

Academic Area: History

CISAustralia is a leading provider of overseas study, intern, and volunteer programs for Australian university students. We pride ourselves in providing personally and academically engaging programs in each of our carefully chosen overseas locations.

CISAustralia is committed to working closely with partner universities in Australia and providing students with academic credit towards their degree for any overseas study, volunteer or intern experience. Over 98% of CISAustralia participants receive academic credit from their Australian university for their CISAustralia study, volunteer or intern program.

Please find the following subjects and associated programs related to History. (Please note: For exact program dates and subject offerings for programs with multiple sessions, please visit the specific program web pages).

July in Aix-en-Provence, France

[\(Click to view course and program details\)](#)

ARCHAEOLOGY OF ANCIENT PROVENCE – ARC/ARH/FRE 331A – 3 credits

A survey of the different archaeological cultures and civilisations that flourished in the Western Mediterranean basin. Typically includes excursions to sites in Provence.

FRANCE DURING THE OCCUPATION: 1939-1945 - HIS/COM 314A – 3 credits

This course studies the representations of France during World War II in history, literature and media, in both the Occupied and Unoccupied Zones, the German presence, the government in Vichy and the Resistance. Includes field studies to regional sites.

July in Barcelona, Spain

[\(Click to view course and program details\)](#)

ARCHITECTURE AND URBAN DESIGN: THE BARCELONA EXAMPLE - ARCH 301 – 3 Credits

Taught in English or Spanish. This course takes an analytical look at the present-day cosmopolitan city of Barcelona politically, economically and socially and looks back through over 2000 years of history to see how it has taken shape. This course will reflect on the definitive events in the history of Barcelona and how they have shaped today's society. Special attention will be focused on its urban development and its reflection in how we interact with the city today. We will determine which historical events most impacted the

transformation of this Catalan capital city's physical, architectural and cultural heritage, and discuss the importance of its location in the Mediterranean.

SPORTS AND SOCIETY IN SPAIN AND CATALONIA - IS 320 – 3 Credits

Taught in English or Spanish. This course will examine various aspects of the relationship between sport and society in Spain, with a particular emphasis on sports with a long tradition in Catalonia. We will examine both the impact of sport on Spanish society and the influence of society on the practice of sport in Spain. The course begins with a consideration of general theoretical questions in the study of sport before moving on to an account of the historical development of sports in Spain in general and in Catalonia in particular. We also examine the reciprocal influences of sport violence, gender, race and ethnic and national identities in Spain.

GREAT 20TH CENTURY ARTISTS: PICASSO, DALI, MIRO - AH 340 – 3 Credits

Taught in English or Spanish. The course is centered on surrealist theory and how these theories were manifested in artistic works. The theories and poetry of Andre Breton and Sigmund Freud form the basis for the analysis of visual works by a selection of painters and sculptors but focusing on the works of Miró, Dalí and Picasso primarily, and how Catalonia influenced their works. Students will study both Breton's Manifesto of Surrealism and Freud's The Interpretation of Dreams and how the artists conformed to or rejected, the artistic tradition where their background comes from. Other questions to be explored are:

- What level of interaction existed with international artists?
- What elements of their personal lives were portrayed in their works?
- What stories of Spanish and Catalan history are told through their art?
- What elements could we find in nowadays art?

The course will take advantage of the museums of Barcelona to use the city as a classroom by including some guided tours throughout the term.

CONTEMPORARY SPANISH SOCIETY: FROM DICTATORSHIP TO DEMOCRACY - SPAN 350 – 3 Credits

Taught in English or Spanish. Why are Spaniards currently exhuming mass graves of the Civil War? How can the country tolerate an unemployment rate of 20 percent? Why has Catalan and Basque nationalism dominated politics for decades? Why does a country with a historic reputation for machismo boast such progressive laws on gender and gay marriages? How come political corruption remains so prevalent? This course examines political and social issues relevant to Spaniards today. It begins by discussing recent history in order to contextualize the major themes of the past few decades. It then moves to those subjects that emerged out of the transition to democracy – regionalism, terrorism, and linguistic pluralism – and still account for many of the peculiarities of Spanish politics. The second half of the course analyzes "Spain's Second Transition" under José Luis Rodríguez Zapatero by focusing on immigration, Islamic fundamentalism, foreign policy, gender and family relations, historical memory, political corruption, and the economic crisis. The course is

multi-disciplinary, consisting of a mixture of readings from political science, history, and cultural studies. Each session will consist of a lecture and a class discussion.

July in Chicago, IL, USA

[\(Click to view course and program details\)](#)

U.S. HISTORY UNTIL 1865 - HIST 211 – 3 US Credits

This course is an introduction to the history of the United States from the colonial era through the Civil War.

U.S. HISTORY SINCE 1865 - HIST 212 – 3 US Credits

This course is an introduction to the history of the United States from the colonial era through the Civil War. Students will demonstrate an understanding of Native American societies, the impact of European colonization, the creation and evolution of democratic institutions in a multicultural society, the geographic expansion of the United States, and the impact of slavery.

CLASSICAL MYTHOLOGY - CLST 271 – 3 US Credits

This course focuses on Greek and Roman literature involving myth and how ancient and modern peoples use traditional narratives, characters, images and conceptions to explore, explain, and experiment with ideas about themselves and their surroundings in their historical, social, cultural and intellectual contexts. Students should be able to demonstrate knowledge of the fundamental myths of the ancient Greek and Roman world, their language and possible meanings, and how myth reflected important collective and individual concerns, values, beliefs, and practices then, even as modern myth does now.

July in Cusco, Peru

[\(Click to view course and program details\)](#)

CULTURAL HERITAGE CONSERVATION – 3 Credits (48 hours)

This course demonstrates to students the importance of cultural heritage in our contemporary world. They will study procedures and policies designed to conserve culturally significant buildings and landscapes. Topics addressed by the course include: heritage site registration and cataloguing, UNESCO Heritage Conservation Charters, and principal restoration and conservation techniques. In Cusco, once the capital of the Inca Empire, a number of conservation projects remain ongoing. Students will visit archaeological and historical sites, in order to see for themselves how such theoretical knowledge is applied in practice.

