

MASSOTH|MWF 1300-1350||CRN 64835

HIST 1110-001: US to 1877

History 1110 is a survey of U.S. History from immediately before European colonization of the Americas until 1877. This course offers a broad overview of the expansive history of North America, with an emphasis on the United States. The course will highlight the following themes in North American history: colonization, daily life, immigration, cultural exchange, family, and the intersections of race, class, gender, and ethnicity. Our focus questions are: How do historians know what we know? What are the debates in U.S. history? How have understandings of power, ethnicity, class, gender, and race changed over time and place in the United States? How do one's race, class, and gender shape their experiences in the United States? What are the various impacts of immigration, cultural exchange, gender roles, and colonization on family life and daily experiences in the United States?

HUTTON|TR 1230-1345||CRN 74163

HIST 1110-002: US to 1877

A survey of American history from the time of European discovery of the Americas to Reconstruction. Readings will consist of a text and several short biographies. Three exams will be given.

MASKA|TR 1630-1745 ||CRN 79017

HIST 1110-003: US to 1877

Traditional histories were told through the lens of “great men” and their lives. With growing democratization of the field and diversification of sources, histories have moved decidedly away from such personality-centric narratives. Greater focus is given to processes, structures, collective lived experiences and in our times, environments. Despite these discernible shifts, individuals continue to remain central to historical narratives. This course is intended as an introduction to Indian history, across the expanse of 5000 years, with each week dedicated to one biography. These biographies are unconventional though. In some instances, we will learn about an archeological object, other times it could be human or non-human species and sometimes, it might not even be a “real” person! However, we will think about these individual lives within the larger context of forces and events that have shaped them, and in the process, the history of modern India itself. What made these twelve lives so significant to Indian history? What makes them relevant till this day? And is there a common approach to history that can be instructive to other parts and epochs of the world? We will consider these and other questions in a newly offered, innovative and interdisciplinary course from the History Department!

PRIOR|ONLINE |ONLINE|CRN 75143

HIST 1120-001: US Since 1877

This course focuses on exploring the intricacies of modern American history from 1877 to the present. The assignments for this course will help you cultivate your skills at critical interpretation and essay writing and will familiarize you with professional-quality historical scholarship. We will explore several topics, including the legacies of the Civil War, the Gilded Age and Progressive Era, American involvement in World War I and World War II, the Great Depression, the 1950s, the Civil Rights Movement, the Cold War, and the rise of modern conservatism.

STEEN|ONLINE |2H ONLINE|CRN 75633

HIST 1150-001: Western Civ to 1648

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

RICHARDSON|TR 0930-1045||CRN 77380

HIST 1160-001: Western Civ Post 1648

What if the best way to learn history is to play it? In this course, you will take part in a series of role-playing games centered around some of the key events, people, and debates in the history of the West. Instead of listening to lectures, you will play the roles of actual revolutionaries, reactionaries, kings, common people, rabble-rousers and peacemakers. Instead of taking tests and writing essays, you will participate in debates, make speeches, draft constitutions, create propaganda, and negotiate with other players, competing and collaborating to achieve your goals. If you would rather make history than read about it, this is the class for you.

GAUDERMAN|MWF 1000-1050||CRN 72497

HIST 1170-001: Hist of Early Latin America

As many of us have heard it, Christopher Columbus discovered, destroyed, conquered, or civilized America in 1492. This course will critique and challenge the conventional knowledge of this first encounter. The story of Columbus becomes a complex story about relationships between European countries, individual prejudices, Spanish social and ethnic hierarchies, African slavery, and finally about relationships between Europeans and those they called "Indians." The history of early Latin America, however, does not begin in October 1492. Indigenous bands and great civilizations inhabited North and South America for more than ten thousand years prior to the European invasion of the Caribbean islands. Thus, in this class we will focus on the pre-Columbian period, the conquest period, and the ensuing three hundred years of Spanish rule. We will concentrate on two key geographic areas—central Mexico, home to the highly structured pre-Columbian societies of the Maya and the Mexica, among many others, and later the center of Spanish control in its northern kingdoms as the Viceroyalty of New Spain; and the central Andes, land of the Inka Empire and its subject polities (among others), and home of the Viceroyalty of Peru, the center of Spanish power in its southern kingdoms. Our course will focus on the lived experiences and perspectives of Indigenous peoples, Africans, and Europeans, as well as the institutions and structures that patterned their lives.

GRAHAM|TR 1100-1215||CRN 69615

HIST 1190-001: The Medieval World

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, and Dante's Divine Comedy; 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.

RAY|MWF 0900-0950||CRN 55945

HIST 300-001: T: Traditional Eastern Civ

GUISE|TR 0930-1045||CRN 73805

HIST 300-002: T: Oral History: Methods, Ethics and Tradition

This is a practical “how to conduct oral histories” hands-on course. Students will conduct and curate oral histories in their writing and a digital project. This class is intended for students who are interested in oral history for research or family history projects. Oral history plays a vital role in community histories, subversive histories, and in understanding historical memory. Broadening our understanding of social history, oral histories help to prioritize the voices of everyday people. Over the course of this semester, students will read literature on oral history as a method, engage in discussions about the ethics and future directions of oral history, they will conduct oral histories, and they will integrate these interviews into historical writing.

