

Spring 2009
UPPER DIVISION COURSES

WORLD WAR I: ORIGINS, EXPERIENCE, AFTERMATH

HIST 348: Paul Werth

Section 1: Monday/Wednesday 8:30-9:45 AM

3 credits

This course is designed to acquaint students with three central aspects of the Great War in Europe: origins, experience, and aftermath. By examining diplomatic developments, aspects of social and cultural change, and prevailing attitudes & assumptions, we shall seek to identify the cluster of factors that best accounts for the war's outbreak and the specific alignment of forces that ensued. The course will then investigate the experience of war by focusing not only on trenches and military engagements, but also on the mobilization of labor and other resources, the growth of the state, dissent & mutiny, and the Russian revolution. Departing from a typical focus on western Europe, the course will offer the thesis that the war in Central and Eastern Europe ended not in 1918, but only in 1923. We will therefore closely analyze the chaotic situation that the war created for the destroyed empires of Russia, Austria-Hungary, and Turkey. Finally, the course will explore how Europeans sought to make sense of the war and their attempts to institutionalize their memory. While treating the Great War as a world war, the course nonetheless focuses primarily on the European experience.

REQUIRED READING (subject to revision)

Vera Brittain, *Testament of Youth* (any edition)

Gordon Martel, ed. *Origins of the First World War*, 3rd ed. (Longman, 2008).

Stéphane Audoin-Rouzeau and Annette Becker, *14-18: Understanding the Great War* (New York: Hill and Wang, 2002).

Frans Coetzee and Marilyn Shevin-Coetzee, eds., *World War I: A History in Documents* (Oxford University Press, 2002).

Other readings TBA

THE HOLOCAUST IN ITS EUROPEAN SETTING

HIST 367: Janet Ward

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

3 credits

In this course, we will examine how the Nazi Holocaust in Europe against Jews and non-Jews has been represented in a wide range of media – such as autobiography, oral history, memorial culture, films, as well as texts by historians. We will address the judgments concerning the Holocaust made by historians and the general public; and the relation between trauma and memory for Holocaust survivors and their families. No prerequisite.

REQUIRED READING:

Christopher R. Browning: *Ordinary Men*. Harper Perennial, 1998. Reprint ed.
Anne Frank: *Diary of a Young Girl. The Definitive Edition*, ed. Otto H. Frank & Mirjam Pressler. Bantam Books, 1997.
Claude Lanzmann: *Shoah: The Complete Text of the Acclaimed Holocaust Film*. Da Capo, 1995.
Primo Levi. *Survival in Auschwitz*. Touchstone, 1996.
Art Spiegelman: *Maus. A Survivor's Tale. My Father Bleeds History. Part I; And Here My Troubles Began. Part II*. Pantheon, 1993. Boxed set.
Additional readings TBA, including articles at Electronic Reserve and films at Media Reserve.

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 the 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, *For the Common Defense: A Military History of the United States*
Thomas Cutler, *The Battle of Leyte Gulf 23-26 October 1944*
Joseph R. Owen, *Colder Than Hell*
A book on Vietnam to be determined
Selected articles on e-reserve in the Lied Library

RECOMMENDED READING:

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

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 presentations, and classroom participation and attendance.

AMERICAN SOCIAL HISTORY, 1865-PRESENT

HIST 404B/604B: Jay Coughtry

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

3 Credits

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

REQUIRED READING:

American Social History Project, *Who Built America*, vol. II

Plus four monographs to be assigned

Note: Graduate students will be assigned additional readings.

Principal assignments will involve three exams, four book quizzes and a research project.

AMERICAN WEST SINCE 1849

HIST 406B/606B: David Wrobel

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

3 Credits

This course examines the Trans-Mississippi West in the period from the Mexican-American War right up to the very latest political and cultural developments in the region in the early twenty-first century. We will consider the West as an empire in our coverage of the wars against Mexico and Indian nations, and as a colony of the East in our coverage of economic developments. We will also examine the West as an arid and fragile region and explore the relations between environment and political, economic, and cultural developments. The American region with the most wide-open spaces is also the most urbanized part of the country and we will examine the role of the West as a metropolitan trend-setter. In addition, as we explore political developments in the region from the Progressive Era to the present, we will consider the West as a place of ideological extremes—from the counterculture of the 1960s and 1970s to the extreme right-wing militia movements of the 1990s and 2000’s. Lastly, we will examine the role the West plays in the national and international consciousness through examination of cultural representations of the region in art, literature, film, television, and advertizing.

