

# Summer, 2010

Tuesday, June 1, 2010–Monday, July 12, 2010

Tuesday July 13, 2010–Friday, August 20, 2010

Summer I  
HISTORY 104-F  
Edward O'Connell  
TuTh 1:30-4:55

## US SINCE 1877

**T**hrough the use of both primary and secondary sources, this course will examine the key social, political, and economic issues of the period beginning with the era of Reconstruction and ending with the dawn of the twenty-first century. An emphasis will be placed on the changing nature of the definitions of both freedom and equality and their uneven manifestations within diverse segments of America's civic culture. Special emphasis will be placed on the issues of American Nationalism and expansionism along with the realities of the nation's rise to preeminence as a global superpower. Finally, various interpretations of the most significant issues of the entire period will be evaluated in an attempt to demonstrate that the ultimate meaning of history is not fixed but constantly undergoing revision. Two (2) take home essays, in class final exam, and attendance required.

however, will reproduce some of the social inequalities and racial biases of the colonial period; the impact of the World Wars in the area (1914-1945); the social and economic conflicts that impelled revolutionary process in Cuba and Central America (1958; 1980s); and the (re) emerge of the liberal – neoliberal – project in the area and its social and economic consequences. Requirements: a midterm (40%), and 3 quizzes (60%).

Summer I  
HIS/POL 214-J  
Luis Gomez  
TuTh 1:30-4:55

## MODERN LATIN AMERICA



**T**he purpose of this course is to explore the political and social consequences of the independence process in the former Iberian colonies in the Americas, and the building of national states in this area that, however, will remain deeply dependent within the international economy. Using lectures, reading discussions and videos, we will analyze topics such as the long endurance and final abolition of slavery; the emergence of U.S. economic imperialism and its military interventionism in the area; the birth of the republican societies that,

## MODERN FRANCE



**F**rom collaboration with the Nazis to sexual liberation, bloody siege in the Commune to debate over headscarves, France has been the site of dramatic confrontations over its founding principles of liberty, equality, and fraternity. This class will explore the political, cultural, and social forces that have shaped modern France since 1870, (Cont on Page 8)

Summer I  
HISTORY 310-I  
Elizabeth Sloan  
TuTh 6:00-9:25

Summer I  
HISTORY 265-K  
Christopher Mauceri  
TuTh 6:00-9:25

## THE CIVIL WAR AND RECONSTRUCTION

**T**he American Civil War and Reconstruction were defining events in the history of the United States. This course will examine this period through a variety of primary and secondary sources. First, we will examine the causes of the war, focusing on the social, economic, and political roots of sectionalism and, of course, slavery. Then, we will explore the war itself. Here we will go beyond just battlefield studies, instead focusing on the important connections between military events, political responses, and social upheavals that reshaped the American system. Finally, we will look at Reconstruction—its short-term successes, its long-term failures, and the development of post-war America. Inherent in this course is the understanding that the American



Civil War is, perhaps, the most mythologized and (mis?) remembered event in American history. This course will, then, locate and examine the war's place in American memory. In this course, we will read relevant primary sources as well as selections from some of the most important secondary works written about the period. Grading for this course will be based on 3-4 short response essays and a final exam.

Summer I  
**HISTORY 321-K4**  
 Tara Rider  
 MW 9:30-12:55

**LONG ISLAND HISTORY**

**T**his course is a broad survey of Long Island history, from its geological beginnings to the present day. Although Long Island may seem like a suburban backwater, this was not always the case. The island's position in the middle of the Boston-New York-Philadelphia trade routes put it in the center of economic, social, and political developments during the colonial and early national periods. More recently, Long Island has been in



the forefront of transportation developments, suburbanization, and environmental protection. These topics, and others, will be explored within a regional context. Regular attendance is required. Grades will be based on class participation, a research project. There will be a mid-term and a final and an occasional quiz or response question.

