

FALL 2017 HISTORY COURSE GUIDE

HISTORY OF MEXICO

HIST 347: Miriam Melton-Villanueva

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

3 credits

This course examines Mexico from the earliest civilizations to the present with an emphasis on indigenous studies. The objectives are to promote understanding of Mexican history and culture. Beginning with Aztec, Maya and Mixtec literacies, the course covers the Spanish conquest, colonial society and institutions, the independence movement, nineteenth century Mexico, the Mexican Revolution of 1910 and expropriation, and art movements and protests from Frida Khalo to the EZLN Zapatistas. Students will engage active learning, using the ethnohistorian's craft in projects and discussions about field work, archival research, and source analysis. A special focus is understanding indigenous legacies throughout three centuries of colonial rule, culminating in being able to trace the influence of Mexican indigenous cultures on a contemporary global society.

REQUIRED READING:

1. *Mexican History, A Primary Source Reader*, Jaffary, Osowski, Porter, eds. 1st edition. ISBN-10: 0813343348
2. *Mesoamerican Voices*, Restall, Sousa, Terraciano, eds. ISBN-10: 052101221X
3. Mariano Azuela, *The Underdogs: With Related Texts*, translated by Gustavo Pellon, Tra edition (Hackett Publishing, 2006). ISBN-13: 978-0872208346
4. Miriam Melton-Villanueva, *The Aztecs at Independence: Nahua Culture Makers in Central Mexico 1799-1832* (University of Arizona Press, 2016). (Optional)
5. Additional weekly headlines, readings, videos and images to be assigned.

FROM ASIA TO AMERICA

History 349: Tessa Winkelmann

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

3 credits

Comparatively explores the lives of Chinese, Japanese, Korean, Filipino, Southeast Asian, and Indian immigrants as they journeyed to the Americas, as well as their experiences in the U.S. as Asian American citizens. Covers the period from the seventeenth century until the present, with special emphasis on multicultural diversity in the twenty-first century. Topics explored include but are not limited to immigration, transnationalism, orientalism, global markets and labor, Asian American activism, interracial/ethnic tensions and solidarity, colonization and imperialism, militarism, refugees, and popular culture.

Grading will be based on class attendance and participation, quizzes drawn from the assigned reading, writing assignments based on primary sources and readings, midterm and a final exam.

There will be additional reading and writing assignments for graduate students.

REQUIRED READINGS:

Lee, *The Making of Asian America: A History*
Bulosan, *America Is in the Heart: A Personal History*
Poblete, *Islanders in the Empire: Filipino and Puerto Rican Laborers in Hawai'i*
Okada, *No No Boy*
Kurashige, Et Al., *Major Problems in Asian American History (optional)*
Additional selected articles and excerpts

HISTORY OF CASINOS

HIST 368: David Schwartz

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

3 credits

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 attendance and participation, three essays, and two exams.

MILITARY HISTORY OF THE U.S. TO 1900

HIST 386A: John Carlton

Section 0001: Tuesday/Thursday 5:30-6:45 PM

3 credits

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

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

REQUIRED READING:

Allan R. Millett & Peter Maslowski, *For the Common Defense: A Military History of the United States, 3rd Edition, from 1607 to 2012*

David McCullough, *1776*

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

Michael Shaara, *Killer Angels*

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

Selected articles in the course reserve section of WebCampus for 386A

RECOMMENDED BOOK:

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

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

Grading will be based two exams, each covering approximately one half of the course material, short papers based critical analyses of assigned readings, battle or personality 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*
John Marszalek, *Lincoln and the Military*
David S. Reynolds, ed., *Lincoln's Selected Writings*

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

GREAT PERSONALITIES MARTIN LUTHER

HIST 388: Noria Litaker

Section 2: Monday/Wednesday 10:00-11:15 AM

3 credits

This course will examine the life and afterlives of Martin Luther (1483-1546) - one of Western civilization's most influential, complex and controversial men. Five hundred years ago, this small-town German monk stubbornly challenged the beliefs and structure of most powerful authority in Europe, the Catholic Church. In doing so, he began the Protestant Reformation, a movement that irreparably splintered Western Christendom into multiple denominations and had a major impact on the political, social, and cultural life of early modern Europe.

