

# SPRING 2018 HISTORY COURSE GUIDE

## 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 United States' military history since 1900 in the context of political, economic and social conditions of the relevant period.

### REQUIRED READING:

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

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

Joseph R. Owen, *Colder Than Hell*

Philip Caputo, *A Rumor of War*

Selected articles in Course Reserves section of WebCampus for HIST 386B

### RECOMMENDED READING:

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

Conduct of the class will consist of lectures, class discussions, student presentations, & video/DVD/You Tube viewings.

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 FITZGERALD, GATSBY, & THE JAZZ AGE

HIST 388: Deirdre Clemente

Section 1: Friday 12:00-2:45 PM

3 credits

The 1920s loom large in the history of the United States, but why? This course considers the culture of the 1920s and its lasting legacy for American society. At the heart of this course is the man who termed the era “The Jazz Age” and wrote its definitive novel, “The Great Gatsby”: F. Scott Fitzgerald. Fitzgerald’s own life provides insight into a changing culture where women openly smoked, drank, and danced and where men transcended their social class via personal ambition. Along the way, students will study other “Jazz Age” personalities, including authors Dorothy Parker and Ernest Hemingway, photographers Man Ray and Edward Steichen, and cultural literati such as H. L. Mencken and Carl Van Vechten. 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. We will listen to jazz, read the era’s most important literature, watch a movie or two, and learn to dance the Charleston.

**REQUIRED READING:**

To Be Determined.

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

**GREAT PERSONALITIES  
MAJOR KOREANS OF THE 20TH CENTURY**

HIST 388: Austin Dean

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

3 credits

In this class we will focus on the lives and legacies of important figures in 20<sup>th</sup> century Korea, particularly Syngman Rhee, Kim Il-sung, and Park Chung-hee. We will explore their experience in the late Choson Dynasty, during Japanese colonialism, during World War II and in independent North and South Korea. We will also compare and contrast their competing visions of how South and North Korea should develop. We will finish the class by examining how their descendants—Kim Jong-il, Kim Jong-un, and Park Geun-Hye—continued to influence the politics, economics, and culture of the Korean peninsula into the 21<sup>st</sup> century.

**REQUIRED READING:**

Michael E. Robinson, *Korea’s Twentieth Century Odyssey: A Short History*

Daniel Tudor, *Korea: The Impossible Country*

Kim Hakjoon, *Dynasty: The Hereditary Succession Politics of North Korea*

B.R. Myers, *How North Koreans See Themselves and Why It Matters*

Conduct of the class will consist of lectures, videos, student presentations, and discussions. Grading will be based on attendance, participation, quizzes, shorter writing assignments, and a final exam.

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

HIST 388: Teddy Uldricks

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

3 credits

This course will examine not only the lives and “accomplishments” of these three notorious 20<sup>th</sup> 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*

## **AMERICAN CONSTITUTIONAL AND LEGAL HISTORY II**

HIST 402/601B: David Tanenhaus

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

3 Credits

Through lectures and discussions, this course examines the life of the law in the United States from the collapse of the Articles of Confederation to the present. Topics include constitutional design and interpretation, the meaning of citizenship, and the exercise of state power.

### Required Reading:

George William Van Cleve, *We Hath Not a Government: The Articles of Confederation and the Road to the Constitution* (University of Chicago Press, 2017)

Akhil Reed Amar, *The Bill of Rights: Creation and Reconstruction* (Yale University Press, 1998)

Risa Goluboff, *Vagrant Nation: Police Power, Constitutional Change, and the Making of the 1960s* (2016).

Margot Canaday, *The Straight State: Sexuality and Citizenship in Twentieth-Century America* (Princeton University Press, 2009)

Grading will be based on class participation, a midterm, book reviews, and a final examination.

There will be extra reading and writing assignments for graduate students (HIST 601B).

