

# Fall 2024

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**

Leslie Waters  
LART 312 – 915.747.7049  
lwaters@utep.edu

### **Doctoral Advisor**

Larisa Veloz  
LART 317 – 915.747.6277  
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or come by LART 320

THE UNIVERSITY OF TEXAS AT EL PASO

# Undergraduate Courses

**HIST 3304 / CRN 17262**

**TR 13:30 – 14:50 P.M.**

**Age of Jackson, 1815 – 1850**

**PSYC 306**

**Susan Stanfield**

This class covers an important time in U.S. History, 1815-1850. The class will cover politics of the era, with an emphasis of presidential politics, the early stages of industrialization, the wide variety of reform and religious movements and the long term causes of the Civil War, from the Era of Good Feelings to the Compromise of 1850.

**HIST 3309 / CRN 12606**

**Age of Jackson, 1815 – 1850**

**ONLINE**

**HIST 3317 / CRN 10645**

**TR 10:30 – 11:50 P.M.**

**History of Texas since 1821**

**MAIN 306**

**Christina Villarreal**

**HIST 3323 / CRN 17261**

**MW 13:30 – 14:50 P.M.**

**American Indian History**

**MAIN 214**

**Jeffrey Sheperd**

This upper division course provides a general overview of Indigenous Peoples in what is presently the United States. We will begin with origin stories and end with the emergence of 21st century activist movements such as LAND BACK and MMIWG. We will follow the histories of a few specific communities over time, using a range of documents and oral histories, while covering broad themes. Themes include, but are not limited to, migration, Indigenous-Imperial rivalries, Native resistance, Westward Expansion, Indigenous leadership and land use, and gender relations. The later half of the course will discuss treaties, Indian law, the establishment of reservations, water rights, tribal government, and federal efforts towards assimilation. We will also discuss urbanization and termination, Red Power activism and self-determination, art and literature, religious

freedom, and of course, casinos. Students will use one textbook and several online sources, websites, videos, and other materials; and they will collaborate on a profile of one Indigenous nation.

**HIST 3335 / CRN 27569**

**MW 12:00 – 13:20 P.M.**

**History of Premodern East Asia**

**PSYC 306**

**Joshua Fan**

This is part two of a two-semester survey of East Asian societies, focusing on China, Japan, Korea, and Taiwan from the 1600s to the present. Lectures, readings, assignments, and discussions are designed to offer insights into the separate cultural, economic, political, and religious traditions of each society, but at the same time allowing students to examine the whole of East Asia as a unit within the larger global history perspective. The course is designed for students with no previous study of East Asia. This class counts towards the requirements for both History major and minor, and the requirements for Asian Studies minor.

**HIST 3349 / CRN 17260**

**TR 7:30 – 8:50 A.M.**

**History of Mexico to 1900**

**MAIN 201**

**Ignacio Martinez**

This course is an introductory survey of the history of colonial and post-Independence Mexico from the pre-Hispanic past to 1900. The themes of the course stress the social processes of interaction, accommodation, and conflict between Natives, castas, creoles, and Spaniards of the colonial Viceroyalty of New Spain. In addition, we will look at the political and ideological movement towards Independence and nation building that took place during the nineteenth century. In an attempt to balance political and institutional histories with human accounts and experiences, we will engage the topics of conquest and accommodation, slavery and forced labor systems, economic development, food riots and ethnic rebellions, and the emergence of multi-ethnic colonial societies in urban landscapes of Mexico and rural regions of Yucatán, Guatemala, and Chiapas. This

course is designed to expose students to the issues and debates that surround the social and cultural history of colonial Mexico to 1900 while improving each student's analytical and communication skills.

This is an advanced history course. At a minimum, each student is expected to attend every lecture, read completely and thoroughly, and complete each and every assignment.

Readings, lectures, and discussions are designed to complement each other. As an upper-division course, this class will be reading intensive.

**HIST 3367 / CRN 17165**

**MW 12:00 – 13:20 P.M.**

**The Fr. Revol./ Napoleonic Eras**

**PSYC 307**

**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.

**HIST 3390 / CRN 11011**

**MW 9:00 – 10:20 A.M.**

**History special topics**

**PSYC 306**

**Erika Edwards**

**HIST 3390 / CRN 11911**

**MW 13:30 – 14:50 P.M.**

**History special topics**

**LART 210**

**Erika Edwards**

**HIST 4302 / CRN 15568**

**TR 12:00 – 13:20**

**Into to Public History**

**PSYC 306**

**Saniya Ghanoui**

The primary task of students in this course will be to complete a major research paper on some aspect of twentieth century U.S.-Mexico Borderlands history (with a substantial environmental component). This paper should be at least twenty pages in length--excluding endnotes and bibliography--and be based both on substantial research in primary sources and a solid understanding of pertinent secondary sources. Students will become familiar with the environmental borderlands literature and produce research papers that demonstrate their expertise on a particular facet of that history. They will develop their oral and written communication skills, as well as their ability to do research in primary sources.

