

CURRICULUM PROPOSAL

APPROVAL PAGE

Proposal Title: ADD HIST 3354 Black Women of the Americas, HIST 3355 Colonial Latin America, HIST Modern Latin America, HIST Latin America and Film

College: COLART

Department: HISTORY

DEPARTMENT CHAIR- Dr. Ernesto Chavez

I have read the enclosed proposal and approve this proposal on behalf of the department.



11-8-2024

Signature

Date

COLLEGE CURRICULUM COMMITTEE CHAIR – Dr. Selfa Chew-Melendez

I have read the enclosed documents and approve the proposal on behalf of the college curriculum committee.

Signature

Date

COLLEGE DEAN – Dr. Anadeli Bencomo

I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.

Signature

Date

CURRICULUM CHANGE MEMO

Date: 10/24/2024

From: Dr. Erika Edwards



Through: Chair, Department of History, Ernesto Chavez



Through: Dean, College of Liberal Arts, Anadeli Bencomo

To: Chair, Dr. Selfa Chew-Melendez, LACC

Proposal Title: ADD HIST 3354: Black Women of the Americas, HIST 3355: Colonial Latin America, HIST 3356: Modern Latin America, HIST 3357 Latin America and Film

Select the proposal content (select as many as apply) and provide the rationale.

Content

☐ New program or ☐ Program Change

☐ Bachelor's

☐ Master's

☐ Doctoral/Professional

☐ Certificate

☐ Fast Track

☐ Minor

☐ Concentration/Track

☒ New Course(s)

☐ Closure (program, certificate, minor, concentration)

☐ Change

☐ CIP Code

☐ Program/certificate SCH

☐ Course Title

☐ Course Description

☐ Graduate Program Admission Requirements

COURSE ADD

All fields below are required

Add additional Course Add forms as needed

College : COLART

Department : HISTORY

Effective Term : Fall 2026

Rationale for adding the course:

HIST 3354: This proposal seeks to create a new course for history majors within Field III of the History Curriculum. This course fills an important component of comparative histories, transnational histories, and borderlands that will further enhance this department's concentration. Moreover, it will also serve as an additional course for the African American Studies minor that is now held in the History Department. This course will broaden students' knowledge about Black women from the United States, Latin America and the Caribbean.

HIST 3355: This proposal seeks to create a new course for history majors within Field III of the History Curriculum. This course fills an important component of comparative histories, transnational histories, and borderlands that will further enhance this department's concentration. It provides a comprehensive history of the colonial period in Latin America. This course will serve as an introduction to majors and non-majors.

HIST 3356: This proposal seeks to create a new course for history majors within Field III of the History Curriculum. This course fills an important component of comparative histories, transnational histories, and borderlands that will further enhance this department's concentration. It provides a comprehensive history of Latin America via readings and historical films about the region. This course will serve as an introduction to majors and non-majors.

HIST 3357: This proposal seeks to create a new course for history majors within Field III of the History Curriculum. This course fills an important component of comparative histories, transnational histories, and borderlands that will further enhance this department's concentration. It provides a comprehensive history of the modern period in Latin America. This course will serve as an introduction to majors and non-majors.

All fields below are required

Subject Prefix and # HIST 3354, HIST 3355, HIST 3356, HIST 3357

Title (29 characters or fewer): Black Women of the Americas, Colonial Latin America, Modern Latin America, Latin America and Film

Dept. Administrative Code : 1450

[CIP Code](#) 540101

Departmental Approval Required ☒ Yes ☐ No

Course Level ☒ UG ☐ GR ☐ DR ☐ SP

Course will be taught: ☒ Face-to-Face ☐ Online ☐ Hybrid

Course minimum grade: if N leave blank, if Y provide grade

- How many times may course be repeated to satisfy minimum grade requirement? 1

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" ☐ Yes ☒ No

Grading Mode: ☒ Standard ☐ Pass/Fail ☐ Audit

Description and 2-3 keywords (600 characters maximum):

(Keywords are for Facilitation of course searches and should be words not already included in course title or description)

HIST 3354: As slaves, subjects, and subversives, black women were integral players in the building of empires and the construction of nations. This course is a comparative history that surveys Black women's experiences, (colonization, enslavement, abolition, motherhood) in British, French, Portuguese, and Spanish Americas from 1500-1900.

Keywords: African Diaspora; Gender; Racial Identity; Slavery

HIST 3355: From the fifteenth to the early nineteenth century, the Americas went through vast transformations. Not only had a new group of people arrived: they also stayed. Some came as conquistadors, some as enslaved Africans. The mixing of politics, cultures, and economic systems produced the first global empires and the first globalization. This class takes on the task of learning about Colonial Latin America through four themes: 1) the early conquest; 2) Afro-Latin America; 3) gender; and 4) independence.

Keywords: Conquest; Colonization; Catholic Church; Casta System

HIST 3356: The course tackles several issues, including: the meaning of independence; race, gender, and class; revolution; counterrevolution; violence and memory; and political economy. By the end of the course, you will have a general knowledge of the course of Latin American history from the early nineteenth century to the present; a familiarity with various hierarchies of society; and how different groups of people sought to create a more just society.

Keywords: Latin America; Independence; counterrevolutions

HIST 3357: This is a class on the history of Latin America, quite a broad topic geographically and temporally. Colonialism, the struggle for independence, postcolonialism, social movements with an aim for a more equal world, dictatorships responsible for human rights abuses, and the everyday life of people making their way through these situations are some of the topics we will cover. The aim is not a complete coverage of everything, but rather to dip into a few important moments as an introduction to the study of the history of Latin America. The class is based on short lectures combined with reading secondary and primary sources and critically engaging with films (both feature and documentary).

Keywords: Social Movements; Postcolonialism; Cold War; Dictatorship

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

- | | |
|--|--|
| <input checked="" type="checkbox"/> A Lecture | <input type="checkbox"/> H Thesis |
| <input type="checkbox"/> B Laboratory | <input type="checkbox"/> I Dissertation |

- ☐ C Practicum
☐ D Seminar
☐ E Independent Study
☐ F Private Lesson

- ☐ K Lecture/Lab Combined
☐ O Discussion or Review (Study Skills)
☐ P Specialized Instruction
☐ Q Student Teaching

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

| Prerequisite(s): | | |
|----------------------------------|--|---|
| Course Number/ Placement Test | Minimum Grade Required/ Test Scores | Concurrent Enrollment Permitted? (Y/N) |
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| Corequisite Course(s): |
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| Equivalent Course(s): |
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| Restrictions: | |
|----------------|--|
| Classification | |
| Major | |

The curriculum office recommends consulting with other programs to determine whether there is significant overlap between the proposed course and any existing courses, especially when the course is part of an interdisciplinary program. Evidence of this consultation will facilitate the work of the curriculum committees.

Course Syllabus

HIST/AFRS 3390

She Came to Slay:

Black Women of the Americas 1500-1900

Dr. Erika Denise Edwards

Email: ededwards@utep.edu

Office: LART 314

Office Hours: Mondays/Wednesdays 12-2pm

COURSE DESCRIPTION:

As slaves, subjects, and subversives, black women were integral players in the building of empires and the construction of nations. This course is a comparative history that surveys Black women's experiences, (colonization, enslavement, abolition, motherhood) in British, French, Portuguese, and Spanish Americas from 1500-1900. This course will analyze readings pertaining to Black women throughout the African diaspora and engage the present when appropriate.

COURSE OBJECTIVES:

In this course students will:

Gain knowledge of the gendered slave and freed experience throughout the British, French, and Portuguese, and Spanish Americas colonial, and republican periods

Develop analytical skills to make clear and concise arguments through small writing assignments, quizzes, and essays

REQUIRED BOOKS:

Berry, Dania Ramey and Leslie M. Harris eds. *Sexuality and Slavery: Reclaiming Intimate Histories in the Americas* (Athens: University of Georgia Press) 2018. (BH)

Erica Ball, Tatiana Seijas, and Terri Snyder *As If She Were Free: A Collective Biography of Women and Emancipation in the Americas* (Cambridge: Cambridge University Press) 2020 (BSS)

| | | |
|--------------------------|-----------|------|
| Assignments: | | |
| Attendance/Participation | | 50 |
| Journal | @20 | 100 |
| Papers | @ 200 | 400 |
| Quizzes | @100 each | 200 |
| Final Exam | | 350 |
| Total | | 1100 |

GRADING SCALE

90% - 100% A

80% - 89% B

70% - 79% C

60% - 69% D

59% - 0% F

A) Attendance and Participation: Attendance and participation is expected in this course. Everyone's views and ideas are welcomed, and I encourage you to get to know your classmates.

B) Readings/Assignments: Success in this course requires familiarity with the readings. I will not cover all the material in the text. However, **you are responsible for all reading materials assigned.** You should read all assigned readings as I will not cover all the information in the lecture notes provided.

C) Examinations: There will be 2 quizzes. They will consist of short answer questions. **There is no make-up quizzes permitted in this course.**

D) Journal Entries: Throughout the semester you will turn in short writing assignments that address the theme of the week. They will take place during class.

E) Final Exam: Instructions for the final paper will be provided midway through the semester.

F) Email Etiquette: Please allow up to 48 hours for me to respond to your email

G) Note on Medical Absences- In the case of an unforeseen medical emergency or illness that might prohibit you from completing any papers on time, or causing you to miss an exam or quiz, you must submit documentation from a medical professional.

H) Professional Integrity: Laptop and device use must be limited to notetaking and only if absolutely necessary. On occasion I may ask you to close laptops during certain activities and film clip viewings. The recording of lectures is prohibited. Keep cell-phone ringers off.

I) Academic Integrity and Honesty: Academic dishonesty will not be tolerated. You must submit your work only. If you are found to be cheating or plagiarizing, you will be subject to disciplinary action, per UTEP catalog policy (<http://www.utep.edu/dos/acadint.htm>).

J) Students in need of Accommodations and Support Services: If you need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass. CASS' Staff are the only individuals who can validate and if necessary, authorize accommodations for students.

