EUROPEAN HISTORY FROM ANTIQUITY TO REVOLUTION

Prof. Sara Lipton

	Day	Time	Solar #	Location
Lecture	MW	11:45-12:40		Old Eng 143
Recitation 01	Friday	11:45-12:40	Solar # 81450	SBS S328
Recitation 02	Monday	8:30-9:150	Solar # 81451	SBS S328
Recitation 03	Wednesday	9:35-10:30	Solar #81452	SBS S328
Recitation 04	Wednesday	10:40-11:35	Solar #81453	SBS S328
Recitation 05	Monday	2:20-3:15	Solar #81454	SBS N310

In this course we shall explore the politics, society, art, and culture of “the West” from the ancient world to 1789. This course is intended to 1) survey the historical and cultural influences that have shaped European (and, by extension, our own) society; 2) provide practice and training in critical reading of both primary and secondary historical sources; and, 3) improve your understanding of the basic elements of historical inquiry: formulating questions, gathering, selecting, and interpreting evidence, organizing the results into a coherent idea, and effectively communicating the results to others. Monday and Wednesday lectures will introduce the basic historical narrative and historians’ interpretations of it: weekly *mandatory* discussion sections will be devoted to reading, interpreting, and arguing about the primary sources themselves. Requirements consist of about 40 pages of reading per week, 5 one page papers, two very short papers (2-3pp. each), occasional in-class writing, participation in discussion sections, a midterm exam, and a cumulative final exam.

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HISTORY 103-F

US. HISTORY to 1877

Prof. Ned Landsman

	Day	Time	Solar #	Location
Lecture	MW	2:20-3:15		Old Chem 116
Recitation 01	Friday	2:20-3:15	Solar # 81456	SBS S328
Recitation 02	Wednesday	10:40-11:35	Solar # 81457	SBS N310
Recitation 03	Monday	9:35-10:30	Solar # 81458	SBS S328
Recitation 04	Wednesday	8:20-9:15	Solar #81459	SBS S328
Recitation 05	Monday	11:45-12:40	Solar #81460	SBS S328
Recitation 06	Wednesday	11:45-12:40	Solar # 89241	SBS N310
Recitation 07	Friday	9:35-10:30	Solar # 89242	SBS S328

This course is a survey of American history from its beginnings to the era of Reconstruction. Topics will include the Colombia encounter, colonization, the interaction of races and cultures in the New World, the creation of an American nation, democratization, expansion, sectionalism, and Civil War. Readings will include a text and several biographical and autobiographical sketches and other sources such as Mary Rowlandson’s narrative of her

captivity, Thomas Paine's Common Sense and Harriet Becher Stowe's Uncle Tom's Cabin. There will be a mid-term, final and a 3-5 pages take home essay.

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HISTORY 209-I

IMPERIAL RUSSIA

Prof. Gary Marker

MWF	9:35-10:30	Solar # 82358	Javits 111
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This is the first half of the year-long survey of Russian history. In this semester we follow Russia from its origins until the era of Great Reforms in the latter part of the nineteenth century. Topics will include the prehistory of the Russian lands, Russia's ancestors, Kievan civilization, the creation of a Russian state in Moscow, and the emergence of empire. We shall devote particular attention to problems of environment, the history of the lower classes, and the multi-ethnic character of Russia. Readings will come from a general text and three paperbacks. There will be two midterms and a final examination.

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HISTORY 213-J

COLONIAL LATIN AMERICA

Prof. Brooke Larson

MF	12:50-2:10	Solar # 81461	Javits 103
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Three centuries of Spanish and Portuguese imperial rule have left deep imprints on the societies and peoples of contemporary Latin America. Today, there are few social problems (poverty, underdevelopment, racial hierarchy, political instability) or cultural developments (great cities, baroque Churches, and richly heterogeneous popular cultures) that do not have deep roots in the colonial period.

This course will explore the origins and evolution of Europe's first massive experiment in empire and colonialism. We will study such topics as: Iberian overseas expansion, discovery, and exploration of the "New World"; the origins of African slavery and Indian subjugation; the global export-driven economies of silver and sugar; Spain's paradoxical quest for colonial justice and Christian morality; the rise of native and African subcultures of resistance; and the unfolding crisis of Spanish colonial rule during the transatlantic Age of Revolution.

As for the work-load: you should expect to do a lot of reading, attend all the lectures, participate in classroom activities, write several short "response papers" to questions we pose, take one bluebook mid-term exam, and write one (6-7 page) take-home final exam.

