



*Humanities Texas (formerly the Texas Council for the Humanities) is the state affiliate of the National Endowment for the Humanities. Our nonprofit organization supports public programs that provide opportunities for people to deepen their understanding of ideas, values, and the human experience.*

3809A South 2nd Street  
Austin, Texas 78704  
512-440-1991  
[www.humanitiestexas.org](http://www.humanitiestexas.org)



UNIVERSITY OF HOUSTON  
Learning. Leading.

*As the country's most diverse research institution, the University of Houston educates more than 34,000 students each semester in twelve colleges offering 278 undergraduate, graduate, and professional degrees. Acknowledging an increasingly diverse and globally interdependent world, the University uses its resources to edify a dynamic mix of nontraditional and traditional students while promoting excellence within the context of basic and applied research and scholarship. At the University of Houston, students thrive and new knowledge is created to benefit future generations.*

4800 Calhoun Road  
Houston, Texas 77004  
713-743-2255  
[www.uh.edu](http://www.uh.edu)



*The University of Texas at El Paso is an urban research university located at the heart of the U.S.-Mexico border. A leader among Hispanic-serving institutions, UTEP is committed to the ideals of access and excellence. With an enrollment of nearly 20,000 students, UTEP is a national leader in the study of Latin American and U.S. Hispanic history, literature, and culture.*

500 West University Avenue  
El Paso, Texas 79968  
915-747-5000  
[www.utep.edu](http://www.utep.edu)

AN INSTITUTE FOR TEXAS TEACHERS

# SOUTHWEST VISTAS

## THE BORDER IN AMERICAN HISTORY

HOUSTON JUNE 4-7, 2006

EL PASO JUNE 11-14, 2006

SPONSORED BY HUMANITIES TEXAS,  
THE UNIVERSITY OF HOUSTON, and  
THE UNIVERSITY OF TEXAS AT EL PASO



**2006 BOARD OF DIRECTORS**  
Jo Anne M. Christian, *Austin* (Chair)

- |  |  |
|--|--|
| Joseph R. Krier, <i>San Antonio</i> (Vice Chair) | Robert J. Kruckemeyer, <i>Houston</i>      |
| Norma E. Cantú, <i>San Antonio</i> (Secretary)   | Nancy Cain Marcus, <i>Dallas</i>           |
| William S. Livingston, <i>Austin</i> (Treasurer) | Adair Margo, <i>El Paso</i>                |
| Maceo C. Dailey Jr., <i>El Paso</i> (Past Chair) | Janie Strauss McGarr, <i>Dallas</i>        |
| Gary M. Bell, <i>Lubbock</i>                     | Thomas R. Mitchell, <i>Laredo</i>          |
| Leslie D. Blanton, <i>Houston</i>                | Lisa Smith Nielsen, <i>Austin</i>          |
| Albert S. Broussard, <i>College Station</i>      | Tessa Martinez Pollack, <i>San Antonio</i> |
| Jackson V. Curlin, <i>El Paso</i>                | Bill Ratliff, <i>Mount Pleasant</i>        |
| Virginia Dudley, <i>Comanche</i>                 | Linda A. Valdez, <i>Rockport</i>           |
| Juliet V. García, <i>Brownsville</i>             | Abraham Verghese, <i>San Antonio</i>       |
| Julius Glickman, <i>Houston</i>                  | George C. Wright, <i>Prairie View</i>      |

- BOARD ALUMNI CO-CHAIRS**  
J. Sam Moore Jr., *El Paso*  
Ellen C. Temple, *Lufkin*

- EXECUTIVE DIRECTOR**  
Michael L. Gillette

- SOUTHWEST VISTAS PROJECT DIRECTOR**  
Eric Lupfer, Director of Grants and Education



**2006 UH SYSTEM BOARD OF REGENTS**

- Leroy L. Hermes, *Houston* (Chairman)  
Michael J. Cemo, *Houston* (Vice Chairman)  
Calvin W. Stephens, *Dallas* (Secretary)  
Morgan Dunn O'Connor, *Victoria* (Past Chair)  
Dennis D. Golden, *Carthage*  
Raul A. Gonzalez, *Austin*  
Robert B. Johnson, *Houston*  
Lynden B. Rose, *Houston*  
Welcome W. Wilson, *Houston*  
Jim P. Wise, *Houston*

- PRESIDENT**  
Jay Gogue

- DEAN, COLLEGE OF LIBERAL ARTS  
AND SOCIAL SCIENCES**  
John J. Antel

- SOUTHWEST VISTAS PROJECT DIRECTORS**  
Susan Kellogg, Chair, Department of History  
Sara McNeil, Associate Professor of Curriculum and Instruction  
Steven Mintz, John and Rebecca Moores Professor of History  
Cameron White, Professor of Curriculum and Instruction



**2006 UT BOARD OF REGENTS**

- James R. Huffines, *Austin* (Chairman)  
Rita C. Clements, *Dallas* (Vice Chairman)  
Cyndi Taylor Krier, *San Antonio* (Vice Chairman)  
John W. Barnhill Jr., *Brenham*  
H. Scott Caven Jr., *Houston*  
Judith L. Craven, *Houston*  
Robert A. Estrada, *Fort Worth*  
Brian J. Haley, *Denton*  
Colleen McHugh, *Corpus Christi*  
Robert B. Rowling, *Dallas*

- PRESIDENT**  
Diana S. Natalicio

- DEAN, COLLEGE OF LIBERAL ARTS**  
Howard C. Daudistel

- SOUTHWEST VISTAS PROJECT DIRECTORS**  
Maceo C. Dailey Jr., Director, African American Studies Program  
Michael Topp, Chair, Department of History



**SOUTHWEST  
VISTAS**

**THE  
BORDER IN  
AMERICAN  
HISTORY**

HOUSTON JUNE 4–7, 2006

EL PASO JUNE 11–14, 2006

**FINAL REPORT**

SPONSORED BY HUMANITIES TEXAS,  
THE UNIVERSITY OF HOUSTON, and  
THE UNIVERSITY OF TEXAS AT EL PASO

A *We the People* initiative of the  
National Endowment for the Humanities

*Any views, findings, conclusions, or recommendations expressed in this publication do  
not necessarily reflect those of the National Endowment for the Humanities.*



# SOUTHWEST VISTAS: THE BORDER IN AMERICAN HISTORY

The study of United States history generally advances westward from the establishment of the original British colonies. But the Spanish colonial experience also shaped our history, just as its legacy continues to influence American life and culture. How does our understanding of Texas and U.S. history expand when seen through the broader perspective of the Western Hemisphere? How does the U.S.-Mexico border, where cultures meet, represent a key to our past as well as our future?

In June 2006, Humanities Texas partnered with the University of Houston and the University of Texas at El Paso to hold a pair of residential teacher institutes addressing these questions. Designed for Texas social studies teachers at all levels, *Southwest Vistas: The Border in American History* explored the U.S.-Mexico border, comparing the histories of the Americas on both sides.

## BACKGROUND

Since 2004, Humanities Texas has held residential summer institutes for Texas teachers with the support of the National Endowment for the Humanities *We the People* initiative. The 2004 *Institute on Congress and American History*, organized in partnership with the Lyndon Baines Johnson Library and Museum, the National Archives and Records Administration, and The University of Texas at Austin's College of Liberal Arts and Center for American History, explored Congress's role in the pivotal events of U.S. history. The following year, Humanities Texas collaborated with the Bob Bullock Texas State History Museum to hold *Gateway on the Gulf: Galveston and American Immigration, 1845–1915*, which examined the history of nineteenth-

century U.S. immigration from the perspective of Galveston, the “Ellis Island of the West.”

The *Institute on Congress and American History* and *Gateway on the Gulf* underscored the advantages of university participation—namely, access to impressive facilities, staff support, faculty with expertise across a range of disciplines, and financial resources to supplement the *We the People* grant. Thus, in preparing for a third major institute in 2006, Humanities Texas invited universities around the state to propose ideas for collaborative institutes exploring significant topics in U.S. history. Such an arrangement would allow Humanities Texas the opportunity not only to share the responsibility for planning and administering the 2006 institute, but also to build a strong relationship with one of Texas's institutions of higher learning.

Monica Perales discusses labor history in the U.S.-Mexico border region at El Paso's Café Mayapan.



**SOUTHWEST VISTAS** Photographs by Michael L. Gillette, Eric Lupfer, Rachel Mehendale, and Katie Rush



Houston institute participants pose in the M. D. Anderson Library at UH.

By January, the University of Houston (UH) and the University of Texas at El Paso (UTEP) had both submitted compelling proposals for institutes exploring the Latin American influence upon the history of Texas, the Southwest, and the United States—fields in which both universities are recognized leaders. UH houses the Recovering the U.S. Hispanic Literary Heritage Project, which studies and documents the literary legacy of Hispanics in the United States, and the university's Center for Mexican American Studies is one of the premiere academic programs of its kind. UTEP, meanwhile, is home to the Center of Inter-American and Border Studies. The university's Institute of Oral History has one of the largest border-related oral history collections in the United States, and the UTEP history department offers a Ph.D. in border history. Both universities have recently received multimillion-dollar grants for teacher training programs in the humanities.

In consultation with faculty directors at both institutions, Humanities Texas, UH, and UTEP established a three-way partnership that resulted in *two* teacher institutes in the summer of 2006—one in Houston, the other in El Paso, both sharing the same curricular goals. A central advantage of this plan was that *Southwest Vistas* reached twice as many teachers and students as originally planned.

The three institutional partners worked together over the course of the spring to develop the themes and topics to be explored in *Southwest Vistas*. Humanities Texas had primary responsibility for promoting the institutes among the state's teachers, educational administrators, and the Texas Congressional delegation; soliciting and reviewing teacher applications; and preparing all print materials. UH and UTEP selected institute faculty and developed curricula. The universities also managed logistics, which included arranging participants' food, lodging, transportation, and parking; videotaping institute presentations; and overseeing the preparation of program materials.

**Southwest Vistas**  
“was one of the most enjoyable and educational experiences of my thirty-year teaching career.”

EL PASO INSTITUTE PARTICIPANT





*El Paso participants gather in the UTEP student union.*

## CURRICULUM

Humanities Texas, UH, and UTEP developed *Southwest Vistas* in response to the single most important demographic development in Texas today: the rapid growth of the state's Hispanic population. Hispanic children now comprise more than a third of the state's school population. Hence, Texas teachers must be able to present state and national history within the broader history of the Americas, not simply to stimulate the interest of Hispanic students, but also to prepare all students, regardless of ethnicity, for the increasingly diverse Texas of the twenty-first century.

The *Southwest Vistas* curriculum explored the history and culture of the U.S.-Mexico Borderlands, aiming to broaden participants' understanding of the Spanish colonial experience and its impact on U.S. history. Faculty aligned their presentations with the Texas Essential Knowledge and Skills for Social Studies (TEKS). Topics included the history of the populations indigenous to the U.S.-Mexico border, the African slave trade and its legacy in the Southwest, diplomatic relations between the U.S. and Latin America, and the changing patterns of immigration to Texas and the U.S. over the past century. Presentations also addressed the visual, literary, and musical traditions of both Latin America and the Hispanic U.S. and considered their influence upon U.S. life and culture.

Pedagogical workshops introduced new technologies and innovative strategies in the teaching of history. Participants also received an impressive collection of teaching resources, including dozens of digital facsimiles of historical documents gathered from UT Austin's Nettie Lee Benson Latin American Collection and Center for American History.

Both institutes ventured out of the lecture hall to explore Houston's and El Paso's rich cultural resources. In Houston, participants visited the Museum of Fine Arts, Houston and took a scholar-led tour of the historic neighborhoods along the Houston Ship Channel. The institute also enjoyed a spirited performance by Reyes de Mexico, a local mariachi band. In El Paso, the

institute took advantage of its location on the border, traveling into Mexico for the opening banquet. Participants also visited Cinco Puntos Press, an award-winning bilingual publisher; La Mujer Obrera, a local charitable organization; and Smeltertown cemetery, the site of a border community established in the late nineteenth century for workers at a nearby copper and lead smelting plant.

These activities considerably enhanced the institutes' educational component, as they provided teachers with strategies for using their own communities to teach state, national, and even international history. One El Paso participant noted in his final evaluation, "This has been more than a 'teacher training/in-service.' It has been a life-changing event that will have true impact on what I teach in the classroom and what the students learn about the region in which they live."

