

CURRICULUM PROPOSAL

APPROVAL PAGE

Proposal Title: New history courses

College: Liberal Arts

Department: History

DEPARTMENT CHAIR- Jeffrey P. Shepherd

I have read the enclosed proposal and approve this proposal on behalf of the department.



Signature

3-23-2022

Date

COLLEGE CURRICULUM COMMITTEE CHAIR - Crystal Herman

I have read the enclosed documents and approve the proposal on behalf of the college curriculum committee.



Signature

4/2/22

Date

COLLEGE DEAN - Denis O'Hearn

I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.



Signature

4/6/22

Date

UNDERGRADUATE CURRICULUM CHANGE MEMO

Date: March 21, 2022

From: Paul Edison, Department of History

Through: Jeffrey P. Shepherd, Chair, Department of History

Through: Denis O'Hearn, Dean, College of Liberal Arts

To: Crystal Herman, Chair, Undergraduate Curriculum Committee

Proposal Title: New history courses

The History Department would like to add six new courses to the permanent catalogue. All of these courses have been taught previously as HIST 3390 (Special Topics). Like most of our upper-division courses, these courses will be elective options for history majors on all three of our degree plans. The courses can also be taken as Block Electives by non-history Liberal Arts majors, and as free electives by anyone.

DEPARTMENT OF HISTORY

HIST 3323: American Indian History / Indigenous Peoples of the U.S. – Mexico Borderlands
Spring 2013 / CRN 28710
Wednesdays 4:30 – 7:20
LART Room 304

Dr. Jeffrey P. Shepherd

Office Hours: W 1:00-3:00

Office Phone: 747-6805

Office: Liberal Arts Building 326

<http://faculty.utep.edu/jpshepherd>

jpshepherd@utep.edu

GOALS AND OBJECTIVES

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, literature, 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 have two exams and several short essays, as well as regular class discussions.

Required Readings

Susan Deeds. *Defiance and Deference in Mexico's Colonial North*. University of Texas Press, 2003.

Karl Jacoby. *Shadows at Dawn: A Borderlands Massacre and the Violence of History*. New York: Penguin Books, 2007.

Myla Vicenti Carpio. *Indigenous Albuquerque*. Texas Tech University Press, 2011.

**Essays, articles and documents posted on the class website

REQUIREMENTS AND ASSESSMENT

Essays (3 x 50 = 150 pts)

Students will write three essays addressing issues from the books: *Defiance and Deference*, *Shadows at Dawn* and *Indigenous Albuquerque*. Your essays will be 5 pages, double-spaced, 12 point type, 1 inch margins, and no cover pages. Additional directions will be provided in class.

Midterm Exam (100 pts)

This is a "take-home" exam covering material from the beginning of the course to the date of the exam. The exam will consist of several essay question options, from which you will choose to reply to one. Your essay will be a minimum of 5 pages double-spaced, 12 point type, 1 inch margins, and no cover pages. Additional directions will be provided in class.

Final Exam (100 pts)

This is a standard final exam for an upper division history course. The exam will cover material from readings and class discussions up to the date of the exam. The exam will consist of several essay question options, from which you will choose to reply to one. You will also respond to several short "Identifications" from a list of ten potential options. Students are required to bring a blue-book exam book, and several pens to class on the day of the exam.

Participation and Attendance (100 pts)

PLEASE COME TO CLASS PREPARED to talk about the readings assigned for the week. Since this is an upper division class, we will try to emphasize the discussion component rather than lecture. Occasional lectures will clarify issues and provide a broad framework for discussions. Attendance is mandatory, but you have three excused absences before it affects your grade. I reserve the right to administer quizzes if students are not prepared. Much of the class will hopefully be conducted in your groups.

POLICIES & GENERAL ISSUES

Students with “special needs” must contact me during the first two weeks of class. Students engaged in University sanctioned activities (sports, etc.) must provide written documentation. If you foresee non-school related situations that will prohibit you from attending classes, you must contact me immediately. You must submit essays on the day they are due. You will lose one letter grade each day they are late. If you submit them after I initially pick them up, and anytime afterwards on the day they are due, I will deduct a half-letter off your grade. All students must attend the final exam meeting. Students must refrain from talking in class while others are talking. Sleeping, TEXTING, completing homework for another class, and outbursts or offensive behavior are prohibited. Students must follow University guidelines and the Student Academic Code of Conduct.

EVALUATION

| | |
|---------------|--------------|
| Participation | 100 |
| Essays | 150 (3 x 50) |
| Mid-term Exam | 100 |
| Final Exam | <u>100</u> |
| Total | 450 |

GRADING SCALE

| | |
|-----------|---|
| 400-450 | A |
| 360-399 | B |
| 315-359 | C |
| 270-314 | D |
| below 269 | E |

Important University Dates

| | |
|---------------|---------------------|
| January 22 | Classes Begin |
| January 17-25 | Late Registration |
| February 6 | Census Day |
| March 18-22 | Spring Break |
| March 29 | Cesar Chavez Day |
| May 9 | Last Day of Classes |
| May 13-17 | Finals Week |

Important University Phone Numbers

| | |
|-----------------------------|----------|
| History Department: | 747-5508 |
| History T.A. Office: | 747-7056 |
| Tutoring / Learning Center: | 747-5366 |
| Counseling Center: | 747-5302 |
| Police Department: | 747-5611 |
| Disabled Student Services: | 747-5148 |
| History Tutoring Center: | 747-7060 |

Final Exam: May 15th 7:00-9:45pm, yes PM as in NIGHTTIME

COURSE SCHEDULE (Subject to change)

Week One (Jan 23)

Introductions & Overview of Themes

Goals & Objectives: Syllabus, readings in class, video
Readings: Luna-Firebaugh, “The Border Crossed Us”

Week Two (Jan 30)

Pre-Contact Indigenous Peoples

Goals & Objectives: Overview of main characteristics of regional cultures
Readings: Calloway, Ch 2; Origin Stories

Week Three (Feb 6)

Contact and Conquest

Goals & Objectives: Dynamics of first years of contact/conquest;

Readings: Calloway, Ch 3; Lockhart, "Protohistoric Confusion"; documents

Week Four (Feb 13)

Indigenous Peoples and Spanish Colonialism

Goals & Objectives: Discuss the cultural relations of the 17th c

Readings: Deeds,

Week Five (Feb 20)

Indigenous Cultures and the Texas Borderlands

Goals & Objectives: Discuss Native peoples in the Texas borderlands

Readings: Barr, "From Captives to Slaves;" Kenmotsu, "Seeking Friends, Avoiding Enemies"

>Due: Essay #1, Deeds, *Defiance and Deference*

Week Six (Feb 27)

Transition in the Borderlands, 1800 – 1840

Goals & Objectives: Discuss the shift from Colonial Spain to Mexico and Texas

Readings: LaVere, "The Wars for Texas;" Weber, "Indios Barbaros, Norteamericanos, and the Failure of the Velvet Glove;" Griffen, "The Compas: A Chiricahua Apache Family"

Week Seven (Mar 6)

Indigenous Peoples and the US – Mexico War 1840 – 1860

Goals & Objectives: The role of Native people and the consequences of the War

Readings: DeLay, "Independent Indians & the US-Mexican War;" Joseph F. Park, "The Apaches in Mexican-American Relations, 1848-1861;" The Treaty of

Guadalupe Hidalgo; Treaty with the Apaches

Week Eight (Mar 13)

Frontier Wars and New Borders, 1860s -1880s

Goals & Objectives: Discuss wars and violence, raids, border crossings

Readings: Hatfield, "The Failure of the Treaty of Guadalupe Hidalgo, 1848-1876;" LaVere: Ch. 9 "Conquered;"

>Due: Take home Midterm Exam covering material up to Week 7

MARCH 18-22

SPRING BREAK

Week Ten (Mar 27)

Race, Conflict and Historical Memory

Goals & Objectives: Discuss the 1871 Camp Grant Massacre

Readings: Jacoby, *Shadows at Dawn* (Online "Tips for reading *Shadows at Dawn*)

Week Eleven (April 3)

Citizenship, Rights and Revolution, 1900 – 1930s

Goals & Objectives: Discuss questions of Indigenous status and identity

Readings: Brading, "Manuel Gamio and Official Indigenismo in Mexico;"

Meeks, "Tohono O'odham"; Marak, "The Failed Assimilation of the

Tarahumara;" Rensink, "Transnational Yaquis"

>Due: Essay #2 on Jacoby, *Shadows at Dawn*

Week Twelve (April 10)

Borderlands Communities during the Mid-20th Century

Goals & Objectives: Identity, politics, culture, and multiple borders

Readings: Coggin, "The Mexican Kickapoo Indians;" Cadava, "Borderlands of Modernity and Abandonment;" Shepherd, "Land, Labor, and Leadership;" IRA constitutions & governments

Week Thirteen (April 17)

Diversity and Divergence

Goals & Objectives: Investigate the struggles of people in the late 20th c.

Readings: Austin, "A Culture Divided by the U.S. – Mexico Border;"

Schulze, "The Rediscovery of the Tiguas;" Vicenti-Carpio and Iverson, "Wendell Chino...;" ICC and Land Claims

Week Fourteen (April 24)

Urban Communities and Diasporas

Goals & Objectives: Termination, relocation, and the lives of people in cities

Readings: Vicenti-Carpio, *Indigenous Albuquerque*

Week Fifteen (May 1)

Militarization and the Border Wall

Goals & Objectives: Recent border wall construction and Native life

Readings: UT-Austin Working Group, "Violations...Lipan Apache...;"

readings on Kumeyaay, Tohono O'Odham, and additional communities

>Due: Essay #3 on Vicenti Carpio, *Indigenous Albuquerque*

Week Sixteen (May 8)

Contemporary Issues

Goals & Objectives: Survey the challenges facing Native people today

Readings: Campbell, "Tribal Synthesis: Piros, Mansos, and Tiwas Through History;"

Casinos, Enrollment issues, NAGPRA

Final Exam: May 15th 7:00-9:45pm LART 304, yes AT NIGHT

COURSE ADD

All fields below are required

College : COLA Department : History

Effective Term : Fall 2022

Rationale for adding the course:

This course has been offered as HIST 3390 (Special Topics). We would like to make it a permanent course.

All fields below are required

Subject Prefix and # HIST 3344

Title (29 characters or fewer): Indigenous US-Mex Borderlands

Dept. Administrative Code : 1450

[CIP Code](#) 05.0202.00

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught: Face-to-Face Online Hybrid

Course minimum grade: if N leave blank, if Y provide grade

- How many times may course be repeated to satisfy minimum grade requirement?

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" Yes No

Grading Mode: Standard Pass/Fail Audit

Description and keywords (600 characters maximum):

This course covers the histories of Indigenous people living in what we now refer to as the U.S.-Mexico borderlands. The course discusses origin stories, contact and conquest, and the colonial era, but it will focus on how the emergence of the U.S.-Mexico border has impacted Indigenous peoples. It pays special attention to questions of Indigenous survival, nation-building, and the maintenance of cross-border cultural ties and identities. Keywords: Native American, Southwest, history.

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

- A Lecture H Thesis
 B Laboratory I Dissertation

| | |
|-------|--|
| Major | |
|-------|--|

Add to Humanities section of Block Electives

Course: HIST 3390 Christianity in Latin America
CRN: 16121
Instructor: Dr. Eric Rodrigo Meringer
Office Hours: Tuesdays 10 am to 12 noon; Thursdays 6 pm to 8 pm (online office hours)
Email: ermeringer@utep.edu

UTEP Dates and Deadlines

Aug 24 First day of classes
Aug 24 - 28 Late registration (fees incurred)
Sept 7 Labor Day – University Closed
Oct 30 Fall drop/withdrawal deadline
Nov 26 – 27 Thanksgiving Holiday – University Closed
Dec 7 – 11 Final Exams
Dec 16 Grades are due

Course Description and Objectives:

Acculturation is the process of cultural modification in which one group adapts to or borrows traits from another culture. The adoption of Christianity in Latin America by African and Amerindian peoples in the colonial period is an example of such a process. This course traces the evolution of Christianity in Latin America from the spiritual conquest of native populations by Spanish missionaries in the sixteenth century to more recent waves of Protestant conversion in the twentieth century. The process of acculturation is presented here as a two-way street in which Christianity, as the dominant spiritual force, is nonetheless infiltrated by indigenous and African religious influences.

Learning goals addressed in this course include, but are not limited to the following: historical mindedness; construction of historiography; interdisciplinary awareness; comparative perspectives. *Historical mindedness* in terms of awareness of both individuals and social groups as creators of history will be addressed in class discussions on the spiritual conquest and the role of religion in forming national identities and national histories. *Construction of historiography* will be addressed in topics including the historical debate relating to the origins of Mexico's national devotion to the Virgin of Guadalupe. This course promotes *interdisciplinary awareness* in that it draws on anthropology and religious studies to consider parallels in pre-Columbian indigenous and Catholic cosmologies as well as continuity of indigenous tradition in Catholic ritual. Finally, students gain *comparative perspectives* through their consideration of Liberation Theology as a counter-hegemonic force in the 1970s and 1980s as through their study of indigenous cultural revitalization movements and their impact on regional politics in more recent years.

Course Requirements:

Your final grade will be determined according to the following model:

| | |
|--|--------------------|
| 10 reading quizzes (20 points each) | 200 points |
| Discussion Posts (10 @ 15 points each) | 150 points |
| Small Group Activity 1 (Thinglink Image Analysis) | 100 points |
| Small Group Activity 2 (Audio/visual Presentation) | 100 points |
| mid-term exam | 150 points |
| final exam | 200 points |
| <u>Participation</u> | <u>100 points</u> |
| Total Points Possible | 1000 points |

Grading Scale:

| | |
|-----------|---|
| 900-1000 | A |
| 800-899 | B |
| 700-799 | C |
| 600-699 | D |
| Below 600 | F |

Reading quizzes (20% of grade): There will be 10 quizzes based on the various readings. These are worth 20 points each will account for 200 points toward your final grade. Quizzes consist of five to ten multiple choice questions drawing directly from the weekly readings. These will be made available by mid-week and due by the end of the week (Sunday night). You can take reading quizzes twice with only the highest grade being counted. Late quizzes receive half credit – so make sure you do them before class.

Discussion Posts (15% of grade): There are ten graded discussion posts. Discussion posts require an initial response to a prompt and two replies/comments to posts made by your classmates. The initial responses are due by Friday night at midnight and the replies are due on Sundays at midnight. Posts (including replies to classmates) are worth 15 points each. In addition to these points, participation on the discussion board will also be factored into your participation grade.

Small Group Activities (20% of grade): Students will be randomly placed into groups of three at the beginning of the semester. These groups will collaborate on two small group activities worth 100 points each. The first will require students to identify and analyze an image using the interactive **Thinglink** program. **Thinglink** allows students to imbed labels, videos and other images into a single larger image. The second activity will be one short (20 minute) audio/visual presentation on one of a number of suggested topics. This presentation can be screencast video or a narrated powerpoint. **Yuja** is a software available on our Blackboard course page that allows for easy screencast recording. Yuja is recommended as a convenient option to both create your presentation and to share it on the discussion board. In both activities, students will share a final grade and be required to submit a peer evaluation in which group members will allot a certain number of points to teammates based on individual levels of participation.

