

SPRING 2021 HISTORY DEPARTMENT COURSE BOOKLET

NOTE: Check with instructors to make sure whether their course is in person, hybrid, web remote, synchronous, or asynchronous.

AMERICAN LAW & DISORDER

HIST 301: David Tanenhaus

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

3 credits

Synchronous

This course examines the relationship between American law and disorder from the eighteenth century to the present. It explores how Americans have reconciled their belief in the perfectibility of their society with conflict. Through lectures and discussions, the course will examine the relationship between the rule of law and democracy. Special attention will be paid to the American Revolution, the meaning of citizenship, domestic terrorism, and the rise of mass incarceration.

REQUIRED READING:

Eric Hinderaker, *Boston's Massacre* (The Belknap Press of Harvard University Press, 2017).

Martha S. Jones, *Birthright Citizens: A History of Race and Rights in Antebellum America* (Cambridge University Press, 2018).

Sherrilyn A. Ifill, *On the Courthouse Lawn: Confronting the Legacy of Lynching in the 21st Century* (Beacon Press, 2018).

Angela Y. Davis, *Are Prisons Obsolete?* (Seven Stories Press, 2003).

Grading will be based on class attendance and participation, an essay, and two exams.

TOPICS IN THE HISTORY OF MEDICINE GLOBAL MEDICAL HISTORY

HIST 304: Carlos Dimas

Section 1: Online

3 credits

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

professions in Allied Health Sciences or planning to attend medical school to see health, disease, and the medical sciences in more sociocultural terms.

REQUIRED READING:

Laurie Garret, *The Coming Plague: Newly Emerging Diseases in a World Out of Balance*
Additional readings on electronic reserve

**TOPICS IN THE HISTORY OF MEDICINE
HISTORY OF AMERICAN MEDICINE**

HIST 304: Caryll Batt Dzedziak
Section 2: Online

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 experiences of illness and the challenges, failures, struggles, and accomplishments of medical practitioners. We will also study the social and cultural implications affecting developments in health; covering evolving conceptions of hygiene, disease, the body, and mental health. Lastly, we study the rise of the American medical profession and its effect on medical care. This course will benefit students of history as well as those pursuing professions in Allied Health Sciences or planning to attend medical school.

REQUIRED READING:

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.

ADDITIONAL SUGGESTED READING:

Charles E. Rosenberg. *The Care of Strangers: The Rise of America's Hospital System*.
Baltimore: The Johns Hopkins University Press, 1987.

Paul Starr. *The Social Transformation of American Medicine*. New York: Basic Books, 1982.

JUNIOR WORKSHOP

HIST 351AX: Paul Werth

Section 1: Tuesday/Thursday 2:30-3:45 PM (January 19-February 20) 1 credit

Building on the History major's milestone course (HIST 251), this one-credit course enables students to plan a research project, which they will subsequently execute in the senior capstone course (HIST 451). Over the course of five weeks, each student will define a research topic and identify primary and secondary sources related to it. The final assignments include an annotated bibliography, research prospectus, and oral presentation—in short, the foundational elements for

the next stage of the research process. Students who take this course will acquire critical skills and thus be uniquely positioned to succeed in HIST 451. The course requires independence, self-discipline, flawless attendance, and close collaboration with student peers.

REQUIRED READING:

Get in touch with Dr. Werth for any additional details

THE HOLOCAUST IN ITS EUROPEAN SETTING

HIST 367: Norma Lisa Flores

Section 1001: Online (Asynchronous)

3 credits

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

REQUIRED READING:

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

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

Additional readings TBA.

HISTORY OF CASINOS

HIST 368: David Schwartz

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

3 credits

Remote

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

casino gaming throughout the world, with an emphasis on recent developments in Asia and emerging forms of casino-style gambling.

REQUIRED READING:

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

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

Additional articles will be available via WebCampus.

Grading will be based on class participation, quizzes, three essays, and one take-home exam.

**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).

Darlene Clark Hine, William C. Hine, and Stanley Harrold, *African Americans: A Concise History, Volume Two, 5th Edition* (Pearson: New Jersey 2014).

