WORLD WAR I: ORIGINS, EXPERIENCE, AFTERMATH

HIST 348: Paul Werth
Section 2: Monday/Wednesday 8:30-9:45 AM 3 credits

This course is designed to acquaint students with three central aspects of the Great War in Europe: origins, experience, and aftermath. By examining diplomatic developments, aspects of social and cultural change, and prevailing attitudes & assumptions, we shall seek to identify the cluster of factors that best accounts for the war's outbreak and the specific alignment of forces that ensued. The course will then investigate the experience of war by focusing not only on trenches and military engagements, but also on the mobilization of labor and other resources, the growth of the state, dissent & mutiny, and the Russian revolution. Departing from a typical focus on western Europe, the course will offer the thesis that the war in Central and Eastern Europe ended not in 1918, but only in 1923. We will therefore closely analyze the chaotic situation that the war created for the destroyed empires of Russia, Austria-Hungary, and Turkey. Finally, the course will explore how Europeans sought to make sense of the war and their attempts to institutionalize their memory. While treating the Great War as a world war, the course nonetheless focuses primarily on the European experience.

REQUIRED READING (subject to revision)
Susan, Grayzel, ed., The First World War: A Brief History with Documents (Bedford/St Martin’s, 2012).
Roger Chickering, Imperial Germany and the Great War, 1914-1918, 3rd ed. (Cambridge University Press), (earlier editions should be ok)

HISTORY OF MODERN AFRICA

HIST 350: Jeffrey Schauer
Section 1: Tuesday/Thursday 11.30 AM-12.45 PM 3 credits

This course will explore the history of Africa—the world’s second largest and second most populated continent today. The course focuses on the last 200 years, but also offers a snapshot of important trends, events, and politics in early African history. The course will explore the events, themes, and trends shaping modern African history: the legacy of
The Atlantic Slave Trade, migration and innovation in government and economics in the early 1800s, European colonialism, the rise of nationalism and decolonization, and challenges faced by citizen and states in post-independence Africa.

The course draws on case studies from across different regions of the continent.

REQUIRED READING:
Trevor Getz, *Cosmopolitan Africa*
Ibn Battuta, *Ibn Battuta in Black Africa*
Trevor Getz, *Abina and the Important Men*
Shula Marks, *Not Either an Experimental Doll*
Tsitsi Dangarembga, *Nervous Conditions*
Alain Mabanckou, *Broken Glass*
Additional articles and short primary sources

Grades will be based on participation, quizzes/reading responses as necessary, exam(s), and paper(s).

**TOPICS IN SPORTS HISTORY**

**RACE, SPORTS, AND CULTURAL POLITICS IN SPORTS**

HIST 375: Todd Robinson
Section 1: Friday 8:30-11:15 AM 3 credits

Sports are a valuable vehicle through which to explore issues of politics, culture, race, ethnicity, gender, and class in American history. Sports convey American values, traditions, historical memory, and iconography. Using biographical essays, autobiography, film, cultural and labor history, as well as policy studies, this course considers the place of race in collegiate, amateur, and professional sports in American history and in contemporary culture.

REQUIRED READING:
Patrick B. Miller and David K. Wiggins, *Sport and the Color Line*

Additional books and selected articles may be required.

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

Grading will be based on quizzes, essay exams, a final presentation and research paper.

**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:
Thomas Cutler, *The Battle of Leyte Gulf 23-26 October 1944*
Joseph R. Owen, *Colder Than Hell*
Philip Caputo, *A Rumor of War*
Selected articles in the Course Reserves section of WebCampus for HIST 386B

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*

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.

**AMERICAN CONSTITUTIONAL AND LEGAL HISTORY II**

HIST 402/601B: David Tanenhaus  
Section 1: Monday/Wednesday 1:00-2:15 PM  
3 Credits

Through lectures and discussions, this course examines the life of the law in the United States from the nineteenth century to the present. Topics include constitutional interpretation, the meaning of citizenship, and the exercise of state power.

