

Fall 2019

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 3302 CRN 15550

T R 9:00 – 10:20 a.m.

American Revolution/New Nation

Yasuhide Kawashima

The American Revolution is one of the most important events in American history. In this course, an attempt will be made to understand the event in a broad and global perspective. Major topics to be covered are the colonial background of the American Revolution, the breakdown of the Anglo-American political system, the development of American political principles, the War for Independence and social readjustment, the role of minorities and ethnic groups, the diplomacy of the Revolution, the Constitution making, the creation of new government, the rise of political parties, the Federalist and Jeffersonian administration, the War of 1812, and the emergence of national character.

HIST 3310 CRN 18313

T R 10:30 – 11:50 a.m.

American Legal History

Yasuhide Kawashima

This course examines the history of the United States from the legal point of view, encompassing the entire period, from colonial times to the present, mainly through the analysis of leading court cases. It covers various fields of American law, both civil and criminal, public and private, and places particular emphasis on the operation of the law in the broad social context. The class will be conducted largely by the Socratic Method and will call for extensive student participation in class. Students will read five paperbacks (one text and four books dealing with landmark cases) and mimeographed materials to be distributed in class. This course, though strongly recommended for pre-law and criminal justice majors, is designed for regular liberal arts students with little or no prior knowledge of law.

HIST 3329 CRN 15142

F 10:30 – 1:20 p.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.

HIST 3348 CRN 18318

T R 12:00 – 1:20 p.m.

Environmental History of Latin America

Samuel Brunk

This course will introduce students to a dramatically different way of looking at history than most of them are accustomed to by focusing on the interaction of humans with the natural environments in which they live. It will explore that interaction in the broad context of Latin American history, with coverage spanning from pre-Columbian times to the present and from Tierra del Fuego to Mexico's border with the United States. Among the issues we will examine in

some detail are pre-Columbian manipulations of the environment—we will test the notion that Indians always lived in harmony with their environments; the environmental results of the invasion of Europeans and their animals, plants, and diseases; the impact of urbanization; changes over time in the desert environment along Mexico’s border with the United States; and the ongoing destruction of the region’s rain forests. The course will combine lecture and discussion.

HIST 3368 CRN 17074

M W 1:30 – 2:50 p.m.

19th Century Europe 1815 – 1900

Paul Edison

This course examines the history of Europe from the fall of Napoleon in 1815 to the outbreak of World War One in 1914, a century of profound change for Europe and the world. Topics include the battle for civil and political rights; industrialization and social change; nationalism and imperialism; and mass politics and mass culture. The class will consist of lecture and discussion. The readings consist of both primary and secondary sources and are intended to provide a sense of the many possible perspectives on the past.

HIST 3390 CRN 16617

T R 9:00 – 10:20 p.m.

History, Special Topics

Topic: The End of the American Century?

Ernesto Chavez

In 1941, Time-Life Chairman Henry Luce proclaimed the American Century, calling on the United States to transform the world by intervening in both Europe and Asia. This call, along with foreign policy decisions that followed, ensured U.S. intervention around the globe. By the 1970s these actions brought about disastrous results both abroad and at home. This course focuses on what can be viewed as the demise of the American Century by examining the United States in the era between the end of the Vietnam War and 9-11. Rather than ponder on declension, it instead concentrates on the new notions of peoplehood, politics, and popular culture that emerged in this time. Against the backdrop of politics, the course will engage the changes in society and culture during these years in order to gain a greater understanding of how the nation we live in today has come about. Among the topics that will be covered are: the notion of 1970s “malaise;” the decline of U.S. industries; the consolidation of the Christian Right; Anti-Tax activism, which was first expressed in California’s 1978 Proposition 13; the rise of popular music forms like disco, punk, and new wave; the ascent of the “anti-abortion” movement; the discovery and effects of HIV-AIDS; the U.S. intervention in Central America; the rise of independent film; the ongoing importance of “identity politics” and the experiences of people of color and LGBTIA communities. We will explore these various topics via class lectures, primary source documents, music, feature films produced in the era, as well as documentaries. There will be one midterm and one final exam. Students will also write response papers and be required to participate in class discussions.

HIST 3390 CRN 17517

M W 9:00 – 10:20 a.m.

History Special Topics

Topic: Comparative Indigenous Societies of the Americas

Eric Meringer

The Americas encountered by Columbus in 1492 was a world inhabited by varied peoples of diverse language, culture and history. The demographic collapse of indigenous populations initiated by the Columbian Exchange, however, followed by centuries of colonial domination and marginalization under the modern nation state, combined to reinforce a persistent perception of indigenous homogeneity, still popular today. This class deconstructs stereotypes of uniform

“Indian” identity by examining the indigenous experiences across North and South America from pre-Columbian times to the present.

As a history course focused on change over time, this class avoids *ahistorical* treatments of indigenous people as unchanging or culturally homogeneous. Colonialism transformed indigenous lifestyles throughout the Americas, for example, but indigenous strategies of adaptation or accommodation varied widely over time and from region to region. Furthermore, the colonial objectives of the Dutch, French, English and Spanish, also varied and offered differing degrees of exploitation and opportunity. The emergence of independent nation states from Canada to the Southern Cone of South America, further transformed the nature of indigenous relations with Europeans and further added to the diversity of the indigenous historical experience. This diversity, along with the historical and cultural similarities of indigenous identity in the Americas, is the central focus of this course.