K) Class Schedule: There are two key dates that a student must keep in mind.

Add Sept 7th, 2022

Withdrawal Oct 28th, 2022

The Professor reserves the right to modify the syllabus.

Course Schedule:

Week 1: August 22 and August 24

Black Women and the Historical Record

When the Archive Imitates Life: Research in Argentina

<https://abwh.org/2020/02/05/when-the-archive-imitates-life-research-in-argentina/>

Readings:

Introduction: (BH)

Week 2: Aug 29 and Aug 31

The Slave Trade

"How the discovery of the Clotilda informs U.S. history"

<https://www.youtube.com/watch?v=OAlzo3ParMA>

Readings:

Chapters 1 “Why did Europeans Buy African Slaves” and Chapter 2 “Why did Africans Sell Slaves?”
Lisa Lindsey *Captives and Commodities* (provided by the professor)

Journal Entry: 1

Week 3: Sept 5 and Sept 7

Sept 5: No Class

African Settlers: Black Slaves

“She was captured, Enslaved and She Survived”

<https://www.usatoday.com/in-depth/news/nation/2019/10/16/slaverys-history-angela-first-recorded-african-woman-jamestown/3895860002/>

Readings:

Erika Denise Edwards, Chapter 1, “Miscegenation, Marriage, Manumission” (EDE)

Week 4: Sept 12 and Sept 14

Black Women and Community

Readings:

David Wheat “Nharas and Morenas Horras: A Luso-African Model for the Social History of the Spanish Caribbean, c. 1570-1640” *Journal of Early Modern History*, *Journal of Early Modern History*, vol 14, 2010, 119-150.

Pablo Sierra “Afro-Mexican Women in Saint-Domingue: Piracy, Captivity, and Community in the 1680s and 1690s” *Hispanic American Historical Review* 100: 1 2020

Quiz 1 (Weeks 1-3) Monday

Week 5: Sept 19 and Sept 21

Views and Regulations of the Black Female Representations

Readings:

Chapter 1 “Early European Views of African Bodies” (BH)

Danielle Terrazas Williams “Finer Things: African descended Women, Governance Sumptuary Laws, and Governance in Early Spanish America” *Journal of Women’s History*

Journal Entry 2

Week 6: Sept 26 and Sept 28

Gendered and Racialized Slavery

Readings:

Elizabeth Key, 17th century VA (BSS)

Jennifer L. Morgan *Partus sequitur ventrem: Law, Race, and Reproduction in Colonial Slavery* Small Axe (2018) 22 (1 (55)): 1–17.

Week 7: Oct 3 and Oct 5

Gendered and Racialized Freedom: Black or Indian

Readings: Chapter 5: Hannah Manena McKenney, Late 17th and Early 18th century Bermuda and New Providence (BSS)

Chapter 8 Sarah Chauquum, 18th century Rhode Island and Connecticut (BSS)

Erika Denise Edwards Hiding in Plain Sight: Black Women the Law and the Making of a White Argentine Republic (EDE) Chapter 5

Week 8: Oct 10 and Oct 12

Sexual Violence and Abuse of Black Women

Readings: Chapter 6: Rethinking Sexual Violence in the Marketplace of Slavery: White Women, the Slave Market, and Enslaved People's Sexualized Bodies in the 19th century South" (BH)

"Conceived in violence: enslaved mothers and children born of rape in nineteenth-century Louisiana" *Slavery Abolition*

Journal Entry 3

Week 9: Oct 17 and Oct 19t

Love, Convenience, or Coercion: Black Women in "Amorous" Relationships

Readings:

Chapter 9 What's Love Got to do with it? (BH)

Erika Denise Edwards Hiding in Plain Sight: Black Women the Law and the Making of a White Argentine Republic (EDE) Chapter 3

Week 10: Oct 24 and Oct 26

Slave Rebellion/Resistance I

“They were the world’s only all-female army. Their descendants are fighting to recapture their humanity”

<https://www.washingtonpost.com/world/2021/08/26/amazons-dahomey-benin/>

Readings:

Hall, Rebecca, *Wake: The Hidden History of Women Led Slave Revolts* Simon& New York: Schuster, 2022.

Journal Entry 4

Week 11: Oct 31 and Nov 2

Slave Rebellion/Resistance II

Readings:

Chapter 4: As If she Were My Own: Love and Law in the Slave Society of 18th century Peru (BH)

Chapter 22: Emma Lane Coger: 19th century Illinois, Iowa, Missouri (BSS)

Paper I

Week 12: Nov 7 and Nov 9

Escaping One’s Blackness

Chapter 11: Juana Ramirez, 18th century Oaxaca, New Spain

Erika Denise Edwards Hiding in Plain Sight: Black Women the Law and the Making of a White Argentine Republic (EDE) Chapter 4

Journal Entry 5

Week 13: Nov 14 and Nov 16

The Limits of Freedom: A Mother’s Sacrifice

Readings:

Chapter 3: Reytory Angola, 17th century Manhattan (BSS)

Chapter 6: Juana de Godinez, 17th century Lima, Peru (BSS)

Chapter 10: Ana María Lopes de Brito, 18th century Minas Gerais (BSS)

Week 14: Nov 21 and Nov 23

Black Women and Advocacy during Abolition

Readings: Chapter 14: Bessy Chambers, 19th century Jamaica (BSS)

Chapter 15: Minerva, 19th Century Tejas and Louisiana (BSS)

Chapter 17: Mary Ellen Pleasant, 19th century Massachusetts and California (BSS)

Paper II

Week 15: Nov 28 and Nov 30

Black Women and Education

Edwards, Erika Denise *Hiding in Plain Sight: Black Women, the Law, and the Making of a White Argentine Republic* Chapter 6

Chapter 23 Laura E. Davis Titus, 19th century Norfolk VA (BSS)

Week 16 Dec 5 and Dec 7

Final Exam Due

Colonial Latin America

Joshua Savala, Department of History

jpsavala@utep.edu

Office: LART 225

Office Hours: M/W 11-1

From the fifteenth to the early nineteenth century, the Americas went through vast transformations. Not only had a new group of people arrived: they also stayed. Some came as conquistadors, some as enslaved Africans. The mixing of politics, cultures, and economic systems produced the first global empires and the first globalization.

To cover all of these centuries across all of Latin America would be impossible. Instead, this class takes on the task of learning about Colonial Latin America through four themes: 1) the early conquest; 2) Afro-Latin America; 3) gender; and 4) independence. Each section focuses on a specific area (Peru, Mexico, Guatemala, and Colombia, respectively). Each section involves plenty of secondary source reading and primary sources. This approach will help us really dive into these specific themes in these particular countries, meaning you will leave the class with a solid foundation in each theme and in Colonial Latin America more broadly and, hopefully, not get too confused by trying to cover everything.

Course objectives:

- A general understanding of themes and analyses across Latin America from the late fifteenth to the early nineteenth century, including the foundations of colonialism, shifting notions of gender, political economy, and transatlantic slavery;

- Develop research skills in primary and secondary sources on Latin America;
- Build original arguments based mostly on primary sources;
- Place the argument in relationship to the secondary literature;
- Improve writing history papers in terms of analysis and sustaining an argument over the course of twelve to fifteen pages; and
- Improve facilitation and presentation skills.

Required Books:

Steve Stern, *Peru's Indian Peoples and the Challenge of Spanish Conquest: Huamanga to 1640*

Note: there are two editions, either one is fine.

Miguel A. Valerio, *Sovereign Joy: Afro-Mexican Kings and Queens, 1539-1640*; and

Sylvia Sellers-García, *The Woman on the Windowsill: A Tale of Mystery in Several Parts*

All other readings will be posted on the course Blackboard site.

Grading

| | | |
|------------------------------------|-----|-----------------|
| Book Presentations | 5% | 2/15 |
| Annotated Bibliography | 4% | 2/24 at 11:59pm |
| Four-Five page draft | 7% | 3/8 at 11:59pm |
| Nine-Ten page draft | 9% | 4/11 at 11:59pm |
| Final paper (twelve-fifteen pages) | 13% | 5/3 at 11:59pm |
| Reading Responses | 21% | |
| Participation | 20% | |
| Research presentation | 6% | 4/25 |
| Final Exam | 15% | 5/6 at 8am |

Note: This class does not have a Midterm. Instead, we will have a comprehensive Final.

Schedule

Week 1

1/18 Introductions and Precolonial Latin America

Week 2

1/23 Thinking through Colonialism and Method
Reading: Kristie Patricia Flannery, "Colonial Latin Asia?";
Kathryn Burns, *Into the Archive*, 124-147; and
Fernando Coronil, "Beyond Occidentalism"

The Coronil reading is dense and difficult. It is not that long but it takes time to read and work through.

Due: RR 1

1/25 The Andes and Colonialism, I

Reading: Juan de Betanzos, *Narrative of the Incas*, 261-275;
Titu Cusi Yupanqui, *History of How the Spaniards Arrived in Peru*, 2-17, 48-59, 100-107
[includes the original Spanish]; and
Felipe Guaman Poma de Ayala, *The First New Chronicle and Good Government*, 108-122.

