

HIS 103
American History to 1877

Summer Session-I

Satisfies: DIV, SBS, USA

Online, Asynchronous

Instructor: Karl Nycklemoe

The United States began as an unstable settler-colonial republic amidst many Indigenous polities and European empires with no certain future. By the end of the nineteenth century, the US was an emergent global power. This course offers a broad survey of the historical events of continental America from Indigenous America through the end of US Reconstruction (~1877). We will explore three primary themes in this course: First, the interactions between Indigenous polities and European empires and nations throughout the entire period. Second, the role of social identity and political ideology in American politics, including subjecthood, citizenship, gender, race, and religion. Finally, the technological, economic, and social 'revolutions' that changed daily life for many Americans. These themes are tied together by the central question: How did the United States form as a republic, and then emerge as a growing international imperial power? The course is organized through six modules: Indigenous America, Imperial and Colonial America, Revolutionary America, The Early US, Expansionist US, and Reconstructing the US.

Students should expect to engage with several chapters from our textbook, *The American Yawp*, alongside primary source materials and digital lectures *every* week. Students will be graded in this course on the basis of weekly analyses of the assigned primary source material and textbook, alongside a midterm essay and final paper.

HIS/POL 216
U.S.-Latin America Relations

Summer Session-I
Asynchronous (Online)

Satisfies: GLO, SBS
Thematic Categories: "Empires, Violence & Global Connections";
"Law, Politics & Social Justice"

Instructor: Adrián Márquez

"It is a cliché to bemoan Americans' lack of interest in Latin America." Is that truly the case? This course aims to introduce students to the history and central themes of U.S.-Latin America relations, from the early 19th century to the present. How, when, and why has U.S. strategy toward Latin America evolved over time? What was the significance of the Cold War on U.S.-Latin American relations? What role has the United States played in supporting or undermining democracy and human rights in Latin America? More specific topics will include the Monroe Doctrine, Manifest Destiny, Mexican-American War, Pan-Americanism, Globalization/NAFTA, Populism and the so-called Pink Tide. We will delve into six different periods. The lectures will move chronologically and examine dynamics related to political, economic, diplomatic, social, and cultural aspects, with strong emphasis on visual culture. The course will promote the reading and analysis of text and visual primary sources. The required textbook is Thomas F. O'Brien, *Making the Americas* (2007). Students will submit posts to Brightspace, complete quizzes, and write a final paper that includes a visual analysis.

Modern Africa
HIS 350

Satisfies: GLO, SBS [DEC: J]

Thematic Categories: "Empires, Violence & Global Connections," "Health, Science & Environmental Change," "Race, Religion, Gender & Sexualities"

Summer I

Instructor: George Osei

Online, Asynchronous

This course surveys the modern history of Africa, roughly from the 1800s to the present. The continent has long been involved in global interactions that built the modern world, including but not limited to the trade in slaves across the Trans-Saharan networks, the Mediterranean, and the Indian Ocean and later the Atlantic. Topics to be covered include African political and economic transformations, African responses to European imperialism and African religious beliefs. The course will also examine African resistance and independence movements, the formation of independent nations, and postcolonial development in fields including education, art, science, and medicine. Course materials may include films, novels, and oral histories alongside written texts. Course requirements will include weekly discussion posts, map activity, and a final essay. All course materials will be posted on Brightspace. This is an excellent introduction for students interested in Africa and the Diaspora, global and international history, and the study of social movements.

HIS 399
Public History and Memory

Summer Session I

Satisfies: SBS+
Thematic Categories: “Arts, Ideas & Culture,”
“Law, Politics & Social Justice”

Online, Asynchronous (with synchronous component)

Instructor: Robyn Stanton

Museums, monuments, and national parks across the United States draw hundreds of visitors annually. Yet, what we don't see in exhibitions and guided tours are those who were involved in the making of these public spaces. Who shaped the narratives on display? Who was not involved in the process, and why? What motivated their creation, and how is history communicated through them? How is the past remembered, and does this memory change over time? This course will consider and interrogate the process in which museums, monuments, and national parks are constructed. By using these public-facing venues, we will explore the practice of public history. Public history can be understood as the use and communication of the historical process—the interpretation of history through primary sources—in non-academic spaces; in other words, the teaching of history outside the traditional classroom. We will begin with an overview of the foundational elements of the field to prepare us to consider the politics that resulted in the development of different venues of public history. In doing so, we will position museums, monuments, and national parks not as stagnant arenas of American history and memory, but rather, as malleable spaces susceptible to their broader historical context. By the semester's end, students will be able to identify how notions of race, gender, class, and identity shape, and reshape history in public settings.

