

Fall 2015
UPPER DIVISION COURSES

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, *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*

A book on Vietnam to be determined

Selected articles on e-reserve in the Lied Library

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
ABRAHAM LINCOLN

HIST 388: Michael Green

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

3 credits

From the penny to the \$5 bill, from Daniel Day-Lewis's emancipator to the vampire hunter, Abraham Lincoln is an iconic figure in American (indeed, world) culture. Almost everyone has her or his own version of Lincoln: the Great Emancipator who was a white supremacist and only reluctantly supported freeing the slaves; the military genius whose ignorance of strategy and tactics may have prolonged the war; the master manipulator who claimed that events controlled him; the devoted husband who supposedly never loved his wife; the honest man who also was a superb politician and at times devious attorney.

This course provides an opportunity for us to find and learn about Lincoln together. We will examine his life, but also his times. We will look at how he shaped and was shaped by politics, the law, the West, his personal life, and, above all, issues of race and slavery. We also will consider his reputation during his lifetime and especially afterward, as he became what some scholars have called America's leading secular saint—and how he also was and is hated for some of the changes to which he contributed.

The course format is a combination of lecture and discussion. There will be a 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, and some shorter assignments.

REQUIRED READING:

Gregory A. Borchard, *Abraham Lincoln and Horace Greeley*
Eric Foner, *The Fiery Trial: Abraham Lincoln and American Slavery*
David S. Reynolds, ed., *Lincoln's Selected Writings*
Kenneth J. Winkle, *Abraham and Mary Lincoln*

The above books are available in UNLV's bookstore. I also will provide some articles in class and you will be responsible for those.

AMERICAN CONSTITUTIONAL AND LEGAL HISTORY I

HIST 401A/601A: David Tanenhaus

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

3 Credits

The life of the law has not been logic: it has been experience. The felt necessities of the time, the prevalent moral and political theories, intuitions of public policy, avowed or unconscious, even the prejudices which judges share with their fellow-men, have had a good deal more to do than the syllogism in determining the rules by which men should be governed. The law embodies the story of a nation's development through many centuries, and it cannot be dealt with as if it contained only the axioms and corollaries of a book of mathematics. In order to know what it is, we must know what it has been, and what it tends to become.

Oliver Wendell Holmes, Jr. (1881)

This course is the first half of a two-part survey of American constitutional and legal development from colonial times to the present. Though designed to complement one another, each half of this course may be taken independently.

The quotation from Holmes captures the central perspective of this course: that the law is a social process that can be best understood in historical context. In this course, we examine select topics concerning the life of the law in America from its colonial origins until the Civil War.

REQUIRED READING:

- Craig Yirush, *Settlers, Liberty, and Empire: The Roots of Early American Political Theory, 1675-1775* (Cambridge University Press, 2001) ISBN 978-0521132466
- William J. Novak, *The People's Welfare: Law and Regulation in Nineteenth-Century America* (University of North Carolina Press, 1996) ISBN 978-0807846117
- Pauline Maier, *Ratification: The People Debate the Constitution, 1787-1788* (Simon & Schuster, 2011) ISBN 978-068486554
- Robert J. Cottrol, *The Long, Lingering Shadow: Slavery, Race, and Law in the American Hemisphere* (University of Georgia Press, 2013) ISBN 978-0820344317
- John Fabian Witt, *Lincoln's Code: The Laws of War in American History* (Free Press, 2013) ISBN 978-1416576174

Grading will be based on class participation, short essays, a midterm, and a final examination. There will be extra reading and writing assignments for graduate students (HIST 601A).

AMERICAN WEST SINCE 1849

HIST 406B/606B: Greg Hise

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

HIST 407B/607B: Tessa Winkelmann

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

3 Credits

Over the course of the 20th century, the U.S. rose to superpower status, largely due to its increased involvement in global affairs. Conversely, the actions of the United States in the world have profoundly impacted the affairs of other countries. Taking a cue from recent calls to internationalize the study of U.S. history, our readings and class discussions will move beyond a nation centered approach, exploring such topics as orientalism, empire, militarism, Americanization, consumption, globalization, the Pacific world, migration and transnationalism. While we will seek to understand what the role of the U.S. has been at various times in the larger global community since the early 20th century, we will also foreground what the U.S. presence in the world has meant for other countries, particularly those that we would identify as “developing” or third world countries, highlighting non-U.S. voices and perspectives. Students will leave the class with a broader sense of how the U.S. has historically acted outside of its own borders, how these intrusions have continued to shape world politics, and how increasing global connectedness is often accompanied by increasing global inequalities.

