

# The Department of History

## Course Descriptions

### Fall 2014

The courses described in the booklet are divided into three categories. Those numbered in the 100's and 200's are designed as introductions to the study of the various regions of the world. Although any undergraduates may take these courses, they are aimed at the freshmen and sophomore level. The courses numbered in the 300's and 400's are specialized classes for juniors and seniors. The numbers were given in a haphazard fashion and there is no difference between the 300- and 400- level courses. The Department does not have courses specifically for juniors or for seniors. The courses numbered in the 500's & 600's are seminars and are usually limited to graduate students.

The courses are listed in numerical order. However, not all courses offered by the History Department are in this booklet.

If more than one section of a course is offered, please check the name of the instructor to make sure you are reading the description of the correct section.

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## **MAJOR AND MINOR REQUIREMENTS IN HISTORY**

### ***History Major Requirements:***

A History major requires a total of thirty-six hours of study, with twelve at the lower-division and twenty-four at the upper-division level. The History Department allows students great latitude in creating a program of study that will reflect their interests and career objectives. Four lower-division courses and eight upper-division courses are required, but only History 101-102 (Western Civilization) and History 491 (Historiography) or 492 (Senior Seminar) must be taken by all students. The other lower-division courses may be chosen from History 161-162 (United States History), History 251-252 (Eastern Civilization), or History 181-182 (Latin American History). Students should take the survey courses that will prepare them for upper-division courses they wish to take in the areas of study offered by the Department. If students wish to follow the traditional history major, they will select seven upper-division courses, two each in three different areas of study. This program gives majors a broad, liberal arts background. Any student who wishes to design a specialized program of study is welcome to do so after discussing it with the Undergraduate Advisor. Students may develop an area of concentration or select courses that will prepare them for graduate or professional school in a particular area. In both majors, students may undertake independent study (History 496), which gives them the opportunity to investigate a subject of their own choice, reading and holding discussions on an individual basis with a professor. Excellent students are also encouraged to undertake Departmental Honors, which includes History 492 (Senior Seminar), History 493 (Research) and History 494 (Thesis Preparation) and they will work individually with a professor in preparing a senior thesis.

### ***History Minor Requirements:***

The History Minor requires twenty-one hours of study. Any two lower-division courses may be taken. Five upper-division courses are required and three of them must be in the same general area of history. Students are encouraged to establish their own program and to select courses, which conform to their individual interests and career goals.

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**History 101-001 ,002, 003, 004, 005, 006, 007, 008 Western Civilization to 1648**

Instructor: Monahan

With Sections

TR 9:30-10:20

Plus lab time

This course explores the creation and transformation of “Western Civilization” from the emergence of Near Eastern river valley civilizations until the Treaty of Westphalia in the early modern era (ca. 3000 BCE –1648 CE). Given the extended time period under consideration, this course is not a comprehensive survey, but explores how religion, commerce, and “the state” have contributed to the creation of “the West.” There are two primary objectives in this course. The first concerns content: to familiarize students with major events and developments of Ancient, Medieval, and Early modern history of “Western” civilizations. The second objective pertains to skills: to develop skills of analysis and writing; as well as to gain an appreciation for the historian’s skills by interpreting primary sources and formulating historical questions. Students must consistently attend meetings and submit high-quality written work for successful completion of the course.

**History 101-009 Western Civilization to 1648**

Instructor: Richardson

MWF 10:00-10:50

There are a lot of good reasons NOT to take a course on Western Civilization: the subject is ill-defined; the time period covered is vast; the people are pasty. On the other hand, there’s one good reason TO take such a course: we’re part of Western Civilization, whether we like it or not. In this course, we explore the origins of some of the values, beliefs and practices that continue to define Western society. We tackle some of the biggest of big questions. What is the rule of law? What is good government? What role should religion play in society? War: what is it good for? What is “The West?” What is “Civilization?” We will also explore the astonishingly varied, diverse and often contradictory ways in which Westerners have answered these questions. Why take a course on Western Civilization? Because you can’t understand our world without it.

**History 101-010 Western Civilization to 1648**

Instructor: Staff

MW 5:00-6:15

**History 101-011 Western Civilization to 1648**

Instructor: Ryan

MW 12:00-12:50

In this class, we will investigate themes that bind aspects of Western Civilization throughout the ancient, medieval, and early modern eras. Some of the themes that we will investigate include the plurality of religious sensibilities, the construction of political authority, the devastation of war, the significance of trade and economic development, the production of intellectual, cultural, and artistic legacies, the exchange of public and private social relations, formations of families, and constructions of gender and sexuality.

**101-012 Western Civilization to 1648**

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Instructor: Steen  
ONLINE COURSE

The course will follow a traditional pattern of exploring the development of political, religious and social institutions from the time of the Greeks to seventeenth century Europe, but will also emphasize cultural life as a unifying force in human affairs. Consequently the art, architecture, literature and customs of each period will receive considerable attention, and students will be encouraged to explore the music as well. The enormous range of time and different peoples involved make a comprehensive treatment impossible, but the course will highlight major figures and developments trying to provide students with glimpses of the past.

A textbook will provide a brief overview of the periods covered and there will be other readings drawn from primary literature and documents. Laws, treaties and some literary works will offer students the opportunity to develop their own interpretation of events and people covered in the course. There will be one take home essay assignment and two exams, a mid-term and a final, both of which will also follow essay format.

**History 102-001, 002, 003, 004, 005, 006, 007, 008 Western Civilization Post 1648**Instructor: Sanabria  
With SectionsTR 11:00-11:50  
Plus lab time

Western Civilization 102: This course emphasizes the historical development of Western European and North American culture, politics, economics, and society. Though Western Civilization has come under fire recently for its narrow focus, this course will not neglect important developments in the non-western world, especially when these impact the West. Among the topics we will cover are the Enlightenment's revisions of traditional thought and politics, the rise of classical liberalism, the era of the first modern industrial and political revolutions, romantic ideas of nature and human life, the challenges to liberalism posed by such movements as socialism, imperialism, feminism, and nationalism, the growth of new forms of self-expression and new conceptions of individual psychology; and the emergence of the United States of America as a hegemonic power after 1945. The approach to the materials will be inter-disciplinary as we will incorporate not only historical analyzes of the period but also primary philosophical, literary, visual, and psychological works to flesh out the trials and tribulations of European culture in the twentieth century.

