

HIS 216
U.S.-Latin America Relations

Satisfies: GLO, SBS [DEC: J]

Instructor: Adrián Márquez
Online Asynchronous

This course aims to introduce students to the history and central themes of U.S.-Latin America relations, from the early nineteenth century to the present. To do so, we will examine multiple perspectives incorporating a range of actors, institutions, and ideological forces both in Latin America and the United States. How, when, and why has U.S. strategy toward Latin America evolved over time? When and why has the U.S. sided with progressive forces seeking change, or with reactionary ones looking to uphold the status quo? What was the significance of the Cold War on U.S.-Latin American relations? We will delve into six different periods and six different thematics. The lectures will move chronologically and examine dynamics related to political, economic, diplomatic, social, and cultural aspects. Additionally, we will analyze the Inter-American connections of Latin America's insertion in Global History. The course will promote the reading and analysis of written primary and secondary sources, images, and music.



HIS 237
Science, Technology, and Medicine in Western Civilization-I

Satisfies: DEC: H | SBC: STAS

Instructor: Brooke Franks
Online Asynchronous

This course is an examination of science, technology, and medicine in Eurasia from 1350-1790 (from the end of the Islamic Golden Age to the French Revolution) and the adaptation and implementation of those systems in Western cultures. Among the topics covered are experimentation and funding of technological development, organizations of scientists, the place of science and technology in cultural life, industrialization, and the character and organization of medical practices. The course is split into three sections covering science, technology, and medicine. Assignments for each section will incorporate a short quiz, document review, and a writing assignment. Students will have a variety of primary and secondary source readings provided on Blackboard. The final exam is an open book/note take-home, written exam.



HIS 248
The Making of Modern Europe, 1815-1914

Satisfies DEC: I | SBC: GLO
Instructor: Erin Chavez
Online Synchronous

The class examines transformation Europe from the Congress of Vienna to the outbreak of the First World War to understand Europe's transformation to modernity. From the end of the Napoleonic Wars through the birth of nations and expansion of industrialization, we will investigate the economic, social, scientific, and cultural evolution of Europe looking at how industrialism, liberalism, nationalism, and imperialism became essential components of the modern state. Our focus will be to understand how these new ideologies altered the relationship between Europeans and their own states and redefined the relationship between Europeans and the world. We will trace the cultural evolution of Europe into a society of and for the masses, and the roles of both consumerism and popular culture. We will also trace the growth of science and systems of public health and disease control measures. Students will engage with primary sources through weekly writing assignments, read selections from books and scholarly articles, watch/listen to lectures and videos, and engage in discussion during class and on discussion boards. The final assignment will be an analytical paper that utilizes course materials and some outside sources to take a deeper look at the contradictions and challenges of Europe's high modernity.



HIS 263
Age of the American Revolution

Satisfies: SBC: SBS, USA [DEC: K & 4]

Instructor: Lance Boos

Asynchronous Online

From “No Taxation Without Representation” to the Declaration of Independence and the Constitution, the ideas and events of the American Revolution still resonate in collective consciousness of the United States. Yet the meanings and legacies of the American Revolution are also hotly contested. Americans revere the Constitution while debating the scope of the First and Second Amendments, and lay claims to a mythical singular “original intent” of the founding generation when it comes to taxes, militias, liberty, equality, and even democracy itself. In this course, we’ll look at the origins of the American Revolution and how the process of creating a new nation unfolded. We’ll also discuss the changing and competing interpretations of the American Revolution, and challenge many longstanding beliefs about the Revolution by considering it from the perspectives of women, African Americans, Native Americans, and others who did not have a seat at the table. Grades will be based on discussion participation, weekly short response projects, and a final essay.