Two additional books plus selected course articles

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

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

MILITARY HISTORY OF THE U.S. SINCE 1900

HIST 386B: John Carlton
Section 1: Tuesday/Thursday 5:30-6:45 PM

3 credits

"The nation's military history is a constant factor in the evolution of American life. ... The result is the average American cannot move without bumping into the country's military past. ... At a thousand unnoticed points, America's military past impinges on his daily life. Far from being separate and apart from it, that history helps make his life what it is, has been, and will be."
(Geoffrey Perret, *A Country Made by War*)

During this course, we will focus on America's wars and conflicts, campaigns and battles, strategies and tactics, and the human cost of combat, but not in isolation. As noted above, military actions are an integral part of the general history of this nation. Therefore, to provide a more complete perspective, to try to answer questions of how and why, we will discuss the United States' military history since 1900 in the context of political, economic and social conditions of the relevant period.

REQUIRED READING:

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

Thomas Cutler, *The Battle of Leyte Gulf 23-26 October 1944*

Joseph R. Owen, *Colder Than Hell*

Philip Caputo, *A Rumor of War*

Selected articles in 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, video presentations.

Grading will be based two exams, each covering approximately one half of the course material; short papers based on assigned readings; battle presentations; and classroom participation and attendance.

**GREAT PERSONALITIES
WORLD WAR II**

HIST 388: John Carlton
Section 1001: 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 Reserve in WebCampus

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

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

ROLE OF RELIGION IN AMERICAN CULTURE

HIST 424: James Broucek

Section 1: Monday/Wednesday 2:30-3:45 PM

3 Credits

This course examines American religious history from its indigenous traditions to QAnon. We'll approach religion as part of the larger system of behaviors that we call American culture, and examine the ways in which Americans have disputed the boundaries of religion in their debates about moral judgments, racial categories, gender roles, state laws, and even scientific findings. We'll read sources from many communities, including the Shoshone, Puritans, Catholics, African Americans, Jewish communities, Muslims, Evangelicals, Mormons, and Scientologists. And we'll try to answer questions like: How have Americans distinguished the purportedly religious and secular parts of their culture? How have Americans maintained and transformed their religious traditions? How has religion encouraged moral progress in America? How has religion encouraged hatred and intolerance? And to what extent have Americans enjoyed religious freedom?

REQUIRED READING:

Readings will be posted as PDFs on Canvas. We'll mostly read primary sources from the communities mentioned in the course description.

Grading will be based on class participation, weekly reading quizzes, three exams, and a paper (two drafts; 5-7 pages).

There will be extra reading and writing assignments for graduate students (HIST 624).

HISTORY OF AMERICAN WOMEN, 1870 TO THE PRESENT

HIST 432B/632B: Joanne Goodwin
Section 1: Online

3 credits

This course surveys the experiences of women in the United States from Reconstruction through the twentieth century. Using an intersectional lens, we will explore the diversity of women's lives overtime in public and private life. Special attention will be given to the expansion of women's rights; their involvement in public life; differences between groups of women; and change and continuity in society's views of women, sexuality, and family life.

REQUIRED READING:

1. **WA.** Linda Kerber, Jane Sherron De.Hart, Cornelia Dayton, eds. *Women's America, Refocusing the Past, 8th edition*; Oxford University Press, 2020. ISBN: 9780190945756
2. **FOS.** 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
3. **AWM.** Nancy MacLean, *The American Women's Movement, 1945-2000* (Bedford/St. Martins, 2009). ISBN 0-312-44801-5

These books have been ordered at the bookstore and are available new or used online. Additional Readings will be posted to web campus.

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

AFRICAN-AMERICAN HISTORY RISE AND REVOLUTION: CONTEMPORARY AFRICAN AMERICAN HISTORY

HIST 433/633: Kendra Gage
Section 1: Remote Learning

3 credits

This course traces the history of the modern struggle for African American civil rights from the Civil Rights Movement of the 1950s and 1960s to the current Black Lives Matter Movement. Students will examine the continued activism of African-Americans since the passage of the Civil Rights Acts and will explore issues of systemic and institutional racism. Special attention will be given to issues of resegregation, voter suppression, mass incarceration, police brutality, and educational and health disparities. We will focus on the role that ideological, strategic, and cultural factors played in the success or failure of the range of African American movements and how that has impacted the current revolution.