Students will meet twice a week for 50-minute lectures, and once a week in smaller 50-minute discussion groups.

**102-011 Western Civilization Post 1648**

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Instructor: Staff  
ONLINE COURSE

**102-012 Western Civilization Post 1648**

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Instructor: Dodson  
ONLINE COURSE

In this course, we will examine the activities and experiences of Europeans from 1648 to the present. Civilized life and society include all activities and experiences of people dwelling together in organized communities and so this course will encompass a series of historical inquiries. We will study Europe's economic and social structures, its ideas and beliefs, and achievements of its people. We will investigate political structures and what they reveal about the governance of society and which social groups controlled power. In essence we will examine the political, economic, cultural, intellectual, and social aspects that make up the life of Europe.

**History 161-001 US History to 1877**

Instructor: Sandoval-Strausz

TR 9:30-10:45

An introductory course covering the historical development of North America. We will begin with the first human settlement of the continent something over ten thousand years ago, continue with the arrival of Europeans and enslaved Africans in the sixteenth through eighteenth centuries, and proceed through the Revolution, the writing of the Constitution, the early national period, the age of Jacksonian democracy, the rising sectional crisis, the Civil War and the destruction of slavery, and the transformation of American citizenship and governance during Reconstruction. History is fundamentally about asking how and why things change over time, and we will be looking closely at what historians call the question of structure and agency: What most drives historical change--large-scale aggregate transformations beyond people's direct control, or the deliberate actions of individuals and groups trying to change the world around them?

**History 161-003 US History to 1877**

Instructor: Staff

MWF 9:00-9:50

**History 161-003 US History to 1877**

Instructor: Cahill

TR12:30-1:45

This course offers a survey of North American history that begins with the imperial struggles and massive changes unleashed after contact between Europe, Africa, and Asia and the Americas. It explores how those struggles affected the kinds of societies that developed in the thirteen colonies as well as in the territories that the United States later incorporated. In the aftermath of the American Revolution, it traces the changing economic, social and political developments. It especially focuses on the rise of a nationally integrated economy, the radical promises of revolutionary rhetoric, and the questions raised by U.S. expansion to explore the competing visions of the nation's future up through the Civil War and Reconstruction. Students will engage the material through a variety of formats including lectures, discussions, i-clickers, and course readings.

**History161-004 US History to 1877**

Instructor:Pafford  
1H 8/18-10/11  
ONLINE COURSE

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This survey-level course will cover American History from the dawn of the colonial period to 1877. We will study European colonial empires in North America, the British colonies, the Revolutionary era, the early republic, the Industrial Revolution, the War of 1812, the U.S. – Mexican War, the sectional crisis, the Civil War, and Reconstruction.

**History 161-005 US History to 1877**

Instructor: Peterson

MW 6:30-7:45

This survey course introduces the political, economic, social, and intellectual factors that shaped the history of the United States from pre-contact to 1877. Topics include the colonial and revolutionary periods, the early American Republic, Civil War, and Reconstruction .

**History161-008 US History to 1877**

Instructor:Pafford  
2H 10/13-12/13  
ONLINE COURSE

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This survey-level course will cover American History from the dawn of the colonial period to 1877. We will study European colonial empires in North America, the British colonies, the Revolutionary era, the early republic, the Industrial Revolution, the War of 1812, the U.S. – Mexican War, the sectional crisis, the Civil War, and Reconstruction.

**History 162-002-005 US History since 1877**

Instructor: Prior

MW 11:00-11:50  
Plus Lab Time

This course addresses the history of the United States since 1877 while exploring the challenges and rewards of studying history. The assignments for this course cultivate skills with critical interpretation and essay writing. We will address several major topics, including: America's deepening contact with the rest of the world; the roles of racism and religious prejudice in American society; the evolution of America's political parties; and the relationship between economic growth and inequality on the one hand and culture on the other. Readings will include a text book, essays by historians, and historical documents.

**History 162-006 US History since 1877**

Instructor: Staff  
ONLINE COURSE

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### **History 181-001, 002, 003, 004 Early Latin America With Sections**

Instructor: Bieber  
With Sections

MW 10:00-10:50  
Plus lab times

The European age of "discovery" of the New World was really an era of contact and conquest. This course will examine how Europeans and native peoples interacted with one another following Christopher Columbus's first landfall in the Caribbean in 1492. We will examine Iberian political, economic, and religious objectives that shaped the conquest of the Americas. We will also explore how they organized their world socially according to religious, racial and ethnic identities and socioeconomic status and how they adapted to the complex realities of New World indigenous civilizations. Iberians also brought African slaves to the Americas, resulting in a forced migration that exceeded that of the European migrants themselves. These actions resulted in profound, often painful, transformations and resulted in multi-racial, hierarchical societies with power and resources monopolized by a small ethnically European majority.

In this course we will use primary documents (written by people of the time) as well as works by contemporary historians to examine the dynamics of conquest. We will examine the lived experience and individualized perspectives of "Indians," Africans, Europeans, and their descendants. We will emphasize the nature of culture and how cultures change over time in interaction with one another. Culture encompasses many categories including ethnicity, race, class, gender, sexuality, religious belief, economic production, food and fashion. Through our study of colonial social, economic, and political relations we will examine how the meanings of these categories changed over time and how indigenous peoples, Africans, and Europeans contributed to the ethnically diverse regional societies that continue to characterize Latin America today.

### **History 182-001 Modern Latin America**

Instructor: Crago

MW 5:00-6:15

### **History 201-001 Medieval World**

Instructor: Graham

TR 9:30-10:45

This course offers a broad orientation to Western culture during the Middle Ages by surveying the history, literature, art, and spirituality of the West during the thousand-year period from the fall of the Roman Empire to the eve of the Renaissance. This was an especially fertile epoch during which there evolved ideas, institutions, and forms of cultural expression of enduring importance, many of them still influential today. Far from being a long interlude of darkness and stagnation separating Antiquity from the Renaissance, the Middle Ages were a time of vibrant transformation, of innovative developments in many areas of human endeavor. Yet, while medieval men and women sowed the seeds for changes whose impact can still be detected today, medieval habits of thought and action differed in fundamental ways from those of our contemporary world. This course will highlight, investigate, and seek to explain what is most typical and most significant in the culture of the Middle Ages through a multi-faceted approach

focusing on a broad range of texts and artifacts. The course will introduce students to several of the great vernacular works of the Middle Ages, including *Beowulf*, *The Song of Roland*, Dante's *Divine Comedy*, and Chaucer's *Canterbury Tales*; will cover such key topics as the evolution of rulership and the beginnings of parliamentary democracy; and will provide an orientation to major cultural breakthroughs, including the evolution of the manuscript book, the origins of the university system of education, and the development of the architecture of Gothic cathedrals. The overall aim of the course is to provide a well-rounded assessment and evaluation of the most significant developments during this rich historical period.

