

# HISTORY

## Undergraduate Program Information

An undergraduate degree in history prepares students for careers in: teaching; law; public service; management; journalism; education; communications; travel counseling; and library, museum and archival staff work. Students master skills including the ability to read critically, to formulate arguments, to conduct historical research, and to synthesize arguments and create novel interpretations.

## Graduate Program Information

The Department of History offers graduate work leading to the Master of Arts degree. In addition to fulfilling the basic requirements for admission to the Graduate School, applicants must present undergraduate passage of at least 12 credits in history with grades of B or higher, including 6 upper division history credits. Those lacking this preparation must normally make up deficiencies before beginning graduate course work. Candidates who choose a course of study requiring a foreign language will be responsible for their own language preparation.

Students applying for admission to the graduate program in history are required to submit an application form and a transcript to the Graduate School and a strong writing sample, three letters of recommendation ideally from History faculty members at NMSU or other institutions, and a two-to-three page statement of purpose to the Department of History, approximately four months in advance of the desired enrollment date. Applicants for graduate assistantships and fellowships must submit a letter of application, a transcript, and three letters of recommendation to the department by February 15 for the fall semester, and by October 15 for the spring semester. Students who are not applying for graduate assistantships and fellowships may apply at any time for acceptance into the graduate program.

## Degrees for the Department

### Bachelor Degree(s)

- History - Bachelor of Arts (<https://catalogs.nmsu.edu/nmsu/arts-sciences/history/history-bachelor-arts/>)

### Master Degree(s) & Dual Degree(s)

- History (Public History) - Master of Arts (<https://catalogs.nmsu.edu/nmsu/graduate-school/history-public-history-master-arts/>)
- History - Master of Arts (<https://catalogs.nmsu.edu/nmsu/graduate-school/history-master-arts/>)
- Public History and Public Administration - Dual M.A. Degree (<https://catalogs.nmsu.edu/nmsu/graduate-school/public-history-public-administration-dual-ma-degree/>)

## Minors for the Department

- History - Graduate Minor (<https://catalogs.nmsu.edu/nmsu/graduate-school/history-graduate-minor/>)
- History - Undergraduate Minor (<https://catalogs.nmsu.edu/nmsu/arts-sciences/history/history-undergraduate-minor/>)

Elizabeth Horodowich, Department Head

**Professors** Bronstein, Cioc-Ortega, Garcia-Bryce, Hammond, Horodowich; **Assistant Professors** De Armond, Hooton, Wallace; **College Professors** Masson

*J. L. Bronstein, Ph.D. (Stanford)– U.S., Britain; M. Cioc-Ortega, Ph.D. (California-Berkeley)- Europe, U.S., public history; I. Garcia-Bryce, Ph.D. (Stanford)– Latin America, Peru; K. J. Hammond, Ph.D. (Harvard)– China, East Asia; E. Horodowich, Ph.D. (Michigan-Ann Arbor)– early modern Europe, Mediterranean; T. De Armond, Ph.D. (Stanford) - classics, archaeology, history of incarceration; L. Hooton, Ph.D. (California - Santa Barbara) - borderlands, African American, immigration; J. D. Wallace, Ph.D. (University of New Mexico)– U.S., public history.*

## History Courses

### HIST 1110G. United States History I

#### 3 Credits (3)

The primary objective of this course is to serve as an introduction to the history of the United States from the pre-colonial period to the immediate aftermath of the Civil War. The elements of this course are designed to inform students on the major events and trends that are essential in the understanding of the development of the United States within the context of world societies.

#### Learning Outcomes

- Students will be able to explain in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of the United States from the pre-colonial period to the immediate aftermath of the Civil War. Bloom Taxonomy's Cognitive Process: Remember and Understand
- Students will distinguish between primary and secondary sources, identify and evaluate evidence and empathize with people in their historical context. Bloom Taxonomy's Cognitive Process: Analyze, Remember, Evaluate, Create
- Students will summarize and appraise different historical interpretations and evidence in order to construct past events. Bloom Taxonomy's Cognitive Process: Understand, Evaluate, Apply
- Students will identify historical arguments in a variety of sources and explain how they were constructed, evaluating credibility, perspective, and relevance. Bloom Taxonomy's Cognitive Process: Remember, Understand, Evaluate
- Students will create well-supported historical arguments and narratives that demonstrate an awareness of audience. Bloom Taxonomy's Cognitive Process: Create, Apply 8
- Students will APPLY historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present." Bloom Taxonomy's Cognitive Process: Apply, Analyze 9

### HIST 1120G. United States History II

#### 3 Credits (3)

The primary objective of this course is to serve as an introduction to the history of the United States from reconstruction to the present.

The elements of this course are designed to inform students on the major events and trends that are essential in the understanding of the development of the United States within the context of world societies.

#### Learning Outcomes

- Students will be able to explain in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of the United States from the reconstruction to the present. Bloom Taxonomy's Cognitive Process: Remember and Understand

2. Students will distinguish between primary and secondary sources, identify and evaluate evidence and empathize with people in their historical context. Bloom Taxonomy's Cognitive Process: Analyze, Remember, Evaluate, Create
3. Students will summarize and appraise different historical interpretations and evidence in order to construct past events. Bloom Taxonomy's Cognitive Process: Understand, Evaluate, Apply
4. Students will identify historical arguments in a variety of sources and explain how they were constructed, evaluating credibility, perspective, and relevance. Bloom Taxonomy's Cognitive Process: Remember, Understand, Evaluate
5. Students will create well-supported historical arguments and narratives that demonstrate an awareness of audience. Bloom Taxonomy's Cognitive Process: Create, Apply
6. Students will apply historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present." Bloom Taxonomy's Cognitive Process: Apply, Analyze 10 11

### **HIST 1130G. World History I**

#### **3 Credits (3)**

The primary objective of this course is to serve as an introduction to global history from ancient times to the 16th century. The elements of this course are designed to inform students on the major events and trends that are essential in the understanding of the development of world societies. May be repeated up to 3 credits.

#### **Learning Outcomes**

1. Students will be able to explain in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for global history from ancient times to the 16th century. Bloom Taxonomy's Cognitive Process: Remember and Understand
2. Students will distinguish between primary and secondary sources, identify and evaluate evidence and empathize with people in their historical context. Bloom Taxonomy's Cognitive Process: Analyze, Remember, Evaluate, Create
3. Students will summarize and appraise different historical interpretations and evidence in order to construct past events. Bloom Taxonomy's Cognitive Process: Understand, Evaluate, Apply
4. Students will identify historical arguments in a variety of sources and explain how they were constructed, evaluating credibility, perspective, and relevance. Bloom Taxonomy's Cognitive Process: Remember, Understand, Evaluate
5. Students will create well-supported historical arguments and narratives that demonstrate an awareness of audience. Bloom Taxonomy's Cognitive Process: Create, Apply
6. Students will apply historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present." Bloom Taxonomy's Cognitive Process: Apply, Analyze

### **HIST 1140G. World History II**

#### **3 Credits (3)**

The primary objective of this course is to serve as an introduction to global history from the 16th century to the present. The elements of this course are designed to inform students on the major events and trends that are essential in the understanding of the development of world societies. May be repeated up to 3 credits.