REQUIRED READING:

Mehrsa Baradaran, *The Color of Money: Black Banks and the Racial Wealth Gap*

Khalil Gibran Muhammad, *The Condemnation of Blackness*
Alondra Nelson, *Body and Soul: The Black Panther Party and the Fight Against Medial Discrimination*
Barbara Ransby, *Making All Black Lives Matter: Reimagining Freedom in the Twenty-First Century*

The format of the class will be a short introductory lecture at the beginning of each module, followed by discussions online of the assigned text. A few films may be screened for class discussion as well.

Grading will be based on class participation, book reviews, a mid-term paper (5-10 pages), and a term paper (10-15 pages).

There will be extra reading assignments and longer writing assignments for graduate students (HIST 633).

AMERICAN INDIAN HISTORY SINCE 1851

History 438B/638B: William Bauer

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

3 credits

The primary aim of this course is to expose you to a broad spectrum of recent important Native American history and foster a broader and more sensitive understanding of the history and life ways of the Native Americans of the United States. The class will trace the history of North American Indians from the California Gold Rush to twenty-first century self-determination and tribal sovereignty. Our approach will combine ethnohistory, a blend of the cultural perspectives of anthropology and the tools and methodology of history, with the intellectual traditions that come from American Indian communities and nations. These methods will enable us to explore the history of Native land, political change and cultural renewal in the nineteenth and twentieth centuries.

REQUIRED READING:

Philip Weeks, *Farewell, My Nation: American Indians and the United States in the Nineteenth Century*, 3rd Edition

Peter Iverson and Wade Davies, *We Are Still Here: American Indians Since 1890*, 2nd Edition

Albert Hurtado, et al, *Major Problems in American Indian History*, 3rd edition

William Bauer, *We Were All Like Migrant Workers Here: Work, Community and Memory on California's Round Valley Reservation, 1850-1941*.

Brian Hosmer, *American Indians and the Marketplace: Persistence and Innovation among the Menominees and Metlakatlans, 1870-1920*.

Grading will be based on class participation, a historiography essay, a research essay, and in class exams.

There will be extra reading and writing assignments for graduate students (HIST 638B).

COMPARATIVE ENVIRONMENTAL HISTORY

HIST 443: Jeffrey Schauer

Section 1: Tuesday/Thursday 8.30-9.45 AM

3 credits

This course introduces students to the field of environmental history. The course begins by exploring methods and theories associated with environmental history. It then proceeds through a series of case studies looking at the relationship between environmental change and human history. We then spend some time thinking about the changing nature of environmentalist movements over time, before thinking about the intersection of other social categories--including but not limited to race, class, and gender--with the environment and environmentalism. We conclude by discussing how environmental history better equips us to think about particular problems associated with our present.

REQUIRED READING:

James Scott, *Against the Grain: A Deep History of the Earliest States*.

Harriet Ritvo, *The Dawn of Green: Manchester, Thirlmere, and Modern Environmentalism*.

Bathsheba Demuth, *Floating Coast: An Environmental History of the Bering Strait*.

Wangari Maathai, *Unbowed: A Memoir*.

Christophe Bonneuil and Jean-Baptiste Fressoz, *The Shock of the Anthropocene: The Earth, History and Us*.

Amitav Ghosh, *Gun Island*.

Additional books for students taking the course at the 600-level.

Selected articles/primary sources.

Grades will be based on participation, reading responses as necessary, and papers.

LATINOS IN THE AMERICAN WEST

History 444/644: Maria Raquel Casas

Section 1: Online

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.