REQUIRED READING:

- Carl Abbott, *How Cities Won the West: Four Centuries of Urban Change in Western North America* (Albuquerque: University of New Mexico Press, 2008).
- Patricia Nelson Limerick, *The Legacy of Conquest: The Unbroken Past of the American West*, 20th Anniversary Edition (New York: W. W. Norton, 2006)
- Jeff Roche, ed., *The Political Culture of the New West* (Lawrence: University Press of Kansas, 2008).
- John Steinbeck, *The Grapes of Wrath*, Twentieth-Century Classics Edition (New York: Penguin, 1992; originally published 1939).
- “The Modern American West: A Digital Reader,” (Collection of articles and essays, available on course Web Campus site).

Grading will be based on class participation, a midterm (separate in-class and take-home sections), a paper (6-8 pages), and a final examination.

There will be extra reading and writing assignments and additional group meetings for graduate students (HIST 606B).

UNITED STATES FOREIGN RELATIONS II

HIST 407B/608: Joseph A. Fry

Section 1: Tuesday/Thursday 10:00 – 11:15am

3 Credits

This course examines the history of US foreign relations from 1920 through the current war in Iraq. Topics will include: U.S. entry into and foreign policy during World War II, the origins of the Cold War, the Korean War, the Cuban Missile Crisis, the Vietnam War, détente with the Soviet Union, the end of the Cold War, globalization and the problems of empire in the post-Cold War world; the “war on terror,” and U.S. involvement in Iraq.

REQUIRED READING:

- LaFeber, *The American Age* (2d ed. , 1 vol. ed)
- Borstelmann, *The Cold War and the Color Line: American Race Relations in the Global Arena*
- Cohen, *America’s Failing Empire: U.S. Foreign Relations since the Cold War*
- Hunt, *Lyndon Johnson’s War: America’s Cold War Crusade in Vietnam, 1945-1968*
- Walker, *Prompt and Utter Destruction: Truman and the Use of Atomic Bombs against Japan*

Grading will be based on class attendance and participation, a problem paper in which the students assume the role of secretary of state and advise the president on a foreign policy issue, a midterm, and a final exam.

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

UNITED STATES: THE GILDED AGE, 1877-1900

HIST 415A/615A: David Tanenhaus

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

3 Credits

This course examines American history from 1877 to 1900, a period that the writers Mark Twain and Charles Dudley Warner famously dubbed “the Gilded Age” because of its excesses. Although this satirical label has stuck, historians more recently have also described these years as “the great upheaval” due to the dramatic impact of large-scale industrialization, mass immigration, and rapid urbanization on the American experiment in republicanism. To capture the vibrancy of these remarkable decades, this course will examine how diverse Americans, including ex-slaves, farmers, feminists, financiers, “new” immigrants, native Americans, radicals, soldiers, statesmen, industrialists, laborers, and utopians all responded to these unsettling conditions and helped to usher in the modern age.

REQUIRED READING:

Heather Cox Richardson, *West from Appomattox* (2007)

David Blight, *Race and Reunion: The Civil War in American Memory* (2002)

David Roberts, *Once They Moved Like the Wind: Cochise, Geronimo, And The Apache Wars* (1994)

Jean Strouse, *Morgan: American Financier* (2000)

Sharon Wood, *The Freedom of the Streets: Work, Citizenship, and Sexuality in a Gilded Age City* (2005)

Jeffrey S. Adler, *First in Violence, Deepest in Dirt: Homicide in Chicago* (2006)

Richard Franklin Bensel, *Passions and Preferences: Williams Jennings Bryan and the 1896 Democratic Convention* (2008)

Grading will be based on class participation, a midterm, three short papers (3-5 pages each), and a final examination.

There will be extra reading and writing assignments for graduate students (HIST 615A).