Exams (35% of final grade): There will be two exams, one mid-term and one final. The mid-term is worth 150 points and the final exam is worth 200 points. Exams will consist of multiple-choice questions and one essay. Test questions will draw on information presented in the powerpoints, discussions and the various reading quizzes. **Make-up exams** in cases of unavoidable scheduling conflicts must be arranged prior to exam date. Exceptions for unanticipated medical or family emergencies will require written documentation from the student.

Participation (10% of grade): This portion of your grade is based upon your participation in discussion boards and on the small group activities. This grade will be determined by peer evaluations of individual participation in the small group activities and by student participation in the discussion forums.

Presentation Topics: Options for presentation topics are provided below. Groups can sign up for any of the suggested topics by providing a group name, names of group members and by inserting the topic of your choice in the Google document linked to here as [Presentation Sign-In Google Doc](#). You will want to check the assignment schedule to see when each topic is due. If you see a topic of particular interest and want to claim that topic before another group, you will want to sign up early. Presentations must include references to scholarly works (see suggested readings below) or at least one article from a scholarly journal. Presentations should also include one question for the audience.

Suggestions for presentation topics:

- Religious Aspects of Aztec Sacrifice
- Historiography – The Florentine Codex as an Indigenous Sources (or other indigenous sources, i.e. El Inca Garcilaso, or Guaman Poma)
- Parallels in indigenous and Christian belief systems
- Corpus Christi or other examples of Catholic acculturated religious festivals
- Imposing sexual norms
- Religious rebellion - choose one of the following:
 - Pueblo Revolt
 - Caste War of Yucatan
 - Taki Onkoy
- Canonization of Juan Diego
- Benito Juarez and anti-clericalism of La Reforma or the Mexican Revolution
- Be a Patriot, Kill a Priest – El Salvador’s war on religious activism
- Leaders of Liberation Theology

Bibliography (some resources for student presentations):

Abercrombie, Thomas A. *Pathways of Memory and Power: Ethnography and History Among an Andean People*. Madison, Wisconsin: University of Wisconsin Press, 1998.

Berryman, Phillip. *Stubborn Hope: Religion, Politics and Revolution in Central America*. Maryknoll, NY: Orbis Books, 1994

- Clendinnen, Inga. *Aztecs: An Interpretation*. Cambridge: Cambridge University Press 2006.
- Cobo, Bernabe. *Inca Religion and Customs*. Austin, University of Austin Press, 1990.
- Cook, Noble David. "*Secret Judgements of God*": *Old World Disease in Colonial Spanish America*. Norman: University of Oklahoma Press, 1992.
- Dean, Carolyn. *Inka Bodies and the Body of Christ: Corpus Christi in Colonial Cuzco, Peru*. Durham: Duke University Press, 1999.
- Diaz, Monica. *Indigenous Writings from the Convent: Negotiating Ethnic Autonomy in Colonial Mexico*. Tucson: University of Arizona Press, 2010.
- Gutierrez, Ramon. "Did Franciscans Invite Martyrdom?" In *What Caused the Pueblo Revolt of 1680*, edited by David Weber, 39 – 53. Boston: Bedford/St. Martins, 1999.
- Harrison, Regina. "The Theology of Concupiscence: Spanish-Quechua Confessional Manuals in the Andes." In *Coded Encounters Writing, Gender, and Ethnicity in Colonial Latin America*, edited by Francisco Javier Cevallos-Candau, Jeffrey Cole, et al, 135-150. Amherst: University of Massachusetts Press, 1994.
- Lavrin, Asuncion. *Brides of Christ: Conventual Life in Colonial Mexico*. Stanford: Stanford University Press, 2008.
- Lockhart, James. *The Nahuas After the Conquest*. Stanford: Stanford University Press, 1992.
- Poole, Stafford. *Our Lady of Guadalupe: The Origins and Sources of a Mexican National Symbol, 1531 – 1797*. Tucson: University of Arizona Press, 1995.
- Ruiz de Alarcon, Hernando. *Treatise on the Heathen Superstitions that Today Live Among the Indians Native to this New Spain*. Norman: University of Oklahoma Press, 1984.
- Silverblatt, Irene. *Moon, Sun, and Witches: Gender Ideologies and Class in Inca and Colonial Peru*. Princeton: Princeton University Press, 1987.
- Silverblatt, Irene. *Modern Inquisitions: Peru and the Colonial Origins of the Civilized World*. Durham: Duke University Press, 2004.
- Salomon, Frank. "Testimonies: The Making and Reading of Native South American Historical Sources." In *Cambridge History of the Native Peoples of the Americas Vol. III South America Part 1*, edited by Frank Salomon and Stuart Schwartz, 20 – 95. Cambridge: Cambridge University Press, 1996.

Sources for Scholarly Journal Articles

Use UTEP Library Website to access academic journal articles: <http://libraryweb.utep.edu/>
In the middle left side of the page select tab "Articles and Databases". Try one of these recommended sites:

JSTOR

Academic Search Complete (EBSCO)

Special Accommodations

Students with physical or other challenges who require accommodation(s) in order to participate in this course should contact the Center for Accommodations and Support Services (Union Building, East, room 106). Telephone: +1.915.747.5148.

To better serve students during the pandemic, UTEP's Center for Accommodations and Support Services (CASS) has launched AIM, the Accessible Information Management system. AIM serves as a virtual front desk where UTEP students with a disability or a temporary disability can request an accommodation. Contact CASS at cassportal.utep.edu or <https://www.utep.edu/student-affairs/cass/>. It is your responsibility to speak with a counselor in order to receive necessary help. Within the first week of the beginning of the semester, you must provide documentation from CASS in order to receive any accommodation(s). Failure to contact CASS and provide documentation in a timely manner may delay such accommodation(s) being made.

Academic Integrity

“Academic Integrity is a commitment to fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.” Specifically these values are defined as follows:


- Honesty: advances the quest for truth and knowledge by requiring intellectual and personal honesty in learning, teaching, research, and service.
- Trust: fosters a climate of mutual trust, encourages the free exchange of ideas, and enables all to reach their highest potential.
- Fairness: establishes clear standards, practices, and procedures and expects fairness in the interaction of students, faculty, and administrators.
- Respect: recognizes the participatory nature of the learning process and honors and respects a wide range of opinions and ideas.
- Responsibility: upholds personal responsibility and depends upon action in the face of wrongdoing.

For more on Academic integrity and scholastic dishonesty visit the Office of Student Conduct and Conflict Resolution website at <http://sa.utep.edu/osccr/academic-integrity/>

Coronavirus Updates


For more information on the University Coronavirus-related policies see the Health and Safety heading on the Blackboard homepage.

HISTORY 3390: Class and Assignment Schedule

This is a general outline of weekly lecture topics and scheduled due dates for assignments and tests. Reading assignments are denoted by the book symbol  and are to be completed during the week indicated on the schedule. Minor changes and adjustments to this schedule may be made over the course of the semester.

Week 1 Aug 24 – Introductions and Pre-Columbian America


Topics: Syllabus; Aztec Sacrifice; Pre-Columbian Indigenous Societies

 Reading: Victims – from *Aztecs: An Interpretation* read only pp. 121-141 (available on Blackboard as “1-Clendinnen on Aztecs”)

▶ **Introductions – see discussion board for instructions. Submit by Friday.**

Week 2 Aug 31 – Andean Societies and Early Examples of Acculturation

Topics: Inca Society; Andean religious traditions


 Reading: Inca Ideology - Terence D’Altroy from *The Incas* chpt 7 (available on Blackboard as “2-D’Altroy – Incas”)

▶ **Discussion Post #1:** Initial post by Friday (**Sept 4**). Two responses to classmates by Sunday.

▶ **Reading Quiz 1: Sept 6**

Week 3 Sept 7 – Bartolome de Las Casas and the Black Legend of Spanish Barbarism

Topics: Las Casas; Black Legend; Columbian Exchange

 Reading: A Short Account of the Destruction of the Indies by Bartolome de Las Casas, chapters 1 and 2. (available on Blackboard “3 – Las Casas”)

▶ **Discussion Post #2: Initial post by Friday (Sept 11).** Responses to two classmates by Sunday.


▶ **Reading Quiz 2: Sept 13**

▶ **Small group presentation: Sept 13** – Student groups sign up for presentation using the [Google sign in doc](#). Students can chose their dates but if no one signs up then topics will be assigned.

- Aztec sacrifice
- The Las Casas – Sepulveda Debate on Indigenous Humanity

Week 4 Sept 14 – Mythologizing Indian History

Topics: Narratives of Conquest

 Reading: “Burying the White Gods” by Camilla Townsend (available on Blackboard “4 – Townsend”)

▶ **Discussion Post #3: Initial post by Friday (Sept 18).** Two responses to classmates by Sunday.


▶ **Reading Quiz 3: Sept 20**

▶ **Small group presentation: Sept 20** – Suggested choices:

- Historiography Florentine Codex or other “indigenous sources”.
- The Las Casas – Sepulveda Debate on Indigenous Humanity

Week 5 Sept 21 - Spiritual Conquest


Topics: Accommodation and Contestation

 Reading: Images and Prophets - D.A. Brading from *The Indian Community of Colonial Mexico* (available on Blackboard "4 – Brading")

- ▶ **Discussion Post #4:** Initial post by Friday (Sept 25). Two responses to classmates by Sunday.
- ▶ **Reading Quiz 4: Sept 27**
- ▶ **Small group presentation: Sept 27** – Suggested topics:
 - Parallels in Christian and Indigenous belief systems

Week 6 Sept 28 - Extirpation of Idolatry


Topics: Practice and effectiveness of extirpation

 Reading: Extirpation - Kenneth Mills from *Idolatry and Its Enemies* (available as "5-K. Mills")

- ▶ **Discussion Post #5:** Initial post by Friday (Oct 2). Two responses to classmates by Sunday.
- ▶ **Reading Quiz 5: Oct 4**
- ▶ **Small group presentation: Sept 30** – Suggested topics:
 - Imposing sexual norms (indigenous and Spanish views on sexuality)
 - Diego de Landa's Mayan Inquisition

Week 7 Oct 5 – Resistance and Rebellion

Topics: Indigenous Rebellions

 Reading: Ramon Gutierrez from *Franciscans and the Pueblo Revolt*, (excerpt from *When Jesus Came, the Corn Mothers Away, Sexuality and Power in New Mexico 1500-1846*)

- ▶ **Discussion Post #6:** Initial post by Friday (Oct 9). Two responses to classmates by Sunday.
- ▶ **Reading Quiz 6: Oct 11**
- ▶ **Small Group Activity: Thinglink Image Analysis: Oct 11**
- ▶ **Small group presentation: Oct 7** – Suggested topics:
 - Caste War of Yucatan
 - Pueblo Revolt
 - Taki Onkoy Rebellion of the Andes

Week 8 Oct 12 – Mid-Term

Topics: Review and Mid-Term Exam

- ▶ **Mid-Term Exam: By Oct 19**

Week 9 Oct 19 - Religious Continuity in Public Spaces

Topics: Cofradias (religious confraternities); acculturated practices in present day

Film – *The Devil's Miner*

- ▶ **Discussion Post #7:** Initial post by Friday (Oct 21). Two responses to classmates by Sunday.

Week 10 Oct 26 – Legitimizing Creole Christianity and Roots of a National Symbol

Topics: Criollismo and Our Lady of Guadalupe

📖 Reading: Conclusions – Stafford Poole from *Our Lady of Guadalupe* (available as “6-Stafford”)

- ▶ **Discussion Post #8:** Initial post by Friday (Oct 30). Two responses to classmates by Sunday.
- ▶ **Reading Quiz 7: Nov 1**
- ▶ **Small group presentation: Oct 28** – Suggested topics:
 - Canonization of Juan Diego

Week 11 Nov 2 - Liberal Challenge to Catholic Church

Topics: Anti-clericalism; Mexico’s Liberal Reform

📖 Reading: The Juarez Law and the Lerdo Law pp. 97 -100 (Problems in Modern Latin American History; Mexico section from *Church and State in a Liberal World* chapter in *New Worlds* by John Lynch.

- ▶ **Small group presentation: Nov 4** – Suggested topics:
 - Benito Juarez and La Reforma

Week 12 Nov 9 – Religion in Revolutionary Mexico

Topics: Anti-clericalism in the Revolution; *Cristero Rebellion*;

📖 Reading: *Church in Red Mexico* – Butler from *Journal of Ecclesiastical History* Vol. 55 (See Blackboard “7 Butler”)

- ▶ **Reading Quiz 8: Nov 15**
- ▶ **Small group presentation: Nov 11** – Suggested topics:
 - Cristero Rebellion
 - The Anti-clericalism of the Mexican Muralists

Week 13 Nov 16 – Christianity and the Cold War

Topics: Spiritual Socialism in Allende’s Chile; Dirty Wars

📖 Reading: *Mental State of Torturers* – Mark Osiel (See Blackboard)

- ▶ **Reading Quiz 9: Nov 22**
- ▶ **Small group presentation: Nov 18** – Suggested topics:
 - Be a Patriot, Kill a Priest – El Salvador’s war on religious activism
 - Leaders of Liberation Theology

Week 14 Nov 23 – Christianity and the Cold War (continued)


Topics: Argentina’s Dirty War

Film – La Historia Oficial

- ▶ **No class:** Thanksgiving Break
- ▶ **Discussion Post #9:** Initial post by Friday (Nov 27). Two responses to classmates by Sunday.

Week 15 Nov 30 – Liberation Theology

Topics: Liberation Theology

 Reading: Church Base Communities – Dominique Barbé from chapt 12 of *Liberation Theology: An Introductory Reader*

▶ **Discussion Post #10:** Initial post by Friday (Dec 4). Two responses to classmates by Sunday.

▶ **Reading Quiz 10: Dec 6**

▶ ~~Small group presentation: Dec 2~~ Suggested topics:

- ~~Leaders of Liberation Theology~~ -- A presentations are finished

Week 16 Dec 7 – Finals Week

▶ **Final Exam** – to be announced

COURSE ADD

All fields below are required

College : COLA Department : History

Effective Term : Fall 2022

Rationale for adding the course:

This course has been offered as HIST 3390 (Special Topics). We would like to make it a permanent course.

All fields below are required

Subject Prefix and # HIST 3345

Title (29 characters or fewer): Christianity in Latin America

Dept. Administrative Code : 1450

[CIP Code](#) 05.0107.00

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught: Face-to-Face Online Hybrid

Course minimum grade: if N leave blank, if Y provide grade

- How many times may course be repeated to satisfy minimum grade requirement?

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" Yes No

Grading Mode: Standard Pass/Fail Audit

Description and keywords (600 characters maximum):

This course traces the evolution of Christianity in Latin America from the spiritual conquest of native populations by Spanish missionaries in the sixteenth century to more recent waves of Protestant conversion in the twentieth century. Acculturation was a two-way street in which Christianity was infiltrated by indigenous and African religious influences.

Keywords: religion, culture, history.

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

- | | | | |
|---------------------------------------|------------|----------------------------|----------------------|
| <input checked="" type="checkbox"/> A | Lecture | <input type="checkbox"/> H | Thesis |
| <input type="checkbox"/> B | Laboratory | <input type="checkbox"/> I | Dissertation |
| <input type="checkbox"/> C | Practicum | <input type="checkbox"/> K | Lecture/Lab Combined |

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Add to Humanities section of Block Electives

Afro-Mexico: A History of Race and Gender Relations
College of Liberal Arts
HIST 3390

Instructor: Selfa A. Chew-Melendez PhD.
E-mail: sachewsmithart@utep.edu
Session: Spring 2018
Office Hours: Monday and Wednesday, 8:00 – 9:30
Classroom: PSYC 306, 3-4:20 pm.
Office: LART 333
Phone: 747-7051

Course description and objectives.