## **UNITED STATES FOREIGN RELATIONS I**

HIST 407A/607A: Tessa Winkelmann

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

3 Credits

This course examines the history of US foreign relations from the colonial period through 1920; it looks at the lives and activities of individual “private” citizens and non-citizens, as well as “official” state and military actions. Our approach will foreground the political, cultural, social and economic interactions of the United States and Americans with the wider world and non-U.S. actors. Course materials will highlight the similarities and differences in domestic, international, and transnational policy as we pay close attention to the broader themes of colonialism, borderlands, state formation and nationalism. Topics will include: interimperial relations and settler colonialism, the American Revolution, the transatlantic slave trade, “manifest destiny,” Pacific world connections, consumption and production, imperialism and migration. Through the lenses of race, class, gender and sexuality, we will explore how increasing contact and diplomatic relations with “foreigners” helped to solidify ideas of national belonging and of what constituted a free and democratic nation, even as it restricted the freedoms and national inclusion of others.

### Required Reading:

To be announced.

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

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

## **U.S. REVOLUTIONARY ERA AND EARLY REPUBLIC**

HIST 412/612: A.B. Wilkinson  
Section 1, Monday/Wednesday, 11:30 AM-12:45 PM

3 Credits

This is an upper-division course that explores United States history with a focus on North America and the Atlantic World during the latter half of the eighteenth century into the early nineteenth century – particularly concerning the struggle of the British North American colonies for independence from the British Empire and the creation of the United States. We will quickly cover background on early colonial growth in the Americas, then shift to our main period of focus: roughly from the end of the Seven Years' War (1763) through the end of the War of 1812 (1815). Over this time period, this class will examine the dynamic relationships between British colonists, Native Americans, African Americans, the French, and other Europeans, especially the imperial British authority that attempted to maintain control over North America.

The course will look at the difficulties and successes surrounding the causes of the Revolutionary War, the conflict itself, the birth of U.S. government, and stabilizing the young nation's independence through its own colonial expansion. Themes will cover politics, economics, religion, and social issues (including race, class, and gender). Throughout the course we will be asking and answering questions, such as: How "revolutionary" was the U.S. Revolution? How could one of the "freest nations in the world" also maintain slavery? What makes the U.S. Constitution, along with its Amendments, such a truly exceptional document? How much relevance does the U.S. Constitution hold for us and are the rights it espouses held equally by everyone today?

Required Reading:

T. H. Breen, *The Marketplace of Revolution: How Consumer Politics Shaped American Independence*.

Woody Holton, *Forced Founders: Indians, Debtors, Slaves, and the Making of the American Revolution in Virginia*.

Colin G. Calloway, *The American Revolution in Indian Country: Crisis and Diversity in Native American Communities*.

Pauline Maier, *Ratification: The People Debate the Constitution, 1787-1788*.

Alan Taylor, *The Civil War of 1812: American Citizens, British Subjects, Irish Rebels, & Indian Allies*.

Additional shorter texts will be made available online.

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

Graduate students will have additional readings and responsibilities for HIST 612.

Please email Prof. Wilkinson at [wilk@unlv.edu](mailto:wilk@unlv.edu) if you have questions about the course.

## **UNITED STATES: CIVIL WAR AND RECONSTRUCTION**

HIST 414B/614B: Elizabeth Nelson

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

3 Credits

This course examines the era of the Civil War from Secession in 1860 to the end of Reconstruction in 1877. We will discuss the causes of the Civil War, the question of inevitability, and the profound social, cultural, economic and political transformations brought about by the War and Reconstruction.

