HIST 18X0: Introduction to Global History
The first cornerstone course for history majors applies a broad perspective to the global past in order to illuminate how common historical patterns and processes as well as unique elements shaped the human experience. Using a thematic approach, all topical variations of this course highlight cross-cultural interactions among societies, and, when relevant, how historical processes that began centuries ago still impact the contemporary world. (Recommended for first-year and sophomore students, with a minimum of 3 credits of any history course.)

HIST 1800: Introduction to Global History – Professor Willis
This class charts the contested process of decolonization and the emergence of the "Third World" as an idea and a political project in the twentieth century. We will begin with the assumption that this was a movement that was global in its reach and its impact. Thus, we will consider case studies from across the colonized world, looking both at the ideas that motivated anticolonial resistance and the institutional practices that forged new political solidarities during the Cold War and after. Thus, we will consider the political thought of such figures as Gandhi, Guevara, Nkruma and the national liberation movements of India, Egypt, Cuba, Algeria, and more.

HIST 1830: Global History of the Holocaust and Genocide – Professor Shneer
This course will examine the interplay of history, religion, politics, culture, and psychology to try to understand why the great philosopher Isaiah Berlin called the 20th century, “the most terrible century in Western history.” Our focus will be on the Holocaust at the event that defined the concept of genocide, but we will locate this event that has come to define the 20th century with concepts such as racism, imperialism, violence, and the dehumanization of individuals in the modern world. Topics covered include Native American and Indigenous genocide; HIV/AIDS; sexual violence; and the question of “just war.”

HIST 3020: Thinking and Writing in History
This second cornerstone course for history majors centers on the essential skills all historians use. Students will advance their reading, sourcing, and research techniques, hone critical, analytical, and synthetic skills, navigate scholarly discourse, and practice historical writing. As this simultaneously satisfies the College's upper-division writing requirement, all sections involve substantial, regular, and varied writing assignments as well as instruction in methods and the revision process. All topical variations of this course are limited to maximum of 18 students in order to focus on supporting students as they learn to write - and think - like an historian. (Recommended for sophomores or juniors, HIST 3020 may be taken concurrently with, but not prior to, HIST 1800.)

Section 001: International Human Rights Courts, 1807-1900 – Professor Lovejoy
This course will look at the process surrounding Great Britain’s global effort to abolish the African slave trade and subsequent formation of some of the world’s first international courts of humanitarian effort. By looking at a global shift in the demise of slavery as a legal institution, this course will hone students reading, writing, listening and speaking skills involving primary and secondary sources. Additional components of this course will also introduce students to techniques in the Digital Humanities involving “Big Data,” historical cartography, digital exhibits and website design.
Section 002: Fighting Fascism - Professor Shneer
This seminar will trace the history of fighting fascism globally from the rise of Benito Mussolini in the 1920s, where the term 'fascism' was first coined to the recent events in Charlottesville, Virginia, where white nationalists were chanting 'Jews won't replace us.' We will tease out the differences between fascism, Nazism, white supremacism, and then organizations which espouse those ideologies like the Nazi Party, or here in the United States, the Ku Klux Klan, which ruled Colorado in the 1920s and 1930s. We will learn about tactics of violence and non-violence as manifested both in 1930s Europe and in the 1950s and 60s United States. We will engage the services of such organizations as the Southern Poverty Law Center and the Anti-Defamation League, who do this work on a day-to-day basis.

Section 003: Understanding the Vietnam War in American History – Professor Hulden
In this class, students will practice the skills of historical research and analysis through designing and partially executing a research project related to the American experience of the Vietnam War and the controversies surrounding it. Students will learn about different kinds of historical sources (oral histories, foreign policy documents, newspapers, and more) and learn to navigate historiographical debates about the Vietnam War. Class discussions will focus on the nature of historical analysis and reasoning in general and with regard to the Vietnam War in particular.

HIST 3XXX: Senior Seminars
These capstone seminars are designed for advanced history majors to pull together the skills they have honed in previous classes towards producing historical knowledge about a particular area of interest. Each course section will have a specific field of focus, and include readings and discussion in a small (18-student) seminar setting. These and other class activities and assignments will support the central goal: for each student to develop an individual research project on a topic of their own choosing, based on primary sources and related to the area of focus for that course section, and write a substantial and original paper. (Completion of HIST 3020 is required for history majors to enroll in a senior seminar.)

