

**Fall 2016**  
**UPPER DIVISION COURSES**

**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, *For the Common Defense: A Military History of the United States*

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 on Webcampus

RECOMMENDED READING

Jerry K. Sweeney, ed., *A Handbook of American Military History*, 2<sup>nd</sup> 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 presentations; and classroom participation and attendance.

**GREAT PERSONALITIES**  
**ENLIGHTENMENT PHILOSOPHERS**

HIST 388: Gregory Brown

Section 1001 Tuesday/Thursday 11:30 AM-12:45 PM

3 Credits

*Dare to know! Have the courage to use your own intelligence.*  
*This is the motto of the Enlightenment.*  
Immanuel Kant, “What is Enlightenment?”

In this course, students will use their own intelligence learn about the “great personalities” of the eighteenth century known as the “Philosophers” and of their ideas that made up the Enlightenment. These “men [and women] of letters” laid the intellectual foundations for much of the modern world and directly inspired the American and French Revolutions and the United States Constitution. In this respect, the Enlightenment might be considered the beginning of debates over important issues that continue to concern all of us today:

- emotion and sentiment as the basis for individual actions
- toleration of religious difference vs. social cohesion of shared moral authority
- progress and improvement vs. conservation of tradition in social institutions
- inherent equality of all individuals based on the similar abilities of all humans vs. the naturally occurring differences among individuals and groups

Readings will include selections from Enlightenment texts such as

- Charles de Montesquieu, *Persian Letters*
- Francois Arouet (Voltaire), *Philosophical Dictionary*
- Jean-Jacques Rousseau, *Discourse on Inequality*
- Immanuel Kant, *What is Enlightenment?*
- Adam Smith, *The Wealth of Nations*
- Thomas Jefferson, *Declaration of Independence*

We will also read works on the social, cultural and political history of the era.

Students will discuss these readings each week in class and will produce several short (3-5 page) papers on topics of their own choosing.

## **GREAT PERSONALITIES PRESIDENTIAL CANDIDATES AND ELECTIONS**

HIST 388: Michael Green

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

3 credits

“In politics you only have a World Series once every four years, and that’s too long to wait.”—John Drebing, sportswriter

“Politicians are so funny.”—Adlai Stevenson, twice-defeated presidential candidate

Both sides seemed deeply divided during the fight for the presidential nomination. Expected and unexpected front-runners gained and lost ground, with the national nominating conventions including “establishment” and “outsider” candidates battling for position. Likely winners fell by the wayside. Candidates on the left and right appealed to “populist” voters. New media affected how the campaign unfolded. But enough about the presidential elections of 1824, 1860, 1896, and 1952—let’s talk about 2016.

As UNLV prepares to host the final presidential debate this fall, and Nevada remains one of the “swing states,” this course will look at the past and present of presidential candidates and elections. We will examine the elections themselves; the movements, events, issues, and ideologies that influenced them; the individuals who were at the center of them and the groups that shaped their outcomes; and the continuity and change in American culture that affected and reflected them. The course will also focus on the current election, following the news coverage leading up to the election and its aftermath.

The course format combines lecture and discussion, of both historical readings and the news of the day (and the students doing the discussing will be more respectful of one another than the candidates often are!). There will be at least one project that you will decide upon in consultation with the instructor, take-home essays related to the assigned reading and what we do in the classroom, some shorter assignments, and a review of/presentation on a book about a previous presidential election. Ideally, we will host guest speakers on the campaign trail or involved in it. I would suggest buying online access to *The New York Times* if you do not already have it, and you will be expected to consult sources on more than just your side of the political spectrum. Lefties, that means *National Review* and watching Fox News or listening to Rush Limbaugh; righties, get *The Nation* and watch Rachel Maddow on MSNBC.

**REQUIRED READING:**

Yanek Mieczkowski, *The Routledge Historical Atlas of Presidential Elections*  
Heather Cox Richardson, *To Make Men Free: The History of the Republican Party*  
Sean Wilentz, *The Rise of American Democracy: Jefferson to Lincoln* (abridged)

**GREAT PERSONALITIES  
JAPANESE SAMURAI: MINAMOTO TO SAIGŌ**

HIST 388: Ed Weir

Section 1003 Monday 4-6:45 PM

3 Credits

*“There is nothing outside of yourself that can ever enable you to get better, stronger, richer, quicker, or smarter. Everything is within. Seek nothing outside of yourself.”*

*--Miyamoto Musashi*

In this course, students will use their own abilities to learn about several “great personalities” of Japan. Samurai! In particular, we will learn about Tokugawa Ieyasu, Saigō Takamori, Fukuzawa Yukichi, and the Minamoto brothers.