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HISTORY 216-J
(Cross-listed with POL 216)

US-LATIN AMERICAN RELATIONS
. Gregory Jackson

Tuesday	5:20-8:20	HIS Solar # 87488 POL Solar #	SBS N310
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This course seeks to explore the history of relations between the United States and Latin American nations from the nineteenth-twentieth century (when the United States began to replace Great Britain as the primary foreign power in the region) through to the present. We will examine the influence of the United States on its hemispheric neighbors, while at the same time exploring how and why Latin American nations became the intense focus of United States foreign policy. We will confront provocative questions, which will seek to address why the United States and Latin America have followed different trajectories during the period under study? Is it historically useful to speak of the United States as an imperial power? What is the relationship between the perceived economic and political stability of the United States and the underdevelopment and political instability of Latin American nations? How has U. S. foreign policy in the Americas shaped domestic ideas about citizenship, democracy, race and human rights? What were the guiding ideologies that informed U.S. policy in the Americas? Has U.S foreign policy engendered or deterred democracy in the region? Have the domestic policies of Latin American nations reflected the will of the “people” or that of domestic and foreign elites? What have been the Latin American responses to U. S military and economic interventions from the North? How has political activism in Latin American nations complicated U.S. interests in the region and challenged its North American neighbors to adhere to democratic practices? What is the relationship between northward immigration and U. S. economic ideologies? What lessons might we learn from U.S –Latin American relations during the Cold War that might inform our analysis of the current U.S. led War on Terror?

This course seeks to challenge students to think critically about these questions as well as other social, political and economic issues that tell the story of hemispheric relations of the Americas. The goal of this course is to provide a foundation for students to begin a critical study of U.S.-Latin American Relations over the past two centuries.

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HISTORY 220-J

INTRODUCTION TO JAPANESE HISTORY
Prof. Janis Mimura

MW	3:50-5:10	Solar # 82309	Lib E 4320
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This course provides students with an introduction to the history and culture of Japan. We will focus on the broader processes of political, economic, social, and intellectual transformation of Japan from antiquity up until the present. Topics explored include: aristocratic and samurai culture, the Tokugawa political order, Japan’s relationship to Asia and the West, the rise of the modern state, Japanese fascism, the role of women in Japan, and the challenges of postwar democracy. Requirements include a mid-term and final exam and two short essays.

HISTORY 225

(Cross-listed with JDS 225)

THE FORMATIONS OF THE JUDAIC HERITAGE

Prof. Robert Goldenberg

TuTh	12:50-2:10	HIS Solar # 82653 JDS Solar #	Library E4330
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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, 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.

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HISTORY 235-I

THE EARLY MIDDLE AGES

Andrea Boffa

TuTh	11:20-12:40	Solar #81462	Library E4330
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This course examines the social, political, cultural and religious history of Western Europe from the emergence of Christianity and fall of the Roman Empire through to the eleventh century. Topics will include the early development of Christianity and the Christianization of Western Europe, the society and culture of the Germanic kingdoms, the traumatic ninth century, the rise of the papacy, and the First Crusade. We will also consider some of Western Europe's closest neighbours: Byzantium and the Islamic Empire. Classroom discussions and assignments will focus on a variety primary sources. Requirements include a two 4-5 page papers, a midterm and a final exam.

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HISTORY 238-H

SCIENCE, TECHNOLOGY AND MEDICINE IN WESTERN CIVILIZATION II

Prof. Wolf Schäfer

MW	3:50-5:10	Solar # 97675	Javits 103
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This part of the course covers the history of science and technology since the Scientific Revolution. We will distinguish between pure science and Baconian technoscience and explore two related histories, one in which modern science changes the understanding of everything and another one in which technoscience sets out to change everything. Readings: James E. McClellan and Harold Dorn *Science and Technology in World History*, Johns Hopkins University Press; 1999; Bill Bryson, *A Short History of Everything*, 2003. Additional online readings will be posted on Blackboard. Requirements: Two exams and a paper.

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HISTORY 241-I (Cross-listed with JDS 241)

THE HOLOCAUST
Christine Knights

TuTh	5:20-6:40	HIS: Solar # 81464 JDS: Solar #	Javits 109
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This course will examine the historic roots of anti-Semitism and the patterns of behavior toward the Jewish peoples, which led to the Holocaust. Beginning with biblical times, progressing through the Middle Ages, continuing into the Twentieth Century, especially as regards World Wars I and II, and culminating with the Twenty-First Century, we will explore the historical precedents of alienation and annihilation and their impact on the political and social climates. There will be two unit exams in addition to a midterm and final, as well as a paper.

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HISTORY 249-I

(NOTE: THIS CLASS MAY OF MAY NOT BE GIVEN – CHECK ON SOLAR)

EUROPE SINCE 1914-1945
Kraig Larkin

TuTh	8:20-9:40	Solar # 90194	Physics P118
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This course will examine important political, social and cultural developments in Europe beginning in the late nineteenth century and finishing with the end of the Second World War. The course is organized both chronologically and thematically, emphasizing key events that affected Europe as a whole (e.g., the First World War). In this class, we will also explore critical events, movements, and figures within specific European countries that had a significant impact in their own country and on Europe (e.g., the rise of Mussolini, Hitler, and Stalin; the suffrage movement). We will utilize a variety of sources throughout the course, including fiction, film, propaganda, and music. Though there is no pre-requisite for this course, students should have some familiarity with the general course of European history in the modern era and should also have a basic understanding of European geography.

