The following course descriptions are presented as a guide for students and academic advisors. Although major alterations are unlikely, instructors reserve the right to make changes in content and requirements.

Foundation Courses in U.S. History

HIS 100 (6772) (3crs)  American Political and Social History I
Kozakiewicz, Lauren (lkozakiewicz@albany.edu)
Mon, Wed 11:30am-12:25pm
LC 19

This course surveys the exploration, discovery, colonization and development of the Americas. Emphasis in the course will be on the establishment and development of the United States of America up through the Civil War to Reconstruction. The course format is lecture plus assigned primary source readings.

*Note: Students registering for this course must FIRST register for one of the discussion sections below.

Discussion Sections for HIS 100 (6772)

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Survey of American history from early times to the Civil War, with emphasis on the development of political, constitutional, economic, social, and cultural institutions.

*Note: Students registering for this course must FIRST register for one of the discussion sections below.

**Discussion Sections for HIS 100 (7619)**

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HIS 101 (6409) (3crs) American Political and Social History II
Smith-Howard, Kendra (ksmithhoward@albany.edu)
Mon, Wed 10:25am-11:20am
LC 05

This course will explore three arenas of considerable controversy and debate in our nation’s history, from the end of the Civil War to the present:

1. Citizenship
   Who shall be endowed with the rights and obligations of citizenship, and how has it changed over time? What role have local, state, and federal governments played in defining, restricting, and broadening people’s conception of citizenship?

2. National Security vs. Civil Liberties
   How has the nation balanced the concern for national security on one hand, with civil liberties on the other? What have been the key institutions or defining flashpoints for recognizing the need for national security or the rights of citizens?

3. Economic Transformation & Environmental Change
   How have economic changes, such as industrialization and de-industrialization and downsizing, affected the lives of residents of the Americas—from citizens to undocumented workers? Does work tie Americans together or divide them? Which people and what natural systems bear the costs of economic change?

While we'll look at these questions generally, we'll pay particular attention to four distinct places in this course, to see how these issues of citizenship, national security/civil liberties, and economic transformation played out in four distinct locales. Do regional distinctions—in the policy, geography, economy, and engagement with national security—mean that there is no one American story? Is region more significant on some elements (e.g. economy or citizenship rights) than others?

Our approach will be, fundamentally, historical. We will be examining what happened in the past, and studying how past actors grappled with these issues from the period immediately following the Civil War to the present. We will also be applying historical methods, which include interpreting documents produced in the past, identifying patterns, evaluating documents, and making claims based on evidence.

*Note: Students registering for this course must FIRST register for one of the discussion sections below.

Discussion Sections for HIS 101 (6409)

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The decades following the Civil War were years of dynamic change in the United States. The U.S. economy benefitted from the industrial expansion of the late nineteenth and early twentieth centuries that transformed the domestic economy and the nation’s involvement in foreign markets. In the area of foreign relations, the U.S. abandoned its noninterventionist stance and, because of improvements in the nation’s military preparedness, became a principal player in international conflicts. The nation’s political leaders enjoyed greater influence in world affairs and promoted the supremacy of democracy and capitalism around the globe. In less than a century, the U.S. grew from a fragile republic recovering from a devastating civil war into a leading world power. At the same time, economic, social, and political inequalities in the nation inspired various forms of resistance that changed the ways people related to state and federal institutions.

In AHIS 101, we will examine the cultural, economic, political, and social factors that shaped the country’s development into a modern nation. This chronological survey is organized around five themes that we will use to assess how people – individually or collectively – attempted to expand or redefine the terms of their citizenship. Throughout the semester, we will use the terms “Laborers,” “Reformers,” “Producers,” “Consumers,” and “Protesters” as sign posts to guide our analysis of the ways diverse groups influenced and were influenced by the changes that occurred in the years after the Civil War to the late twentieth century.

*Note: Students registering for this course must FIRST register for one of the discussion sections below.

**Discussion Sections for HIS 101 (7095)**

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HIS 101 (7632) (3crs)  American Political and Social History II  
Wittern-Keller, Laura ([lwittern-keller@albany.edu](mailto:lwittern-keller@albany.edu))  
FULLY ONLINE COURSE

This introductory course will look at how the United States attempted to put itself back together again after the Civil War, the Gilded Age era of the 1890s, the beginnings of imperialism with the Spanish-American War and the building of the Panama Canal at the turn of the twentieth century, then we'll turn our attention to the astonishing levels of immigration and the rapid rise of urbanization and industrialization at the same time, the economic and social problems of the Great Depression, the New Deal, World War II, the post-war world, the Cold War, the 1950s and the social rebellion of the 1960s, a terrible economic downturn in the 1970s, and the turn toward conservatism in the 1980s. The course finishes by looking at the presidencies of Bill Clinton and George W. Bush. As a fully online course, there are no class lectures. Instead, students will use text and chapter readings, explanatory PowerPoint slideshows, and lots of fabulous documentaries. There are many opportunities to affect the course grade: students will watch and respond to documentaries, keep a historical journal, and take weekly quizzes, a midterm and a final exam. Assistance will always be available through email.

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HIS 101 (9526) (3crs)  American Political and Social History II  
Lenart, Camelia ([ilenart@albany.edu](mailto:ilenart@albany.edu))  
Tue, Thu 4:15pm-5:35pm  
HU 109

This course examines the social, economic, and political development of the United States from the end of the Civil War to the present. It also engages students in the practice of doing history: analyzing primary documents, crafting arguments, and writing clearly and concisely. Through lectures films readings and discussion, we will explore topics as varied as the racial politics of the U.S West and U.S South during Reconstruction, the transformative effects of American imperialism and the World Wars on the American state and economy, the rise of consumer culture, and social movements in the post-WWII era. Students will be assessed on their participation in course discussion, short writing assignments, and examinations.