Course Requirements:

Class Participation and Debates (15%)

2 Exams (20% each)

5 page paper (20%)

Final exam (25%)

REQUIRED READING:

Andrew J. Torget and Edward L. Ayers, eds. *Two Communities in the Civil War*

Bruce Levine, *Fall of the House of Dixie: The Civil War and The Social Revolution that Transformed the South*

A.J. Langguth, *After Lincoln: How the North Won the Civil War and Lost the Peace*

Additional Books and articles TBA

## **BRITAIN FROM 1750**

HIST 419B/619B: Michelle Tusan

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

3 credits

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

REQUIRED READING:

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

**ISBN-13:** 9780415506601

Aphra Behn, Joanna Lipking, ed. Oroonoko (W. W. Norton & Company, 1997)  
**ISBN-13:** 978-0393970142

Alan Sillitoe, Saturday Night, Sunday Morning (Vintage, 2010)  
**ISBN-13:** 978-0307389657

J.S. Mill, Alan Ryan, ed. On Liberty and The Subjection of Women (Penguin, 2007)  
**ISBN-13:** 978-0141441474

George Orwell, 1984 (Signet Classic, 1961)  
**ISBN-13:** 978-0451524935

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

## **HISTORY OF AMERICAN WOMEN, 1870 TO THE PRESENT**

HIST 432B/632B: Joanne Goodwin  
Section 1: Tuesday/Thursday 10:00-11:15 AM 3 credits

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

Required Reading: (*Readings may change.* Check with the bookstore)

Linda Kerber, Jane Sherron DeHart, and Cornelia Dayton, eds. *Women's America, Refocusing the Past*, 8<sup>th</sup> edition; **VOL 2**. Oxford University Press, 2016. ISBN: 9780199349364

Vicki Ruiz, *From Out of the Shadows: A History of Mexican American Women in the United States*. (Oxford University Press, 2008) ISBN-13: 978-0195374773

Miriam Cohen, *Julia Lathrop: Social Service and Progressive Government*. (Westview Press, 2017). ISBN 978-0-8133-4803-2

Joanne Goodwin, *Changing the Game: Women at Work in Las Vegas, 1940-1990* (University of Nevada Press, 2014). ISBN 978-0-87417-960-6

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

***Additional Readings will be posted to web campus.***

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

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

## **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, final exam, and final paper (8-10 pages).

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

## **AMERICAN INDIAN HISTORY SINCE 1851**

History 438B/638B: William Bauer

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

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 clearer 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 ethnic cleansing of the 1830s to twenty-first century self-determination and tribal sovereignty. Our approach will combine ethnohistory, a blend of the cultural perspectives of anthropology and the tools and methodology of history, with the intellectual traditions that come from American Indian communities and nations. These methods will enable us to explore the history of Native land, political change and cultural renewal in the nineteenth and twentieth centuries.

REQUIRED READING:

Philip Weeks, *"Farewell, My Nation": American Indians and the United States in the Nineteenth Century*, 3<sup>rd</sup> edition

Peter Iverson and Wade Davies, *"We Are Still Here": American Indians since 1890*, 2<sup>nd</sup> edition

Albert Hurtado, et al, *Major Problems in American Indian History*, 3<sup>rd</sup> edition

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

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

## **HISTORY OF JAPAN TO 1800**

HIST 449A/649A: Ed Weir

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

3 credits

From the complex court traditions of ancient Japan to the samurai and romantic literature of medieval Japan, Japan's pre-modern past is a rich source of tradition that appeals to contemporary mankind throughout the world. This semester the course will survey the history of traditional Japan from prehistoric times until 1800 in the hopes of better understanding contemporary Japan with a special emphasis on Zen Buddhism and culture

REQUIRED READING:

Karl Friday, *Hired Swords: The Rise of Private Warrior Power in Early Japan*

D.T. Suzuki, *Zen and Japanese Culture*

Ivan Morris, *The World of the Shining Prince: Court Life in Ancient Japan*

Karl F. Friday, ed. *Japan Emerging: Premodern History to 1850*

FOR HISTORY 649A:

To be determined.