HIST 4325 CRN 11982
Junior-Senior Seminar
Topic: American Empire
Brad Cartwright

T R 1:30 – 4:20 p.m.

This course will explore the development, manifestations, consequences, and competing interpretations of the American empire from the early nineteenth century to the present. Topics to be explored include, but are not limited to, America’s Manifest Destiny, the U.S. War with Mexico, the Spanish-American War, and the nation’s rise to superpower status during the “American Century.” In particular, students will become familiar with the roles that warfare, diplomacy, politics, economics, race, gender, and consumer culture have played in the formation and preservation of an American empire. Upon completing this course, students will have constructed 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 American imperialism, conducting primary source research, and crafting original historical interpretations. At the end of the semester, students will make an oral presentation summarizing the results of their research.

HIST 4325 CRN 17075
Junior-Senior Seminar
Manuel B Ramirez

M 1:30 – 4:20 p.m.

This course seeks to provide students with the opportunity to conduct original research on play, leisure, and work in the US-Mexico borderlands. The course readings examine a variety of subjects related to the topic of this course. The primary and secondary readings in this course attempt to aid students in their exploration of their chosen research topics. This course also seeks to develop independent and critical thinking, increase skills in written and oral communication, encourage student scholarship, and foster the integration of perspectives.

HIST 4325 CRN 12127
Junior-Senior Seminar
Topic: Migration Memoirs
Michael Topp

R 1:30 – 4:20 p.m.

This course examines a number of 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 read texts written by European, Mexican, Asian and African migrants, and in one instance a memoir by a member of a community that continues to identify itself in terms of its European ancestry. We'll explore the extent to which we can read memoirs not only as primary documents, but as reliable works of history. The class will be discussion-oriented, and the end product of the course will be a peer-edited essay focusing on an aspect of your personal or family history, rooted in accessible public records, family documents and images, and, if possible, oral histories. You will both reconstruct an aspect of personal and family history and articulate its historical importance.

HIST 4330 CRN 17858
Teaching History/Social Studies
Brad Cartwright

T R 9:00 – 10:20 a.m.

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 5305 CRN 12421
Studies in Public History
Topic: Readings and Interpretations on the Modern Civil Rights Movement
Michael Williams

R 1:30 – 4:20 p.m.

This course critically examines what scholars term the “modern civil rights movement” and thus the meaning of civil rights struggle in the United States during the 20th century. In addition, the course analyzes the antecedents leading to the modern civil rights period (beginning in 1954) and examines the primary 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 resistance tactics/strategies that African Americans implemented during this period of study and the role/reaction of federal and state agents or agencies from the perspective of political and social history. Most importantly, this course will explore the ways scholars have written about civil rights struggle and the true meanings behind top-down and bottom-up strategic-based approaches to social and political resistance.

HIST 5305 CRN 18319

M 5:00 – 7:50 p.m.

Studies in United States History

Topic: Conquest, Colonialism and Resistance in Indigenous North America

Jeffrey Shepherd

This course provides a graduate-level introduction to the histories of Indigenous Peoples in the United States. It will seek a balance between engagement with broad themes such as conquest and resistance, colonization and imperialism, cultural assimilation and accommodation, racialization, labor and capitalism; and the post-WWII transformation of Native communities; and specific case studies in times and places as diverse as the Great Basin during the 18th century, North Carolina in the 19th century, and Hawaii and Los Angeles in the 20th century. We will ask a series of questions that will hopefully reorient our perspectives on standard narratives of U.S. history: how have Indigenous peoples maintained their semi-separate status as sovereign nations while the U.S. nation-state expanded around them? How have violence, ethnic cleansing, and genocide played a part in U.S. – Indigenous relations? How have cultural identities changed over time, and what does that say about notions of authenticity and tradition? What strategies have indigenous peoples employed to pressure the nation-state to respect treaty rights, land rights, and civil rights? How have Native People adapted to (or resisted) wage labor regimes, urban settings, and federal policies of assimilation and land dispossession? Finally, what theoretical challenges have Indigenous scholars offered to help us better understand Native cultures, histories, and worldviews?

HIST 5306 CRN 13866

T 5:00 – 7:50 p.m.

Studies in World History

Topic: Modern China

Joshua Fan

This seminar 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 5309 CRN 18320

R 5:00 – 7:50 p.m.

Studies in Latin America

Topic: Environmental History

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 5370 CRN 16725

T 5:00 – 7:50 p.m.

Seminar-United States History

Topic: Migration, Memoir and Memory

Michael Topp

Before students embark on their own projects, this course will examine works (often, but not exclusively memoirs) written by or about migrants or the children of migrants, with an eye to understanding not only the range of migrant experiences, but also the relationship between memoir, memory and history. We will read texts written by or about Mexican, Asian, African and European migrants. We'll explore, among other things, the extent to which we can read memoirs not only as primary documents, but as reliable works of history. I will make an effort to enable students to research and write on as broad a range of topics as possible, as long as the projects are rooted in the United States in some way and are related in some discernable way to the topic of the course. The end result of the course for students will be conference-length essays, peer edited, and presented at an informal mini-conference at the end of the term.
