

The Department of History

Course Descriptions

Spring 2012

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.

Dr. Kimberly Gauderman
History Undergraduate Advisor
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277-7852

History 101-001 Western Civilization to 1648

Instructor: Ryan

MWF 9:00-9:50

Ancient Greek and Roman philosophers believed the world was eternal and that history repeated itself cyclically and eternally. Medieval scholars, on the other hand, thought that the world only had a finite time of existence; it was created from nothing, developed, and would be consumed at the end of history. Many people have understood the narrative of the history of Western Civilization similarly. Some think of it as a series of human themes and conditions that repeat themselves time and again within different geographic venues, whereas others perceive it as a linear, forward march of progress for the whole civilization. The reality, of course, is far more complex. In this class, we will investigate the societies of the Ancient Near East, Greece, Rome, Byzantium, the Islamic world, and medieval and early modern Europe. Some of the themes that we will study 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, and the experience of individuals' encounters with the wider world. We will read and analyze primary sources, the eyewitness accounts of the people who lived through these times, and learn the fundamental techniques of the study of history. By encountering the many manifestations of what constitutes Western Civilization, students will come away with a more nuanced understanding of what that civilization actually entails.

History 102-001 Western Civilization post 1648

Instructor: Ferguson

MW 11:00-11:50

****History Lab is Required****

In this course we will trace the development of modern systems of political, social, and economic organization in Europe. We will pay particular attention to the rise of the nation-state, the evolution of liberal democratic ideas, the industrial transformation of Europe, the experiences of everyday life, and the interaction of European powers with other parts of the world. By engaging directly with primary historical texts, we will begin to explore the fundamentals of the discipline of history.

History 102-002 Western Civilization post 1648

Instructor: Sanabria

TR 9:30-10:45

****History Lab is Required****

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. Students must register for a weekly mandatory discussion section during the first week of the semester.

History 102-003 Western Civilization post 1648

Instructor: Bello

MWF 9:00-9:50

This course provides a survey of western civilization from the seventeenth century to the contemporary era. We will examine political, social, and cultural developments with an emphasis on changes in the exercise of power, changes in the workplace and work patterns, and changes in attitudes and values. The course consists of formal lectures and discussion sessions. In addition to participating in discussion sessions, students are required to take a midterm exam, a final exam, and write an essay assignment.

History 102-005 Western Civilization post 1648

Instructor: Bello

TR 5:00-6:15

This course provides a survey of western civilization from the seventeenth century to the contemporary era. We will examine political, social, and cultural developments with an emphasis on changes in the exercise of power, changes in the workplace and work patterns, and changes in attitudes and values. The course consists of formal lectures and discussion sessions. In addition to participating in discussion sessions, students are required to take a midterm exam, a final exam, and write an essay assignment.

History 161-001 US History to 1877

Instructor: Cahill

MWF 10:00-10:50

This course offers a survey of the economic, political, cultural and social development of the United States to 1877. Students will engage with material through a variety of formats including lectures, discussions, and course readings.

History 162-001 History of the U.S. Since 1877

Instructor: Hutton

MW 11:00-11:50

****History Lab is Required****

This Course is a survey of United States history from the end of the Civil War in 1865 to the present. Political and social developments will be given equal emphasis, along with foreign and military affairs. There will be a textbook and several short books for collateral reading. There will be three hourly exams.

History 162-002 History of the U.S. Since 1877

Instructor: Turo

MWF 9:00-9:50

This course presents an introduction and overview for the broad span of United States history ranging from 1877 to the present. This 135 year span of U.S. history covers an enormous amount of material, from the Gilded Age to the Global Age, and everything in-between. Some central topics are Populism, Progressivism, World War I, the Roaring Twenties, the Great Depression, World War II, the Cold War, Civil Rights, Vietnam, Counterculture, Reaganism, Free Trade Networks, 9/11 and Terrorism. To string these topics together will be the themes of American Democracy, the connections between Business and Government, Power & Inequality, Consumer Culture, Conservative & Liberal Ideologies, and the links between Domestic and Foreign Policy.

