

History Department

2014 Spring Schedule

HI 106. TWENTIETH-CENTURY EUROPE: AGE OF CONFLICT 3 credits

An intensive examination of the political, economic, social, and cultural history of Europe from World War I. Emphasis on world wars, fascism, Nazism, communism, the Holocaust, new nations and nationalism, the Cold War, and the collapse of Soviet communism. (Fulfills social sciences requirement.) M. Hockenos

HI 125. AMERICAN COLONIAL HISTORY 3 credits

An exploration of the complex and contested history of colonization in North America. Students will focus on contact and conflict among different peoples, the ongoing struggle among European and indigenous powers for domination of the continent, the critical importance of slavery in crafting the North American colonial experience, the rich cultural diversity that defined colonial life, and the trans-Atlantic events that paved the way for the American Revolution. (Fulfills the social sciences requirement.) E. Morser

HI 144. EAST ASIAN CIVILIZATION (TO 1300) 3 credits

An introductory survey of the civilization in East Asia (China, Japan, Korea) from its earliest history to the end of the Mongol empire in the 1300. Key themes include the formation of Confucianism as an ideology, the changes in social and political institutions across East Asia, ideas and practices concerning gender and family, religion and beliefs of elites and ordinary people, and the intercultural exchanges and conflict among East Asian countries. J. Huangfu Day

HI 217 001. THE U.S. AND THE NAZI HOLOCAUST 3 credits

"The United States and the Nazi Holocaust" offers students a chronological, thematic, and integrated look at how the US government, general public, and Jewish communities responded to the rise of Nazism in Germany and to the assault on European Jewry. It examines the various legacies of the Holocaust, beginning with the immediate post-war period and the reception of Holocaust refugees through present day attempts at memorialization and commemoration. This course also introduces students to the numerous and competing historiographical interpretations of this period. B.Trachtenberg

HI 217 002 ALEXANDER THE GREAT 3 credits

Alexander the Great, the so-called "world's first rock star" and "fantastic freak of nature," is the focus of this History and Classics course. Who was this king of Macedon, champion of the Greeks and conqueror of the east? He has come to symbolize worldly glory and conquest, and modern critics have viewed him either as a dashing adventurer, a ruthless tyrant, or a

superhuman living god with feet of clay and a drinking problem. Why does this fascinating figure continue to captivate us, as evidenced by the films *Alexander* with Colin Farrell and Angelina Jolie, and John Huston's *The Man Who Would Be King*, and music by the likes of Iron Maiden? We will trace Alexander's life from his education at the feet of Aristotle, to his defeat of the Greeks at the age of 18, to his conquest of Asia and his untimely death at 32, and along the way encounter cultures stretching from southern Europe to the Himalayas. *Counts towards the History and Classics majors.* (Fulfills social sciences requirement.) M. Arnush

HI 217 003 RESISTING HITLER 3 credits

This course introduces students to interdisciplinary perspectives on the German and European resistance to Hitler from 1933 to 1945. We'll explore a number of general questions about resistance, including: What forms did resistance take within Nazi Germany and how did resistance in Germany differ from resistance in German-occupied countries? What types of behavior can be called resistance? How did Jews resist? How does resistance differ from opposition, dissent, and non-conformity? How do we know what we know about the resistance to Hitler? How can one distinguish between the myths of resistance and the realities of the resistance? How has the resistance been memorialized? We begin to try to answer some of these questions by exploring how Germans resisted the Nazi dictatorship from within. In particular we'll look at the resistance and opposition by high school and university students, Communists and Socialists, Jews and Christians, and the military opposition portrayed in the movie *Valkyrie*. We'll then expand outward to see how people living in nations occupied by the Germans resisted Nazi policies, such as in Poland, France, Denmark, and Bulgaria. The third unit of the course will explore the revolts and uprisings that took place in some of the extermination camps and ghettos, such as the Warsaw Ghetto uprising. And we'll conclude by considering how the resistance has been remembered and memorialized.