REQUIRED READING:

Grading will be based on class participation, a journal, a midterm, and a final examination.
There will be extra reading and writing assignments for graduate students (HIST 601B).

**AMERICAN WEST TO 1849**

History 406A/606A: William Bauer  
Section 1: Monday/Wednesday 10:00-11:15 AM  
3 credits

This course is a narrative and interpretive study of the development of the American West by American Indians, imperial European powers and Americans to the California Gold Rush. The American West possesses one of the most dynamic histories of any region in North America. Home to numerous Indigenous peoples, the first contacts between Native peoples and Euroamericans, and international wars, the American West poses problems for simple historical generalizations. This class focuses on the social, cultural and international fluidity of the West and how different peoples remember the history of the region. We will consider themes of exploration, Native power, economy, gender, and violence and hopefully draw conclusions about whether the West has a history of accommodation or conflict.

**REQUIRED READING:**
- Cormac McCarthy, *Blood Meridian, or Evening Redness in the West*.

Students in HIST 606A will have additional readings.

**UNITED STATES: CIVIL WAR AND RECONSTRUCTION**

HIST 414B/614B: Elizabeth Nelson  
Section 1: Tuesday/Thursday 1:00-2:15 PM  
3 Credits

This course examines the era of the Civil War from Secession in 1860 to the end of Reconstruction in 1877. We will discuss the causes of the Civil War, the question of inevitability, and the profound social, cultural, economic and political transformations brought about by the War and Reconstruction.
Course Requirements:
Class Participation and Debates (15%)
2 Exams (20% each)
5 page paper (20%)
Final exam (25%)

REQUIRED READING (Provisional; see bookstore for updates):
Karen Abbott, Liar, Temptress, Soldier, Spy: Four Women Undercover in the Civil War
A.J. Langguth, After Lincoln: How the North Won the Civil War and Lost the Peace
Bruce Levine, The Fall of the House of Dixie: The Civil War and the Social Revolution That Transformed the South
James Oakes, Freedom National: The Destruction of Slavery in the United States
Andrew Torget and Edward L. Ayers, Two Communities in the Civil War

BRITAIN TO 1750

HIST 419A/619A: Andrew Bell
Section 1: Monday/Wednesday 1:00-2:15 PM 3 credits

This course analyzes and interprets the economy, society, politics, and culture of the British isles from earliest settlement to 1750.

REQUIRED READING (Provisional; see bookstore for further updates):
Bede, A History of the English Church and People
Kenneth O. Morgan, The Oxford Illustrated History of Britain
David Howarth, 1066 The Year of the Conquest
David Underdown, Fire From Heaven
Further reading and handouts to be determined.

Additional reading and writing assignments will be required for graduate students

HISTORY OF AMERICAN LABOR SINCE 1607

HIST 429/629: Jay Coughtry
Section 1: Tuesday/Thursday 8:30-9:45 AM 3 Credits

Through most of the 20th century American labor history was synonymous with the history of labor unions. Beginning in the 1970s this narrow institutional focus was
broadened significantly by a new breed of labor historians who were determined to tell the story of all American workers, not simply the important minority whose struggle had culminated in the creation of powerful craft and industrial organizations. Moreover, these “new labor historians” added breadth to the field in other important ways. For example, they have attempted to recreate the whole range of working-class life. And they are interested in women and minority workers, white collar workers, agricultural workers, and the pre-industrial worker as well as members of the AFL-CIO.

The stories of those millions who physically created our country are dramatic and instructive. The transformation of production and labor markets that began in the early 19th id now largely complete, although still subject to modification. A nation that for generations consisted of a majority of farmers and artisans has become a country of dependent wage earners. The saga of those who labored before us is therefore our story, replete with lessons for all who labor for capitalism.