HIS 300
Gender Transgression in the 18th Century:
From 'Macaroni' to Cross-Dressing Sapphic

Satisfies: SBS+ [DEC: F] | WST elective

Instructor: Jocelyn Zimmerman
Online Asynchronous

Did you know “macaroni” (yes, the same one referenced in the American tune “Yankee Doodle”!) was an eighteenth-century epithet for an effeminate man? In this course we will explore gender transgression in the eighteenth century and will ask when, why and how certain people and identities were ‘othered’ along the lines of sex and/or gender. We will begin by discussing the difference between sex and gender in an eighteenth-century global context and will ask whether we can use contemporary language about “queerness” to make sense of the past. Then, we will consider examples of eighteenth-century gender transgression through cross-dressers, *ma ning*, *hijra*, macaronis, castratos, nabobs, blue stockings, mollies, tommies, Sappho, adulterers, polygamists, and more...! We will peruse eighteenth-century letters, satire, pornography, sermons and political cartoons alongside secondary sources to piece together a broad picture of both actual gender-transgressing individuals and the ways in which popular media and literature depicted them. Twice-weekly voice thread and blackboard discussions will ask you to “read” visual and textual sources for all of their possible meanings. Two larger projects, one of which must be an essay and one of which can be a podcast or form of creative writing, will ask you to synthesize course material and to posit your own reading of sex/gender transgression in the eighteenth century.

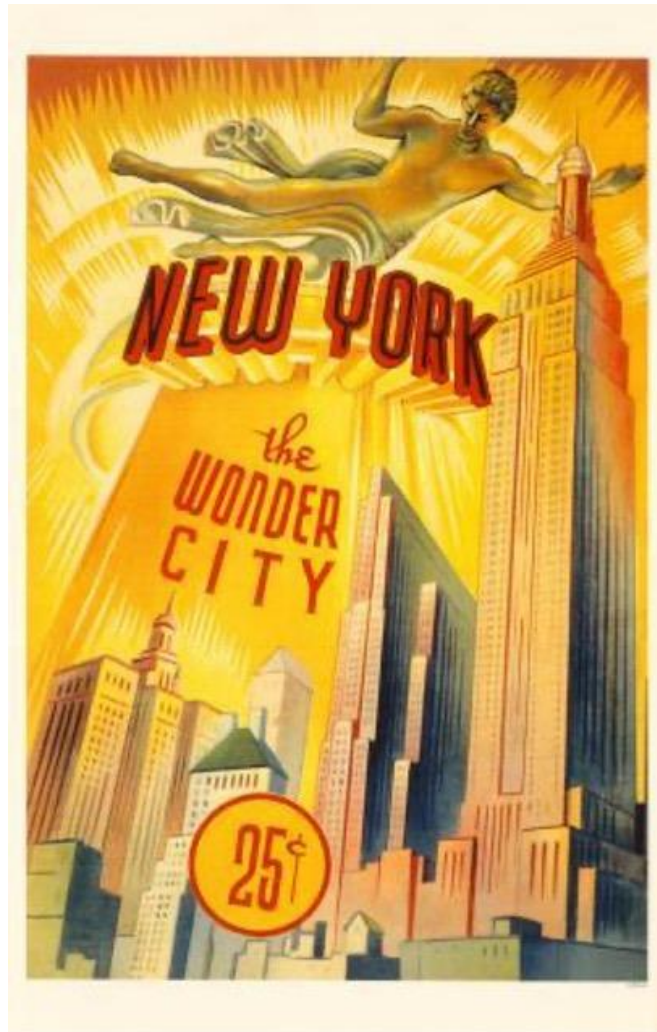


HIS 302
Global Environmental History

Satisfies: STAS [DEC: H]

Instructor: Donal Thomas
Online Asynchronous

Does the environment really matter across time and space, or do we romanticize the importance of the natural world in our past? This course explores the role of human and non-human forces that have shaped the natural environment in places as diverse as Alaska to Australia, the floodplains of the Nile to the rainforests of Amazon, the tundras of the Arctic to the peaks of the Himalayas from the late fourteenth century to the present. We will examine the impact of nature-human interactions across the globe and how the environment is connected or separated to various political, cultural, social events and movements, such as the Columbian encounter, modern Environmentalism, and many others. Students will analyze primary and secondary sources, including academic articles, podcasts, videos, and lectures, as we seek to understand how the past has influenced the environment in which we live now. There will be a short response paper, map quiz, discussion board and choice of a final paper or recorded podcast/video for the course. No required textbook; all the course materials will be uploaded on Blackboard.



