

**Spring 2010**  
**UPPER DIVISION COURSES**

**U.S. INVOLVEMENT IN VIETNAM**

HIST 307: Joseph Fry

Section 1: Monday/Wednesday 10:00-11:15 AM

3 credits

This course examines the diplomatic and military rationale for U.S. involvement in Vietnam; the course of the war and its effects on the U.S. society, economy, politics, and foreign policy; and the reasons for the lack of U.S. success.

REQUIRED READING:

George C. Herring, *America's Longest War: The United States and Vietnam, 1950-1975* (McGraw Hill, 4<sup>th</sup> ed., 2002).

Christian C. Appy, *The Vietnam War Remembered from All Side* (Penguin Books, 2003)..

Le Ly Hayslip, *When Heaven and Earth Changed Places: A Vietnam Woman's Journey from War to Peace* (Plume, 1993).

Tim O'Brien, *The Things They Carried*, (Broadway Books, 1990)/

Grading will be based on class attendance and participation and three exams. There will also be an opportunity to earn extra credit by writing a paper based on the readings in Appy.

**PASSIONS OF THE FRENCH: FRANCE SINCE NAPOLEON**

HIST 362: Gregory Brown

Section 1 Tuesday/Thursday 1:00-2:15 PM

3 Credits

This course will explore French politics, society and culture from the fall of Napoleon to the present. This semester, the course focus will be on the social, cultural and urban history of the city of Paris, from the eighteenth century to the present. Paris will be studied in comparison with other European and North American cities, through readings of memoirs, short primary documents, historical scholarship and viewing of video lectures and films.

## MILITARY HISTORY OF THE U.S. SINCE 1900

HIST 386B: John Carlton

Section 1: Tuesday/Thursday 5:30-6:45 PM

3 credits

"The nation's military history is a constant factor in the evolution of American life. ... The result is the average American cannot move without bumping into the country's military past. ... At a thousand unnoticed points, America's military past impinges on his daily life. Far from being separate and apart from it, that history helps make his life what it is, has been, and will be." (Geoffrey Perret, *A Country Made by War*)

During this course, we will focus on America's wars and conflicts, campaigns and battles, strategies and tactics, and the human cost of combat, but not in isolation. As noted above, military actions are an integral part of the general history of this nation. Therefore, to provide a more complete perspective, to try to answer questions of how and why, we will discuss the United States' military history since 1900 in the context of political, economic and social conditions of the relevant period.

### REQUIRED READING:

Allan R. Millett & Peter Maslowski, *For the Common Defense: A Military History of the United States*

Thomas Cutler, *The Battle of Leyte Gulf 23-26 October 1944*

Joseph R. Owen, *Colder Than Hell*

A book on Vietnam to be determined

Selected articles on e-reserve in the Lied Library

### RECOMMENDED READING:

Jerry K. Sweeney, ed., *A Handbook of American Military History*

Conduct of the class will consist of lectures, class discussions, video presentations.

Grading will be based two exams, each covering approximately one half of the course material, short papers based on assigned readings, battle presentations, and classroom participation and attendance.

## GREAT PERSONALITIES WORLD WAR II

HIST 388: John Carlton

Section 1: Tuesday/Thursday 7:00-8:15 PM

3 credits

During this course, we will study and discuss a number of notable personalities, U.S. and foreign, male and female, of World War II. We'll zero in on their roles in the War, their impact on the War, and its impact on them. Attempting to provide a more complete perspective, the class will try to answer questions of how and why these individuals became Great Personalities of World War II. Each student will become the class expert

on one person, selected from a list provided by the instructor. At appropriate times during the course, students will orally present information gathered during their investigations of their Great Personalities. The class, as a whole, will study Winston Churchill, Adolf Hitler, and Franklin D. Roosevelt. The War itself will not be the centerpiece of detailed study, but rather provide the context for our study of the emergence of the personalities.

REQUIRED READING:

James L. Stokesbury, *A Short History of World War II*  
Martin Gilbert, *Winston Churchill's War Leadership*  
Eric Larrabee, *Commander in Chief: Franklin Delano Roosevelt, His Lieutenants, and Their War*  
John Strawson, *Hitler as Military Commander*  
Selected articles on e-reserve in the Lied Library

Conduct of the class will consist of lectures, videos, student presentations, and class discussions.

Grading will be based two exams, each covering approximately one half of the course material, oral presentations and discussions of the personality selected by the student, a short research paper on the selected personality, discussions of the three national leaders the entire class is responsible for—Churchill, Hitler, Roosevelt, quizzes on portions of the assigned readings, and classroom participation and attendance.

## **UNITED STATES: THE COLONIAL PERIOD**

HIST 411/611: David Holland

Section 1: Monday/Wednesday 1:00-2:15

3 Credits

To many people, the colonial period of American history can seem rather staid and static; a time of little change and no excitement. Nothing could be further from the truth.

Imagine a relatively thin stretch of land bordering an ocean that had quickly become the international superhighway of its time. Place on that seaboard a vibrant mix of native peoples, strong and proud but facing a whole host of frightening changes to their way of life. Add waves of adventurous colonists who are looking for a place to get rich, or create a society of saints, or simply survive. Bring in thousands of enslaved people who have to learn how to live, endure, and fight back in a system of extreme brutality. Now watch this extraordinary mix of humanity interact over two centuries while the area slowly takes shape as a national community. This is colonial America: a time and a place with a remarkable history.