CONTEMPORARY AMERICA: THE U.S. SINCE 1945

HIST 416B/616B: Eugene Moehring

Section 1: Tuesday/Thursday 7:00-8:15 PM

3 credits

This course covers the more recent events in American history, which, to a large extent, have framed the society and world that we live in today. We will, of course, analyze the foreign and domestic policies of the presidents from Truman to Bush, but we'll also

examine other important topics, including civil rights, mass media, feminism, poverty, economic development, the urban crisis, the postindustrial society, civil liberties and the Warren Court, the counter culture, the environment, and other issues into the twenty-first century.

There will be a midterm and final exam, four scheduled class discussions of the readings, and a term paper on a subject of interest to the student.

REQUIRED READING:

Richard Rovere, *Senator Joe McCarthy*,
Michael Harrington, *The Other America*
Harvard Sitkoff, *The Struggle for Black Equality, 1954-1992*
Arthur Schlesinger, Jr., *The Disuniting of America*

THE AMERICAN WEST THROUGH FILM

HIST 426/626: Andrew Kirk

Section 5: Monday 2:30-5:20 PM

3 credits

This course will introduce students to the relationship between the history of the American West and the genre of the movie western. More than any other form of popular media western films and the literary tradition that inspired them reflected the cultural climate in the United States for much of the twentieth century. Particularly during the Cold War the western became a focal point for contrasting interpretations of myth, history, values and national identity. Films and readings will trace the evolution of the western and its relationship to broader trends in American history and culture.

REQUIRED READING:

Owen Wister, *The Virginian*
Thomas Berger, *Little Big Man*
Louis Warren, *Buffalo Bill's America*
Lee Clark Mitchell, *Westerns*

Grading will be based on class participation, an exam, and three comparative essays.

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. We will explore the changes in politics, the workforce, and society and explore how they changed women's lives. 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:

- DuBois & Duménil, *Through Women's Eyes: An American History with documents* Vol. 2 (since 1865)
- Jacqueline Jones Royster, *Southern Horrors and Other Writings by Ida B. Wells*, Bedford/St. Martin's, 1997.
- Joanne Meyerowitz, *Not June Cleaver: Women and Gender in Postwar America, 1945-1960* Temple University Press, 1994.
- Barbara Ehrenreich, *Nickel and Dimed: on (not) getting by in America* Henry Holt, 2001.

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

**AFRICAN-AMERICAN HISTORY
BLACK CINEMA**

HIST 433/633: Todd Robinson
Section 1: Tuesday 5:30-8:20 PM

3 credits

Black Cinema uses films as primary text to examine African American history. The course spans the 20th century with particular emphasis on contemporary films by African American directors. Students will explore the history of African Americans in American film, study the parameters that defined African American filmmaking, and analyze the cinematic evolution of racial stereotypes. From films such as *Birth of a Nation*, *God's Step Children*, *Guess Who's Coming to Dinner*, to *She's Gotta Have It*, *Boyz n' the Hood*, and *Daughters of the Dust*, students will study the relationship between these and other films and the social and political context from which they emerged. How are race, gender and class negotiated in these films? Do these films present a singular construction of an African American community? To what extent do these films perpetuate stereotypes of African American urban youth, African American sexual promiscuity, and African American urban violence? The course will address these questions and issues within the cinematic tradition relative to the African American experience.

REQUIRED READING:

- Mark A. Reid, *Redefining Black Film*
- Kaleem Aftab, *Spike Lee: That's My Story and I am Sticking To It*
- Ed Guerrero, *Framing Blackness: The African American Image in Film*
- James Snead, *White Screens, Black Images: Hollywood from the Dark Side*
- Donald Bogle, *Toms, Coons, Mulattoes, Mammies, & Bucks: An Interpretive History of Blacks in American Films*

The format of this class will be a short introductory lecture at the beginning of each meeting, followed by discussion of the assigned film and text for the day supplemented by short films, clips and slides.

Grading will be based on class participation, a mid-term paper (5-10 pages), and a term paper (10-15 pages).