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 played by members of the African diasporas 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.

This course is taught under the departments and sections listed above. Students can take this course only one time, for a total of three credits. If you are enrolled twice in this course, under two different departments, it is your responsibility to drop one section.

Objectives

- To assess the importance of the African Diaspora in the construction of hybrid transnational communities in the American Continent.
- To critically analyze gender and race relations in the context of the cultural, and political development of Mexico.
- To examine primary and secondary sources.
- To identify the relation of history with other disciplines; and
- To learn in a cooperative environment the *relationship* and *significance* of historical persons, events, ideas, and processes affecting our present.

At the end of this course I would like my students to be able to:

- Read critically primary and secondary sources, and properly incorporate them into their research.
- Identify interlocking relations of power.
- Evaluate past events and social processes as factors that shape our present.
- Assess the validity of theories that explain the origin of current social behaviors.
- Develop strategies to improve independent study skills.
- Developing learning skills valued in graduate school and administrative levels in sites of employment.
- Become familiar with social science terminology.

- Ponder the possibility of contributing to the solution of social issues affecting their communities.

If you can't acquire your textbooks through our UTEP library, please, access an internet provider such as Amazon or Barnes and Noble.

Submission of assignments and participation in group discussions via Blackboard are compulsory to pass this course.

Required Textbooks:

1. Vinson, Ben III, and Matthew Restall. *Black Mexico: Race and Society from Colonial to Modern Times*. Albuquerque: University of New Mexico, 2009.
2. Bristol, Joan Cameron. *Christians, Blasphemers, and Witches: Afro-Mexican Ritual Practice in the Seventeenth Century*. Albuquerque: University of New Mexico Press, 2007.
3. Horne, Gerald. *Black and Brown: African Americans and the Mexican Revolution, 1910-1920*. New York: New York University Press, 2005.
4. Hernández Cuevas, Marco Polo. *African Mexicans and the Discourse on Modern Nation*, University Press of America, 2004.
5. Marquez, John. D., *Black-Brown Solidarity: Racial Politics in the New Gulf South*. Austin, University of Texas Press, 2014.

All books are available through our bookstore or Amazon. You can access the additional articles assigned for this course through our UTEP e-base (look through JSTOR or EBSCO), or our Blackboard platform. Desk copies of some of these books are available through our UTEP reserved section at the library and at my office for temporary use (one to two hours) or through the “Reserve” section in our virtual UTEP library.

Grades will be determined by students’ performance in the following areas:

Grading Policy:

Course requirements are:

| | |
|---|----------|
| • Journal entries | 55% |
| • Final paper | 10% |
| • Participation | 10% |
| • Team presentation | 10% |
| • Forums and questionnaires | 10% |
| • Chicago/Turabian citation style format quiz | 5% |
| Total | 100% |

Final grades will be based on the total number of points earned in the course.

Grade Scale

A = 90 – 100%

B = 80 – 89%

C = 70 -79%

F= 69% and under

It is highly recommended to visit Blackboard at least three times a week until the end of our course. Journal entries are usually due by 9:00 am, each Monday and Wednesday, except for our first week of class. Please, review our schedule, messages, and folders to verify submission dates. Blackboard will be the main site to verify your grades, post messages, form discussion groups and be reminded of tests, assignments, events, etc.

How to start: 1) Click on the tab titled “Week 1.” 2) Click on the tab titled “Day 1.” 3) Click on the texts tab and read your assigned chapters or articles. 4) Click on each assignment tab to see the instructions and to submit your homework.

Late work policy:

This is not a self-paced course. Assignments must be posted through Blackboard on or before the assigned dates.

Students’ responsibilities

Your instructor will provide structure, content, guidance, and assessment. Most learning, however, will occur through students’ active participation in their own academic formation.

- Students will submit journal entries and complete assessments on daily basis.
- Students will participate in class discussions, referencing the texts assigned.
- Students will complete all procedures required to drop the course when failing this course if they desire to obtain a “W.”
- Students will be responsible for obtaining a syllabus, access to Blackboard, acquiring the reading material and following the course schedule.
- Students will reach their professor when in doubt before submission datelines.
- Students will be active in their own learning process.
- Students are expected to show respect for the instructor and one another regardless of opinion, cultural values and other group differences. When students show disrespect, use demeaning adjectives, make malicious comments, and “ad hominem” arguments (made personally against an opponent, instead of against the opponent’s argument), points will be deducted from assignment. If behavior is repeated, students may be dropped from the course.
- Students must notify instructor of behavior they consider disrespectful immediately, meeting with instructor to address corrective measures.
- Students will avoid the use of terminology and concepts that have been learned in other contexts but are not acceptable in academia.
- Students will consider perspectives built out of the experiences of disfranchised social sectors, recognizing that this course intends to provide the views and knowledge of communities largely excluded from main stream narratives.
- Students will establish connections among all readings in this class.
- Communications with your peers and your professor must follow the protocol you will read at <http://www.wikihow.com/Email-a-Professor>. Assignment points will be deducted when your messages do not follow the conventions listed in the site referenced. Assignments sent through UTEP e-mail will not be read or graded without a proper polite message, with salutation, the reason for sending it the assignment through e-mail. All homework will be submitted as in-box text, not as attachments.

- Communicate through our internal Blackboard e-mail system. Do not use our regular UTEP e-mail, unless you don't get an immediate response from your professor when using the Blackboard platform.
- All students should be supportive of a cooperative learning environment in the classrooms.
- Students will upload their journal entries and final paper through Blackboard. They may submit them in attached files through regular e-mail to prove timely completion; however, assignments will not receive a grade until uploaded through Blackboard.

To get an "A" in this course:

Complete all assignments on time and meet the requirements for every type of homework. If asked, reply to your professor messages and revise your texts when resubmission privileges are granted.

Blackboard Journal Entries (55%):

Journal entries are the backbone of our course. Late submissions will carry 10% deduction per day. Journal entries consist of one summary per text (**at least** 200 words per summary of text or film analyzed, if that covers the main points and argument. A maximum of 800 words per summary will be accepted). Each book chapter counts as one text. Video recordings count as a text. In addition to the two or three summaries (depending on the number of texts and films assigned), students will add one paragraph with comments about the texts (which does not count towards the 200 words required for the summaries). All summaries will be submitted within one submission using the "submit assignment" tab, not as attachments. If a journal entry does not include all the texts assigned, a partial grade will be granted and deductions for late points will be applied.

Don't get discouraged if you receive a low score. Your professor will provide feedback to improve your future submissions. Students are required to read such comments and to write subsequent journal entries according to the feedback submitted. The opportunity to resubmit journal entries is earned through adherence to her instructions to improve journal entries. Informed responses to her comments will also earn extra points. No more than five corrected submissions will be accepted for regrading. Revised texts must be submitted two weeks after the due date.

Summaries are the objective part of the journal entry. Comments are the "subjective" area in which you can critique, evaluate, or express other thoughts in relation to the material read.

Your summary will start by the name of the author, the title of the text, and the author's argument. This information will be followed (in the same paragraph) by the sources used to support the argument. The main points or concepts must be explained in your own words. Each summary must include at least three footnotes stating the page in which I can locate the ideas you are citing (from the same chapter or article assigned). Summaries must be clearly separated using lines to build paragraphs. Comments must appear in a separate paragraph, not integrated into the summaries.

Plagiarism will not be tolerated and journal entries with patchwork (pasting sentences which are directly copied from the texts) will earn zero points. Journal entries must be coherent and demonstrate understanding of the text as a whole. Each journal entry must have footnotes and bibliography (Chicago style). Five instances of late submission or omission will produce a failing grade. Journal entries will be submitted through the "write submission" tab, not the "comments" section.

Participation (10%)

Your professor as well as the other members of your team will grade your participation. Evaluation will be based on punctuality, attendance, preparedness, number and quality of interventions, willingness to take notes for yourself and for your team, and collaboration with your team and the rest of the class to attain our learning goals. When you are absent you are missing information and making it more difficult for you to do well in the class; therefore, your participation points will decrease with each class missed. I believe that

all of us need to contribute to the educational growth of the whole group. These are some of the basic points regarding participation followed by a basic description of participation points.

Follow these rules for an enjoyable class:

1. **Listen actively** -- respect others when they are talking.
2. Avoid pin-pong conversations limiting the conversation to only two students or verbal duels. Wait for another round to start to intervene again. All our conversations will be unfinished as they are meant to generate reflection.
3. Remember: other students will be waiting for their **turn** to speak.
4. Personal experiences are valuable when we establish their relationship to the theoretical frame, historical events, or academic analysis we are focusing on at the moment. Return to our texts to make our discussions relevant.
5. Once you have intervened, allow the next student to express her/his opinion, even if that opinion is not directly related to your intervention.
6. Practice timely attendance.
7. Do not be afraid to **challenge respectfully one another** by asking questions, but refrain from personal attacks -- focus on ideas. Labeling an idea as “silly,” “stupid,” “ridiculous,” or applying it to imaginary situations in an attempt to elicit the same derogatory labeling to other persons’ ideas, counts as a personal attack.
8. **Participate to the fullest of your ability** -- community growth depends on the inclusion of every individual voice.
9. **Do not address the person**, discuss ideas and avoid attacking your peers on personal basis.
10. **Research** the appropriate terms to refer to persons or communities. When in doubt, ask your professor.
11. **The goal is not to agree** -- it is about hearing and exploring divergent perspectives.
12. **Take charge of your education**. Read carefully, use your dictionary as needed, look for more information if topics are difficult to grasp.

One paper (10%):

You will present one paper with an extension of 10 pages. It will consist of an exploration of a topic directly related to the themes developed within our course, using at least five readings listed in our course, and three journal articles or academic books not included in our reading list (published by a university press or an academic journal). Undergraduate students who fulfill the following conditions are exempted from submission of a final paper: students will have 1) 100 % of their journal entries timely submitted with a score of 9/10 or higher in each of their original entries (some journal entries carry a higher number of points but the ration is the same); 2) a perfect attendance record (including punctuality and continuous presence during class); 3) a perfect score in their presentation(s) with a noticeable participation in all phases of the course; 4) all quizzes with a passing grade; 4) a high level of meaningful participation within their teams and in in group discussion. Plagiarism will disqualify students to be exempted from final paper. Graduate students will not receive a final paper exemption and the extension will be 18-20 pages.

This paper is mandatory to pass this course for graduate students and students who failed to submit one or more journals in a timely fashion, regardless of the extra credit points they may accumulate. Exemptions will not be granted when students accrued more than two absences, or missed periods within our classes (by leaving the classroom). Final papers must be submitted by the deadline through Blackboard.

Team Presentations (10%):

Your team make a formal presentation using slides to analyze one article or chapter from the reading list. Your presentation will have two parts: during the first section your team will present a ppt, in nly five minutes. The power point presentation will contain a maximum of three slides with summarized ideas in each slide, in a bulleted list. The text must be readable from a distance of 30 feet when projected

onto the screen. Reading a text during your presentation is not acceptable and all members of your team must demonstrate a comprehension of the topics explained. The second section of your presentation consists of an activity designed to review the main concepts developed in the chapter or article. Each activity must be different from other activities designed by other teams. Your team will submit your lesson plan and ppt for approval two weeks before your presentation. Both, ppt and presentation will be uploaded through Blackboard. Graduate students will make one solo presentation. When necessary, corrections must be done before presenting and your materials resubmitted to be graded. Make sure your presentation is completely approved at least three days before your presentation.

Blackboard forums and questionnaires (10%):

Forums are virtual places where the entire group meets for conversations on topics related to our readings. Read the instructions and prompt for each forum discussion before posting your reflection. Original posting must indicate (through citations in footnotes) the sources of the information that supports your perspective and they must include the readings for the week. Students should also integrate previous readings into their discussion of the topics at hand and cite those additional sources. After posting a reflection in at least 200 words, students will reply to two peer's text (preferably they will not have previous replies so we can distribute the conversation) in at least 150 words. Students must submit their original text before reading their peers' assignments. Opening the forum before posting your first entry will result in a cancellation of your grade.

“Good point” or “I agree” type answers will not earn points. All replies must also integrate the knowledge acquired through our readings. Blackboard will alert you of replies to your posting. Read them so you can improve future journal entries and forum reflections (and your future scores). Make sure you follow the guidelines for discussions: they are basically a request to respect all opinions, use academic language, and keep in mind that ours is a scholarly forum, distant from facebook, tweeter and other media in scope and purpose. Late postings carry a 10% deduction per day, recorded at the end of the course. Failure to submit your posting on time five times will result in an F. Forums will not be graded until the three postings are submitted.

Team and individual questionnaires will be submitted in class or as homework. When absent, students will not be able to submit in-class work.

Chicago/Turabian Citation Style Format Assessment (5%)

It will evaluate the students' ability to use the Chicago/Turabian citation format, used to write papers in the field of History and other related areas. Such practice will help you develop a skill that can be transferred to other citation formats and academic disciplines. There are multiple sites where you can find the guidelines, including manuals edited by professional organizations, which you may find at UTEP library. A simple guide on this citation format is here

http://www.chicagomanualofstyle.org/tools_citationguide.html

Graduate students:

Graduate students will submit journal entries with an extension of 300 words. In addition to our final team project, graduate students will submit a mandatory final paper of 15 pages, individually. Grades will be granted as follows: 3% for team project (documentary), and 7% for final paper.

Plagiarism will not be tolerated and will be reported to the Dean of Students. Your journal entries and assignments must be your own. Always cite your sources and use quotation marks if you are integrating a segment from the texts. Be conscious of patchwork plagiarism which is the process of selecting certain phrases from different parts of the text and add them to your journal entry or paper as if they were yours (that is an unacceptable practice in this class). Students must demonstrate a complete understanding of the text through original writing and extraction of the most important points. Should you need information on how to avoid plagiarism you may consult the following source <http://www.plagiarism.org/> I recommend to

use as often as possible SafeAssign (in Blackboard/Course tools) to verify that your text is free of plagiarism.

Attendance:

Regular attendance is crucial in a discussion-centered course such as this. Each student is allowed only one absence without penalty; each subsequent absence will lower the final grade by 5%. More than FOUR absences will automatically result in a failing grade. When late, or when leaving the classroom for a period longer than 10 minutes points your attendance points will also decrease (two events are counted as one absence). Unauthorized use of cell phones or computers will result in deductions from your attendance and participation points. You must consult your Blackboard records to make sure I have accurate attendance records. You have only 36 hours to inform me of any mistake in your attendance record. Quizzes and team work cannot be made up when you are absent.

Office Hours: Stay in contact with your professor via Blackboard e-mail. Read your forums and journal entries feedback and respond to them for continued personal conversations on your progress and areas to improve. Make sure you have all software needed in your computer to use the chat feature. If chat doesn't work, contact your instructor by phone, or by e-mail (if during office hours, she will respond during the next minutes, unless she has other students waiting). All software related to UTEP sites for online courses will be provided by UTEP, contact helpdesk/IT if you have any problem using any Blackboard feature.

UTEP Library Room 300 (Technicians can assist you during person-to-person meetings.)

Phone: 915.747.4357 (HELP)

Email: Helpdesk@Utep.Edu

Information on how to use Blackboard:

<http://admin.utep.edu/Default.aspx?tabid=74327>

Materials provided to you through our virtual libraries are for use under copyright regulations. This syllabus is subject to modifications.