Due: RR 2

Week 3

| | |
|---------------|---|
| 1/30 | The Andes and Colonialism, II |
| Reading: | Steve J. Stern, <i>Peru's Indian Peoples and the Challenge of Spanish Conquest: Huamanga to 1640</i> , 3-50. |
| | For each section I am including a bibliography entry that covers the theme. This is to give you a sense of some of the literature on the topic and it is a basis from which you can work if you do a research paper on one of these topics. |
| | The study of conquest and initial colonization (or establishing a colony) in the Americas is a subject which, you can probably guess, has been the topic of many projects. For other takes on this, in particular, see: Karen Spalding, <i>Huarochirí: An Andean Society Under Inca and Spanish Rule</i> ; Inga Clendinnen, <i>Ambivalent Conquests: Maya and Spaniard in Yucatan, 1517-1570</i> ; Camila Townsend, <i>Fifth Sun: A New History of the Aztecs</i> ; Stephanie Wood, <i>Transcending Conquest: Nahua Views of Spanish Colonial Mexico</i> ; Matthew Restall, <i>Seven Myths of the Spanish Conquest</i> ; Miguel León-Portilla, <i>The Broken Spears: The Aztec Account of the Conquest of Mexico</i> ; Barbara E. Mundy, <i>The Mapping of New Spain: Indigenous Cartography and the Maps of the Relaciones Geográficas</i> ; Heather Roller, <i>Contact Strategies: Histories of Native Autonomy in Brazil</i> |
| Due: | RR 3 |
| 2/1 | The Andes and Colonialism, III |
| Reading: | Stern, <i>Peru's Indian Peoples</i> , 51-113 |
| Due: | RR 4 |
| Week 4 | |
| 2/6 | The Andes and Colonialism, IV |
| Reading: | Stern, <i>Peru's Indian Peoples</i> , 114-157 |
| 2/8 | The Andes and Colonialism, V |
| Reading: | Stern, <i>Peru's Indian Peoples</i> , 158-193 |
| Due: | RR 5 (should cover Stern 114-193) |
| Week 5 | |
| 2/13 | No Class – Savala away at book talk |
| Reading: | No reading... work on your book presentations! |
| 2/15 | Book Presentations |
| Week 6 | |
| 2/20 | Afro-Mexico |
| Reading: | "Last Will and Testament of Juan Roque, Free Black" |
| Due: | RR 6 |
| 2/22 | Workday |
| Due: | Annotated Bibliography by 2/24 at 11:59pm |
| Week 7 | |
| 2/27 | Afro-Mexico, I |
| Reading: | Miguel A. Valerio, <i>Sovereign Joy: Afro-Mexican Kings and Queens, 1539-1640</i> , Intro through ch. 2 |

The literature on Afro-Latin America is growing every year. Among the literature, see Stuart Schwartz, *Sugar Plantations in the Formation of Brazilian Society: Bahia, 1550-1835*; Rebecca J. Scott and Jean M. Hébrard, *Freedom Papers: An Atlantic Odyssey in the Age of Emancipation*; Rebecca J. Scott, *Degrees of Freedom: Louisiana and Cuba After Slavery*; João José Reis, *Slave Rebellion in Brazil: The Muslim Uprising of 1835 in Bahia*; Herman Bennet, *Colonial Blackness: A History of Afro-Merico*; Tamara J. Walker, *Exquisite Slaves: Race, Clothing, and Status in Colonial Lima*; Rachel Sarah O'Toole, *Bound Lives: Africans, Indians, and the Making of Race in Colonial Peru*; Matt Childs, *The 1812 Aponte Rebellion in Cuba and the Struggle Against Atlantic Slavery*; Robin Blackburn, *The Making of New World Slavery: From the Baroque to the Modern, 1492-1800*; Roquinaldo Ferreira, *Cross-Cultural Exchange in the Atlantic World: Angola and Brazil during the Era of the Slave Trade*; Mary Karasch, *Slave Life in Rio de Janeiro, 1808-1850*; James Sweet, *Recreating Africa: Culture, Kinship, and Religion in the African-Portuguese World, 1441-1770*; Emilia Viotti da Costa, *Crowns of Glory, Tears of Blood: The Demerara Slave Rebellion of 1823*; Greg Grandin, *The Empire of Necessity: Slavery, Freedom, and Deception in the New World*. More broadly, see Alejandro de la Fuente and George Reid Andrews, eds., *Afro-Latin American Studies: An Introduction*.

Due: RR7

2/29 Afro-Mexico, II
Reading: Valerio, *Sovereign Joy*, ch. 3-4
Due: RR 8

Week 8

3/5 Afro-Mexico, III – virtual visit with Dr. Valerio
Reading: Valerio, *Sovereign Joy*, ch. 5 through conclusion
Due: RR 9

****for this RR you must include at least two questions for Dr. Valerio****

These might include questions on research, sources, process, writing, responsibilities to the past and present, future projects, etc. Ask the questions *you* for which you'd like answers.

3/7 Research Project Workday
Due: 4-5 page draft by 3/8 at 11:59pm

Week 9

3/12 SPRING BREAK

3/14 SPRING BREAK

Week 10

3/19 Individual Meetings

3/21 Gender and Sexuality in Colonial Latin America
Reading: Sources in the PDF titled "Gender"
Due: RR 10

Week 11

3/26 Gender in late colonial Guatemala, I
Reading: Sylvia Sellers-García, *The Woman on the Windowsill: A Tale of Mystery in Several Parts*, Intro through ch. 3.

Over the past forty or so years the field of gender in Latin American history has grown substantially; sexuality came a bit later, but we now have some fine studies. You might find useful the following works: Magali Carrera, *Imagining Identity in New Spain: Race, Lineage, and the Colonial Body in Portraiture and Casta Paintings*; Luisa Sousa, *The Woman Who Turned Into a Jaguar, and Other Narratives of Native Women in Archives of Colonial Mexico*; Sandra Lauderdale Graham, *Caetana Says No: Women's Stories from a Brazilian Slave Society*; Steve J. Stern, *The Secret History of Gender: Women, Men, and Power in Late Colonial Mexico*; Jane Mangan, *Trading Roles: Gender, Ethnicity, and the Urban Economy in Colonial Potosí*; Maria Elena Martínez, *Genealogical Fictions: Limpieza de Sangre, Religion, and Gender in Colonial Mexico*; Patricia Seed, *To Love, Honor, and Obey in Colonial Mexico: Conflicts over Marriage Choice, 1574-1821*; Ann Twinam, *Public Lives, Private Secrets: Gender, Honor, Sexuality, and Illegitimacy in Colonial Spanish America*; Irene Silverblatt, *Moon, Sun, and Witches: Gender Ideologies and Class in Inca and Colonial Peru*; Sarah C. Chambers, *Families in War and Peace: Chile from Colony to Nation*; Zeb Tortorici, ed., *Sexuality and the Unnatural in Colonial Latin America*; Tortorici, *Sins Against Nature: Sex & Archives in Colonial New Spain*; Camila Townsend, *Malintzin's Choices: An Indian Woman in the Conquest of Mexico*.

Due: RR 11

3/28 Gender in late colonial Guatemala, II
Reading: Sellers-García, *Woman on the Windowsill*, ch. 4-5
Due: RR 12

Week 12

4/2 Workday – Research projects
Due: RR 13 – this should discuss what you have been reading for your research project

4/4 No class meeting – View *Even the Rain*
Due: Movie Review extra credit by 4/7 at 11:59pm

Week 13

4/9 Gender in late colonial Guatemala, II
Reading: Sellers-García, *Woman on the Windowsill*, ch. 6 to finish
Due: RR 14

4/11 Workday – Research projects
Due: 9-10 page draft by 4/11 at 11:59pm

Week 14

4/16 Independence: The View from Colombia, I
Reading: Get started on the readings for Thursday

4/18 Independence, The View from Colombia, II
Reading: Marcela Echeverri, “Popular Royalists, Empire, and Politics in Southwestern New Granada, 1809-1819”;
Ernesto Bassi, *An Aqueous Territory*, ch. 5;
Aline Helg, “Simón Bolívar and the Spectre of *Pardocracia*”

Week 15

4/23 Workday – Research projects

4/25 Research Presentation

Week 16

4/30 Conclusions

Final Paper Due: Friday, May 3 by 11:59PM

Final Exam: Monday, May 6 8-10am

Reading Responses

Reading response due dates are clearly marked in the syllabus. There are 14 of them throughout the semester, meaning each one is worth 1.5% of your total grade. Although only 1.5% does not seem like much, it adds up quickly. Beyond that, reading responses will help with our in-class discussions. When citing the text, you may do so through parenthetical citation, like this (Joseph, 67).

These should be turned in via Blackboard by 9:00pm the night before class. Only I will see your responses. They should be 500-700 words, and they should grapple with the reading by placing it in context, posing questions, connecting it to previous weeks, and/or why the reading is significant for class. You should treat these as mini-essays and, as such, include quotes or paraphrase the reading when necessary, which should come with the appropriate citation. Late submissions of Reading responses *will not be accepted*, and any more than two late/missing responses will result in a zero (0) for the entire 21% of the reading response grade.

Screens

This is a “no screens” class during lectures and when we are doing any class work which does not require you to consult the reading from an electronic source. The rationale for this is that, according to a recent article in *Psychological Science* (2014), taking notes by hand meant that students had to take notes selectively and think conceptually, resulting in increased retention of information and improved conceptual thinking. Taking notes by hand in this class will benefit you intellectually and grade wise. When we are discussing readings that are electronic, you may use your laptop to consult the reading.

Participation and Attendance policy

Participation might take the form of joining discussions, asking questions, and engaging with workshops, all of which will help you develop communication and listening skills. Being physically present in class is a part of participation, but you must also take part in the learning experience as well. You must come to class having read the material, taken notes on the reading, thought about it critically, and ready to discuss. The reading responses will help prepare you for this.

This is a 300-level course and participation is central to the learning experience. For this course, participation comes in a variety of ways: attendance, engaging in class discussions, and facilitating class discussions. To be clear: attending class and not taking part in discussions will result in a drastically lowered participation grade.

Modern Latin American History

Joshua Savala, Department of History

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Office: LART 225

Office Hours: M/W 11-1

Welcome to a research course on Modern Latin American history! But let's not deceive ourselves: one cannot cover all of Latin America over the past two centuries in just one semester. This means that I have picked certain things to cover while leaving others off the syllabus. The class is designed to introduce you to some of the major themes in Latin America, including: the legacy of colonialism; internal and external migration; race; gender; labor; and revolution. In order to tackle these topics, the course is divided into four units: 1) gender, medicine, and work in mid-nineteenth to mid-twentieth century Peru; 2) race, gender, and migration in the Caribbean; 3) internal migration and labor in mid-twentieth century Brazil; and 4) revolutionary peasants and the Cold War in Mexico. In other words, we will dig into each geographic location and set of themes for two-week spans to provide some depth and then move on. The sacrifice in this approach is we exclude many places and topics—noticeably absent here, for instance, would be the Cuban Revolution, dictatorships and violence in the Southern Cone, and informal imperialism in the nineteenth century.

