Summer 2016
Course Descriptions
Upper-Division Courses
Undergraduate Courses

MAYMESTER
May 16 - May 27, 2016

HIST 3309 CRN 34727
Mexican American History
Yolanda Leyva
MTWRF 8:00 a.m. - 1:00 p.m.

This course explores the history of Mexican origin people in the United States. We will focus especially on issues of identity and community. While much of the course will concentrate on the period following the U.S.-Mexico War, we will also look at earlier periods and their influence on Mexican Americans. Themes and topics will include identity, voluntary and involuntary incorporation into the United States, immigration and migration, resistance and accommodation, as well as political, economic and cultural participation. Throughout the course we will use the concepts of ethnicity, race, class, and gender to explore the diversity of Mexican American history. The course requires both significant reading (two books in two weeks) and writing throughout the Maymester. Although one of the major goals of the class is to familiarize you with the specifics of Mexican American history, there is an important secondary goal -- to help you to develop your analytical and critical skills. Because this is a compressed class, you cannot miss any days. One day of a Maymester class is the equivalent of almost a week of regular semester classes. The class will have a midterm, a final exam, daily discussions about the readings, and several in-class writing assignments.

HIST 3390 CRN 34728
History, Special Topics
Ignacio Martinez
MTWRF 1:30 p.m. - 6:30 p.m.
Topic: Religion in Latin America

This course will analyze the development of religion in Latin America from the pre-Columbian period to 1900. Throughout the duration of the course we will look at Mexica (Aztec), Maya, and Incan religious systems. We will then investigate the evolution of Catholicism and Islam in Spain and follow its expansion into the New World. The final portion of the course, which will comprise the bulk of material, will address the ways in which the various religions from America, Europe, and Africa interacted to create a new syncretic belief system that forms the basis of contemporary religious ideals. Central to our investigation of religion will be the interrelated issues of race, class, and gender.

HIST 3390 CRN 35208
History, Special Topics
Ron Weber/John DeFrank
MTWRF TBA
Topic: Layers of Rome: Media and Museums – Part I

Course description not available at time of printing

HIST 4330 CRN 34729
Teaching History/Social Studies
Brad Cartwright
MTWRF 8:00 a.m. - 1:00 p.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. 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.
This course will introduce students to the still relatively young field of environmental history—the study of the interaction of humans with the natural environments in which they live. It will explore that interaction in the context of Latin American history, 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 environment; 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. There will be two exams and two book reviews, and the course will combine lecture and discussion.

In this course we will use selected literary and cinematic works, in context, to study China from the beginning of the 20th century to the present. Topics will include Chinese cultural and social traditions, Western impacts & Chinese responses, the May Fourth iconoclasm, gender and class inequality, rise of communism under Mao Zedong, and the development of a new China after Deng Xiaoping. The course is designed for students with no previous study of China. No Chinese language ability is required. All readings are in English, and all films are in Chinese with English subtitles.

This course is an examination of the feminist thought of women of African descent in the United States and Latin America in the context of social inequality. Distinct historical conditions, shaped in part by colonization processes, in turn determining languages and culture, will emerge in our analysis of African American and African Latin American feminists. Textbook, articles, and films will assist us to understand the political, cultural, social, and economic strategies developed to challenge racism and other relations of power in specific regions of the American Continent. Our course will allow for a comparison of historical experiences and intellectual production across heterogeneous populations. Students will read assigned texts to understand core concepts; view-supporting materials for weekly online assignments about key topics, and use related web sites for weekly online discussions, with specific deadlines.
This course examines 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 began to demand 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. While engaging with this content, students will learn to think like historians by analyzing primary and secondary sources. In this way, students will learn that history is not merely a series of facts neatly tied together to form fixed conclusions, but instead is an interpretative enterprise which continually evolves as a result of new evidence and changing perspectives. Lastly, this course can be taken for either undergraduate or graduate credit and it can count towards the 18 hours necessary for high school teachers to be validated to teach dual credit.

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.

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, “reading analyses,” 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 is an introduction to African American Studies and includes the study of the history, literature, arts, and material culture of people of African descent in the United States. Our analysis will center on the political, cultural, social, and economic strategies developed to challenge racism and other relations of power. Lectures, audiovisual material and activities are presented in a strict chronological order. They are selected to examine persisting inequalities affecting African Americans access to rights, resources and representation. Prominent themes include the Reconstruction; African Americans’ migration; the development of the modern civil rights movement and its aftermath; African American intellectuals; deindustrialization; and contemporary struggles. The intersections of gender, race, and class will be repeatedly visited in our analysis of African American History.