

NOTE: At press time, we do not know whether fall courses will be offered on campus or online. The courses listed below have been planned to be offered in person (except when already hybrid or online). Please check with the professor for further details as needed.

TOPICS IN PUBLIC HISTORY
INTRODUCTION TO PUBLIC HISTORY:
“Creating Public Ofrendas”

HIST 302: Miriam Melton-Villanueva

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

3 credits

In “Creating Public Memorials for Oct.1” students will craft local history by designing memorials for the second anniversary of the October 1 Las Vegas shooting. In collaboration with our Las Vegas Healing Garden and Get Outdoors Nevada community partners, students will create public art aimed at building community through film, poetry, dance, and Mexican *ofrenda* projects for UNLV’s public spaces and wider publications. Together we will explore the way individuals and communities remember their pasts through entities such as archives, exhibits, memorials, and oral histories in order to plan meaningful events for October 1, 2019.

REQUIRED READING:

Check with the instructor for further details.

TOPICS IN THE HISTORY OF MEDICINE
HISTORY OF AMERICAN MEDICINE

HIST 304: Caryll Batt Dzedziak

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

3 credits

This course is designed to broaden students’ knowledge of the development of the medical profession and healthcare from colonial to contemporary times as well as the changing cultural understanding of health and illness. We will use both primary and secondary sources to examine the challenges, failures, struggles, and accomplishments of the medical profession as they rose from practitioners of butchery to respected healers. We will also study the social and cultural implications affecting developments in health; covering evolving conceptions of hygiene, disease, the body, and mental health. We will look at various periods in American history to examine the struggles of facing such daunting calamities as yellow fever, cholera, polio, AIDS, and most recently COVID-19. Lastly, we will analyze the interaction between government and the rising medical profession and its effect on medical care. This course will benefit students of history as well as those pursuing professions in the allied health sciences.

REQUIRED READING:

John Harley Warner and Mary A. Tighe, Eds. *Major Problems in the History of American Medicine and Public Health*. Boston: Wadsworth, Cengage Learning, 2001.

David Oshinsky, *Bellevue: Three Centuries of Medicine and Mayhem at America's Most Storied Hospital*. New York: Anchor Books, 2017.

Check with the instructor for further details.

TERRORISM IN THE RUSSIAN EMPIRE

HIST 322: Paul Werth

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

3 credits

Given the prominence of Islamist terrorism in our own day, this course seeks to contribute to the task of historicizing this phenomenon by analyzing terrorist violence – its motivations, its cultural implications, and its effects on processes of political and social change – in one particular time and place: the late Russian Empire and the very early Soviet years. The course first offers a broad consideration of terrorism in world history with the goal of establishing some basic definitions and placing terrorism in Russia in a wider historical sweep. It thereafter focuses on the autocratic structures and political circumstances that generated the terrorist response in Russia; the intellectual foundations for this violence in prevailing Russian and European thought; the prominence of women in terrorist ranks; the attitudes of moderate political opposition to these extreme forms of political expression; the intellectual challenge of Marxism to terrorist conceptions of change; and the introduction of extra-legal police measures by the autocratic state. While the focus is primarily on the ethnically Russian provinces of the Empire, the course also takes account of the country's imperial character and thus investigates prominent terrorist actions in the South Caucasus.

REQUIRED READING:

Charles Townshend, *Terrorism: A Very Short Introduction* (Oxford, 2003).

Avrahm Yarmolinsky, *Road to Revolution; A Century of Russian Radicalism*

Fyodor *Dostoevsky, Devils* (*Oxford World Classics, 2008*).

Philip Pomper, Lenin's Brother: The Origins of the October Revolution (Norton & Company, 2009).

Anna Geifman, *Entangled in Terror: The Azef Affair and the Russian Revolution* (SR Books, 2000).

Leonid Andreyev, *The Seven Who Were Hanged* (FQ Books, 2010).

Other readings (book chapters and journal articles) TBA

Grading will be based on class attendance and participation, a series of quizzes, several writing exercises, and a final exam.

HISTORY OF MEXICO

HIST 347: Miriam Melton-Villanueva
Section 1: Monday/Wednesday 4-5:15 PM

3 credits

This course examines Mexico from the earliest civilizations to the present. The objectives are to introduce students to our neighbor and promote understanding of Mexico's history and culture. Beginning with the Maya and the Aztec, the course covers the Spanish conquest, colonial society and institutions, the independence movement, nineteenth century Mexico, the Mexican Revolution of 1910, the country's development through the twentieth century, and the recent democratization of Mexican politics. A special focus is the post-independence struggles with the legacies of three centuries of colonial rule.

