

Spring 2022 Course Descriptions

Department of Interdisciplinary, Gender, and Ethnic Studies

African American and African Diaspora Studies

AAS 105 African American Music and Culture: Hip Hop

Prof. David Barragan

Tuesday 1:00-3:45 pm in-person

AAS 403X Slavery in Film and Media

Prof. Tyler Parry

Tuesday 11:30-2:15 pm in-person

“Slavery in Film and Media” examines how slavery has been represented in film and television outlets from the early twentieth century to the present. It invites students to discuss how the politics of race, historical memory, and national mythology have (or have not) initiated an evolution in visually portraying enslaved people and the plantation system in both the United States and abroad. It will cover a diverse array of movies, including major motion pictures like *Django Unchained* and *Twelve Years a Slave* to television productions such as *A Woman Called Moses* and *Roots*. Additionally, students will assess how different producers, directors, and actors have attempted to push boundaries by placing such productions within different genres, including comedy, romance, and the “western.”

AAS 432/HIST 433 African American Social History: Rise and Revolution

Prof. Kendra Gage

Mon/Wed 10:00-11:15 am Web Live

This course traces the history of the modern struggle for African American civil rights from the Civil Rights Movement of the 1950s and 1960s to the current Black Lives Matter Movement. Students will examine the continued activism of African-Americans since the passage of the Civil Rights Acts and will explore issues of systemic and institutional racism. Special attention will be given to issues of re-segregation, voter suppression, mass incarceration, police brutality, and educational and health disparities. 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 and how that has impacted the current revolution.

AAS 440 Blackness and Beyond Police

Prof. Javon Johnson

Monday 1:00-3:45 pm in-person

From the murders of Sandra Bland and Mike Brown to the murders of George Floyd and Breonna Taylor, we have witnessed a dramatic explosion of public demonstrations protesting police brutality. While many courses explore the history of policing in this country, with its deep connections to the enslavement of Africans in the U.S., this course continues the dialogue of

Blackness and policing by asking, as did the 2020 protests, what are our other options? Looking at arts communities, social justice groups, and various texts, we will consider, through Black thought, feminist theory, queer theory, and transformative justice methods, if the end of policing is necessary and possible?

American Indian and Indigenous Studies

AIIS 100 Introduction to American Indian and Indigenous Studies

Prof. Alana Faagai

Mon/Wed 4:00-5:15 pm Web Live

AIIS/HIST 438B American Indian History Since 1851

Prof. William Bauer

Mon 10:00-11:15 am hybrid

Examination of Indian peoples from 1851 to the present. Focuses on impact of Indian culture on Indian-white relations, allotment, reservation life, Indian Reorganization Act, Termination, struggle for civil rights, self-determination, and economic development (gaming).

AIIS/ENG 494A Native American Literature

Prof. Steven Sexton

Mon/Wed 2:30-3:45 pm in-person

Louis Owens says that stories make the world knowable and inhabitable. An important way in how we understand the world and imagine who we are as individuals, as communities, and as a people is through the stories we tell. Through their fiction, poetry, and nonfiction, we will examine how Indigenous people express self-imagination, the act of imagining oneself, through their literatures. Given the pervasiveness of Euramerican culture, society, and politics—a reality of settler colonialism—we should also consider how settler colonialism has influenced how Indigenous writers imagine themselves and how they resist it. We will look at how Indigenous people confront issues brought by settler colonialism that include identity, history, and politics.

Asian and Asian American Studies

AIS 102 Introduction to Asian American Studies

Prof. Constancio Arnaldo

Tues/Thurs 11:30-12:45 pm hybrid

Introduction to Asian American Studies is a course that provides students with an interdisciplinary overview of scholarly research, histories, contemporary experiences, and political stakes relevant to the interdisciplinary field of Asian American Studies. The course will examine how meanings of “Asian America(n)” have shifted during different historical moments; at one time alien, mysterious, exotic, and thus incommensurable to the American national fabric, to the more “celebrated” “model minority.” As a racial “Asian American”

(re)presents a diverse group of people. The course will put these racial categorizations into perspective not only by nuancing these meanings, but by also exploring how “Asian American” intersects with class, gender, sexuality, and its broader connections to social, cultural, and material resources.