RICHARDSON|TR 1230-1345||CRN 70146

HIST 300-003: T: Spies in History

Spies have been influencing history for centuries. You may think you know history’s “greats,” but do you recognize the names of Yaqub ibn Ishaq al-Kindi (the pioneer codebreaker), Kautilya/Chanakya (whose writings may have prevented Alexander the Great from conquering India) or Virginia Hall (whom the Nazis deemed “the most dangerous of all Allied spies”)? In this class, we will study the history of spies, spying, and what experts in the field call “intelligence.” We will examine the subject of spies and spying from ancient times to today—from Caleb to the cabinet noir to corporate espionage—and our scope will be global. Like the other courses on this list, this course explores history. But ours is a secret history.

RAY & SANABRIA|TR 1530-1645||CRN 71766

HIST 300-004: T: Water in History

This course will be Co-Taught.

RAY|MW 1100-1215||CRN 73606

HIST 300-005: T: Indian Hist & Biographies

Traditional histories were told through the lens of “great men” and their lives. With growing democratization of the field and diversification of sources, histories have moved decidedly away from such personality-centric narratives. Greater focus is given to processes, structures, collective lived experiences and in our times, environments. Despite these discernible shifts, individuals continue to remain central to historical narratives. This course is intended as an introduction to Indian history, across the expanse of 5000 years, with each week dedicated to one biography. These biographies are unconventional though. In some instances, we will learn about an archeological object, other times it could be human or non-human species and sometimes, it might not even be a “real” person! However, we will think about these individual lives within the larger context of forces and events that have shaped them, and in the process, the history of modern India itself. What made these twelve lives so significant to Indian history? What makes them relevant till this day? And is there a common approach to history that can be instructive to other parts and epochs of the world? We will consider these and other questions in a newly offered, innovative and interdisciplinary course from the History Department!

HIST 303-001: Early Middle Ages

In 476 the last western Roman emperor was deposed, but the transition from the world of the Roman Empire to that of the early Middle Ages had already begun. During these centuries, Europe and the Mediterranean world were fundamentally transformed by the breakdown of the structures of the Roman Empire and by the rise of new and distinctive cultures in Latin Europe, Byzantium, and the Islamic world. Rather than being a time of darkness or decay, the early medieval period was one of vibrancy and the growth of new institutions, cultures, and religious traditions. This course will follow the birth and development of the three cultures of Europe, Byzantium, and Islam from the late-Roman period through the year 1000. Topics will include the spread of institutional Christianity from Constantine to the early medieval papacy, the rise of the Franks and the foundation of the Holy Roman Empire, and the development of characteristically “medieval” forms of social and political organization, religion, art, and architecture in Europe. We will also highlight the transformation of the Eastern Roman Empire at Constantinople into medieval Byzantium, and the relationship between the West and the East of Christendom. The course will also cover the birth and spread of Islam and the society and culture of the first two Sunni dynasties, the rise of a rival Sunni caliphate in Iberia, and the foundation of a Shi’ite state based in Cairo. Questions we will consider include those of how to define the “Middle Ages,” the utility of this definition for our understanding of history, continuity versus discontinuity between Late Antiquity and the early Middle Ages, the relationships between these three “heirs of Rome,” and how medieval European civilization related to the societies on its borders.

HIST 337-001: Postwar America Since 1945

This course will explore the United States from the end of World War II to the present with an emphasis on the Atomic Age and the Advent of Cold War Politics and Culture, social reform movements and the politics of change (the Long Civil Rights Movements, the War on Poverty, the Great Society and Watergate, the New Left, Feminisms, Stonewall, Environmentalism, and Neo-Conservatism); War and Society; and the rise of globalization and neo-isolationism). Throughout the course, we will pay careful attention to the way in which Americans from all walks of life discussed, debated, and remembered the significance of these moments in the American experience.

HIST 349-001: US Military to 1900

This course is a survey of the origins and development of American military institutions, traditions, and practices 1890-1990, while blood will indeed flow freely as we slog across numerous battlefields, the development of military technology and administration will also be emphasized. We will also deal with questions regarding the nature of war and our warlike or non-warlike character as a nation.

HIST 359-001: Hist of Pop Music II

This course will explore modern U.S. musical traditions from World War II to the late twentieth century. More than any other artistic medium in the modern America, popular music has reflected, expressed, and shaped the social and cultural aspirations of the American people. Journalists and marketers have often associated specific decades with musical forms: Jazz Age, Big Band Era, Age of Rock. Cultural tastemakers and consumers have applied music-associated or music-derived descriptors to themselves and others: flappers, jazzers, hillbillies, rockers, head bangers, punks, gangstas, and others. The course will trace the transformation of popular music as it courses through the social, cultural, and economic upheavals of World War II, the Cold War, the Vietnam War, and the Conservative revolution. Musical genres will include pop, country-western, rhythm and blues, rockabilly, rock-n-roll and rock, soul, punk and new wave, rap or hip hop, new age, grunge, and other late twentieth century styles. In particular, the class will explore how race,

culture, technology, and markets combine in the twentieth century to define “authenticity,” a slippery label especially desired by white musicians from Pete Seeger to Bob Dylan to Black Flag. I want to reassure all students that this course is not a musicology class. Neither the reading of musical charts nor the mastery of music theory is a prerequisite to performing well in this course. I will test your historical knowledge of musical formations, not your ability to peck out tunes or to dissect chords.