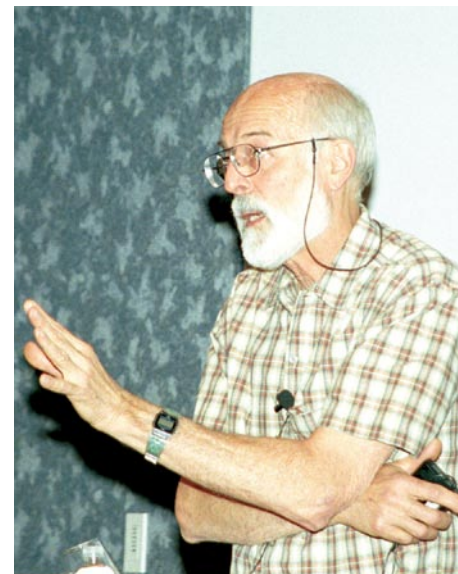


*Pati Chavez (El Paso) and Joyce Cole (Abilene) examine a gravestone in El Paso's Smeltertown cemetery.*

## FACULTY

*Southwest Vistas* faculty members were selected on the basis of their intellectual and professional expertise and their presentation skills. Faculty included professors from not only UH and UTEP, but also Southern Methodist University; the University of California, Irvine; the University of Texas at San Antonio; the University of Washington; and the International Center for the Arts of the Americas, based at the Museum of Fine Arts, Houston.

Several scholars participated in both Houston and El Paso. David J. Weber launched each institute with a public lecture examining the history of the Southwestern United States within the broader history of the Americas. Norma Cantú surveyed the U.S. Hispanic literary tradition, also reading from her award-winning memoir, *Canicula: Snapshots of a Girlhood en la Frontera*.



Steven Mintz addressed the importance of seeing U.S. history within a transnational, interhemispheric context; he also led well-received workshops on the use of Hollywood films in the history classroom. Monica Perales explored labor history along the border using family photographs from the first half of the twentieth century, when several of her relatives worked for El Paso's American Smelting and Refining Company.

In Houston, Vicki L. Ruiz surveyed women's history in the Borderlands, and Mari Carmen Ramírez examined the artistic traditions of Latin America. In El Paso, UTEP president Diana S. Natalicio considered the university's role in shaping

**"I'm walking away not just with the tools I can use in my lessons, but a greater understanding of my student population."**

**HOUSTON INSTITUTE PARTICIPANT**

*David J. Weber opened both the Houston and El Paso institutes with public lectures examining the history of the Southwestern U.S. over the past five centuries.*



*Cynthia Richmond (Birdville) and Sarah Cook (Rockwall) participate in a workshop during the Houston institute.*

the border region's future. Quintard Taylor explored the history of African Americans in the Southwest, and the Honorable Juan Carlos Foncerrada, Mexican Consul General in El Paso, discussed the political challenges and opportunities presented by the U.S.-Mexico border. Freelance writer Gene Fowler closed the institute with a presentation on the history and influence of border radio.

Rounding out the *Southwest Vistas* faculty were distinguished professors from UH and UTEP, all of them specialists in U.S. and Latin American history and culture. Teachers gave high marks to the institute faculty. "I was grateful for the opportunity to learn from scholars well versed in their topics," one Houston participant noted in an evaluation. "I have learned so much."

### PARTICIPATING TEACHERS

Program directors collaborated with administrators at the Texas Education Association (TEA), the state's regional Educational Service Centers, and the teacher networks maintained by Humanities Texas, UH, and UTEP to solicit institute applications from social studies teachers across the state. Program directors also invited each member of Texas's Congressional delegation to nominate exemplary Texas and U.S. history teachers in his or her district.

More than 120 teachers applied to attend *Southwest Vistas*, their applications confirming the importance of the institute's area of inquiry. One teacher explained that she wished to participate because "the relationship between Mexico and the United States has been and continues to be such an integral part of the history of both countries. Teachers must be able to understand and communicate the richness of both cultures." Another commented on the importance of the institute's comparative approach, noting "students of American history would appreciate better the landmark significance of the American republic in world history if they understood, for instance, the Mexican struggle to achieve

the same goal within its borders."

Applicants also emphasized the changing demographics of their classrooms. "Teaching in a school with a predominantly Latino population, I feel that it is important to validate their cultural and historical contributions . . . I feel that the knowledge I would gain could easily be integrated into my curriculum and teaching, thereby increasing the ability of my students to speak to their own past." Another noted that her students often ask, "Where do Hispanic people fit into history?" . . . If I am able as a teacher to learn more about



*In El Paso, Juan Carlos Foncerrada, the Consul General of Mexico, delivers a public lecture examining the politics and economics of the border region.*



**SOUTHWEST VISTAS**



Latin American history and the U.S.-Mexican border, I can help answer their questions and help my students understand their place in history." Nearly every application made a similar point. Clearly, teachers felt that *Southwest Vistas* promised training in an area of tremendous importance.

Selection decisions were based on applicants' experience in leadership, curriculum design, and peer professional development, as well as their years of experience, the number of students they teach, and whether their teaching environment includes underserved regions or populations. Program directors ultimately selected forty teachers to attend each institute, taking care to ensure a diverse mix

of participants from all regions of the state.

Teachers received housing, a full travel reimbursement, most meals, and a \$300 stipend. They represented twenty-nine of Texas's thirty-two Congressional districts, with nineteen nominated by their Congressional representatives. Among the participants—who teach more than 7,250 Texas students each year—were history, social studies, government, and civics teachers. Their classroom experience ranged from one year to forty-three. Some came from urban areas, while others teach in suburban and rural communities. Nearly all had distinguished themselves as leaders in their schools and communities, serving as department chairs, curriculum writers, and school board members.

*Ernesto Chávez leads a workshop on the U.S.-Mexican War.*

**"This has been more than a 'teacher training/in-service.' It has been a life-changing event that will have true impact on what I teach in the classroom and what the students learn about the region in which they live. Thank You!"**

**EL PASO INSTITUTE PARTICIPANT**

*Humanities Texas Executive Director Michael L. Gillette welcomes teachers to the El Paso institute.*





Norma E. Cantú leads a workshop on border history and culture.

EVALUATION

In order to assess the quality of the institute experience, program directors conducted daily evaluations, asking participants to rate the program and its relevance to their work in the classroom. At the end of the institute, participants completed a summative evaluation in which they considered the program’s quality and made specific suggestions for future institutes.

Evaluations demonstrated that teachers found both institutes to be meaningful and enriching. In fact, several teachers described *Southwest Vistas* as the most valuable professional development program they had ever attended. “This was one of the most enjoyable and educational experiences of my 30-year teaching career,” wrote one El Paso participant. A Houston participant was similarly enthusiastic. This institute “was the best thing I have done to inform myself in a long time. I loved everything about the content and really learned a lot. Thanks!”

The evaluations did suggest several areas for improvement. First, participants in both Houston and El Paso noted that they would have appreciated more “down time” between presentations and activities. Several participants also indicated that they would have welcomed more workshops focusing on specific classroom applications. In Houston, teachers expressed concern about the quality of their accommodations on the UH campus. Seven El Paso participants underscored the need for balanced coverage of complicated and provocative topics.

The evaluations confirmed that *Southwest Vistas* satisfied teachers’ need for additional training in this crucial area of state, national, and international history. In responding to the summative evaluation, one Houston participant noted “[the institute] gave me a much



broader perspective . . . that I am confident will aid my teaching and my students’ learning.” An El Paso participant offered a similar response: “I think this conference has made me a better teacher. I now have more ways to connect with all the students in my classroom and to use those connections to make U.S. history relevant to all and to current issues.”



SOUTHWEST VISTAS

“Being able to help my students see themselves and their ancestors in world events will help their understanding of those events.”

EL PASO INSTITUTE PARTICIPANT

Southwest Vistas co-directors included Humanities Texas’s Eric Lupfer, UH’s Steven Mintz, and UTEP’s Michael Topp.

MEDIA COVERAGE

*Southwest Vistas* has received significant media attention. Representatives Michael C. Burgess, John R. Carter, and Eddie Bernice Johnson published articles online about the teachers they nominated. More than forty newspapers across the state featured stories about the institute and the teachers who participated. These papers include the *Abilene Reporter-News*, the *Andrews County News*, the *Austin American-Statesman*, the *Big Lake Wildcat*, the *Borger News-Herald*, the *Cameron Herald*, the *Copperfield Sun*, the *Corsicana Daily Sun*, the *Daingerfield Bee*, the *Dallas Morning News*, the *Edinburg Daily Review*, the *El Paso Times*, the *Hardin County News*, the *Haslet Harbinger*, the *Hill Country Community Journal*, the *Houston 1960 Sun*, the *Houston Chronicle*, the *Houston Leader*, the *Justin Journal*, the *Katy Times*, the *Kingsville Record*, the *Liberty Gazette*, the *Midland Reporter-Telegram*, the *Moody Courier*, the *North Richland Hills Northeast Times*, the *Northwest Tarrant County Times-Record*, the *Nueces County Record Star*, the *Odessa American*, the *Pecos Enterprise*, the *Plano Star Courier*, the *Portland News*, the *Rockwall County Herald-Banner*, the *Rockwall County News*, the *Round Rock Leader*, the *San Antonio Express-News*, the *San Antonio Southside Reporter*, the *Springtown Epigraph*, the *Waco Tribune-Herald*, the *Waller County News Citizen*, the *West Texas County Courier*, and the *Wise County Messenger*. In addition, the *Corsicana*, *Cypress-Fairbanks*, *Grand Prairie*, *Katy*, *Kerrville*, *Northwest*, and *San Elizario Independent School Districts* featured articles about the institute on their websites.



Sara McNeil (l) discusses strategies for incorporating digital technology in the history classroom with Raquel Longoria (Houston) and Peter Cushman (Baytown), participants in the Houston institute.

FUTURE PLANS

*Southwest Vistas* will reach a much larger audience than the teachers who attended the institute. Participants have agreed to share what they learned with colleagues and to promote the institute website, which will make facsimiles and teaching resources available for download. Humanities Texas will arrange to make recordings of institute presentations available to teachers throughout the state.

“I now realize that Mexican American history is part of America’s national history and not merely a regional history.”

HOUSTON INSTITUTE PARTICIPANT

Vicki Ruiz delivers a presentation on women’s history in the U.S.-Mexico Borderlands.

SUNDAY, JUNE 4

Unless otherwise specified, daytime events took place in the Kiva room of Farish Hall and evening events in Rockwell Pavilion on the second floor of the M. D. Anderson Library.

5:00–6:00 p.m.	Dinner
<b>EVENING</b>	
6:00–6:30 p.m.	Michael L. Gillette, Elwyn C. Lee Welcome and introductions
6:30–7:30 p.m.	Public lecture: David J. Weber “Where Cultures Meet: Viewing American History from a Southwestern Vantage Point”

MONDAY, JUNE 5

**PEOPLE** The Americas have been, and continue to be, a meeting ground for people of diverse ethnic and cultural backgrounds. How has U.S. history been shaped by the movement and interactions of this vast and varied cast of characters?

<b>MORNING</b>	
8:15–9:00 a.m.	Breakfast
9:00–9:45 a.m.	Steven Mintz “The United States in Comparative, Interhemispheric Perspective”
10:00–11:00 a.m.	Philip Howard “Slavery and Race in the Americas: Comparative Perspectives”
11:15 a.m.–12:15 p.m.	Monica Perales “Teaching Border History Using Visual Media”
<b>LUNCH</b>	
12:15–1:30 p.m.	Susan Kellogg “The Indigenous Peoples of the Americas”
<b>AFTERNOON</b>	
1:30–2:30 p.m.	Nestor Rodriguez “Immigration and Immigration Policy in American History”
2:30–3:30 p.m.	Tatcho Mindiola Jr. “Introduction to UH’s Center for Mexican American Studies”
<b>EVENING</b>	
6:00–7:00 p.m.	Dinner in Caroline Wiess Law Building lobby, Museum of Fine Arts, Houston
7:15–8:30 p.m.	Mari Carmen Ramírez “Introduction to Art of Latin America” Glassell School of Art auditorium, Museum of Fine Arts, Houston



TUESDAY, JUNE 6

**HISTORY, POLITICS, & ECONOMICS** How does our understanding of U.S. history and Texas history expand when seen through the broader perspective of the Western Hemisphere? How does the U.S.-Mexico border represent a key to our past as well as our future?

<b>MORNING</b>	
8:15–9:00 a.m.	Breakfast
9:00–9:45 a.m.	Thomas F. O’Brien “The United States and Latin America: Diplomacy and Economic and Cultural Relations”
10:00–11:00 a.m.	Raúl A. Ramos “New Perspectives on Texas History”
11:15 a.m.–12:15 p.m.	John Mason Hart “U.S.-Mexican Relations”
<b>LUNCH</b>	
12:15–1:30 p.m.	Vicki L. Ruiz “Comadres, Cowgirls, and Curanderas: Spanish/Mexican Women on the Borderlands, 1540–1900”
<b>AFTERNOON</b>	
1:30–2:30 p.m.	Sara McNeil “Digital Storytelling in the Social Studies Classroom”
3:00–4:30 p.m.	Historic Houston Tour
<b>EVENING</b>	
6:00–9:00 p.m.	Dinner and performance by Reyes de Mexico



In Houston, Nicolás Kanellos surveyed the U.S. Hispanic literary tradition.