### **History 260-001 History Of New Mexico**

Instructor: Ball

TR 11:00-12:15

This course will survey four-and-a-half centuries of New Mexico history. Lectures, exams, and class discussion will aim to explore the human adaptations to arid climate and desert environment, and the conflict and accommodation between American Indians and Euro-Americans in the Greater Southwest from the eve of Spanish contact through United States territorialism to the Atomic Age. Students will take two midterms and a final, and write one short paper from the required reading.

### **History 300-001/500-001 Chile: An“Exceptional” History**

Instructor: Hutchison

TR 12:30-1:45

For much of its history, Chile has been draped in the mantle of exceptionalism—the notion that Chile is somehow different from many of its Latin American neighbors. In the colonial period, Chile's distinct character derived from its status as a peripheral backwater of the Spanish empire plagued by perpetual war its indigenous population. In the nineteenth century, observers boasted that the newly independent republic had avoided the violence and political chaos that characterized the hemisphere's new nations, embracing a stable and centralized, if authoritarian, political system. It was in the twentieth century, however, that Chilean exceptionalism reached its peak, as Chile was celebrated as a "model country," a participatory democracy that experienced peaceful transitions of power in a hemisphere plagued by military interventions in political life. After the military coup of 1973 placed Chile squarely in the company of the region's many dictatorships, once again it has been the "exceptional" nature of that seventeen-year dictatorship – its "economic miracle" and the peaceful transfer of power to civilian leaders in 1990 – that has come to dominate historical and popular understandings of this long, narrow, country (another exceptional trope!).

This course will interrogate these and other myths of Chilean national exceptionalism by exploring the silences, distortions, and ellisions that have sustained them, presenting Chile's history instead through the lens of regional and international forces that have shaped the country's development in the national period (since 1810). Students with experience and interest in other Latin American countries will find reflected here a shared history of popular movements, state-building, political contestation (and exclusion), economic development, racial and gender hierarchies, revolutionary change, and US intervention. At the same time, the course will explore the specific history of this "model country" in order to explain how and when Chilean struggles over inequality, democracy, and state violence have differed. Students will be required to attend lectures, complete assigned readings, participate in class discussions, take a midterm and final exam, and complete a series of short response papers as well as a 10-15 page

research paper. Students enrolled for graduate credit will complete additional readings and assignments, including a longer final paper, as indicated by the instructor.

### **History 300-002/500-002 History of Human Rights**

Instructor: Ferguson

TR 11:00-12:15

This course is global in scope, but it begins with the roots of modern ideas about human rights in the European Enlightenment and the Age of Revolution. We will investigate human rights in theory and practice: articulated in philosophical statements or declarations; and developed through the actions of social movements, international organizations, and governments. We will cover topics including civil rights, gender, religion, slavery, and torture through the centuries. Prerequisites: This course is designed for students who have taken History 102 and have successfully completed an upper-division history course. Requirements: active class participation, in-class presentations, essays, exams, and a research project.

### **History 300-003/500-003 North American Borderlands**

Instructor: Truett

TR 12:30-1:45

In this class, we will approach the broader history of the North American continent from the perspective of its frontiers and borderlands, from the early colonial era to 1848. We will begin on the “borderlands” of European expansion, asking how the Spanish, British, French, and other colonial powers established new outposts and cultural traditions on a continent claimed by others. We will focus on the often-contested relationships between empires and Indians, while also asking how Europeans fought one another for territorial domination, and how these various encounters and battles shaped life at the borderlands of both Native communities and European empires.

After tracking Old World cultures onto their expansionist borderlands in North America, we will examine the complex transition from imperial to national borderlands, from the late eighteenth century to the mid-nineteenth century, as the United States, Canada, and Mexico began to assume their current territorial shape as nations. We will focus not only on the emerging border regions between these nations, but also the broader Atlantic and Pacific “borderlands” that linked the continent broader global horizons. We will end the class in the late 1840s—when the current borders between the U.S., Canada, and Mexico took shape, opening a new chapter in North American borderlands history.

### **History 300-004/500-004 Everyday Life Under Socialism**

Instructor: Bokovoy

MWF 12:00-12:50

In this class we will read about, watch and discuss the experience of millions who lived in the Soviet zone of influence after WWII. We will trace the metamorphosis of socialism from a 19th century ideology to practical policies and their impact on East Europeans. In the process we will explore topics as diverse as the party-state, terror, class, lifestyles, women’s “double burden,” socialist fashion and consumption, youth culture and music, the appeal of the West, dissidence, revolution and systemic transition.

This class introduces you the “everyday” history of socialism in the Soviet bloc that offers a perspective different from traditional political and economic accounts of the region. While our current perception of the communist system has been shaped by its demise in the West, we will see here that the experience of socialism was far from uniform and clear cut for those who lived through it. Even as people benefited from the industrial expansion, state care, social mobility and greater equality, they resented the limited boundaries set by the regime and tried to subvert the existing order in many small and subtle ways.

This class emphasizes reading and discussion and will introduce you to a number of scholarly accounts of the period as well as fiction and memoir literature. In addition you will engage in:

- 1) careful and critical evaluation of written and visual sources
- 2) effective analysis and reasoning, and
- 3) clear and accurate oral and written presentation.

### **History 300-005/500-005 Gender and Race in Post-WW II Films**

Instructor: Florvil

T 5:30-6:45

In this film lab, we will screen a variety of post-World War II European films that explore the concepts of gender, race, and ethnicity. During the postwar period, countries in Eastern and Western Europe produced a number of films. Some of these films were wrapped up with the reconstruction of postwar national identities and cultures or dealt with the amnesia of the violent past. Others portrayed the aftermath of the Second World War and the struggles to survive in post-Holocaust and communist societies. Tackling a number of themes such as postwar rebuilding, emotional expression, sexual violence, migration, political activism, and post-socialism, this film lab will push students to analyze the cinematic and aesthetic representations of gender, race, and ethnicity, reflecting on the differences and similarities from nation to nation. Through these film screenings and discussions, students will develop critical analytical and interpretative skills. This film lab is only opened to and mandatory for students enrolled in HIST 300-014/500-014: Gender and Race after Hitler.