To begin the course, we will explore Martin Luther's background and world to understand why his theological ideas – such as salvation by faith alone – were so radical and how they sparked a century of religious uprisings and warfare. We will also investigate the impact Luther's writings, sermons and actions had in a wide variety of other areas including art and architecture, education, politics and gender and sexuality.

In the latter part of the course, we will examine how Luther has been remembered, re-interpreted, and commemorated around the world in the centuries since his death. Over the years, he has been called a pioneer for freedom of conscience and personal liberty as well as the German whose ideas sowed the seeds for Hitler's rise and the Holocaust. We will unpack these claims and contemplate how Martin Luther is understood in 2017, 500 years after the start of the Reformation.

Grading will be based on class attendance, participation in discussion, primary source analyses, a midterm exam and a final paper. The topic of the final paper will be chosen by the student in consultation with the instructor.

REQUIRED READING:

Lyndal Roper, *Martin Luther: Renegade and Prophet* (2017)
The Morgan Library, *Martin Luther and the Reformation: Essays* (2016)
Martin Luther, *Three Treatises* (1990)
Timothy F. Lull, *Luther's Basic Theological Writings*, 3rd edition (2012)
Additional selected articles and primary sources (texts, images, music, buildings etc.)

AMERICAN SOCIAL HISTORY, 1865-PRESENT

HIST 404B/604B: Jay Coughtry

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

3 Credits

This survey of American social history since 1865 will attempt to show that history is more than simply “past politics,” as one commentator once defined the discipline. Rather, this course reflects the proposition that the American people (and not simply an elite few) played a creative role in shaping the history of the United States since Reconstruction. Course materials, then, including lectures, films, presentations and documentary exercises will examine the lives of the various social groups who are often neglected in the story of our past. We will direct our attention to free blacks and ethnics, women as well as men, mechanics as well as merchants, workers as well as labor leaders and the laboring poor as well as the local gentry. We will carry the saga from the early stages of American industrial capitalism to post-industrial America with an eye on both winners and survivors to demonstrate that their complex interactions helped determine the outcome, the period we live in today.

REQUIRED READING:

American Social History Project, *Who Built America*, vol. II
Roger Daniels, *Prisoners Without Trial: Japanese Americans in World War II*
Nancy MacLean, *Behind the Mask of Chivalry: The Making of the Second Ku Klux Klan*
Peter Rachleff, *Black Labor in Richmond, 1865-1890*
Robert Brent Toplin, *History by Hollywood:*

Note: Graduate students will be assigned additional readings.

UNITED STATES FOREIGN RELATIONS II

HIST 407B/607B: Tessa Winkelmann

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

Merrill, et al., *American Foreign Relations, Vol. 2, Since 1895*

Greene, *The Quiet American*

Vine, *Island of Shame: The Secret History of the U.S. Military Base on Diego Garcia*

Yaqub, *Imperfect Strangers: Americans, Arabs, and U.S.–Middle East Relations in the 1970s*

Additional selected articles and excerpts

Grading will be based on class attendance and participation, quizzes drawn from the assigned reading, writing assignments based on primary sources and readings, and a final exam.

There will be additional reading and writing assignments for graduate students (HIST 607B).

COLONIAL NORTH AMERICAN HISTORY

HIST 411/611: A.B. Wilkinson

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

3 Credits

This course provides an exploration of North American history from the period of European colonization up through the Seven Years’ War (prior to the U.S. Revolution). The class will begin with fifteenth and sixteenth-century Spanish and Portuguese colonization in the Western Hemisphere, then we will move to English, French, and other European empires in the Atlantic World and North America. The main focus of the course will be on the migration of various peoples from Europe and Africa to North America, their interactions with Native Americans, and the formation of new societies in different regions of North America from the sixteenth century to mid-eighteenth century.