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HIS 220 (9424) (3crs)  Public Policy in Modern America  
Kozakiewicz, Lauren ([lkozakiewicz@albany.edu](mailto:lkozakiewicz@albany.edu))  
Mon, Wed, Fri 10:25am-11:20am  
LC 3B

This course introduces students to the history of policymaking as it operates in America today. We will study the policy process from two perspectives, the issues that motivate action and the structures that make policy. The structural approach to the study of public policy concentrates on the groups within the state that create and sustain policies. An issues focus looks at how historical circumstances affect the creation and institutionalization of specific policies over time. We will look at several policy histories in depth this semester, including veteran’s benefits, social welfare, civil rights/affirmative action and education.
This course looks at the intersection of history and media as it pertains to the American civil rights movement. Focusing on the landmark archival television series Eyes on the Prize and other print and film materials, we'll study not only the events depicted on screen but also the ways in which these events were documented, archived, and shaped into public media. This course does not satisfy any UAlbany Gen Ed requirements.

HIS 251 (4415) (3crs)  Introduction to Documentary Studies
McCormick, Susan (smccormick@albany.edu)
Mon, Wed 2:45pm-4:05pm
LC 3C
*Cross-listed with ADOC 251 (4433)

What is a documentary? This class explores the history, key characteristics, best examples, and notable practitioners of non-fiction documentary storytelling across multiple forms. Documentary work—non-fiction storytelling—is much more than film and video; it also includes photography, audio, narrative non-fiction/text, and new media/multimedia efforts. We will examine the social, cultural, legal, and ethical aspects of documentary production, both historical and contemporary; major themes and genres in documentary work; and the role of technology in shaping both production and distribution of documentaries over time. As the required gateway course for the Documentary Studies major and minor, the course looks at documentary work in both the recent and distant past, providing a foundation for future work in the major and minor. Those enrolled in HIS 251 will bring an historical focus to their work in the course.

HIS 259 (9131) (3crs)  History of Women and Social Change
Ng, Vivian
FULLY ONLINE COURSE

With an emphasis on the diversity of U.S. women, this course examines the social, historical, and economic forces that have shaped U.S. women’s lives from about 1800-1970 and the contexts within which women have participated in and sometimes led social and political movements. Only one version of A HIS 259 may be taken for credit.
HIS 290 (5785) (3crs)  
**History of Marriage and Family in the U.S**  
Graves, Kori ([kgraves@albany.edu](mailto:kgraves@albany.edu))  
Mon, Wed, Fri 9:20am-10:15am  
HU 109

The family is a dynamic social unit that is constantly evolving to satisfy individual and community needs. The family is also a unit of political significance and throughout United States history, local, state, and national governments have affected Americans’ home lives. Consequently the structure and function of families in the U.S. have changed in response to both national and international events. In this course will consider how, when, and why so-called private family affairs became relevant in public and political contexts. We will also interrogate contemporary explanations for changes in U.S. families by comparing popular ideas with the historical trends that shaped marriage and family life. Through an evaluation of topics including birth control, adoption, interracial marriage, and divorce, this course explores the ways that family matters have influenced and informed changes in peoples’ understandings of gender, ethnicity, nationality, race, and status in the eighteenth, nineteenth, and twentieth centuries.

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HIS 290 (6862) (3crs)  
**Iroquois Indian History**  
Kane, Maeve ([m2kane@albany.edu](mailto:m2kane@albany.edu))  
Mon, Wed, Fri 10:25am-11:20am  
LC 13

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HIS 292 (9428) (3crs)  
**Trials In American History**  
Hamm, Richard ([rhamm@albany.edu](mailto:rhamm@albany.edu))  
Tue, Thu 11:45am-1:05pm  
LC 3A

This course will explore various historic trials to establish what purposes trials serve in social settings. It will also use the trials as points of entry into past societies to show you how history is done. The focus will be on the American legal tradition with some emphasis laid on trials from the American south and the state of New York. The course has three large themes: social status in the courtroom; the contractions of the insanity defense; and “southern” justice.
Foundation Courses in European History

**HIS 130 (6742) (3crs)**  
**History of European Civilization I**

TBD  
Mon, Wed 10:25am-11:30am  
LC 06

Survey of the political, economic, social, and cultural history of the West from its origins to the 18th century.

*Note: Students registering for this course must FIRST register for one of the discussion sections below.

**Discussion Sections for HIS 130(6742)**

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**HIS 244(6408) (3crs)**  
**Zionism, Palestine, and Israel in Historical Perspective**  
Brenner, Arthur (abrenner@albany.edu)

Tues, Thurs 10:15am-11:35am  
LC 3C

*Cross-listed with AHEB 244 (6706) & JST 244 (6378)*

This course will examine the history of the Zionist movement from its inception until the establishment of the State of Israel in 1948, and the history of Israel from 1948 to the present. It covers the development of various Zionist ideologies and organizations as well as their challengers within and outside the Jewish community. It will examine the history of Jewish settlement in Palestine, the founding of the state of Israel, and the country’s subsequent development. The course will also examine some contemporary issues facing the country. This course includes a mixture of lecture and discussion.
HIS 250 (7634) (3crs)  The Holocaust in History  
Brenner, Arthur (abrenner@albany.edu)  
Tues, Thu 8:45am-10:05am  
LC 3A  
*Cross-listed with AJST 250 (7636)  

Begins with an overview of European Jewish life on the eve of the attempt at its destruction, examines the cultural, social and intellectual roots of Nazism, and discusses the efforts to isolate and marginalize those marked as “a-socials” in Germany society. Explores the radicalization of the Nazi program and investigates the variety of ways targeted groups responded to the crises. Covers a number of survivor accounts and the memorialization and politicization of the Nazi Holocaust in the United States and Israel.

