** We are anticipating a return to a normal mix of in-person and remote instruction in Fall 2021. If anything changes we will adjust the schedule as needed. For a full list of courses please consult MyUNLV. **

Asian and Asian American Studies

AIS 301 Asian Americans in Sin City  
Dr. Mark Padoongpatt  
TR 1:00-2:15 pm  
Over the last 30 years, Las Vegas has experienced a rapid and dynamic growth of its Asian American and Pacific Islander (AAPI) population—a change that has infused and transformed the sights, sounds, smells, and tastes of this "neon metropolis." This course explores how Asian American and Pacific Islander communities have shaped and influenced Vegas and, in turn, how Vegas has remade "Asian America." Drawing on insights and theories from various academic disciplines and fields, we will examine the most critical debates and problems confronting Vegas and U.S. culture and society as a whole: racial and ethnic inclusion, multiculturalism and civic identity, racial discrimination, xenophobia, immigrant adjustment and integration, globalization, political participation, suburbanization, and much more. We'll do so by going through AAPI lives, experiences, and culture--food and restaurants, sports, art, comic books, and a range of everyday practices in Vegas. The goal is to highlight Vegas as a real place with real people, as well as foster community engagement and collaboration between students the local AAPI population, including a collaboration with the newly launched "Reflections: The Las Vegas Asian American and Pacific Islander Oral History Project," an initiative by UNLV Libraries’ Oral History Research Center that aims to collect hundreds of oral histories of AAPIs who call Vegas home.

AIS/HIST 478B/678B Islamic and Middle Eastern History Since 1750  
John Curry  
MW 10:00-11:15 am  
This course examines the historical trajectory of what is broadly defined as the modern Middle East from a period dating from the weakening of the Ottoman and Qajar dynasties in the eighteenth century, to attempts at state-directed reform in the nineteenth century, to the intervention of imperial powers by the First World War, and concluding with the emergence of modern nation-states by the late twentieth century. The predominant focus of the course will be on events in Turkey, Iran and the central Arabic-speaking world (consisting of Egypt, the Levant, Iraq and Sa'udi Arabia). Over the course of the semester, we seek to better understand how the various states and regions of the Middle East became integrated into a growing global economic and political system that ultimately came to be dominated by imperial powers outside of the region. It also seeks to better understand how the indigenous leadership and peoples of the Middle East grappled with the challenges posed by the advent of the modern world through a reading of the perspectives they produced.

ANTH 411 Buddhism and Culture  
Dr. Jiemin Bao  
Web-based  
This course examines the connections between Buddhism and culture from an historical and transnational perspective. Theravada Buddhism has primarily been associated with Sri Lanka, Cambodia, Laos, Burma, and Thailand; Mahayana Buddhism with China, Japan and Korea; Tibetan Buddhism with Tibet; and American Buddhism with the United States. To understand the complexity, flexibility, and the transformation of Buddhism as well as its persistence, the course explores not only the key differences but the similarities between the major branches of Buddhism. In particular, we will examine how Buddhist practices in the United States are informed by multiple forces at both the local and transnational level.
American Indian and Indigenous Studies

AIIS/HIST 440/640 Nevada and California Indian History
Dr. William Bauer
MW 1:00-2:15 pm
The primary aim of this course is to expose you to a broad spectrum of recent important Native American history and foster a broader and more sensitive understanding of the history and lifeways of the Native Americans of California and Nevada. Our approach will be that of ethnohistory, a blend of the cultural perspectives of anthropology and the tools and methodology of history. Although many scholars have described California and Nevada Indians as the quintessential “vanishing Indian,” California and Nevada Indians played a pivotal role in shaping Western and United States history. The Far West – a region united by patterns of social intercourse, natural resource flows and extractive industry – depended on California and Nevada Indian land and labor. This class turns the focus on California and Nevada Indian experiences in relation to Spanish, Mexican and American systems of settler colonialism. Topics to be considered include missions, mineral rushes, tribal sovereignty and economic development. An important element of this class is to expose you to both the richness and the paucity of the existing historical research about California and Nevada Indians and allow you to read about an event, a time, an issue, or a people that are especially interesting for you.

