

Spring 2017
UPPER DIVISION AND GRADUATE COURSES

AMERICAN LAW & DISORDER

HIST 301: David Tanenhaus

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

3 credits

This course examines the relationship between American law and disorder from colonial times to modern times. It explores how Americans have reconciled their belief in the perfectibility of their society with conflict. Through lectures and discussions, the course will examine topics such as the American Revolution, the Civil War, free speech, political violence, the long civil rights movement, and the rise of mass incarceration.

REQUIRED READING:

Richard Archer, *As If an Enemy's Country: The British Occupation of Boston and the Origins of the Revolution* (2010)

Mark E. Neely, Jr. *Lincoln and the Triumph of the Nation: Constitutional Conflict in the American Civil War* (2011)

Glenda Gilmore, *Gender and Jim Crow: Women and the Politics of White Supremacy in North Carolina, 1896-1920*.

Martin Luther King, Jr. *Why We Can't Wait* (1964)

Victor Rios, *Punished: Policing the Lives of Black and Latino Boys* (NYU Press, 2011).

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

PASSIONS OF THE FRENCH: FRANCE SINCE NAPOLEON

HIST 362: Gregory Brown

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

3 Credits

This course will explore French politics, society and culture from the fall of Napoleon to the present. This semester, the course focus will be on the French presidential elections, which will take place at the end of the spring semester. By following the election campaign in real time we will study the social and political history and culture of France from the eighteenth century to the present. We will study not merely the "horserace" of the election but how principles and institutions of executive power and of democracy have evolved in France and how the changing social demographics of France, one of the most urbanized and ethnically diverse populations in the world, are reflected in the campaign. We will read some works on French political history and on the issues of presidential and parliamentary power -- and follow the campaign through (English-language) press, blog and television coverage.

REQUIRED READING:

TBA

**TOPICS IN SPORTS HISTORY
RACE, SPORT, AND CULTURAL POLITICS**

HIST 375: Todd Robinson
Section 1: Online

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 (Routledge: New York 2004).

Two additional books plus selected course articles

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

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 Course Reserve section of Web Campus for HIST 386B

RECOMMENDED READING:

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

Conduct of the class will consist of lectures, class discussions, and 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 SOCRATES, GALILEO, JOAN OF ARC

HIST 388: Elspeth Whitney

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

3 credits

This course examines three of the most famous defendants and their trials in Western history. Socrates, accused of impiety and corrupting the youth in the democratic city-state of Athens, was convicted and condemned to death in 399 B.C. Joan of Arc, a 19 year old French peasant who inspired the French during the Hundred Years War, was convicted in a Church court and burned for heresy by her English captors in 1431. Galileo Galilei was convicted in 1633 of heresy for violating the Church's ruling that Galileo could teach the new doctrine that the Sun, and not the earth, was the center of the universe, only "hypothetically, and not absolutely"; he was placed under house arrest and some of his most important writings put on the Index of Forbidden Books.

Socrates, Joan of Arc and Galileo were each powerful personalities who challenged the *status quo* of their respective societies. This course will analyze how each of these remarkable people saw themselves and the reasons behind the intense responses they aroused among their contemporaries. In the process, we will compare and contrast the political, social and intellectual character of three of the most dynamic periods in Western history: classical Athens; late medieval France; and Renaissance Italy.

