

**HISTORY 5302 (CRN 27731)/ HISTORY 6302 (CRN 27075)**  
**CEL designated course**  
**Introduction to Public History**  
**W 1:30- 4:20 p.m.**

**Dr. Yolanda Chávez Leyva**  
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Meetings by appointment



*Healing Hands, Healing Ways* exhibit,  
El Paso Museum of History (2012)

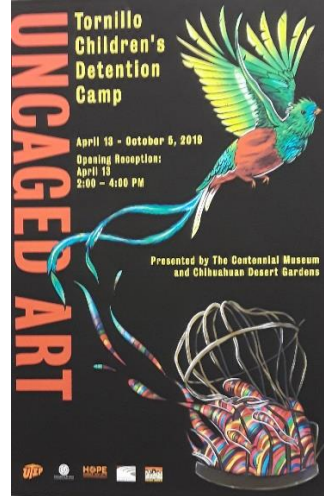
**What is the power of history?**  
**What is the power of memory?**

These are precisely the questions that we will consider this semester in “Introduction to Public History.” Public history provides an exciting lens to explore these important issues. Because public history is the methodology and practice of conveying history outside of the classroom, it has a wide-ranging influence on people’s beliefs, identities, and ideas about what history is. We see examples of public history around us all the time, whether we are aware of it or not. They can range from historical markers to museum exhibits, historical documentaries, historical sites, and community history projects.

**Who decides what story is told, and thereby, remembered?**  
**How and why have certain stories been made invisible?**  
**What responsibility goes with this decision?**



Opening day of Museo Urbano at  
500 S. Oregon (May 2011)



Uncaged Art Exhibit (2019)

### *Public history*

While public history is a collaborative process, involving many people, the role of the historian is fundamental in the production and interpretation of history for the public. The public historian uses a broad range of evidence and formats, many of them non-traditional, to “do” public history including photographs, materials artifacts, public monuments, and oral histories. See [www.ncph.org](http://www.ncph.org), the website of the National Council on Public History for more information on public history.

I believe that public history projects must be more than just projects shared with the community. They must be of service to the community and even better, emerge from the community. I invite you to read the Mission and Principles of the College of Liberal Arts. The section on Accompaniment is especially relevant to our class. Read below:

“*Accompaniment* – We seek to increase our presence in communities throughout our region, creating opportunities for our students and faculty to teach, research, and perform there. We do not tell the communities what they need but we ask them what their needs and dreams are. Together, we negotiate ways of doing research and service that are to our mutual benefit. We do not go into communities, “research” them, and leave. We stay, as long as we are welcome. We accompany. We serve.” You can read the full document here:

<https://www.utep.edu/liberalarts/about/mission-and-principles.html>

### ***Learning objectives aligned with UTEP Edge \****

Students will become familiar with the methodologies and theories of public history. (Edge: critical thinking)

Students will gain practice in participating in and leading book discussions. (Edge: Critical thinking; communication)

Students will gain experience in identifying the thesis and main arguments of historical works. (Edge: Critical thinking; communication)



Viva la Causa exhibit (2014)

Students will develop experience in collaborative work. (Edge: teamwork; problem solving)

Students will become familiar with social justice issues in the local community. (Edge: social responsibility; leadership; ethics.)

\*UTEP Edge is a student success initiative that provides high impact experiences for students.

### **Social Media**

Institute of Oral History

- <https://www.facebook.com/UTEPOralHistory>
- <https://www.utep.edu/liberalarts/oral-history/>

Museo Urbano

- <https://www.facebook.com/MuseoUrbanoElPaso>



## **Land Acknowledgment**

As members of the University of Texas at El Paso community, we acknowledge that we are meeting on unceded Indigenous land. We would like to recognize and pay our respects to the Indigenous people with long ties to the immediate region: Lipan Apache, Mescalero Apache, Piro, Manso, Suma, Jumano, Ysleta del Sur Pueblo, Piro/Manso/Tiwa Indian Tribe of the Pueblo of San Juan de Guadalupe, and Tortugas Pueblo. We also acknowledge the nations whose territories include present day Texas: the Carrizo & Comecrudo, the Miakan Garza Band, Caddo, Tonkawa, Comanche, Alabama-Coushatta, Kickapoo, and the peoples of Chihuahua and northern Mexico from whom most/many of our students descend, such as the Rarámuri, Tepehuan, Wixárika and Nahuatlaca peoples. Finally, we recognize all of the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories here in Paso del Norte, on Turtle Island. The University of Texas at El Paso honors your history and cultures, and we seek greater awareness of the myriad ways in which your legacy can guide us in fruitful partnerships and mutually fulfilling relationships.

