

SPRING 2020 HISTORY COURSE GUIDE

TOPICS IN THE HISTORY OF MEDICINE GLOBAL MEDICAL HISTORY

HIST 304: Carlos Dimas

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

3 credits

This course is designed to broaden students' knowledge on the role of disease, epidemics, and medical sciences in the development of global empires, the emergence of nation-states, and global politics from the 1500s to Today. Through a reading of primary and secondary sources, students will understand how notions and definitions of "healthy," "hygiene," and "sick" were sociocultural constructs and spaces of power that changed over the course of time, often in combative ways. This course will benefit students of history as well as those pursuing professions in Allied Health Sciences or planning to attend medical school.

REQUIRED READING:

Michael G. Vann and Liz Clarke, *The Great Hanoi Rat Hunt: Empire, Disease, and Modernity in French Colonial Vietnam*

William H. McNeill, *Plagues and Peoples*

Sonia Shah, *Pandemic: Tracking Contagions, from Cholera to Ebola and Beyond*

JUNIOR WORKSHOP

HIST 351AX: Paul Werth

Section 1: Tuesday/Thursday 2:30-3:45 PM (January 21-February 20)

1 credit

Building on the History major's milestone course (HIST 251), this one-credit course enables students to plan a research project, which they will subsequently execute in the senior capstone course (HIST 451). Over the course of five weeks, each student will define a research topic and identify primary and secondary sources related to it. The final assignments include an annotated bibliography, research prospectus, and oral presentation—in short, the foundational elements for the next stage of the research process. Students who take this course will acquire critical skills and thus be uniquely positioned to succeed in HIST 451. The course requires independence, self-discipline, flawless attendance, and close collaboration with student peers.

REQUIRED READING:

William Kelleher Storey, *Writing History: A Guide for Students*, 5th ed. Oxford University Press, 2015. ISBN: 978-0190238940

THE HOLOCAUST IN ITS EUROPEAN SETTING

HIST 367: Norma Lisa Flores

Section 1001: Monday/Wednesday, 8:30-9:45 AM

3 credits

Among the biggest questions that arise from the study of Europe and the Holocaust, the most simplistic and yet hardest is Why? Why was the Jewish population of Europe targeted in the early twentieth century for exclusion, expulsion, and ultimately extermination? Why were the perpetrators primarily ordinary people? Why Germany? Why were so many states, institutions, and people unable to speak out? And why should we remember? In this course, we will explore the roots of these questions by examining the history and memory of the Nazi genocide that resulted in the deaths of both Jewish and non-Jewish victims throughout Europe. Topics will include a study of antisemitism and racism, collaboration and resistance (both Jewish and non-Jewish), ghettos and concentration camps, as well as the prevailing memory of the Holocaust, including lessons and legacies in the twenty-first century. Prerequisites ENG 101, 102 or HON 100.

REQUIRED READING:

Doris L. Bergen, *War and Genocide: A Concise History of the Holocaust*. Third Edition.

Joanne D. Gilbert, *Women of Valor: Polish Resisters to the Third Reich*.

Alexandra Zapruder, *Salvaged Pages: Young Writers' Diaries of the Holocaust*.

Timothy W. Ryback, *Hitler's First Victims: The Quest for Justice*.

Marie Jalowicz Simon, *Underground in Berlin: A Young Woman's Extraordinary Tale of Survival in the Heart of Nazi Germany*.

Erik Larson, *In the Garden of Beasts: Love, Terror, and an American Family in Hitler's Berlin*.

Additional readings TBA.

HISTORY OF CASINOS

HIST 368: David Schwartz

Section 1: Tuesday/Thursday 4:00-5:15 PM

3 credits

This course will familiarize students with the historical development of casino gaming and present an accurate picture of the current state of the casino industry throughout the world. We will begin with a brief overview of the roots of casinos in European gambling, discuss several relevant trends in 19th century legal and illegal gambling and spend the bulk of the course considering the development of the American legal casino gaming industry, with a concentration on Las Vegas. We will consider the creation of the casino resort on the Las Vegas Strip, changes in the structure of casinos, the professionalization of the gaming industry, and the spread of casino gaming throughout the world, with an emphasis on recent developments in Asia and emerging forms of casino-style gambling.