A key portion of this class is the research element. By the end of the semester you will have completed a 12-15 page research paper based in large part on primary sources. This will be done through a number of stages, including a research question presentation, annotated bibliography, and then a set of drafts.

Course objectives:

- A general understanding of themes and analyses across Latin America from the mid-nineteenth century to the present, including urban history, history of gender, history of medicine, migration, and revolutionary politics;
- Develop research skills in primary and secondary sources on Latin America;
- Build original arguments based mostly on primary sources;
- Place the argument in relationship to the secondary literature;
- Improve writing history papers in terms of analysis and sustaining an argument over the course of twelve to fifteen pages; and
- Improve facilitation and presentation skills.

Required Books:

Paulo Drinot, *The Sexual Question: A History of Prostitution in Peru, 1850s-1950s*

Lara Putnam, *Radical Moves: Caribbean Migrants and the Politics of Race in the Jazz Age*

Paulo Fontes, *Migration and the Making of Industrial São Paulo*

Alexander Aviña, *Specters of Revolution: Peasant Guerrillas in the Cold War Mexican Countryside*

All other readings will be on Blackboard.

At points I have included *suggested readings* and those are exactly that: suggested. I have also included extended bibliographies with each section of the class. Since you are writing research papers, these lists might be helpful for you as you develop your projects.

Grade Distribution

| | | | |
|---------------------------------|-----|-----------|-----------------|
| Research Question Presentations | 4% | In class: | 9/8 |
| Annotated Bibliography | 5% | Due: | 9/15 |
| Four-five page draft | 7% | Due: | 9/29 |
| Eight-nine page draft | 10% | Due: | 11/1 |
| Final paper | 17% | Due: | 12/6 by 4:00PM |
| Midterm | 15% | Due: | 10/6 by 11:00PM |
| Reading Responses | 17% | | |
| Participation | 20% | | |

Assignment Descriptions:

Participation: This grade reflects a few different things, including: how well you prepare for class; engaging in discussion through replying to others, asking questions, and active listening; group work; and attendance. Being physically present in class is a part of participation, but you must also take part in the learning experience as well.

Reading Responses: Throughout the semester you will turn in Reading Responses which cover the assigned reading(s), podcast, and/or movie. This is a time for you to analytically discuss the material. I am *not* interested in a summary of the reading, rather I would like to read what *you* think about the readings, including questions you might have. Reading Responses should be no longer than 600 words. Reading Responses are due by 5pm *the night before* class; so Reading Response 1 covers two short primary sources which we will discuss in class on August 27, which means the Reading Response is due by 9pm on August 26. These are to be uploaded to Blackboard. These *must* be turned in on time; late Reading Responses will *not* be accepted.

Papers: You will write three short papers across the semester, which will ask you to put together multiple readings. I will provide the essay prompts at least 10 days prior to their due date. I will also make time in class to discuss the prompt and address questions. All essays are due by the beginning of class on their due date, and must be uploaded to Blackboard.

Screens

During lecture, when classmates are presenting, and during discussion there will be no screens—laptops, tablets, phones—in class. The rationale for this is that, according to a recent article in *Psychological Science* (2014), taking notes by hand meant that students had to take notes selectively and think conceptually, resulting in increased retention of information and improved conceptual thinking. Taking notes by hand in this class will benefit you intellectually and grade wise.

The exception to this rule is if you are using an electronic version of the book or when we are discussing PDFs uploaded to Blackboard. In these cases, using a screen is fine. Still, if you use an ebook, I suggest that you type your notes and bring a printed copy of your notes to class. None of the PDFs on Campus are terribly long, either, so printing and bringing that to class should not be too onerous.

Course schedule**Week 1**

| | |
|----------|---|
| 8/23 | Introductions |
| 8/25 | Latin America: The Broad View and the Methodological in a Digital World |
| Reading: | John Tutino, “The Americas in the Rise of Industrial Capitalism”; Lara Putnam, “The Transnational and the Text-Searchable: Digitized Sources and the Shadows They Cast”; Hilda Sabato, <i>Republics of the New World</i> , 169-202 <i>Suggested Reading:</i> José Moya – “Latin America—The Limitations and Meaning of a Historical Category” **Think of these readings as a general introduction to the class. There is a lot in these readings, and the idea is <i>not</i> to memorize all of the details, but rather to get a sense of Latin America up to the nineteenth century and the methods/frameworks some have used. In other words, think synthetically. |
| Due: | Reading Response 1 [hereafter RR] |

Week 2

8/30 Researching Modern Latin America Workshop/Workday

9/1 Independence and the Republic of Peru
Suggested Reading: Mark Thurner, *From Two Republics to One Divided*, ch. 2.

Week 3

9/6 NO CLASS — Labor Day

9/8 Research Presentations

Week 4

9/13 Sex work and medicine in Peru, I
Reading: Paulo Drinot, *The Sexual Question*, 1-152;
José Carlos Mariátegui, *Seven Interpretive Essays on Peruvian Reality*, 22-33
Due: RR 2

Peru in the late nineteenth and the first half of the twentieth century has received considerable attention from scholars. On various elements of this history, see, for instance, Drinot, *The Allure of Labor: Workers, Race, and the Making of the Peruvian State*; Carlos Aguirre, *The Criminals of Lima and Their Worlds*; Myrna Iyonne Wallace Fuentes, *Most Scandalous Woman: Magda Portal and the Dream of Revolution in Peru*; Jaymie Patricia Heilman, *Before the Shining Path: Politics in Rural Ayacucho, 1895-1980*; Paul Gootenberg, *Imagining Development: Economic Ideas in Peru's "Fictitious Prosperity" of Guano, 1840-1880*; Alberto Flores Galindo, *In Search of an Inca*; Florencia Mallon, *The Defense of Community in Peru's Central Highlands*; and Gregory T. Cushman, *Guano and the Opening of the Pacific World*. In Spanish, you could look at the work of Carmen McEvoy, Marcos Cueto, untranslated works by Alberto Flores Galindo, María Emma Mannarelli, and José Luis Rénique. For scholarship on sex work, Drinot's book has the most up to date bibliography.

9/15 Spatial History
**No readings since you are working on the annotated bibliography. But if you want to dig into what it means to do spatial history, there are many great examples. See, for instance, Raymond B. Craib, *Cartographic Mexico: A History of State Fixations and Fugitive Landscapes*; Craib, *The Cry of the Renegade: Politics and Poetry in Interwar Chile*; Fernando Coronil, *The Magical State: Nature, Money, and Modernity in Venezuela*; Mary Louise Pratt, *Imperial Eyes: Travel Writing and Transculturation*; D. Graham Burnett, *Masters of All They Surveyed: Exploration, Geography, and a British El Dorado*; Camilo Trumper, *Ephemeral Histories: Public Art, Politics, and the Struggle for the Streets in Chile*; James Holston, *The Modernist City: An Anthropological Critique of Brasilia*; Ernesto Bassi, *An Aqueous Territory: Sailor Geographies and New Granada's Transimperial Greater Caribbean World*; Juliana Barr, *Peace Came in the Form of a Woman: Indians and Spaniards in the Texas Borderlands*. For a difficult yet brilliant work, see Paul Carter, *The Road to Botany Bay: An Exploration of Landscape and History*. Much of this has been influenced by theorists; on this, see the work of Doreen Massey, David Harvey, Henri Lefebvre, J.. B. Harley, and Neil Smith.
Due: Annotated Bibliography

Week 5

9/20 Sex work and medicine in Peru, II
Reading: Paulo Drinot, *The Sexual Question*, 153-290
Due: RR 3

9/22 The Modern Caribbean

Week 6

9/27 Circulation and the Caribbean, I
Reading: Lara Putnam, *Radical Moves*, 1-122
Due: RR 4

Since Putnam's book moves around so much and covers many different places, the bibliographic suggestions here are also more dispersed. Putnam's bibliography is a fantastic place to begin. For long histories of the Caribbean, see Stuart Schwartz, *Sea of Storms: A History of Hurricanes in the Greater Caribbean from Columbus to Katrina*; and Laurent Dubois and Richard Lee Turits, *Freedom Roots: Histories from the Caribbean*—both of these have excellent bibliographies. On Costa Rica, see Lara Putnam, *The Company They Kept: Migrants and the Politics of Gender in Caribbean Costa Rica, 1870-1960*. On post-revolution Haiti, see Laurent Dubois, *Aftershocks of Haiti*; Julia Gaffield, *Haitian Connections in the Atlantic World*; and Johnhenry Gonzalez, *Maroon Nation: A History of Revolutionary Haiti*. Two of the best works on Cuba in the nineteenth and twentieth centuries, respectively, are Ada Ferrer, *Insurgent Cuba*; and Alejandro de la Fuente, *A Nation for All: Race, Inequality, and Politics in Twentieth-Century Cuba*. Ferrer is also publishing a new general history of Cuba titled *Cuba: An American History*, due out in September. Also look at the many books and articles by Louis A. Pérez Jr. and Dalia Antonia Muller's *Cuban Émigrés and Independence in the Nineteenth-Century Gulf World*. On the Dominican Republic in the twentieth century, see Robin Derby, *The Dictator's Seduction*. On Panama, see Julie Greene, *The Canal Builders: Making America's Empire at the Panama Canal*; and Marixa Lasso, *Erased: The Untold Story of the Panama Canal*. On El Salvador, see Aldo A. Lauria-Santiago and Jeffrey L. Gould, *To Rise in Darkness: Revolution, Repression, and Memory in El Salvador, 1920-1932*; and Gould, *Solidarity Under Siege: The Salvadoran Labor Movement, 1970-1990*. On Nicaragua, see Gould, *To Lead as Equals: Rural Protest and Political Consciousness in Chinandega, Nicaragua, 1912-1979*; Gould, *To Die in this Way: Nicaraguan Indians and the Myth of Mestizaje, 1880-1965*. On Guatemala, see Greg Grandin, *The Last Colonial Massacre: Latin America in the Cold War*; Grandin, *The Blood of Guatemala: A History of Race and Nation*; Heather Vrana, *This City Belongs to You: A History of Student Activism in Guatemala, 1944-1996*; Deborah Levenson-Estrada, *Trade Unionists Against Terror: Guatemala City, 1954-1985*. On Belize, see Anne S. Macpherson, *From Colony to Nation: Women Activists and the Gendering of Politics in Belize, 1912-1982*.