Summer I  
**HISTORY 392-I**  
 Marissa Balsamo  
 MW 6:00-9:25

**THE EUROPEAN**

**TRAVELER: The Tourist, the Colonizer, and the Immigrant**

**T**his course will examine European travelers and their reasons for travel during the eighteenth, nineteenth, and early twentieth centuries. Discussions will center on the importance of travel literature in creating a European identity as well as national identities, how travel literature helped define differences between the east and the west, and how travel revolutionized the global economy and material culture. Topics will include the Grand Tour, European expansion into Asia and Africa, and immigration within Europe and from Europe to the United States. We will also look at the technology, mainly steamships and railroads, which made travel faster, easier, and more affordable. Students will be expected to keep up with the weekly readings, and grading will be based on participation, written exams, and a 5-7 page paper.

Summer I  
**HISTORY 363.01-F**  
 Kraig Larkin  
 TuTh 9:30-12:55

**NAZI'S IN AMERICAN CULTURE**



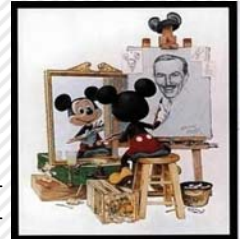
**A**mericans are infatuated with all things Hitler and Nazi. Though this fascination is not a new occurrence, recent popular films, divisive political debates and literary scandals have reinvigorated this obsession. For decades, references to Hitler in American political discourse were taboo. Yet, allusions to Hitler have become increasingly commonplace in recent dialogues regarding a broad range of topics, from civil liberties to health care reform. This course will put America's



Nazi fixation into historical perspective and seek to determine exactly *why* Hitler and his henchmen – not to mention their crimes – have become mainstays in American culture. The course will explore the evolution of America's understanding and interest in Hitler from the dictator's rise to power in Germany through the present day, when our collective imagination has simultaneously identified him as the greatest villain in modern history and comic foil to the likes of Stewie Griffin. Along the way, we shall consider the moral and political implications of America's deep-seated interest in *Der Führer* and the Holocaust, the Nazi impact on American political culture and law, and shifting popular cultural representations of Hitler and Nazism since the 1930s. Students will be expected to participate regularly in class, complete numerous take-home and in-class writing assignments, several quizzes, and two exams.

Summer I  
**HISTORY 363.02-F**  
 Elizabeth O'Connell  
 MW 6:00-9:25

**DISNEY'S AMERICA**



**T**his course explores the reciprocal relationship between the work of Walt Disney and American politics, society and culture. Using Disney's animated films and theme parks as historical landmarks, we will navigate through the twentieth century, examining the historical factors that shaped Disney's life and work, and how Disney influenced the way Americans view themselves, each other, and cultures outside of the United States. The requirements for this class include attending class regularly, participating in discussions both in the classroom and online in Blackboard, in-class film responses, and taking a midterm and final exam.



Summer I  
HISTORY 394-H

Jeff Hall  
MW 6:00-9:25

## HEALTH & DISEASE IN AMERICAN HISTORY

**T**he recent swine flu pandemic & panic help illustrate both the problems and promises of the public health infrastructure in the United States in the early 21<sup>st</sup> century. With H1N1 still fresh in our minds (and possibly even our bodies), in this six-week course we will explore the history of public health in the United States. We will look into a number of specific case studies where threats to the people's health and well-being (as defined by both the people themselves and the state) beckoned a response from the government and the nation's public health officials. We will discover that, more often than not, those responses were uneven, discriminatory, and only marginally successful. Course performance will be determined by regular attendance, participation in discussions, quizzes, a couple short reading & film responses, and a group presentation.

