

Spring 2013 Classes

Descriptions for Special Topics Courses and Seminars

susan.yohn@hofstra.edu (Chair)

stanislao.pugliese@hofstra.edu (Advisor)

Spring 2013

Hist 12: Western Civilization II, HP [three sections]

- Sec. 1 – MWF 10:10-11:05, James P. Levy
- Sec. 2 – TR 8:00-9:25, Stanislao Pugliese
- Sec. 3 – TR 9:35-11:00, Stanislao Pugliese

Hist 20: The Present in Historical Perspective, HP [four sections]

- Sec. 1 – MW 2:55-4:20, Carolyn Eisenberg
- Sec. 2 – TR 11:10-12:35, Brenda Elsey
- Sec. 3 – TR 2:20-3:45, Brenda Elsey
- Sec. A – MW 4:30-5:55, Carolyn Eisenberg

Hist 36: The Holocaust: Memory & Representation, HP, TR 4:30-5:55, David Kaufman [cross listed with JWST 36A]

Hist 72C: China & Japan Since 1800, CC, TR 2:20-3:45, Yuki Terazawa

Hist 102: Questioning the Past: The Historian's Craft and World War II in the Middle East, MW 4:30-6:25 (4 credits), Mario Ruiz

This methodology course will introduce you to the practice of history by focusing on the effects of World War II in the Middle East. In order to develop the skills necessary to think and work like historians, we will study how World War II transformed the daily lives of citizens, soldiers, spies, and civilians. At the end of this course, you will learn how to identify historical questions related to the War, critique and assess a selection of secondary and primary sources (e.g., memoirs, novels, diaries), and write a short research paper dealing with a topic of your choice.

Hist 103: Reading & Writing as Critical Historians -- World War I: Politics and Culture, TR 10:05-12:00 noon, (4 credits), Sally Charnow

Why is World War I seen as the end of the 19th century? Why did so many believe it was the war that would end all wars? This course will examine the evolution of historical interpretation through a close critical and comparative reading of monographs and articles providing historical explanations of the European experience of World War I. It will explore historical writing as a continually changing process of interpretation, revision, and reinterpretation conditioned by the social, political, and cultural changes and ideological forces that have shaped the direction of historical analysis of World War I. It will consider how historians' perspectives, sources, use of models, and reactions to other historians' work have conditioned historical interpretation. Consideration will also be given to the varieties of historical writing styles and how the anticipated audience for the work determines them. We will explore topics such as women at home and at the front, the war on the Western front in Europe, and the war in the Middle East. How did it set the stage for the rise of fascism and Nazism in Europe? How did World War I reshape cultural and intellectual forms such as art, theatre, and psychology?

Hist 107: Medieval Europe, 400-1300 AD, HP, Simon Doubleday [two sections]

- Sec. 1 – MW 2:55-4:20
- Sec. A – MW 6:20-7:55

Hist 122: Modern Britain, MF 11:15-12:40, James P. Levy

Hist 142: Latin America 1800 to the Present, TR 9:35-11:00, Brenda Elsey

Hist 144: American Revolution, MW 6:30-7:55, Michael D'Innocenzo

Hist 148/Hist 09A: United States 1945 to the Present, MW 9:05-11:00 am, Carolyn Eisenberg [students must also register for Hist 09A for a total of 4 credits]

Hist 170/Hist 09E: Middle East and the West, MW 12:50-2:40, Mario Ruiz [students must also register for Hist 09E for a total of 4 credits]

Hist 177C: Special Topics: History in Print, TR 4:30-5:55, Sally Charnow

Have you ever wondered what a historian takes from his or her reading of the newspaper? Who cares about newspapers in a day when you can get your news more rapidly by going online? This class will focus on print media and ask the following questions: How do we understand the relationship between the European Union and the United States. What are the issues and what are the stakes? How has the recent U.S. election been understood and experienced in Europe? What has been the impact of the "Euro Zone" recession on the U.S.? We will discuss how we read and analyze the news, how to follow a news story over a period of time, and how to discuss those stories in an historical context. We will also discuss the relationship between news literacy and citizenship, considering the role of a free press and an educated readership in a democracy.