REQUIRED READING:
- Peter J. Rachleff, *Black Labor in Richmond, 1865-1890*
- Amy Kesselman, *Fleeting Opportunities: Women Shipyard Workers in Portland and Vancouver During World War II and Reconversion*
- Barbara Ehrenreich, *Nickel and Dimed: On (Not) Getting By in America* (10th anniversary edition)

Note: Graduate students will be assigned additional readings.

Principal assignments will involve three exams, several book quizzes and a research project.

**HISTORY OF AMERICAN WOMEN, 1870 TO THE PRESENT**

HIST 432B/632B: Joanne Goodwin
Section 1: Monday/Wednesday 1:00-2:15 PM                  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)*
  ISBN: 9780199349364


Additional Readings will be posted to web campus.

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.

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**THE ROLE OF CITIES IN AMERICAN HISTORY**

HIST 434/634: Greg Hise  
Section 1: Monday/Wednesday 11:30 AM-12:45 PM  
3 credits

Students in this course will examine America’s emergence as a nation of cities. Cities have played a central role in politics and governance, in the definition of classes, and in defining citizenship and identity; they have drawn people from the countryside and from other countries; they have been sites for industrial and cultural production. We will explore fundamentals of urban history: ideals and ideology, immigration and demography, finance and trade, engineering and infrastructure, industrialization and the control of nature. We will situate our analysis of key themes such as growth and decline, crisis and renewal, economies and ecologies in case studies of New York, Chicago, Los Angeles and other first tier cities. We will consider these great metropolises in a system of cities that includes Miami, Houston, Phoenix, and Las Vegas. Ultimately our goal is to understand how urban life, politics, and culture shaped a nation in order to assess what is at stake when elected officials, journalists, and citizens talk about immigrants and a threat to civic society, a decline of public space, and other putative crises often associated with American cities.

There will be a midterm and final exam, weekly discussion of the readings and lectures, and a term paper on a subject of your choosing.

**REQUIRED READING:**

- Articles on e-reserve or available electronically via Lied Library portals
- Carl Abbott, *The Metropolitan Frontier: Cities in the Modern American West*
- Paul Boyer, *Urban Masses and Moral Order in America, 1820-1920*
Graduate students enrolled in HIST 634 will read additional texts, write a literature review, and craft a longer essay.

GREAT CITIES IN HISTORY
BERLIN IN THE 1920s

HIST 434B/634B: Colin Loader
Section 1: Tuesday/Thursday 10:00-11:15 AM 3 credits

Berlin during the 1920s and early 1930s was a place of cultural and intellectual ferment and political, economic, and social turmoil. Economically the new republic witnessed the extremes of a hyperinflation early and the Great Depression later. Socially, the hope at the beginning of the world war that Germany had overcome class divisions proved to be illusory. Politically the country’s first attempt at democracy was disastrous, leading to political gridlock and the triumph of Adolf Hitler’s National Socialists. For these reasons Detlev Peukert has described as republic as the site of the “crisis of classical modernity.” At the same time there was a blossoming of an avant-garde culture that built on its pre-war origins. Expressionism and Dadaism in art, the Bauhaus School in architecture, new approaches to city planning, Albert Einstein and Werner Heisenberg in science, Friedrich Murnau, Fritz Lang, Marlene Dietrich, and Peter Lorre in film, Erich Kästner, Kurt Tucholsky, and Alfred Döblin in literature, Bertolt Brecht and Erwin Piscator in theater, cabaret and Josephine Baker in popular entertainment—these are only a few of the names that contributed to the Berlin’s cultural milieu.

REQUIRED READING:
Otto Friedrich, *Before the Deluge: A Portrait of Berlin in the 1920s*
Joseph Roth, *What I Saw: Reports from Berlin, 1920-1933*
Course Reader on WebCampus (CR)

FILMS:
*The Cabinet of Dr. Caligari*
*The Last Laugh*
*Metropolis*
*The Blue Angel*
*Berlin: Symphony of a Great City*
*M*

Grading will be based on a course log, take-home final exam, and class discussion.