9/29 Cuba, Colonialism, and Post-Colonialism
Due: 4-5 page draft.

Week 7

10/4 No Class — Individual Meetings

10/6 No Class — Individual Meetings
Due: Midterm by 11:00PM

Week 8

10/11 NO CLASS — Fall Break

10/13 Circulation and the Caribbean, II
Reading: Lara Putnam, *Radical Moves*, 123-240
Due: RR 5

Week 9

10/18 Brazil up to the early twentieth century

10/20 Labor and Migration to São Paulo, I
Reading: Paulo Fontes, *Migration and the Making of São Paulo*, 1-130.
Due: RR 6

On twentieth century Brazil, we have many fine works from which to pull. For a book that covers a similar path as Fontes but does so via biography of one of the most important political figures, see John French, *Lula and His Politics of Cunning*. Wonderful urban histories can be found in Brodwyn Fischer, *A Poverty of Rights: Citizenship and Inequality in Twentieth-Century Rio de Janeiro*; James Holston, *The Modernist City: An Anthropological Critique of Brasilia*; Holston, *Insurgent Citizenship*; and Teresa P. R. Caldeira, *City of Walls: Crime, Segregation, and Citizenship in São Paulo*. For other takes on Brazil, see Victoria Langland, *Speaking of Flowers: Student Movements and the Making and Remembering of 1968 in Military Brazil*; Yuko Miki, *Frontiers of Citizenship: A Black and Indigenous History of Post-Colonial Brazil*; Barbara Weinstein, *The Color of Modernity: São Paulo and the Making of Race and Nation in Brazil*; James N. Green, *Beyond Carnival: Male Homosexuality in Twentieth-Century Brazil*; and Green, *Exile within Exiles: Herbert Daniel, Gay Brazilian Revolutionary*.

Week 10

10/25 Revolutionary Architecture

10/27 Labor and Migration in São Paulo, II
Reading: Paulo Fontes, *Migration and the Making of São Paulo*, 131-210;
Leonardo Boff, “Salvation in Liberation”;
Paulo Freire, *The Pedagogy of the Oppressed*, 35-37, 71-86
Due: RR 7

Week 11

11/1 Mexico: The Revolution and Its Aftermath
Due: 8-10 page draft

11/3 Cold War Mexico, I
Reading: Alexander Aviña, *Specters of Revolution*, 1-89;
The Constitution of 1917: Articles 27 and 123;
Rubén Jaramillo, “Struggles of a Campesino Leader”; and
Mexico’s Secret Police Archive documents, part 1 [Tanalís Padilla]
Due: RR 8

The best synthetic history of the Mexican Revolution is still Alan Knight’s *The Mexican Revolution* (2 volumes). One could also read John Womack Jr., *Zapata and the Mexican*

Revolution; Myrna I. Santiago, *The Ecology of Oil: Environment, Labor, and the Mexican Revolution, 1900-1938*; Gilbert M. Joseph and Daniel Nugent, eds, *Everyday Forms of State Formation*. For a view of women as revolutionary actors, see Jocelyn Olcott, *Revolutionary Women in Postrevolutionary Mexico*. On a variety of other topics in twentieth century Mexico, see Tanlís Padilla, *Rural Resistance in the Land of Zapata*; Raymond B. Craib, *Cartographic Mexico: A History of State Fixations and Fugitive Landscapes*; Louise E. Walker, *Waking from the Dream: Mexico's Middle-Classes after 1968*; Paul Gillingham, *Cuauhtémoc's Bones: Forging National Identity in Modern Mexico*; Christy Thornton, *Revolution in Development: Mexico and the Governance of the Global Economy*; and Eric Zolov, *The Last Good Neighbor: Mexico in the Global Sixties*.

Week 12

- 11/8 In-class workday
- 11/10 Cold War Mexico, II. Possible class visit with Aviña.
Reading: Alexander Aviña, *Specters of Revolution*, 90-180; and
Mexico's Secret Police Archive documents, part 2 [Alexander Aviña, Louise E. Walker, and
Adela Cedillo]
Due: RR 9

Week 13

- 11/15 Research Presentations
- 11/17 Research Presentations

Week 14

- 11/22 In-class workday
- 11/24 NO CLASS — Thanksgiving Break

Week 15

- 11/29 Late Twentieth Century Latin America
Reading: Charles R. Hale, "Does Multiculturalism Menace? Governance, Cultural Rights and the Politics
of Identity in Guatemala"; and
Joshua Frens-String, "Burying Pinochet"
Due: RR 10
- 12/1 Conclusions

Final paper (12-15 pages) due Monday, December 6, 4PM.

Latin American History through Film

Joshua Savala, Department of History

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Office: LART 225

Office Hours: M/W 11-1

Course Description:

This is a class on the history of Latin America, quite a broad topic geographically and temporally. Colonialism, the struggle for independence, postcolonialism, social movements with an aim for a more equal world, dictatorships responsible for human rights abuses, and the everyday life of people making their way through these situations are some of the topics we will cover. The aim is not a complete coverage of everything, but rather to dip into a few important moments as an introduction to the study of the history of Latin America. The class is based on short lectures combined with reading secondary and primary sources and critically engaging with films (both feature and documentary).

Course Objectives

In addition to offering content and workload commensurate with an introductory-level class in the relevant discipline, this class will:

- Develop fundamental skills in research and historical analysis
- Learning the differences between primary and secondary sources and how to use them
- Integrate historical method with film study

Course Readings:

This course does *not* require any books. All readings will be available on the course Blackboard page. The assigned readings are specific to the themes relevant to the country and film for each section. Lectures will provide a broader context for the material.

If you would like more context, I suggest reading the appropriate chapters and sections of *Modern Latin America* by Thomas E. Skidmore and Peter H. Smith.

Course Movies:

Birds of Passage (Pájaros de verano), 2018. Directed by Ciro Guerra and Cristina Gallego.

This is available for streaming free through a number of services (Vudu, Crackle, Plex) and you can pay for it through YouTube, Google Play, Amazon Prime, or Apple Tv.

All other films will be made available through the Blackboard site or will be viewed in class.

Grades:

| | | |
|-------------------|-----|----------------|
| Participation | 22% | |
| Reading Responses | 20% | |
| Essay 1 | 12% | |
| Essay 2 | 16% | |
| Essay 3 | 15% | |
| Midterm | 15% | In class: 10/6 |

Assignment Descriptions:

Participation: This grade reflects a few different things, including: how well you prepare for class; engaging in discussion through replying to others, asking questions, and active listening; group work; and attendance.

Reading Responses: Throughout the semester you will turn in Reading Responses which cover the assigned reading(s), podcast, and/or movie. This is a time for you to analytically discuss the material. I am *not* interested in a summary of the reading, rather I would like to read what *you* think about the readings, including questions you might have. Reading Responses should be no longer than 600 words. Reading Responses are due by 5pm *the night before* class; so Reading Response 1 covers three short primary sources which we will discuss in class on September 8, which means the Reading Response is due by 5pm on September 7. These are to be uploaded to Blackboard. These *must* be turned in on time; late Reading Responses will *not* be accepted.

Papers: You will write three short papers across the semester, which will ask you to put together multiple readings and films. I will provide the essay prompts at least 10 days prior to their due date. Essay two will also go through peer review in class. All essays are due by the beginning of class on their due date, and must be uploaded to Blackboard.

Course schedule

Week 1

- 8/23 Introductions
Due: IU Bloomington plagiarism tutorial and test on Blackboard. Email me your certificate.
- 8/25 Reading and Note Taking workshop
Reading: Peter Winn, *Americas*, 3-32

Week 2. Unit: Colombia

- 8/28 Independence and the Challenge of the nineteenth century
Due: Abstract on Colombia in the nineteenth century.
- 8/30 Screening of *The Embrace of the Serpent* (*El Abrazo de la Serpiente*), 2015
- 9/1 Continue *The Embrace of the Serpent*

Week 3. Unit: Colombia

- 9/4 NO CLASS — Labor Day
- 9/6 Finish *The Embrace of the Serpent* and Primary Sources
Reading: “Dr. Koch-Grunberg’s Explorations in the Northern Amazon Basin and the Guiana Highlands” (1913);
M.L.K., “Idyllic Homes and Lives of Indians in South American Wilds” (1911);
Richard Evans Schultes, “Plantae Colombianae, IX” (1944).
Due: Reading Response 1 [hereafter RR]
- 9/8 Another extraction: Marijuana; begin *Birds of Passage*

Week 4. Unit: Colombia

- 9/11 Marijuana and Vallenato
Reading: Lina Britto, *Marijuana Boom: The Rise and Fall of Colombia’s First Drug Paradise*, 89-115.
Watch: Finish *Birds of Passage*
- 9/13 Writing History, Historical Writing
- 9/15 Coca and Cocaine

Reading: Mary Roldán, “Colombia: Cocaine and the “miracle” of modernity in Medellín”
Due: RR2

Week 5. Unit: Cuba

9/18 Why was the Cuban Revolution Significant?

Reading: Fidel Castro, “History Will Absolve Me”;
“First Declaration of Havana”;
Che Guevara, *Guerrilla Warfare*

Due: RR 3

9/20 Library Day – *** Meet in front of the main Library entrance ***

9/22 Gender and the Cuban Revolution, I, and clips from *I Am Cuba (Soy Cuba)*

Reading: Tiffany A. Sippial, *Celia Sánchez Manduley: The Life and Legacy of a Cuban Revolutionary*, 77-107.