M. Hockenos

HI 217 004 AGE OF ATLANTIC REVOLUTION 3 credits

This course aims to rethink the "enlightened" revolutions of the late eighteenth and early nineteenth centuries in the Atlantic World by placing the Haitian revolution at the epoch's analytical center. That is, using the experience of the Saint-Domingue slaves, we will revisit some revolutionary movements in England, France, Spain and Portugal and their colonial possessions—like the American and French revolutions and Spanish America's war for independence—looking for clues about a different type of revolution: a peasant revolution with minimal or no links to the Enlightenment. (Fulfills social sciences requirement.) L. Granados

HI 217 005 SKIN COLOR AND POLITICS IN THE AMERICAS 3 credits

This course looks to compare the ways in which *skin color* has been construed as *race* throughout the Americas since the eighteenth century. It will pay attention to the political context that made the formation of different, and seemingly contradictory, racial regimes in the United States and Latin America possible—the Spanish American *caste society*, the Franco-British *middle ground*, Mexican *mestizaje*, Brazilian *racial democracy*, and U.S. segregation in particular. (Fulfills social sciences requirement.) L. Granados

HI 217C 001 EAST ASIA AND THE WEST 4 credits

An introductory survey of the civilization in East Asia (China, Japan, Korea) from its earliest history to the end of the Mongol empire in the 1300. Key themes include the formation of Confucianism as an ideology, the changes in social and political institutions across East Asia, ideas and practices concerning gender and family, religion and beliefs of elites and ordinary people, and the intercultural exchanges and conflict among East Asian countries J. Day

HI 223C. AMERICA AND THE WORLD: A HISTORY OF AMERICAN FOREIGN POLICY 4 credits

An examination of the development of the United States from its peripheral position in world affairs to its role as an international superpower. What has motivated American foreign policy? What has defined America's international and national interests? Can we discern a continuity to American foreign policy over time, or is it defined by contingency and reaction? How have Americans defined themselves through their foreign policy? How has American foreign policy betrayed American ideals? How has it fulfilled those ideals? How has September 11 changed our views of America's role in the world? (Fulfills social sciences requirement.) J. Delton

HI 247. HISTORY OF MODERN JAPAN 3 credits

This course examines the historical transformation of the Japanese archipelago from a feudal society to a modern state and imperial power, and to a postwar economic giant and a "bubble economy" in the 1990s. Focus is on ways in which Japanese women and men have transformed borrowings from other cultures to create their unique forms of government, society, and the arts. Sources include a diary, short stories, legal documents, and films. J. Day

HI 264C. AMERICAN WEST 4 credits

An exploration of the complex and contested history of the American West. Key themes include contact and conflict among different people on the western border lands, western migration and settlement, the role of government in the West, ongoing frontier conflicts over control of natural resources, and links between the West and American identity. (Fulfills the social sciences requirement.) E. Morser

HI 275. INTRODUCTION TO THE HISTORY MAJOR 1 credit

An introduction to the aims of the History major. A prerequisite for the Colloquium. Required of all majors and interdepartmental majors, to be taken in the sophomore or junior years. Open to non-majors with consent of instructor. J. Delton

HI 280. SCIENCE AND NATURE IN THE RENAISSANCE 3 credit

A study of the culture of Renaissance ideas as they pertained to the natural world. Building on historian Brian Ogilvie's argument that natural history was invented in the Renaissance, this course looks at the Renaissance perceptions of the natural world from three perspectives: (1) how scientists and philosophers thought about astronomy, astrology, and humans' relationships with the universe; (2) how explorers, natural philosophers, and theorists cataloged and categorized their wondrous discoveries; (3) how Renaissance notions of the cosmos transformed perceptions scientists, artists and doctors had about the human body. (Fulfills social science requirement.) E. Bastress-Dukehart

HI 315. CRIME AND PUNISHMENT 3 credits

An investigation of the history and theory of crime and punishment in an age when criminal violence and state violence were often indistinguishable and un-mediated. Over the course of four hundred years, Europe experienced a transformation from the persecuting societies of the Middle Ages, through the terrors of religious wars and the Inquisition, to Beccaria's "enlightened" and Bentham's utilitarian rejection of traditional criminology. Starting with Michel Foucault's influential work, *Discipline and Punish*, the readings for this course address dominant social norms and ever-changing definitions of deviance. The course explores the intellectual, social, and political justification for punishment, and the ensuing conflicts between conceptions of authority and individual freedom. Courses on the 300-level are open to sophomores only with permission of instructor. E. Bastress-Dukehart

