

HIS 380
Afro-Latin America

Summer 2023: Session I

Satisfies: SBS+ [DEC: J]

Thematic Concentrations: "Empires, Violence & Global Connections,"
"Race, Religion, Gender & Sexualities"

Online, Asynchronous

Instructor: José Manuel Baeza-Zúñiga

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 Black 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 less studied territories such as the Dominican Republic, Mexico, Panama, Colombia, 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 Brightspace.

HIS 237

Science, Technology, and Medicine in Western Civilization-I

Summer Session I

Online, Asynchronous

Satisfies: STAS

Thematic Category: "Health, Science & Environmental Change"

Instructor: Christina Hurtado-Pierson

Science, technology, and medicine shape our lives in so many ways that we barely even notice their impact. But how did we figure out the nature of the universe? What tools did we develop to help us expand our knowledge and make our lives easier? And at what point did we figure out leeches are a bad idea? Spoiler: much later than you'd think. This course will track the journey of scientific thought from pre-history to the eighteenth century. Although we will primarily focus on developments in Europe, we will occasionally incorporate knowledge from other parts of the world as they impact Western thought. We will look at works by Aristotle, Pliny, Vesalius, Copernicus, Newton, and many others to hear, in their own words, the ideas that shaped science, technology, and medicine. Students will engage with primary sources, podcasts, short videos, and readings from a textbook. Progress will be evaluated through weekly quizzes and short writing assignments, culminating on a research project.

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.

HIS 302
Environmental History in a Global Perspective

Summer-I
Asynchronous (Online)

Satisfies: STAS [DEC: H]
Thematic Categories: "Empires, Violence & Global Connections,"
"Health, Science & Environmental Change"

Instructor: Karl Nycklemoe

This course is an introduction to the field of global environmental history, the study of human-environmental relationships on a comparative or macro scale. Each module, we will review one way humanity has interacted with the world around them throughout time and space: stories of creation, agriculture, disease, industrialization, nuclear power, and the Anthropocene. By comparing how different human societies interact and react to the environment, it is possible to see how human-environmental relationships are not predetermined but formed across species and other natural phenomena. However, humans *have* become world-altering agents due to a variety of factors, beginning with agriculture and accelerated by empire and fossil fuels in the nineteenth and twentieth century. Throughout this course, students are expected to engage with interdisciplinary questions posed by environmental history. How do scholars *narrate* environmental change and human-environmental relationships? What *methods* do scholars utilize to glean information about past environments? What do different *sources* demonstrate about the materiality and cultural specificity of past environments and human societies? Course content is delivered asynchronously, with set due dates for weekly discussion boards, weekly writing responses, and a final research project on a contemporary environmental issue. This course is designed with the assumption that students may not have any previous coursework in history.

HIS 350
Africa Under Colonial Rule

Summer-I
Asynchronous (Online)

Satisfies: SBS+ [DEC: J]

Thematic Categories: "Law, Politics & Social Justice", "Race, Religion, Gender & Sexualities"

Instructor: George Osei

What was the state of Africa on the eve of European conquest? How did the colonial system operate? How did Africans respond to colonial rule? Guided by these questions, this course will examine Africa's past from the late 19th century when colonial rule officially began to the mid-20th century when several African countries gained independence. We will take a thematic as well as chronological approach to discuss the history of Africa from Africans' own perspectives. We cannot fully cover the history of such a large continent with incredible diversity and complexity in one summer session. However, we will explore several themes including resistance and resilience; tradition and modernity; women and gender; anti-colonialism and nationalism. We will read academic articles, book chapters, and watch short videos and documentaries. Course requirements will include weekly discussion posts, map activity, and a final essay. All course materials will be posted on Brightspace.

HIS 350
Africa Under Colonial Rule

Summer-I
Asynchronous (Online)

Satisfies: SBS+ [DEC: J]

Thematic Categories: "Law, Politics & Social Justice", "Race, Religion, Gender & Sexualities"

Instructor: George Osei

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HIST 263
Age of the American Revolution

Summer Session I
Asynchronous (Online)

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

Instructor: Jocelyn Zimmerman

What happens to our understandings of the American Revolution when we read texts like the Declaration of Independence alongside old maps, archaeological remains, political cartoons, letters, and even eighteenth-century erotica? This summer, forget what you know about the American Revolution. Prepare to see this moment in history through the eyes of enlightenment thinkers, small pox doctors, Indigenous Nations, proto-feminists, and free Black Haitian revolutionaries. Get ready to reflect on contemporary definitions of republicanism, liberalism, and “states’ rights” by re-visiting their eighteenth-century meanings. In this six-week summer course we will ask an abundance of questions to get a deeper understanding of the American Revolution—what it was, and what it was not. Our course objective is simply to think outside of the box. 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 blog post, will ask you to synthesize course material and posit your own reading of the event we call the “American Revolution.”