WEDNESDAY, JUNE 7

**THE ARTS** Historians often study literature and the arts to understand the dynamics of cross-cultural influence. What do the artistic traditions of the U.S. and Latin America teach us about the history of the Americas? And how has recent research enlarged our understanding of the Hispanic influence upon, and presence within, U.S. cultural traditions?

<b>MORNING</b>	
8:15–9:00 a.m.	Breakfast
9:00–9:45 a.m.	Rex Koontz “The Arts in British and Latin America”
10:00–11:00 a.m.	Steven Mintz “American Environments: Realities and Representations”
11:15 a.m.–12:15 p.m.	Guadalupe San Miguel Jr. “The Music of Northern Mexico and South Texas”
<b>LUNCH</b>	
12:15–1:30 p.m.	Norma E. Cantú “Hispanic Voices in the U.S. Literary Tradition”
<b>AFTERNOON</b>	
1:30–2:30 p.m.	Marc Zimmerman “Latino Literatures of the Americas”
3:00–4:00 p.m.	Nicolás Kanellos “Integrating Latino Voices into the History Curriculum”
4:00–5:00 p.m.	Discussion and final evaluations
<b>EVENING</b>	
6:00–8:30 p.m.	Concluding dinner and lecture with Steven Mintz “Using Film in the History Classroom: Hollywood Portrayals of Texas and the Border”



Maceo C. Dailey Jr.  
co-directed the  
El Paso institute.

“The institute enriched my understanding of the Latin American perspective of the history of Texas, the United States, and the Americas. It made me aware of a shift in thinking and researching occurring in universities, and it provided me with resources to encourage my students to think.”

HOUSTON INSTITUTE PARTICIPANT

SUNDAY, JUNE 11

Unless otherwise specified, institute events took place in the Tomás Rivera Conference Center on the third floor of UTEP’s Union Building East.

3:00–4:00 p.m.	Michael L. Gillette Diana S. Natalicio Welcome and introductions
4:00–5:15 p.m.	Public lecture: David J. Weber  “Where Cultures Meet: Viewing American History from a Southwestern Vantage Point”  UTEP Undergraduate Learning Center, room 128
5:30 p.m.	Travel to Ciudad Juárez, Mexico
EVENING	
6:30–8:00 p.m.	Dinner
8:00 p.m.	Return to UTEP dorms



MONDAY, JUNE 12

**THE HISTORY OF THE U.S.-MEXICO BORDER** How does our understanding of U.S. history and Texas history expand when seen through the broader perspective of the Western Hemisphere? How does the U.S.-Mexico border represent a key to our past as well as our future?

MORNING	
8:00–8:30 a.m.	Breakfast
8:30–9:15 a.m.	Steven Mintz  “The United States in a Comparative, Interhemispheric Perspective”
9:15–9:45 a.m.	Yolanda Chávez Leyva  “Spanish Colonialism and Indigenous Responses”
10:00–10:30 a.m.	Ernesto Chávez  “Tejas and the U.S.-Mexican War”
10:30–11:00 a.m.	David Romo  “The Mexican Revolution”
11:00 a.m.–12:15 p.m.	Workshops (Ernesto Chávez, Yolanda Chávez Leyva, David Romo)
LUNCH	
12:15–1:45 p.m.	Steven Mintz  “Mexican American Voices”
AFTERNOON	
1:45–3:00 p.m.	Kristine Navarro, Claudia Rivers, and Juan Sandoval  “Introduction to UTEP Collections and Resources Related to Border History”
EVENING	
6:00–7:00 p.m.	Public lecture: The Honorable Juan Carlos Foncerrada, Mexican Consul General  “The Mexico-U.S. Border: Challenges and Opportunities”  Templeton Suite, room 313, Student Union Building
7:30–9:00 p.m.	Dinner at the UTEP Swimming and Fitness Center

TUESDAY, JUNE 13

**PEOPLE ON THE BORDER** The border has been, and continues to be, a meeting ground for people of diverse ethnic and cultural backgrounds. How has U.S. history been shaped by the movement and interactions of this vast and varied cast of characters? And how has a distinct border culture developed over the past several centuries?

MORNING	
8:00–8:45 a.m.	Breakfast
8:45–9:30 a.m.	Norma Cantú  “Border Life and Culture”
9:45–10:30 a.m.	Quintard Taylor  “African Americans in U.S. and Borderlands History”
10:45 a.m.–12:15 p.m.	Workshops (Norma Cantú, Quintard Taylor)
LUNCH	
12:15–1:00 p.m.	Jeffrey Shepherd  “Indians Along the U.S.-Mexico Border”
AFTERNOON	
1:00–1:30 p.m.	Travel to Cinco Puntos Press
1:30–2:00 p.m.	Bobby and Lee Merrill Byrd  “History and Mission of Cinco Puntos Press”
2:00–3:00 p.m.	Julia Schiavone-Camacho  “Chinese in the U.S.-Mexico Borderlands”
3:00–3:30 p.m.	Travel to Café Mayapan
3:30–4:00 p.m.	“Women and Labor on the Border: <i>La Mujer Obrera</i> ”
4:00–5:00 p.m.	Discussion groups
EVENING	
5:00–6:00 p.m.	Dinner at Café Mayapan
6:00–6:45 p.m.	Monica Perales  “Teaching Border History Using Visual Media”
6:45–8:00 p.m.	Tour of Smeltertown Cemetery



UTEP president  
Diana S. Natalicio  
welcomes program  
participants  
to El Paso.

WEDNESDAY, JUNE 14

**THE BORDER AND THE AMERICAS TODAY** The border has emerged as the focus of intense interest and concern. What does life on the border teach us about culture, economics, and politics in the Americas?

MORNING	
8:00–8:30 a.m.	Breakfast
8:30–9:15 a.m.	Benjamin Alire Sáenz  “Translating the Border”
9:30–10:00 a.m.	Irasema Coronado  “Immigration on the Border: Mothers, Migrants, Maids, and Maquila Workers”
10:00–10:30 a.m.	John D. Marquez  “Neo-Liberalism, Free Trade, and the War on Immigrants”
10:45–11:45 a.m.	Concluding discussion and evaluations
LUNCH	
11:45 a.m.–1:00 p.m.	Gene Fowler  “The Life and Times of Texas Border Radio”



In El Paso, Quintard  
Taylor spoke about  
the history of  
African Americans  
in the Southwest.





JULIA AGUILAR

Julia Aguilar joined Humanities Texas in August 2003. She graduated from The University of Texas at Austin with a B.A. in the Plan II Honors Program and a B.S. in advertising with a minor in business. As a program officer, she coordinates the circulation of Humanities Texas exhibits and assists with special projects with a focus on content development and research.



JOHN J. ANTEL

John J. Antel is a professor of economics and dean of the College of Liberal Arts and Social Sciences at the University of Houston. He received his undergraduate degree in political science from the University of California at Berkeley in 1972. In 1983 he received a Ph.D. in economics from the University of California at Los Angeles. Before joining the University of Houston economics department in 1981, he worked as a labor and population studies consultant to the Rand Corporation in Santa Monica, California. He served as economics department chair at the University of Houston from 1997 to 2002 and on the University of Houston Academic Senate Executive Committee from 1999 to 2002.



BOBBY BYRD

Bobby Byrd is the co-publisher and vice president of Cinco Puntos Press, Inc. He is a poet and the coeditor of two essay collections focusing on the border region, *The Late Great Mexican Border: Reports from a Disappearing Line* and *Puro Border: Dispatches, Snapshots & Graffiti from La Frontera*. His latest book of poetry is *White Panties, Dead Friends, and Other Bits & Pieces of Love*.



LEE MERRILL BYRD

Lee Byrd is the co-publisher, senior editor, and president of Cinco Puntos Press, Inc. She is the author of *My Sister Disappears: The Treasure on Gold Street*; *Riley's Fire*; and *Lover Boy*, a bilingual counting book for young children.

NORMA E. CANTÚ

Award-winning author and professor Norma E. Cantú received her B.S. and M.S. degrees from Texas A&I University in Laredo and Kingsville, respectively (now part of the Texas A&M University system). She earned her Ph.D. in English from the University of Nebraska, Lincoln. Her scholarly interests include folklore, Chicana literature, and borderlands studies. Her most recent work includes two coedited anthologies: *Telling to Live: Latina Feminist Testimonios* and *Chicana Traditions: Continuity and Change*. She published the award-winning *Canícula: Snapshots of a Girlhood en la Frontera* in 1995. She taught at Texas A&M International University (formerly Laredo State University) from 1980–2000 and is currently professor of English and U.S. Latina/o literature at the University of Texas at San Antonio. From 1993–1995 she served as senior arts specialist at the National Endowment for the Arts Folk and Traditional Arts Program, and from 1998–1999 she served as acting director of the Center for Chicano Studies at the University of California, Santa Barbara. She has also served on the boards of the American Folklore Society (2000–2002) and the Federation of State Humanities Councils (1998–2002). She is a frequent participant in public humanities programs in Texas and across the nation. She serves as secretary of the Humanities Texas board of directors.



CARMEN CAPOTOSTO

Carmen Capotosto works as an intern with Humanities Texas. In May 2006 she received her M.A. in Latin American studies with concentrations in literature and anthropology from The University of Texas at Austin. She has a B.A. from Columbia College Chicago in early childhood education and Spanish.



ERNESTO CHÁVEZ

Ernesto Chávez researches Chicano political movements in California in the 1960s. He is currently completing a book-length manuscript titled “Building a Chicano Movement: Nationalism, Identity and Insurgency in Los Angeles, 1966–1978.” This work involves oral history research in both English and Spanish. He plans to undertake future research on related movements in Texas. Currently a member of the University of Texas at El Paso’s history faculty, he teaches courses in Mexican American and United States history.







SELF A CHEW

Selfa Chew holds an M.F.A. in creative writing from the University of Texas at El Paso. She is an editor for *BorderSenses*, coordinates the Mexican Contemporary Literature Conference, and teaches creative writing. *Azogue en la raíz* (Editorial Eón) is her last book. Currently, she is a doctoral student in the history department at the University of Texas at El Paso.



IRASEMA CORONADO

Irasema Coronado is an associate professor in the University of Texas at El Paso’s Department of Political Science. She has an M.A. in Latin American studies and a Ph.D. in political science from the University of Arizona. Her area of specialization is comparative politics. She is coauthor of the book *Fronteras No Más: Toward Social Justice at the U.S.-Mexico Border* and several academic articles. She is coeditor of *Digame! Policy and Politics on the Texas Border*. Her research interests center on the role of women in politics and cross-border cooperation in the U.S.-Mexico border region.



MACEO C. DAILEY JR.

Maceo C. Dailey Jr. is associate professor of history and director of African American Studies at the University of Texas at El Paso. In addition to serving two terms as chair of the Humanities Texas board of directors, he served on the advisory committee for the Bob Bullock Texas State History Museum and the boards of the Texas Emancipation Juneteenth Cultural and Historical Commission and the Twelve Travelers Memorial of the Southwest. He currently chairs the board of directors of both the McCall Neighborhood Center and the Child Crisis Center of El Paso and serves on the boards of the El Paso Symphony Orchestra and the Burnham Wood Charter School. He recently submitted for review a manuscript on Emmett Jay Scott and is currently working on the “Booker T. Washington Encyclopedia.” He coedited a revised edition of Bernice Love Wiggins’s *Tuneful Tales* with Ruthe Winegarten; with Kristine Navarro, he coedited *Wheresoever My People Chance to Dwell: Oral Interviews with African American Women of El Paso*. He serves on the Humanities Texas executive committee as the past chair.

HOWARD C. DAUDISTEL

Howard C. Daudistel received his doctorate from the University of California, Santa Barbara in 1976 and is presently a professor of sociology and dean of the College of Liberal Arts at the University of Texas at El Paso. Throughout his scholarly career he has focused on legal decision-making in the criminal courts and a variety of contemporary issues in higher education. Among his many administrative assignments, he has served as director of the UTEP Evaluation Research Training program and was co-director for UTEP’s W. K. Kellogg Foundation Expanded Community Partnerships program. He was a member of the American Council on Education President’s Task Force on Teacher Education and is now a member of the executive committee for the Teachers for a New Era initiative at UTEP, funded by the Carnegie Corporation of New York. He is also a leadership associate and Tripartite Council member for the National Network for Educational Renewal.