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

AFRICAN AMERICAN HISTORY TO 1877

HIST 433B/633B: Kevin Dawson
Section 1: Monday 2:30-5:20 PM

3 credits

This course examines how modern slavery shaped the social, cultural, and economic development of Europe and the Americas. Topics include Africans' perceptions of Westerners and Westerners' perception of Africans; the creation of race and racism; the Atlantic slave trade; Africans' response to enslavement; maritime slavery; African cultural transmissions; and resistance to slavery; and emancipation.

REQUIRED READING:

T.H. Breen and Stephen Innes, *"Myne Owne Ground": Race and A Freedom on Virginia's Eastern Shore, 1640-1676* (Oxford University Press, 2005).

ISBN13: 9780195175370

Peter Wood, *Black Majority: Negroes in Colonial South Carolina from 1670 through the Stono Rebellion* (W. W. Norton & Company, Inc.).

ISBN-13: 9780393314823

Michael A. Gomez, *Exchanging Our Country Marks: The Transformation of African Identities in the Colonial and Antebellum South* (University of North Carolina Press, 1998).

ISBN: 978-0-8078-4694-

James Oliver Horton and Lois E. Horton, *Slavery and the Making of America* (Oxford University Press, 2005).

ISBN13: 9780195304510

Documenting the American South (<http://docsouth.unc.edu>)

The format of the class will be a combination of lecture and discussion on the assigned texts for the day. A few films may be screened for class discussion as well.

Grading will be based on class participation, a mid-term, term paper (5-6 pages), and final exam.

There will be extra reading assignments and longer writing assignments for graduate students (HIST 698).

EUROPEAN URBAN HISTORY

HIST 434A: Janet Ward

Section 210: [Distance Education]

3 credits

The concept of the “European City” is idealized today by many urban planners as a way of life worth emulating, while in Europe itself the concept is being clung to as urban conditions become increasingly globalized and Americanized. In this course, we will investigate the radical impact of industrial modernity upon the European metropolis, primarily via the lens of the leading European cities from the late 18th to the late 20th century: London, Paris, Vienna, and Berlin. Our historical focus will be on cultural, social, and architectural developments, such as: infrastructure and public health; transportation and planning; the architecture of Empire; poverty, crime, and the urban working classes; the era of the world trade fairs; mass consumerism; modern design; and the impact of World War II.

REQUIRED READING:

Brian Ladd: *The Ghosts of Berlin*. University of Chicago Press, 1997.

Jack London: *The People of the Abyss*. Pluto Press, 2001.

Donald J. Olsen: *The City as a Work of Art*. Yale University Press, 1988.

A.N. Wilson: *London: A History*. The Modern Library, 2004.

Additional articles on Electronic Reserve.

CULTURAL HISTORY OF MODERN RUSSIA

HIST 445/645: Paul Werth

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

3 credits

This course examines the central role of religion in modern Russian history, from the late Muscovite period until the present. It examines the pervasive presence of religion in Russian politics, culture, law, philosophy, architecture, and social organization since the late seventeenth century. We shall explore the development of churches and hierarchies as institutions, their relation to the state and ruling ideologies, but also the spiritual experience of ordinary believers. We shall furthermore examine the effects of the brutal anti-religious campaigns of the first two Soviet decades, the elaboration of a new ideology of official atheism, and the resurrection of religious institutions and belief in the post-Soviet period. The course takes as a particular theme the spiritual diversity of Russia and the USSR, and we accordingly will consider developments not only in Orthodox Christianity, but also the numerous other religions present in Russian and Soviet Eurasia: Islam, Judaism, Roman and Greek Catholicism, Lutheranism, Buddhism, and numerous other smaller groups and sects. In this regard, the course will involve an inquiry into methods of imperial rule under the old regime and their displacement by modern secular conceptions of nationality in the Soviet period.

REQUIRED READING:

Valerie A. Kivelson and Robert H. Greene, eds., Orthodox Russia: Belief and Practice Under the Tsars (Pennsylvania State University Press, 2003). ISBN 0271023503.

Robert P. Geraci and Michael Khodarkovsky, eds., Of Religion and Empire: Missions, Conversion, and Tolerance in Tsarist Russia (Cornell University Press, 2001). ISBN 0-8014-8703-X

William Husband, Godless Communists: Atheism and Society in Soviet Russia (Northern Illinois University Press, 2003). ISBN 0875805957.