Listen: Historias Podcast, ep. 39, Michelle Chase and Devyn Spence Benson on the Cuban Revolution
Due: RR 4

Week 6. Unit: Cuba

9/25 Gender and the Cuban Revolution, II, and clips from *I Am Cuba (Soy Cuba)*

Reading: Aviva Chomsky, “Rewriting Gender in the New Revolutionary Song”
Due: Essay 1

9/27 Workshop: Topic Sentences

9/29 Cultural Projects and the Revolution

Reading: Roberto Fernández Retamar, “Caliban: Notes Toward a Discussion of Culture in Our America”
This article will be a little difficult. Do your best and we will work through it in class.

Listen: Historias Podcast, ep. 71, Marysol Quevado and Elizabeth Schwall on Revolutionary Cuba’s Cultural Projects

Due: RR5

Week 7. Unit: Cuba

10/2 Midterm Prep

10/4 Finish *Memories of Underdevelopment*

Watch: *Memories of Underdevelopment (Memorias del subdesarrollo)* up to 1:08:26 (the end of the round table discussion). It is available through Kanopy, with a link on Blackboard.

10/6 Midterm

Week 8. Unit: Argentina

10/09 NO CLASS — Fall Break

10/11 Peronism, the Left, and the Cold War

Reading: Daniel James, “October 17th and 18th, 1945”;
Richard Gillespie, “Montoneros: Soldiers of Peron”

Due: RR6

10/13 Dictatorship and State Terror
Reading: James P. Brennan, *Argentina's Missing Bones*, 19-35;
National Commission on the Disappearance of Persons, "Never Again"
Due: RR7

Week 9. Unit: Argentina

10/16 Finish *The Official Story*
Watch: *The Official Story* up to 1:34:27 (just after the conversation in the café). This movie is available via TubiTv, with the link on the Blackboard page.
Listen: Historias Podcast, ep. 131, Jennifer Adair on Everyday Rights in Post-Dictatorship Argentina

10/18 Democracy to Neoliberalism
Reading: David Harvey, *A Brief History of Neoliberalism*, 1-38

10/20 The 2001 Crash and Rebellion
Reading: Esteban Magnani, *The Silent Change*, 62-71 (43-62 suggested)

Week 10. Unit: Argentina

10/23 Recovered Businesses
Reading: Magnani, *The Silent Change*, 71-101;
The Lavaca Collective, *Sin Patrón*, 119-131
Due: RR8

10/25 Screening of *The Take*

10/27 Finish *The Take*
Reading: Katherine Sobering, "The Relational Production of Workplace Equality"

Week 11. Unit: Mexico

10/30 Further reflections on *The Take*

11/1 From Revolutionary to Unrevolutionary
Reading: John Womack, Jr., *Zapata and the Mexican Revolution*, 3-9;
Elena Poniatowska, "The Student Movement of 1968";
Paul Gillingham, "A Short History of Violence and Elections in Mexico"
Due: RR9

11/3 Zapatismo, vol. 2, begin *Zapatista!*
Reading: Bishop Samuel Ruiz García, "In this hour of grace";
Alma Guillermoprieto, "The Unmasking";
Elena Poniatowska, "Women's Battle for Respect"

Week 12. Unit: Mexico

11/6 Peer Review
Due: Essay 2 Draft. **Bring a printed copy to class**

11/8 Finish *Zapatista*
Reading: *Zapatista* Primary Sources
Due: RR10

11/10 Screening of *Y tu mamá también*

Week 13. Unit: Mexico

11/13 Continuation of *Y tu mamá también*

Due: Essay 2 final draft

11/15 Finish *Y tu mamá también*

Reading: John Berger, “Against the Great Defeat of the World”

11/17 Molotov, Oaxaca

Reading: Maurice Rafael Magaña, *Cartographies of Youth Resistance: Hip-Hop, Punk, and Urban Autonomy in Mexico*, 81-102

Due: RR11

Week 14

11/20 Colombia, Cuba, Argentina, and Mexico

Reading: Natalia Torres, “Oaxaca Fisherwomen Organize to Protect Their Way of Life”; and Louis A. Pérez, Jr., “The Many Faces of Regime Change in Cuba”

Listen: Historias Podcast, ep. 134, Social Protests in Colombia, with Lina Britto and Steven Taylor; Ada Ferrer, Cuban Crowd Is One of the Biggest Anti-Government Protests in Recent Memory, *NPR*.

Watch: “Our Neighbors Committed Mass Murder, Here’s What We Did,” *New York Times*, Op-Docs

Due: RR12

11/22 NO CLASS — Thanksgiving Break

11/24 NO CLASS — Thanksgiving Break

Week 15

11/27 Conclusions, I

11/29 Conclusions, II

12/1 Conclusions, III

Essay 3 due Thursday, December 7, 10:00 AM

Degree Plan

Copy and paste text (if applicable) and degree plan from catalog here

BA in History

| Code | Title | Hours |
|---|-------------------------------|-------|
| Minor Required | | |
| This program requires the selection of a minor. | | |
| University Core Curriculum | | |
| Complete the University Core Curriculum requirements. | | 42 |
| History Major | | |
| Required Courses: | | |
| HIST 2301 | World History to 1500 | 3 |
| HIST 2302 | World History Since 1500 | 3 |
| HIST 4325 | Junior-Senior Seminar | 3 |
| Select twenty-one additional hours of upper-division HIST: ¹ | | 21 |
| Field 1: | | |
| HIST 3301 | Colonial America to 1763 | |
| HIST 3302 | Amer Revolution/New Nation | |
| HIST 3303 | The U.S.-Mexican War | |
| HIST 3304 | Age of Jackson, 1815-1850 | |
| HIST 3305 | Civil War/Reconstruction Era | |
| HIST 3308 | United States Since 1941 | |
| HIST 3309 | Mexican-American History | |
| HIST 3310 | American Legal History | |
| HIST 3312 | American Foreign Rel Snc 1914 | |
| HIST 3317 | History of Texas since 1821 | |
| HIST 3321 | 19th Century American West | |
| HIST 3322 | 20th Century American West | |
| HIST 3323 | American Indian History | |
| HIST 3325 | Hist Immigration/Ethnicity US | |
| HIST 3329 | African American History | |
| HIST 3343 | US-Mexican Border | |
| HIST 3344 | Indigenous US-Mex Borderlands | |
| HIST 4302 | Intro to Public History | |
| HIST 4303 | History and the Senses | |

| Code | Title | Hours |
|------------------------------------|--------------------------------|-------|
| Field II: | | |
| HIST 3334 | History of Premodern East Asia | |
| HIST 3335 | History of Modern East Asia | |
| HIST 3337 | Modern Africa | |
| HIST 3338 | History of Modern China | |
| HIST 3339 | Pyramids & Prophets | |
| Field III: | | |
| HIST 3342 | The Spanish Borderlands | |
| HIST 3343 | US-Mexican Border | |
| HIST 3345 | Christianity in Latin America | |
| HIST 3346 | Central America and Caribbean | |
| HIST 3347 | South America Since 1810 | |
| HIST 3348 | Environmental Hist of Latin Am | |
| HIST 3349 | History of Mexico to 1900 | |
| HIST 3350 | Modern Mexico | |
| HIST 3351 | Afro-Mexico | |
| HIST 3352 | African Diasporas-Latin Amer | |
| HIST 3353 | Asian Diasporas-Latin America | |
| HIST 3354 | Black Women of the Americas | |
| HIST 3355 | Colonial Latin America | |
| HIST 3356 | Modern Latin America | |
| HIST 3357 | Latin American and Film | |
| Field IV: | | |
| HIST 3360 | Ancient Greece | |
| HIST 3361 | Hellenism & the Coming of Rome | |
| HIST 3362 | The Medieval World | |
| HIST 3363 | The Roman Empire | |
| HIST 3367 | The Fr. Revol./Napoleonic Eras | |
| HIST 3368 | 19th Cent. Europe, 1815-1900 | |
| HIST 3369 | 20th Century Europe, 1900-Pres | |
| HIST 3370 | Holocaust in Europe, 1933-1945 | |
| HIST 3382 | Spain in the Age of Expansion | |
| Other Courses: ² | | |
| HIST 3390 | History, Special Topics | |
| HIST 3391 | History of Women | |

| Code | Title | Hours |
|---|-----------------------|------------|
| HIST 3393 | Indigenous Americas | |
| HIST 4325 | Junior-Senior Seminar | |
| Open Electives | | |
| Select additional hours to complete a total of one hundred twenty hours | | |
| Foreign Language | | |
| Select six credit of Foreign Language. All six credits must be in the same language sequence. ³ | | 6 |
| Block Electives | | |
| Complete twelve upper-division hours from the blocks below, with three to six hours in each | | 12 |
| Total Hours | | 120 |
| Course List | | |

1

Include at least one course from three of the four fields; no more than twelve hours may be taken in any one field.

2

These courses will be applied towards the appropriate field.

3

French and Spanish majors must fulfill this requirement in a language other than their major.