REQUIRED READING:

Zaragosa Vargas, *Crucible of Struggle: A History of Mexican Americans from Colonial Times to the Present Era*

José M. Alamillo, *Making Lemonade Out of Lemons: Mexican American Labor and Leisure in a California Town, 1880-1960*

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*

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

Grades will be determined using the following criteria:

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

HISTORY OF JAPAN TO 1800

HIST 449A/649A: Ed Weir

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

3 credits

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

REQUIRED READING:

Kokichi Katsu, *Musui's Story*, University of Arizona Press, ISBN: 978-0-8165-1256-0

Donald Keene, translator. *Chūshingura: The Treasury of Loyal Retainers*, Columbia University Press, ISBN: 978-0-231-03531-6

Ivan Morris, *The World of the Shining Prince: Court Life in Ancient Japan*, Vintage Books, ISBN: 978-0-345-80390-0

Karl F. Friday, ed. *Japan Emerging: Premodern History to 1850*, Westview Press, ISBN: 978-0-8133-4483-6

FOR HISTORY 649A:

To be determined.

CAPSTONE RESEARCH SEMINAR NINETEENTH CENTURY AMERICA

HIST 451: Michael Alarid

Section 1: Monday 1:00-2:15 PM and Online

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 GLOBAL TOPICS

HIST 451: Jay Coughtry

Section 2: 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 will be determined by the instructor, 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:

LeRoy Ashby, *With Amusement for All: A History of America Popular Culture Since 1830*

Jules Benjamin, *A Student's Guide to History* (14th edition)

**TOPICS IN MEDIEVAL HISTORY
THE CALAMITOUS FOURTEENTH CENTURY**

HIST 459A/659A: Elspeth Whitney

Section 1: Tuesday 10:00-11:15 WebEx and online

3 credits

The fourteenth century was a turbulent period, in which Europe faced climate change, famine, pandemic disease, political disorder, social instability, wars and peasant uprisings. However, it was also a time of cultural innovation and novel ways of thinking that anticipate the Renaissance and Reformation. This course examines the environmental, political, social and intellectual roots of change that transformed Europe between 1300 and 1450. The topics we will explore include the global impact of the Black Death (probably the greatest natural disaster ever to befall human civilization), the effects of climate change, the growing tension between popular spirituality and the politics of the Catholic Church, the nature of medieval mysticism and the increasing persecution of minority groups such as Jews and heretics. We will also think about the ways in which the crisis of the fourteenth century both resembles and differs from the current conditions of the early twenty-first century.

REQUIRED READING:

John Aberth, *The Black Death: A New History of the Great Mortality in Europe, 1347-1500* (Oxford, 2021)

Clifford R. Blackman, *The Worlds of Medieval Europe* (Oxford, 2009)

John Aberth, *The Black Death: The Great Mortality of 1348-1350: A Brief History with Documents* (Bedford/St. Martin's, 2017)

William Rose, *The Third Horseman: A Story of Weather, War, and the Famine that History Forgot* (Penguin, 2015)

Margery Kemp, *The Book of Margery Kemp*, translated by B.A. Windeatt (Penguin, 1985)

Umberto Eco, *The Name of the Rose* (Mariner Books)

Additional reading may include excerpts on WebCampus

Grading will be based on two short-answer exams, two papers, and online discussion. Graduate students will have additional readings and writing assignments.

EARLY MODERN EUROPE, 1450-1789

HIST 461B/661B: Noria Litaker
Section 1: Online

3 Credits

This course will trace the major political, cultural, technological and intellectual developments in Europe from Johannes Gutenberg's invention of the printing press in 1453 to the eve of the French Revolution in 1789. We will cover important events and movements such as the Renaissance, the Protestant Reformation, the Scientific Revolution, the Enlightenment, the consolidation and centralization of territorial states and the development of overseas empires. Readings will include both primary and secondary sources and discussions online will be an integral part of the class. Assignments will include weekly discussion board posts and quizzes as well as midterm and final exams.

In addition to all other required coursework, graduate students enrolling in HIST 661B will be required to write a historiography paper of 20-25 pages. Students will select the topic of their paper in consultation with the instructor.

