

**HIS 380**  
**Conservatism and Reactionary Movements in Modern Latin America**

Summer Session-I

Satisfies: SBS+  
Thematic Concentrations: "Arts, Ideas & Culture,"  
"Empires, Violence & Global Connections"

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 exam.

**HIS 101**  
**Ancient Mesopotamia to Early Modern Europe**

Summer Session-I

Satisfies: GLO, SBS

Instructor: Nathan Greenhaw

Online Synchronous

In this course, we will trace the rise and fall of empires, the clash of civilizations, and the formation of Mediterranean and European societies from antiquity to 1789. Students will examine primary and secondary historical sources from the ancient world (Mesopotamia, Egypt, Greece, and Rome), the Middle Ages (Latin, Greek, and Muslim kingdoms), and early modern Europe (England, France, and more) to develop the tools necessary for basic historical investigation: formulating questions, examining, gathering, and interpreting evidence, communicating your thoughts and findings to others, and ultimately organizing your work into coherent hypotheses that add something new to the conversation. In doing so, we will trace the evolution of ideas on empire, religion, culture, science, government, and even “civilization” itself to show how pre-modern peoples viewed their world and interacted with those around them. This exploration will also help students to understand how the pre-modern period was not a time marred by decline or stagnation, as has been so often articulated in previous centuries, but rather an era of immense intellectual, social, political, and cultural transformation that has shaped our world in the present day. Course expectations will be the following: students will meet for online synchronous lectures each week, accompanied by a recitation dedicated to reading and examining primary sources. Grades will be based on participation in both lecture and recitation, weekly responses to the material discussed in recitation on Brightspace, and a midterm essay and final paper.

**Modern Africa**  
HIS 221

Satisfies: GLO, SBS [DEC: J]

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

Summer I, 2025

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 398**  
**Science and Technology in the Global Cold War**

Summer Session-I

Satisfies: SBS+

Thematic Concentrations: "Empires, Violence & Global Connections,"  
"Health, Science & Environmental Change"

Online Asynchronous

Instructor: Erin Chávez

During the Cold War (1945-1989), science and technology became key fronts as the US and the USSR invested millions of dollars into scientific research as they actively competed for social, economic, technological, and cultural influence. This course adopts a transnational approach to move beyond just the US and USSR to investigate how midcentury scientific modernity influenced the culture, diplomacy, and actions of countries and international organizations around the globe. How did the pursuit of scientific and technological goals differ among countries? How did the newly emerging independent states in Africa and Asia, the rebuilding postwar Western European states, and the Eastern bloc define and pursue their own priorities of development? Among our many subjects, we will examine the growth, development, and attempts to limit the spread of nuclear weapons including the controversies over rampant nuclear testing and exposure to radiation. We will also explore the push for the peaceful uses of nuclear energy, and its global reach as inspired by Eisenhower's *Atoms for Peace* program.

Course Requirements: Weekly readings with 1-2 page reading analysis, 1 primary source analysis, 1 final paper (6-8 pages), most readings posted on Blackboard, Books: *The Cold War: A Very Short Introduction*, Robert J. McMahon

**U.S. History Since 1877**  
**HIS 104**

Summer-II

Satisfies: DIV, SBS, USA

Instructor: Dylan Gunner Jones

Online Asynchronous

This course surveys American history from the end of Reconstruction in 1877 through the end of the Biden presidency. Topics include the rise of Jim Crow; 19th and 20th-century immigration flows and legislation; economic booms and depressions; World Wars I and II and the Cold War era; civil rights, peace, labor, feminist, and LGBTQ movements; heightened border militarization and restrictions; and the social impacts of the COVID-19 pandemic. Crossing race, region, and class, this course provides a multi-perspectival exploration of the nation's enduring struggles and aspirations. Students will engage with scholarly readings, historical documents, essays, and audio/video content provided by the instructor, but should also be prepared to do independent research on subjects they find interesting under the umbrella of American History since 1877. Assessment will be based on discussion board participation, multimedia projects, and proof of experiential learning. There will also be several small written assignments to culminate in a final research project – ideally a multimedia presentation, but the instructor is open to working with individual students on what form this project will take in order to best complement their studies.

**HIS 340**  
**Women in India**

Summer-II

Satisfies: GLO & SBS

Thematic Categories: "Empires, Violence & Global Connections,"  
"Law, Politics & Social Justice," "Race, Religion, Gender & Sexualities"

Online Asynchronous

Instructor: Debjani Chakrabarty

This course examines the transformative and contentious history of Indian women in the 19th and early 20<sup>th</sup> century, focusing on the impact of British colonial rule, social reform movements, and indigenous traditions on women's lives. It explores how colonial policies and patriarchal practices shaped women's subjectivity and agency. Students will investigate key social reform movements that sought to challenge practices such as *sati* (widow immolation), child marriage, and forced illiteracy. The course will highlight the contributions of pioneering women like Pandita Ramabai and Savitribai Phule, who advocated for women's rights and education. We will also examine how women's participation in cultural movements and early nationalist movements influenced the political and social landscape of colonial India. Students will explore how caste, class, and religion influenced women's experiences, highlighting the differing opportunities and challenges faced by upper-caste women versus those from marginalized communities.

Apart from secondary historical scholarship, students will analyse primary sources, such as letters, memoirs, and colonial records, to gain insights into women's perspectives and agency. Primary sources will also include paintings, excerpts from important fictional pieces and film clips. By the end of the course, students will have a nuanced understanding of how 19th and early 20<sup>th</sup> century Indian women navigated the tensions between tradition and modernity, colonialism and nationalism, and oppression and empowerment. All resources will be provided on Brightspace. No textbook required.

## **HIS 399**

### **Public History and Memory**

Summer Session-II

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. In the process, 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 the past through primary sources – in non-academic spaces; in other words, the teaching of history outside of 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 examine a selection of chapters, articles, videos, and virtual tours. Students will be asked to submit weekly response papers based on their assignments and will have the option to participate in synchronous discussion sessions to be held on zoom. Students will also 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.

**Modern Latin America**  
**HIS/POL 214**

Summer-II

Satisfies: GLO, SBS

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

Online Asynchronous

Instructor: José Miguel Munive-Vargas

This 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 last decade of the 20th 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, class, gender, and nation. These concepts will also illuminate how peoples of indigenous and African descent, as well as a wide range of grassroots movements crucially contributed to the construction of the modern Latin American nation-states. 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 literary texts and visual sources. Students are required to participate in discussion forums and create a multimedia infographic design based on one a selected topic of the syllabus. All articles, book chapters, and primary sources will be available through Brightspace. No textbook is required.