Japanese samurai are well known the world over, and, as we shall discuss, often more mythology than fact. Who were these samurai? What were their motivations? How do they figure in the larger history of Japan? What is fact and what is fiction (propaganda)?

Required readings:

Jeffrey P. Mass, *Yoritomo and the Founding of the First Bakufu*

Conrad Totman, *Tokugawa Ieyasu: Shogun*

Mark Ravina, *The Last Samurai: The Life and Battles of Saigō Takamori*

Fukuzawa Yukichi, *The Autobiography of Fukuzawa Yukichi*

Students will discuss these readings each week in class and will produce one eight-page paper on a topic of their own choosing.

## AMERICAN WEST SINCE 1849

HIST 406B/606B: Greg Hise

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

3 Credits

This course examines the Trans-Mississippi West from the Mexican-American War to the early twenty-first century. We will consider the West as an empire in our coverage of the wars against Mexico and Indian nations and as a colony of the East in our coverage of economic developments. We will also examine the West as an arid region and explore the relations between environment and political, economic, and cultural developments. The American region with the most wide-open spaces is also the most urbanized part of the country and we will assess the West as a metropolitan trendsetter. In addition, as we explore political developments in the region from the Progressive Era to the present we will consider the West as a place of ideological contrasts—from Populism to the counterculture of the 1960s and 1970s to Ronald Reagan's successful Southwest Strategy. Throughout the semester we will examine representations of the region in art, literature, film, television, and advertising.

### REQUIRED READING:

William Deverell and Anne Hyde, *The West in the History of the Nation: A Reader, Volume 2, Since 1865* (Bedford, 2000)

William Wyckoff, *How to Read the American West: A Field Guide* (UWA Press, 2013)

Articles and essays available via Lied Library and WebCampus

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

Graduate students enrolled in HIST 606B will read additional texts and produce a historiography or a research paper in consultation with the instructor and peers.

## UNITED STATES FOREIGN RELATIONS I

HIST 407A/607A: Tessa Winkelmann  
Section 1, Tuesday/Thursday, 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:

Schaller et al., *American Horizons: U.S. History in a Global Context*, vol. 1, To 1877  
Jacobson, *Barbarian Virtues: The United States Encounters Foreign Peoples at Home and Abroad 1876- 1917*  
Yokota, *Unbecoming British: How Revolutionary America Became a Postcolonial Nation*  
DuVal, *The Native Ground: Indians and Colonists in the Heart of the Continent*  
Horne, *Confronting Black Jacobins: The U.S. and the Haitian Revolution*  
Additional selected articles and excerpts

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 607A).

## UNITED STATES: THE PROGRESSIVE ERA, 1900-1920

HIST 415B/615B: David Tanenhaus  
Section 1: Monday/Wednesday 11:30 AM–12:45 PM

3 Credits

This course examines social, cultural, intellectual, political, and economic developments during the Progressive era. It was an era marked by a wide range of social and political reforms, at the national, state, and local levels, and one filled with memorable individuals—Theodore Roosevelt, Woodrow Wilson, William Jennings Bryan, W.E.B. DuBois, Booker T. Washington, Mother Jones, Ida B. Wells, and Jane Addams, just to name a few. The period was also marked by important developments overseas,

including the Spanish-American and Philippine Wars, the acquisition of the Panama Canal, interventionism in China and Mexico, and of course, World War One.

The first era of modern American liberalism, the Progressive period is generally contrasted with the more conservative Gilded Age that preceded it and the 1920s, the era of normalcy and Republican ascendancy that followed it. However, both of those periods were also marked by significant reform initiatives, and the Progressive period was itself marked by reactionary impulses, particularly when it came to matters of race.

The course begins with an exploration of the preludes to Progressivism, with particular emphasis on the crisis-ridden 1890s and the connections between Populism and Progressivism. This sets the stage for a collaborative research project in Special Collections about the 1908 presidential election. The final part of the course focuses on death, taxes, and the uncertain legacy of the Progressive Era.