Summer I  
HISTORY 396.01-K  
Jonathan Anzalone  
MW 1:30-4:55

## ITALIAN-AMERICAN HISTORY



Summer I  
HISTORY 396.02-K4

Marika Mikalos  
TuTh 6:00-9:25

## THE ROAD TO 9-11 AND ITS AFTERMATH

**I**n this course, we will assess the connection between American foreign policy and the terrorist attack against the United States in September of 2001. First, we will discuss the relations of the United States with nations of the Middle East after the Second World War and during the Cold War. Our discussion will include the politics of John Kennedy and Lyndon B. Johnson, Ronald Reagan in Afghanistan and the Soviet-American rivalry, the first Gulf War, US policy toward Iraq and the role of the United States in the Middle East during the Clinton years. Second, we will read the 9/11 Commissioners Report, which examines the events of 9/11, including the failure of the US intelligence community to recognize the danger of such an attack and to correctly synthesize and evaluate critical information. We will conclude with an in-depth examination of the aftermath of 9/11 including US involvement in Afghanistan and Iraq.



A major part of our reading comes from primary documents most of which are available on line. Other learning material will be introduced in various multimedia forms such as films, videos and Presidential Recordings. Students will be expected to participate in postings on Blackboard, become thoroughly familiar with the 9/11 Commissioner's Report, and write a short essay, which they will present in class. At the end of the course, students will have a better understanding of the US foreign policy in the Middle East after WWII and the events that led to 9/11 and will have become familiar with the rich documentary record that exists in the FRUS (Foreign Relations of the United States), Congressional documents and other archival material available on line. Most importantly, students will be able to recognize the benefits and limitations of a democracy such as ours in combating international terrorism.

*History Department : 632-7500*

**O**ur focus in this course is the rich history of Italian immigrants and their descendants in the United States. Themes and topics to be discussed include Italian immigrants' struggle for survival in an exploitative economic system and a culture preoccupied with race; the significance of family, neighborhood, labor unions, faith, and food in that struggle; the promise and perils of organized crime; and the growing visibility of prominent Italian Americans in American politics and culture. The story of Italian Americans, though in many ways unique, will help us to understand better the broader history of the United States as a nation of immigrants. Attendance and participation are mandatory and will be weighed heavily in final grades. Grades will also be based on quizzes, a short paper, and a group presentation.



**Registration  
begins on  
April 5, 2010**

Summer II  
 HISTORY 103-F  
 Sung-Yup Kim  
 TuTh 9:30-12:55

### THE US TO 1877

This course is a survey of American history from the colonial period to the era of Reconstruction. Besides covering major events such as the American Revolution and



the Civil War, we will also explore broad social and cultural changes of the period within a global historical context. Accordingly, less emphasis will be placed on memorizing specific names and dates. Using the condensed schedule of summer classes to our advantage, we will take a two-pronged approach for our survey. One of each week's two meetings will be lecture-based and follow chronological order, while the other will consist of open discussions organized around broad topics. Topics to be discussed in the latter meetings include race, gender, and class; consumerism and industrialization; civilization and ecological change; republicanism and democracy; constitutionalism and the role of government; frontiers and expansion; American exceptionalism, etc. We will use a limited amount of primary sources, movies and documentaries to help launch each discussion. Contributing different perspectives and creative ideas, rather than showing detailed historical knowledge, will be the student's main task in these discussions. There is one textbook which must be purchased. Evaluation will be based on midterm and final exams, a 3-5 page paper, and last but not least, class participation.