REQUIRED READING:

Check with the instructor for further details.

MILITARY HISTORY OF THE U.S. TO 1900

HIST 386A: 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 from colonial days to 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*, 3rd ed.

David McCullough, *1776*

John S.D. Eisenhower, *So Far From God*

Michael Shaara, *The Killer Angels*

David Herbert Donald, *Why the North Won the Civil War*

Selected articles in Course Reserves in WebCampus

RECOMMENDED READING

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

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 or personality presentations; and classroom participation and attendance.

AMERICAN WEST TO 1849

History 406A/606A: Susan Lee Johnson

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

3 credits

This course explores the history of places that have been called the American West up to and including the era of the California Gold Rush. We start with Indigenous occupation; continue with European invasion and the creation of two new nations, Mexico and the U.S.; and end with U.S. conquest. We watch Indian lands becoming the object of Spanish, French, and English empire, and then see European incursions giving way to the hopes of new nation-states and newly empowered Indian peoples like Lakotas and Comanches. After studying the trails and trades that brought newcomers west, we reach key converging events: the U.S. seizure of the Mexican North, the resolution of the Oregon boundary dispute, the discovery of western gold, the West Coast arrival of Chinese immigrants, and the Mormon exodus to the Great Basin. We use economic, environmental, political, cultural, and social analyses, and we attend to the dreams of many westerners: people of North American, Latin American, European, African, and Asian origin or descent, and people of all genders and class statuses.

REQUIRED READING:

William Deverell and Anne Hyde, eds., *Shaped by the West: A History of North America to 1877*, vol. 1 (Berkeley: University of California Press, 2018). (a collection of primary sources)

Karen Fisher, *A Sudden Country* (2005; New York: Random House, 2006). (a work of historical fiction)

Andrés Reséndez, *The Other Slavery: The Uncovered Story of Indian Enslavement in America* (New York: Houghton Mifflin Harcourt, 2016). (a nonfiction work of historical scholarship)

Susan Lee Johnson, *Roaring Camp: The Social World of the California Gold Rush* (New York: W.W. Norton, 2000). (a nonfiction work of historical scholarship)

LATINOS IN THE AMERICAN WEST

History 444/644: Maria Raquel Casas

Section 1: Monday/Wednesday, 1:00-2:15 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 developed of the American West.

Grades will be determined using the following criteria:

Attendance and class participation,	25%
First Midterm exam	25%
Second midterm exam	25%
Final research paper	25%

REQUIRED READING:

Jose M. Alamillo, *Making Lemonade out of Lemons*
Ana Raquel Minian, *Undocumented Lives: The Untold Story of Mexican Migration*
Lorena Oropeza, *The King of Adobe: Reies López Tijerina, Lost Prophet of the Chicano Movement*
Zaragosa Vargas, *Crucible of Struggle: A History of Mexican Americans from Colonial Times to the Present Era*

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

**TOPICS IN JAPANESE HISTORY:
JAPANESE POPULAR CULTURE**

History 449C/649C: Ed Weir
Section 1: Monday 4:00-6:45 PM

3 credits

This course examines contemporary Japanese popular culture from various historical and theoretical perspectives. The course will examine a wide range of cultural objects in an attempt to survey Japanese culture as it was in the past and today. The scope of objects and practices examined will be wide ranging, including advertising, consumption, cinema, anime, manga, magazines, literature, fashion, music, food, and art. We will attempt to examine Japanese popular culture as a way of understanding the changing character of Japan itself.

REQUIRED READING:

Murakami Haruki, *Kafka on the Shore*, 2006

Katsuya Hirano, *The Politics of Dialogic Imagination: Power and Popular Culture in Early Modern Japan*. 2014

Freedman, Alisa, ed., *Introducing Japanese Popular Culture*, 2018

Several articles

Grading:

Research paper: 25%

Midterm exam: 25%

Final exam: 25%

Pop Quizzes: 25%

**CAPSTONE RESEARCH SEMINAR
EUROPE AND THE WORLD**

HIST 451: Michelle Tusan

Section 1: Monday 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 page research paper based on primary sources. Your paper may be on any aspect of European or 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 a significant portion 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 technique. You will also be required to read William Storey, Writing History, 6th edition.