HIST 3113: Seminar in Medieval and Early Modern English History
News, libels and fake news: the birth of media culture in early modern England – Professor Hammer
The 16th and 17th centuries in Europe are often called the 'early modern' period, when many recognizable features of the modern world first began to emerge and proliferate. Printing reached England in the late 15th century, but printed works became increasingly pervasive in the 16th century, and even more so in the 17th century. The late 16th and early 17th century in England also saw the emergence of show biz (the commercial theater), open debate about political ideas and policies, and the growth of a news culture which tied together the British Isles, Europe and the emerging globalized world. At the same time, the royal government sought to stifle or dictate public discourse, while critics of royal policies (or of individual royal officials) tried to evade these controls. There were repeated waves of anonymous libels, songs to provide a soundtrack for resistance and the deliberate publication of 'fake news'. By the 1640s, when the controls collapsed, newsletter writers were acting like modern bloggers and the opinions which they expressed which were just as sharply polarized as anything in the modern media landscape. A decade later, the fashion began for both reading and debating politics in coffeehouses. This course explores the growth of early modern England's media culture and offers an introduction to the kinds of textual and visual sources which this new culture created. Using these sources,
students will delve into this world to write a focused research paper on a specific topic of their own choosing.

**HIST 3115: Seminar in Early American History**  
**Africans and Slavery in Colonial America – Professor Anderson**  
The first enslaved Africans arrived in Virginia in 1619, a year before the Pilgrims landed in Plymouth. Thus right from the beginning, slavery was an integral part of the history of America. This course focuses on the history of African slavery from the colonial period up to the American Revolution. Readings will address such themes as the origins of slavery, ideas about race, the transatlantic slave trade, slave labor, cultural developments, and resistance and rebellion. It will conclude by considering why slavery did not end with the founding of a nation "conceived in liberty." Students will produce research papers on a topic of their choice related to the course themes, using primary as well as secondary sources.

**HIST 3628: Seminar in Recent Chinese History**  
**Political Propaganda and Revolution in Twentieth Century China – Professor Weston**  
This seminar will focus on the rise and ongoing transformation of the “propaganda state” in China following the Chinese Communist Revolution of 1949. Political propaganda continues to have a strong presence in China today and is a critical source of power for the Communist regime in Beijing that governs the world’s second most powerful nation. Throughout the semester we will discuss what political “propaganda” is, how it differs in kind and content from culture to culture, as well as ways that it is similar across the modern world. The seminar will concentrate on China but will also look at examples from the first half of the 20th century in the United States, the Soviet Union and Nazi Germany to understand the origins of modern propaganda as a concept and practice, as well as modern propaganda regimes in a comparative framework. We will read about and discuss a wide range of mediums, including cartoons, poster art, journalism, parades and other mass choreographed events, music, theater and film, architecture, cemeteries, museums, advertising, and so forth. We will also discuss the relationship between censorship and propaganda, which might be thought of as two sides of the same coin. At the most basic level the course will explore the many ways that culture and politics have been entwined in the construction, maintenance, and reinvention of Communist state power in China.

