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OVERVIEW OF PROPOSAL

Rationale

The following proposal would create a combined BA/MAT program in Africana Studies and Adolescence Social Studies 7-12. Admission to this program would be selective. The articulation and continuity of study between the undergraduate and graduate programs will provide students who are admitted to this program with a more intense and focused education in history than is available within the existing MAT program. Students in the proposed program will have the opportunity to take additional graduate history courses (two) than the five required by the current MAT program or most other area master's programs for social studies teachers. The additional two courses may be substituted for their equivalents as part of the undergraduate portion of the program bringing to fifteen, the total number of graduate credits taken while the student is in an undergraduate career. The students who complete this program will undoubtedly have stronger content knowledge than the graduates of any other social studies teacher preparation program on Long Island. This will certainly redound to their benefit in the job market. In addition, we hope that such a program would help increase the number of AFS undergraduate majors, that it would draw more minority students into the Social Studies Teacher Education Program, and that it would help redress the shortage of minority teachers of social studies in the region.

Admissions and Continuation

Students will be required to apply to the MAT program during their junior year, and students who are admitted will take two graduate history courses in the fall of their senior year. The basic admission requirements would be 3.2 GPA at Stony Brook (which is higher than both the 2.75 required by the undergraduate social studies program and the 3.0 required for applicants to the existing MAT) and recommendations from instructors (as currently required for admission to any MAT program). Students who are accepted into this program will take two graduate courses during semester 7. Their performance would then be reviewed (as is currently the case with all students in the combined bachelor's master's degree programs), and permission to complete the remainder of the graduate program would be based on: satisfactory performance in the two grad courses and overall cumulative GPA.

Students who either decided not to continue for the MAT or who were not allowed to continue based on their performance in these two graduate courses would be able to graduate with a BA at the end of semester 8 (including the two graduate courses).

Time Shortening

Students will be allowed to substitute at least 3, and at most 5, graduate courses for upper-division courses.

Relation to Existing programs

The proposed program would not require any changes to the existing undergraduate program.

This proposal does not call for the elimination of any existing programs or certification tracks.

SUNY Proposal

1. Program title and suggested HEGIS code number for the combined degree program.

Title: BA/MAT combined degree program in Africana Studies / Adolescence Education: Social Studies

Suggested HEGIS Code: 2211 / 2201.01

2. Titles and program code numbers of the currently registered programs which are to be combined.

26342 BA Africana Studies/Adolescence Education: Social Studies 7-12 (HEGIS 2211)

26343 MAT Adolescence Education: social studies (HEGIS 2201.01)

NOTES TO THE FOLLOWING TABLES

Africana Studies Major Requirements (with social studies certification)

(<http://www.stonybrook.edu/ugrdbulletin/current/pdfs/afsM.pdf>)

1.AFS 101 and AFS 102

2.Two courses from each of the following four areas

a.Africana Studies in the Humanities (denoted AFH I & II)

b.Africana Studies in the Social Sciences (denoted AFS I & II)

c.African-American Experience (denoted AA Experience I & II)

d.The Global African Experience (denoted Global African Experience I & II)

3.Three Credits of either AFH or AFS 447 or 487

4.Twelve upper-division elective credits chosen from courses offered by the department

5.Upper-division writing requirement

6.32 credits of social studies pedagogy and student teaching

7.Must satisfy the 11 Required Areas of Study (RAS) for social studies majors (as detailed on the advising worksheet included as the final exhibit to this document).

The major requires 5 specific upper-division courses. Students must take at least 8 additional upper-division courses selected from either free electives or the courses taken to satisfy major requirements.

DEC = Diversified Education Requirement, which corresponds to SUNY Gen Ed Requirements

Time Shortening: Any three graduate courses will be counted towards undergraduate upper-division electives. However, students will be encouraged to take up to two more graduate history courses than are required by the existing MAT program in lieu of comparable undergraduate history courses or electives. Thus, the combined program will result in a net time shortening of 3-5 courses or 9-15 credits. Both options are shown in the tables below.

3. Clear tabular display of the separate existing programs juxtaposed with the combined program.

Current BA with social studies certification (listing sample courses that could be used to satisfy major courses in AFS)	Cred	Current MAT	Cred	Proposed BA/MAT	Cred/ U	Cred/ G
AFS 101-F	3			AFS 101	3	
Language	3			Language	3	
DEC A Writing I	3			DEC A Writing I	3	
DEC A Writing II	3			DEC A Writing II	3	
DEC B Humanities	3			DEC B Humanities	3	
AFS 102-F	3			AFS 102-F	3	
Language	3			Language	3	
DEC C Math	3			DEC C Math	3	
DEC D Fine Arts	3			DEC D Fine Arts	3	
DEC E Natural Sciences I	3			DEC E Natural Sciences I	3	
AFS I: AFS 221-J (DEC J) (RAS 9)	3			AFS I (either HIS/AFS 221 or 346 ; must satisfy African history requirement)	3	
DEC E Natural Sciences II	3			DEC E Natural Sciences II	3	
DEC I - European Traditions (HIS 101 or 102, RAS 5)	3			HIS 101 or 102 (DEC I-European Tradition)	3	
AFH I (DEC G): AFH 368	3			AFH I (DEC G) : AFH 368	3	
AFH II (DEC G): AFH 390	3			AFH II (DEC G) : AFH 390	3	
Global African Experience I: AFS 388	3			Global African Experience I: AFS 388	3	
AFS II: AFS 239	3			AFS II: AFS 239	3	
AFS UD Elective I: AFS 319	3			AFS UD Elective I: AFS 319	3	
AFS UD Elective II: AFS 365	3			AFS UD Elective II: AFS 365	3	
AAExperience I: AFS 350	3			AAExperience I: AFS 350	3	
AFS UD Elective III (must satisfy DEC K): AFS 325	3			AFS UD Elective III (must satisfy DEC K) : AFS 325	3	
AAExperience II: AFS 310 (RAS 10)	3			AA Experience II:AFS 310	3	
Global African Experience II: AFS 337	3			Global African Experience II: AFS 337	3	
AFS/AFH 447 or 487 (UD)	3			AFS/AFH 447 or 487	3	
AFS UD Elective IV: AFS 372	3			AFS UD Elective IV: AFS 372	3	
DEC H Science and Technology (RAS 11)	3			DEC H Science and Technology	3	
Social studies pedagogy requirements (also enables students to satisfy upper-division elective requirements)	32					

	PSY 595 - Human Development	3	PSY 595 - Human Development		3
HIS 103-F (RAS 1)	3		2 free electives	6	
HIS 104-F (RAS 2)	3		HIS 103-F	3	
HIS 281 (geography requirement) (RAS 3)	3		HIS 104-F	3	
Principles of Economics (ECO 100) (RAS 4)	3		HIS 281 (geography requirement)	3	
Latin American history requirement (HIS 213, HIS 214, or SOC 364) (RAS 6)	3		Principles of Economics (ECO 100)	3	
			CEG 517/HIS 541 - Colonial/Modern Latin America may be substituted for HIS 213, HIS 214, or SOC 364.	3	(3)
	CEE 505-Education: Theory and Practice		3 CEE 505-Education: Theory and Practice		3
Asian history requirement (HIS 219, 220, 341, 343, 348) (RAS 7)	3		CEG 534, 564, 565 - Asian history may be substituted for HIS 219, 220, 341, 343, 348.)	3	(3)
POL 102/320/325 (RAS 8)	3		POL 102/320/325	3	
			CEG-1 - CEG 523 Historiography		3
			CEG 2 Graduate history course for MAT students		3
			CEE 577 - Teaching Social Studies		3
	CEE 577 - Teaching Social Studies	3			
	CEF 549 - Field Experience		1 CEF 549 - Field Experience		1
	CEG 523 Historiography		3 CEG 3 Graduate history course for MAT students		3
	CEG 2 Graduate history course for MAT students		3 CEG 4 Graduate history course for MAT students		3
	CEG 3 Graduate history course for MAT students		3 CEG 5 Graduate history course for MAT students		3
	CEE 578 - Methods II		3 CEE 578 - Teaching Social Studies Strategies		3
	CEF 550 - Field Experience		1 CEF 550 - Field Experience		1
	LIN 544 - Language Acquisition & Literacy Development		3 LIN 544 - Language Acquisition & Literacy Development		3
	CEG 4 Graduate history course for MAT students	3			
	CEG 5 Graduate history course for MAT students	3			
	CEE 580 - Student Teaching Seminar		3 CEE 580 - Student Teaching Seminar		3
	CEQ 581 - Student Teaching 7-9		3 CEQ 581 - Student Teaching 7-9		3
	CEQ 581 - Student Teaching 10-12		3 CEQ 581 - Student Teaching 10-12		3
Numbers in parentheses represent totals if students opt to take seven graduate-level content courses.	131		41 Total	111	41
				(105)	(47)
			Total Credits		152

4. General Requirements for Program Completion - Combined BA/MAT Program

Please refer to p. 8, question 5b for a prose description of the program requirements

		content UG	content G	DEC	upper-div	pedag. UG	pedag. G	st.teach	Free	Ugrad total	Grad Total
Sem 1	AFS 101	3								3	
	Language			3							3
	DEC A Writing I			3							3
	DEC A Writing II			3							3
	DEC B Humanities			3							3
Sem 2	AFS 102	3								3	
	Language			3							3
	DEC C Math			3							3
	DEC D Fine Arts			3							3
	DEC E Natural Sciences I			3							3
	AFS I (either HIS/AFS 221 or 346 ; must satisfy African history requirement)	3									3
Sem 3	HIS 101 or 102 (DEC I-European Tradition)	3		3							3
	DEC E Natural Sciences II			3							3
	AFH I (DEC G) : AFH 368	3		3							3
	HIS 103-F	3		3							3
	Elective								3		3
Sem 4	Geography requirement (HIS 281)	3									3
	HIS 104-F	3		3							3
	CEG 534, 564, 565 - Asian history substituting for HIS 219, 220, 341, 343, 348.)	3	(3)	3							3 (3)
	POL 102/320/325	3									3
	AFH II (DEC G) : AFH 390	3		3							3
	Elective								3		3

		content UG	content G	DEC	upper-div	pedag. UG	pedag. G	st.teach	Free	Ugrad total	Grad Total
Sem 5	AFS II: AFS 239	3								3	
	AFS UD Elective I: AFS 319	3			3					3	
	AFS UD Elective II: AFS 365	3			3					3	
	AAExperience I: AFS 310	3			3					3	
	PSY 595 - Human Development						3				3
	Principles of Economics (ECO 100)	3								3	
Sem 6	CEG 517/HIS 541 - Colonial/Modern Latin America substituting for HIS 213, HIS 214, or SOC 364.	3	(3)							3	(3)
	CEE 505-Education: Theory and Practice						3				3
	AFS UD Elective III (must satisfy DEC K) : AFS 325	3		3	3					3	
	AAExperience II: AFS 50	3								3	
	Global African Experience I: AFS 388	3								3	
	Global African Experience II: AFS 337	3								3	
Sem 7	AFS/AFH 447 or 487	3			3					3	
	AFS UD Elective IV: AFS 372	3			3					3	
	DEC H Science and Technology	3		3						3	
	CEG-1 - CEG 523 Historiography		3		3						3
	CEG 2 Graduate history course for MAT students		3		3						3
Sem 8	CEE 577 - Teaching Social Studies						3				3
	CEF 549 - Field Experience						1				1
	CEG 3 Graduate history course for MAT students		3								3
	CEG 4 Graduate history course for MAT students		3								3
	CEG 5 Graduate history course for MAT students		3								3
Sem 9	CEE 578 - Teaching Social Studies Strategies						3				3
	CEF 550 - Field Experience						1				1
	LIN 544 - Language Acquisition & Literacy Development						3				3
Sem 10	CEE 580 - Student Teaching Seminar							3			3
	CEQ 581 - Student Teaching 7-9							3			3
	CEQ 581 - Student Teaching 10-12							3			3
	Numbers in parentheses represent totals if students opt to take 7 graduate-level content courses with graduate courses taken as part of the combined program counting towards Upper Division requirements.	72 (66)	15 (21)	51	24	0	17	9	6	111 (105)	41 (47)

Includes CEG courses taken in senior year counting towards satisfaction of undergraduate upper-division requirements

Must have a minimum of 48 undergraduate credits in history/social sciences

5. Specific Program Requirements

- a. **Limitations imposed on admission to combined degree program in order to restrict to those students with exceptional academic records. Include description of admission requirements, and administrative approval.**

Currently, undergraduates must have a 2.75 GPA to be admitted to the social studies education program, and applicants to the existing MAT program must have at least a 3.0 undergraduate GPA. The proposed BA/MAT program will be restricted to students with a strong undergraduate record who can be expected to succeed in the MAT program. Students will be required to apply to the MAT program during their junior year. The basic admission requirements will be 3.2 GPA at Stony Brook, recommendations from content area instructors, and satisfactory performance in pedagogy courses.

Students who are accepted into the program will begin taking graduate content and pedagogy courses during their fourth year with student teaching at the end of the program. Permission to continue in the combined program would be contingent upon satisfactory performance in the two graduate courses taken during the fall of their senior year. The attached model course of study requires students to complete all requirements for the BA in 8 semesters, so students who either choose not to complete the program or who are not permitted to continue would still be able to finish at the end of their fourth year with a BA.

Assessment Gates for Teacher Candidates

Admission to Program 1st Pedagogy Course & Fieldwork	Admission to 2nd Pedagogy Course & Fieldwork	Admission to 3rd Pedagogy Course & Clinical Practice	Program Exit Graduation & Certification
Undergraduate 2.75 GPA (3.0 Major; 3.2 for proposed BA/MAT program)	TCPDF* SPA standards Dispositions Portfolio Fieldwork	TCPDF SPA standards Dispositions Portfolio Fieldwork	TCPDF SPA standards Dispositions Portfolio Fieldwork
Graduate BA content area 3.0 GPA	Course Grade	Course Grade NYS LAST Test 2.75 GPA (3.0 major GPA)	Course Grade LEF* TCWS*

*TCPDF – Teacher Candidate Professional Development Form

*LEF – Lesson Evaluation Form

*TCWS – Teacher candidate work Sample

b. **List all required courses showing number of credits whether graduate or undergraduate, when and how often offered.**

Please refer to the chart on p. 5 “General Requirements for Program Completion”

Undergraduate major requirements

For the most part, students have substantial leeway in choosing which courses to take to satisfy the requirements of both the Africana Studies major and the social studies education program. Multiple courses are offered each semester that would permit students to satisfy major requirements. The AFS 101/102 and the HIS 101/102 and 103/104 sequences are large lecture courses that are offered fall/spring every year. Students who are admitted to the combined program will be given preference in registering for the upper division courses to ensure that they complete this requirement by the spring of their junior year.

Pedagogy courses

Every pedagogy course required for certification is offered every semester and during the summer with the exception of the social studies methods sequence CEE 577 and 578 (and the co-requisite field experience) and student teaching, which are only offered during the academic year.

Social studies content requirements

The social studies education program has a number of area/distribution requirements—please see the attached undergraduate and graduate advising worksheets (Appendix V). For the most part, students have substantial choice regarding the specific course which they may take to satisfy these requirements. As noted above, the HIS 101/102 and 103/104 sequences are offered every year. HIS 281 and ECO 100 are also offered annually. All of the courses that may be taken to satisfy the various distribution requirements have been selected both because they provide a broad knowledge of the topic, and also because they are courses that are offered on a regular basis (i.e., each semester in many cases) and can accommodate a greater number of students. In addition, other introductory courses may be substituted for required survey courses.

Graduate history courses

Students in the combined program will be expected to complete the various area/distribution requirements before beginning graduate study, so this should not impose any constraints on their graduate course selection. Generally, the history department offers 12 courses per year for students in the MAT program. The only course that is required of all students in the MAT program is CEG 523, which is normally offered two times per year. An MA program in Africana Studies has just been approved. We expect that some of these courses will be cross listed with history, thus increasing the number of graduate courses available to students in the combined program.

NOTE: All courses are 3 credits with the exception of the two 1-credit field experience courses (CEF 548/549).

c. **Indicate the number of undergraduate and graduate elective credits required.**

6 undergraduate elective credits; 12 upper division electives within the AFS major; numerous choices concerning courses to be taken to satisfy major distribution requirements; substantial degree of choice among graduate history courses to be taken to satisfy MAT requirements.

d. **Indicate the number of semesters of full-time study required for program completion at the undergraduate and graduate levels.**

10 semesters: 7 undergraduate and 3 graduate.