REQUIRED READING:

David G. Schwartz, *Roll the Bones: The History of Gambling* (Casino Edition). Las Vegas: Winchester Books, 2013.

Jack Sheehan, *Players: The Men Who Made Las Vegas*. Reno: University of Nevada Press, 1997.

Additional articles will be available via WebCampus.

Grading will be based on class attendance and participation, three essays, and two exams.

TOPICS IN SPORTS HISTORY RACE, SPORT, AND CULTURAL POLITICS

HIST 375: Todd Robinson

Section 1: Tuesday, 10:00-11:15 AM, and Online (Hybrid)

3 credits

Sports are a valuable vehicle through which to explore issues of politics, culture, race, ethnicity, gender, and class in American history. Indeed, a site of protest, power, and inclusion for racial minorities, 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. Students will use these sources, with particular attention to African American athletes, to study the profound impact of athletic competition and its relationship to the construction of race relations in twentieth-century America.

REQUIRED READING:

Patrick B. Miller and David K. Wiggins, *Sport and the Color Line: Black Athletes and Race Relations in Twentieth-Century America*

Darlene Clark Hine, William C. Hine, and Stanley Harrold, *African Americans: A Concise History, Volume Two, 5th Edition*

Two additional books plus selected course articles

The course is designed, pedagogically, to take advantage of the principal attributes of both face-to-face classroom instruction and online learning. Therefore, conduct of the course will consist of lectures, class discussions, and video presentations as well as include online content, assignments, and activities.

Grading will be based on two exams, each covering approximately one half of the course material, weekly quizzes, discussions, and a final 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:

Allan R. Millett, Peter Maslowski, & William B. Feis, *For the Common Defense: A Military History of the United States, 1607-2012*
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 Web Campus for HIST 386B

RECOMMENDED READING:

Jerry K. Sweeney, ed., *A Handbook of American Military History, 2nd ed.*

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

Grading will be based on 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
MUSSOLINI, HITLER, AND STALIN**

HIST 388: Teddy Uldricks

Section 1: Tuesday/Thursday 2:30-3:45 PM

3 credits

This course will examine not only the lives and "accomplishments" of these three notorious 20th century dictators, it will also explore the political, economic, and social systems as well as the intellectual environment in which each of these men came to power. A special focus of the class will be the exploration of why various sorts of people from diverse ranks and positions in society supported the destruction of liberal democracy (or, in the Russian case, a less authoritarian form of communist rule) and its replacement by totalitarian dictatorship. We will also discuss social science theories relevant to these developments.

REQUIRED READING:

Ian Kershaw, *Hitler*

Roger Griffin (ed.), *Fascism* (documents reader)
Martin Clark, *Mussolini*
Kevin McDermott, *Stalin*
Lewis Siegelbawm & Andrei Sokolov (eds.), *Stalinism as A Way of Life: A Narrative in Documents*

GREAT PERSONALITIES MAJOR KOREANS OF THE 20TH CENTURY

HIST 388: Austin Dean

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

3 credits

In this class we will focus on the lives and legacies of important figures in 20th century Korea, particularly Syngman Rhee, Kim Il-sung, and Park Chung-hee. We will explore their experience in the late Choson Dynasty, during Japanese colonialism, during World War II and in independent North and South Korea. We will also compare and contrast their competing visions of how South and North Korea should develop. We will finish the class by examining how their descendants—Kim Jong-il, Kim Jong-un, and Park Geun-Hye—continued to influence the politics, economics, and culture of the Korean peninsula into the 21st century.

REQUIRED READING:

Michael E. Robinson, *Korea's Twentieth Century Odyssey: A Short History*

Daniel Tudor, *Korea: The Impossible Country*

Ana Fifield, *The Great Successor: The Divinely Perfect Destiny of Brilliant Comrade King Jung Un*

B.R. Myers, *How North Koreans See Themselves and Why It Matters*

Conduct of the class will consist of lectures, videos, student presentations, and discussions. Grading will be based on attendance, participation, quizzes, shorter writing assignments, and a final exam.

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 collapse of the Articles of Confederation to the present. Topics include constitutional design and interpretation, the meaning of citizenship, the exercise of state power, and impeachment.