HISTORY OF LATIN AMERICAN CINEMA – 3 Credits (48 hours)

Taught in English or Spanish. This course introduces students to the world of Latin American cinema, from the early influence of the Italian neorealist movement to contemporary

expressions of the seventh art across many of the countries of this unique region. It will also help students to find in Latin American cinema clues for an understanding of different realities, and to construct meaningful comparisons with their own culture, while engaging in personal reflection.

ART AND DESIGN IN CUSCO – 3 Credits (48 hours)

This course offers students a unique opportunity to experience cultural immersion and develop their personal artistic creativity. Along with lectures on the art history of Cusco and a range of contemporary art forms, they will be invited to participate in a number of field trips to museums, churches, art studios, cultural institutions, galleries and fairs. By the end of the course, students will have completed their own individual or group art projects, based on their experiences in Cusco.

HISTORY OF PERUVIAN CUISINE – 3 Credits (48 hours)

In this course students will learn about the importance of ancestral knowledge dating back to the varied and healthy diet of the Incas and earlier Andean cultures, the remarkable biodiversity of native crops such as corn and potatoes, and about cooking and food preservation methods. They will also gain insight into the impact of Old World influences following the arrival of the Spanish, and in the wake of a series of migrations throughout the 19th and the 20th centuries. Field trips will enable students to explore the rich cultural history underpinning Peru's dynamic gastronomic tradition.

HEALING AND SHAMANISH IN ANDEAN AND AMAZONIAN CULTURES – 3 Credits (48 hours)

This course introduces students to ancient and current traditional healing and shamanic practices and beliefs in the Andean and Amazonian worlds, focusing upon their origins in the pre-Columbian period and their development over time. We will discuss traditional concepts of health and illness, the roles and status of ritual specialists in native societies, the importance of sacred and medicinal plants and other natural resources, and the interaction of ancient Andean heritage with the contemporary cultural context of modern Peru. Field trips will enable students to experience firsthand traditional healing and healing-related practices.

CONTEMPORARY SOCIETY AND CULTURE OF PERU – 3 Credits (48 hours)

Taught in English or Spanish. This course allows students to explore and understand Peruvian society today as the result of a series of historical, anthropological and sociological processes and transformations. This exciting journey through Peru's past and present begins with the historical background (pre-Inca and Inca cultures, European colonization and independence), providing a pathway to a better understanding of current Peruvian politics and the nation's economy, spirituality, social conflicts and environmental challenges. A wide range of field trips, ranging from government institutions to informal markets, will introduce participants to different aspects of daily life in Cusco.

HISTORY AND CULTURE OF THE INCAS – 3 Credits (48 hours)

Taught in English or Spanish. This course introduces students to the most renowned of all pre-colonial South American societies, enabling them to explore its history in the heartland of the Inca state: the ancient capital city of Cusco. The course covers key aspects of the social structure, political development, economy, technology, religion and spirituality of the Incas. The central aim of the course is to guide students towards a deeper understanding of this extraordinary non-Western culture and its role in world history. Visits to archaeological sites and museums are included.

July in Florence, Italy

[\(Click to view course and program details\)](#)

HISTORY OF THE MAFIA – LACMHM380 – 3 Credits

This course discusses the origins and development of the Mafia in the context of Italian politics, economics and society from the nineteenth century to the present day. It analyses the nature of Mafia activities and their international relevance. Special focus will be given to judicial procedures against the Mafia and the experiences of key individuals and groups contrasting their illegal activities.

HISTORY OF THE ITALIAN RENAISSANCE - LAHSIR330 – 3 Credits

This course explores the meaning of the term "Renaissance" when applied to the period of Italian history from circa 1350 to 1550. The subject will be approached from a variety of standpoints: social, political, economic, intellectual, scientific, and artistic. The focus will be on the concept of Italian Renaissance Humanism and on the relationship between art and society during this period. Lectures will be supplemented by a number of visits to key historical sites in Florence. Field activities and museum visits are an integral part of the course.

INTRODUCTION TO ART HISTORY - LAAHAH210 – 3 Credits

This introductory art history course will take students through Italian and European art from the classical Greek and Roman periods up to and including the eighteenth century. Special emphasis will be given to Florentine and Italian art of the thirteenth and fourteenth centuries and to the "Golden Age" of the Renaissance. The course is aimed at students who have not taken a history of western art course before. Lectures will alternate with on-site teaching in Florence including architectural walking tours and visits to relevant museums, churches, and palaces.

INTRODUCTION TO RENAISSANCE ART - LAAHIR220 – 3 Credits

This introductory course is intended for students who have little to no background in the history of Western Art. Before examining the beginnings of Renaissance art that took flourish in Florence in the fifteenth century, students will be given a broad overview of Greek and Roman art and architecture, whose emulation is fundamental to understanding the cultural revolution of the Renaissance. Through on-site visits to medieval churches and

palaces in Florence, students will early on become familiar with the Romanesque and Gothic styles in which the first Renaissance painters, sculptors, and architects found their roots and from which they were to dramatically diverge. As site-visits are a significant part of this course, the focus will be on Florentine artists such as Masaccio, Donatello, Brunelleschi, Fra Angelico, Botticelli, Leonardo da Vinci, and Michelangelo. By way of comparison, consideration will also be given to other important centres of art in Italy such as Venice, Siena, and Ferrara. In addition to analysing the style and subject matter of works of art, students will learn about the techniques of painting and sculpture and comparisons will be made with techniques in other countries during the same period, for example the use of oil paints in Flemish painting.

ITALIAN CIVILIZATION AND CULTURE: HISTORY AND RELIGION – LAHSCC285 – 6 Credits

This field learning course engages the student in topics related to Italian civilization and culture through direct experience and on-going research. Places of historic, archaeological, artistic, architectural, religious, and culinary importance will be introduced on-site as students are guided by the instructor to contextualize an interdisciplinary understanding of Italy. The 3-week course focuses on three distinct areas of geographic interest in Italy: Northern Italy and its relationship to Europe; Southern Italy's proximity to Middle Eastern and Mediterranean cultures; and Central Italy's cultural dominance due to the Etruscan, Roman and Renaissance influence. Pre-course research is required through the analysis and study of designated resources and bibliographies. On-site fieldwork and assessment are conducted on a daily basis between the instructor and students. Discussion, recording and presentation are essential forms of re-elaborating the course topics. The course addresses diverse historic periods of civilizations, church and state, political movements and the development of the country from empire to unified state. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching. Field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process. + 150 field learning hours.