Note: The two degrees are conferred only when the entire combined degree program has been completed. Both degrees are conferred together unless the student elects to exit the combined degree program. See the exit policy in part 5.f. of this proposal

e. **State all other program requirements such as thesis, comprehensive examination, field experience, project, and residence.**

The undergraduate degree program includes a major writing requirement. The program will require 100 hours of field experience and the student teaching practicum, at least 50% of which must be completed in high-needs schools.

All students must pass the Liberal Arts and Sciences Test (LAST) prior to student teaching. Students must also pass both the Content Specialty Test (CST) and the Assessment of Teaching Skills–Written (ATS/W) for initial certification. To ensure that our candidates have the content knowledge necessary to assist students in grades 7 through 12 in meeting the State Learning Standards, we also recommend that candidates pass the NY State Content Test (CST) prior to student teaching.

f. **Describe the means by which program quality at both degree levels is assured in spite of time-shortened aspect of the program.**

The combined program would permit students to complete the BA and the MAT in 10 semesters, instead of 11 semesters, and three graduate courses would be counted towards the undergraduate degree. The quality of the combined program is guaranteed by requiring students to take two additional graduate history courses, admitting into the program students who have demonstrated the potential to do well in graduate-level coursework, and only allowing those students to progress through the program who have performed satisfactorily in their first two graduate courses.

Exit Policy:

Stony Brook undergraduate degrees:

(a) require 120 credits

(b) allow students to count a maximum of six (6) graduate credits towards the undergraduate degree

Stony Brook combined bachelors/masters degrees:

(c) require a minimum of 138 credits.

(d) allow students to count a maximum of fifteen (15) graduate credits towards the undergraduate portion of the degree

(e) require that students who exit the combined program before completion satisfy requirements for the regular undergraduate degree (above, (a), (b)).

Students in the combined degree program will be advised in a timely fashion so that they may complete, if necessary, the regular undergraduate degree without having to take additional undergraduate courses. If a student is asked to leave the program based on unsatisfactory progress, the student will be informed in time for

the student to complete the undergraduate requirements with a maximum of six (6) graduate credits and a total of 120 credits.

Signature and Program Information Page
Complete for all programs proposed for registration with this application.
Attach additional, signed pages if necessary.

Title of Program	Award	Certificate(s)/Extension(s)	Certificate Type	Title of Program to Be Replaced, if any (from IRP)*	Award (from IRP)	Certificate(s)/Extension(s) (from IRP)	Certificate Type (from IRP)	HEGIS Code No. (from IRP)	Program Code No. (from IRP)
BA/MAT combined degree program in Africana Studies / Adolescence Education: Social Studies	BA and MAT combined	Social Studies 7-12	Initial	NA	NA	Social Studies 7-12	NA	NA	NA

* IRP stands for the Department's Inventory of Registered Programs, which is sent to each institution annually. Any program leading to a provisional certificate will be removed from the Inventory of Registered programs (IRP) effective February 2, 2004. All students enrolled in a program that will be discontinued on that date will need to have completed the program or transferred to a registered program on or before that date.

Name and Title of Chief Academic Officer: Provost Eric Kaler

Institution/Branch Campus: Stony Brook University

Signature of Chief Academic Officer: _____ Date: _____

Name and Title of Contact Person: Dorit Kaufman, Director of Professional Education Program Phone: 631/632-7783 Fax: 631/632-9487E-mail: dorit.kaufman@stonybrook.edu

NOTE

All of the pedagogy elements of the proposed BA/MAT program in Africana Studies are identical with those of the BA/MAT program in Social Studies that was approved on June 16, 2006 (Hegis Code: 2205; Program Code: 31036).

REGISTRATION OF PROGRAMS LEADING TO CLASSROOM TEACHING CERTIFICATES

52.21(b) Programs leading to certification in teacher education that enroll students who will apply for initial certification on or after February 2, 2004, to qualify for such initial certification effective on or after September 1, 2004, shall meet the requirements of this subdivision, except that all programs leading to certification valid for pupil personnel service or administrative and supervisory service shall meet the requirements of subdivision (a) of this section instead of the requirements of this subdivision.

[Note: These regulations do not apply to programs in pupil personnel service and in administrative and supervisory service.]

(1) Definitions. As used in this subdivision:

(i) *Annotation* of a teaching certificate means the recognition that the holder of an appropriate valid teaching certificate has additional pedagogical knowledge, skills and experiences attained on a voluntary basis, and subject to the limitations and requirements set forth in the teacher certification requirements of this Title.

(ii) *Classroom teaching certificate* means a teaching certificate other than a certificate in pupil personnel service or administrative and supervisory service.

(iii) *Cognate* means a subject the knowledge of which is directly related to understanding fully the knowledge of a second subject, as chemistry is a cognate of biology. The determination of what subject will be designated a cognate for the second subject at a given institution will be made by the faculty for that second subject at the institution.

(iv) *Concentration* means major, as defined in this paragraph.

(vii) ***Field experience*** means direct observation of teaching, participation in teaching, or teaching itself that is related to the teacher education program in which the candidate is enrolled; engaged in prior to student teaching or practica; and carefully selected and planned by program faculty.

(viii) ***Initial certificate*** means the first teaching certificate obtained by a candidate that qualifies that individual to teach in the public schools of New York State, excluding the transitional certificate and temporary license, and subject to the limitations and requirements set forth in the teacher certification requirements of this Title.

(ix) ***Major*** means sequential study in a subject or interdisciplinary field of at least 30 semester hours that provides knowledge of breadth and depth in that subject or interdisciplinary field, except as otherwise prescribed in this subdivision.

(xi) ***Practica*** means structured, college-supervised learning experiences for a student in a teacher education program in which the student teacher practices the skills being learned in the teacher education program through direct experiences with individual students, or with groups of students. These skills are practiced under the direct supervision of the certified teacher who has official responsibility for the students.

(xii) ***Professional certificate*** means the final teaching certificate obtained by a candidate that qualifies that individual to teach in the public schools of New York State, subject to the limitations and requirements set forth in the teacher certification requirements of this Title.

(xiii) ***Student teaching*** means a structured, college-supervised learning experience for a student in a teacher education program in which the student teacher practices the skills being learned in the teacher education program and gradually assumes increased responsibility for instruction, classroom management, and other related duties for a class of students in the area of the certificate sought. These skills are practiced under the direct supervision of the certified teacher who has official responsibility for the class.

(xiv) ***Subject*** means a branch of knowledge or study.

**GENERAL REQUIREMENTS
FOR THE REGISTRATION OF ALL PROGRAMS LEADING TO CLASSROOM
TEACHING CERTIFICATES**

52.21 (b)(2) - General Requirements.

(h) Institutions shall provide sufficient numbers of qualified, full-time faculty in order to: foster and maintain continuity and stability in teacher education programs and policies; ensure that the majority of credit-bearing courses in the program are offered by full-time faculty; and ensure the proper discharge of all other faculty responsibilities. Faculty teaching assignments shall not exceed 12 semester hours per semester for undergraduate courses, or 9 semester hours per semester for graduate courses, or 21 semester hours per academic year for faculty who teach a combination of graduate and undergraduate courses, while still providing sufficient course offerings to allow students to complete their programs in the minimum time required for earning the degree. Individual faculty members shall not supervise more than 18 student teachers per semester. Supervision of field experiences, practica, and student teaching shall be considered by the institution in determining faculty load, and institutions shall demonstrate how such supervision is considered in determining faculty load. The Commissioner may grant a waiver from one or more requirements of this clause upon a showing of good cause satisfactory to the Commissioner, including but not limited to a showing that the institution cannot meet the requirement because of the nature of the program, which otherwise meets the requirements of this Part.

What percentage of credit-bearing education courses in the program is offered by full-time education faculty?

50%

What is the maximum teaching load for education faculty?

The maximum teaching load is 4 courses annually for tenured or tenure-track faculty and 6 courses for full time, non-tenure-track faculty. Faculty also receive appropriate release time for administrative responsibilities.

How many student teachers supervised equate to one credit of course load?

The same faculty supervise student teachers and teach the student teaching seminar. This joint assignment counts for two courses, and the maximum number of students is 12. This means that faculty will supervise no more than 6 students per course.

Complete the Faculty Charts on the following pages, for each proposed program, providing information on full-time and part-time or adjunct faculty of the institution who are affiliated with the program. For full-time faculty, include tenure status (see note on Faculty Chart), the percentage of time assigned to this program, number of courses taught annually in the program, all earned degrees and specific field of each degree (more specific than “Education”), NYS certificates, and school teaching experience (e.g., Jane Doe, T; 75%, 8; Ph.D., Math Education, M.S. Math Education, B.S. Math; Math 7-12 cert. and 5 years teaching H.S. math). For part-time or adjunct faculty, include the number of courses taught annually in the program, all earned degrees and specific field of each degree, NYS certificates, and school teaching experience. (Please note the requirements in Section 52.2 (b) (4) and (5) of Commissioner’s Regulations (found in attached Supplement) concerning earned doctorates held by faculty teaching in curricula leading to baccalaureate and graduate degrees.)

Full-Time Faculty of the Institution Affiliated with the Proposed Program

Title of Proposed Program: Combined BA/MAT Program in Africana Studies with Social Studies Certification

Name	Tenure Status* (T, TT, or NTT)	%Time to Program	No. of Program Courses Taught Annually	All Earned Degrees, with <u>Specific</u> Titles/Areas of Specialization	NYS Certificates & Related Teaching Experience
Lawrence Frohman Director of Social Studies Education	TT	100	4	Ph.D. History Coursework in secondary education	NYS certification – secondary social studies Completed coursework for certification in secondary education and two years of teaching in public schools Has served as program reviewer for the National Council for the Social Studies Teaches methods courses, supervises student teachers, and teaches history courses for students in the MAT program
Charles Backfish Director of Field Experience and Student Teaching	NTT	100	6	M.A. History	NYS certification – secondary social studies 30 years of teaching in Smithtown schools Organized a series of academic conferences for area high school students in conjunction with Stony Brook’s Center for Excellence and Innovation in Education. Has supervised undergraduate and graduate student teachers at Stony Brook since 2000, and he also teaches a graduate course “Teaching Twentieth Century

					America Through Music and the Visual Arts.” Presently serves as editor for the “Common School” column for the on-line journal A Common Place (www.common-place.org).
Floris Barnett Cash	T	See note	4	Ph.D. History	Africana Studies department faculty
David L. Ferguson	T	See note	4	Ph.D. Mathematics and Science Education	Africana Studies department faculty
Georges Fouron	T	See note	4	Ed.D. Social Studies Education	Africana Studies department faculty
Barbara E. Frank	T	See note	4	Ph.D. Art History	Africana Studies department faculty
E. Anthony Hurley	T	See note	4	Ph.D. French	Africana Studies department faculty
Peniel Joseph	TT	See note	4	Ph.D. History	Africana Studies department faculty
Leslie H. Owens	T	See note	4	Ph.D. History	Africana Studies department faculty
Olufemi Vaughan	T	See note	4	D. Phil. Politics	Africana Studies department faculty
Carlos M. Vidal	T	See note	4	Ph.D. Social Work	Africana Studies department faculty
Tracey Walters	TT	See note	4	Ph.D. English	Africana Studies department faculty
Jennifer Anderson	TT	See note	4	Ph.D. History	History department faculty
Michael Barnhardt	T	See note	4	Ph.D. History	History department faculty
Eric Beverley	TT	See note	4	Ph.D. History	History department faculty
Themis Chronopoulos	TT	See note	4	Ph.D. History	History department faculty

Alix Cooper.	TT	See note	4	Ph.D. History	History department faculty
Terry Earley	NTT	See note	4	Ph.D. History	History department faculty
Jared Farmer	TT	See note	4	Ph.D. History	History department faculty
Robert Goldenberg	T	See note	4	Ph.D. History	History department faculty
Paul Gootenberg	T	See note	4	Ph.D. History	History department faculty
Susan Hinely	NTT	See note	4	Ph.D. History	History department faculty
Young-Sun Hong	T	See note	4	Ph.D. History	History department faculty
Ned Landsman	T	See note	4	Ph.D. History	History department faculty
Brooke Larson	T	See note	4	Ph.D. History	History department faculty
Herman Lebovics	T	See note	4	Ph.D. History	History department faculty
Helen Rodnite Lemay	T	See note	4	Ph.D. History	History department faculty
Shirley Lim	TT	See note	4	Ph.D. History	History department faculty
Sara Lipton	T	See note	4	Ph.D. History	History department faculty
Iona Man-Cheong.	T	See note	4	Ph.D. History	History department faculty
Gary Marker	T	See note	4	Ph.D. History	History department faculty
April Masten	T	See note	4	Ph.D. History	History department faculty
Wilbur R. Miller	T	See note	4	Ph.D. History	History department faculty

Janis Mimura	TT	See note	4	Ph.D. History	History department faculty
Kathleen Nutter	NTT	See note	4	Ph.D. History	History department faculty
Donna Rilling	T	See note	4	Ph.D. History	History department faculty
Wolf Schäfer	T	See note	4	Ph.D. History	History department faculty
Chris Sellers	T	See note	4	Ph.D. History	History department faculty
Nancy Tomes	T	See note	4	Ph.D. History	History department faculty
Kathleen Wilson	T	See note	4	Ph.D. History	History department faculty
Paul Zimansky	T	See note	4	Ph.D. History	History department faculty

*T = tenured; TT = tenure track; NTT = not tenure track.

Note: Because of the structure of the Africana Studies and History majors and of the social studies certification option, all Africana Studies and history courses can be used in one form or another to satisfy program requirements

Part-Time or Adjunct Faculty Affiliated with the Proposed Program

Title of Proposed Program: Combined BA/MAT Program in Africana Studies with Social Studies Certification

Name	No. of Program Courses Taught Annually	All Earned Degrees, with <u>Specific</u> Titles/Areas of Specialization	NYS Certificates & Related Teaching Experience
Harvey Karron	6	M.A. History M.A. School Administration	NYS certification – secondary social studies 30 years of teaching in NYC schools Designed courses on comparative religions and minorities and the law for New York City high schools. Has supervised student teachers at Stony Brook since 1990 and teaches an online course on “Racism: An Interdisciplinary Analysis.”
Gerard Lannigan	3	M.A. History	NYS certification – secondary social studies 30 years of teaching in Three Village schools and former humanities department chair Received numerous teaching awards and is currently developing a comprehensive interdisciplinary 9 th -grade program. Has taught social studies methods at Stony Brook since 1990.
Barbara McAdorey	4	M.A. History	NYS certification – secondary social studies Taught secondary social studies in Sachem, New York for more than 25 years Has taught social studies methods at Stony Brook since 1989. Involved in test development and curriculum design for Advanced Placement courses in virtually all of the social science fields since 1981. Led courses in graduate level secondary education teacher development programs at many universities since 1984.

Richard Rocco	2	M.A. History	<p>NYS certification – secondary social studies Taught social studies in two districts on Long Island for more than 20 years and served as assistant principal at Miller Place High School 1992-2001.</p> <p>Developed curriculum for AP, criminal justice, and US history regents courses, chaired school improvement and child study teams, and served on English/social studies joint curriculum committee.</p>
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Please note that faculty information should show that the instructor of every pedagogical course has expertise in that pedagogical area.

(i) Institutions shall demonstrate that participation in relationships with local schools is a valued component of the responsibilities of the faculty with primary appointments to teacher education.

What steps does the institution take to show faculty that the institution considers faculty participation in relationships with local schools to be a component of faculty responsibilities that is valued by the institution?

Faculty participation in relationships with the local school districts is a crucial aspect of the responsibilities of all education faculty. We have established partnerships with a number of area schools and districts to secure placement opportunities for field experience and student teaching, and social studies faculty are involved in professional activities and associations with many area schools. Education faculty are encouraged to engage in such activities; teaching loads are established so as to ensure that time is available for such work; and involvement with area schools is taken into account in promotion and tenure decisions.

(j) Institutions shall provide sufficient resources and equipment and adequate facilities and physical space, as prescribed in section 52.2(a) of this Part, to support effective teaching and scholarship by faculty and effective learning and scholarship by students in the program.

Describe the resources, equipment, facilities, and physical space that are:

1) dedicated to this program;

As part of Stony Brook's successful NCATE accreditation in October 2004, the University has committed substantial additional financial resources to the Social Studies Teacher Education Program. This has enabled us to hire additional full-time faculty with requisite expertise and experience and to reduce our maximum class sizes to well below the maximum limits established by NCATE and NYSED. We have adequate secretarial support, supplies, and equipment (computers, telephones, photocopy machines, TVs, VCRs) to support our mission. All faculty have offices (either personal or, with some part-time faculty, shared) in the social studies wing of one of the main campus buildings.

2) readily available for use by this program.