**HIST 4806: Special Topics in American History**  
**History and Genealogy – Professor Sachs**  
This course introduces you to the historical significance of genealogy and family history in American society. Students will consider the history of genealogy and trace its relationship to nostalgia, ethnicity, regionalism, slavery, race, and national identity. From the colonial era to the present, our class will learn how and why Americans have embraced family history for varied purposes, looking at the way ideas about family, ancestry, and heritage have shifted over time to serve purposes that were personally meaningful, legally precarious, and politically fraught – sometimes all at once. Over the course of the semester, students will also engage in their own primary research into a particular family (perhaps – likely! - even their own) to produce a final paper based on a multi-generational history. The paper will not only chronicle the history of a particular family; it will also place their story within a historical context grounded in relevant secondary historiography. Throughout the semester, students will read secondary scholarship that models good family history and will work in close consultation with librarians, genealogists, and archivists to guide their primary research.
**HIST 2015: Themes in Early American History**  
*Age of Revolutions – Professor Detch*  
What are revolutions and how did they impact the many peoples who inhabited early America? Those questions are the foundation of this course, which takes an expansive chronological view of the so-called “Age of Revolutions” while addressing the ways that several different revolutionary movements altered societies and cultures throughout the Americas. From the English Revolution of 1688 until the Latin American Independence movements of the 1820s, the very concept of “revolution” changed along with societies and cultures around the world. This class provides overviews of major revolutionary movements, explores the evolution of the concept of “revolution,” and charts the influence of revolutionary movements on the peoples of early America. Students will read the works of leading historians as they study the peoples of the past whose quotidian lives often took place against a backdrop of monumental change.

**HIST 2100: Revolution in History**  
*The Russian Revolution of 1917 – Professor Hatch*  
The Russian Revolution of 1917 brought Lenin’s Bolshevik Party of Marxist revolutionaries into power and gave birth to the Soviet Union. While Marx envisioned that the victory of socialism would occur first in an advanced industrial society, Russia’s economy at the time of the revolution was still largely agrarian. Why then, did the socialist revolution happen there? To get at this question, this course will examine the long and short term causes of the revolution, looking at the history of Russian revolutionary thought, the emergence of the revolutionary movement in the century prior to 1917, Lenin’s impact on that movement, the largely unsuccessful efforts by various Tsars to fend off revolutionary challenges, and the relationship between war and revolution. How did Lenin and the Bolsheviks manage to navigate the revolutionary crisis and emerge victorious in the struggle for power that ensued after the overthrow of the last tsar, Nicholas II, in February, 1917?

**HIST 2110: History of Early Modern Societies**  
*Renaissance Italy – Professor Dauverd*  
This class is a comparative urban study of Florence and Venice and other city-states from the 13th through the 16th centuries. The Renaissance was essentially an urban, cosmopolitan movement whereby poets, architects, statesmen and artists gave new expression to the Italian cities. Italian scholars based their fresh model for society less on medieval Christianity than on the Classical world. A new structure of education, artistic depiction, political theory, and cultural representation shaped the intellectual atmosphere of the Renaissance. We will look at gender, education, art patronage, religion, cultural exchanges, festivals, and trade in our search for the Italian Renaissance mentality.

**HIST 2220: History of War and Society**  
*Section 001: Gunpowder and War 1300-1648 – Professor Paradis*  
Knights on horseback dominated European warfare in the Middle Ages and even inspired a code of conduct and social paradigm: chivalry. With the adoption of gunpowder weapons and with the inclusion of the middle and lower classes in warfare, the chivalric ethos adapted, coexisted, sometimes even disintegrated as warfare became increasingly lethal, complex, and destructive by the early 1600s. This course examines a broad range of topics related to the adoption of gunpowder weapons and their impact on society before, during, and immediately after the Renaissance.
Section 002: World War II in Asia and the Pacific – Professor Wei

For Asia, World War II began with the Mukden Incident (1931), resulting in Japanese domination of Manchuria and leading to a full-scale war between China and Japan in 1937. Only after the Japanese attacked the U.S. Pacific fleet at Pearl Harbor four years later did the United States enter the war. This course discusses the various socio-economic and political factors leading to the war in Asia, examines the nature of the conflict in Asia and in the Pacific, and assesses the legacy of the war for all those involved.

History 2326: Issues in the History of U.S. Society and Culture

Environmental History in Action – Professor Brackett

How can history help answer local needs and preserve community stories in the face of urban growth and climate change? Join the Boulder Apple Tree Project in researching the history of Boulder’s historic apple trees to inform planning and preservation decisions around local agriculture. In this course, you will gain qualitative, interdisciplinary skills in oral history, mapping, and archives, on topics such as gender, animals, agriculture, and water. Students will share their findings with community partners and CU scholars at a public symposium. Partners include the Maria Rogers Oral History Program, the Museum of Boulder, and Boulder County neighborhood organizations and gardens. No history experience is required.