African American and African Diaspora Studies

AAS/PSY 264 African American Psychology
Dr. Patricia Heisser
MW 8:30-9:45 am
The African American Psychology course provides a broad exploration of the experiences of people of African descent in America, relevant theoretical perspectives, and empirical research by African American scholars. The course incorporates historical and conceptual foundations, social psychological and social justice issues, individual and group developmental processes, and clinical psychological issues. Readings and course materials expose students to many facets of African American culture that impact the psychology of African Americans as well as methodological considerations relevant to key psychological topics.

AAS 310: Black Women in the Americas
Monday 1:00pm-3:45pm
Dr. Tyler D. Parry
Recent studies of slavery and freedom in the Americas have prompted an interest in how Black women navigated bondage, resistance, and emancipation in colonial regimes throughout the American continent, ranging from the far North of Canada to the far South of Argentina. In early histories of colonization and the rise of chattel slavery, the unique historical experiences of African-descended women were stifled by a number of erroneous presumptions, specifically 1) That since men were the largest percentage of those taken in the Transatlantic Slave Trade, their history is the central component for understanding the multifaceted parameters of chattel slavery, and 2) Black women were so marginalized in these societies that their voices, and by consequence, their histories, were impossible for researchers to uncover. However, scholarship in the 1970s and 1980s from Black women historians and activists like Angela Davis, Deborah Gray White, and Darlene Clark Hine proved not only that such histories can be uncovered, but that the unique experiences of Black women deserved more extended focus in studies of slavery and freedom. By using recent works focused upon the experiences of Black women throughout the Americas, this course uses the recent scholarship that details the lived experiences of various Black women born into different circumstances and locations, and analyzes how they pursued emancipatory activities and sought freedom in different ways across time and space. Additionally, the course provides broad examinations of the legal structures throughout the Americas and the institutions that attempted to dehumanize women of African descent, while providing biographical sketches of those who resisted these
systems and regained their personhood in the process. Most importantly, this course takes a hemispheric approach, and positions the United States as just one piece of this broader puzzle, and not its central component.

**AAS 330 From Civil Rights to Black Power and Beyond**  
**Dr. Kendra Gage**  
*Hybrid Wednesday 10:00-11:15 am*

**AAS 401J/PSC 401J/HIST 453 Black Women in Politics**  
**Dr. Valerie Taylor**  
*Web-based*

This course examines the role of Black women’s political participation at the local, national and international levels. We will interrogate how the intersections of race, gender, sexual orientation and class impact Black women’s success as political organizers, activists, elected officials, voters and policy makers. We will analyze the various ways that Black women such as Vice President Kamala Harris, Congresswoman Lauren Underwood, Author/Voters’ Rights Advocate Stacey Abrams, #BlackLivesMatter Co-Founder Alicia Garza, Nevada District Court Judge Erika Ballou and U.S. Ambassador Susan Rice defy the racist and sexist political institutions, laws and practices that have been designed to exclude their participation.

**AAS 440 Black Sexualities**  
**Dr. Javon Johnson**  
*Tuesdays 1:00-3:45 pm*

When Marlon Bailey stood in front of the audience at the Black Studies Conference at Northwestern University and said, “It’s time to talk about sex,” he did so while incredibly aware of the pernicious notions of black sexual deviancy, homophobia within Black Studies, racism within queer studies, and the robust history of white sexualized violence enacted on black people. Following Bailey, and of course Salt-N-Pepa who urged us in 1990 to “talk about sex, baby…and…all the good things and all the bad things that may be,” this course makes use of black feminist theory, black queer theory, black masculine studies, black pop culture, and black literature to examine black sex and sexuality. While we will indeed explore scholarship that illuminates the history of sexual violence enacted on black people (and black women in particular), this course also takes its cue from a more recent cohort of black sexual scholars who write about black sexual agency and pleasure. In so doing, we will examine the nasty and neat, the political and personal, as well as the pleasures and pains of black sex and sexuality as theory, method, and object.