AIS/HIST 478A Islamic Civilization 500-1750

Prof. John Curry

Mon/Wed 10:00-11:15 am in-person

This seminar will examine the rise and development of Islamic civilization from its inception in the seventh century in the Arabian peninsula through the advent of the modern period of world history during the eighteenth century C.E., when it had spread as far as China and S.E. Asia in the east, and Europe and sub-Saharan Africa in the west. In doing so, 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.

Gender and Sexuality Studies

WMST 101 Introduction to Women’s Studies

Prof. Danielle Roth-Johnson

Web-based

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.

WMST 301/701 Feminist Theory

Prof. Danielle Roth-Johnson

Mon/Wed 10:00-11:15 am

A critical examination of feminist thought in its diversity (liberal, radical, Marxist, socialist, psychoanalytic, care-focused, multicultural, global, postcolonial, ecofeminist, postmodern, queer and Third-Wave feminisms), with an applied focus to the following contemporary themes: feminist and queer activism; the arts; disability studies; the environment; globalization and immigration; health and reproductive justice; and sex work.

WMST 401J/PSC 401J/HIST 453 Black Women in Politics

Prof. 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 Stacy Abrams, #BlackLivesMatter Co-Founder Alicia Garza, Nevada District Court Judge Erika Ballou and U.S. Ambassador Susan Rice continues to defy the racist and sexist political institutions, laws and practices that have been designed to exclude their participation.

WMST 463 Climate Justice

Prof. Danielle Roth-Johnson

Mon/Wed 11:30-12:45 pm in-person

Emphasizing ecofeminism, this course explores political, economic, and ideological factors driving climate change, and the disproportionate impacts climate change has on women, minorities, nations of the global South, youth, future generations, and non-human life. It explores the struggles of people worldwide and the growing justice movement to fight climate change and its inequities.

WMST 497 Feminist Praxis

Prof. Erika Abad

Thursday 1:00-3:45 pm Web Live

WMST/ENG 427B/627B LGBTQ+ Literatures

Prof. Beth Rosenberg

Tues/Thurs 2:30-3:45 pm in-person

The vocabulary used to talk about gender and sexuality is no longer as simple as traditional heterosexual binaries of man/woman and masculine/feminine. What does it mean to be lesbian, gay, bisexual, transgender, and/or nonbinary? We will investigate historical representations of queer identity by reading novels from the beginning of the twentieth century to the present. The course starts with Virginia Woolf's *Orlando*—where a Renaissance prince wakes up one day to find himself a woman—and follow it with another from the early twentieth century, Djuna Barnes' *Nightwood*, a brilliant novel about gender fluidity in Paris. E. M. Forster's posthumous novel *Maurice* takes us into the world of aristocratic England and the intersectional nature of gender, sexuality, and social class. Another intersectional model introduced is that of race, gender, and sexuality with the reading of James Baldwin's *Giovanni's Room* and Audre Lorde's *Zami*. The course ends with a newly published novel, *Detransition, Baby* by Torrey Peters, that explicitly addresses the difficulties experienced by a transgender protagonist. By the end of the semester, we will have a more nuanced and detailed sense of what we mean when we use the acronym, LGBTQ+.

Latinx and Latin American Studies

LAS/HIST 347 History of Mexico

Prof. Miriam Melton Villanueva

Web-based

LAS/SOC 472 Latina/os in America
Prof. Vanessa Nunez
Mon/Wed 11:30-12:45 pm in-person

LAS/ENG 496A Themes in Modern Chicana/o Literature
Prof. Vincent Perez
Tues/Thurs 1:00-2:15 pm

Other Courses of Interest

CME 705 Multicultural Education
Prof. Norma Marrun

Tuesdays 4-6:45 pm OR Wednesdays 7-9:45 pm in-person

Critically documents, across academic subject areas/levels, and challenges the accuracy, completeness, and efficacy of, what is taught, how, in what contexts, by whom, for whom, and toward what ends; establishes processes for enacting education practices that interrupt, remediate, and eradicate systemic educational inequities.

CME 710 Cultural Studies in Education
Prof. Christine Clark

Tuesdays 7-9:45 pm in-person

Critically examines, through sociohistorical, sociopolitical, and conceptual/theoretical lenses, relationships of power in society and schools, specifically how these relationships impact culture, cultural knowledge, and collective identity formation in dominant and counterpublic spaces, mass and enclave media, and pedagogical contexts that impact children and youth.