## **Certificate in Public and Oral History**

This class counts towards the graduate Certificate in Public and Oral History, available to graduate students in History and related disciplines. The Certificate in Public and Oral History will train MA and Ph.D. students in the methodology and practice of public history, focusing particularly on museums and oral history. Public history is a broad field that encompasses archives, museums, historical implementation, and historic preservation, among others. Oral history is the methodology and practice of collecting recorded oral interviews that are historically contextualized and made available for researchers and others. This certificate emphasizes oral history and museum exhibits. For more information, see <http://catalog.utep.edu/grad/college-of-liberal-arts/history/public-and-oral-history-graduate-certificate/>

## **Certificate in Community Engagement and Leadership**

The “CEL” designation for this course stands for “Community Engagement & Leadership” and is part of a certificate program in the College of Liberal Arts. The purpose of this CEL course is to strengthen students’ understanding of their role in society as engaged citizens and to build the knowledge and competencies that will enable them to be socially responsible and participating community leaders. Please also note that course assignments and assessments are developed in line with UTEP’s “Edge Advantages” goals. For more information on the CEL certificate, see <https://www.utep.edu/liberalarts/leadership-and-community-engagement/>

## Required Books

### Introduction to public history

- Thomas Cauvin, *Public History: A Handbook of Practice*

### Production of historical knowledge & memory

- Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History* (20<sup>th</sup>-anniversary edition)
- Lara Kelland, *Clio's Foot Soldiers: Twentieth-Century U.S. Social Movements and Collective Memory*

These books are available at the UTEP bookstore. Please let me know if you need an alternative way to get a copy of any or all the books.

### Museums

- Amy Lonetree, *Decolonizing Museums*
- Edward Alexander, *Museums in Motion* (3<sup>rd</sup> edition)

### Oral History

- Lynn Abrams, *Oral History Theory*
- Alessandro Portelli, *They Say in Harlan County*

### Interpreting history

- Dolores Hayden, *The Power of Place: Urban Landscapes as Public History*
- Julia Rose, *Interpreting difficult history at museums and historic sites*

## Assignments

- Participation in class (10%)
- Discussion leader for two books worth 5% each (10%)
- Book summaries for 6 books worth 5% each (30%)
- Barrios of El Paso Project (40%)
- Final reflection paper. (10%)

**It is important that you see/ visit the area we are researching and writing about this semester. If you have transportation, I ask that you take a drive along Alameda Avenue and the South Central area. Observe the neighborhood. What businesses do you see? Public art? Residential areas? The boundaries are described later in the syllabus. If you do not have transportation, please let me know.**

**Participation and discussion (10%):** Attendance in a graduate class is vital, especially since we only meet once a week. The ability to discuss books, arguments, evidence, and organization is a critical skill so my intention is that this class will encourage you to continue developing this ability. As always, I ask that you respect each other and differing viewpoints. It is fine to disagree, just do it with generosity of spirit and respect. I will allow one absence; more than one absence will affect your final grade. Also, let us balance speaking and listening. I want everyone to speak in class because everyone has something to contribute.

**Book discussion leader (5% per book):** Each student will lead two book discussions during the semester. As part of this assignment, you will prepare ten discussion questions and engage the class in exploring them. We will assign specific people to lead the discussion on specific books during the first class meeting. At the beginning of class, please provide me with a copy of your questions and the pages or chapters from which they are drawn.

**Book summaries (5% per six books):** During the semester, you will write a short summary of six of the eight books we will be reading beginning Week 3. You will choose which six books. No late work will be accepted.

The summary of no more than 500 words is due before class and will answer the following questions. Please write in full sentences and paragraphs.

- What is the thesis or main argument of the book?
- How is the book organized? Thematically? Chronologically?
- What are the main primary sources?
- What are at least two questions that you have that arise from your reading of the book?

**Digital history project/ Barrios of El Paso (40%):** See the description at the end of the syllabus.

**Final reflection paper (10%):** This paper of 2,000 words should reflect on the major themes that you read about this semester and the readings as well as how they relate to the hands-on work you completed with the digital history project.

A note on work to be submitted: I grade on content and grammar/ organization. Please ensure you have carefully proofread and edited your work. It should be double-spaced, Times New Roman 12 font, with 1 inch margins. Make sure to type your name on the first page.