**AAS 492/ENG 495B African American Literature: Slam and Arts Activism**  
**Dr. Javon Johnson**  
*Mondays 1:00-3:45 pm*

Poetry slams, and contemporary spoken word artists who compete in them, have sparked a resurgent interest in all things poetry. Since the 1998 debut of Paul Devlin’s documentary *Slam Nation*, which chronicles 4 teams’ failures and triumphs as they prepare for the 1997 national championship, and the independent film *Slam*, an intense and heartbreaking drama about urban youth struggling to find their voices through poetry (which won best film awards at both the Sundance and Cannes in 1998), the international curiosity concerning poetry slams has grown tremendously. The Tony Award winning Broadway show and record-breaking HBO series *Russell Simmons’ Presents Def Poetry Jam*, both premiering in 2002, have only amplified this excitement. Stephen Holden of the *New York Times* best captures their impact when he argues “they have helped make poetry sexy again in a way it hasn’t been since the heyday of the Beats” (B12). Using poetry slam communities and the poems the Black spoken word and slam poets produce as a starting point, this course is a workshop in writing poetic texts intended for vocal presentation, poetry as protest, and as way of knowing. In other words, we will examine and employ spoken word poetry as method, object, and theory. We will cover the history and politics of poetry slams and how they relate to other performance poetry movements of the 20th Century that has come to regard the written poem as a (pre)text for performance rather than silent disembodied meditation.
AAS/HIST 477B/677B Making Modern East Africa
Dr. Jeff Schauer
TR 10:00-11:15 am
This class explores the intertwined modern histories of three eastern African nations—Kenya, Tanzania, and Uganda—particularly during the twentieth century. We will begin by exploring the nineteenth century as a continuation of the region’s historical entanglements with other parts of Africa as well as the broader Indian Ocean world. Studying the colonial era will then allow us to think about forms of physical and structural violence, political and social organization within and against empire, and the contours of political economy and their lasting consequences. Approaching decolonization will let us consider the promise, nature, and limits of independence. Through exploration of the national period, we will interrogate issues of citizenship and belonging, tradition and modernity, youth culture and higher education. Along the way we will also explore environmental politics, Pan Africanism, the significance of Kiswahili, East Africa’s entanglement in the U.S. war on terror, and relationships with the broader region through conflict, migration, and trade, including with nations like Rwanda, Somalia, and Ethiopia. Grades will be based on participation in class discussions and writing assignments. Contact the instructor with any questions: jeff.schauer@unlv.edu

Gender and Sexuality Studies

WMST 101-1007 Introduction to Women's Studies
Dr. Danielle Roth-Johnson
MW 10:00-11:15 am
This course is designed to serve as a broad introduction to the history, theories, methods and issues that constitute the field of Women's Studies/Gender & Sexuality Studies. The primary objective of this course is to familiarize you with some of the core concepts and key debates that have shaped the field. Through reading both classic and contemporary women’s and gender studies scholarship from a variety of disciplines, we will look at the social movements and historical factors that led to the emergence of women’s studies/gender & sexuality studies as a field of study, with a focus on the following themes:

- The historical and social foundations of Women's Studies and Gender & Sexuality Studies as disciplines
- Social and historical constructions of gender (with a particular focus on the histories of science and medicine)
- How cultures, medias and markets influence the ways we perceive the human body (in particular, how people’s bodies are represented and how those representations affect body image)
- The gendered nature of identities in nations and states (i.e., how gender, race, class and sexuality operate in different social, cultural and political contexts)
- How the forces of globalization and displacement are shaping contemporary ideas about gender
- Transnational perspectives on the future of women’s studies/gender & sexuality studies, feminism and activism in the 21st century

WMST 412 Gender, Sexuality, & Religions
Dr. Danielle Roth-Johnson
MW 11:30 am-12:45 pm
An exploration of attitudes surrounding gender and sexuality in contemporary religious traditions. Topics covered include sex roles and categories of gender within diverse religions; the role of sexuality in religious traditions; feminist critiques, reforms and creations of religious institutions; sexual practices and gender; religious and secular views about sexuality and sexual education; abortion and reproductive rights; same-sex desire and marriage equality.

WMST 477/677 Critical Race Feminism
Dr. Erika Abad
TR 10:00-11:15 am
WMST 490/690 Porn Cultures  
Dr. Lynn Comella  
Mondays 2:30-5:15 pm

WMST/ENG 427B/627B Global Women Writers  
Dr. Beth Rosenberg  
Hybrid Monday 11:30 am-12:45 pm  
This course focuses on twentieth- and twenty-first century global women writers. The readings reflect concerns for women's education, sexuality, and relationships, and we will ask what women's writings from around the globe share and if it's possible to talk about "women's literature" as a canon of its own. We will investigate the impact of political, social, economic, and historical contexts on these diverse works written by women. Readings include Brazilian Clarice Lispector’s short stories, Italian Elene Ferrante’s My Brilliant Friend, Egyptian Nawal El Saadawi’s Memoirs of a Woman Doctor, Zimbabwean Tsitsi Dangarembga’s This Mournable Body, and French-Iranian Marjane Satrapi's Persepolis.