BROOK A. DAVIS

Brook Davis holds a B.A. in history and political science from Texas State University-San Marcos. She joined Humanities Texas in September 2002 as an intern and in January 2003 was hired as a full-time administrative assistant. In January 2004 she was promoted to grants program officer and now supports the administration of Humanities Texas’s grants program. She maintains the grants database system, tracks grant-funded programs, compiles program-related statistics, and assists Texas-based nonprofit organizations in developing effective grant proposals.



JUAN CARLOS FONCERRADA

Juan Carlos Foncerrada Berúmen was born in Mexico City on May 2, 1962. He earned a degree in economics from the Universidad Autónoma Metropolitana and pursued postgraduate studies in business administration. He also has a technical education in stock exchange investments, export management, and business planning. He was involved in forming the Social Democracy national political party (1998–2000). He was a majority candidate to the Federal Assembly in Mexico City (2000) and a member of the Citizens’ Commission Against Discrimination (2001). He has held management positions in the national financial sector and has directed national credit institutions, Mexican bank agencies in the United States, and investment funds (1992–1997). He has also consulted in the fields of international business and overseas commerce. From October 2001 to April 2005, he served as Mexican Consul in Brownsville. In April 2005, he was named Consul General of Mexico in El Paso by the President of Mexico, Vicente Fox Quesada.







GENE FOWLER

Born into a Dallas showbiz family in 1950, Gene Fowler began performing and writing for theatre during the Johnson administration. Professional appearances have included the John F. Kennedy Center for the Performing Arts, Contemporary Arts Museum Houston, San Antonio Stock Show & Rodeo, White Elephant Saloon (Fort Worth), the Paul Poag Theatre for the Performing Arts (Del Rio), the Crazy Water Hotel (Mineral Wells), and The Nashville Network. In addition to *Border Radio* (co-written with Bill Crawford), his books include *Crazy Water*, *Mystic Healers & Medicine Shows*, and *Glen Rose: Texas*. In 2007, University of Texas Press will publish his book, *Mavericks – A Gallery of Performance Folk-Artists and Other Texas Characters*. He is currently writing a play about the 1950s uranium dirt-sitting health craze in Comanche County, Texas, and a live show about cowboy music entitled *The Electronic Campfire*.



MICHAEL L. GILLETTE

Michael L. Gillette is executive director of Humanities Texas. Prior to his appointment in 2003, he held the position of director of the Center for Legislative Archives at the National Archives and Records Administration in Washington, D.C. He received a B.A. in government and a Ph.D. in history from The University of Texas at Austin. After joining the staff of the Lyndon Baines Johnson Library and Museum in 1972, he directed the Library’s oral history program from 1976 to 1991. He has served on the advisory board of the Law Library of Congress’s National Digital Library Program and currently serves on the board of directors of the John Glenn Institute for Public Service and Public Policy at The Ohio State University. He is the author of *Launching the War on Poverty: An Oral History* (Twayne Publishers, 1996) and editor of *Texas in Transition* (LBJ School of Public Affairs, 1986). He has also published numerous articles on politics and civil rights and has been an active member of the oral history profession.



YVONNE D. GONZÁLEZ

Yvonne González joined Humanities Texas as fiscal officer in May 1988. From 1995 through October 1999, she served as director of finances, at which time she was promoted to the position of associate director and chief financial officer. She served as interim executive director for Humanities Texas from April through July 2002. A Texas native from Brownsville, she worked previously as a fiscal officer and consultant for nonprofit organizations, funded in part by city, state, and federal grants. From 1980–1985, she served as fiscal agent for two City of Austin social service and housing grant award recipients. She holds a B.L.S. degree in accounting from St. Edward’s University in Austin. As deputy director of Humanities Texas, she is responsible for the organization’s finances, auditing, human resources administration, grant reporting, and compliance.

JOHN MASON HART

A professor of history at the University of Houston, John Mason Hart is one of the nation’s foremost scholars on modern Mexican history. He is the recipient of numerous book awards and major fellowships including a year-in-residence at Princeton University’s Shelby Cullom Davis Center for Historical Studies. His books include *Empire and Revolution: The Americans in Mexico Since the Civil War*; *Revolutionary Mexico: The Coming and Process of the Mexican Revolution*; and *Anarchism and the Mexican Working Class, 1860–1931*.



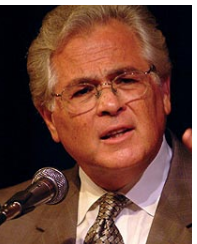
PHILIP HOWARD

An authority on slavery and race in Latin America and on the African diaspora, Philip Howard is an associate professor of history at the University of Houston. His book *Changing History: The Afro-Cuban Cabildos and Societies of Color in the Nineteenth Century* uses historical and anthropological approaches to compare slavery, emancipation, and race relations and the African diaspora in Latin America and the Caribbean, particularly Cuba. He is currently researching Jamaican and Haitian labor in the Cuban sugar industry.



NICOLÁS KANELLOS

The Brown Foundation Professor of Hispanic Literature at the University of Houston, Nicolás Kanellos has won international acclaim for his research and publications on Hispanic American writers. He is the founder and director of the Recovering the U.S. Hispanic Literary Heritage Project, which locates, preserves, and publishes primary sources by Hispanics from the colonial period through 1960. He is also founder of Arte Público Press, the largest publisher of contemporary and recovered literature by U.S. Hispanic authors. His many books include *Herencia*, the first anthology to bring together literature from the entire history of Hispanic writing in the United States, from the age of exploration to the present.



SUSAN KELLOGG

The chair of the University of Houston Department of History, Susan Kellogg is an internationally known scholar in the fields of colonial Mexican history, ethnohistory, legal history, and women’s history. Her books include *Weaving the Past: The Indigenous Women of Latin America from the Prehispanic Period to the Present*; *Law and the Transformation of Aztec Culture, 1500–1700*; and *Dead Giveaways: Colonial Testaments of Spanish America*. The recipient of prestigious fellowships from Harvard University and Brown University, she served as book review editor of the journal *Ethnohistory*.







MARY GRACE KETNER

Mary Grace Ketner is an educational specialist at the University of Texas Institute of Texan Cultures at San Antonio, where she develops public programs and educational materials. She holds a B.A. and an M.Ed. from two schools whose new names she can’t get used to: Texas Lutheran University and Texas State University-San Marcos, respectively. Before coming to ITC, she taught in public schools, directed a religious education program for her church, and facilitated religious education leadership workshops in the United States and Canada for her denomination. Cofounder of the San Antonio Storytellers Association and active in the state and national professional organizations, she presents storytelling workshops and programs featuring world folktales, fairytales, and legends—the stories immigrants bring with them to Texas. She has produced two audiotapes, *Many Tricksters* and *YIKES! Scary Stories from the Texas Folklife Festival*, and is the author of one children’s book, *Ganzy Remembers* (Atheneum Press, 1991).



REX KOONTZ

Rex Koontz is an assistant professor of art history at the University of Houston and a leading authority on the art of the ancient Americas. The recipient of prestigious fellowships from Dumbarton Oaks, the National Endowment for the Humanities, and the Tinker Foundation, he cuts across the line separating history and the arts. His books include *Mexico: From the Olmecs to the Aztecs* and *Landscape and Power in Ancient Mesoamerica*.



ELWYN C. LEE

Though raised in Houston, Elwyn Lee received his college education in the Northeast, where he graduated from Yale College and Yale Law School. He came to the University of Houston in 1978 to teach at the UH Law Center, where he served with distinction for more than ten years. After a brief stint as interim director of the African American Studies Program, he was appointed vice president for student affairs in 1991. In 1998 he became vice chancellor for student affairs, giving him additional responsibility for student services across the entire UH system. He is married to Congresswoman Sheila Jackson Lee and they have two children: Erica, a graduate of the University of North Carolina and Duke University, and Jason, a sophomore at Harvard.



YOLANDA CHÁVEZ LEYVA

Yolanda Chávez Leyva, associate professor of history at the University of Texas at El Paso, specializes in border history, public history, and Chicana history. She has directed two recent public history projects: an oral history project with the Socorro community and a “museum for a day” project involving UTEP graduate students and high school students. She has a manuscript under review at the University of Illinois Press titled “Cruzando la Linea: Mexican Children on the Texas-Mexico Border,” which investigates how the presence of children has shaped the border through time. She has a preliminary contract at The University of Texas for a manuscript titled “Calling the Ancestors: Historical Memory, Indigenous Identity, and Chicana/o History,” which explores how Chicana/os have lost, denied, and reclaimed themselves as indigenous people from this continent.



WILLIAM S. LIVINGSTON

Political scientist William S. Livingston serves as senior vice president at The University of Texas at Austin, where he has been a faculty member since 1949. He served as vice president and dean of graduate studies from 1979 to 1995, acting president of the University for the period from September 1992 through January 1993, and in 1982 was named to the Jo Anne Christian Professorship in British Studies. His previous leadership roles also include serving as president of the Southern Political Science Association and the Southwestern Social Science Association, member of the Council of the American Political Science Association, and editor-in-chief of the *Journal of Politics*. He has written and edited six books and more than twenty-five articles on federalism, democracy, and education and has been presented with several distinguished awards, including the Ex-Students Association’s “Distinguished Service Award,” the highest award bestowed on a non-alumnus. A member of Phi Beta Kappa, he received bachelor’s and master’s degrees in 1943 from The Ohio State University and a Ph.D. degree from Yale University in 1950. During the Second World War, he was a field artillery officer in Europe and was awarded the Bronze Star and the Purple Heart for his service.



ERIC LUPFER

Director of grants and education at Humanities Texas, Eric Lupfer received a Ph.D. in English (2003) and an M.S. in Information Studies (2004) from The University of Texas at Austin. Lupfer worked at UT’s Harry Ransom Humanities Research Center from 2002–2004, where he co-directed the center’s summer teacher institute. He has taught courses in literature and composition at both the high school and college levels. In the past several years, he has published articles and book reviews on U.S. literature and publishing history, including an essay in the five-volume, collaborative scholarly work, *A History of the Book in America*.





JOHN D. MARQUEZ

John D. Marquez specializes in comparative twentieth century race and ethnic relations with a specific focus on relations between African Americans and Latinas/os. His other areas of expertise include social theory, critical race theory, globalization, and anti-racist movements. He is currently working on two book-length manuscripts, one tentatively titled “Black Gold and Brown Lives: Racial Violence, Memory, and Multiracial Activism in Baytown, Texas”; the other focuses on contemporary anti-immigrant violence at the U.S.-Mexico border.



SARA MCNEIL

Sara McNeil is an associate professor in the Department of Curriculum and Instruction at the University of Houston. An authority on the design and development of educational webscapes and the visual representation of information, she has received major grants to prepare Texas teachers to make effective use of new technologies in instruction. She is co-creator of the award-winning Digital History website ([www.digitalhistory.uh.edu](http://www.digitalhistory.uh.edu)), which has been named one of the top five sites in U.S. history by Best of History Web Sites and was selected by the NEH as part of EDSiTEment, a collection of exemplary online resources in the humanities.



RACHEL MEHENDALE

Rachel Mehendale recently joined Humanities Texas as an administrative assistant. She graduated from The University of Texas at Austin this year with a B.A. in Russian, East European, and Eurasian Studies and Plan II Honors, an interdisciplinary liberal arts program. As a student, she was a Plan II peer adviser and a board member for Democratic Education at Texas, an organization that promotes student-facilitated classes at UT. In her spare time, she freelances for the *Texas Observer*. She is looking forward to working at Humanities Texas in the coming year.



TATCHO MINDIOLA JR.

A leader in Houston’s Hispanic community, a political analyst, and an associate professor of sociology at the University of Houston, Tatcho Mindiola Jr. also directs UH’s Center for Mexican American Studies, one of the premiere academic programs of its kind in the country. Under his leadership the Center has established nationally known recruitment and retention programs. He has written extensively on the Mexican American family and demographics in Texas.



STEVEN MINTZ

Steven Mintz is the John and Rebecca Moores Professor of History at the University of Houston and an award-winning authority on the history of the family. He has also written extensively on slavery, social reform, ethnicity, and film history. His books include *Huck’s Raft: A History of American Childhood*; *Domestic Revolutions: A Social History of American Family Life*; *Hollywood’s America*; *Mexican American Voices*; and *Moralists & Modernizers: America’s Pre-Civil War Reformers*. He is president of H-Net: Humanities and Social Sciences Online and national co-chair of the Council on Contemporary Families.