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HIS 256 (7635) (3crs)  Women in European History  
Lenart, Camelia (ilenart@albany.edu)  
Tue, Thu 10:15am-11:35am  
HU 132

Survey of the role and position of women in European society from antiquity to the present, concentrating on social, economic, political, and intellectual aspects of women’s lives and on cultural attitudes and ideologies concerning women. We will discuss the meanings, challenges, successes and advancements of women from diverse social, economic and ethnic backgrounds, cultural pursuits, and political interests. Thus, during the course we would also engage in rescuing “her-story” as until recent decades, women’s contribution to the making of history was left untold and not analyzed.

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Russia, Ukraine, and Poland have occupied the front pages for much of the past year. Demonstrations, annexation, and civil war have brought Ukraine to a political, economic, and civilizational crossroads. Poland and Russia, the neighbors who have ruled Ukrainians for much of their history, represent two major cultural and political choices contemporary Ukrainians face. Poland is accused of a turn to the right. Russia is accused of meddling in US elections and cyberwar. Each side is trying to win hearts and minds both at home and abroad.

This course examines the intertwined histories of Poland, Ukraine, and Russia. We will consider their adoption of different versions of Christianity and subsequent cultural directions (including the current controversy about an autocephalous Ukrainian Orthodox Church). We will deal with the 17th century (when Poland was at its strongest and Russia at its weakest), the 18th century partitions of Poland (when Poland, Ukraine, and their Jewish populations became part of the Russian empire), and rise of nationalism (and the treatment of minorities) from the nineteenth century to the present, focusing on World War II and the fall of communism. We will be looking at relations among Russians, Ukrainians, and Poles as a cultural struggle for hearts and minds—and memory. This will mean examining such sources as saints’ cults, paintings, music, war and Holocaust memorials, and films in which all sides depict each other—but also those aspects which they see as being most distinctively national.

Many of the topics we discuss are controversial and hotly contested among Poles, Ukrainians, and Russians. Some of the sources you read and watch describe things that are horrible. You, however, are expected to maintain a civil tone in your writing and in your speech, especially if you sharply disagree with the opinion you oppose.

This class focuses on analyzing texts, images, and music, and interpreting them. Your grade will be assessed almost entirely on the writing you do, both in class and outside it. By the end of this class, you will be able to write better articles, papers, and presentations. You will also be able to argue complicated positions from different points of view. This course will thus be excellent preparation for careers in journalism, diplomacy, law, education, government and NGOs, public relations, advertising, and business.
Foundation Courses in World History

**HIS 144 (6928) (3crs) Latin American Since the Aztecs**

Schwaller, John ([JSchwaller@albany.edu](mailto:JSchwaller@albany.edu))
Mon, Wed 9:20am-10:15am
SS 256

Survey of the diverse pre-Columbian and New World societies and cultures of Spanish and Portuguese America from the pre-conquest period to the present. Broadly interdisciplinary introduction to the historical development of Latin American society, culture, politics, and economics with a special emphasis on elements such as race, gender, and class.

*Note: Students registering for this course must FIRST register for one of the discussion sections below.*

**Discussion Sections for HIS 144 (6928)**

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**HIS 158 (6744) (3crs) The World in the Twentieth Century**

Fogarty, Richard
Mon, Wed 12:35pm-1:30pm
LC 05

This course is a general survey of the history of world during the twentieth century, as well as an evaluation of the way that history informs the twenty-first century in which we live. One of our main goals will be to become familiar with the events, ideas, people, traditions, cultures, and societies that make up the global history of the last 120 years. We will also examine the period through the framework of broader, intertwined themes that will help us make sense of the period as a whole: cross-cultural contact and interaction, violence, ideology, and modernization.

*Note: Students registering for this course must FIRST register for one of the discussion sections below.*

**Discussion Sections for HIS 158 (6744)**

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This course is part of the International Perspectives General Education category. It offers an introductory survey of African history from the earliest times to 1800. It explores Africa's rich and diverse pre-colonial past with particular attention to political and social changes including the role of leadership and the lives of ordinary men and women. It also explains the role of Africa in world history and, at the intersection of geography and politics, critically examines the interactions of the continent with outside forces with special focus on the sub-Saharan region. In this regard, the course specifically explores the pull and push factors that are the basis of the African Diaspora including the trans-Atlantic trade and other processes that may explain the current state of Africa's social, political and economic development.
HIS 287 (4944) (3crs)  
**Africa in the Modern World**  
Agum, David (dagum@albany.edu)  
Tue & Thu 1:15pm-2:35pm  
HU 129  
*Cross-listed with AFS 287*

This course studies modern and contemporary Africa, surveying historical developments from the period of European colonization in the nineteenth century to contemporary period. It is concerned with how such historical developments as colonization, new economic and political systems, Christianization, western education, urbanization, nationalism and independence affected societies and changed people’s lives. Also, the course examines relations within Africa, issues of unity and stability, population growth and urbanization, and Africa’s relations with the rest of the world. While it emphasizes effects of colonial and post-independence conditions, discussing significance of internal factors in determining conditions in Africa, the course focuses on problems of everyday life, gender issues, and contemporary difficulties in environment, politics, economy and social life. Finally, it highlights achievement of African peoples, self-development and prospects for the future.