History 162-003 History of the U.S. Since 1877

Instructor: Sandoval-Strausz

TR 9:30-10:45

This undergraduate lecture course covers the major historical developments of the past 130 years. We will begin with the collapse of post-Civil War Reconstruction and the imposition of Jim Crow, move through the emergence of industrial and agrarian labor movements that challenged the capitalist system, examine the rise of state and federal regulation of workplaces, food safety, and business corporations, observe how the prosperity of the 1920s gave way to the Great Depression, explore the causes, conduct, and consequences of World War II, analyze the increasing prosperity of the postwar years, consider the accomplishments of the Civil Rights movement and its influence on the status of women, Hispanics, gays and lesbians, and Native Americans, interrogate the lessons and legacy of the Vietnam War, and witness the rise and perhaps fall of modern political conservatism. On the way, we will examine both secondary literature and original documents, images, and videos created in the years under study, thus doing the same kinds of analysis that professional historians do.

History 162-004 History of the U.S. Since 1877

Instructor: Blahut

MW 5:30-6:45

This course will look at major events in American history since 1877, such as industrialization, urbanization, political movements, and immigration. We will also explore lesser known but equally important topics like the rise of consumer culture, public drinking, and the Conservative Ascendancy. The theme that will bind all the topics together is power: who has it, who wants it, how it is obtained, how it is used, and how it is lost. Throughout the semester, we will look at what forces changed power relationships and how these transformations helped to changed the country.

History 182-001 Modern Latin America

Instructor: Hutchison

MWF 10:00-10:50

This course traces the principal economic, social and political transformations in Latin America from the Wars of Independence to the present, in order to understand the roots of ethnic conflict, social inequality and political instability in modern Latin America. Why is there so much

poverty in Latin America? What has been the role of the United States in the region? How does the military maintain such power in politics? These and other questions will be addressed in lectures, readings, films and discussions that focus principally on Mexico, Brazil, Argentina, Chile, Cuba and Central America. The class will use a comparative framework to address topics such as the consolidation of nation-states and their insertion in the world economy after Independence; changes in land use and labor organization; political movements for liberalism, populism, and revolution; industrialization and class politics; military regimes; U.S. intervention; and the emergence of contemporary social movements.

History 251-001 Traditional Eastern Civilizations

Instructor: Risso

MWF 1:00-1:50

This Course surveys nearly all of Asia—East, South and West—from antiquity to approximately 1600 AD. The focus is on the development of three major civilizations: Chinese, South Asian, and Islamic. Topics with comparative potential include governing institutions, social structure, economy and trade, belief systems, and artistic expressions.

History 260-001 History of New Mexico

Instructor: Ball

TR 12:30-1:45

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 Islamic Western Asia from 1260 to 1800

Instructor: Risso

MWF 11:00 to 11:50

The military patronage state associated with the Central Asian steppe and the slave-military system of the Abbasid empire began to merge in the regimes of the Mongol Il-khans of Persia (c.1260—1334) and the Turkic Mamluks of Egypt and Syria (c.1260—1517). Military power and Turko-Persian ethnicity tended to dominate politics from about 1300 to 1800, as the Ottomans and later the Safavids built the “gun powder states” that took western Asia toward the modern era. Art, architecture, scholarship, technology and daily life will all receive attention. The course is open for graduate credit based on a graduate-level syllabus. The following questions constitute the objectives of this course and shape discussions and exam content: What were the strengths and weaknesses of the Ottoman empire and how did those change over time? What was the nature of religious authority in the Ottoman empire and in Safavid Persia? How did the western Asian states interact with states in central and southern Asia? What were the objectives and outcomes of Ottoman-European diplomacy? In what ways was Egypt “Ottoman,” and in what ways was it *not*?

History 300/500-002 Women, Water & Work

Instructor: Scharff

TR 11:00-12:15

“Women, Water, and Work” takes an interdisciplinary approach to the physical, historical, scientific, economic and cultural relationships between women, water and work. A team of professors from History, Civil Engineering, American Studies, Earth & Planetary Sciences, and Information Science will teach together. Students will learn to incorporate information science (informatics) skills and data sets in their own work, and in joint projects that approach the field of women’s studies in new ways.