Grades will be based on several in-class short-answer exams and two take-home essays

REQUIRED READING:

The Last Days of Socrates (Penguin, 2003)
Régine Pernoud, *Joan of Arc, by Herself and Her Witnesses* (1969)

Discoveries and Opinions of Galileo, trs. Stillman Drake (Doubleday, 1957) (excerpts on WebCampus)
Dava Sobel, *Galileo's Daughter* (Penguin, 2000)

GREAT PERSONALITIES

MUSSOLINI, HITLER, AND STALIN

HIST 388: Teddy Uldricks

Section 2: Monday/Wednesday 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 WORLD WAR II

HIST 388: John Carlton

Section 4: Tuesday/Thursday 7:00-8:15 PM

3 credits

During this course, we will study and discuss a number of notable personalities, U.S. and foreign, male and female, of World War II. We'll zero in on their roles in the War, their impact on the War, and its impact on them. Attempting to provide a more complete perspective, the class will try to answer questions of how and why these individuals became Great Personalities of World War II. Each student will become the class expert on one person, selected from a list provided by the instructor. At appropriate times during the course, students will orally present information gathered during their investigations of their Great Personalities. The class, as a whole, will study Winston Churchill, Adolf Hitler, and Franklin D. Roosevelt. The War itself will not be the centerpiece of detailed study, but rather provide the context for our study of the emergence of the personalities.

REQUIRED READING:

James L. Stokesbury, *A Short History of World War II*
Martin Gilbert, *Winston Churchill's War Leadership*
Eric Larrabee, *Commander in Chief: Franklin Delano Roosevelt, His Lieutenants, and Their War*
John Strawson, *Hitler as Military Commander*
Selected articles in Course Reserves section of Web Campus for HIST 388

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

Grading will be based four quizzes/short exams, each covering approximately one fourth of the course material; oral presentations and discussions of the personality selected by the student & a short research paper on the selected personality; discussions of the three national leaders the entire class is responsible for-Churchill, Hitler, Roosevelt; and classroom participation and attendance.

Additional materials on electronic reserve

AMERICAN SOCIAL HISTORY TO 1860

HIST 404A/604A: Jay Coughtry
Section 1: Tuesday/Thursday 1:00-2:15 PM

3 Credits

This survey of American Social History up to 1865 will attempt to show that history is more than simply "past politics," as one commentator once defined the discipline. Rather, this course reflects the proposition that the American people (and not simply an elite few) played a creative role in shaping the history of the American colonies and the early Republic. Course materials, then, including lectures, films, presentations and documentary exercises will examine the lives of the various social groups who are often neglected in the story of our past. We will direct our attention to slaves as well as masters, women as well as men, artisans as well as merchants, and the laboring poor as well as the local gentry. We will carry the saga from colonial pre-capitalist beginnings through the first stages of American industrial capitalism with an eye on both winners and survivors to demonstrate that both helped determine the outcome. Their mid-19th century world and its problems should begin to look familiar to contemporary Americans.

REQUIRED READING:

American Social History Project, *Who Built America*, vol. I
Laurel Ulrich, *Good Wives*
Ray Raphael, *A Peoples' History of the American Revolution*
Paul Johnson, *A Shopkeeper's Millennium*

Melton A. McLaurin, *Celia, A Slave*

Note: Graduate students will be assigned additional readings.

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

U.S. REVOLUTIONARY ERA AND EARLY REPUBLIC

HIST 412/612: A.B. Wilkinson

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

BRITAIN FROM 1750

HIST 419B/619B: Michelle Tusan

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

3 credits

This course surveys the history of modern Britain starting in the mid-eighteenth century through to the present day. In addition to outlining the political narrative of the period, the course analyzes the social, cultural, and intellectual foundations of modern British society. Themes covered in this course will include: industrialization and economic change, the impact of World War I and World War II on British diplomacy and society, the emergence of social and political reform movements, and the rise and fall of Britain as an imperial nation. During the nineteenth century, Britain emerged as one of the great modern powers in Europe and the West. The decline of Britain's dominance during the twentieth century will be considered against the backdrop of the numerous economic, cultural, and social developments that shaped Britain's relationship to a new emerging global community. We will trace the scope and nature of these changes through the careful analysis of documents from the period including novels, political and social theory, and popular texts from the period.