While all faculty have computers in their offices, the most important campus-wide resources that are available to the program are the computing facilities offered through the Division of Information Technology (DoIT), Blackboard, Client Support and the Teaching, Learning and Technology (TLT) Office. There are numerous computer labs located across campus that are available to all enrolled students. TLT provides instruction to social studies classes in the relevant technologies. Client Support is responsible for maintaining the campus network and maintaining faculty computers. The Professional Education Program and DoIT jointly maintain the online assessment system used by the program.

See also, Appendix II

Include library resources and facilities, as well as any special facilities that pertain to this program (e.g., music, speech/language laboratories, physical education, etc.).

See Appendix I

(k) Institutions shall demonstrate how they use various types of assessments to evaluate students for admission to teacher education programs and based on such assessments prescribe study and experiences that will enable students to develop the knowledge, understanding, and skills necessary to successfully meet the requirements for certification upon program completion.

Attach a published statement of, or state here, the criteria for admission to the institution and to the program.

Undergraduates are admitted to the University and only apply for admission to the Social Studies Teacher Education Program at the beginning of their junior year.

The requirements for admission to Stony Brook University are as follows (<http://www.stonybrook.edu/ugrdbulletin/current/pdfs/Admissions.pdf>):

Freshman Admission

Stony Brook evaluates applicants on an individual basis. There is no automatic cutoff in the admission process, either in grade point average, rank, or test scores. The Admissions Committee seeks to enroll the strongest and most diverse class possible. Successful applicants will typically have earned:

- * a high school diploma or equivalent (a Regents diploma is preferred for New York State residents);
- * a strong high school academic program that includes:
 - * 3 to 4 units of mathematics (4 units required for engineering)
 - * 4 units of English
 - * 4 units of social studies
 - * 3 units of science (4 units required for engineering)
 - * 2 or 3 units of a foreign language;
- * standardized test scores that indicate the promise of success in a rigorous undergraduate course of study.

Stony Brook also welcomes applications from those with special talent or exceptional ability in a particular area. SAT II scores in writing, mathematics, and a third area of the student's choice are recommended. Two letters of recommendation from counselors and teachers may be requested by Stony Brook's Admissions Office.

Once students have been admitted to the University, they may apply for admission to the Social Studies Teacher Education Program. In addition to a major in one of the social sciences, to be admitted to the program students must:

- submit an application essay,
- have an overall GPA of 2.75 or better based on at least 12 credits taken at Stony Brook. Incoming transfer students will be evaluated on the basis of GPA from their prior institution,
- have taken either HIS 101 or 102 and either HIS 103 or 104 (or equivalent courses at other institutions), and
- have satisfied at least three of the required areas of study with a B or better. HIS 101/102 and HIS 103/104 may be used to satisfy this admission requirement.

MAT Admission - Current

Requirements or admission to the MAT program in Social Studies Education can be found at: <http://www.sunysb.edu/spd/graduate/matss.html>.

Applicants to the MAT program must

- have a bachelor's degree in history or one of the social science fields, such as sociology, political science, Africana Studies, etc., (including a minimum of 18 credits in history),
- have a minimum 3.0 undergraduate GPA
- submit three letters of recommendation and an application essay.

Admission to Combined BA/MAT – Proposed

Undergraduates are admitted to the University and only apply for admission to the Social Studies Teacher Education Program at the beginning of their junior year.

Students must

- be enrolled as an Africana Studies major,
- have a minimum 3.2 undergraduate GPA,
- submit three letters of recommendation.

Describe the process for evaluating the preparation of candidates for admission to the program, prescribing study and experiences to meet requirements, and evaluating student progress.

Once accepted into the MAT Program in Social Studies Education, students will be advised about major content requirements by the Africana Studies Program and about the pedagogy requirements by the director of the social studies program.

As part of the admissions process, all students must meet with the Director of Social Studies Education, who reviews their coursework taken to that point and helps students identify the remaining courses needed for program completion and devise a course of study. All students in the undergraduate program are required to maintain a 2.75 GPA (3.0 for students in the MAT program) and earn at least a C in all content and pedagogy courses required for the degree and certification (B for students in the MAT program). Academic requirements will be substantially higher for students in the Five-Year Combined program, and their entry and continuation requirements are described below. Students must complete all requirements for graduation and certification, including program GPA requirements, before they will be admitted to student teaching. During student teaching, students are observed and evaluated by both a University supervisor and two cooperating teachers. Students who successfully complete their student teaching assignments, the student teaching seminar, and all program assessments are then recommended for certification.

**REQUIREMENTS FOR SPECIFIC PROGRAMS
LEADING TO CLASSROOM TEACHING CERTIFICATES**

52.21(b)(3) Specific Requirements. To be registered as a program leading to certification, the program shall meet the specific requirements of this paragraph for the particular certificate title. The general requirements prescribed in paragraph (2) of this subdivision shall also be applicable, unless such general requirements are explicitly stated to be inapplicable in paragraph (2) of this subdivision or by the specific requirements set forth in this paragraph.

ADOLESCENCE EDUCATION: In the Program Chart below, list all pedagogical courses for the proposed program, including those required by the General Pedagogical Core in 52.21(b)(2)(ii)(c) and the additional pedagogical study required for this program in 52.21(b)(3)(iv) below. Identify the courses by course number, title, number of credits, required (R) or elective (E), and instructor(s). If the Faculty Charts do not make clear each instructor's qualifications to teach a particular course, provide that information below this Program Chart.

Number	Title	Credits	R/E	Instructor(s)
PSY 327	Human Development	3	R	Paul Kaplan – Ph.D. Psychology. Has authored numerous books and articles in the field of human development
SSE 350	Foundations of Education	3	R	Georges Fouron – Ed.D. Serves as team member for National Evaluation Systems, which prepares state exams (LAST, ATS-W, & CST) for teacher candidates. Taught social studies and adult literacy in the New York City schools.
LIN 544	Language Acquisition and Literacy Development	3	R	Joy Janzen – Ph.D. Applied Linguistics
CEE 577	Teaching Social Studies	3	R	McAdorey
CEF 548	Field Experience I	1	R	McAdorey
CEE 578	Social Studies Strategies	3	R	McAdorey
CEF 549	Field Experience II	1	R	McAdorey
CEQ 581	Supervised Student Teaching – Grades 7-9	6	R	Backfish, Karron, Frohman
CEQ 582	Supervised Student Teaching – Grades 10-12	6	R	Backfish, Karron, Frohman
CEE 580	Student Teaching Seminar	3	R	Backfish, Karron, Frohman

At the end of the application, attach a description of each pedagogical course for this program, as the course description will appear in the catalog. Please note that the description of any course identified as meeting a general or specific Pedagogical Core requirement, in whole or in part, should reflect that requirement.

52.21(b)(3)(iv). Programs leading to initial certificates valid for teaching adolescence education (grades 7 through 12).

(a) Content Core. In addition to meeting the general requirements for the content core prescribed in paragraph (2)(ii)(b) of this subdivision, the content core shall be a major or its equivalent in one of the liberal arts and sciences that provides a knowledge base for assisting students in grades 7 through 12 in meeting the State Learning Standards for students, as applicable to one of the following subjects and prescribed in Part 100 of this Title: English, a language other than English, biology, chemistry, earth science, physics, mathematics, or social studies, provided that the content core in social studies shall include study in economics, government, and at least a total of 21 semester hours of study in the history and geography of the United States and the world.

State the requirements for the Content Core. (See definition of major in 52.21(b)(1).) Identify the catalog pages where descriptions of existing liberal arts and sciences majors are found that candidates may select for meeting the Content Core requirements of this program. If new liberal arts and sciences majors are proposed for this purpose, list the requirements, including course numbers, titles, credits, and instructors; provide course descriptions; complete Faculty Charts for each; and see the Supplement for other required information.

To qualify for social studies certification, undergraduates must:

1. have completed a major in history or one of the other social science disciplines (Africana Studies, Anthropology, Economics, Political Science, Social Sciences Interdisciplinary, and Sociology),
2. complete at least 48 undergraduate credits in the social sciences with a C or better, and
3. complete at least 5 graduate courses in history
4. complete at least one course in each of the 11 required areas of study, which include survey courses in the following areas:
 - i. US history to 1877
 - ii. US history since 1877
 - iii. Asia and its civilizations
 - iv. African history
 - v. European history/Western Civilization
 - vi. Latin American history
 - vii. Principles of economics
 - viii. Science, technology and society
 - ix. American politics and government
 - x. The culture concept in history or theory
 - xi. Human or cultural geography

In the combined program, these required areas of study must be met at the undergraduate level.

For this combined program proposal, the major is limited to Africana Studies. The requirements for the Africana Studies major (with social studies certification) include:

1. AFS 101 and 102 - Themes in the Black Experience I and II
2. Two courses from each of the following areas:
 - Africana Studies in the Humanities
 - Africana Studies in the Social Sciences
 - The African American Experience
 - The Global African Experience
3. Three credits in AFH or AFS 447 - Readings in Africana Studies or AFH or AFS 487 - Research in Africana Studies (junior or senior year)
4. Departmental writing requirement
5. 32 credits of social studies pedagogy and student teaching
6. Must satisfy the 11 Required Areas of Study (RAS) for social studies majors (as detailed on the advising worksheet included as the final exhibit to this document).

See <http://ws.cc.stonybrook.edu/ugrdbulletin/current/pdfs/afsM.pdf> for greater detail on the Africana Studies major.

See <http://www.sunysb.edu/spd/graduate/matss.html> for greater detail on the MAT program in social studies.

Describe how the program ensures that candidates are prepared with a content knowledge base for assisting students in grades 7 through 12 in meeting the State Learning Standards for that level in the subject of the certificate sought.

We have two primary means of ensuring that students are prepared to teach the subject area in which they are seeking certification as described in the above in the rigorous course of study. The first of these are our admissions requirements, which require that students entering the MAT program have already taken a course of study adequate to prepare them for classroom teaching. This knowledge base is deepened through their graduate study. Second, the course of study in the MAT program was designed to satisfy both NCSS standards and to take account of the practical requirements of the New York State social studies curriculum. In addition, in the two methods courses, students are required to demonstrate the ability to teach to all of the NCSS content standards before they will be accepted for student teaching.

(b) Pedagogical Core. In addition to meeting the general requirements for the pedagogical core prescribed in paragraph (2)(ii)(c) of this subdivision, the pedagogical core shall focus on adolescence education and include, but need not be limited to:

(1) study in the processes of growth and development in adolescence and how to provide learning experiences and conduct assessments reflecting understanding of those processes;

Course title(s) and number(s):

PSY 327 – Human Development

(2) student teaching in both adolescence education settings, grades 7 through 9 and grades 10 through 12. The time requirements for field experience, student teaching and practica of paragraph (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates

holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, programs shall require such candidates to complete at least 50 clock hours of field experiences, practica, or student teaching with students in adolescence, including experiences in both adolescence education settings, grades 7 through 9 and grades 10 through 12.

The general pedagogical core requirements for field experiences, student teaching and/or practica of 52.21(b)(2)(ii)(c)(2) are repeated for ease of reference.

52.21(b)(2)(ii)(c)(2)(i) The program shall include at least 100 clock hours of field experiences related to coursework prior to student teaching or practica. The program shall include at least two college-supervised student-teaching experiences of at least 20 school days each.

52.21(b)(2)(ii)(c)(2)(ii) The field experiences, student teaching and practica shall:

(A) be consistent with the program's philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated;

(B) be accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences;

(C) provide candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high-need schools, and experiences with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners, and students with disabilities;

and (D) for programs preparing candidates for more than one certificate, ensure that candidates have field experiences and/or student-teaching or practica experiences related to each certificate, as prescribed in paragraph (3) of this subdivision.

Describe how the requirements in (A), (B), (C), and (D), cited above, are met for the field experiences and student teaching :

(A) Students participate in 100 hours of field experience prior to their student teaching placement.

These hours are divided equally between two courses: CEF 548 and CEF 549 (50 hours each), which are taken in conjunction with the two social studies methods courses (CEE 577/578). To ensure that field experience furthers the goals of our program, we have established partnerships with a number of area schools and districts. Both of our field experience courses are linked with subject area pedagogy courses, and all of these courses are aligned with both Stony Brook Candidate Proficiencies and the relevant NYSED and NCSS standards.

The student teaching practica consist of two college-supervised placements, one each in a grade 7-9 setting and a grade 10-12 setting. The entire practicum lasts 75 days, distributed approximately equally across the two placements. Progress is regularly monitored by the University supervisor and cooperating teachers, who are both required to assess student teaching performance using our program-wide assessment instruments.

(B)The two field experience courses must be taken in conjunction with the methods courses which are taught by faculty with substantial teaching experience in the subject and grade level. In these

courses, students are required to complete a variety of specific assignments designed to forge a connection between classroom instruction and school-based observations in social studies classrooms. Such assignments include, but are not limited to, descriptions of the socio-economic structure of the school and community, analyses of instruction and class management, reports on the integration of literacy and NCSS/NYSED standards into instruction, analyses of strategies for differentiating instruction, and other forms of action research. Students who do not satisfactorily complete field experience are required to repeat both field experience and the methods course with which it is integrated.

Students must enroll in the student teaching seminar in conjunction with the two practica, and the fact that the seminar instructor is also responsible for supervising the practicum ensures that students are evaluated and advised on a regular basis and that there is a close connection between classroom instruction and the practica.

(C) We require students in both field experience courses to complete the bulk of their field experience in specific schools or districts which have been chosen to expose students to diverse bodies of 7-12 students. All students must complete a minimum of 50% of their 100 field experience hours in a high needs school, where they work specifically with socioeconomically disadvantaged students, English language learners and students with disabilities. We also have partnerships with academic intervention programs/alternative schools at several area districts and with the Even Start Family Literacy Programs, which enable our students to work with English Language Learners. These partnerships, as well as the SUNY Urban Teacher Education Center, also make it possible for a substantial proportion of our students to complete their practica in high needs schools.

(D) Not Applicable

Identify courses that require field experiences:

Course Number	Course Title	Instructor	Grade Level	Clock Hours
CEF 548	Field Experience I	McAdorey	7-9 and 10-12	50
CEF 549	Field Experience II	McAdorey	7-9 and 10-12	50

Identify courses/seminars for the college-supervised student-teaching experiences:

Course Number	Course Title	Instructor	Grade Level	No. of Full School Days
CEQ 581	Supervised Student Teaching – Grades 7-9	Karron, Backfish, Frohman	7-9	38
CEQ 582	Supervised Student Teaching – Grades 10-129	Karron, Backfish, Frohman	10-12	37

APPENDIX I

LIBRARY RESOURCES IN AFRICANA STUDIES

The purpose of this subject account is to support instruction and research on the experiences of persons of African descent throughout the world. Special emphasis is given to support the exploration of African civilizations and their influences on other parts of the “Black Diaspora.” English is the predominant language of the collection. Works in French on Francophone Africa and in Spanish on the Caribbean are collected selectively. The library does not collect actively in African languages. While no limits are placed on the geographical areas covered the current emphasis is on Africa, the United States, Caribbean, and the UK. No limits are placed on the chronological period covered but current emphasis is on the nineteenth and twentieth century.

Electronic material

The library currently subscribes to thirty-five electronic journals related to Africana Studies. In twenty-two cases the virtually the entire run of an important journal is available online through JSTOR. The majority of Stony Brook’s Africana-related journals are now available in electronic form only. In addition library subscribes to both the Black Studies database (an electronic version of the Kaiser Index to Black studies which unfortunately ends in 1989) and Ethic News Watch, a full-text index to the ethnic press. A large number of other databases include relevant information.

Print material

Because Africana Studies is interdisciplinary, it is difficult to pinpoint our monograph coverage. Following is a list based on Library of Congress subject headings.