### **History 300-006/500-006 Soviet Russia**

Instructor: Monahan

TR 12:30-1:45

Who is Pussy Riot? Did Russia have its own "Arab spring"? What happened in Ukraine? Where is Crimea and why did Russia annex it? Is this a product of a new Imperialism, an old Soviet-style power, or Vladimir Putin's personal ambitions? Why did Putin go from celebrated broker of Syrian arms relinquishment in 2013 to the biggest threat to European security in 2014? This course will address these questions and more as it surveys the history of Russia, the Soviet Union, and the post-Soviet republics from the Russian Revolution to the present. We will strive to make sense of current events by developing an informed historical perspective through lectures and by reading a variety of literary, journalistic, and scholarly accounts. Topics include: the Russian Revolution, building socialism, Stalinism, the Gulag, culture and everyday life in the Soviet Union, the Great Fatherland War, the Cold War, Détente, stagnation, the Soviet-Afghan War, the dissolution of the Soviet Union, the Yeltsin years, the post-Soviet order, energy politics, and Vladimir Putin. Successful completion of the course requires consistent class attendance and frequent writing submissions.

### **Course objectives**

- Gain a sense of major developments in Russian & Soviet history of the 20th century
- Understand significance of the Russian Revolution & Cold War in modern world history
- Gain a sense of the structures, stakes, and important developments in the post-Soviet geopolitical order
- Read significant literature and place it in the context of Russian and Soviet history
- Understand the possibilities and limits of approaching history through literature
- Learn to find, categorize, and attempt to evaluate online information for credibility and veracity
- Learn to analyze and critically evaluate ideas, arguments, and points of view by consistently practicing the skills of comprehension, analysis, and critique of course readings
- Improve writing skills
- Improve ability to articulate ideas and various perspectives in oral discussion

### **History 300-007/500-007 Food, Diet, and Health**

Instructor: Gibbs

MWF 9:00-9:50

What constitutes healthy food? Or a healthy diet? Or a healthy body? Needless to say, dietary regimens to restore or maintain health--as well as what it means to be healthy--have remained preeminent questions throughout Western medical history. Yet even today, medical understandings of food and official dietary advice seem to change almost daily. This course explores how various cultural, scientific, and medical values have continually shaped our relationship to food, health, and diet from the Renaissance until now. Some questions we'll explore: How has modern medicine continually redefined what it means to be healthy and to eat a healthy diet? Why have fad diets come in and gone out of fashion? How have authorities argued about the medical virtues and vices of various foods (such as coffee, chocolate, chilies, booze, etc)? How have certain foods and diets been used as social controls? How have medical sciences and "discoveries" like vitamins changed the way we think about diet? How have changing attitudes about the body, health, and technology shaped our preferences for what should be considered healthy food?

### **History 300-008/500-008 Early History of Science**

Instructor: Campos

MWF 10:00-10:50

From the earliest astronomical and medical practices of the ancients at the dawn of history to the remarkable early modern moment known as the "Scientific Revolution," this course surveys the history of science from the oldest surviving texts in the world to the supreme place granted to science and reason in the European Enlightenment. We will begin with the earliest Egyptian and Mesopotamian inscriptions, and explore the remarkable flourishing of ancient Greek science and philosophy. We will investigate the further development of ancient knowledge in medieval Arabic lands, follow the appropriation of ancient and Arabic knowledge by medieval Europeans, trace the emergence of the early modern sciences (especially those of the heavens and the discovery that the earth is not the center of the universe), and conclude by analyzing the place of science in the aftermath of Newton's theory of universal gravitation, the symbolic keystone of the Enlightenment. By studying key moments, figures, texts, and events in the history of humanity's study of the natural world, we will come to better understand the nature of scientific knowledge and scientific practice, the development of science over time and across cultures, and the relationship of science to other forms of knowledge. No scientific background is necessary.

### **History 300-009/500-009 From FDR to Obama**

Instructor: Smith

MWF 11:00-11:50

This course examines the problem of political leadership during hard economic times. We will focus on the Great Depression of the 1930s and the Great Recession that began in 2008, comparing and contrasting the different challenges faced by two presidents, Franklin Delano Roosevelt and Barack Hussein Obama. Does History have something to teach us in our present moment or does it simply punish us for not learning its lessons?

Students should be prepared to read a range of primary and secondary material; while the course will focus on FDR and Obama students should not be surprised to find that we will examine other examples of effective (and ineffective) leadership in order to better understand our two central cases.

### **History 300-010/500-010 United States of Germs**

Instructor: Withycombe

TR 5:00-6:15

This course traces the history of epidemic diseases in the United States from 1492 until the present. We will examine the effects of contagious diseases such as smallpox, yellow fever, cholera, STDs, bubonic plague, polio, AIDS, and swine flu upon the American public, health care system, media, and popular culture. How did George Washington deal with smallpox in his army? Why were Irish immigrants viewed as the source of a cholera epidemic in 1832? Why did anti-VD posters in the 1940s only depict women as a diseased? We will also investigate how epidemic diseases have shaped national identity and policy through public health, war, and immigration. Who gets sick? How do we know who is sick? How do diseases travel? What is an epidemic? How do race, gender, and class affect our understandings of epidemics?

### **History 300-011/500-011 Engineering the Earth**

Instructor: Campos

MWF 12:00-12:50

This course explores the central place of science in humanity's age-old efforts to engineer the environment. Such efforts have also always been situated in larger cultural, political, and economic contexts, and understanding this interplay will be a key aspect of our study of environmental history this term. In the eighteenth century we will explore the emergence of scientific understandings of the environment through natural history, geology, and biogeography, and the intersection of these sciences with imperialism, colonialism, and other larger efforts to remake the world. We will explore the rapid emergence of evolutionary and ecological thinking in the nineteenth century, and how these advances related to novel practices of exploration, conservation, preservation, and national identity. By the twentieth century, new possibilities and tensions emerged with the rise of the atom, efforts at weather control, insect eradication (DDT), genetic engineering, and the challenges of biodiversity conservation. We will conclude with a consideration of the challenges of climate change and visions of planetary geoengineering, and dreams of "de-extinction" among other synthetic proposals for the environmental history of the future. Other themes to be addressed include: mechanistic and holistic thinking; innovation and rational design; intended and unintended consequences; and engineering, politics, and publics.