**CAPSTONE RESEARCH SEMINAR
GLOBAL TOPICS**

HIST 451: Jay Coughtry

Section 2: 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.

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.

Check with the professor for topics and assigned readings.

POPULAR CULTURE IN 19TH CENTURY AMERICA

HIST 452A/652A: Elizabeth Nelson

Section 1: Tuesday 2:30-3:45 PM and Online

3 Credits

This course examines the history of popular culture in nineteenth-century America as a way to engage major social, political and economic issues in American history. We will explore the debates about the relationship between culture and the “great experiment” of the American Revolution, the creation of an American aesthetic, the development of definitions of popular culture and high culture, representations of slavery and memories of the Civil War, the development of regionalism and the myths of the West, and the influence of technology on cultural production, specifically photography, the phonograph, the motion picture, and the radio. The course will examine novels, magazines, art, music, plays and popular performances, etiquette books and advice literature, photographs, early movies and sound recordings.

REQUIRED READING:

Check with the professor for further updates.

HISTORY OF CHINA TO 1800

History 455A/655A: Austin Dean

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

3 credits

This class is an introduction to the political, economic, cultural and social history of

China until 1800. No familiarity with Chinese history or Chinese language is necessary. Several thematic questions will guide the course: What are the different philosophical systems that emerge in China and how do they influence Chinese history? How did different dynasties try to rule China and what problems did they face? How did historical examples and analogies shape how people thought about these problems? How did trading patterns with other parts of Asia and Europe influence the course of Chinese history? At the broadest level, we will investigate why and how China changed in the period before 1800. In order to answer these questions, we will examine a collection of primary and secondary sources that focus on how people at a particular time viewed a particular problem. Beyond building content knowledge in Chinese history, this class will emphasize historical thinking and analysis based on discussion and close readings of texts. Grading will be based on participation, weekly reading responses, several quizzes and longer writing assignments.

REQUIRED READING:

- Valerie Hanson, *The Open Empire: A History of China to 1800* (2nd Edition) (New York: W.W. Norton, 2015) ISBN #: 978-0393938777
- Bryan van Norden, *Introduction to Classical Chinese Philosophy* (New York: Hackett, 2011) ISBN #: 978-1603844680
- N. Harry Rothschild, *Wu Zhao: China's Only Woman Emperor* (New York: Pearson, 2008) 978-0321394262
- Mark Elliot, *Emperor Qianlong: Son of Heaven, Man of the World* (London: Pearson, 2009) ISBN #: 978-0321084446

Additional documents and articles will be posted to the course website throughout the semester. Graduate students will do additional reading after consultation with the professor.

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

HIST 455C/655C: Teddy Uldricks

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

3 credits

This course will examine China, Southeast Asia and the Pacific in the Second World War. It will examine military, diplomatic, political, economic, and social aspects of the conflict.

REQUIRED READING:

- van de Ven, Hans, *China at War*, ISBN 9780674893502, Harvard University Press
- Lary, Diana, *The Chinese People at War*, paperback ed., ISBN 9780521144100, Cambridge University Press
- Bergerud, Eric, *Touched with Fire*, paperback ed., ISBN 978014024696, Penguin
- Walker, J. Samuel, *Prompt and Utter Destruction*, 3rd ed., paperback ed., ISBN

9780807856079, University of North Carolina Press
One additional textbook provided free by instructor

Additional readings for graduate students: See instructor.

ROMAN CIVILIZATION

HIS 458/658: James Broucek

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

3 credits

This course examines the history of Rome as it grew from an insignificant village in central Italy into an empire that by late antiquity was influential enough to boast that all roads led to Rome. The traces of those roads on the landscapes around the Mediterranean and Black Seas, through Europe and into the British Isles, stand as material remnants of a civilization that shaped the lives of millions of people in the ancient world and that continues to shape ours. Through lectures and discussions of primary sources (in translation) we'll focus on the innovations, institutions, and mechanisms of power that characterized the history of the Roman Republic and Empire and also on the experiences of people who benefitted from, and those who bore the brunt of, Rome's expansion. Toward the end of the course, we'll consider the legacy of Roman civilization and its significance for European and American history.

