

Graduate Course Descriptions  
Spring 2009-10

History 303/803 – US Military History from 1607-1917  
Prereq: Sophomore Standing or Permission

<u>Time</u>	<u>Days</u>	<u>Sec.</u>	<u>Instr.</u>	<u>Call #</u>	<u>Location</u>
9:30a-10:20a	MWF	001	Maslowski	4107/4137	M&N B5

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**COURSE DESCRIPTION:** The course will examine the significance of military affairs within the context of American political, economic, and social history from the colonial era through America's emergence as a great power in the aftermath of the Spanish-American War. The course will discuss all of the major wars of this period, but it will also emphasize such themes as the professionalization of the officer corps, the relationship between war and technology, and civil-military relations.

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History 334/894 – Colonial America  
Prereq: Sophomore Standing or Permission

<u>Time</u>	<u>Days</u>	<u>Sec.</u>	<u>Instr.</u>	<u>Call #</u>	<u>Location</u>
11:00a-12:15p	TR	001	Wunder	4111/4152	ANDN 109

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**COURSE DESCRIPTION:** This class will begin with a discussion of colonialism. Students will define this concept and entertain the historical dimensions of this important world issue. Focus will then be placed on the historical experience with European colonialism of the peoples and the land that becomes the United States. The history of Spanish America, French America, British America, and Russian America will be thoroughly considered, and comparative aspects will be explored. Throughout, the role of Indigenous peoples and their interactions with Europeans and Africans will be placed in historical perspective.

The course will emphasize the seventeenth and eighteenth centuries, while extending chronologically to 1763 for French America – the date for the conclusion of the “French and Indian War”; 1776 for British America – the date for the American Revolution and the creation of the United States; 1821 for Spanish North America – the date for Mexican independence; and 1867 for Russian America – the date for the Alaska Purchase by the USA. The course will conclude with a brief consideration of colonialism in modern American life.

Readings will include a variety of primary and secondary sources. These will include a collection of essays and documents and several monographs on the four Americas to be studied.

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History 339/839 – The Holocaust  
Prereq: Sophomore Standing or Permission

<u>Time</u>	<u>Days</u>	<u>Sec.</u>	<u>Instr.</u>	<u>Call #</u>	<u>Location</u>
10:30a-11:20a	MWF	001	Cahan	4112/4141	BURN 115

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**COURSE DESCRIPTION:** See Undergraduate Bulletin

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History 344/844 – American Urban and Social History II  
Prereq: Sophomore Standing or Permission

Time	Days	Sec.	Instr.	Call #	Location
12:30p-1:20p	MWF	001	Tschetter	4113/4142	BURN 204

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**COURSE DESCRIPTION:** See [Undergraduate Bulletin](#)

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History 348/894 – History of U.S. Foreign Relations Since 1909  
Prereq: Sophomore Standing or Permission

Time	Days	Sec.	Instr.	Call #	Location
9:30a-10:20a	MWF	001	Ambrosius	4115/4153	BURN 204

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**COURSE DESCRIPTION:** This course will examine the major themes and developments in the history of American foreign relations from 1909 to the present. It will focus on American diplomacy within the broader context of military, economic, and cultural developments in 20th-century international history. It will examine the emergence of the United States as a great power by the early 20<sup>th</sup> century, its global involvement from World War I through World War II to the Cold War, and its role as the post-Cold War's only superpower during the recent era of globalization. It will give particular attention to the ideology and practice of Wilsonianism—with unilateralism and multilateralism—from World War I to George W. Bush's war on terrorism after September 11, 2001.

**Required books:** Walter LaFeber, *The American Age: United States Foreign Policy at Home and Abroad*, Vol. 2 (1994), Christopher Andrew, *For the President's Eyes Only: Secret Intelligence and the American Presidency from Washington to Bush* (1996), Josef Joffe, *Überpower: The Imperial Temptation of America* (2007), Fareed Zakaria, *The Post-American World* (2008).

**Class format and assignments :** Students will attend lectures, write an essay over reading assignments, and take two hour exams and a final exam over lectures and reading assignments; graduate students will also write book reviews.

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History 351/851 – The American West to 1900  
Prereq: Sophomore Standing

Time	Days	Sec.	Instr.	Call #	Location
10:30a-11:20a	MWF	001	Graybill	8221/8222	TEAC 112

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**COURSE DESCRIPTION:** This course offers a survey of the major themes in the history of the nineteenth-century American West. Although the class follows a rough chronology, the lectures and readings are structured around three central and overlapping themes: 1) cultural encounters in the West, encompassing not only the popularly familiar interactions between Euroamericans and Indians, but also among various Euroamerican groups, the Spanish-speaking populations of the Southwestern borderlands, and Asian immigrants to the Pacific Coast; 2) the reciprocal relationship between people and the environment, meaning not merely the impact of hunting, logging, mining, and city-building, but also the profound influence of the natural world on the people who lived and worked there; 3) the cultural symbolism of the American West, both as an enduring national icon and as an ideology that shaped the settlement of the region.