We aim to provide students with a basic understanding of how data is created and analyzed; to show students ways to discover data sets, and to give them tools to correlate the data from diverse sources. Students will also create and analyze their own water-footprint.

This is an experimental course, funded by the National Science Foundation.

History 300-003 Age of Jackson

Instructor: s Pafford

MWF 6:00 to 7:15

This course will cover U.S. history from 1815-1848, from the close of the War of 1812 to the close of the U.S. – Mexican War. This era has come to be known as the Jacksonian period. It was a period of great political, economic, industrial, religious, social, and territorial change. How much of this change is attributable to the era’s namesake, Andrew Jackson, and his administration? How much credit goes to his contemporaries and opponents, such as John Q. Adams, Henry Clay, Daniel Webster, and John C. Calhoun? Were the changes for the better? This course will be arranged chronologically, with thematic units focusing on the great areas of change listed above. There will be two non-cumulative exams, a comparative book review assignment, and a few in-class book discussions.

History 300-004 Race & Ethnicity in Modern US

Instructor: Baca

TR 5:00-6:15

What do race and ethnicity mean in modern America? This course will scrutinize the ever-changing social categories of race and ethnicity and how they have impacted our understanding of modern American history. We will explore how ideas that considered race as immutable and ethnicity as an obstruction to assimilation changed, where the nation gradually and grudgingly accepted race and ethnicity as a national asset rather than impediment. This course will begin in the shadow of reconstruction and emergence of the Jim Crow South and will end with the election of Barack Obama. Exploring race and ethnicity in modern America offers a unique method of understanding modern American history, exposing vital moments and processes in social, cultural, political and legal history. How race and ethnicity have been constructed throughout modern American history informs not only the identities and experiences of people of color, but exposes how racial attitudes have impacted modern American identity and ideas about who is and who is not ‘American.’

History 300-005/500-004 High Middle Ages

Instructor: Ryan

MWF 11:00-11:50

Some scholars have conceptualized the High Middle Ages, the period of European history comprising the years from around 1000 to 1300 C.E., as a "golden" era for medieval civilization, characterized by advances in agricultural and commercial production, the rise of great urban enclaves, and the achievement of new heights in philosophical, cultural, and artistic circles. Many of those same scholars have viewed the Later Middle Ages, comprising roughly the years from 1300 to 1500 C.E. as a time of great decline of this medieval civilization, as Europe was wracked with a host of traumas on all fronts. In this reading- and writing-intensive class, we will reevaluate the traditional historical narrative that depicts the High Middle Ages as the "golden" age of medieval civilization and the Later Middle Ages as the decay of that civilization. We will question that narrative and invert it by studying the various events that took place during the High Middle Ages that tarnished this purportedly golden era. Furthermore, although we shall analyze the various demographic, theological, political, and military crises of the Later Middle Ages, we shall contextualize them within a larger atmosphere of political, cultural, and social change.

History 300-009/500-003 English History, 1066-1660

Instructor: Richardson

MWF 12:00-12:50

Typically, the historian's challenge is conveying the often-esoteric appeal of her subject to a wider audience: the study of changing patterns of land ownership in nineteenth-century Ireland, for instance, doesn't exactly sell itself. But the period under study in this course is another matter entirely—if anything, there is almost too much drama here. The years from 1066 to 1660 include enough invasions, wars, political upheavals, great men, greater women, and shockingly naughty kings, queens and aristocrats to keep BBC America programmers and historical novelists in business for centuries. There are reasons that every one of Shakespeare's histories is set between these years. As for events of significance, this period witnessed the development of the common law, the origins of the state and the birth of imperialism, among other things (such as the small affair of the Protestant Reformation.) In this course we will try to make sense of one of the most exciting, bewildering and transformative eras in not just British but world history.

History 300-010 Christianity 1517-Present

Instructor: Ray

TR 3:30-4:45

This course covers the development of Christianity from the Protestant Reformation into the modern world, including biography, doctrine, liturgy, institutions, and religious practice, together with the interaction of Christianity with society at large.