REQUIRED READING:

George William Van Cleve, *We Hath Not a Government: The Articles of Confederation and the Road to the Constitution* (University of Chicago Press, 2017)

Cass Sunstein, *Impeachment: A Citizen's Guide* (Harvard University Press, 2017)
Eric Foner, *The Second Founding: How the Civil War and Reconstruction Remade the Constitution*
Risa Goluboff, *Vagrant Nation: Police Power, Constitutional Change, and the Making of the 1960s* (2016)

Grading will be based on class participation, a midterm, book reviews, and a final examination.

There will be extra reading and writing assignments for graduate students (HIST 601B).

UNITED STATES FOREIGN RELATIONS I

HIST 407A/607A: Tessa Winkelmann
Section 1: Monday/Wednesday, 10-11:15 AM

3 Credits

This course examines the history of US foreign relations from the colonial period through 1920; it looks at the lives and activities of individual “private” citizens and non-citizens, as well as “official” state and military actions. Our approach will foreground the political, cultural, social and economic interactions of the United States and Americans with the wider world and non-U.S. actors. Course materials will highlight the similarities and differences in domestic, international, and transnational policy as we pay close attention to the broader themes of colonialism, borderlands, state formation and nationalism. Topics will include: interimperial relations and settler colonialism, the American Revolution, the transatlantic slave trade, “manifest destiny,” Pacific world connections, consumption and production, imperialism and migration. Through the lenses of race, class, gender and sexuality, we will explore how increasing contact and diplomatic relations with “foreigners” helped to solidify ideas of national belonging and of what constituted a free and democratic nation, even as it restricted the freedoms and national inclusion of others.

REQUIRED READING:

Thomas Paterson and J. Garry Clifford, et al., *American Foreign Relations, Volume 1: To 1920, 8th Ed.*

Kariann Akemi Yokota, *Unbecoming British: How Revolutionary America Became a Postcolonial Nation*

Julie Greene, *The Canal Builders: Making America's Empire at the Panama Canal*

Elizabeth Maddock Dillon and Michael Drexler, eds., *The Haitian Revolution and the Early United States: Histories, Textualities, Geographies*

Grading will be based on class attendance and participation, quizzes drawn from the assigned reading, writing assignments based on primary sources and readings, a midterm, and a final exam.

There will be additional reading and writing assignments for graduate students (HIST 607B).

U.S. REVOLUTIONARY ERA AND EARLY REPUBLIC

HIST 412/612: A.B. Wilkinson

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

3 Credits

This is an upper-division course that explores United States history with a focus on North America and the Atlantic World during the latter half of the eighteenth century into the early nineteenth century – particularly concerning the struggle of the British North American colonies for independence from the British Empire and the creation of the United States. We will quickly cover background on early colonial growth in the Americas, then shift to our main period of focus: roughly from the end of the Seven Years' War (1763) through the end of the War of 1812 (1815). Over this time period, this class will examine the dynamic relationships between British colonists, Native Americans, African Americans, the French, and other Europeans, especially the imperial British authority that attempted to maintain control over North America.

The course will look at the difficulties and successes surrounding the causes of the Revolutionary War, the conflict itself, the birth of U.S. government, and stabilizing the young nation's independence through its own colonial expansion. Themes will cover politics, economics, religion, and social issues (including race, class, and gender). Throughout the course we will be asking and answering questions, such as: How "revolutionary" was the U.S. Revolution? How could one of the "freest nations in the world" also maintain slavery? What makes the U.S. Constitution, along with its Amendments, such a truly exceptional document? How much relevance does the U.S. Constitution hold for us and are the rights it espouses held equally by everyone today?

REQUIRED READING:

- T. H. Breen, *The Marketplace of Revolution: How Consumer Politics Shaped American Independence*.
- Woody Holton, *Forced Founders: Indians, Debtors, Slaves, and the Making of the American Revolution in Virginia*.
- Colin G. Calloway, *The American Revolution in Indian Country: Crisis and Diversity in Native American Communities*.
- Pauline Maier, *Ratification: The People Debate the Constitution, 1787-1788*.
- Alan Taylor, *The Civil War of 1812: American Citizens, British Subjects, Irish Rebels, & Indian Allies*.

Additional shorter texts will be made available online.

Grades will be based on class participation, in-class exams, and assigned papers.

Graduate students will have additional readings and responsibilities for HIST 612.

