Fall 2021
Upper-Division & Graduate Level Course Descriptions

Department of History

For further information, call 915.747.5508, email history@utep.edu or come by LART 320
THE UNIVERSITY OF TEXAS AT EL PASO
Undergraduate Courses

HIST 3309 CRN 15762           MW   1:30PM – 2:50PM
PART OF TERM – FALL – Aug. 23rd to Dec. 2nd
Mexican American History
Dr. Manuel B Ramirez

This course examines the history of ethnic Mexicans in the United States. Covering the pre-Columbian period to the recent past, students will gain an understanding of the richness and diversity of Mexican American history. Throughout the semester, several topics will be examined including early Mexican settlements, US conquest, immigration, community creation, identity, and gender. This course also seeks to develop independent and critical thinking, increase skills in written and oral communication, and foster the integration of perspectives. The format of the course is a combination of lectures, class discussions, and visual presentations.

HIST 3309 CRN 19354           Online Course
PART OF TERM – 7 Weeks – Aug. 23rd to Oct. 10th
Mexican American History
Dr. Manuel B Ramirez

This course examines the history of ethnic Mexicans in the United States. Covering the pre-Columbian period to the recent past, students will gain an understanding of the richness and diversity of Mexican American history. Throughout the semester, several topics will be examined including early Mexican settlements, US conquest, immigration, community creation, identity, and gender. This course also seeks to develop independent and critical thinking, increase skills in written and oral communication, and foster the integration of perspectives. The course is a combination of lectures, readings, videos, quizzes, discussions, and final exam.

HIST 3317 CRN 11403           MW   3:00PM – 4:20PM
PART OF TERM – FALL – Aug. 23rd to Dec. 2nd
History of Texas since 1821
Dr. Scott Comar

This course examines the rich, diverse, and unique history of the state of Texas. It begins with a review of Native American history, Spanish colonization, and Mexican independence. Then, it delves into the complexities of Texas independence, statehood, the United States Civil War, and Reconstruction. The curriculum continues by examining what happened in Texas during the Gilded Age, the Progressive Era, as well as during the Great Depression and Second World War. Moving into the second half of the twentieth century, this course will review statewide trends, patterns, and turning points in relation to industrial development, the Civil Rights Movement, and political tensions. This course will offer students a new understanding of the Texas historical narrative and increase their awareness of this state’s diverse social and cultural landscape.
HIST 3329 CRN 33849  
Online Course  
PART OF TERM – FALL – Aug. 23rd to Dec. 2nd  
African American History  
Dr. Selfa Chew-Melendez  

This course is an introduction to African American Studies focusing on the history, literature, arts, and material culture of people of African descent in the United States. Textbook, articles, and films will assist us to understand the role that African American men and women have in the history of the United States. Our analysis will center on the political, cultural, social, and economic strategies developed to challenge social relations of power affecting Black individuals. The intersections of gender, race, and class will be repeatedly visited in our analysis of African American History.

HIST 3361 CRN 18231  
MW  3:30PM – 4:50PM  
PART OF TERM – FALL – Aug. 23rd to Dec. 2nd  
Hellenism & the Coming of Rome  
Dr. Ronal Weber  

This is the study of the development of Rome and the rise and fall of Roman republican institutions from 753 BCE until the establishment of imperial government in 27 BCE. There are three fundamental problems of interpretation in the history of the Roman Republic. (1) Why and how did the Romans conquer the Italian peninsula and then the entire Mediterranean basin during the early and middle years of the Republic? (2) What caused the failure of the Roman Republic shortly after the conquest of the Mediterranean? (3) How did these changes shape the social, cultural, and political forces which gave rise to the institutions of the Roman Empire? (4) What are the lessons of the Roman Republic for U.S. History? All of the study, research, and discussion questions in this course center on these basic problems.