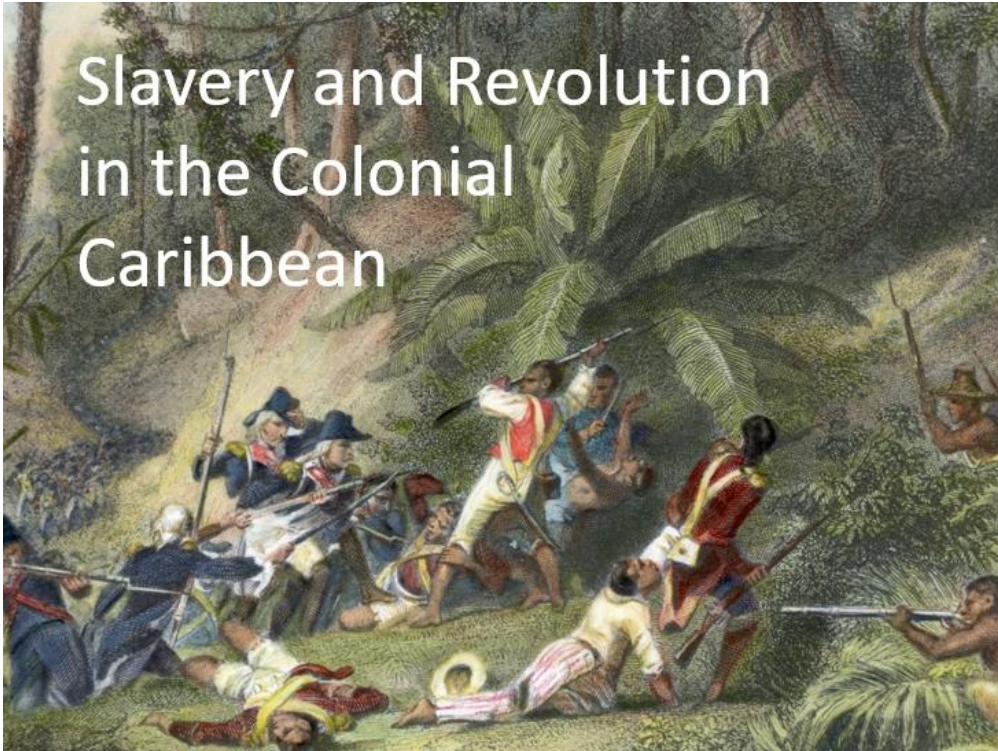
HIS 328
History of New York City

Satisfies: SBS+ [DEK: K & 4]

Instructor: Gabe S. Tennen
Online Asynchronous

This course traces the growth and evolution of New York City from its indigenous and colonial history through the early-twenty-first century. By studying changes in the city's politics, economy, culture, and social fabric, students learn how Gotham earned its reputation as a dynamic global metropolis, and why it remains an important site of study for U.S. and international history. Students are required to listen to twice-weekly asynchronous lectures, and read a scholarly article and 1-2 primary sources per lecture. Assignments include reading responses and essay-based midterm and final.

