Department of History

THE UNIVERSITY OF TEXAS AT EL PASO

Spring 2017

Course Descriptions
Upper-Division and Graduate Level Courses

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
Jeffrey Shepherd
LART 326 – 915-747-6805
jpshepherd@utep.edu

For further information call 747-5508, email history@utep.edu or visit the History Department Office, LART 320
American Revolution/New Nation
HIST 3301 C R N 27891        M W 9:00-10:20 a.m.        Yasuhide Kawashima
HIST 3301 C R N 27892        M W 6:00-7:20 p.m.        Yasuhide Kawashima

The Colonial period, especially the first half of the eighteenth century (the Provincial period), is the formative phase of the United States history. 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 literature. Early American history is largely a story of immigrants, and, therefore, close attention will be paid to various immigration and ethnic groups, including blacks and American Indians, and their accomplishments.

Required readings include:
1. Reich, Colonial America, 6th ed. (2011)
5. Anderson, Creature of Empire (2005)

Mexican American History
HIST 3309 C R N 26457        M W F 1:30-2:20 p.m.        Manuel Ramirez

History of Immigration
HIST 3325 C R N 27895        T R 10:30-11:50 a.m.        Michael Topp

History of Modern China
HIST 3338 C R N 27894        T R 3:00-4:20 p.m.        Joshua Fan

This is an introduction to modern Chinese history from the late 16th century to the present. Topics include the Manchu conquest, Western imperialism, modernization, the end of the Qing Dynasty, the Republican period, the warlord period, 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.
The French Revolution/Napoleonic Era  
HIST 3367 C R N 27896  
M W 12:00-1:20 p.m.  
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.

History: Special Topics  
Topic: History of American Slavery, 1619-1877  
HIST 3390 C R N 23165  
M W 10:30-11:50 a.m.  
Yasuhide Kawashima

American slavery was not imported from other countries but was born in America under its particular circumstances. This course will examine the origins and development of American slavery and analyze its unique nature and significance. Specific topics to be discussed are: slavery in the Colonial and the Revolutionary period, especially in the drafting and ratifying the United States Constitution, the issues dealing with fugitive slaves, the vivid portrayal of slavery as the “Peculiar Institution” in the Ante-Bellum South, the antislavery (abolitionist) movement, slavery and sectionalism, slavery as the major cause of the Civil War, the 13th, 14th, and 15th Amendments, and the Jim Crow system after the War. The class will also read some of the important US Supreme Court cases dealing with slavery, such as The Antelope case (1825), Prigg v. Pennsylvania (1842), and Dred Scott v. Sandford (1857).

Required readings are:
2. Elkins, Slavery (1963)
4. Stowe, Uncle Tom’s Cabin (1852)

History: Special Topics  
Topic: The U.S.-Mexico Border since 1848  
HIST 3390 C R N 26455  
W 1:30-4:20 p.m.  
Jeffrey Shepherd

This upper division history course will cover the history of the U.S. – Mexico borderlands from 1848 to the present, with special emphasis on people and communities within the Paso del Norte and Las Cruces region. The course is limited to 15 people and will employ a “seminar-discussion” format. The smaller class size will help us dig into the readings and “do what historians do:” analyze documents, investigate readings for their thesis statements and evidence, and discuss historiography (the history of historians’ writings about the past). Additionally, we will learn how to use proper citation formats, organize an essay/paper, and utilize primary sources. Themes we will discuss include the U.S. – Mexico War and boundary commissions; tensions between the U.S., Mexico, and Indian nations; immigration and policing of the international boundary; vice industries and smuggling of contraband; activism and human rights; formation of
communities on both sides of the border; militarization; and the emergence of a regional borderland identity. The course will end with a public presentation of small group projects investigating local borderlands history. Students will leave the course with a greater understanding of regional history as well as skills and abilities that are central to the historians craft. We will read only articles and primary sources (no books), and the group projects will replace exams.