### **History 300-012/500-012 Post-revolutionary Mexico**

Instructor: Garcia y Griego

TR 2:00-3:15

Surveys Mexican political and economic history (including the socio-economic welfare of the population) since the 1930s and addresses four central puzzles of 20th and early 21st century Mexico: (1) a conservative country with a strong authoritarian tradition underwent one of the world's great social revolutions that removed the military from politics and instituted a party of "institutional revolution;" (2) observing democratic forms without its substance, a one-party state established crony capitalism and economic growth that produced poverty for the rural masses and education and jobs for an urban middle class; (3) an authoritarian regime that repressed rural guerrillas and protesting students opened the political system to multi-party competition; and (4) the beneficiaries of a protective import-substitution economy and inheritors of an isolationist foreign policy diversified Mexico's foreign relations, negotiated a free-trade agreement with the United States, and adopted a stance of close cooperation, not entirely free of conflict, with the northern neighbor.

This course emphasizes the close examination of assigned readings and classroom discussion.

### **History 300-013/500-013 World War II and Reconstruction**

Instructor: Richardson

MWF 1:00-1:150

It is difficult to overstate the significance of World War II. Considering that we have had nearly sixty years to process the event, we have not even begun to exhaust its implications: whether you approach its history from a cultural, political, economic, technological, or social angle, it only seems to grow in importance. It is also difficult to overstate the level of popular interest in the War: few periods in history have inspired more films, novels, TV series, memoirs and games. This course will provide a general overview of World War II, but readings will focus especially on the perspectives of those living in Britain and the British Empire. In part, this course will tell the story of World War II through the eyes of the the civilians, soldiers, officials and officers, spies, resistance fighters and collaborators who lived through it. Eventually, this course will be part of a two- or three-course series on World War II. Future courses may include those that examine the War as experienced by Eastern Europeans and Americans, each taught by specialists in these geographical areas. Students will be able to take all three courses, giving them a more rounded perspective on this crucial period in world history.

### **History 300-014/500-014 Gender and Race After Hitler**

Instructor: Florvil

TR 12:30-1:45

Post-World War II relationships between American GIs and European women, riots in Parisian suburbs in 2005, female underemployment in Italy, the high rates of rape in Sweden, and blackface performances in Germany, along with other examples of gender inequality, racial violence, and xenophobia illustrate how the concepts of gender, ethnicity, and race have remained critical in contemporary European history. In this reading-intensive course, students will explore the ideas, debates, and anxieties over the nation, migration, ethnicity, gender, culture, community, citizenship, religion, and race that emerged after World War II. We will also consider how these concepts were and are informed by a common if often unspoken belief that European identity was and is exclusively white and Judeo-Christian. In tracing diverse transformations of identity, nationalism, discrimination, difference, and activism, the course will

attend to continuities and discontinuities about racial thinking and gendered relations and practices in the postwar period.

**History 300/500-015 U.S. Women to 1865**

Instructor: Cahill

TR 9:30-10:45

This upper division course explores the history of women in North America to 1848. The range of women's experiences was vast, and often differed as a result of race, kinship, class, region, age, marital status, and many other characteristics. Nonetheless, there have also been commonalities. We will touch on many of these, and in particular, the course will focus on the texture of women's everyday lives. Lectures and readings will teach historical content and method. The assignments and exams for the course are designed to strengthen your reading comprehension, writing ability, research and analytical skills, as well as your ability to make a strong argument.

**History 300-016 American Colonies 1607-1763**

Instructor: Steinke

TR 5:00-6:15

**History 300/500-017 Islamic Middle East to c. 1260**

Instructor: Risso

MWF 11:00-11:50

The Middle East (or western Asia) constitutes, historically and geographically, a critical bridge connecting Europe and Asia. It is the setting for the early evolution of Islam as the ancient regimes of Persia and Eastern Rome declined. It is also center stage for the Crusades beginning in the late eleventh century, as well as the Mongol destruction of Abbasid Baghdad in 1258. The narrative and analysis will take us as far east as Samarkand and Sind and as far west as Iberia. This course is the first of three that, together, cover the Middle East from the late ancient period to recent history, with divisions at 1260 and 1800. Each course stands alone, without prerequisites, but introductory reading will be suggested for students that take the second or third courses alone or out of sequence.

**History 300/500-018 Native American History Since 1940**

Instructor: Connell-Szasz

TR 11:00-12:15

Between 1940 and the present, Indian Country has come through incredible change and cultural persistence. This class will enable students to gain further understanding of the experiences of American Indians/Alaska Natives/Native Hawaiians in the decades after World War II. We will look at several major eras: the war itself and its impact on Indian Country; US government retrenchment of Indian policy, leading to Termination and Relocation; the years of the 1960s and 1970s, often dubbed "Red Power", and the era of Self-Determination. The course will rely on readings, discussion, lectures, guest speakers, film. Assignments will include creating a map, response papers written during class, a mid-term and final exam, and a research essay.

### **History 300/500-019 Modern Germany: Bismarck to Hasselhoff, 1871-Present**

Instructor: Florvil

TR 3:30-4:45

From Frieda von Bülow to David Bowie's "Heroes" and from Volkswagen to the "Love Parade," Germany has undergone significant changes since its unification in 1871. It became a unified authoritarian monarchy, a weak democratic republic, a genocidal and fascist state, a semi-denazified and semi-Americanized democracy, a communist dictatorship, and a reunified nation. In this reading intensive course, we will examine the developments of modern German history from the nineteenth to the twenty-first centuries. We will engage with diverse topics, including but not limited to nationalism and nation building, cultural identity and ethnicity, shifting gender norms and roles, imperialism at home and abroad, mass political cultures, the World Wars, Nazism and the Holocaust, racism and anti-Semitism, social and political activism, the division and unification of Germany, Islamophobia, and migration and immigration. Exploring film, literature, art, music, personal testimonies, articles, and books, we will discover and analyze in what ways the notion of German identity (Germanness) has been defined, enacted, transformed, appropriated, and rejected. In doing so, we will observe how the (re)fashioning of German identity has often involved the exclusion and inclusion of individuals based on political affiliation, gender, class, health, sexuality, race, religion, and ethnicity.