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History 359/894 – The Mythic West

Time	Days	Sec.	Instr.	Call #	Location
9:30a-10:45a	TR	001	Seefeldt	8259/4154	AVH 110

**COURSE DESCRIPTION:** When most people think of the American West the first things that come to mind are sublime landscapes and dramatic images of cowboys, Indians, outlaws. These stereotypical icons are most often constructed from some basis in fact by mass and popular media, and have been defined and refined over generations in American culture and thought. Throughout the nineteenth century, biographies, fiction, exploration journals, painting, dime novels and journalism have created romantic, heroic, and often mythic, stories and characters set in the frontier period or in the regional American West. Throughout much of twentieth century, the mass mediums of film, music, radio, and television have expanded the appeal of the “western” throughout the nation and beyond its borders. But even as the traditional western stories took a firm hold, a revisionist trend gradually emerged as writers, photographers, artists, and filmmakers explored the complicated “new” western stories that they encountered and envisioned in the modern American West.

This course offers a survey of the transformation of stories of the western United States from the late eighteenth century to the present. We will examine examples of these various icons and study the transformation of western stories from Daniel Boone in the late eighteenth century to the late twentieth-century western film “renaissance.” This course is intended as a broad survey of the cultural and intellectual history of the so-called “Wild West” in American memory and does not require previous background in the field of North American western history or United States history although either would be beneficial. Required books for this course will likely include: Allen Barra, Inventing Wyatt Earp: His Life and Many Legends; James E. Crisp, Sleuthing the Alamo: Davy Crockett’s Last Stand and Other Mysteries of the Texas Revolution; Michael A. Elliott, Custerology: The Enduring Legacy of the Indian Wars and George Armstrong Custer; John Mack Faragher, Daniel Boone: The Life and Legend of an American Pioneer; and Joy S. Kasson, Buffalo Bill’s Wild West: Celebrity, Memory, and Popular History. Students will also read several articles and book chapters posted to the course Blackboard site and some online material during the term for in-class discussion.

History 382/882 – History of Modern Japan  
Prereq: Sophomore Standing or Permission

Time	Days	Sec.	Instr.	Call #	Location
9:30a-10:45a	TR	001	Coble	8223/8224	TEAC 250

**COURSE DESCRIPTION:** Covers the history of Japan from the late Tokugawa period until the present. Key issues are the establishment of a modern state; foundations of economic power; liberalism and Taisho democracy; militarism and defeat, the US Occupation and post war changes in Japan.

History 402/802 – Sexuality in Nineteenth & Twentieth Century America  
Cross-Listed as WMNS 402/802

Time	Days	Sec.	Instr.	Call #	Location
2:30p-3:20p	MWF	001	Holz	4124/4136	BURN 204

**COURSE DESCRIPTION:** In recent decades, the study of human sexuality has emerged as among the most vibrant areas of scholarly inquiry, one which cuts across academic disciplines. Yet, for as knowledgeable as we are indeed becoming in this important area of inquiry, many are still surprised to discover that sexuality itself has a history all

its own, one which bears little resemblance to the nostalgic (“such things didn’t happen in my day”) reconstructions of the past. Consequently, one of the primary goals of this upper-division course is to assess sexuality’s larger historical sweep, one which is not simply a tale of the march forward of “progress” (from the dark days of repression to today’s supposed tolerance and sexual liberation) but rather something much more complex. Sexuality’s larger historical eras therefore – including, though certainly not limited to, the Age of Victorianism, the New Morality, as well as the Sexual Revolutions of the 1960s constitute the course’s larger narrative framework. However, three topics in particular will serve as the course’s driving focus: the history of birth control (contraception and abortion), the history of homosexuality and gay communities, and the intersections between art and sex. Requirements for the course include: extensive reading of primary and secondary sources (including several full-length books), several papers (both formal and informal), quizzes, an in-class written exam, and active participation in classroom discussion. Graduate students will be expected to fulfill several additional requirements.

This course can be applied to the LGBTQ/Sexuality Studies minor.