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HIS 287 (6844) (3crs)  
**Africa in the Modern World**  
Essien, Frank (fessien@albany.edu)  
Mon & Wed 5:45pm-7:05pm  
HU 137  
*Cross-listed with AFS 287*

This course studies modern and contemporary Africa, surveying historical developments from the period of European colonization in the nineteenth century to contemporary period. It is concerned with how such historical developments as colonization, new economic and political systems, Christianization, western education, urbanization, nationalism and independence affected societies and changed people’s lives. Also, the course examines relations within Africa, issues of unity and stability, population growth and urbanization, and Africa’s relations with the rest of the world. While it emphasizes effects of colonial and post-independence conditions, discussing significance of internal factors in determining conditions in Africa, the course focuses on problems of everyday life, gender issues, and contemporary difficulties in environment, politics, economy and social life. Finally, it highlights achievement of African peoples, self-development and prospects for the future.

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April 16, 2019
This class will study the Aztecs from their roots as a nomadic people in the arid northern plains, to their rise as the leaders of the most power civilization of ancient Mexico. The Aztecs represent many of the extremes of ancient Mexican civilization, from their practice of human sacrifice, to their complex calendar, to the rich array of their deities. The class will specifically look at how the group developed from a small tribal unit to become a major civilization controlling, directly or indirectly, a territory that stretched over a thousand miles.

**History Methods Course**

**HIS 395 (8446) (3crs) The Historian's Craft**
Irwin, Ryan (rirwin@abany.edu)
Mon, Wed 2:45pm-4:05pm
SS 133

This seminar is a methods course that prepares students to succeed as they transition from foundational to advanced coursework in the History Department. It will teach students how to ask appropriate research questions, collect evidence using the university's research tools, and choreograph that evidence to advance a persuasive argument.

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**Advanced Courses in U.S. History**

**HIS 305 (9429) (3crs) Colonial America to 1763**
Pastore, Christopher (cpastore@albany.edu)
Mon, Wed, Fri 11:30am-12:25pm
ED 120

Survey of major aspects and events in the colonial period, with particular emphasis on the growth of uniquely American culture and institutions. Prerequisites: junior or senior standing, or 3 credits in History.

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HIS 311 (9430) (3crs)  
History of American Foreign Policy I  
Irwin, Ryan (rirwin@albany.edu)  
Tue, Thu 1:15pm-2:35pm  
LC 3C  

Historical survey of United States relations with other countries emphasizing the interplay of domestic and international issues and covering the period from the American Revolution to 1920  

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HIS 315 (9431) (3crs)  
Roosevelt to Reagan 1933-1988  
Bon Tempo, Carl (cbontempo@albany.edu)  
Tue, Thu 11:45am-1:05pm  
LC 3C  

This course examines United States political history from the 1930s through the 1980s. Topics include the New Deal and American liberalism, World War II and the Cold War at home, the civil rights movement, the role of the Courts in shaping American life, the counterculture and the 1960s, Watergate and the imperial presidency, and the resurgence of conservatism. Readings (about 125 pages/week) will include primary sources, several monographs, and a number of scholarly articles. The course’s graded assignments will include (at minimum) a midterm exam, a 7-page paper, and a final exam.  

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HIS 316 (9432) (3crs) Workers and Work In America 1600-Present
Zahavi, Gerald (gzahavi@albany.edu)
FULLY ONLINE COURSE

This is an on-line comprehensive survey of the evolution of work and worker organizations within the North American/U.S. economy from the late 1500s through the recent past – utilizing a variety of readings (monographs, articles, and primary sources), films, archival audio recordings, and on-line Internet resources. Recognizing that the emergence and growth of capitalism was as much a social, cultural, political, and environmental process as it was an economic one, we will look at both the structural economic changes that transformed work and American society in the last 400 years, as well as the cultural and political (broadly conceived) factors that textured and shaped that transformation. We shall examine work (both men's and women's) and capitalist development as they shaped—and were shaped by: family roles; class identities and struggles; political conflicts; gender, racial and ethnic relations; cultural movements and transformations. Specific topics include: Amerindian economies and work cultures; colonial labor systems, including indentured servitude and slavery; artisanal and handicraft production; the rise of factory manufacturing; the evolution of the sexual division of labor; racial and ethnic segmentation in the labor force; labor struggles and political power; craft and industrial unionism; work in a global marketplace. Course content will also range over wide geographical bounds and focus on a variety of different workers and work situations, covering (for example): Mexican and Mexican-American labor as well as Yankee factory girls; immigrant midwestern farmers and farm work, as well as black Southern sharecroppers and sharecropping; urban sweatshop workers, as well as merchant seamen; office work, as well as high-tech labor. Grades will be based on: on-line discussion participation; short essays/projects; on-line open-book quizzes; and a final longer term paper.

HIS 318 (9433) (4crs) City Life in the United States since 1880
Wittern-Keller, Laura (lwittern-keller@albany.edu)
Mon, Wed 2:45pm-4:05pm
Bldg 27 Rm. 130

This reading-intensive and documentary-based course will survey both the urban and the suburban experiences in the United States from the late nineteenth century to the turn of the twenty-first century. The double impact of rapid industrialization and massive immigration at the turn of the twentieth century changed American cities, pressuring them in ways that their urban forebears could not have imagined. The course will examine those decades of massive urban growth, question how cities responded, and study their impact on American politics, society, culture, and the environment by the middle of the twentieth century. The second half of the course will examine the rapid suburbanization following World War II, the decline of the inner city, the post-industrial renaissance of the urban core, and the emergence of edge cities.
HIS 332 (6341) (3crs)  
**Intro to Public History in the United States**
Hochfelder, David  
[dhochfelder@albany.edu](mailto:dhochfelder@albany.edu)
Mon, Wed, Fri 10:25am-11:20am
HU 109

Movies, novels, museums, archives and historic sites all provide opportunities for the public to engage with the past in meaningful ways. Through a combination of field trips, lectures, and discussions the course looks at how people enjoy history beyond the traditional academic setting. We also explore the wide variety of careers open to people with a history background.