REQUIRED READING:

Naphtali Lewis and Meyer Reinhold (eds.), *Roman Civilization: Volume I, The Republic and the Augustan Age*

Virgil, *Aeneid* (trans. Robert Fitzgerald)

Additional required readings will be distributed in class.

There will be more reading required of graduate students.

THE MIDDLE AGES

HIST 459/659: Elspeth Whitney

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

3 credits

(Depending on circumstances, this course may be converted to an online format with required "real time" online participation on Thursdays 10-11:15am.)

Modern images of the Middle Ages often represent the medieval period as either a fantasy land of knights errant and damsels in distress or as a period of backwardness, ignorance and superstition, a dark detour between the brilliance of the ancient world and the modern one. This course will examine the realities beyond these images and show how the medieval period, while exotic in many ways, was also the time in which many of Western culture's most important characteristics took shape. These include the

development of ideals and practice of romantic love, marriage, sexuality, personal subjectivity, and exploration of the self through confession.

This course will focus on the themes listed above through the reading of four autobiographies written by medieval men and women, as well as a reconstruction of a court case in fourteenth century France in which Marguerite, a young French woman, is accused of murdering her husband. Augustine's *Confessions* (400 CE) is a classic of Western literature and the first known Western autobiography. Guibert of Nogent (1055-1124) was a young man traumatized by his early childhood experiences and abandoned by his mother when she entered a monastery to avoid being forced to remarry after the death of her husband. Abelard (1079-1142) and Heloise (1100?-1164) are one of the world's most famous romantic couples; their letters are a searing exploration of gender relations. Margery Kempe (1373-1438), a wannabe failed saint, wrote the first autobiography in the West by a woman and the first in English. Attention will be paid throughout to the interplay of social realities and cultural representations in medieval society.

REQUIRED READING:

- Clifford R. Backman, *The Worlds of Medieval Europe*, 3rd ed. (Oxford)
Augustine's *Confessions*, trans. Sarah Ruden (Modern Library, 2018)
Self and Society: The Memoirs of Abbot Guibert of Nogent, ed. John F. Benton (University of Toronto, 1984)
The Letters of Abelard and Heloise, trans. Betty Radice (Penguin)
The Book of Margery Kemp, ed. Lynn Staley (Norton Critical edition, 2000)
Steven Bednarski, *A Poisoned Past: The Life and Times of Margarida de Portu, A Fourteenth-Century Accused Poisoner* (University of Toronto, 2014)

(Please note that we will be reading only substantial parts, and not the entirety, of three of the books listed above so this is equivalent to 4 or 5 books. Also note that several of these books are available in different translations. Please get the translation listed above to avoid confusion.)

Occasional short readings available on WebCampus.

Grading will be based on class participation, two take-home essay exams, two in-class short-answer exams and one short in-class report. If the course is taught in an online format, these assignments will be modified as appropriate.

Graduate students will have additional readings and writing assignments.

ISLAMIC AND MIDDLE EASTERN HISTORY TO 1750

HIST 478A/678A: John Curry
Section 1: Monday/Wednesday 10:00-11:15 AM

3 Credits

This seminar will examine the rise and development of Islamic civilization out of the world of Late Antiquity, starting from its inception in the early seventh century C.E. up into the early modern period of world history, concluding in the eighteenth century. The course will include a detailed look at the foundational periods of Islamic history and institutions, followed by an examination of how Islamic civilization spread throughout the eastern hemisphere and across three continents to become the world's second largest religion by demographic. The course will also examine the role of non-Muslim peoples in making contributions to Islamic civilization, along with the contributions of Islamic philosophical, political, religious and scientific thought to the medieval and early modern worlds. It will also examine the impact of various invading peoples, such as the Crusaders and Mongols, on the history of Muslim civilization. In evaluating this history, we will hope to gain a greater appreciation of the diversity of Islamic civilization as it evolved in various places and time periods, and better understand the historical contexts that affected the peoples and cultures of both the Islamic heartland and its surrounding regions.

REQUIRED READING:

Vernon O. Egger, *A History of the Muslim World to 1750: The Making of a Civilization*, 2nd edition. London: Routledge, 2017.

We will also use weekly packets sampling the primary sources in translation for the various time periods and regional cultures

Assignments will include a midterm examination, a final examination, problem-based learning sections that involve the study of medieval primary sources evolving out of a different, and often unfamiliar cultural ethos, and optional extra-credit assignments. For the 678A course graduate students can, if they so choose, produce a more in-depth, paper-length study on a topic of their choosing, which can be negotiated with the instructor when the time comes.