#### **Learning Outcomes**

1. Students will be able to explain in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of global history from the 16th century to the present. Bloom Taxonomy's Cognitive Process: Remember and Understand
2. Students will distinguish between primary and secondary sources, identify and evaluate evidence and empathize with people in their historical context. Bloom Taxonomy's Cognitive Process: Analyze, Remember, Evaluate, Create
3. Students will summarize and appraise different historical interpretations and evidence in order to construct past events. Bloom Taxonomy's Cognitive Process: Understand, Evaluate, Apply
4. Students will identify historical arguments in a variety of sources and explain how they were constructed, evaluating credibility, perspective, and relevance. Bloom Taxonomy's Cognitive Process: Remember, Understand, Evaluate
5. Students will create well-supported historical arguments and narratives that demonstrate an awareness of audience. Bloom Taxonomy's Cognitive Process: Create, Apply
6. Students will Apply historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present." Bloom Taxonomy's Cognitive Process: Apply, Analyze

### **HIST 1150G. Western Civilization I**

#### **3 Credits (3)**

This course is a chronological treatment of the history of the western world from ancient times to the early modern era. The elements of this course are designed to inform students on the major events and trends that are essential in the understanding of the development of western civilization within the context of world societies. Selective attention will be given to "non-western" civilizations which impact and influence the development of "western" civilization.

#### **Learning Outcomes**

1. Students will be able to explain in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of the western world from ancient times to the early modern era. Bloom Taxonomy's Cognitive Process: Remember and Understand
2. Students will distinguish between primary and secondary sources, identify and evaluate evidence and empathize with people in their historical context. Bloom Taxonomy's Cognitive Process: Analyze, Remember, Evaluate, Create
3. Students will summarize and appraise different historical interpretations and evidence in order to construct past events. Bloom Taxonomy's Cognitive Process: Understand, Evaluate, Apply
4. Students will identify historical arguments in a variety of sources and explain how they were constructed, evaluating credibility, perspective, and relevance. Bloom Taxonomy's Cognitive Process: Remember, Understand, Evaluate
5. Students will create well-supported historical arguments and narratives that demonstrate an awareness of audience. Bloom Taxonomy's Cognitive Process: Create, Apply
6. Students will apply historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present." Bloom Taxonomy's Cognitive Process: Apply, Analyze 14

**HIST 1160G. Western Civilization II****3 Credits (3)**

This course is a chronological treatment of the history of the western world from the early modern era to the present. The elements of this course are designed to inform students on the major events and trends that are essential in the understanding of the development of western civilization within the context of world societies. Selective attention will be given to "non-western" civilizations which impact and influence the development of "western" civilization.

**Learning Outcomes**

1. Students will be able to explain in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of the western world from the early modern era to the present. Bloom Taxonomy's Cognitive Process: Remember and Understand
2. Students will distinguish between primary and secondary sources, identify and evaluate evidence and empathize with people in their historical context. Bloom Taxonomy's Cognitive Process: Analyze, Remember, Evaluate, Create
3. Students will summarize and appraise different historical interpretations and evidence in order to construct past events. Bloom Taxonomy's Cognitive Process: Understand, Evaluate, Apply
4. Students will identify historical arguments in a variety of sources and explain how they were constructed, evaluating credibility, perspective, and relevance. Bloom Taxonomy's Cognitive Process: Remember, Understand, Evaluate
5. Students will create well-supported historical arguments and narratives that demonstrate an awareness of audience. Bloom Taxonomy's Cognitive Process: Create, Apply
6. Students will apply historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present." Bloom Taxonomy's Cognitive Process: Apply, Analyze

**HIST 1170G. Survey of Early Latin America****3 Credits (3)**

The primary objective of this course is to serve as a survey of the history of Latin America from pre-Columbian times through independence. This course will explore the contributions of Indigenous peoples, Africans, and Europeans to the creation of Latin America's diverse societies. The elements of this course are designed to inform students on the major events and trends that are essential to the understanding of the history of Latin America within the context of world societies.

**Learning Outcomes**

1. Students will be able to explain in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of Latin America from independence to the present. Bloom Taxonomy's Cognitive Process: Remember and Understand.
2. Students will distinguish between primary and secondary sources, identify and evaluate evidence and empathize with people in their historical context. Bloom Taxonomy's Cognitive Process: analyze, remember, evaluate, create.
3. Students will summarize and appraise different historical interpretations and evidence in order to construct past events. Bloom Taxonomy's Cognitive Process: understand, evaluate, apply.
4. Students will identify historical arguments in a variety of sources and explain how they were constructed, evaluating credibility, perspective,

and relevance. Bloom Taxonomy's Cognitive Process: remember, understand, evaluate.

5. Students will create well-supported historical arguments and narratives that demonstrate an awareness of audience. Bloom Taxonomy's Cognitive Process: create, apply.
6. Students will apply historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present." Bloom Taxonomy's Cognitive Process: apply, analyze.

**HIST 1180. MODERN LATIN AMERICA****3 Credits (3)**

The primary objective of this course is to serve as a survey of the history of Latin America from independence to the present. This course will explore the contributions of Indigenous peoples, Africans, and Europeans to the creation of Latin America's diverse societies. The elements of this course are designed to inform students on the major events and trends that are essential to the understanding of the history of Latin America within the context of world societies.

**Learning Outcomes**

1. Students will be able to explain in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of Latin America from independence to the present. Bloom Taxonomy's Cognitive Process: Remember and Understand
2. Students will distinguish between primary and secondary sources, identify and evaluate evidence and empathize with people in their historical context. Bloom Taxonomy's Cognitive Process: analyze, remember, evaluate, create
3. Students will summarize and appraise different historical interpretations and evidence in order to construct past events. Bloom Taxonomy's Cognitive Process: understand, evaluate, apply
4. Students will identify historical arguments in a variety of sources and explain how they were constructed, evaluating credibility, perspective, and relevance. Bloom Taxonomy's Cognitive Process: remember, understand, evaluate
5. Students will create well-supported historical arguments and narratives that demonstrate an awareness of audience. Bloom Taxonomy's Cognitive Process: create. apply
6. Students will apply historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present." Bloom Taxonomy's Cognitive Process: apply, analyze

**HIST 1180G. Survey of Modern Latin America****3 Credits (3)**

The primary objective of this course is to serve as a survey of the history of Latin America from independence to the present. This course will explore the contributions of Indigenous peoples, Africans, and Europeans to the creation of Latin America's diverse societies. The elements of this course are designed to inform students on the major events and trends that are essential to the understanding of the history of Latin America within the context of world societies.

**Learning Outcomes**

1. Students will be able to explain in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of Latin America from independence to the present. Bloom Taxonomy's Cognitive Process: Remember and Understand.
2. Students will distinguish between primary and secondary sources, identify and evaluate evidence and empathize with people in their

historical context. Bloom Taxonomy's Cognitive Process: analyze, remember, evaluate, create.

3. Students will summarize and appraise different historical interpretations and evidence in order to construct past events. Bloom Taxonomy's Cognitive Process: understand, evaluate, apply.
4. Students will identify historical arguments in a variety of sources and explain how they were constructed, evaluating credibility, perspective, and relevance. Bloom Taxonomy's Cognitive Process: remember, understand, evaluate.
5. Students will create well-supported historical arguments and narratives that demonstrate an awareness of audience. Bloom Taxonomy's Cognitive Process: create and apply.
6. Students will apply historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present." Bloom Taxonomy's Cognitive Process: apply, analyze.

### **HIST 2245G. Islamic Civilizations to 1800**

#### **3 Credits (3)**

History of Islamic civilizations to 1800.

#### **Learning Outcomes**

1. By the conclusion of the course, the student will be able to demonstrate a knowledge of the history of cultural encounters, exchanges, and conflicts between the Islamic world and the West from the seventh to the sixteenth century;
2. Be able to evaluate the major themes of cultural contact, conflict, and interchange between the Islamic world and the West;
3. Critically read and evaluate historical evidence with the goal of forming an argument about historical evidence
4. Communicate a historical argument logically, clearly, and effectively in writing.

### **HIST 2250G. East Asia to 1600**

#### **3 Credits (3)**

History of China, Korea, Vietnam, and Japan from earliest times through the sixteenth century. Emphasis on cultural and political developments and their social and economic contexts, and the interaction between East Asian societies.