REQUIRED READING:

Schaller et al., *American Horizons: U.S. History in a Global Context*, vol. 2, Since 1865

Schlesinger, et.al., *Bitter Fruit: The Story of the American Coup in Guatemala*

Lederer and Burdick, *The Ugly American*

Gillem, *America Town: Building The Outposts of Empire*

Additional selected articles and excerpts

UNITED STATES: NATIONAL PERIOD, 1815-1860

HIST 414A/614A: Elizabeth Nelson

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

3 Credits

This course examines the major issues and themes in the formation of a national identity in the years between 1815 and 1860. The advent of this new nationalism prompted an examination of the meaning of citizenship, freedom, and self-identity, in both politics and culture. The struggles of women, slaves, and immigrants for political and economic equality shaped both public and private definitions of citizenship. The growing tension between the North and the South over the expansion of slavery in the West brought the issue of national identity to a head in the crises of the 1850s. We will explore the formation of the political, social, economic and cultural identities that contributed to these crises.

COURSE REQUIREMENTS:

2 quizzes
5 page paper
Midterm exam,
Final exam
Discussion: in class and online

REQUIRED READING:

Carol Sheriff, *The Artificial River*
Bruce Levine, *Half Slave and Half Free: The Roots of the Civil War*
David Reynolds, *Waking Giant: America in the Age of Jackson*
Alexis de Tocqueville, *Democracy in America*
Mason Lowance, Jr., *A House Divided: The Antebellum Slavery Debates in America, 1776-1865*
Additional Articles To Be Announced

HIST 614A

Nathan Hatch, *The Democratization of American Christianity*
Sean Wilentz, *The Rise of American Democracy*
Suzanne Lebsock, *The Free Women of Petersburg*
Additional Articles To Be Announced

UNITED STATES: THE GILDED AGE, 1877-1900

HIST 415A/615A: William Bauer

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

3 Credits

This course examines American history from 1877 to 1900, a period that the writers Mark Twain and Charles Dudley Warner famously dubbed “the Gilded Age” because of its excesses. Although this satirical label has stuck, historians more recently have also described these years as “the great upheaval” because of the dramatic impact of large-scale industrialization, mass immigration, and rapid urbanization on the American experiment in republicanism. To capture the vibrancy of these remarkable decades, this course will examine how diverse Americans, including ex-slaves, farmers, feminists, financiers, “new” immigrants, Native Americans, radicals, soldiers, statesmen,

industrialists, laborers, and utopians all responded to these unsettling conditions and helped to usher in the modern age.

REQUIRED READING:

Thomas Andrews, *Killing for Coal: America's Deadliest Labor War*.

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

William P. Jones, *The Tribe of Black Ulysses: African American Lumber Workers in the Jim Crow South*.

Kathy Peiss, *Cheap Amusements: Working Women and Leisure in Turn-of-the-Century New York*.

Ronald Takaki, *Pau Hana: Plantation Life and Labor in Hawaii, 1835-1920*.

Grading will be based on class participation, in class exams and a paper.

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

AMERICAN INDIAN HISTORY SINCE 1851

History 438B/638B: William Bauer

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

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:

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

Brenda Child, *My Grandfather's Knocking Sticks: Ojibwe Family Life and Labor on the Reservation*.

Joshua Reid, *The Sea is My Country: The Maritime World of the Makahs*.

Laurie Arnold, *Bartering With the Bones of Their Dead: The Colville Confederated Tribes and Termination*.

Grading will be based on class participation, in class exams and a take home final.

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

COMPARATIVE ENVIRONMENTAL HISTORY

HIST 443/643: Jeffrey Schauer

Section 1: Tuesday/Thursday 11.30-12.45 AM

3 credits

This course introduces the idea of environmental history and briefly surveys the relationship between environmental resources and early societies by way of introducing some key themes. The bulk of the course will then be devoted to analyzing and discussing the relationship between environmentalism and other universalizing movements or ideologies (for example, internationalism, development, humanitarianism) in shaping the modern world.