HIST 3390 CRN 12138  
TR  1:30PM – 2:50PM  
PART OF TERM – FALL – Aug. 23rd to Dec. 2nd  
History, Special Topics  
Topic: The Modern Civil Rights Movement  
Dr. Michael Williams  

This course provides students with not only an understanding of the modern Civil Rights movement but the meaning of civil rights struggle and activism through a humanistic lens. The course examines the Movement from the top-down reactions of the federal government and its policies toward civil rights to grassroots mobilization that exerted pressure upon the federal government to address civil rights issues. Although many scholars mark the beginning of the modern Civil Rights movement with the advent of the Brown v. Board of Education decision or with the lynching of fourteen-year-old Emmett Louis Till, this course pays close attention to events happening prior to the 1950s that laid the groundwork for what transpired from Brown forward. It also examines the antecedents leading to the modern civil rights period and analyzes the role of African Americans in the struggle for equality and the resistance movements, both political and covert, they engendered. Throughout the course, specific attention will be placed upon the various tactics and strategies African Americans utilized in the struggle for civil and human rights and the role and reaction of federal and state agents or agencies during the movement from the perspective of political and social history.
In this course students will examine migration within the broader context of Mexican and U.S. history, and focus on migrant narratives that reflect immigrant and migrant realities on both sides of the border. We will examine how and why migrants made their way north (and south) in the late nineteenth and early twentieth centuries, the impact of deportations and repatriations of Mexicans during the 1930s, war-time contract labor agreements during the Bracero era, and the rise of legal and illegal immigration during the second half of the twentieth century. Additionally, we will compare various group migrations and consider how migration—whether internal or international—and motivated by politics, economics, or social and cultural networks, has served as an adaptive strategy in a changing world. Students will read historical works, memoirs and fiction to learn more about Mexican im(migration) and will be expected to conduct research and write analytical essays.

Indigenous Peoples of the Americas is a comparative course that examines those aspects of the indigenous history that are common to native peoples throughout the Americas while simultaneously differentiating that experience based on the legacies of Anglo versus Spanish colonialism. Aspects of shared indigenous history include: shared origins; demographic collapse resulting from the introduction of Old World diseases; exploitation and marginalization under colonialism and the modern nation state; and pan-indigenous activism and organization in the late twentieth century. Differentiating these experiences are separate strategies of adaptation and accommodation in the face of Dutch, French, English and Spanish colonialism or later with the emergence of liberal nation states from Canada to the Southern Cone of South America. Consideration of regional histories and the differing nature of European relations adds to the diversity of the indigenous historical experience and challenges ahistorical treatments of indigenous people as unchanging or culturally homogeneous. This diversity, and not just the historical and cultural similarities of the indigenous experience in the Americas, is the central focus of this course.

We know from personal experience that outbreaks of disease involve more than just biology and medicine. They can become profoundly political and social events with long-term repercussions. This class will explore the impact of disease in history from ancient times to the present, with a particular focus on epidemic disease. We will consider the devastation wrought by epidemics on populations and societies in earlier centuries, as well as changing ideas about the causes of disease and changing strategies for combating and treating it. We will focus especially on the last two hundred years, and on
diseases such as bubonic plague, smallpox, cholera, tuberculosis, the flu of 1918, AIDS, and COVID-19. Besides studying public health measures, the role of medical ethics, and the rise of the germ theory of disease, we will consider ways in which marginalized populations have been scapegoated during outbreaks of disease. How have race, gender and class been framed in pathological terms? How do diseases become politicized? This course will include material on all parts of the world, and can be counted in either the European or U.S. history fields.

HIST 4325 CRN 11766              W   1:30PM – 4:20PM
PART OF TERM – FALL – Aug. 23rd to Dec. 2nd
Junior-Senior Seminar
ANTEBELLUM AMERICA, 1815-1860
Dr. Brad Cartwright

In this course students will examine American politics, economics, and culture from 1815 to 1860. These years represent a period of intense change in America. Revolutions in transportation, communications, and markets stimulated enormous economic growth. Religious movements inspired people to radically reform their society. As more white men got the right to vote, women and non-whites increasingly began to demand equal political and economic rights for themselves. These decades also witnessed hardening racial perspectives, the growth of the institution of slavery, and the forceful removal of Native Americans from their native lands. By the late 1840s, America’s “Manifest Destiny” to expand westward led to a controversial and costly war with Mexico, which set the conditions for the upcoming Civil War. Upon completing this course, students will have written a 17-20 page research paper. This paper will represent the culmination of a series of steps designed to assist students in becoming familiar with the historiography of antebellum America, conducting primary source research, and crafting an original historical interpretation. At the end of the semester, students will present the results of their research. The top presenters will earn the right to represent their class at the 16th Annual Frances G. Harper Student History Conference on December 3, 2021.