Our class will examine a number of diverse perspectives concerning the colonial experience, as we listen to the voices of Native American sachems, English settlers, African slaves, Atlantic pirates, and many others. Major themes will include the social, political, religious, and economic factors that contributed to both the growth and decline of European and Indigenous powers in North America and the wider Atlantic World. This course will also pay special attention to issues surrounding race, class, and gender in North America from the 1500s to the mid-1700s.

REQUIRED READING:

Andrés Reséndez, *A Land So Strange: The Epic Journey of Cabeza de Vaca*.

Camillia Townsend, *Pocahontas and the Powhatan Dilemma*.
Wendy Warren, *New England Bound: Slavery and Colonization in Early America*.
Daniel K. Richter, *Facing East From Indian Country: A Native History of Early America*.
Marcus Rediker, *Villains of All Nations: Atlantic Pirates in the Golden Age*.
Fred Anderson, *The War that Made America: A Short History of the French and Indian War*.

Primary sources texts will be available online.

Grades will be based on class participation, in-class exams, and assigned papers.

Graduate students will have additional readings and responsibilities for HIST 611.

UNITED STATES: NATIONAL PERIOD, 1815-1860

HIST 414A/614A: Elizabeth Nelson
Section 1: Tuesday/Thursday 10:00-11:15 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*
Frederick Douglass, *Narrative of the Life of Frederick Douglass*
Additional Articles To Be Announced

HIST 614a

Nathan Hatch, *The Democratization of American Christianity*

Sean Wilentz, *The Rise of American Democracy*
Suzanne Leacock, *The Free Women of Petersburg*
Additional Articles To Be Announced

BRITAIN TO 1750

HIST 419A/619A: Michelle Tusan
Section 1: Monday/Wednesday 1:00-2:15 PM

3 credits

This course surveys the history of Britain starting in late Middle Ages through to the mid-eighteenth century. In addition to outlining the political narrative of the period, the course analyzes the social, cultural, and intellectual foundations of early British society. The emergence of England as the center of Great Britain during this period will be considered within the larger context of the histories of Scotland, Wales, Ireland, and the New World. A period characterized by many historians as one of increasing stability, early modern Britain also remained a time of political, social, and economic strife both at home and abroad. We will trace the history of this important island nation through the careful analysis of documents from the period including a novel, political and religious tracts, speeches from court, and popular texts from the period.

REQUIRED READING:

Robert Bucholz and Newton Key, *Early Modern England 1485-1714: A Narrative History*, 2nd Edition

Newton Key (Editor), Robert Bucholz, *Sources and Debates in English History, 1485 - 1714*, 2nd Edition

Daniel Defoe, *Journal of the Plague Year*, Norton Critical edition, 1992.
Other texts to be determined

Additional reading and writing assignments will be required for graduate students

HISTORY OF RUSSIA SINCE 1825

HIST 422/622: Teddy Uldricks
Section 1: Wednesday 2:30-3:45 PM

3 credits

This course surveys the political, international, military, economic, social, intellectual and cultural history of Russia from 1825 (Tsar Nicholas I) to the early 21st Century (the Putin regime). Emphasized themes include: the painful transition of Russia from a pre-modern, agricultural society to a modern, industrial society; revolutionary ideologies and movements; Russia's evolving role in Europe and the world.

REQUIRED READING:

John M. Thompson, *Russia and the Soviet Union*, 7th ed., Westview Press, ISBN 978-0813346967

Ivan Turgenev, *Fathers & Sons*, Penguin, ISBN 978-0140441475 [any edition is OK]

Ronald Grigor Suny, ed., *The Structure of Russian History*, Oxford UP, ISBN 978-0195340549

Alastair Kocho-Williams, ed., *The Twentieth-Century Russia Reader*, Routledge, ISBN 978-0415583091

Hedrick Smith, *The Russians*, out of print—lots of used copies available on Amazon

Other documents and articles on WebCampus

Graduate students will do extra reading and have supplementary sessions with the instructor.