Africa: 57
Africa—Antiquities: 38
Africa—Bibliography 72
Africa—Central 110
Africa—Civilization: 168
Africa—Colonization: 175
Africa—Commerce: 14
Africa--Description and Travel: 55
Africa--Discovery and Exploration: 29
Africa, East: 21
Africa, Eastern: 40
Africa—Economic Conditions:185
Africa—Economic Policy: 70
Africa—Foreign Relations: 80
Africa—French-Speaking Equatorial and West: 104
Africa—History: 220
Africa—Languages:40
Africa, North: 325
Africa—Politics and Government: 160
Africa—Relations:30
Africa—Religion:45
Africa—Social Conditions: 245
Africa, Southern: 329
Africa—Study and Teaching:55
Africa, Sub-Saharan: 580
Africa, West: 305

African American Art, Artists, and Arts: 60
African American Families:55
African American Men:90
African American Theater: 42
African American Women: 220
African Americans: 1850
African Americans in Literature: 82
African Americans—Music: 165
African Americans—Race Identity: 65
African Americans—Religion: 35
African Americans—Segregation:30
African Americans—Social Conditions: 230
African Americans-Suffrage: 30
African Diaspora: 30
African Languages: 110
African Literature: 350
Apartheid:160
Art—African:120
Blacks: 610
Civil Rights Movements:80
Ethnicity: 50
National Liberation Movements—Africa:30
Race Discrimination:30
Racism:410
Segregation: 230
Slavery:650
Slaves: 610
Slave-Trade:360

APPENDIX II

LIBRARY RESOURCES IN HISTORY

A. Location and Size:

1. Location of Materials: History materials are located throughout the library system. The interdisciplinary character of history makes it difficult to define the boundaries of the history collection: historians are concerned with all human activities, provided they occurred in the past. The stacks of the Main Library are the repository for most materials in history. The Reference Department houses the major print indexes, handbooks, and bibliographies in history; online history databases are available through the internet. Many major collections of source materials are housed in the Microforms Section of the Reference Department. The Documents Section of the Reference Department has various primary source materials in history, namely, publications of U.S. federal, state, and local governments, as well as publications of the United Nations. Cartographic materials are located in the Map Collections is the custodian of both primary sources and secondary works in history, particularly for the Long Island region. Much of the material relating o the history of science is housed in the science libraries. In addition, there is an increasing number of journals whose current issues are only available in electronic format.

2. Estimate of Holdings: It is impossible to estimate accurately the holdings in history because of the various locations of materials and because much historical material has not been cataloged. Thus, the bulk of the holdings of the Documents Section and Microforms Section are not reflected in the STARS system. Although some of these materials have been cataloged as collective titles, the individual works within these collections are not reflected. There are many times as many uncataloged titles in history as cataloged works. The following estimate of holdings in history is based on an outdated measurement of the Library's shelf list, and the shelf list contains only cataloged titles. It should also be noted that the following estimate includes only materials assigned by the Library of Congress as belonging to the core history areas (classification number beginning with C, D, E, F) and the history of medicine. The list therefore excludes most materials in such areas as the history of science, the history of ideas, and contemporary politics. Currently the library subscribes to about 192 periodicals for the core history areas.

(As of January, 2005)

Call No. Range	No. of Titles	Subjects
C	0	Auxiliary Sciences of History (General)
CB	1,747	History of Civilization and Culture
CC	545	Archaeology (General)
CD	613	Diplomatics. Archives. Seals
CE	38	Chronology
CJ	268	Numismatics
CN	66	Epigraphy
CR	222	Heraldry
CS	649	Genealogy
CT	1,745	Biography
D 1-900	10,523	History (General)
D 901-1075	550	History of Europe, General

DA	9,527	History: Great Britain
DB	1,146	History: Austria, Austro-Hungarian Empire, Hungary
DC	6,419	History: France
DD	6,341	History: Germany
DE	179	History: Mediterranean Region Greco-Roman World
DF	1,351	History: Greece
DG	2,852	History: Italy
DH	195	History: Netherlands (Low Countries, General and Belgium)
DJ	135	History: Netherlands (Holland)
DJK	209	History: Eastern Europe
DK	5,857	History: Russia, U.S.S.R.
DL	407	History: Northern Europe, Scandinavia
DP 1-500	2,741	History: Spain
DP 501-900	178	History: Portugal
DQ	158	History: Switzerland
DR	885	History: Eastern Europe, Balkan Peninsula
DS 1-40	627	History: Asia
DS 41-329	5,705	History: Southwestern Asia, Ancient Orient, Near East
DS 330-500	3,139	History: Southern Asia, Indian Ocean
DS 501-935	8,146	History: Eastern Asia, Southeastern Asia, Far East
DT	6,316	History: Africa
DU	1,765	History: Oceania (South Seas)
DX	85	History: Gypsies
E 1-139	5,845	History of Americas: General, Indians, North America
E 140-200	9,387	United States, Colonial, Special Topics
E 201-299	956	United States, Revolutionary Period
E 301-440	1,785	United States, 1790-1855
E 441-655	2,691	United States, Slavery and Civil War
E 656-867	4,253	United States Since the Civil War
F 1-205	5,394	State & Local History: New

		England, Atlantic Coast
F 206-475	2,930	State & Local History: South, Gulf States
F 476-705	1,719	State & Local History: Midwest
F 721-854	826	State & Local History: The West
F 856-975	848	State & Local History: Pacific Coast, Alaska
F 1000-1170	1,259	History: British America, Canada
F 1201-1392	3,974	History: Mexico
F 1401- 1419	1,699	History: Latin America, Spanish America (General)
F 1421-1577	1,357	History: Central America
F 1601-2151	1,581	History: West Indies
F 2155-2183	145	History: Caribbean Area
F 2201-3799	11,138	History: South America
R 1-130 131-687	861	History of Medicine
Total:		139,977

B. Description of Collection

1. Purpose: The primary purpose of the history collection is to support the teaching and research needs of the Department of History. The History Department offers B.A., M.A., and Ph.D. degrees in a number of areas. The academic and research programs of the Department have focused on the United States, Latin America, and Western Europe. Within Western Europe, there has been particular emphasis on the history of Germany, France, the United Kingdom, Ireland, and to a lesser extent Spain. There is also a small doctoral program in Russian history. Another concentration is on the history of Northeast Asia (China, Japan, and Korea), but this program is mostly on the undergraduate level. The History Department participates in a number of interdisciplinary programs on both the undergraduate and the graduate levels -- especially Africana Studies, Women Studies, Judaic Studies, and various geographic area studies programs in co-operation with the Anthropology Department and foreign language departments.

Because of these numerous interdisciplinary programs and the wide-ranging character of history itself, the history collection plays some role in supporting virtually all of the programs of the University. The selector for history has to consider the needs and programs of all of the humanities and social sciences, and to a certain extent the sciences. This mandates close co-operation between the history subject specialist and those for other fields.

2. History and Special Strength of Collections: From the beginning of the University, the Department of History has been actively involved with collection development of library materials. The direct input from members of the Department has been particularly strong. Their academic and research interests have created special strengths within the collection. The collection is particularly strong in Latin American history. The coverage of the history of the United States focuses most intensely on the Northeast and the South.

C. General Collection Guidelines

1. Treatment of subject: General Standard Statement of the Library applies. Text Books are not purchased. Popular works are collected very selectively. Scholarly treatments of all subject areas of history are vigorously collected, including those from university presses, trade publishers, research, and learned associations.

2. Types of Materials: Primary and secondary works in history are purchased extensively. Primary sources include such materials as printed collections of documents, newspapers, autobiographies, diaries, and statistical materials. Secondary materials include scholarly monographs and periodicals. Dissertations are purchased selectively at the request of the History Department. Large collections of source materials on microform are purchased when funds are available, but are given lower priority than printed materials.

3. Languages: Most materials are collected in English. Both primary and secondary materials are collected in German, French, Spanish, Italian, Portuguese, and Russian. Small amounts of material are collected in other western and non-western languages.

4. Chronological Guideline:

- a. No limitations on period collected, although most programs focus on the nineteenth and twentieth centuries. Emphasis varies according to subject and geographical area (see detailed breakdown by subject at end on this statement).
- b. Current and retrospective collecting: General Standard Statement of the Library applies.

5. Geographical Guidelines:

- a. Geographical emphasis: Emphasis (in descending order of importance) on North America, Western Europe, Latin America, Northeast Asia, Eastern Europe and the USSR, Middle East, Africa, and Southeast Asia.

D. Detailed list of Subject Descriptor for Collection with Collecting Levels

See next page

APPENDIX II (con't) - LIBRARY RESOURCES

Subjects	Collecting Levels			Assignments*
	ES	CL	DL	
GENEALOGY	1	1	1	HISTORY
AUXILLIARY SCIENCES (NUMISTMATICS, ETC.)	1	1	1	HISTORY
BIOGRAPHY	3	3	4	HISTORY
HISTORIOGRAPHY AND PHILOSOPHY OF HISTORY	3	3	4	HISTORY/Phil
ANCIENT HISTORY Classical Greece & Rome	3	3	3	CLASSICS/ Anthro History
The Near East	3	3	3	CLASSICS/Anthro History
The Far East	2	2	2	HISTORY/Anthro
GREAT BRITAIN				
England to 1399	3	3	4	HISTORY
England 1400- 1688	4	4	4	HISTORY
England 1688-present	4	4	4	HISTORY
FRANCE				
Medieval	3	3	3	HISTORY/French
Renaissance	3	3	3	HISTORY/French
17 th -18 th centuries	3	3	3	HISTORY/French
1789-1815	4	4	4	HISTORY/French
1815 to present	4	4	4	HISTORY/French
GERMANY				
Medieval	3	3	3	HISTORY/German
Reformation	3	3	3	HISTORY/Religion/ Ger.
To 1815	3	3	3	HISTORY/German
1815-1945	4	4	4	HISTORY/German
1945 to present	4	4	4	HISTORY/German
OTHER WESTERN EUROPE				
Greece (since 1800)	2	2	2	HISTORY
Italy	3	3	3	HISTORY/Italian
Spain	3	3	3	HISTORY/Hispanic
Portugal	2	3	3	HISTORY/Hispanic
Belgium and Netherlands	2	2	2	HISTORY
Scandinavia	2	2	2	HISTORY/German
EASTERN EUROPE (except Russia)				
Habsburg Empire (to 1918)	3	3	3	HISTORY
Other Eastern Europe to 1918	2	2	2	HISTORY
1917-1945 (all countries)	3	3	3	HISTORY
1945 to present	2	2	2	HISTORY
RUSSIA				
Medieval	3	3	3	RUSSIAN/ History
1600 to 1800	3	3	4	RUSSIAN/ History

1800 to 1917	3	3	4	RUSSIAN/ History
1917 to present	3	3	4	RUSSIAN/ History
AFRICA	2	3	3	AFRICANA/History
ASIA				
Middle East	3	3	3	HISTORY/Anthro
South Asia	2	2	2	HISTORY/Anthro
Northeast Asia	3	3	3	HISTORY/Anthro
UNITED STATES				
Colonial	4	4	4	HISTORY
Revolutionary period	4	4	4	HISTORY
1790-1855	4	4	4	HISTORY
Slavery and Civil War	4	4	4	HISTORY/Africana
1895 to present	4	4	4	HISTORY/Pol.Sci.
U.S. Local and Regional				
Long Island	4	4	5	HISTORY/Spec
NY Metro Area	4	4	4	HISTORY
New York State	4	4	4	HISTORY
New England & Mid-At.	3	3	3	HISTORY
Southeast	3	3	3	HISTORY
Other regions	2	2	2	HISTORY
LATIN AMERICA				
Mexico				
To 1500	3	4	4	ANTHRO/ History
1500-1800	3	4	4	HISTORY/Hispanic
1800 to present	3	4	4	HISTORY/Hispanic
Central America				
To 1500	3	3	3	ANTHRO/History
1500-1800	3	3	3	HISTORY/Hispanic
1800 to present	3	3	3	HISTORY/Hispanic
Caribbean				
To 1500	3	3	3	ANTHRO/History
1500-1800	3	3	3	HISTORY/Africana
1800 to present	3	3	3	HISTORY/Africana
Brazil				
To 1500	3	3	3	ANTHRO/History
1500-1800	4	4	4	HISTORY/Hispanic
1800 to present	4	4	4	HISTORY/Hispanic
Andean Countries				
To 1500	4	4	4	ANTHRO/History
1500-1890	4	4	4	HISTORY/Hispanic
1890 to present	4	4	4	HISTORY/Hispanic
Other South America				
To 1500	3	3	3	ANTHRO/History
1500 to 1800	3	3	3	HISTORY/Hispanic
1800 to present	3	3	3	HISTORY/Hispanic
SPECIAL THEMES				
History of Science	3	4	4	SCIENCES/History
History of Ideas	4	4	4	HISTORY/ Phil
Afro-American History	4	4	4	AFRICANA/ History

Hispanic-American History	3	3	3	HISPANIC/ History
Judaic Studies				
To 1800	3	3	3	RELIGION/History
1800-1900	3	3	3	HISTORY/Religion
1900 to present	4	4	4	HISTORY/Religion
Women Studies	4	4	4	HISTORY/Women Studies
International Affairs (since 1945)	4	4	4	POL.SCI./history

* Fund with primary collecting responsibility is capitalized

Appendix III: Resources Dedicated to the program

Stony Brook has recently been nationally accredited by the National Accreditation for Teacher Education (NCATE). NCATE Board of Examiners members were impressed by the space, resources, and equipment available to the teacher education programs and the PEP Unit.

(j) Institutions shall provide sufficient resources and equipment and adequate facilities and physical space, as prescribed in section 52.2(a) of this Part, to support effective teaching and scholarship by faculty and effective learning and scholarship by students in the program.

Describe the resources, equipment, facilities, and physical space that are:

1) dedicated to this program:

As part of Stony Brook's successful NCATE accreditation in October 2004, the University has committed substantial additional financial resources to the Social Studies Teacher Education Program. This has enabled us to hire additional full-time faculty with requisite expertise and experience and to reduce our maximum class sizes well below the maximum limits established by NCATE and NYSED. We have adequate secretarial support, supplies, and equipment (computers, telephones, photocopy machines, TVs, VCRs) to support our mission. All faculty have offices (either personal or, with some part-time faculty, shared) in the social studies wing of one of the main campus buildings.

2) readily available for use by this program.

While all faculty have computers in their offices, the most important campus-wide resources that are available to the program are the computing facilities offered through the Division of Information Technology (DoIT), Client Support and the Teaching, Learning and Technology (TLT) Office. There are numerous computer labs located across campus that are available to all enrolled students. TLT provides instruction to social studies classes in the relevant technologies. Client Support is responsible for maintaining the campus network and maintaining faculty computers. The Professional Education Program and DoIT jointly maintain the online assessment system used by the program.

Include library resources and facilities, as well as any special facilities that pertain to this program (e.g., music, speech/language laboratories, physical education, etc.).

See Appendix I

Other Support Services and Resources

The **Counseling Center** provides programs for personal growth and enrichment. Each semester the Center provides stimulating workshops designed to enhance personal skill development. Some of the most popular group programs are stress management, interviewing for success, assertion training, study skills. These programs are open to all Stony Brook students, staff, and faculty free of charge.

Disabled Student Services coordinates services to disabled students. These include facilitating and arranging for registration, advisement, special parking permits, facilities, transportation, financial aid, special study facilities in the library, facilities for untimed examinations and needed classroom aids. The office is located in Room 128 in the Educational Communications Center.

Veterans Affairs provides assistance in preparing applications for V.A. educational benefits and other financial aid programs for veterans and dependents of veterans.

Graduate Student Organization (GSO) is composed of all students enrolled in graduate programs at Stony Brook. It operates a housing service and a part-time job service. Several active committees work on helping to solve problems facing graduate students. The Graduate Student Senate, representing all departments, oversees the mandatory student activity fee on campus social, cultural, athletic, and public service events. All graduate students are welcome to help coordinate on-going activities.

The University provides Child Care Services in the form of day care for children ranging in age from two months to five years. There are four on-campus facilities staffed with professionals who are assisted by students enrolled in course work practica. The Centers are open from 7:30 a.m. to 5:30 p.m., and fees are charged on a sliding scale according to financial ability.

English as a Second Language program includes diagnosis and testing as well as classes aimed at raising a student's ability to understand, speak, read, and write standard college-level English.

The Career Center assists students with career planning. Help in defining career goals and the steps which can be taken to achieve them is offered through the following services: individual counseling, a career resource library, interest testing, DISCOVER, (a computer-based career guidance system), test administration, credential files, on-campus recruitment program, and volunteer placement through VITAL (Volunteers Involved Together for Action in Life). The office is located in the Frank Melville Library, Room W-0550.

The Writing Center, a support service of the Program of Writing and Rhetoric, has been set up to assist students preparing to undertake a research paper or any other writing project. The Writing Center is open from 9:00 am - 5:00 pm Monday through Friday and conducts evening and Saturday hours that change from semester to semester.

APPENDIX IV
Course Descriptions – from University course catalog

PEDAGOGY COURSES

LIN 544 - Literacy Development

Course Description:

An introduction to the theories of literacy and language development of native English speakers and students who are English language learners in pre-school through grade 12. Students acquire knowledge in the development of literacy skills among children of different developmental and ability levels and develop learning experiences that integrate literacy skills and assessment across all disciplines. Attention is given to children with special needs and the integration of technology in the development of literacy skills.

