

HISTORY OF MODERN AFRICA

HIST 350: Jeffrey Schauer

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

3 credits

This course will explore the history of Africa since the late-19th century, focusing on the themes of empire and nationhood. We will explore the imposition of colonial rule, colonial governance, forms of anti-colonialism and nationalism, and the birth of nation-states in their global context. The course draws on case studies from across different regions of the continent.

REQUIRED READING:

Dennis Laumann, *Colonial Africa 1884-1994*

Shula Marks, *Not Either an Experimental Doll*

David Anderson, *Histories of the Hanged*

Cheikh Hamidou Kane, *Ambiguous Adventure*

Wangari Maathai, *Unbowed*

Joshua Hammer, *The Bad-Ass Librarians of Timbuktu*

Additional articles and short primary sources

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

MILITARY HISTORY OF THE U.S. TO 1900

HIST 386A: John Carlton

Section 1: Tuesday/Thursday 5:30-6:45 PM

3 credits

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

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

REQUIRED READING:

Allan R. Millett, Peter Maslowski, & William B. Feis, *For the Common Defense: A Military History of the United States*, 3rd ed.

David McCullough, *1776*

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

Michael Shaara, *The Killer Angels*
David Herbert Donald, *Why the North Won the Civil War*
Selected articles in Course Reserves in Canvas

RECOMMENDED READING

Jerry K. Sweeney, ed., *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 on assigned readings; battle or personality presentations; and classroom participation and attendance.

**GREAT PERSONALITIES
WORLD WAR II**

HIST 388: John Carlton

Section 1: 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 Canvas

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.

**GREAT PERSONALITIES
MUSSOLINI, HITLER, AND STALIN**

HIST 388: Teddy Uldricks

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

3 credits

This course will examine not only the lives and “accomplishments” of these three notorious 20th century dictators, it will also explore the political, economic, and social systems as well as the intellectual environment in which each of these men came to power. A special focus of the class will be the exploration of why various sorts of people from diverse ranks and positions in society supported the destruction of liberal democracy (or, in the Russian case, a less authoritarian form of communist rule) and its replacement by totalitarian dictatorship. We will also discuss social science theories relevant to these developments.

REQUIRED READING:

Ian Kershaw, *Hitler*

Roger Griffin (ed.), *Fascism* (documents reader)

Martin Clark, *Mussolini*

Kevin McDermott, *Stalin*

Lewis Siegelbawm & Andrei Sokolov (eds.), *Stalinism as A Way of Life: A Narrative in Documents*

**GREAT PERSONALITIES
ABRAHAM LINCOLN**

HIST 388: Michael Green

Section 3: Tuesday/Thursday 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, 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 F. Marszalek, *Lincoln and the Military*
David S. Reynolds, ed., *Lincoln's Selected Writings*
Joshua Wolf Shenk, *Lincoln's Melancholy: How Depression Challenged a President and Fueled His Greatness*

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

AMERICAN WEST TO 1849

History 406A/606A: William Bauer

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

3 credits

This course is a narrative and interpretive study of the development of the American West by American Indians, imperial European powers and Americans to the California Gold Rush. The American West possesses one of the most dynamic histories of any region in North America. Home to numerous Indigenous populations, the first contacts between Native peoples and Euroamericans, and international wars, the American West poses problems for simple historical generalizations. This class focuses on the social, cultural and international fluidity of the West and how different peoples remember the history of the region. We will consider themes of exploration, Native power, economy, sex, violence and economy and hopefully draw conclusions about whether the West has a history of accommodation or conflict.

REQUIRED READING:

Robert V. Hine, John Mack Faragher and Jon T. Coleman, *The American West: A New Interpretive History* (2nd Edition)
Albert Hurtado, et al, *Major Problems in American Indian History* (3rd edition).

CONTEMPORARY AMERICA: THE U.S. SINCE 1945

HIST 416B/616B: Marcia M. Gallo

Section 1: Online

3 credits

Post-World War II America will be examined through readings and reflections on the social and political tensions of the 1950s, 1960s, and beyond. From the impact of governmental Cold War policies to heated debates over U. S. involvement in civil wars in Vietnam, El Salvador, and Nicaragua and elsewhere; from growing domestic affluence to continuing struggles for racial,

gender, and sexual equality, we will evaluate the many challenges and changes that took place during the last six decades of what *Time* magazine publisher Henry Luce called “the American Century.”

There will be regular online discussions of assigned readings and films and a final paper on a subject of interest to the student. Additional reading and writing assignments are expected of graduate students.