AMERICAN ENVIRONMENTAL HISTORY

HIST 441/641: Andrew Kirk

Section 1: [Online Course]

3 credits

This course explores the relationship between human beings and the physical environment on the North American continent. Students will examine the ways different cultural groups have used and transformed the continent and the ebb and flow of consciousness about the environment from its roots in the nineteenth century to the rise of environmentalism in the twentieth century.

REQUIRED READING:

William Cronon, *Changes in the Land*

Andrew Kirk, *Doom Towns*

Donald Worster, *Dustbowl*

Martin Feigi, *Republic of Nature*

Selected articles

Grading will be based on class participation, quizzes, an exam, and a comparative essay.

LATINOS IN THE AMERICAN WEST

History 444/644: Maria Raquel Casas

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

3 credits

The main purpose of this course is to introduce students to the history and culture of Latinos in the U.S West paying particular attention to Mexican Americans beginning from the first Spanish explorations to the present. With the recent emergence of Central American and South American immigrants into this geographical space in the late twentieth century, the history of Latinos in the U.S. West has become a multi-voiced narrative. Due to this complexity, understanding the difference amongst Latinos themselves and how they have become integrated into American society is the main focus of this course. Using Mexican Americans as the main focal point, important social, economic, and cultural developments will be examined with these extremely

diverse ethnic groups, especially as they intersect with racial, gender, and class ideologies. Rather than speaking of dominance and marginality, how these societies and cultures interact and "other" each other, as well as other ethnic groups, will be integral to understanding how this course is both a critique and yet a continuance of mainstream American history. Ultimately, this course challenges the preconceived notions of an Anglo conquest and demonstrates how Latinos preserved some traditions, adapted others, and influenced the developed of the American West.

Grades will be determined using the following criteria:

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

REQUIRED READING:

Jose M. Alamillo, *Making Lemonade out of Lemons*
Fernandez, Lilia, *Brown in the Windy City*
Monica Perales, *Smelertown: Making and Remembering a Southwest Border Community*
Zaragoza Vargas, *Crucible of Struggle: A History of Mexican Americans from Colonial Times to the Present Era*

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

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

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

3 credits

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

REQUIRED READING:

Murakami Haruki, *Kafka on the Shore*, 2006
Katsuya Hirano, *The Politics of Dialogic Imagination: Power and Popular Culture in Early Modern Japan*. 2014
Mark W. MacWilliams, ed., *Japanese Visual Culture: Explorations in the World of Manga and Anime*. 2008

Two additional books and several articles

Grading:

Research paper: 25%

Midterm exam: 25%

Final exam: 25%

Pop Quizzes: 25%

**CAPSTONE RESEARCH SEMINAR
MODERN EUROPEAN, IMPERIAL, AND AFRICAN HISTORY**

HIST 451: Jeff Schauer

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

3 credits

This course is designed to help history majors develop skills in original research and analysis by writing a 25-30 page research paper based on primary sources. Your paper should be on some aspect of modern European history, the history of European empires, or African history.

You are encouraged (but not required) to be in touch with me in the closing weeks of the spring semester or over the summer to discuss topics and sources by way of doing groundwork for the fall.

Jeff.schauer@unlv.edu

During the first weeks of the fall semester, each member of our class will develop a research topic and bibliography of primary and secondary sources. The remainder of the semester will focus on writing your paper with input from the instructor and other members of the class, including critiques of drafts, individual consultation with the instructor, and an oral presentation.

Grading will be based on a series of graduated assignments leading up to the final paper, which will count for 75% of your final grade. Because of the nature of the course, class attendance is essential and unexcused absences will result in a substantial lowering of your final grade.

REQUIRED READING:

Richard Marius and Melvin E Page. *A Short Guide to Writing about History* (9th edition)

**CAPSTONE RESEARCH SEMINAR
WORLD WAR II AND THE HOMEFRONT, 1941-1945**

HIST 451: Jay Coughtry

Section 3: Thursday, 2:30-5:15 PM

3 credits

In this seminar format course, students, having taken the prerequisite 251 course, will now be guided through the process of producing a primary source research paper. The subject for this semester is "The Home Front in Nevada, 1941-1945." No other topics will be accepted, and each individual topic must be approved in writing by the instructor.