#### **Learning Outcomes**

1. Students will learn the analytic skills of interpreting historical changes and continuity.
2. They will assess and use historical documents, and learn how to evaluate varying historical interpretations.
3. Students will understand the chronological and geographic context of important historical events, and will understand the social, technological, economic, cultural and political components of the society under study in this course.
4. Students will understand how people shape their culture and its beliefs, and the way in which prevailing cultures and beliefs shape them.
5. They will understand the historical origins of present-day societies, to learn about their own historical roots.
6. They will learn about the development of structures of power, the production of and distribution of goods, and the relationship between science and technology and human values and behavior.

### **HIST 2251G. East Asia since 1600**

#### **3 Credits (3)**

History of China, Korea, Vietnam, and Japan from the sixteenth through the twentieth centuries. Emphasis on internal development of each

country, as well as the social and political impact of Western Imperialism, and the emergence of each country's unique version of modern society.

#### **Learning Outcomes**

1. Students will learn the analytical skills of interpreting historical changes and continuity.
2. They will assess and use historical documents, and learn how to evaluate varying historical interpretations.
3. Students will understand the chronological and geographic context of important historical events, and will understand the social, technological, economic, cultural and political components of the society under study in this course.
4. Students will understand how people shape their culture and its beliefs, and the way in which prevailing cultures and beliefs shape them.
5. They will understand the historical origins of present-day societies, to learn about their own historical roots.
6. They will learn about the development of structures of power, the production of and distribution of goods, and the relationship between science and technology and human values and behavior.

### **HIST 2996. Special Topics**

#### **1-3 Credits**

Specific subjects to be announced in the Schedule of Classes.

Community Colleges only. May be repeated for a maximum of 12 credits.

#### **Learning Outcomes**

1. Varies

### **HIST 300. Special Topics**

#### **1-9 Credits (1-9)**

Specific subjects to be announced in the Schedule of Classes. May be repeated up to 18 credits.

#### **Learning Outcomes**

1. Students will analyze and interpret key themes, events and figures related to the chosen topic of this class, evaluating their historical significance and impact.
2. Students will assess both primary and secondary historical sources related to the chosen topic of this class, developing skills in historical inquiry and evidence-based argumentation in both discussion and written work.
3. Students will construct well-supported historical arguments related to the chosen subject matter of this class in both written and oral formats.

### **HIST 302V. Science in Modern Society**

#### **3 Credits (3)**

The social impact of scientific activity and thought from Newton to the present. The growth of modern scientific institutions; the political and social context of modern science. ENGL 1110G recommended.

#### **Learning Outcomes**

1. Analyze the historical development of science and scientific ideas since the Scientific Revolution.
2. Evaluate the main factors comprising the institutions of modern science.
3. Assess the development of science and scientific ideas through brief biographies of scientists.
4. Evaluate relevant primary and secondary sources on a selected topic for a research paper related to the course.

### **HIST 308V. The History of Food**

#### **3 Credits (3)**

From the earliest uses of fire for cooking up through our modern age of fast food and organic gardening, human culinary traditions have long shaped and been shaped by the forces of history. This course offers a general overview of the history of food production and consumption in the West from prehistoric times through the 21st century, with a special focus on the various ways in which social and political history have impacted dining, taste, and cooking. Among a great variety of topics, we will focus on the origins of cooked food; ancient Hebrew dietary laws; the "spice revolution" and the great influence of Arabic cuisine on the kitchens of medieval Europe; emerging ideas about etiquette and table manners including the use of the fork; the advent of print and the first printed cookbooks; the Columbian Exchange and the arrival of foods from the New World; the rise of French cuisine; food and immigration; the global dominance of fast food; and sustainable food production and consumption in the modern era. We will pay a special emphasis throughout the course to the myriad ways in which food production and consumption in history have always been gendered, as well as influenced by ideas about social class.

#### **Learning Outcomes**

1. Master a general master narrative about the history of food in the Western World, including a variety of European countries;
2. Analyze the relationship between food and culture in a variety of countries and traditions;
3. Critically read and learn to evaluate secondary historical literature, grasping the strengths and weaknesses of historical monographs; and
4. Communicate a historical argument logically and effectively in a 20-page original research paper.

#### **HIST 313. Making the American West**

##### **3 Credits (3)**

Development of the American West from 1803 to 1900 with emphasis on conquest, federal and corporate roles in western development, environmental change, and the Mythic West. Includes meetings outside regular class time to view feature-length films.

#### **Learning Outcomes**

1. Students will analyze primary and secondary sources to assess their biases and the quality of their evidence for historical argument.
2. Students will assess different interpretations of the West as described in the historiography of this field.
3. Students will evaluate the processes that created the West as region in both written and oral formats.

#### **HIST 320. American History Through Film**

##### **3 Credits (3)**

This course uses feature films as texts to examine the depiction of major themes and events in American history and society. It considers both the accuracy of these depictions, and the way in which the historical viewpoint of feature films is influenced by factors including directorial point of view and popular memory. It also examines the influence of feature films on popular understandings of the American past. May be repeated up to 3 credits.

#### **Learning Outcomes**

1. Students will critically analyze and evaluate the accuracy and truthfulness of cinematic representations of episodes in U.S. history, and convey these analyses and evaluations orally and in writing.
2. Students will evaluate contemporary claims made concerning the value of films for historical understanding, and convey these analyses and evaluations orally and in writing.
3. Students will assess the ways in which films serve as historical documents that illuminate the cultural, social, and political history of

the eras in which they were produced, and convey these analyses and evaluations orally and in writing.

#### **HIST 321V. History of Korea**

##### **3 Credits (3)**

Social, political, and cultural history of Korea from earliest times through twentieth century. Emphasis on the interaction between Korean traditions and influences from China and the West. May be repeated up to 3 credits.

#### **Learning Outcomes**

1. Students will learn the analytical skills of interpreting historical changes and continuity.
2. They will assess and use historical documents, and learn how to evaluate varying historical interpretations.
3. Students will also understand the chronological and geographic context of important historical events, and will understand the social, technological, economic, cultural and political components of the society under study in this course.
4. Students will examine how people shape their culture and beliefs, and the way in which prevailing cultures and beliefs shape them.
5. They will understand the historical origins of present-day societies, to learn about their own historical roots.
6. They will learn about the development of structures of power, the production of and distribution of goods, and the relationships between science and technology and human values and behavior.

#### **HIST 323. Cultural History of Later Imperial China**

##### **3 Credits (3)**

Covers art and literature of China from the Tang Dynasty (618-907) through the eighteenth century. Developments in cultural theory and practice are traced in the context of the social and economic changes fostering an understanding of Chinese cultural history and its legacy in East Asia today.

#### **Learning Outcomes**

1. Analyze and interpret historical changes and continuity.
2. Assess and debate historical documents and practice evaluating varying historical interpretations.
3. Distinguish the chronological and geographic context of important historical events, in order to understand the social, technological, economic, cultural and political components of Chinese society.
4. Examine how people shape their culture and beliefs, and the ways in which prevailing cultures and beliefs shape them.
5. Identify the development of structures of power, the production of and distribution of goods, and the relationships between science and technology and human values and behavior.

#### **HIST 329. History of Egypt**

##### **3 Credits (3)**

History of Egypt from ancient times to the present.

#### **Learning Outcomes**

1. Outline the history of Egypt, from the pharaonic period to the present.
2. Identify key themes in Egyptian history and society and evaluate their significance to the contemporary world.
3. Analyze a variety of primary sources for their biases, as well as the quality of their evidence for historical argument.
4. Create well-supported, well-written historical arguments.

#### **HIST 331. Rebels, Guerrillas, and Terrorists in Modern Latin America**

##### **3 Credits (3)**

Explores history of rebels in Latin America. Examines guerilla struggles attaining national dimension. Focus on modern events, including Peru's

Shining Path, Colombia's FARC, and Mexico's Zapatistas. Taught with POLS 468.

