

**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.

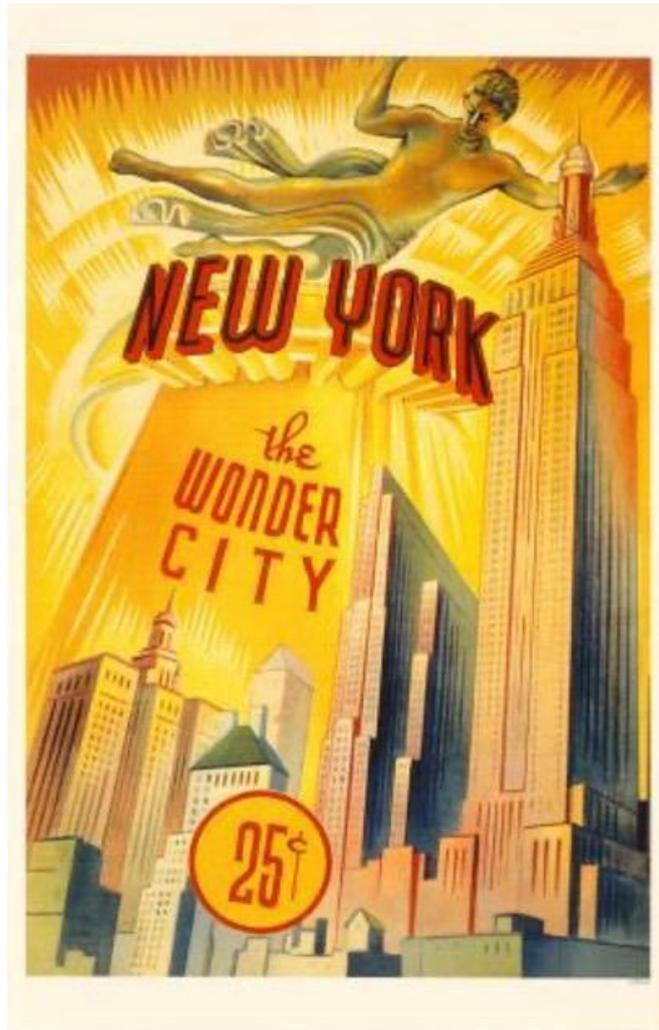


**HIS 302**  
**Global Environmental History**

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.



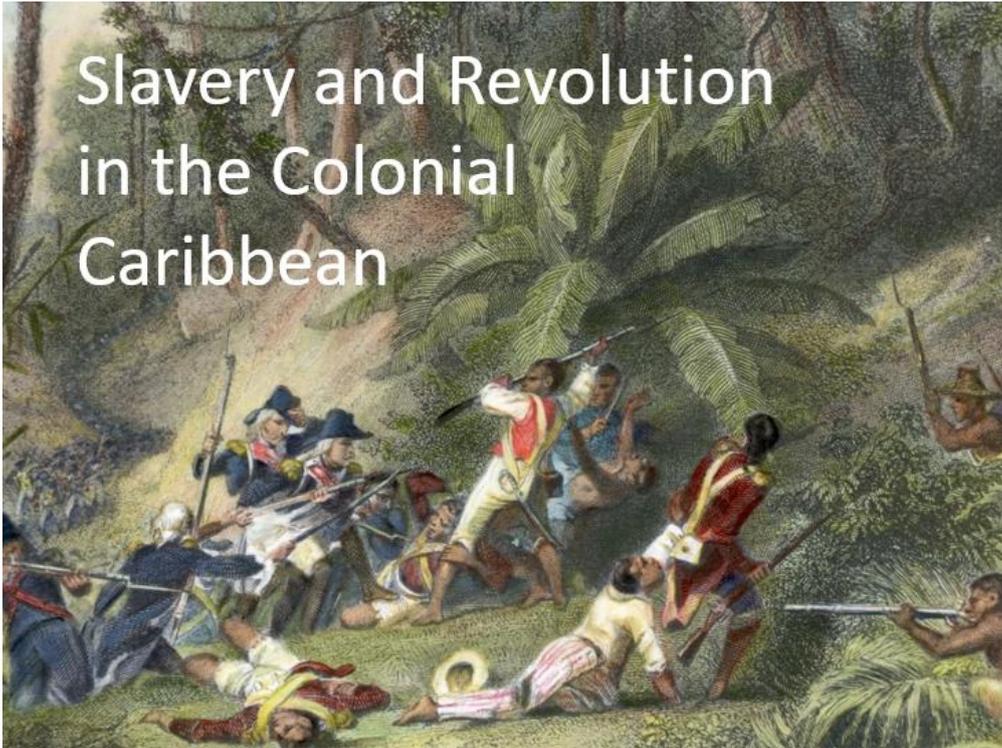
**HIS 328**  
**History of New York City**

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.