A course calendar will indicate both weekly assignments and due dates for the various stages of the work in progress. Students must attend regularly, participate and follow all steps designated in the course calendar. No paper will be accepted that has not proceeded through each of the required phases.

The course grade will rest on the paper grade and attendance as follows. Each absence above one will result in a deduction of one-half letter grade from the final course grade i.e. the paper grade. Papers not submitted on the final due date will be penalized one letter grade for each day the paper is late. Work not submitted on intermediate deadlines [marked with an asterisk (*) on the calendar] will result in smaller grade deductions. Finally, no incompletes will be given in the course.

REQUIRED READING:

Allan Winkler, *Home Front U.S.A. American during World War II* (2nd ed.)
Jules R. Benjamin, *A Student's Guide to History*
William Strunk and E.B. White, *The Elements of Style*

**TOPICS IN MODERN CHINA:
HISTORY OF THE PEOPLE'S REPUBLIC OF CHINA**

History 455C/655C: Austin Dean
Monday/Wednesday 11:30-12:45 AM

3 credits

This class provides an overview of the history of the People's Republic of China (PRC), 1949-Present. No experience with Chinese language or Chinese history is necessary as a prerequisite. We will structure our inquiry on several important questions. What was the appeal of communism and the Chinese Communist Party? Why was the CCP able to defeat the Nationalist Party and establish the PRC in 1949? How have the economic, social, political and foreign policy positions of the PRC changed over time? How have these policy changes impacted international relations, Chinese society and individual lives? How does the history of the CCP and the PRC influence current events? Grading will be based on small weekly assignments, quizzes, participation and a final project.

REQUIRED READING:

Ken Lieberthal, *Governing China: From Revolution through Reform*, 2nd Edition (New York: W.W. Norton, 2003) ISBN 13: 978-0393924923

Frank Dikotter, *The Tragedy of Liberation: A History of the Chinese Revolution, 1945-1957* (London: Bloomsbury Press, 2015) ISBN 13: 978-1620403495

Fei Xiaotong, *China's Gentry, Essays on China's Rural-Urban Relations* (Midway Reprint Series) (Chicago: University of Chicago Press, 1980) ISBN 13: 978-0226239576

Zhao Ziyang, *Prisoner of the State: The Secret Journal of Premier Zhao Ziyang* (New York: Simon and Schuster, 2009) ISBN 13: 978-1439149393

Leslie T. Chang, *Factory Girls: From Village to City in a Changing China* (Spiegel & Grau, 2009) ISBN 13: 978-0385520188

Bruce Dickson, *The Dictator's Dilemma: The Chinese Communist Party's Strategy for Survival* (New York: Oxford University Press, 2016) ISBN 13: 978-0190228552

Graduate Students will have an additional assignment (see syllabus).

TOPICS IN AMERICAN STUDIES 60'S FILM AND SOCIETY

HIST 487R/687: Jay Coughtry

Section 1: Tuesday 2:30-5:15 P.M.

3 Credits

This course uses films (as well as writings about films) as sources to investigate a specific historical period, the 1960's. The approach is primarily reflective. We are interested in what films (primarily American) reveal about this tumultuous period, that is, how filmmakers have consciously and unconsciously been affected by the defining events and mood of the period, a cultural era with roots in the 1950's that matured during the liberalism and radicalism of the 1960's. The major assumption behind our analysis, then, is that events such as the Cold War, civil rights movement, Vietnam War, sexual revolution, youth movement, and political assassinations (followed by a sharp political turn to the right) will leave their mark on the cultural productions of the era, their creators and their audiences.