This course will chart that history from the 1500s through the 1760s. Its goal is to offer as comprehensive a survey as possible—taking in politics, religion, economics, race, warfare—while pausing at important moments to take a closer at particular people and phenomena that shaped the character of colonial America.

REQUIRED READING:

- Colin G. Calloway, *Indians, Europeans, and the Remaking of Early America* (Johns Hopkins)
- Laurel Thatcher Ulrich, *Goodwives: Image and Reality in the Lives of Women in Northern New England, 1650-1750* (Vintage).
- T.H. Breen and Stephen Innes, *Myne Owne Ground: Race and Freedom on Virginia's Eastern Shore, 1640-1676* (Oxford)
- Jon Butler, *Becoming America: The Revolution Before 1776* (Harvard)
- Course Reader Articles
- David D. Hall, "A World of Wonders"
- Ira Berlin, "Time, Space and the Evolution of Afro-American Society"
- Benjamin Franklin, "On the Increase of Mankind"
- James Hutson, "Religion in Eighteenth-Century America"

Grading will be based on class participation, 4 short readings responses (1-2 pages), 4 readings quizzes, a review essay (6-8 pages), a midterm, and a final examination.

There will be extra reading and writing assignments for graduate students (HIST 611).

## **NEVADA AND THE FAR WEST**

HIST 417A/617A: Eugene Moehring

Section 1: Tuesday/Thursday 7:00-8:15 PM

3 credits

The goal of this course is to describe and evaluate how the state of Nevada developed from its days as a colony and later a territory. Emphasis will be given to social and economic development and how Nevada met the challenges of growth and modernization. The main objective of the course is to help students develop their analytical skills in both oral and written forms by encouraging critical thinking and policy analysis in discussions and examinations. Most of the time (but not all of the time), the emphasis of the course will be urban.

There will be a midterm and final exam, four scheduled class discussions of the readings, and a term paper on a subject of interest to the student.

REQUIRED READING:

- Joseph Stevens, *Hoover Dam: An American Adventure*
- Carl Abbott, *The Metropolitan Frontier: Cities in the Modern American West*
- Robert Fogelson, *The Fragmented Metropolis: Los Angeles, 1850-1930*
- Carl Abbott, *How Cities Won the West* (On Library Reserve)

## HISTORY OF RUSSIA SINCE 1825

HIST 422/622: Paul Werth

Section 1: Tuesday/Thursday 8:30-9:45 AM

3 credits

This course, an upper level survey, explores the problematics of Russia's transformation to the modern world. Predominantly an agrarian society in 1825, Russia has experienced tremendous social, cultural, and political change in the last two centuries, resulting in its eventual emergence as a superpower rivaled only by the United States. Yet Russia's future, at least from the vantage point of the early twenty-first century, still appears troubled and uncertain. This course charts the roots and nature of these transformations, with a particular focus on the revolutionary period of the late nineteenth and early twentieth centuries. Students are expected to gain a thorough grasp of the central events of the last two centuries of Russian history, as demonstrated both in written work and examinations. Students will also examine the process of serf emancipation in an intensive class discussion lasting two days. The course develops research skills by assigning, and providing extensive guidance on writing, a research paper of modest length. Finally, students will develop a truly enviable knowledge of Eurasian geography.

### REQUIRED READING:

David Moon, *The Abolition of Serfdom in Russia* (Longman, 2001).

Stephen Kotkin, *Armageddon Averted* (Oxford, 2001).

Sheila Fitzpatrick and Yuri Slezkine, eds., *In the Shadow of the Revolution* (Princeton, 2000).

And other exciting works...

Supplementary readings will take the form of a coursepack and/or reserve readings.

Graduate students will do extra reading and have supplementary sessions with the instructor.

## HISTORY OF AMERICAN WOMEN, 1870 TO THE PRESENT

HIST 432B/632B: Joanne Goodwin

Section 1: Tuesday/Thursday 11:30-12:45 AM

3 credits

This course surveys the experiences of women in the United States from Reconstruction through the twentieth century. We will explore the changes in politics, the workforce, and society and explore how they changed women's lives. Special attention will be given to the expansion of women's rights; their involvement in public life; differences between groups of women; and changes in society's views of women, sexuality, and family life.

### REQUIRED READING: (readings may change. Check with the bookstore)

Sara Evans, *Born for Liberty*, 2<sup>nd</sup> edition (Free Press, 1997).

DuBois & Dumenil, *Through Women's Eyes: An American History with documents*, Vol. 2 (since 1865)  
Anzia Yezierska, *Bread Givers* [25 Yrs Anniversary edition] (Persea Books, 1999) ISBN 0-89255-014-7  
Nancy MacLean, *The American Women's Movement, 1945-2000* (Bedford/St. Martins, 2009). ISBN 0-312-44801-5

In addition, students should become familiar with the "Women and Social Movements" (WASM) website available with your UNLV library account. Some assignments will be drawn from this website.

Graduate students enrolled in 632B will have additional readings on historiography and discussions with the instructor.

## **AFRICAN AMERICAN HISTORY TO 1877**

HIST 433B/633B: Kevin Dawson

Section 1: Tuesday/Thursday 2:30-3:34 PM

3 credits

This course examines how modern slavery shaped the social, cultural, and economic development of Europe and the Americas. Topics include Africans' perceptions of Westerners and Westerners' perception of Africans; the creation of race and racism; the Atlantic slave trade; Africans' response to enslavement; maritime slavery; African cultural transmissions; and resistance to slavery; and emancipation.