REQUIRED READING:

Ramachandra Guha, *Environmentalism: A Global History*

Wangari Maathai, *Unbowed*

J. R. McNeill, *Mosquito Empires*

Harriet Ritvo, *The Dawn of Green*

Possibly additional books, particularly for students taking the course at the 600-level.

Selected articles

Grades will be based on participation, quizzes/reading responses as necessary, exam(s), and paper(s).

HISTORY OF JAPAN SINCE 1800

HIST 449B/649B: Ed Weir

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

3 credits

This course seeks to examine the major themes that delineate Japanese history from 1800 to the present. Interpretive issues related to Japan's historical developments in feudalism, Confucianism, constitutionalism, imperialism, liberalism, socialism, totalitarianism, democracy, capitalism and post-modernism will be explored. Our study of modern Japanese history concludes with a discussion of postwar Japan and its impressive economic accomplishments, as well as its efforts to create a more liberal, egalitarian polity. The course will also examine the meaning of Japanese society through concepts of time and space that encompass race/ethnicity, culture/civilization and self/group in relation to a changing national identity that retains Japanese traditions.

In this course we will seek to develop an appreciation of the fluidity of change in the stream of Japanese history. We will seek to identify both the source and the result of such change as Japan continues to develop its national self-identity within, maybe in spite of, a global context.

Graduate students will research, write, and prepare an instructor-approved topic on which they will lead a portion of a class discussion.

REQUIRED READING:

Dower, John W. ed. *Postwar Japan as History*.
Dazai, Osamu. *The Setting Sun*.
Beasley, W.G. *Japanese Imperialism, 1894-1945*.
Gluck, Carol. *Japan's Modern Myths*.
Jansen, Marius. *Sakamoto Ryōma and the Meiji Restoration*.

SUGGESTED READING:

Jansen, Marius. *The Making of Modern Japan*.

ADDITIONAL READING FOR GRADUATE STUDENTS:

To Be Determined.

**CAPSTONE RESEARCH SEMINAR
NINETEENTH CENTURY AMERICA**

HIST 451: Michael Alarid
Section 1: Tuesday 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: 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 an aspect of Ancient Greek and/or Roman History and also of British History.

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. 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:

Mary Lynn Rampolla, *A Pocket Guide to Writing in History*

Theodore M. Bernstein, *The Careful Writer: A Modern Guide to English Usage*

CAPSTONE RESEARCH SEMINAR HOMEFONT IN NEVADA, 1941-1945

HIST 451: Jay Coughtry
Section 3: Wednesday 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* (2nd ed.)
William Strunk and E.B. White, *The Elements of Style*

HISTORY OF CHINA SINCE 1800

History 455B/655B: Teddy Uldricks

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

3 credits

This course covers the history of China from 1800 to the present with an emphasis on the rebellions and revolutions that shaped much of present day China. Beginning with the decline of the Manchu-ruled Qing Dynasty (1644-1911), the Taiping Rebellion (1850-1864) represented a major challenge to the imperial government. It was followed by the 1911 Revolution that established a republican form of government but its weaknesses led to foreign domination and a civil war that created the People's Republic of China (PRC) and the Republic of China (ROC, Taiwan). The development of the PRC was not without problems and the Cultural Revolution of 1966-1976 paved the way for major changes in government and society.

No previous knowledge of Chinese history is required.

REQUIRED READING:

Jonathan Spence, *The Search for Modern China*, 3rd ed. Paper, W.W. Norton & Company, 2012. ISBN-10: 02=393934519

Chen, Janet, Pei-Kai Cheng and Michael Lestz (eds.), *The Search for Modern China: A Documentary Collection*, 3rd edition W.W. Norton, ISBN 978-0-393-92085-7, paperback

Waley, Arthur, *The Opium War through Chinese Eyes* Stanford University Press, ISBN 978-0-8047-0611-7, paperback

Chang, Jung, *Wild Swans: Three Daughters of China* Touchstone, ISBN 978-0743246989, paperback

Lary, Diana, *The Chinese People at War: Human Suffering and Social Transformation, 1937-1945*, Cambridge University Press, ISBN 978-0521144100, paperback

Additional readings for graduate students.

ROMAN CIVILIZATION

HIS 458/658: Andrew Bell

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

3 credits

This course offers a survey of Roman history from earliest times to the late antique 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

There will be more reading required of graduate students.

