506:221 History of Exploration  
Prof. Philip J. Pauly

This course surveys the linkages between the spread of Europeans and European-Americans around the earth (and beyond it) and their search for knowledge about nature and the cosmos. It extends from the 1400s to the present, focusing on:
1. the initial period of European “expansion” (1400-1600)  
2. the development of scientific travel (1700-1850)  
3. the discovery of the nature of North America (1750-1900)  
4. investigations of exotic humans and extreme environments (1800-1950)  
5. the adventure of outer space (1945-2000)
I’m more interested in naturalists than in frontiersmen (you’ll learn more about dinosaur hunters than buffalo hunters). To a significant extent this is a course in men’s history--an effort to understand the changes over time in a range of male desires and romantic ideals.

506:251 History of Science and Society  
Prof. Philip J. Pauly

This course offers a historical overview of the significance of science and the roles of scientists in human history. It’s selective in coverage, focusing on major intellectual developments and on the most important places where science and society have interacted. I emphasize the following subjects, more or less in chronological order:
- The beginnings of science: from the ancient Egyptians to the end of the Roman empire  
- The development and consequences of the Scientific Revolution, 1300-1750  
- Exploring the history of the earth and of life  
- The origins of the modern research enterprise, 1800-1930  
- Applying and misapplying science to human problems, 1800-1950  
- Science and power: electrical technology and nuclear weapons  
- Where are we now: public health and public controversies.

This is a course in history, not in science. I assume that students have the familiarity with the sciences that comes with graduation from New Jersey high schools and from reading, TV, the web, etc. The course is designed to show that science, like other human activities, has a history; to convey how different sciences have been practiced; to explore how scientists have changed the world; and to consider how society has responded to new discoveries and dealt with problems associated with science.
506:271 Jewish Society and Culture I  
Professor Paola Tartakoff

This course examines the social, intellectual, and religious life of the Jewish people from Israel's beginnings through to the expulsion of the Jews from Spain in 1492. It starts with an overview of the history of Israel from c. 1400 B.C.E. to the end of the Babylonian Captivity, paying special attention to the formation of the biblical canon. Next it turns to the Second Temple Period, focusing on Israel's encounter with Hellenism, Jewish life under Roman rule, the development of Rabbinic Judaism, and the rise of Christianity. After the midterm exam, the course explores the Jewish experience in the early medieval Mediterranean. Topics in this section include the world of the Babylonian academies and Jewish life under Visigothic and Muslim rule. The last section of the course examines Jewish life under Christian rule in Sepharad and Ashkenaz. It emphasizes important trends in medieval Jewish thought and spirituality and traces the evolution of medieval anti-Judaism.

506:375 Jewish Immigrant Experience  
Professor Yael Zerubavel

During the 19th and 20th centuries, millions of Jews emigrated from their places of birth and settled in different countries. This mass movement transformed the demographic centers of world Jewry and fundamentally changed the ways in which Jews viewed and defined their identity and culture. This course examines various waves of immigration which transformed the contours of Jewish life in Europe, the Americas, Israel, Middle Eastern countries and North Africa. Through a comparative study of Jewish immigrant life in the modern era, this course explores such themes as home and exile, diasporas, transnationalism, tradition and change, ethnic identity, memory and nostalgia. Readings include historical and ethnographical studies, literature and oral history, autobiographies and fiction depicting life of Jewish communities and the experience of immigration in various settings from the late 19th century to date. Students will pursue their own research projects based on secondary materials and/or interviews on the immigrant experience according to their special interests.