### REQUIRED READING:

T.H. Breen and Stephen Innes, *"Myne Owne Ground": Race and A Freedom on Virginia's Eastern Shore, 1640-1676* (Oxford University Press, 2005).  
ISBN13: 9780195175370

Peter Wood, *Black Majority: Negroes in Colonial South Carolina from 1670 through the Stono Rebellion* (W. W. Norton & Company, Inc.).  
ISBN-13: 9780393314823

Michael A. Gomez, *Exchanging Our Country Marks: The Transformation of African Identities in the Colonial and Antebellum South* (University of North Carolina Press, 1998). ISBN: 978-0-8078-4694-

James Oliver Horton and Lois E. Horton, *Slavery and the Making of America* (Oxford University Press, 2005). ISBN13: 9780195304510

Documenting the American South (<http://docsouth.unc.edu>)

The format of the class will be a combination of lecture and discussion on the assigned texts for the day. A few films may be screened for class discussion as well.

Grading will be based on class participation, a mid-term, term paper (5-6 pages), and final exam.

There will be extra reading assignments and longer writing assignments for graduate students (HIST 698).

## LATINOS IN THE AMERICAN WEST

History 444/644: Maria Raquel Casas  
Section 1: Monday/Wednesday 2:30-3:45 PM

3 credits

The main purpose of this course is to introduce students to the history and culture of Latinos in the U.S West paying particular attention to Mexican Americans beginning from the first Spanish explorations to the present. With the recent emergence of Central American and South American immigrants into this geographical space in the late twentieth century, the history of Latinos in the U.S. West has become a multi-voiced narrative. Due to this complexity, understanding the difference amongst Latinos themselves and how they have become integrated into American society is the main focus of this course. Using Mexican Americans as the main focal point, important social, economic, and cultural developments will be examined with these extremely diverse ethnic groups, especially as they intersect with racial, gender, and class ideologies. Rather than speaking of dominance and marginality, how these societies and cultures interact and "other" each other, as well as other ethnic groups, will be integral to understanding how this course is both a critique and yet a continuance of mainstream American history.

Grades will be determined using the following criteria:

Attendance and class participation,	10%
Midterm exam	20%
Second midterm exam	20%
Final exam	25%
Final paper	25%

### REQUIRED READING:

Andres Resendez, *Changing National Identities at the Frontier: Texas and New Mexico, 1800-1850.*

Ernesto Chavez, *The U.S. War with Mexico: A Brief History with Documents*

Natalia Molina, *Fit to Be Citizens?: Public Health and Race in Los Angeles, 1879-1939*

Zaragosa Vargas, *Labor Rights are Civil Rights: Mexican American Workers in Twentieth-Century America.*

Eduardo Obregon Pagan, *Murder at the Sleepy Lagoon: Zoot Suits, Race, and Riot in Wartime L.A.*

Ignacio M. Garcia, *United We Win: The Rise and Fall of La Raza Unida Party*

Other supplemental readings will be placed on e-reserve in the Library.

## HISTORY OF JAPAN SINCE 1800

HIST 449B/649B: Phil Hausknecht

Section: Monday/Wednesday 10:00-11:15 AM

3 credits

This course seeks to examine the major themes that delineate Japanese history from 1800 to the contemporary period. While not necessarily unique to Japan, they are recognized as a way of defining Japan as a culture and people. These themes include: Japanese conscious cultural borrowing through, maintenance of a continuous pattern of cultural stability and identity, societal closeness with emphasis on hierarchic and group oriented social relations, historic insistence on order, a conscious choice to modernize, Japan's search for its "proper place" in the world order. The course will examine the meaning of Japanese society through concepts of time and space that encompass race/ethnicity, culture/civilization and self/group in relation to a changing national identity that retains a Japanese tradition.

The study of Japan has become a "binational effort" (Jansen, *The Making of Modern Japan*, p. xvi, see below) with information becoming more easily exchanged between Japanese and American scholars. In this regard, people have experienced Japanese culture differently so "Students educate one another, with the help, or sometimes in spite of, the efforts of their teachers" (*Ibid.*). Seeking to understand Japan is a long-term quest. Answers to questions as the personalities and movements that form Japanese history are constantly being re-evaluated.

In the course we will seek to develop an appreciation of the fluidity of change in the stream of Japanese history. We will seek to identify both the source and the result of such change as Japan continues to develop its national self-identity within, maybe in spite of, a global context.

Graduate students will research, write and prepare an instructor-approved topic on which they will lead a portion of a class discussion.

### REQUIRED READING:

Jansen, Marius B. *The Making of Modern Japan*. (The Belknap Press of Harvard University Press, Cambridge, Massachusetts; London, England, 2000), 871p.

Dower, John W. *Embracing Defeat: Japan in the Wake of World War II*. (W.W. Norton & Company/The New Press, NY, 2001), 676p.

Shirane, Haruo and Suzuki, Tom, eds. *Inventing the Classics: Modernity, National Identity, and Japanese Literature*. (Stanford University Press, Stanford, 2000), 333p.

A Japanese novel – from list to be distributed.