CULTURAL INTRODUCTION TO ITALY - GSANCI202 – 3 Credits

The study of Italian culture helps the student to acquire a deep awareness of both cultural unity and regional diversity. This course is intended to provide students with an in-depth introduction to Italian culture and to broaden one's awareness and understanding of the role of cultural heritage in customs and lifestyles. Lectures will provide students with an organized, focused, and academic understanding of Italian history, art, architecture, food,

religion, and culture. The course provides additional enrichment through basic notions of Italian language and terminology along with assigned readings and a final paper. On-site teaching is a significant part of this course and is aimed to provide the student with an incomparable experience of studying important sites of artistic architectural and social relevance in present-day Italy. Students are encouraged to observe the sites through active participation and to discuss their observations using specific and analytic social assessment skills. This course includes an Italian language component for beginning-level students.

DANTE ALIGHIERI'S FLORENCE: READINGS AND CULTURAL WALKS – ISISDF340 – 3 Credits

This course will examine excerpts of Dante Alighieri's greatest passages from the Divine Comedy and other works in relation to the space and history of Florence. Textual analyses will be performed, unpacking the dense symbolism and motifs reflective of the intellectual and moral climate during 14th century Florence. Students will visit churches, piazzas, and palaces within the city and will examine these locations in the context of Dante's life and surrounding controversy, the accusations and denunciations in his writings, the physical descriptions of the city and the characters and historical figures present in his works. This course includes an Italian language component for beginning-level students.

HISTORICAL PERSPECTIVES IN CHEMISTRY – SMCHHC470 – 3 Credits

Throughout history, science and chemistry have shaped the evolution of the world. This course follows the emergence of chemistry as a discipline throughout the ages, particularly from an Italian perspective and how it has been influenced by politics, morality and society. Lessons will include a survey of renowned Italian scientists and their ground-breaking contributions that subsequently shaped the course of history and the field of chemistry as we know it today. Students will gain a working knowledge of the history and techniques used in the analysis and transformation of matter, and become familiar with the Periodic Table of Elements and the bonding of molecules.

July in London, England

[\(Click to view course and program details\)](#)

JACK THE RIPPER'S LONDON: MYTH, REALITY, AND THE LONDON VICTORIAN METROPOLIS - 4HIST008X – Class Level 4

The class aims to provide the student with an informed understanding of the social, cultural and economic context of the Whitechapel murders that occurred in the 1880s. Assessing the wider history of Victorian London, and focusing upon the 1880s in particular, students will learn about class, poverty, wealth, religion and culture in late Victorian London. Students will also learn about the Ripper murders and their effects in the metropolis, and consider why the murders continue to exercise fascination to this day.

LONDINIUM TO THE BLITZ: LONDON THROUGH ITS MUSEUMS - 4HIST009X – Class Level 4

London is one of Europe's greatest cities, with a fascinating history stretching back over two thousand years. Originally built by the Romans, it has endured a long history of war and civil

war, fire, famine and plague. It has survived aerial bombardment and terrorism, yet remains a fascinating mosaic of distinct villages, which has given shelter to successive generations of those fleeing persecution and poverty in other lands. It is home to the British monarchy and British parliament, and is the cockpit of British life and culture.

This class aims to offer an introduction to a new history of London and to the specialism of 'public history', based in part on recent archaeological research and visits to London museums. The class thus aims to provide students with the knowledge and skills to evaluate how and how well the history of London is presented to audiences of non-historians.

MONARCHY – A ROYAL HISTORY OF LONDON - 4HIST007X – Class Level 4

This course examines London as the historical setting for monarchy and national ceremonial. As such the course considers Royalty's central place in British life and examines how its purpose and function have changed over the centuries. It also investigates Royalty's influence on British history and society and its impact on government, culture and science. Finally the course will consider how the monarchy has adapted – and continues to adapt – to changing times and how critics react to it.

LONDON: CULTURE CAPITAL OF THE WORLD - 4JRNLO07X – Class Level 4

This module offers students an introduction to the arts, entertainment, fashion, architecture and history that have made London the world's most influential and vital cultural hub. Why see Paris and die when you can see London and live? How did London become the world capital of music, art, fashion, design, theatre, film, architecture, and so much else? From rock legends to the Royal Opera, Shakespeare to shock art and cathedrals to Canary Wharf, this module describes how London emerged from the ashes of war to become the most vibrant and culturally rich city on earth. It aims to give students an overall appreciation of London culture and to teach them the skills they need to write fluent, confident and relevant reviews across a variety of arts and entertainment genres. It will also give students an introduction to the various ways the arts are covered across all media platforms and to the work of some key London artists, designers and performers.

July in Los Angeles, CA, USA

[\(Click to view course and program details\)](#)

AF AMER M107. CULTURAL HISTORY OF RAP – 5 US Credits

Lecture, four hours; discussion, one hour. Introduction to development of rap music and hip-hop culture, with emphasis on musical and verbal qualities, philosophical and political ideologies, gender representation, and influences on cinema and popular culture.

AN N EA 10W. JERUSALEM: HOLY CITY – 5 US Credits

Lecture, three hours; discussion, one hour. Enforced requisite: English Composition 3. Not open for credit to students with credit for course 12W. Survey of religious, political, and cultural history of Jerusalem over three millennia as symbolic focus of three faiths: Judaism,

Christianity, and Islam. Transformation of sacred space as reflected by literary and archaeological evidence through examination of testimony of artifacts, architecture, and iconography in relation to written word. Study of creation of mythic Jerusalem through event and experience. Satisfies Writing II requirement.

AN N EA M103A. HISTORY OF ANCIENT EGYPT – 4 US Credits

Lecture, three hours; discussion, one hour (when scheduled). Course M103A is not requisite to M103B. Designed for juniors/seniors. Political and cultural institutions of ancient Egypt and ideas on which they were based. Chronological discussion of Prehistory, Old and Middle Kingdom.

ANTHRO 124S. EVOLUTION OF HUMAN SEXUAL BEHAVIOR – 4 US Credits

Lecture, three hours; discussion, one hour. Recommended requisite: course 7. Examination of human sexual relations and social behavior from evolutionary perspective. Emphasis on theories and evidence for differences between men and women in their patterns of growth, maturation, fertility, mortality, parenting, and relations with members of opposite sex.