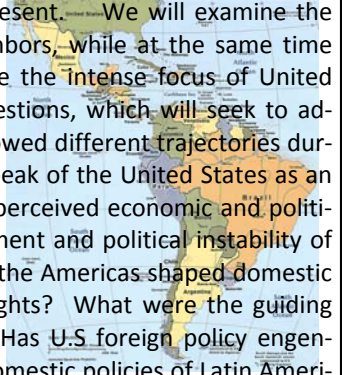


Summer II  
 HIS/POL 216-J

### US/LA RELATIONS

Gregory Jackson  
 MW 1:30-4:55

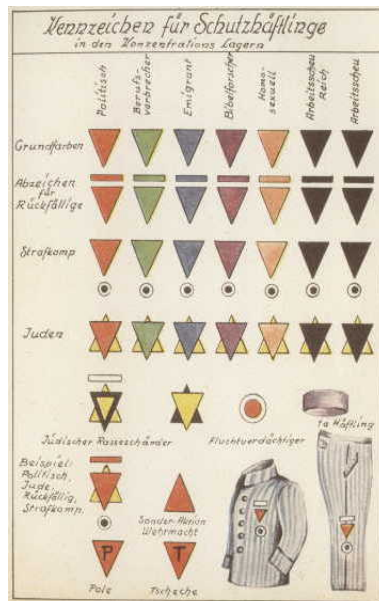
This course seeks to explore the history of relations between the United States and Latin America nations from the nineteenth-twentieth century (when the United States began to replace Great Britain as the primary foreign power in the region) through to the present. We will examine the influence of the United States on its hemispheric neighbors, while at the same time exploring how and why Latin American nations became the intense focus of United States foreign policy. We will confront provocative questions, which will seek to address why the United States and Latin America have followed different trajectories during the period under study? Is it historically useful to speak of the United States as an imperial power? What is the relationship between the perceived economic and political stability of the United States and the underdevelopment and political instability of Latin American nations? How has U. S. foreign policy in the Americas shaped domestic ideas about citizenship, democracy, race and human rights? What were the guiding ideologies that informed U.S. policy in the Americas? Has U.S foreign policy engendered or deterred democracy in the region? Have the domestic policies of Latin American nations reflected the will of the "people" or that of domestic and foreign elites? What have been the Latin American responses to U. S military and economic interventions from the North? How has political activism in Latin American nations complicated U.S. interests in the region and challenged its North American neighbors to adhere to democratic practices? What is the relationship between northward immigration and U. S. economic ideologies? What lessons might we learn from U.S -Latin American relations during the Cold War that might inform our analysis of the current U.S. led War on Terror? This course seeks to challenge students to think critically about these questions as well as other social, political and economic issues that tell the story of hemispheric relations of the Americas. The goal of this course is to provide a foundation for students to begin a critical study of U.S.-Latin American Relations over the past two centuries.



Summer II  
 HIS/JDS 241-I

### THE HOLOCAUST

Ronald Van Cleef  
 TuTh 1:30-4:55



The extermination of six million Jews and the collective murder of millions of others continues 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. Course requirements include attendance, quizzes, two exams and an essay.

Summer II  
**HISTORY 268-K4**  
 Cristobal Zuniga  
 MW 9:30-12:55



**W**orld War I had important effects in American

society, especially since it created many of the conditions that allowed the United States to become the world power it currently is. This class will analyze how that process happened by examining the main dynamics during the last 90 years, including the Red Scare, the Great Depression, the New Deal, and World War II. Because an important part of this class will be devoted to discussing the relationship between foreign and domestic events, the Cold War, including the military interventions in the Third World and post Cold War challenges, will receive special attention during the semester. Grading will be based on two pop quizzes, a mid-term and a final.



**ARGENTINA, BRAZIL and CHILE**

**O**riginally the frontiers and hinterlands of the Spanish and Portuguese Empires, Argentina, Brazil, and Chile emerged and developed into some of the most economically dynamic and culturally diverse countries in Latin America over the course of the nineteenth and twentieth centuries. This course will examine and explore the historical trajectory of these three countries beginning with their unique colonial origins; early experiments with republicanism in Argentina and Chile; the continuation of slavery and monarchy in Brazil; political and economic liberalism, as well as modernization and urbanization starting in the late nineteenth century; the rise of populism and nationalism following the Great Depression; the post-war crisis of economic development and the revolutionary 1960's; the rise of authoritarian regimes in the 1970s; and the present-day trends of democratization and neo-liberal economic models. The course will also focus on key historical debates, primarily the comparable and contrasting ways factors like imperialism, geography, gender, race, and economic inequality have influenced changing notions of citizenship, nationality, and political participation in Latin America. Students will read and write response papers to three engaging monographs, as well as be graded on their class attendance and participation.