### ADDITIONAL READING FOR GRADUATE STUDENTS:

Morris-Suzuki, Tessa. *Re-Inventing Japan: Time, Space, Nation*. (M.S. Sharpe, 1998), 236p.

**PROSEMINAR  
NINETEENTH-CENTURY AMERICAN CULTURE**

HIST 451: Elizabeth White Nelson  
Section 1: Monday/Wednesday 1:00-2:15 PM  
credits

3

This course is designed to help history majors develop their skills in original research and analysis by writing a 25-30 page research paper based on primary sources. Your paper may be on any aspect of the history of the United States between 1750 and 1900.

During the first three weeks of class we will explore research methods and each member of the class will develop his/her research topic and a bibliography of primary and secondary sources. The remainder of the semester will focus on writing a research paper with input from the instructor and other members of the class, including critiques of drafts, individual consultation with the instructor, and an oral presentation.

Grading will be based on a series of graduated assignments leading up to the final paper, which will count for 75% of your final grade. Because of the nature of the course, class attendance is essential and unexcused absences will result in a substantial lowering of a student's final grade.

**REQUIRED READING:**

In the first weeks of the course, we will read several books and articles in common in order to discuss historical method and research techniques. The majority of the reading for the course will be defined by the bibliography for the final paper.

**PROSEMINAR  
HOMEFRONT IN NEVADA, 1941-1945**

HIST 451: Jay Coughtry  
Section 2: Wednesday 2:30-5:20 PM

3 credits

In this seminar format course, students, having taken the prerequisite 251 course, will now be guided through the process of producing a primary source research paper. The subject for this semester is "The Home Front in Nevada, 1941-1945." No other topics will be accepted, and each individual topic must be approved in writing by the instructor.

A course calendar will indicate both weekly assignments and due dates for the various stages of the work in progress. Students must attend regularly, participate and follow all steps designated in the course calendar. No paper will be accepted that has not proceeded through each of the required phases.

The course grade will rest on the paper grade and attendance as follows. Each absence above one will result in a deduction of one-half letter grade from the final course grade i.e. the paper grade. Papers not submitted on the final due date will be penalized one letter grade for each day the paper is late. Work not submitted on intermediate deadlines [marked with an asterisk (\*) on the calendar] will result in smaller grade deductions. Finally, no incompletes will be given in the course.

REQUIRED READING:

Allan Winkler, *Home Front U.S.A. American during World War II* (2<sup>nd</sup> ed.)  
William Strunk and E.B. White, *The Elements of Style*

**PROSEMINAR  
WAR & GENOCIDE**

History 451: Janet Ward

Section 3: Tuesday/Thursday 11:30 AM-12:45 PM

3 Credits

This pro-seminar class will discuss research methodology and historical evidence, followed by guided research leading to a major research paper based on primary sources. The overall theme for the semester in terms of the selected readings will be the comparative history of war and genocide; however, students may choose to write on a different approved topic for the research paper. The grade for the course will be based on a book critique, class participation, annotated bibliographies, a historiographical note, oral presentation of one's research project, and the final research essay. Prerequisite: HIST 251; nine credits of history.

REQUIRED READING:

Michael J. Galgano, J. Chris Arndt, & Raymond M. Hyser, *Doing History: Research and Writing in the Digital Age* (Boston, MA: Thomson Wadsworth, 2008)

Jonathan Glover, *Humanity: A Moral History of the Twentieth Century* (New York: Yale University Press, 2001)

Additional required articles & essays on E-Reserve at Lied Library

**ROMAN CIVILIZATION**

HIS 458/658: Andrew Bell

Section 1: Tuesday/Thursday 1:00-2:15 PM

3 credits

This course offers a survey of Roman history from earliest times to the late antique period. The principal focus is, however, upon the social and political developments of the later Republic: we shall try to understand why and how Rome evolved from a republic

into the monarchy established by Augustus Caesar. Primary sources will be read in translation.

**REQUIRED READING:**

Naphtali Lewis and Meyer Reinhold (eds.), *Roman Civilization: Volume I, The Republic and the Augustan Age*  
Virgil, *Aeneid* (trans. Robert Fitzgerald)  
Colin Wells, *The Roman Empire*  
*Penguin Historical Atlas of Ancient Rome*

There will be more reading required of graduate students.

## **EUROPE: 1815-1914**

HIST 463/663: Colin Loader

Section 1: Monday/Wednesday 8:30-9:45 AM

3 credits

Examination of European history from the end of the Napoleonic Wars to the beginning of World War I. Among the topics covered are: the political and social revolutions of the first half of the century, the industrial revolution, the various “isms” of the century, the realignment of Europe after Napoleon, the unifications of Germany and Italy, labor movements, the transformation of political institutions, and the diplomatic origins of World War I.

Classes are a mixture of lecture and discussion. Discussions will be on the assigned readings. Class attendance is mandatory.

**REQUIRED READING:**

Wolfgang Schivelbusch, *The Railway Journey: The Industrialization and Perception of Time and Space*  
Bonnie Smith, *Ladies of the Leisure Class: The Bourgeoises of Northern France in the Nineteenth Century*  
Steven Johnson, *The Ghost Map: The Story of London's Most Terrifying Epidemic — and How It Changed Science, Cities, and the World*  
Emile Zola, *Germinal*  
In addition, there will selected shorter readings amounting to one book

Grading will be based on class participation and a series of take-home papers requiring no outside research.