Please email Prof. Wilkinson at wilk@unlv.edu if you have questions about the course.

UNITED STATES: CIVIL WAR AND RECONSTRUCTION

HIST 414B/614B: Elizabeth Nelson

Section 1: Tuesday 11:30 AM-12:45 PM and Online (Hybrid)

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 (20%)

2 Document Analyses (20% each)

5 page paper (20%)

Final exam (20%)

REQUIRED READING:

Online materials: scholarly articles, documents, videos and additional Books TBA

CONTEMPORARY AMERICA: THE U.S. SINCE 1945

HIST 416B/616B: Marcia M. Gallo

Section 1: Online

3 credits

Post-World War II America will be examined through readings and reflections on the social and political tensions of the 1950s, 1960s, and beyond. From the impact of governmental Cold War policies to heated debates over U. S. involvement in civil wars in Vietnam, El Salvador, and Nicaragua and elsewhere; from growing domestic affluence to continuing struggles for racial, gender, and sexual equality, we will evaluate the many challenges and changes that took place during the last six decades of what *Time* magazine publisher Henry Luce called “the American Century.”

There will be regular online discussions of assigned readings and films and a final paper on a subject of interest to the student. Additional reading and writing assignments are expected of graduate students.

REQUIRED READING:

Andrew G. Kirk and Kristian Purcell, *Doom Towns: The People and Landscapes of Atomic Testing, A Graphic History* (Oxford University Press, 2017)

Natasha Zaretsky and Mark Lawrence, *Major Problems in American History Since 1945* (Cengage Learning, 2014)

Additional books, articles, and films will be assigned.

HISTORY OF GERMANY SINCE 1848

HIST 423B/623B: Noria Litaker
Section 1: Tuesday/Thursday 10:00-11:15 AM

3 credits

Over the last 150 years, Germany has stood at the center of world events. Germany's unification in 1871 disrupted the European balance of power. Germans helped plunge Europe into World War I, launched World War II, and perpetrated the Holocaust. After the war, Germany was divided in two; West Germany, a NATO member and parliamentary democracy, developed one of the strongest economies in the world, while East Germany, part of the Warsaw Pact, became one of the most repressive regimes in Europe. Today, Germany is reunited and considered by many the leader of the European Union.

In this course, we will trace the tumultuous history of Germany from the foundation of Bismarck's empire in 1871 to the sudden unification of the two Germanys in 1990. Through lectures, secondary readings, films, primary sources and class discussion we will explore topics such as Germany's late and rapid industrialization; changing ideas about gender roles and norms; the Weimar Republic and its art and music; the Third Reich, WWII and the Holocaust; the Cold War division of Germany; the fall of the Berlin Wall and the reunification of Germany. Throughout the course, we will also pay close attention to how these larger movements and geopolitical events impacted and were experienced by ordinary Germans from all walks of life.

REQUIRED READING:

Mary Fulbrook, *A History of Germany, 1918-2008: The Divided Nation*, 4th Edition (2015)
Erich Maria Remarque, *All Quiet on the Western Front*

There will be additional readings and primary source documents posted on Web Campus

Grading will be based on class participation, short primary source analyses and midterm and final papers.

There will be an additional writing assignment for graduate students (HIST 623B).

HISTORY OF AMERICAN LABOR SINCE 1607

HIST 429/629: Jay Coughtry
Section 1: Tuesday/Thursday 2:30-3:45 PM

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 is 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:

- Jonathan Rees and Jonathan Z.S. Pollock, eds., *The Voice of the People: Primary Sources on the History of American Labor, Industrial Relations, and Working-Class Culture*
T.H. Breen and Stephen Innes, “Myne Owne Ground”: *Race and Freedom on Virginia’s Eastern Shore, 1640-1676*
Ellen R. Baker, *On Strike and on Film: Mexican American Families and Blacklisted Filmmakers in Cold War America*
Nelson Lichtenstein, *State of the Union: A Century of American Labor*
Amy Goldstein, *Janesville: An American Story*

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: Online

3 credits

This course surveys the experiences of women in the United States from Reconstruction through the twentieth century. Using an intersectional lens, we will explore the diversity of women's lives overtime in public and private life. 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:

- Linda Kerber, Jane Sherron De.Hart, Cornelia Dayton, eds. *Women’s America, Refocusing the Past, 8th edition; VOL 2.* Oxford University Press, 2016. ISBN: 9780199349364
Vicki Ruiz, *From Out of the Shadows: A History of Mexican American Women in the United States.* (Oxford University Press, 2008). ISBN-13: 978-0195374773
Joanne Goodwin, *Changing the Game: Women at Work in Las Vegas, 1940-1990* (University of Nevada Press, 2014). ISBN 978-0-87417-960-6
Nancy MacLean, *The American Women’s Movement, 1945-2000* (Bedford/St. Martins, 2009). ISBN 0-312-44801-5

Additional Readings will be posted to Canvas.

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

This class is cross-listed with WMST 432B.

TOPICS IN AMERICAN INDIAN HISTORY GREAT PERSONALITIES

History 438C/638C: William Bauer

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

3 credits

Perhaps one of the most well-known genres of history is the biography. There seems to be an almost insatiable appetite for books about the “Great Women” and “Great Men” in United States history. This course explores the history of Indigenous People in North America through the framework of biography. We will study how prominent Indigenous men and women in North America protected and maintained their sacred histories, land, ceremonies and language. Students will meet famous American Indian figures, such as Sarah Winnemucca, Sitting Bull and Pocahontas. Students will also encounter not so well known figures, such as Elouise Cobell, Charles Curtis and Lucy Young, who shaped American Indian and United States history.

Assignments include two exams, two book reviews and a short biography about an Indigenous person in the Intermountain West, suitable for publication on an online website.

REQUIRED READING:

Albert Hurtado, Peter Iverson, William Bauer, and Stephen Amerman, eds., *Major Problems in American Indian History* (3rd edition)

Michael Leroy Oberg, *Native America: A History*

Articles and other readings will assigned at a later date.

HISTORY OF JAPAN SINCE 1800

HIST 449B/649B: Ed Weir

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

3 credits

This course seeks to examine the major themes that delineate Japanese history from 1800 to the present. Interpretive issues related to Japan’s historical developments in feudalism, Confucianism, constitutionalism, imperialism, liberalism, socialism, totalitarianism, democracy, capitalism and post-modernism will be explored. Our study of modern Japanese history concludes with a discussion of postwar Japan and its impressive economic accomplishments, as

well as its efforts to create a more liberal, egalitarian polity. The course will also 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 Japanese traditions.

In this 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:

Gordon, Andrew. *A Modern History of Japan: From Tokugawa to the Present*. (Oxford University Press, 2019).

Wilson, George, *Patriots and Redeemers in Japan: Motives in the Meiji Restoration*. (University of California Press, 1992)

Beasley, W. G. *Japanese Imperialism, 1894-1945* (Clarendon Press, 1987)

Dower, John. *Embracing Defeat: Japan in the Wake of World War II*. (Norton, 1999)

ADDITIONAL READING FOR GRADUATE STUDENTS:

To Be Determined.

**CAPSTONE RESEARCH SEMINAR
GLOBAL TOPICS**

HIST 451: Cian McMahon

Section 1: Tuesday 2:30-5:15 PM

3 credits

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 world history after 1700.

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 your 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 50% 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.

REQUIRED READING:

The majority of the reading for the course will be defined in the bibliography for the final paper. We will also read articles in common in order to discuss historical method and research techniques.

POPULAR CULTURE IN 20TH CENTURY AMERICA

HIST 452B/652B: Jay Coughtry

Section 1: Tuesday/Thursday 4:00-5:15 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?”

NOTE: Before you buy books, unless you want to own them, please attend the first class.

REQUIRED READING:

LeRoy Ashby, *With Amusement for All: A History of American Popular Culture since 1830*
(course textbook)

Dominic Strinati, *An Introduction to Theories of Popular Culture*

David Remnick, *King of the World: Muhammad Ali and the Rise of an American Hero*

Jonathan Kirshner, *Hollywood’s Last Golden Age: Politics, Society, and the Seventies Film in America*

Alice Echols, *Scars of Sweet Paradise: The Life and Times of Janis Joplin*

There will be extra reading and writing assignments for graduate students (HIST 652B).