History 300-012/500-007 Native America 1940 to the Present

Instructor: Connell-Szasz

W 4:00-6:30

Between 1940 and present Native America (American Indians and Alaska Natives) has come through incredible change. Yet cultural persistence is pervasive. In this course we will address some of the major issues that Native Americans have faced in this era: World War II, Korea and Vietnam, urbanization, pan-Indian alliances and schisms, the Indian Claims Commission and what it failed to deliver, Red Power, spiritual revitalization, Indian control of Indian education exemplified in the tribal colleges, allies and opponents in Congress, the power of the U.S. Supreme Court, repatriation, the fragility of Native language retention, the growth of the Powwow, the divisiveness and other aspects of Indian gaming, and other themes. Structure will consist of lectures, guest speakers, discussions on several books, a mid-term (and map quiz), a writing assignment, and final exam.

History 306/506-001 Reformation Era 1500-1600

Instructor: Steen

MWF 10:00-10:50

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 319/519-001 Spain & Portugal since 1700

Instructor: Sanabria

TR 2:00-3:15

Modern Iberia has held a troubled place in European history because we often focus our attention on the political, social, cultural, and economic developments of England, France, Germany, and the former Soviet Union. After Spain and Portugal's international domination in the sixteenth century, these nations seemed to have fallen out of the mainstream of European history books. Perhaps Spain and Portugal's historiographic marginalization was the result of their diminished military presence after the Napoleonic Wars. Still, in spite of the prevailing notion that Spain was in decline during the seventeenth and eighteenth centuries, Spain (which controlled Portugal at this time) was actually involved in every major European War up to 1814. Spain only reappeared in the European History narrative in the 1930s when she suffered a bloody civil war. Only Spain and Portugal's successful democratic transitions in the 1970s have erased the notion that Spain and Portugal were different than the rest of Western Europe, and therefore, erased the idea that the Iberian nations should be relegated to the footnotes of the big picture of European History.

This course will argue that modern Iberian history should be fully integrated into the larger European framework. By doing so, we can better analyze the differences and similarities between Portugal and Spain and their neighbors. What should emerge is the idea that Spain's problems are the same as the rest of the nations in Western Europe. The central problem for the Iberian nations as well as their neighbors stemmed from the difficult adjustments to the dramatic transformations in politics, economics, and society between the eighteenth and twentieth-centuries.

History 361/561-001 Trans-Mississippi West

Instructor: Hutton

TR 3:30-4:45

This course is concerned with the exploration, settlement, and exploitation of the trans-Mississippi West, 1850-1900, and the resultant conflict between white Americans and Native Americans over the land. The Indian Wars, the cattle empire, the mining booms, the movement of great numbers of people of various origins and ethnicities, and the development of the great American myth of the Wild West will all be covered. This is not regional history as such, but is rather national history in a broad regional setting.

History 429/629-001 Beauty, Body, & Power

Instructor: Hall

TR 12:30-1:45

This course will explore the intersections of these three themes in comparative context. Most of the course content will use materials from the histories of the U.S. and of Latin America, though we will use material from other world areas as well. We will use both theoretical and empirical works. Topics which we will cover include: social constructions vs. biological notions of beauty; the intersection of ideas of beauty and gender roles; beauty and business and beauty as business; the history of plastic surgery; historical case studies of famous beauties in Latin America and elsewhere in which issues of beauty, body and power, Political and otherwise, intersect; the history of anorexia and other body altering and sometimes health-threatening practices; issues of race and body; and issues of missing bodies. The major focus of the course will be on female beauty and body in relation to questions about power, but we will consider male beauty and body in this context as well. There will be three in-class essays. Graduate students will be required to do a paper as well.