HIST 4325 CRN 11891              R   4:30PM – 7:20PM
PART OF TERM – FALL – Aug. 23rd to Dec. 2nd
Junior-Senior Seminar
Migrant Memoirs
Dr. Michael Topp

This discussion-based course examines memoirs written by migrants or the children of migrants, with an eye to understanding not only the range of migrant experiences, but also the relationship between memoir and history. We will also read texts that explore how to plumb hidden histories, the histories of populations that because of their position in US society have been, and in many ways remain, neglected. We’ll explore the extent to which we can read memoirs not only as primary documents, but as reliable works of history, and how other texts and artifacts can inform our historical understanding.

Requirements include: participation in class discussion; two 2-3 page papers on memoirs read in the class (you can choose which texts you want to write on); a lengthy essay graded incrementally. This means that you will receive a grade for your outline, prospectus and bibliography; your presentation of your prospectus and sources; your rough draft of your essay; your peer editing; and the essay itself. The essay will focus on an aspect of your family history, rooted in accessible public records, family documents and images, and, if possible, oral histories. You will both reconstruct an aspect of family history AND articulate its historical importance. (If for whatever reason you would prefer not to focus on
a family member, we can figure something else out). You can receive extra credit for leading class discussions. And don’t worry, we’ll go over what a prospectus is.

HIST 4330 CRN 16733 TR 10:30AM – 11:50AM
PART OF TERM – FALL – Aug. 23rd to Dec. 2nd
TEACHING HISTORY/SOCIAL STUDIES
Dr. Brad Cartwright

This course serves as a “capstone” experience for pre-service secondary history and social studies teachers by uniting content knowledge and pedagogical skills. Teaching is an art, but like other arts, it is best cultivated through mastering basic techniques, learning from the experiences of others, and studying the theoretical underpinnings of practice. Accordingly, the major tasks of this course revolve around professional development, lesson planning, and reflection. You will prepare a résumé and a statement on your teaching philosophy, as well as “interview” for a teaching position. You will also design multiple lesson plans and create an online teaching portfolio. Throughout this process, you will observe different teaching styles, encounter a variety of teaching activities, review the content presented, gain experience as an evaluator, and reflect upon your evolution as a teacher. Lastly, because the discipline of history lies at the core of the social studies curriculum, special emphasis will be given to history teaching and learning.

Graduate Courses

HIST 5304 CRN 19351 M 1:30PM – 4:20PM
PART OF TERM – FALL – Aug. 23rd to Dec. 2nd
Studies in Public History
“Collaboration with Indigenous Communities”
Dr. Jeffrey P. Shepherd

This graduate level Public History course focuses on collaboration with Indigenous Communities in West Texas and Southern New Mexico. It incorporates Public History principles with “best practices” for ethical engagement with Native people, drawing from decolonization studies. Students will learn about basic issues associated with tribal sovereignty, federal recognition and non-recognition, the Native American Graves Protection and Repatriation Act, debates over Indigenous religious freedom and multiple use on “public lands,” Indigenous Cultural Resources Management, and Tribal Historic Preservation Offices. Students will read 6-8 books and several articles and write several brief papers. The centerpiece of the course, however, will be several collaborative projects with Indigenous groups in the region, such as Ysleta del Sur Pueblo, Tortugas Pueblo, and the Chihene Nde Apache. These projects will range from collecting oral histories, to conducting archival research, to organizing photographic collections, to assisting with a project negotiated by these groups. Students should expect to spend a considerable amount of time outside of the classroom, meeting with tribal representatives in their communities.

HIST 5305 CRN 12133 M 5:00PM – 7:50PM
PART OF TERM – FALL – Aug. 23rd to Dec. 2nd
Studies in United States Hist
History of Sexuality in the United States
Dr. Susan Stanfield
History of Sexuality in the U.S. will focus on a broad view of sex, sexuality and identity from early America to the present day. This course will include weekly readings and discussions, an examination of primary sources, and survey the state of the field.