Slavery and Revolution in the Colonial Caribbean



HIS 380

Slavery and Revolution in the Colonial Caribbean

Satisfies: SBS+ [DEC: J]

Instructor: Kevin Marshall
Online Asynchronous

What were the necessary conditions for a successful plantation revolt? Why did the Haitian revolution succeed where other rebellions fell short? Our course examines the main themes of the colonial Caribbean, empire, race, slavery, revolution, and its repercussions. Each week we will explore these themes from a variety of approaches and perspectives from a diverse range of scholars. We will investigate how European colonists enslaved millions of African people and systems used to cement control in the plantation colonies of the British, French, and Spanish empires. We will also examine modes of resistance that enslaved people developed to challenge the colonial powers from everyday individual actions and mass revolts to the Haitian revolution and its implications. Our work will involve watching lectures and YouTube clips, listening to podcasts, and reading academic articles. Each week you will complete a diary entry reflecting on the week's reading and participate in class discussion using VoiceThread. You will also prepare a short online class presentation and a final written assignment. You do not need to buy a coursebook as all materials will be provided on Blackboard.



HIS 116

Women as a Force in US History

Satisfies: SBS, USA [DEC: K & 4]

Instructor: Bonnie Soper
Summer Session II, Online Asynchronous

This class analyzes the history of the United States from 1900 to the present through the lens of women's experiences. In doing so, we will consider the integral roles of race, ethnicity, sexual orientation, and class and their intersection with gender in shaping the history of the United States. This includes looking at not only textual sources, but also music, paintings, movies, novels, and other forms of expression. This is your opportunity to engage with women's history in comprehensive and interactive ways. Assessment will consist of weekly reading responses and a final paper.



HIS 214
Modern Latin America

Satisfies GLO, SBS [DEC: J]

Instructor: Giovanni Bello
Online Asynchronous

In this class we will explore the history of the Caribbean, Central and South America beginning with the independence era (19th Century) until today. Some of the key concepts through which we will explore Latin American modern history will be revolution, race, gender, state, political culture, and popular culture. Some of the central questions we will try to tackle are: How much influence did colonial structures play in the making of Latin American modern states? What large social changes were introduced by independence? Under what circumstances was the idea of “Latin America” shaped? How did Latin American societies confront the challenges of modernity? What has been the role of popular culture in shaping Latin American identities? In order to enrich our approaches to these and other questions we will analyze books, visual art, music, films and other kinds of texts produced along the Latin American 19th, 20th and 21st centuries. In addition to weekly quizzes related to readings and other sources, students are required to write a final, “integrative essay.” The course will also incorporate a discussion forum on Blackboard and utilize platforms as Padlet and Mural to present group discussions depending on the topics discussed.



HIS 238

Science, Technology, and Medicine in Western Civilization-II

Satisfies: STAS [DEC: H]

Instructor: Charlotte Rossler

Online Asynchronous

How did science become such an instrumental part of our daily lives and the potential solution to our many individual and global problems? In this course, we will survey the development of modern science in the West and beyond from the French Revolution in 1789 to the present. Over the course of those over two centuries, how we conceive of science—how it is done, who does it, and what it means—has shifted dramatically in tandem with how we understand the world and society. We will examine several branches of science, including physics, biology, geology, anthropology, medicine, and ecology, in order to assess these changes. Readings will include academic articles and chapters, primary sources, and short videos or podcasts. Assessment will be based on short exercises, reading responses, and a final paper on a scientific, medical, or technological field of your choosing.



HIS 287
Crime and Criminal Justice in the U.S.
Satisfies: SBS, USA [DEC: F & 4]

Instructor: Willie Mack
Online Asynchronous

From seventeenth-century Colonial America to the George Floyd anti-police protests of 2020-21, this course will look at the evolution of the criminal justice system in United States' history. This course will ask how have criminal justice institutions – specifically policing and incarceration - evolved since the seventeenth century, and why? It will do this by interrogating the ways in which historians and other social scientists have examined the criminal justice system, paying particular attention to how this institution has reflected specific eras of U.S. history. Moving chronologically, this course will look at criminal justice in Colonial America, the Antebellum South, Reconstruction and the post Reconstruction eras, the Progressive era, World War I, the 1920s-1950s, and into the modern era of militarized policing and mass incarceration. Lastly, it will pay particular attention to how policing and incarceration have interacted with and reacted to the post 1950s civil rights movements, post-1965 immigration, and the emergence of the New Right and neoliberalism in the 1980s. This course will also incorporate a transnational aspect to assess the ways the U.S. has implemented policing and incarceration to build and sustain U.S. empire. Finally, this course will examine the legacy of the criminal justice system in the U.S. and ask students to think critically about the ways it functions in our society and impact the ways in which live. Students will be assigned weekly essays and articles to read. They will demonstrate their understanding of the material by completing weekly short writing assignments. At the end of the course, they will submit a final essay.



