Spring 2020
Upper-Division & Graduate Level Course Descriptions

Department of History

Undergraduate Advisor
Assigned by student last name.
Contact the Department of History for assignment 915.747.5508

Graduate Masters Advisor
Joshua Fan
LART 337 – 915.747.8948
jfan@utep.edu

Doctoral Advisor
Ignacio Martinez
LART 316 – 915.747.7054
Imartinez26@utep.edu

For further information, call 915.747.5508, email history@utep.edu or come by LART 320

THE UNIVERSITY OF TEXAS AT EL PASO
HIST 3309 CRN 28684    MTWRF 8:00 a.m. – 1:00 p.m.
Mexican American History
Ernesto Chavez

This course focuses on the construction of a distinct Mexican American culture and society, the forces impacting this community, and Mexican Americans-Chicano/as' responses to them. Though this phenomenon is a result of the U.S.-Mexico War of 1846-1848, we will also explore the period prior to this conflict. Throughout the course we will pay particular attention to the multi-faceted composition of the ethnic Mexican community in the United States. We have a short time together, so I want you to consider this an intense workshop-like approach to Chicano/a history.

Given the brevity of this semester students are required to be present at every class meeting. The grade will be based on attendance and participation, two response papers, and a final exam.

HIST 3390 CRN 25465    MTWRF 8:00 a.m. – 1:00 p.m.
History, Special Topics
Topic: Latin American Society and Culture Through Film
Ignacio Martinez

This course will analyze ten of the most influential films in Latin American history, beginning with the colonial period and ending in the twentieth. In association with daily articles and other foundational readings, students will watch, discuss, and critique films that in some fashion portray a particular theme that is related to the historical period under discussion. The class will be divided into four sections: one hour of lecture; one hour of discussion of articles for that day; approximately 1.5 hours of watching film; and, finally, one hour of film analysis. Students will then be asked to write a two page review and critique of each film, due the following day. In addition to the ten film reviews for the class, students will be also be asked to work in a group of 3-4 students to create a screen play on any particular theme from any historical period. Students will then write a 10-15 page screen play, which they will present at the end of the course.

The thrust of the course is to juxtapose how history, as portrayed by scholars, gets represented on the big screen by film producers. What liberties do film producers take in making films about historical events or themes? Are these liberties justified or do they distort reality? How does propaganda or morality function in films. Generally speaking, is film a valuable tool for conceptualizing the past? What are the limits of film as a historical source? Students will be asked to keep these guiding questions in mind as they write their reviews and construct their screen play.

HIST 3309 CRN 28684    ONLINE
Mexican American History
Manuel Ramirez

Course description not available at time of printing
Undergraduate Courses

HIST 3301 CRN 25705    T R 9:00 – 10:20 a.m.
Colonial America to 1763
Yasuhide Kawashima

The Colonial period is the formative phase of the history of the United States. It is in this period that the foundation of the American civilization, tradition, and culture was laid. In this course, we will first survey the period briefly, highlighting major events and analyzing the nature, characteristics, and significance of early America. We will then take the topical approach and examine all the important topics of early American society, such as colonial politics, economy, family, religion, education, law, women and gender, and American English and literature. Early American history is largely a story of immigrants, and, therefore, close attention will be paid to various immigrant and ethnic groups, including blacks and American Indians, and their accomplishments.

HIST 3301 CRN 28468    T R 6:00 – 7:20 p.m.
Colonial America to 1763
Yasuhide Kawashima

The Colonial period is the formative phase of the history of the United States. It is in this period that the foundation of the American civilization, tradition, and culture was laid. In this course, we will first survey the period briefly, highlighting major events and analyzing the nature, characteristics, and significance of early America. We will then take the topical approach and examine all the important topics of early American society, such as colonial politics, economy, family, religion, education, law, women and gender, and American English and literature. Early American history is largely a story of immigrants, and, therefore, close attention will be paid to various immigrant and ethnic groups, including blacks and American Indians, and their accomplishments.