Week 1. Common histories: A deep relationship

Journal 1. Friday, January 19, midnight.

Wilkins, Ron. "Mexico Welcomed Fugitive Slaves..." <http://imdiversity.com/villages/hispanic/mexico-welcomed-fugitive-slaves-and-african-american-job-seekers/>

Journal 2. Saturday, January 20, midnight.

Gonzalez, Cesar. "The Secret History of Black Baseball Players." <http://remezcla.com/features/the-secret-history-of-how-mexico-pushed-baseball-toward-racial-integration/>

Week 2 Recovering Memories: A Recognizable Population

Journal 3. Monday, January 22, 9 AM.

Restall, Matthew. "Black Conquistadors: Armed Africans in Early Spanish America," *The Americas* 57, no. 2 (October 2000): 171-205.

Journal 4. Wednesday, January 24, 9 AM.

Johnson, Gaye Theresa. "Sobre las Olas: A Mexican Genesis in Borderlands Jazz and the Legacy for Ethnic Studies" *Comparative American Studies* 6, no. 3 (September 2008): 225-240.

Week 3 The Gendering of the Black Body

Journal 5. Monday, January 29, 9 AM.

Chew, Selfa A. "The Memory of Black Womanhood in Mexico: *La Mulata de Córdoba*." In *Sites of Memory in Spain and Latin America*, edited by Marina Llorentes, Díaz de León, A. and Salvi, M., 139-150. Lexington: Lexington Books, November, 2015.

Journal 6. Wednesday, January 31, 9 AM.

Johnson, Charles. "A Phenomenology of the Black Body." In *The Male Body: Features, Destinies, Exposure*, edited by Laurence Goldstein, 121-36. Ann Arbor: University of Michigan Press, 1994. Make sure you have acquired *Black Mexico* by Friday.

Week 4 Entering the Colonial World and Resistance to the Colonial Order

Journal 7. Monday, February 5, 9 AM.

Kellogg, Susan. "Depicting Mestizaje: Gendered Images of Ethnorace in Colonial Mexican Texts." *Journal of Women's History* 12, no. 3 (2000): 69-92.

Journal 8. Wednesday, February 7, 9 AM.

Proctor, Frank "Trey" III "Slave Rebellion and Liberty in Colonial Mexico." In *Black Mexico: Race and Society from Colonial to Modern Times*, edited by Ben Vinson and Matthew Restall, 21-50. Albuquerque: University of New Mexico, 2009.

Make sure you have acquired your book *African Mexicans and the Discourse...* by Marco Polo Hernández Cuevas.

Week 5 Labor and migration

Journal 9. Monday, February 12, 9 AM.

One summary per chapter.

Fisher, Andrew B. "Negotiating Two Worlds: The Free-Black Experience in Guerrero's Tierra Caliente." In *Black Mexico: Race and Society from Colonial to Modern Times*, edited by Ben Vinson and Matthew Restall, 21-50. Albuquerque: University of New Mexico, 2009.

Carroll, Pat. "Black Aliens and Black Natives in New Spain's Indigenous Communities." In *Black Mexico: Race and Society from Colonial to Modern Times*, edited by Ben Vinson III and Matthew Restall, 72-95. Albuquerque: University of New Mexico, 2009.

Journal 10. Wednesday, February 14, 9 AM.

Vinson, Ben III "From Dawn 'til Dusk: Black Labor in Late Colonial Mexico." In *Black Mexico: Race and Society from Colonial to Modern Times*, edited by Ben Vinson III and Matthew Restall, 96-135. Albuquerque: University of New Mexico, 2009.

Submit proposed topics (at least three) for your team presentation.

Week 6 Racial identities

Journal 11. Monday, February 19, 9 AM.

Von Germeten, Nicole. "Colonial Middle Man?" In *Black Mexico: Race and Society from Colonial to Modern Times*, edited by Ben Vinson III and Matthew Restall, 136-154. Albuquerque: University of New Mexico, 2009.

"The Texas Slave..." <http://www.thedailybeast.com/articles/2016/06/25/the-texas-slave-who-conned-everyone-as-a-mexican-millionaire.html>

Journal 12. Wednesday, February 21, 9 AM.

Hernández Cuevas, Marco Polo. *African Mexicans and the Discourse on Modern Nation*. Introduction and Chapter 1 (The Revolution and Invisibility: African Mexicans and the Ideology of *Mestizaje en La Raza Cós mica*). Each section requires a summary.

You need to have your book *Christians, Blasphemers, and Witches* by Friday.

Week 7 Strategies for Freedom

Journal 13. Monday, February 26, 9 AM.

Bristol, Joan Cameron. *Christians, Blasphemers, and Witches: Afro-Mexican Ritual Practice in the Seventeenth Century*. Chapters 1 and 2. Each chapter requires a summary.

Journal 14. Wednesday, February 28, 9 AM.

Chaves, Maria Eugenia. "Slave Women's Strategies for Freedom and the Late Spanish Colonial State." In *Hidden Histories of Gender and the State in Latin America*, edited by Elizabeth Dore and Maxine Molyneux, 108-126. Durham: Duke University Press, 2000.

Week 8 Healers, Religion and Spiritual Beliefs

Journal 15. Monday, March 5, 9 AM.

Bristol, Joan Cameron. *Christians, Blasphemers, and Witches*. Chapters 3 and 4. Each chapter requires a summary.

Journal 16. Wednesday, March 7, 9 AM.

Bristol, Joan Cameron. *Christians, Blasphemers, and Witches*, Chapters 5 and 6. Each chapter requires a summary.

Spring Break March 12 -16.

Week 9 In Search of Cultural and National Identities

Journal 17. Monday, March 19, 9 AM.

Gonzalez, Anita. "Roots of Jarocho's Dance." In *Jarocho's Soul: Cultural Identity and Afro-Mexican Dance*, 49-64. Dallas: University Press of America, 2004.

Video: The Father of Son Jarocho Revival. <https://vimeo.com/150230191>

Journal 18. Wednesday, March 21. 9 AM.

Hernández Cuevas, Marco Polo. *African Mexicans and the Discourse on Modern Nation*. Chapters 2 and 4. Each chapter requires a summary.

Make sure you have acquired *Black and Brown Solidarity*, by John D. Márquez.

Week 10 African Americans and the Mexican Revolution

Journal 19. Monday, March 26, 9 AM.

Horne, Gerald. *Black and Brown: African Americans and the Mexican Revolution*. Chapters 1, 2. Each chapter requires a summary.

Journal 20. Wednesday, March 28, 9 AM.

Horne, Gerald. *Black and Brown: African Americans and the Mexican Revolution*. Chapter 3.

Week 11 Diasporic Peoples Working Together

Journal 21. Monday, April 2, 9 AM.

Horne, Gerald. *Black and Brown*. Chapters 4 and 5. Each chapter requires a summary.

Journal 22. Wednesday, April 4, 9 AM.

Araiza, Lauren. "In Common Struggle against a Common Oppression": The United Farm Workers and the Black Panther Party, 1968-1973." *The Journal of African American History* 94, no. 2 (2009): 200-23.

Week 12 Where Ebony Meets Poverty... and State Violence

Journal 23. Monday, April 9, 9 AM.

Phyllis Dill, Lakai Erika. "Where Ebony Meets Poverty," Chapter 2 of *The Black Other...*, Thesis. Puebla: Universidad de las Américas.

Journal 24. Wednesday, April 11, 9 AM.

Márquez, John D., *Black-Brown Solidarity: Racial Politics in the New Gulf South*. Austin, University of Texas Press, 2014. Introduction and Chapter 1. Each chapter requires a summary.

Week 13 Afro-Latinas in Popular Culture

Journal 25. Monday, April 16, 9 AM.

Cruz-Janzen, Marta I. "Latinegras: Desired Women-Undesirable Mothers, Daughters, Sisters, and Wives." *Frontiers - A Journal of Women's Studies* 22, no. 3 (2001): 168-83.

Journal 26. Wednesday, April 18, 9 AM.

Chew, Selfa A. "The Politics of Historical Erasure: Black Womanhood in Mexico." Accepted for publication. *Journal of Latin American Popular Culture*.

Course Evaluation: find the link in your student e-mail, submit.

Week 14 Black and Brown Solidarity

Journal 27. Monday, April 23, 9 AM.

Márquez, John. D., *Black-Brown Solidarity*. Chapter 2.

Journal 28. Wednesday, April 25, 9 AM.

Márquez, John. D., *Black-Brown Solidarity*. Chapter 3.

April 25: Submission of topic and sources for your final paper, at least five from our course list and three additional academic texts (published by a university press, or by an academic journal).

Course Evaluation: find the link in your student e-mail and submit.

Week 15.

Journal 29. April 30, 9 AM.

Márquez, John. D., *Black-Brown Solidarity*. Chapter 4 and conclusion. Each section requires a summary.

Journal 30. May 2, 9 AM.

Submission of final paper draft: April 30.

Last day of classes: May 3

Final exam date (see your official calendar): submit your final paper. Mandatory for graduate students and undergraduate students not officially exempted.

This syllabus is subject to modifications.

Recommended Readings:

Andersen, Margaret L. and Patricia Hill Collins. "Systems of Power and Inequality." In *Race, Class, and Gender*. Belmont: Wadsworth Publishing, 2006.

Bass, Amy. *Not the Triumph but the Struggle: The 1968 Olympics and the Making of the Black Athlete*. Minneapolis: University of Minnesota Press, 2002.

Bennett, Herman L. *Colonial Blackness. A History of Afro-Mexico*. Bloomington: Indiana University Press, 2009.

Boyer, Richard and Geoffrey Spurling, eds. *Colonial Lives: Documents on Latin American History, 1550-1850*. New York: Oxford University Press, 2000.

Bueno, Eva Paulino. "Carolina Maria De Jesus in the Context of Testimonios: Race, Sexuality, and Exclusion." *Criticism* 41, no. 2 (1999): 257.

Carrera, Magali M. "Imagining Identity in New Spain: Race, Lineage, and the Colonial Body." In *Portraiture and Casta Paintings*. Austin: University of Texas Press, 2003.

Cummins, Thomas B.F. "Casta Painting: Images of Race in Eighteenth-Century Mexico." *The Art Bulletin* 88, no. 1 (2006): 185.

Fisher, Andrew B. "Creating and Contesting Community: Indians and Afromestizos in the Late-Colonial Tierra Caliente of Guerrero, Mexico," *Journal of Colonialism and Colonial History* 7 (Spring 2006 online version).

González, Anita. *Afro-Mexico. Dancing Between Myth and Reality*. Austin: University of Texas Press, 2010.

- Hill, Collins, Patricia. "Why Black Sexual Politics?" In *Black Sexual Politics: African Americans, Gender, and the New Racism*. New York: Routledge, 2004.
- Lavrin, Asunción, ed. *Sexuality and Marriage in Colonial Latin America*. Lincoln: University of Nebraska Press, 1989.
- Landers, Jane. "Felipe Edimboro Sues for Manumission, Don Francisco Javier Sánchez Contests." In Boyer, Richard and Geoffrey Spurling, eds. *Colonial Lives: Documents on Latin American History, 1550-1850*. New York: Oxford University Press, 2000.
- Edgar F. Love, "Marriage Patterns of Persons of African Descent in a Colonial Mexico City Parish," *Hispanic American Historical Review* 51 (February 1971): 79-91.
- Mulroy, Kelvin. *Freedom on the Border: The Seminole Maroons in Florida, the Indian Territory, Coahuila and Texas*. Lubbock: Texas Tech University Press, 1993.
- Palmer, Colin. "Afro-Mexican Culture and Consciousness During the Sixteenth and Seventeenth Centuries." In *Global Dimensions of the African Diaspora*, ed. Joseph E. Harris (Washington, DC, 1993), 125-35.
- The First Passage. Blacks in the Americas, 1502-1617*. Oxford: Oxford University Press, 1995.
- Perkins, Maureen. "Thoroughly Modern Mulatta: Rethinking "Old World" Stereotypes in a "New World" Setting." *Biography* 28, no. 1 (2005): 104.
- Rodriguez, Ileana. *House/Garden/Nation: Space, Gender, and Ethnicity in Post-Colonial Latin American Literatures by Women*. Translated by Rodriguez, Ileana and Robert Carr. Durham: Duke University Press, 1994.
- Vasconcellos, Ramon Julian. "Blacks in Colonial Veracruz: Race, Ethnicity, and Regional Development." *The Western Journal of Black Studies* 29, no. 1 (2005): 575.
- Vinson, Ben. "Free Colored Voices: Issues of Representation and Racial Identity in the Colonial Mexican Militia." *The Journal of Negro History* 80, no. 4 (1995): 170.
- Von Germeten, Nicole. *Black Blood Brothers: Confraternities and Social Mobility for Afro-Mexicans*. Gainesville: University Press of Florida, 2006.

COURSE ADD

All fields below are required

College : COLA Department : History

Effective Term : Fall 2022

Rationale for adding the course:

This course has been offered as HIST 3390 (Special Topics). We would like to make it a permanent course.

All fields below are required

Subject Prefix and # HIST 3351

Title (29 characters or fewer): Afro-Mexico

Dept. Administrative Code : 1450

[CIP Code](#) 05.0201.00

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught: Face-to-Face Online Hybrid

Course minimum grade: if N leave blank, if Y provide grade

- How many times may course be repeated to satisfy minimum grade requirement?

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" Yes No

Grading Mode: Standard Pass/Fail Audit

Description and keywords (600 characters maximum):

This course explores Mexico's history through the perspective of African Mexican communities. Our review of a sample of the scholarship in the field will enable us to identify and comprehend the multiple roles played by members of the African diasporas 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. Keywords: Black, Latin America, diaspora.

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

A Lecture H Thesis

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| <input type="checkbox"/> B Laboratory | <input type="checkbox"/> I Dissertation |
| <input type="checkbox"/> C Practicum | <input type="checkbox"/> K Lecture/Lab Combined |
| <input type="checkbox"/> D Seminar | <input type="checkbox"/> O Discussion or Review (Study Skills) |
| <input type="checkbox"/> E Independent Study | <input type="checkbox"/> P Specialized Instruction |
| <input type="checkbox"/> F Private Lesson | <input type="checkbox"/> Q Student Teaching |

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

| Prerequisite(s): | | |
|----------------------------------|--|---|
| Course Number/ Placement Test | Minimum Grade Required/ Test Scores | Concurrent Enrollment Permitted? (Y/N) |
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| Equivalent Course(s): |
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| Classification | |
| Major | |

Add to Humanities section of Block Electives

Syllabus

African Diasporas in Latin America and the Caribbean

Instructor: Selfa A. Chew, PhD
E-mail: sachewsmithart@utep.edu
Session: Summer I
Zoom office link: <https://utep-edu.zoom.us/j/8615802339>
Office: LART 331 – 747 7060
Virtual Office Hours: M – F 14:00 – 15:00 PM
Or by appointment.

Course description and objectives.

This course centers on the diverse experiences of the African Diasporas in Latin America and the Caribbean. While acknowledging the heterogeneity of the Afro-Latino and Caribbean populations, we will address their contributions to the economy, politics, and culture of the region studied as well as the global impact of their participation in transcontinental systems of production and trade. Prominent topics are: the Atlantic Slave Trade, the establishment of colonial social systems, resistance to slavery, Black liberation theories, independence movements, and the creation of national identities in post-colonial societies.

Students will read selected chapters from the following titles, available through our UTEP virtual library or Blackboard.