REQUIRED READING:

Andrew G. Kirk and Kristian Purcell, *Doom Towns: The People and Landscapes of Atomic Testing, A Graphic History* (Oxford University Press, 2017)

Natasha Zaretsky and Mark Lawrence, *Major Problems in American History Since 1945* (Cengage Learning, 2014)

Additional books, articles, and films will be assigned.

HISTORY OF GERMANY SINCE 1848

HIST 423B/623B: Noria Litaker

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

3 credits

Over the last 150 years, Germany has stood at the center of world events. Germany’s unification in 1871 disrupted the European balance of power. Germans helped plunge Europe into World War I, launched World War II, and perpetrated the Holocaust. After the war, Germany was divided in two; West Germany, a NATO member and parliamentary democracy, developed one of the strongest economies in the world, while East Germany, part of the Warsaw Pact, became one of the most repressive regimes in Europe. Today, Germany is reunited considered by many the leader of the European Union.

In this course, we will trace the tumultuous history of Germany from the foundation of Bismarck’s empire in 1871 to the sudden unification of the two Germanys in 1990. Through lectures, secondary readings, films, primary sources and class discussion we will explore topics such as Germany’s late and rapid industrialization; changing ideas about gender roles and norms; the Weimar Republic and its art and music; the Third Reich, WWII and the Holocaust; the Cold War division of Germany; The Fall of the Berlin Wall and the Re-Unification of Germany. Throughout the course, we will also pay close attention to how these larger movements and geopolitical events affected and were experienced by ordinary Germans from all walks of life.

REQUIRED READING:

Mary Fulbrook, *A History of Germany, 1918-2008: The Divided Nation*, 4th Edition (2015)

James Retallack, *Imperial Germany 1871-1918* (2008)

Erich Maria Remarque, *All Quiet on the Western Front*

There will be additional readings posted on Canvas.

Grading will be based on class participation, short primary source analyses and a research paper.

There will be extra reading and writing assignments for graduate students (HIST 623B)

HISTORY OF AMERICAN LABOR SINCE 1607

HIST 429/629: Jay Coughtry

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

3 Credits

Through most of the 20th century American labor history was synonymous with the history of labor unions. Beginning in the 1970s this narrow institutional focus was broadened significantly by a new breed of labor historians who were determined to tell the story of all American workers, not simply the important minority whose struggle had culminated in the creation of powerful craft and industrial organizations. Moreover, these “new labor historians” added breadth to the field in other important ways. For example, they have attempted to recreate the whole range of working-class life. And they are interested in women and minority workers, white collar workers, agricultural workers, and the pre-industrial worker as well as members of the AFL-CIO.

The stories of those millions who physically created our country are dramatic and instructive. The transformation of production and labor markets that began in the early 19th and is now largely complete, although still subject to modification. A nation that for generations consisted of a majority of farmers and artisans has become a country of dependent wage earners. The saga of those who labored before us is therefore our story, replete with lessons for all who labor for capitalism.

REQUIRED READING: TBA

AFRICAN-AMERICAN HISTORY SINCE 1877

HIST 433C/633C: Todd Robinson

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

3 credits

Beginning with an overview of the status of African Americans in the post-Reconstruction South, this course traces the struggle for African American civil rights from the late nineteenth century to the present. Students will examine the collective efforts of African-Americans to overcome legal segregation and racial discrimination since the Civil War. How were black protest movements organized? Why did they succeed or fail? Did the movement come to a conclusion at the end of the 1960's or did it continue on? 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. We will also discuss how black movements have mirrored and/or shaped relations of race, class, and gender within both the African American community and the larger society. Finally, we will discuss what lessons can be drawn from African American efforts to achieve social and economic equality in the next century.

REQUIRED READING:

Darlene Clark Hine, *African Americans: A Concise History, Volume 2*

Additional reading will be available on WebCampus

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

Grading will be based on class participation, a mid-term exam, a final exam, and a final paper (8-10 pages).

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

COMPARATIVE ENVIRONMENTAL HISTORY

HIST 443: Jeffrey Schauer

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

3 credits

This course introduces students to the themes, content, and methods of environmental history and takes a global and topical approach to the subject. In so doing it surveys the interconnectedness of the environment and other spheres of the human experience. We examine environmental historians' methodologies and discuss the idea of the Anthropocene. This course is not designed as an exhaustive environmental history of the globe, but rather as an introduction into select themes, concepts, and methods. The course is divided into five sections: epistemologies; histories; environmentalisms; intersections; and presents.