Summer II  
**HISTORY 380-J**  
 Mark Rice  
 TuTh 6:00-9:25

Summer II  
**HISTORY 391-I**  
 Elizabeth Hornor  
 MW 1:30-4:55

**IMPERIAL BRITAIN:  
 Pirates, Princes  
 and Prostitutes**

**C**ome spend your summer adventuring through the British empire! Explore the wild 17<sup>th</sup> and 18<sup>th</sup> centuries from the deck of a pirate ship, the tents of the British army camps, and the halls of royal palaces. Taste and see



how sugar changed the world. Hear the cries of slaves and gain a new understanding of capitalism. Feel the Caribbean sun beating on your back as you fight off deadly diseases. Burning questions include: did women fight in the British army? Was King George III insane? Is Pocahontas the inspiration for Avatar? Were pirates rogues or rock stars? What does chocolate have to do with the building of an empire? Did George Washington start the first global war? How does any of this relate to our daily lives? Students who join this adventure will be expected to participate rigorously, read voraciously, write cogently, and attend regularly.



Summer II  
**HISTORY 393-I**

**MUSIC AND  
 EUROPEAN YOUTH CULTURE**

**T**his class looks at European social and political issues through the lens of music and youth culture following the Second World War. Starting with the "invention" of teenagers in the 1950s, the course traces the role of youth culture in European life. With specific focus on British society, it explores the intersection of youth and politics in the postwar era as Europe grappled with identity following the war and the growing impact of U.S. culture. There will be case studies about gender and different subcultures. Students will have weekly quizzes, two tests and one research paper.



Ryan Shafer  
 TuTh 6:00-9:25

**Summer II**  
**HISTORY 396.01-K4**  
 Mark Chambers  
 MW 6:00-9:25

**ENCOUNTER, ADVENTURE &  
 INVENTION ON THE EARLY  
 FRONTIER**



This course will examine numerous ways in which technology has been a part of the lives of various peoples who explored, settled and labor in North American environments. From the time that human beings entered America they have been trying to control, to manipulate, to exploit and sometimes even to subdue the earth with tools. Since the founding of the Americas, Native Americans, Europeans, Africans, and Americans have attempted in some fashion to use technology to control their natural environment. Today we consider ourselves to be living in a technological age surrounded by computers, cell phones and various modes of transportation. However, in reality we are no more or less technological than any of our ancestors. Often we moderns like to think that in times past people lived more natural lives than we do today. However, in fact, long houses, tepees, log cabins are as "artificial" as hydraulic mining, antibiotics, and computers. During this course we will discover how technological change and the many products of human hands, of human artifice made a social and cultural impact on the United States. Grades will be based on attendance, participation, oral report and two exams.

**Summer II**  
**HISTORY 396.02-K4**  
 Adam Charboneau  
 TuTh 1:30-4:55

**URBAN AMERICA IN  
 THE 20TH-CENTURY**

This course is designed to introduce students to both specific details and events of twentieth century American urbanization as well as delve into the trends, themes, and social theories involved. This class will be largely thematic in approach, covering topics such as immigration, capital/labor relations, public and private housing, suburbanization, crime and citizenship, public space and commercialization, race, ethnic, and gender relations, environmental inequalities, architecture and the fortress city, neoliberalism, and various other social and cultural topics.



Throughout, a strong emphasis will be placed on how these topics address questions of an 'urban crisis.' This class is heavily geared towards a deep engagement with debates surrounding inequalities in modern America. While cities and their surrounding periphery will often be at the center of discussion, this course is designed to cover a multitude of topics for anyone interested in broad historical themes. Course grades are determined by attendance and participation, a take-home midterm, and a longer paper (5-6pgs) based on a book of the student's choosing. The longer paper should both analyze the work at hand as well as fit it into the larger topics discussed in class.