ARCH&UD 10B. HISTORY OF ARCHITECTURE AND URBAN DESIGN: BAROQUE TO CONTEMPORARY MOMENT – 5 US Credits

Lecture, three hours; discussion, one hour; outside study, 11 hours. Survey of architectural and urban history from baroque to contemporary moment that covers significant buildings, spaces, artifacts, and theories of modernism. Architecture performs as reflection of cultural, sociopolitical, philosophical, and technological transformations in world history. Stylistic genres, applied terminology, seminal texts, and alternative historiographies that apply to design of built domain that ranges in scale from details to cities. While canon of Western tradition remains overall focus, weekly thematic categories provide variety of conduits for addressing architecture and urban design in global context.

ART HIS M110A. ART AND ARCHITECTURE OF ANCIENT EGYPT, PREDYNASTIC PERIOD TO NEW KINGDOM – 4 US Credits

Lecture, three hours. Study of architecture, sculpture, painting, and minor arts during Predynastic period and Old Kingdom.

ART HIS 132. SELECTED TOPICS IN CONTEMPORARY ART – 4 US Credits

Lecture, three hours. Requisite: course 23. Changing topics in contemporary art (post-1945) that reflect interests of individual regular and/or visiting faculty members.

ART HIS 133D. ARCHITECTURE IN U.S – 4 US Credits

Lecture, three hours; discussion, one hour. Introduction to architecture built in U.S. over last 5,000 years. Architecture as vehicle for political and cultural authority, citizenship, ethnic and social identity; its role in defining place and our relationship to natural environment and as vehicle for asserting human control over natural world; its place in world of work and commerce; and its status as professional and aesthetic pursuit.

ART HIS C142B. LATIN AMERICAN ART OF 20th CENTURY – 4 US Credits

Lecture, three hours; discussion, one hour (when scheduled). Mainstream modern and contemporary art and architecture of selected Latin American countries, including both modernist and postmodernist forms, considered in context of social and political concerns, both national and international. Concurrently scheduled with course C242B.

ART HIS 154B. LATER ART OF INDIA – 4 US Credits

Lecture, three hours. Not open to freshmen. Survey of Indian art from 10th to 19th century. Decline of Buddhist art, last efflorescence of Hindu architecture, Muslim painting and architecture, and Rajput painting.

ASIA AM 10. HISTORY OF ASIAN AMERICANS – 5 US Credits

Lecture, three hours; discussion, one hour. Not open for credit to students with credit for course 10W. Multidisciplinary examination of history of Asians and Pacific Islanders in U.S.

CHICANO 10A. INTRODUCTION TO CHICANA/CHICANO STUDIES: HISTORY AND CULTURE – 5 US Credits

Lecture, three hours; discussion, one hour. Interdisciplinary survey of diverse historical experiences, cultural factors, and ethnic/racial paradigms, including indigenesness, gender, sexuality, language, and borders, that help shape Chicana/Chicano identities. Emphasis on critical reading and writing skills.

CLASSIC 20. DISCOVERING ROMANS – 5 US Credits

Lecture, three hours; discussion, one hour. Knowledge of Latin not required. Study of Roman life and culture from time of city's legendary foundations to end of classical antiquity. Readings focus on selections from works of ancient authors in translation. Lectures illustrated with images of art, architecture, and material culture.

DANCE 13. BEGINNING BALLET – 2 US Credits

Studio, three hours. Beginning-level study of world arts practices originating from Europe and extending to cultures of European diaspora, including U.S. Variable topics, such as flamenco, Balkan folk dances, and classical ballet, in cultural and historical context.

Introduction to and survey of foundations for movement practice of ballet. With focus on stability in core, activity radiates from basic ballet barre work, toward precise center work, and finally through sweeping traveling phrases. Rhythm, movement quality, and artistry considered simultaneously with standard ballet articulation.

ETHNMUS 50A. JAZZ IN AMERICAN CULTURE: LATE 19th CENTURY THROUGH 1940s – 5 US Credits

Lecture, four hours; discussion, one hour. Course 50A is not requisite to 50B. Survey of development of jazz in American culture. Discussion of different compositional/performance techniques and approaches that distinguish different sub-styles of jazz from one another, as well as key historical figures that shaped development of jazz from its early years through modern jazz. Important historical social issues

(segregation, Depression, World War II, Civil Rights Movement) that intersect with history of U.S. and jazz music.

ENGL 70. MEDIEVALISMS: MEDIEVAL LITERATURE AND CONTEMPORARY – 5 US Credits

Lecture, four hours; discussion, one hour; Requisite: satisfaction of Entry-Level Writing requirement. Not open for credit to English majors or students with credit for any course in the 140 series. Introduction to medieval texts juxtaposed with modern texts and media to analyze how and why the medieval (in form of crusade, quest, romance, world-construction, etc.) is continually reproduced and transformed in large scale popular productions, novels, film, and television. Textual focus on medieval works in comparison to analysis of 20th- and 21st-century works may include Beowulf, Sir Gawain and the Green Knight, Le Morte Darthur, Lord of the Rings, Game of Thrones, and Harry Potter.

ENGL 149. MEDIEVALISMS – 5 US Credits

Lecture, four hours; discussion, one hour (when scheduled). Enforced requisites: courses 10A, 10B. Exploration of postmedieval production of Middle Ages as period for scholarly study, tactical premodern other to modern and contemporary, and commodity continually reinvented by postmedieval writers, artists, and popular media. Topics may include 19th-century production of medieval studies and its links to nationalism, notable medievalists and their work, and uses of Middle Ages in popular culture from Umberto Eco to Tolkien, Robin Hood, Arthur, and Merlin. May be repeated for credit with topic or instructor change.

ENVIRON M132. ENVIRONMENTALISM: PAST, PRESENT, AND FUTURE – 4 US Credits

Lecture, three hours; discussion, one hour. Exploration of history and origin of major environmental ideas, movements or countermovements they spawned, and new and changing nature of modern environmentalism. Introduction to early ideas of environment, how rise of modern sciences reshaped environmental thought, and how this was later transformed by 19th-century ideas and rise of American conservation movements. Review of politics of American environmental thought and contemporary environmental questions as they relate to broader set of questions about nature of development, sustainability, and equity in environmental debate. Exploration of issues in broad context, including global climate change, rise of pandemics, deforestation, and environmental justice impacts of war.