**HIST 4325 / CRN 10833**

**R 13:30 – 14:20 P.M.**

**Junior – Senior Seminar**

**LART 322**

**Michael Topp**

**HIST 4325 / CRN 10905**

**W 13:30 – 16:50 P.M.**

**Junior – Senior Seminar**

**HUDD 213**

**Christina Villarreal**

**HIST 4325 / CRN 17318**

**T 13:30 – 16:50 P.M.**

**Global History and Memory of the Holocaust**

**HSSN 213**

**Leslie Waters**

This course focuses on the global history of the Holocaust by looking at the broad geographical scope of persecution, resistance, and rescue of Jews and other victims of World War II-era genocides. In addition to the more commonly-known European context, we will look at how the Holocaust affected people living in Shanghai, Tehran, and even El Paso. Students will learn about some of the major debates related to the history of the

Holocaust and how to analyze a variety of primary sources, such as memoirs, oral testimonies, and legal documents. 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 the Holocaust, conducting primary source research, and crafting an original historical interpretation. At the end of the semester, students will present the results of their research.

### **HIST 4330 / CRN**

#### **Teaching History and the social studies**

##### **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. You will 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, 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 13188**

**R 17:00 – 19:50 P.M.**

**Crime and punishment in America**

**LART 322**

##### **Nicole Breault**

This course explores the development of policing and carceral culture in America between the 18th and 20th centuries. Taking a longer view invites us to think about turning

points in the development of crime and punishment in America alongside more specific, regional, and incremental changes. We will examine how conceptions of race, gender, and poverty influenced ideas about criminality and the development of legal institutions and structures. Our readings will focus on the origins and implementation of policing methods to control, surveil, and punish and how this contributed to the creation of American carceral culture. The course will touch on several key, connected themes including race, class, gender, poverty, ethnicity, sexuality, settler colonialism, legal pluralism, incarceration, policy, and archives.

**HIST 5309 / CRN 13189**

**T 13:30 – 16:20**

**Studies in Latin American History**

**LART 322**

**Sam Brunk**

The primary aim of this course is to introduce students to some of 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, science and biodiversity, urban space, the impact of commodity production, and the creation of national parks, among others.

**HIST 5312 / CRN 17258**

**M 13:30 – 16:20 P.M.**

**Studies in Borderlands History**

**LART 322**

**Yolanda Leyva**

The U.S.-Mexico border, like borders around the world, is a contested place. Since the conclusion of the U.S.-Mexico War in 1848, this border has undergone what scholars call "border-making." This includes acquisition of territory by military might and treaty; the passage of legislation to control the flow of goods and people across the dividing line; the

creation of law enforcement to control goods and people; and the construction of identities that divide people on each side of the dividing line. Throughout this process, *fronterizos* or border people have creatively resisted and/or engaged with these processes. During Fall 2024, we will focus on the modern borderlands (1848-2000). Because this is a course centered on historiography, we will read monographs published over the past four decades that analyze the borderlands experience. These readings will include Martinez's *Ciudad Juárez: Saga of a Legendary Border City*; Garcia's *Desert Immigrants*; Lytle Hernandez's *Migra: History of the U.S. Border Patrol*; Lim's *Porous Borders: Multiracial Migrations and the Law in the U.S.-Mexico Borderlands*; Levario's *Militarizing the Border: When Mexicans Became the Enemy*; Muñoz Martinez's *The Injustice Never Leaves You: Anti-Mexican Violence in Texas*; Diener's *Borders: A Very Short Introduction*, among others. A complete book list will be available in June 2024.

The course requires reading a book per week, leading a book discussion, writing book summaries, and writing a longer historiographical essay at the end of the semester that incorporates additional books.

## **HIST 5354 / CRN 10190**

### **Independent Reading**

#### **Joshua Fan**

Literature and Methodology of World / Transnational History is designed to introduce doctoral students to some of the literature, methodologies, and conceptual possibilities of world, transnational, and global history. There will be three types of readings in this course: those that trace the development and transformation of these histories; those that propose alternative ways of examining historical narratives; and finally, some of the recent exciting works in these fields. This course will also help doctoral students identify, develop, and complete their third field portfolio for either the thematic World /Transnational History or the Teaching World History.

**HIST 6305 / CRN 14572**

**R 17:00 – 19:50 P.M.**



## **Crime and punishment in America**

**LART 322**

**Nicole Breault**

This course explores the development of policing and carceral culture in America between the 18th and 20th centuries. Taking a longer view invites us to think about turning points in the development of crime and punishment in America alongside more specific, regional, and incremental changes. We will examine how conceptions of race, gender, and poverty influenced ideas about criminality and the development of legal institutions and structures. Our readings will focus on the origins and implementation of policing methods to control, surveil, and punish and how this contributed to the creation of American carceral culture. The course will touch on several key, connected themes including race, class, gender, poverty, ethnicity, sexuality, settler colonialism, legal pluralism, incarceration, policy, and archives.

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Migrations and the Law in the U.S.-Mexico Borderlands; Levario's Militarizing the Border: When Mexicans Became the Enemy; Muñoz Martinez's The Injustice Never Leaves You: Anti-Mexican Violence in Texas; Diener's Borders: A Very Short Introduction, among others. A complete book list will be available in June 2024.

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