**SUMMER I**

MW AM: HIS 321  
 MW AFT: HIS 396.01  
 MW PM: HIS 363.02  
 HIS 392  
 HIS 394  
 HIS 396.60 (NYC)  
 HIS 521

**SUMMER II**

MW AM: HIS 268  
 MW AFT: HIS /POL 216  
 HIS 391  
 MW PM: HIS 396.01  
 HIS/AFS 388  
 (NYC)  
 HIS562/CEG  
 534

**SUMMER I**

TUTH AM: HIS 363.01  
 HIS 104 (NYC)  
 TUTH AFT: HIS 103  
 HIS/POL 214  
 TUTH PM: HIS 265  
 HIS 309  
 HIS 396.02

**SUMMER II**

TUTH AM: HIS 103  
 HIS 391(NYC)  
 TUTH AFT: HIS/JDS 241  
 HIS 396.02  
 TUTH PM: HIS 380  
 HIS 393

**STONY BROOK MANHATTAN**

Summer I  
 HISTORY 104-F  
 Seth Offenbach  
 TuTh 9:30-12:55

**US HISTORY SINCE 1877**

**T**his course will examine the major events and trends within modern American history. Covering events since the end of the Civil War, with a focus on the post-1930's era, this course will help explain what life was like in 20<sup>th</sup>-century America, how it evolved, and how that helped to create contemporary American life. Course requirements will include participation, and a final exam.

**STONY BROOK MANHATTAN**

Summer II  
 HIS/AFS 388-J  
 Dexter Gabriel  
 MW 6:00-9:25

**SLAVE REBELS, REBELLIONS AND REVOLUTIONARIES IN THE**

**S**lave rebels, rebellions and revolutionaries were as much a part of the Atlantic World as the system of forced labor itself. From the Stono Rebellion in South Carolina to Queen Nanny's Maroons of Jamaica to the revolutionary insurrection in Saint-Domingue (Haiti), coordinated acts of strategic violence on the part of slaves threatened the stability of colonies and the wealth of empires from the colonial period to the mid 19th century. This course examines these dramatic events, the make-up of the participants, the famous figures who led them and the social forces that drove some to risk life and limb against what were



**STONY BROOK MANHATTAN - SUMMER I**

HISTORY 396.60-K

Michael Murphy  
 MW 6:00-9:25

**BLACK FREEDOM MOVEMENTS IN POST WAR AMERICA**

**A**lthough the African American freedom struggle began well before the Second World War, the movement accelerated rapidly in the postwar era. Building on the massive wartime social changes and the political opening offered by the fight against fascism and the burgeoning Cold War, African Americans seized the moment to bring about far-reaching social and political change in the pivotal years following 1945. The critical events and ideas of this period dramatically transformed the history of American society; however, the uplifting



victories of the civil rights movement did not end the African American struggle against racism and injustice.

This course will explore the origins and impact of the civil rights movement while tracing the legacy of this movement in the 1970s and beyond. We will follow the evolution of the social, political, and economic history of African American men and women from segregation to the "post-racial" presidency of Barack Obama, chronicling the remarkable successes along with the troubling persistence of social and political inequality. Topics discussed will include race and public policy, the Black Power movement, and the urban history of the African American



(Cont on Page 8)

**STONY BROOK MANHATTAN**

Summer II  
 HIS 391-I

Andrea Boffa  
 TuTh 9:30-12:55

**THE ITALIAN RENAISSANCE**



**T**his course will cover the political, cultural and social history of Italy from 1350 through to 1600. Topics to be covered will include the development of humanism, popular religion, the experiences of women, the culture of the city, and peace and war in the Italian peninsula. We will examine developments in art and architecture, the culture of patronage, the intellectual contributions of great thinkers such as Petrarch, Leon Battista Alberti, and Machiavelli, the rise of the Medici, and the spread of Renaissance ideas outside of Italy. Course requirements will include two short papers, a mid-term and a final exam.

often unfavorable odds. We will look at the dynamics of slave revolts, the different ways they took shape, how they were carried out, and what existing factors hindered or aided in their formation. Further, we will look at the fear and paranoia slave rebels and rebellions induced, and how this in turn affected slave laws, slave policies and even abolitionism. Assignments will consist of article and book excerpts, in class film viewing, short homeworks and exams. Participation and discussion are essential.