#### REQUIRED READING:

Nell Irvin Painter, *Standing at Armageddon: A Grassroots History of the Progressive Era* (W.W. Norton, 2008).

Elliott Gorn, *Mother Jones: The Most Dangerous Woman in America* (New York: Hill and Wang, 2001).

Ajay Mehrotra, *Making the Modern American Fiscal State: Law, Politics, and the Rise of Progressive Taxation, 1877-1929* (Cambridge University Press, 2014).

Michael Willrich, *Pox: An American History* (Penguin, 2012).

Christopher Capozzola, *Uncle Sam Wants: World War I and the Making of the American Citizen* (Oxford University Press, 2010).

Grading will be based on class participation, two short essays (3-5 pages), a collaborative research project in Special Collections, and a final examination.

There will be extra reading and writing assignments for graduate students (HIST 615B).

### **RECENT AMERICA: ERA OF FRANKLIN D. ROOSEVELT, 1920-1945**

HIST 416A/616A: Eugene Moehring

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

3 credits

This course traces American historical developments from the end of World War I to the end of World War II. While emphasis will be given to the politics and diplomacy of the Harding, Coolidge, Hoover, and Roosevelt Administrations, a variety of other topics will also receive attention. Changing social values, feminism, racial discrimination, ethnic and religious tensions, labor tumult, urban problems, educational trends, regional growth patterns, cultural achievements, Keynesian welfarism, Fascism, Communism, and other relevant topics will all be covered.

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

**REQUIRED READING:**

Sinclair Lewis, *Babbitt*  
Donald Worster, *Dust Bowl*  
Harvard Sitkoff, *A New Deal for Blacks*  
Michael C. C. Adams, *The Best War Ever*

**LATINOS IN THE AMERICAN WEST**

History 444/644: Maria Raquel Casas

Section 1: Monday/Wednesday 11:30 AM-12:45 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 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*  
Monica Perales, *Smelertown: Making and Remembering a Southwest Border Community*  
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.

## **CAPSTONE RESEARCH SEMINAR URBAN HISTORY**

HIST 451: Greg Hise

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

3 credits

Students in this course, having taken the prerequisite HIST 251, will now be guided through the process of producing a primary source research paper. The subject for this semester will be “Urban History.” Each participant will write on some aspect of the general subject; individual topics are to be approved 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 fully, 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 be calculated on the paper (50%), a presentation of findings (10%), and attendance and participation (40%). Each absence above one will result in a deduction of one-half letter grade from the final course grade. Papers not submitted on the final due date will be marked down one letter grade for each day the paper is late. Work not submitted on intermediate deadlines will result in smaller grade deductions.

### REQUIRED READING:

William Cronon, “Learning to do Historical Research”

<http://www.williamcronon.net/researching/index.htm>

Essays and excerpts available on WebCampus

## **CAPSTONE RESEARCH SEMINAR MODERN EUROPE**

HIST 451: Michelle Tusan

Section 2: 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 25-30 page research paper based on primary sources. Your paper may be on any aspect of European 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 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.



### 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*, 5th edition. (Oxford 2015) ISBN-10: 0190238941

## **CAPSTONE RESEARCH SEMINAR HOMEFRONT IN NEVADA, 1941-1945**

HIST 451: Jay Coughtry  
Section 3: Thursday 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. American during World War II* (2<sup>nd</sup> ed.)  
William Strunk and E.B. White, *The Elements of Style*

## **WOMEN IN POLITICS**

History 453/653: Joanne Goodwin  
Section 1: Tuesday/Thursday 11:30 AM-12:45 PM

3 credits

This course explores the diversity of approaches to women's civic and democratic leadership as practiced by women over the twentieth and twenty-first centuries in the United States. At the center of the course rests the question: why and how have women risen to become change makers and leaders? In addressing that question, the class focuses on formal and informal arenas of leadership in diverse communities as well as the impacts of gender and race on their progress. While addressing the changes in women's lives in the twentieth century, the course also introduces students to contemporary women who have become leaders in their communities.

During fall 2016, UNLV will host the final Presidential Debate. Whether or not a woman is involved in that debate, the class will take advantage of opportunities for speakers and events that provide unique

opportunities for our students.