There will be extra reading and writing assignments for graduate students (HIST 634B).
AMERICAN ENVIRONMENTAL HISTORY

HIST 441/641: Andrew Kirk
Section 1: [Distance Education] 3 credits

This course explores the relationship between human beings and the physical environment on the North American continent. Students will examine the ways different cultural groups have used and transformed the continent and the ebb and flow of consciousness about the environment from its roots in the nineteenth century to the rise of environmentalism in the twentieth century.

REQUIRED READING:
William Cronon, *Changes in the Land*
Richard White, *The Organic Machine*
Donald Worster, *Dust Bowl*
Mark Fiege, *Republic of Nature*
Selected articles

Grading will be based on class participation, quizzes, an exam, and a comparative essay.

LATINOS IN THE AMERICAN WEST

History 444/644: Maria Raquel Casas
Section 1: Tuesday/Thursday 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. Ultimately, this course challenges the preconceived notions of an Anglo conquest and demonstrates how Latinos preserved some traditions, adapted others, and influenced the development of the American West.
Grades will be determined using the following criteria:

- Attendance and class participation, 20%
- First Midterm exam 20%
- Second midterm exam 25%
- Final paper 35%

REQUIRED READING:

- Zaragosa Vargas, *Crucible of Struggle: A History of Mexican Americans from Colonial Times to the Present Era*
- Paul Foos, *A Short, Offhand, Killing Affair: Soldiers and Social Conflict during the Mexican-American War*
- Other supplemental readings will be placed on e-reserve in the Library.

**HISTORY OF JAPAN TO 1800**

HIST 449A/649A: Ed Weir
Section 1: Monday 4:00-6:45 PM 3 credits

From the complex court traditions of ancient Japan to the samurai and romantic literature of medieval Japan, Japan’s pre-modern past is a rich source of tradition that appeals to contemporary mankind all over the world. This semester the course will survey the history of traditional Japan from prehistoric times until 1800 in the hopes of better understanding contemporary Japan (History 449B) with an emphasis on the samurai and his role in medieval Japan, and the court and imperial family.

REQUIRED READING:

- Mikael S. Adolphson, *The Gates of Power: Monks, Courtiers, and Warriors in Premodern Japan*
- Herman Ooms, *Imperial Politics and Symbolics in Ancient Japan: The Tenmu Dynasty. 650-800*

FOR HISTORY 649A:

To be determined.

**CAPSTONE RESEARCH SEMINAR**

**NINETEENTH CENTURY AMERICA**

HIST 451, Section 1001: Michael Alarid
Section 1: Tuesday 2:30-5:15 PM 3 credits
This course is designed to help history majors refine their critical research skills, with the goal of producing a 25-30 page research paper based on primary sources. The theme of this course is Nineteenth Century America, with a particular emphasis on violence and social conflict in American history. Although you will be asked to read and to think critically about violence and social conflict, your project can center on any aspect of the history of the United States, including the social, political, economic, and military histories of America.

In this course we will explore both qualitative and quantitative research methods and each member of the class will develop his/her research topic and a bibliography of primary and secondary sources relevant to their own research interests. The bulk of the semester will be focused on individual research and the writing process. The instructor and other members of the class will offer critique and guidance to each student; the process will culminate in an in-class presentation of research and a final paper.

Grading will be based on writing assignments that are related to our primary book (*American Homicide*) and on a series of graduated assignments intended to build toward the final paper. Students are expected to conduct primary research for their papers and to situate their findings within the historiography of their chosen topic.