ANCIENT GREEK CIVILIZATION

HIS 457/657: Mary Wammack

Section 1: Tuesday/Thursday 10:00-11:15 AM

3 credits

Alexander the Great may have transformed the Ancient Greece demoi into subject communities ruled by tyrants and kings, but even they were not powerful enough to eradicate the values that had helped the Greek city-state become the envy of the Mediterranean world. In this course we'll study ancient texts (in translation) to learn about a history that stretches from Bronze Age warriors of Homer, through the triumph and fall of the Athenian city-state, to the Diadochi heirs of Alexander. Through close reading, analytical interpretation, and salient argument, we'll work together to understand how ideas of heroism and sacrifice, civic responsibility and justice, and the search for truth and beauty shaped the ancient world, while also considering the cultural and political legacy of Ancient Greece in ours.

REQUIRED READING (Hard copies required. No e-books):

Homer, *Iliad*, (trans. Fagles; Penguin) ISBN: 978-0140275360

Greek Lyric: An Anthology in Translation (trans. Miller; Hackett) ISBN: 978-0872202917

Aristotle, *The Athenian Constitution* (trans. Rhodes; Penguin) ISBN: 978-0140444315

Aeschylus, *The Oresteia* (trans. Fagles; Penguin) ISBN: 978-0140443332

Plutarch, *Rise and Fall of Athens* (trans. Scott-Kilvert; Penguin) ISBN: 978-0140441024

Thucydides, *History of the Peloponnesian War* ISBN: 978-0140440393

Xenophon, *Conversations of Socrates* (trans. Waterfield; Penguin) ISBN: 978-0140445176

Supplementary handouts will be provided in class.

Additional reading will be required of graduate students.

THE FRENCH REVOLUTION AND NAPOLEON

HIST 462/662: Gregory Brown

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

3 Credits

The French Revolution remains one of the crucial events of modern European and world history; for over 200 years, it has been celebrated, commemorated, and debated. This class will introduce students to the dramatic events which saw the end of Old Regime Europe through the displacement of the Church as the source of moral authority; the dismantling of the feudal social system; and the overthrow of a 1000-year-old monarchy. We will discuss in detail the Revolutionary debates over how to enshrine new principles of human rights, individual liberty, representative democracy and social equality in law and to establish the largest republic in history to that time. We will consider as well the relationship between political reform and warfare, since throughout the period of the Revolution, France was at war internally and with much of the rest of Europe. We will moreover analyze the ways in which the Revolution transformed culture, so that men and women came to think of themselves in new ways. Finally, we will seek to understand the

unexpected culmination of these epic struggles in a powerful, central government in France under Napoleon.

This course proposes not merely a narration of the events of the Revolution in France but also an exposure to the rich and sophisticated historiography associated with the “Age of Democratic Revolutions” spanning the Atlantic in the late 18th century, including northern Europe, North America and the Caribbean. This course, then, will give students not only a greater understanding of a crucial transformation in world history, but also of why that event remains relevant and crucial, even in twenty-first century America.

REQUIRED READING: To be announced.

Graduate students interested in enrolling in HIST 662 should contact the instructor prior to the start of the spring semester; graduate students will meet with the instructor as a group every second or third week to discuss additional readings, to be placed on reserve. If there is sufficient interest among graduate students for a stand-alone HIST 732 section, I will try to schedule that course in place of HIST 662.

**COLLOQUIUM IN
AMERICAN CULTURAL/INTELLECTUAL HISTORY
NINETEENTH-CENTURY AMERICA**

HIST 724: Michael Green

Section 1: Thursday 4-6:45 PM

3 credits

James M. McPherson called the Civil War “the central event in the American historical consciousness,” and Eric Foner has referred to the period as “the second founding” and Reconstruction as “America’s unfinished revolution.” Seemingly every imaginable historical and contemporary issue influenced or was influenced by the Civil War and Reconstruction, from race and gender to politics and the Constitution, and especially how we tend to think about and remember that history, those histories, and our history. This course is our opportunity to analyze, amplify, and illuminate those matters by focusing on the literature that addresses the coming of the war, the war, and what came after.

This course will be reading-intensive and focus on secondary literature. Ideally, this reading will help students decide what to research and write about in History 725, the seminar to be offered this fall, which will focus on this period, but allow more breadth in the timeline and subject matter for research projects. The assignments will reflect both student interests and student needs: whether students are studying public history, planning to teach (or already teaching) and the level at which they plan to teach, and preparing for master’s or doctoral exams.