### **Schedule (may be subject to slight revisions)**

#### **Introduction to Public History and South Central El Paso**

**Week 1: January 18-** Thomas Cauvin, *Public History: A Handbook of Practice*. Before class, watch these short videos on YouTube from the National Council on Public History:

<https://www.youtube.com/watch?v=2UC7T2G90Y8>

<https://www.youtube.com/watch?v=Vo02P18fLI8>

<https://www.youtube.com/watch?v=eDvetGwvI-Q>

We may visit the Centennial Museum on campus if time allows. If we are unable to visit the museum, I encourage you to visit the “Pasos Ajenos.” More information can be found here:

<https://pasosajenos.org/>

**Week 2: January 25-** Guest speakers: County Commissioner David Stout (Precinct 2) and Dr. Cynthia Renteria, senior policy analyst for County Commissioner David Stout. They will discuss the County's historic preservation project, "Corazón, Historia, y Raíces."

Read "From Buffalo Soldiers to Redlined Communities" by Dr. Miguel Juárez. You can access it here:

[https://www.researchgate.net/profile/Miguel-Juarez-11/publication/338113587\\_From\\_Buffalo\\_Soldiers\\_to\\_Redlined\\_Communities\\_African\\_American\\_Community\\_Building\\_in\\_El\\_Paso%27s\\_Lincoln\\_Park\\_Neighborhood/links/5ec5ecc5a6fdcc90d6892d83/From-Buffero-Soldiers-to-Redlined-Communities-African-American-Community-Building-in-El-Pasos-Lincoln-Park-Neighborhood.pdf](https://www.researchgate.net/profile/Miguel-Juarez-11/publication/338113587_From_Buffalo_Soldiers_to_Redlined_Communities_African_American_Community_Building_in_El_Paso%27s_Lincoln_Park_Neighborhood/links/5ec5ecc5a6fdcc90d6892d83/From-Buffero-Soldiers-to-Redlined-Communities-African-American-Community-Building-in-El-Pasos-Lincoln-Park-Neighborhood.pdf)

Also read my blog post titled "Walking in my Father's Footsteps" here:

<https://www.fiercefronteriza.com/fierce-fronteriza-blog/walking-in-my-fathers-footsteps-reflections-on-the-old-east-el-paso>

### **Production of historical knowledge and memory**

**Week 3: February 1-** Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History* (20<sup>th</sup>-anniversary edition). Before class, Google "South Central El Paso." Reflect on what comes up in the search and be ready to discuss briefly.

Short book summary due before class. Email to [yleyva@utep.edu](mailto:yleyva@utep.edu).

**Week 4: February 8-** Barrios of El Paso workday. Meet in Special Collections, sixth floor of the UTEP Library.

**Week 5: February 15-** Lara Kelland, *Clio's Foot Soldiers: Twentieth-Century U.S. Social Movements and Collective Memory*.

Short book summary due before class. Email to [yleyva@utep.edu](mailto:yleyva@utep.edu).

### **Museums**

**Week 6: February 22-** Amy Lonetree, *Decolonizing Museums*. Meet me at the El Paso Museum of History, 510 N. Santa Fe Street. Before class, listen to this podcast: <https://www.aamus.org/2019/09/12/museopunks-episode-38-decolonization-and-its-discontents/>

First narrative due, including written text, photos, and citations.

Short book summary due before class. Email to [yleyva@utep.edu](mailto:yleyva@utep.edu).

**Week 7: March 1-** Oral history workshop. We will also begin developing questions for the interviews. After this, start conducting your two oral histories.

**Week 8: March 8 -** Edward Alexander and Mary Alexander *Museums in Motion, An Introduction to the History and Functions of Museums*, 3<sup>rd</sup> Edition

Short book summary due before class. Email to [yleyva@utep.edu](mailto:yleyva@utep.edu).

## March 13- 17- Spring Break

### Oral history

**Week 9: March 22** - Lynn Abrams, *Oral History Theory*. Also read [https://www.ioha.org/wp-content/uploads/2022/07/IOHA\\_Leyva\\_English.pdf](https://www.ioha.org/wp-content/uploads/2022/07/IOHA_Leyva_English.pdf)

Short book summary due before class. Email to [yleyva@utep.edu](mailto:yleyva@utep.edu).

**Week 10: March 29** - Alessandro Portelli, *They Say in Harlan County*

Short book summary due before class. Email to [yleyva@utep.edu](mailto:yleyva@utep.edu).