WEST AFRICA AND THE MAKING OF THE ATLANTIC WORLD

HIST 479A/679A: Tyler D. Parry

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

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, depicting them 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, and examines how the

legacies of the Transatlantic Slave Trade impact modern social, cultural, and political relationships between Western Africa, Western Europe, and the Americas.

REQUIRED READING: (TENTATIVE)

Achebe, Chinua. *Things Fall Apart*. New York: Anchor Books, 1994.
ISBN-13: 9780808592778

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/documentaries will be screened for class discussion as well.

Grading will be based on class participation, reading responses, 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).

ORAL HISTORY

HIST 485: Joanne Goodwin

Section 1: Wednesday 1-3:45 PM

3 credits

History consists of the interpretation of past events. Oral history is a method to collect and interpret the narratives of people who experienced the event. Oral traditions comprise the oldest records for some cultures. More recently, oral history offers students of history a method to include those communities previously excluded from mainstream history. It also adds depth and diversity to studies of contemporary topics.

This class provides the opportunity to learn the method, work with existing oral histories from the Las Vegas community, and conduct one's own interview(s). The class will discuss relevant topics in the field, hear from contemporary oral historians about their projects, and learn new developments in digital and web-based archives. Completion of this course will prepare students to conduct oral histories and use existing interviews in their research.

Students will be evaluated on their participation in class discussions, completion of assignments and their presentation of the findings.

REQUIRED READING:

Thompson, Paul and Joanna Bornat, Eds. *The Voice of the Past: Oral History*, 4th edition. New York: Oxford University Press, 2017.

Neuenschwander, John. *A Guide to Oral History and the Law*. 2nd Edition. Oxford Oral History Series, 2014.

Check back before class for the latest update on readings.

Additional readings may include book chapters, articles, and oral history transcripts.

TOPICS IN AMERICAN STUDIES CRIME FILM GENRES

HIST 487A/687A: Jay Coughtry

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

3 credits

Why study crime films? More basically, one scholar of the genre asks: "Why are we so fascinated with crime movies?" For the answer he turns to the Greeks whose violent theater productions attracted large, enthusiastic audiences. Like us, their citizens sometimes fantasized about committing robbery, murder and mayhem but stifled such urges and flocked to the theater for the vicarious pleasure of witnessing simulated acts of violence on stage. This twin process of sublimation and expiation the Greeks call catharsis.

But to study this most durable and most popular film genre is something else entirely. Like other forms of popular culture, crime films do not exist in an artistic, cultural, or historical vacuum. They can be historicized and subjected to a range of critical theory analyses including various Marxian approaches, feminist perspectives deriving from patriarchal theory, and more recently, post-modern scholarship.

More concretely, crime films reflect (or refract) attitudes, ideas and practices along a historical continuum. In the United States this evolving and expanding genre dates from the birth of silent pictures and the creation of modern urban society. The course therefore takes a historical/chronological approach following key examples of the crime genre and its many sub-genres from the 1990's to the present., a cultural period understood as the post-modern era.

The relationship between these films and what is going on in society may be direct and relatively obvious or quite subtle, with a range of analysts competing for the correct ideological interpretation. Violence itself, both on and off screen, lends itself to analysis from a growing variety of academic disciplines including film studies. In short, there is no end of analytical possibilities and enjoyment in the serious study of this fascinating and controversial film genre and its many sub-genres. The end result for serious students should be a better understanding of both film and the violent contemporary world it depicts.

REQUIRED READING:

Check with the professor for additional information.

THE PROFESSIONAL HISTORIAN

HIST 710: William Bauer
Section 1: Monday 3:00-3:50 PM

1 credit

This course is an introduction to the skills and methods needed for graduate education in History. It is required for all first year M.A. and Ph.D. students. The objective of this class is to teach students the skills that will help them excel in graduate school, and to introduce them to the resources available for intellectual and professional development. Topics include: library resources and Special Collections, research methods, comprehensive exams, thesis and dissertation prospectus, conferences, publishing, and internships. Class time is divided between presentations and discussion.