**Learning Outcomes**

1. Analyze primary sources by placing them into historical context.
2. Relate historical events to current-day issues in Latin America.
3. Improve writing skills using Chicago style of writing.
4. Explain the historical significance of a particular person or set of events.
5. Identify common patterns and differences in the history of Latin American nations.

**HIST 333. Renaissance Europe**

**3 Credits (3)**

This course explores the cultural, social, and political developments of early modern Europe between 1350-1650. This period witnessed a dramatic transformation between the medieval and modern worlds: a transition marked by new historical and artistic visions, the invention of the printing press, the discovery of the New World, the permanent fracturing of Christianity during the Protestant Reformation, the scientific revolution, and the rise of capitalism as a world system. We will consider these and other transformations in this time period both as they were understood by elite society as well as the impact of these innovations upon the daily lives of everyday people and women in particular.

**Learning Outcomes**

1. Identify the key historical facts, values, and ideas that shaped the history of Europe between 1400–1650;
2. Analyze the causes and effects of the Renaissance, the Age of Encounters, the Reformation, and the Scientific Revolution;
3. Identify the major artistic, literary, and technological contributions of individuals during this time period;
4. Describe how cultural exchanges reveal the global context of events in early modern Europe; and
5. Create well-supported historical arguments based on primary and secondary source evidence.

**HIST 334. Art and Life in Renaissance Italy**

**3 Credits (3)**

Examines how Italian Renaissance textual and visual culture offered Europe new ways of seeing and portraying itself, 1350-1550. Topics include: Florence, Venice, Rome, Leonardo, Michelangelo, Titian, humanism, the Medici, and republican and courtly culture. Same as ARTH 444.

**HIST 338. World War I**

**3 Credits (3)**

Cultural, social, and intellectual background and impact of World War I. Military and diplomatic events of the war. Consequences of the war.

**Learning Outcomes**

1. Analyze the events from 1890-1914 that led to the outbreak of WWI.
2. Describe events and factors that led to military stalemates on the western and eastern front from 1914-1916 years.
3. Assess the importance of the southern front in Italy and southeastern Europe, including the Ottoman Empire.
4. Analyze the domestic front in France, Germany, and Russia that led to breakthroughs in the military stalemate.
5. Analyze the collapse of Russia and the renewal of the German offensive on the western front.
6. Explore the long-term impact of the Paris Peace Conference and the Treaty of Versailles.

**HIST 339. World War II**

**3 Credits (3)**

Social, cultural and political aspects of World War II, in addition to traditional military events. Emphasis on U.S. involvement.

**Learning Outcomes**

1. Analyze the situation in Europe from 1919-1939 that led to the outbreak of WWII.
2. Describe the events that led to the triumph of fascism in Italy and Germany.
3. Explore the impact of the Russian Revolution and Soviet Union on eastern European affairs.
4. Describe the impact of the Great Depression on European affairs.
5. Analyze Hitler's political and military strategy during the 1930 year.
6. Explain the events that led to German domination of Europe from 1939 to 1942 years.
7. Understand the connection between WWII and the Holocaust.
8. Analyze the events that led to Hitler's downfall in 1945 year.

**HIST 361. African American History to 1877**

**3 Credits (3)**

African background, slave trade, slavery; Civil War and Reconstruction; free blacks in a white society to about 1900. May be repeated up to 3 credits.

**Learning Outcomes**

1. Students will evaluate and employ primary and secondary sources in order to understand varying historical interpretations and craft their own interpretations of historical evidence in discussions and essays.
2. Students will analyze and compare political, economic, social and intellectual institutions, structures and processes over the period from the great African Empires (circa 900CE) to the end of the period of Reconstruction (1877), with particular focus on the experiences of African Americans.
3. Students will strengthen their argumentative skills through online class discussions and written assignments.
4. Students will demonstrate an understanding of academic honesty and the ability to cite, paraphrase, and quote sources.
5. Students will demonstrate an ability to think about the interaction between present and past issues presented in the class.

**HIST 362. African American History, 1865-present**

**3 Credits (3)**

Black Americans in the United States in the twentieth century; segregation; black leaders, organizations, methods and goals; white reaction; the struggle for equality. May be repeated up to 3 credits.

**Learning Outcomes**

1. Students will evaluate and employ primary and secondary sources in order to understand varying historical interpretations and craft their own interpretations of historical evidence in discussions and essays.
2. Students will analyze and compare political, economic, social and intellectual institutions, structures and processes over the period of the Civil Rights Movement through readings, interaction with primary source documents, essays, and discussions.
3. Students will strengthen their argumentative skills through online class discussions and written assignments.
4. Students will demonstrate an understanding of academic honesty and the ability to cite, paraphrase, and quote sources.
5. Students will demonstrate an ability to think about the interaction between present and past issues presented in the class.

**HIST 366V. British Imperialism****3 Credits (3)**

Survey of the activities of the British empire from the 16th century through the 20th century, with emphasis on Ireland, North America and India. Assesses the impact of imperial activities on British domestic politics, culture and social history, and the process and impact of decolonization.

**Learning Outcomes**

1. Students will study the chronologies of colonization and decolonization within the British Empire between 1066 and 1999 years.
2. Students will analyze primary sources to understand their content, context, sourcing, and the degree to which they corroborate a historical interpretation.
3. Students will evaluate narratives from a wide variety of cultural and historical perspectives.

**HIST 371. Ancient Greece****3 Credits (3)**

This course provides a survey of Greek history from the Trojan War through the conquests of Alexander the Great. Topics include the formation of the Greek city-states with a focus on Sparta and Athens and the wars between them, the invention of democracy in Athens, the birth of the discipline of history, the development of philosophy, the trial and death of Socrates, and the spread of Greek culture to the borders of India because of the conquests of Alexander the Great. We will explore most aspects of Greek society, using Greek authors and artists to introduce much of the material. Attention is paid to the everyday life of ancient Greeks not just power politics.

**Learning Outcomes**

1. Students will define, explain, and analyze the major political, social and cultural transformations of Greek history through a variety of primary sources, including works of literature and art.
2. Students will distinguish between primary and secondary sources, identify and evaluate evidence and empathize with people in their historical context.
3. Students will critically read and evaluate historical evidence with the goal of forming an historical argument.
4. Students will communicate a historical argument logically, clearly, and effectively in writing.

**HIST 372. The Roman World****3 Credits (3)**

In this course we will explore the growth of Rome from a village in the Italian peninsula to a global empire stretching from Spain to Syria and Britain to the sands of the Sahara. We will focus on the development of political, social, and cultural institutions in the construction of the Roman Republic and the enormous military conquests of that period. We then examine the transformation of the Republic into an empire, governed by an emperor. Finally, we analyze the rise of Christianity in the Roman world and the Roman empire's decline in the 5th century C.E. Attention is paid to the everyday life of ancient Romans not just power politics.

**Learning Outcomes**

1. Students will define, explain, and analyze the major political, social and cultural transformations of Roman history through a variety of primary sources.
2. Students will distinguish between primary and secondary sources, identify and evaluate evidence and empathize with people in their historical context.
3. Students will critically read and evaluate historical evidence with the goal of forming an historical argument.

4. Students will communicate a historical argument logically, clearly, and effectively in writing.

**HIST 379V. The History of Italy from the Etruscans to the Mafia****3 Credits (3)**

Italy is beloved by many, for its food, language, and art; however, we often understand it only superficially, and often fail to grasp the darker elements of its history. This class will consider the history of the Italian peninsula from the time of its earliest inhabitants, the Etruscans, up through the twenty-first century. We will consider topics such as the Roman world and its legacy, the rise of Christianity, the growth of medieval towns and their economies, Renaissance, the Risorgimento or the formation of the modern nation of Italy, Italian fascism, the wars of the twentieth century, Italian film, the history of Italian food including pizza and pasta, Italian communism, and the growth of organized crime and the mafia. Special attention will be paid throughout to the relationship between Northern and Southern Italy, as well as the special city of Venice and its relationship to the rest of the peninsula.