FLORVIL|MWF 1100-1150|CRN 77339

HIST 395-001: Gender & Race After Hitler

Post-World War II relationships between American GIs and European women, the creation of the European Union, 1960s European political activism, Black Lives Matter protests in Europe, protests against an abortion ban in Warsaw, new waves of immigration, Brexit, as well as other examples of gender inequality, racial violence, xenophobia, and political conservatism help to illustrate how the concepts of gender and race have remained critical throughout twentieth century European history. In this reading-intensive course, students will explore the ideas, debates, and anxieties over the nation, migration/immigration, ethnicity, gender, culture, community, citizenship, religion, sexuality, class, and race that emerged after the Second World War. Though the Allied Powers were victorious and defeated fascism, some European dynamics and ideas (oftentimes fascist and discriminatory in nature) did not exactly change after the war. We will also consider how these concepts were and are still informed by a common if often unspoken belief that European identity is exclusively white and Judeo-Christian. In tracing diverse transformations and understandings of identity, nation building/nationalism, discrimination, difference, and political activism, the course will attend to continuities and discontinuities about political ideas, racial thinking, gendered relations, and sexual practices from the postwar to the contemporary periods.

MONAHAN|MWF 1200-1250|CRN 77342

HIST 395-002: Russia & Early Slavic World

This course surveys the history of the emergence of political formations in the medieval and early modern Eastern Europe. Topics include: Ancient Kyiv, Christianization of the Rus', Medieval Novgorod, Mongol Conquest, the emergence of Muscovy/Russia alongside the Grand Duchy of Lithuania, the formation of the Polish-Lithuanian Commonwealth, Black Sea geopolitics, Russian expansion into Siberia, the baffling reign of Ivan the Terrible, Time of Troubles, the establishment of the Romanov dynasty, encounters with foreigners, society and culture of Muscovy, Muscovy's conquest of Ukraine, and the early reign of Peter the Great. The course will pay special attention to how this history has been mobilized and distorted by Russian president Vladimir Putin to justify Russia's current war against Ukraine. Course readings include a variety of primary (translated into English) and secondary sources. No background in Russian history or language required. Non History majors are welcome.

POLK|MWF 1200-1250|CRN 79014

HIST 300: Age of Enlightenment, Age of Revolution

This course covers one of the most formative periods in world history. It will begin with an appraisal of 17th and 18th century Europe and examine the context from which this philosophical movement spawned. The course will then examine the major works produced during this period and the ways in which they influenced society. We will examine the role of Enlightenment philosophers and the influence of their works on the outbreak of violence and revolution in the late 18th century. This course will include themes that will draw the different sections of the material together. These include the emergence of Enlightenment ideas of skepticism, reason, individualism, liberty, and secularism.

HEIMERMAN|MWF|1400-1450|CRN 79015

HIST 395-004: The Living and the Undead

What happens when we die? Are ghosts real? Can we talk to the dead? Can we bring the dead back to life? These and many other questions will be tackled in “The Living and the Undead.” This class, which will focus on premodern European society, introduces undergraduate students to a variety of primary and secondary sources concerning the living, the dying, the dead, saints, angels, demons, ghosts, and the mysterious undead. Through these figures, students will also explore the physical and metaphorical spaces of tombs, cemeteries, churches, wildernesses, Heaven, Hell, Purgatory, the underground, and the “in between” zones. By the end of the course, students will be able to compare these premodern European worldviews with our own contemporary beliefs, fantasies, and popular culture.

MASSOTH|MW 1500-1615||CRN 75805

HIST 396-001: T: US Western History

This course examines and interrogates the history of the North American West. Before the West was the “West,” it was someone’s home and it was also others’ east, north, or south. The American West is characterized by popular depictions, frontier mythology, intricate environmental history, and unique political, cultural, and economic realities. This course will critically introduce and examine the complex history of the American West in the history of North America from the colonial period (1500s) to 1877 and with additional discussions of present-day implications. Students will focus on shifting ideas of space, place, and nation in the greater West. We will especially focus on the numerous historical issues associated with the cultural conflict and exchange that shaped human relations in the region. This class will focus heavily on issues of race, gender, ethnicity, and class in the region. This will not be a comprehensive history of the American West but instead this course will highlight historical themes over time that have shaped the present mythology and reality of the North American West. The central objective of this course is to interrogate the ever-shifting history and place of the American West in the United States. Students will be asked to rethink broader U.S. historical events with the lens of the “West.”

LEONG|MWF 1000-1050||CRN 77343

HIST 396-002: T: Alien Nation: Immigration and Belonging in the U.S.

In this course we will examine the interactions between and among immigrants, Indigenous peoples, and involuntary migrants throughout U.S. history. We will explore how U.S. immigration policy, nativisms, labor and the economy, and ideas about citizenship have shaped diverse experiences of what it means to be American, and how diverse communities have responded and, in some cases, redefined what it means to be American. Lectures will address key periods of migration and U.S. nation building, supplemented by readings from memoirs, speeches, literature, poetry, and media.

LEONG|MWF 1300-1350||CRN 77344

HIST 396-003: T: US Women of Color Feminisms

This course focuses on the experiences of Women of Color feminisms in the United States, emphasizing how women of color have made sense of their lived experiences in ways that have transformed U.S. feminist thought. The course will walk students through the diverse assumptions and experiences from the founding of the United States that have served as the foundations for women of color feminist thought, and then explore how women of color feminisms have developed throughout the 20th and 21st centuries. Topics addressed will include debates over the term feminist within Black, Chicana/Latina, Native American, and Asian American communities; the deep influence of the Black radical tradition on U.S. and transnational social movements; and the emergence of key concepts that center women of color experiential knowledge,

including Black feminist thought, intersectionality, Native Feminism, transnational feminisms, queer of color critique, reproductive justice, and more. Class assignments require assigned readings, documentaries, and in-class small group activities, with a final creative project due at the end of class.