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History 424/824 – European Social and Cultural History Since 1815  
Prereq: Junior Standing or Permission

Time	Days	Sec.	Instr.	Call #	Location
2:00p-3:15p	TR	001	Cahan	4127/4140	Burn 203

**COURSE DESCRIPTION:** A survey of European intellectual history from the early nineteenth century to the post World War II period. The course is primarily devoted to reading and discussing texts (political, philosophical, and scientific) that are representative of this period. Lectures and secondary sources are used to place these texts in their historical context.

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History 429/829 – History of Fascism in Europe  
Prereq: Junior Standing or Permission

Time	Days	Sec.	Instr.	Call #	Location
11:00a-12:15p	TR	001	Vazansky	8260/8261	TEAC 112

**COURSE DESCRIPTION:** See [Undergraduate Bulletin](#)

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History 441/841 – Women and Gender in the United States  
Cross-Listed as WMNS 441/841

Time	Days	Sec.	Instr.	Call #	Location
12:30p-1:45p	TR	001	Jacobs	8262/8263	OTHM 105

**COURSE DESCRIPTION:** This course examines the ways in which women in the area of the present-day U.S. have experienced and given meaning to their history from around 1500 to the present. The class also explores gender as a system of power relations that has been integral to the shaping of American politics and public policy and the development of the American economy.

**COURSE OBJECTIVES**

- To explore the meaning of women's and men’s status in the U.S. across cultures and through different historical periods;
- To examine changing conceptions and experiences of masculinity and femininity

- To identify common dilemmas/struggles faced by women and examine how women have attempted to define, maintain, or gain power in changing historical circumstances;
- To inquire into women's differences based on race, class, sexual orientation, and other factors;
- To study gender as a system of power relations that manifests itself in many realms of American history;
- To develop a greater historical consciousness, including:
  - the ability to critically examine primary and secondary sources,
  - the ability to put events in a chronological framework,
  - the ability to identify multiple causes for historical change;
- To improve reading, writing, and analytical skills;
- To promote more active participation of students in their education.

**FORMAT OF CLASS**

Lectures on Tuesdays:

On Tuesdays (and sometimes at the beginning of class on Thursday) I will give presentations on the topic or topics for the week. These lectures offer a broad survey of women and gender in U.S. history and provide a context for the assigned readings.

Discussions on Thursdays:

On Thursdays, the class will divide into small discussion sections. Each student must come to class with a prepared discussion guide based on the readings assigned for the week. Each week, one student from each section will be required to lead discussion based on her or his guide.

**READINGS**

Readings will include a textbook -- Ellen Carol DuBois and Lynn Dumenil, *Through Women's Eyes: An American History with Documents* – as well as memoirs, novels, and interpretive histories, to be announced.

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History 456/856 – Black and/or African American Women's History  
 Cross-Listed as ETHN 456 & WMNS 456/856  
 Prereq: Junior Standing

Time	Days	Sec.	Instr.	Call #	Location
2:00p-3:15p	TR	001	Jones	8268/8269	BURN 205

**COURSE DESCRIPTION:** See Undergraduate Bulletin

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History 462/862 – Recent Russia  
 Prereq: Junior Standing or Permission

Time	Days	Sec.	Instr.	Call #	Location
8:00a-9:15a	TR	001	Kleimola	4128/4144	BURN 204

**COURSE DESCRIPTION:** This course will examine the building of a new society in Russia (soon to be the Soviet Union) after the Bolshevik Revolution of 1917, with emphasis on the ways in which the revolutionary ideals were transformed. Consideration will be given both to the traditional view of a developing totalitarian state and to the more complex picture emerging from recent studies that draw upon sources reflecting a wider variety of opinions. Assignments will include both common reading and individual projects. Early in the term each student will select a prominent individual whose relationship with the regime will be the focus of analysis for a written paper and an oral presentation toward the end of the semester.

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History 464/864 – Native American Genocide  
Prereq: Junior Standing

Time	Days	Sec.	Instr.	Call #	Location
3:30p-4:45p	TR	002	Akers	8277/8278	TEAC 250

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**COURSE DESCRIPTION:** This course will look at the systematic destruction of Native America at the hands of the US government and citizenry. We will explore the military massacres of non-combatants; the destruction of the means of subsistence of Indigenous peoples; the forced removal of children from Indigenous families; the death marches and prison camps created to subjugate Native people; and the deliberate exclusion of Native Americans from the legal and constitutional system of the United States. In addition, we will look at the ideology of conquest that was developed to justify these crimes against humanity, and how that ideology is enshrined in contemporary popular culture. This course will challenge students to think critically about the past and to seek out primary materials and little-used sources that tell a different story from the master narrative of the US history.