**Learning Outcomes**

1. Master a general master narrative about the history of Italy from its earliest inhabitants through the twenty-first century
2. Identify a variety of developments in the history of Italian culture, including art, literature, food, and film;
3. Critically read and evaluate primary and secondary historical sources and
4. Communicate a historical argument logically and effectively in a 15-page original research paper.

**HIST 382V. Modern Russia****3 Credits (3)**

Domestic policies and foreign relations from mid-nineteenth century to the present with emphasis on the Soviet period.

**Learning Outcomes**

1. Evaluate the political, social, and cultural development of Russia/Soviet Union from the 1917 Revolutions to 1953 at Stalin's death.
2. Evaluate the political, social, and cultural developments in the Soviet Union in the post-Stalin Era (1953-91) and the post-Soviet era until the present (1991-2024).
3. Analyze primary source materials relating to the Soviet and post-Soviet periods.
4. Assess differing historical interpretations (historiography) of important periods of the Soviet and post-Soviet eras.

**HIST 386. New Mexico History****3 Credits (3)**

Economic, political and social development of New Mexico from exploration to modern times.

**Learning Outcomes**

1. Students will examine the scholarship of New Mexico history since 1,000 ADE.
2. Students will describe New Mexico's place on the edges of empires over its 500-year history and how this shaped a unique identity.
3. Students will create new ways of applying New Mexico history to contemporary issues and debates.
4. Students will analyze New Mexico history through secondary and primary source scholarship.
5. Students will create well-supported, well-written historical arguments about New Mexico history in the twentieth century.

**HIST 387. Spain in the New World: Conquest, Conflict, and Cultural Exchange****3 Credits (3)**

The history of Spain, with a focus on Spain's interaction with the New World. May be repeated up to 3 credits.

**Learning Outcomes**

1. The student will be able to demonstrate a knowledge of the history of Spanish contacts, conquests, and influences in the New World from the late fifteenth century until the early twenty first century;
2. Be able to evaluate the major themes of cultural contact, conflict, and interchange between the Spain and the New World; Critically read and evaluate historical evidence in order to construct past events;
3. Communicate a historical argument logically, clearly, and effectively in writing.

**HIST 390V. The Holocaust****3 Credits (3)**

The attack upon European Jews by Adolf Hitler and the National Socialist Party in Germany and occupied Europe from his accession to chancellor in 1933 until the end of the Third Reich in 1945.

**Learning Outcomes**

1. Analyze the historical context and events leading up to the Holocaust, including the rise of antisemitism and the Nazi party in Germany.
2. Examine the policies and actions taken by the Nazi regime that led to the systematic extermination of Jewish people and other minority groups.
3. Analyze the experiences of Jews and other victims of the Holocaust, including their persecution, enslavement, and murder by various methods.
4. Evaluate the role of collaborators, bystanders, victims, and resistance fighters during the Holocaust and the impact of their actions on the course of events.

**HIST 397. Introduction to Public History****3 Credits (3)**

Surveys how historians do history in museums, archives, government agencies, and in communities. Hands-on experience provides students a better understanding of history and how historians work outside of the classroom. Seminar project required.

**Learning Outcomes**

1. Students will discuss the history and theories of public history in the United States.
2. Students will examine the different debates and methods in the field.
3. Students will analyze a variety of primary and secondary sources and identify how they apply to a general audience.

**HIST 398. Historians and History****3 Credits (3)**

General historiography and philosophy of history; historical methodology, research, and writing; bibliographical aids and their uses.

**Learning Outcomes**

1. Understand the philosophy of history and historiographical changes.
2. Demonstrate proper use of historical methodology.
3. Formulate a research plan, conduct independent research, synthesize findings, and construct a historical argument based on the research.
4. Articulate the importance of historical research to the growth of knowledge and understanding of present-day issues and challenges.

**HIST 400. Special Topics****1-9 Credits (1-9)**

Specific subjects to be announced in the Schedule of Classes. May be repeated up to 18 credits.

**Learning Outcomes**

1. Students will analyze and interpret key themes, events and figures related to the chosen topic of this class, evaluating their historical significance and impact.
2. Students will engage with and critically assess both primary and secondary historical sources related to the chosen topic of this class, developing skills in historical inquiry and evidence-based argumentation in both discussion and written work.
3. Students will construct well-supported historical arguments related to the chosen subject matter of this class in both written and oral formats.

**HIST 402. Special Topics in European History****3 Credits (3)**

Special topics in European history to be announced in the Schedule of Classes. May be repeated up to 12 credits.

**Learning Outcomes**

1. Students will analyze and interpret key themes, events and figures related to a topic in European history, evaluating their historical significance and impact.
2. Students will engage with and critically assess both primary and secondary historical sources related to the chosen topic of this class, developing skills in historical inquiry and evidence-based argumentation in both discussion and written work.
3. Students will construct well-supported historical arguments related to the chosen subject matter of this class in both written and oral formats.

**HIST 404. Special Topics in Asian History****3 Credits (3)**

Special topics in Asian history to be announced in the Schedule of Classes. May be repeated up to 12 credits.

**Learning Outcomes**

1. Students will analyze and interpret key themes, events and figures related to a topic in Asian history, evaluating their historical significance and impact.
2. Students will engage with and critically assess both primary and secondary historical sources related to the chosen topic of this class, developing skills in historical inquiry and evidence-based argumentation in both discussion and written work.
3. Students will construct well-supported historical arguments related to the chosen subject matter of this class in both written and oral formats.

**HIST 406. Special Topics in United States History****3 Credits (3)**

Special topics in United States history to be announced in the Schedule of Classes. May be repeated up to 12 credits.

**Learning Outcomes**

1. Students will analyze and interpret key themes, events and figures related to a topic in US history, evaluating their historical significance and impact.
2. Students will engage with and critically assess both primary and secondary historical sources related to the chosen topic of this class, developing skills in historical inquiry and evidence-based argumentation in both discussion and written work.

- Students will construct well-supported historical arguments related to the chosen subject matter of this class in both written and oral formats.

### **HIST 413. Native American History**

#### **3 Credits (3)**

Seminar explores the history of Native Americans, including tribal conflicts, interactions with Europeans and Euro-Americans, land loss, degradation of natural resources, federal Indian policy, pan-Indian movements, cultural resistance and revitalization, and modern tribal economies.

### **HIST 414. The Constitution and U.S. History**

#### **3 Credits (3)**

This seminar examines the history and political context of the ideas that coalesced in the U.S. Constitution, from 1603 to the writing of the Constitution and into the Early Republic.

#### **Learning Outcomes**

- Students will evaluate and employ primary and secondary sources in order to understand varying historical interpretations and craft their own interpretations of historical evidence in discussions and essays.
- Students will analyze the relationship between historical events in the Atlantic world and the development of key political concepts including divine right monarchy, constitutional monarchy, individual representation, the social contract theory, checks and balances, and the theoretical and practical processes of constitution-writing and ratification.
- Students will strengthen their critical thinking argumentative skills through class discussions.
- Students will demonstrate public speaking and class leadership skills by preparing and leading class discussions.
- Students will demonstrate an understanding of academic honesty and the ability to cite, paraphrase, and quote sources.
- Students will demonstrate an ability to think about the interaction between present and past issues presented in the class.
- Students will undertake a major project of historical synthesis at the end of the semester.

### **HIST 431. History of Race and Ethnicity**

#### **3 Credits (3)**

Seminar explores the historical social construction of race and ethnicity, and their relationship to other systems of social difference such as class and gender. Course will examine popular and academic theories of race and ethnicity as well as historical concrete effects of racial and ethnic differences in society.