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HIS 334 (6870) (3crs)  
**Foundations of Documentary Filmmaking**
Roth, Julie Casper  
[jcasperroth@albany.edu](mailto:jcasperroth@albany.edu)
Tue 2:45pm-5:35pm
BB 007
*Cross-listed with DOC 323 (6871)*

This course will ground students in the fundamentals of researching, planning, shooting, and editing digital video. Students will work individually and in teams on exercises assigned by the instructor. The course offers a comprehensive introduction to the basics of documentary film production, and as such provides a foundation for all students interested in documentary media, including those who go on to work in historical and non-historical content areas such as social issue, ethnographic, scientific, or political documentary. Students will develop a solid hands-on understanding of the basic tools of media storytelling and choices involved, thus enhancing their overall media literacy.

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HIS 356 (1769) (3crs)  
**The World at War, 1939-1945**
Krosby, H.P.  
[hkrosby@albany.edu](mailto:hkrosby@albany.edu)
Tues, Thurs 10:15am-11:35am
HU 132

This is a comprehensive history of the Second World War. Topics covered include the rise of fascism and the origins of the war; the campaigns on land, at sea, and in the air in the European, North African, Pacific, and Southeast Asian theaters of war, the pervasiveness of racism; the Holocaust and other atrocities; and the costs and legacies of the war. Prerequisite: junior or senior standing.
Advanced Courses in European History

HIS 343 (9682) (3crs)  Europe, 1848-1914
TBD
Tue, Thu 11:45-1:05
BBB 006

Europe in the era of its greatest power and influence; focus on consolidation of the nation state, domestic social conflicts, imperialist expansion, and the origins of World War I. Only one version of A HIS 343 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

HIS 344 (9689) (3crs)  Europe, 1914-1945
Veeder, Stacy (sveeder@albany.edu)
Mon, Wed 2:45pm-4:05pm
HU 123

European history during the era of the two World Wars. The origins and course of the First World War; its political, social, and cultural effects on European life throughout the period; the political and economic crises of the interwar period; the rise of fascist and totalitarian regimes and the crisis of liberal democracy; the origins and course of the Second World War and the Holocaust. Only one version of A HIS 344 may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history.

HIS 353 (9434) (3crs)  History of Eastern Europe I
Herman, Bryan (bherman@albany.edu)
Tue, Thu 1:15pm-2:35pm
BB 06

The history, culture, and contemporary affairs of the people of the Baltic, Danubian, and Balkan regions from the earliest times to the early 19th century.
This course is designed to survey the political, social, cultural, and economic aspects of Russian history up to the era of the Great Reforms. We will consider what it is that makes the Russian experience so specific, compared to both its European and its Asian neighbors. Many factors played a part: the country's location, its rulers, the adoption of Orthodox Christianity, such invaders as Genghis Khan and Napoleon, and the many religious and ethnic groups that made up the Russian empire (including Muslims, Poles, Protestant Baltic Germans, Jews, and Ukrainians). We will consider the nature of the surviving historical evidence—something particularly important for the early period, when the available sources are meager. Art, architecture, literature, and film will be used to consider the connection between representations and reality. By the end of the class, students should be able to explain the challenges Russia and the Russians have faced, and why ‘Westernization’ and ‘modernization’ have been such charged and loaded terms. With this knowledge, students should have a better understanding of how Russia is now using its historical past, and what challenges it faces today.

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Advanced Courses in World History

HIS 356 (1769) (3crs)  The World at War, 1939-1945
Krosby, H.P.  (hkrosby@albany.edu)
Tues, Thurs 10:15am-11:35am
HU 132

This is a comprehensive history of the Second World War. Topics covered include the rise of fascism and the origins of the war; the campaigns on land, at sea, and in the air in the European, North African, Pacific, and Southeast Asian theaters of war, the pervasiveness of racism; the Holocaust and other atrocities; and the costs and legacies of the war. Prerequisite: junior or senior standing.

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The world seemed to shift on its axis on January 1, 1959, when a rag-tag army under the leadership of Fidel Castro stormed into Havana and overthrew Fulgencio Batista. Cuba was really the original American colony in Latin America, long dominated by the US government, and the overthrow of the dictator was viewed with shock and horror in Washington DC. Nothing has been the same since that moment, either for Latin Americans or for the US. In the six decades that followed, The US anxiously watched its influence in the region wax and wane, while Latin Americans of all sorts have attempted to build prosperous and stable societies in the shadow of both the Cuban Revolution and an often-belligerent United States.

In this course we will consider that history, focusing on the social, economic, and political contours of six decades of struggle and change. We see in this history some of the most acute battles of the cold war, but also experiments in neoliberal globalization, multiculturalism, and human rights activism. We also see a region that while once largely characterized by authoritarian governments, underwent one of the most radical and rapid shifts to democratic governance in human history in the 1980s and 1990s, a shift that reshaped what we think about both the Left and the Right in the early 21st century. And more recently, we also see some of the core struggles that effect the entire planet today: the growing power of criminal networks, persistent violence, growing inequality, and an ever more obvious climate crisis.

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HIS 384 (8305) (3crs)  
Person, John (jperson@albany.edu)  
Tue, Thu 10:15am-11:35am  
HU 128  
*Cross-listed with A EAJ 384

This course will cover Japanese history from prehistory through 1600. Focus will be on political and economic trends. 
Prerequisite(s): junior or senior standing, or 3 credits in East Asian Studies or History.