HISTORY 262-K+4

AMERICAN COLONIAL SOCIETY

Prof. Jennifer Anderson

	Day	Time	Solar #	Location
Lecture	MW	11:45-12:40		Humanities 1006
Recitation 01	Friday	11:45-12:40	Solar # 90235	SBS N310
Recitation 02	Monday	2:20-3:15	Solar # 90236	SBS N310
Recitation 03	Wednesday	9:35-10:30	Solar # 90237	SBS N310

In this course, we will explore the roots of American colonial society in the two centuries before the formation of the United States. When native North Americans and European newcomers first encountered each other, when diverse immigrants settled the land and began to chafe under British colonial rule, when enslaved Africans worked and struggled for freedom -- none of them could anticipate the consequences of their actions or how dramatically the world as they knew it would change in the years ahead. Like us, they had to weigh their options, make decisions, take risks, and step forth into the unknown. By reading a fascinating array of primary sources, we will try to gain some insight to how and why people made the choices that they did. In doing so, we will seek to illuminate the larger trajectories of cultural, political, and economic change that shaped the foundations of American life and nationhood. We will also look at how historians have interpreted the complexities of American history over time – telling (and re-telling) stories, revising traditional narratives, incorporating new kinds of evidence, and bringing more diverse perspectives into view. Required: attendance, active class participation, reading (approx. 80 pages per week), short writing assignments, mid-term, and final exam.

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HISTORY 265-K+4

THE CIVIL WAR AND RECONSTRUCTION

Prof. Wilbur Miller

	Day	Time	Solar #	Location
Lecture	MW	10:40-11:35		
Recitation 01	Friday	10:40-11:35	Solar # 89251	SBS S328
Recitation 02	Wednesday	2:20-3:15	Solar # 89252	SBS S328
Recitation 03	Monday	12:50-1:45	Solar #89253	SBS S328

This course will place the political and military events of the Civil War and Reconstruction in the context of the changing societies, economies and cultures of the North and South from the 1840's to the 1870's. Considerable attention will be paid to the causes of the Civil War, the failure of Reconstruction, and the position of black people in slavery and freedom. Military history will be treated from the point of view of the relations between military and political decision-making, the qualities of individual leaders and the management of resources. Reading: includes textbook and original documents. Grading: based on essay exams and class participation. There will be two take-home essay exams. Prerequisite: His 103

HISTORY 266-K+4

HISTORY OF THE UNITED STATES WEST

Prof. Jared Farmer

TuTh	8:20-9:40	Solar # 91401	Javits 103
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This lecture survey will explore that vast and varied region—more or less the land between the Mississippi and the Pacific—now known as the American West. This region contains a distinctive mixture of mountains and deserts; dense cities and wide-open spaces; natives and newcomers. The West fills an important place in American pop culture and mythology (think cowboys and Indians); it also figures prominently in U.S. environmental history, the history of American race relations, and U.S. political history. We can learn a lot about the U.S. as a whole by looking at this one region.

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Please note that History 301 is for History Majors and Minors only.

HISTORY 301.01

SLAVERY, HISTORY AND MEMORY

Prof. Jennifer Anderson

TuTh	2:20-3:40	Solar # 89270	SBS 5328
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This year marks the 200th anniversary of the abolition of the transatlantic slave trade in the United States – thanks to a landmark law, signed by President Thomas Jefferson in 1807, that took effect in 1808. Using this bicentennial as a starting place, we will explore the history and memory of slavery in the North from the colonial period to today. In the first half of the course, we will consider the diverse experiences of African American Northerners (free and enslaved), the establishment of free black communities, and the influential role of black leadership in the abolition movement. We will also examine white Northerners' involvement in the slave trade and slave ownership, in supporting Caribbean slavery and the expansion of Southern slavery, as well as in the gradual rise of antislavery sentiments. In the second half, we will focus on how, in the post-emancipation era, the history of slavery in the North was largely disowned and obscured in public memory. In addition to reading key historiographical works, we will investigate how slavery is remembered, debated, and memorialized today. Required: attendance, active class participation, assigned readings, short writing assignments, and a research paper.

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HISTORY 301.02

THE USES AND ABUSES OF HISTORY

Prof. Jared Farmer

TuTh	11:20-12:40	Solar # 90241	SBS 5328
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What is the past for? The answer varies from people to people, and time to time. And yet professional historians have established firm rules for thinking, researching, and writing about the past. By studying "bad" historians (frauds, fakes, and plagiarists), students will learn how to be good ones. Students will then use their new historical powers to write a research paper about how non-historians--i.e., ordinary people--use the past.