HIST 3309 CRN 27318    M W 1:30 - 2:50 p.m.
Mexican American History
Manuel 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 3317 CRN 27189    M W 10:30 – 11:20 a.m.
History of Texas since 1821
Joel Zapata

Course description not available at time of printing.
HIST 3323 CRN 27163  T R 3:00 – 4:20 p.m.
American Indian History
Scott Comar

This course offers an overview of the American Indian experience from the pre-Columbian period to the present. It examines how European contact, conquest, and colonization impacted Indigenous peoples, as well as how United States expansion into North America significantly reshaped Native lifeways and cultures. Topics under review in this course include Indigenous-colonial contact relations, land dispossession, self-determination and sovereignty, and resistance and resiliency in the face of national assimilationist policies. This course also introduces students to American Indian history as a field of study, examining some of its basic literature, as well as some of the methods that historians use when approaching this rich and diverse topic.

HIST 3329 CRN 27146  T R 10:30 – 11:50 a.m.
African American History
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. Activities are selected to examine persisting inequalities affecting African Americans as well as accomplishments in the struggle for equality. Prominent themes include the Reconstruction; migration; the development of the modern civil rights movement and its aftermath; intellectual and artistic developments; deindustrialization; and, contemporary struggles.

HIST 3338 CRN 28469  T R 1:30 – 2:50 p.m.
History of Modern China
Joshua Fan

This is an introduction to modern Chinese history from the 17th century to the present. Topics include the Manchu conquest, Western imperialism, modernization, the end of the Qing Dynasty, the Republican period, the warlord period, and the war against Japan & WWII, the Chinese Civil War, the turbulent Mao years, and finally, the economic and social reforms under Deng Xiaoping. We will also explore Taiwan’s economic growth and democratization, and consider China’s “other” history in art, film, and literature.

HIST 3367 CRN 28471  M W 1:30 – 2:50 p.m.
The French Revol/Napoleon
Paul Edison

The French Revolution and the Napoleonic Era (1789-1815) changed the face of Europe and ushered in the modern world. Many celebrated the Revolution for showing that humans can actively transform their world and establish a democratic and secular society based on inalienable rights and equality. Others condemned it for rejecting the past and unleashing popular political violence, state sponsored political terror, and wars of conquest. This course will show why the Revolution provoked such different reactions and why its legacy is still important today. Topics include the origins of the Revolution, debates over rights, counter-revolution and the Terror, the Haitian Revolution, Napoleon Bonaparte, warfare and nationalism, and the Revolution’s impact on Europe and beyond. Course meetings will include lecture and discussion, and readings will include primary and secondary sources.
This course is designed as a broad survey of the history of religion and religious thought in colonial Latin America from the pre-Hispanic past to Independence (ca. 1325-1821).

In order to fully comprehend and appreciate the history (cultural, social, and political) of modern Latin America and its people, including its descendants living in the United States today, it is essential to possess a clear understanding of the central role that religion played during the colonial period. However, as we shall see, the study of religion, especially in Latin America, is a somewhat complex and convoluted matter. In our collective efforts to untangle, at least partially, this ideological and emotional web we will utilize a wide array of primary and secondary sources from various fields; we will also watch a number of influential films. Students will be responsible for keeping up with the weekly readings and will research and produce a final 10-12 page essay on a topic (related to the class theme) of their choice.

This course will briefly survey the major ideologies and religions in Asia, namely Hinduism, Buddhism, Jainism, Confucianism, Daoism, and Shinto, and analyze their influence and impacts on the cultures, ways of life, traditions, national characters, and political systems of the East Asian countries. The course will highlight the unique and distinct natures of these countries and their peoples as the result of differing degrees of forces these ideologies and religions exhorted on them.

This course focuses on films that interpret and reflect U.S. history. Throughout the semester we will pay close attention to both how the past is presented on the screen and the forces that led to these motion pictures’ production. Thus, we are interested in contextualizing why films about various historical subjects emerged when they do. As such, we will watch the films at home (via links provided on Blackboard), then discuss highlights and the readings in class. Our discussions will be based not only on the images, but also on criticism and other writing analyzing the films and history. The films I have picked were for the most part produced in Hollywood and depict either a historical era or event. Most of them were released nationwide, while a few had limited viewership. In order for us to get a glimpse of not only the depiction of history, but also the history of film, I have chosen some silent films for us to watch.