DIANA S. NATALICIO

Diana S. Natalicio was named president of the University of Texas at El Paso in 1988. She has served as vice president for academic affairs, dean of liberal arts, and chair of the modern languages department. She received the Harold W. McGraw, Jr. Prize in Education in 1997. She was inducted into the Texas Women’s Hall of Fame in 1999, was honored by the Texas Exes with the Distinguished Alumnus Award at The University of Texas at Austin in 2006 and is the recipient of honorary doctoral degrees from Smith College and the Universidad Autónoma de Nuevo León. She serves on the board of trustees of the Rockefeller Foundation, the board of governors of the U.S.-Mexico Foundation for Science, and the board of trustees of Internet2. She has served on the NASA Advisory Council (NAC) and was appointed by President George H. W. Bush as a member of the Advisory Commission on Educational Excellence for Hispanic Americans. Appointed to the National Science Board by President Bill Clinton in 1994, she served two six-year terms as a board member and three two-year terms as the NSB’s vice chair. She is a member of the board of directors of the Sandia Corporation, Trinity Industries, and the National Action Council for Minorities in Engineering. A graduate of St. Louis University, she earned a master’s degree in Portuguese and a doctorate in linguistics from The University of Texas at Austin.



KRISTINE NAVARRO

Kristine Navarro directs the Institute of Oral History at the University of Texas at El Paso (UTEP) and is coauthor of *Wheresoever My People Chance to Dwell*. In 1997, her interests in public history led her to work on oral history projects and data collection in the African American Studies department and to pursue graduate study at the Public Policy Research Center at UTEP. In conjunction with the Smithsonian National Museum of American History, the Institute of Oral History has launched the Bracero Oral History Project to conduct oral history interviews with former braceros. To date they have collected more than 395 interviews as well as photographs and historical material documenting the history of the Bracero Program.





THOMAS F. O'BRIEN

Thomas F. O'Brien, professor of history at the University of Houston, is a prizewinning authority on Latin American economic history. O'Brien is the author of such books as *The Century of American Capitalism in Latin America* and *The Revolutionary Mission: American Enterprise in Latin America, 1900–1945*, which chart the social, political, and economic consequences of the intrusion of American corporate culture into various Latin American societies. His works have also appeared in such prestigious journals as *The American Historical Review* and *Business History Review*. He is also an expert on the application of social theory to historical analysis.



MONICA PERALES

An assistant professor of history at the University of Houston, Monica Perales is a specialist in Chicana/o labor and social history, immigration, the American West, the Borderlands, and oral history. She is the recipient of a prestigious Ford Foundation fellowship and served as a graduate fellow at Stanford University's Humanities Center. She studies Chicana history, the U.S.-Mexico border in history and memory, comparative Latina/o history, race and labor in the West, environmental justice, and the relationship between ethnic communities, industrial corporations, and emerging environmental policy in the West.



MARI CARMEN RAMÍREZ

The first director of the International Center for the Arts of the Americas, based at the Museum of Fine Arts, Houston, Mari Carmen Ramírez was named by *Time* magazine as one of the twenty-five most influential Hispanics in the United States. The former curator of Latin American art at the Jack S. Blanton Museum at The University of Texas at Austin, she is one of the nation's foremost authorities on Latin American art. Her books include *Inverted Utopias: Avant-garde Art in Latin America*; *Collecting Latin American Art for the 21st Century*; and *Re-aligning Vision: Alternative Currents in South American Drawing*.



RAÚL A. RAMOS

Raúl Ramos, assistant professor of history at the University of Houston, is an authority on Texas history, the history of the American West, and Chicano/a history. He focuses on such historical processes as conquest, colonization, migrations, and cultural change. The recipient of a prestigious fellowship from the William P. Clements Center for Southwest Studies at Southern Methodist University, he is currently completing a book on the development of Mexican society in San Antonio, spanning the Spanish, Mexican, and American periods.



CLAUDIA RIVERS

Claudia Rivers, head of the University of Texas at El Paso C. L. Sonnichsen Special Collections Department, is responsible for the library's rare books, manuscript collections, archives, and photographic collections. She earned both her B.A. and M.L.I.S. degrees at The University of Texas at Austin, and worked in UT's Benson Latin American Collection before coming to El Paso in 1992. Her interests include the history of the Southwest and Mexico, ancient Mesoamerica, and detective fiction.



NESTOR RODRIGUEZ

The chairman of the University of Houston's Department of Sociology and the codirector of UH's Center for Immigration Research, Nestor Rodriguez is a noted authority on international migration, immigration policy, border enforcement, global urban development, racial and ethnic relations, and state repression. His studies of migrant deaths along the U.S.-Mexico border have received international attention.



DAVID ROMO

David Romo, the son of Mexican immigrants, is an essayist, historian, musician, and cultural activist. A native El Pasoan, he is the author of *Ringside Seat to a Revolution: An Underground Cultural History of El Paso and Juárez: 1893–1923*.



VICKI L. RUIZ

Immediate past president of the Organization of American Historians and professor of history at the University of California, Irvine, Vicki L. Ruiz is one of the nation's foremost experts on Chicano/a history, U.S. women's history, gender and the U.S.-Mexico border, oral narratives, immigration history, labor studies, and western history. Her extensive publications include the books *Cannery Women*, *Cannery Lives: Mexican Women, Unionization, and the California Food-Processing Industry, 1930–1950*; and *From Out of the Shadows: Mexican Women in Twentieth-Century America*.



KATIE RUSH

As a program officer at Humanities Texas, Katie Rush has assisted with summer teacher institutes and other council initiatives. She graduated from The University of Texas at Austin in 2004 with a B.A. in English and Plan II Honors, an interdisciplinary liberal arts program. As a student, she worked as a writing consultant at the Undergraduate Writing Center and as a campus recruiter for Teach For America. She began graduate work in rhetorical studies at the University of Georgia this fall.



BENJAMIN ALIRE SÁENZ

Benjamin Alire Sáenz was born in 1954 in Old Picacho, a small farming village outside of Las Cruces, New Mexico, forty-two miles north of the U.S.-Mexico border. He was the fourth of seven children and was brought up in a traditional Mexican American Catholic family. He entered the seminary in 1972, a decision that was as much political as it was religious. After concluding his theological studies at the Université Catholique de Louvain, he was ordained a Catholic priest. Three-and-a-half years later, he left the priesthood. At the age of thirty, he entered the University of Texas at El Paso. He later received a fellowship at the University of Iowa. In 1988, he received a Wallace E. Stegner Fellowship in poetry from Stanford University. In 1993, he returned to the border to teach in the bilingual M.F.A. program at UTEP. Sáenz is the author of *Calendar of Dust*, a book of poetry that won the American Book Award. He is also the author of a collection of short stories, two novels, and two books for children.



JUAN A. SANDOVAL

Juan A. Sandoval received a Master of Arts degree in library and information science from the University of Denver in 1975 with a specialization in academic librarianship and a Bachelor of Arts degree from Adams State College in Alamosa, Colorado, in 1969, where he studied English, secondary education, and Spanish. He remained in school for an extra year so that he could study art, music, etc. He was able to spend a summer in Bucaramanga, Colombia, studying Spanish literature as an undergraduate. He has been a reference librarian at the University of Texas at El Paso for the last twenty-four years, where he delights in being of assistance to students and the children of students he met when he first arrived in 1981. Before entering graduate school, he worked as a social worker with the elderly in San Luis, Colorado. Upon graduation from the University of Denver, he worked at the University of Oregon in Eugene. His primary responsibilities are in reference service, and more specifically, he works closely with Chicano Studies, the art department, African American Studies, and Asian Studies. He provides general and specialized reference assistance and instruction. With the advent of technology, he spends considerable time in the computer classroom instructing students from throughout the university in the use of the library’s online catalog and databases. He enjoys fulfilling his collection development responsibilities in the assigned areas.



GUADALUPE SAN MIGUEL JR.

Guadalupe San Miguel, a professor of history at the University of Houston, is a leading authority on the history of bilingual education and the Hispanic struggle for educational equality in the United States. He is also an expert on Latino and northern Mexican music. Before joining the UH faculty, he taught at the University of California at Santa Barbara. His books include *Contested Policy: The Rise and Fall of Federal Bilingual Education*; *Tejano Proud: Tex Mex Music in the 20th Century*; and *Brown, Not White: School Integration and the Chicano Movement in Houston*.



JULIA SCHIAVONE-CAMACHO

Julia Maria Schiavone-Camacho is an assistant professor in the University of Texas at El Paso’s Department of History. Her research focuses on race, gender, and sexuality in the U.S.-Mexico border region. She has received several grants for her work, and she recently spent a year at Williams College as a Gaius Charles Bolin Dissertation Fellow.



JEFFREY P. SHEPHERD

Jeffrey P. Shepherd is an assistant professor of history at the University of Texas at El Paso, specializing in American Indian and western history. He has written several articles on indigenous economics, education, politics, culture, and identity. Presently he is working on a book tentatively titled, “‘We are an Indian Nation’: Indigenous Nationalism and Tribal Identity among the Hualapai.” For this research, he has received grants from the American Philosophical Society, the Max Millett Family Fund, and the Fort McDowell Yavapai Nation. Future research projects include a comparative analysis of indigenous peoples on the U.S.-Mexican and U.S.-Canadian borders and a sociocultural study of historical memory among Native, Mexican, and Anglo communities in the Southwest. He was recently nominated to be a research fellow at the D’Arcy McNickle Center for American Indian History at Chicago’s Newberry Library.



QUINTARD TAYLOR

Quintard Taylor is the Scott and Dorothy Bullitt Professor of American History at the University of Washington in Seattle. He is the author of numerous books and essays, including *In Search of the Racial Frontier: African Americans in the American West, 1528–1990*, which was nominated for a Pulitzer Prize in history; *African American Women Confront the West, 1600–2000*, coedited with Shirley Ann Wilson Moore; and *The Making of the Modern World: A Reader in 20<sup>th</sup> Century Global History*.





MICHAEL TOPP

Currently chair of the University of Texas at El Paso’s Department of History, Michael Topp specializes in racial and ethnic history, working-class history, and the history of social movements in the United States. He is the author of *Those Without a Country: The Political Culture of Italian American Syndicalists* and *The Sacco and Vanzetti Case: A Brief History with Documents*, as well as numerous essays on the Italian American Left, masculinity and nationalism, immigrant historiography and its relevance to the border, and racial and ethnic identity in the United States. He received a National Endowment for the Humanities summer stipend in 1994, which he used to work on his first monograph. His next project is a history of cultural identity and mental illness in the United States.



KATHRYNE TOVO

Kathryne Tovo is director of programs and communications at Humanities Texas. She holds a Ph.D. in American studies from The University of Texas at Austin and a B.A. with honors in journalism from the University of North Carolina at Chapel Hill. She has taught history, literature, and writing courses at the University of Puerto Rico and UT Austin and has collaborated on K–12 and college-level instructional design projects and publications. Her current research includes a cultural biography of author Mary MacLane and a series of articles about the material culture of American childhood. She participates actively in Austin neighborhood issues and serves on several curriculum-enhancement committees at her neighborhood elementary school.



DAVID J. WEBER

The Robert and Nancy Dedman Professor of History and director of the William P. Clements Center for Southwest Studies at Southern Methodist University, David Weber is the author of more than twenty books and is a leading scholar of the Southwestern Borderlands. His many awards include membership in the *Orden Mexicana del Aguila Azteca* (the Order of the Aztec Eagle), the highest award the Mexican government bestows on foreign nationals, and membership in the *Real Orden de Isabel la Católica* by the King of Spain.



CAMERON WHITE

A professor of curriculum and instruction in the University of Houston’s College of Education, Cameron White was himself a history and social studies teacher in Alief and San Marcos. He has served as director of four U.S. Department of Education *Teaching American History* grants and has been very active in international education in Belize, Dominica, Indonesia, Japan, and South Korea, among other countries. His books include *Transforming Social Studies Education: A Critical Perspective* and *Issues In Social Studies: Voices from the Classroom*.



MARC ZIMMERMAN

An authority on Latino and Latin American literature, Marc Zimmerman chairs the Department of Modern and Classical Languages at the University of Houston. He is the author and editor of more than thirteen books, including *The Central American Quartet*, *Literature and Politics in the Central American Revolutions*; *U.S. Latino Literature: An Essay and Annotated Bibliography*; *Literature and Resistance in Guatemala*; *New World [Dis]Orders and Peripheral Strains*; and *Globalización, nación y (post)modernidad: Estudios culturales puertorriqueños*.