FILM TV 6A. HISTORY OF AMERICAN MOTION PICTURE – 6 US Credits

Lecture/screenings, eight hours; discussion, one hour. Historical and critical survey, with examples, of American motion picture both as developing art form and as medium of mass communication.

FILM TV 106C. HISTORY OF AFRICAN, ASIAN, AND LATIN AMERICAN FILM – 6 US Credits

Lecture/screenings, eight hours; discussion, one hour. Critical, historical, aesthetic, and social study -- together with exploration of ethnic significance -- of Asian, African, Latin American, and Mexican films.

FILM TV 122D. FILM EDITING: OVERVIEW OF HISTORY, TECHNIQUE, AND PRACTICE – 4 US Credits

Lecture, three hours. Practical application of film editing techniques, how they have evolved, and continue to evolve. Examination of history of editing, as well as current editing trends, terminology, and workflow.

GENDER M114. INTRODUCTION TO LESBIAN, GAY, BISEXUAL, AND TRANSGENDER STUDIES – 5 US Credits

Lecture, three hours; discussion, one hour. Introduction to history, politics, culture, and scientific study of lesbians, gay men, bisexuals, and transgendered people; examination of sexuality and gender as categories for investigation; interdisciplinary theories and research on minority sexualities and genders.

GEOG 4. GLOBALIZATION: REGIONAL DEVELOPMENT AND WORLD ECONOMY – 5 US Credits

Lecture, three hours; discussion, one hour. Economic geography explores spatial distribution of all forms of human productive activity at number of geographical scales -- local, regional, national, and global. Key theme is impact of increasingly powerful global economic forces on organization of production.

GEOG M115. ENVIRONMENTALISM: PAST, PRESENT, AND FUTURE – 4 US Credits

Lecture, three hours; discussion, one hour. Exploration of history and origin of major environmental ideas, movements or counter-movements they spawned, and new and changing nature of modern environmentalism. Introduction to early ideas of environment, how rise of modern sciences reshaped environmental thought, and how this was later transformed by 19th-century ideas and rise of American conservation movements. Review of politics of American environmental thought and contemporary environmental questions as they relate to broader set of questions about nature of development, sustainability, and equity in environmental debate. Exploration of issues in broad context, including global climate change, rise of pandemics, deforestation, and environmental justice impacts of war.

GERMAN 56. FIGURES WHO CHANGED WORLD: COSMOPOLITANISMS WITHIN A GLOBAL CONTEXT – 5 US Credits

Lecture, three hours; discussion, one hour. Introduction to strains of German philosophy and political thought that focus on cosmopolitanism. Exploration of different historical and philosophical engagements with cosmopolitan projects.

HIST 9D. INTRODUCTION TO ASIAN CIVILIZATIONS: HISTORY OF MIDDLE EAST – 5 US Credits

Lecture, three hours; discussion, two hours. Introduction to history of Muslim world from advent of Islam to present day.

HIST 114A. HISTORY OF ROME TO DEATH OF CAESAR – 4 US Credits

Lecture, three hours; discussion, one hour (when scheduled). Designed for juniors/seniors. Emphasis on development of imperialism and on constitutional and social struggles of late republic.

HIST 119D. TOPICS IN MEDIEVAL HISTORY – 4 US Credits

Lecture, three hours; discussion, one hour (when scheduled). Designed for juniors/seniors. Special topics in history of Middle Ages, including religion in society, justice and law, politics of war and diplomacy, economic upheaval and renewal, and cultural representations. May be repeated for maximum of 16 units with topic and/or instructor change.

HIST 140C. 20th CENTURY U.S HISTORY SINCE 1960 – 4 US Credits

Lecture, three hours; discussion, one hour (when scheduled). Designed for juniors/seniors. History of political, social, and diplomatic developments that have shaped U.S. since 1960.

HIST M154. HISTORY OF CALIFORNIA – 4 US Credits

Lecture, three hours; discussion, one hour (when scheduled). Designed for juniors/seniors. Economic, social, intellectual, and political development of California from earliest times to present.

LING 1. INTRODUCTION TO STUDY OF LANGUAGE – 5 US Credits

Lecture, three hours; discussion, one hour. Summary, for general undergraduates, of what is known about human language; unique nature of human language, its structure, its universality, and its diversity; language in its social and cultural setting; language in relation to other aspects of human inquiry and knowledge. P/NP or letter grading.

MSC HST 5. HISTORY OF ROCK AND ROLL – 5 US Credits

Lecture, four hours; discussion, one hour. Analysis of forms, practices, and meanings of rock and roll music, broadly conceived, from its origin to present. Emphasis on how this music has reflected and influenced changes in sexual, racial, and class identities and attitudes.

MST HST 12W. WRITING ABOUT MUSIC – 5 US Credits

Lecture, four hours; laboratory, one hour. Enforced requisite: English Composition 3 or 3H or English as a Second Language 36. Emphasis on learning specific skills, incorporating technical description, historical contextualization, subjective reaction, and certain stylistic conventions necessary in writing about music. Satisfies Writing II requirement.

MSC HST M137. LESBIAN, GAY, BISEXUAL, TRANSGENDER AND QUEER PERSPECTIVES IN POP MUSIC – 5 US Credits

Lecture, four hours; discussion, one hour. Survey of English-language popular music in 20th century, with focus on lesbians, gay men, and members of other sexual minorities as creators, performers, and audience members.

MUSC 188. SPECIAL COURSES IN MUSIC: FROM FINGERPICKERS TO METALHEADS: HOW GUITAR CONQUERED THE WORLD – 4 US Credits

Study takes closer look at how guitar has become most popular instrument in world. Focus on examination of characteristics of selected popular guitar styles. Questions addressed include what makes guitar so appealing and versatile; and what differences and similarities are between each style and how they can be distinguished. These and other questions answered as students look at how this instrument developed within styles such as flamenco, mariachi, rock, blues, and heavy metal. Students also look at social, economic, and political role guitar plays in style culture. Other topics include guitar construction, and role of gender in guitar playing including important contributions by women guitarists. Includes live demonstrations, analysis of each style, and discussions. Study designed so students of any level may gain new insights and develop understanding of guitar. No previous guitar or musical experience required.