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HIS 389 (9719) (3crs)  
Kwon, Peter (pbkwon@albany.edu)  
Mon, Wed, Fri 12:35pm-1:30pm  
ES 245  
*Cross-listed with AEK 389

The main goals of this course are to introduce students to premodern Korea, from earliest recorded history to the 
Chosŏn Dynasty (1392-1897), and to examine the roles played by China and Japan in shaping Korean history. Through 
readings and group discussion, as well as through viewing and analyzing popular depictions of Korean history in 
mainstream Korean film/drama, the class will explore social, political, economic, intellectual, and cultural dimensions 
of the premodern period. Readings will include secondary source material as well as English-translations of primary 
sources, shedding light on the following themes: traditional social structures; local society and culture; religions and 
ideology; governing institutions; foreign relations; gender and family; encounters with Western civilization; 
marginalized groups; and indigenous reforms for social and economic development.

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Senior Research Seminar

HIS 489Z (6531) (3crs) Senior Research Seminar
Wittern-Keller (lwitternkeller@albany.edu)
Tue 2:45pm-5:35pm
SLG 24

In this intensive research and writing-based U.S. history research seminar, senior history majors will move from their roles as consumers of knowledge to new roles as producers of knowledge by researching, writing, and presenting an article relative to law and order in the United States. During the semester, students will become working historians, asking questions of original sources such as primary archival and web-based documents, analyzing the answers, and presenting the findings in an article of fifteen to twenty pages. Each phase of creating a scholarly article will be guided starting with the choice of topic and moving to the proposal, bibliography, outline, first draft, final draft, and presentation. The research focus of this seminar will be people who have made a difference in American law (making law, enforcing law, or interpreting law): not the Earl Warren or Elliot Ness variety, but people whose contributions may have been overlooked. Sources at the Grenander Archives and the New York State Library will offer many possibilities from crusading women lawyers to convicted criminals, activists, politicians—both conservative and liberal—judges, and authors.

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HIS 489Z (8493) (3crs) Senior Research Seminar
Smith-Howard, Kendra (ksmithhoward@albany.edu)
Mon, Wed 2:45pm-4:05pm
SLG 24

Writing well is not rocket-science. It’s harder.

But no other skill will take you further that good writing. So, as history majors, you need to practice writing clearly, persuasively, and powerfully about the past. This course will be the historical equivalent of NASA-training for a voyage to the moon. It will be grueling, but the perspective you gain should be well-worth the short-term suffering.

As you research, write, and present an original essay, grounded in the history of a specific place, you will become working historians, asking questions of primary documents, analyzing the answers, and presenting the findings in a paper of fifteen to twenty pages. Essays must be based in primary sources and in dialogue with scholarly sources in history, must have a clear thesis that addresses a research question, must incorporate sufficient evidence to convincingly support that thesis, and must utilize Chicago style for citations. You have to pass this class to graduate. That's because good writing skills are so fundamental to a history degree that the university will have failed you if we don’t insist that you develop them. Buckle in and prepare for an adventure.
Senior Honors Course

HIS 495Z (4395) (4crs) Senior Honors Thesis
Pastore, Christopher (cpastore@albany.edu)
Mon, Wed, Fri 12:35pm-1:30pm
SS 145

Preparation of a substantial honors thesis under the supervision of a member of the Department of History. Students present periodic progress reports, criticize each other’s work, and deliver an oral summary of the completed thesis. Students in the honors program must satisfactorily complete both A HIS 495Z and 496Z. Prerequisite(s): admission to the history honors program.

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Independent Study and Projects in History

HIS 497 (ARR) (2-4crs) Independent Study in History
TBD
Arranged

Directed reading and conferences on selected topics in history. May be repeated for credit. Prerequisite(s): permission of instructor and director of undergraduate studies; junior or senior standing, or 3 credits in History. S/U graded.

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HIS 499 (ARR) (1-3crs) Special Projects in History
Hochfelder, David (dhochfelder@albany.edu)
Arranged

Supervised work on projects in coordination with local museums and historical agencies. May be repeated for credit. Prerequisite(s): junior or senior standing, a minimum GPA of 2.50, and permission of the instructor. S/U graded.

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HIS 499 (ARR) (1-3crs)  
**Special Projects in History**
Pastore, Christopher (cpastore@albany.edu)
Arranged

Supervised work on projects in coordination with local museums and historical agencies. Course may be repeated for credit. Prerequisite(s): permission of instructor and department chair. S/U graded.

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HIS 499 (ARR) (1-3crs)  
**Special Projects in History**
Zahavi, Gerald (gzahavi@albany.edu)
Arranged

Supervised work on projects in coordination with local museums and historical agencies. Course may be repeated for credit. Prerequisite(s): permission of instructor and department chair. S/U graded.

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**Judaic Studies Program**

JST 150(8577) (3crs)  
**Jewish Civilization: From the Birth of the Israelites until the Present**
Manon, Naomi (nmanon@albany.edu)
Mon, Wed, Fri 11:30am-12:25pm
SS 256

This class explores the dynamic history of the Jewish people and its interaction with great world cultures. Beginning with the origins of Israelite monotheism, we will first trace the consolidation and subsequent fragmentation of the ancient Israelites. We then explore several dispersed Jewish communities through the Middle Ages, and examine the ways they redefined themselves and Judaism in light of their experiences in several different host societies. Finally, we examine the Jewish encounter with the Modern world, including the Jewish Enlightenment, the nationalization of the Jews, the rise of new Jewish centers on the eve of the Nazi Holocaust, and Judaism as it is expressed in contemporary America and Israel.
JST 244 (6378) (3crs)  Zionism, Palestine, and Israel in Historical Perspective
Brenner, A. (ABrenner@albany.edu)
Tues, Thurs 10:15am-11:35am
LC 3C
*Cross-listed with AHEB 244 (6706) & HIS 244 (6408)

This course will examine the history of the Zionist movement from its inception until the establishment of the State of Israel in 1948, and the history of Israel from 1948 to the present. It covers the development of various Zionist ideologies and organizations as well as their challengers within and outside the Jewish community. It will examine the history of Jewish settlement in Palestine, the founding of the state of Israel, and the country's subsequent development. The course will also examine some contemporary issues facing the country. This course includes a mixture of lecture and discussion.