**REQUIRED READING:**

- Randolph Roth, *American Homicide Supplemental Volume*, (Available online at the Criminal Justice Research Center, Historical Violence Database)

**CAPSTONE RESEARCH SEMINAR**

**WORLD WAR II AND THE HOMEFRONT, 1941-1945**

HIST 451, Section 1002: Jay Coughtry  
Section 3: Tuesday 2:30-5:15 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.: America during World War II* (2nd ed.)
Jules R. Benjamin, *A Student’s Guide to History*
William Strunk and E.B. White, *The Elements of Style*

**CAPSTONE RESEARCH SEMINAR**
**MEDIEVAL CULTURE**

HIST 451, Section 1003: Dr. Elspeth Whitney
Section 3: Thursday 2:30-5:15 PM       3 credits

This course is designed to help history majors perfect their craft by writing a research paper based on original primary sources. The course will proceed systematically through a careful sequence of steps beginning with choosing and refining your topic and then moving through building a bibliography, reading and analyzing primary and secondary courses, developing an outline, writing a first and second draft and, finally, presenting your paper to the class. At the close of the class, you will have written a substantial paper showcasing your skills and thought as an historian.

In order to facilitate finding and choosing a topic, everyone in the class will write on either writings on chivalry and knighthood or women’s writing in the Middle Ages. (A possible exception will be if you email me before the first class with your topic and a bibliography in hand and I approve your choice). I will have a beginning list of sources available for you to get started, which you will supplement with your own list of books and articles as you refine your topic. Since everyone will be working on related topics, there will be ample opportunity for class discussion of papers as they develop.

Even if you are unfamiliar with medieval history, you will find much of interest and importance in the available sources. Useful background information will be provided in class.

REQUIRED READING :
Materials on WebCampus
One additional book TBA
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 your final grade.

**POPULAR CULTURE IN 20TH CENTURY AMERICA**

HIST 452B/652B: Jay Coughtry  
Section 1: Thursday 2:30-5:15 PM  
3 Credits

Rise Against, a contemporary rock band, comments on its rise from cult status to mainstream success on an early LP, *Appeal to Reason*. The song “Entertainment” includes the telling lines “All we are is entertainment/ Caught up in our own derangement.” Likewise, historian Leroy Ashby quotes Mark Cuban, the owner of the Dallas Mavericks, describing the point of his professional basketball franchise: “We sell fun. We sell the answer to ‘What do you want to do tonight?’” “Sell” and “fun.” Both examples sum up the twin purposes of American popular culture, i.e. entertainment that has historically migrated from the realm of folk culture (family, community and region) to the marketplace and a large if not mass audience.

In this seminar students will confront the many varieties of American popular culture from a range of mainly historical/critical perspectives. After tracing pop culture’s origins in the market revolution of the early nineteenth century, the class will examine the evolution and proliferation of popular culture forms over the last century. Critically analyzing films, television, music, sports and the like, the class can begin to grapple with popular culture’s impact on the larger society and how that society’s dominant ideology and structures shape popular culture. Indeed, in American society the terms “popular culture” and “culture” are increasingly used synonymously. How does popular culture reflect, refract and ultimately shape the wider world? And ultimately, what have been the consequences for Americans who spend so many billions of dollars and hours ostensibly “just having fun?”

**REQUIRED READING:**
- Dominic Strinati, *An Introduction to Theories of Popular Culture*
- George V. Higgins, *The Friends of Eddie Coyle*
- *Film in America*
- Elliott J. Gorn, *A Brief History of American Sports*
There will be extra reading and writing assignments for graduate students (HIST 652B).

**TOPICS IN CHINESE HISTORY: CHINA & THE PACIFIC IN WORLD WAR II**

HIST 455C/655C: Teddy Uldricks  
Section 1: Monday/Wednesday 2:30-3:45 PM  
3 credits

This course will examine the China-India-Burma and the Pacific theaters of combat in the Second World War. It will examine military, diplomatic, political, economic, and social aspects of the conflict.

**REQUIRED READING:**  

Additional readings for graduate students: See instructor.

**THE RENAISSANCE**

HIST 460A/660A: Elspeth Whitney  
Section 1: Tuesday/Thursday 11:30 AM-12:45 PM  
3 credits

The Renaissance was a time of extraordinary innovation in art, philosophy, state-building, consumer culture and technological invention, produced against a back-drop of wars, plagues, political back-stabbing and economic and social turmoil. This course analyzes the main political, economic, social and cultural developments in Renaissance Europe, with special attention to the Renaissance in Florence and Elizabethan England. Topics include political ideas and the development of the modern state; attitudes toward marriage, women and sexuality; clothing as a vehicle of social values and the cultural and social background of Renaissance art.