There will be extra reading and writing assignments for graduate students (HIST 663)

There is no textbook for this course. Students who feel the need for one should consult with the instructor.

## THE HISTORY OF SCIENCE

HIST 468/668: Eugene Moehring

Section 1: Monday/Wednesday 7:00-8:15 PM

3 credits

The goal of this course is to describe and evaluate the main issues and events in the historical development of human science. The course will also acquaint students with the major historical interpretations of the period. The main objective of the course is to help students develop their analytical skills in both oral and written forms by encouraging critical thinking and policy analysis.

### REQUIRED READINGS:

Jacob Bronowski, *The Ascent of Man* (on reserve)

Jean Gimpel, *The Medieval Machine*

Edward Larson, *Summer for the Gods: The Scopes Trial and America's Continuing Debate over Science and Religion*

Stephen Mason, *A History of the Sciences* (on reserve)

## REVOLUTION AND REACTION IN CONTEMPORARY LATIN AMERICA

HIST 471/671: Tom Wright

Section 1: Tuesday/Thursday 1:00-2:15 PM

3 credits

This course examines Latin American political history from the 1950s to the present. It begins with the Cuban Revolution of 1959, which brought Fidel Castro to power. Its thesis is that the Cuban Revolution, by its example, was the driving force in Latin American politics until the end of the Cold War. Initially the Cuban Revolution catalyzed revolutionary movements throughout the hemisphere, but later engendered a reaction against change that in some cases took the form of governments that embraced state terrorism.

### REQUIRED READING:

Daniel Castro, ed., *Revolution and Revolutionaries: Guerrilla Movements in Latin America* (Scholarly Resources, 1999)

Daniel James, ed., *The Complete Bolivian Diaries of Che Guevara and other Captured Documents* (Cooper Square Press, 2000)

Thomas C. Wright, *Latin America in the Era of the Cuban Revolution*, 2<sup>nd</sup> edition (Praeger, 2001)

One more book to be selected

And selected readings on electronic reserve

## ISLAMIC AND MIDDLE EASTERN HISTORY SINCE 1750

HIST 478B/678B: John Curry

Section 1: Monday/Wednesday 11:30 AM-12:45 PM

3 Credits

This course examines the historical trajectory of what is broadly defined as the modern Middle East from a period dating from the sixteenth century up to recent times. The predominant focus of the course will be on events in Turkey, Iran and the central Arabic-speaking world (consisting of Egypt, the Levant, Iraq and Sa'udi Arabia). Over the course of the semester, we seek to better understand how the various states and regions of the Middle East became integrated into a growing global economic and political system that ultimately came to be dominated by Western Europe, and later, the United States. It also seeks to better understand how the indigenous leadership and peoples of the Middle East grappled with the challenges posed by the advent of the modern world.

### REQUIRED READING:

William L. Cleveland. *A History of the Modern Middle East*, 4<sup>th</sup> ed. Boulder, CO: Westview Press, 2009. ISBN #978-0-8133-4374-7 (paperback).

Akram Fouad Khater. *Sources in the History of the Modern Middle East*. 1<sup>st</sup> ed. Boston: Houghton-Mifflin, 2004. ISBN #0-395-98067-4 (paperback).

Daily online readings available at my website at <http://faculty.unlv.edu/curryj5> under the "Courses Offered" link. (Username/password will be required).

Assignments will include a midterm examination, problem-based written responses and section work involving the study of primary sources and a final examination. Graduate students will engage in a more in-depth study on a topic of their choosing that will generate a 10- to 15-page paper.

## WEST AFRICA AND THE MAKING OF THE ATLANTIC WORLD

HIST 479A/679A: Kevin Dawson

Section 2: Tuesday/Thursday 11:30-12:45 PM

3 credits

This course examines how West Africa contributed to the cultural and economic development of the Atlantic world and how European contact and interaction affected West Africa's development and underdevelopment. Traditionally, historians have treated West Africans as passive, unwilling participants in the Atlantic slave trade and development of the Americas. West Africans have been depicted as pawns that were manipulated and kidnapped into slavery by Europeans. Recent scholarship is revising early interpretations of African history. Prior to European contact, numerous West African states had developed. These polities were militarily powerful enough to resist European conquest until the late nineteenth century, prevent Europeans from kidnapping their citizens into slavery, and largely controlled the Atlantic slave trade. This course engages more recent scholarship to consider the development of the Atlantic world.

REQUIRED READING: (TENTATIVE)

Achebe, Chinua. *Things Fall Apart*. New York: Anchor Books, 1994.

ISBN-13: 9780808592778

Curtin, Philip. *Africa Remembered: Narratives by West Africans from the Era of the Slave Trade*. Waveland Press, Inc, 1967.

ISBN-13: 9780881339482

Manning, Patrick. *Slavery and African Life: Occidental, Oriental, and African Slave Trades*. Cambridge: Cambridge University Press, 1990.

ISBN-13: 9780521348676

Thornton, John. *Africa and Africans in the Making of the Atlantic World, 1400-1800*. Cambridge: Cambridge University Press, 1998.

ISBN-13: 9780521627245

The format of the class will be a combination of lecture and discussion on the assigned texts for the day. A few films may be screened for class discussion as well.

Grading will be based on class participation, a mid-term, term paper (5-6 pages), and final exam.