REQUIRED READING:

1. Lynn Hunt et al. *The Making of the West: Peoples and Cultures, Volume II: Since 1500, 6th edition*. Boston/New York: Bedford/St. Martin's, 2018. ISBN 978-1319105020.
2. Katherine J. Lualdi. *Sources of The Making of the West: Peoples and Cultures Volume II: Since 1500, 6th edition*. Boston/New York: Bedford/St. Martin's, 2018. ISBN 978-1319154523.
3. Additional primary sources (readings, images, music) posted on WebCampus.

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

History 464A/664A: Teddy Uldricks
Section 1: Tuesday/Thursday 4:00-5:15 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 20th century Europe is required.

REQUIRED READING:

Stargart, Nicholas, *The German War*

Kennedy, Paul, *Engineers of Victory*

Hellbeck, Jochen, *Stalingrad*

Fussell, Paul, *Wartime*

Additional readings provided in Canvas

Additional readings for graduate students.

**REVOLUTION AND REACTION IN CONTEMPORARY
LATIN AMERICA**

HIST 471/671: Carlos Dimas

Section 1: Online

3 credits

This course examines Latin American political history from the 1950s to the present through the lens of Central America. It begins with establishing the nineteenth century context of Central America's rough transition from colonial periphery to turbulent region through much of the 1800s. It goes through the expanding social inequality of the opening quarter of the twentieth century, towards eras of reform in the 1950s to 1970s. At the center, the course looks at how the region struggled to establish democracy based on external and internal pressures, as well as rising foreign interest in the region. The course will cover the Civil Wars that erupted in the region between 1970 and 1990, but will also focus on the period after through a study of Truth Commissions and many of the hurdles the region continues to face.

REQUIRED READING:

Eduardo Galeano, *Open Veins of Latin America Five Centuries of the Pillage of a Continent*

Stephen Kinzer, *Blood of Brothers: Life and War in Nicaragua*

Additional readings on electronic reserve

**TOPICS IN AMERICAN STUDIES
AMERICAN CRIME FILMS**

HIST 487R/687R: Jay Coughtry

Section 1: Tuesday 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:

TBA

Procedures and Grading

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.)

TOPICS IN AMERICAN STUDIES FOOD AND CULTURE IN AMERICAN HISTORY

HIST 487R/687: Elizabeth Nelson

Section 1: Tuesday 1:00-2:15 PM and Online

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 in 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.

REQUIRED READING:

Sandra M. Gilbert and Roger J. Porter, eds. *Eating Words: A Norton Anthology of Food Writing*

Jane Ziegelman, *97 Orchard: An Edible History of Five Immigrant Families*
John T. Edge, *The Potlikker Papers*
Cara de Silva, ed. *In Memory's Kitchen: A Legacy From the Women of Terezin*
And Additional Primary Sources and Scholarly Articles

COURSE REQUIREMENTS:

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

COMPARATIVE HISTORY
**WORLD HISTORY: IMPACT OF CLIMATE CHANGE ON PRE-
MODERN GLOBAL CIVILIZATIONS**

HIST 489/689: John Curry

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

3 credits

Remote

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

Over the course of the semester, this course will introduce students to the ways in which they can undertake comparative global and environmental history. A plurality of our case studies will deal with the seventeenth century; however, we will not limit ourselves to just this period, as analogous events took place in ancient and medieval times as well. In so doing, we will compare the history of China, Japan, the Middle East, and Europe, in addition to other potential case studies. Therefore, participants may choose to examine events or themes that link people and places across regions of the world.

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

REQUIRED READING: (provisional list)

Geoffrey Parker, *Global Crisis: War, Climate Change and Catastrophe in the Seventeenth Century* (2013)

Eric H. Kline. *1177 B.C.: The Year Civilization Collapsed* (2014)

Ronnie Ellenblum. *The Collapse of the Eastern Mediterranean: Climate Change and the Decline of the East* (2013).

Medick, Hans and Benjamin Marschke. *Experiencing the Thirty Years' War: A Brief History with Documents* (2013)

Additional articles and primary source readings as required; which can be found on my course website at <http://curryj5.faculty.unlv.edu/>

Graduate students enrolled in HIST 689 will follow the same trajectory in the course, but with the expectation that they will undertake a more in-depth set of readings for the development of their own project.