Andrews, George Reid, *Afro-Latin America: Black Lives. 1600-2000*. Oxford: Oxford University Press, 2016

Bennett, Herman L. *Africans in Colonial Mexico: Absolutism, Christianity, and Afro-Creole Consciousness, 1570-1640*. Bloomington: Indiana University Press, 2003.

Chivallon, Christine, and Antoinette Tidjani Alou. *The Black Diaspora of the Americas : Experiences and Theories Out of the Caribbean*. Kingston [Jamaica]: Ian Randle Publishers, 2011

Dunkley, D. A, and Stephanie Shonekan. *Black Resistance in the Americas*. 1st ed. Milton: Routledge, 2019.

Fick, Carolyn. *The Black Jacobins Reader*. Durham: Duke University Press, 2017.

Gates Jr., Henry Louis. *Black in Latin America*. New York: NYU Press, 2011. Andrews, George Reid, *Afro-*

Graham, Richard, Thomas E. Skidmore, Aline Helg, and Alan Knight. *The Idea of Race in Latin America,*

1870-1940. Austin: University of Texas Press, 1990.

Morelli, Federica. *Free People of Color in the Spanish Atlantic: Race and Citizenship, 1780–1850*. Milton: Taylor and Francis, 2020.

Murphy, Joseph M. 1994. *Working the Spirit : Ceremonies of the African Diaspora*. Boston: Beacon Press

Articles:

Gayles, Prisca. “De Dónde Sos?: (Black) Argentina and the Mechanisms of Maintaining Racial Myths.” *Ethnic and racial studies* 44, no. 11 (2021): 2093–2112.

Restall, Matthew. “Black Conquistadors: Armed Africans in Early Spanish America.” *The Americas (Washington. 1944)* 57, no. 2 (2000): 171–205.

Sanchez, Roberto. “The Black Virgin: Santa Efigenia, Popular Religion, and the African Diaspora in Peru.” *Church history* 81, no. 3 (2012): 631–655.

Silva, Pablo Miguel Sierra. “From Chains to Chiles: An Elite Afro-Indigenous Couple in Colonial Mexico, 1641–1688.” *Ethnohistory* 62, no. 2 (2015): 361–384.

The objectives of this course are:

- To **assess** the cultural, economic and political impact of the African Diasporas in Latin American and the Caribbean.
- To **analyze** the various arenas in which members of the African Diaspora articulated liberation ideologies to modify oppressive political, legal, and cultural systems.
- To develop a reading knowledge of the historical contexts in which members of the African Diaspora influenced world systems of production and trade.
- To analyze primary and secondary sources for clear, accurate, and informed discussion (in online discussions and in your written reports);
- To learn in a cooperative environment the *relationship* and *significance* of historical persons, events, ideas, and concepts.

At the end of this course I would like my students to be able to:

- Read critically primary and secondary sources, and properly incorporate them into their research.
- Identify interlocking relations of power.
- Address the importance of media in the creation of stereotypes.
- Think critically about race, gender, and sexuality as intersectional relations affecting the quality of life of individuals.
- Evaluate past events and social processes as factors that shape our present.
- Assess the validity of theories that explain the origin of current social behaviors.
- Develop strategies to improve independent study skills.
- Developing learning skills valued in graduate school and by potential employers.
- Become familiar with social science terminology.

- Ponder the possibility of contributing to the solution of social issues affecting their communities.

Grade distribution

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| Packback assignments | 35% |
| Team presentation | 15% |
| Quizzes and assignments | 20% |
| Final exam | 30% |

90 – 100% = A 80 – 89% = B 70 – 79% = C 60 – 69% = D 59% and below = F

Our study of African American history necessitates an interdisciplinary approach, drawing on paradigms and critical theories, and understanding the humanizing nature of learning about oppressive social systems. As new material is emerging, our list of resources may change.

Assignments are designed to support your learning process in this class. When you do not submit your homework, your level of informed participation in the class is not the optimal. Missing more than five assignments, including quizzes and Packback submissions, will result in a failing grade or a withdrawal from the class. Every assignment must be proofread and processed through Microsoft Word Spelling and Grammar review system to ensure a college-level participation.

I will manage our course through Blackboard but a section of your homework will be submitted through our second platform, Packback. You can find your grades, post messages, form discussion groups and be reminded of assignments and events through our Blackboard platform. Your intellectual growth is in your hands, take full advantage of my willingness to assist your educational objectives: reply to my comments, improve your homework according to my feedback, and meet with me if you need more detailed instructions.

Team presentation

As part of the course requirement, your team will present a topic related to the content of our course to the class. The basic format to present a topic is using a PPT as a guide to discuss your topic. Your creativity is the limit and originality of the text a requisite. Reading directly from any source, including your script, is not an acceptable practice and will reduce your points. PPT slides must contain *power points* with key words, and they should integrate images (when appropriate). Submit your power point at least three days before your presentation for approval, and stay in communication with your professor in case you need to adjust your presentation. Your PPT files must be **free of grammatical errors**, and the text must be original (not just a copy-and-paste paragraph). Citation of sources must be provided in a separate slide and in your lesson plan. Sources must be academic, considered reliable by your professor (not Wikipedia, ask.com, bio.com). Please, consult with your professor if you find information in internet that is important, when no other academic source validates the data.

You will maintain your participation status mainly by attending our class, submitting your work on time and contributing to maintaining a collegial environment. In-class discussions must generate respectful and meaningful conversations. Conversations will always be unfinished since our aim is to generate permanent reflection on the topics at hand and to reflect on the readings, lectures, and documentaries provided as a point of departure. Applying the most current academic terminology to describe communities, except when outdated terms are properly quoted, allows us to observe how our

language has evolved to reflect new perspectives in terms of race, ethnicity, and gender relations. When in doubt about the propriety of a term, consult with your professor.

Every module assignments in Blackboard and Packback must be completed by the end of the day. Start your Packback question by 4:00 PM so your peers can submit their replies on time.

Late work policy:

- All assignments are due on or before the assigned dates.
- Late assignments will receive a 10% penalty per day.

It is important that you understand the reasons why you receive the grade you do. Assignments are assessed according to rubrics. You can find the rubrics by clicking on the appropriate assignment link in Blackboard and choosing to “View Rubric” from the button beneath the Points Possible for the assignment. I encourage students to discuss graded papers, quizzes or exams with me, but such conversation can only take place 24-hours after students receive their scores.

Course evaluations:

Our university administration will send you a message to request your course evaluation. Submit it using the link provided in the message. Once completed, you will receive another message stating that you have completed the evaluation. Copy that statement and upload it through Blackboard to receive the points assigned to this activity. Please, ponder carefully the meaning of each question in the evaluation since it is seriously considered by our administration. 3% of your final grade.

The African American Studies Program will also send you a request to complete an additional course evaluation. Please, follow the instructions and post proof of submission. 2% of your final grade.

Packback Questions

Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

Packback Requirements:

Your participation on Packback will count toward **35%** of your overall course grade.

There will be a daily 11:59 PM MST (**midnight**) deadline to complete your submission –one question and two answers. Submit your question by 4:00 PM so your peers can respond by midnight. In order to receive your points you should submit the following per each deadline period:

One open-ended Question specifically addressing the content assigned in your syllabus with a minimum curiosity score of 80, each worth six points of each assignment grade

Two responses per module with a minimum curiosity score of 75 each worth 3 points of each assignment grade. Every response should address a different question. You are welcome to submit more than two responses if you are interested in other prompts. Invest the same attention to detail and argumentation skills you devote to your question.

Your professor may override your grade if our Packback TA does not evaluate your questions and answers according to our course requirements.

Your questions and answers will cite your sources. This is an easy step since they are the readings and films needed to complete this assignment. Feel free to add other sources.

Half credit will be provided for questions and responses that do not meet the minimum curiosity score.

How to Register on Packback:

You may register by following the instructions below:

1. Create an account by navigating to <https://questions.packback.co> and clicking “Sign up for an Account”
Note: If you already have an account on Packback you can log in with your credentials.

2. Then enter our class community’s lookup key into the “Looking to join a community you don't see here?” section in Packback at the bottom of the homepage.
Community Lookup Key:

3. Follow the instructions on your screen to finish your registration.

Packback will require a paid subscription of \$30.00. Refer to www.packback.co/product/pricing for more information.

How to Get Help from the Packback Team:

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

For a brief introduction to Packback Questions and why we are using it in class, watch this video: vimeo.com/packback/Welcome-to-Packback-Questions

Students’ responsibilities

- Students will complete all procedures required to drop the course if they desire to obtain a “W.”
- Students will be active in their own learning process, obtain knowledge on their own, and share their knowledge with their peers and teacher.
- Students will show respect for the instructor, guests and one another regardless of opinion, cultural values and other group differences.
- Communications with your peers and your professor must follow the protocol you will read at <http://www.wikihow.com/Email-a-Professor>. Participation points will be deducted when your messages do not follow the conventions listed in the site referenced.
- When requested to meet with your professor, you must schedule a meeting or meet her during virtual office hours during the next 36 hours.
- Students should give one another equal opportunity to express opinions, experiences and ideas. Students will respond according to their turn, not in a ping-pong mode, or in a two-person discussion. The goal is not to win a discussion but to reflect on the information and perspectives presented during our group conversations.
- All students should be supportive of a cooperative learning environment in the classrooms.
- Students will acquire their subscription to Packback by the first day of our first week of classes.

Technology requirements

A large part of our course content is delivered via the Internet through the Blackboard learning management system. In addition, a subscription to Packback is needed to complete a section of our assignment. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to access, download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

The University of Texas at El Paso provides free 24/7 Helpdesk support to academic students and faculty members teaching on-line. The [Help Desk](#) can provide answers to questions about using technology and services as well as technical support. Please visit the [technical support](#) page for more information.

How are we going to communicate with our professor?

- **Office Hours:** M – F, 2pm – 3 pm. Through Zoom or by appointment.
- **Blackboard course messages:** We will use our Blackboard message system to communicate. I will make every attempt to respond to your e-mail within 24-48 hours of receipt.
- **E-mail.** If I do not respond during the next 48 hours, e-mail me through our UTEP system at sachewsmithart@utep.edu When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.
- **Phone calls.** 915 747 7060. When calling, please, clearly state your complete name, student id number, course number, and reason of your message. I will answer through our e-mail system within the next 24-48 hours.

Netiquette

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.

- When reacting to someone else’s message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Attendance and participation

Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by your contributions to maintain a collegial environment in our course and by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements.
- Participating in engaging discussion with your peers in class and discussion boards.
- Other activities as indicated in each module’s folder.

Excused absences and/or course drop policy

According to UTEP Curriculum and Classroom Policies, “When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of “W” before the course drop deadline and with a grade of “F” after the course drop deadline.” In a short-term course, attendance is critical. One absence will not count towards the maximum number of absences allowed in this course. Every absence carries a deduction of 10% of the final grade. I may not drop you from the course; however, if you feel that you are unable to complete the course successfully, please let me know and then contact the [Registrar’s Office](#) to initiate the drop process. If you do not, you are at risk of receiving an “F” for the course.

Make-up work

Make-up work will be given *only* in the case of a *documented* emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if at all possible—and explain with proper documentation why you missed or will miss a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted. Packback assignments will not have make-up opportunities beyond the last day of our course, even when an “I” is assigned along with an extension to complete Blackboard assignments.

Alternative means of submitting work in case of technical issues

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort but you will upload it once your access to Packback and Blackboard are restored.

Incomplete grade policy

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines. Packback assignments will not be accepted after the last day of classes.

Accommodations policy

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the [CASS portal](#).

Contact tracing

UTEP will continue to provide contact tracing on campus for individuals who report a positive COVID-19 test to covidaction@utep.edu. If an individual tests positive, they should inform the university via this email address.

Scholastic integrity

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#). **Assignments already graded are subjected to revision until the end of the course and will be reported to the OSCCR if academic dishonesty is suspected.**

Class recordings

Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

Test proctoring software

Quizzes may require the use of Respondus Lock Down Browser and Respondus Monitor inside of Blackboard to promote academic integrity. You are encouraged to learn more about how to use these programs prior to the first test.

Please review the following guidelines:

- Respondus Lockdown Browser will require that all internet tabs are closed prior to the start of the test.
- Respondus Monitor requires a webcam and microphone.
- You will be required to show the webcam your student ID prior to the start of the test.
- Your face should be completely visible during the test. Blocking the camera will disable the test.
- Respondus Monitor requires you to take a video of your surrounding area (desk, chair, walls, etc.)
- You should not have conversations with other people and/or leave and return to the area during the test.

Plagiarism detecting software

Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

Copyright statement for course materials

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

Covid-19 precautions

You must **STAY AT HOME** and **REPORT** if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. Students are advised to minimize the number of encounters with others to avoid infection.

It is strongly suggested to wear face coverings when in common areas of campus or when others are present. I am among the high-risk population and I will appreciate your assistance to avoid spreading the COVID virus. As we are adjusting to the development of the pandemic, conditions to enter the campus change. Remain informed of the requirements to comply with Section 1.2.3 *Health and Safety* and Section 1.2.2.5 *Disruptions* in the UTEP Handbook of Operating Procedures.

Course resources: Where you can go for assistance

UTEP provides a variety of student services and support:

Technology Resources

- Help Desk: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- UTEP Library: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- Math Tutoring Center (MaRCS): Ask a tutor for help and explore other available math resources.
- History Tutoring Center (HTC): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

This syllabus may be subject to modifications.

COURSE ADD

All fields below are required

College : COLA Department : History

Effective Term : Fall 2022

Rationale for adding the course:

This course has been offered as HIST 3390 (Special Topics). We would like to make it a permanent course.

All fields below are required

Subject Prefix and # HIST 3352

Title (29 characters or fewer): African Diasporas-Latin Amer

Dept. Administrative Code : 1450

[CIP Code](#) 05.0201.00

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught: Face-to-Face Online Hybrid

Course minimum grade: if N leave blank, if Y provide grade

- How many times may course be repeated to satisfy minimum grade requirement?

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" Yes No

Grading Mode: Standard Pass/Fail Audit

Description and keywords (600 characters maximum):

This course centers on the experiences of the African Diasporas in Latin America and the Caribbean. While acknowledging the diversity of the Afro-Latino and Caribbean populations, we will address their contributions to the region's economy, politics, and culture as well as the global impact of their participation in transcontinental systems of production and trade. Topics include the Atlantic Slave Trade, colonial social systems, resistance to slavery, Black liberation theories, independence movements, and national identities in post-colonial societies. Keywords: Black, diaspora, history.

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

A Lecture H Thesis

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| <input type="checkbox"/> B Laboratory | <input type="checkbox"/> I Dissertation |
| <input type="checkbox"/> C Practicum | <input type="checkbox"/> K Lecture/Lab Combined |
| <input type="checkbox"/> D Seminar | <input type="checkbox"/> O Discussion or Review (Study Skills) |
| <input type="checkbox"/> E Independent Study | <input type="checkbox"/> P Specialized Instruction |
| <input type="checkbox"/> F Private Lesson | <input type="checkbox"/> Q Student Teaching |

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

| Prerequisite(s): | | |
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| Course Number/ Placement Test | Minimum Grade Required/ Test Scores | Concurrent Enrollment Permitted? (Y/N) |
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Add to Humanities section of Block Electives

**Asian Diaspora in Latin America
HIST 3390**

Instructor: Selfa A. Chew-Melendez PhD.
E-mail: sachewsmithart@utep.edu
Classroom and time: LART 210, Tuesdays and Thursdays (1:30 PM)
Office Hours: Monday and Wednesday, 9:00 – 10:30AM
Office: LART 333
Phone: 747-7060

Course description and objectives.