(Modern France, cont. from Page 1)



when the French Republic was permanently established. Topics include the fall of Napoleon III and the creation of the Third Republic, the Paris Commune, the Dreyfus Affair, the French empire, Belle Époque culture, World War I, Vichy and the French Holocaust, Americanization, existentialism, the Algerian War, socialism, and immigration. Students will be expected to complete weekly readings from the textbook and a variety of articles and primary sources. No previous knowledge of French history required. Grades will be based on two exams (a midterm and a final), a reading response paper, participation in class discussions, and attendance.

(Black Power Cont from Page 7)

community. Ultimately, this course will link the postwar history of African Americans with the experience of other minority groups to understand the significance of race in the United States. Requirements include one paper, two exams, and discussion of the assigned readings.

**ALSO IN SUMMER I**

HIS/AFS 221-J

Timothy Nicholson

MW 9:30-12:55

**INTRODUCTION TO  
MODERN AFRICA**

**T**his class will address the major historical themes in African history during 19th and 20th centuries. Topics include a brief survey of precolonial African social and cultural institutions; slavery and the slave trade in Africa; the everyday functioning of colonialism and its consequences in shaping modern Africa; national movements and decolonization during the Cold War; pan Africanism; the post-colonial African state project, and contemporary issues in Africa. Readings will include 3 books plus a number of articles and primary documents.

**GRADUATE COURSE**

Summer I

HISTORY 521/CEG532

Annette Ricciardi

MW 6:00-9:25

**INTRODUCTION TO US  
HISTORY TO THE  
CIVIL WAR**

**T**he first half of the graduate-level survey of American history, focusing on the history and historiography from the founding of the first colonies to the evening of the Civil War. Among the topics we will discuss are: the nature of Puritanism, the significance of late 17<sup>th</sup>-century rebellions, 18<sup>th</sup>-century politics, the Great Awakening, the origins of the American Revolution, the origins of the Constitution, the quarrel between the Federalists and Jeffersonians, Jacksonian politics, the reform movements of the 19<sup>th</sup>-century, abolitionist and pro-slavery arguments, and the origins of the Civil War. A theme of our discussions will be the relationship between ideas, ideology, and society in the creation of American culture. Students will be expected to write critical essays on readings and participate actively in class discussions. Methods of presenting these ideas to high school students will also be a focus in the class. MAT students must register under CEG532.

**GRADUATE COURSE**

Summer II

HISTORY 562/CEG534

Mwangi Ngaji

MW 6:00-9:25

**INTRODUCTION TO  
MODERN AFRICA**

**T**his seminar will explore Africa's social and political history in the twentieth century. It will examine the major themes that have shaped the formation of the modern African state since the introduction of colonial rule in the late nineteenth century. The seminar is broadly structured around key themes which are presented in a chronological order. In colonial Africa, key themes include: an overview of African communities before advent of the European colonial rule, the scramble and partitioning of Africa, resistance to early colonialism, and decolonization in the context of the two world wars and rise of African nationalism. Postcolonial themes will emphasize the enduring legacies of the transition from colonial rule. The relevant themes here include the impact of the major world powers on African sub-regions in the Cold War and post-containment eras and African state and society in the period of globalism and neo-liberal reforms. Through a mixture of historical accounts, recent scholarship, theoretical works (especially African intellectual thoughts) and primary sources (including memoirs and novel), students will gain insights into the ongoing economic and socio-political struggles in contemporary Africa.