ISIDRO AGUIRRE

Born in Laredo, Isidro Aguirre attended Nixon High School before entering Texas A&I University in Kingsville (now Texas A&M University-Kingsville), where he majored in government and history. He then taught in public schools for ten years before earning a master’s degree in liberal arts from Southern Methodist University in Dallas. He continues to teach in the public school system, to coach debate and speech, and to sponsor various academic events and clubs. He is a state and national advanced placement social studies consultant for the College Board and currently teaches high school advanced placement government and advanced placement macroeconomics.



KENNETH ANSTEAD

My name is Ken Anstead, and I graduated from Indiana State University in 1992 with a Bachelor of Science degree in elementary education. I have taught first, third, and seventh grades, with my current position being a fourth grade teacher at Southside Heritage Elementary School in San Antonio. Next year I will be changing grades again and moving to Southside High School to teach social studies. I live in San Antonio with my wife Pam and our cat Ashes.



JOHN AREVALO

For the last thirty-four years, I have taught almost the complete spectrum of social studies at Harlandale High School in San Antonio and have been an adjunct history instructor at Palo Alto College for the last seventeen years. My current teaching assignment includes two sections of History 1301 and 1302, one section of advanced placement United States history, and three classes of U.S. history. I have served on the Bradley Commission on History in Schools, the Summerlee Commission on Texas History, and the National Standards for History project under the direction of Gary Nash and Charlotte Crabtree at the University of California, Los Angeles. As a founding member of the National Council for History Education, I represented the United States and the National Standards for History project at an international conference, Enseñanza de la Historia: Reunión de Expertos, sponsored by the Organización de Estados Iberoamericanos of the Spanish Ministry of Education at Caceres, Spain, in March 1995. During my teaching career, I have served as a consultant for various publishing companies.

PATRICK ARNEY

Patrick Arney, of McAllen High School in McAllen, teaches pre-AP and gifted and talented world geography courses and coaches the girls varsity soccer team. He has taught for ten years. He is originally from Stillwater, Minnesota, and a graduate of the University of St. Thomas in Saint Paul, where he earned a degree in social studies with a concentration in world history and a minor in education. He has been married for five years to his wife, Deborah, and they have two children, Liam (age two) and Moira (less than one year).

DOMIANA BATTAH-MIARI

My name is Domiana Battah-Miari. I am a thirty-four-year-old social studies teacher, living in Rockwall. I was born in Israel. I hold a double-major bachelor's degree (in general history and Hebrew literature) from the University of Haifa, in Haifa, Israel. I also have a secondary teaching diploma from the University of Haifa as well. I have five years of teaching experience: I taught for two consecutive years at Alrazi Public Comprehensive High School in Rahat, Israel, and spent two more years teaching math and reading language arts at Cedar Hill Independent School District’s Joe Wilson Intermediate School. Since the beginning of this academic year, I have been teaching all components of social studies at the Rockwall Quest Academy.



WILLIAM D. BOLCH

My name is William D. Bolch, and I live in Glenn Heights (near Dallas). I was born in Pasadena, Texas, on December 27, 1967. I have two sisters, one older and one younger. I have been married for fourteen years and have been an educator since 1994. I have taught both middle and high school social studies. I have taught Texas and U.S. history (for eighth and eleventh grades). I have also taught world history, government, and economics. I am currently teaching at the Yvonne A. Ewell Townview Center in Dallas. I teach world history pre-AP and advanced placement U.S. history. I hope to finish my Master of Arts in public administration in the near future.



KEISHLA CEASER-JONES

Keishla Ceaser-Jones is happily married to her husband Major, who is also a teacher. They have lived in Houston with their two sons, Arick and Chris, and their dog Que since 1997. She teaches in Cy-Fair Independent School District at Cypress Ridge High School. She has been an English teacher for the past three years and is excited to have the opportunity to teach world history this fall as well as to serve as the sponsor of her campus’s Model United Nations program. She looks forward to pursuing a Master of Arts degree in history.







VONDRA CHARGOIS

A graduate of Huston-Tillotson University in Austin, I am currently pursuing a master’s degree from Western Governors University. My present position is that of a history teacher at Porter Middle School in Austin Independent School District, where I have been working for the past seven years. I am involved in several professional and community activities, including the National Council for the Social Studies, Scholars of History Integrating Primary Sources (SHIPS), Student Health Advisory Council (SHAC), and Education Austin.



ROGER CHRISTMAN

Roger Christman was born in Hot Springs, South Dakota. His father was a minister, and he moved often, living in Minnesota, Montana, Iowa, and Nebraska. He attended undergraduate school in Minnesota and seminary in Tennessee. He has been married for thirty-five years, has two sons (ages thirty-one and twenty), and he and his wife are both teachers. As an ordained minister in the Christian Churches and Churches of Christ, Roger served in various ministerial positions (youth, music, education, senior minister) in the states of Minnesota, Tennessee, Ohio, Nebraska, and Texas. He attended Houston Baptist University for teacher certification and has taught at Richard W. Dowling Middle School of Fine Arts (Houston Independent School District) for the past seventeen years. He is certified in secondary (6–12) English/language arts, social studies, and ESL. Roger has been involved in many community and school clubs and activities. Some of those in the educational arena include: Shared Decision-Making Committees (at local and district levels); textbook selection committees (school/district); writing/review of the TEKS implementation process (Texas Education Agency/State Board of Education review committees on social studies and technology); Texas Council on Social Studies (technology committee); Global Association of Teachers of Economics; sponsor of a boy’s club and history club; and social studies department chair.



JOHN EDWIN CHURCHILL

A fifth-generation Texan, John Churchill has seven years of experience teaching seventh grade Texas history and eighth grade social studies and coaching seventh and eighth grade boys athletics. He holds a B.A. in history from Texas Christian University and is currently the social studies facilitator at North Oaks Middle School in Haltom City, part of Birdville Independent School District. He is married and has a sixteen-year-old son.



CYNTHIA MARSHALL CLARK

I am a mother of three, a teacher to many students, and a coach for girls athletics. I received my B.S. degree from Texas A&M University-Kingsville in history and government. I am presently teaching world history at H. M. King High School in Kingsville, but I would prefer to teach U.S. government or U.S. history. I have twelve years of teaching experience in public education.



SARAH COOK

Originally, I am from Lubbock; my family relocated to the Dallas area in 1989. I received my bachelor’s degree in broadfield social science from Texas Tech University and completed my master’s in secondary education at Texas A&M University-Commerce. I began my professional career teaching seventh grade Texas history and eighth grade American history at Greenville Middle School. After five years, I transferred to Rockwall High School, where I have taught regular and honors world geography (ninth grade), pre-AP world history (tenth grade), and U.S. history (eleventh grade). I currently teach U.S. history and advanced placement U.S. history and serve as the social studies department chair. My husband and I have a son, a daughter and son-in-law, and one grandson.



LARITA J. COURVILLE

My name is Larita Courville. I am from Texas City. I am a proud 1995 graduate of La Marque High School. In May of 1999 I received my Bachelor of Science degree in history/government with an English minor from Texas Woman’s University in Denton. I began teaching history in 2000. I currently teach seventh grade Texas history in the Dickinson Independent School District. I am pursuing my master’s degree in curriculum and instruction. I am an active member of Alpha Kappa Alpha Sorority, Inc. My hobbies include scrapbooking, working out, and photography.



PETER A. CUSHMAN

I have been an educator for fourteen years. I taught at Galena Park High School for seven-and-a-half years. I enjoyed working in that community a great deal. My students were ninth, tenth, and eleventh graders in world geography, pre-AP world geography, U.S. history, and advanced placement U.S. history. I also piloted a gifted and talented program for the ninth and tenth grades. I have lived and traveled in Texas for thirty-seven years. We moved here when I was five years old. My family came to Baytown with U.S. Steel from Indiana and to get me to M. D. Anderson. I love living in Texas, and I am really enjoying teaching Texas history at Baytown Junior School in Goose Creek Consolidated Independent School District. My adult family consists of my wife, who teaches French, daughters ages five and two, as well as the cats and dog of the average family. I enjoy traveling, the beach, photography, woodworking, boating, fishing, and cooking.



ROBERT E. EDISON

I have been an educator in the Dallas area for more than thirty-four years. I am currently teaching U.S. history at Skyline High School, and next year I will be teaching a course entitled, “Cultural Understanding: The African American and Hispanic Experience.” Along with teaching, I have also worked in the museum field. Some of the programs and projects I have worked on are: Black Dallas Remembered, Inc., the Juanita Craft Civil Rights House, and the National Alliance of Black School Educators oral history project. In 1985 I received a Fulbright Fellowship to study at the American University in Cairo, Egypt. In 1992 I was selected Dallas Teacher of the Year and Region 10 Teacher of the Year. I hold an A.A. degree from Southwestern Christian College in Terrell; a B.S. in political science from East Texas State University (now Texas A&M University-Commerce); and an M.S. in civic affairs from the University of Dallas. I received a James Madison Memorial Fellowship to work on a second master’s degree in history from Texas A&M University-Commerce.



KIM FITZGERALD

I love being an advanced placement world history teacher at Cypress Falls High School (Cypress-Fairbanks Independent School District). Having a composite social studies certificate has allowed me to teach U.S. and Texas history as well. I am married to an amateur astronomer and telescope builder. Our daughter, a graduate of the High School for the Performing and Visual Arts, will graduate next spring from The University of Texas at Austin with an actuarial science degree, minoring in economics and finance. Our son is a senior varsity baseball player at Cypress Falls High School who plans to major in chemical engineering at UT Austin.



BRADLEY CHRISTOPHER FORD

My name is Bradley Christopher Ford, and I am twenty-eight years old. I have lived in the Corsicana area all of my life and currently teach at Corsicana High School, a position I have held for five years. I am a graduate of Baylor University and hold a master’s degree in history from Sam Houston State University. In my free time I enjoy reading both nonfiction and fiction (especially historical fiction) and Civil War reenacting, a hobby I share with my wife.



ROSANNA GARZA

I have a Bachelor of Science degree in interdisciplinary studies from Texas A&M University-Corpus Christi and a Master of Science in educational counseling from the same university. I was in the first graduating class of Texas A&M University-Corpus Christi in the fall of 1993. I worked as a second grade bilingual teacher at Woodroe Petty Elementary School in Taft Independent School District in the spring of 1994. I have worked for West Oso Independent School District since the fall of 1994, and I currently teach fifth grade reading/social studies and math. I have lived with my significant other for seven years. I have one son, and he is currently serving in the U.S. Navy. I also have two beautiful granddaughters, ages two and three. The youngest just turned two years old on Cinco de Mayo. I have two stepdaughters. One is twenty-one and is currently attending Texas A&M University-Corpus Christi and will be graduating in the fall of 2006. The other is seventeen and is a junior in high school. She will be graduating in the spring of 2007 from high school. I have so many hobbies, but I will tell you the one I am planning to work on in the summer as soon as school is over. It is making rosaries out of rose petals. It takes so long that I have to work on them in the summer only.



SHELLY HANKS

I am a middle school history teacher in the Grand Prairie Independent School District and have been in this career for eight years. Teaching the middle school age is quite interesting and never boring. I have taught everything from world cultures to Texas history to American history, and I enjoy each. Although I am not sure how ready I am to “give up” teaching, I do have my master’s degree in educational leadership. I believe that education comes from the heart and I will always be an educator. I live in Arlington with my beloved dog, Josey, and with friends and family around.





SUSAN LEFEVRE

Susan (Suzy) Lefevre was born in Hearne and raised in Waco. She has taught for the past ten years in Waco and this past year, moved to Corpus Christi. She now teaches fifth grade language arts and social studies at Tuloso-Midway Intermediate School. She has one son, Alex, who is in the Coast Guard, and one dachshund named Scout. Her interests include traveling, photography, reading, and beachcombing. In 1995, she received her B.S.Ed. in interdisciplinary studies with an emphasis in history from Baylor University. In 2000, she earned her M.Ed. in curriculum instruction with a reading emphasis from Tarleton State University in Stephenville. She has been Teacher of the Year and is listed in Who’s Who Among American Teachers.



CYNDI LEMANSKI

Hello, my name is Cyndi Lemanski. I am currently teaching at H. B. Zachry Middle School, but will be moving this fall back to the high school where my heart belongs. I have taught for seventeen years and have covered most of the social studies curricula offered. My favorites are U.S. history and modern European history. I am originally from South Carolina and recently, four years ago, moved to Texas compliments of the United States Air Force. I have been married almost twenty-five years and have four children. My oldest daughter works for the government, my son is stationed in Italy with the USAF, my next daughter is stationed on the USS Abraham Lincoln with the Navy, and my youngest daughter is still at home and will be a junior at the high school I will be moving to in the fall. My husband has recently retired from the USAF with twenty-eight years of combined active and reserve duty. Besides teaching, I love to read just about anything I can get my hands on, science fiction and historical fiction being my favorites. I also enjoy quilting and other handcrafts. Enjoying time with my family and playing with our three cats—O2, Bones, and Smokey—take up any spare time I have left.