### **History 306-001/506-001 Reformation Era, 1500-1600**

Instructor: Steen

MWF 11:00-11:50

The course will center on the various reformation and counter-reformation movements and will place them within the context of the general history of the sixteenth century. Luther, Zwingli, Münster, Bucer, Henry VIII, Farel, Calvin, and Loyola represent only a few of the figures whose life and works brought about religious change. Charles V, Philip II, Francis I, Elizabeth I, Henry IV and William the Silent are the rulers of greatest note as religious strife led to substantial disruption in political life. In addition, the astonishing literary and cultural figures of the period will be included and the class will consider the place of artists from Bosch and Dürer to Michelangelo and Bruegel along with the writings of Rabelais, Shakespeare, Marlow, Ronsard, Spenser and a dozen others. Nor can philosophy and science be ignored in a century so crowded with imaginative and inventive people. Students will be asked to prepare a research paper on a topic relating to the time based on the wide array of primary sources from the century. There will be a mid-term exam and a final.

### **History 307-001/507-001 Europe in the 17<sup>th</sup> Century**

Instructor: Steen

MWF 9:00-9:50

This class will concentrate on the developments in cultural, political, intellectual, and social life in Europe between 1600 and 1700. Decades of war and provincial rebellions troubled the century, but there were complex cultural, political, and intellectual developments of lasting importance. The lavish culture of the Baroque was matched by the more austere yet astonishing contributions of Dutch art, the growth of absolute monarchy had its equal in the constitutional monarchy of England, and the growth of science and rationalism changed intellectual life profoundly. The class will follow these developments through readings drawn from the writings of the century. Students will also prepare a short (7-10 page) research paper on a topic of their own choice and it should also be based on the primary documents of the century.

### **History 318-001/518-001 Spain & Portugal to 1700**

Instructor: Ryan

MWF 10:00-10:50

“Spain is different” was the slogan used by the *caudillo* Francisco Franco to encourage tourism to Spain in the 1970s, as the country had been effectively isolated by the international community due to Franco’s fascist rule. The slogan was designed to evoke the “exotic” qualities of Spain and its history. Of course, this elided the historical nuances of centuries’ worth of encounter and exchange among the many peoples--particularly Christian, Jews, and Muslims--who called the peninsula home in the premodern past. In this class, we’ll study the history of Spain and Portugal until roughly the end of the 17<sup>th</sup> century. Among some of the many themes investigated will be the waves of settlers of the peninsula, the formation of the Iberian kingdoms, social and cultural exchanges among Christians, Jews, and Muslims, and cultural and intellectual innovations.

### **History 321-001/521-001 Women in the Modern World**

Instructor: Ferguson

TR 2:00-3:15

This course analyzes women’s history as an integral component of the history of Europe since the eighteenth century. We will trace the major trends in the cultural evolution of ideas about gender, education for girls and women, the social organization of women’s work, women’s roles in the family, and the development of feminist political strategies. We will highlight how women’s experiences have differed due to class, ethnicity, and national context, but also seek to define the common ground that European women have shared. Through our study of European women’s history, we will also investigate some basic problems and assumptions in the history of gender. It is expected that students who enroll in this course will have prior knowledge of the basic narrative of modern European history.

### **History 326-001 History of Christianity to 1517**

Instructor: Ray

TR 11:00-12:15

This course covers the history of Christianity from its beginnings in Palestine to the eve of the Protestant Reformation in the sixteenth century. This was a period of major growth and development for Christianity, but also a time in which the Church faced significant crises and underwent fundamental changes. We will see Christianity emerge from early challenges to become the official religion of the Roman Empire and then define many aspects of life during the Middle Ages. Primary focus will be on the rich variety of forms—doctrinal, liturgical, artistic, intellectual, and institutional—that Christianity assumed throughout this period. Also of concern will be Christianity’s contributions to Western culture and its significance as a “civilizing” force.

### **History 402-001/602-001 Medieval Crusades and Jihad**

Instructor: Davis-Secord

TR 12:30-1:45

This course will provide a history of the crusading movement of Western Europe (ca. 1095-1291 C.E.) and its impact on the civilizations of the medieval West and Middle East. Course material will address both the events and long-term legacies of the Crusades and counter-crusades (*jihad*) as well as the histories of the peoples and ideas involved. Students will be asked to reflect on the

following questions, as presented in lectures, readings, discussions, and writing assignments: What were the motivations of the Christian crusaders? How did the Muslims and Jews of the Middle East view the Crusades, and how did they respond to them? In what ways did the prolonged contact between these two major civilizations affect the societies, religions, and economies of each?

### **History 444-001/612-001 Native American and Celtic history since 1700**

Instructor: Connell-Szasz

TR 2:00-3:15

Native American and Celtic history will contrast the cultures and historical experiences of the indigenous people of North America (largely American Indian and Alaska Natives) and the indigenous people of the “Celtic Fringe” in Ireland, Wales, and the Highlands of Scotland. During the semester, we will assess how the major trends of the modern era have played out among these peoples. We will focus on themes shared by indigenous people on both sides of the Atlantic. First, we will look briefly at their mythology and the relationship of indigenous people to the land. Then we will turn to colonialism, comparing the indigenous experiences of religious pressures and revitalization movements; military force and resistance; disease, famine, and emigration; and the Highland Clearances and diaspora and American Indian removals. Finally, we will contrast nationalist movements and land wars; cultural persistence; and the cultural renaissance that re-invigorated these societies, ranging from the late-nineteenth century renaissance in Ireland to the late-twentieth century renaissance elsewhere. Course readings: overview texts, primary sources, and indigenous literature, including plays. Format: extensive class participation.

### **History 463-001/643-001 Hispanic Frontiers**

Instructor: Reyes

TR 11:00-12:15

This course will review Southwest History from Spanish conquest and colonization to U.S. invasion and will focus on the specific characteristics of shared histories and dissimilar experiences that led to the development of a diverse population in the Southwest. Topics for discussion will include indigenous roots and the mestizo community; the creation of Californio, Nuevo Mexicano Vecino and Tejano societies; the politics of ethnic and regional identities; land, labor and political disenfranchisement in the southwest; gender, sexuality and patriarchal relations; genres of popular culture as political representation; the effects of continuous Mexican immigration on settled communities; the culture of segregation and discrimination; issues of acculturation, assimilation and resistance.

