

WINTERSESSION, 2015

WEST CAMPUS

HIS 362-K -MAKING PEACE WITH THE SIXTIES

Adam Charboneau 9:30-12:55

This course examines the social, political, and cultural dynamics of America during the so-called "long Sixties"—roughly, from the mid-1950s until mid-1970s. We will begin with a quick overview of postwar American and world politics, analyzing the ideologies of 'containment,' anti-colonial struggles, and the effects of the Cold War on American race relations. We will then shift to the southern civil rights movement, its evolution, and the troubles encountered when "going north." All the while, we will be analyzing the ways in which middle and upper-class northern whites became radicalized through their involvement in southern black liberation campaigns. Next we will examine the growth of the student movement, and especially, the rise and fall of the Students for a Democratic Society. Throughout, the growth of the counter-culture and its larger meanings will be discussed. Music—from Motown to Woodstock—will be intertwined in this overview. This was also a time of women's liberation movements and gay rights movements, which grew out of the false promises of the white, heterosexual and male-dominated SDS. We will also deeply engage the hopes and contradictions of urban liberalism, the rise of the Great Society, and ultimately, urban riots, the rise of Black Power and the retrenchment from urban liberalism. Obviously, no course on the sixties can exclude the Vietnam War, which will be embedded in almost every issue we discuss. Finally, we will analyze the rise of the Right during the late 1960s, which produced its own movements—notably the rise of 'law and order' and the property rights movement (and eventually, the tax revolts) and the end of America's "Grand Expectations." Course Requirements: attendance and participation; daily readings (posted on blackboard), and three exams (two in-class, one take-home). All exams are essay format.

HIS 396.01-K4-CALAMITY AND DISASTERS

Mark CHambers 1:30-4:55

In this class, we will study the environmental nature of several disasters in US history. We will examine places that have proved disastrous through fire, flood, earthquake, levee failure, and battle—that is, for human created as well as natural reasons. As a guide we will read Ted Steinberg's *Acts of God*, as well as primary source materials; we will also examine websites and watch a number of films to question and discuss how we remember natural disasters. We will focus on three disasters as case studies: the New Madrid earthquakes of 1811-1812,

the Mississippi River Flood Zone, and Hurricane Katrina in 2005. Participants in this course should expect to leave with a better understanding of key moments that have shaped the environmental and cultural history of the United States, further development of analytic skills involving multiple kinds of sources, and a greater ability to view places of disaster with precision and insight as well as shock and compassion. Grading will be based on attendance, a film review, website, and exams.

HIS 396.02.-K4 -JAZZ IN AMERICAN CULTURE

Sung-Yup Kim 6:00-9:25

Why was Louis Armstrong rebuked as an "Uncle Tom" character by some Civil Rights activists?

Was Miles Davis a misogynist and "sellout," as some critics vigorously claimed?

What made people call bebop revolutionary when it first came out?

Why do musicians like Wynton Marsalis want to call jazz the "American classical music," and in what sense can this be controversial?

What can jazz mean to women, minority groups, and people outside of the U.S.?

Why did the Eisenhower administration decide to use jazz musicians as cultural ambassadors during the cold war era?

In trying to answer these and many more questions, this course does not aim at a straight forward historical overview of jazz, or a musical analysis of jazz styles and performances; instead, it tries to use the colorful stories of jazz musicians as a window into the social and cultural history of modern America. Seen through the artistic and social struggles of musicians, the history of American people comes forth as a story at once passionate, jarring, and bewilderingly rich in diversity; sometimes bizarre, sometimes poignant, but never less than captivating. And neither is the story necessarily confined to within U.S. borders; thanks to its global dispersion, jazz also gives us a unique look into the presence and meaning of U.S. culture around the world, and helps us rethink what constitutes "American identity." There will be several short reading assignments, two required books (the autobiographies of Charles Mingus and Horace Tapscott, which are very fun reads!), and of course, frequent sampling of jazz-related media. Evaluation will be based

upon two 3-5 page papers, one final exam, and class participation. No prior knowledge of music or history is required.

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SB MANHATTAN

HIS 104– F US History Since 1877

Kelly Jones 1:30-4:55

This course will examine United States' history from the end of reconstruction through 1950. Although the years between 1877 and 1920 were the most dynamic in American history, we will only briefly discuss the rise of industrial America, Gilded Age, immigration, and rise and fall of Progressivism, to focus on historical events that shaped not only America's transformation at home but, also, its emergence as the dominant world economic and military power of the twentieth century. Some topics to be discussed in readings and in class include President Woodrow Wilson and Wilsonianism, the United States in the two world wars and the interwar era, including the Great Depression. Finally, we will examine the New Deal and conclude with the origins of the Cold War, both at home and abroad. Class requirements are a weekly quiz, informed participation, a midterm, and a final. Students will be encouraged to evaluate historical events through primary and secondary sources, such as manuscripts, films, and articles in order to broaden their perceptions of those events and to form a more nuanced understanding of America's place in the world. All relevant reading material will be posted on Blackboard.

HIS 241-I THE HOLOCAUST

Ron Van Cleef 9:30-12:55

The extermination of six million Jews and the collective murder of millions of others continue to raise important questions concerning human nature, ideology, and Western culture. In this course we will investigate the origins, development and implications of Nazi policies as they relate to the persecution of Jews, Roma-Sinti, the disabled, homosexuals, Jehovah's Witnesses, and others. This course will also address the extent to which individuals and groups collaborated with or resisted the anti-Semitic and genocidal agenda of National Socialism. Finally, we will evaluate the controversies and issues raised by different interpretations of the Holocaust.

HIS 396.60 K4

VIOLENCE AND TERROR IN US HISTORY

Jeff Hall 6:00-9:25

In this course, we will explore how violence and terror (both in the form of discrete historical events and as components of larger social and legal systems) have impacted the United States' social, political, economic, and cultural landscape. We will pay close attention to how differences based on social class, gender, race, ethnicity, and sexuality have contributed both to violent events and to the shaping and reshaping of authority and law in the U.S. Topics may include slave rebellions, wartime atrocities, domestic surveillance, acts of terrorism, religious and ethnic persecution, and capital punishment, among others. Course work will include weekly readings, classroom discussions, a short paper, a midterm, and a final.

JANUARY 6—JANUARY 24

3 CREDITS IN 3 WEEKS

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