Throughout the semester, we will read a selection of chapters and articles exploring the different venues of public history. Students will be asked to submit weekly response papers based on the readings and have the option to participate in synchronous, weekly discussion sessions to be held on zoom. Additionally, students will be asked to keep and manage a research log on a museum, monument, or national park of their choice, which will serve as the basis for their final project.

HIS 380
Conservatism and Reactionary Movements in Modern Latin America

Summer Session-I

Satisfies: SBS+
Thematic Categories: "Arts, Ideas & Culture,"
"Law, Politics & Social Justice," "Race, Religion, Gender & Sexualities"

Online, Asynchronous

Instructor: Nicolás Barrientos

The history of modern Latin American politics is highlighted by a variety of political ideologies, but conservatives and reactionaries have been largely overlooked by the historiography. It has been common to generalize these groups by labeling them in simple categories. This course will explore how events and historical circumstances experienced by Latin America since from the 19th century through to the dictatorships of the 1970s have shaped varieties of conservatism and reactionary expressions. Rather than dividing the course by separate countries, this class will be organized along the analytical axes of geopolitics, gender and sexuality, and grassroots movements. Students will read academic articles, watch lectures, and analyze primary sources. There will be weekly quizzes and a final historiographic essay where students will have to write an analytical piece about the course's readings plus one more reading that they will have to choose from a list given by the instructor.

Modern Latin America
HIS/POL 214
Summer Session-II

Satisfies: GLO [DEC: J]

Thematic Categories: "Arts, Ideas & Culture,"
"Empires, Violence & Global Connections," "Law, Politics & Social Justice"

Instructor: José M. Munive

Online, Asynchronous

This survey course explores the history of the part of the American continent known as “Latin America” and engages students in a discussion that deconstructs traditional historical narratives of the nation. Our study will move chronologically as well as thematically from the era of the Independence Revolutions through the first decade of the 21st century. While our emphasis is on social movements, politics, war, and revolutions, we will examine the cultural variables of such dynamics expressed in the notions of race, nation, and gender. These concepts will also illuminate how the development of institutional systems of science, health, and education, was critical to the construction of the modern Latin American nation-states. We will especially focus on peoples of indigenous and African descent and the societies and nation-states they crucially contributed to shape. As we examine how the new independent countries struggled to find their way into modern nations, we will enrich our study through the analysis of a variety of written, visual, and audio sources.

HIS 238
Science, Technology, and Medicine in Western Civilization II

Summer Session-II

Satisfies DEC: H | SBC: STAS

Thematic Category: "Health, Science & Environmental Change"

Instructor: Donal Thomas

Online Asynchronous

How did Science, Technology, and Medicine become 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 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 ecology, physics, biology, geology, medicine, anthropology, and others, in order to assess these changes. Students will analyze primary and secondary sources, including academic articles, podcasts, videos, and lectures, as we seek to understand how science has influenced Western Civilization and beyond. There will be a short response paper, discussion board engagement, and choice of a final paper or recorded podcast/video for the course. No required textbook; all the course materials will be uploaded on Brightspace.

HIS 300
Global History of Water

Summer Session-II

Satisfies: GLO, SBS+

Thematic Categories: "Health, Science & Environmental Change,"

Online, Asynchronous

Instructor: Karl Nycklemoe

Water is a fundamental part of life on Earth. Human history, since the beginning, has been tied to human access to water and, over time, the management and regulation of water and water bodies to serve human communities and states. Anthropogenic climate and environmental change are fundamentally re-writing human-water relationships, as drought, excess, and contamination of water becomes an increasingly common theme in our news cycles. This course reviews the historical thematic connections between water and humanity through the lenses of environmental and political history, and the environmental humanities. Key questions include: How have human societies attempted to regulate the movement of water and peoples in their sphere of influence? How is water tied to national poetics and international politics? How do societies react to water disasters? With a particular focus on the nineteenth century through today, this course is organized around thematic modules of rivers, groundwater, wetlands, oceans, and rain. As a global history course, this course focuses not on a linear narrative of history, but the complex historical contexts of particular case studies around the world. Students should expect to critically engage with several readings each week, submit weekly writing reflections, and a four-to-six-page critical analysis of a peer-reviewed article or scholarly case study of their choice.