REQUIRED READING:

J. R. McNeill, *Mosquito Empires*

Gregory Cushman, *Guano and the Opening of the Pacific World*

Harriet Ritvo, *The Dawn of Green*

Wangari Maathai, *Unbowed*

Timothy Mitchell, *Carbon Democracy*

Christophe Bonneuil and Jean-Baptiste Fressoz, *The Shock of the Anthropocene*

These readings will be supplemented by articles and some additional books for students enrolled at the 600-level.

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

HISTORY OF JAPAN SINCE 1800

HIST 449B/649B: Ed Weir

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

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:

Gordon, Andrew. *A Modern History of Japan: From Tokugawa to the Present*. (Oxford University Press, 2013).

Wilson, George, *Patriots and Redeemers in Japan: Motives in the Meiji Restoration*. (University of California Press, 1992)

Beasley, W. G. *Japanese Imperialism, 1894-1945* (Clarendon Press, 1987)

Dower, John. *Embracing Defeat: Japan in the Wake of World War II*. (Norton, 1999)

Kingston, Jeff. *Contemporary Japan: History, Politics, and Social Change Since the 1980s* (Wiley, 2013)

ADDITIONAL READING FOR GRADUATE STUDENTS:

To Be Determined.

**CAPSTONE RESEARCH SEMINAR
MODERN EUROPE**

HIST 451: Michelle Tusan

Section 1: Monday 10:00 AM-12:45 PM

3 credits

This course is designed to help history majors develop their skills in original research and analysis by writing a 25-page research paper based on primary sources. Your paper may be on any aspect of European history after 1700.

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

Grading will be based on a series of graduated assignments leading up to the final paper, which will count for a significant portion of your final grade. Because of the nature of the course, class

attendance is essential and unexcused absences will result in a substantial lowering of your final grade.

REQUIRED READING:

The majority of the reading for the course will be defined in the bibliography for the final paper. We will also read articles in common in order to discuss historical method and research technique. You will also be required to read William Storey, Writing History, 5th edition.

**CAPSTONE RESEARCH SEMINAR
AMERICAN CULTURAL HISTORY**

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 is “American Cultural History.” 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. 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: TBA

POPULAR CULTURE IN 19TH CENTURY AMERICA

HIST 452A/652A: Elizabeth Nelson

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

3 Credits

This course examines the history of popular culture in nineteenth-century America as a way to engage major social, political and economic issues in American history. We will explore the debates about the relationship between culture and the “great experiment” of the American Revolution, the creation of an American aesthetic, the development of definitions of popular culture and high culture, representations of slavery and memories of the Civil War, the development of regionalism and the myths of the West, and the influence of technology on

cultural production, specifically photography, the phonograph, the motion picture, and the radio. The course will examine novels, magazines, art, music, plays and popular performances, etiquette books and advice literature, photographs, early movies and sound recordings.

REQUIRED READING: TBA

HISTORY OF CHINA TO 1800

History 455A/655A: Austin Dean

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

3 credits

This class is an introduction to the political, economic, cultural and social history of China until 1800. No familiarity with Chinese history or Chinese language is necessary. Several thematic questions will guide the course: What are the different philosophical systems that emerge in China and how do they influence Chinese history? How did different dynasties try to rule China and what problems did they face? How did historical examples and analogies shape how people thought about these problems? How did trading patterns with other parts of Asia and Europe influence the course of Chinese history? At the broadest level, we will investigate why and how China changed in the period before 1800. In order to answer these questions, we will examine a collection of primary and secondary sources that focus on how people at a particular time viewed a particular problem. Beyond building content knowledge in Chinese history, this class will emphasize historical thinking and analysis based on discussion and close readings of texts. Grading will be based on participation, weekly reading responses, several quizzes and longer writing assignments.

REQUIRED READING:

Valerie Hanson, *The Open Empire: A History of China to 1800* (2nd Edition) (New York: W.W. Norton, 2015)

Bryan van Norden, *Introduction to Classical Chinese Philosophy* (New York: Hackett, 2011)

Mark Elliot, *Emperor Qianlong: Son of Heaven, Man of the World* (London: Pearson, 2009)

N. Harry Rothschild, *Wu Zhao: China's Only Female Emperor* (London: Pearson, 2007)

Additional documents and articles will be posted to the course website throughout the semester. Graduate students will do additional reading after consultation with the professor.