Adeeb Khalid, Islam After Communism: Religion and Politics in Central Asia (University of California Press, 2007). ISBN 0520249275.

Other readings to be announced

GRADUATE READING:

Gary Marker, Imperial Saint: the Cult of Saint Catherine and the Dawn of Female Rule in Russia (Northern Illinois University Press, 2007). ISBN 087580375X

Vera Shevzov, Russian Orthodoxy on the Eve of Revolution (Oxford University Press, 2007). ISBN 0195335473.

Robert Crews, For Prophet and Tsar: Islam and Empire in Russia and Central Asia (Harvard University Press, 2007). ISBN 0674021649.

Other readings to be announced.

PROSEMINAR

MEDIEVAL, RENAISSANCE AND REFORMATION CULTURE

HIST 451: Elspeth Whitney

Section 1: Monday 2:30-5:20 PM

3 credits

This course is designed to help history majors perfect their craft by writing a research paper based on original primary sources. Your paper may be on any aspect of the intellectual or cultural history of the medieval, Renaissance or Reformation periods (300-1600 A. D.). Because of the nature of the primary sources available to us in translation, your paper must deal with ideas, cultural attitudes or representations of particular groups in historical context. Major types of sources which fall under these categories include literary works; works of philosophy, theology, and science; travel accounts; chronicles and histories; saints' lives; and (more rarely available) sermons, letters and autobiographies. (Archival sources for the premodern period are generally not accessible outside of the original archives). The intellectual life of the pre-modern world was varied, lively and crucial for the development of the modern world. Even if you are unfamiliar with medieval, Renaissance or Reformation history, you will find much of interest and importance in these sources. Over the past several years, paper topics have included chivalric values and the knight; medieval women's visionary experiences; types of magic in the early Middle Ages; John Calvin's ideas about predestination; English responses to the Black Death; Luther's views on women, sexuality and marriage; the origins of the

story of King Arthur and the Round Table and changing ideas about sports and leisure in Renaissance England.

During the first four weeks of the class, we will explore research methods and each member of the class will develop his/her research topic and bibliography of primary and secondary sources. We will read a number of articles, less for the content than as examples of techniques and methods in cultural and intellectual history. 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.

REQUIRED READING (Tentative List):

Mary Lynn Rampolla, *Pocket Guide to Writing in History*, 3rd ed.

Richard Paul and Linda Elder, *A Miniature Guide For Students on How to Study and Learn a Discipline*

Reading packet of articles and other materials on Electronic Reserve

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.

**PROSEMINAR
AMERICAN IMMIGRATION HISTORY**

History 451: Sue Fawn Chung

Section 2: Tuesday/Thursday 11:30-12:45

3 Credits

This pro-seminar class will focus upon the history of American immigrants, especially those in Nevada. Although other topics will be acceptable, the common readings and research methodology will delve into the theme of the course. Archival materials from the Immigration and Naturalization Service, Library of Congress, state and county government records, court records, local and regional newspapers, and state and federal census materials are some of the sources that will be utilized. The grade for the course is based upon a book critique, class participation, oral presentation of one's research project, critique of classmates' projects, and the final original research paper.

REQUIRED READING:

Jacques Barzun and Henry F. Graff, *The Modern Researcher*, 6th ed.

Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*

David Roediger, *Working Toward Whiteness*

Grading will be based on class participation, a critical book review, and a major research paper based on primary sources.

**PROSEMINAR
TWENTIETH-CENTURY AMERICAN CULTURE**

HIST 451: Elizabeth Fraterrigo
Section 3: Wednesday 4:00-6:45 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 an aspect of the history of the United States in the twentieth century.

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:

In the first weeks of the course, we will read several books and articles in common in order to discuss historical method and research techniques. The majority of the reading for the course will be defined by the bibliography for the final paper.