PHILOS C119. TOPICS IN MODERN PHILOSOPHY: RELATIONSHIP OF MIND AND BODY IN EARLY MODERN PHILOSOPHY – 4 US Credits

Lecture, three hours; discussion, one hour. Preparation: one philosophy course. Selected topics in one or more philosophies of early modern period, or study in single area such as theory of knowledge or metaphysics in several philosophies.

Students learn how Descartes and Spinoza thought about relationship between mind and body in humans. Their approach to mind-body problem differs from 20th- and 21st-century approach in which consciousness plays major role. These early modern philosophers struggled with questions that arise from observation that mind appears to be thing that acts in some ways independently of body. Investigation of their answers to questions including in what way mind has special relationship to particular body and not to other bodies; grounds on which one knows that body exists; whether mind can interact with body or not; and what human emotions are, and how they dependent are on mind-body relationship. Examination of two Descartes and Spinoza systematic answers to these questions. Students improve skills in interpreting difficult and interesting texts; and learn how to work in philosophical framework, which might be very different from one they are used to.

PHILOS 185. MAJOR PHILOSOPHERS OF 20TH CENTURY: LUDWIG WITTGENSTEIN AND PHILOSOPHICAL INVESTIGATIONS – 4 US Credits

Lecture, three hours; discussion, one hour. Preparation: two philosophy courses. Study of writings of one or more major modern philosophers (e.g., Russell, Moore, Wittgenstein, Carnap, Quine).

Study of Ludwig Wittgenstein's work. Main text is best-known writing of his later period, *Philosophical Investigations* (published posthumously in 1953). Wittgenstein is generally counted as one of founders of analytic tradition of philosophy. He is as significant to development of that tradition as Frege, Moore, Russell, or members of logical empiricist school (such as Carnap and Reichenbach). Extent and significance of his influence on contemporary analytic philosophy is, however, controversial in several ways. Above all, many contemporary philosophers reject his conception of philosophy. It is interesting and

valuable to study Wittgenstein for that reason: He discusses topics in contemporary philosophy from unfamiliar and critical perspective.

SPAN 170. TOPICS IN MEDIA, INTERDISCIPLINARY, AND TRANSHISTORICAL STUDIES – 4 US Credits

Lecture, four hours; discussion, one hour (when scheduled). Requisite: course 25. Interrelation between print, visual, and live arts, and way they exist in mass media, new technologies, and different platforms. Possible topics include visual cultures in Latin America, Latin American and Spanish cinema, musical cultures and literature, live arts and performance in popular culture, three-dimensional modeling of material culture, and architecture of medieval Iberia.

URBN PL 120. INTRODUCTION TO CITIES AND PLANNING – 4 US Credits

Lecture, three hours. Survey of urban history and evolution in U.S., urban social theory, current growth trends, system of cities, urban economy and economic restructuring, traditional and alternative location theories, urban transportation, and residential location and segregation.

WL ARTS 22. INTRODUCTION TO AMERICAN FOLKLORE STUDIES – 5 US Credits

Lecture, four hours; discussion, one hour; outside study, 10 hours. Cultural/historical survey of role of folklore in development of American civilization and of influence of American experience in shaping folklore in American society; attention also to representative areas of inquiry and analytical procedures.

July in San Jose, Costa Rica

[\(Click to view course and program details\)](#)

HISTORY OF LATIN AMERICAN ARCHITECTURE AND ART – ARCH3112 – 3 Credits

A chronological overview of main inventions and other factors that influenced past and present architecture in Latin America, analysing the artistic manifestations.

SELECTED TOPICS IN AFRO-CARIBBEAN STUDIES – ETH3100 – 3 Credits

This course will examine a specific topic, theme or issue related to ethnically black communities in Costa Rica and Central America. Examples include:

- Central America and ethnic politics in history and culture
- Blacks in Central American governments
- Contemporary black literature
- History of the black experience in Costa Rica

COSTA RICA COLLOQUIUM: HISTORY AND CULTURE – HIS3513 – 3 credits

This course will provide students with an introduction to Costa Rican history and culture. The outstanding socio-economic and political features that have shaped and defined the history and development path of Costa Rica will be explored. The major social issues that

have emerged since Pre-Columbian times to the present day will be uncovered to provide the student with an understanding of how Costa Rica's present day culture has been shaped. Students will have the opportunity to explore 3 main areas: 1) the historical dynamics that have influenced contemporary Costa Rica's political profile 2) the global and regional dynamics that have influenced the history and cultural development of Costa Rica, and 3) the characteristics of Costa Rica's present day society and culture.

CONTEMPORARY LATIN AMERICAN HISTORY – HIS2302 – 3 Credits

This course provides a survey of the main events in Latin American history after its independence. Topics include the historical causes and effects of independence, social, economic and political issues, and key historical leaders in modern day Latin America.

COSTA RICAN ECONOMIC AND HUMAN DEVELOPMENT – HIS3290 – 3 Credits

This course introduces the principal socioeconomic and political features that have shaped and defined the history and development of Costa Rica.

COSTA RICAN ENVIRONMENTAL POLICY: A HISTORY OF POLICY – POL3420 – 4 Credits

In this course, students will explore the dynamics of environmental management, history, policy, politics, and beyond. We will study environmental history and policy at a regional and national level, and will explore the emergence of Costa Rica's cutting edge environmental politics and government commitments (the greening of the public sector, carbon neutrality and others). The course will look back at Costa Rica's conservation history and critically review its sustainable development model, and will explore the "state of the nation and region" in regard to environmental indicators (land use methods and statistics, deforestation and reforestation data, contamination and waste indicators). The course will identify the individuals and organisations taking authentic action in environmental protection, and will take a close look at how government policy translates into practice by reviewing case studies of community and grassroots action in forestry, organic farming, recycling, cooperatives and women's environmental groups. Lastly, the course will address some of the central issues and challenges facing these activities and the resulting environmental conflicts.

PHILOSOPHY AND INTEGRATED THOUGHT OF THE CLASSICAL WORLD – PHIL3100 – 3 Credits

This course provides an overview of the history and selected concepts of major eastern and western philosophical movements from ancient times to the middle ages. Students will reflect on topics such as the mind-body experience, the concept of God, knowledge of self and others, predestination versus free will, cause and effect, and other fundamental ideas found in classical knowledge.