**TOPICS IN MEDIEVAL HISTORY
THE LATE MIDDLE AGES**

HIST 459A/659A: Elspeth Whitney
Section 1: Tuesday/Thursday 1:00-2:15 PM

3 credits

The Late Middle Ages was a turbulent period, in which Europe faced climate change, famine, pandemic disease, political disorder, 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 1500. The topics we will explore include the global impact of the Black Death (probably the greatest natural disaster ever to befall human civilization), the growing tension between popular spirituality and the politics of the Catholic Church, the nature of medieval mysticism and the emergence of the idea of the witch, and class conflict. We will also think about the ways in which the crisis of the late Middle Ages both resembles and differs from the current conditions of the early twenty-first century.

REQUIRED READING: (starred books subject to change)

John Aberth, *From the Brink of the Apocalypse: Confronting Famine, War, Plague, and Death in the Later Middle Ages* (Routledge, 2001)

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

Régine Pernoud, *Joan of Arc, by Herself and her Witnesses* (Scarborough House, 1969)

Michael D. Bailey, *Magic and Superstition in Europe: A Concise History from Antiquity to the Present* (Rowman and Littlefield, 2007)

Additional reading includes excerpts on WebCampus from Chaucer's *Canterbury Tales*, *The Book of Chivalry*, *The Book of Margery Kemp*, writings by and about late medieval heretics, writings on medieval environmental history.

Grading will be based on two in-class short-answer exams, two papers, an in-class presentation and class participation

Graduate students will have additional readings and writing assignments.

HISTORY OF MEXICO

HIST 470/670: Miriam Melton-Villanueva
Section 1: Tuesday/Thursday 1:00-2:15 PM

3 credits

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

ISLAMIC AND MIDDLE EASTERN HISTORY TO 1750

HIST 478A/678A: John Curry
Section 1: Monday/Wednesday 11:30-12:45 AM

3 Credits

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

REQUIRED READING:

Vernon O. Egger, *A History of the Muslim World to 1405: The Making of a Civilization*. Upper Saddle River, NJ: Pearson Prentice-Hall, 2004.

Vernon O. Egger, *A History of the Muslim World Since 1260: The Making of a Global Community*. Upper Saddle River, NJ: Pearson Prentice-Hall, 2008.

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

Assignments will include a midterm examination, a final examination, problem-based learning sections that involve the study of medieval primary sources evolving out of a different and often unfamiliar cultural ethos, and an optional extra-credit assignment.

Graduate students can, if they so choose, substitute the process of the final examination for a more in-depth, paper-length study on a topic of their choosing.

TOPICS IN AMERICAN STUDIES AMERICAN CRIME FILMS

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.

REQUIRED READING:

Matthew Sorento, *The New American Crime Film* (Jefferson, N.C., 2012)
Alvarez/Bachman, *Murder American Style*

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.)

SPECIAL TOPICS IN GENDER AND HISTORY WOMEN IN THE WEST

History 495/695: Maria Raquel Casas
Section 1: Tuesday/Thursday 2:30-3:45 PM

3 credits

John Wayne in a white cowboy hat, gunfighters dueling in the middle of Main Street, saloons filled with cowboys and saloon girls wearing feathers and sequins, and every once in a while, strait-laced white women reformers trying to force the men to stop drinking; all of these scenes are well known tropes and images of Western films and are too often how Americans actually think of the American West. But was this the “real” West? What about women’s roles in the American West?

In this course we will look at the history of this important American region from the perspective of women, but particularly of “women of color.” Because these historical actors have too often, and mistakenly, been placed on the margins of American Western history, this course will invert the standard historical narrative and we will examine the West through new eyes. What does the West look like when we center these particular women’s experiences and thus explore the past from their economic, social, and racial/ethnic positions? How reflective is this history of contemporary American society? The field of Western History is undergoing massive changes, with the emergence of a movement called “The New Western History.” One of the areas of Western History that best reflects these shifting paradigms is Western women’s history, and in particular how race, class and gender intersect in this particular region. This course will give students a broad overview of the significant literature in the field of Western women’s history.