Prerequisite: Enrollment in a teacher preparation program

Credit Information: 3

PSY 327 - Human Growth and Development in the Educational Context

(formerly SSI 327)

Course Description:

The biological and psychological development of childhood and adolescence that affects teaching and curriculum development for diverse learners. Additional topics include childhood and adolescent psychiatric disorders, special education programs, drug and alcohol use and abuse, and societal issues.

Advisory Prerequisites: U3 or U4 standing; enrollment in a teacher preparation program

Credit Information: 3

SSE 350 - Foundations of Education

(formerly SSI 350)

Course Description:

An interdisciplinary study of the foundations of education focusing on the findings of the social and behavioral sciences as related to education and teaching. The course is designed to meet the needs of students enrolled in the secondary teacher preparation programs.

Advisory Prerequisites: U3 or U4 standing; enrollment in a teacher preparation program

Credit Information: 3

CEE 577 Teaching Social Studies

This up-to-date examination of social studies as a subject taught in the secondary schools will look at the nature of social studies, curricula models, scope and sequence of topics, new methods of instruction, and more.

Prerequisite: Matriculation in MAT in Social Studies; restricted to those not yet certified to teach.

Corequisite: CEF 548.

CEF 548 Field Experience I

Observation, inquiry, and practice in social studies education at the secondary level in grades 7 - 9. Field experience will include 50 hours of documented visitation and observation at appropriate sites. Field observation logs will be the basis for group discussions.

Prerequisite: Admittance to Master of Arts in Teaching- Social Studies; minimum GPA of 3.00.

Corequisite: CEE 577.

Note: You must register for the same sections of CEE 577 and CEF 548

CEE 578 Teaching Social Studies Strategy

An examination of various models of teaching and their application to the teaching of secondary social studies.

Prerequisite: Admittance to Master of Arts in Teaching- Social Studies; minimum GPA of 3.00; B or higher in CEE 577. Corequisite: CEF 549.

Section 1: W, 05:20PM-08:10PM, Instructor: McAdorey Morreale, Barbara L., Class#: 54144

CEF 549 Field Experience II

Observation, inquiry, and practice in social studies education at the secondary level in grades 10 -12. Field experience will include 50 hours of documented visitation and observation at appropriate sites. Field observation logs will be the basis for group discussions.

Prerequisites: Admittance to Master of Arts in Teaching- Social Studies; Minimum GPA of 3.00; B or higher in CEE 577. Corequisite: CEE 578.

CEE 580 Student Teaching Seminar: Social Studies

This seminar will focus on the problems and issues involved in teaching social studies at the secondary school level. Focus will be on analyzing real-life situations encountered by the student in his/her student teaching experience.

Corequisites: CEQ 581 and CEQ 582; permission of department.

Note: One class for State Education Department's requirement for Child Abuse Education; \$20 fee for issuance of official statement verifying satisfactory completion of requirement.

CEQ 581 Supervised Student Teaching High School Grades 10-12: Social Studies

Prospective secondary school social studies teachers will participate in a supervised student teaching experience in selected Long Island schools, grades 10-12. The student teacher reports to the school to which he/she is assigned each full school day. Frequent consultation with the supervising teacher helps the student interpret and evaluate the teaching experience. Applications must be filed in the semester preceding student teaching.

Note: Cannot apply toward MA/LS

Prerequisites: Department permission, matriculation in MAT Social Studies, 15 credits graduate-level History, CEE 505/565/577/8, CEF 548/9, LIN 544; restricted to those not yet certified to teach; overall GPA=B.

Corequisites: CEE 580 and CEQ 582

Note: Cannot apply toward MA/LS; S/U grading

CEQ 582 Supervised Student Teaching High School Grades 7-9: Social Studies

Prospective secondary school social studies teachers will participate in a supervised student teaching experience in selected Long Island schools, grades 7-9. The student teacher reports to the school to which he/she is assigned each full school day. Frequent consultation with the supervising teacher helps the student interpret and evaluate the teaching experience. Applications must be filed in the semester preceding student teaching.

Note: Cannot apply toward MA/LS

Prerequisites: Department permission, matriculation in MAT Social Studies, 15 credits graduate-level History, CEE 505/565/577/8, CEF 548/9, LIN 544; restricted to those not yet certified to teach; overall GPA=B.

Corequisites: CEE 580 and CEQ 581

Note: Cannot apply toward MA/LS; S/U grading

AFRICANA STUDIES MAJOR COURSES

AFS 101-F, 102-F Themes in the Black Experience I, II

An historical survey of the experience of black people against the background of a thorough review of American history and the events which impacted upon the black experience in America. This course also examines the responses of African Americans to the changing historical circumstances that they encountered in the United States. Consideration is also given to the similarities and differences among the lifestyles of people of African descent in America. The first semester treats themes to 1865. The second semester treats themes from 1865 to the present.

3 credits per course

AFS 221-J Introduction to Modern African History

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 de-colonization; pan-Africanism and the politics of African unity; the postcolonial state project; economic planning in postcolonial Africa; and African states and international politics in the Cold War era. This course is offered as both AFS 221 and HIS 221.

Advisory Prerequisite: One D.E.C. category F course

3 credits

AFS 239-J Introduction to the Caribbean Experience

An introduction to the political economy of contemporary Caribbean societies with emphasis on the historical roots of their present underdevelopment.

Advisory Prerequisite: One D.E.C. category F course

3 credits

AFS 240-J Issues in Caribbean Society

An analysis of the process of social change in the English, Spanish, and French Caribbean with special emphasis on those societies undergoing rapid transformation.

Advisory Prerequisites: AFS 101, 102, and 239

3 credits

AFS 277-K The Modern Color Line

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

Advisory Prerequisites: AFS 101 and 102; completion of D.E.C. categories I and J

3 credits

AFS 283 Community Service

Through field experience, readings, research, and discussion, students focus on social and educational problems relating primarily to the African American experience. Specific programs may include working with children from low-income families, educational and cultural enrichment projects, tutoring in various institutional settings, and other projects to be announced. May be repeated once.

Prerequisite: Permission of instructor

3 credits, S/U grading

AFS 300-K Blacks in the City

The urban experiences of blacks as a force in determining the character, culture, and social climate of the American city. A central theme is that blacks have greatly impacted U.S. urban life and made important contributions to its sense of vitality and cultural diversity.

Prerequisite: U3 or U4 standing

3 credits

AFS 310-K American Attitudes Toward Race

An historical examination of the growth and development of racism in America from the arrival of the first Africans to the continent to the present day. The focus is on African Americans and their relationships with the American system, its institutions, and culture.

References are made to other ethnic groups to give balance to the examination of social conditions and attitudes shaping American society throughout.

Prerequisite: U3 or U4 standing

3 credits

AFS 319-F The Politics of Race

An analysis of political concepts often associated with racism and the tracing of the origins of the concept of race. Forms in which racism manifests itself today are identified and discussed showing the similarities and differences where they exist.

Prerequisite: U3 or U4 standing

3 credits

AFS 325-K The Civil Rights Movement

A detailed study of the movement for civil rights from its origins, examining the establishment of the NAACP, race relations between whites and blacks since 1900, the role of the Supreme Court and the federal government, and the turn to militancy in the 1950s and after. This course is offered as both AFS 325 and HIS 325.

Prerequisite: U3 or U4 standing

Advisory Prerequisite: HIS 104 or AFS 101 or 102

3 credits

AFS 337-J The Politics of Africa

A study of nationalism, political thought, and political institutions in Africa. Consideration is given to the quest for unity, the problems of liberation, and the political implications of social change. This course is offered as both AFS 337 and POL 337.

Prerequisites: Two AFS or POL courses

3 credits

AFS 345-J Culture and Gender: Women in Africa and the Caribbean

Comparative analysis of the status and role of women in colonial and contemporary societies of Africa and the Caribbean. Exploration of the forces that shape women's lives and the ways in which women have contributed to the development of these societies.

Prerequisite: AFS 239 or 240

3 credits

AFS 346-J Political and Social History of Africa

An exploration of theoretical perspectives in the historical sociology and comparative politics of Africa. Topics include the crisis of state legitimacy; the patriarchal society; ethnicity, religion, and politics; the politics of modernization; development and the environment; population growth and underdevelopment; globalization, neo-liberal economic policy and the postcolonial state; and the history of state and society relations. This course is offered as both AFS 346 and HIS 346.

Prerequisite: U3 or U4 standing

Advisory Prerequisites: Two AFS or HIS courses

3 credits

AFS 350-J Black Women and Social Change: A Cross-Cultural Perspective

A cross-cultural survey of the history of black women in the context of the struggles for social justice in the Caribbean (English- and Spanish-speaking), Africa, and the United States. Several major topics are covered: the slave resistance and the anti-slavery movement; the anti-colonial struggle in Africa and the Caribbean; the trade union movement in the United States and Africa; the struggle against underdevelopment in Cuba, Puerto Rico, and Jamaica; and the antiapartheid movement in South Africa. This course is offered as both AFS 350 and WST 350.

Prerequisite: U3 or U4 standing

Advisory Prerequisites: Completion of D.E.C.

category F

3 credits

AFS 360-K African-American Social Commentary

A study of African-American responses to the social order in America. The course concentrates on the various ways African Americans have conceptualized and described their condition since their arrival in America. Discussion of the solutions proposed by African-American spokespersons from the Civil War period to the present day.

Prerequisite: U3 or U4 standing

3 credits

AFS 363-F Blacks and Mass Media

An historical examination of the major media characterizations of black Americans and the Black Experience, and the impact of these portrayals on American society at large. The roles of newspapers, books, magazines, plays, radio, movies, television, and advertisements are studied.

Prerequisite: U3 or U4 standing

3 credits

AFS 365-J Introduction to African Society

Examination of the ways that the slave trade and colonization affected African societies' incorporation into the world economy as well as the development of their social and political institutions. The nature of African institutions, organizations, and belief and value systems before the colonial impact and how these histories were understood and experienced by African men and women are considered. The historical continuities and discontinuities in contemporary African societies as well as the effects of globalization and modernization in Africa are examined. This course is offered as both AFS 365 and SOC 365.

Prerequisite: SOC 105 or AFS 101 or 102 or POL 101 or 103

Advisory Prerequisite: AFS 221

3 credits

AFS 370-K The African American Family

The African American family from the early 1800s to the present day. The nature and structure of that family, the obstacles it has faced, and its interrelationships with the African American community and the diversity of American society.

Prerequisite: U3 or U4 standing

Advisory Prerequisites: Completion of D.E.C. categories I and J

3 credits

AFS 372-K African American Political Thought

A critical analysis of the major architects of black political thought and their movements in the context of their distinctive historical development. Emphasis is on the intellectual and ideological ferment of the 19th and 20th centuries.

Prerequisite: U3 or U4 standing

Advisory Prerequisites: Completion of D.E.C. categories F, I and J

3 credits

AFS 375-F Slavery

The historical experience of blacks in slavery from a social and historical perspective with emphasis on the American South and with comparative references to slave systems as they developed in the western hemisphere.

Prerequisite: U3 or U4 standing

3 credits

AFS 380-J Race and Ethnicity in Latin America and the Caribbean

Concepts and theories of race and ethnicity in Latin American and Caribbean settings. The historical evolution and the contemporary social and cultural significance of racial and ethnic identities within the region are explored. Specific examples of social relations characterized by ethnic or racial conflict are presented. This course is offered as both AFS 380 and ANT 380.

Prerequisite: U3 or U4 standing

Advisory Prerequisite: AFS 240 or LAC 200

3 credits

AFS 381-H AIDS, Race, and Gender in the Black Community

Review of current biological and epidemiological knowledge about the HIV virus, and examination of the virus' social impact on the Black community. This course is offered as both AFS 381 and WST 381.

Prerequisites: U3 or U4 standing; one D.E.C. category E course

3 credits

AFS 388-J Slavery in Latin America and the Caribbean

The institution of slavery and its impact on plantation societies in the Americas, with particular attention to Brazil and the Caribbean. Topics include conquest and enslavement, the formation of slave communities, African culture in Latin America, resistance and oppression, the process of emancipation, and race relations. This course is offered as both AFS 388 and HIS 388.

Prerequisite: One of the following: AFS 239, AFS 240, AFS 277, HIS 213, HIS 214, or LAC 200

3 credits

AFS 392-K The Black Power Movement

A study of the Black Power Movement's promotions of racial pride, self-determination, unity, and revolution in American society and abroad from 1955-1975.

Prerequisite: U3 or U4 standing

Advisory Prerequisite: One D.E.C. category F course

3 credits

AFS 394-K Black Nationalism in America

A study of the history of black nationalism in America. Centered around racial pride, unity, and self-determination, black nationalism has been a potent strain within African Americans' long struggle for liberation on America's shores and beyond.

Prerequisite: U3 or U4 standing

Advisory Prerequisite: One D.E.C. category F course

3 credits

AFS 395-J Religions of the Caribbean

An ethnographic approach to the relationship among religion, social organization, and identity politics through studying cultural and historical bases of Christianity, Islam, Hinduism, and their related religious manifestations in the Caribbean. Class stratification, ethnic conflict, and fundamentalist movements are explored. This course is offered as both AFS 395 and ANT 395.

Prerequisite: U3 or U4 standing

Advisory Prerequisite: ANT 351

3 credits

AFS 396-K Topics in African American History

Semester supplements to this Bulletin contain specific descriptions when course is offered. Topics may include titles such as Urban African-American history Since 1865; and Slavery, Abolition, and Emancipation 1600-Present. Designed for upper-division students, this course provides an in-depth study of a specific topic relating to American history. Students are expected to demonstrate knowledge of 1) a basic narrative of American history, political, economic, social, and cultural, including knowledge of unity and diversity within American society; 2) knowledge of common institutions in American society and how they have affected different groups; and 3) an understanding of America's evolving relationship with the rest of the world. May be repeated for credit as the topic changes.

Prerequisite: AFS 101 or 102 or HIS 103 or HIS 104

3 credits

AFS 400 Ancient Egypt (KMT): Historical and Contemporary Views

An exploration of the rise and development of ancient Egypt (KMT) through study of Egyptian peoples, religions, cultural transformations, and monument building. Examines the periods of the Old Kingdom, Middle Kingdom, and New Kingdom and introduces students to the museum culture that has fueled ongoing interest over time. Particular attention to scholarly debates about the nature and composition of Egyptian society, including interpretations of ethnicity and identity.

Prerequisite: U3 or U4 standing

3 credits

AFS 421, 422 Topics in Africana Studies

Semester supplements to this *Bulletin* contain specific description when course is offered. May be repeated for credit as the topic changes.

Prerequisite: U3 or U4 standing

Advisory Prerequisites: AFS 101 or 102 or two other courses in the social sciences

3 credits per course

AFS 447 Readings in Africana Studies

Individually supervised readings in selected topics in the Black Experience. May be repeated once.

Prerequisite: Permission of instructor

1-3 credits

AFS 475, 476 Undergraduate Teaching Practica I, II

Work with a faculty member as an assistant in one of the faculty member's regularly scheduled classes. The student is required to attend all the classes, do all the regularly assigned work, and meet with the faculty member at regularly scheduled times to discuss the intellectual and pedagogical matters relating to the course. Not for major or minor credit. In AFS 476, students assume greater responsibility in such areas as leading discussions and analyzing results of tests that have already been graded. The course in which the student is permitted to work as a teaching assistant must be different from the course in which he or she previously served. Not for major or minor credit.

Prerequisites to AFS 465: Africana studies major or minor; U4 standing; permission of instructor

Prerequisites to AFS 476: AFS 475; permission of instructor

3 credits per course, S/U grading

AFS 487 Research in Africana Studies

Individual research projects in the Black Experience carried out under the direct supervision of a faculty member. May be repeated to a limit of 6 credits.

Prerequisite: Permission of instructor

0-3 credits

AFS 488 Internship

Participation in public and private agencies and organizations under the supervision of a faculty sponsor. Students are required to submit progress reports and a final written report on their experiences to the faculty sponsor. May be repeated up to a limit of 12 credits.

Prerequisites: Africana studies major or minor; 15 credits in AFS courses; permission of instructor and program director

0-6 credits, S/U grading

HISTORY MAJOR COURSES

HIS 101 - F European History: from Antiquity to Revolution

An introduction to the ideas and institutions of "the West" from the beginnings of civilization to the French Revolution. Topics include ancient cultures; the rise of Christianity; medieval politics and society, Renaissance art and thought; the Reformation and Counter-Reformation; the new science; absolutism and the modern state; and the Enlightenment.

3 credits

HIS 102 - F Modern European History from 1789 to 1945

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 the rational mastery of nature and society, and ends with the Second World War, a period of mass destruction and total war.