HIS 300
History of Speed

Satisfies: SBS+ [DEC: F]

Instructor: Elena-Liliana Mutu-Blackstone
On-Line Asynchronous

Are you a slow or a fast person? Do you like to take your time or is rushing the lifestyle for you? This course can explain why you may be inclined to look at speed as a more valuable thing in comparison with slowness, which tends to be exiled to the Eastern part of the world by the modern culture. We will start as early as the 60,000s BCE, with the first time-keeping record, and continue through today by learning about the important connections between time keeping, organizing space and lifestyle. Technology, science and economic ideas will further add to the large portrait of speed's influence on the global culture. Speed united remote places across the globe through better and faster technology (ships and planes) but it also created unsurpassable barriers between them due to the modern belief in speed as the final answer to everything. Speed shaped our countries, our cities, our relationships and our mind. Enclosed between space and time humans have tricked themselves to assign more value to fast living, especially in the Western world, but to also reserve the slow and exotic parts of the world for much needed relaxing moments, thus perpetuating a fragmented vision of our planet. Weekly responses and one final project will fulfill the need for speed in this summer/winter session.



HIS 380
Afro-Latin America

Satisfies: SBS+ [DEC: J]

Instructor: José Manuel Baeza
Online Asynchronous

While Afro descendent people represented a significant group of Latin American societies since the early years of the Atlantic slave trade, studies on *Afro-Latinidad* and race relations in the continent have only recently gained academic momentum. Following this new historiography, this course will explore the different ways that the African diaspora has shaped modern Latin America across the last couple of centuries. Questioning the very notion of blackness across different societies, we will examine Afro descendants' role in building local and national identities, developing anti-racist political projects, and forging transnational networks of racial solidarity. To do so, the course will cover a wide set of cases. From spaces traditionally conceptualized by its African heritage, such as Brazil and Cuba, to the less studied territories of the Dominican Republic, Mexico, Chile, and Argentina. Students will read academic articles, listen to podcasts, watch lectures, and analyze primary sources. By completing the readings, writing weekly responses, and participating in class discussions students will develop a better understanding of the working of race at the local, regional, and global scales. In addition to short weekly responses, the course requires a final essay based on primary source analysis. No required textbook; all course materials will be uploaded on Blackboard.