**History: Special Topics**  
**Topic:** The Asian Diaspora in Latin America  
**HIST 3390 C R N 27011**  
**T R 1:30-2:50 p.m.**  
**Selfa Chew Melendez**

This course will examine the contributions made by Asian immigrants and their descendants to the economy and culture of Latin America. Readings and activities are planned to develop a critical understanding of the centuries-long presence of Asians in the region, framing this knowledge within larger intellectual inquiries regarding race, gender, sexuality, citizenship, ethnicity and class. Such study requires an overview of imperialist expansions and colonization processes shaping the experience of Asian immigrants in the American Continent. Since this topic is vast, we will cover selected areas and periods offering us the opportunity to compare several historical developments in Latin America and appreciate similitudes and heterogeneity.

**History: Special Topics**  
**Topic:** Readings in History and the Social Studies  
**HIST 3390 C R N 27115**  
**T R 10:30-11:50 a.m.**  
**Brad Cartwright**

This course is designed to help social studies composite majors strengthen their content knowledge of American and world history, political science, economics, and geography. Students will create a portfolio based on the course readings that will help them prepare for their certification exams and their careers as social studies instructors.

**History: Special Topics**  
**Topic:** Afro-Mexico History  
**HIST 3390 C R N 27178**  
**M W 9:00-10:20 a.m.**  
**Selfa Chew Melendez**

Identified as the “third root,” African cultures and histories have played significant roles in the formation of Mexico, from the colonial period to the present. The notion of mestizaje, however, left little to imagining and envisioning the history of so many women and men of African descent in Mexico. 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 Afro-mestizos 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 living in metaphorical and geopolitical border regions.
History: Special Topics
Topic: African American History Since 1865
HIST 3390 C R N 27179 T R 1:30-2:50 p.m. Michael Williams
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.

History of Women
Topic: Colonial Latin America
HIST 3391 C R N 24231 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 conduct their own research and present their findings to the class. This course is taught as a seminar and we will have frequent discussions.

Junior-Senior Seminar
Topic: The United States in the World
HIST 4325 C R N 21211 T R 1:30-2:50 p.m. Patrick Iber
*Course description not available at time of printing, please see professor for further information.*

Junior-Senior Seminar
Topic: Greece, Rome and the American Experience, 1763-2000
HIST 4325 C R N 21970 M W 3:00-4:20 p.m. Ronald Weber
In the early 1760’s as Britain emerged from the Thirty Years War, the demands of a global Empire and the obligations of governments to their people grew into considerations of monumental importance. Similar concerns saturated the British colonies in the Americas. In the search for answers, intellectuals such as Edward Gibbon (Decline and Fall of the Roman Empire) found precedents in the successes and failures of Europe’s greatest empire, Rome. The examples influenced Americans like Thomas Jefferson and John Adams as well. This wave of interest in Rome stimulated a new, energetic revival of literary and artistic creativity in and about
Rome, the so-called Postmetropolis Era, which stimulated international adaptations of Roman imagery as a language of national accomplishment, global hegemony, balanced government, national identity, and individual moral responsibility. Two central questions will frame the work of the class: (1) Which pieces of Roman literature and art inspired national ideologies? (2) How did those images come to life, succeed, and adapt in the formerly British territories of North America?
Graduate Courses

Studies in U.S. History
Topic: 20th Century United States
HIST 5305 C R N 26466  R 1:30-4:20 p.m.  Charles Martin

This graduate readings course will explore a variety of major themes in the social and political history of the United States in the Twentieth Century, with an emphasis on post-World War II America. Regular attendance and engaged participation in all class discussions is expected. Students will read one monograph or several articles per week, submit brief written critiques on many of the weekly assignments, co-lead one class discussion, and produce a lengthy historiographical paper at the end of the semester.

Studies in World History
Topic: Europe and the Middle East, 300-1700 CE
HIST 5306 C R N 23160  T 5:00-7:50 p.m.  Michelle Armstrong-Partida

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

Studies in Borderlands History
Topic: Environmental History of the Borderlands
HIST 5312 C R N 23676  T 5:00-7:50 p.m.  Samuel Brunk

Environmental history—the history of human interactions with their environments—is still a relatively young field, but it is one that has grown rapidly in recent decades given contemporary concern with environmental issues. This course brings environmental history to the borderlands. Among the topics we will explore are competition over and control of water in a region in which it is often scarce, the effects on border ecosystems of the arrival of livestock, cross-border pollution, agriculture and other facets of human ecology, the history of urban environments, the border as an environmental factor, the impact of environmental change on indigenous populations, and the politics of environmentalism. This class engages broadly with the economic, social, cultural, and political history that concerns other historians of the borderlands, but it offers students a new lens with which to view that history by keeping the environment at the center of the story.

Reading in U.S. History to 1865
HIST 5320 C R N 27898  W 5:00-7:50 p.m.  Brad Cartwright

This graduate readings course provides an intensive survey of content relevant to the teaching of the first half of the U.S. history survey. The course readings proceed both chronologically and thematically. Each week we will focus on argument, evidence, interpretation, method, and style as we situate these readings within current historiographical debates. We will also propose various methods for incorporating what we have learned from these readings into the teaching of American history through the Civil War. Upon completing the course students will have written a textbook analysis, a syllabus for a course covering the
first half of the U.S. History survey, and a reflection paper on the ways in which the course readings can enhance the teaching of American history.

Seminar in U.S. History
Topic: Progressive Era and Interwar Years: 1880-1941
HIST 5370 C R N 24834 W 5:00-7:50 p.m. Ann Gabbert

This graduate research seminar will focus on the United States and the El Paso Borderlands during the Progressive Era and the interwar years. Course readings will introduce a variety of themes from the period, including social and political reform, immigration, changing roles for women, urbanization, public health, labor, and the resurgence of the KKK. Students may select local, regional or national topics for their papers, from the period 1880-1941.

The primary goal of the course will be to complete a major original research paper based on primary sources (17-25 pages). The purpose of the original research paper is to develop historical skills as well as information literacy skills that are necessary for graduate and professional work in the field. By the end of the semester the students will be able to select an historical topic, identify its significance, and make a plan of research for that topic; be able to identify significant secondary literature regarding that topic, and trace the historiography of that topic; critique historiography on the topic and identify a perspective to prove or disprove; identify and locate primary (first-hand) sources concerning the chosen topic; present a thesis, based on research in both secondary and primary literature and sources; defend that thesis and make a clear and cogent argument in its defense; demonstrate proper use and citation of sources; and write a coherent and articulate 17-25 page paper based on primary research.

The course requirements include regular attendance, short writing assignments, and completion of all steps required for a major original research paper based on primary sources including peer editing, revision, and oral presentation.

Seminar in Borderlands History
Topic: The U.S.-Mexico Border Since 1848
HIST 5374 C R N 23174 R 5:00-7:50 p.m. Yolanda Leyva

This research seminar focuses on the history of the U.S.-Mexican borderlands from 1848 through the 20th century. We will begin by studying a number of historical monographs that will provide both content knowledge and models for research design and methodology. We will spend some time exploring primary sources that will provide the basis of your research.

The topic of this course is purposefully broad. If you are a Borderlands History Ph.D. student, this is an opportunity for you to explore your dissertation topic (and perhaps even write a portion of a chapter for your dissertation). If you are an MA student, you may take this time to explore a thesis topic or the topic for your expanded seminar paper. In addition to helping you hone your skills as researchers and writers, I want this course to help move you ahead in your graduate program.

You may write on a topic on either or both sides of the U.S.-Mexican borderlands. Some of you already have a solid sense of your topic; others are still considering potential subjects. It is important for you to choose early in the semester so that you will have sufficient time to research and write a good seminar paper.
By the end of the semester, you will have produced a well-researched and written original paper, 23-25 pages long.

**Literature & Methodology of Mexican/Latin American History**  
HIST 6352 C R N 27912  
W 1:30-4:20 p.m.  
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, book summaries, a historiographical essay on a topic of your choice, an annotated bibliography (to contribute to your portfolio), and a review of a Latin American history textbook.

**Literature & Methodology of United States History**  
HIST 6353 C R N 27913  
T 1:30-4:20 p.m.  
Ernesto Chavez

This course examines U.S. historiography by focusing on its content and the reason for its emergence. 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 have 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 take into account 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 students learn the field and also compile the materials they will need for their portfolio.