**COLLOQUIUM IN WESTERN AMERICAN HISTORY
ENVIRONMENTAL HISTORY AND THE ELEMENTAL WEST:
GERMS, WILDERNESS, LAND, DUST, FIRE, OCEANS, RIVERS, TREES,
ANIMALS, MOUNTAINS, DESERTS, & ATOMS**

HIST 726: Andrew Kirk

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

3 credits

This colloquium introduces the field of environmental history for western historians. The field of environmental history is so closely associated with western history that many have assumed they were the same thing. Core readings in both fields overlap with Turner, Malin, and Webb as examples. The leaders of the “new western history,” the so-called Gang of Four of Cronon, Worster, White, and Limerick, were all environmental historians. Regardless of research focus, all western historians must understand the fundamentals of environmental history. For this course we will focus on the literal elements of the American West with an eye toward research offering critical historical context for urgent regional issues in the 21st century. The readings range across time and definitions of region but all focus on issues of central importance in the past, right now, and in the future. The readings cover specific themes but all offer general insights about what the West was, and how the place shaped the people and the people shaped the place. The West needs the sights of historians now and will even more so in the future. This class is designed to give you an opportunity to enhance your contextual knowledge and hone your skills as an engaged scholar.

REQUIRED READINGS:

TBA

**RESEARCH SEMINAR IN
AMERICAN WESTERN HISTORY**

HIST 727: William Bauer
Section 1: Friday, 9:00-11:45 AM
Remote

4 credits

The research seminar in American Western History is an intensive researching and writing class. This seminar focuses on any topic related to the history of the American Indians in the American West. Participants may write on any promising topic that falls within the broad chronological and topical parameters of the course. We will meet during most regularly scheduled class periods to discuss recent scholarship in the field, research methodologies, ethics and responsibilities of research, our work in progress and our finished products. Students will also meet regularly on an individual basis with the instructor. The end product of your labors should be a paper of 25-30 pages and of publishable quality. As part of the process, you will formulate a research question, produce an annotated bibliography, and undergo extensive peer review.

Please note: there will be a reading assignment due on the first day of class, so please contact the professor for a syllabus and that assignment as soon as possible.

REQUIRED READING:

Selections from Richard White, *The Roots of Dependency: Subsistence, Environment, and Social Change among the Choctaws, Pawnees, and Navajos*.

Stephen Van Hoak, "Untangling the Roots of Dependency: Choctaw Economics, 1700-1860," *American Indian Quarterly* 23 (Summer-Autumn, 1999): 113-28.

Mariel Aquino, "'It Has a Way of Getting in Your Blood When You're Basque': Basque Shepherders, Race, and Labor, 18880-1959," *Western Historical Quarterly* 50 (Winter 2019): 391-413.

Emma Teitelman, "The Properties of Capitalism: Industrial Enclosures in the South and the West after the American Civil War," *Journal of American History* 106 (March 2020): 879-900.

Bradley Dixon, "'His one Netev ples': The Chowans and the Politics of Native Petitions in the Colonial South," *William and Mary Quarterly* 76 (January 2019): 41-74.

**RESEARCH SEMINAR IN AMERICAN HISTORY
THE TWENTIETH CENTURY**

HIST 731: Tessa Winkelmann
Section 1: Wednesday 4:00-6:45 PM

4 credits

In this research seminar we will focus on applied methods and research. Students will work throughout the semester on a major research paper with the goal of journal submission and publication. There will be shared readings in preparation for individual projects.

HISTORIOGRAPHY: EUROPEAN CULTURAL/INTELLECTUAL

HIST 740H: Michelle Tusan

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

3 credits

Historiography is the study of writing about history. This course will introduce you to some of the most influential theories and methods drawn from history, literature anthropology, cultural studies, sociology and postcolonial theory used by historians to help assemble, synthesize and transmit stories about the past. It will also teach you how to write about them.

The course begins with a look back at how social history and cultural history developed as methods and invited historians to tell new kinds of stories. We then examine race, class and gender methodologies foundational to the field and some of the big ideas that inform contemporary historical approaches. You will also encounter examples of history writing that rely on these methods. The final unit explores the relevance of writing cultural history in today's world. Our writing workshop will help you master the art of the historiographical essay.