### **History 469-001 Inter-American Relations**

Instructor: Hall

TR 9:30-10:45

This course will explore relations between the United States and Latin America, as well as between the countries themselves, through the lens of the Cuban Missile Crisis. After an initial discussion and exploration of the events, sources, motivations, contexts, and outcomes of the crisis, we will look back at the 19<sup>th</sup> and 20<sup>th</sup> century roots of that complex of events and, in terms of outcomes, forward to the present. The focus will be on Mexico, Central America, and the Caribbean, and themes will include U.S. interventions in Latin America, the Cold War, economic

relations, immigration (documented and undocumented), and the traffic in narcotics. There will be a mid-term examination, an in-class essay, and a final exam

### **History 473-001/653-001 Indigenous Peoples of Latin America**

Instructor: Gauderman

TR 11:00-12:15

Before 1492, there were no "Indians" in America. Columbus' notorious expedition brought not only Europeans to America it also brought the "Indian." Disparate native peoples, with different cultures and languages, living in roaming bands and empires, located on islands, in mountains, deserts, and tropical forests would all, after 1492, be called "Indians". The origin of the "Indian" lies in this infamous crossing of the Atlantic by Europeans. For indigenous groups and individuals, however, crossing between ethnic identities would not cease; for some it would even be a daily occurrence. In this course, we will examine how indigenous and European peoples understood, maintained, and dismantled ethnic identities from pre-Hispanic to modern times in Latin America. We will begin by looking at indigenous societies before Spanish conquest and then explore the political, economic, and social strategies of indigenous peoples during the colonial and modern eras. We will consider how indigenous and nonindigenous peoples used ethnic categories to construct power and authority. The central idea of the course is that ethnic identities are interconnected with gender and class and that we therefore have to move away from essentialist approaches and ask how and why, at a certain time and place, a particular group chooses to define itself, or is defined by others, in terms of ethnicity, gender or class.

### **History 491-001 Historiography**

Instructor: Bieber

MW 1:00-2:15

Why does history matter? How do we know what we think we know? How do our choices of subject matter and method impact our view of the past and vice versa? How can we tell good history from bad? Is there such a thing as historical "truth" or objectivity? This course will attempt to answer these questions through an exploration of historiography: the history, theory and practice of history. We will use a variety of methods: reading a sampling of historical documents and texts from classical times to the present, debating the merits of various theoretical and methodological approaches, creating history through the evaluation of primary documents, and engaging in present day debates about how history is used and misused. This is a hands-on course that involves both discussion and doing history. This course emphasizes discussion, research and writing. There are no exams and very few lectures. We will divide our time among discussion of assigned readings, analysis of historical documents, and evaluation of student essays.

### **History 492-001 Re-formations in the Middle East & India: responses to imperialisms**

Instructor: Risso

MW 1:00-2:15

The re-formations considered in this undergraduate seminar involve political geography, modes of production, identity formation, and religion—hence the play on a word associated with

European history. The time frame encompasses the mid-sixteenth century through the first half of the twentieth century. The imperialisms discussed are Ottoman, Persian, Mughal, Russian, and western European—in the last category, primarily British. A premise of this course is that South Asia and the arbitrarily constructed “Middle East” are inextricably linked. The seminar will combine lectures, discussions of reading assignments and documents, and presentations of student research papers.

### **History 492-002 Health and Disease in New Mexico**

Instructor: Withycombe

TR 12:30-1:45

This course will investigate the history of medicine, disease, and public health in New Mexico. Beginning with devastating diseases brought by Spanish explorers in the 16<sup>th</sup> century and ending with the Affordable Care Act in New Mexico, the course will focus on the particular social, ethnic, political, geographic, and economic challenges faced by New Mexico in the history of sustaining the health of its citizens. Throughout the semester, students will be required to complete smaller research exercises utilizing local archives culminating in a research paper. Focusing on practitioners, patients, institutions and the state, students will explore and produce the history of medicine in New Mexico, continually interrogating the role of gender, race, ethnicity, class and sexuality in how New Mexicans have understood health and disease.

### **History 664-001 Advanced Historiography**

Instructor: Smith

M 1:00-3:30

This seminar, intended for beginning graduate students (as well as students in the PhD program who have previously not taken such a course), covers the major intellectual trends that have informed the production of historical knowledge. In other words, this seminar focuses on the relationship between “theory” and “professional practice.” Students will be introduced to major debates, theories of causation, and forms of analysis that have shaped the historical profession, including questions of “objectivity,” Marxist approaches to history, categories such as “the state” and “society,” political economy, the *Annales* school, the no-longer “new” social and cultural histories, gender, microhistory, narrative, the “linguistic turn,” subaltern studies, public history, history and pedagogy, and the recent enthusiasm for the “transnational.”

Students can expect to encounter a heavy reading load and should be ready to produce a range of analytical writing, from short book reviews and short review essays to the longer historiographical essay. Readings will likely include the following authors: Peter Novick, Dipesh Chakrabarty, Bill Sewell, Max Weber, Carl Becker, Marx, Hegel, E.P. Thompson, Carlo Ginzburg, Fernand Braudel, Marc Bloch, Michel Foucault, John Toews, R. G. Collingwood, Lynn Hunt, Barbara Fields, Clifford Geertz, Robert Darnton, Edward Said, Joan Scott, Gayatri Spivak, Fred Cooper, Ann Stoler, Judy Butler, Hayden White, and Tom Bender

### **History 666-001 Sem: Digital Methods**

Instructor: Gibbs

MW 1:00-2:15

This course explores the theoretical and methodological issues now facing humanistic study in a digital age. Combining provocative readings from the field of Digital Humanities and gentle technical tutorials, we'll talk about and experiment with powerful new research methodologies

that now allow humanists to ask and answer fundamentally different kinds of questions, as well as how new media can be used to develop and share scholarship in innovative ways. The course meets 2 days a week for 1.25 hours; on Monday we'll discuss readings and theorize about methods; on Wednesday--more like a lab section--we'll develop particular digital skills, such as mapping and geospatial analysis, text mining, and data visualization. All the while, we'll work together to create an online Digital History of Albuquerque, where students will contribute to a facet of the project most relevant to their own research (historical, literary, environmental, etc). This course challenges the typical conceptions of how one ought to produce and consume history as well as provides guidelines for effectively bridging and combining humanities and technology skills that will make you more employable, however you intend to use your humanities degree.