REVOLUTION, SPIRITUALITY AND RELIGION IN LATIN AMERICA – THEO3120 – 3 Credits

This course will provide students with a panoramic view of the influence that spirituality and religion have had in Latin America. The Latin American region represents some of the most diverse spiritual expression in the world, ranging from Budu in Brazil to the more recent expressions of Islam, Judaism and Christianity throughout the entire continent. The

region has also had a tremendous influence on sustainability and ecological thinking. We will review the region's most influential thinkers who have successfully combined religion with sustainability, such as Leonardo Boff. The course will include a historical analysis of various tendencies, and how they have affected the culture, society and politics of the region.

July in Stirling, Scotland

[\(Click to view course and program details\)](#)

SCOTTISH WARS OF INDEPENDENCE C. 1286 – 1371

By the late thirteenth century, Scotland was an increasingly consolidated kingdom with a stable dynasty that had enforced hereditary succession, achieved a string of high profile marriages, extended its boundaries of control, and existed in relative peace with its southern neighbours. However, the death of Alexander III (the last adult king of the Canmore line) in 1286 shook the foundations of the realm. It brought challenges to autonomy from within, as the succession crisis forced open cracks between powerful ruling families, and from outside the realm, due to acquisitive and aggressive southern neighbours now under the leadership of the infamous Edward I. The subsequent period, from 1286 to c. 1371, was one of turmoil and confusion marked by violent wars and feuding nobility, but was also one of self-realisation and the solidifying of an increasingly potent national identity for the ruling classes and the people at large in Scotland. This module will look at the crisis of kingship, the war and governance of the Guardians and William Wallace, the kingship of John Balliol, the rise of Robert the Bruce, Bannockburn and consolidating the Bruce dynasty, war of the three monarchs, and the legacy of a childless dynasty to assess this pivotal historic era in Scottish history. This module will include a field trip to the iconic Bannockburn Battlefield (with an opportunity to recreate the battle with the centre's new interactive battle simulation technology).

SCOTLAND THE WHAT? CONTEMPORARY SCOTTISH LITERATURE & IDENTITY

The only requirement is interest in Scottish writing and culture. This course examines the literary and political currents shaping contemporary Scottish identity, introducing students to key twentieth- and twenty-first century texts. We encounter and explain a range of cultural debates concerning language, class, democracy and nationhood in Scottish writing. With attention focused on the question of independence, recent debates concerning Scottish culture and identity gain a heightened political charge. Literature has not only reflected but actively shaped such debate. What role has writing played in political change, and to what extent has Scottish culture escaped its own stereotypes?

SCOTTISH HISTORY: THE JACOBITES

The focus of enduring romanticism and myth, the Jacobites – supporters of the senior line of the Stuart dynasty against William of Orange and his successors – remain an intriguing subject. This module will explore the nature of Jacobite support, as well as its impact on wider British history. Themes covered include: opposition to the monarchy during the

seventeenth century; the reign of James VII and the 'Glorious Revolution'; the first Jacobite rising; the massacre of Glencoe; the Jacobite wars in Ireland; the parliamentary union of 1707; the Jacobite risings of 1715 and 1745; and the European context of Jacobitism. This module will include a field trip to Killiecrankie, a key site during the first Jacobite rebellion of 1689 in support of King James VII, and to nearby Sherrifmuir, the site of the famous battle of 1715.

WITCHCRAFT IN EARLY MODERN SCOTLAND

Between 1563 and 1736, during years of political and religious turmoil, around 4,000 people were accused of witchcraft in Scotland. This module will examine this significant aspect of Scottish history, looking at the phenomenon of witchcraft belief as part of early-modern culture, as well as its prosecution. Other themes that will be covered include: religion, popular culture, law and order, illness and death, community tensions and gender issues. We will also consider the continuity and development of ideas about magic and witchcraft. This module will visit the village of Dunning, Maggie Wall's monument near Dunning, Robert Kirk's burial site and the Fairy Tree at Aberfoyle, all sites related to early modern witchcraft in Scotland.

January in Barcelona, Spain

[\(Click to view course and program details\)](#)

CONTEMPORARY SPANISH SOCIETY: FROM DICTATORSHIP TO DEMOCRACY SPAN 350 (Instructed in English)

Why are Spaniards currently exhuming mass graves of the Civil War? How can the country tolerate an unemployment rate of 20%? Why has Catalan and Basque nationalism dominated politics for decades? Why does a country with a historic reputation for machismo boast such progressive laws on gender and gay marriages? How come political corruption remains so prevalent? This course examines political and social issues relevant to Spaniards today. It begins by discussing recent history in order to contextualise the major themes of the past few decades. It then moves to those subjects that emerged out of the transition to democracy – regionalism, terrorism, and linguistic pluralism – and still account for many of the peculiarities of Spanish politics. The second half of the course analyses "Spain's Second Transition" under José Luis Rodríguez Zapatero by focusing on immigration, Islamic fundamentalism, foreign policy, gender and family relations, historical memory, political corruption, and the economic crisis. The course is multi-disciplinary, consisting of a mixture of readings from political science, history, and cultural studies.

January in Dunedin, New Zealand

[\(Click to view course and program details\)](#)

THE CLASSICAL WORLD IN MOVIES – CLAS240

This paper is a study of the mythology, history, warfare, literature, art, archaeology and culture of ancient Greece and Rome in ancient literary and artistic evidence, as depicted in movies and on television. Since the advent of motion-picture technology, filmmaking has drawn upon Classical history and recreated Classical myth to entertain modern audiences. Adapting to a new medium invariably involves changes to the original sources, and yet some changes result from the decision to focus upon different themes or characters, reflecting modern tastes and revealing our own cultural concerns. This paper navigates the use of the original Classical material in modern cinema and television, from the 'sword-and-sandals' films of the 1950s to the digitally enhanced Hollywood blockbusters of the 2000s.