JEFFERSON|ONLINE |2H ONLINE|CRN 77397

HIST 396-004: T: Black Sports

In recent years, sports have provided a useful platform for athletes and spectators to meditate on the profound changes in customs, traditions, and practices that have shaped society. From LeBron James to Stephen Curry, and from Colin Kaepernick to Naomi Osaka, African American athletes and their commentary on social issues have occupied center stage in the public eye. From sociologists to news pundits to the former President to the United States, black athletes have spearheaded an intense public discussion about race and sport in American Society. What is the position of the black athlete within the black community? How and to what degree does the black athlete represent or reflect the seismic socio-cultural, political, and economic transformations that have shaped American society throughout the twentieth and the twenty-first century? And finally, what has been the response of African American athletes historically to the vexing issues of race and racial injustice in this country?

This on-line course will study the history of African Americans in United States Sports History during the late nineteenth and throughout the twentieth century. It will examine how scholars have treated the growing prominence of sports in the Modern Civil Rights Movement to the Transnational imagery of Racial Ethnic People in the Sporting World of the late Twentieth Century. The course will end with an examination of the Black Lives Matter Movement and the Rise of the Socially Conscious Black Athlete in the American Sports Industry during the second decade of the Twenty first Century.

GARCIA Y GRIEGO|TR 1530-1645||CRN 77397

HIST 396-005: T: NM: People, Land, Environment

This course focuses on the selected themes in New Mexico history since the 1700s. The focus is on the interaction of Native Americans, Spanish, nuevomexicanos and Americans of European and other ancestries whose arrival set in motion important social, political, and environmental transformations. Topics in this course include selected population interactions including violence and accommodation, the debate over interpretative frameworks including various forms of colonialism, the mechanics of land acquisition and territorial control, from Spanish and Mexican land grants to the Homestead Act and its successors, the establishment of Navajo (Diné) and Apache reservations, the recognition of Pueblos, land loss and partial land recovery in the twentieth century, the establishment of National Forests and development of multiple use policies of public lands and their environmental consequences, especially regarding the management of water. Course will require some primary research at the Center for Southwest Research, with guidance from the instructor, and a research paper on a topic of interest to the student.

HUTCHISON|TR 1100-1215||CRN 74895

HIST 397-001: T:Latin American Labor and Working-Class History

This course traces the evolution of Latin American labor systems in the modern period. Drawing on recent studies of the urban working classes, peasants, copper miners, domestic servants and factory workers, we will examine the impact of industrialization, the export economy, and state formation on working-class experience and consciousness. In particular, by looking closely at the forms and limitations of working-class organization in the twentieth century, we will seek to understand how workers sought to control their working environments, improve the health of their communities, and project their influence through political parties. Throughout, special attention will be focused on issues of race, ethnicity, gender and age in order

to explore how these categories shaped working-class consciousness, resistance, and community. Students should plan to attend lectures, participate in class discussions, and read approximately 75 pages a week, as well as complete a midterm, final exam, and two 5-6 page papers based on the assigned readings. Graduate students will also prepare additional readings, attend special sessions, and complete a 15-page paper.

HERRÁN ÁVILA|TR 0930-1045||CRN 74896

HIST 397-002: T: 20th C. Mexico

This course explores the political and social history of 20th century Mexico, from the turmoil of the 1910 revolution to the era of neoliberalism. We pay particular attention to roots of social discontent and the questions of equality and democracy. We look at the winding process of consolidation and decline of the post-revolutionary state, and the mobilization of workers, peasants, students, guerrilla organizations, intellectuals, women, indigenous peoples, and the urban middle class. By examining these histories of dissent, protest, and rebellion, the course provides a critical take on the creation, exertion, and contestation of power in Mexico and a historical perspective on the lasting legacies of its seemingly “unfinished” revolution.

GRAHAM|TR 1400-1515||CRN 77349

HIST 401-001: Anglo-Saxon England 450-1066

This course will offer an overview of the history and culture of England from the arrival of the Angles and Saxons in the fifth century until the Battle of Hastings of 1066. These six centuries form one of the most vibrant and innovative periods of English history, when the foundations of England’s greatness were first established. We will cover such diverse topics as the pagan culture of the early Anglo-Saxons, the Sutton Hoo Ship Burial, the Irish and Roman missions to England, the Viking invasions, the military and educational campaigns of King Alfred the Great, Anglo-Saxon manuscript culture, and the Bayeux Tapestry. The course will center upon the interpretive study of such primary source materials as the Beowulf poem, Bede’s Ecclesiastical History of the English People, and the Anglo-Saxon Chronicle. There will be two papers, in-class quizzes, and a final examination.

RYAN|TR 0930-1045||CRN 77351

HIST 406-001: Medieval & Modern Apocalypse

Apocalyptic expectations and apprehensions underpin much of what constitutes “Western Civilization.” But what is the changing definition of “apocalypse”? Originally from the Greek term meaning “revelation,” the Apocalypse attributed to John the Evangelist was dependent upon longer, more historic apocalyptic traditions as well as the political and cultural contexts in which it was composed in the first century C.E. In the twenty-first century, however, apocalyptic understandings have manifested themselves in contexts surrounding notions of plague and contagion, the fear of the alien “other,” and in ecological and environmental catastrophe, among other themes. In this class, we will analyze the changing nature of the apocalypse as a genre of historical literature. We will read traditional apocalypses within the Abrahamic faiths, trace the understanding of apocalyptic expectations and apprehensions throughout the Middle Ages and early modern eras, and investigate what constitutes an apocalyptic scenario within the modern era.