HIS 300
French Revolution in a Global Context

Summer Session II
Asynchronous (Online)

Satisfies: SBS+ [DEC: F]
Thematic Categories: "Empires, Violence & Global Connections,"
"Law, Politics & Social Justice"

Instructor: Spencer Austin

This course will delve into the international origins and global effects of the French Revolution. We will study how transnational socioeconomic and cultural exchanges gave rise to a new kind of politics—simultaneously imperial and anticolonial, democratic and authoritarian—that played out in the streets of Paris from 1789–1799. The course will explore how the French Revolution set the stage for the ideological struggles, globe-spanning wars, and breakneck social, political, and cultural changes of the nineteenth and twentieth centuries. Special consideration will be given to connections with other revolutionary events and to the development of concepts like capitalism, socialism, feminism, abolitionism, and the nation. Each student will participate in lively discussions on Zoom, craft short weekly reading responses, deliver a presentation on a Revolution-era topic of their choice, and submit evaluations of peer presentations). There will be no traditional exams, term papers, expensive textbooks, or enrollment prerequisites.

HIS 380
Conservatism and Reactionary Movements in Modern Latin America

Summer-II
Asynchronous (Online)

Satisfies: SBS+ [DEC: J]
Thematic Categories: "Law, Politics & Social Justice",
"Race, Religion, Gender & Sexualities"

Instructor: Nicolás Barrientos

The history of modern Latin American politics is highlighted by a variety of political ideologies, but Conservatives and reactionaries have generally been dismissed or labeled in simplistic categories. This course will examine various events and historical circumstances which have shaped the varieties of Conservatism and reactionary expressions Latin America has experienced, from the late 19th century to the dictatorships of the 1970s. Rather than dividing the course into separate countries, this class will be organized along several thematic axes: geopolitics, gender and sexuality, and grassroots movements. Students will read academic articles, watch lectures, and analyze primary sources. Graded assignments will include weekly quizzes and a final exam.

HIS/POL 214
Modern Latin America

Summer-II
Online Asynchronous

Satisfies GLO, SBS [DEC: J]
Thematic Categories: "Art, Ideas & Culture,"
"Empire, Violence, & Global Connections," "Law, Politics & Social Justice"

Instructor: José Miguel Munive Vargas

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 of the early 19th century to the present. While our emphasis is on social movements, politics, war, and revolutions, we will examine the cultural variables of such dynamics expressed in themes of race, nation, and gender. These concepts will also illuminate how the development of institutional systems of science, health, and education, were critical to the construction of modern Latin American nation-states. Each topic will position groups historically marginalized in national discourses, such as women, indigenous peasants, and enslaved people at the center of historical analysis. Scholarly readings and lectures will give particular attention to Argentina, Cuba, Mexico, Colombia, El Salvador, Brazil, Bolivia, and Peru. As we examine how the newly independent countries struggled to find their way into modern nations, we will enrich our study through the analysis of literary texts, photography, graphic arts, film, and music. Students will write weekly responses, and a final essay based on a primary visual or written source. No textbook is required. All the materials will be available on Brightspace.

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 238
Science, Technology, and Medicine in Western Civilization II

Summer Session II
Online Asynchronous

Satisfies DEC: H | SBC: STAS
Thematic Category: "Health, Science & Environmental Change"

Instructor: Charlotte Rossler

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 102
Modern European History, 18th c. to the Present

Summer Session II
Asynchronous (Online)

Satisfies: GLO, SBS [DEC: F]

Instructor: Bonnie Soper

This course will examine how Europe transitioned from the absolutist monarchies of the seventeenth century to the era of nation-states and world wars, ending with the fall of the Berlin Wall through discussion of major events and ideologies. These include the French Revolution and the Revolutions of 1848, industrialization, nationalism, colonialism and empire, the world wars, and the postwar welfare state. These will be interpreted through the lenses of gender, class, and ethnicity to better understand concepts such as “modernity” that shaped European culture and politics through the twentieth century. Students will submit weekly reading responses and a final paper based on lecture recordings and primary sources.