There will be extra reading assignments and longer writing assignments for graduate students (HIST 679A).

## **URBAN DESTRUCTION AND RECONSTRUCTION**

HIST 483A: Janet Ward

Section 210/290 [Distance Education]

3 credits

This urban history course will study the fate of populations, cityscapes, and infrastructures when cities are wounded by acts of warfare, terrorism, and natural disasters, as well as by social, environmental, and economic decline. Ongoing rebuilding efforts in the wake of Hurricane Katrina will be discussed in relation to past natural disasters like the Lisbon earthquake or the Great Chicago Fire. Comparative focus will be placed on urban conflicts, in particular World War II, the Israeli-Palestinian conflict, the 9/11 terrorist attacks, and the "War on Terror." Cities to be discussed in such contexts will include New Orleans, New York, Baghdad, London, Berlin, Tokyo, Hiroshima, Las Vegas, Mexico City, Belfast, and Jerusalem.

REQUIRED READING:

Mike Davis, *Dead Cities, And Other Tales* (New Press, 2003)

Stephen Graham, *Cities, War And Terrorism: Towards an Urban Geopolitics* (Blackwell, 2004)

Sven Lindquist, *A History of Bombing* (W.W. Norton, 2003)

Jane Schneider & Ida Susser, eds., *Wounded Cities: Destruction and Reconstruction in a Globalized World* (Berg Publishers, 2003)

Jessica Stern, *The Ultimate Terrorists* (Harvard University Press, 2001)  
*Plus:* films; essays and articles on electronic reserve

## **WOMEN IN MEDIEVAL CULTURE AND SOCIETY**

HIST 491B/691B: Elspeth Whitney  
Section 1: Thursday 4:00-6:45 PM

3 credits

Many aspects of modern western women's experience first took shape in the Middle Ages, including the definition of modern marriage and cultural attitudes toward female sexuality and femininity. Paradoxically, even though medieval culture often presented the silent, passive woman as the ideal, in real life medieval women had more power and autonomy than woman as a group in the west would have again until the twentieth century. This course will explore the specifics of women's lives as religious leaders, workers, shapers of culture and family members, as well as the broader trends which shaped women's experience. We will try to analyze how women as a group were affected by social, economic and cultural practices, while also exploring differences among women and the lives of some extraordinary individuals. Most importantly, we will attend to what medieval women themselves said about their lives, as expressed in letters and autobiography, visionary writings, literature, historical records and art.

### REQUIRED READING:

Helen Jewell, *Women in Dark Age and Early Medieval Europe c. 500-1200* (2008)

Jennifer Ward, *Women in Medieval Europe 1200-1500*, Longman (2002).

*The Letters of Abelard and Heloise*\_Penguin.

Margery Kemp, *The Book of Margery Kemp*, trans. B.A. Windeatt, New York, (1986)

Judith Bennett, *Ale, Beer, and Brewsters in England: Women's Work in a Changing World*, Oxford (1999)

Class handouts (on electronic reserve and given out in class).

### REQUIRED READINGS FOR 691B

Caroline Bynum, *Holy Feast and Holy Fast: The Religious Significance of Food to Medieval Women* (1988)

Nancy Caciola, *Discerning Spirits*, Cornell (2003)

Grading will be based on class participation, two or three take-home essay exams, one or two quizzes and one short in-class report.

Graduate students will have additional readings and writing assignments..

## **PHILOSOPHY OF HISTORY**

HIST 496/696: Greg Hise

Section 1: Tuesday/Thursday 1:00-2:15 PM

3 credits

Philosophy of History has been understood variously as critical or scientific history (as opposed to antiquarianism), as universal or world history, and as a pursuit of general laws that governed what happened in the past. For this course we will examine those meanings historiographically while we focus on principles underlying historical thought. For the latter we will consider ideas about the nature, object, and value of historical thinking. The subjects and topics we investigate will include evidence, causality, objectivity, and narrative. We will seek to answer questions such as: how and why scholars study the past; how one ought to represent the past; what can history tell us about contemporary society; and related themes within philosophy of history.

Participants will be expected to read actively, to submit talking points each week, and to contribute to in-class discussions. Everyone will write an essay examining a school of thought, a theory, or some other aspect of philosophy of history. There will be a final exam.

### REQUIRED READING: (provisional list)

Robert M. Burns and Hugh Rayment-Pickard, eds. *Philosophies of History: From Enlightenment to Postmodernity* (Blackwell, 2000)

Articles on WebCampus

Additional texts as required

Graduate students enrolled in HIST 696 will produce a literature review or a research paper examining philosophies of history prevalent in their area of research.

## **ADVANCED HISTORICAL STUDIES AMERICAN LABOR ON FILM**

HIST 498/698: Jay Coughtry

Section 1: Tuesday 2:30-5:20 PM

3 credits

This course surveys the ways filmmakers have treated the American working classes. Focusing on examples from the 1930's to the present, the film list will include examples by Hollywood as well as independent directors, and fiction as well as documentary films. The course looks at both the images of labor within the films themselves and the contexts (economic, ideological, social and cultural) within which the films were produced, distributed, viewed and reviewed. We are concerned in each case, then, with the time period and events depicted in the film and the period during which the film was made. The basic assumption is that even the most idiosyncratic artist's treatment of the issue will be to one degree or another, historically determined. Exploring the specifics of that

assumption through the films, selected film and labor history readings and class discussion comprises the content of the course.