**RESEARCH SEMINAR:
AMERICAN INTELLECTUAL AND CULTURAL HISTORY**

HIST 725: Michael Green
Section 1: Tuesday 4:00-6:45 PM

4 credits

This graduate seminar course focuses on research methods. Participants in the course will be guided through the process of writing a 25-30-page paper based on primary sources and grounded in a theoretical framework. Although the focus of the course is on nineteenth-century America, students may write on a different era if it relates to their thesis or dissertation. 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 American history and on the writing process. Although we will not meet each week, attendance will be taken for all required class meetings. In addition, participants will meet with the instructor on a regular basis. Finally, students will present their findings formally, as if giving a conference paper, at the conclusion of the semester.

REQUIRED READING: (provisional list)

Eric Foner, *Gateway to Freedom: The Hidden History of the Underground Railroad*
Heather Cox Richardson, *How the South Won the Civil War: Oligarchy, Democracy,
and the Continuing Fight for the Soul of America*
Robert Caro, *Working*
Wayne C. Booth, et al., *The Craft of Research*

Grading will be based on class participation and a final research paper (25-30 pages), the meeting of deadlines, and a couple of additional short writing assignments. 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 AMERICAN HISTORY:

U.S. TRANSNATIONAL HISTORY

HIST 730: Tessa Winkelmann

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

3 credits

Check with the professor for the course description and required reading.

COLLOQUIUM IN EUROPEAN HISTORY: VISUAL AND MATERIAL CULTURE

HIST 732: Noria Litaker

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

3 credits

Check with the professor for the course description and required reading.

HISTORIOGRAPHY: INDIGENOUS PEOPLE AND THE AMERICAN WEST

HIST 740F: William Bauer

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

3 credits

The course introduces students to some of the significant scholarship in the field of Western history while discussing general themes in historiography relevant to all historians. This semester students will engage in two interrelated projects. First, students will examine the historical scholarship in the field of the American West from the late nineteenth century to the present. Second, students will consider how Indigenous Studies interrogates and complicates Western historiography.

For assignments, students will create a slide suitable for the Rebel Grad Slam; create a conference poster presentation; prepare a historiographical essay; and revise a popular reader use in American Indian history classes.

REQUIRED READING (Subject to change):

Jean O'Brien, *Firsting and Lasting: Writing Indians Out of Existence in New England*.

William Bauer, *California Through Native Eyes: Reclaiming History*.

Cutchá Risling-Baldy, *We Are Dancing for You: Native Feminisms and the Revitalization of Women's Coming of Age Ceremonies*.

Lisa Blee and Jean O'Brien, *Monument Mobility: The Memory Work of Massasoit*.

Jodi Byrd, *The Transit of Empire: Indigenous Critiques of Colonialism*

Glen Coulthard, *Red Skin, White Masks: Rejecting the Colonial Politics of Recognition*
Leanne Betasamosake Simpson, *As We Have Always Done: Indigenous Freedom Through Radical Resistance*.
Audra Simpson, *Mohawk Interruptus: Political Life Across the Borders of Settler States*.

TOPICS IN PUBLIC HISTORY MEMORY, VIOLENCE, and SPACE

HIST 754: Carlos Dimas
Section 1: Wednesday 4:00-6:45 PM

3 credits

This course is intended to provide graduate students with an overview of the topics of historical memory, violence, and space in the context of modern Latin America. It will introduce students to important theoretical texts and monographs, and explore how societies have dealt with a history and memory of violence. In particular, we will focus on the era of State Terror (1960s to 1990s) and its aftermath.

REQUIRED READINGS:

Kirsten Weld, *Paper Cadavers: The Archives of Dictatorship in Guatemala*
Marguerite Feitlowitz, *A Lexicon of Terror: Argentina and the Legacies of Torture*
Ksenija Bilbija and Leigh A. Payne. *Accounting for Violence: Marketing Memory in Latin America*
Jeffrey L. Gould, *To Rise in Darkness: Revolution, Repression, and Memory in El Salvador, 1920-1932*
James Brennan, *Missing Bones: Revisiting the History of the Dirty War*
Diana Taylor, *The Archive and the Repertoire: Performing Cultural Memory in the Americas*
Federico Finchelstein, *The Ideological Origins of the Dirty War: Fascism, Populism, and Dictatorship in Twentieth Century Argentina*
Robert Karl, *Forgotten Peace: Reform, Violence, and the Making of Contemporary Colombia*