WITHYCOMBE|TR 1100-1215||CRN 77353

HIST 409-001: United States of Germs

This course will examine the impact of infectious epidemic disease on Americans and their history, from smallpox and influenza to AIDS and COVID-19. We will investigate how epidemic diseases have helped to shape national identity 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 disease outbreaks? Themes to be addressed include: the role of disease in the early depopulation of the Americas; the relationship between contagion and social upheaval; the effects of urbanization; the power of doctors, public health workers, politicians, and patients; prejudice and infection; the ethics of quarantine; the tension between public good and individual rights; and the paradox of prevention.

WITHYCOMBE|TR 1400-1515||CRN 77354

HIST 415-001: History of Reproduction

This course examines the social, historical, and political issues surrounding reproductive medicine and technologies. It explores the ways in which medicine has intersected with cultural constructs of gender, sexuality, class, and race to produce ways of controlling the reproducing body, both male and female. By exploring procedures and artifacts of the past two hundred years, we investigate how these technologies and this medicine have been used to conform to, subvert, and expose social norms and expectations about reproduction.

GARCIA Y GRIEGO|TR 1230-1345||CRN 77399

HIST 431-001: Political History of the US

This course surveys U.S. national political history from the drafting of the Constitution in 1787 to the 2016 presidential election. It emphasizes the changing role of political institutions, judicial review, the role of state and federal government within the federal system, the emergence and transformation of political parties, and the consequences of territorial expansion, taking of American Indian lands and immigration on nation building. In the post New Deal period the federal government acquired a large role in social policy. A sharp partisan debate has emerged since then over social and economic policy, a subset of which is referred to as the “culture wars.” This course concludes with an examination of the changing institutional roles of government in the context of Obama’s presidency, the 2016 election, and the changing politics associated with the Trump Administration. The writings of historians and political scientists are supplemented by U.S. Supreme Court decisions, government documents and reports, and news sources.

SMITH|MWF 1100-1150||CRN 77355

HIST 434-001: History of American Capitalism

This upper-division course focuses on the roles played by business and labor in the history of the United States. Topics to be covered include the rise of big business (the “robber barons”) in American history, the growth and decline of the labor movement and the changing nature of work, unemployment and poverty, and wealth in American culture, among others. Our goal is to comprehend the changing nature of capitalism in the United States, what economist Joseph Schumpeter once termed “a perennial gale of creative destruction.”

TRUETT|TR 1100-1215||CRN 77356

HIST 464-001: US-Mexico Borderlands

In this class, we will explore the histories of the American Southwest and Mexican North from a transnational perspective. We will start by examining the colonial legacy of the American Southwest and Mexican North, when both regions were part of New Spain’s far northern frontier. We will then explore how this frontier was transformed into a borderlands between nations—a place divided by national boundaries, and connected by transnational pathways of migration, culture, and economic development. Discussions will move chronologically through the nineteenth and twentieth centuries, but will take thematic detours to examine such issues as imperialism and exploration, Apache Indians and “bandits,” the romantic Southwest, popular rebellions, mining and other forms of capitalist development, immigration, labor conflicts, Yaqui Indians and their resistance to Mexican and American conquest, the Mexican Revolution, the rise of a new multicultural borderlands in the twentieth century, and the future of the borderlands in a new global age.

GAUDERMAN & HUTCHISON|MW 1500-1730|2H|CRN 77358

HIST 478-001: History of Latin America Through Film

This course will analyze the gendered and racial foundations of violent conflict in Latin American societies. Pairing primary and secondary sources with outstanding documentary and feature-length films, students will gain an understanding of the problematics of race, gender, and political violence in twentieth-century Latin America. This eight-week course is organized around films, lectures, readings, student blogs, and group activities using primary sources. Students will be required to attend all class meetings, make regular blog postings, and complete two exams.

SANABRIA|TR 1230-1345||CRN 65721

HIST 491-001: Historiography

This course is a capstone seminar designed for History majors that will explore the theory of history and how history is “done” (i.e. historical methodologies) through a careful reading and discussion of historical documents and texts from classical times to the present. In this seminar we will not only just look at the “history of History”, but also explore different and influential approaches to history as well as the philosophical underpinnings that inform our assumptions in understanding the past, and thereby emerge with a critical understanding of the discipline and profession of being an historian. By its very nature, a historiography course can never be “complete,” but we will read widely across geographical and temporal borders, sample a range of perspectives on the writing of history, and consider a number of theoretical approaches that have been especially influential in the field.

SMITH|MW 1300-1415||CRN 69636

HIST 492-001: Liberalism, State, and Welfare

How have societies dealt with the problem of poverty? This course will study how different nations have dealt with this problem, concentrating on the historical experience of the United States and issues of historiography and methodology. We will explore the historical evolution of capitalism, the roles played by social scientists and other “experts” in “discovering” poverty, how social movements have shaped government policy, and how perceived relationships between race, ethnicity, and poverty have shaped the development of social welfare programs, among other subjects. Our readings will focus on a range of primary sources, but we will also read a number of works written by historians and other social scientists, including recent scholarship and classics. This course is a senior seminar, designed as a capstone course for history majors, and will be particularly useful for students who subsequently intend to write a senior thesis.