REQUIRED READINGS:

TBD. Check with the professor.

## **HISTORY OF CHINA TO 1800**

History 455A/655A: Austin Dean

Section 1: Monday/Wednesday 1:00-2:15 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* (2<sup>nd</sup> 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

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.

## **ANCIENT GREEK CIVILIZATION**

HIS 457/657: Andrew Bell

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

3 credits

This course analyzes the principal historical developments of ancient Greece. While notice is taken of events and developments from the Bronze Age through to the Roman period, there will be particular emphasis upon the political, social, and cultural history of democratic Athens. A variety of Greek texts (in translation) will be read. Besides knowledge of central ideas and practices of ancient history it is expected that the student will also obtain surer skills of close reading, analytical interpretation, and historical argument.

**REQUIRED READING:**

Homer, *Iliad* (trans. Robert Fagles; Penguin)  
Herodotus, *Histories* (trans. Aubrey de Sélincourt; Penguin)  
Thucydides, *History of the Peloponnesian War* (trans. Richard Crawley; Everyman)  
[Aristotle], *The Athenian Constitution* (trans. P. J. Rhodes; Penguin)  
Plutarch, *Rise and Fall of Athens* (trans. Ian Scott-Kilvert; Penguin)  
Xenophon, *Conversations of Socrates* (Penguin)  
Robert Morkot, *The Penguin Historical Atlas of Ancient Greece* (Penguin)  
Supplementary handouts provided in class

There will be more reading required of graduate students.

## **THE REFORMATION**

HIST 460B/660B: Elspeth Whitney

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

3 credits

The Reformation was a time of profound upheaval in all areas of human life. The events and ideas which led up to the Reformation and the Reformation itself affected not only religious issues but introduced new ways of thinking and doing about the fundamentals of human life: sexuality and gender, attitudes toward poverty and wealth, war, cultural diversity, and appropriate methods of ordering society. The results of this fundamental rethinking were often paradoxical: a spread of representative forms of government but also the growth of absolutism; new ideas about religious tolerance but the use of war, torture and capital punishment to enforce religious conformity; a new emphasis on human freedom but a greater subordination of women and children at home and in society at large; the Scientific Revolution and the witch hunts; a search for “godly government” which would impose moral and religious values combined with a new insistence on the importance of liberation from tyranny. This course examines these issues in their own historical context, as well as the ways in which we are still dealing with this complex legacy today.

**REQUIRED READING:**

Carter Lindberg, *The European Reformations Sourcebook* (Wiley-Blackwell, 2014, 2<sup>nd</sup> edition)  
Mark Greengrass, *Christendom Destroyed: Europe 1517-1648* (Penguin, 2015)  
Lyndal Roper, *Witch Craze: Terror and Fantasy in Baroque Germany* (Yale, 2006)  
One additional text, TBA  
Additional readings available on electronic reserve.

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

Graduate students will read two or three additional books and have two additional writing assignments. Required reading for graduate students:

## **TOPICS IN MODERN EUROPEAN HISTORY WORLD WAR II IN EUROPE AND NORTH AFRICA**

History 464A/664A: Teddy Uldricks

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

3 credits

This course covers the Second World War in Europe and North Africa, with only minor attention to the Pacific and China theaters of conflict. It deals with the origins of the war as well as its military, diplomatic, political, economic and social aspects. In addition to discussing the strategies and mistakes of major political and military leaders, this course will examine the experience of war for ordinary people – soldiers, factory workers, refugees, persecuted minorities, etc. The course will also assess the degree to which World War II as both a race war and a war against racism.

No previous study of 20<sup>th</sup> century Europe is required.

### REQUIRED READING:

Evan Mawdsley. *World War II: A New History*

Gordon Martel, ed. *Origins of the Second World War Reconsidered*

Nicholas Stargart. *The German War*

Joel Blatt, ed. *The French Defeat of 1940*

MacGregor Knox. *Hitler's Italian Allies*

Paul Fussell. *Wartime*

Additional readings for graduate students.

## **HISTORY OF MEXICO**

HIST 470/670: Miriam Melton-Villanueva

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

3 credits

This course examines indigenous cultures as a way to study Mexico's contemporary and colonial history. The objectives are to introduce students to our neighbor whose northern territory we now inhabit; promote understanding of Mexico's complex history and culture; and to identify legacies of colonial rule that affect our lives today. Students will be introduced to the historian's craft through discussions about field work, archival research, source analysis, and paleography.