ART 498/698 Feminisms and Art  
Prof. Wendy Kveck  
Wednesdays 2:30-5:15 pm  
This seminar will address the ways that gender, feminism and shifting socio-political contexts have shaped the creation and discourse of contemporary art. In addition to an examination of the influence of diverse histories of feminist-informed performance and studio practices on contemporary art, the course will ask: What does it mean to read or make art through a feminist lens? How do intersectional feminisms and queer theory inform this interrogation? What does the personal is political mean? and How have digital experiences, online identities and communities informed our relationships to feminism? The course will focus on the art and writing of feminist artists exploring intersectionality, representation, the body, subjectivity, spirituality, craft and community through a variety of mediums. Studio assignments will relate to course readings, lecture and discussion. Open to all creative disciplines, assignment guidelines may be modified accordingly.

Latinx and Latin American Studies

LAS/HIST 228 Introduction to Latin American History and Culture II  
Dr. Carlos Dimas  
Online  
This course is a survey of the historical development of Spanish and Portuguese America from the independence movements, c. 1810 - 1825, to the present day. It will cover topics related to questions of race and ethnicity, the long-term impacts of colonialism, political economy, the environment, and public health. Upon completion of the course students will be able to discuss Latin American history and culture in a broad way. Moreover, it will provide a foundation for upper-division courses in Latin American history and courses thematically related.

HIST 475/676 History of Latin America Through Film  
Dr. Carlos Dimas  
Hybrid Tuesday 2:30-3:45 pm  
This course examines the history of Latin America through modern films as our primary source of interpretation. We will examine how modern artists, writers, and filmmakers have interpreted themes central to Latin America’s history and culture. Our goal is to place them within the context of primary and secondary source readings. Examples of themes explored are gender, the environment, neoliberalism, memory and violence, and military dictatorships. Lastly, the course will highlight the place of Latin American filmmakers in a global context. Students will complete the course with an understanding of Latin America’s history, its culture, and its place in the twenty-first century. As a hybrid course, students will watch films outside of class. The in-person days will consist of lectures and discussions, building upon work completed at home.
Other Courses of Interest

IDS 201 Introduction to Interdisciplinary Studies
Dr. Constancio Arnaldo
Online
This course explores what it means to major in Interdisciplinary Studies. In addition to introducing students to key terms, concepts, theories, and methods in the growing field of Interdisciplinary Studies, the course also provides students an opportunity to situate their intellectual interests and professional goals within an interdisciplinary framework. Together, we will trace the history and development of Interdisciplinary Studies and its relationship to other academic departments; examine debates over the purpose of higher education and where interdisciplinary studies fits in these debates; identify core characteristics of an interdisciplinary scholar; specify various writing conventions in different disciplines and fields; and learn about why it is important to be open to different disciplinary perspectives and ways of knowing more generally. In short, the course is intended to cultivate critical thinking, analytical reading, and effective writing skills.

IDS 494 Interdisciplinary Inquiry
Dr. Mark Padoongpatt
MW 11:30 am-12:45 pm
This course is designed for students to apply interdisciplinary studies as a mode of inquiry and to conduct preliminary research for their IDS capstone projects. Students will learn to broaden and deepen their understanding of a well-defined research topic by analyzing the problem and evaluating relevant disciplinary insights into it. The course is split into two parts: 1) Inquiry as Conversation and 2) Inquiry as Research. In Part I, we will become more familiar with the academic conversation on our research topics by exploring how other scholars have answered our main questions. In addition, we will demystify academic conversations, learn ways to enter into them, and practice how to distinguish our original research from existing research. In Part II, students will conduct and write preliminary research to establish a foundation for their capstone projects, which they will build on and complete in IDS 495. Together, we will go through the process of collecting and evaluating primary sources, organizing and structuring your project, and developing a sound argument. As students recognize and situate their research as part of ongoing scholarly conversations, the main goal is to consciously reflect on what it means to actually do interdisciplinary research—and why it matters for helping to address complex problems.