ANCIENT GREEK CIVILIZATION

HIS 457/657: Mary Wammack

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

3 credits

Alexander the Great may have transformed the Ancient Greece *demos* into subject communities ruled by tyrants and kings, but even they were not powerful enough to eradicate the values that had helped the Greek city-state become the envy of the Mediterranean world. In this course we'll study ancient texts (in translation) to learn about a history that stretches from the Bronze Age

warriors of Homer, through the triumph and fall of the Athenian city-state, to the Diadochi heirs of Alexander. Through close reading, analytical interpretation, and salient argument, we'll work together to understand how ideas of heroism and sacrifice, civic responsibility and justice, and the search for truth and beauty, shaped the ancient world, while also considering the cultural and political legacy of Ancient Greece in ours.

REQUIRED READING:

Homer, *Iliad*, (trans. Fagles; Penguin)
Herodotus, *Histories* (trans. de Selincourt; Penguin)
Hesiod, *Works and Days* (trans. Stallings; Penguin)
Greek Lyric: An Anthology in Translation (trans. Miller; Hackett)
Aristotle, *The Athenian Constitution* (trans. Rhodes; Penguin)
Aeschylus, *The Oresteia* (trans. Fagles; Penguin)
Plutarch, *Rise and Fall of Athens* (trans. Scott-Kilvert; Penguin)
Xenophon, *Conversations of Socrates* (trans. Waterfield; Penguin)
Morkot, *The Penguin Historical Atlas of Ancient Greece*

Supplementary handouts will be provided in class. Additional reading will be required of graduate students.

THE MIDDLE AGES

HIST 459/659: Elspeth Whitney

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

3 credits

Modern images of the Middle Ages often represent the medieval period as either a fantasy land of knights errant and damsels in distress or as a period of backwardness, ignorance and superstition, a dark detour between the brilliance of the ancient world and the modern one. This course will examine the realities beyond these images and show how the medieval period, while exotic in many ways, was also the time in which many of Western culture's most important characteristics took shape.

This course will analyze the broad outlines of the major political, social, economic and intellectual developments of the Middle Ages, including the development of the feudal system and the ultimate emergence of the modern nation-state and the modern class system. We will examine in detail the history of the First Crusade and the gendered roles of knights, university students and male and female religious figures. Attention will be paid throughout to the interplay of social practices and cultural representations in medieval society.

REQUIRED READING:

Clifford R. Backman, *The Worlds of Medieval Europe*, 2nd ed. (Oxford, 2009)
Thomas Asbridge, *The First Crusade: A New History* (Oxford, 2005)
Ruth Mazo Karras, *From Boys to Men: Formations of Masculinity in the late Middle Ages* (University of Pennsylvania Press, 2002)

Medieval Worlds: A Sourcebook, ed. Roberta Anderson and Dominic Aidan Bellenger
(Routledge, 2003)
The Letters of Abelard and Heloise, Penguin
Readings available on WebCampus.

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

Graduate students will have additional readings and writing assignments.

EUROPE: 1815-1914

HIST 463/663: Michelle Tusan

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

3 credits

Examination of European history from the end of the Napoleonic Wars to the beginning of World War I. Among the topics covered are: the political and social revolutions of the first half of the century, the industrial revolution, the various “isms” of the century, the realignment of Europe after Napoleon, the unifications of Germany and Italy, labor movements, the transformation of political institutions, and the diplomatic origins of World War I.

Classes are a mixture of lecture and discussion. Discussions will be on the assigned readings. Class attendance is mandatory.

REQUIRED READING:

Richard Evans, *The Pursuit of Power: Europe 1815- 1914*

Jan Goldstein, ed. *Nineteenth-Century Europe*

Karl Marx, *Communist Manifesto*

Adam Hochschild, *King Leopold's Ghost*

In addition, there will selected shorter readings.

Grading will be based on class participation, a midterm and written assignments related to the reading.

There will be extra reading and writing assignments for graduate students (HIST 663).

THE MEXICAN REVOLUTION

HIST 476/676: Miriam Melton-Villanueva

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

3 credits

Revolution! This course examines the contribution of Mexico to our culture today through a study of the indigenous origins, major events and personalities, and aftermath of the Mexican

Revolution of 1910. A research project will give students the opportunity to gather information, analyze, synthesize, and report on one of many contemporary revolutions of thought and culture, including the student movements of 1968, Zapatista uprising, privacy, and ecology.

REQUIRED READING:

Emiliano Zapata: Mexico's Social Revolutionary

The Mexican Revolution: A Brief History with Documents

The Underdogs: with Related Texts (**Hackett Classics Tra edition 2006**)

Other required readings, images, and clips available on class website through WebCampus

Meeting with our Humanities Research Liaison at the Library also required

ORAL HISTORY

HIST 485/685: Joanne Goodwin

Section 1: Wednesday 11:30 AM-2:15 PM

3 credits

One of the most popular methods in history today is oral history. If history is the interpretation of past events, oral history collects and interprets the stories or narratives of people who experienced the event.