SEMINARS: 506:401

Oral History of the American Experience in World War II  
Professor John W. Chambers, Professor of History (chamber@rci.rutgers.edu) with Ms. Sandra Holyoak, Director, and Mr. Shaun Illingworth, Assistant Director, of the Rutgers Oral History Archives of World War II

What changes did World War II make in the lives of the Americans who experienced it? What did the wartime generation think of the conflict's causes? How did they regard the enemy? How did they cope with war's innumerable anxieties, such as military service, the perils of combat, and social and economic changes on the homefront? Since the 50th anniversary of the war, the American public has displayed a new curiosity about the often reticent generation that fought it. Through interviews, memoirs, and contemporary letters,
a history sometimes dominated by famous political and military leaders has broadened to make room for the diverse perspectives of ordinary participants. A crucial source of information on the experience of the average soldier, sailor, aircrew, and marine and the people at home has been oral history.

Oral history has become in recent times a vital methodology of the new social history that has sought to recreate and understand history "from the bottom up" instead of simply the history of political, economic, social, and military elites. Oral history is defined as the systematic collection of spoken memories and reflections for the historical record through recorded interviews that are obtained, processed, and ultimately made available for research.

In this seminar, we will explore both the American experience in the Second World War and the methodology of oral history as a technique for learning about the experiences of ordinary men and women in an extraordinary time. This course is taught in conjunction with the Rutgers Oral History Archives of World War II, a highly acclaimed project sponsored by the Rutgers History Department that gathers, processes, and puts on the web the oral histories of hundreds of Rutgers alumni involved in the Second World War. Students will gain "hands-on" experience with oral history by working with the staff of the Rutgers Oral History Archives of World War II. The seminar will provide a sounding board to discuss this work, and assist students in their writing assignments that demonstrate how oral history is done, is evaluated, and is useful in historical inquiry into the American experience in the Second World War. To learn more about the Rutgers Oral History Archives of World War II, visit the website: http://fas.history.rutgers.edu/oralhistory/orlhom.htm

The final grade will be based on participation in the seminar and in the Rutgers Oral History Archives of World War II project and will include class discussion and oral presentations as well as written assignments for class, such as book reviews and an optional term paper, and practical work at the Oral History Archives, such as editing or abstracting oral history transcripts and participating in an oral history interview of a Rutgers alumnus or alumna from the World War II era.

SEMINAR: NEW JERSEY HISTORY SINCE 1800
Professor William Gillette

The undergraduate seminar on the modern history of New Jersey will focus on the nineteenth and twentieth centuries when New Jersey experienced profound transformations--demographically, economically, culturally, and politically. The result of immigration, industrialization, and urbanization became evident in 1875 when the population of New Jersey reached one million and a majority of state residents lived in cities. The decades after the Second World War witnessed another great transformation when suburbs displaced cities and when the state's politics became definitively progressive. Such pivotal developments as well as New Jersey's experience in the Civil War, the two world wars, and the various reform movements need to be explored and explained.
Each student will be required to complete a research paper rooted in primary sources. The paper will be 15 to 20 pages in length. In addition, each student will be required to make a brief oral presentation that will summarize his or her findings.

506:401 Seminar: Postwar America – Race, Identity, and the Politics of Policing
Professor Donna Murch

This course will consider how the politics of policing and punishment shaped American society since World War II. The changing racial demographics of American cities, postwar baby boom, and social movements of the 1960s all profoundly affected the relationship of state and society. In the upheaval of the postwar era, cities became major flashpoints of conflict between police and “marginal groups.” African Americans and peoples of African descent figured most prominently in this struggle, however, Latinos, Gays and Lesbians, undocumented immigrants and grassroots artists and activists all experienced police brutality and mobilized against it. Our course will trace the historical development of law enforcement from 1940s through the 1990s along with the organized responses that emerged to it. We will also explore the political economy and implications of the vast expansion of prisons and incarceration in the postwar era. Topics include police professionalization; the rise of the Black Panther Party and Black Liberation Army; community policing; the Stonewall; Attica, and Newark rebellions; the Central Park Jogger case; public demonstrations of the Aids Coalition to Unleash Power (ACTUP); and the contemporary militarization of American cities. In order to assist students in developing original research papers, course readings will focus on the New York and New Jersey area, although other regions, including California will be selectively covered.