History 431/631-001 Political History of the US

Instructor: Garcia y Griego

TR 2:00-3:15

This course surveys U.S. national political history from the drafting of the Constitution in 1787 to the first year of the Obama presidency. It emphasizes the changing role of political institutions, the balance of power within the federal system, the conflict between the private and the public spheres, the transformation of political parties, and judicial review. This course emphasizes the emergence of a distinctively American social welfare state with the New Deal and the post-World War II period, the debate over the public role in overcoming racial divides and promoting equality, and the legacy of "culture wars" that have fed our growing partisanship. It concludes with a discussion of the role of government in the post 9/11 period, and a

preliminary assessment of the nascent Obama presidency. Books and materials published by historians will be supplemented by primary source documents and an extensive review of newspaper articles and op-ed pieces published in the more recent period.

History 464/644-001 U.S. Borderlands History

Instructor: Truett

TR 11:00-12:15

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, the changing place of the border in film and popular literature, and the future of the borderlands in the age of globalization.

History 466/646-001 Native American Southwest

Instructor: Truett

TR 2:00-3:15

Native peoples of the American Southwest and Northern Mexico from the precolonial period to the present day, with an emphasis on changing relationships between native communities, European newcomers, and colonial and national states.

History 468/648-001 LA Society & Development

Instructor: Bieber

TR 9:30-10:45

This course explores how underdevelopment has shaped historical outcomes in Latin America during the 19th and 20th centuries. It emphasizes social history and compares important themes across different country cases. Topics include dependency and underdevelopment, rural-urban migration, industrialization, authoritarian regimes, revolution, women's movements, and labor and peasant organizations. The course's social history focus showcases the issues of class, race, ethnicity, and gender. Regional emphasis is given to Mexico, Central America, Brazil and the Southern Cone.

History 491-001 Historiography

Instructor: Richardson

W 4:30-7:00

Oscar Wilde once wrote that “any fool can make history, but it takes a genius to write it.” As with many of Wilde's pronouncements, flippancy masks a serious message: in this case, that writing history is much more than just putting names, dates and events down on paper in the

right order. In this course, we will examine a few of the “geniuses,” and less-than-geniuses, who have shaped the discipline of history. Our focus will be on the big questions that historians have raised about how we tell stories about the past: questions about the historian’s duty to objectivity; questions about the historian’s political role; questions about the importance of the historian’s cultural, national, ethnic or religious background; questions about history’s numerous “blind spots” (and about attempts to correct those blind spots.) Our readings will include not just academic but also popular history, and our focus will encompass both the university and the “real world”: why does the way we write history matter?

History 491-002 Historiography

Instructor: Sandoval-Strausz

TR 2:00-3:15

This advanced undergraduate course for majors explores the character and development of historical thought. We will begin with the ancient Greek roots of the idea of history and trace the development of the discipline up through the most recent debates over subject (including social history, gender history, and the history of physical space) and method (especially quantitative history, the linguistic turn, and deconstruction and synthesis). At base, however, we will be addressing some of the broadest and thorniest issues in the field of history. Why, for example, do we study history at all? How do we know what we know about the past? What effect do our choices of subject and method have upon our view of the past? Class time will be spent discussing the assigned readings. As there will be no exams, evaluation will be based upon class participation and written work. The course will be limited to 20 students, with preference given to history majors.

History 492-001 Senior Seminar: Immigration to the United States since 1880: history, politics, and demography

Instructor: Garcia y Griego

T 5:30-8:00

Seminar focuses on the historical experience and public policy debates regarding successive waves of European, Asian, and Latin American immigrants. The course focuses on the historical interpretations of immigrant incorporation and assimilation, the politics of U.S. immigration and refugee policy, and the role of institutions. Some reading and discussion of the research experience of historians and social scientists in developing questions, utilizing sources, and the use of comparative case studies.

History 492-002 Senior Seminar: Modern European Cultural History

Instructor: Ferguson

MW 1:00-2:15

This course is an upper-level seminar in historical methodology designed for advanced history majors. Students are expected to have a solid background in modern European history (History 102 or equivalent). In this class, we will explore a variety of current methods in cultural history, from the literary to the material to the anthropological. We will begin with the basic but vexing question, “What is culture?” and examine how different historians have defined it in their studies of such topics as literacy, popular entertainment, fashion, consumption, and art. In addition to a

few short writing assignments, students will create a major research project using primary documents.