FLORVIL|MW 1400-1515||CRN 77360

HIST 492-002: Women's Rights are Human Rights

When then First Lady Hilary Rodham Clinton delivered a speech, entitled “Women’s Rights are Human Rights,” at the United Nations Fourth World Conference on Women in Beijing, China in 1995, she drew on a long tradition of recognizing the dignity and humanity of women. She also explained how women’s efforts to secure civil, political, economic, and social rights predated that significant moment. This course focuses on those previous efforts to achieve women’s rights along with other human rights goals and movements. While this is particularly important given the centennial of U.S. women’s suffrage, the course will pursue other geographic contexts to offer a more critical perspective of these efforts to push for citizenship and rights by examining women across the globe. It explores women’s and their allies’ efforts to secure, maintain, transform, and contest their treatment and agitate for equitable legislation that acknowledged their personhood and agency. Exploring multiple international, imperial, national, and local contexts and spaces and using a range of sources, the course will chart the emergence and evolution of women’s rights, including the actors, discourses, practices, and movements. The course will also unpack the relationship between

rights and citizenship, belonging, identity/subjectivity, and politics and how rights impact particular groups (sexes, genders, classes, races/ethnicities, etc.). Students will grasp an understanding of the utility of women's rights in international campaigns for justice, equality, and dignity and acknowledge continuities and discontinuities with the past and present.

RAY & SANABRIA|TR 1530-1645||CRN 77365

HIST 500-001: T: Water in History

This course will be Co-Taught.

GUISE|TR 0930-1045| CRN 77849

HIST 500-005: T: Oral History: Methods, Ethics and Traditions

This is a practical "how to conduct oral histories" hands-on course. Students will conduct and curate oral histories in their writing and a digital project. This class is intended for students who are interested in oral history for research or family history projects. Oral history plays a vital role in community histories, subversive histories, and in understanding historical memory. Broadening our understanding of social history, oral histories help to prioritize the voices of everyday people. Over the course of this semester, students will read literature on oral history as a method, engage in discussions about the ethics and future directions of oral history, they will conduct oral histories, and they will integrate these interviews into historical writing.

DAVIS-SECORD|MWF 1000-1050||CRN 77364

HIST503-001: Early Middle Ages

In 476 the last western Roman emperor was deposed, but the transition from the world of the Roman Empire to that of the early Middle Ages had already begun. During these centuries, Europe and the Mediterranean world were fundamentally transformed by the breakdown of the structures of the Roman Empire and by the rise of new and distinctive cultures in Latin Europe, Byzantium, and the Islamic world. Rather than being a time of darkness or decay, the early medieval period was one of vibrancy and the growth of new institutions, cultures, and religious traditions. This course will follow the birth and development of the three cultures of Europe, Byzantium, and Islam from the late-Roman period through the year 1000. Topics will include the spread of institutional Christianity from Constantine to the early medieval papacy, the rise of the Franks and the foundation of the Holy Roman Empire, and the development of characteristically "medieval" forms of social and political organization, religion, art, and architecture in Europe. We will also highlight the transformation of the Eastern Roman Empire at Constantinople into medieval Byzantium, and the relationship between the West and the East of Christendom. The course will also cover the birth and spread of Islam and the society and culture of the first two Sunni dynasties, the rise of a rival Sunni caliphate in Iberia, and the foundation of a Shi'ite state based in Cairo. Questions we will consider include those of how to define the "Middle Ages," the utility of this definition for our understanding of history, continuity versus discontinuity between Late Antiquity and the early Middle Ages, the relationships between these three "heirs of Rome," and how medieval European civilization related to the societies on its borders.

HUTTON|TR 1400-1515||CRN 77347

HIST 549-001: US Military to 1900

This course is a survey of the origins and development of American military institutions, traditions, and practices 1890-1990, while blood will indeed flow freely as we slog across numerous battlefields, the development of military technology and administration will also be emphasized. We will also deal with questions regarding the nature of war and our warlike or non-warlike character as a nation.

FLORVIL|MWF 1100-1150|CRN

HIST : Gender & Race After Hitler

Post-World War II relationships between American GIs and European women, the creation of the European Union, 1960s European political activism, Black Lives Matter protests in Europe, protests against an abortion ban in Warsaw, new waves of immigration, Brexit, as well as other examples of gender inequality, racial violence, xenophobia, and political conservatism help to illustrate how the concepts of gender and race have remained critical throughout twentieth century European history. In this reading-intensive course, students will explore the ideas, debates, and anxieties over the nation, migration/immigration, ethnicity, gender, culture, community, citizenship, religion, sexuality, class, and race that emerged after the Second World War. Though the Allied Powers were victorious and defeated fascism, some European dynamics and ideas (oftentimes fascist and discriminatory in nature) did not exactly change after the war. We will also consider how these concepts were and are still informed by a common if often unspoken belief that European identity is exclusively white and Judeo-Christian. In tracing diverse transformations and understandings of identity, nation building/nationalism, discrimination, difference, and political activism, the course will attend to continuities and discontinuities about political ideas, racial thinking, gendered relations, and sexual practices from the postwar to the contemporary periods.