**REQUIRED READING:**  
Lisa Kaborycha, *A Short History of Renaissance Italy* (Pearson, 2010)
Alexander Lee, The Ugly Renaissance: Sex, Greed, Violence and Depravity in an Age of Beauty (Doubleday)
Additional readings available on WebCampus.

REQUIRED FOR GRADUATE STUDENTS

Two additional books of your choice chosen in consultation with me

Grades will be based on class participation, two take-home essay exams, two in-class short-answer exams and one short in-class report.

Graduate students will have additional readings and writing assignments and will not take the short-answer exams.

EUROPE: 1914-PRESENT

HIST 464/664: Jeffrey Schauer
Section 1: Tuesday/Thursday 8:30-9:45 AM  3 credits

This survey of Europe during the twentieth and early-twenty-first centuries engages with the major themes and trends shaping political, social, cultural, and economic life in Europe, as well as Europe's interactions with other parts of the world. We will explore some of the big events of the century--the world wars, communist and fascist revolutions, Depression, Cold War, etc--as well as processes that shaped Europe--decolonization, social democratization, and continental consolidation.

Success in the course will be evaluated based on participation in class discussions, exam(s), paper(s), and quizzes (as needed).

REQUIRED READING:
  Konrad Jarausch, Out of Ashes: A New History of Europe in the Twentieth Century
  Joan Scott, The Politics of the Veil
  Vera Brittain, Testament of Youth
  Sheila Fitzpatrick, The Russian Revolution
  Two additional book-length texts, plus articles and short primary sources

GRADUATE READING (beyond the titles listed above)
  To be announced in due course
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)

LATIN AMERICAN ETHNIC STUDIES

HIST 474/674: Miriam Melton-Villanueva
Section 1: Tuesday/Thursday 1:00-2:15 PM 3 credits

This course examines indigenous cultures as a way to understand Latin America’s history. Students practice methods that promote understanding of complex histories and cultures with the objective to identify legacies of colonial rule that affect our lives today. Students will be introduced to the historian's craft through discussions of field work, archival research, source analysis, and paleography.

REQUIRED TEXTS:
- Townsend, Malintzin's Choices ISBN: 978-0826334053
- Moleskine Sketch Square Journal (7.5 x 7.5) ISBN: 978-8867323388
- And many selected articles, images, music, video clips.

COMPARATIVE HISTORY

WORLD HISTORY: THE SEVENTEENTH-CENTURY CRISIS

HIST 489/689: John Curry
This course aims to study the ecological, political and social crises that occurred over the course of the seventeenth century in global perspective. In contemporary times, people throughout the world have become increasingly aware of the impact of climate change upon human societies. It is much less well-known, however, that we already have a historical example of such an event in the form of the Seventeenth-Century Crisis, which manifested across multiple geographical regions and societies and is comparatively well-documented in the historical record. At this time in history, a period of global cooling in many parts of the world led to food insecurity, political instability, and general misery in many parts of the world. By the time warmer climate returned, the process of adaptation had dramatically changed both the overall trajectory of world history and the global balance of power.

Over the course of the semester, this course will introduce students to the ways in which they can undertake comparative global and environmental history. A plurality of our case studies will be on issues involving Europe, where the Seventeenth-Century Crisis has been best documented in the historical record. However, we will not limit ourselves to that part of the world alone. Copious evidence for the Seventeenth-Century Crisis also exists for the history of China, the Ottoman Empire, the Americas, and Russia, to name but a few. Therefore, participants may choose to examine events or themes that link people and places across regions of the world.

The ultimate goal of the course is to gain experience and acquire skills in comparative analysis of different global regions. Participants are expected to contribute regularly during class discussions and to complete a series of assignments that will lead up to a fifteen- to twenty-page research paper.