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HISTORY 301.03

DRUGS IN HISTORY

Prof. Paul Gootenberg

M	10:40-1:35	Solar # 90837	SBS N318
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This participatory writing-intensive course--limited to 25 students--is designed to teach History majors how to compose a good history paper. Students will learn about different types of papers (narrative, historiographical, research, comparative, thematic etc.), as they perfect the art of writing and revising a clearly-argued historical essays. The class revolves thematically around one of the professor's research areas, the global history of mind-altering drugs like alcohol, tobacco, opium, and cocaine. We begin by reading and discussing three well-written provocative works about drug history that will help students chose and define strong paper-writing topics. But most of the work is devoted to writing, discussing, and refining student papers (one of 5 pages, another of 12-15 pages). Final papers can be used for the History Writing Requirement.

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HISTORY 301.04

THE ASIA-PACIFIC WAR IN JAPANESE HISTORY

Prof. Janis Mimura

W	9:35-12:35	Solar # 91396	SBS N318
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This course provides a multi-faceted view of the Asia-Pacific War in Japanese history. We will examine the cultural, intellectual, social, and political meaning and experience of World War II for the Japanese. Drawing upon a variety of primary and secondary sources including translated diaries, testimonies, letters, literature, comics, essays, articles, and monographs, we will read first-hand accounts of the Japanese in war and defeat and

examine the major historiographical debates on such topics as Japanese fascism, the "fifteen years' war," "transwar" history, the atomic bomb, the occupation, and war memory. Since it is a writing-intensive course, students will produce a number of short papers and a term paper based on translated primary and secondary sources.

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HISTORY 301.05

THE WORLD OF THE INDIAN OCEAN

Prof. Eric Beverley

W	5:20-8:10	Solar # 98939	SBS N318
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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 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. Requirements include regular attendance and participation, map quiz, a short essay, and a term paper. Pre-requisite is one other course in history or permission of the instructor.

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HISTORY 326-K+4

THE HISTORY OF POPULAR CULTURE

Prof. Kathleen Nutter

MW	5:20-6:45	Solar # 87496	Javits 111
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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 as we move through the semester, 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.

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HISTORY 333-K + 4
(Cross-listed with WST 333)

WOMEN IN US HISTORY
Prof. Susan Hinely

TuTh	12:50-2:10	HIS: Solar # 81474 WST: Solar #	Humanities 1006
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In this course we will explore interpretations of the history of women in conjunction with significant themes in American history such as industrialization, state formation, immigration and urbanization. Topics of special interest will be cross-cultural comparisons of women's roles in American society, the cult of domesticity, the intersection of class, race and gender in reform movements, suffrage, gender and the politics of the welfare state, the changing conditions of "women's work," and the rise of feminism. Requirements include informed and energetic participation, periodic in-class assignments/quizzes based on the readings, a mid-term and a final examination.

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HISTORY 340-J
(Cross-listed with AAS 340)

SOUTH ASIA BEFORE COLONIALISM
Prof. Eric Beverley

	Day	Time	Solar #	Location
Lecture	MW	11:45-12:40		Javits 111
Recitation 01	Friday	11:45-12:40	HIS Solar # 97681 AAS Solar #	Old Chem 138
Recitation 02	Monday	9:35-10:30	HIS Solar # 97682 AAS Solar #	SBS N310
Recitation 03	Wednesday	2:20-3:40	HIS Solar # 97683 AAS Solar #	SBS N310

Introduction to the history of the South Asia subcontinent focused on the period between 1000-1750, the late medieval and early modern eras. Central themes will include the pre-modern dimensions of the Hindu-Muslim encounter, emergence of South Asian regions, the subcontinent in transregional cultural and economic networks and early stages of contact with European imperial powers during an era of self-confident vernacular modernity. The course seeks to familiarize students with diverse political, socio-economic and cultural developments across South Asia, especially religious philosophies, social, gender and legal structures. Texts and readings will draw upon recent secondary research as well as historical and literary primary source materials.

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HISTORY 341-J

TWENTIETH CENTURY CHINA

Prof. Iona Man-Cheong

TuTh	12:50-2:10	Solar # 89700	Javits 103
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This seminar is an introduction to China in the twentieth-century. We will explore the significant themes for the century, which include: nationalism and imperialism, revolution and reform, communism and modernization, urban and rural development, central and regional authority through several seminar texts containing introductory material and primary documents translated into English. The tumultuous twentieth century witnessed a revolution that ended the two-thousand year emperor system and brought in a republican system, reforms that took China into an active role in the world economy, changes that redefined the structure of Chinese society and brought new actors onto the historical stage, and a nearly half-century of wartime upheaval. We end the course in the present with a brief look at contemporary China. There will be several mandatory audio-visual assignments. Reading assignments average 50-75 pages per week; requirements include: mandatory attendance of recitation discussion sections, regular quizzes, mid-term and final examination and two three-page papers.