### REQUIRED READING:

Nora Jaffary, Edward Osowski, and Susie Porter, eds., *Mexican History: A Primary Source Reader*

Matthew Restall, Lisa Sousa, and Kevin Terraciano, eds., *Mesoamerican Voices:*

*Native-Language Writings from Colonial Mexico, Oaxaca, Yucatan and Guatemala*  
Matthew Restall, *Seven Myths of the Spanish Conquest*  
Moleskin Art Plus Sketch Album, Square, Black, Soft Cover (7.5 x 7.5 square) Diary/Journal

**RECOMMENDED READING:**

Stuart B. Schwartz, *Victors and Vanquished*

Additional weekly readings, images, and clips

## **ISLAMIC AND MIDDLE EASTERN HISTORY SINCE 1750**

HIST 478B/678B: John Curry

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

3 Credits

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

**REQUIRED READING:**

William L. Cleveland and Martin Bunton. *A History of the Modern Middle East*, 6<sup>th</sup> ed.  
Boulder, CO: Westview Press, 2016. ISBN #978-0-8133-4980-0 (paperback).

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

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

Assignments will include a midterm examination, daily problem-based written responses about primary source selections, and a final examination. Graduate students will engage in a more in-depth study that will generate, at the very least, a 10-page paper on a topic of their choice.

## **HISTORY OF THE BRITISH EMPIRE**

HIST 479/679: Jeff Schauer

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

3 credits

This course explores the history of the British Empire from its early beginnings through to the period of decolonization and argues that this empire was central to the making of our contemporary world. We will explore the emergence of Britain as an “imperial nation,” analyze the workings of British rule, and understand the lived experience of people in colonial societies. Themes including race, class, gender, and power will be central to our lectures and discussions.

**REQUIRED READING:**

Philippa Levine, *British Empire Sunrise to Sunset* (2013 edition)

Trevor Getz, *Abina and the Important Men*

Andrea Levy, *Small Island*

\*Other readings to be determined

Additional reading and writing assignments will be required for graduate students.

**TOPICS IN AMERICAN STUDIES  
70S FILM AND SOCIETY**

HIST 487R/687R: Jay Coughtry

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

3 credits

This course uses film (as well as writings about film) as sources to investigate a specific historical period, the 1970s, and a brief film era within that period called “The New Hollywood.” We are interested in the films themselves and what American films reveal about this complex period. That is, how filmmakers have consciously and unconsciously been affected by the defining events and zeitgeist of the period, a political/cultural era with roots in the 1960s that branch off in both liberal and conservative directions in the following decade. The major assumption behind our analysis, then, is that critical events and ideas such as the continuing rights movements and the Vietnam War (and opposition to it), feminism, Watergate, environmentalism, etc. (accompanied by a sharp political turn to the right) will leave their mark on the cultural productions of the era and their creators. (The response time by filmmakers to these events may vary, of course, given the relatively long gestation period for films compared to other media. The relationships between what is going on in society and movies is often direct and relatively obvious. For instance, films made during the period 1967-1980 about the Vietnam War may reasonably be assumed to project an ideological point of view that arose out of the long public debate over the course of that unfolding conflict and its bitter aftermath. Less directly, such values and perspectives may infuse films made in the era about other military conflicts in the past—Korea and World War II, for example. More obliquely, attitudes shaped by Vietnam (pacifism, patriotism, isolationism, etc.) may seep into films not directly dealing with warfare of any kind, making an analysis of such films even more challenging.

In addition, the decade of the 1970s is now viewed as the beginning of a great, albeit brief, period of positive change in Hollywood, “an artistic renaissance,” in one critic’s words, and the dawn of a “revolutionary decade,” according to another author. By then, critics and cinema historians argue, films as artistic creations were departing from earlier models, themes, values, and techniques, and were taking on many of the attributes we have come to associate with contemporary “independent” film fare. This brief trend wanes late in the period, many analysts agree, to be largely replaced by

special effects and star-driven action movies created by now-powerful producers eyeing the international box office and video markets.