This class provides the opportunity to learn about the method, work with existing oral histories from the Las Vegas community, and conduct one's own interview(s). The class will discuss relevant topics in the field, hear from contemporary oral historians and their projects, and learn about new developments in digital and web-based archives. Completion of this course will prepare students to conduct oral histories and use existing interviews in their research.

Students will be evaluated on their participation in class discussions, completion of assignments and their presentation of the findings.

REQUIRED READING:

Paul Thompson and Joanna Bornat, eds. *The Voice of the Past: Oral History*, 4th edition. New York: Oxford University Press, 2017.

Neuenschwander, John. *A Guide to Oral History and the Law*. 2nd Edition. Oxford Oral History Series, 2014.

Check back before class for the latest update on readings.

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

TOPICS IN AMERICAN STUDIES AMERICAN CRIME FILMS

HIST 487A/687A: 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

TOPICS IN AMERICAN STUDIES HISTORY OF VIDEO GAMES

HIST 487R/687R: David G. Schwartz
Section 2: Online

3 credits

Video games can offer many things: entertainment, competition, education, and therapy are just a few. The ways that we develop, disseminate, and play video games reveals a great deal about our society and our expectations. Examining a variety of game genres, from text to side-scroller to RPG to RTS to FPS to MOBA, through a variety of platforms (PC, arcade, console, mobile), this course will help us learn more about the games themselves and how our world has changed along with them.

To better understand how video games have evolved and what they mean to us, we will examine four arcs of their history.

The first arc is technological. Video games require sophisticated (or, in the early days, pioneering) hardware and software to run. As processing power, memory, video displays, and audio equipment have evolved, games have become more complex and immersive. In that sense, the story of video games gives a window into the past half-century of computer development.

The second is artistic and creative. Designers and teams of designers conceive and create video games. As the technological capabilities of games have allowed for more nuance, the games themselves have evolved from simple board game and shooting simulations to complex strategy and role-playing games. The evolution of games as art and narrative is as deserving of historical study as changes in music, cinema, or painting.

The third is economic. While some games have been developed “for free” and distributed without charge (*Spacewar* is an early example), for the most part games are developed for the specific purpose of making money. The growth of the video game business(es) provides an interesting case study in how new industries can emerge, and how they evolve.

The fourth is social. Who is playing games—and how they play them—changes over time, and those changes say something about bigger societal developments. And the opposition to video games, often on moral grounds, reveals much about our anxieties about technology and play.

REQUIRED READING:

Tristan Donovan, *Replay: The History of Video Games* (Yellow Ant, 2010)
Articles, videos, and games via Canvas

Procedures and Evaluation

This course examines the historical development of video games with the rigor expected of an upper division/graduate seminar. Students are expected to watch all lectures, play all games, take part in online discussions, and complete all assignments. The chief intellectual product of this course will be a major research paper (4,000 words) that will use secondary and primary sources to ask and answer a novel question in video game history. Graduate students will complete additional readings and write an additional paper on historiography. Complete details are available on the course syllabus.

ADVANCED HISTORICAL STUDIES TOPICS IN MEDICAL HISTORY

HIST 498: Caryll Dziedzic
Section 1: Monday/Wednesday 8:30-9:45 AM

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 examine the challenges, failures, struggles, and

accomplishments of medical practitioners. We will also study the social and cultural implications affecting the diagnosis and treatment of disease, covering such evolving conceptions of hygiene, the body, or mental health. Lastly, we will analyze the interaction between government and the rising medical profession and this relationship's effect on medical care. This course will benefit students of history as well as those pursuing professions in the allied health sciences.

REQUIRED READING:

Charles E. Rosenberg and Janet Golden, ed., *Framing Disease: Studies on Cultural History*.
John Harley Warner and Mary A. Tighe, eds., *Major Problems in the History of American Medicine and Public Health*.
Paul Starr, *The Social Transformation of American Medicine*.

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: AMERICAN INTELLECTUAL AND CULTURAL HISTORY

HIST 725: David Tanenhaus

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

4 credits

This graduate seminar course is an extensive writing course. Participants in the course will be guided through the process of writing a 25-30-page paper based on primary sources and grounded in a theoretical framework. Students may examine any topic in U.S. history since 1945. Although we will not meet each week, attendance will be taken for all required class meetings. In addition, participants will meet with the instructor on a regular basis. Finally, students will present their findings in a formal presentation at the conclusion of the semester.