## **CAPSTONE RESEARCH SEMINAR UNITED STATES**

HIST 451: Marcia Gallo

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

3 credits

This hybrid course (meets online as well as in person) is designed to help history majors perfect their craft by researching and writing a scholarly paper based on primary sources. The research subject must address some aspect of the development of U. S. “sunbelt cities” such as Las Vegas. Topics may include architecture; communities and groups; early Las Vegas; entertainment; gaming; Southern and Central Nevada; Nevada women; politics and government; and water and the environment.

Our first class meetings will introduce students to the personnel and holdings of University Libraries’ Special Collections, notably its oral histories; digital collections; historic maps, menus, photographs, and other visuals; manuscripts and University archives. Further, working with Special Collections staff, students may access the following centers and initiatives:

Building Las Vegas

Center for Gaming Research

Documenting the African American Experience in Las Vegas

Oral History Research Center

Southern Nevada Jewish Heritage Project

Students will be evaluated on their participation, research process, and timely completion of a 25-page research paper or its equivalent. Incompletes will not be given.

**NOTE:** This is an *advanced* History course. It involves a *rigorous amount of independent work on the part of the student*. The course will move rapidly and students must select their topic and develop their research plan no later than the third week of the class. For these reasons, *only* upper-level History majors with experience locating and utilizing primary sources for a research paper should enroll.

**PREREQUISITE:** nine credits of history and History 251.

**REQUIRED READING:**

Wayne Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research* (Chicago Guides to Writing, Editing, and Publishing, 2008)

The instructor will assign additional articles, books, and other readings as necessary.

**CAPSTONE RESEARCH SEMINAR  
EUROPE AND THE WORLD**

HIST 451: Cian T. McMahon

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

3 credits

This course is designed to help history majors develop their skills in original research and analysis by writing a 25-30 page research paper 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 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:**

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.

**TOPICS IN ANCIENT HISTORY: STATUS AND FREEDOM**

HIS 456/656: Renee Wiseman

Section 1: Online

3 credits

In the ancient worlds of Greece and Rome there were different sorts of human beings: individuals were understood by reference to such concerns of a society as gender and social rank; many people lived lives of servitude, owned as the property of others. This course explores how such social distinctions were described, justified, and sometimes even challenged by ancient writers, and explores how conceptualizations of difference found expression in the practices of ancient societies. A variety of ancient texts will be read (in translation), including poetry, history, philosophy, and drama.

**REQUIRED READING:**

Homer, *Odyssey*, translated by Robert Fagles (Penguin)

Andrew M. Miller, *Greek Lyric: An Anthology in Translation* (Hackett)

Plutarch, *On Sparta* (Penguin)

Euripides, *The Trojan Women* et al. (Chicago)

Apuleius, *The Golden Ass* (Oxford)

Thomas Wiedemann, *Greek and Roman Slavery* (Routledge)

Supplementary handouts

# THE FRENCH REVOLUTION AND NAPOLEON

HIST 462/662: Gregory Brown

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

3 Credits

The French Revolution remains one of the crucial events of modern European and world history; for over 200 years, it has been celebrated, commemorated, and debated. This class will introduce students to the dramatic events which saw the end of Old Regime Europe through the displacement of the Church as the source of moral authority; the dismantling of the feudal social system; and the overthrow of a 1000-year-old monarchy. We will discuss in detail the Revolutionary debates over how to enshrine new principles of human rights, individual liberty, representative democracy and social equality in law and to establish the largest republic in history to that time. We will consider as well the relationship between political reform and warfare, since throughout the period of the Revolution, France was at war internally and with much of the rest of Europe. We will moreover analyze the ways in which the Revolution transformed culture, so that men and women came to think of themselves in new ways. Finally, we will seek to understand the unexpected culmination of these epic struggles in a powerful, central government in France under Napoleon.

This course proposes not merely a narration of the events of the Revolution in France but also an exposure to the rich and sophisticated historiography associated with the “Age of Democratic Revolutions” spanning the Atlantic in the late 18th century, including northern Europe, North America and the Caribbean. This course, then, will give students not only a greater understanding of a crucial transformation in world history, but also of why that event remains relevant and crucial, even in twenty-first century America.