3 credits

HIS 103 - F 4American History to 1877

A survey of American history from the Age of Discovery to the end of Reconstruction. Topics include the transplantation of European culture to America, the rise of American nationalism, the democratization of American society, the institution of slavery, and the emergence of an industrial society.

3 credits

HIS 104 - F 4United States Since 1877

A survey of modern American history from the end of Reconstruction to the present. The course focuses on the impact of industrialization on social, cultural, and political life; the emergence of the United States as a world power; and the adaptation of that power to the crises of the later 20th century.

3 credits

HIS 109 - F History Through Documents

Introduction to social-historical issues and problems focusing on well-defined topics. Students work with primary materials and consider the conjunction between published and accepted interpretations and what the documents seem to say.

Prerequisite: U1 standing

3 credits

HIS 111 - F Introduction to the Social History of Medicine

Introduction to the themes in the social history of medicine: the social construction of disease, cultural significance of bodily fluids, medical politics, religions and medicine, international considerations. Themes are explored through the history of a particular medical event such as AIDS or the Black Death.

3 credits

HIS 208 - I Ireland from St. Patrick to the Present

A survey of the history of Ireland with emphasis on its colonization and the subsequent emergence of an independent, though troubled and fragmentary, national state.

3 credits

HIS 209 - I Imperial Russia

The political, social, and cultural developments from Peter the Great to the revolutionary era with emphasis on the unique institutional structure of Tsarist Russia and the problem of its relations with the West.

3 credits

HIS 210 - I Soviet Russia

The ideological and social background of the Russian Revolution and the evolution of Soviet rule: the problem of industrialization, the relations with the capitalist West, and totalitarian control over society.
3 credits

HIS 213 - J Colonial Latin America

From conquest to independence: Spanish and Portuguese colonialism in the New World and the forging of Latin American societies.
Advisory Prerequisite: LAC 200
3 credits

HIS 214 - J Modern Latin America

From independence to the present: the evolution of 19th- and 20th-century Latin America. Emphasis on current social, economic, and political issues. This course is offered as both HIS 214 and POL 214.
Advisory Prerequisite: LAC 200
3 credits

HIS 216 - J History of U.S.-Latin American Relations

An examination of the impact of U.S. economic and political relations with Latin America from the mid-19th century to the present. The course considers changes in American policy toward Latin America, as well as the varying responses of Latin American nations to U.S. intervention and influence. This course is offered as both HIS 216 and POL 216.
Advisory Prerequisite: One HIS course
3 credits

HIS 219 - J Introduction to Chinese History and Civilization

Introductory survey examining key concepts and significant themes in Chinese history. Topics include Confucianism, popular religion, government, foreign policy, the economy, Western influence, Chinese revolution, and modernization. This course is offered as both AAS 219 and HIS 219.
Advisory Prerequisite: One HIS course
3 credits

HIS 220 - J Introduction to Japanese History and Civilization

A broad survey of Japan's history since antiquity. Focus is on the broader processes of political, economic, social, and cultural transformation of Japan. Themes include: the role of the emperor, Japan's relationship to Asia and the West, state-societal relations, and the nature of Japanese capitalism.
Advisory Prerequisite: One HIS course
3 credits

HIS 221 - J Introduction to Modern African History

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 de-colonization; pan-Africanism and the politics of African unity; the postcolonial state project; economic planning in postcolonial Africa; and African states and international politics in the Cold War era. This course is offered as both AFS 221 and HIS 221.
Advisory Prerequisite: One D.E.C. category F course
3 credits

HIS 225 - J The Formation of the Judaic Heritage

Jewish history and the development of Judaism during the Persian, Hellenistic, and Roman periods (ca. 500 B.C.E.- ca. 500 C.E.). 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 Christianity on the other. This course is offered as both HIS 225 and JDS 225.

Advisory Prerequisite: RLS 101 or 110 or one HIS course

3 credits

HIS 226 - F The Shaping of Modern Judaism

The history of the Jews and of Judaism since the fall of the Roman Empire and the rise of Islam. The course concludes with a study of the Holocaust and the creation of the State of Israel, and includes a survey of the major forms of American Jewish life. This course is offered as both HIS 226 and JDS 226.

Advisory Prerequisite: RLS 101 or 110 or one HIS course

3 credits

HIS 227 - J Islamic Civilization

Selected topics in Islamic civilization beginning with the Arabian world at the time of Muhammed and extending to current events. The focus of the course is primarily on history and culture, but the interplay of politics and religion is also examined.

3 credits

HIS 235 - I The Early Middle Ages

A survey of Europe in the Early Middle Ages (300-1100) from the emergence of Christianity and the decline of the Roman Empire in the West through the Investiture Struggle and the early Crusades. The course covers social, political, cultural, and religious developments. Emphasis is placed on the reading of primary sources - literary and religious texts and the public record.

3 credits

HIS 236 - I The Late Middle Ages

A survey of Europe in the Later Middle Ages (1100-1500) from the Crusades and rise of towns and feudal monarchy through the years of war, plague, and the Great Schism and Conciliarism. The course covers social, political, cultural, and religious developments. Emphasis is placed on the reading of primary sources - literary and religious texts and the public record.

3 credits

HIS 237 - H Science, Technology, and Medicine in Western Civilization I

An examination of science, technology, medicine, and their social organization from 1450-1790 (from the Renaissance to the French Revolution) and the origin of those systems in Western cultures. Among the topics covered are experimentation and mathematics, funding of technological development by the state, organizations of scientists, the place of science and technology in cultural life, industrialization, and the character and organization of medical practice.

Advisory Prerequisite: One D.E.C. category E course

3 credits

HIS 238 - H Science, Technology, and Medicine in Western Civilization II

An examination of science, technology, medicine, and their social organization from 1790 to the present (from the French Revolution to the end of the Cold War) and the development of these systems world wide. Among the topics covered are professionalization of medicine, implications of physics for defense industries, growth of biotechnology, and the impact of Darwinism on culture.

Advisory Prerequisite: HIS 102

3 credits

HIS 241 - I The Holocaust: The Destruction of European Jewry--Causes and Consequences

The rise of modern anti-Semitism since the late 18th century and its political application in Nazi Germany. Topics include the destruction process, ghetto life, resistance, foreign response, and the war crimes trials. This course is offered as both HIS 241 and JDS 241.

Advisory Prerequisite: JDS/HIS 226 or HIS 101 or 102

3 credits

HIS 248 - I Europe, 1815-1914

European history from the Congress of Vienna to the outbreak of the First World War, with emphasis on political and social developments, but also including economic and cultural trends.

Advisory Prerequisite: HIS 101 or 102

3 credits

HIS 249 - I Modern Europe, 1914-1945

European history from the outbreak of the First World War to the post-World War II period, with emphasis on political and social developments, but also including economic and cultural trends. Consideration of the historic forces leading up to the events of 1914.

Advisory Prerequisite: HIS 102

3 credits

HIS 250 - F The Second World War, 1939-1945

A comprehensive examination of the ordeal of total war. Military history forms the background for a study of how societies mobilized to meet the demands of total war; how people faced foreign occupation and persecution; and how the war changed political, economic, and social institutions, inspired moral reflection and cultural expression, and altered the global balance of power.

Advisory Prerequisite: HIS 102

3 credits

HIS 251 - I Europe Since 1945

A study of contemporary Europe against the background of 20th century history, emphasizing political developments beginning with the Cold War, de-colonization, the problems of postindustrial society, managed capitalism, and intellectual and cultural movements such as existentialism and Marxist humanism.

Advisory Prerequisite: HIS 102

3 credits

HIS 261 - K 4Change and Reform in the United States, 1877-1919

The growth of industrialism, class conflict, and ethnic diversity in America and the rise of social reform movements to address these changing conditions. Includes early 19th-century background and explores implications for the present day.

Advisory Prerequisite: HIS 104

3 credits

HIS 262 - K 4American Colonial Society

Political, economic, social, and cultural characteristics of the American colonies from their founding until their separation from Great Britain. Particular attention is devoted to the interaction of cultures and peoples in the making of colonial societies as reflected in the institution of slavery and ethnic, racial, and provincial identities.

Advisory Prerequisite: HIS 103

3 credits

HIS 263 - K 4Age of the American Revolution

The social, economic, and political history of the period 1763-1787, set against the background of the development of colonial society. The course stresses social and economic changes, the causes and results of the Revolution, the formation of new state and national governments, and the first party system.

Advisory Prerequisite: HIS 103

3 credits

HIS 264 - K 4The Birth of Modern America

Against the background of colonial and revolutionary developments, the course examines the beginnings of modern political, economic, and social institutions in the United States. Areas covered include the conflict between the North and South, economic growth and diversity, political democratization and the rise of the professional politician, changes in the roles of men and women, and the development of American popular culture.

Advisory Prerequisite: HIS 103

3 credits

HIS 265 - K 4Civil War and Reconstruction

An examination of the political and social roots of the conflict between the slave South and free-labor North, going back to the earliest settlements and Constitutional debates. Major themes include how two very different societies fought the war; the political battles over the nature of the reunited nation; the Black Experience during slavery, wartime, and Reconstruction; and changing white racial attitudes throughout this era.

Advisory Prerequisite: HIS 103

3 credits

HIS 266 - K 4History of the United States West

Study of the United States West as both a place and a process, examining the region through its history as the homeland of various Native American peoples; as an object of European imperial designs and then Mexican and U.S. economic, territorial, and cultural expansionism; and finally as a region with particular ties to the United States federal government as well as distinctive patterns of race relations and a unique place in U.S. cultural memory.

Advisory Prerequisite: HIS 103 or 104

3 credits

HIS 268 - K 4Recent U.S. History, 1919 - Present

A survey of recent U.S. history: the 19th and early 20th century social, cultural, and economic developments. Topics include the 1920's, the Great Depression and New Deal, the Cold War, the 1960s and after.

Advisory Prerequisite: HIS 104

3 credits

HIS 277 - K 4The Modern Color Line

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

Advisory Prerequisites: AFS 101 and 102; completion of D.E.C. categories I and J

3 credits

HIS 281 - H Global History and Geography

The ways in which geography has influenced human history, and the ways in which the societal impact on Earth's ecosystems has grown since the Industrial Revolution. Additional topics include old and new ideas about history, geography, and climate; the gradual unveiling of the whole face of the Earth through exploration and cartography; and the recent development of Geographical Information Systems (GIS).

Prerequisite: completion of D.E.C. F

Advisory Prerequisite: one D.E.C. E course

3 credits

HIS 300 - F Global History

Semester supplements to this Bulletin contain specific description when course is offered.

Prerequisites: U3 or U4 standing; one course in 20th-century history

3 credits

HIS 301 Reading and Writing History

How modern historians have written history, focusing on the methods of three types of history - social, cultural, and political - and how historians have addressed three major problems of historical analysis - causation, motivation, and the significance or meaning of events. Readings include material from U.S., European, and Latin American history.

Prerequisites: At least six credits in history

3 credits

HIS 309 - I Modern France, 1815-1900

The French nation's search for political democracy, economic and social stability, grandeur, and cultural preeminence in the 19th century.

Prerequisite: HIS 102

3 credits

HIS 310 - I Modern France, 1900 to the Present

The French nation's response to the traumas of world wars, depression, decolonization, and the challenge of industrial society from the Dreyfus Affair to the Fifth Republic.

Prerequisite: HIS 102

3 credits

HIS 311 - I The Rise of Imperial Germany, 1806-1890

The course of German history from the Napoleonic to the Bismarckian era, examining the power struggles of traditional authoritarianism versus liberalism and socialism in an age of drastic economic transformation.

Prerequisite: HIS 102

3 credits

HIS 312 - I From Empire to Third Reich: Germany, 1890-1945

From Bismarck's dismissal through the Wilhelmian Empire, the First World War and Revolution to Germany's unsuccessful experiment with democracy - the Weimar Republic - accompanied by the rise of Hitler's Nazi movement, which culminated in the Third Reich and the Second World War.

Prerequisite: HIS 102

3 credits

HIS 316 - F The Healer and the Witch in History

Female healers from the Middle Ages to the present, their association with "diabolic" powers, and the progressive development of a mechanism for their repression and control and how they related to their societies. The course also treats the development of organized medicine and its impact upon female healers and patients. This course is offered as both HIS 316 and WST 316.

Prerequisite: U3 or U4 standing

Advisory Prerequisite: One HIS or WST course

3 credits

HIS 317 - F Expansion of Europe

The European influence on the wider world during the modern period. Forms of European overseas settlement, conditions of conquest, local responses to European domination, and de-colonization are studied. The course emphasizes comparisons and original documents.

Prerequisite: One 200-level course on modern Europe

3 credits

HIS 318 - I Social and Intellectual History of Europe

An examination of the great movements of ideas in their social and historical contexts in modern European history. Themes may include liberalism, conservatism, romanticism, 19th-century realism, and the discovery of the unconscious.

Prerequisite: U3 or U4 standing

Advisory Prerequisite: HIS 101 or 102

3 credits

HIS 321 - K 4Long Island History

An exploration of U.S. history through the lens of Long Island's history from colonial times to the present. Topics include the island's Native Americans, colonial settlement, towns and counties, the Revolution, slavery, whaling, farming, the Long Island Railroad, suburbanization and modern cultural, social, and economic developments.

Prerequisite: U3 or U4 standing

3 credits

HIS 325 - K 4The Civil Rights Movement

A detailed study of the movement for civil rights from its origins, examining the establishment of the NAACP, race relations between whites and blacks since 1900, the role of the Supreme Court and the federal government, and the turn to militancy in the 1950s and after. This course is offered as both AFS 325 and HIS 325.

Prerequisite: U3 or U4 standing

Advisory Prerequisite: HIS 104 or AFS 101 or 102

3 credits

HIS 326 - K 4History of Popular Culture

The development of popular culture in the United States. The course examines the history of different aspects and genres of popular mentality - 18th century artisanal culture; 19th century commercial culture; and the rise of mass media culture in the 20th century.

Prerequisite: U3 or U4 standing

Advisory Prerequisite: HIS 103 or 104

3 credits

HIS 327 - K 4Origins of American Society

An inquiry into the origins of a distinctive American social order. The aspects of economics and class; slavery and race; and ethnic, provincial, and national identities as they evolved in America between the founding of the American colonies and the era of Jackson and Tocqueville.

Prerequisite: One course in U.S. history

Advisory Prerequisite: HIS 103

3 credits

HIS 330 - J Topics in Middle Eastern History

Semester supplements to this Bulletin contain specific description when course is offered. May be repeated for credit as the topic changes.

Prerequisite: HIS 225 or 226 or 227

3 credits

HIS 333 - K 4Women in U.S. History

An interpretation of the history of women in relation to the major themes in American history such as industrialization and urbanization. Emphasis is placed on topics of special interest to women, i.e., the cult of domesticity, the birth control movement, feminism, women and reform, and changing attitudes toward female sexuality. This course is offered as both HIS 333 and WST 333.

Prerequisite one of the following: HIS 103, HIS 104, WST 102 (formerly SSI/WST 102), or WST 103

Advisory Prerequisites: Completion of D.E.C. categories I and J

3 credits

HIS 336 - I Women, Work, and Family in Modern European History

An analysis of the effect of urbanization and industrialization on women and the family in Europe from 1750 to the present. Special emphasis is placed on the development of the ideology of the "angel in the house" and the growth of female participation in the work force. Among the topics covered are domestic work, prostitution, sexual attitudes and mores, child-rearing practices, women and revolutionary movements, and the growth of feminism. This course is offered as both HIS 336 and WST 334.

Prerequisite: HIS 102 or WST 102 (formerly SSI/WST 102) or WST 103

3 credits

HIS 340 - J Topics in Asian History

Semester supplements to this Bulletin contain specific description when course is offered. May be repeated for credit as the topic changes. This course is offered as both AAS 340 and HIS 340.

Prerequisite: HIS 219 or 220

3 credits

HIS 341 - J 20th-Century China

The history of China from the collapse of the monarchy to the triumph of communism, emphasizing the revolutionary, political, social, and economic changes in China today. Special attention is given to the theory and practice of Chinese communism. This course is offered as both AAS 341 and HIS 341.

Prerequisite: One HIS course

Advisory Prerequisite: HIS 219

3 credits

HIS 344 - J Modern Japan

The history of Japan from the beginning of its imperialistic expansion in 1895 to World War II and postwar reconstruction, including such contemporary topics as educational issues, economic policies, and foreign relations.

Prerequisite: One HIS course

Advisory Prerequisite: HIS 220

3 credits

HIS 345 - J Women and Gender in Chinese History

Exploration of traditional cultural practices and values, and the 20th-century changes in Western and Asian relations in China brought about by nationalism, interaction with Western influences, and socialist rule.

This course is offered as AAS 345, HIS 345, and WST 345.