REQUIRED READING:

Zieger, *American Workers, American Unions*  
Lorence, *The Suppression of Salt of the Earth*  
Ross, *Working-Class Hollywood*  
Stead, *Film and the Working Class*

## GRADUATE COURSES

### COLLOQUIUM IN MEXICAN AMERICAN HISTORY

HIST 726: Maria Raquel Casas  
Section 1: Wednesday 7:00-9:45 PM

3 credits

The recent population growth of Americans of Mexican decent, as well as other Latino ethnic groups, has transformed the Southwest's social, cultural, political, and economic structures. Although their presence has been rooted in the colonial Southwest, within American history Mexican-American's contributions to this particular region were largely ignored until the 1970s when the social movement called the Chicano Movement demanded inclusion into the greater stream of American society and its history. This course is an introduction to these socio-historical developments and intended to illuminate how the field of Chicano History has developed since the 1970s.

REQUIRED READING:

Alamillo, Jose M., *Making Lemonade Out of Lemons: Mexican American Labor and Leisure in a California Town 1880-1960.*  
Alvarez, Luis, *The Power of the Zoot: Youth Culture and Resistance During World War II.*  
Arredondo, Gabriela F., *Mexican Chicago: Race, Identity, and Nation, 1916-39.*  
Barr, Juliana, *Peace Came in the Form of a Woman: Indians and Spaniards in the Texas Borderlands.*  
Benton-Cohen, Katherine, *Borderline Americans: Racial Divisions and Labor War in the Arizona Borderlands.*  
Chavez, Ernesto, *Mi Raza Primero!: Nationalism, Identity, and Insurgency in the Chicano Movement in Los Angeles 1966-1978.*  
Garcia, Matt, *A World of Its Own: Race, Labor, and Citrus in the Making of Greater Los Angeles, 1900-1970.*  
Jacoby, Karl, *Shadows at Dawn: a Borderlands Massacre and the Violence of History.*  
Meeks, Eric V., *Border Citizens: The Making of Indians, Mexicans, and Anglos in Arizona.*  
Weber, David, J., *Bárbaros: Spaniards and Their Savages in the Age of*

*Enlightenment.*

Oropeza, Lorena, *Raza Si! Guerra No!: Chicano Protest and Patriotism During the Viet Nam War Era.*

Pitti, Stephen J., *The Devil in Silicon Valley: Northern California, Race, and Mexican Americans.*

Ramirez, Catherine S., *The Woman in the Zoot Suit: Gender, Nationalism, and the Cultural Politics of Memory.*

Ramos, Raul, A., *Beyond the Alamo: Forging Mexican Ethnicity in San Antonio, 1821-1861.*

Truett, Samuel, *Fugitive Landscapes: The Forgotten History of the U.S.-Mexico Borderlands*

Young, Elliott, *Catarino Garza's Revolution on the Texas-Mexico Border.*

Three review essays (8-10 pages each) + informal presentations on assigned course readings & on at least one additional (non-required) book. Each essay will count for 25% of your grade. Class discussion also counts for 25%. Either or both of your first two papers may be revised and resubmitted.

## **RESEARCH SEMINAR IN AMERICAN WESTERN HISTORY**

HIST 727: William Bauer

Section 1: Monday 7:00-10:30 PM

4 credits

The research seminar in American Western History is an intensive research and writing class. This seminar focuses on the history of Indigenous peoples in the American West. Participants may write on any promising topic that falls within the broad chronological parameters of the course, but are urged to consider "Native-centered" topics. The course will operate as a research and writing workshop. While we will not meet every single week of the semester, we will meet during most regularly scheduled class periods to discuss recent scholarship in the field, research methodologies, ethics and responsibilities of research and our work in progress and our finished products. Students will also meet regularly on an individual basis with the instructor. The end product of your labors should be a paper of 25-30 pages and of publishable quality. As part of the process, you will formulate a research question, produce an annotated bibliography, and will be required to submit a full draft of the paper four weeks before the due date for the final version. The paper drafts will undergo a rigorous peer review before the final draft is due.

Please note: there will be a reading assignment due on the first day of class, so please contact the professor for a syllabus and that assignment as soon as possible.

### REQUIRED READING:

Donald Fixico, *Rethinking American Indian History* (University of New Mexico Press, 1997)

Devon Mihesuah, *So You Want to Write About Indians? A Guide for Writers, Students, and Scholars* (University of Nebraska Press, 2005)  
William Bauer, *"We Were All Like Migrant Workers Here": Work, Community and Memory on California's Round Valley Reservation, 1850-1941* (University of North Carolina Press, 2009)

## **RESEARCH SEMINAR IN EUROPEAN HISTORY**

HIST 729: Gregory Brown

Section 1: Tuesday 4:00-7:30 PM

4 credits

This seminar is designed to help students produce an original article-length research paper (20- 25 pages) using extensive primary and secondary sources on a topic in European history. Your main assignment during the first part of this course will be the development of a feasible topic in consultation with the instructor. In addition to completing a short reading assignment during the second week of class you will also be expected to participate in a library tour. We will spend time briefly discussing historical methodology and the use of source material together in class. The duration of the semester will consist of the researching and writing of your paper. A short in-class presentation on research topics will be required of all students.