The format and assignments will both stay the same and vary over the course of the class. Most of the time, one or two students will lead the discussion. Some weeks, the entire class will read the same book; in others, the class will be divided and read two or three different books; on

several occasions, each student will read a different book and make a presentation on it to the class.

REQUIRED READING:

- Steven Hahn, *A Nation Without Borders: The United States and Its World in an Age of Civil Wars, 1830-1910*
Arthur M. Schlesinger, Jr., *The Age of Jackson*
Martha S. Jones, *Birthright Citizens: A History of Race and Rights in Antebellum America*
Joanne B. Freeman, *The Field of Blood: Violence in Congress and the Road to Civil War*
James Oakes, *Freedom National: The Destruction of Slavery in the United States, 1861-1865*
Edward L. Ayers, *In the Presence of Mine Enemies: The Civil War in the Heart of America, 1859-1863*
Heather Cox Richardson, *West From Appomattox: The Reconstruction of America after the Civil War*
Eric Foner, *The Second Founding: How the Civil War and Reconstruction Remade the Constitution*

REQUIRED READING (Split):

- James M. McPherson, *Tried by War: Abraham Lincoln as Commander-in-Chief* OR
Peter S. Carmichael, *The War for the Common Soldier: How Men Thought, Fought, and Survived in Civil War Armies*
- Nina Silber, *Daughters of the Union: Northern Women Fight the Civil War* OR
Victoria E. Ott, *Confederate Daughters: Coming of Age in the Civil War*
- Bruce Levine, *The Fall of the House of Dixie: The Civil War and the Social Revolution That Transformed the South* OR
Anne Sarah Rubin, *A Shattered Nation: The Rise and Fall of the Confederacy, 1861-1868*

For three class sessions, each student will select a different book from a list on the syllabus.

RESEARCH SEMINAR IN AMERICAN WESTERN HISTORY

HIST 727: Susan Lee Johnson
Wednesday 4:00-6:45 PM

4 credits

The research seminar in (North) American Western History is an intensive research and writing class, during which students will produce an article-length piece of scholarship of publishable quality. The seminar presumes background in one of the following areas of inquiry: North American regional histories; the history of identities, subjectivities, or

communities in North America; or North American environmental history. Student research must be place-based and focused on the history of North American regions, landscapes, and peoples between the sixteenth and twentieth centuries. Ideally, research should center on some aspect of the history of the North American West broadly defined, including the history of borders and borderlands, the history of Indigenous homelands, and the history of North American empires and nation-states. During the first three weeks of the semester we will discuss exemplary article-length scholarship in the field as well as research methodologies and ethics, and students will select and refine their paper topics. Once research is under way, we will not always meet as a class, but students will meet on an individual basis with the instructor during the regularly scheduled class time or the instructor's office hours. Each student will produce a 25-35 page paper of publishable quality. As part of the research and writing process, students will formulate a research question, produce an annotated bibliography, and submit a full, polished draft of the paper well before the end of the semester. That draft will undergo rigorous review by the instructor as well as peer review by a fellow seminar participant, and students will revise their papers on the basis of those reviews to produce the final version. We may also hold a public forum during which students will present short versions of their papers.

COLLOQUIUM IN AFRICA AND THE MIDDLE EAST A GLOBAL HISTORY OF THE MID-CENTURY

HIST 738: Jeffrey Schauer

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

3 credits

Historians often organize the study of the twentieth century based on an “interwar”, “postwar”, or *Stunde Null* in which global conflicts and 1945 loom large. In other instances, the idea of an era of social democracy, *les trente glorieuses*, or the Cold War structure periodization. Still elsewhere, chronology is based on the premise of *uhuru na umoja*, a clean break between colonial and national eras.

This intensive reading course proposes a periodization of the twentieth century based around the “social state” in the middle fifty years of the twentieth century, or the emergence of polities that, in various forms in different places, but often mutually constitutive in surprising ways, took a greater interest in or responsibility for transforming the lives of citizens and subjects. Some such states were democratic, others were authoritarian. Putting these states--and the complex cultural, social, political, and economic factors that shaped them--at the heart of the twentieth century challenges some existing periodizations.