History 665-001 Seminar: Historical Methods

Instructor: Hall

W 1:00-3:30

History 665 emphasizes training in historical research methodology. The seminar will focus on the gathering of research data, the analysis and organization of data, and the presentation of data for professional historians as well as for a more general audience. The seminar will deal with the practical application of research methods at every stage of the process required for completion of a finished historical work.

History 668-001 Seminar: Medieval Research and Bibliography

Instructor: Graham

W 4:00–6:30

This course will offer intensive training in the research and bibliographic skills necessary for the study of the Middle Ages while also introducing students to the history of medieval scholarship from the sixteenth century onwards. A key aspect of the course will be a detailed orientation to the major published resources available to medievalists, including the volumes of the *Patrologia Latina*, the *Monumenta Germaniae Historica*, and the Early English Text Society, as well as the important series *Early English Manuscripts in Facsimile*. Participants in the course will learn about the techniques used by scholarly editors when preparing a medieval text for use by a modern readership; they will also be introduced to the conventions of the modern apparatus criticus. Students will learn how to read and analyze charters and other types of medieval document and will receive instruction in the basics of such important ancillary disciplines as medieval chronology, sigillography, and prosopography. The section of the course devoted to the history of medieval scholarship will include a special focus on the origins and development of Anglo-Saxon studies from the sixteenth to the eighteenth century.

History 671-001 Seminar in Nationalism

Instructor: Bokovoy

T 4:00-6:30

In this course, we will discuss the origins of nations, how and why national identities are constructed; who or what constructs them; and how nationalism is used as integrative and disintegrative forces with states, empires, and colonial possessions. We will also examine the fusion of nationalism with other state ideologies such as liberalism, fascism, and communism. Acting on the assumption that historians of nationalism need to familiarize themselves with European intellectual, social, cultural, gender and political history, colonial history, sociology of identity, anthropology, cultural studies, philosophy, and specific case studies, we will discuss works by scholars in a variety of disciplines. We will consider the pre-modern and modern origins of nations, the role of class, language, education, symbols, myths, monuments, museums, and etc. . . .in constructing identity; the relationship between nation and state; the role of intellectuals and elites in the articulation of nation and nationalism; and how the nation-state has come to be the political unit of the 21st century.

History 682-001 Seminar: Race and Gender in the US West

Instructor: Cahill

M 4:00-6:30

In this seminar we will explore the dynamics of race and gender in the history of the American West during the nineteenth and twentieth centuries. The course approaches race and gender as cultural and historical constructs that are formed and reformed over time, often in conversation with each other. While primarily a research seminar, we will begin with a series of readings that will give the class a shared vocabulary and historical background with which to start our discussions. In the second part of the course, the class will take advantage of the Center for Southwest's exceptional resources in western history to explore a wide range of questions and topics through archival work. By the end of the semester, participants will have completed an article-length piece of original research.

History 684-001 Seminar: Race and Gender in U.S. Immigration History

Instructor: Reyes

T 4:00-6:30

This intensive reading seminar will investigate the historical development of various social and legal constructs, such as race, ethnicity, gender, sexuality, nation, citizenship, transnationality and identity and their articulation within U.S. immigration legislation, policies and attitudes. The objective of this course is to critically consider U.S. immigration history through a comparative approach to conceptual, methodological and paradigmatic frameworks, which is firmly grounded on scholarship that highlights the intersection of race, gender and class. Among the various topics discussed, this course will include the the historical and contemporary realities of immigrant life for women of diverse ethnic groups; the relationship between nation-building mythologies, U.S. capitalist development, and the construction of domestic power hierarchies; the politics of colonization, and the formation of a racialized democracy; structural discrimination via anti-immigrant legislation, segmented labor, eugenics and violence; and the specific impact of real and/or imagined definitions of inclusion, or exclusion, of immigrants of "color" in the American social fabric. Students will be expected to lead one of the weeks' discussions, and write short response papers to the weeks' assigned readings

History 686-001 Seminar: Culture, Authority and Power in the Spanish World, 1500-1800