HISTORY OF CHINA SINCE 1800

History 455B/655B: Sue Fawn Chung
Section 1: Tuesday/Thursday 8:30-9:45 AM

3 credits

Until recently most Americans could not identify the location of China, which is larger than the United States in area, on a blank world map. Today China plays an increasingly important role in global politics and economics and several newspapers and news magazines have called the twenty-first century "China's Century." An understanding of the history and culture of the country will help immensely in future U.S.-China relations. From Mao's China to the post-Mao economic, cultural, and political reforms, the transition has been rapid and expansive. One of the goals of this course is to acquire this knowledge and hopefully share the information with others.

No previous knowledge of Chinese history is required. The History of Traditional China (to 1800) is offered in the fall semester.

Grades are based upon two critical comparative book reviews (15% each = 30%), a mid-term examination (35%), and a final examination (35%) for undergraduates. Graduate students will read one of the two recommended texts and present an oral and written critique of the work.

REQUIRED READING:

Jonathan Spence, *The Search for Modern China*
Tei Kai Cheng and Jonathan Spence, eds., *The Search for Modern China: A Documentary Collection*
Paul A. Cohen, *History in Three Keys*
Roderick MacFarquhar and Michael Schoenhals, *Mao's Last Revolution*
Another book to be announced later.

RECOMMENDED READINGS FOR GRADUATE STUDENTS (HISTORY 655B)

Tony Saich, *The Rise to Power of the Chinese Communist Party*
John Schrecker, *The Chinese Revolution in Historical Perspective*

TOPICS IN ANCIENT HISTORY: STATUS AND FREEDOM

HIS 456/656: Andrew Bell
Monday/Wednesday 4-5.15 p.m. 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
Aristophanes, *Birds and other plays*. Oxford.
Thomas Wiedemann, *Greek and Roman Slavery*. Routledge.
Supplementary handouts

HISTORY OF MEXICO

HIST 470/670: Tom Wright
Section 210 [Distance Education]

3 credits

This course examines Mexico from the earliest civilizations to the present. The objectives are to introduce students to our neighbor and promote understanding of Mexico's history and culture. Beginning with the Maya and the Aztec, the course covers the Spanish conquest, colonial society and institutions, the independence movement, nineteenth century Mexico, the Mexican Revolution of 1910, the country's development through the twentieth century, and the recent democratization of Mexican politics. A special focus is the post-independence struggles with the legacies of three centuries of colonial rule.

REQUIRED READING:

Meyer, Sherman, and Deeds, *The Course of Mexican History* (latest edition)
Bernal Díaz del Castillo, *The True History of the Conquest of Mexico*
Mariano Azuela, *The Underdogs*
Two other books to be determined

ADVANCED HISTORICAL STUDIES HISTORY OF LOS ANGELES

HIST 498/698: Greg Hise
Section 1: Monday/Wednesday 1:00-2:15 PM

3 credits

Promoters have portrayed Los Angeles as edenic, a paradise outside the conventions of American history. Boosters promoted images of sunshine, citrus, and surf to attract tourists and permanent residents whom they envisioned as native-born Americans. The results exceeded expectations. But what did retired farmers from Iowa; entrepreneurs, financiers, and social workers from Chicago; and aspiring actors from cities and rural settlements find when they arrived in Southern California? They found people "from the ends of the earth" to borrow Carey McWilliams apt phrase. In fact, residents of Los Angeles have been markedly diverse since the Pueblo's official founding in 1781 when a group of mestizos, Indians, and mulattos secured a remote outpost for the Spanish crown. Since then, people claiming different ethnicity, from a variety of cultures, ascribing to diverse beliefs have continually made and remade the city. Social and cultural diversity is a factor critical for explaining everything from the region's distinctive architecture to its practices of governance. Understanding that diversity is fundamental for any assessment of how the city developed. In this course we will examine Los Angeles' histories, its current conditions, and its possible futures.

There will be a midterm and final exam, weekly class discussions of the readings, and an essay assignment.

REQUIRED READING:

Articles on WebCampus

Raul Homero Villa and George J. Sanchez, eds., *Los Angeles and the Future of Urban Cultures*

Graduate students enrolled in HIST 698 will read additional texts and write either a literature review or a research paper.