REQUIRED READING:

Barczewski, Eglin, Heathorn, Silvestri, Tusan, *Britain since 1688: A Nation in the World* (Routledge, 2015)

ISBN-13: 9780415506601

Aphra Behn, Joanna Lipking, ed. *Oroonoko* (W. W. Norton & Company, 1997)

ISBN-13: 978-0393970142

Buchi Emecheta, *Second Class Citizen* (George Braziller, 1983)

ISBN-13: 978-080761066

J.S. Mill, Alan Ryan, ed. *On Liberty and The Subjection of Women* (Penguin, 2007)

ISBN-13: 978-0141441474

George Orwell, *1984* (Signet Classic, 1961)

ISBN-13: 978-0451524935

Additional reading and writing assignments will be required for graduate students enrolled in 619B.

HISTORY OF AMERICAN WOMEN, 1870 TO THE PRESENT

HIST 432B/632B: Joanne Goodwin

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

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: (*readings may change*. Check with the bookstore)

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

Nancy MacLean, *The American Women's Movement, 1945-2000* (Bedford/St. Martins, 2009). ISBN 0-312-44801-5

Additional Readings will be posted to web campus.

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

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

THE ROLE OF CITIES IN AMERICAN HISTORY

HIST 434/634: Greg Hise

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

3 credits

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

There will be a midterm and final exam for which you will write essays based on the readings, lectures and our discussions.

REQUIRED READING:

Articles on e-reserve or available electronically via Lied Library portals
Catharine Cangany, *Frontier Seaports*
Colin Fisher, *Urban Green*
Michael Katz, *Why Don't American Cities Burn?*
Becky M. Nicolaides and Andrew Wiese, eds. *The Suburb Reader*
Jacob Riis, *How the Other Half Lives*

Graduate students enrolled in HIST 634 will read additional texts and write a literature review or craft a topical essay.

HISTORY OF JAPAN SINCE 1800

HIST 449B/649B: Ed Weir

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

3

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:

Beasley, W. G. *Japanese Imperialism, 1894-1945* (Clarendon Press, 1987)
Gordon, Andrew. *A Modern History of Japan: From Tokugawa to the Present*.
(Oxford University Press, 2013).
Murakami, Haruki. *Norwegian Wood* (Vintage, 1987)
Gluck, Carol. *Japan's Modern Myths* (Princeton University Press, 1985)
Hein, Laura, ed. *Islands of Discontent: Okinawan Responses to Japanese and American*

Power (Rowman & Littlefield, 2003)

ADDITIONAL READING FOR GRADUATE STUDENTS:
To Be Determined.

CAPSTONE RESEARCH SEMINAR NINETEENTH CENTURY AMERICA

HIST 451: Michael Alarid
Section 1: Monday 2:30-5:15 PM

3 credits

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

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

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

REQUIRED READING:

Randolph Roth, *American Homicide* (The Belknap Press of Harvard University Press, 2009)

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

CAPSTONE RESEARCH SEMINAR EUROPEAN HISTORY

HIST 451: Andrew Bell
Section 2: 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 dependent upon primary sources. It will be best if your project be on a topic in Ancient Greek and/or Roman History or British History but other areas of non-US History may be welcome.

During the first three weeks of class we will explore models and methods of research; and each member of the class will develop a 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 and individual consultations with the instructor.

Grading will be based on a series of graduated assignments leading up to the final paper. Because of the nature of the course, class attendance is essential and unexcused absences will result in a lowering of your final grade.