### **History 668-001 Sem: Medieval Minorities**

Instructor: Davis-Secord

T 4:00-6:30

The status of minority populations is a very important topic in the modern globalized world, and modern perceptions of this issue often inform our thinking about how minority groups have been treated in the past. But how does our assessment change if we consider medieval people on their own terms? This course will provide a forum for discussion and debate concerning Muslims, Jews, heretical Christians, and other minority groups living within medieval Europe and at its borders. We will explore and contrast concepts including group identity, toleration, conversion, co-existence, and persecution. We will ask: How did certain groups get selected as "outsiders" within medieval European society? Is there one paradigm with which we should explain the status and conditions of minority groups in medieval Europe, or should each group or location be considered individually? And, should medieval Christendom be understood as a "persecuting society," or are there alternative ways to explain the negotiations between majority and minority populations during the Middle Ages? These and other questions will be explored by reading and analyzing works of modern scholarship on the topic as well as primary sources from various medieval perspectives.

### **History 671-003 Sem: Crucible of War, 1898: Spain, USA, Caribbean**

Instructor: Sanabria

R 4:00-6:30

With the 1898 Spanish-American War the United States entered the fin-de-siècle nationalist revolution and imperial rivalry of the Age and left the once proud Imperial Spain in profound crisis and metaphorical disarray. In between Spain and the USA were the people of Cuba, Puerto Rico, and the Philippines forced to navigate their place between overlords on both sides of the War. This seminar will use the build-up to, the actual fighting, and the near aftermath of the Spanish-American War of 1898 to shed light on numerous historical categories of inquiry related to this modern war including but not limited to: genocide, imperialism and nation-building, militarization and war-time technologies, race and ethnicities, and issues relating to disease and public health. As a crucible of War, 1898 offers us a unique opportunity to read some of the latest research and historiography on modern Spain, the USA, and Cuba, Puerto Rico, and the Philippines, and Europeanist, Americanist, and Latin Americanist graduate students are welcome to enroll/participate and generate an historiographical essay or research project on any topic related to the Spanish-American War of their choosing.

### **History 677-001 Sem: Civil War & Reconstruction**

Instructor: Prior

M 4:00-6:30

This reading seminar for graduate students will explore the major topics and debates in historical scholarship on the American Civil War Era. We will examine the coming of the war, the war itself, and the war's legacies. We will consider as well questions about methodology and historiography relevant to historians working in any field of study.

**History 678-001 Sem: Race, Gender, Immigration**

Instructor: Reyes

R 4:00-6:30

This is an intensive-reading seminar that will examine the intersection of race and gender constructions in immigration history, particularly the ways in which notions of race and gender have influenced the development of legislation, normative understandings of citizenship, and the construction of categories of "others" and their inclusion/exclusion in American society. The seminar will read and discuss a diverse sample of immigration scholarship that highlights the experiences of a broad range of "White" and "ethnic," and documented and undocumented immigrants to the U.S.

**History 682-001 Sem: U.S. West**

Instructor: Truett

T 4:00-6:30

In this readings-intensive seminar, we will focus on a mix of foundational and new works in the history of the U.S. West, within a larger continental and global context, and with attention to the field's spaces of overlap with Canadian and Mexican history, Native American history, frontier history, borderlands history, Chicana/o history, Asian-American history, histories of empire and nation-making, maritime history, labor history, histories of race, ethnicity, gender, and sexuality, and environmental history (to name just a few).

**History 687-001 Sem: Inter-American Relations**

Instructor: Hall

W 4:00-6:30

This course will examine the course of relations between the United States, Canada, and Latin America, focusing on the post-World War II period. We will use monographs, articles, and primary documents to look as widely as possible at the Western Hemisphere, considering particular topics such as the Cold War, immigration, the trafficking of illegal drugs, covert action, and direct intervention. While we will read a number of secondary works in common, the seminar will focus principally on research. Class requirements will include four short analytical essays and a 25-page research paper, which will form the basis of a presentation to the seminar.

**History 687-002 Sem: Human Rights in Cold War Latin America: Gender, Violence, Politics**

Instructor: Hutchison

T 4:00-6:30

This seminar will examine recent scholarship on military rule, democratic transition, and neoliberal transformation in Cold War Latin America, with a primary focus on historical

research. While Political Science and Cultural Studies in particular have long worked to generate critical paradigms for approaching key topics such as authoritarian rule, civilian resistance, and economic transformation, historians have only recently begun to work on these subjects. This seminar will take as its focus the slew of recent publications that apply historical approaches, challenging the purported distinctiveness of bureaucratic-authoritarian regimes and the human rights movements they inspired, as well as the "cold war" and national/comparative framings characteristic of Latin American Studies. This seminar will be useful to graduate students preparing for MA and PhD examinations in Latin America and concentrations in gender and politics, as well as students in other fields seeking to incorporate historical perspectives in their own work. In addition to required core readings and weekly writing/discussion, students will be required to produce a 15-20 page research paper or literature review, as approved by the instructor.

### **History 690-002/LAS 500 Pro-Sem LTAM Studies**

Instructors: Kimberly Gauderman (History), Les Field (Anthropology)      W 1:00-3:30

#### Cross Disciplinary Graduate Seminar in Latin American Studies

The Pro-Seminar in Latin American Studies introduces students to the *graduate-level* study of Latin America. It is seminar in which students will be expected to do substantial reading and pre-class preparation. Students are encouraged to draw from any prior experience in Latin America, but also to *transcend* their prior knowledge by learning from discipline-based academic research. The course emphasizes the study of Latin America's contemporary culture, society, and politics, but embeds this focus in learning about issues of human rights in the region. Students acquire a shared body of knowledge of Latin American Studies, drawing on both humanities-based and social science-based approaches. They study how various disciplines analyze social and creative processes and approach artifacts and other data from diverse theoretical and methodological perspectives. They begin to appreciate how interdisciplinary research can enhance knowledge produced from a single disciplinary perspective. Students will also develop habits of ethical work with bibliographical sources.

# **UNM West**

### **History 101-010 Western Civilization to 1648**

Instructor: Staff

M 12:30-2:45

History 161-006 US History to 1877

Instructor: Staff

W 12:30-2:45

History 300-021 History of Terrorism

Instructor: Bello

TR 12:30-1:45