CME 735 Multicultural Curriculum Development
Prof. Christine Clark

Wednesdays 4-6:45 pm in-person

Learn how to transform “mainstream,” “traditional,” or “Eurocentric” PK-12 and higher education curricula into critical multicultural educational curricula in discipline- and academic level- specific manners, to improve teaching effectiveness, student learning outcomes, and the overall quality of teaching and learning.

ENG 442A Renaissance True Crime
Prof. Katherine Walker

Mon/Wed 2:30-3:45 pm in-person

In Renaissance England, punishment was a spectacle. In the sixteenth and seventeenth centuries, upon the Roman Road junction at Tyburn, a pair of gallows regularly displayed the corpses of those who had committed a range of crimes. Many of transgressions were printed in cheap pamphlets and subsequently inspired theatrical performances. In this course, we will read early modern drama on poisonings, treasons, witchcrafts, and other cases of lawlessness. Importantly, these stories rely upon many of the same narrative elements that

feature in the true crime podcasts and docuseries today—investigative impulses, scapegoating onto religious, racial/ethnic, and sexual identities, and cultural formulations of the categories of “victim” and “perpetrator.” Our class will ask why criminal narratives intersected with historical and social anxieties, alongside why the stage in particular was the perfect venue for enfolded audiences into the role of amateur detectives.

ENG 425A Literature and Medicine

Prof. Katherine Walker

Mon/Wed 11:30-12:45 pm in-person

How does literature relate to issues of health? This class is an introduction to the interdisciplinary field of medical humanities through a focus on stories of illness and healing. We will consider how authors engage with questions of social justice in medical care alongside studying medical philosophy and ethics. Through readings of William Shakespeare, Mary Shelley, Toni Morrison, Audre Lorde, Kazuo Ishiguro, and many others, we will explore how different literary genres and periods can prompt important questions about language, narrative, health and power.

ART 498 Las Vegas and Contemporary Art

Prof. Wendy Kveck

Tuesday 2:30-5:15 pm in-person

This studio seminar will explore Las Vegas as a microcosm of American culture and as context for contemporary artists. Las Vegas and its surrounding landscape have long served as inspiration for artists, writers and theorists. From Jean Tinguely and Niki de Saint Phalle's 1962 “Study for the End of the World, No. 2,” a series of exploding sculptures in the Jean Dry Lake Bed in the desert outside of the city, and Jenny Holzer's truism “Protect Me From What I Want” illuminated on a sign on the Las Vegas Strip in the 1980's, to Dave Hickey, Jean Baudrillard, Chris Kraus, and “Learning From Las Vegas” authors Denise Scott Brown et al., artists and scholars have explored theories of beauty and the decorated shed, the simulacrum and the spectacle. Group excursions around the valley, visits to UNLV Special Collections and Archives, and readings about the history, art, and visual culture of Las Vegas will inform discussions and creative research assignments around a variety of themes including: memory and souvenir, ruins and reinvention, the atomic desert, the mythos of the American West, consumer capitalism, identity and the body, and Las Vegas as sign and stage. From casino scavenger hunts and visits to museums, to conversations with contemporary artists making work informed by place, the class will examine the Las Vegas produced for and presented to tourists and the real Las Vegas, off the Strip. The course will culminate in an online exhibition presenting students' creative research. Cross-listed. Open to all disciplines. Assignments may be interpreted through any medium or discipline as 2D and 3D artworks, installation, performance, creative and scholarly writing, video/film, etc. Contact wendy.kveck@unlv.edu with questions.

ENG 795 Teaching for Diversity, Equity, and Inclusion

Dr. Kaitlin Clinnin

Wednesdays 1:00-3:45 pm in-person

There's a reason higher education is informally known as the Ivory Tower: it's predominantly white and inaccessible to many. "Diversity, equity, and inclusion" is the current label applied to higher education efforts to examine institutional structures, practices, and pedagogies that continue to oppress people and communities based on gender, race, ethnicity, sexuality, ability, class, citizenship, language, religion, and other identity markers. Contemporary DEI maxims encourage faculty to "expand the canon" and "decolonize your syllabus" by including accessibility statements, land acknowledgements, attending implicit bias training, and completing reading list audits. Although these are meaningful first steps towards greater diversity, equity, and inclusion in higher education, the work needs to continue beyond these individual efforts if the goal is to re-envision a new form of education.