#### **Learning Outcomes**

- Summarize the importance of race, ethnicity, and indigeneity in the history of the United States.
- Analyze and critique academic sources in groups.
- Identify the historical precedents for varied rights across racial, ethnic, and indigenous groups.
- Analyze the ways social, political, and economic systems and ideas in the United States have been impacted by ideas around race, ethnicity, and indigeneity.

### **HIST 433. United States Labor History Since 1877**

#### **3 Credits (3)**

Seminar discussions explore United States labor and working-class history since 1877, including such topics as industrial labor, debt peonage, and housework. May explore the history of labor organization,

working-class culture and leisure activities, and responses to labor issues by the state.

#### **Learning Outcomes**

- Students will evaluate, synthesize, and employ primary and secondary sources in order to understand varying historical interpretations and craft their own interpretations of historical evidence in discussions and essays.
- Students will analyze and compare the economic structures, workplace experiences, and cultural impacts presented by different types of industries in New Mexico from the late 19th century to the present.
- Students will apply their argumentative skills through online class discussions and written assignments.
- Students will express an understanding of academic honesty and the ability to cite, paraphrase, and quote sources.
- Students will demonstrate an ability to think about the interaction between present and past issues presented in the class.

### **HIST 434. Urban History**

#### **3 Credits (3)**

Seminar discusses cities as complex catalysts for cultural, political, and scientific development, both within cities themselves and more broadly for their nations and regions. Course deals with such topics as the relationship between social organization and physical space; city development, morphology and dynamics; and the cultural and intellectual history of cities.

#### **Learning Outcomes**

- Students will analyze current debates about city planning and development in a historical context.
- Students will identify major events that have shaped city planning and urban development since World War I.
- Students will analyze primary sources and construct short argumentative papers on how gender, race, or class has shaped urban centers in the United States.

### **HIST 435. History of War and Revolution**

#### **3 Credits (3)**

Seminar covers historical dynamics of violent social, political, and economic transitions. May focus upon a particular war or upheaval, such as World War II or the French Revolution, or may examine more generic characteristics of conflict and radical change across many historical examples. Extensive readings in scholarly literature. Research projects relating to specific course contents.

### **HIST 443. The Cold War in Latin America**

#### **3 Credits (3)**

Seminar discusses Latin American political history during the Cold War. Course focuses on how Latin Americans (individuals, parties, militaries, states) acted in an increasingly politicized arena defined by growing United States concerns over Cuban and Soviet influence in the area.

#### **Learning Outcomes**

- Analyze primary sources by placing them into the historical context of the Cold War.
- Compare Cold War themes and historical events to current-day issues in Latin America.
- Acquire writing skills using Chicago style of writing.
- Explain the historical significance of a particular person or set of events.
- Analyze the impact of the Cold War in different Latin American countries.

**HIST 449. Readings****1-3 Credits**

Individual study of selected readings and problems. May be repeated for a maximum of 6 credits.

**Prerequisite:** consent of instructor.

**HIST 469. Cultural Resource Management I****3 Credits (3)**

This course will introduce students to the field of cultural resource management (CRM) and the federal and state laws and regulations that govern most archaeology and historic preservation projects conducted today. Course lectures, readings, and written assignments will cover major US federal laws (NHPA, NEPA, ARPA, NAGPRA); New Mexico state cultural resource laws, regulations, and permitting practices; and major international heritage laws. Particular emphasis will be placed on the evaluation and nomination processes of cultural resources to the National Register of Historic Places (NRHP). Strong oral and communication skills are key for success in CRM, so you will be given many opportunities to develop these skills in class.

**Learning Outcomes**

1. Explain the goals of cultural resource management (CRM).
2. Describe the major laws and regulations that govern CRM in the United States, New Mexico, and abroad.
3. Identify common challenges with implementing these laws and regulations.
4. Determine the eligibility of cultural resources for listing on the NRHP and justify that determination.

**HIST 471. China through the Ming Dynasty****3 Credits (3)**

History of China from origins to Ming dynasty, (1368-1644). Cultural and political development with emphasis on social and economic contexts and long term trends.

**HIST 472. China in the Modern World****3 Credits (3)**

History of China from seventeenth through twentieth centuries. Rise and fall of the Manchu Qing dynasty, internal dynamics of social and political change in nineteenth and twentieth centuries, impact of Western Imperialism, and development of the Peoples Republic since 1949.

**Learning Outcomes**

1. Students will learn the basic narrative of modern Chinese history.
2. Students will learn to understand and evaluate historical arguments and interpretations.
3. Students will learn to work with primary sources and to analyze and interpret their contents.
4. Students will complete a research paper combining primary and secondary sources and making a sustained historical argument.

**HIST 473. History of Japan****3 Credits (3)**

History of Japan through twentieth century. Political and cultural developments and their social and economic contexts. Chinese influence on early Japan, rise of Samurai and Shogunate, impact of Western Imperialism, and emergence of modern Japan.

**HIST 474. Gender in East Asian History****3 Credits (3)**

Examines the position of women and the social roles of both sexes in traditional China and Japan, and traces the changes taking place in those societies in the course of modernization in the last century and a half. Scholarly literature and works of Chinese and Japanese literature in translation and cinema used. Same as GNDR 474.

**Learning Outcomes**

1. Students will analyze historical change and continuity, with particular attention to female-centered lenses through time.
2. Students will interpret historical documents, and learn how to evaluate varying historical interpretations.
3. Students will summarize the chronological and geographic context of important historical events and will understand the social, technological, economic, cultural, and political components of Chinese society.
4. Students will describe how people shape their culture and its beliefs, and the way in which prevailing cultures and beliefs shape them.
5. Students will understand the development of structures of power, the production and distribution of goods, and the relationship between science and technology and human values and behavior.

**HIST 475. History of the Global Political Economy****3 Credits (3)**

Traces development of global systems of economic interaction and the rise of European military and political dominance in the 18th and 19th centuries. Emphasis on East and South Asian roles in early modern history, and on challenges to European dominance in the 20th and 21st centuries.

**HIST 478. History of Transportation: Planes, Trains and Automobiles****3 Credits (3)**

The course examines the impact of changes in transportation technology on society from the 19th century to the present, with a focus on the Americas, both the United States and Latin America. Revolutionary changes such as the railroad, the steamship, and later the automobile and the airplane changed the way that people lived, worked and interacted with others.

**Learning Outcomes**

1. Analyze primary sources by placing them into historical context.
2. Improve writing skills using Chicago style of writing.
3. Explain the nature of technological change in history and its impact in society.
4. Relate historical events to current-day debates about transportation.
5. Practice team-work through Team Based Learning method.

**HIST 479. Oral History****3 Credits (3)**

Oral history through readings, discussions, and interviews. Semester project required that includes an interview and transcript.

**Learning Outcomes**

1. Demonstrate an understanding of methodology, importance, and challenges for oral history research and scholarship.
2. Attain experience developing materials for and conducting oral history interviews.
3. Apply oral history research to a historical research paper.
4. Construct a historical argument using oral histories in conjunction with other historical sources and secondary materials.

**HIST 483. Historic Preservation****3 Credits (3)**

Study of community development, the historic preservation movement, and the built environment. Field project.

**Learning Outcomes**

1. Students will study the fundamental practices of historic preservation.
2. Students will examine the different debates and methods in the field and how they apply to the nomination process.

- Students will assess the Secretary of Interior's standards of site interpretation.

### **HIST 486. Interpreting Historic Places for the Public**

#### **3 Credits (3)**

Explores historic site interpretation, the scholarship and philosophy of historic interpretation, and the nature of heritage interpretation for historic places.