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.

Objectives

- To assess the importance of the Asian Diaspora in the construction of hybrid transnational communities in Latin America.
- To analyze critically gender and race relations in the context of the cultural, and political development of Latin America.
- To identify the relation of history with other disciplines; and
- To learn in a cooperative environment the *relationship* and *significance* of historical persons, events, ideas, and processes affecting our present.

At the end of this course I would like my students to be able to:

- Think critically about interlocking relations of power, including gender, race, and economic class.
- Evaluate past events and social processes as factors that shape our present.
- Reflect on their own academic responsibility and potential to affect positively their communities. , E
- Develop strategies to improve independent study skills.

Required Textbook:

1. Seijas, Tatiana. *Asian Slaves in Colonial Mexico: From Chinos to Indians* (Cambridge University Press, 2014).

Other items will be available through our virtual library.

Attendance:

Regular attendance is crucial in a discussion-centered course such as this. Each student is allowed 1 absence without penalty; each subsequent absence will lower the final grade by 5%. More than FOUR absences will automatically result in a failing grade. Being late two times amounts to one absence. If you leave the classroom for a period longer than five minutes, your attendance points will decrease. Unauthorized use of cell phones or computers will result in deductions from your attendance and participation points. You must consult your Blackboard records to make sure I have accurate attendance records. You have only 36 hours to inform me of any mistake in your attendance record. Quizzes and team work cannot be made up when you are absent.

Office appointments: Please, e-mail me or call me to cancel your appointment if you are not able to meet with me. If you miss an appointment participation points will be deducted from your final grade.

Class discussions. They are designed to encourage the class to express opinions, observations, share experiences, and ask questions. We should use this time to clarify understanding of concepts encountered in course materials.

Disabled student resources. A variety of services are available to students who need special accommodation for students to succeed and enjoy this class. Reasonable accommodations are available for students who have a documented disability. Please notify the instructor during the first week of class of any accommodations needed for this course.

Group activities will be arranged periodically to allow students to become acquainted with other class members and their ideas. They also provide opportunities for students to see the application of the principles introduced in course materials. The frequency and quality of the group activities largely depends on the cooperation of group members.

Grades will be determined by students' performance in the following areas:

Grading Policy:

| | |
|---|-----|
| A paper | 15% |
| Presentations | 10% |
| Journals | 55% |
| Chicago/Turabian citation style quiz | 3% |
| Rapid evaluations (quizzes) and assignments | 7% |
| Participation in class | 10% |

Final grades will be based on the total number of points earned in the course.

Grade Scale

A = 90 – 100%

B = 80 – 89%

C = 70 -79%

F = 69 and under

It is highly recommended to visit Blackboard periodically. You can find your grades, post messages, form discussion groups and be reminded of tests, assignments, events, etc.

Late work policy:

All assignments are due on or before the assigned dates.

There will be no make ups for class participation or quizzes in class.

Papers placed underneath the instructor's office door or in her box won't be accepted if they are late.

It is important that you understand the reasons why you receive the grade you do. I encourage students to discuss the graded papers, quizzes or exams with me, but such conversation can only take place 24-hours after students receive their graded paper or quizzes.

Students' responsibilities

- Students will complete all procedures required to drop the course if they desire to obtain a "W."
- Students will be active in their own learning process, obtain knowledge on their own, and share their knowledge with their peers and teacher.
- Students are expected to read assigned material prior to class. They should be prepared to answer questions related to material in the text and may be called on to do so. Students should also be prepared to ask questions about issues of interest or for clarifications of concepts during class.
- Students are expected to show respect for the instructor, guests and one another regardless of opinion, cultural values and other group differences.
- Communications with your peers and your professor must follow the protocol you will read at <http://www.wikihow.com/Email-a-Professor> Participation points will be deducted when your written messages do not follow the conventions listed in the site referenced.

- When students receive a notification to meet with your professor in her office, you must schedule a meeting or meet her during office hours during the next 36 hours. Failing to meet with her in this case will result in a deduction of your participation points.
- Students should give one another equal opportunity to express opinions, experiences and ideas.
- All students should be supportive of a cooperative learning environment in the classrooms.
- Students are encouraged to attend all sessions, arrive on time, and remain in attendance until each session is formally ended. When a test is scheduled, students will not be allowed to leave the classroom before finishing the test, with the exception of documented medical problems. A significant proportion of the learning process originates from interaction with others and in the give-and-take discussions relevant to readings. Because our class represents a system of learning, your presence or absence affects and enables the learning process of every other class member.
- Students will not use cell phones or other electronic devices during our class sessions, or exams at all. Students must turn off all electronic devices and keep them away. In case of special needs, students must notify the instructor of the need to answer a call on the day such call is expected and the student will be allowed to exit the classroom for a brief period of time to take the call. If your professor asks you to put away you phone two times, the third instance will result in a deduction of attendance and participation points.
- Students with disruptive behavior will be asked to leave the classroom or to meet with their professor in her office at a later time.
- Students will not be allowed to use a computer during class unless they have a documented need to use a laptop. In that case, the computer will be used exclusively to take notes and the student must use designated places for computer users.
- Your classmates and your syllabus will be a good source to inquire on what you missed in class when absent. Do not contact your professor to request information on the lecture and activities.
- 5% of your grade will be discounted from your final grade for each absence, after the first absence. For example, if your final grade is 100, but you missed four sessions your final grade will be 85. FOUR classes is the maximum amount of sessions you may miss. If you miss class five times you will fail this course.
- Students must bring the texts assigned for reading to our class for further discussion and group exercises following our schedule.

Participation (10%)

Your professor as well as the other members of your team will grade your participation. Evaluation will be based on punctuality, attendance, preparedness, number and quality of interventions, willingness to take notes for yourself and for your team, and collaboration with your team and the rest of the class to attain our learning goals. When you are absent you are missing information and making it more difficult for you to do well in the class; therefore, your participation points decrease. I believe that all of us need to contribute to the educational growth of the whole group. These are some of the basic points regarding participation followed by a basic description of participation points.

Follow these rules for an enjoyable class:

1. **Listen actively** -- respect others when they are talking.
2. Avoid pin-pong conversations or verbal duels: wait for another round to start to intervene again.
3. Other students will be waiting for their **turn** to speak and we will respect the order.
4. Once you have intervened, allow the next student to express her/his opinion, even if that opinion is not directly related to your intervention.
5. Practice timely attendance.
6. Do not be afraid to **challenge respectfully one another** by asking questions, but refrain from personal attacks -- focus on ideas.
7. **Participate to the fullest of your ability** -- community growth depends on the inclusion of every individual voice.
8. **Do not address the person**, discuss ideas and avoid attacking your peers on personal basis.
9. **Research** the appropriate terms to refer to persons or communities. When in doubt, ask your professor.
10. **The goal is not to agree** -- it is about hearing and exploring divergent perspectives.
11. **Take charge of your education**. Read carefully, use your dictionary as needed, look for more information if topics are difficult to grasp.

One paper (15%):

You will present one paper with an extension of 10 pages. It will consist of an exploration of a topic related to our course, addressing directly the Asian Diaspora in Latin America, using at least three of the readings listed in our course, and five journal articles or academic books not included in our reading list. Compliance with all the requirements for these specific assignments does not guarantee an A in this course for the entire course. Undergraduate students who fulfill the following conditions are exempted from submission of a final paper: students will have 1) 100 % of their journal entries timely submitted with a score of 9/10 or higher in each of their original entries (some journal entries carry a higher number of points but ratio for exemptions is approximately the same); 2) a perfect attendance record (including punctuality and continuous presence during class); 3) a perfect score in their presentation(s) with a noticeable participation in all phases of the course; 4) all quizzes with a passing grade; 4) a high level of meaningful participation, and, 5) encourage other students to participate. Plagiarism will disqualify students to be exempted from final paper. Graduate students will not receive a final paper exemption and the extension will be 18-20 pages.

This paper is mandatory to pass this course for graduate students and students who failed to submit one or more journals in a timely fashion, regardless of the extra credit points they may accumulate. Papers must be submitted by the deadline through Blackboard.

Presentations (10%):

Your team will make a formal presentation using multimedia technology to address the main topics of this course in two sections. Your team, thus, will select one article or chapter from the syllabus not previously presented. The lecture section will cover only five minutes, a maximum of three slides with 3-5 summarized ideas in each slide, in a bulleted list. You can integrate one citation per slide, maximum three lines. The text must be readable from a distance of 30 feet when projected onto the screen. Reading a text during presentation is not acceptable. The second section consists of an activity designed to review the main concepts of the chapter or article. The activity must include lesson materials, and encourage students to learn as a team, as well as use their senses, beyond memorization or discussing a question. Each activity must be different from other activities designed by other teams. Your team will prepare this presentation through a lesson plan two weeks before your activity takes place in class. Your professor must approve the lesson plan and the ppt before your presentation. Both, ppt and presentation will be uploaded through Blackboard. Graduate students will make one solo presentation and a second one with a team. Your lesson plan will include the names of the members of the team, information on the media used, questions explored, activities, and objectives. Your professor will submit feedback within three days of uploading. When necessary, corrections must be done before presenting and your materials resubmitted to be graded. Make sure your presentation is completely approved at least three days before your presentation.

Journal (55%):

Journal entries consist of a summary of each article or chapter scheduled to read, plus a comments section. Unless instructions for specific texts differ, each summary will have a **minimum extension of 200 words per text when you need to report on more than one text; and 300 words, if only one text is assigned.** In addition, each entry will include a one-paragraph critical comment on the readings assigned for class with a minimum of 100 words. Some journal entries will have to address topics provided in the instructions. This exercise will prepare you for our discussions in class and to write your final paper. Occasionally, I will submit a list of questions to answer in lieu of your summary. You must use Chicago style to cite quotations, pages, and also your works-cited section. Journals carry the largest weight of your grade; therefore, students should take great care and pride when writing them. Missing more than four assignments will result in a failing grade. College work requires careful examination of sources. Learning takes place at different stages and settings, it is not a process that takes place solely in the classroom and from your professor. Your journal must reflect your intellectual growth as the course progresses and it will be the vehicle for individualized feedback.

Expectations are:

1. A clear thesis and logical organization.
2. Write concisely.
3. Avoid passive constructions. Tell who is performing the action you describe.
4. Quotations must be used sparingly and references included.
5. Strive for gender-neutral phrasing.

6. Use carefully the term “race.” Remember, race is a social construction. Avoid derogatory language.
7. Incorporate new terms learned but use your own words, demonstrate that you understood the text.
8. Students will accrue 0 points when they use the patchwork method to write a journal entry. Patchwork means to take a fragment of the text and paste with other phrases in one sentence. Research the term.
9. Ask questions in your comment section if you feel you are not understanding a concept.
10. When provided, read my feedback. Replying to my comments will automatically give you 1-3 points over that journal entry grade.

Notice that our readings are not in strict chronological order, and that some topics are repeated. This apparent repetition should elicit analytical comparisons in terms of primary sources and scholarly interpretations. Keep in mind that historical processes or intellectual processes are not linear; therefore, you will exercise your ability to establish relationships among periods, events, and issues.

Quiz on Chicago Style (3%):

As a student of history you must learn to use the Chicago /Turabian citation style when writing your sources and your bibliography.

Rapid evaluations –quizzes and assignments (7%):

Periodically, you will answer a set of questions in class related to the material previously presented to you during lecture or included in your mandatory readings. There are no make-ups for these quizzes. Some assignments will take place in class, particularly during team presentations. When absent, students will not earn points for missed quizzes or in-class assignments.

Graduate Students Coursework:

Graduate students will submit two extended journal entries per week, 2 – 4 pages (versus 1 – 2 pages submitted by undergraduate students). Graduate students will submit a final paper with an extension of 18 -20 pages (versus 10 pages submitted by undergraduate students). It consists of an exploration of a topic using at least three of the readings listed in our course, plus their selection of five journal articles or monographs not included in our reading list. Graduate students must design a lesson plan and teach a class, individually.

Extra points: Students may earn a maximum of 8 extra points when attending special events. However, when more than five journal entries are missed, or if your final paper earns a grade lower than 70, extra points will not be added.

Schedule: This schedule is for your mandatory readings mainly. Our readings are not following a strict chronological order in the treatment of topics. All texts in this schedule must be included in the submission of journals. Students must submit an entry per chapter or article. Students must bring a printed copy of each chapter or article to class as scheduled. Students must read the texts before their discussion in class. I will provide other texts through Blackboard or will give you hand-outs. Check your Blackboard Calendar for specific datelines. Several guests’ presentations, movies and group discussions, among other events will take place during the term and the topics will be integrated into your exams.

Week 1 (Journal 1)

In class: Hu-DeHart, Evelyn. Review of *MULTICULTURALISM IN LATIN AMERICAN STUDIES: Locating the “Asian” Immigrant; or, Where Are the the Chinos and the Turcos?*,” Yusuke Murakami, Delia Salazar, and Lisa Yun. *Latin American Research Review* 44, no. 2 (2009): 235–42. <http://www.jstor.org/stable/40783617>.

January 19: What is orientalism? <http://arabstereotypes.org/why-stereotypes/what-orientalism>

Week 2 (Journal 2)

In class: *Mickey Mouse Monopoly: Disney, childhood & corporate power*. A Media Education Foundation production; directed by Sut Jhally; produced by Jeremy Earp. UTEP library.

January 26: Hu-DeHart, Evelyn, and Kathleen López. "Asian Diasporas in Latin America and the Caribbean: An Historical Overview." *Afro-Hispanic Review* 27, no. 1 (2008): 9-21. <http://0-www.jstor.org.lib.utep.edu/stable/23055220>.

Week 3 (Journals 3 and 4)

January 31. Introduction and “Catarina de San Juan...” *Asian Slaves in Colonial Mexico*.

February 2. The Diversity and Reach...” *Asian Slaves in Colonial Mexico*.

Week 4 (Journals 5 and 6)

February 7. “The Rise and Fall...” in *Asian Slaves in Colonial Mexico*.

February 9. “Chinos in Mexico City...” in *Asian Slaves in Colonial Mexico*.

Week 5 (Journals 7 and 8)

“Joining the Republic of Indians...” in *Asian Slaves in Colonial Mexico*.

“The Church on Chino Slaves ...” in *Asian Slaves in Colonial Mexico*.

Week 6 (Journals 9 and 10)

“The End of Chino Slavery ...” in *Asian Slaves in Colonial Mexico*.

Hu-Dehart, Evelyn. "Globalization and Its Discontents: Exposing the Underside." *Frontiers: A Journal of Women Studies* 24, no. 2/3 (2003): 244-60. <http://0-www.jstor.org.lib.utep.edu/stable/3347361>.

Week 7 (Journals 11 and 12)

Introduction and “Gendered Criminalization” in *Uprooting Community. Japanese Mexicans, World War II..., Uprooting*

“The Formation of Japanese Mexican...” in *Community. Japanese Mexicans, World War II...*

Week 8 (Journals 13 and 14)

“The Impact of World War II and Hemispheric Defense...” in *Uprooting Community. Japanese Mexicans, World War II...*

“Citizenship Revoked...” in *Uprooting Community. Japanese Mexicans, World War II...*

Week 9 (Journals 15 and 16)

“The Road to Concentration Camps...” in *Uprooting Community. Japanese Mexicans, World War II...*

“Attempts to Challenge or Postpone Displacement” in *Uprooting Community. Japanese Mexicans, World War II...*

Week 10 (Journals 17 and 18)

“Temixco Concentration Camp” in *Uprooting Community. Japanese Mexicans, World War II...*

“A transnational Family...” in *Uprooting Community. Japanese Mexicans, World War II...*

Week 11 (Journals 19 and 20)

Jozami, Gladys. 1996. “The Manifestation of Islam in Argentina”. *The Americas* 53 (1). Cambridge University Press: 67–85. doi:10.2307/1007474.

