

**HIS 113**  
**America in the Atlantic World**

Satisfies: GLO, SBS, USA [DEC: F & 4]

Instructor: D. David O'Donoghue

Asynchronous Online

Since the Age of Exploration, the Atlantic Ocean has been a conduit for the movement and exchange of people, goods, and ideas among the four continents that share its waters. The colonial economy that grew around the Atlantic basin profoundly shaped indigenous, African, and European societies, for better or worse. This course examines American history from the pre-contact era to the Revolutionary War within the context of this greater “Atlantic World.” We’ll explore cross-cultural encounters and conflicts; settler-colonialism and the dispossession of Native peoples; the rise of plantation agriculture; changing labor systems (including slavery); ecological transformations; the development of capitalism; major cultural and religious currents; changing historical constructions of race, ethnicity, class, and gender; and political ideologies, including the roots of revolution and democracy. Importantly, we will analyze primary sources and consider how historians interpret American history. Students will finish the course with sharper text analysis skills, critical thinking skills, and writing skills. They will also become familiar with the growth and impact of transatlantic economies and networks as well as the outline of early American history in an Atlantic context.

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

Satisfies: STAS [DEC: H]

Instructor: Fernando Amador II  
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 the Mediterranean, the Caribbean, New England, and South Asia from ancient times to the present. We will examine the impact of nature-human interactions across the globe and how the environment is connected or separated from various political, cultural, social events and movements, such as the Columbian encounter, modern Environmentalism, and imperialism. 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 primary source analysis, discussion board engagement and choice of a final reflection or recorded podcast/video for the course. No required textbook; all the course materials will be provided.

**HIS 263**  
**Age of the American Revolution**

Satisfies: SBS, USA [DEC: K & 4]

Instructor: Kevin Marshall

Asynchronous Online

We've all heard of George Washington, Thomas Jefferson and Paul Revere, right? We're familiar with "No Taxation Without Representation," "The English are coming," and "We the People," but the American Revolution cannot, and should not, be simplified to the narrative of the same few individuals and slogans. Today, Americans venerate the constitution while hotly debating the scope of the first and second amendments, and in the eighteenth-century, ideas of freedom and individual rights were as contested as they are today. This course considers the American Revolution from a social history perspective to uncover the lived experience of those underrepresented in traditional discourse, including women, indigenous people, the enslaved, and the poor, to examine what ideas of "freedom" and "liberty" meant to them. Each week, the lectures will follow the chronological themes of causes, war, and aftermath to provide background to the week's readings. Further readings, podcasts and films will closely examine what effect the revolution had on marginalized groups of American society. Grades will be based on discussion participation, weekly short response papers, and a final essay.

**HIS 287**  
**Crime and Criminal Justice in the U.S.**

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

Instructor: Willie Mack  
Online Asynchronous

From seventeenth-century Colonial America to the George Floyd anti-police protests of 2020-21, this course will look at the evolution of the criminal justice system in United States' history. This course will ask how have criminal justice institutions – specifically policing and incarceration - evolved since the seventeenth century, and why? It will do this by interrogating the ways in which historians and other social scientists have examined the criminal justice system, paying particular attention to how this institution has reflected specific eras of U.S. history. Moving chronologically, this course will look at criminal justice in Colonial America, the Antebellum South, Reconstruction and the post Reconstruction eras, the Progressive era, World War I, the 1920s-1950s, and into the modern era of militarized policing and mass incarceration. Lastly, it will pay particular attention to how policing and incarceration have interacted with and reacted to the post 1950s civil rights movements, post-1965 immigration, and the emergence of the New Right and neoliberalism in the 1980s. This course will also incorporate a transnational aspect to assess the ways the U.S. has implemented policing and incarceration to build and sustain U.S. empire. Finally, this course will examine the legacy of the criminal justice system in the U.S. and ask students to think critically about the ways it functions in our society and impact the ways in which live. Students will be assigned weekly essays and articles to read. They will demonstrate their understanding of the material by completing weekly short writing assignments. At the end of the course, they will submit a final essay.

**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.

## **HIS 392**

### **Dungeons and Gallows: Crime in Early Modern Britain**

Satisfies: SBS+ [DEC - I]

Instructor: Brooke Franks  
Asynchronous Online

This course investigates violent and unusual crimes of early modern Britain. We will enter the dungeons and stand on the gallows of London and Edinburgh through historical records to explore how society was changing in the wake of the Protestant Reformation, the Scientific Revolution, and the Union of 1707. The course covers topics like body snatching which became common to keep up with the demand for medical cadavers as developments in the medical field exploded. It discusses the rise in infanticide as the social norms for women changed in response to the reformation and political reforms. Finally, the course includes other crimes such as murder, cannibalism, and witchcraft. The rapid social and political changes of the seventeenth and eighteenth centuries transformed the public and crown responses to crime, this course attempts to contextualize those within the age of scientific discovery, the Reformation, and the Enlightenment. The course is split into three sections (one for each week) each section having a total of three assignments made up of a short quiz, a 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 which students have 72 hours to complete.

**HIS 393**  
**SOVIET RUSSIA**  
Dafina Nedelcheva  
Winter Session  
Online course: Asynchronous

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\* \(8<sup>th</sup> edition\)](#)