SMITH|MWF 1100-1150|CRN 77361

HIST 596-001: History of American Capitalism

This upper-division course focuses on the roles played by business and labor in the history of the United States. Topics to be covered include the rise of big business (the “robber barons”) in American history, the growth and decline of the labor movement and the changing nature of work, unemployment and poverty, and wealth in American culture, among others. Our goal is to comprehend the changing nature of capitalism in the United States, what economist Joseph Schumpeter once termed “a perennial gale of creative destruction.”

LEONG|MWF 1300-1350|CRN 77362

HIST 596-002: T: US Women of Color Feminisms

This course focuses on the experiences of Women of Color feminisms in the United States, emphasizing how women of color have made sense of their lived experiences in ways that have transformed U.S. feminist thought. The course will walk students through the diverse assumptions and experiences from the founding of the United States that have served as the foundations for women of color feminist thought, and then explore how women of color feminisms have developed throughout the 20th and 21st centuries. Topics addressed will include: debates over the term feminist within Black, Chicana/Latina, Native American, and Asian American communities; the deep influence of the Black radical tradition on U.S. and transnational social movements; and the emergence of key concepts that center women of color experiential knowledge, including Black feminist thought, intersectionality, Native Feminism, transnational feminisms, queer of color critique, reproductive justice, and more. Class assignments require assigned readings, documentaries, and in-class small group activities, with a final creative project due at the end of class.

MASSOTH|MW 1500-1615|CRN 77363

HIST 596-003: T: US Western History

This course examines and interrogates the history of the North American West. Before the West was the “west,” it was someone’s home and it was also someone else’s east, north, or south. The American West is characterized by popular depictions, frontier mythology, intricate environmental history, and unique political, cultural and economic realities. This course will critically introduce and examine the complex history of the “American West” in the history of North America from the colonial period (1500s) to the present. Students will focus on shifting ideas of space, place, and nation in the greater West. We will especially focus

on the numerous historical issues associated with the cultural conflict and exchange that shaped human relations in the region. This class will focus heavily on issues of race, gender, ethnicity, and class in the region. This will not be a comprehensive history of the American West but instead this course will highlight historical themes over time that have shaped the present mythology and reality of the North American West.

JEFFERSON|TR 0800-0915||CRN

HIST 596-004: Postwar America Since 1945

This course will explore the United States from the end of World War II to the present with an emphasis on the Atomic Age and the Advent of Cold War Politics and Culture, social reform movements and the politics of change (the Long Civil Rights Movements, the War on Poverty, the Great Society and Watergate, the New Left, Feminisms, Stonewall, Environmentalism, and Neo-Conservatism); War and Society; and the rise of globalization and neo-isolationism). Throughout the course, we will pay careful attention to the way in which Americans from all walks of life discussed, debated, and remembered the significance of these moments in the American experience.

GARCIA Y GRIEGO|TR 1530-1645||CRN 77398

HIST 596-005: T: NM: People, Land, Environment

This course focuses on the selected themes in New Mexico history since the 1700s. The focus is on the interaction of Native Americans, Spanish, nuevomexicanos and Americans of European and other ancestries whose arrival set in motion important social, political, and environmental transformations. Topics in this course include selected population interactions including violence and accommodation, the debate over interpretative frameworks including various forms of colonialism, the mechanics of land acquisition and territorial control, from Spanish and Mexican land grants to the Homestead Act and its successors, the establishment of Navajo (Diné) and Apache reservations, the recognition of Pueblos, land loss and partial land recovery in the twentieth century, the establishment of National Forests and development of multiple use policies of public lands and their environmental consequences, especially regarding the management of water. Course will require some primary research at the Center for Southwest Research, with guidance from the instructor, and a research paper on a topic of interest to the student.

HERRÁN ÁVILA|TR 0930-1045||CRN 74903

HIST 597-001: T: 20th C. Mexico

This course explores the political and social history of 20th century Mexico, from the turmoil of the 1910 revolution to the era of neoliberalism. We pay particular attention to roots of social discontent and the questions of equality and democracy. We look at the winding process of consolidation and decline of the post-revolutionary state, and the mobilization of workers, peasants, students, guerrilla organizations, intellectuals, women, indigenous peoples, and the urban middle class. By examining these histories of dissent, protest, and rebellion, the course provides a critical take on the creation, exertion, and contestation of power in Mexico and a historical perspective on the lasting legacies of its seemingly “unfinished” revolution.

HUTCHISON|TR 1100-1215||CRN 75807

HIST 597-004: T: Latin American Labor and Working-Class History

This course traces the evolution of Latin American labor systems in the modern period. Drawing on recent studies of the urban working classes, peasants, copper miners, domestic servants and factory workers, we will examine the impact of industrialization, the export economy, and state formation on working-class experience and consciousness. In particular, by looking closely at the forms and limitations of working-class organization in the twentieth century, we will seek to understand how workers sought to control their

working environments, improve the health of their communities, and project their influence through political parties. Throughout, special attention will be focused on issues of race, ethnicity, gender and age in order to explore how these categories shaped working-class consciousness, resistance, and community. Students should plan to attend lectures, participate in class discussions, and read approximately 75 pages a week, as well as complete a midterm, final exam, and two 5-6 page papers based on the assigned readings. Graduate students will also prepare additional readings, attend special sessions, and complete a 15-page paper.