Prerequisite: One of the following: HIS 219, HIS 220, CNS 249, CNS 250, or any WST course

3 credits

HIS 346 - J Political and Social History of Africa

An exploration of theoretical perspectives in the historical sociology and comparative politics of Africa. Topics include the crisis of state legitimacy; the patriarchal society; ethnicity, religion, and politics; the politics of modernization; development and the environment; population growth and underdevelopment; globalization, neo-liberal economic policy and the postcolonial state; and the history of state and society relations. This course is offered as both AFS 346 and HIS 346.

Prerequisite: U3 or U4 standing

Advisory Prerequisites: Two AFS or HIS courses

3 credits

HIS 348 - J History of British India

The rise, development, and decline of British power in India from the mid-18th century to the mid-20th century; the nature and extent of British power, British social, cultural, and economic policies, and their impact on Indian society. Indian responses to British rule, resistance and collaboration, religious and cultural movements, and the rise of Indian nationalism; Hindu-Muslim conflict; partition and the transfer of power. This course is offered as both HIS 348 and AAS 348.

Prerequisite: One of the following: HIS 101, 102, 219, 220 or AAS 201 (or the former SAS 240)

3 credits

HIS 349 - J History of South Africa

An analysis of the development of South African society; expansion of white settlement since the 17th century; British imperialism, frontier conflicts, Afrikaner nationalism in the 19th century; patterns of race relations in the 20th century; apartheid and African resistance.

Prerequisite: HIS 101 or 102

Advisory Prerequisite: AFS 221

3 credits

HIS 350 - J Topics in African History

Semester supplements to this Bulletin contain specific description when course is offered. May be repeated for credit as the topic changes.

Prerequisites: two AFS or two HIS courses

3 credits

HIS 351 - J Revolutionary China: Politics, Culture, and Power

Explores the history of revolutionary nation-building efforts in 20th century China, examining social, cultural, economic and political developments during the "Republican" and "Maoist" periods. Focuses on key terms and concepts used by agents and analysts of revolutionary change. Draws on interdisciplinary scholarly studies, government documents, media reports, auto-biographical accounts, and popular fiction to assess the consequences of major events on people's lives, livelihoods, worldviews, and personal relationships. This course is offered as both AAS 351 and HIS 351.

Prerequisite: One AAS or HIS course

3 credits

HIS 352 - H Environmental History of China

The history of interaction between human activities and the natural environment in China, with special attention to ecological consequences of various paradigms of economic development throughout Chinese history. Focus in on the political ecology of state-level societies, and the relationships between cultural ideas, behavioral practices, human health, and environmental change. This course is offered as both AAS 352 and HIS 352.

Prerequisites: U3 or U4 standing; completion of D.E.C. category E

3 credits

HIS 360 - I Women in Premodern Europe

An examination of the position of women in European society from ancient Greece through the Italian Renaissance. The course examines women's roles in the family and political life; women's economic activities; women and the Christian church; cultural attitudes concerning women; and women's own writing and creativity. This course is offered as both HIS 360 and WST 360.

Prerequisite: One HIS course or any WST course

3 credits

HIS 361 - K American History/ American Film

Panorama of American history from Colonial times to the present through the medium of film. Film is viewed as a product of history and a reflection of the social and ideological context in which it is created.

Prerequisite: U3 or U4 standing

3 credits

HIS 362 - K Making Peace With the Sixties

A study of the 1960's, emphasizing conflict within American liberalism between cold warriors and antiwar activists, advocates of the bureaucratic welfare state versus those favoring small-scale community operations, and technocratic liberalism versus a policy of immediacy and moral witness. Special attention is given to the paradigmatic qualities of the civil rights movement, the domestic side of the Vietnam War, and the relationship of liberalism to radicalism.

Advisory Prerequisite: U3 or U4 standing

3 credits

HIS 363 - F Topics in American History

Semester supplements to this Bulletin contain descriptions when the course is offered. Topics may include "Disney's America," "American Cars and Highways," "Radio and Television." May be repeated for credit as the topic changes.

Prerequisites: U3 or U4 standing; HIS 103 or 104

3 credits

HIS 365 - K 4Environmental History of North America

The history of interactions between human beings and their natural environment on this continent, with special attention to the Northeastern region. Transformations of forests, homes, farms, and industrial workplaces will be considered. Cultural, economic, political and technological perspectives on the relationship between humans and nature from pre-Columbian to late 20th-century times.

Prerequisites: HIS 103 and 104

3 credits

HIS 369 - K 4American Social History to 1860

The development of American society from the 17th century to the beginning of industrialization, with emphasis on changing concepts of class and community relations, work, and family and gender roles. Special attention to how the diversity of the American people shaped the evolution from a traditional world view to the more modern, competitive society of the 19th century.

Prerequisite: HIS 103

3 credits

HIS 370 - K 4U.S. Social History, 1860-1930

The evolution of American society from the mid-19th century to the Great Depression. An examination of the impact of the Industrial Revolution, urbanization, and mass immigration on concepts of class, community, family, and gender roles. Special emphasis on how increasing class conflict and changing expectations of family life forced the evolution of new, modern social values and institutions.

Prerequisite: HIS 104

3 credits

HIS 371 - K 4American Economic History to 1860

The economic and social development of North America and the United States from colonial settlement through early industrialization. The emphasis is on changing population patterns, use of natural resources, technological advances in production and transport, the development of markets, and the role of public policy.

Prerequisite: U3 or U4 standing

Advisory Prerequisite: HIS 103

3 credits

HIS 374 - F Historical Perspectives on Gender Orientation

An examination of contemporary American gender orientation from an historical perspective. Topics include gay marriage, gay clergy, medical definitions of gender orientation and gays in the military. This course is offered as both HIS 374 and WST 374.

Prerequisite: U3 or U4 standing

Advisory Prerequisite: One HIS or WST course

3 credits

HIS 375 - K 4American Politics and Diplomacy to 1898

The rise of the United States from its origins as a string of dependent settlements along the Atlantic coast to a continent-spanning global power. An examination of the emergence of a distinctively American political system and its interaction with American's foreign relations.

Prerequisite: HIS 103 or 104

Advisory Prerequisites: Completion of D.E.C. categories I and J

3 credits

HIS 376 - K 4 American Politics and Diplomacy, 1898-1945

An examination of the invention of modern, advertising-based politics in the 1890's to the forging of Franklin Roosevelt's New Deal coalition under the twin shocks of the First and Second World Wars.

Prerequisite: HIS 104

Advisory Prerequisites: Completion of D.E.C. categories I and J

3 credits

HIS 377 - K 4 American Politics and Diplomacy Since 1945

The impact of the Cold War upon American politics and diplomacy, with special attention to the challenges of the 1960's to American political and global orders. The collapse of both orders from Reaganism and the end of the Cold War.

Prerequisite: HIS 104

Advisory Prerequisites: Completion of D.E.C. categories I and J

3 credits

HIS 378 - F War and the Military

The causes and origins of wars, and the impact of war on social change, considered in the context of various wars and battles. Topics covered include issues of military organization, recruitment, training, morale, war planning, and the integration of women, gays, and minorities in the military. May be repeated as the topic changes. This course is offered as both HIS 378 and SOC 378.

Prerequisite: One HIS course or SOC 105

3 credits

HIS 380 - J Topics in Latin-American History

Semester supplements to this Bulletin contain specific description when course is offered. May be repeated for credit as the topic changes.

Prerequisite: HIS 213 or HIS/POL 214 or HIS/POL 216

3 credits

HIS 382 - J Politics and Political Change in Latin America

An examination of revolutionary and reformist movements that have shaped the political, social, and economic contours of 20th-century Latin America. Topics include the Mexican and Cuban revolutions, populism, urban squatter movements, and guerrilla warfare. This course is offered as both HIS 382 and POL 382.

Prerequisite: U3 or U4 standing

Advisory Prerequisite: HIS 213 or HIS/POL 214 or HIS/POL 216 or LAC 200

3 credits

HIS 386 - J Modern Brazil

The history of Brazil since independence, stressing such themes as slavery and race relations, industrialization and the working class, populist politics, urban society and culture, and the rise of authoritarianism.

Prerequisites: HIS/POL 214; U3 or U4 standing

Advisory Prerequisite: LAC 200

3 credits

HIS 387 - J Women, Development, and Revolution in Latin America

An examination of gender relations in Latin America, particularly in contemporary societies undergoing rapid social, economic, and political change. The course considers women, work, and family in historical perspective as well as the impact of agrarian change, migration, and industrialization on women. A major focus is on women in political protest and revolution. This course is offered as both HIS 387 and WST 387. Prerequisite: HIS 213 or HIS/POL 214 or any WST course
3 credits

HIS 388 - J Slavery in Latin America and the Caribbean

The institution of slavery and its impact on plantation societies in the Americas, with particular attention to Brazil and the Caribbean. Topics include conquest and enslavement, the formation of slave communities, African culture in Latin America, resistance and oppression, the process of emancipation, and race relations. This course is offered as both AFS 388 and HIS 388.

Prerequisite: One of the following: AFS 239, AFS 240, AFS 277, HIS 213, HIS 214, or LAC 200
3 credits

HIS 389 - J Modern Mexico

The history of Mexico from independence in 1810 to the present crisis. The course explores the relationships among agrarian development, social movements, and state building in Mexican history. Topics include 19th-century instability and liberal reform, and the 20th-century revolution and its legacy for modern Mexican politics.

Prerequisite: HIS 213 or HIS/POL 214 or HIS/POL 216
3 credits

HIS 390 - I Topics in Ancient and Medieval Europe

Recent topics have included Early and Medieval Christianity; Leaders in Ancient Greece and Rome. Semester supplements to this Bulletin contain specific description when course is offered. May be repeated for credit as the topic changes.

Prerequisites: U3 or U4 standing; one European history course
3 credits

HIS 391 - I Topics in Early Modern Europe

Recent topics have included Europe in the 16th Century; Before and After the Reformation; Early Modern England. Semester supplements to this Bulletin contain specific description when course is offered. May be repeated for credit as the topic changes.

Prerequisites: U3 or U4 standing; one European history course
3 credits

HIS 392 - I Topics in European History

Recent topics have included England and France in the 18th Century; 17th Century Europe. Semester supplements to this Bulletin contain specific description when course is offered. May be repeated for credit as the topic changes.

Prerequisite: One course in modern European history
3 credits

HIS 393 - I Topics in Modern European History

Recent topics have included London, Paris and Berlin from 1900 to 2000; Victorian England and its legacy; European capitalism from 1900 to the present. Semester supplements to this Bulletin contain specific description when course is offered. May be repeated for credit as the topic changes.

Prerequisite: HIS 102
3 credits

HIS 394 - H Topics in History of Medicine and Reproduction

Semester supplements to this Bulletin contain specific description when course is offered. May be repeated for credit as the topic changes.

Prerequisites: U3 or U4 standing; one HIS course

3 credits

HIS 395 - I Topics in Russian History

Topics may include Marxism and its aftermath; modern Russian social history, 1750-1921; Russian intellectual history from the 18th to the 20th Century. Semester supplements to this Bulletin contain specific description when course is offered. May be repeated for credit as the topic changes.

Prerequisite: One course in modern European history

3 credits

HIS 396 - K 4Topics in U.S. History

Topics may include the rise of the American corporation in the 19th and 20th centuries; and economic history and changing population patterns. Semester supplements to this Bulletin contain specific description when course is offered. May be repeated for credit as the topic changes.

Prerequisites: U3 or U4 standing; HIS 103 or 104

3 credits

HIS 397 - K 4Topics in History of U.S. Immigration and Ethnicity

Topics may include Asian and Pacific Islanders throughout American history; and Latino immigration from 1848 to the present. Semester supplements to this Bulletin contain specific description when course is offered. May be repeated for credit as the topic changes.

Prerequisites: U3 or U4 standing; HIS 103 or 104 or AFS 102

3 credits

HIS 398 - H Topics in History of Science and Technology

Semester supplements to this Bulletin contain specific description when course is offered. May be repeated for credit as the topic changes.

Prerequisite: HIS 237 or 238

3 credits

HIS 399 - K 4Topics in U.S. History

Recent topics have included history of diseases in 19th- and 20th-century America; and crime and police in the 20th century. Semester supplements to this Bulletin contain specific description when course is offered. May be repeated for credit as the topic changes.

Prerequisite: HIS 103 or 104

3 credits

HIS 401 Colloquium in European History

Semester supplements to this Bulletin contain specific description when course is offered. May be repeated for credit as the topic changes.

Prerequisite: Permission of instructor

3 credits

HIS 402 Colloquium in European History

Semester supplements to this Bulletin contain specific description when course is offered. May be repeated for credit as the topic changes.

Prerequisite: Permission of instructor

3 credits

HIS 403 Colloquium in European History

Semester supplements to this Bulletin contain specific description when course is offered. May be repeated for credit as the topic changes.

Prerequisite: Permission of instructor

3 credits

HIS 404 Colloquium in the History of the Social and Behavioral Sciences

A seminar in the history of the social and behavioral sciences, including sociology, anthropology, and psychoanalysis, focusing on the impact of social and behavioral science theories on social practice. Topics may include the origins of social theory, the impact of Marxism on the social sciences, or the history of psychoanalysis in the 20th century. Semester supplements to this Bulletin contain specific description when course is offered. May be repeated for credit as the topic changes.

Prerequisite: Permission of instructor

3 credits

HIS 411 Colloquium in Global History

Colloquia considering such topics as the history of New York, the westward movement, American socialism, the Vietnam War, U.S. military history, American utopianism, the urban novel, and women in the professions. Semester supplements to this Bulletin contain specific description when course is offered. May be repeated for credit as the topic changes.

Prerequisite: Permission of instructor

3 credits

HIS 412 Colloquium in Global History

Colloquia considering such topics as the history of New York, the westward movement, American socialism, the Vietnam War, U.S. military history, American utopianism, the urban novel, and women in the professions. Semester supplements to this Bulletin contain specific description when course is offered. May be repeated for credit as the topic changes.

Prerequisite: Permission of instructor

3 credits

HIS 413 Colloquium in Global History

Colloquia considering such topics as the history of New York, the westward movement, American socialism, the Vietnam War, U.S. military history, American utopianism, the urban novel, and women in the professions. Semester supplements to this Bulletin contain specific description when course is offered. May be repeated for credit as the topic changes.

Prerequisite: Permission of instructor

3 credits

HIS 414 Colloquium in Global History

Colloquia considering such topics as the history of New York, the westward movement, American socialism, the Vietnam War, U.S. military history, American utopianism, the urban novel, and women in the professions. Semester supplements to this Bulletin contain specific description when course is offered. May be repeated for credit as the topic changes.

Prerequisite: Permission of instructor

3 credits

HIS 421 Colloquium in Latin American History

Colloquia considering such topics as slavery and race relations, culture and ideology, peasant movements and popular rebellion, and 20th-century revolutions. Semester supplements to this Bulletin contain specific description when course is offered. May be repeated for credit as the topic changes.

Prerequisite: Permission of instructor

3 credits

HIS 422 Colloquium in Latin American History

Colloquia considering such topics as slavery and race relations, culture and ideology, peasant movements and popular rebellion, and 20th-century revolutions. Semester supplements to this Bulletin contain specific description when course is offered. May be repeated for credit as the topic changes.

Prerequisite: Permission of instructor

3 credits

HIS 431 Colloquium in Asian History

Colloquia considering such topics as Japanese nationalism and expansion, Far Eastern diplomatic history, and nationalism in Southeast Asia. Semester supplements to this Bulletin contain specific description when course is offered. May be repeated for credit as the topic changes.

Prerequisite: Permission of instructor

3 credits

HIS 432 Colloquium in Asian History

Colloquia considering such topics as Japanese nationalism and expansion, Far Eastern diplomatic history, and nationalism in Southeast Asia. Semester supplements to this Bulletin contain specific description when course is offered. May be repeated for credit as the topic changes.

Prerequisite: Permission of instructor

3 credits

HIS 441 Colloquium in Global History

Colloquia considering such topics as the expansion of Europe, theories of imperialism, revolutionary and religious movements, the psychoanalytical interpretation of history, and slavery. Semester supplements to this Bulletin contain specific description when course is offered. May be repeated for credit as the topic changes.

Prerequisite: Permission of instructor

3 credits

HIS 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. Semester Supplements to this Bulletin contain description when course is offered. May be repeated.

Prerequisites: A strong background in history; permission of instructor and department

1 - 3 credits

HIS 451 Colloquium in Medieval History

Selected topics in medieval history are studied with attention to primary sources and current hagiographic controversies and developments. Semester supplements to this Bulletin contain specific description when course is offered. May be repeated for credit as the topic changes.