Suggested Reading: (for those new to the topic, choose 1 of these)

1. Lynn Hunt and Jack Censer, *The French Revolution and Napoleon: Crucible of the Modern World* (Bloomsbury, 2017) or
2. William Doyle, *The Oxford History of the French Revolution* (2<sup>nd</sup> ed, Oxford, 2003)

Required Reading: (*all available as paperbacks*)

1. Susan Desan, ed., *The French Revolution in Global Perspective* (Cornell: 2013)
2. Thomas Kaiser and Dale Van Kley, eds., *From Deficit to Deluge: The Origins of the French Revolution* (Stanford: 2010)
3. R. R. Palmer, *Twelve Who Ruled: The Year of Terror in the French Revolution* (Princeton, Commemorative edition, 2005/ 2017)
4. Caroline Weber, *Queen of Fashion: What Marie Antoinette Wore to the Revolution* (Picador: 2007)

Graduate students interested in enrolling in HIST 662 should contact the instructor prior to the start of the fall semester; graduate students will meet with the instructor as a group every second or third week to discuss additional readings, to be placed on reserve. If there is sufficient interest among graduate students for a stand-alone HIST 732 section, I will try to schedule that course in place of HIST 662.

## ISLAMIC AND MIDDLE EASTERN HISTORY TO 1750

HIST 478A/678A: John Curry

Section 1: Monday/Wednesday 10:00-11:15 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 also examine 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.

*Note: The above two volumes are in the process of being republished as a single volume by Routledge Press. If that becomes available before the start of the semester, I will switch to that new volume instead.*

- We will also 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. For the 678A course graduate students can, if they so choose, produce a more in-depth, paper-length study on a topic of their choosing, which can be negotiated with the instructor when the time comes.

**TOPICS IN AMERICAN STUDIES  
'70s FILM AND SOCIETY**

HIST 487A/687A: Jay Coughtry  
Section 1: Friday 8:30-11:15 AM

3 credits

This course uses film (as well as writings about film) as sources to investigate a specific historical period, the 1970s and the genre films of that era. The approach is both analytical and reflective. We are interested in what American films reveal about this complex period, that is, how filmmakers have consciously and unconsciously been affected by the defining events and zeitgeist of the period, a political/cultural era with roots in the 1960s that evolve in both liberal and conservative directions in the following decade. The major assumption behind our analysis, then, is that critical events and ideas such as the continuing rights movements and Vietnam War (and opposition to it), feminism, Watergate, environmentalism, etc. (accompanied by a sharp political turn to the right) will leave their mark on the cultural productions of the era and their creators. (The response time by filmmakers to these events may vary, of course, given the relatively long gestation period for films compared to other media.)

The relationships between what is going on in society and movies is often direct and relatively obvious. For instance, films made during the period 1967-1980 about the Vietnam War may reasonably be assumed to project an ideological point of view that arose out of the long, varied 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 World War II, for example. More obliquely, attitudes shaped by Vietnam (pacifism, patriotism, isolationism, 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 “long” decade of the 1970s (1967-mid-’70s) is now viewed as the beginning of a great, albeit brief, period of positive change in American film, “an artistic renaissance,” in one critic’s words, and the dawn of a “revolutionary decade,” according to another author. By then, critics and cinema historians agree, films as artistic creations were departing from earlier models, themes, values, and techniques, and were taking on many of the attributes we have come to associate with contemporary “independent” film fare. This brief trend wanes later in the period, to be largely replaced by special effects and star-driven action movies created by then-powerful producers eyeing the international box office and video markets.

Your time will be taken up with viewing, researching, and writing about several representative films of the era not seen in class. Two five-seven-page research papers must rely on popular culture and film articles from scholarly journals in the field. (Do not use internet sources unless they are online versions of the actual journal articles.) One take-home exam will comprise the third equally weighted component of the course grade.