There will be two exams: a midterm and a final. In addition, three response papers on the films will be due throughout the semester and one essay based on film reviews will also be required.
This course focuses on the diverse experiences of African Americans beginning in West Africa (1400s) and ending with the conclusion of the American Civil War. Although an extensive time period, central themes help connect the parts to the whole revealing an overall picture of African American culture, life experiences, organized struggle, leadership and impact on the social and political development of the United States. Themes treated in this course include: early West African civilizations and cultural expression; the Atlantic slave trade and its social, political, and cultural impact; colonial slavery; Black participation in the American Revolution; slave revolts; the slave auction; antebellum slavery; the abolitionist movement; intersectional strife; and the role African Americans played during the Civil War.

HIST 3391 CRN 23448    T R 12:00 – 1:20 p.m.
History of Women
Topics: Women in Colonial America
Joanne Kropp

This course will focus on the important contributions women have made to the development of Latin American cultural, political, and economic systems during the Colonial Period. We will examine women's history through the lens of gender analysis. The course will take a chronological approach but will thematically examine Colonial Latin America from the Pre-Conquest era through the Wars for Independence. Students will write several short papers, a formal research paper, and final exam. This course is taught as a readings seminar but will also address conducting research using primary sources.

HIST 4325 CRN 21060    W 1:30 – 4:20 p.m.
Junior-Senior Seminar
Topic: The Long 19th Century in U.S. History (1788-1920)
Susan Stanfield

This course explores the “Long Nineteenth Century” in U.S. History – from the 1788 ratification of the Constitution to 1920 and the ratification of the Nineteenth Amendment that gave [many] U.S. women the right to vote. Through the lens of citizenship and identity, we will analyze significant events, including wars, elections, immigration and migration, reform movements and court cases to better understand who was and who was not deemed to be an American and what groups had the power to confer or deny that status. In class we will work on analyzing primary documents, learning various research methods, and discussing historical interpretations of the past. Upon completing this class, students will write a 17-20 page research paper based on primary and secondary sources. This paper will be the culmination of a series of steps designed to assist students in crafting an original historical interpretation set during the “Long Nineteenth Century.” At the end of the semester, using PowerPoint or Prezi, students will present a summary of their research findings to the class.

HIST 4325 CRN 21665                                                 M 1:30 – 4:20 p.m.
Junior-Senior Seminar
Topic: Research Seminar “Local History”
Jeffrey Shepherd

This course will focus on the history of El Paso, Ciudad Juarez, and Las Cruces specifically, and Northern Chihuahua, West Texas, and Southern New Mexico more broadly. Within these (flexible) geographical boundaries, content will address a broad range of themes, debates, patterns, and concepts. The course will focus on important skills of the Historian, such as analyzing primary sources, conducting basic research, grappling with competing scholarly interpretations about the past, assessing the arguments and main points of secondary sources, and group discussion. We will investigate various research methodologies, such as oral history and digital history. We will also think about how local history differs from other historical frameworks, while simultaneously making connections between the local, the national, and the global. We will make several visits to historical archives and historically significant sites in the region, and we will spend
time in the library and computer labs. Students will complete a research project on a person, place, community, event, or issue of regional significance, and present that work to the class.

---

### Graduate Courses

**HIST 5305 CRN 25086**  
Studies in United States History  
**Topic: Race and Ethnicity**  
Michael Topp

This seminar will focus on issues of race and ethnicity in the United States in the 19th and 20th centuries, including issues raised at or conceptually by the border.

**HIST 5305 CRN 27195**  
Studies in U.S. History  
**Topic: U.S Women History Through 1865**  
Susan Stanfield

This course will introduce you to the historiography of Women in the United States through 1865. We will examine how gender, race, and sex are historically and culturally understood as concepts that change over time and have been (as they continue to be) mutually constitutive. We will read both classics in U. S. Women’s history and more recent scholarship, building up to writing a historiographical essay for your final paper.

**HIST 5306 CRN 28472**  
Studies in World History  
**Topic: France in the Americas**  
Paul Edison

This class will explore the French presence in the Americas. We will spend some time on France’s Old Regime Empire in Canada, Louisiana and the Caribbean. However, we will concentrate on France’s “informal empire” in nineteenth-century Spanish and Portuguese America, and cultural relations and influences between France and “Latin America” over the last two hundred years. This class can count as a Latin American studies course.