BA in History with a Concentration in 7-12 History

| Code | Title | Hours |
|---|-----------------------------|-------|
| Background Check Required | | |
| A complete background check is required of all students who wish to receive teacher certification in the State of Texas. Students will be required to pass a background check before certification will be conferred by the State Board of Educator Certification (SBEC). | | |
| University Core Curriculum | | |
| Complete the University Core Curriculum requirements. | | 42 |
| Secondary Education History | | |
| Required Courses: | | |
| HIST 2301 | World History to 1500 | 3 |
| HIST 2302 | World History Since 1500 | 3 |
| HIST 3317 | History of Texas since 1821 | 3 |
| Select one course from three of the following fields: I, II, III, IV | | 9 |
| Field I | | |
| HIST 3301 | Colonial America to 1763 | |

| Code | Title | Hours |
|---------------------------|-------------------------------------|-------|
| HIST 3302 | Amer Revolution/New Nation | |
| HIST 3303 | The U.S.-Mexican War | |
| HIST 3304 | Age of Jackson, 1815- 1850 | |
| HIST 3305 | Civil War/Reconstruction Era | |
| HIST 3308 | United States Since 1941 | |
| HIST 3309 | Mexican-American History | |
| HIST 3310 | American Legal History | |
| HIST 3312 | American Foreign Rel Snc 1914 | |
| HIST 3321 | 19th Century American West | |
| HIST 3322 | 20th Century American West | |
| HIST 3323 | American Indian History | |
| HIST 3325 | Hist Immigration/Ethnicity US | |
| HIST 3329 | African American History | |
| HIST 3343 | US-Mexican Border | |
| HIST 3344 | Indigenous US-Mex Borderlands | |
| HIST 3393 | Indigenous Americas | |
| Field II: | | |
| HIST 3334 | History of Premodern East Asia | |

| Code | Title | Hours |
|---------------------------|--------------------------------|-------|
| HIST 3335 | History of Modern East Asia | |
| HIST 3337 | Modern Africa | |
| HIST 3338 | History of Modern China | |
| HIST 3339 | Pyramids & Prophets | |
| Field III: | | |
| HIST 3342 | The Spanish Borderlands | |
| HIST 3343 | US-Mexican Border | |
| HIST 3345 | Christianity in Latin America | |
| HIST 3346 | Central America and Caribbean | |
| HIST 3347 | South America Since 1810 | |
| HIST 3348 | Environmental Hist of Latin Am | |
| HIST 3349 | History of Mexico to 1900 | |
| HIST 3350 | Modern Mexico | |
| HIST 3351 | Afro-Mexico | |
| HIST 3352 | African Diasporas-Latin Amer | |
| HIST 3353 | Asian Diasporas-Latin America | |
| HIST 3354 | Black Women of the Americas | |
| HIST 3355 | Colonial Latin America | |
| HIST 3356 | Modern Latin America | |
| HIST 3357 | Latin American and Film | |

| Code | Title | Hours |
|--|--------------------------------|----------|
| HIST 3361 | Hellenism & the Coming of Rome | |
| HIST 3362 | The Medieval World | |
| HIST 3363 | The Roman Empire | |
| HIST 3367 | The Fr. Revol./Napoleonic Eras | |
| HIST 3368 | 19th Cent. Europe, 1815-1900 | |
| HIST 3369 | 20th Century Europe, 1900-Pres | |
| HIST 3370 | Holocaust in Europe, 1933-1945 | |
| HIST 3382 | Spain in the Age of Expansion | |
| Select six additional hours of upper-division HIST: | | 6 |
| HIST 3301 | Colonial America to 1763 | |
| HIST 3302 | Amer Revolution/New Nation | |
| HIST 3303 | The U.S.-Mexican War | |
| HIST 3304 | Age of Jackson, 1815-1850 | |
| HIST 3305 | Civil War/Reconstruction Era | |
| HIST 3308 | United States Since 1941 | |
| HIST 3309 | Mexican-American History | |
| HIST 3310 | American Legal History | |
| HIST 3312 | American Foreign Rel Snc 1914 | |

| Code | Title | Hours |
|---------------------------|-------------------------------------|-------|
| HIST 3321 | 19th Century American West | |
| HIST 3322 | 20th Century American West | |
| HIST 3323 | American Indian History | |
| HIST 3325 | Hist Immigration/Ethnicity US | |
| HIST 3329 | African American History | |
| HIST 3334 | History of Premodern East Asia | |
| HIST 3335 | History of Modern East Asia | |
| HIST 3337 | Modern Africa | |
| HIST 3338 | History of Modern China | |
| HIST 3339 | Pyramids & Prophets | |
| HIST 3342 | The Spanish Borderlands | |
| HIST 3343 | US-Mexican Border | |
| HIST 3344 | Indigenous US-Mex Borderlands | |
| HIST 3345 | Christianity in Latin America | |
| HIST 3346 | Central America and Caribbean | |
| HIST 3347 | South America Since 1810 | |
| HIST 3348 | Environmental Hist of Latin Am | |
| HIST 3349 | History of Mexico to 1900 | |
| HIST 3350 | Modern Mexico | |

| Code | Title | Hours |
|---------------------------|--------------------------------------|-------|
| HIST 3351 | Afro-Mexico | |
| HIST 3352 | African Diasporas- Latin Amer | |
| HIST 3353 | Asian Diasporas-Latin America | |
| HIST 3354 | Black Women of the Americas | |
| HIST 3355 | Colonial Latin America | |
| HIST 3356 | Modern Latin America | |
| HIST 3357 | Latin American and Film | |
| HIST 3363 | The Roman Empire | |
| HIST 3367 | The Fr. Revol./Napoleonic Eras | |
| HIST 3368 | 19th Cent. Europe, 1815-1900 | |
| HIST 3369 | 20th Century Europe, 1900-Pres | |
| HIST 3370 | Holocaust in Europe, 1933-1945 | |
| HIST 3382 | Spain in the Age of Expansion | |
| HIST 3390 | History, Special Topics | |
| HIST 3391 | History of Women | |
| HIST 3393 | Indigenous Americas | |
| HIST 4301 | Internship in Public History | |
| HIST 4302 | Intro to Public History | |
| HIST 4303 | History and the Senses | |
| HIST 4390 | Directed Study | |

| Code | Title | Hours |
|---|--|------------|
| Capstone Courses: | | |
| HIST 4325 & HIST 4330 | Junior-Senior Seminar and Teaching History/Soc Studies | 6 |
| Secondary Education Minor | | |
| Required Courses: | | |
| BED 4317 | Tch & Empwr ELLs in Sec Schls | 3 |
| EDPC 3300 | Intro to Youth Dev & Spec Ed | 3 |
| RED 3342 | Content Area Literacy | 3 |
| SCED 3311 | Curriculum Plan-Secondary Schl | 3 |
| SCED 3312 | General Methods in Sec School | 3 |
| SCED 4691 | Student Teaching in Sec School | 6 |
| Open Electives | | |
| Select additional hours to complete a total of one hundred twenty hours | | |
| Foreign Language | | |
| Select six credit of Foreign Language. All six credits must be in the same language sequence. ¹ | | 6 |
| Block Electives | | |
| Complete twelve upper-division hours from the blocks below, with three to six hours in each | | 12 |
| Total Hours | | 120 |
| Course List | | |

1

French and Spanish majors must fulfill this requirement in a language other than their major.

BA in History with a Concentration in 7-12 History

| Code | Title | Hours |
|---------------------------|-------|-------|
| Background Check Required | | |

| Code | Title | Hours |
|---|--------------------------------|-------|
| A complete background check is required of all students who wish to receive teacher certification in the State of Texas. Students will be required to pass a background check before certification will be conferred by the State Board of Educator Certification (SBEC). | | |
| University Core Curriculum | | |
| Complete the University Core Curriculum requirements. | | 42 |
| Secondary Education History | | |
| Required Courses: | | |
| HIST 2301 | World History to 1500 | 3 |
| HIST 2302 | World History Since 1500 | 3 |
| HIST 3317 | History of Texas since 1821 | 3 |
| Select one course from three of the following fields: I, II, III, IV | | 9 |
| Field I | | |
| HIST 3301 | Colonial America to 1763 | |
| HIST 3302 | Amer Revolution/New Nation | |
| HIST 3303 | The U.S.-Mexican War | |
| HIST 3304 | Age of Jackson, 1815-1850 | |
| HIST 3305 | Civil War/Reconstruction Era | |
| HIST 3308 | United States Since 1941 | |
| HIST 3309 | Mexican-American History | |
| HIST 3310 | American Legal History | |
| HIST 3312 | American Foreign Rel Snc 1914 | |
| HIST 3321 | 19th Century American West | |
| HIST 3322 | 20th Century American West | |
| HIST 3323 | American Indian History | |
| HIST 3325 | Hist Immigration/Ethnicity US | |
| HIST 3329 | African American History | |
| HIST 3343 | US-Mexican Border | |
| HIST 3344 | Indigenous US-Mex Borderlands | |
| HIST 3393 | Indigenous Americas | |
| Field II: | | |
| HIST 3334 | History of Premodern East Asia | |
| HIST 3335 | History of Modern East Asia | |
| HIST 3337 | Modern Africa | |
| HIST 3338 | History of Modern China | |
| HIST 3339 | Pyramids & Prophets | |
| Field III: | | |
| HIST 3342 | The Spanish Borderlands | |
| HIST 3343 | US-Mexican Border | |

| Code | Title | Hours |
|---|--------------------------------|-------|
| HIST 3345 | Christianity in Latin America | |
| HIST 3346 | Central America and Caribbean | |
| HIST 3347 | South America Since 1810 | |
| HIST 3348 | Environmental Hist of Latin Am | |
| HIST 3349 | History of Mexico to 1900 | |
| HIST 3350 | Modern Mexico | |
| HIST 3351 | Afro-Mexico | |
| HIST 3352 | African Diasporas-Latin Amer | |
| HIST 3353 | Asian Diasporas-Latin America | |
| HIST 3354 | Black Women of the Americas | |
| HIST 3355 | Colonial Latin America | |
| HIST 3356 | Modern Latin America | |
| HIST 3357 | Latin American and Film | |
| HIST 3361 | Hellenism & the Coming of Rome | |
| HIST 3362 | The Medieval World | |
| HIST 3363 | The Roman Empire | |
| HIST 3367 | The Fr. Revol./Napoleonic Eras | |
| HIST 3368 | 19th Cent. Europe, 1815-1900 | |
| HIST 3369 | 20th Century Europe, 1900-Pres | |
| HIST 3370 | Holocaust in Europe, 1933-1945 | |
| HIST 3382 | Spain in the Age of Expansion | |
| Select six additional hours of upper-division HIST: | | 6 |
| HIST 3301 | Colonial America to 1763 | |
| HIST 3302 | Amer Revolution/New Nation | |
| HIST 3303 | The U.S.-Mexican War | |
| HIST 3304 | Age of Jackson, 1815-1850 | |
| HIST 3305 | Civil War/Reconstruction Era | |
| HIST 3308 | United States Since 1941 | |
| HIST 3309 | Mexican-American History | |
| HIST 3310 | American Legal History | |
| HIST 3312 | American Foreign Rel Snc 1914 | |
| HIST 3321 | 19th Century American West | |
| HIST 3322 | 20th Century American West | |
| HIST 3323 | American Indian History | |
| HIST 3325 | Hist Immigration/Ethnicity US | |
| HIST 3329 | African American History | |
| HIST 3334 | History of Premodern East Asia | |