Our reading list, therefore, includes a history of the 1970s, two social histories of American film during the decade, and an account of the so-called “New Hollywood.” Our time will be taken up with viewing, analyzing, and writing about several representative films with a focus on the period issues they reflect. Students will submit a brief (5-7 page) social/cultural/historical analysis of an approved film from this period not seen in class. In addition, there will be two take-home essay exams on in-class films and related readings.

#### REQUIRED READING:

Bob Woodward and Carl Bernstein, *All the President's Men*  
Peter Lev, *American Films of the 70s*  
Lester D. Friedman, *American Cinema of the 1970s: Themes and Variations*  
George V. Higgins, *The Friends of Eddie Coyle*  
Jonathan Kirshner, *Hollywood's Last Golden Age: Politics, Society, and the Seventies Film in America*

### **TOPICS IN AMERICAN STUDIES FOOD AND CULTURE IN AMERICAN HISTORY**

HIST 487R/687: Elizabeth Nelson

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

3 credits

This course is an exploration of the ideas and practices that shaped the production and consumption of food in the United States. We will examine the culture of cooking and eating this course through the themes of health, immigration, class identity, regional difference and racial identity. Studying food practices offers an important way to trace the relationship of everyday practice to shifting cultural values. We explore the following issues: cultural encounters and exchange; formation of national identity; progress and industrialization; Technology and science; nutrition and cultural politics.

#### COURSE REQUIREMENTS:

Class Participation 10%  
Food Journal 10%  
Oral Interview 20% interview about family food traditions  
Cooking Project 20%  
Food Advertisement Analysis 20%  
Final 20%

#### REQUIRED READING:

Dan Jurafsky, *The Language of Food: A Linguist Reads the Menu*  
Laura Shapiro, *Something from the Oven*  
Jane Ziegelman, *97 Orchard Street an Edible History of Five Immigrant Families*

Michael Pollan, *The Omnivore's Dilemma: A Natural History of Four Meals*  
And Additional Books and Articles

**Fall 2016**  
**GRADUATE COURSES**

**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.

**COLLOQUIUM IN**  
**AMERICAN CULTURAL/INTELLECTUAL HISTORY**

HIST 724: Elizabeth Nelson

Section 1: Thursday 4-6:45 PM

3 credits

This colloquium examines the history of the long nineteenth century in the United States of America. In collaboration with Dr. Werth's colloquium on European history (732), we will examine the history of nineteenth-century America in a global context. Beginning with Jürgen Osterhammel's global view of the major themes in this period, we will explore the cultural history of nineteenth-century America through maps, photographs, paintings, print culture, the built environment, food, and consumer goods. We will engage issues of sexuality, market culture, social radicalism, scientific thought, urban development, citizenship, and ethnicity. Collaboration with Dr. Werth's HIST 732 is voluntary for students who are not enrolled in that course, but enthusiastically encouraged.

Students will lead discussion twice during the semester, in groups of two. Written assignments will include reading notes, two shorter papers, 5-7 pages, on a historiographical topic related to the weeks in which the student leads discussion, and a research prospectus 10-15 pages, due at the end of the semester.

**REQUIRED READING:**

Jürgen Osterhammel, *The Transformation of the World: A Global History of the Nineteenth Century*  
Princeton, 2014



- Clare Lyons, *Sex among the Rabble: An Intimate History of Gender and Power in the Age of Revolution, 1730-1830* UNC Press, 2006
- Craig Calhoun, *The Roots of Radicalism: Tradition, the Public Sphere, and Early Nineteenth-Century Social Movements* University of Chicago Press, 2012
- Susan Schulten, *Mapping the Nation: History and Cartography in Nineteenth-Century America* University of Chicago Press, 2013
- David Schuyler, *Sanctified Landscape: Writers, Artists, and the Hudson River Valley, 1820-1909* Cornell University Press, 2012
- Sven Beckert, *Empire of Cotton: A Global History* Vintage, 2015
- Paul Quigley, *Shifting Grounds: Nationalism and the American South, 1848-1865* Oxford University Press, 2014
- David Paul Nord, *Faith in Reading: Religious Publishing and the Birth of Mass Media in America* Oxford University Press, 2007
- Molly Rogers, *Delia's Tears: Race, Science, and Photography in Nineteenth-Century America* Yale University Press 2010
- Richard Wightman Fox *Lincoln's Body: A Cultural History* W.W. Norton, 2015
- Andrew Slap and Frank Towers, eds. *Confederate Cities: The Urban South during the Civil War Era* University of Chicago Press, 2015
- Edilie L. Wong, *Racial Reconstruction: Black Inclusion, Chinese Exclusion, and the Fictions of Citizenship* NYU Press, 2015
- Cindy Lobel Urban *Appetites: Food and Culture in Nineteenth-Century New York* University of Chicago Press, 2015
- Kristin Hoganson, *Consumer's Imperium: The Global Production of American Domesticity* UNC Press 2007
- Helen Zoe Veit, *Modern Food, Moral Food: Self-Control, Science, and the Rise of Modern American Eating in the Early Twentieth Century* (UNC 2013)