Documentary: *Community Celebration: Other Caribbean Festivals*. New York: Insight Media. 1991.

http://encore.utep.edu/iii/encore/record/C_Rb2934318

Week 12 (Journals 21 and 22)

Lesser, Jeffrey. 1996. “(re) Creating Ethnicity: Middle Eastern Immigration to Brazil”. *The Americas* 53 (1). Cambridge University Press: 45–65. doi:10.2307/1007473

Klich, Ignacio. 1996. “The Chimera of Palestinian Resettlement in Argentina in the Early Aftermath of the First Arab-Israeli War and Other Similarly Fantastic Notions.” *The Americas* 53 (1). Cambridge University Press: 15–43. doi:10.2307/1007472.

Week 13 (Journals 23 and 24)

Almeida, Mónica. 1996. "Phoenicians of the Pacific: Lebanese and Other Middle Easterners in Ecuador". *The Americas* 53 (1). Cambridge University Press: 87–111. doi:10.2307/100747

Course evaluation and quiz on Chicago/Turabian citation format.

Week 14 (Journals 25 and 26)

Reel Bad Arabs: How Hollywood Vilifies a People. A Media Education Foundation production; directed by Sut Jhally; produced by Jeremy Earp. UTEP library.

Theresa Alfaro-Velcamp. "'Reelizing' Arab and Jewish Ethnicity in Mexican Film." *The Americas* 63, no. 2 (2006): 261-80. <http://0-www.jstor.org.lib.utep.edu/stable/4491221>.

Week 15 (Journals 27 and 28)

Yang, Li. 2011. "In Search of a Homeland: Lai Ngan, a Pioneer Chinese Woman and Her Family on the U. S.-Mexico Border". *The Journal of Arizona History* 52 (4). Arizona Historical Society: 337–54. <http://0-www.jstor.org.lib.utep.edu/stable/41697389>.

Women Make Movies: Motherland Cuba Korea USA by Dai Sil Kim-Gibson

<https://www.youtube.com/watch?v=Kp3QLAI-5N0>

Final exam date: Submission of your final paper. Mandatory for graduate students and undergraduate students not officially exempted. This syllabus is subject to changes.

COURSE ADD

All fields below are required

College : COLA Department : History

Effective Term : Fall 2022

Rationale for adding the course:

This course has been offered as HIST 3390 (Special Topics). We would like to make it a permanent course.

All fields below are required

Subject Prefix and # HIST 3353

Title (29 characters or fewer): Asian Diaspora-Latin America

Dept. Administrative Code : 1450

[CIP Code](#) 05.0206.00

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught: Face-to-Face Online Hybrid

Course minimum grade: if N leave blank, if Y provide grade

- How many times may course be repeated to satisfy minimum grade requirement?

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" Yes No

Grading Mode: Standard Pass/Fail Audit

Description and keywords (600 characters maximum):

Examines the contributions of Asian immigrants and their descendants to the economy and culture of Latin America. Readings develop a critical understanding of the centuries-long presence of Asians in the region, framing this knowledge within larger 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. Keywords: diaspora, immigration, history.

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

A Lecture H Thesis

| | |
|----------------|--|
| Classification | |
| Major | |

Add to Humanities section of Block Electives

Syllabus

HIST 3390

COMPARATIVE INDIGENOUS AMERICAS

Fall Semester 2021

CRN 16484

Class time: Monday and Wednesday 4:30 pm-5:50 pm

Class Location: Psychology Bldg 306

Faculty Contact

Dr. Eric Rodrigo Meringer

Email: ermeringer@utep.edu

Office hours: MWF 11:30 am -12:30 pm; T TH 1:30 pm – 2:00 pm and by appointment

UTEP Dates and Deadlines

| | |
|-------------|--|
| Aug 23 | First day of classes |
| Aug 23 - 27 | Late registration (fees incurred) |
| Sept 6 | Labor Day – University Closed |
| Oct 29 | Fall drop/withdrawal deadline |
| Nov 25 – 26 | Thanksgiving Holiday – University Closed |
| Dec 6 – 10 | Final Exams |
| Dec 15 | Grades are due |

Course Description

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 later 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.

Readings

There are 10 readings for which there will be 10 quizzes. Class readings will be provided to you as online handouts on Blackboard. Find links to readings either under the “Readings” tab or in the weekly module.

The Weekly Module

Course material is presented in weekly modules. There are 16 weeks in the semester and therefore 16 modules. Look at the weekly modules on the Blackboard site to see what assignments are due that week. For more information see the Assignment Schedule below.

Course Requirements

Final Grades will be determined by points earned in the following areas:

| | |
|-------------------------------------|-------------------|
| 10 Reading Quizzes (50 points each) | 500 points |
| 1 mid-term exam | 200 points |
| 1 final exam | 200 points |
| <u>Attendance and Participation</u> | <u>100 points</u> |
| Total Points | 1000 points |

Grading Scale

| | | | |
|-----------------|---|-----------|---|
| 900-1000 points | A | 700-799 | C |
| 800-899 points | B | 600-699 | D |
| 800-899 points | C | Below 600 | F |

Exams (40% of final grade): There will be two exams: one mid-term and one final. Each exam is worth 200 points. Exams consist of a combination of multiple-choice questions and a couple of short answer questions. Exams draw heavily on quizzes and in class discussion. **Make-up exams** in cases of unavoidable scheduling conflicts must be arranged prior to exam date. Exceptions for unanticipated medical or family emergencies will require written documentation from the student.

Reading Quizzes (50% of grade): There are a total of 10 quizzes. Each is worth 50 points for a total of 500 points. Quizzes consist of around 5 to 10 questions and draw directly from the assigned readings. Quizzes are online and you will have numerous days to take them but they will always be due by class time on the second meeting of the week (Wednesdays). You will also be given two attempts at each quiz with only the highest score being counted. Late quizzes are penalized 25 points and are only available for one week after the initial due date.

Attendance and Participation (10% of grade): This portion of your grade is based upon your attendance and participation in classroom activities. Experience shows that poor attendance almost always results in poor grades. Regular attendance is required and excellent attendance is rewarded.

Extra Credit Extra credit is not offered on an individual basis. Occasionally, however, the instructor may opt to have an extra credit activity in class in order to raise the class average as a whole. As such activities are offered in class you have to be present to participate in any such activity.

Communication

Office Hours: The instructor will hold regular office hours on Mondays, Wednesdays and Fridays, from 11:30 am - 12:30 pm, also on Tuesdays and Thursdays from 1:30 pm – 2:00 pm. You can also make an appointment or feel free to stop by any time you find me in my office at LART 329. I will do my best to answer email messages withing 24 hours. Make sure though that you send your message to the correct address. **My email address** is ermeringer@utep.edu. Please note that it does not include the word “miners.” Only student email addresses include the word “miners.”

Tips for effective student online communication: To facilitate prompt and effective email communication, make sure that you have thought out your question before sending a message. Be sure to first check course resources (syllabus or Blackboard). Make sure also to **include the course name and class time** in the **subject line** and a brief word or two regarding the subject matter as the instructor generally has numerous course offering in a single semester.

Closing the Loop: In all email exchanges with the instructor, make sure to respond to the instructor’s message in order to confirm that the message was received and either a satisfactory answer was provided or that further information is needed. This is called “closing the loop” and is an important aspect of maintaining effective online communication.

Special Accommodations

Students with physical or other challenges who require accommodation(s) in order to participate in this course should contact the Center for Accommodations and Support Services (Union Building, East, room 106). Telephone: +1.915.747.5148. Email: Cass@utep.edu. Internet: <https://www.utep.edu/student-affairs/cass/>. It is your responsibility to speak with a counselor in order to receive necessary help. Within the first week of the beginning of the semester, you must provide documentation from CASS in order to receive any accommodation(s). Failure to contact CASS and provide documentation in a timely manner may delay such accommodation(s) being made.

Student Services: Blackboard Support

To successfully navigate the online classroom new students are encouraged to view the “Blackboard FAQs for Students” links, or the “Student Bookmarks” links, which are located under the “Student Services” tab at the upper right hand side of the Blackboard header. Those requiring technical assistance can access “UTEP’s Help Desk” under the “UTEP Blackboard” header. Scroll down to the lower right hand of the page to find it under “UTEP Resources.” Technical support is available twenty-four hours a day, seven days a week via the Help Desk link or via phone at +1.915.747.5257.

Tutoring Services

UTEP and the History Department offer tutoring services in writing and in history related topics. Links to the University Writing Center and the History Tutoring Center are provided here:

<https://www.utep.edu/uwc/>

<https://www.utep.edu/liberalarts/history/resources/student-resource/history-tutoring-center.html>

Student Course Evaluations

UTEP values its students' feedback. You will be asked to complete an online evaluation toward the end of the term. The primary purpose of this evaluation process is to assess the effectiveness of classroom instruction in order to provide the best learning experience possible and make continuous improvements to every class. Responses are kept confidential. Please take full advantage of this opportunity to provide your feedback.

COVID-19 Precaution Statement

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.

More Information

For more information about student services and other general information, visit the “Community and Student Services” tabs on the Blackboard header.

Course Policies and Information

You are responsible for understanding and abiding by the policies and procedures described below. Any problems that the Instructor encounters in this course may be reported to the Dean of Students.

Course Civility

You must uphold a mature level of interaction with fellow students and with the instructor. Please respect other students, showing courtesy in all interactions.

Disputed grades

If you disagree with a grade, you should consult the instructor.

Dropping the Class

You are entitled to drop this class with a grade of “W” until the official university drop deadline, as described in the Schedule of Classes and the University Catalog. You are responsible for dropping the class. There will be no faculty-initiated drops, except under special circumstances if you request the Instructor to drop you.

Academic Honesty and Integrity

As a member of the University of Texas at El Paso academic community that honors integrity and respect for others, you are expected to maintain a high level of personal integrity in your academic work at all times. Your work should be original and must not be reused from other courses.

According to the Merriam Webster Online Dictionary, plagiarism can be defined as “the act of using another person's words or ideas without giving credit to that person” (<http://www.merriam-webster.com/dictionary/plagiarism>). In other words, it is literally a form of theft. You are expected to do your own work on all graded material submitted for all course requirements.

All work submitted must be written for this course during the term in which the course is being completed. Work from other courses or from other academic or non-academic settings, past or present, is not acceptable and will result in failure for that assignment. No opportunities for resubmission or revision will be granted.

The names and student numbers of students suspected of knowingly using, or attempting to use, another person's work as though such work is their own, and of students suspected of permitting, or attempting to permit, another student to use their work, will be given to the Dean of Students for disciplinary action. Such conduct may constitute grounds for sanctions ranging from the assignation of a grade of “F” for the work to expulsion from the University.

If you are uncertain regarding what actions constitute plagiarism, or about the University policy, then you should consult the instructor.

Course Management

I will promptly grade all assignments, and other work submitted for a grade soon after your deadlines.

External Link Disclaimer

This course may contain links to external sites neither owned nor maintained by UTEP. UTEP bears no responsibility for the accuracy, legality, or content of external sites or for that of subsequent links. In addition, the terms of use, security policies, and privacy policies may differ from those of UTEP. Contact the external site for answers to questions regarding its content, terms of use, and policies.

Syllabus Changes

Minor changes to the syllabus may be made at the discretion of the Instructor.

Assignment Schedule

| Module number and weekly topics | Assignments | Due Date |
|---|---|--|
| Section 1: Pre-Columbian Societies and European Encounter | | |
| Module 1 (Week of Aug 23) Introductions and syllabus Peopling the Americas | Readings: <ul style="list-style-type: none"> • “Peopling of the Americas as inferred from ancient genomics” • “DNA sequences suggest 250 people made up original Native American founding population” | |
| Module 2 (Week of Aug 30) Pre-Columbian America | Reading: <ul style="list-style-type: none"> • The Native Societies of the Americas before Contact | Reading Quiz 1 – finish the online quiz on this week’s reading by class time on Wednesday Sept 1 |
| Module 3 (Week of Sept 6) No class on Monday European Encounter Black Legend of Spanish Barbarism | Reading: <ul style="list-style-type: none"> • Las Casas on Destruction of the Indies | Reading Quiz 2 – finish the online quiz by class time on Wednesday |
| Module 4 (Week of Sept 13) Colombian Exchange Reinterpreting Conquest | Reading: <ul style="list-style-type: none"> • Burying the White Gods | Reading Quiz 3 – online quiz due by class time on Wednesday |
| Module 5 (Week of Sept 20) Interpreting women’s roles as guides and culture brokers | Reading: <ul style="list-style-type: none"> • Malinche and Pocahontas | Reading Quiz 4– Finish online quiz by Wednesday |

Section 2: Assimilation and Acculturation

| | | |
|---|--|--|
| Module 6 (Week of Sept 27) Spiritual Conquest Protestant Reformation | Reading: <ul style="list-style-type: none">• Images and Prophets | Reading Quiz 5 - submit by class time on Sept 29 |
| Module 7 (Week of Oct 4) Captivity Narratives Casta Paintings and Mestizaje in Latin America | Reading: <ul style="list-style-type: none">• White Indians by Axtell | Reading Quiz 6 – submit by Oct 6 |
| Module 8 (Week of Oct 11) Review and Mid-Term Exam | <ul style="list-style-type: none">• Mid-Term Exam | Mid-Term in class on Oct 13 |

Section 3: Adaptation and Accommodation

| | | |
|--|--|-----------------------------|
| Module 9 (Week of Oct 18) Adapting to European warfare Ethnogenesis | Reading: <ul style="list-style-type: none">• Military Revolution on Native North America (Empires and Indigenes) | Reading Quiz 7 – due Oct 20 |
| Module 10 (Week of Oct 25) The Middle Ground Silver mining and the Peruvian Mita Watch Video | Reading: <ul style="list-style-type: none">• Kicza on Fur Trade• Video: The Devil's Miner | Reading Quiz 8 – due Oct 27 |

| Section 4: Resistance and Rebellion | | |
|---|---|-----------------------------|
| Module 11 (Week of Nov 1) Choosing sides Pan Indian cultural revival movements | Readings: <ul style="list-style-type: none"> • Neolin’s vision • Tupac Amaru II | |
| Section 5: Indigenous Survival Under the Modern Liberal State | | |
| Module 12 (Week of Nov 8) Manifest Destiny Liberal Reformers | Readings: <ul style="list-style-type: none"> • Civilization and Barbarism excerpt • Liberals and the Land (Gonzalez y Gonzalez) | Reading Quiz 9 – due Nov 10 |
| Module 13 (Week of Nov 15) Genocide Ethnocide: “Kill the Indian. Save the man” | Reading: <ul style="list-style-type: none"> • Brenda Childs | Reading Quiz 10 due Nov 17 |
| Section 6: Self Determination and Indigenous Activism in the Twentieth Century | | |
| Module 14 (Week of Nov 22) Indigenismo Accommodating Institutional Indigenismo and rise of Pan Indian Activism | Video: <ul style="list-style-type: none"> • American Indian Movement | |
| Module 15 (Week of Nov 29) Engaged Anthropology Rigoberta Menchu Controversy Review for Final | | |
| Module 16 (Week of Dec 6) | FINAL EXAM WEEK | DATE to be announced |

COURSE ADD

All fields below are required

College : COLA Department : History

Effective Term : Fall 2022

Rationale for adding the course:

This course has been offered as HIST 3390 (Special Topics). We would like to make it a permanent course.