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, two-page papers: 25% total. Your midterm which is meant to simulate your qualifying exam is 30%. A 12-page historiography paper due at the end of class will count as 30%. 15% of your grade will be based on weekly journal entries on your reactions to the readings and class participation.

REQUIRED READING:

**Geoff Eley, *A Crooked Line*, Michigan UP, 2005.

Priya Satia, *Time's Monster*, Harvard UP, 2020.

Stuart Hall, *Familiar Stranger: A Life Between Two Islands* Duke UP, 2018.

Benedict Anderson, *Imagined Communities*, Verso, 2016 (new edition).

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

EP Thompson, *The Making of the English Working Class*, Vintage, 1966.

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

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

Karl Marx (Intro by Eric Hobsbawm), *Communist Manifesto*, Verso, 2012.

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

James Scott, *Seeing Like a State*, Princeton UP, 1999.

Joan Scott, *Gender and the Politics of History*, Columbia UP, 2018.

**The class may be held remotely depending on COVID and public health directives*

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

**COLLOQUIUM IN TRANSNATIONAL HISTORY
MARITIME HISTORY**

HIST 741: Cian McMahon

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

3 credits

While the “transnational turn” has both broadened and deepened our understanding of modern history over the past thirty years, it has largely done so in ways that have ironically left

historiography's traditional terracentrism intact. Critical phases in the history of globalization pivoted on the physical process of maritime mobility, yet there exist few studies of this human experience. In this course, we will see how new histories of slaves, migrants, and sailors encourage us to ask exciting questions about the epistemological and theoretical challenges of transnational history.

The course is generally divided into five units. Unit 1 will introduce students to the broad questions and theories of the historiographies of both transnational and maritime histories. Unit 2 will consider the ways in which historians have used maritime perspectives to understand major ocean basins in world history. Units 3-5 will focus on specific sub-fields within maritime history (migration, slavery, and piracy/the navy).

This course will mostly consist of short weekly written assignments (book reviews) and a longer historiographical essay of each student's own design.

REQUIRED READING:

Introduction/backgrounds

WEEK 1. Bernard Bailyn, *Atlantic History: Concept and Contours*. Harvard: Harvard University Press, 2005. ISBN: 978-0674016880

WEEK 2. *AHR FORUM ON MARITIME HISTORY* (2006)

WEEK 3. Helen Rozwadowski, *Fathoming the Ocean: The Discovery and Exploration of the Deep Sea*. Harvard: Harvard University Press, 2005. ISBN: 978-0674027565

World History

WEEK 4. David Igler *The Great Ocean: Pacific Worlds from Captain Cook to the Gold Rush*. New York: Oxford University Press, 2013. 978-0190498757

WEEK 5. Andrew Lipman, *The Saltwater Frontier: Indians and the Contest for the American Coast*. New Haven: Yale University Press, 2015. 978-0300227024

WEEK 6. Sugata Bose. *A Hundred Horizons: The Indian Ocean in the Age of Global Empire*. Harvard: Harvard University Press, 2009. ISBN 9780674032194

Migration

WEEK 7. Stephen Berry. *A Path in the Mighty Waters: Shipboard Life and Atlantic Crossings to the New World*. New Haven: Yale University Press, 2015. 978-0300204230

WEEK 8. Emma Christopher, Cassandra Pybus, and Marcus Rediker, eds. *Many Middle Passages: Forced Migration and the Making of the Modern World*. Berkeley: University of California Press, 2007. 978-0520252073

WEEK 9. Katherine Foxhall. *Health, Medicine, and the Sea: Australian Voyages, 1815-1860*. Manchester: Manchester University Press, 2016. 978-1784993610

Slave Trade

WEEK 10. Marcus Rediker. *The Slave Ship: A Human History*. New York: Penguin Books, 2007. 978-0143114253

WEEK 11. Stephanie Smallwood. *Saltwater Slavery: A Middle Passage from Africa to American Diaspora*. Cambridge, Mass.: Harvard University Press, 2007. 978-0674030688