HISTORY 357.01

(Cross-listed with POL 391.01)

TERRORISM AND COUNTERTERRORISM

Andrea Boffa

TuTh	8:20-9:40	HIS: Solar # 98914 POL Solar # 98916	Library E4330
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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 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.

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HISTORY 357.02

(Cross-listed with POL 391.02)

ISSUES IN ISRAELI POLITICS

Andrea Boffa

TuTh	9:50-11:10	HIS: Solar # 98915 POL: Solar # 98917	CHEMST 124
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In recent years, the State of Israel has experienced a series of severe political crises which have left their mark on the ability of the Israeli government to continue to function efficiently. There are a number of salient reasons for this: the lack of a constitution, the absence of a democratic tradition among the adult population and the lack of an ethical and normative consensus regarding the state's character. Temporary factors may be added to these, including the lack of agreement about control of the West Bank and the un-professionalism of some of the current policy makers. The course will investigate these issues with emphasis on the behavior of principal actors in Israeli politics. We will discuss the reciprocal relations between the three main governmental authorities in Israel and their influence on the electoral system as well as the public's involvement in politics. We will then analyze the main political divisions in Israel and inter-party politics, the formation of governmental coalitions and how these are maintained, and implementation of public policy. The way these topics are integrated and formulate modern Israeli politics will be discussed, and the representative character and stability of Israeli democracy will be evaluated.

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HISTORY 360-I

(Cross-listed with WST 360)

WOMEN IN PRE-MODERN EUROPE

Andrea Boffa

TuTh	3:50-5:10	HIS: Solar # 87499 WST: Solar #	Javits 111
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This course examines the roles and experiences of women in Europe from the classical period, through the Middle-Ages, and into the Renaissance. We will examine the roles of women in the family, in politics, and in religion; women's economical opportunities and their legal positions. We will consider how gender differences were constructed in cultural, scientific and religious sources and how women and men negotiated these differences. The course will consider the challenges associated with women's history and role of women within the historical narrative. Class discussions and assignments will focus on wide variety primary sources. Requirements include two papers, a midterm, and a final exam.

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HISTORY 361-K

AMERICAN HISTORY, AMERICAN FILM

Prof. Kathleen Nutter

TuTh	5:20-6:40	Solar # 81280	Javits 111
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"Can a film be both good film and good history? Do American films show changes over time? ...Do changes in historical theory show in historical film? ...Can American history be told with American historical film?"

Kenneth M. Cameron, *America on Film: Hollywood and American History* (NY: Continuum, 1997), pp. 9-10

This course will address the question of using Hollywood films as a historical resource as well as the way in which recent motion pictures have attempted to provide their audiences with pieces of cinematic American history. Thus, we will view films made throughout the 20th century as primary sources as well as more recent films that focus on the past. There will also be weekly assigned readings and much in class discussion. Course work will also include two short papers, midterm and final exam.

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HISTORY 365-K+4

ENVIRONMENTAL HISTORY OF NORTH AMERICA

Prof. Christopher Sellers

TuTh	2:20-3:40	Solar # 82566	Lt. Eng. 102
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This course delves into the history of interactions between humans and their natural environment on this continent. We will look at perceptions as well as interventions, at how people have viewed the non-human world as well as how they have used and altered it in building modern society. The forest, the home, the farm and the factory all will fall within the scope of our survey. Beginning with the Indians and the early colonists, we will trace the numerous transformations - cultural, intellectual, economic, political and technological - that gave rise to the post-World War II environment and environmentalism. Requirements include a midterm, a final and a research paper.

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HISTORY 369-K+4

AMERICAN SOCIAL HISTORY TO 1860

Prof. April Masten

TuTh	820-940	Solar # 81281	Hum 1003
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This course explores the American past from the perspective of ordinary men and women and recovers the role they played in the making of modern America. Lectures will emphasize the experience of individuals and the changing relations among various social groups. Social history takes for granted fundamental social and economic conflict in America's past. Rather than assuming there was a broad consensus about the nation's basic values and extraordinary prosperity, this course unearths a long and sustained history of creative struggle and resistance among Americans of different classes, races, genders, national or ethnic origins, and regions. Readings will include a text, three books and several articles. Written work will consist of an in-class midterm, two papers (5 pages), and a final exam. In-class quizzes, homework assignments, and discussions on the readings will pop up as well.