Prerequisite: Permission of instructor

3 credits

HIS 461 Colloquium in the History of Science

Colloquium considering such topics as the history of American science, the social history of science, the impact of Darwinism, modern physics, and technology and social change. Semester supplements to this Bulletin contain specific description when course is offered. May be repeated for credit as the topic changes.

Prerequisite: Permission of instructor

3 credits

HIS 475 Undergraduate Teaching Practicum

Work with a faculty member as assistant in a regularly scheduled course. The student must attend all classes and carry out all assignments; in addition the student will be assigned a specific role to assist in teaching the course. The student will meet with the instructor on a regular basis to discuss intellectual and pedagogical matters relating to the course.

Prerequisites: Permission of instructor and undergraduate program director

3 credits, S/U grading.

HIS 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 either department or departmental research coordinator

0 - 6 credits

HIS 488 Internship

Participation in local, state, and national public and private agencies and organizations. May be repeated up to a limit of 12 credits.

Prerequisites: 15 credits in history; permission of instructor and department

0 - 6 credits, S/U grading.

HIS 495 Senior Honors Project in History

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

Prerequisite: Admission to the history honors program

3 credits

HIS 496 Senior Honors Project in History

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

Prerequisite: Admission to the history honors program

3 credits

GRADUATE HISTORY COURSES OFFERED FOR STUDENTS IN THE MAT PROGRAM

HIS 500/CEG 523 Historiography

Introduction to historiography through reading and writing about interpretations of history, historical methods, and major historians. Term paper on historian of choice.

Note: CEG 523 meets with HIS 500. MAT and MA/LS students must register under CEG 523.

CEG 532 US History to Civil War

This graduate-level survey course in U.S. history is designed primarily for full-time social studies and secondary history teachers who are pursuing their master's degrees through the School of Professional Development. Requirements include weekly readings and class discussions, writing four short response papers, completing a research project, participating in online discussions, giving two brief class presentations, and presenting your research project to the class. This course is similar to HIS 521 (the survey course for M.A. and Ph.D. students) in that you are required to comprehend and analyze scholarly historical arguments through weekly readings and class discussions. This course is different from HIS 521 in that more resources are devoted to expanding your pedagogical skills and developing new methods for engaging your secondary-level students in challenging historical analysis.

CEG 522 Introduction to United States History Since the Civil War

Field seminar in U.S. history from the Civil War to the Cold War. Surveys the major interpretations.

HIS 501/CEG 516 Early Modern Europe

In this course we will examine comparative approaches to topics in early modern European history. Moving chronologically and thematically through the early modern period, material covered will include European expansion and encounters with non-western cultures, religion, ritual, Reformation, the emergence of capitalism and civil society, European statecraft, the new science, and the Enlightenment. We will engage a variety of thematic/theoretical analyses of these topics, with emphasis on a cultural approach to issues of gender, race, and class, their shifting significations and social contestations.

HIS 502/CEG 524 Introduction to Late Modern Europe

Field seminar in late modern European history, 1789-1945. Surveys the major historical problems and interpretations from the French Revolution through the Second World War. Note: CEG 524 meets with HIS 502. Non-matriculated students must get permission from instructor. MAT and MA/LS students must register under CEG 524.

HIS 541/CEG 535 Colonial Latin America

This course provides an introduction to the history of colonial Latin America and the Caribbean (c. 1500-1800). The class will bring together the history of human communities from three continents (Africa, America and Europe) and highlight the voices of indigenous and African historical narrators. The course will examine not only the conflict ridden encounter between Spanish and American indigenous civilizations (Aztec, Inca and Maya) but the subsequent forced migration of Africans into the Americas to serve as a coerced labor force. As the semester continues we will see how these initial processes of resistance, conquest and adaptation served as powerful forces in the construction of the economic, social and cultural relations that typified Spanish colonial society. Finally, we will examine the breakdown of Spanish colonialism as a result of a series of imperial realignments, slave revolts and, ultimately, wars of independence. The overall goal of the class is to provide a global framework to understand Latin America, and, thereby, to allow students to bring this rich history into their high school classrooms. Written assignments will include a review of a recent scholarly work, the development of a lesson plan and other periodic writing assignments.

CEG 517 Modern Latin America

This course explores the trajectory of modern Latin American history beginning with the Wars of Independence. Geographically the course focuses on Mexico, the Caribbean, Central America, and Chile. The course covers major social, cultural, and political developments in these regions.

Materials and lectures engage issues of slavery and the roots of persistent poverty, nationalism, modernization, revolution, indigenous rebellion, and US intervention in Latin America. When appropriate, emphasis will be placed on local struggles wherein issues of race, gender, and labor come into sharper focus.

HIS 562/CEG 534 Introduction to Modern African History and/or Asian History

Field seminar in modern African history. Surveys major topics such as nationalism, anticolonial movements, and modernization.

CEJ 501 Traditional China: Culture & Society

This course will provide a graduate level survey of the history, culture and society from the earliest times until the Ming dynasty. It will focus on such issues as religion and social hierarchy, gender and family, the gentry and the examination system, rhythms of economic growth and decline, peasant rebellions, and the dynamics of empire building.

HIS 654/CEJ 502 Modern China: Culture & Society

In this graduate level introductory course of Chinese history we will (1) offer a narrative of the history of China from late Ming dynasty (ca. 1600) to post-Mao era with an emphasis on the various interpretative paradigms, and (2) examine in depth some important topics of the period addressed by our weekly reading, which might include: civil service examination and social mobility in late imperial China, commercialization in the seventeenth century and China's early modernity, China in world-historical time, and the developments of nationalism and communism. Students are expected to come away from the class with a clearer idea of the history and historiography of late imperial and modern China. Our meetings will be comprised of lectures and discussions. There are four scholarly books as well as a textbook for this course. Requirements for this course include weekly reading (about two hundred pages per week) and participation in class discussion, occasional in class writings and two 5 page papers.

APPENDIX V - Program advising worksheets for BA and MAT

Social Studies Education – Undergraduate Advising Worksheet

Name: _____ Date: _
Last First

USBID: _____ Email: _____

I. Admissions and General Information

Students seeking state certification in teaching social studies must complete a major in one of the following departments:

- Africana Studies Economics Political Science
 Anthropology History Sociology

In addition to registered in an appropriate major, applicants

- have an overall GPA of 2.75 or better based on at least 12 credits taken at Stony Brook. Incoming transfer students will be evaluated on the basis of GPA from their prior institution.
- have taken either HIS 101 or 102 and either HIS 103 or 104 (or equivalent courses at other institutions), and
- have satisfied at least three of the required areas of study with a B or better. HIS 101/102 and HIS 103/104 may be used to satisfy this admission requirement.

All courses must be taken for a letter grade and passed with a C or better. Students must have at least a 2.75 overall GPA and have completed all program requirements (both content and pedagogy) to qualify for student teaching. For further information, see the PEP [Guide to Teacher Education](#).

II. Professional Education Requirements

The methods courses must be taken sequentially. Students must earn a C or better in these two courses and perform satisfactorily on course-based assessments in order to remain in good standing and progress to the next course in the sequence. The field experience courses must be taken concurrently with the methods courses, and students will be required to repeat both courses if requirements for either course are not met.

Grade

_____	PSY 327	Human Development
_____	SSE 350	Foundations of Education
_____	LIN 344	Language Acquisition and Literacy Development
_____	SSE 397	Teaching Social Studies (co-requisite SSE 449)
_____	SSE 449	Field Experience I – Grades 7-9 (1 credit, P/NC must be taken with SSE 397)
_____	SSE 398	Social Studies Strategies (co-requisite SSE 450)
_____	SSE 450	Field Experience II – Grades 10-12 (1 credit, P/NC must be taken with SSE 398)
_____	SSE 454	Student Teaching Seminar (co-requisites SSE 451 & 452)
_____	SSE 451	Supervised Student Teaching – Grades 7-9 (P/NC)
_____	SSE 452	Supervised Student Teaching – Grades 10-12 (P/NC)

III. Other Program and Licensing Requirements

1. Foreign language requirement (equivalent to one year of college study in a foreign language): May be satisfied either through the NYS Regents exam (score of 85 or higher, must be shown on transcript & accepted by USB in satisfaction of language requirement) or 6 credits of coursework.
2. New York State Teacher Certification Exams (NYSTCE): Students must pass the LAST to qualify for student teaching. Students must also pass both the CST and the ATS/W for initial certification.
3. For state license, students must take seminars in Child Abuse, Substance Abuse, and Violence Prevention. In addition, PEP requires that students be fingerprinted before the end of Methods I.
4. To obtain a NY teaching license, individuals must either be a US citizen or a lawful resident of the US. Resident aliens must become US citizens or permanent residents to qualify for permanent certification..

IV. Content Area Requirements: Students must complete a minimum of 48 credits in history and the social sciences, including the courses required for the major and the University DEC requirements. Students are expected to select their courses from the choices below, and substitutions will be permitted only on an exceptional basis. Transfer courses will be evaluated individually by the program director.

	<u>Grade</u>	<u>Transfer</u>		<u>Grade</u>	<u>Transfer</u>
1.US History to 1877			9.Africa (choose 1)		
HIS 103	US History to 1877	_____	HIS 221	Modern Africa ²	_____
_____	_____	_____	HIS 346	Pol. & Soc. History Africa	_____
2.US History since 1877			10.Science, Technology & Society (choose 1)		
HIS 104	US History since 1877	_____	SOC 315	Sociology of Technology	_____
_____	_____	_____	HIS 237	Science, Technology & Medicine in Western Civ I	_____
3.Human or Cultural Geography			HIS 238	Science, Technology & Medicine in Western Civ II	_____
HIS 281	Global History & Geography	_____	_____		
_____	_____	_____	11.The Culture Concept in Theory or History (choose 1)		
4.Principles of Economics¹			ANT 102	Intro. Cultural Anthropology	_____
ECO 100	Principles of Economics	_____	ANT 230	Peoples of the World	_____
_____	_____	_____	ANT 370	Great Archaeo. Discoveries	_____
5.Western Civ or European History Survey (choose 1)			AFS 310	US Attitudes towards Race	_____
HIS 101	Europe to 1789	_____	AFS 325	Civil Rights Movement	_____
HIS 102	Europe since 1789	_____	SOC 310	Ethnic and Race Relations	_____
_____	_____	_____	HIS 390	Comparative Religion ³	_____
6.Latin America (choose 1)			_____		
HIS 213	Colonial Latin America	_____	<u>Five other courses in history & social sciences⁴</u>		
HIS 214	Modern Latin America or	_____	_____	_____	_____
SOC 364	Sociology of Latin America	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
7.Asia & its Civilizations (choose 1)			<u>Foreign language requirement:</u> <input type="checkbox"/> Regents		
HIS 219	Chinese History and Civ.	_____	_____		
HIS 220	Japanese History and Civ.	_____	_____		
HIS 227	Islamic Civilization	_____	_____		
HIS 341	20th-Century China	_____	_____		
HIS 343	Modern Japan	_____	Passing Scores: <input type="checkbox"/> LAST <input type="checkbox"/> CST		
HIS 348	British India	_____	<input type="checkbox"/> ATS/W <input type="checkbox"/> Fingerprinting		
_____	_____	_____	GPA for Student Teaching: <input type="checkbox"/>		
8.American Politics & Government (choose 1)			¹ Courses in accounting, finance or personal economics do not satisfy this requirement.		
POL 102	American Government	_____	² Crosslisted with AFS 221-J.		
POL 320	Constitutional Law and Politics	_____	³ HIS 390-I will be accepted for this requirement only if topic is comparative religion; consult with instructor for more information. ⁴ Excluding Psychology. May be selected from courses accepted for required areas or from general offerings by history/social science departments.		
POL 325	Civil Liberties & Civil Rights	_____	_____		
_____	_____	_____	_____		

Social Studies Education – MAT Advising Worksheet

Name: _____

Date: _____

Last

First

USBID: _____

Email: _____

I.General Information

Graduate students seeking state certification in teaching Social Studies must be enrolled in the MAT program. For information on Professional Education Program policies, see the PEP Guide to Teacher Education. All graduate courses must be taken for a letter grade and passed with a B or better (except where otherwise noted); undergraduate courses counted towards program requirements must have a C or higher. Students must have at least a 3.0 GPA and have completed all program requirements (both content and pedagogy) to qualify for student teaching.

II.Professional Education Requirements

The methods courses must be taken sequentially, and students must earn a B or better in these two courses in order to remain in good standing and progress to the next course in the sequence. The field experience courses must be taken concurrently with the methods courses, and students will be required to repeat both courses if requirements for either course are not met. Students must earn a B or better in the student teaching seminar to meet program requirements.

Grade

- _____ PSY 595 Human Development
- _____ CEE 505 Education – Theory and practice
- _____ LIN 544 Language Acquisition and Literacy Development
- _____ CEE 577 Teaching Social Studies (corequisite CEF 548)
- _____ CEF 548 Field Experience I – Grades 7-9 (1 credit, S/U, must be taken concurrently with CEE 577)
- _____ CEE 578 Social Studies Strategies (corequisite CEF 549)
- _____ CEF 549 Field Experience II – Grades 10-12 (1 credit, S/U, must be taken concurrently with CEE 578)
- _____ CEE 580 Student Teaching Seminar (corequisites CEQ 581 and 581)
- _____ CEQ 581 Supervised Student Teaching – Grades 7-9 (S/U)
- _____ CEQ 582 Supervised Student Teaching – Grades 10-12 S/U)

III.Other Program and Licensing Requirements

1. Foreign language requirement (equivalent to one year of college study in a foreign language): May be satisfied either through 6 credits of coursework or CLEP scores of 3 or above.
2. New York State Teacher Certification Exams (NYSTCE): Students must pass the LAST test of general knowledge and the Content Specialty Test (CST) in Social Studies in order to qualify for student teaching. Passing scores on these two tests, as well as on the Assessment of Teaching Skills/Written component (ATS/W), are required by New York State for initial certification.
3. For state license, students must complete seminars in Child Abuse, Substance Abuse, and Violence Prevention. In addition, PEP requires that students be fingerprinted before the end of Methods I.
5. To obtain a NY teaching license, individuals must either be a US citizen or a lawful resident of the US. Resident aliens must become US citizens or permanent residents to qualify for permanent certification..

IV.Content Area Requirements

Students must complete five graduate history courses above and beyond the 36 credits in history and social sciences required for admission to the program. Graduate students must also meet the distribution requirements specified in the eleven Required Areas of Study. These requirements may be met by either the graduate courses taken towards the MAT degree or by undergraduate coursework. Undergraduate transcripts will be evaluated on an individual basis. Equivalent undergraduate courses will normally be accepted. In addition, a cluster of undergraduate courses may be accepted as evidence of satisfaction of individual standards, even if they do not represent exact equivalents. However, the student will bear the burden of proof of showing that such coursework does provide a broad introductory knowledge of the area of study.

I. Courses Required for the MAT

HIS 500 Historiography (required) _____

Four electives chosen from the following:

CEG 532 US History to Civil War _____

CEG 522 US History since Civil War _____

CEG 516 Early Modern Europe _____

CEG 524 Late Modern Europe _____

HIS 541 Colonial Latin America _____

CEG 517 Modern Latin America _____

CEG 534 Topics Seminar: Africa _____

CEG 534 Topics Seminar: Asia _____

CEJ 501 Traditional China: Culture & Society _____

CEJ 502 Modern China: Culture & Society _____

II. Required Areas of Study for Social Studies Certification

Important Note: The History Department does not offer courses that satisfy requirements in areas 7-11. These requirements will have to be satisfied through undergraduate courses.

1. US History to 1877

CEG 532 US History to Civil War _____

2. US History since 1877

CEG 522 US History since Civil War _____

3. Western Civ or European history survey

CEG 516 Early Modern Europe or _____

CEG 524 Late Modern Europe _____

4. Latin America

HIS 541 Colonial Latin America or _____

CEG 517 Modern Latin America _____

5. Asia

CEG 534 Topics Seminar: Asia or _____

CEJ 501 Traditional China or _____

CEJ 502 Modern China _____

6. Africa

CEG 534 Topics Seminar: Africa _____

7. Principles of Economics

ECO 100 Principles of Economics _____

8. Human or Cultural Geography

HIS 281 Global History & Geography _____

9. The Culture Concept in Theory or History. May be satisfied by courses in anthropology or by courses dealing with cultural differences and cultural conflicts in the contemporary world.

10. American Government and Politics

11. Science, Technology and Society

Foreign language requirement: **Regents (USB graduates only)**

Passing Scores: LAST CST

ATS/W

Fingerprinting Confirmation:

GPA for Student Teaching: