Undergraduate Courses

American Revolution/New Nation

HIST 3302 C R N 24660  T R 9:00-10:20 a.m.  Yasuhide Kawashima
HIST 3302 C R N 24863  T R 6:00-7:20 p.m.  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 creation of new government, the rise of political parties, the Federalist and Jeffersonian administration, the War of 1812, and the emergence of national character.

Mexican American History

HIST 3309 C R N 27475  M W 1:30-2:50 p.m.  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.

African American History

HIST 3329 C R N 23231  T R 1:30-2:50 p.m.  Maceo Dailey

Course description not available at time of printing, please see professor for further information.

History of Modern East Asia

HIST 3335 C R N 27403  T R 3:00-4:20 p.m.  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 the History major and minor, and the requirements for the new Asian Studies minor.

**Pyramids & Prophets**

**HIST 3339 C R N 27404**  
M W 10:30-11:50 p.m.  
Ronald Weber

This is the study of the birth and early development of civilization in Palestine and Egypt in the Bronze and Early Iron Ages (3000 to 500 BCE). From this soil sprang some of the greatest forces in Western Civilization. When studying the Ancient Middle East, it is necessary to understand that history continued in the area beyond the period covered by this class. Therefore, professor and students will seek an understanding of the ideas and motivations of the peoples who lived within the jurisdictions of the temples, city-states, and kingdoms known as the Ancient Near East in order to achieve a better understanding of the different elements of their own culture and of their relationship to preceding ages. This class will seek to uncover real people and to form an appreciation of historical women and men not as dead characters in a book but as humans like ourselves.

**The Mexican Revolution**

**HIST 3350 C R N 27405**  
M W 10:30-11:50 a.m.  
Samuel Brunk

History 3350. The Mexican Revolution. This course will examine the events during the regime of Porfirio Díaz (1876-1911) that led to the Mexican Revolution, the actual fighting of the revolution (1910-1920), the institutionalization of the revolution in the decades after 1920, the period of economic growth often called the “Mexican Miracle” (1940-1970), and the extended period of change and crisis that followed. Among the topics we will discuss are the reasons the revolution happened; the goals of different revolutionary groups; state and nation building in the aftermath of the fighting; the struggle for economic development; and the role of the United States in Mexican history. Along the way we will discuss the lives of such figures as Emiliano Zapata, Pancho Villa, Diego Rivera, Frida Kahlo, Lázaro Cárdenas, and Subcomandante Marcos. Three or four books will constitute most of the required reading; there will be two exams, a book review, and a short research paper. The course will combine lecture and discussion.

**Spain in the Age of Expansion**

**HIST 3382 C R N 27407**  
T R 3:00-4:20 p.m.  
Michelle Armstrong-Partida

Medieval Spain was the foremost pluralistic society of pre-modern Europe; its multi-ethnic, multi-religious society produced a vibrant intellectual and artistic culture that transformed Western European society. Yet, the paradox of Spain in the early modern period is the collapse of its religious pluralism. How did the “land of three religions” become the land of religious homogeneity? This course focuses on the cultural interactions and conflict among Muslims, Jews,
and Christians in Spain. It analyzes the success and decline of Islamic Spain, the rise of the Christian kingdoms that became Castile, Aragon-Catalonia, and Portugal, as well as the unification of Spain under Ferdinand and Isabel. The period under study begins with the Arab-Berber conquest of the peninsula in the 8th century, and continues until the forcible conversions and expulsion of Jews and Muslims in the 15th and 16th centuries. Although written sources are vital to historical inquiry, we will also incorporate art, music, and architecture into our study of the social and cultural exchanges among the three faiths. Throughout the semester we will explore three main themes: the construction of religious and cultural identities, the avenues of cultural interchange, and the interplay between persecution and tolerance.

Assessment: Grades will be based on class attendance and participation, written exams, and short papers.

**History: Special Topic**  
Topic: The Asian Diaspora in Latin America  
HIST 3390 C R N 28450  
M W 12:00-1:20 p.m.  
Selfa Chew-Melendez

This course is an effort to explore Mexico's history through the perspective of the African Mexican communities. Our review of a sample of the most significant scholarship in the field will assist us to identify and comprehend the multiple roles Africans and their descendants played in the nation's political, economic, and socio-cultural development as well as in the transnational communities of which Afro-Mexicans are members. Race, gender, and class will guide us in reading, discussing, and constructing questions on an often neglected aspect of history accounting for the presence of persons of African descent in Mexico.

**History: Special Topic**  
Topic: Afro-Mexico  
HIST 3390 C R N 23440  
M W 1:30-2:50 p.m.  
Selfa Chew-Melendez

This course is an effort to explore Mexico's history through the perspective of the African Mexican communities. Our review of a sample of the most significant scholarship in the field will assist us to identify and comprehend the multiple roles Africans and their descendants played in the nation’s political, economic, and socio-cultural development as well as in the transnational communities of which Afro-Mexicans are members. Race, gender, and class will guide us in reading, discussing, and constructing questions on an often neglected aspect of history accounting for the presence of persons of African descent in Mexico.

**History: Special Topic**  
Topic: Black Panther Party  
HIST 3390 C R N 24876  
R 6:00-8:50 p.m.  
Maceo Dailey

*Course description not available at time of printing, please see professor for further information*
History: Special Topic
Topic: The Pacific War (WWII in the Pacific)

HIST 3390 C R N 27473            T R 10:30-11:50 a.m.            Yasuhide Kawashima

Course description not available at time of printing, please see professor for further information.

History: Special Topic
Topic: Gender, Health, and Medicine in U.S. History

HIST 3390 C R N 28304            T R 1:30-2:50 p.m.            Ann Gabbert

This course examines health issues from the eighteenth to twentieth century, not only from the perspective of patients but also of healers. The first unit will concentrate primarily on women's health issues, while the second unit explores women as health care providers. The final unit considers the role gender plays in the cultural construction of diseases and their treatment. All of these topics will be explored from the perspective of race, class, and ethnic diversity. The course will be primary readings and discussion with short lectures.

For more information, please contact Dr. Ann Gabbert, agabbert@utep.edu.

History of Women
Topic: Women in Colonial America

HIST 3391 C R N 24661            T R 12:00-1:20 p.m.            Joanne Kropp

Until recently, the history of women has not been a main focus within the discipline of history. This has been a particularly acute problem in the field of Latin American history, where women's roles have often been misunderstood or absent altogether. Fortunately, this situation is changing and many exciting new studies of women in Latin America have greatly expanded our understanding of the broader dimensions of Latin American history. 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 a final exam. This course is taught as a readings seminar but will also address conducting research using primary sources.

Junior-Senior Seminar
Topic: The United States, 1920-150

HIST 4325 C R N 21306            T R 1:30-2:50 p.m.            Charles Martin

This section of the junior-senior seminar, a “capstone” course, is designed to assist students in developing and improving their research, analytical, and writing skills. The focus of the class will
be on domestic events within the United States, from the end of World War I through the postwar adjustments following World War II. Among the topics that we will explore are social and cultural conflicts in the 1920s, ethnic and racial issues of the 1920s, the impact of the Great Depression on American life, the creation of the New Deal and the far-reaching consequences of its programs, local developments in El Paso during the 1920s and 1930s, major changes on the World War II home front, and postwar adjustments. Students will read several paperbacks and a wide variety of articles and essays, complete a series of short assignments designed to walk them through the various steps necessary to produce a formal research paper, and make a classroom presentation on their research using powerpoint. Students may select local, regional, or national topics for their papers, from the specific period 1920-1950. The final grade will be based on a combination of class participation, short assignments, and especially the quality of the final paper, which will run 15-20 pages of text. Two or three students from the class who demonstrate superior research and writing skills and make successful class presentations will be selected to participate in the Harper Student History Conference later in the year.

Junior-Senior Seminar
Topic: Age of Jackson
HIST 4325 C R N 22115 W 1:30-4:20 p.m. Brad Cartwright

This seminar focuses on American politics, economics, and culture from the end of the War of 1812 to the Compromise of 1850. 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 demanded 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. Lastly, by the late 1840s, America’s “manifest destiny” to expand westward led to a controversial and costly war with Mexico. 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 era’s historiography, 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.
Graduate Courses

Studies in U.S. History
Topic: Immigration
HIST 5305 C R N 27507         R 5:00-7:50 p.m.    Michael Topp

This course examines immigration to the United States, and to a lesser extent, migration within the United States. More specifically, it explores the implications and effects of these migrations through [often broad and frequently overlapping] lenses of race, empire, gender, sexuality, the border, citizenship, law and the state, and culture and community. The course focuses almost exclusively on the period from the late nineteenth century to the present, though the first work will provide an overview of migrations into the geographical area that has become the United States.

Studies in World History
Topic: Fascism and Anti-Fascism
HIST 5306 C R N 23435         T 1:30-4:20 p.m.    Sandra McGee Deutsch

This course will explore a variety of rightist -- ranging from conservative to fascist -- and antifascist movements around the world. The readings will cover the United States, Europe, Latin America, Africa, and Asia, as well as theoretical issues related to transnational and comparative history and revolution and counterrevolution. We will compare these groups and analyze the interplay among them across ideological and national borders. We will also examine them using the perspectives of gender, race, class, and culture.

Studies in World History
Topic: Science and Empire
HIST 5306 C R N 27408         T 5:00-7:50 p.m.    Paul Edison

This course explores the relationship between science and empire from a number of different perspectives. Although many of the readings concern what we think of as “science” and “scientists,” I take a broad view of science as organized knowledge and inquiry that can include “letters” and “arts”, and what we now call the social sciences. In addition to considering debates and examples from the field that self-identifies as “science and empire,” we will engage with other works involving knowledge and empire, and science in international and cross-cultural contexts.
The premise of this course is to investigate the ways in which knowledge was conceived, constructed, and disseminated throughout Colonial Latin America. Some of the important issues we will address throughout the course include the impact and meaning of discovery and conquest, ensuing methodologies about how to write the history of the New World, early debates by Spanish and indigenous intellectuals over the nature and place of the Indian in colonial society, and the development of Creole and indigenous identities.

This course will be divided into three separate sections. First we will address important historiographical issues regarding the ways in which scholars wrote (16th and 17th century) and write (21st century) about the New World. This section is designed to provide students with a solid grasp of colonial narratives and sources. In addition, it will investigate modern methodologies for working in the archives, and address how historians re-construct knowledge using indigenous sources. The second section addresses Spanish imperial thought and looks at how Spanish intellectuals constructed functional models for better understanding and categorizing/cataloging Indigenous peoples. The final section looks at indigenous intellectuals. This section provides a sort of counter narrative to the ways in which Spanish intellectuals constructed knowledge about the New World. By looking at indigenous intellectuals we will gain a better grasp of how knowledge circulated throughout colonial society, and the ways in which it competed with/ altered European colonial structures of power.

HIST 5312 is a survey of a major topic in the history of the Spanish Borderlands to 1821 or the U.S.-Mexico Borderlands since 1821, with special emphasis on reading and discussion of significant historiographical interpretations. During Spring 2016, we will focus on the modern borderlands (1848-1990). Because this is a course based on historiography, we will read monographs published over the past four decades that analyze the borderlands experience. These readings include Oscar Martinez, *Border Boom Town*; Garcia, *Desert Immigrants*; Lytle Hernandez, * Migra: History of the U.S. Border Patrol*; Truett, *Fugitive Landscapes*; Hernandez and Evans, *Working Women into the Borderlands*; Mora Torres, *The Making of the Mexican Border*; Johnson and Graybil, *Bridging North America: Transnational and Comparative Histories*, among others. The course requires reading about a book per week, writing book summaries weekly, and writing a longer historiographical essay at the end of the semester that incorporates additional books.
Europe’s ethnic landscape began to change dramatically after the rise of Hitler and Stalin to power. In the middle of Europe, in s.c. bloodlands (T. Snyder) the Nazi and Soviet regimes murdered some 14 million civilians. Over 80 million people were forced to leave their homelands. While according to the Third Reich’s racist ideology, Jews, Sinti and Roma had to be exterminated and the Slavic speaking population of Europe was to be treated as a slave labor force. In their “Generalplan Ost,” Nazi planners envisioned a new, German dominated Europe with settlements far in the east. But by 1944 millions of Germans fled away and the Red Army occupied their homelands. Ethnic cleansing, started by Germany in 1933, had reached its culmination.

In this course, we will analyze the twentieth century changes in the ethnic landscape of Europe and focus on shifting of borders especially in East Central Europe. Here we will explore the important legacy of those processes on European cultural history, past and present.

Seminar in U.S. History

This course will focus on the basic components of writing an original piece of scholarship, from the design of a historical question and thesis/argument, to archival research, writing and revisions, and public presentation. Students will look at, for instance, the U.S. Census, the Congressional Serial Set, immigration records, newspapers, and records of the state land offices of Texas and New Mexico. We will use multi-archival databases such as Rocky Mountain Online Archives and Texas Archival Resources Online. We will take site visits to the UTEP Special Collections, the El Paso Public Library, the county records office, and the Special Collections Department at New Mexico State University. Students will also learn the basics of conducting an oral history interview. In addition, students will situate their research within the relevant historiography, consider which journals and conferences to submit their work to, and search for possible grants to fund their work. Finally, students will present their work to the class in a conference-like setting. This course will prove beneficial to PhD students working on a dissertation and MA students working on their final papers.
Seminar in Borderlands History
Topic: Chicano Historiography
HIST 5374 C R N 23452         T 1:30-4:20 p.m.           Ernesto Chavez

This seminar’s objective is to train graduate students to conduct historical research and produce a 20-35-page paper based on primary sources that explores some aspect of the Borderlands past(s). Although the purpose sounds simple enough, it really is not. Given the scope of the course students need to gain two different sets of knowledge during the semester. Therein lies the challenge. First, students must familiarize themselves with the field of Borderlands history--both historiographically and substantively. Second, class participants need to learn the tools that will enable them to partake in the historian’s craft. We can learn this by imitating others. Thus, in this class we will read some of the latest books in the field, think about how the authors conducted their research, and interrogate their conclusions. We will do this in order to help us think about how to approach our own research in Borderlands history.

History Teaching and Learning
HIST 6320 C R N 27410         W 5:00-7:50          Brad 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.