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History 474/874 – African-Americans in the Jazz Age  
Prereq: Junior Standing

Time	Days	Sec.	Instr.	Call #	Location
11:00a-12:15p	TR	001	Jones	8279/8280	HENZ 107

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**COURSE DESCRIPTION:** See [Undergraduate Bulletin](#)

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History 475/875 – History of Brazil  
Prereq: Junior Standing or Permission

Time	Days	Sec.	Instr.	Call #	Location
2:00p-3:15p	TR	001	Ari	8281/8282	AVH 110

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**COURSE DESCRIPTION:** This course is an introduction to the history of Brazil from 1500 to the present. We will focus on the history of power and culture in order to understand Brazil today, especially nation making. The course incorporates colonial legacies, hegemony, political institutions, economic cycles, US-Brazil Relations, democracy, globalization, labor, indigenous people's race, gender, and sexualities. Students will gain a panoramic knowledge of Brazil as well as learn the different approaches that can be brought to bear on its study. This class will combine lecture, discussion, essays, and digital history.

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History 918 – Interdisciplinary Themes of the Nineteenth Century: Violence

Time	Days	Sec.	Instr.	Call #	Location
12:00p-1:50p	T	001	Graybill		OLDH 638

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**COURSE DESCRIPTION:** A cross-disciplinary investigation of violence in the nineteenth century as represented in literature, art, thought, music, material culture, and social institutions, surveying American, British, and European experience. [cross-listed with English and MLL]

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History 929 – Research Seminar in Global Military History

Time	Days	Sec.	Instr.	Call #	Location
3:30p-5:20p	W	001	Maslowski	8283	OLDH 638

**COURSE DESCRIPTION:** The seminar will begin with the students reading a series of essays that grapple with questions such as these: What is military history? Why is it worthwhile studying? And what is the current state of the field?

Students will, I hope, quickly understand that “military history” has a broad definition, one that encompasses far more than “Battles & Leaders.” Indeed, much current military history deals with gender and race, the impact of culture upon war-making, science and technology, psychological and biological issues, diplomacy before, during, and after a war, and ethical problems, to name just a few of the topics that military history embraces. Students will read several essays that illustrate the field’s breadth—for example, one on the strategic implications of smallpox during the American Revolution, and another on how the most recent Hollywood war movies reflect a new style of patriotism.

Because this is a research seminar and not a readings seminar, the ultimate goal is for each student to write a major paper (20-25 pages) of publishable quality. To assist you in this endeavor I will critique your papers on their organization, analysis, research, and writing style. Since being an informed critic is such an essential skill in the historical profession, each student will also critique another student’s seminar paper using these four criteria. Although the critiques will be delivered orally in class, each student must submit a written copy of his or her critique to me.

I am hopeful that in many cases a seminar paper can be shaped so that it assists a student in his or her research for a Master’s Thesis or Dissertation.

If you have any questions or concerns, please stop by and see me or email me at pmaslowski1@unl.edu.

History 931 – Readings and Problems in Early Modern European History

Time	Days	Sec.	Instr.	Call #	Location
2:00p-3:50p	T	001	Levin	8284	OLDH 638

History 941 – Readings and Problems in American History

Time	Days	Sec.	Instr.	Call #	Location
1:30p-3:20p	W	001	Mahoney	4158	OLDH 638

History 971 – Readings in Latin American History  
Race, Class, Gender and National Identity in Mexico and Latin America, Past and Present

Time	Days	Sec.	Instr.	Call #	Location
2:00p-3:50p	R	001	Garza	8285	OLDH 638

**COURSE DESCRIPTION:** This seminar will focus on how race, class, and gender have contributed to the idea of Mexico and what it means to be a Mexican. The seminar will begin by exploring how Mexican elites defined and

shaped race at the onset of independence in the early 19<sup>th</sup> century and how ideas of race evolved into issues of class. The seminar will then track changing ideas of gender identity. How did criminality influence identity? What did it mean to be a Mexican woman at the dawn of the 20<sup>th</sup> century? How was machismo portrayed in film? How was indigenous identity shaped by the state-building process in the wake of the 1910 Mexican Revolution? How did modernity and the “Mexican Miracle” shape *Mexicanidad*? Ultimately, what alternatives emerged at the end of the 20<sup>th</sup> Century to the state-driven process surrounding nationalism? Comparative studies in Cuban, Brazilian, and Argentine identities will also be examined.



History 990 – Seminar in Special Problems of Teaching History

<u>Time</u>	<u>Days</u>	<u>Sec.</u>	<u>Instr.</u>	<u>Call #</u>	<u>Location</u>
6:00p-7:50p	T	001	Lawrence	8286	OLDH 638