Required Reading:

Peter Lev, *American Films of the 70s: Conflicting Visionis* (Austin: University of Texas Press, 2010)  
Jonathan Kirshner, *Hollywood's Last Golden Age: Politics, Society, and the Seventies Film in America* (Ithaca: Cornell University Press, 2013)  
George V. Higgins, *The Friends of Eddie Coyle* (New York: Macmillan, 1972, 2010)

## **WOMEN IN MEDIEVAL CULTURE AND SOCIETY**

HIST 491B/691B: Elspeth Whitney

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

3 credits

Many aspects of modern western women's experience first took shape in the Middle Ages, including the definition of modern marriage and cultural attitudes toward female sexuality and femininity. Paradoxically, even though medieval culture often presented the silent, passive woman as the ideal, in real life medieval women had more power and autonomy than woman as a group in the west would have again until the twentieth century. This course will explore the specifics of women's lives as religious leaders, workers, shapers of culture and family members, as well as the broader trends which shaped women's experience. We will try to analyze how women as a group were affected by social, economic and cultural practices, while also exploring differences among women and the lives of some extraordinary individuals. Most importantly, we will attend to what medieval women themselves said about their lives, as expressed in letters and autobiography, visionary writings, literature, historical records and art.

### **REQUIRED READING**

Helen Jewell, *Women in Dark Age and Early Medieval Europe c. 500-1200* (2008)

Jennifer Ward, *Women in Medieval Europe 1200-1500*, Longman (2<sup>nd</sup> ed.).  
*The Letters of Abelard and Heloise*, Penguin

Steven Bednarski, *A Poisoned Past: The Life and Times of Margarida de Portu, A Fourteenth-Century Accused Poisoner* (2014)

Ruth Mazo Karras, *Unmarriages: Women, Men, and Sexual Unions in the Middle Ages*

Class handouts (on WebCampus).

### **REQUIRED READINGS FOR 691B**

Nancy Caciola, *Discerning Spirits*, Cornell (2003)

*Oxford Handbook of Women and Gender in Medieval Europe*, ed. Judith M. Bennett and Ruth Mazo Karras

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.

## COLLOQUIUM IN AMERICAN CULTURAL/INTELLECTUAL HISTORY

HIST 724: David Tanenhaus  
Section 1: Monday 4:00-6:45 PM

3 credits

This Colloquium examines U.S. History since 1945. It provides graduate students the opportunity to discuss and critically engage recent scholarship about overlapping issues in domestic policy and foreign relations. Students will consider major historical problems, learn about different historiographical approaches, and draft a research proposal.

### Required Reading:

Jefferson Cowie, *The Great Exception: The New Deal and the Limits of American Politics*

Tony Judt, *Postwar: A History of Europe since 1945*

Elizabeth Borgwardt, *A New Deal for the World: America's Vision for Human Rights*

Nick Cullather, *America's Cold War Battle against Poverty in Asia*

Mark Padoonpatt, *Flavors of Empire: Food and the Making of Thai America*

Risa Golobuff, *Vagrant Nation: Police Power, Constitutional Change, and the Making of the 1960s*

Jefferson Cowie, *Stayin' Alive: The 1970s and the Last Days of the Working Class*

Mark Brilliant, *The Color of America Has Changed: How Racial Diversity Shaped Civil Rights Reform in California, 1941-1978*

Margot Canaday, *The Straight State: Sexuality and Citizenship in Twentieth-Century America*

Karen Tani, *States of Dependency: Welfare, Rights, and American Governance, 1935-1972*

Heather Ann Thompson, *Blood in the Water: The Attica Prison Uprising of 1971 and Its Legacy*

Meg Jacobs, *Panic at the Pump: The Energy Crisis and the Transformation of American Politics in the 1970s*

Nancy MacLean, *Democracy in Chains: The Deep History of the Radical Right's Stealth Plan for America*

There will also be articles available via WebCampus.