COLA 100LA Thinking Ethnographically
Dr. Constancio Arnaldo
TR 1:00-2:15 pm
The goal of this course is to help you be a successful college student. To achieve this, we will cover skills and information related to success in college as well as learn about how to think ethnographically, a research method intended to provide a detailed, in-depth description of everyday life and practices of an identifiable group of people. A primary objective of this course is to introduce students to college life at UNLV. In the process, you will become familiar with the resources the university provides as well as the learning goals expected of all undergraduate students. The course will also address the acquisition of critical thinking and study skills, as well as accessing and evaluating information from a variety of sources. Finally, emphasis will be placed on the importance of preparing yourself to function in a diverse world, as well as becoming an ethical and engaged citizen. As such, this course serves as preparation for both your academic career at UNLV and your future professional goals.

HIST 103 The Anthropocene
Dr. Jeff Schauer
TR 8:30-9:45 am
This class—fundamentally a history of our present—explores the concept of the Anthropocene (the age of humans), originally developed by earth scientists, but now invoked more broadly as a way of thinking about the historical origins of our current environmental crisis. Neither scientists nor humanists agree on
the origins of the Anthropocene, and so we will explore different alternatives for thinking about the factors that have brought the globe to a tipping point defined by anthropogenic climate change. This is not an exhaustive history of human impacts on the environment, but our investigations will take us from Neolithic settlements in the Middle East to the general global crisis of the seventeenth century; from the human and ecological violence of colonialism in the Americas to the heart of the industrial revolution in Europe; from the emergence of world food systems to the “great acceleration” following the Second World War; and from the Green Revolution and its battle between “wizards” and “prophets” on a global scale to the growth of environmental justice as a framework for addressing the link between social, economic, political, and environmental inequalities in our contemporary world. Grades will be based on written exams, participation in class discussions, and short writing assignments. Contact the instructor with any questions: jeff.schauer@unlv.edu

HIST 419B/619B Britain from 1750
Dr. Michelle Tusan
MW 11:30 am-12:45 pm
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.

ENG 434A Shakespeare’s Tragedies and Romances
Dr. Katherine Walker
TR 10:00-11:15 am
The works of William Shakespeare appear in the most unlikely of places—episodes of South Park and Doctor Who, comic book series, Taylor Swift songs, and countless movies, plays, and visual representations. Shakespeare’s works are at once highly influential dramas and malleable narratives that carry over into contemporary adaptations. Your ability to read and interpret Shakespeare’s plays will enable you to chart surprising connections between this author and later texts, films, and artworks. In our class we will read a representative selection of Shakespeare’s tragedies and romances, including Titus Andronicus, Macbeth, Antony and Cleopatra, Hamlet, Othello, Pericles, and a class vote on our final play of the semester. Together we will think through such questions as: How does Shakespeare represent marginalized figures such as women, racial/ethnic minorities, and/or the lower-classes? How does understanding the genre of a text influence our reading of Shakespeare within his historical moment? How should we understand Shakespeare as part of popular culture, both in his own time and now?

ENG 486A/686A Postcolonial Theory
Dr. Beth Rosenberg
Hybrid Monday 2:30-3:45 pm
Postcolonial theory is a body of thought primarily concerned with accounting for the political, aesthetic, economic, historical, and social impact of European colonial rule around the world in the 18th through the 20th centuries. It is also recognized as a theoretical position used to discuss America’s participation in imperialism and empire. Postcolonial theory takes many different shapes and interventions and analyzes the metaphysical, ethical, and political concerns about cultural identity, gender, nationality, race, ethnicity, subjectivity, language, and power. This course will begin with a discussion of late nineteenth-century “colonial” discourse of Ernest Renan, James Froude, and Rudyard Kipling and continue through the 20th and 21st centuries with classics of postcolonial theory written by Edward Said, Franz Fanon, Benedict Anderson, Homi K. Bhabha, Gayatri Spivak, and Chandra Mohanty, among others. We will interrogate concepts such as subaltern, race, hybridity, nation, diaspora, and the Other, and make them concrete
with readings of Joseph Conrad's *Heart of Darkness*, Mulk Raj Anand's *Untouchable*, and Jean Rhys's *Voyage in the Dark*. 