REQUIRED READING: (provisional list)

Wayne Booth, et al., *The Craft of Research*, Fourth Edition
Kelly Lytle Hernandez, *City of Inmates: Conquest, Rebellion, and the Rise of Human Caging in Los Angeles, 1771-1965*.
Mikhail Gilmore, *Shot in the Heart*

Grading will be based on class participation and a final research paper (25-30 pages)
A course calendar with due dates noted for the various stages of the work in progress: topic selection; topic focusing; bibliographies; research, etc., will be given to each student at our first meeting.

COLLOQUIUM IN WESTERN AMERICAN HISTORY READINGS IN MEXICAN AMERICAN HISTORY

HIST 726: Maria Raquel Casas
Section 1: Tuesday 4:00-6:45 PM

3 credits

The recent population growth of Mexican-Americans, or Chicanos, as well as other Latino ethnic groups, has transformed the Southwest's social, cultural, political, and economic structures. Although their presence has been rooted in the colonial Southwest, within American history Mexican-Americans' contributions to this particular region were largely ignored until the 1970s when the social movement called the Chicano Movement demanded inclusion into the greater stream of American society and its history. This course is an introduction to these socio-historical developments and intends to illuminate how the field of Chicano History has developed and what the latest works in the field reveal about this particular field of history in relationship to the New Western History. It would be impossible to fully delve into the latest work within this field and so I have chosen to concentrate on how Mexican Americans have engaged and mixed with other American western groups, especially with Native Americans. This focus will hopefully give direction to the course readings as well as challenge students to reexamine and rethink how race and ethnicity have functioned in the American West.

In keeping with the focus of a colloquium, this course will be reading and writing intensive. All reading will be secondary texts and will provide an overview of the field that will enable students to identify gaps in the literature that, later in History 727, could be researched through the use of primary sources. Furthermore, this course is intended to provide graduate history students with bibliographic assistance to help them with their M.A. and especially Ph.D. comprehensive exams. Copies of the articles and some books will also be placed on e-reserve in the Library in order to make the readings as accessible as possible.

Along with the reading and writing components, discussion from all students will be crucial. The format of the discussion will be as follows. All students will read as much of the readings as possible but the readings will be divided in such a way that certain people will be primarily responsible for a certain portion of the week's readings. For the first 30 minutes of the class I will historiographically situate the week's readings and then the student or students who volunteer to report on the primary text will break down the work to the best of their abilities for approximately fifteen minutes and establish the thesis, main themes, evidence, sources, and most salient points he or she wishes to discuss. They will then pass out the questions, critiques, or topics they wish to discuss. The students responsible for the secondary readings will then report and hand out questions concerning the text. The class will break for fifteen minutes and when it resumes the class discussion will begin. I am hoping that everyone engages in the discussion and contributes to the success of this course.

The writing requirements are as follows. Three book reviews, due approximately every five weeks, and a 15-to-20-page historiography essay will comprise the bulk of the written work. Book reviews are one of the constant activities you will have as a professor/scholar and I hope to help you learn how to do this well. Writing a strong review in 750 words is an important skill, and more difficult than it seems. The historiography essay will be due a couple of weeks before the end of the semester. You will have the opportunity to revise all of your written work and by turning it in two weeks before the semester is over, you will have a chance to improve the most important writing assignment for this course.

Grading will consist of the three book review essays (750 words each) + informal presentations on assigned course readings, counting for 25% of your grade. Class discussion also counts for 25%. One historiography essay, 15-20 pages long, counts for 50% of your final grade.

NOTE: The course is designed so that students will not read every book listed here. Half of the class will read half of the books, and the other half will read the other half.

REQUIRED READING:

- Alamillo, Jose M., *Making Lemonade Out of Lemons: Mexican American Labor and Leisure in a California Town 1880-1960*. University of Illinois Press, 2006.
- Alvarez, Luis, *The Power of the Zoot: Youth Culture and Resistance During World War II*. University of California Press, 2008.
- Blackwell, Maylei. *!Chicana Power!*, University of Texas Press, 2011.
- Barr, Juliana. *Peace Came in the Form of a Woman: Indians and Spaniards in the Texas Borderlands*. University of Carolina Press, 2007.
- Behnken, Brian. *Fighting Their Own Battles: Mexican Americans, African Americans, and the Struggles for Civil Rights*. University of North Carolina Press, 2011.
- Benton-Cohen, Katherine, *Borderline Americans: Racial Divisions and Labor War in the Arizona Borderlands*. Harvard University Press, 2009.
- Brooks, James F. *Captives and Cousins: Slavery, Kinship and Community in the Southwest Borderlands*. University of North Carolina Press, 2002.
- Burgos Jr., Adrian. *Playing America's Game: Baseball, Latinos, and the Color Line*. University of North Carolina Press, 2007.
- Cohen, Deborah. *Braceros: Migrant Citizens and Transnational Subjects in the Post United States and Mexico*. University of North Carolina Press, 2011.
- Delay, Brian. *War of a Thousand Deserts: Indians Raids and The U.S.-Mexican Border*. Yale University Press, 2008.
- Escobedo, Elizabeth. *From Coveralls to Zoot Suits: The Lives of Mexican American Women on the World War II Homefront*. University of North Carolina Press, 2013.
- Fernández, Lilia. *Brown in the Windy City: Mexicans and Puerto Ricans in Postwar Chicago*. University of Chicago, 2012.
- Foley, Neil. *The White Scourge: Mexicans, Blacks, and Poor Whites in Texas Cotton Culture*. University of California Press, 1997.
- Garcia, Matt, *A World of Its Own: Race, Labor, and Citrus in the Making of Greater Los Angeles, 1900-1970*.
- Hernández, Kelly Lytle. *Migra!: A History of the U.S. Border Patrol*. University of

- California Press, 2010
- Johnson, Benjamin H. *Revolution in Texas: How A Forgotten Rebellion and Its Bloody Suppression Turned Mexicans into Americans*. Yale University Press, 2005.
- Lopez, Ian Haney. *White By Law: The Legal Construction of Race*. New York University Press, 2006.
- Meeks, Eric V., *Border Citizens: The Making of Indians, Mexicans, and Anglos in Arizona*. University of Texas Press, 2007.
- Molina, Natalia. *How Race is Made in America: Immigration, Citizenship and the Historical Power of Racial Scripts*. University of California Press, 2014
- Montejano, David. *Quixote's Soldiers: A Local History of the Chicano Movement, 1966-1981*. University of Texas Press, 2010.
- Pagon, Eduardo O. *Murder at the Sleepy Lagoon: Zoot Suits, Race, and Riot in Wartime L.A.* University of North Carolina Press, 2003.
- Perales, Monica, *Smelertown: Making and Remembering a Southwest Community*.
- Ramos, Raul, A., *Beyond the Alamo: Forging Mexican Ethnicity in San Antonio, 1821-1861*.
- Resendez, Andres, *The Other Slavery: The Uncovered Story of Indian Enslavement in America*. Houghton Mifflin Harcourt, 2016.
- Weber, David, J. *Bárbaros: Spaniards and Their Savages in the Age of Enlightenment*. Yale University Press, 2006.

COLLOQUIUM IN EUROPEAN HISTORY: THE EUROPEAN WITCH HUNTS

HIST 732: Elspeth Whitney

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

3 credits

During the European witch hunts of the sixteenth and seventeenth centuries at least 100,000 individuals, 80% of them female, were executed for the crime of witchcraft. Central to the genesis of the hunts was the emergence among the educated elite in the late fifteenth century of a widespread belief in the reality of a dangerous conspiracy of devils and their human agents, primarily women, to overthrow Christendom. Witch hunters believed that witches flew to a Witches' Sabbath where they worshipped the devil, committed infanticide, cannibalism, and sodomy, and were granted extensive powers to harm others. Paradoxically, these beliefs were widely accepted among European intellectuals and magistrates, both Catholic and Protestant, even as society as a whole was becoming more modern and the Scientific Revolution was underway.

This course will examine the complex social, cultural and political genesis of witch hunting through the lens of a diverse and sometimes contentious historiography. Among the topics we will examine are: theories of "difference"; the relationship between popular and elite notions of magic; the genesis of the witch figure in western culture; the political, religious and psychological foundations of the witch hunt; and the notion of the body as a repository for both holiness and the demonic. Central to our investigation will be two fundamental questions: why did early modern people devote enormous amounts of time, money and energy to persecuting witches and why were witches mostly, but not always, female?