Hist 177G: Special Topics: Who is Watching? --The History of Surveillance, TR 12:45-2:10, Susan Yohn

Most people today spend at least part of their day working on computers linked to the Internet and larger networks, answering their "smart" phones, sending emails, downloading music and video, catching up with friends on Facebook, posting their work to Google, paying for something with credit and debit cards. All of these activities leave a digital trail - for governments, businesses, and others to access -- by which we are snooped on and monitored. The Internet is only a logical extension of longer-term history focused on surveillance and the technologies developed to make our lives more convenient, "instant", observable and controllable. This course will span many centuries to examine how we have been "identified," "documented," "cataloged," or otherwise watched. Readings will include articles and books by Jeremy Bentham, George Orwell, Jacob Riis, Carlo Ginzburg, Christian Parenti's *The Soft Cage: Surveillance in America from Slavery to the War on Terror*, and Mattelart's *The Globalization of Surveillance*. Students will have the opportunity to research and report on a related topic of their choice.

Hist 178C: Special Topics: The Royal Navy, MW 2:55-4:20, James P. Levy

Navies have been considered essential tools in Great Power politics. They are expensive, and compared to armies or any other institution in societies, extremely capital intensive and "hi-tech." Yet most historical accounts of any given era pay them scant attention. This course will attempt to promote a consciousness of navies and sea power by looking at the British Royal Navy in a period of rapid technological transition, from the later 1850s through the end of World War II in 1945. In this period the Royal Navy was the key instrument in British foreign and imperial policy, and one of the most complex, expensive, and innovative institutions on earth. We will examine how the Royal Navy was built and administered, what it was intended to do, and how well it performed the tasks assigned it by the British State.

Hist 178F: Special Topics: Race, Sex and Science, TR 11:10-12:35, Yuki Terazawa [cross listed with WST 150A]

This course examines issues relevant to women and ethnic minorities in science and medicine both from historical and contemporary perspectives. We begin with an examination of gender in pre-modern science and medicine, and move on to look at the redefining of gender and race with the rise of modern science of European origin. Drawing on this background in the history of science, we explore the reasons that white men have dominated many fields of science and the consequences of underrepresentation of women and ethnic minorities in science and medicine. This is followed by a discussion of strategies for career success for women and men of different ethnic backgrounds in select scientific and medical fields. Finally, we study feminist critiques of modern science as related to recent and contemporary activism, encompassing the environmental, anti-war, anti-nuclear and/or alternative medicine movements.

Hist 185: Seminar: The Civil War & Reconstruction, W 1:00-4:00, Michael D'Innocenzo

The era of the Civil War and Reconstruction was one of the three or four "watershed" moments in American history. The focus of this course is from the Compromise of 1850 to the end of Reconstruction in 1877. We will consider developments and events that offer perspectives on the disruption of the Union and will explore implications of the Civil War and Reconstruction for subsequent American history. Work for the course will proceed along two tracks, beginning with shared readings to establish a common framework. The second track requires each student to choose a topic and develop a research project and to complete a critical, analytical paper.

Hist 189A: Seminar: Asian/Asian-American History, TR 4:30-5:55, Yuki Terazawa

This is a research seminar in Asian and Asian American history. Students are required to produce a paper that is longer than 25 pages based on their own Research that this course focuses on is roughly from the mid-nineteenth century until the end of World War II, starting with the East Asian nations' against Western imperialism and moving on to discuss major events in modern East Asian history and Asian American history. The recommended topics that students might want to select for their research include, but are not limited to, the following: The 1882 Chinese Exclusion Act; Early Chinese and Japanese Immigration; Asian American women; The Japanese American Internment; The civilian bombing in Asia during World War II; War atrocities committed by the Japanese Army; The Japanese Army and the POW's from the Allied Forces; The Atomic Bombs. Students could also carry out comparative research, such as the one to compare racial discrimination toward Japanese Americans after the beginning of the Pacific War and that toward American Muslims after 9/11. Another example of a comparative topic would be the civilian bombing of Asian and European cities during World War II. Students who wish to carry out research on pre-modern Asian history or Asian American history of the post-World War II period might be given permission upon consultation with the instructor.

Hist 192/194 – Independent Reading and Research in History [Must be arranged with individual faculty]

Hist 199 -- Internship in History [Must be arranged individually]