#### **Learning Outcomes**

- Students will interpret primary and secondary sources to understand how they apply to a general audience.
- Students will examine the different debates and methods in the field and how they apply to the nomination process.
- Students will assess the basic history and theories of historic site interpretation.

### **HIST 500. Special Topics**

#### **1-9 Credits (1-9)**

Specific subjects to be announced in the Schedule of Classes. Graduate research paper required. May be repeated up to 12 credits.

#### **Learning Outcomes**

- Students will analyze and interpret key themes, events and figures related to the chosen topic of this class on an advanced level, evaluating their historical significance and impact.
- Students will engage with and critically assess both primary and secondary historical sources related to the chosen topic of this class on an advanced level, developing skills in historical inquiry and evidence-based argumentation in both discussion and written work.
- Students will construct well-supported historical arguments related to the chosen subject matter of this class in both written and oral formats.

### **HIST 511. Making the American West**

#### **3 Credits (3)**

Development of the American West from 1803 to 1900, with emphasis on conquest, federal and corporate roles in western development, environmental change, and the mythic West. Includes extra class meetings to view feature-length films. Graduate research paper required.

#### **Learning Outcomes**

- Students will analyze primary and secondary sources about the history of the US West.
- Students will examine and debate different interpretations of the West and the controversies by writing a short historiographical essay.
- Students will create their own history assignment.
- Students will construct arguments in written essays and in class discussions.

### **HIST 514. The Constitution and U.S. History**

#### **3 Credits (3)**

This seminar examines the history and political context of the ideas that coalesced in the U.S. Constitution, from 1603 to the writing of the Constitution and into the Early Republic.

#### **Learning Outcomes**

- Students will evaluate and employ primary and secondary sources in order to understand varying historical interpretations and craft their own interpretations of historical evidence in discussions and essays.
- Students will analyze the relationship between historical events in the Atlantic world and the development of key political concepts including divine right monarchy, constitutional monarchy, individual representation, the social contract theory, checks and balances, and

the theoretical and practical processes of constitution-writing and ratification.

- Students will strengthen their critical thinking argumentative skills through class discussions.
- Students will demonstrate public speaking and class leadership skills by preparing and leading class discussions.
- Students will demonstrate an understanding of academic honesty and the ability to cite, paraphrase, and quote sources.
- Students will demonstrate an ability to think about the interaction between present and past issues presented in the class.
- Students will undertake a 10-12 page research paper in which they will integrate and extend learned material.

### **HIST 527. Labor History**

#### **3 Credits (3)**

Seminar discussions explore labor and working-class history, including such topics as pre-industrial labor, slavery, debt peonage, indentured servitude, and housework. May explore the history of labor organization, working-class culture and leisure activities, and responses to labor issues by the state.

#### **Learning Outcomes**

- Students will evaluate, synthesize, and employ primary and secondary sources in order to understand varying historical interpretations and craft their own interpretations of historical evidence in discussions and essays.
- Students will analyze and compare the economic structures, workplace experiences, and cultural impacts presented by different types of industries in New Mexico from the late 19th century to the present.
- Students will apply their argumentative skills through online class discussions and written assignments.
- Students will express an understanding of academic honesty and the ability to cite, paraphrase, and quote sources.
- Students will attain an ability to think about the interaction between present and past issues presented in the class.

### **HIST 535. War and Revolution**

#### **3 Credits (3)**

Seminar covers historical dynamics of violent social, political and economic transitions. May focus upon a particular war or upheaval, such as World War II or the French Revolution, or may examine more generic characteristics of conflict and radical change across many historical examples. Extensive readings in scholarly literature. Research projects relating to specific course contents.

### **HIST 538. Special Topics in European History**

#### **3 Credits (3)**

Advanced special topics in European history to be announced in the schedule of classes. May be repeated up to 12 credits.

#### **Learning Outcomes**

- Students will analyze and interpret key themes, events and figures related to the chosen topic of this class on an advanced level, evaluating their historical significance and impact.
- Students will engage with and critically assess both primary and secondary historical sources related to the chosen topic of this class on an advanced level, developing skills in historical inquiry and evidence-based argumentation in both discussion and written work.
- Students will construct well-supported historical arguments related to the chosen subject matter of this class in both written and oral formats.

**HIST 543. Special Topics in Asian History****3 Credits (3)**

Advanced special topics in Asian history to be announced in the Schedule of Classes. May be repeated up to 12 credits.

**Learning Outcomes**

1. Students will analyze and interpret key themes, events and figures related to a topic in Asian history on an advanced level, evaluating their historical significance and impact.
2. Students will engage with and critically assess both primary and secondary historical sources related to the chosen topic of this class on an advanced level, developing skills in historical inquiry and evidence-based argumentation in both discussion and written work.
3. Students will construct well-supported historical arguments related to the chosen subject matter of this class in both written and oral formats.

**HIST 545. Special Topics in United States History****3 Credits (3)**

Advanced special topics in United States history to be announced in the Schedule of Classes. May be repeated up to 12 credits.

**Learning Outcomes**

1. Students will analyze and interpret key themes, events and figures related to a topic in US history on an advanced level, evaluating their historical significance and impact.
2. Students will engage with and critically assess both primary and secondary historical sources related to a topic in US history on an advanced level, developing skills in historical inquiry and evidence-based argumentation in both discussion and written work.
3. Students will construct well-supported historical arguments related to the chosen subject matter of this class in both written and oral formats.

**HIST 549. Graduate Readings****1-3 Credits**

Individual study of selected readings and problems. May be repeated for a maximum of 6 credits.

**Prerequisite:** consent of instructor.

**HIST 568. Urban History****3 Credits (3)**

Seminar discusses cities as complex catalysts for cultural, political, and scientific development, both within cities themselves and more broadly for their nations and regions. Course deals with such topics as the relationship between social organization and physical space; city development, morphology and dynamics; and the cultural and intellectual history of cities.

**Learning Outcomes**

1. Students will examine the best practices of urban planning and development and write short argumentative papers on how these theories have changed over time.
2. Students will create a presentation that examines urban development in the American West since 1880 using primary and secondary sources.
3. Students will identify the major turning points in urban development in the United States in class discussions and short response papers.

**HIST 569. Cultural Resource Management I****3 Credits (3)**

This course will introduce you to the field of cultural resource management (CRM) and the federal and state laws and regulations that govern most archaeology and historic preservation projects conducted today. Course lectures, readings, and written assignments will cover

major US federal laws (NHPA, NEPA, ARPA, NAGPRA); New Mexico state cultural resource laws, regulations, and permitting practices; and major international heritage laws. Particular emphasis will be placed on the evaluation and nomination processes of cultural resources to the National Register of Historic Places (NRHP). Strong oral and communication skills are key for success in CRM, so you will be given many opportunities to develop these skills in class.

**Learning Outcomes**

1. Explain the goals of cultural resource management (CRM).
2. Describe the major laws and regulations that govern CRM in the United States, New Mexico, and abroad.
3. Identify common challenges with implementing these laws and regulations.
4. Determine the eligibility of cultural resources for listing on the NRHP and justify that determination.

**HIST 570. The Cold War in Latin America****3 Credits (3)**

Seminar discusses Latin American political history during the Cold War. Course focuses on how Latin Americans (individuals, parties, militaries, states) acted in an increasingly politicized arena defined by growing United States concerns over Cuban and Soviet influence in the area.

**Learning Outcomes**

1. Analyze primary sources by placing them into the historical context of the Cold War.
2. Compare Cold War themes and historical events to current-day issues in Latin America.
3. Attain writing skills using Chicago style of writing.
4. Explain the historical significance of a particular person or set of events.
5. Analyze the impact of the Cold War in different Latin American countries.

**HIST 571. China through the Ming Dynasty****3 Credits (3)**

History of China from origins to Ming Dynasty, 1368-1644. Cultural and political development with emphasis on social and economic contexts and long term trends. Research paper required.