RAQUEL A. LONGORIA

I am a bilingual educator in Houston. I am currently employed with Aldine Independent School District as a first grade bilingual teacher and an adjunct instructor at Montgomery College in The Woodlands. I have taught for eleven years, teaching transitional bilingual education and Spanish two-way immersion. I have presented workshops for my campus, district, and the Texas Association for Bilingual Education (TABE) on a variety of topics. I received my bachelor’s and master’s degrees in bilingual education from Houston Baptist University. I was born in Laredo and raised in Zapata before moving to Houston.



TERRI LYLES

I was born and raised in the Panhandle of Texas. I graduated from Phillips High School in Phillips in 1981. I am married to Ricky Lyles, and we have one son, William, who just graduated from Borger High School. I received my teaching degree in 1992 from West Texas A&M University in Canyon. I taught fifth grade for three years at Spring Creek Elementary School, a small rural school here in the Panhandle. I then taught third grade in Borger for nine years before taking my current position at Borger Middle School, where I teach seventh grade Texas history.



D. Q. MAYNARD

I have taught U.S. History 1, U.S. History 2, Texas history, world history, world geography, government, and economics for twenty-three years. I’ve taught seven years in Valentine and sixteen years in Balmorhea. Teaching history has developed into a passion for me, and I plan to retire only when the Lord no longer allows me the abilities to share my knowledge and love of history with our future generations.



MICHAEL MCNEIL

I am twenty-nine years old. I am originally from Tennessee and lived there most of my life. I went to college at Tennessee Wesleyan College, which is a small private college in Athens, Tennessee. From there I received my Bachelor of Science degree in education. I applied to many school systems but decided to move closer to my parents who had moved to Texas four years earlier. I accepted a job from Hardin Independent School District and started teaching in August 2000 at the middle school campus in Hardin, a small town in Liberty County. I have successfully started a Leo club; this is a junior version of the Lion’s Club, and I have worked with the group for the last five years. I have also been a member of Hardin Lion’s Club for five years. I was awarded Lion of the Year in 2004, and I received Secondary Teacher of the Year in 2003–2004 for the district. For the six years I have been employed by the district, I have taught sixth grade world geography. I have been married for three years to my wife, Vicky, and we live in Hardin. We are currently looking to buy a bigger house and hoping to start a family this year.



CHINA PARKER

Hello, my name is China Parker. I have been living in Amarillo for close to seven years. I’m originally from a small town in the Texas Panhandle called Pampa. When I graduated high school I attended Midwestern State University in Wichita Falls, where I graduated in 1998 with a B.A. in history. For the last seven years, I have been teaching at Bowie Middle School in Amarillo. For two years I taught career education, but for the last five years I have been teaching sixth grade social studies and love it.



KRISTEN PARKER

I have lived in Cameron for the past eight years and teach seventh grade Texas history at Rogers Middle School in Rogers. I have also taught second grade, and eighth grade language arts. My husband, James, and I have been married for eight years, and we have two daughters, ages three and six. I graduated from Klein High School in Houston, and then from Texas A&M University in 1998. I received a Bachelor of Science degree in interdisciplinary studies from A&M.



AMY PATTERSON

Amy Patterson currently teaches eighth grade U.S. history at Smithfield Middle School, part of the Birdville Independent School District in North Richland Hills. In previous years she has taught not only eighth grade U.S. history, but seventh grade Texas history and seventh grade English as well. Raised in Abilene, she finished a Bachelor of Behavioral Science in English and history at Hardin-Simmons University. While attending HSU, she met and married her husband, Philip. They currently reside in Bedford.



SHARON PETERS

I am a native of Port Arthur. A veteran teacher for thirty-two years, I have taught home economics, worked as a coordinator and teacher of gifted education, and am currently teaching world geography. I have three children ranging in age from eighteen to thirty years old, and I have a charming grandson as well. My passions include travel, flower gardening, reading, study and research, and painting.



TROY PETERSON

Troy Peterson currently teaches Texas history at N. A. Howry Middle School in Lake Worth (northwest of Fort Worth). He was born and raised in Wichita, Kansas, where he graduated from high school in 1988. Following high school, he joined the United States Navy for a two-year enlistment and became eligible for the GI Bill. He then proceeded to work at a local factory while working on his degree and raising a family. He is a graduate of Newman University in Wichita, Kansas, and majored in secondary education/comprehensive social studies. He is married to Sally and has three boys: Johnathan (eight), Joshua (six), and Maxim (fifteen), who was adopted by the Petersons in 2003 from St. Petersburg, Russia. He is kept busy serving his students, as a chaplain's assistant in the Texas Air National Guard, and as a deacon and men's leader at Trinity Baptist Temple in Saginaw, where he lives with his family.



CYNTHIA RICHMOND

Cynthia Richmond has taught in Birdville Independent School District for seven years. Her current teaching assignment is advanced placement U.S. history and pre-AP world geography. She is married to James Richmond who also teaches advanced placement Physics C and pre-AP physics in BISD. They have been married for eighteen years and have three boys, Trent Mosier, Ryan, and Matt Richmond. She has just recently been named department chair for social studies at Richland High School. She has written curriculum for world geography and advanced placement U.S. history for BISD to enhance critical thinking in the classroom. She was also selected to tour Germany with the Goethe Institute as part of the Transatlantic Outreach Program in 2004. She has been recognized as a leader among her peers and colleagues for her accomplishments and has been nominated for Teacher of the Year two years in a row at Richland High School. Her favorite pastimes include gardening and spending time with family and friends.



PAM ROBINSON

My name is Pam Robinson and I have taught seventh grade Texas history at Garland McMeans Junior High School in Katy Independent School District for six years. I have been married for twenty-nine years. I received a B.S. in Early and Middle Childhood Education from The Ohio State University in 1980. I have worked as a margin credit analyst for E. F. Hutton. I also owned my own wedding consulting business for five years. My pride and joy are my two children, and I was blessed to be a stay-at-home mom for seventeen years. My husband and I spend most of our free time working and worshipping at the Memorial Church of Christ in Houston.



SAIRA SIDDIQUI

I grew up in the Northeast, but have been a native of Texas since the early 90s. I've always loved children and received my B.S. and M.Ed. in education from the University of Houston. I plan to return in the fall to pursue a doctorate. I've spent the last couple of years teaching in a Title I school in Houston and have fallen in love with this experience.





ANDREAS PETER STARZ

I am a graduate of Leander High School, Southwest Texas State University (now Texas State University-San Marcos), and Sam Houston State University. I started teaching ten years ago and currently teach Texas history in the Waller Independent School District. Born in New Mexico and raised in Arizona, New Mexico, and Texas, I experienced much of the melding of the cultures that create the lifestyle of the border states. I have had a lifelong interest in the sociology of the Southwest. I was fortunate enough to have received from one set of Spanish land grant-grandparents a deep love for the unique Hispanic culture of New Mexico and Arizona; and from the other German immigrant-grandparents, a view of the Southwest as a wild and untamed sanctuary. The Southwest is this century’s Ellis Island, the melting pot from which the future of this nation will draw its resources, strength, and identity.



BENJAMIN TAMTE

Benjamin Tamte is in his fifth year as an eighth grade U.S. history instructor at San Antonio Independent School District’s Irving Middle School. He is a 1999 graduate of North Dakota State University in Fargo, North Dakota, and a native of the great state of Minnesota.



SHASTA TERRELL

I have a Bachelor of Science degree from Texas A&M University in political science with a minor in social studies. I have been teaching in the public school system for eight years, and I have just completed my third year of teaching sixth grade social studies at Daingerfield Junior High School in Daingerfield. I am also a volleyball, basketball, and track coach. My husband is a high school band director, and together we have three terrific children. Lauren is fifteen; Emily is fourteen; and our youngest, Joey, is ten.



MARY THOMPSON

My name is Mary Thompson, and I am a social studies teacher in San Antonio at Roosevelt High School. I am also the sponsor for the Peer-Assisted Leadership (PAL) programs and tenth grade-level leader. I am a graduate of the University of Texas at San Antonio and am certified to teach both English and social studies in Texas secondary schools. I currently teach world history and advanced placement world history sections in which we focus on patterns and trends across the scope and space of events from prehistoric man to the modern world. In addition to the academic curriculum, we practice social skills designed to prepare students for life after graduation by teaching problem-solving skills and personal responsibility.



NANCY ANN WILSON

My name is Nancy Ann Wilson. I am forty-nine years old, married just about thirty years. I am the mother of four beautiful daughters and a grandmother of three. I was born in Brooklyn, New York, and moved to Andrews, Texas, in 1974 when I was going on seventeen and a junior in high school. I was a late college student. I worked as a teacher’s aide for seven years while earning my degree and certification, and I graduated in May 2001. I graduated with a major in history and a minor in multicultural studies. (History has always been my “thing”; even as a child living in New York, any chance I got to go to museums and visit historical places I would “jump” at it. As an adult, our family vacations consist mainly of traveling throughout Texas to historical sites.) After graduating, I taught sixth grade and third grade in Odessa for three years. I still lived in Andrews, commuting eighty-eight miles a day. In 2004 I was given the opportunity to teach Texas history to seventh graders in my hometown of Andrews. The middle school in which I teach is a Title I school, with 630 students and approximately 70 percent minority children. I love teaching history and pointing out the origins of customs, places, foods, languages, etc. and how WE are all connected. The students seem to find it hard to accept that Mexico’s and Texas’s histories are basically the same. I don’t know how much time is spent stressing that Texas WAS Mexico.



Monica Perales (left) joins Humanities Texas board member Adair Margo and Executive Director Michael L. Gillette at the El Paso institute.



JENNIFER ADAMS

I am Jennifer Adams, and currently I am teaching world geography and advanced placement world history at J. M. Hanks High School in the Ysleta Independent School District. I have been teaching in the social studies department for fifteen years, during which time I have taught U.S. history, economics, world history, and study skills in addition to serving as department chair for six years. I am also active in the J. M. Hanks PTSA, currently serving as treasurer, and the Ysleta Association of Professional Educators, for which I am president. I am also a cosponsor of the J. M. Hanks National Honor Society. I graduated from the University of Texas at El Paso in 1990 with a B.S.Ed. and certification in secondary social studies composite.



ANDRES AGUIRRE

Currently, I am teaching United States/world history and Current Issues at Fort Hancock High School. This is only my third year teaching, after spending six years serving in the United States Air Force. I began to attend school at San Antonio College in January of 2000 but decided to come back home to the University of Texas at El Paso. I received my B.A. in political science with a minor in history in May 2003, and I began my alternative certification with UTEP. As a new teacher, I am attempting to attend any workshop that will improve my teaching abilities in order to help my students understand the concepts.



JEFF BARKSDALE

My name is Jeff Barksdale, and I am a world history teacher at Northwest High School in Justin. Previously I have taught American history, economics, and world geography. I am happily married to my wife, Missy, and am blessed with two sons, Dustin and Hayden.



WILLIAM BOONE

I was born on March 31, 1970, in Irving, and spent most of my life in Odessa. I have been married for almost three years. My daughter is thirteen years old and my stepdaughter is fifteen. Having been the type of person who changed his mind on a college major countless times, it was a little more than ten years ago that I decided for good that studying history was my place in life, though it was my junior year before I finally settled on communications as the minor which would turn into a second major. I now teach seventh and ninth graders at Crockett Junior High School in Odessa. A year ago I began work on a master’s in history and have plans to start on a doctorate as soon as I finish.



RAUL A. CARDENAS

I am Raul A. Cardenas, and I work with the Donna Independent School District in South Texas. I am thirty-four years old and have been teaching for four years. Most of my time is spent teaching, coaching, or spending time with my family. I enjoy spending time in the outdoors, especially taking my kids fishing.



NAOMI CARRIER

Naomi Carrier received her undergraduate degree in psychology and education from the University of North Texas and has done continuing education at The University of Texas at Austin, the University of Houston, and Tulane University. She began her career as an educator in 1979 at St. James Episcopal School in Houston, where she has served until now as a humanities teacher, teaching middle school history and music for all grades. She collaborated with the National Park Service and the National Underground Railroad Freedom Center in Cincinnati to conduct symposia related to the Underground Railroad from Texas to Mexico, which she continues to research. Carrier wrote the text and encouraged the adoption of Texas House Concurrent Resolution 245: “WHEREAS, It is highly desirable that a study be conducted of any activity that helped persons enslaved in Texas escape to Mexico. . . .” She was born in the Rio Grande Valley, and her lifelong desire to speak Spanish resulted in her summer 2005 being spent in Guadalajara, Mexico. She currently teaches middle school history at St. James School and coordinates the Performing Arts Workshop. Her Talking Back Living History Theatre performs site-specific reenactments statewide. Her collection of fifteen plays, *Go Down Old Hannah: The Living History of African American Texans*, is scheduled for publication by University of Texas Press.