### REQUIRED READING:

Turabian, Kate. *A Manual for Writers of Term Papers, Theses, and Dissertations* 6<sup>th</sup> Edition. Chicago, 1996. ISBN 0226816273

## **RESEARCH SEMINAR: RACE IN AMERICAN HISTORY**

HIST 731: Todd Robinson

Section 1: Thursday 7:00-10:30 PM

4 credits

This graduate seminar course focuses on research methods. Participants in the course will be guided through the process of writing a 20-25 page paper based on primary sources, and grounded in a theoretical framework. There is no single theme. Students may examine any topic in African American history during the twentieth-century. The course will allow students to learn traditional and innovative approaches to conduct archival research, as well as formulate a research proposal, and frame a research question. Readings will consist of several books and articles on race in America and racial theory. Although we will not meet each week, attendance will be taken for all required class meeting. In addition, participants will meet with the instructor on a regular basis. Finally, students will present their findings in a formal presentation at the conclusion of the semester.

REQUIRED READING: (provisional list)

Going, Kenneth W., and Raymond A. Mohl. *The New African American Urban History* (1996)

Hine, Darlene Clark. *The State of Afro-American History: Past, Present, and Future* (1989)

Other text to be determined

Grading will be based on class participation and a final research paper (25-30 pages)  
A course calendar with due dates noted for the various stages of the work in progress: topic selection; topic focusing; bibliographies; research etc., will be given to each student at our first meeting.

## COLLOQUIUM IN MODERN BRITAIN

HIST 732: Michelle Tusan

Section 1: Thursday 4:00-6:45 PM

3 credits

This course examines major themes in the historiography of modern Britain. We will trace the development of the British historical tradition from one focused centrally on England to one that broadly considers the histories of Ireland, Wales and Scotland as well as the regions of the former empire. The central question of this course explores how historians have expanded the “island story” to a “global story” using methods drawn from the fields of cultural, intellectual, social, economic, and political history.

Required Readings will include but are not limited to:

Jose Harris, *Private Lives, Public Spirit*

Peter Mandler, ed., *Liberty and Authority in Victorian Britain*

Frank Trentmann., *Free Trade Nation*

Michelle Tusan, *Women Making News*

R.W. Seton-Watson, *Gladstone, Disraeli and the Eastern Question*

Gary Bass, *Freedom's Battle*

Dane Kennedy, *The Highly Civilized Man*

Priya Satia, *Spies in Arabia*

James Vernon, *Hunger: A Modern History*

Assignments for this course are designed to give you the skills that will help you succeed in graduate school. There will be an in-class final, one 10-12 historiographical essay and two 2-3 page response papers.

## **COLLOQUIUM IN MODERN LATIN AMERICAN HISTORY**

HIST 738: Tom Wright

Section 1: Tuesday 7:00-9:45

3 credits

This course examines the historiography of Latin America since independence from Spain and Portugal (1820s with a few exceptions). Topics vary but may include: the new Spanish American republics; slavery and abolition; rural land and society to 1930; the export economies; coffee: economic, social, and political dimensions; immigration and urbanization in the Southern Cone, 1870-1940; the Mexican Revolution; workers and Latin American labor movements; Peronismo; Chile: the road to revolution and the military reaction; and Latin American women's history.

### REQUIRED READING:

Readings to be determined. All readings will be in English.

## **HISTORIOGRAPHY: U.S. CULTURAL/INTELLECTUAL**

HIST 740: Elizabeth White Nelson

Section 1: Wednesday 4:00-6:45 PM

3 credits

This course is an examination of the theoretical and methodological foundations of scholarship in the intellectual and cultural history of the United States. This includes seminal theoretical works by European cultural critics. The course explores the relationship between theory and practice in intellectual and cultural history; it is designed to train students to analyze and critique a wide range of theoretical and methodological approaches in written and oral exercises. The objective of this course is to encourage students to develop methods of critical analysis for future research.

Regular attendance and rigorous participation are essential. There will be two papers. Students will help lead discussion twice during the semester and write a paper on the readings for that week. There will be a midterm exam. Students will be evaluated on their class presentation and participation (30%) and on the written assignments (papers 20%) and exams (30%).

### REQUIRED READING:

Warren Susman, *Culture as History: The Transformation of American Society in the Twentieth Century*

Michel Foucault, *The History of Sexuality, Volume 1* (trans. Robert Hurley)

Peter Barry, *Beginning Theory: An Introduction to Literary and Cultural Theory*

Raymond Williams, *Keywords*

Susan Stewart, *On Longing*

Additional books and articles

## COLLOQUIUM IN PUBLIC HISTORY

HIST 749: Andrew Kirk  
Section 1: Monday 4:00-6:45 PM

3 credits

This course is part one of two required core courses for the Public History M.A. minor. Students who choose the public history track must complete both history 749 & 750. Preferably, students will take 749 first (not crucial if you already had 750). History 749 is a colloquium format course focused on core readings in public history and public historiography. The course will provide an introduction to this rapidly expanding field and introduce students to the basic readings necessary for those in the public history tract to compete for and complete the internship portion of the program. Although this class fulfills a critical component of the public history track it is open to all interested graduate students. The topics and issues addressed by the class will be of interest to any student of history in any topical area. While this course focuses more heavily on reading and theory than 750, there will be a significant applied project as the capstone for the course.

### REQUIRED READING:

Books to be determined

There will be weekly specific thematic reading assignments related to course project.