Instructor: Gauderman

R 4:00-6:30

Power is the authority to determine what is true and what is false. For some post-structuralist theorists, such as Michel Foucault, power exists everywhere and is not located in particular institutions, such as the state, the military, the elite; language, actions, our bodies and identities are produced through relations of power. Structuralists, however, such as Marshall Sahlins, would respond by claiming that, while power is located within culture, culture can never be reduced to power relations; to confuse culture with power, he would argue, would be to deny individual agency in the creation of culture and history. In this course, we will critically analyze the recent historiography of early modern Spain and Spanish America by looking at the ways various historians engage with the interaction between culture, power, and the constitution of authority.

The course will begin with selected readings by theorists on power, authority, culture, and colonialism. We will then read recent works on the Spanish world from 1500-1800 in order to

analyze the various authors' implicit or explicit understandings of the relationship between colonialism, power, and authority in early Spanish America. Geographically, our readings include research focused on Spain, Mexico, and Central and South America. Thematically, our topics include government/political institutions, indigenous peoples, race, women, conquest, and witchcraft.

History 688-001 Seminar on Colonial Brazil

Instructor: Bieber

W 4:30-7:00

This seminar will cover the dominant themes of Brazilian colonial history - a complex intertwining of European, African and indigenous social, economic and cultural contributions. Main topics will include first contact, indigenous societies and sources, the development of planter and mining society, slavery, women and the family, religion, and the relationships between state and society. Selected readings convey a sense of how the historiography on these issues has changed over time. The emphasis will be on materials written in English or in English translation.

History 696-001 Dissertation Professionalization Workshop

Instructor: Hutchison

M 12:00-2:30

This three-credit (Credit/No Credit) course is designed primarily for advanced doctoral students, but is open to any graduate students who seek to enhance their preparation in professional history. In addition to participating in seminar discussions of selected readings, students enrolled in the workshop will share and comment on each other's written work, which may include research proposals, conference papers, the dissertation prospectus, or dissertation chapters. The workshop will include visits from other faculty members, who will provide a variety of perspectives on research and teaching in history. Doctoral students who will have advanced to candidacy by the spring semester should contact Dr. Hutchison about their interest in the course.

Online Classes

FLAT Fee \$100.00

Extended University Online Course Fee

History 101-003 Western Civilization to 1648

Instructor: Steen

Arranged

History 102-004 Western Civilization Post 1648

Instructor: Meyers

Arranged

UNM West

History 181-001 Early Latin America

Instructor: Taylor

MW 9:00-10:15

This course is an introduction to the history of colonial Latin America beginning with the encounters of peoples from Africa and Iberia with the indigenous peoples of the Americas in the fifteenth century through the movements for independence in the early nineteenth century. We will examine colonial societies through social, economic, and political institutions with attention to the contributions of Indians, Africans, and Europeans to the creation of Latin America's diverse societies.

History 300-014 Nineteenth & Twentieth Century Central America and the Caribbean

Instructor: Taylor

MW 10:30-11:45

This course provides an introduction to the history of Central American republics from Guatemala to Panama (excluding Belize) and the Caribbean (primarily Cuba, Puerto Rico, the Dominican Republic, and Haiti) since the early nineteenth century through the end of the twentieth century. This period encompasses the formation of independent nations following centuries of Spanish rule, economic and military involvement by the United States, the dictatorships of late nineteenth and early twentieth centuries, and civil wars and repressive regimes of the latter part of the twentieth century. The United States has traditionally maintained close ties with this region. In this class interventions and events involving the United States will be considered from the perspective of the Central American or Caribbean nation involved, rather than a focus on the goals and incentives of the United States. The course will utilize a combination of lecture and discussion. Exams will be short answer and essay.

History 300-101 History of the US

Instructor: Payne

TR 6:00-7:15

History 318-001 Spain & Portugal to 1700

Instructor: Gonzales

MW 5:30-8:00

1H

History 319-030 Spain & Portugal since 1700

Instructor: Gonzales

MW 5:30-8:00

2H