All fields below are required

Subject Prefix and # HIST 3393

Title (29 characters or fewer): Indigenous Americas

Dept. Administrative Code : 1450

[CIP Code](#) 05.0202.00

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught: Face-to-Face Online Hybrid

Course minimum grade: if N leave blank, if Y provide grade

- How many times may course be repeated to satisfy minimum grade requirement?

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" Yes No

Grading Mode: Standard Pass/Fail Audit

Description and keywords (600 characters maximum):

The Americas in 1492 was a world inhabited by varied peoples of diverse languages and cultures. The demographic collapse of indigenous populations initiated by the Columbian Exchange, however, followed by centuries of colonial domination and later marginalization under the modern nation state, combined to reinforce a perception of indigenous homogeneity, still popular today. This class deconstructs stereotypes of uniform "Indian" identity by examining indigenous experiences across North and South America from pre-Columbian times to the present. Keywords: Native, Americas, history.

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

A Lecture H Thesis

| | |
|----------------|--|
| Classification | |
| Major | |

Social Studies Composite

Required Courses:

| | | |
|---|---|---|
| ECON 2303 | Principles of Economics | 3 |
| ECON 2304 | Principles of Economics | 3 |
| GEOG 1306 | Physical Geography | 3 |
| HIST 2301 | World History to 1500 | 3 |
| HIST 2302 | World History Since 1500 | 3 |
| HIST 3317 | History of Texas since 1821 | 3 |
| HIST 4325 & HIST 4330 | Junior-Senior Seminar and Teaching History/Soc Studies | 6 |
| POLS 4318 or POLS 4357 | Teaching Democracy Leadership/Civic Participation | 3 |
| Select one of the following: | | 3 |
| ANTH/SOCI 1310 | Cultural Geography | |
| GEOG 1310 | Cultural Geography | |
| Select two courses from American History: | | 6 |
| HIST 3301 | Colonial America to 1763 | |
| HIST 3302 | Amer Revolution/New Nation | |
| HIST 3303 | The U.S.-Mexican War | |
| HIST 3304 | Age of Jackson, 1815-1850 | |
| HIST 3305 | Civil War/Reconstruction Era | |
| HIST 3308 | United States Since 1941 | |
| HIST 3309 | Mexican-American History | |
| HIST 3310 | American Legal History | |
| HIST 3321 | 19th Century American West | |
| HIST 3322 | 20th Century American West | |

| | |
|--|---|
| HIST 3323 | American Indian History |
| HIST 3325 | Hist Immigration/Ethnicity US |
| HIST 3329 | African American History |
| HIST 3344 | Indigenous US-Mex Borderlands |
| HIST 3390 | History, Special Topics |
| HIST 3391 | History of Women |
| HIST 3393 | Indigenous Americas |
| Select one additional course from upper-division HIST: 3 | |
| HIST 3301 | Colonial America to 1763 |
| HIST 3302 | Amer Revolution/New Nation |
| HIST 3303 | The U.S.-Mexican War |
| HIST 3304 | Age of Jackson, 1815-1850 |
| HIST 3305 | Civil War/Reconstruction Era |
| HIST 3308 | United States Since 1941 |
| HIST 3309 | Mexican-American History |
| HIST 3310 | American Legal History |
| HIST 3311 | American Foreign Rel to 1914 |
| HIST 3312 | American Foreign Rel Snc 1914 |
| HIST 3313 | American Military History |
| HIST 3321 | 19th Century American West |
| HIST 3322 | 20th Century American West |
| HIST 3323 | American Indian History |
| HIST 3325 | Hist Immigration/Ethnicity US |
| HIST 3329 | African American History |
| HIST 3334 | History of Premodern East Asia |

| | |
|---------------------------|---|
| HIST 3335 | History of Modern East Asia |
| HIST 3337 | Modern Africa |
| HIST 3338 | History of Modern China |
| HIST 3339 | Pyramids & Prophets |
| HIST 3342 | The Spanish Borderlands |
| HIST 3344 | Indigenous US-Mex Borderlands |
| HIST 3345 | Christianity in Latin America |
| HIST 3346 | Central America and Caribbean |
| HIST 3347 | South America Since 1810 |
| HIST 3348 | Environmental Hist of Latin Am |
| HIST 3349 | History of Mexico to 1900 |
| HIST 3350 | Modern Mexico |
| HIST 3351 | Afro-Mexico |
| HIST 3352 | African Diasporas-Latin Amer |
| HIST 3353 | Asian Diaspora-Latin America |
| HIST 3360 | Ancient Greece |
| HIST 3361 | Hellenism & the Coming of Rome |
| HIST 3362 | The Medieval World |
| HIST 3363 | The Roman Empire |
| HIST 3364 | The Age of Renaissance |
| HIST 3365 | The Age of the Reformation |
| HIST 3366 | Age of Absolutism/Enlightenment |
| HIST 3367 | The Fr. Revol./Napoleonic Eras |
| HIST 3368 | 19th Cent. Europe, 1815-1900 |
| HIST 3369 | 20th Century Europe, 1900-Pres |

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|---------------------------|-------------------------------------|
| HIST 3370 | Holocaust in Europe, 1933-1945 |
| HIST 3374 | Modern Germany since 1866 |
| HIST 3382 | Spain in the Age of Expansion |
| HIST 3390 | History, Special Topics |
| HIST 3391 | History of Women |
| HIST 3393 | Indigenous Americas |
| HIST 4302 | Into to Public History |
| HIST 4303 | History and the Senses |
| HIST 4390 | Directed Study |

BA in History with a Concentration in 7-12 History

| Code | Title | Hours |
|---|------------------------------|-------|
| Background Check Required | | |
| A complete background check is required of all students who wish to receive teacher certification in the State of Texas. Students will be required to pass a background check before certification will be conferred by the State Board of Educator Certification (SBEC). | | |
| University Core Curriculum | | |
| Complete the University Core Curriculum requirements. | | 42 |
| Secondary Education History | | |
| Required Courses: | | |
| HIST 2301 | World History to 1500 | 3 |
| HIST 2302 | World History Since 1500 | 3 |
| HIST 3317 | History of Texas since 1821 | 3 |
| Select one course from three of the following fields: I, II, III, IV | | 9 |
| Field I | | |
| HIST 3301 | Colonial America to 1763 | |
| HIST 3302 | Amer Revolution/New Nation | |
| HIST 3303 | The U.S.-Mexican War | |
| HIST 3304 | Age of Jackson, 1815-1850 | |
| HIST 3305 | Civil War/Reconstruction Era | |
| HIST 3308 | United States Since 1941 | |
| HIST 3309 | Mexican-American History | |
| HIST 3310 | American Legal History | |

| Code | Title | Hours |
|---------------------------|---|--------------|
| HIST 3311 | American Foreign Rel to 1914 | |
| HIST 3312 | American Foreign Rel Snc 1914 | |
| HIST 3313 | American Military History | |
| HIST 3321 | 19th Century American West | |
| HIST 3322 | 20th Century American West | |
| HIST 3323 | American Indian History | |
| HIST 3325 | Hist Immigration/Ethnicity US | |
| HIST 3329 | African American History | |
| HIST 3344 | Indigenous US-Mex Borderlands | |
| HIST 3393 | Indigenous Americas | |
| Field II: | | |
| HIST 3334 | History of Premodern East Asia | |
| HIST 3335 | History of Modern East Asia | |
| HIST 3337 | Modern Africa | |
| HIST 3339 | Pyramids & Prophets | |
| Field III: | | |
| HIST 3342 | The Spanish Borderlands | |
| HIST 3345 | Christianity in Latin America | |
| HIST 3346 | Central America and Caribbean | |

| Code | Title | Hours |
|---------------------------|--|--------------|
| HIST 3347 | South America Since 1810 | |
| HIST 3348 | Environmental Hist of Latin Am | |
| HIST 3349 | History of Mexico to 1900 | |
| HIST 3350 | Modern Mexico | |
| HIST 3351 | Afro-Mexico | |
| HIST 3352 | African Diasporas-Latin Amer | |
| HIST 3353 | Asian Diaspora-Latin America | |
| HIST 3393 | Indigenous Americas | |
| Field IV: | | |
| HIST 3360 | Ancient Greece | |
| HIST 3361 | Hellenism & the Coming of Rome | |
| HIST 3362 | The Medieval World | |
| HIST 3363 | The Roman Empire | |
| HIST 3364 | The Age of Renaissance | |
| HIST 3365 | The Age of the Reformation | |
| HIST 3366 | Age of Absolutism/Enligtenment | |
| HIST 3367 | The Fr. Revol./Napoleonic Eras | |
| HIST 3368 | 19th Cent. Europe, 1815-1900 | |
| HIST 3369 | 20th Century Europe, 1900-Pres | |

| Code | Title | Hours |
|--|--------------------------------|--------------|
| HIST 3370 | Holocaust in Europe, 1933-1945 | |
| HIST 3374 | Modern Germany since 1866 | |
| HIST 3382 | Spain in the Age of Expansion | |
| Select six additional hours of upper-division HIST: | | 6 |
| HIST 3301 | Colonial America to 1763 | |
| HIST 3302 | Amer Revolution/New Nation | |
| HIST 3303 | The U.S.-Mexican War | |
| HIST 3304 | Age of Jackson, 1815-1850 | |
| HIST 3305 | Civil War/Reconstruction Era | |
| HIST 3308 | United States Since 1941 | |
| HIST 3309 | Mexican-American History | |
| HIST 3310 | American Legal History | |
| HIST 3311 | American Foreign Rel to 1914 | |
| HIST 3312 | American Foreign Rel Snc 1914 | |
| HIST 3313 | American Military History | |
| HIST 3321 | 19th Century American West | |
| HIST 3322 | 20th Century American West | |
| HIST 3323 | American Indian History | |

| Code | Title | Hours |
|---------------------------|---|--------------|
| HIST 3325 | Hist Immigration/Ethnicity US | |
| HIST 3329 | African American History | |
| HIST 3334 | History of Premodern East Asia | |
| HIST 3335 | History of Modern East Asia | |
| HIST 3337 | Modern Africa | |
| HIST 3338 | History of Modern China | |
| HIST 3339 | Pyramids & Prophets | |
| HIST 3342 | The Spanish Borderlands | |
| HIST 3344 | Indigenous US-Mex Borderlands | |
| HIST 3345 | Christianity in Latin America | |
| HIST 3346 | Central America and Caribbean | |
| HIST 3347 | South America Since 1810 | |
| HIST 3348 | Environmental Hist of Latin Am | |
| HIST 3349 | History of Mexico to 1900 | |
| HIST 3350 | Modern Mexico | |
| HIST 3351 | Afro-Mexico | |
| HIST 3352 | African Diasporas-Latin Amer | |
| HIST 3353 | Asian Diaspora-Latin America | |
| HIST 3360 | Ancient Greece | |

| Code | Title | Hours |
|---------------------------|--|--------------|
| HIST 3361 | Hellenism & the Coming of Rome | |
| HIST 3362 | The Medieval World | |
| HIST 3363 | The Roman Empire | |
| HIST 3364 | The Age of Renaissance | |
| HIST 3365 | The Age of the Reformation | |
| HIST 3366 | Age of Absolutism/Enlightenment | |
| HIST 3367 | The Fr. Revol./Napoleonic Eras | |
| HIST 3368 | 19th Cent. Europe, 1815-1900 | |
| HIST 3369 | 20th Century Europe, 1900-Pres | |
| HIST 3370 | Holocaust in Europe, 1933-1945 | |
| HIST 3374 | Modern Germany since 1866 | |
| HIST 3382 | Spain in the Age of Expansion | |
| HIST 3390 | History, Special Topics | |
| HIST 3391 | History of Women | |
| HIST 3393 | <u>Indigenous Americas</u> | |
| HIST 4301 | Internship in Public History | |
| HIST 4302 | Intro to Public History | |
| HIST 4303 | History and the Senses | |
| HIST 4390 | Directed Study | |

| Code | Title | Hours |
|--|--|--------------|
| Capstone Courses: | | |
| HIST 4325 & HIST 4330 | Junior-Senior Seminar and Teaching History/Soc Studies | 6 |

Course List

Select twenty-one additional hours of upper-division HIST: ¹

21

Field 1:

| | |
|---------------------------|---|
| HIST 3301 | Colonial America to 1763 |
| HIST 3302 | Amer Revolution/New Nation |
| HIST 3303 | The U.S.-Mexican War |
| HIST 3304 | Age of Jackson, 1815-1850 |
| HIST 3305 | Civil War/Reconstruction Era |
| HIST 3308 | United States Since 1941 |
| HIST 3309 | Mexican-American History |
| HIST 3310 | American Legal History |
| HIST 3311 | American Foreign Rel to 1914 |
| HIST 3312 | American Foreign Rel Snc 1914 |
| HIST 3313 | American Military History |
| HIST 3317 | History of Texas since 1821 |
| HIST 3321 | 19th Century American West |
| HIST 3322 | 20th Century American West |
| HIST 3323 | American Indian History |
| HIST 3325 | Hist Immigration/Ethnicity US |
| HIST 3329 | African American History |
| HIST 3344 | Indigenous US-Mex Borderlands |
| HIST 4302 | Into to Public History |
| HIST 4303 | History and the Senses |

Field II:

| | |
|---------------------------|--------------------------------|
| HIST 3334 | History of Premodern East Asia |
| HIST 3335 | History of Modern East Asia |

| | |
|---------------------------|---|
| HIST 3337 | Modern Africa |
| HIST 3339 | Pyramids & Prophets |
| Field III: | |
| HIST 3342 | The Spanish Borderlands |
| HIST 3345 | Christianity in Latin America |
| HIST 3346 | Central America and Caribbean |
| HIST 3347 | South America Since 1810 |
| HIST 3348 | Environmental Hist of Latin Am |
| HIST 3349 | History of Mexico to 1900 |
| HIST 3350 | Modern Mexico |
| HIST 3351 | Afro-Mexico |
| HIST 3352 | African Diasporas-Latin Amer |
| HIST 3353 | Asian Diaspora-Latin America |
| Field IV: | |
| HIST 3360 | Ancient Greece |
| HIST 3361 | Hellenism & the Coming of Rome |
| HIST 3362 | The Medieval World |
| HIST 3363 | The Roman Empire |
| HIST 3364 | The Age of Renaissance |
| HIST 3365 | The Age of the Reformation |
| HIST 3366 | Age of Absolutism/Enligtenment |
| HIST 3367 | The Fr. Revol./Napoleonic Eras |
| HIST 3368 | 19th Cent. Europe, 1815-1900 |
| HIST 3369 | 20th Century Europe, 1900-Pres |
| HIST 3370 | Holocaust in Europe, 1933-1945 |

| | |
|------------------------------------|-------------------------------------|
| HIST 3374 | Modern Germany since 1866 |
| HIST 3382 | Spain in the Age of Expansion |
| Other Courses: ² | |
| HIST 3390 | History, Special Topics |
| HIST 3391 | History of Women |
| HIST 3393 | Indigenous Americas |
| HIST 4325 | Junior-Senior Seminar |
| HIST 4390 | Directed Study |