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HISTORY 375-K+4

AMERICAN POLITICS AND DIPLOMACY TO 1898

Prof. Michael Barnhart

MWF	10:40-11:35	Solar # 82657	Lt. Eng. 102
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A study of the emergence of the United States as a great power from its colonial origins in the seventeenth century to its global aspirations at the start of the twentieth. Significant themes include the role of America in a swiftly changing (and primarily European) world order during these years, the rising importance of American domestic political considerations in the making of American foreign relations, and the peculiar role that an "American" ideology played in defining the regional and then global destiny of the United States in the eyes of many Americans. Detailed topics covered will range from relations with Native American powers from the Iroquois to the Sioux, the political origins of the Monroe Doctrine, the impact of slavery and sectional divisions upon American expansionism in the mid-nineteenth century, and the debates over international and internal imperialism at the end of that century. Course readings will include a textbook and five supplemental books. Writing assignments--three essays over the course of the semester--stem from the supplementals. There will be midterm and final examinations, both essay-style.

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

HISTORY 380-J

LATIN AMERICAN AND THE WORLD As Seen Through its Commodity Histories

Prof. Paul Gootenberg

MW	2:20-3:40	Solar # 81282	Javits 101
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The Americas have been a crucial part of globalization since 1500. This thematic course uses a growing historical literature—about the history of world commodities—to learn about and reflect on the connections and contributions of Latin America to the world economy and world culture. Students will learn about such products as cocoa (chocolate), sugar, silver, rice, coffee, rubber, bananas, and cocaine, and the special ways their histories shed light on the history of Latin Americans and global consumption. This course has a fair amount of required reading: students will read and discuss at least four class books and write two papers on the subject.

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HISTORY 393.01-I

BRITAIN SINCE 1945

Prof. Kathleen Wilson

TuTh	2:20-3:40	Solar # 81286	Javits 109
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An examination of social, culture and political developments in Britain with particular emphasis on the post-1945 period. Topics include women, war and the welfare state; domestic responses to international fascism; the rise and fall of the Left; popular and literary cultures of the 1950's and 1960's; and the cultural representation of post imperial issues such as immigration, race, and unemployment. In addition to historical works, sources will include literature, film and television. Course requirements are: completion of all assigned reading, class attendance and participation, in-class midterm, one 8-10 page essay, and a multiple-essay take home final.

If you have a problem registering for this class, please see Susan Grumet, SBS S-307

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HISTORY 393.02-I

SOCIETY AND CULTURE IN NAZI GERMANY

Prof. Young-Sun Hong

TuTh	TuTh 12:50-2:10	Solar # 90197	Library E4320
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This course will provide an overview of the major issues in the social history of Nazi Germany. The seminar will focus on such issues as 1) gender, class, and race; 2) daily life among "ordinary" Germans; 3) family, sexuality and youth; and 4) memory and history in contemporary Germany. In addition to primary and secondary printed sources, the class will also examine films for the insights they offer into Nazi culture and society. Prerequisites: HIS 102 and one 200-level European history course. Students are expected to have the basic knowledge of 20th-century European history before entering the class.

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HISTORY 394.60-H

DISEASE IN HISTORY

Prof. Helen Lemay

(This course meets at Stony Brook Manhattan)

Thursday	5:20-8:10	HIS: Solar # 87501	
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How can studying diseases of the past help provide us with insight on today's medical experiences? In this course, we first explore the question of "What is a Disease?", and we proceed to look at connections with disability, disfigurement, contamination, and similar topics. Students will complete ten pages of formal writing in the course, and thus will be able to fulfill the Upper-Division Writing Requirement in History and some other majors. This will take the form of a ten-page research paper on a course-related topic. In addition, there will be one quiz on class material and readings, using essay format. A special feature of this course is that undergraduates will work in groups with New York City high school students, and members of the AIDS Service Center of NYC to produce a conference for the community, to be held in November. The conference will include student presentations, as well as an intergenerational dialogue on past diseases and HIV/AIDS. Some Stony Brook students will serve as group leaders, and will receive a letter of recommendation, as well as experience they can list on their resume.

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HISTORY 396.01-K + 4

AMERICAN CITIES IN THE 20TH CENTURY

Prof. Themis Chronopoulos

TuTh	9:50-11:10	Solar # 81288	Javits 103
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This course will explore the dynamics of race and class in American cities during the post-world War II period. The readings and discussions will focus on suburbanization, the decline of central cities, conflict over the use and definition of urban space, and the globalization of urban processes. Most of the works read will represent the latest approaches to the study of cities. Attendance and participation in class are required. There will be a 10 page paper that will satisfy the upper-division writing requirement as well as shorter writing assignments.

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HISTORY 396.02-K + 4

WOMEN OF COLOR IN US HISTORY

Prof. Shirley Lim

MW	8:05-9:25	Solar # 87502	Physics P118
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In what ways is the history of race in America a gendered history? This course will focus on the creation of the modern color line in American history by analyzing the 20th century cultural productions of African American, Asian American, Native American, and Latina/Chicana women. We will explore autobiographies written by women of color such as Zitkala-Sa. We will examine the careers of racial minority actresses such as Anna May Wong. Our central concern will be the ways in which race has been historically constructed as a gendered category. Readings will average 150 to 200 pages a week. Attendance and class participation are mandatory and students will be required to facilitate class discussion at least once during the semester. Students will take two midterms and will complete a 5 to 8 page final research essay on race, gender, and twentieth-century American culture.