HISTORY OF CHINA TO 1800

History 455B/655B: Austin Dean

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

3 credits

This class is an introduction to the political, economic, cultural and social history of China since 1800. No familiarity with Chinese history or Chinese language is necessary. Several thematic questions will guide the course: How did the Qing dynasty (1644-1912) respond to internal and external pressures in the 19th century? How have different Chinese thinkers addressed the cultural and social legacies of Confucianism? Why was the Chinese Communist Party successfully able to establish the People's Republic of China in 1949? How and why has the People's Republic of China changed since 1949? Finally, how many revolutions have there been in modern Chinese history? 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 the pressing issues of the day. Beyond building content knowledge in Chinese history, this class will emphasize critical 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:

Jonathan Spence, *The Search for Modern China, 3rd Edition*, (W.W. Norton, 2012)
ISBN 13: 978-0393934519

Maurice Meisner, *Mao Zedong: A Political and Intellectual Portrait*, (Polity Press, 2007)
ISBN 13: 978-0745631073

John Pomfret, *Chinese Lessons: Five Classmates and the Story of New China*, (Holt Paperbacks, 2007) ISBN 13: 978-0805086645

ROMAN CIVILIZATION

HIS 458/658: Andrew Bell

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

3 credits

This course offers an overview of Roman history from earliest times to the later imperial period. The principal focus is, however, upon the social and political developments of the later Republic: we shall try to understand why and how Rome evolved from a republic into the monarchy established by Augustus Caesar. Primary sources will be read in translation.

REQUIRED READING:

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

There will be more reading required of graduate students.

THE MEXICAN REVOLUTION

HIST 476/676: Miriam Melton-Villanueva

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

3 credits

Revolution! This course examines the contribution of Mexico to our culture today through a study of the indigenous origins, major events and personalities, and aftermath of the Mexican Revolution of 1910. A research project will give students the opportunity to gather information, analyze, synthesize, and report on one of many contemporary revolutions of thought and culture, including the student movements of 1968, Zapatista uprising, privacy, and ecology.

REQUIRED READING:

TBA

TOPICS IN AMERICAN STUDIES SERIAL CRIME FILMS AND AMERICA

HIST 487A/687A: Jay Coughtry

Section 1: Thursday 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.

This course explores a specific film genre with the usual expectations of a required reading schedule and active participation (academic film research, in-class and limited outside class film viewing, questions and commentary, and a strict attendance policy). Grades will be based on one 5 to 7 page research paper and two take home essay exams. Each paper and exam is worth one third of the course grade. (See course Calendar for film list and due dates.)

REQUIRED READING:

Vincent Bugliosi, *Helter Skelter*

Eric W. Hickey, *Serial Murderers and Their Victims*

Peter Vronsky, *Serial Killers*

**RESEARCH SEMINAR IN
AMERICAN CULTURAL/INTELLECTUAL HISTORY**

HIST 725: Elizabeth White Nelson
Section 1: Thursday 4:00-6:45 PM

4 credits

This seminar examines the history of nineteenth-century America. Course requirements include a 30-page research paper and preliminary assignments: topic, bibliography, outline, draft, class presentation. The objective of this seminar is to produce a 30-page paper based on original research that can be submitted to a journal of your choice.

Students who wish to write on a twentieth-century topic or a European history topic may do so with the permission of the instructor.

COLLOQUIUM IN AMERICAN WESTERN HISTORY

HIST 726: William Bauer

Section 1: Friday 9:00-11:45 AM

3 credits

The Colloquium in the History of the American West offers students the opportunity to discuss and critically read recent and influential works in the field. This semester, we will explore the history of Indigenous peoples in the North American West since 1830. The course will center upon three theoretical perspectives: Indigenous knowledge, sovereignty and settler colonialism.

REQUIRED READING:

- Josh Reid, *The Sea is My Country: The Maritime World of the Makah* (Yale University Press, 2015).
- David A. Chang, *The World and All The Things Upon It: Native Hawaiian Geographies of Exploration* (University of Minnesota Press, 2016).
- Benjamin Madley, *American Genocide: The United States and the California Indian Catastrophe, 1846-1873* (Yale University Press, 2016).
- Cathleen Cahill, *Federal Fathers & Mothers: A Social History of the United States Indian Service, 1869-1933* (University of North Carolina Press, 2013).
- Rose Strelau, *Sustaining the Cherokee Family: Kinship and the Allotment of an Indigenous Nation* (University of North Carolina Press, 2011).
- Margaret Jacobs, *White Mother to a Dark Race: Settler Colonialism, Maternalism, and the Removal of Indigenous Children in the American West and Australia, 1880-1940* (University of Nebraska Press, 2009).
- William Bauer, "We Were All Like Migrant Workers Here": *Work, Community and Memory on California's Round Valley Reservation, 1850-1941* (University of North Carolina Press, 2009).
- Julie L. Reed, *Serving the Nation: Cherokee Sovereignty and Social Welfare, 1800-1907* (University of Oklahoma Press, 2016).
- William Bauer, *California Through Native Eyes: Reclaiming History* (University of Washington Press, 2016).
- Rosalyn LaPier and David R.M. Beck, *City Indian: Native American Activism in Chicago, 1893-1934* (University of Nebraska Press, 2015).
- Laurie Arnold, *Bartering with the Bones of Their Dead: The Colville Confederated Tribes and Termination* (University of Washington Press, 2012).
- Ari Kelman, *A Misplaced Massacre: Struggling Over the Memory of Sand Creek* (Harvard University Press, 2013).
- Julie Davis, *Survival Schools: The American Indian Movement and Community Education in the Twin Cities* (University of Minnesota Press, 2013).
- Jean Dennison, *Colonial Entanglement: Constituting a Twenty-First Century Osage Nation* (University of North Carolina Press, 2012).

COLLOQUIUM IN

COLONIALISM/IMPERIALISM

HIST 732: Jeffrey Schauer

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

3 credits

This course sets out to explore themes in and debates surrounding colonial empires. We will focus on the nineteenth and twentieth centuries, and a majority of our cases will involve Africa and Asia. However, the thematic and comparative emphases will equip those with interests in other periods and places to take part in broader conversations within and outside of the discipline about colonialism as a political, cultural, social, and economic phenomenon that has shaped our world and many of the historical themes with which we engage.

Our readings include examination of particular cases of colonialism (British, U.S., German, and French) as well as themes (the environment, sexuality, humanitarianism, and race) and theoretical debates (around globalization, neoliberalism, and modernity).

Over the course of the semester we will look to compare and contrast colonial practices, indigenous resistance, and experiences and perspectives of the colonizer and colonized.

Assignments for this course are designed to give participants the skills that will help them succeed in graduate school. You will write review papers, guide in-class discussions, and complete a longer writing assignment near the end of the semester.

REQUIRED READINGS: (include but are not limited to the following)

Frederick Cooper, *Colonialism in Question: Theory, Knowledge, History*

Daniel Headrick, *Power Over Peoples: Technology, Environments, and Western Imperialism*

J.R. McNeill, *Mosquito Empires: Ecology and War in the Greater Caribbean*

Craig Yurish, *Settlers, Liberty, and Empire: the Roots of Early American Political Theory*

Clifton Crais and Pamela Scully, *Sara Baartman and the Hottentot Venus: A Ghost Story and a Biography*

Andrew Zimmerman, *Alabama in Africa: Booker T Washington, the German Empire, and the Globalization of the New South*

Michelle Tusan, *Smyrna's Ashes: Humanitarianism, Genocide, and the Birth of the Middle East*

Maia Ramnath, *Haj to Utopia: How the Ghadar Movement Charted Global Radicalism and Attempted to Overthrow the British Empire*

Joan Scott, *Politics of the Veil*

HISTORIOGRAPHY: EUROPEAN CULTURAL/INTELLECTUAL

HIST 740: Michelle Tusan

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

3 credits

Historiography is the study of writing about history. This course is intended to introduce you to some of the most influential theories and methods drawn from literature, history,

anthropology, cultural studies, psychology and sociology used by historians to help them assemble, synthesize and transmit stories about our past. By understanding these approaches and how they are used it is hoped that by the end of the semester you will be able to answer the question, 'What kind of historian do I want to be?'