REQUIRED READING: (provisional list)
Geoffrey Parker, Global Crisis: War, Climate Change and Catastrophe in the Seventeenth Century (2013)


Additional articles and primary source readings as required; which can be found on my course website at http://faculty.unlv.edu/curryj5/
Graduate students enrolled in HIST 689 will follow the same trajectory in the course, but with the expectation that they will undertake a more in-depth set of readings for the development of their own project.

**RESEARCH SEMINAR IN EUROPEAN HISTORY:**
**TRANSNATIONAL HISTORY**

HIST 733: Cian McMahon  
Section 1: Thursday 4:00-6:45 PM  
4 credits

In this seminar students will produce an original article-length research paper (25-35 pages) on a topic in European history using extensive primary and secondary sources. Class time will be devoted to collective analysis of primary sources, discussions of methodology, consideration of example articles, and formal presentations of research findings. The middle portion of the semester will be devoted almost exclusively to individual research with only limited classroom time. The instructor will work closely with each student, providing critical guidance and exerting various forms of moral and material coercion to ensure timely completion. Of critical significance is the early identification of a viable topic, and interested students should feel encouraged to consult with the instructor before the formal start of the semester at cian.mcmahon@unlv.edu.

**REQUIRED READING:**  
There are no pre-determined required readings for this course.

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

HIST 740G: Greg Hise  
Section 1: Tuesday 4:00-6:45 PM  
3 credits

Participants in this seminar will examine theory and method in action. We will consult "how to" treatises on occasion but the majority of our reading will be monographs and essays in history, anthropology, geography, sociology, and related fields. In each case we will consider how scholars conduct their research (in archives and in the field); how they interpret sources; how they analyze evidence and compose a narrative. The premises are: that knowledge is generated through our study of people and places, that theory is fundamental for explanation, that our methodology is formative for the stories we tell. You will have an opportunity to assess theory critically, to practice technique, and to identify methods appropriate for your particular investigations.

Learning is a social endeavor. Your primary responsibility is active participation in the seminar. I expect you will take notes as you read and that you will prepare a summary of themes, claims, and key concepts. Prior to each session you will distribute a set of talking points that will guide our discussion. In all cases we will engage colleagues in a
respectful conversation about ideas, research design, the interpretation of data, and how we present our findings. The primary written product will be a grant proposal, an eight to ten page statement of the theory, research design, and methods you would employ for a specific project. The model I have in mind is a document you would submit to a foundation or a research institute for dissertation support. In fact, I encourage you to use this opportunity to craft a proposal for submission to the National Endowment for the Humanities (NEH), the Getty Research Institute, the Newberry Library, the National Science Foundation (NSF), or the like.

**REPRESENTATIVE TEXTS:**
- Hayden White, “The Value of Narrativity in the Representation of Reality”
- James C. Scott, *Seeing Like a State*
- Richard White et al. “Self and Subject” (*JAH* forum)
- “Genres of History” (*JAH* interchange)
- Colin Gordon, *Mapping Decline*
- Martin Berger, *Seeing through Race*
- William Cronon, *Nature’s Metropolis*
- Allessandro Portelli, *The Battle of Valle Giulia*
- Neil Smith et al. “From Disinvestment to Reinvestment: Mapping the Urban Frontier”

Additional books and articles

**TOPICS IN PUBLIC HISTORY**

**THE POWER OF PLACE & THE POLITICS OF MEMORY**

HIST 754: Marcia M. Gallo  
Section 1: Wednesday 4:00-6:45 PM  
3 credits

“The Power of Place and the Politics of Memory” provides a structured exploration of the ways in which individuals and communities remember their pasts through entities such as archives, exhibits, memorials, and oral histories. Students will produce original final research projects that address our course themes as they fit within the student’s scholarly trajectory; four book reviews as well as in-class presentations also are required throughout the semester.

**REQUIRED READING:**


Additional required readings include sets of articles. There also are two pairs of recommended books that students will select from for review.