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HISTORY 396.04-K + 4

AMERICAN SUBURBIA

Prof. Christopher Sellers

TuTh	5:20-6:40	Solar # 89257	SBS S328
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This course will explore the rise of suburbanism and "suburbia" in the United States from the nineteenth century onward. Early on, we'll look at the rise of a "suburban ideal" around many industrializing cities, and how these ideals compared to the varieties of settlement along the edges of American cities. Starting after World War II, we

will look at the spreading out from downtowns of “mass” suburbs as well as malls and offices that have made suburbs the places where most Americans live, work and shop. Emphasis will fall on the American experience of suburbanism and sprawl, and its consequences for American relationships with nature and the environment. Long Island itself will serve as our main suburbanizing “laboratory,” but we’ll also devote some time to understanding counterparts in other parts of the world. The course will culminate in a survey of the modern political consequences of suburban as well as exurban patterns of urban growth. Requirements will consist of a moderate-length paper, a midterm and a final, as well as inclass and other exercises.

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HISTORY 396.05

THE HISTORY OF NEW YORK STATE

Jeff Hall

MF	12:50-2:10	HIS: Solar # 90198	Javits 111
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The state of New York is one of the most diverse and historically important places in the United States. In this course, we will examine the state’s history, beginning with an overview of the New York’s indigenous peoples and settlement by Dutch, English, and French colonists in the 17th and 18th centuries. We will also look at the pivotal role New York played in the American Revolution and the early development of the United States. We will explore the state’s role in the Civil War, as well as New York’s role as a gateway for immigrants, site of industrialization, and setting for movements for economic, social, and political reform. In the second half of the course we will look at New York State in the 20th and 21st centuries, exploring the rise of New York City as a global center of commerce, immigration, and multiculturalism, and the simultaneous decline of upstate New York with the onset of deindustrialization and the out-migration of industry and jobs. Throughout the course, we will explore the changing relationship between New York’s urban centers and rural hinterlands, a sharp dichotomy that is unique to the Empire State. Requirements include regular attendance, participation in class discussions, two exams, and a paper.

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HISTORY 396.06K +4

LEISURE AND RECREATION IN US HISTORY

Jonathan Anzalone

MWF	9:35-10:30	HIS: Solar # 90199	Heavy Eng Lab 201
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In this course we will examine the ways Americans have spent their leisure time from the precontact period through the present. We will cover an array of recreational sites, from national parks to movie theaters, and a variety of activities, from hunting to playing video games. Themes and topics to be discussed include: the changing relationship between work and leisure; the adaptation of the American landscape to changing recreational demands; the cultural politics of leisure; race and gender dynamics as reflected in recreational

pursuits; and private vs. public recreation. Requirements include regular attendance, participation in class discussions, two exams, and a paper.

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HISTORY 397-K+4

IMMIGRATION AND ETHNIC IDENTITY IN THE UNITED STATES Prof. Themis Chronopoulos

Thursday	12:50-3:50	Solar # 81292	SBS N318
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This course explores the history of immigration to the United States since the 1880s. It will focus on the various waves of immigrants according to their place of origin and ethnicity, on immigration legislation and its impact, and on debates about immigration and immigrant cultures. The course will end with an examination of how this history of immigration reflects on contemporary discussions about undocumented immigrants and their role in U.S. society. 10-15 page 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).

HISTORY 402.01

HITLER'S GERMANY PERPETRATORS, BYSTANDERS AND VICTIMS *Prof. Young-Sun Hong*

Wednesday	2:20-5:20	Solar # 82571	SBS N318
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The seminar will be organized around such issues as 1) Nazism as a mass movement, 2) the relationship between perpetrators, bystanders, and victims, 3) terror and propaganda, 4) everyday life and its banality, 5) the Holocaust. We will also examine how the history of Nazi Germany has been represented in historical narratives, literature, and film, 10-15 page paper. Prerequisites: this course is limited to third or fourth year history majors/minors who have already taken HIS 102 and one 200-level history course.

HISTORY 402.01

HITLER'S GERMANY PERPETRATORS, BYSTANDERS AND VICTIMS

Kraig Larkin

Wednesday	5:20-8:10	Solar # 97679	Psych A 144
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The seminar will be organized around such issues as 1) Nazism as a mass movement, 2) the relationship between perpetrators, bystanders, and victims, 3) terror and propaganda, 4) everyday life and its banality, 5) the Holocaust. We will also examine how the history of Nazi Germany has been represented in historical narratives, literature, and film, 10-15 page paper. Prerequisites: this course is limited to third or fourth year history majors/minors who have already taken HIS 102 and one 200-level history course.