GRADUATE COURSES

**RESEARCH SEMINAR IN
WESTERN URBAN HISTORY**

HIST 727: Eugene Moehring

Section 1: Wednesday 4:00-7:30 PM

4 credits

This seminar focuses on the nineteenth and twentieth century urban West. Students may write on any approved topic that falls within the broad chronological parameters to the course. The course will operate as a research and writing workshop. Although we won't meet every single week of the semester, we will meet during many regularly scheduled class periods to discuss writing in publishable English and to evaluate topic selections, paper proposals, primary sources, and précis outlining each student's research progress. Students will also meet on an individual basis with the instructor. The end product of your labors should be a paper of 25-30 pages based heavily on primary source research. All students will present their work in a public forum at the end of the semester.

REQUIRED READING:

Richard C. Wade, *The Urban Frontier; Pioneer Life in Early Pittsburgh, Cincinnati, Lexington, Louisville, and St. Louis*

Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*

COLLOQUIUM IN AMERICAN URBAN HISTORY

HIST 730: Greg Hise

Section 1: Tuesday 7:00-9:45 PM

3 credits

This is a reading seminar designed to introduce the aims, methods, and claims of urban history. Over the course of the semester we will examine the assumptions urban historians bring to their work, how they conduct fieldwork, archival research, and their use of additional methods, how they interpret sources, and how they develop their analyses and interpretations. We will focus on state-of-the-field in urban history research but we will ground this investigation in the history of urban history, its major concepts, and the generative literature. We will also consider the field and its relationship to the

broader discipline of history as well as in relation to the social sciences. Each seminar participant will produce a historiographic essay on a topic chosen in consultation with the instructor. Your paper will be a polished, informed discussion of the issues that have shaped a sub-field of urban history. We will exchange drafts early in the semester for review and discussion.

REQUIRED READING: (abbreviated list)

- Bender, Thomas. *Toward an Urban Vision: Ideas and Institutions in Nineteenth-Century America*
- Chauncey, George. *Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940*
- Cronon, William. *Nature's Metropolis: Chicago and the Great West*
- Fishman, Robert. *Bourgeois Utopia: The Rise and Fall of Suburbia*
- Harvey, David. *The Urban Experience*
- Jackson, Kenneth. *Crabgrass Frontier: The Suburbanization of the United States*
- Novak, William. *The People's Welfare: Law and Regulation in Nineteenth Century America*
- Ryan, Mary. *Civic Wars: Democracy and Public Life in the American City during the Nineteenth Century*
- Sugrue, Thomas. *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit*
- Zunz, Olivier. *The Changing Face of Inequality: Urbanization, Industrial Development and Immigrants in Detroit, 1880-1920*

Grading will be based on class participation and a historiographic essay.

COLLOQUIUM IN MEDIEVAL HISTORY: The European Witch Hunts

HIST 732: Elspeth Whitney

Section 1: Tuesday 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 wide-spread 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. 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 was the specter of a conspiracy of witches so persuasive in early modern Europe and why were witches mostly, but not always, female.

REQUIRED READING: (tentative)

- Brian P. Levak, *The Witch-Hunt in Early Modern Europe* (Longman, 1995)
The Malleus Maleficarum, ed. P. G. Maxwell-Stuart (Manchester, 2007)
Lyndal Roper, *Witch Craze* (Yale, 2004)
Walter Stephens, *Demon Lovers* (Chicago, 2002)
A. C. Kors and Edward Peters, eds., *Witchcraft in Europe: A Documentary History* (Philadelphia, 2001)
- Bengt Ankarloo and Stuart Clark, eds, *Witchcraft and Magic in Europe* (Philadelphia, 2002)
Nancy Caciola, *Discerning Spirits: Divine and Demonic Possession in the Middle Ages* (Cornell, 2006)
- Excerpts from books or articles by Mary Douglas, Diane Purkiss, Johann Weyer, J. B. Russell, R. I. Moore, Stuart Clark, Elspeth Whitney, Robin Briggs, Dyan Elliott, Norman Cohen

There will be two historiographical essays (15 –18 pages each) and one or two class presentations. Assignments are designed to prepare you for comprehensive exams and strengthen your analytic and critical reading and writing skills.

