Undergraduate Courses

HIST 3309 CRN 34042  MTWRF 9:20AM – 11:30AM
PART OF TERM - SUMMER II – Jul. 7th to Jul. 31st
Mexican American History
Dr. Manuel B Ramirez

β Course description not available at time of printing β

HIST 3390 CRN 33780  Online Course
PART OF TERM - SUMMER II – Jul. 7th to Jul. 31st
History, Special Topics
Topic: Black Panther Party
Dr. Selfa Chew-Melendez

This course examines the context, history and legacy of the Black Panther Party (1966-1982). Founded as the Black Panther Party for Self-Defense (BPP) in October 1966 by Huey P. Newton and Bobby Seale, it became one of the most notorious organizations of the 20th century. The BPP inspired and supported other social justice groups, obtaining wide international support to the struggle for civil rights and against state-sponsored violence. Texts, films, and discussions will highlight the BPP’s attempts to promote social justice, and to maintain its connections with other labor and civil rights organizations in the United States and abroad. Materials should encourage a critical analysis of internal tensions, including gendered roles and perspectives, their influence on other efforts for social justice, other organizations affecting their agenda and strategies, as well as the state projects to criminalize and control BPP activists. The course not only provides a historical perspective for the persistence of racial and gendered economic inequality, but it leads to discussions on contemporary social justice issues. Students will read a sample of texts to understand core concepts, view supporting materials for daily online assignments about key topics, and use related web sites for our online discussions, with specific deadlines.

HIST 3390 CRN 34285  MTWRF 9:20 – 11:30AM
PART OF TERM - SUMMER II – Jul. 7th to Jul. 31st
History, Special Topics
Topic: Borderlands History: Cd. Juárez and El Paso
Dr. Yolanda Chávez Leyva

This course explores the history of two of the most significant border “twin cities” along the US-Mexico border: Ciudad Juárez, Chihuahua and El Paso, Texas. Through reading and discussing the history of our bi-national community, we will understand the trajectory of the greater borderlands and the historic processes that have shaped our area. We will explore themes such as colonization, nation-building and border-making, urbanization, and migration as well as the debates surrounding them. In order to ground ourselves, we will also visit numerous historic sites. Your grade will be based on your participation in class discussions, completion of in-class short written assignments and two essay exams. In addition to articles, we will read Ringside Seat to the Revolution by David Romo and Porous Borders by Julian Lim. T 3390
This upper division course covers the histories of the diverse groups of people living in what we now refer to as the U.S. – Mexico Borderlands. We will discuss an array of issues, such as origin stories, Indigenous notions of history, conquest and resistance, colonialism and cultural syncretism, ethnogenesis and tribalism, racial identity, nation building and sovereignty, as well as gender, politics, and Indian law. In particular, we will focus on how the emergence of the U.S.-Mexico border has impacted Indigenous peoples who have lived in the region for millennia. Students will be responsible for daily readings, three essays, in-class discussion and assignments, and four “quests” (quiz/test). Attendance is mandatory. Students will learn how to read primary sources to determine multiple points of view, assess historical contingencies and contexts, and summarize key themes and historical trends. Additionally, students will build writing skills, develop crucial communication abilities, and work on critical thinking and analytical skills.

This course examines African American history from 1865 to the present emphasizing the role of African American leaders, the struggle against oppression and the evolution of race relations. Although covering an extensive period of time, central themes will help connect the parts to the whole, revealing an overall picture of African American culture and its importance to American social and political development. Themes treated in this course include: the successes and failures of Reconstruction, the social and cultural impact of Jim Crow segregation and the age of lynching, African-American leadership during the twentieth century, African Americans and World War I, the Harlem Renaissance and the cultural significance of the 1920s. Additional topics include the effects of the Great Depression and New Deal legislation on African Americans, World War II and its connection to black resistance, sociopolitical struggle during the 1950s, the Civil Rights movement, the 1960s and the rise of Black Power, Vietnam, conservatism and the 1980s, contemporary developments of the late twentieth century and the social, cultural and political significance of the Barack Obama Presidency and the age of Donald Trump.

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 5370 CRN 36004 W 6:00PM – 8:50PM
PART OF TERM – SUMMER I – Jun. 8th to Jul. 2nd
Seminar in U.S. History
Dr. Brad Cartwright

This graduate research seminar focuses on the history of nineteenth century America and its top priority will be to help students hone their skills in research and writing. We will begin by discussing the challenges and strategies involved in conceptualizing a manageable seminar paper – one that is based on original primary source research and engaged with relevant historiographical debates. Thus, during the first weeks of the semester, we will discuss potential topics and explore the time period’s historiography. Then, once students have defined their topic, they will devote their time outside of class to intensive research and writing. The last few weeks of the course will be dedicated to peer review and presentations. The course requirements include regular attendance, active and informed participation in class discussions, and the completion of all steps required for an original research project. Ultimately, this seminar paper should function as an important step on the path toward your graduate degree and becoming a professional historian.