HISTORY 412

DANCING AMERICAN HISTORY

Tuesday	5:20-8:10	Solar # 81293	Life Science Library
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How people dance tells you much about their culture and society. But because dance is a kinesthetic activity, its meaning is difficult to understand unless one dances the dance. In this seminar students will learn American history and at the same time assess the historical significance of dance by reading about places and times in the nation's past when particular forms of dance were prevalent, reading historical and interpretive works on dance, viewing images of dance in art and cinema, listening to dance music, and, most importantly, learning to dance the steps that others danced in their day. *Attendance is mandatory, as is participation. If you don't want to dance, this class is not for you. For each week there will be a series of assigned readings. In class we will discuss the readings, have dance lessons, and dance. Students will be asked to keep a journal in which they will write a weekly response to the readings, discussions and dancing. You will use these notes to help construct a final essay of at least ten pages that uses dance as part of the evidence for an historical argument*



HISTORY 414

STREAKING THROUGH THE 70's

Professor Kathleen Nutter

Monday	10:40-1:35	Solar #82561	SBS N303
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Increasingly, historians are recognizing that the decade between the much-studied and tumultuous 1960s and the often-analyzed and high-rolling 1980s is just as worthy of examination... Watergate, the Bicentennial, and a "crisis of confidence" were all a part of these years—as were disco, the Son of Sam, and punk. It would be in this decade that America would see the fruition of a multitude of movements for social change as well as witness the swelling backlash. In this seminar we will focus on a time when, as some have argued, America experienced a collective sense of "diminished expectations," doing so through assigned weekly readings, much class discussion, and **an oral history project that will culminate in** a 12-15 page research paper due at the end of the semester.

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HISTORY 461

GLOBAL ENERGY TRANSITIONS:

GETTING AHEAD BY LOOKING BACK

Prof. Wolf Schafer

Tuesday	12:50-3:50	Solar # 82562	SBS N318
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This seminar will examine the Neolithic and Industrial Revolutions as global energy transitions. Considering the heavy environmental footprints of the industrial way of life and how energy hungry a life it is, it would be comforting if one could be sure that some future energy revolution will take care of the world's rapidly growing energy needs. But that is wishful thinking. So in order to learn something for the future of the industrial civilization, we turn to its past.

The seminar will investigate the comparatively murky causes of the Neolithic and Industrial Revolutions as well as their relatively clear-cut consequences, most prominently the increase of the carrying capacity of the planet by several orders of magnitude. Focusing on the Industrial Revolution, we will look into the early modern history of industrial anticipations on the one hand (Francis Bacon, for instance) and the onset of modern technosciences (and increasing fossil energy consumption) in the nineteenth century on the other.

Assuming that the two most consequential revolutions in the relationship between humans and nature occurred as socionatural *evolutions*, that is to say that the Neolithic and Industrial Revolutions happened but did not have to happen, we will also try to explore what it would take to sustain an industrial world civilization of ca. 10 billion people based on the currently known technoscience and available resources. All students will write a 10-page history research paper on a topical question of this seminar.

ALSO BEING TAUGHT BY PROFESSOR ROBERT GOLDENBERG

RLS 301-G

SOURCES AND METHODS

TuTh	9:50-11:10	RLS Solar #	SBS S328
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An in-depth inquiry into the application of critical, historical, and philosophical methods to religious texts and experiences. An introduction to the resources and limitations of academic study of religion.

Permission is required to register for any of the following courses. These courses do not substitute for courses required for your major.

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 487

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 the Director of Undergraduate Studies.

HISTORY 488

INTERNSHIP

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.

HISTORY 495-496

SENIOR HONORS PROJECT IN HISTORY

A two-semester project for history seniors 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 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.

The Honors Program In History

Departmental majors with a 3.0 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:

1. Two courses at the 100 level: 6 credits

2. A primary field of five courses to be selected from a cluster of related courses such as: United States, European, Latin American, Ancient and Medieval, or non-Western history. Primary fields developed along topical or thematic lines may be selected with approval of the department's Undergraduate Director. The primary field shall be distributed as follows:
Two courses at the 200 level
Two courses at the 300 level
One course at the 400 level, excluding HIS 447, 487, 488, 495 and 496
15 credits

3. 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

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

C. Upper-Division Writing Requirement:

Students will be required to complete one upper-division course from Group A (Study within the area of the major) by the end of their junior year. 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 for the major. In addition to the grade for the course, 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 approval.

Notes

- All courses taken to meet requirements A and B must be taken for a letter grade.
- No grade lower than a C in any course will be applied toward the major requirements.
- At least 12 credits in Group A must be taken within the Department of History at Stony Brook.
- 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 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:

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| 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.

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HISTORY DEPARTMENT FACULTY

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