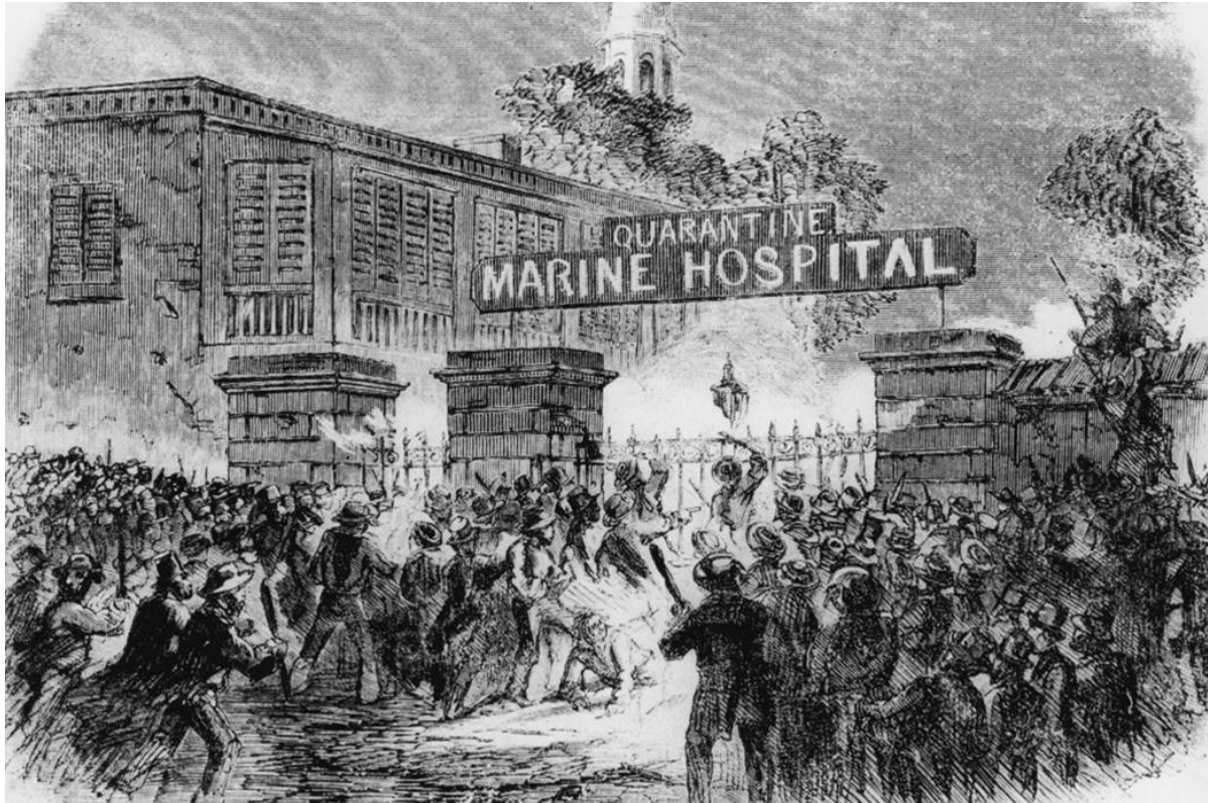


HIS 396
Alternative History of the United States

Satisfies: SBS + [DEC: K + 4]

Instructor: Kenneth Wohl
Online Asynchronous

We often say history is written by the winners. This course will flip that narrative on its head and asks, “what if history was written by the losers?” This course will investigate the history of the United States by focusing on major debates in American history. More specifically, this course will focus on the people and ideas who lost these important debates. We will start with the arguments over the creation of the Constitution and the founding of the United States. From there will examine other battles such as the lead up to the Civil War, the best approach to fight the Great Depression, conflicting views on Civil Rights, and disagreements over military interventions. In doing so, this class will discuss what alternative paths the United States might have taken, and why those proposals, even some that we would consider morally wrong today, were popular. Weekly assignments will include reading primary sources and journal articles, as well as listening to podcasts and the completion of unit quizzes. For a final assignment, students will place themselves into the mind of an “American loser” and reflect on how they would view their legacy in American history.



HIS 398
Rioting and Health Crises in U.S History

Satisfies: STAS [DEC: H]

Instructor: Lorna Ebner
Online Asynchronous

The United States has a fraught history when health is concerned. From George Washington's losing battle against smallpox during the Revolution, to New Orleans endemic yellow fever throughout the 20th century, to the rise of anti-vax movement in the late 20th and early 21st centuries, and the most recent COVID-19 crisis, the country has struggled to mitigate disease while preserving the lives and livelihoods of its citizens. This course covers the trials and triumphs of the U.S., from the Revolutionary period to present, in the face of insidious invisible opposition. Students will develop an understanding of the way epidemics and disease have shaped U.S. history while honing their writing and research skills. This course entails weekly discussion assignments and quizzes. The final will be a research paper that students will work on throughout the session and an online asynchronous presentation.