HIS 300
History of Vampires

Summer-II
Online Asynchronous

Satisfies: SBS+ [DEC: F]

Thematic Categories: "Art, Ideas & Culture," "Law, Politics & Social Justice"

Instructor: Elena-Liliana Mutu-Blackstone

This course will analyze the perpetrators (the blood suckers) and their victims locked in a confrontation on the frontier between reality and imagination. For example, one specimen of vampires discussed in this course, *Vampyrus Serviensis* (the Serbian Vampire), has been alive for quite some time. It first made his appearance in the legislation of 14th century when Serbian Emperor Stefan Dusan wrote Article 20 specifically addressing the illegal burning of exhumed bodies considered undead. By the mid-1700s, as the Enlightenment was in full swing in Europe and had promised to control and define nature and bodies in a rational way, *Vampyrus Serviensis* resurfaced again in remote Southeastern European villages. The frontier of the Habsburg Empire suddenly was not safe any longer. Doctors produced a description that used modern medicinal language, but the issue remained that the exhumed bodies inspected were not decaying and, through their unexplainable freshness, threatened to contaminate Western European reason. With the 1897 publication of *Dracula* by Bram Stoker, Western European anxiety had reached new heights in terms of hoping to contain the migration of the "barbaric and archaic" that threatened the "civilized and the modern." In 1992, *Dracula*, played by Gary Oldman wearing his famous sunglasses, had become a symbol of modernity. Recently, in the 2009 Romanian movie, *Strigoi: The Undead*, the vampire became a metaphor of post-Communism when commodification of life threatened traditional village relationships. Through readings and movies, this course will reveal the multiple lives of vampires, opening with prehistorical fears of dead bodies and concluding with postmodern questions about personal value. Grading will be based on weekly course discussions, one paper comparing two books about vampires, and a brief final project.

HIS 393
Soviet Russia

Summer Session-II

Satisfies: SBS+ [DEC: I]

Online Asynchronous

Instructor: Dafina Nedelcheva

In October of 1917 in the midst of World War I, a revolutionary Marxist party seized control of Russia and against all odds it maintained power through civil war, rapid industrialization, colossal loss of life to famine and terror, Nazi invasion and the Cold War, until its remarkably bloodless collapse in the late twentieth century. What made this power grip so robust? What was Communism and how did it triumph in Russia? Who was Lenin and how did people live under Stalin? How life changed during the political and social shifts under Khrushchev and Brezhnev? What led to the transformation under Gorbachev? Why did a regime that withstood a civil war, invasion and the Cold War so easily collapsed in 1991? How has the country continued to transform under Yeltsin and Putin? This course will provide students with the knowledge and tools to answer these questions, tracing the political, social and economic history of the Soviet Union from the disintegration of the Russian Empire through the revolutionary era of Lenin and Stalinism to the height of Soviet power after the Second World War until its dissolution in 1991. No prerequisites and no prior familiarity with Russian history or language is required. The course is held entirely online, delivered asynchronously.

Course requirements: weekly writing assignments and a final paper. Students will be analyzing primary and secondary sources, including academic articles and videos in weekly Blackboard discussions - 1-2 paragraphs answering questions on assigned readings and video material and commenting on classmates' entries. Final paper (6-8 pages in length) in response to an essay question on either one of the following: 1) Solzhenitsyn, *One Day in the Life of Ivan Denisovich*, 2) Koestler, *Darkness at Noon*, or 3) the HBO Miniseries 'Chernobyl'.

Primary textbook (available for free [here](#)): [Nicholas Riasanovsky and Mark Steinberg, *A History of Russia* \(8th edition\)](#)