**HIST 5306 CRN 28473**  
Studies in World History  
**Topic: Borderlands in Eastern Europe/Eurasia**  
Leslie Waters

This course focuses on the concept of borderlands as it has been applied in Eastern Europe and Eurasia in the modern era. Scholars have used the term to describe the cultural, religious, and linguistic heterogeneity of the region, an inheritance of the empires that dominated the area up until the First World War. Other scholars focus on borderlands as spaces of violence, where nationalist rivalries are taken to extreme. This course will introduce students to the major theoretical debates and recent scholarship on borderlands in Eastern Europe and Eurasia, with an emphasis on how research methods and analytical frameworks might be applied to other geographical areas.
HIST 5374 CRN 28478 W 1:30 – 4:20 p.m.
Seminar in Borderlands History
Topic: Migration, Movement, and Displacement in Borderlands History
Larisa Veloz

This course will focus on topics of migration, movement and displacement in borderlands history. The first half of the class will be dedicated toward readings on the history and historiography of movement throughout the borderlands, focusing on topics such as political and environmental border marking, economic, political and social motivations for migration, and instances of violence and displacement. Students will also engage in methodological discussions about how scholars locate and showcase borderland voices and migratory lives and livelihoods in history. We will also explore and discuss research methods and spend time in a physical archive setting as well as review best practices for collecting sources and conducting research. Readings and preparation in the first part of class will prepare students to complete a journal-length research paper based on primary and secondary sources.

HIST 5374 CRN 28690 T R 1:30 – 2:50 p.m.
Seminar in Borderlands History
Topic: Searching for the Plane Crash at Los Gatos
Tim Hernandez

This is a research heavy course based on the ongoing investigative work surrounding the famous 1948 plane crash at Los Gatos, in which 28 Mexicans were killed while being deported and buried in a mass unmarked grave for 70 years. Students will assist in collecting data, interviewing subjects, and documenting the process of this subject. This course will also include an array texts such as Blythe’s Akenfield, Renato Rosaldo’s narrative experiments in auto-ethnography, texts ranging from Oral History to New Journalism, Historical Fiction, and narratives of witness. There will also be some creative writing in regards to how one turns research into compelling creative narrative, however, this course is ultimately designed to give students hands-on experience as they work together on a common research subject. This course is cross-listed and will combine students in both the Department of Creative Writing, and the History Department.

HIST 6320 CRN 28474 M 1:30 – 4:20 p.m.
History Teaching and Learning
Bradley Cartwright

Successful teaching combines art, craft, and scholarship. It can be developed through mastering basic techniques, learning from the experience of others, and understanding the theoretical underpinnings of practice. Effective teaching is the result of study, hard work, and the systematic cultivation of personal abilities—and it influences every aspect of a scholar’s professional career. Thus, to become more effective teachers, students in this course will complete the professional portion of their doctoral portfolio. They will become prepared to teach university-level history in a scholarly way. They will become familiar with the current scholarship on teaching and learning history. And, students will begin to integrate scholarly teaching into their professional identity.

HIST 6352 CRN 27405 R 1:30 – 4:20 p.m.
Lit/Meth Mex/L. American History
Sandra McGee Deutsch
In this course, we will explore the sweep of the literature on Mexican and Latin American history and exciting recent trends in the field. The course will be conducted in discussion format, and each student will lead a discussion. I am sure we will have lively debates! It will facilitate your preparations for the portfolio, writing your dissertation, and teaching Latin American history. It will also help perfect your critical reading, discussion, and writing skills. You will turn in discussion questions, several short papers on the readings, a historiographical essay on a topic of your choice, and an annotated bibliography (to contribute to your portfolio).

HIST 6353 CRN 28901 T 1:30 – 4:20 p.m.
Lit/Method of U.S. History
Ernesto Chavez

This course examines U.S. historiography by focusing on its content and the reason for its production. The writing of U.S. history is unique. As opposed to other fields, U.S. history is much more contingent on, and reflects, the social, cultural, and political environment of the nation. “American” historians’ visions of the past have changed over time and has attempted to be more inclusive. Yet there is still a notion that the United States has an “essence” and that it is somehow “exceptional.” Given this historiographical reality, this course will concentrate on the “building blocks” of U.S. history, both chronologically and thematically. It will interrogate the writing of distinct periods in U.S. history, but also consider those projects that have attempted to "write" various groups into the tapestry that is America and in so doing bring about more complexity, nuance, and diversity to the field. Ultimately, this course is designed to help you compile the materials you will need for your portfolio.