In this class, we will take on the project of re-envisioning our identities, positions, and work as current and future college faculty. Whether you teach literature, creative writing, composition and rhetoric, communication studies, or another humanities or social sciences discipline, this course will provide a space to critically reflect on your own values and practices as an educator. Some of the questions that will be up for dialogue in this course include: What is the purpose of a college education? How do "traditional" pedagogies maintain the status quo, perpetuate inequality, and oppress? How can critical race theory, feminist and queer theory, indigenous theory, and disability studies (among other intellectual and cultural frameworks) inform a radical pedagogy? What does an anti-racist, anti-sexist, anti-ableist, anti-classist, and anti-capitalist classroom look and feel like? How do we decolonize our classrooms when those classrooms occupy stolen Indigenous land? Is emancipatory and liberatory pedagogy even possible in the neoliberal university?

In the spirit of critical pedagogy, this graduate course will function differently from the traditional seminar structure. All enrolled in the course will take an active role in determining the class structure and topics; there will be space for individually designed learning plans. We will use a few keystone readings to ground our work including Paulo Freire's *Pedagogy of the Oppressed* (any edition), bell hook's *Teaching to Transgress*, Sara Ahmed's *On Being Included*, and Jay Dolmage's *Academic Ableism* (available through bookstore or for free as an open-source text online); other readings will be determined based on class and individual interest. Major projects for the class are opportunities to demonstrate engagement with the course content and to put theory into practice, so possible projects may include semi-regular critical inquiry journal entries, a teaching manifesto, and an individually-designed final project.

ART 737 Theory and Criticism

Prof. Hikmet Loe (she/her)

Wednesday 6:00-8:45 pm In-person

Theory and Criticism examines contemporary issues in the arts through the study of theoretical readings and ideas. Through weekly texts and discussion, we will examine themes of aesthetics, phenomenology, engagement, identity, memory, materiality, production, appropriation, freedom, and reparation. These issues reveal a complex history of how artists today (and in the past) have contemplated their relationship to the art world and the relationship of their work to others. The role and influence key publications and critics have played in determining value and

our interpretations of art will be considered. This graduate seminar is directed by student discussion in the classroom, driven by individual discussion posts in response to weekly readings. Students will expand course themes through team-taught sessions. A semester-long research project—focused on a body of texts related to the student’s own practice, selected in conversation with the instructor—culminates in a comprehensive annotated bibliography on theoretical, critical, and historical texts. A presentation on this research completes the semester.

HIST 406B/606B American West since 1849

Prof. Susan Lee Johnson

Tues/Thurs 1:00–2:15 pm in-person

This course explores the history of places that have been called the American West, focusing on the period since 1850. We start in an era of consolidation and incorporation, when the U.S. surveyed a West that had only recently become American in name and worked to make it a West that was American in fact. This process had political, economic, diplomatic, military, social, and cultural dimensions, and it was one that westerners resisted as often as they welcomed it. By the end of the nineteenth century, the West had emerged as an identifiable U.S. region, with characteristic economic features, peculiar ties to the federal government, distinctive patterns of race relations, and a unique place in collective memory. As the twentieth century progressed, certain aspects of western regional distinctiveness faded, while others persisted and new peculiarities arose. And some key trends and concerns of the twentieth-century U.S. had crucial regional variants in the West: the impact of the world wars, the Great Depression, the Cold War, and the Vietnam War; suburbanization and the rise of the New Right; the pursuit of civil rights; the emergence of environmental consciousness; the legacy of colonialism; the threat and promise of globalization. We study all of this using ways of thinking developed by environmental, economic, political, cultural, social, ethnic, and gender historians. Throughout, we attend to the dreams of a variety of westerners: people of all genders; workers and captains of industry; sexual majorities and sexual minorities; people of North American, Latin American, European, African, and Asian origin or descent. We look at how the varied aspirations of such peoples both clashed and coalesced, sometimes producing strife and violence, and other times producing new social movements, new cultural forms, new social identities, new spaces of hope and possibility.