REQUIRED READING:

Anne F. Hyde, *Empires, Nations, and Families: A New History of the North American West, 1800, 1860.*

Jane E. Simonsen, *Making Home Work: Domesticity and Native American Assimilation in the American West, 1860-1919*

Lynn Maria Hudson, “*The Making of Mammy Pleasant*”: *A Black Entrepreneur in Nineteenth-Century San Francisco*

Elizabeth R. Escobedo, *From Coveralls to Zoot Suits: The Lives of Mexican American Women on the World War II Home Front*

Mary Paik Lee, *Quiet Odessey: A Pioneer Korean Woman in America*

Various Articles on e-reserve. To access these articles go to <http://ereserves.library.unlv.edu>. You will be asked for your LIBRARY BARCODE and your LAST NAME. Click on ELECTRONIC RESERVES AND COURSE MATERIALS. Select either your professor’s name or your COURSE from the dropdown menu and click GO.

GRADUATE COURSES

THE PROFESSIONAL HISTORIAN

HIST 710: Elizabeth Nelson

Section 1: Wednesday 4:00-5:00 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 LEGAL HISTORY

HIST 730: David Tanenhaus

Section 1: Monday/Wednesday 10:35-12:00 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 the problem of rights and governance since World War II, 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:

Michael J. Klarman, *From Jim Crow to Civil Rights: The Supreme Court and the Struggle for Racial Equality* (Oxford University Press, 2010).

Jeffrey D. Hockett, *A Storm over This Court: Law, Politics, and Supreme Court Decision Making in Brown v. Board of Education* (University of Virginia Press, 2013).

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).
Sophia Lee, *The Workplace Constitution: From the New Deal to the New Right* (Cambridge University Press, 2014).
Annelise Orleck, *Storming Caesar's Palace: How Black Mothers Fought Their Own War on Poverty* (Beacon Press, 2006).
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 AMERICAN URBAN HISTORY

HIST 730: Greg Hise

Section 2: Tuesday 7:00-9:45 PM

3 credits

Participants in this colloquium will examine the aims, practices, and claims of scholars who practice urban history. We will consider the assumptions urban historians bring to their work, the methods they employ when they collect data, how they interpret sources, and how they develop their analyses and interpretations. This semester our topical focus will be race relations. We will read state-of-the-field urban research and situate current scholarship in the history of urban history, its major concepts, and the generative literatures. Cumulatively we will assess the literature on race relations and cities in the broad context of urban history, U.S. history, and urban studies. Everyone participating in the colloquium will produce a twenty to twenty-five page essay that surveys the historiography on a topic chosen in consultation with the instructor.

REQUIRED READING: (abbreviated and preliminary list)

Mark Brilliant, *The Color of America Has Changed: How Racial Diversity Shaped Civil Rights Reform in California, 1941-1978*
Tomiko Brown-Nagin, *Courage to Dissent: Atlanta and the Long History of the Civil Rights Movement*
W.E.B. DuBois, *The Philadelphia Negro*
Arnold Hirsch, *Making the Second Ghetto: Race and Housing in Chicago, 1940-1960*
Scott Kurashige, *The Shifting Grounds of Race: Black and Japanese Americans in the Making of Multiethnic Los Angeles*
Nayan Shah, *Contagious Divides: Epidemics and Race in San Francisco's Chinatown*
Thomas Sugrue, *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit*
Olivier Zunz, *The Changing Face of Inequality: Urbanization, Industrial Development and Immigrants in Detroit, 1880-1920*

Grading will be based on class participation and a historiographic essay.

RESEARCH SEMINAR IN ENVIRONMENTAL HISTORY

HIST 731: Andrew Kirk

Section 1: Monday 4:00-7:30 PM

4 credits

In this research seminar we will focus on applied methods and research of special interest to environmental historians. 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.

Booth, et al, *The Craft of Research* (3rd edition) will be our core methodological text.

COLLOQUIUM IN EUROPEAN HISTORY: TRANSNATIONAL PERSPECTIVES IN EUROPE

HIST 732: Cian McMahon

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

3 credits

Over the past few decades, professional historians have become increasingly suspicious of the nation-state as a suitable unit of analysis. In this intellectual environment, *transnational history* has become more and more popular. But what is transnational history? What subjects and processes does it focus on? What sources does it employ? What are its strengths and weaknesses? This course explores these questions through the reading and analysis of a group of books and articles on a range of subjects including migration, human rights, and economics.