The course begins with a consideration of the state of the history profession today at the intersection of teaching and research. We then examine important trends that have shaped cultural and intellectual history and some of the big ideas that inform contemporary historical approaches. The next part of the course focuses on examples of history writing about people and institutions that rely on these methods and assumptions. We end with a provocative exploration of the uses and misuses of history in popular, political and intellectual culture today.

This class will be conducted as a seminar. Weekly attendance and participation are essential. Students will lead discussion each week and will be required to write two short papers that count as 30%. Your midterm which is meant to directly simulate your qualifying exam is 30%. A 10- 12 page historiography paper due at the end of class will count as 30% of your final grade. Your participation will comprise 10%.

REQUIRED READING:

Benedict Anderson, *Imagined Communities*, Verso, 2006. ISBN 1844670864

Craig Calhoun, ed. *Habermas and the Public Sphere*, MIT, 1993. ISBN 0262531143

Leonore Davidoff and Catherine Hall, *Family Fortunes*

Michael Foucault, *Discipline and Punish*, Vintage, 1995. ISBN 0679752552

Lynn Hunt, ed., *The New Cultural History*, UC Press, 1989. ISBN 0520064291

Thomas Laqueur, *The Work of the Dead*. Princeton UP, 2015.

Karl Marx (Intro by Eric Hobsbawm), *Communist Manifesto* (Verso, 2012). ISBN 978-1844678761

Susan Pedersen, *The Guardians*. Oxford UP, 2015.

Edward Said, *Culture and Imperialism*, Vintage, 1994. ISBN 0679750541

Joan Scott, *Gender and the Politics of History*, Columbia, 1999 (revised edition). ISBN 978-0231118576

Sam Wineburg, *Historical Thinking*. Temple, 2001. ISBN 978-1566398565

**Please note that we will be reading the Wineburg for the first day of class*

TOPICS IN PUBLIC HISTORY
THE POWER OF PLACE & THE POLITICS OF MEMORY

HIST 754: Marcia Gallo

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

3 credits

“The Power of Place and the Politics of Memory” explores some of the ways in which individuals commemorate their pasts through archives, oral histories, exhibits, and memorials. Students will produce original research projects that highlight previously unrecognized communities or events or offer new interpretations of well-established people or places; four book reviews as well as in-class presentations also are scheduled throughout the semester. Students will be evaluated on their attendance and participation (15%); presentations (15%), written assignments (40%); and final projects (30%).

REQUIRED READING:

Bauer, William, Jr. *“We Were All Like Migrant Workers Here”: Work, Community, and Memory on California’s Round Valley Reservation, 1850-1941*. University of North Carolina Press, 2012.

Corning, Amy and Howard Shuman. *Generations and Collective Memory*. University of Chicago Press, 2015.

Doss, Erika. *Memorial Mania*. University of Chicago Press, 2012.

Ferentinos, Susan. *Interpreting LGBT History at Museums and Historic Sites*. Rowman & Littlefield, 2014.

Goodwin, Joanne L. *Changing the Game: Women at Work in Las Vegas, 1940-1990*. University of Nevada Press, 2014.

Hamilton, Paula and Linda Shopes, eds. *Oral History and Public Memories*. Temple University Press, 2008.

Kirk, Andrew G. and Kristian Purcell. *Doom Towns: The People and Landscapes of Atomic Testing, A Graphic History*. Oxford University Press, 2016.

Lowenthal, David. *The Past Is a Foreign Country-Revisited*. Cambridge University Press, 2015.

Tyson, Amy M. *The Wages of History: Emotional Labor on Public History’s Front Lines*. University of Massachusetts Press, 2013.

Walkowitz, Daniel and Lisa Maya Knauer. *Contested Histories in Public Space: Memory, Race, and Nation*. Duke University Press, 2009.

Additional assigned readings will include articles. We also will view selected documentary films.