HI 316R. EMPIRE IN INDIA 3 credits

Examines the history of the Indian subcontinent from the late sixteenth century to the present. Begins with a study of the late Mughal period, moving on to explore the origins of the British empire in India, focusing in particular the role of the East India Company in that process and on the impacts British imperialism had on British, Indian, and world history. The second half of the course focuses on efforts to pull down the structures of British imperialism in India from the nineteenth century forward to independence in 1947, including such topics as the origins of Indian nationalism, the complex interaction of various groups involved in decolonization in India, and the early histories of the independent nations that emerged from British India. Courses on the 300-level are open to sophomores only with permission of instructor. (Fulfills cultural diversity requirement.) T. Nechtman

HI 324. CIVIL WAR AND RECONSTRUCTION 3 credits

Division and reunification, 1840–1877. This course will examine the importance of sectionalism, the breakdown of national institutions, the revolutionary impact of the war, and the dilemmas attending reconciliation. Special attention will be given to the role of race in shaping popular attitudes and public policy before, during, and after the war. Courses at the 300 level are open to sophomores only with permission of instructor. J. Delton

HI 326. MANHOOD IN AMERICA 3 credits

An investigation of manhood and masculinity in American history from the colonial era through modern times. Students will explore a number of topics, including the link between gender and early American religion, the impact of conceptions of manliness on western expansion and foreign affairs, manhood and the sporting life in antebellum cities, the rise of a homosexual subculture in Gilded Age New York City, and shifting definitions of manhood in contemporary America. E. Morser

HI 335R. GERMAN HISTORY SINCE 1918 4 credits

An examination of the cultural, economic, political, and social history of Germany from 1918 to the present. Through primary and secondary sources, films, and novels, we examine Germany's brief and ill-fated attempt at democracy in the Weimar Republic, the genocidal rule of Hitler and the Nazis, the occupation and division of Germany after the Second World War, the ideological struggle between Germany's place in the Cold War and finally the (re)unification of Germany and the ghosts of the Nazi and communist past. Prerequisite: One college course in European history. Courses at the 300 level are open to sophomores only with permission of instructor. M. Hockenos

HI 363 001 THE U.S. – MEXICO WAR IN CONTEXT: 1800-1860 3 credits

Simply put, this course seeks to provide a non-simplistic answer to the question, why did the United States win the war of 1846-1848? In order to do so, we will explore the larger geopolitical framework in which the conflict took place, as well as the social, cultural, political, and military conditions that shaped the experience and possibilities of both countries and societies in the first half of the nineteenth century—in particular the history of capitalism and liberalism in North America. Courses at the 300 level are open to sophomores only with permission of instructor. L. Granados

HI 363C 001 PUBLIC HISTORY 4 credits

Most people encounter the past every day without setting foot in a history classroom, whether through reading a placard in a historic city center, updating a family recipe, or watching "History Detectives" on TV. Much of this past is mediated by public historians, people who apply historic writing, research, and presentation skills to engage a popular audience. This course considers the distinctive practices of history 'on the hoof' both within Saratoga Springs, as well as in national and international settings. We will read relevant literature and discuss how public historians craft different versions of the past; how governments and institutions construct and disseminate historic narratives' portrayals of the past in popular culture, including newspapers, television and film; and how private groups including families and museums, preserve individual and collective heritage and memory. Students will evaluate museum exhibits, historic sites, events, and archives. In addition, they will work in teams on a larger public history project in conjunction with the Saratoga National Historical Park (the Battlefield). The Saratoga National Historical Park preserves the history of the 1777 battles at Saratoga. The National Parks Service

is currently revising the visitors' experience at the battlefield, and students in this course will have the unique opportunity to participate in that work and to shape how the visiting public engage with this battle (that was the first major American victory in the Revolutionary War and that has been called the most significant battle of the last 1,000 years) for years to come.

T. Nechtman