Assessment

Essay (2000 words)	20%
In-class test	20%
Final examination (3 hours)	60%

CREATING KIWI FAMILIES: HISTORICAL AND LEGAL PERSPECTIVES FROM 1830 – HIST230/333

This paper examines the extraordinary transformation in family forms in New Zealand, from 1830 to today. It asks how and why these changes occurred and considers the role of the law in shaping these transformations. Topics considered include the shift from 'natural' reproduction to medically-assisted reproduction (e.g. 'test-tube babies'); childlessness; adoption; controlling and enhancing fertility; medico-legal debates over parenting; and shifts from the dominant Pākehā nuclear family model to same sex and single parent-led families in the twenty first century.

Assessment

Assignments (2 x 700 words)	20%
Essay (2,000 words)	30%
Final exam (2 hrs)	50%

January in France, Italy and Greece

[\(Click to view course and program details\)](#)

- **Art History 385:** Ancient and Medieval Classical Art and Architecture
- **History 385:** Ancient and Medieval Mediterranean Cultural History
- **Archaeology 385:** Greek and Roman Archaeology
- **Cross Cultural Studies 385:** Muslims and Christians in Europe
- **Religious Studies 385:** From Polytheism to Monotheism, The Early Christian Period in Italy, Greece & France

The Mediterranean Basin: This course builds visual literacy in the history of art and archaeology as well as philosophical literature from the Mediterranean Basin from Antiquity to the Middle Ages. It cultivates strong research and critical thinking skills and develops students' abilities to synthesise cultural, historical, political and social information as it relates to the visual arts. The academic component consists of a series of site visits and on-site studies made by academic experts from IAU in addition to local guides and experts in the field of history, art history and archaeology. Students in the various sections of the course will attend the same meetings but will have different syllabi for readings, papers, discussions and examinations.

January in Italy, France, the Netherlands and Czech Republic

[\(Click to view course and program details\)](#)

THEMATIC STUDIES: THE EUROPEAN CITY IN LITERATURE AND VISUAL ARTS

- **European Studies 303:** Europe and the Urban Space
- **Anthropology 301:** The Artist and the City
- **Literature 375:** The European City in Literature
- **Communications 375:** The European City in the Visual Arts
- **Geography 201:** Europe and its Cities

The Great Cities: Exploration of the rise and the establishment of the urban setting as the nexus of contemporary European culture and civilisation through cinema, the novel, poetry, music and paintings. The course will explore the rise and the establishment of the urban setting as the nexus of contemporary European culture and civilisation. The main genres will be the novel and cinema but will not exclude poetry, music or painting. Students in the various sections of the course will attend the same meetings but will have different syllabi for readings, papers, discussions and examinations.

January in London, England

[\(Click to view course and program details\)](#)

LONDON: HISTORY, ART AND SOCIETY

This module provides an opportunity for students to develop an initial understanding of the history of London and of some of its most celebrated monuments, heritage and art-historical sites. It will introduce students to various types of historical artefacts – architecture, sculpture, painting and archaeological objects – and to various types of historical sources and approaches to them. You will develop a meaningful awareness of the particular character and challenges of London history through these visual and material sources as well as texts, both factual and fictional – and different approaches to them. The syllabus will include visits to London's museums and heritage sites such as Westminster Abbey, the Tower of London and less well-known sites, off the 'tourist trail'.

January in Morocco, Spain and France

[\(Click to view course and program details\)](#)

- **Art History 395:** Classical Islam and the European Renaissance
- **Cross Cultural Studies 395:** Jews, Muslims and Christians in Europe and the Islamic World
- **French 395:** Cultural History of France and the Islamic World
- **History 395:** Cultural History of Europe and the Islamic World
- **Political Science 395:** European Politics and the Islamic World
- **Religious Studies 395:** Jews, Muslims and Christians in Europe and the Islamic World
- **Spanish 395:** Cultural History of Spain and the Islamic World

Europe & the Islamic World: This course features an academic, governmental and cultural tour of key cities in Europe, including Paris, Granada, Marrakech and Rabat among others, and will involve a series of briefings from leading European academic, military, literary and political personalities and experts on the European relationship with the Islamic world. Participants will attend daily lectures and meetings with distinguished scholars from IAU in addition to local guides and experts in the field of politics, art history, history and culture. Students in the various sections of the course will attend the same meetings but will have different syllabi for readings, papers, discussions and examinations

January in New York City, USA

[\(Click to view course and program details\)](#)

HIST0210: THE CONTEMPORARY WORLD – 3 US Credits

This is a survey course of 20th century global history; it covers the period of imperialism leading to World War I, the emergence of the U.S.S.R. as a major power, the transformation of Europe as a result of World War II, the period of the Cold War, the role of the U.S. in the post-cold war world. Special emphasis is placed on the impact of geography, science and technology on political, economic and cultural development of the world.

January in Rome, Florence and Barcelona

[\(Click to view course and program details\)](#)

- **HISTORY 320:** HISTORY AND CULTURE OF THE GREAT CITIES OF THE MEDITERRANEAN: ROME, FLORENCE AND BARCELONA – 3 US Credits
- **INTERNATIONAL STUDIES 320:** POLITICS AND SOCIETY IN THE MEDITERRANEAN: ROME, FLORENCE AND BARCELONA – 3 US Credits

The Mediterranean Sea is home to some of the most ancient civilizations in the world. This multi-country program will allow students to immerse in the fascinating history and

culture of some three of the most beautiful and inspiring cities in Europe. We'll travel from the ancient Imperial Rome to the Florence of the Renaissance with Michelangelo and Leonardo da Vinci, and finish with the modern and extravagant architecture of Gaudi in the vibrant city of Barcelona.

Can't find what you're looking for? Boston University offers 700+ courses on our July in Boston, USA program. [You can check them all out here!](#)

Volunteer Abroad Programs:

CISAustralia offer a wide range of Volunteer Abroad programs – over 18 in total – with broad project focuses, including community development, environmental conservation, wildlife, education, and health.

[View all Volunteer Abroad programs](#)

Intern Abroad Programs:

CISAustralia offer a range of locations – 8 in total – for professional, customised internship programs that provide a comprehensive range of services and inclusions.

Please [enquire](#) about an internship placement in History in one of our Intern Abroad program locations.

[View all Intern Abroad programs](#)

Additional Academic Areas:

For short course offerings in other academic areas, please visit:
www.CISAustralia.com.au/academic-areas

Enquire:

[Submit an enquiry](#)
info@cisaustralia.com.au
07 5571 7887