WEEK 12. Sean M. Kelley. *The Voyage of the Slave Ship Hare: A Journey into Captivity from Sierra Leone to South Carolina*. Chapel Hill: University of North Carolina Press, 2016. 978-1469627687

Pirates/Navy

WEEK 13. Peter Linebaugh and Marcus Rediker. *The Many-Headed Hydra: Sailors, Slaves, Commoners, and the Hidden History of the Revolutionary Atlantic*. Boston: Beacon Press, 2000. 978-0807033173

WEEK 14. Christopher Magra. *The Fisherman's Cause: Atlantic Commerce and Maritime Dimensions of the American Revolution*. New York: Cambridge University Press, 2009. 978-0521518383

WEEK 15. Matthew Taylor Rafferty, *The Republic Afloat: Law, Honor, and Citizenship in Maritime America*. Chicago: University of Chicago Press, 2013. 978-0226924007

HISTORY AND POLICY: THE ORIGINS AND CONSEQUENCES OF MASS INCARCERATION

HIST 748: David Tanenhaus

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

3 credits

Remote/Synchronous

Why does the United States have the highest imprisonment rate in the world? This colloquium examines the interdisciplinary literature on the carceral state that seeks to explain the origins and consequences of mass incarceration as a penal strategy. We will also analyze policy recommendations for how to reverse course.

REQUIRED READING:

Franklin E. Zimring, *The Insidious Momentum of Mass Incarceration* (2020)

Angela Davis, *Are Prison Obsolete?* (2003)

Rebecca McLennan, *The Crisis of Imprisonment: Protest, Politics, and the Making of the American Penal State, 1776-1941* (2008)

Lisa McGirr, *The War on Alcohol: Prohibition and the Rise of the American State* (2015)

Naomi Makura, *The First Civil Right: How Liberal Built Prison America* (2014)

Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* 10th Anniversary Ed. (2020)

Elizabeth Hinton, *From the War on Poverty to the War on Crime* (2016)
James Forman, Jr., *Locking Up our Own: Crime and Punishment in Black America* (2018)
Luana Ross, *Inventing the Savage* (1998)
Mona Lynch, *Sunbelt Justice: Arizona and the Transformation of American Punishment* (2009)
Kelly Lytle Hernandez, *City of Inmates: Conquest, Rebellion, and the Rise of Human Caging in Los Angeles, 1771-1965* (2017)
Paul Butler, *Chokehold: Policing Black Men* (2017)
Rachel Barkow, *Prisoners of Politics: Breaking the Cycle of Mass Incarceration* (2019)

Additional readings include articles and primary sources.

Grading will be based on class participation (synchronously and asynchronously), co-leading a class discussion, a short class paper (750 words), and an essay that provides an original synthesis of the course readings (approximately 5,000 words).

MODERN ARCHIVES

HIST 752: Su Kim Chung
Section 1: Monday 5:30-8:15 PM

3 credits

This course will provide an introduction to the basic principles of archives and archival work as a profession. Students will learn about the history of archives and record-keeping, the essential principles that govern archives, and how records are connected to power and memory in society. For public history students interested in the archives profession as a career, this course will illustrate different aspects of archival work such as collection development, processing, preservation, reference, and outreach. Class discussion will focus on course texts, which will be supplemented by readings from current archival literature. There will also be several guest lectures from archival practitioners who work in UNLV Libraries Special Collections and Archives as a means to provide students with the perspectives of working professionals. This course will feature a number of small applied projects throughout the semester that will enable students to learn about the skills and tasks that archivists use in the course of their work. A larger culminating project due at the end of the semester will allow students to focus on a specific area of archival work such as processing a collection, developing a community documentation plan, or creating an outreach plan.

REQUIRED READING:

Jimerson, Randall C. *American Archival Studies: Readings in Theory and Practice*. Chicago: Society of American Archivists, 2000.

Millar, Laura A. *Archives: Principles and Practices*. London: Facet Publishing, 2017

There will be additional weekly specific thematic reading assignments related to course content and projects.