In this course, which has a significant focus on Africa but is also global in nature, participants will read a set of texts which might help us to test or challenge such an hypothesis by exploring global citizens' and subjects' social worlds, solidarities, political imaginaries, and political economies. In so doing, the course also gives participants the opportunity to explore how historians have written about the twentieth century, and encourages them to situate their own interests and work within global frames, and to think about the role of connectivity and comparison in structuring much recent historical work.

REQUIRED READINGS:

- Christopher Bayly, *Remaking the Modern World, 1900-2015: Global Connections and Comparisons* (Wiley-Blackwell, 2018).
- Dennis Laumann, *Colonial Africa, 1884-1994* (Oxford University Press, 2018).
- Sheri Berman, *The Primacy of Politics: Social Democracy and the Making of Europe's Twentieth Century* (Cambridge University Press, 2006).
- Helen Tilley, *Africa as a Living Laboratory: Empire, Development, and the Problem of Scientific Knowledge* (University of Chicago Press, 2011).
- Tiffany Willoughby-Herard, *Waste of a White Skin: The Carnegie Corporation and the Racial Logic of White Vulnerability* (University of California Press, 2015).
- Tore Olsson, *Agrarian Crossings: Reformers and the Remaking of the U.S. and Mexican Countryside* (Princeton University Press, 2017).
- Luise White, *Speaking with Vampires: Rumor and History in Colonial Africa* (University of California Press, 2000).
- David Edgerton, *Warfare State: Britain, 1920-1970* (Cambridge University Press, 2006).
- Mark Mazower, *No Enchanted Palace: The End of Empire and the Ideological Origins of the United Nations* (Princeton University Press, 2009).
- Priya Lal, *African Socialism in Postcolonial Tanzania: Between the Village and the World* (Cambridge University Press, 2015).
- Alison Bashford, *Global Population: History, Geopolitics, and Life on Earth* (Columbia University Press, 2014).
- Jonathon Glassman, *War of Words, War of Stones: Racial Thought and Violence in Colonial Zanzibar* (Indiana University Press, 2011).
- Stuart Hall, *Familiar Stranger: A Life between Two Islands* (Duke University Press, 2017).
- Kenda Mutongi, *Matatu: A History of Popular Transportation in Nairobi* (University of Chicago Press, 2017).
- Timothy Mitchell, *Carbon Democracy: Political Power in the Age of Oil* (Verso, 2011).
- Quinn Slobodian, *Globalists: The End of Empire and the Birth of Neoliberalism* (Harvard University Press, 2018).
- Christophe Bonneuil and Jean-Baptiste Fressoz, *The Shock of the Anthropocene: The Earth, History and Us* (Verso, 2016).

Each member of our course community will be an active participant in discussion, make regular contributions to a discussion board, lead one or more discussions during the term, do some formal historiographical writing, and complete at least one other assignment related to professional development.

HISTORIOGRAPHY: AMERICAN CULTURAL/INTELLECTUAL

HIST 740: Elizabeth Nelson
Section 1: Tuesday 4:00-6:45 PM

3 credits

This course is an examination of the theoretical and methodological foundations of scholarship

in the cultural and intellectual history of the United States. It explores the relationship between theory and practice in 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 explore the theoretical underpinnings of current historiographical debates and encourage students to develop methods of critical analysis for future research.

Course Requirements:

Class Participation and Exercises: 30%
Midterm Exam: 20%
Methodological Project: 40%
Oral Final Exam: 10%

REQUIRED READING:

Online: scholarly articles, primary sources and digital materials. Additional books TBA

METHODS FOR THE STUDY OF PUBLIC HISTORY

HIST 750: Deirdre Clemente

Section 1: Friday 10:00 AM-12:45 PM

3 credits

This course will introduce graduate students to the theories and issues involved in public history work. Its primary objective is to ready students to translate the historian's craft of research, analysis, and communication of content and context into practice. The course will emphasize the theory and practice of researching and interpreting traditional and alternative primary source material and the ethical and practical considerations of presenting this research to a non-academic audience. This course will require extensive individual and group research on an actual ongoing public history project. Prior experience in the public history colloquium is recommended.

REQUIRED READING:

Books, technical briefs and essays will be required depending on research assignments