

HIS 104
U.S. History Since 1877

Satisfies: DIV, SBS, USA [DEC: F, 4]

Online Asynchronous

Instructor: Spencer Austin

This course surveys American history from the end of Reconstruction in 1877 through the end of the Trump presidency. Topics covered include the rise of Jim Crow; varied 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 survey offers a multi-perspectival look at the enduring darkness and dreams held within the nation. Readings will be drawn from a textbook and supplementary historical documents and essays. Participation and writing in discussion sessions and completion of a final project will serve as the basis for evaluation.

Staging History
HIS300

Instructor: Christina Hurtado-Pierson

Online, Synchronous: MWF, 11AM-12PM



Who lives, who dies, who tells your story?

Theatre has the ability to bring history to life in a uniquely engaging way... but not all plays are created equal. Like any historian, a playwright chooses how they dramatize someone's life, an event, or a piece of history. Plays not only tell stories, they also teach us about the societies that create them. In "Staging History," we'll look at how theatre can document a moment in history as it happens, how it makes sense of history after the fact, and how the playwright's own experiences shape the retelling of history.

We will engage with three theatrical texts: Dion Boucicault's *The Poor of New York*, Lin Manuel Miranda's *Hamilton*, and Wole Soyinka's *Death and the King's Horseman*. We'll

read/watch/listen to each play, explore the history it covers, and try to decide what an audience (or scholar) can get out of the experience.

The class consists of three online one-hour class discussions each week to discuss the historic and artistic merits of each play. Grading will be based on participation in discussions, three short reflection papers, and one deep dive into a play of your choice.

HIS 393
Soviet Russia

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: [Nicholas Riasanovsky and Mark Steinberg, *A History of Russia* \(8th edition\)](#)

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

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

Winter 2024 Session
Online Asynchronous

Instructor: Donal Thomas

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.

HIST 300
**From ‘Macaroni’ to Cross-Dressing ‘Sapphic’:
Gender Transgression in the Eighteenth Century**

Satisfies: GLO, SBS+ [DEC: F]; WST Elective

Online Asynchronous

Instructor: Jocelyn Zimmerman

Did you know “macaroni” (yes, the same one referenced in the American song “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 why and how certain people and identities became 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 consider 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, *mannings*, *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 to posit your own reading of sex/gender transgression in the eighteenth century.