WINTERSESSION 2011

HISTORY 103-F4

Elizabeth Hornor TWThF 1:30-4:55PM

US HISTORY TO 1877

(Stony Brook Campus)

This course is a survey of American history from its beginnings to the era of Reconstruction. Topics will include early encounters, British imperialism, the American Revolution, the early republic, the Civil War, and biographies of famous and not-so-famous Americans. Requirements include textbook readings, quizzes, exams, and in-class participation.



HISTORY 396-K4

Sung Yup Kim
TWThF 1:30-4:55PM
(Stony Brook Campus)

JAZZ, MUSIC and AMERICAN CULTURE

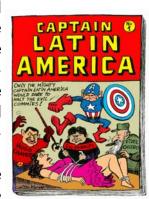
HIS/POL 216-J

Cristobal Zuniga Espinoza TWThF 9:30-12:55pm

US LA RELATIONS

(Stony Brook Campus)

This class will analyze the main issues in the history of the relations between the United States and Latin America. These issues include: the origins of the Monroe Doctrine (1823), War with



Mexico (1846-1848), the rise of imperialism and its consequences, the Good Neighbor Policy, and the Cold War (Guatemala, Cuba, Chile, Nicaragua and Panama). To fully understand their relevance, an important part of this course will be devoted to analyzing the relationship between politics and diplomacy in all those cases. By the end of the semester, the student will understand how the United States became an imperialist power and what kind of mechanisms developed to preserve that power in Latin America. As a result of that analysis, the student will fully understand both the rise of anti- Americanism and the Latin American responses: leftist revolutions and populism. Final grade will be the result of weekly in-class work, a mid-term and a final.

HISTORY 393-I

Ryan Shafer TWThF 5:30-8:55pm

BRITAIN SINCE 1945

(Stony Brook Campus)

his class examines the important events in the post World War II era by looking at the patterns of social, economic and political change. With careful focus on decolonization, issues of race, class and gender within Great Britain offer insight into the British experience. At the start of the 20th century, Britain was a world/imperial power with technological advances, cultural and political developments that were envied throughout the world. Yet, after two devastating wars and a Depression, the Empire fell apart and the British state underwent a revolution that gave its citizens "cradle to the grave" stability. At the same time, immigrants from around the Empire moved to Britain. Thus, the second half of the century was marked by socialism and decolonization. With new types of mass culture, such as The Beatles, Britain exported its developments, shaping global culture. Hence, the focus is on the evolving elements of race, class and gender.

This is a course about jazz, but its main purpose is not to make you listen to, or even appreciate, jazz. As great a form of music as it is, jazz is also immensely important as a historical phenomenon. Perhaps due to its emphasis

on improvisation, jazz as an art form has always been both intensely personal and at the same time deeply embedded in cultural tradition and social reality. (Just wait until you read Charles Mingus's idiosyncratic and poignant autobiography, and you will agree!) During the first two-thirds of this course we will explore the history of jazz in relation to American civilization, which will provide us a unique look into various themes such as commercialism and mass consumption, middle class notions of high culture, racial oppression and resistance, urbanization and pluralism, etc. More recently jazz has also become part of an international musical idiom of "improvised music," sometimes as a straightforward import of

American culture, but more often in the form of fascinating mixtures of American and local cultural traditions. Placing jazz in such a global context, which is the focus of the last third part of this course, will allow us to consider broader questions about the global dimensions of modern American civilization. Reading assignments will include various writings on jazz, general discussions on culture and society, and a few short autobiographies and novels. There will be several in-class viewings of jazz related movies and documentaries, and of course, brief but frequent sampling of jazz records. Evaluation will be based on two 3-5 page papers, a final exam, and class participation.