## RESEARCH SEMINAR IN AMERICAN HISTORY

HIST 731: Jay Coughtry

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

4 credits

In this seminar format course, students will be guided through the process of producing a 20-25 page primary source research paper in the history of American culture. Students will receive a course calendar with due dates noted for the various stages of the work in progress: topic selection; topic focusing; bibliographies; research etc. No paper will be accepted that has not received my written topic approval and proceeded through each of the required stages. The entire course grade will rest on the grade assigned to the finished paper. However, attendance will be taken for all required class meetings and each absence above one will result in a half letter grade from the final grade. Late papers will be penalized a half letter grade for each day beyond the deadline. Finally, no incompletes will be given in the course.

Recommended (Not Required) Reading:

LeRoy Ashby, *With Amusement for All: A History of American Popular Culture Since 1830* (Lexington: University Press of Kentucky, 2006)

## **COLLOQUIUM IN MODERN LATIN AMERICAN HISTORY**

HIST 736: Miriam Melton-Villanueva  
Section 1: Wednesday 4:00-6:45 PM

3 credits

This course examines the indigenous historiography of Latin America. From Gibson's 1960's integration of an anthropological approach to Sousa's accounts of colonial native women (2017), the book list trains scholars in contemporary approaches to address the challenge of documenting indigenous life ways. Topics vary from methodology to food sovereignty but center around the Mexican historiographic understanding of revolution as an on-going process. Our book reviews and hands-on experiences in Special Collections will add to this unfolding story.

Required Reading:

Readings to be determined. All readings will be in English.

## **HISTORIOGRAPHY: AMERICAN CULTURAL/INTELLECTUAL**

HIST 740: Elizabeth Nelson  
Section 1: Thursday 4:00-6:45 PM

3 credits

This course is an examination of the theoretical and methodological foundations of scholarship in the cultural and intellectual history of the United States. It explores the relationship between theory and practice in cultural history; it is designed to train students to analyze and critique a wide range of theoretical and methodological

approaches in written and oral exercises. The objective of this course is to explore the theoretical underpinnings of current historiographical debates, and encourage students to develop methods of critical analysis for future research.

Required Reading:

Peter Barry, *Beginning Theory: An Introduction to Literary and Cultural Theory*  
Warren Susman, *Culture as History: The Transformation of American Society in the Twentieth Century*  
Additional books and articles TBA

## METHODS FOR THE STUDY OF PUBLIC HISTORY

HIST 750: Joanne Goodwin

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

3 credits

This course will apply the theories and issues discussed in 749 to a specific public history project. Its primary objective is to ready students to translate the historian's craft of research, analysis, and communication of content and context into practice. This semester the course will align with national organizations working on projects to celebrate the centennial of the nineteenth amendment. Students will use skills in research and interpretation of traditional and alternative primary source material with the ethical and practical considerations of presenting this research to a non-academic audience. The end project will be a web-based Nevada suffrage presentation. This course will require extensive individual and group research and may require additional time beyond the regular class period. Prior experience in the public history colloquium is recommended.

Required Reading:

Daniel J. Cohen and Roy Rosenzweig. *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*. (University of Pennsylvania Press, 2005). ISBN 9780812219234. Also available online.

Rebecca Mead. *How the Vote Was Won: Woman Suffrage in the Western United States, 1868-1914* (New York: New York University Press, 2004). ISBN 0-8147-5676--x

Anita Watson. *Into Their Own: Nevada Women Emerging Into Public Life* (Reno: Nevada Humanities, 2000). ISBN 1-890591-06-8

Joanne Goodwin. *Changing the Game: Women at Work in Las Vegas, 1940-1990* (University of Nevada Press, 2014). ISBN 978-87417-960-6

Additional readings will be available on the web.