JST 250 (7636) (3crs)  The Holocaust in History
Brenner, Arthur (abrenner@albany.edu)
Tues, Thurs 8:45am-10:05am
LC 3A
*Cross-listed with AHIS 250 (7634)

Begins with an overview of European Jewish life on the eve of the attempt at its destruction, examines the cultural, social and intellectual roots of Nazism, and discusses the efforts to isolate and marginalize those marked as “a-socials” in Germany society. Explores the radicalization of the Nazi program and investigates the variety of ways targeted groups responded to the crises. Covers a number of survivor accounts and the memorialization and politicization of the Nazi Holocaust in the United States and Israel.

JST 332 (9443) (3crs)  Music of the Jewish People
Gluck, Robert (rgluck@albany.edu)
Tue, Thu 2:45pm-4:05pm
PC 213

A survey of significant features and trends emerging from the evolving history, musical literature, and aesthetics of Jewish musical expression. Issues to addressed include musical implications of the multi-national, multi-ethnic nature of Jewish peoplehood; the complex interplay between Jewish identity and musical expression; the multi-faceted nature of the term Jewish, and the dynamic interaction between Jewish communities and surrounding host cultures, as diverse influences have been perpetually refracted through the lens of the Jewish experience.
JST 358 (9688) (3crs)  East and West: Jews and the City
Veeder, Stacy (sveeder@albany.edu)
Mon, Wed 4:15pm-5:35pm
HU 137

Examines the multifaceted and multivalent relationships between Jews and the city, from medieval Europe and
North Africa to modern Europe, America and the Middle East. It explores various forms of Jewish urban settlement,
from the Venetian ghetto and Moroccan mellah to the Eastern European shtetl and the cosmopolitan metropolis.

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JST 497 (5787) (1-6crs)  Independent Study in Judaic Studies
TBD
ARR

Directed reading and conferences on selected topics in Judaic studies. May be repeated for credit when content
varies. Prerequisite(s): permission of program director.
Media Law and Ethics

This course examines strategies for making good ethical decisions in newsgathering and writing as well as the laws that pertain to daily journalism and public relations. The course covers the major ethical theories and philosophies and the major legal cases that journalists must know. Emphasis will be on actual cases and hypothetical situations encountered in daily journalism. The course pays special attention to some of the most common dilemmas — libel, free press/fair trial conflicts, anonymous sources, and publishing content that can harm people. This class is restricted to Journalism, Documentary Studies and History majors and minors.

Civil Rights: A Documentary Approach

This course looks at the intersection of history and media as it pertains to the American civil rights movement. Focusing on the landmark archival television series Eyes on the Prize and other print and film materials, we'll study not only the events depicted on screen but also the ways in which these events were documented, archived, and shaped into public media. This course does not satisfy any UAlbany Gen Ed requirements.
DOC 251 (4433) (3crs)  
Introduction to Documentary Studies
McCormick, Susan (smccormick@albany.edu)
Mon, Wed 2:45pm-4:05pm
LC 3C
*Cross-listed with AHIS 251 (4415)

What is a documentary? This class explores the history, key characteristics, best examples, and notable practitioners of non-fiction documentary storytelling across multiple forms. Documentary work—non-fiction storytelling—is much more than film and video; it also includes photography, audio, narrative non-fiction/text, and new media/multimedia efforts. We will examine the social, cultural, legal, and ethical aspects of documentary production, both historical and contemporary; major themes and genres in documentary work; and the role of technology in shaping both production and distribution of documentaries over time. As the required gateway course for the Documentary Studies major and minor, the course looks at documentary work in both the recent and distant past, providing a foundation for future work in the major and minor. Those enrolled in HIS 251 will bring an historical focus to their work in the course.

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DOC 308Z (7832) (3crs)  
Narrative Journalism
Salisbury, Elaine (esalisbury@albany.edu)
Tue, Thu 11:45am-1:05pm
HU 115
*Cross-listed with JRL 308Z

Students will explore a variety of narrative journalistic styles, with emphasis on compelling narrative and description, combined with the skillful use of quotes and dialogue. A variety of formats will be studied: newspapers, magazines, and excerpts from non-fiction books. Readings for the course include works mostly by contemporary writers and those from the past. Students submit near weekly writing assignments geared toward understanding narrative style and writing narrative. Only one version of A JRL 308Z may be taken for credit. Prerequisite(s): A JRL 200Z, or permission of instructor.

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This course will ground students in the fundamentals of researching, planning, shooting, and editing digital video. Students will work individually and in teams on exercises assigned by the instructor. The course offers a comprehensive introduction to the basics of documentary film production, and as such provides a foundation for all students interested in documentary media, including those who go on to work in historical and non-historical content areas such as social issue, ethnographic, scientific, or political documentary. Students will develop a solid hands-on understanding of the basic tools of media storytelling and choices involved, thus enhancing their overall media literacy.