HISTORIOGRAPHY: EUROPEAN CULTURAL/INTELLECTUAL

HIST 740: Colin Loader

Section 1: Friday: 8:30-11:20

3 credits

The course opens with an examination of some basic issues for modern historians, then moves backwards to the rise of the historical profession in the nineteenth-century and influences such as Whiggism, Marxism and sociology. The main focus of the course is the initiatives of the last half-century and the impact on cultural and intellectual history of fields such as anthropology, discourse theory, feminism and post-structuralism.

The class will be conducted as a seminar. Weekly attendance and participation are essential and count 40% of the grade. An in-class final exam counts 40% and another shorter assignment counts 30%.

REQUIRED READING:

Herbert Butterfield, *The Whig Interpretation of History*
Michel Foucault, *Discipline and Punish*
Lynn Hunt (ed.), *The New Cultural History*
Keith Jenkins, *Re-thinking History*
Thomas Kuhn, *The Structure of Scientific Revolutions*
Max Weber, *The Protestant Ethic and the Spirit of Capitalism*
Other selected readings will be required

WE WILL DISCUSS KEITH JENKINS, *RE-READING HISTORY* AT THE FIRST CLASS MEETING.

MUSEUMS AND AMERICAN CULTURE

HIST 751: Elizabeth Fraterrigo
Section 1: Thursday 4:00-6:45 PM

3 credits

This course will introduce graduate students to the theory, practices, and issues involved in history museum management. Its primary objective is to ready students to translate the historian's craft of research, analysis, and communication of content into practice in a museum setting. The course will emphasize the theory and practice of researching and interpreting material culture, communicating with broad audiences through a variety of media, the multidisciplinary nature of museum operations, and the importance of collaboration among a wide range of museum professionals. Additionally, students will be introduced to many of the challenges and concerns museums must address as institutions charged with serving the public interest. The course will consider the evolving role of the museum in American society along with the financial, administrative, ethical, and interpretive issues facing museums today. Assignments will include exhibit review, on-line exhibit review and artifact analysis.

REQUIRED READING:

Gail Anderson, ed., *Reinventing the Museum: Historical and Contemporary Perspectives on the Paradigm Shift* (AltaMira Press, 2004)
Edward T. Linenthal, *Preserving Memory: The Struggle to Create America's Holocaust Museum* (Viking, 1995)
Beverly Serrell, *Museum Labels: An Interpretive Approach* (AltaMira Press, 1996)
Patricia West, *Domesticating History: The Political Origins of America's House Museums* (Smithsonian, 1999)

Additional book chapters and articles

TOPICS IN PUBLIC HISTORY ORAL HISTORY

HIST 754: Marcia Gallo

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

3 credits

Our course will emphasize the theory, methods, practices and current debates in oral history. The primary assignment will be students' working with an ongoing oral history project at UNLV, such as the Las Vegas Women Oral History Project, the Nevada Test Site Oral History Project, and the Oral History Research Center, among others.

We also will rely on weekly readings and reviews of relevant topics such as pre- and post-interview preparation, research, transcription, and storage; pertinent legal and ethical questions raised by oral history; and developments in digital and web-based archives, including the impact of rapid technological change on the preservation of and access to oral history archives. Special guest scholar lectures will broaden our understandings of the theoretical and practical issues faced by the oral historian.

Each student will complete and present a research assignment. In addition, regular attendance and involvement in class discussions are essential. Students will be evaluated on their preparedness and participation (25%); documentation of the research process (20%); written assignments (35%); and presentation of findings (20%).

REQUIRED READING:

Green, James R. *Taking History to Heart: The Power of the Past in Building Social Movements*. Boston: University of Massachusetts Press, 2000.

Pollock, Della, ed. *Remembering: Oral History Performance*.
New York: Palgrave Macmillan, 2005

Polishuk, Sandy. *Sticking to the Union: An Oral History of the Life and Times of Julia Ruuttila*. New York: Palgrave Macmillan, 2003.

Thompson, Paul. *The Voice of the Past: Oral History*. 3rd ed. New York: Oxford University Press, 2000.

Additional required books will be added. Other required readings will include book chapters, articles, and oral history transcripts.