REQUIRED READING:

- The Oxford Handbook of Witchcraft in Early Modern Europe*, ed. Brian P. Levack (2015)
Brian P. Levack, *The Witch-Hunt in Early Modern Europe* (Longman, 1995)
Andrew Cunningham and Ole Peer Grell, *The Four Horsemen of the Apocalypse*
(Cambridge, 2000)
Lyndal Roper, *Witch Craze* (Yale, 2004)
Walter Stephens, *Demon Lovers* (Chicago, 2002)
Brian P. Levack, ed., *The Witchcraft Sourcebook*, 2nd ed, (Routledge, 2015)
Nancy Caciola, *Discerning Spirits: Divine and Demonic Possession in the Middle Ages*
(Cornell, 2006)
Hans Peter Broedel, *The Malleus Maleficarum and the Construction of Witchcraft: Theology
and Popular Belief* (Manchester, 2003)
Michael D. Bailey, *Magic and Superstition in Europe: A Concise History from Antiquity to
the Present* (New York, 2007)
The Hammer of Witches: A Complete Translation of the Malleus Maleficarum, trs
Christopher S. Mackay (Cambridge, 2009) (sections divided up among the class)
Linda C. Hults, *The Witch as Muse: Art, Gender, and Power in Early Modern Europe*
(University of Pennsylvania Press, 2005)
Palgrave Advances in Witchcraft Historiography, ed. Jonathan Barry and Owen Davies
(Palgrave, 2007)
Charles Zika, *The Appearance of Witchcraft: Print and Visual Culture in Sixteenth-Century
Europe* (Routledge, 2008)
Marion Gibson, *Rediscovering Renaissance Witchcraft* (Routledge, 2018)
Some articles on WebCampus or through the library.

I will try to have copies of all or most of the books on reserve.

There will be two historiographical essays (about 10-12 pages each) and two class presentations based on one additional book and one additional article. An exam may be substituted for the second paper.

HISTORIOGRAPHY: THE AMERICAN WEST

HIST 740: Andy Kirk

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

3 credits

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

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

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

REQUIRED READING:

William Deverell, ed., *A Companion to the American West* (Malden, MA: Blackwell, 2004, 2007)

Richard Etulain, ed., *Writing Western History: Essays on Major Western Historians* (Nevada, 2002).

Patricia Nelson Limerick, *The Legacy of Conquest: The Unbroken Past of the American West* (Norton, 2006).

Henry Nash Smith: *Virgin Land: The American West as Symbol and Myth* (Harvard, 1950, 1975, 2005).

Frederick Jackson Turner, *Rereading Frederick Jackson Turner: "The Significance of the Frontier in American History" and Other Essays*, ed. John Mack Faragher (Yale, 1998).

Richard White, *The Organic Machine: The Remaking of the Columbia River* (Hill and Wang, 1996).

David Wrobel., comp., "American Western History and Historiography, 1891-2009: A Reader"

TOPICS IN PUBLIC HISTORY DIGITAL TEXT AND SCHOLARLY EDITING

HIST 754: Gregory Brown

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

3 credits

This course is intended to provide graduate students with an overview of developments in the use of digital publication to present historical documents and historical scholarship. It will focus on the early modern period, although the skills, techniques and practices discussed are intended to be of value to students working in any part of the discipline of history or related humanities fields. Although not intended to provide a comprehensive study, the course will provide some discussion of the theoretical and practical framework of the emerging discipline of digital humanities.

REQUIRED READINGS WILL INCLUDE:

1. Daniel J. Cohen and Roy Rosenzweig; *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web* (U Pennsylvania Press: 2006)

2. Shawn Graham, Ian Milligan and Scott Weingart, *Exploring Big Historical Data: The Historian's Macroscopic* (Imperial College Press, 2015)
3. Matt Hayler and Gabrielle Griffin, *Research Methods for Creating and Curating Data in the Digital Humanities* (Edinburgh U Press, 2016)

ADDITIONAL READINGS MAY INCLUDE :

selected chapters and articles from leading practitioners in the field, including:

1. Roger Chartier, *Forms and Meanings: Texts, Performances and Audiences from Codex to Computer* (U Pennsylvania Press: 1995)
2. Robert Darnton, "An Early Modern Information Society: News and Media in 18th-Century France," *AHR* (2000).
3. Jack Daugherty and Kristen Nawrotzki, eds., *Writing History in the Digital Age* (U Michigan Press, 2013)
4. Dan Edelstein et al, "Historical Research in a Digital Age," *AHR* (2017)
5. Anne Kelley Knowles, ed., *Placing History: How Maps, Spatial Data, and GIS Are Changing Historical Scholarship* (ESRI: 2008)
6. Emmanuel Le Roy Ladurie, *The Territory of the Historian* (1979)
7. Laura Mandell, *Breaking the Book: Print Humanities in the Digital Age* (Wiley: 2015)
8. Edward Tufte, *The Visual Display of Quantitative Information* 2nd ed (Graphics Press: 2001)