REQUIRED READINGS:

C. A. Bayly et alia. "AHR Conversation: On Transnational History," *American Historical Review* 111 no. 5 (December 2006): 1441-1464.

Phillip Otterness, *Becoming German: The 1709 Palatine Migration to New York* (2006)

Mark I. Choate, *Emigrant Nation: The Making of Italy Abroad* (Harvard, 2008)

Sven Beckert. *Empire of Cotton: A Global History* (Knopf, 2014)

Kenneth Pomeranz, *The Great Divergence: China, Europe, and the Making of the Modern World Economy* (Princeton, 2001)

Additional works to be assigned

This course will include a range of written assignments. From one-page notes on weekly readings to short, analytical examinations of given topics to a longer historiographical essay of each student's own design, these assignments will enable you to hone the skills you will need to succeed in graduate school.

HISTORIOGRAPHY: U.S. DOMESTIC

HIST 740A: Eugene Moehring
Section 1 Wednesday 7:00-9:45 PM

3 credits

This course is designed to familiarize students with the major books and articles in U.S. domestic history. The course will also seek to improve students' critical thinking skills and bring their writing to the level of "publishable" English.

Each class meeting will consist of a lecture on the historiography of the week's subject. These subjects include: Puritanism, The American Revolution, The U.S. Constitution, Hamilton and Jefferson, Jacksonian Democracy, Slavery, the Causes of the Civil War, Reconstruction, the "Robber Barons", Populism, Progressivism, and the New Deal. The purpose of these lectures is to provide students with a lot of relevant information about these subjects quickly and to put the week's readings into a broader historiographic context.

Each week the lecture will be separated from the discussion by a short break. Study questions will be handed out the week before a scheduled discussion to help guide the class through the readings. The readings are kept relatively short each week so students can prepare their responses to weekly study questions (for the class discussion) and have time to work on their term paper, which will be a historiographic essay of at least twenty pages on a topic agreed upon with me.

In their term paper, students will critically evaluate 4-5 books. Every few weeks they will hand in one well-edited essay of 4-5 pages that analyzes one of the books. I will return the paper in the following week with corrections and suggestions, so that students will be getting constant feedback on their writing style as well as the paper's content. In the final weeks of the course, students will integrate all of these short papers into a coherent term paper, adding transitions, comparisons and contrasts (if relevant) and supplying a good introduction and conclusion in the process.

There will also be a final essay at the end of the course, which will be take-home. Using the notes they took for lecture, students will be asked to write a critical essay about the historiography of one of the weekly subjects covered in lecture.

REQUIRED READING:

Howard Zinn, *A People's History of the United States*
Richard Hofstadter, *The Age of Reform from Bryan to FDR*
David Fischer, *Historians' Fallacies: Toward a Logic of Historical Thought*

TOPICS IN PUBLIC HISTORY
ORAL HISTORY: THEORY & METHODS

HIST 754: Joanne Goodwin
Section 1: Tuesday 4:00-6:45 PM

3 credits

Our course will emphasize the theory, methods, practices and current debates in oral history. Guest speakers will describe past, current, and potential oral history projects at UNLV or in the Las Vegas community. We will read and discuss weekly readings and reviews of relevant topics such as research, transcription, and storage; pertinent legal and ethical questions in the field; and developments in digital and web-based archives, including the impact of rapid technological change on the preservation of and access to oral history archives. Completion of this course will prepare students not only for conducting oral histories, but also using oral histories critically in their research.

Each student will complete and present a research assignment. In addition, regular attendance and involvement in class discussions are required. Students will be evaluated on their preparedness and participation (30%); written assignments (55%); and presentation of findings (15%).

REQUIRED READING:

- Abrams, Lynn. *Oral History Theory* New York: Routledge, 2010.
- Perks, Robert and Alistair Thomson, Eds. *The Oral History Reader. 2nd Ed.* New York: Routledge, 2006.
- Chaudhuri, Nupur, et. al. *Contesting Archives: Finding Women in the Sources.* Urbana, IL: University of Illinois Press, 2011.
- Goodwin, Joanne. *Changing the Game: Women at Work in Las Vegas, 1940-1990.* Reno, NV: University of Nevada Press, 2014.
- Neuenschwander, John. *A Guide to Oral History and the Law. 2nd Edition.* Oxford Oral History Series, 2014.

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