## COLLOQUIUM IN AMERICAN LEGAL HISTORY

HIST 730: David Tanenhaus

Section 1: Monday/Wednesday 9:00 AM-10:25 AM

3 credits

“The study of law can be disappointing at times, a matter of applying narrow rules and arcane procedure to an uncooperative reality; a sort of glorified accounting that serves to regulate the affairs of those who have power—and that all too often seeks to explain, to those who do not, the ultimate wisdom and justness of their condition.

But that’s not all the law is. The law is also a memory; the law also records a long-running conversation, a nation arguing with its conscience.”

Barack Obama, *Dreams from My Father* (1995).

Through an examination of Long Civil Rights Movement, the goals of this course are to introduce graduate and law students to legal-historical methods of analysis and the state of the field. First, students will learn about the complex relationship between law and social change. Second, the course should help students incorporate legal-historical scholarship into their professional work.

**REQUIRED READING:**

- Kyle Volk, *Moral Minorities and the Making of American Democracy* (Oxford University Press, 2014).
- Khalil Gibran Muhammad, *The Condemnation of Blackness: Race, Crime, and the Making of Modern Urban America* (Harvard University Press, 2011).
- Kenneth W. Mack, *Representing the Race: The Creation of the Civil Rights Lawyer* (Harvard University Press, 2012).
- Michael J. Klarman, *From Jim Crow to Civil Rights: The Supreme Court and the Struggle for Racial Equality* (Oxford University Press, 2010).
- Martha Minow, *In Brown's Wake: Legacies of America's Educational Landmark* (Oxford University Press, 2012).
- Nancy MacLean, *Freedom is Not Enough: The Opening of the American Workplace* (Harvard University Press, 2008).
- Elizabeth Hinton, *From the War on Poverty to the War on Crime: The Making of Mass Incarceration in America* (Harvard University Press, 2016).
- Bryan Stevenson, *Just Mercy: A Story of Justice and Redemption* (Spiegel and Grau, 2014).

Grading will be based on class participation, two analytical essays, and a presentation.

**COLLOQUIUM IN EUROPEAN HISTORY:  
EUROPE & THE WORLD IN THE 19<sup>th</sup> CENTURY**

HIST 732: Paul Werth

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

3 credits

This course rests on the premise that the 19<sup>th</sup> century was the decisive one for the making of the modern world. It examines this crucial phase in the world's transformation and the central place of continental Europe in this process. The course's monographs focus principally on Europe itself, but most weeks also feature reading in Jürgen Osterhammel's monumental global history of the 19<sup>th</sup> century, thus offering intriguing opportunities for comparative and transnational exploration. Collaboration with Dr. Elizabeth Nelson has allowed for coordination on topics and readings between this course and her colloquium on the United States (HIST 724), which provides further possibilities for comparison to those students enrolled in both. The themes of empire and migration likewise take our story beyond the boundaries of Europe proper, thus reinforcing the proposition that many European developments are best viewed from a global perspective. At the same time, other processes warrant a narrower geographic frame featuring a focus on an individual polity—whether nation-state or empire—or even region. While the readings range widely across the European continent, in light of the instructor's expertise the center of gravity is in Europe's eastern half, which continues to be neglected in many standard treatments of European history. Major themes in the course include warfare & empire, labor & revolution, energy & industry, property & commerce, agriculture & environment, religion & secularization, terrorism & modernity, marital politics & gender, and mobility & migration.