Photojournalism is a digital photography workshop. Students are taught the fundamentals, theory and practices of photojournalism through lectures, readings, writings and practical photography assignment work. Students are required to photograph weekly assignments and present their work for group critique. Students produce a final project that they research, photograph and execute in a multi-media format which demonstrates the breadth of material and techniques covered over the course of the semester. Because the class has a multi-media component, students will use a combination of their still photography along with audio that they record and edit to create audio slideshows to further advance their photojournalism narrative storytelling skills. Some prior photography experience is recommended. A digital SLR camera is required for this class. The software you will use for this class includes PhotoShop, audio editing software like Audacity or Garage Band, video and multimedia software like iMove, Windows Movie Maker, Final Cut, Sony Vegas and SoundSlides and is available on various computers throughout campus. Open only to JRL Majors/Minors and DOC Majors.
This is a course designed for students interested in engaging in documentary fieldwork and production projects through internships with on-campus and off-campus organizations, or on their own with close faculty supervision. Students should already have the specific production skills (e.g. filmmaking, photography, audio recording/editing, hypermedia authoring) necessary for the project or internship they wish to undertake. Typical projects or internships might involve mounting documentary photography exhibits, participating in documentary editing projects (including online, nonfiction journals), designing virtual museums and podcasting/video-casting websites, or working as production members on film/video or radio projects. Credit load will depend on the level of engagement and time obligations associated with the specific project undertaken by the student. This course may be repeated for a total of 6 credits. Prerequisite(s): junior or senior standing, a minimum GPA of 2.50, and permission of the instructor. S/U graded.

**Religious Studies Program**

**REL 100 (7310) (3crs) Introduction to the Study of Religion**
Herman, Bryan (bherman@albany.edu)
Tue, Thu 2:45pm-4:05pm
SS 256

Exploration of the religious dimension of life, with an introduction to the theory and practice of religion, including such topics as myth, ritual, belief, reason, revelation, mysticism, religious organization, etc., and their relation to other personal, social and cultural aspects of human experience, past and present.

**REL 265 (7135) (3crs) Introduction to Buddhism**
Proffitt, Aaron (aproffitt@albany.edu)
Mon, Wed, Fri 11:30am-12:25pm
HU 123
*Cross-listed with AEAS 265*

This course is an introduction to Buddhism, covering its early history in South Asia, its expansion into Central, East, and Southeast Asia, and its recent growth in Europe and the Americas. Students will acquire a foundational knowledge about basic Buddhist doctrines and practices, as well as the diversity of Buddhism as a lived religion. Class content will focus on textual, artistic, philosophical, literary, social and political expressions of the Buddhist tradition.
REL 357 (8315) (3crs)        Zen Buddhism
Proffitt, Aaron (aproffitt@albany.edu)
Mon, Wed, Fri 1:40pm-2:35pm
FA 126
*Cross-listed with AEAS 357

An introduction to the religious, philosophical, and artistic tradition of Zen Buddhism in China, Korea, and Japan and the West. This course looks at the birth and subsequent historical evolution of the Zen or Ch’an school of Buddhism in East Asia. We will look at the intersection of: Buddhist and Chinese presumptions about spirituality that gave rise to this unusual religious form, discussing precisely what is and is not iconoclastic about its tenets. The experience of American Zen communities will also be considered.

REL 397 (2356) (3crs)        Independent Study of Religious Studies
Kizenko, Nadia (nkizenko@albany.edu)
ARR

Independent reading and research on selected topics under the direction of a faculty member. May be repeated for credit when topics differ. Prerequisite: Junior or Senior Standing, permission of faculty member, and approval of program director.

REL 499 (2357) (3crs)        Senior Seminar in Religious Studies
Kizenko, Nadia (nkizenko@albany.edu)
ARR

Seminar on selected topics in religious studies. Preparation of a paper under the direction of a faculty member. Open to seniors with permission of the instructor.
Hebrew Studies Program

HEB 101 (7618) (4crs)  Elementary Hebrew I
Zilberberg, Keren (kzilberberg@albany.edu)
Mon, Wed 12:35pm-1:30pm HU 115
Tues, Thu 1:15pm-2:10am BB 213

Ivrit min HaHatchala (Hebrew from Scratch) is a program developed at the Hebrew University of Jerusalem to teach others to communicate in Hebrew. It includes vocabulary and syntax in a gradual sequence, enabling learners to build and expand on their acquired knowledge. Students learn to read and communicate in different contexts. The program is interactive and uses a variety of methods for teaching and learning. This course will introduce you to the fundamentals of modern spoken and written Hebrew. Learn the 4 skills of language: reading, writing, listening, and speaking in Hebrew. Study of fundamental speech patterns. Listening comprehension and oral ability, using audiovisual method. Progressively greater emphasis placed on reading and writing skills.
For students with no previous knowledge of Hebrew.

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HEB 201 (9392) (3crs)  Intermediate Hebrew
Zilberberg, Keren (kzilberberg@albany.edu)
Tues, Thu 11:45am-1:05pm
SLG 24

Hebrew from Scratch, Part 2 continues right where the first volume leaves off.

Upon completion of both volumes of Hebrew from Scratch, the student should be able to recognize and understand the basic elements of the language, and should have attained a good command of and familiarity for the language in terms of writing, speaking, reading comprehension and listening comprehension. Students will apply and extend their knowledge of Hebrew grammar, and continue to build their vocabulary with the goal of enhancing their ability to independently read and understand ancient through modern Jewish texts in Hebrew. In this course, the student is exposed to a variety of reading selections on various subjects, including Jewish, Israeli and general topics. The student is exposed to conversation from various levels of language. Alongside the texts and conversations you will find systematic and staged exercises in grammar, structure, composition and use of the dictionary.

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This course will examine the history of the Zionist movement from its inception until the establishment of the State of Israel in 1948, and the history of Israel from 1948 to the present. It covers the development of various Zionist ideologies and organizations as well as their challengers within and outside the Jewish community. It will examine the history of Jewish settlement in Palestine, the founding of the state of Israel, and the country’s subsequent development. The course will also examine some contemporary issues facing the country. This course includes a mixture of lecture and discussion.