| Code | Title | Hours |
|--|---|-------|
| HIST 3335 | History of Modern East Asia | |
| HIST 3337 | Modern Africa | |
| HIST 3338 | History of Modern China | |
| HIST 3339 | Pyramids & Prophets | |
| HIST 3342 | The Spanish Borderlands | |
| HIST 3343 | US-Mexican Border | |
| HIST 3344 | Indigenous US-Mex Borderlands | |
| HIST 3345 | Christianity in Latin America | |
| HIST 3346 | Central America and Caribbean | |
| HIST 3347 | South America Since 1810 | |
| HIST 3348 | Environmental Hist of Latin Am | |
| HIST 3349 | History of Mexico to 1900 | |
| HIST 3350 | Modern Mexico | |
| HIST 3351 | Afro-Mexico | |
| HIST 3352 | African Diasporas-Latin Amer | |
| HIST 3353 | Asian Diasporas-Latin America | |
| HIST 3354 | Black Women of the Americas | |
| HIST 3355 | Colonial Latin America | |
| HIST 3356 | Modern Latin America | |
| HIST 3357 | Latin American and Film | |
| HIST 3363 | The Roman Empire | |
| HIST 3367 | The Fr. Revol./Napoleonic Eras | |
| HIST 3368 | 19th Cent. Europe, 1815-1900 | |
| HIST 3369 | 20th Century Europe, 1900-Pres | |
| HIST 3370 | Holocaust in Europe, 1933-1945 | |
| HIST 3382 | Spain in the Age of Expansion | |
| HIST 3390 | History, Special Topics | |
| HIST 3391 | History of Women | |
| HIST 3393 | Indigenous Americas | |
| HIST 4301 | Internship in Public History | |
| HIST 4302 | Intro to Public History | |
| HIST 4303 | History and the Senses | |
| HIST 4390 | Directed Study | |
| Capstone Courses: | | |
| HIST 4325 & HIST 4330 | Junior-Senior Seminar and Teaching History/Soc Studies | 6 |

| Code | Title | Hours |
|---|--------------------------------|------------|
| Secondary Education Minor | | |
| Required Courses: | | |
| BED 4317 | Tch & Empwr ELLs in Sec Schls | 3 |
| EDPC 3300 | Intro to Youth Dev & Spec Ed | 3 |
| RED 3342 | Content Area Literacy | 3 |
| SCED 3311 | Curriculum Plan-Secondary Schl | 3 |
| SCED 3312 | General Methods in Sec School | 3 |
| SCED 4691 | Student Teaching in Sec School | 6 |
| Open Electives | | |
| Select additional hours to complete a total of one hundred twenty hours | | |
| Foreign Language | | |
| Select six credit of Foreign Language. All six credits must be in the same language sequence. ¹ | | 6 |
| Block Electives | | |
| Complete twelve upper-division hours from the blocks below, with three to six hours in each | | 12 |
| Total Hours | | 120 |
| Course List | | |

¹

French and Spanish majors must fulfill this requirement in a language other than their major.

BA in History with a Concentration in Social Studies Composite

| Code | Title | Hours |
|---|------------------------------|-------|
| Background Check Required | | |
| A complete background check is required of all students who wish to receive teacher certification in the State of Texas. Students will be required to pass a background check before certification will be conferred by the State Board of Educator Certification (SBEC). | | |
| University Core Curriculum | | |
| Complete the University Core Curriculum requirements. | | 42 |
| Social Studies Composite | | |
| Required Courses: | | |
| ECON 2303 | Principles of Macroeconomics | 3 |
| ECON 2304 | Principles of Microeconomics | 3 |
| GEOG 1306 | Physical Geography | 3 |

| Code | Title | Hours |
|---|--|-------|
| HIST 2301 | World History to 1500 | 3 |
| HIST 2302 | World History Since 1500 | 3 |
| HIST 3317 | History of Texas since 1821 | 3 |
| HIST 4325 & HIST 4330 | Junior-Senior Seminar and Teaching History/Soc Studies | 6 |
| POLS 4318 or POLS 4357 | Teaching Democracy 3 Leadership/Civic Participation | 3 |
| Select one of the following: | | |
| ANTH/SOCI 1310 | Cultural Geography | |
| GEOG 1310 | Cultural Geography | |
| Select two courses from American History: | | 6 |
| HIST 3301 | Colonial America to 1763 | |
| HIST 3302 | Amer Revolution/New Nation | |
| HIST 3303 | The U.S.-Mexican War | |
| HIST 3304 | Age of Jackson, 1815-1850 | |
| HIST 3305 | Civil War/Reconstruction Era | |
| HIST 3308 | United States Since 1941 | |
| HIST 3309 | Mexican-American History | |
| HIST 3310 | American Legal History | |
| HIST 3321 | 19th Century American West | |
| HIST 3322 | 20th Century American West | |

| Code | Title | Hours |
|--|-------------------------------|-------|
| HIST 3323 | American Indian History | |
| HIST 3325 | Hist Immigration/Ethnicity US | |
| HIST 3329 | African American History | |
| HIST 3343 | US-Mexican Border | |
| HIST 3344 | Indigenous US-Mex Borderlands | |
| HIST 3390 | History, Special Topics | |
| HIST 3391 | History of Women | |
| HIST 3393 | Indigenous Americas | |
| Select one additional course from upper-division HIST: | | 3 |
| HIST 3301 | Colonial America to 1763 | |
| HIST 3302 | Amer Revolution/New Nation | |
| HIST 3303 | The U.S.-Mexican War | |
| HIST 3304 | Age of Jackson, 1815-1850 | |
| HIST 3305 | Civil War/Reconstruction Era | |
| HIST 3308 | United States Since 1941 | |
| HIST 3309 | Mexican-American History | |
| HIST 3310 | American Legal History | |
| HIST 3312 | American Foreign Rel Snc 1914 | |
| HIST 3321 | 19th Century American West | |

| Code | Title | Hours |
|---------------------------|-------------------------------------|-------|
| HIST 3322 | 20th Century American West | |
| HIST 3323 | American Indian History | |
| HIST 3325 | Hist Immigration/Ethnicity US | |
| HIST 3329 | African American History | |
| HIST 3334 | History of Premodern East Asia | |
| HIST 3335 | History of Modern East Asia | |
| HIST 3337 | Modern Africa | |
| HIST 3338 | History of Modern China | |
| HIST 3339 | Pyramids & Prophets | |
| HIST 3342 | The Spanish Borderlands | |
| HIST 3343 | US-Mexican Border | |
| HIST 3344 | Indigenous US-Mex Borderlands | |
| HIST 3345 | Christianity in Latin America | |
| HIST 3346 | Central America and Caribbean | |
| HIST 3347 | South America Since 1810 | |
| HIST 3348 | Environmental Hist of Latin Am | |
| HIST 3349 | History of Mexico to 1900 | |
| HIST 3350 | Modern Mexico | |
| HIST 3351 | Afro-Mexico | |
| HIST 3352 | African Diasporas- Latin Amer | |
| HIST 3353 | Asian Diasporas- Latin America | |

| Code | Title | Hours |
|---|--|-------|
| HIST 3354 | Black Women of the Americas | |
| HIST 3355 | Colonial Latin America | |
| HIST 3356 | Modern Latin America | |
| HIST 3357 | Latin American and Film | |
| HIST 3363 HIST 3367 | The Roman Empire The Fr. Revol./Napoleonic Eras | |
| HIST 3368 | 19th Cent. Europe, 1815-1900 | |
| HIST 3369 | 20th Century Europe, 1900-Pres | |
| HIST 3370 | Holocaust in Europe, 1933-1945 | |
| HIST 3382 | Spain in the Age of Expansion | |
| HIST 3390 | History, Special Topics | |
| HIST 3391 | History of Women | |
| HIST 3393 | Indigenous Americas | |
| HIST 4302 | Intro to Public History | |
| HIST 4303 | History and the Senses | |
| HIST 4390 | Directed Study | |
| Select one Political Science course from the following: | | 3 |
| POLS 3312 | Party System, Campaigns Elect. | |
| POLS 3313 | Pub Opinion/Media & Technology | |
| POLS 3320 | Constitutional Law | |
| POLS 3321 | Civil Rights & Liberties | |

| Code | Title | Hours |
|---------------------------|--------------------------------|-------|
| POLS 3339 | Comparative Political Systems | |
| POLS 3345 | Democracy and Democratization | |
| POLS 3351 | The Public Policy Process | |
| POLS 4310 | American Legislatures | |
| POLS 4311 | The Presidency | |
| POLS 4313 | Southwestern Border Politics | |
| POLS 4330 | Foreign Policy of the U.S. | |
| POLS 4337 | The Politics of Mexico | |
| Secondary Education Minor | | |
| Required Courses: | | |
| BED 4317 | Tch & Empwr ELLs in Sec Schls | 3 |
| EDPC 3300 | Intro to Youth Dev & Spec Ed | 3 |
| RED 3342 | Content Area Literacy | 3 |
| SCED 3311 | Curriculum Plan-Secondary Schl | 3 |
| SCED 3312 | General Methods in Sec School | 3 |
| SCED 4691 | Student Teaching in Sec School | 6 |

Course List

Open Electives

Select additional hours to complete a total of one hundred twenty hours

Foreign Language

Select six credit of Foreign Language. All six credits must be in the same language sequence. ¹

6

Block Electives

[Complete twelve upper-division hours from the blocks below, with three to six hours in each](#)

12

Total Hours

120

| Code | Title | Hours |
|--|-------|-------|
| <i>1 French and Spanish majors must fulfill this requirement in a language other than their major.</i> | | |