**HIST 572. China in the Modern World****3 Credits (3)**

Covers the history of China from 17th through 20th centuries. Rise and fall of the Manchu Qing dynasty, internal dynamics of social and political change in the 19th and 20th centuries, impact of Western imperialism, and development of the Peoples Republic since 1949. Research paper required. May be repeated up to 3 credits.

**Learning Outcomes**

1. Students will learn the basic narrative of modern Chinese history.
2. Students will learn to understand and evaluate historical arguments and interpretations
3. Students will learn to work with primary sources and to analyze and interpret their contents.
4. Students will complete a research paper combining primary and secondary sources and making a sustained historical argument.

**HIST 573. History of Japan****3 Credits (3)**

Covers the history of Japan through the 20th century. Political and cultural developments and their social and economic contexts. Chinese influence on early Japan, rise of Samurai and Shogunate, impact of

Western imperialism, and the emergence of modern Japan. Research paper required.

### **HIST 575. History of the Global Political Economy**

#### **3 Credits (3)**

Traces development of global systems of economic interaction and the rise of European dominance in the 18th and 19th centuries. Emphasis on East and South Asian roles in early modern history, and on challenges to European dominance in the 20th and 21st centuries.

### **HIST 577. Cultural Resource Management II**

#### **3 Credits (3)**

This course will introduce students to the practice of working in cultural resource management (CRM). It includes readings, lectures, field sessions, and laboratory sessions aimed at providing students with the research design, archaeological survey, site mapping and documentation, and technical writing skills necessary to pursue employment in CRM. Students are strongly encouraged to take CRM I before taking this class.

#### **Learning Outcomes**

1. Map and record an archaeological site.
2. Document an archaeological site (using a Laboratory of Anthropology site form).
3. Analyze and present archaeological data using relevant software.
4. Critically evaluate an inventory, testing, or data recovery report.
5. Prepare sections of a technical report—either a research proposal or survey report.
6. Conduct archaeological fieldwork safely and ethically.

### **HIST 579. Oral History**

#### **3 Credits (3)**

Oral history through readings, discussion, and interviews. Course project required that includes an interview and transcription.

#### **Learning Outcomes**

1. Articulate an understanding of methodology, importance, and challenges for oral history research and scholarship.
2. Practice developing materials for and conducting oral history interviews.
3. Apply oral history research to a historical research paper.
4. Construct a historical argument using oral histories in conjunction with other historical sources and secondary materials.

### **HIST 583. Advanced Historic Preservation**

#### **3 Credits (3)**

Covers the community development, the historic preservation movement, and the built environment. Field project and additional graduate work.

#### **Learning Outcomes**

1. Students will examine the best practices in the field of historic preservation and construct short response papers based on course readings.
2. Students will examine the different debates and methods in the field and how they apply to the nomination process.
3. Students will prepare a group nomination project and write a paper justifying how their work aligns with the Secretary of Interior's standards as a way of gaining field experience.

### **HIST 585. Public History Internship**

#### **3 Credits (3)**

Individual project in an area of public history, including a final written report. Research project required. May be repeated for a maximum of 9 credits.

**Prerequisite:** consent of instructor.

### **HIST 586. Interpreting Historic Places for the Public**

#### **3 Credits (3)**

Advanced study of historic site interpretation, the scholarship and philosophy of historic interpretation, and the nature of heritage interpretation for historic places.

#### **Learning Outcomes**

1. Students will complete historical marker nomination forms and align them with the NM SHPO standards as a way of gaining field experience.
2. Students will examine the different debates and methods in the field through short writing assignments and construct historical arguments backed with secondary and primary sources.
3. Students will analyze different theories of interpretation and visit a historic site or museum to see how other professionals apply these concepts.

### **HIST 590. Reading Seminar: Borders, Boundaries and Frontiers**

#### **3 Credits (3)**

Explores questions and issues concerning different kinds of borders, boundaries and frontiers. Introduces relevant theoretical literature and considers specific places and times through case studies, including U.S.-Mexico border. Restricted to students in HIST program. May be repeated up to 6 credits.

#### **Learning Outcomes**

1. Summarize historiographical debates around borders, boundaries, and frontiers.
2. Analyze academic sources in group discussions.
3. Evaluate the impacts of borders, boundaries, and frontiers on other areas of historical inquiry.
4. Formulate a research plan, conduct independent research, synthesize findings, and construct a historical argument based on the research.

### **HIST 591. Reading Seminar: Modernity and its Discontents**

#### **3 Credits (3)**

Examines the problem of modernization and the meaning of becoming and being modern, including positive and negative effects on individuals, cultures, environments and societies.

#### **Learning Outcomes**

1. Students will evaluate the complex concept of modernity by engaging in group discussion based on close readings of academic sources on the topic.
2. Students will analyze how different cultures have incorporated the concept of modernity to understand their own historical development.
3. Students will summarize recent historiography that challenges the notion of modernity as a Western-centered historical process.

### **HIST 592. Reading Seminar: Nature and Society**

#### **3 Credits (3)**

Considers how humans and nature have reshaped each other, how people have perceived nature, how different cultures have understood their relationships to nature, and how social groups and nations have struggled over natural resources. Takes a comparative, transnational approach.

#### **Learning Outcomes**

1. Students will analyze the complex interactions between people and environments across a wide range of geographies and temporalities.
2. Students will compare how different cultures, in different historical moments, have shaped, been shaped by, and thought about the environments around them.
3. Students will summarize the major texts, themes, concepts, and approaches in the field of environmental history.

4. Students will evaluate sources, evidence, historical interpretations, and arguments with a critical eye.
5. Students will craft evidence-based historical arguments that reflect an awareness of audience, purpose, ethics, and historiography.

**Office Location: Breland Hall Room 330**

**Phone: (575) 646-4601**

**Website:** <http://history.nmsu.edu/> (<http://history.nmsu.edu>)

**HIST 594. Public History Seminar**

**3 Credits (3)**

Introduction to the discipline of public history, including its methodology and literature. Fieldwork is required.

**Learning Outcomes**

1. Students will examine the history and theories of public history in the United States and write short argumentative papers about the field's best practices.
2. Students will compare the different debates and methods in the field and write short response papers that engage a general audience.
3. Students will create an original public history project from one of the subfields and compile a proposal, budget, and CV as a way of gaining grant writing experience.

**HIST 596. Research Seminar**

**3 Credits (3)**

Research seminar teaches students the process of conducting original historical research with primary source documents. Students will then use these research skills to produce a polished chapter or article-length manuscript. Restricted to HIST majors.

**Learning Outcomes**

1. Make an original and substantial historical contribution based on research in primary sources available in an archive or in digital form.
2. Explain how their scholarship makes a contribution to the field by summarizing relevant historiography.
3. Articulate their research findings effectively in written and oral presentations.
4. Demonstrate an understanding of professional and ethical standards in the discipline.

**HIST 597. Public History Article**

**1-9 Credits (1-9)**

Researching and writing an article suitable for publication about a student's public history internship or other topic of interest within the field of public history.

**HIST 598. Craft of History: Historical Theories, Methods, and Criticism (f)**

**3 Credits (3)**

Introduction to historical theories, methodologies, criticism, and skills essential to graduate study in history. Required for all history graduate students; restricted to history majors.

**Learning Outcomes**

1. Analyze exemplary historical writing and a variety of methodologies around a single topic.
2. Explain historical epistemic practices.
3. Craft a precis that summarizes and analyzes historical scholarship.
4. Situate new works within a relevant historiographic tradition.
5. Produce an academic book review suitable for publication in a scholarly journal.
6. Devise an engaging class discussion about shared readings.

**HIST 599. Master's Thesis**

**1-15 Credits (1-15)**

Thesis.

**Name: Dana Barksdale, Administrative Assistant**