The relationships between such events and movies may be direct and relatively obvious. For instance, films made during the period 1967-1980 about the Vietnam War may reasonably be assumed to project a point of view that arose out of the long public debate over the course of that unfolding conflict and its bitter aftermath. Less directly, such values and perspectives may infuse films made in the era about other military conflicts in the past, Korea and WWII, for example. More obliquely, attitudes shaped by Vietnam (pacifism; patriotism etc.) may seep into films not directly dealing with warfare of any kind, making an analysis of such films even more challenging.

In addition, the late 1960's is often thought of as the beginning of great positive change in Hollywood, "an artistic renaissance," in one critic's words, or the dawn of a "revolutionary decade," according to another author. By then, films as artistic creations were departing from earlier models, themes, values and techniques and are, in fact, taking on many of the attributes we have come to associate with "independent" or "auteur" film fare. (This brief trend wanes late in the 1970's, to be largely replaced by special effects and star driven action movies created by powerful producers eyeing the international box office and video markets.)

Our reading list contains a history of the 1960's and a social history of American film during those years. Our class time will be taken up with viewing and analyzing several representative films of the era from social/cultural/historical perspectives. Students will write two 5-7 page research papers on approved films from this period not seen in class. In addition, there will be homework and quiz assignments from Farber chapters and two essay exams. The course grade consists of five equally weighted grades: 2 film papers, 2 essay exams and a composite homework/quiz grade.

REQUIRED READING:

David Farber, *The Age of Great Dreams: America in the 1960s*

Barry Keith Grant, *American Cinema of the 1960s: Themes and Variations*

J. Hoberman, *The Dream Life: Movies, Media, and the Mythology of the Sixties* (Chapters 1, 2, and 4, only, on reserve at Lied Library)

Note: Students will view a few additional films and/or documentaries outside of class that are available in Media Resources, Lied Library.

THE PROFESSIONAL HISTORIAN

HIST 710: William Bauer

Section 1: Monday 3:00-3:50 PM

1 credit

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

RESEARCH SEMINAR IN AMERICAN WESTERN HISTORY

HIST 727: William Bauer

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

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 publishable quality paper of 25-30 pages. As part of the process, you will formulate a research question, produce an annotated bibliography, and undergo extensive peer review.

REQUIRED READING:

Assigned articles

COLLOQUIUM IN PUBLIC HISTORY INTRODUCTION TO PUBLIC HISTORY

HIST 749: Joanne Goodwin

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

3 credits

Public history refers to the practice of history outside the classroom. The field is rooted in the content and practices of history, yet has its own unique issues and values. Two distinctive differences between the practices of academic historians and public historians are the practitioners' consideration of audience and the collaborative practices between public historian and audience.

The field is wide and varied with many subfields such as oral history, historic preservation, digital humanities, local history, cultural resource management, private historical resource consulting, and a variety of other fields. In addition to academia, public historians work in such diverse settings as museums, historical societies, corporate and public archives and government agencies. This class surveys several branches of public history, theory and methods, ethics and professional issues. The readings of the 749 colloquium provide a foundation for the second half of the class, HIST 750, and a specific public history capstone research project.

History 749 and 750 are *required core courses* for the Public History M.A. minor. Although this class fulfills a critical component of the public history track, it is open to all interested graduate students. The topics and issues addressed by the class are of interest to any student of history in any field or time period.

REQUIRED READING:

Please check with the instructor a month before class on final selection of readings.

Douglas A. Boyd and Mary A. Larson, eds. *Oral History and Digital Humanities: Voice, Access and Engagement*. Palgrave MacMillan, 2014. ISBN 9781137322012.

Cherstin Lyon, Elizabeth Nix and Rebecca Shrum. *Introduction to Public History: Interpreting the Past, Engaging Audiences*. Rowman and Littlefield, 2017. ISBN 9781442272224.

Roy Rosenzweig and David Thelen, *The Presence of the Past: Popular Uses of History in American Life*. Columbia University Press: New York, 1998. ISBN 978-0231111492.

Paul Thompson with Joanna Bornat. *The Voice of the Past—Oral History* 4th edition. Oxford University Press, 2017. ISBN 9780199335466.