**Week 11: April 5-** Barrios of El Paso workday.

### Interpreting history

**Week 12: April 12** – Dolores Hayden, *The Power of Place: Urban Landscapes as Public History*. Also, listen to this 14-minute story from NPR:

<https://www.npr.org/2022/12/18/1143929917/meet-the-woman-who-guides-visitors-through-selma-and-was-part-of-its-civil-right>

Second narrative due, including written text, photos, and citations.

Short book summary due before class. Email to [yleyva@utep.edu](mailto:yleyva@utep.edu).

**Week 13: April 19** - Julia Rose, *Interpreting difficult history at museums and historic sites*

Short book summary due before class. Email to [yleyva@utep.edu](mailto:yleyva@utep.edu).

**Week 14: April 26-** Barrios of El Paso workday.

### Wrapping up

**Week 16: May 3-** Presentation of final projects. **Oral histories, summaries, and edited transcripts are due.** Send everything to Dr. Leyva and the manager of the IOH, Alejandra Zavala, via WeTransfer.com. Ms. Zavala's email address is [vazavala@utep.edu](mailto:vazavala@utep.edu).

**Finals week: May 9** **Final reflection paper** due May 9 by 5 p.m. Email to [yleyva@utep.edu](mailto:yleyva@utep.edu) with the subject heading "HIST 5302 Final Paper."

## The Barrios of El Paso digital history project

The Barrios of El Paso is an on-going digital history project of the Institute of Oral History (IOH). The website tells the stories of barrios, both contemporary and disappeared, through historical narratives, oral histories, and photographs. This class will contribute to the project by researching and writing on South Central El Paso. This semester we are working in partnership with El Paso County and County Commissioner David Stout through their historical preservation



project “Corazón, Historia, y Raíces.” In addition, we have a small grant from the Texas Historical Commission to help support the project.

### *Where is South Central El Paso?*

The boundaries of South Central are Piedras to the West, the Border Highway to the South, Ascarate to the East, and I 10 to the North. In 1968, the completion of Interstate 10 divided what had been a cohesive area of town into two parts. Originally, the northern boundary was marked by the railroad tracks that today are located north of I 10. Within this area, there are various historic neighborhoods, including the old East El Paso Addition.

### *Why is it important?*

South Central is one of El Paso’s original barrios, yet there has been little research on it. In the early 20<sup>th</sup> century as the Segundo Barrio filled beyond capacity with new residents, families began moving eastward along the river where they built their lives. Some of El Paso’s most iconic schools are located there, including Jefferson High School (“La Jeff”). The history of this barrio has much to teach us about urbanization, migration, the history of education, and industrialization along the border.

### *Your assignment*

This project represents 40% of your grade and will incorporate aspects of the different facets of public history that we will discuss this semester, including primary archival research, oral history interviews, visual representation, writing for the public, and more.

**Two entries each worth 10% each.** Entries include

- A short historical narrative of five hundred words, with citations.
- A minimum of three photographs or images per narrative. One can be a contemporary photo.

Entries will focus on sites of memory in the old east El Paso. You may choose from the following or you may find something important not on this list.

- Alameda Street
- Mission Theater
- Washington Park
- Chicos Tacos
- Beall School
- Zavala School
- Guardian Angel Catholic Church
- El Calvario Catholic Church
- Mine, Mill & Smelter Headquarters
- Good Luck Café
- Thomason General Hospital
- Jefferson High School

- East El Paso ME Church
- East El Paso Methodist Church
- Evergreen Cemetery
- Lincoln Park
- We may identify others.

**Two oral histories with edited transcripts, release forms, and summaries. Each oral history worth 10%.**

The Institute can provide a draft transcript through Trint.com. You will need to go back and edit the transcripts to ensure accuracy.

The oral histories will be deposited in the collection of the IOH.

### **Some recommended primary sources**

Oral histories [https://scholarworks.utep.edu/oral\\_history/](https://scholarworks.utep.edu/oral_history/)

Newspapers

- <https://access-newspaperarchive-com.utep.idm.oclc.org/>
- <https://infoweb-newsbank-com.utep.idm.oclc.org/apps/readex/welcome?p=EANASP>
- <https://texashistory.unt.edu/explore/collections/TDNP/>

City Directories <https://texashistory.unt.edu/>

Sanborn Fire Insurance Maps

- <https://maps.lib.utexas.edu/maps/sanborn/e.html>
- [https://www.loc.gov/item/sanborn08514\\_009/](https://www.loc.gov/item/sanborn08514_009/)