**REQUIRED READINGS:**

- Jürgen Osterhammel, *The Transformation of the World: A Global History of the Nineteenth Century* (Princeton, 2014).
- David Bell, *The First Total War: Napoleon's Europe and the Birth of Warfare as We Know It* (Vintage, 2008).
- William H. Sewell, *Work & Revolution in France: The Language of Labor from the Old Regime to 1848* (Cambridge, 1980).
- Larry Wolff, *The Idea of Galicia: History and Fantasy in Hapsburg Political Culture* (Stanford, 2010).
- Alison Frank, *Oil Empire: Visions of Prosperity in Austrian Galicia* (Harvard, 2007).
- Michael Gross, *War Against Catholicism: Liberalism and the Anti-Catholic Imagination in Nineteenth-Century Germany* (Michigan, 2005).
- Claudia Verhoeven, *The Odd Man Karakozov: Imperial Russia, Modernity, and the Birth of Modern Terrorism* (Cornell, 2011).
- David Moon, *The Plough that Broke the Steppe: Agriculture and Environment on Russia's Grasslands* (Oxford, 2013).
- Ekaterina Pravilova, *A Public Empire: Property and the Quest for the Common Good in Imperial Russia* (Princeton, 2014).
- Barbara Alpern Engel, *Breaking the Ties that Bound: The Politics of Marital Strife in Late Imperial Russia* (Cornell, 2013).
- Alexia Yates, *Selling Paris: Property and Commercial Culture in the Fin-de-Siècle Capital* (Harvard, 2015).
- Tara Zahra, *The Great Departure: Mass Migration from Eastern Europe and the Making of the Free World* (Norton, 2016).
- Willard Sunderland, *The Baron's Cloak: A History of the Russian Empire in War and Revolution* (Cornell, 2014).
- Isabel Hull, *Absolute Destruction: Military Culture and the Practices of War in Imperial Germany* (Cornell, 2006).
- Josh Sanborn, *Imperial Apocalypse: The Great War and the Destruction of the Russian Empire* (Oxford, 2014).

## **HISTORIOGRAPHY: THE AMERICAN WEST**

HIST 740: Andy Kirk  
Section 1: Monday 4-6:45 PM

3 credits

The course examines the historical scholarship on the American West from the late nineteenth century to the very latest developments. This field has experienced a renaissance in the last quarter century and approximately half of the course is devoted to these more recent developments. However, the West first became a subject of interest to professional historians more than a century ago, and vital contributions to scholarship in the field were made throughout the long period preceding the advent of the New Western History in the mid 1980s. The first half of the course focuses on these earlier writings. The second half focuses on the scholarship in the field since then,

with its increasing emphasis on the twentieth century, urban and environmental history, race relations, gender, leisure, and memory.

In addition to outlining the western American historiographical trends of the last century or so, the course places those developments into a broader national historiographical context, thus enabling us to address the issue of whether western historians have at various times been on the cutting edge of scholarship or behind the curve.

There are three written assignments: a book review (3-4 page, 900-1200 words); a book review essay, on two or three books (7-9 pages, 2100-2700 words); and a historiographical essay (12-15 pages, 3600-4500 words). The three papers together should total around 25 pages, 7500 words). The book review and book review essay will both draw on readings from the required course readings and course bibliography; the historiographical essay will utilize a wide range of additional book, article, and essay sources.

#### REQUIRED READING:

- William Deverell, ed., *A Companion to the American West* (Malden, MA: Blackwell, 2004, 2007)
- Richard Etulain, ed., *Writing Western History: Essays on Major Western Historians* (Nevada, 2002).
- Patricia Nelson Limerick, *The Legacy of Conquest: The Unbroken Past of the American West* (Norton, 2006).
- Henry Nash Smith: *Virgin Land: The American West as Symbol and Myth* (Harvard, 1950, 1975, 2005).
- Frederick Jackson Turner, *Rereading Frederick Jackson Turner: "The Significance of the Frontier in American History" and Other Essays*, ed. John Mack Faragher (Yale, 1998).
- Richard White, *The Organic Machine: The Remaking of the Columbia River* (Hill and Wang, 1996).
- David Wrobel, comp., "American Western History and Historiography, 1891-2009: A Reader"

## **METHODS FOR THE STUDY OF PUBLIC HISTORY**

HIST 750: Deirdre Clemente

Section 1: Friday, 10 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 permission from instructor required.

#### REQUIRED READING:

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