GRAHAM|TR 1400-1515||CRN 77350

HIST 601-001: Anglo-Saxon England

This course will offer an overview of the history and culture of England from the arrival of the Angles and Saxons in the fifth century until the Battle of Hastings of 1066. These six centuries form one of the most vibrant and innovative periods of English history, when the foundations of England's greatness were first established. We will cover such diverse topics as the pagan culture of the early Anglo-Saxons, the Sutton Hoo Ship Burial, the Irish and Roman missions to England, the Viking invasions, the military and educational campaigns of King Alfred the Great, Anglo-Saxon manuscript culture, and the Bayeux Tapestry. The course will center upon the interpretive study of such primary source materials as the Beowulf poem, Bede's Ecclesiastical History of the English People, and the Anglo-Saxon Chronicle. There will be two papers, in-class quizzes, and a final examination.

RYAN|TR 0930-1045||CRN 77352

HIST 606-001: Medieval & Modern Apocalypse

Apocalyptic expectations and apprehensions underpin much of what constitutes "Western Civilization." But what is the changing definition of "apocalypse"? Originally from the Greek term meaning "revelation," the Apocalypse attributed to John the Evangelist was dependent upon longer, more historic apocalyptic traditions as well as the political and cultural contexts in which it was composed in the first century C.E. In the twenty-first century, however, apocalyptic understandings have manifested themselves in contexts surrounding notions of plague and contagion, the fear of the alien "other," and in ecological and environmental catastrophe, among other themes. In this class, we will analyze the changing nature of the apocalypse as a genre of historical literature. We will read traditional apocalypses within the Abrahamic faiths, trace the understanding of apocalyptic expectations and apprehensions throughout the Middle Ages and early modern eras, and investigate what constitutes an apocalyptic scenario within the modern era.

TRUETT|TR 1100-1215||CRN 77357

HIST 644-001: US-Mexico Borderlands

In this class, we will explore the histories of the American Southwest and Mexican North from a transnational perspective. We will start by examining the colonial legacy of the American Southwest and Mexican North, when both regions were part of New Spain's far northern frontier. We will then explore how this frontier was transformed into a borderlands between nations—a place divided by national boundaries, and connected by transnational pathways of migration, culture, and economic development. Discussions will move chronologically through the nineteenth and twentieth centuries, but will take thematic detours to examine such issues as imperialism and exploration, Apache Indians and "bandits," the romantic Southwest, popular rebellions, mining and other forms of capitalist development, immigration, labor conflicts, Yaqui Indians and their resistance to Mexican and American conquest, the Mexican Revolution, the rise of a new multicultural borderlands in the twentieth century, and the future of the borderlands in a new global age.

BOKOVOY|W 1300-1530||CRN 27712

HIST 664-001: Advanced Historiography

This course will introduce students to the intellectual conditions of the production of history. While the core concern of the class will be to survey the key theoretical trends informing modern historiography, we will also consider the historical context in which those theories were developed, including the evolution of the profession. We will stress the professional context in which each of the theorists and historians on our syllabus worked, and we will number ourselves among them by reflecting purposefully on our own identities and assumptions as historians. In addition to mastering key trends in modern historiography, an important part of this course will be practicing forms of writing central to the historian's craft as well as conventions of scholarly debate and discussion.

MONAHAN|W 1600-1830||CRN 77375

HIST 666-001: Sem: History and Propaganda: Putin's War

This reading seminar course will explore the History and Propaganda. Our point of departure is the mobilization of History in Russia's war against Ukraine. The course will pay special attention to how this history has been mobilized and distorted by Russian president Vladimir Putin to justify Russia's current war against Ukraine. But neither propaganda nor mobilizing history in its service are new phenomena and we will examine the deployment of history and propaganda in select episodes in the history of the Russian Empire. We will also look at how imperial narratives have under-girded Russian imperial self-understanding since the eighteenth century. No background in Russian history or language required. Non-Europeanists are welcome.

DAVIS-SECORD|M 1600-1830||CRN 57609

HIST 668-001: Sem: Women in Global Middle Ages

This course will examine the history of women's lives, along with concepts of how people expressed and experienced gender and sexuality, in societies around the world during the period 500-1500 CE. Readings will focus on women's experiences of political power and authority, religious life, family and community networks, economic systems, and enslavement and sexual exploitation, among other concepts. We will take a comparative global perspective in course readings and discussions. Student research papers may focus on any area of time period within this broad chronological range.

PRIOR|T 1600-1830||CRN 77376

HIST 678-001: Sem: Race & Region in United States

This graduate reading seminar will look at the literature on race and region in the United States, including its colonial antecedents. It will survey the history of this topic from the early modern period down to the near present. The course will provide a strong background on the history of racism and its impact on society, politics, culture, and economics for students working on any time period of U.S. / North American history.

HERRÁN ÁVILA|R 1600-1830||CRN 77377

HIST 687-001: Sem: Latin America & Global Cold War

Latin America's Cold War was a period of polarizations and radicalisms, and of large-scale social, cultural and economic transformations, altogether the product of convergent local, national, regional, and global conflicts. This seminar interrogates, contextualizes, and critically engages with how Latin Americans confronted these challenges and how they made the Cold War legible in local/global terms. The course weighs the agency and relative autonomy of Latin American actors vis-à-vis US and Soviet influence; parses out different episodes of domination, resistance, consent, and appropriation; examines the conflicts between reform, revolution, and counterrevolution, and considers the importance of global context, internal cleavages, and transnational exchanges. Students will engage with recent scholarship that locates national and regional conflict in a broader global lens, and will use a combination of primary and secondary sources to develop historiographical essays or research projects on the intellectual, social, political and/or cultural history of the period.