HIST 5305 CRN 17032               T 1:30PM – 4:20PM
PART OF TERM – FALL – Aug. 23rd to Dec. 2nd
Studies in United States Hist
Readings in Chicano/a/x History
Dr. Ernesto Chavez

This course explores Chicano/a/x historiography from its founding in the 1970s through its continued development in the present. It will pay particular attention to how the Chicano movement played a role in its genesis and the challenges that women historians waged to ensure that the universal male subject was dislodged as the primary focus of study. The course will also engage questions concerning methodology, sources, narrative styles, and the relevance of the field in the 21st century.

HIST 5306 CRN 13383               T 5:00PM – 7:50PM
PART OF TERM – FALL – Aug. 23rd to Dec. 2nd
Studies in World History
Dr. Joshua Fan

This course focuses on recent English-language scholarships on modern China (focusing on the 20th century) and gives non-specialists an introduction to major issues and events in modern Chinese history. Some of the issues and events we will examine are American historical writings on China, China’s relations with others, impacts of recent wars on the Chinese, Mao era revolutions, Deng era reforms, and contemporary Chinese issues that can affect the world. We will also encounter a variety of perspectives and approaches to this history such as anthropological, biographical, environmental, geopolitical, intellectual, military, and oral.

HIST 5306 CRN 18232               W 5:00PM – 7:50PM
PART OF TERM – FALL – Aug. 23rd to Dec. 2nd
Studies in World History
History of Genocide and Ethnic Cleansing
Dr. Leslie Waters

This course examines the history of genocide and ethnic cleansing, with an emphasis on examples from the modern era and the theoretical frameworks that inform Genocide Studies. Students will develop an understanding of the main historiographical trends in the history of genocide; learn to examine genocide from comparative perspectives; and become familiar with a number of case studies from across the globe. The course will look at the origins of genocide as a legal and historical term and problematize it as a concept, scrutinize typologies of genocide and ethnic cleansing, and investigate the sources and methodologies historians have used to research and write about the topic.

HIST 5309 CRN 18233               R 1:30PM – 4:20PM
PART OF TERM – FALL – Aug. 23rd to Dec. 2nd
Studies in Latin American Hist
Environmental History of Latin America
Dr. Samuel Brunk
The primary aim of this course is to introduce students to the basic works and issues of the environmental history of Latin America, in both colonial and modern periods. This is still a relatively new and underdeveloped field, but prompted by growing environmental awareness in contemporary societies, scholars are increasingly finding that a better understanding of history’s environmental dimension sheds new light on their political, economic, social, and cultural concerns. Topics will include the Columbian Exchange, the impact of livestock on American ecosystems, deforestation, disease, the historical role of natural disasters, the impact of commodity production, and the creation of national parks, among others.

HIST 5377 CRN 16225 R 5:00PM – 7:50PM
PART OF TERM – FALL – Aug. 23rd to Dec. 2nd
Seminar-Latin American History
Dr. Ignacio Martinez

This seminar will provide a general overview of the most current themes and issues in the study of both the colonial and modern periods. It will serve as a platform from where students, working with primary and secondary sources, will write an article length dissertation chapter or stand-alone book chapter/article. The course will be split up into two sections. During the first portion, we will read a limited number of books (5-6) on numerous topics (political, economic, intellectual, and cultural) that span 500+ years of history. We will discuss and debate writing styles, conceptual frameworks, sources, and most importantly, we will carefully analyze where the scholarship is trending and the merits of those directions. During the second segment of the class, students will begin the process of brainstorming, conceptualizing, and ultimately writing their own chapters. During these few weeks, the class will spend ample time discussing the philosophy of writing and editing and we will engage in frequent peer review.

HIST 6351 CRN 17034 W 1:30PM – 4:20PM
PART OF TERM – FALL – Aug. 23rd to Dec. 2nd
Lit./Method Bordlands History
Environmental History of Latin America
Dr. Yolanda Chávez Leyva

Literature and Methodology of Borderlands History introduces doctoral students to significant literature, methodologies, and conceptual designs in borderlands historiography. We will explore the development of the Borderlands History field from its beginnings in the early 20th century through the present day. This is an important (and required) course for PhD students and will assist you in your research and in completing your portfolio.