PATRICIA CHAVEZ

Patricia “Pati” Chavez is a first-year teacher teaching seventh grade Texas history at Eastwood Middle School in El Paso. She was a paraprofessional in the school system before completing her degree in human services and entering an alternative certification program. She is certified as a generalist, grades 4–8. Being very active in her children’s schools, she says she entered the teaching field because she missed “the kids” so much after her children left home for college. “The students are my first priority.”





DAVID CHIZUM

David Chizum, of Valley Mills, near Waco, teaches four different social studies courses at Moody High School. A former intelligence officer (analyst), he retired from the U.S. Department of Defense specifically to devote himself to the “higher mission” of teaching our younger generation. Before entering secondary education, he taught political science and history courses as an affiliate faculty member at Colorado Christian University near Denver. To the *Southwest Vistas: The Border in American History* institute, he brings an intense professional and personal interest in international boundaries worldwide and the Mexico-U.S. border in particular. He has lived and traveled in more than fifty different countries, both for business and people-centered adventure travel.



JOYCE COLE

Joyce Cole began her teaching career in Austin in August of 1975 as an elementary choir director and classroom music teacher. Moving to Abilene in 1981, she was a sixth grade classroom teacher, teaching strictly math from 1996 to 2002. Since 2002, she has been an eighth grade U.S. history teacher and has taught a pre-AP class since 2003. She is a member of the Association of Texas Professional Educators.



JOHN DEAL

John Deal was born in Monroe, Louisiana, in 1961 and graduated from Neville High School in 1980. Before embarking on his teaching career, he worked as a telephone and data communications subcontractor and as a deckhand on the Mississippi River. He earned his B.A. in secondary education and social studies in 1994 and his M.Ed. in administration at The University of Texas at Arlington in 2002. He taught for ten years in the Arlington Independent School District and has taught for two years at Trinity High School in the Hurst-Euless-Bedford Independent School District. Currently, he teaches advanced placement U.S. history. He is married to a wonderful woman, Marci, who is the social studies curriculum coordinator for the H.E.B. school district. They have a four-year-old son named Jackson. Deal’s interests are centered on history and nature, and his hobbies include fishing, hunting, hiking, camping, cooking, and visiting historical sites.



LUIS A. ESPARZA

Born in El Paso, I am currently teaching social studies at Tornillo High School in Tornillo. I teach U.S. and world history to tenth and eleventh graders. I graduated from the University of Texas at El Paso in May 2001 with a B.A. in history and a minor in criminal justice. I received an associate’s degree in applied science from El Paso Community College in 1979. I was employed with the civil service in Fort Bliss from November 1972 to July 2001. I received my teacher certification through the University of Texas at El Paso. I am married to Rose Mary Esparza, an educator at William D. Surratt Elementary School in Clint. I have two daughters, Rosanne (twenty) who attends UTEP and Suzanne (sixteen) who attends Clint High School. My supervisor is Ray Cobos at Tornillo High School.



DANIEL ESTRADA

Daniel Estrada was born in El Paso in December 1953. He is presently living in Rowlett with his wife, Penny, who is an elementary librarian. He is a history teacher at Lakeview Centennial High School in Garland. He graduated from the University of Texas at El Paso with a B.S. in education in 1981. He holds a social studies composite with a minor in English. His first twenty years of teaching were in the Ysleta Independent School District in El Paso, and he is now completing his fifth year with Garland ISD. He enjoys bike riding, playing golf and racquetball, boating, and target shooting in his free time.



KELLIE FAUVER

A teacher for nine years, Kellie Fauver has worked in both private and public schools. She has taught a variety of subjects, including art, speech, language arts, and world cultures. Being a native Texan, she is enthralled with the people and events that have shaped this state. So, very enthusiastically, she teaches Texas history at the seventh grade level in Round Rock, a suburban town just north of Austin. Professionally, she trains other teachers in Project CRISS strategies (Creating Independence through Student-Owned Strategies), helps plan for her school’s staff development, and leads an afterschool work center for students twice a week. Her love of Texas carries over into her private life. She enjoys the state’s landscape while camping, hiking, and swimming with her husband and three-year-old son. After spending all thirty-two years of her life in Houston, she and her family moved to Austin last summer. Since then, there have been dozens of day trips to surrounding state and county parks. Her other hobbies include singing in community choirs, volunteering for church events, and participating in neighborhood political affairs.



ELIZABETH FEUILLE

Elizabeth Ragsdale Feuille teaches social studies at Cordova Middle School in El Paso. She earned her bachelor's degree in history, government, and sociology at The University of Texas at Austin. In addition to teaching, she works as a real estate broker and is part owner of Tres Flores, a floral design company. She is involved in numerous civic organizations, including the El Paso County Historical Society, El Paso Pro-Musica Guild, Junior League of El Paso, and El Paso Pan American Round Table. Formerly, she has served as president and as a national officer of Pi Beta Phi and as president of Ballet of the Americas. Among her hobbies are floral designing, English smocking, and watercolor painting. She and her husband have three children.

BARRY FINKEL

I was born and raised in St Louis, Missouri. I lived two years when I was young in Townsville, Queensland, Australia. I graduated from William Jewell College in Liberty, Missouri, with a B.A. in 1975. I majored in political science, business administration, and economics. I graduated from the University of Miami School of Law in 1978 with a Juris Doctor degree. I practiced law for twenty-seven years in Missouri and Dallas. I specialized in federal practice. I taught economics, business law, and speech at Bauder Fashion College in Miami in 1977 and 1978. I left teaching to practice law. I retired from my law practice and returned to teaching in 2005. I really enjoyed teaching and wanted to get back to educating young people. I teach world history and advanced placement world history at Lake Dallas High School in Corinth. I am married, and my wife D'Wanna has been a lifelong educator. She has been a teacher, principal, and administrator and recently became the director of alternative education programs in the Longview Independent School District. I have two sons; Nick is twenty-four and a pilot with Continental Connection, and Denis is 10. He was born in Lugansk, Ukraine, and became a member of our family in 2003. I am teaching in the Longview area this year.

PAM FRANKE



Pam Franke has been teaching for twenty years in the public schools of Texas, mostly at the middle school level. She is currently a teacher of seventh grade Texas history at Murchison Middle School in Austin, where she also serves as social studies department chair. Pam recently earned National Board certification in early adolescence social studies. She was also selected as the Middle School Teacher of the Year for the Austin Independent School District for 2006. She earned her bachelor's degree from The University of Texas at Austin and her master's degree from the University of Houston.



VICTOR GONZALEZ

Hello, my name is Victor Gonzalez. I was born in 1956 in El Paso. I was raised in Juárez, Mexico. I have lived in El Paso all my life and love it. I graduated from Riverside High School in 1974. I went on and off to college in El Paso and graduated from the University of Texas at El Paso in 1994. I have been a social studies teacher at William D. Slider Middle School ever since. I have taught seventh grade Texas history and eighth grade U.S. history. My duties at my school include but are not limited to the following: I am the history department chairperson and core leader, and I coach basketball, track, and softball. I also coach University Interscholastic League (UIL) events.

ROBERTO GUERRERO

Roberto Guerrero is currently a fifth grade dual language teacher. He is in his second year of teaching at Canutillo Elementary School, within the Canutillo Independent School District. His prior teaching experience includes three years with Gadsden ISD, in Gadsden, New Mexico. He obtained his bachelor's degree from the University of Texas at El Paso in the area of psychology in spring of 1999. He returned to UTEP in 2001 to pursue a teaching certificate through the UTEP Alternative Teacher Certification program, which he completed in 2002. He also enrolled in the master's program and completed a master's degree in bilingual education as an instructional specialist in the fall of 2003. His future plans include completing the Principal Certification program and enrolling in a Ph.D. program.



CYNTHIA HUMPHRIES

Cynthia Humphries is a native of North Carolina and has lived in El Paso for the past six years. She was educated at Wake Forest University (B.S., *cum laude*, 1981; J.D., 1984) in Winston-Salem, North Carolina, and practiced law in North Carolina and in Washington, D.C., for the first sixteen years of her career. In 2000, she relocated to El Paso with her husband, Robert, who is assistant chief counsel for customs and border protection, Department of Homeland Security. She began a second career as a middle school teacher at Ross Middle School, a public school in central El Paso. Her assignment is humanities, a combined class of the core curriculum areas of reading, English, and social studies for gifted and talented seventh and eighth grade students. She is a member of the North Carolina State Bar, Texas State Historical Association, El Paso County Historical Society, and the National Council of Teachers of English. In 2004, she was awarded the Linden Heck Howell Outstanding Teaching of Texas History Award, sponsored by Humanities Texas.







TIMOTHY JUDD

My name is Timothy Judd, and I have lived in El Paso my entire adult life. Just after a love for my family is one of history, and being here in a former western town just adds to the fun. Teaching in the Ysleta Independent School District has been a great second career, so I have only been teaching social studies a little under five years. I am presently assigned to the Cesar Chavez Academy.



ALLISON KELLY

A native of El Paso, I graduated from Texas A&M University and now live in Austin. I'm a fifth grade social studies and language arts teacher at Doss Elementary in Austin Independent School District, and I love my job. My students are at a great age where they're old enough that you don't have to tie their shoes, but they're still excited about learning. I've been lucky enough to participate in a number of wonderful professional development activities, including the New Jersey Writing Project, Capturing Kids' Hearts, Schools Attuned Program, History Alive!, and the SHIPS (Scholars of History Integrating Primary Sources) *Teaching American History* grant. In my free time, I enjoy reading, taking my dog to the park, learning guitar, and playing roller hockey.



CARLOS LOPEZ

Carlos Lopez is a Spanish teacher at Lyndon Baines Johnson High School in Austin. He has taught fourth grade bilingual education and Spanish at the high school level for the Austin Independent School District. He graduated from Wayland Baptist University with a B.B.A. in management/marketing and a Spanish double major. The opportunity to continue studying and sharing the Spanish language and its diverse cultures and influences inspired him to enter the teaching field. The summer breaks also allow him to travel and take advantage of all the watering holes and outdoor activities Austin has to offer.



OSCAR LOZANO

I am fifty-three years old. I was born in Gary, Indiana, and raised in El Paso. I am married, with five grown children and one dependent child. I have been teaching United States and world history at Bowie High School in El Paso for fifteen years. I also teach an evening class of U.S. history at El Paso Community College. I have a master's degree in history from the University of Texas at El Paso and have been certified by the National Board for Professional Teaching Standards.



JAMES WILLIAM MCKINZIE JR.

I was born on November 19, 1954, in Savannah, Georgia, where I attended Richard Arnold High School. I entered the United States Air Force in 1972, where I served as a military police officer for twenty-three years, completing my military career as an installation chief of police. I have an associate's of applied science degree in criminal justice from Minot State University and a second A.A.S. in police science from the Community College of the Air Force. I earned my B.S. in early childhood education and history from Angelo State University. After retiring from the U.S. Air Force, I began my career as a middle school history teacher. I have been teaching world history, Texas history, U.S. history, and literature since 1998 with the Reagan County Independent School District in Big Lake. I am married to Terri Lynn Wilkins McKinzie and have a daughter, Tonya Suzette McKinzie.



KRIS MENA

Kris Mena teaches U.S. history, world history, and world geography at El Paso's Franklin High School. She was named Franklin's Teacher of the Year in 2001 and was a finalist for El Paso Independent School District's Teacher of the Year award. She graduated from Texas Tech University in 1975 with a B.A. in history and sociology.

ANA MINJARES

My name is Ana Minjares. I am a sixth grade teacher at Capistrano Elementary School. Capistrano is an elementary school in the Ysleta Independent School District, one of the largest school districts in El Paso. I graduated from the University of Texas at El Paso and have been teaching for five years.



ANNA GARCIA MONTAGUE

Anna Garcia Montague lives in the Texas Hill Country and teaches all levels of Spanish at Tivy High School in Kerrville. She has taught for more than twenty years in a secondary and elementary capacity. She has taught U.S. history, world history, social studies, and elementary bilingual. She sponsors the El Nopal Spanish club which emphasizes “Hispanic culture, art, and the learning and appreciation of all cultures and backgrounds.” She has mentored many young people and continues to receive much in return. She has a B.A. from Texas State University-San Marcos and an M.A. from the University of Texas at San Antonio in bicultural bilingual studies in the Title VII Leadership Program. She holds a Reading Recovery certification. Her professional endeavors are the American Association of University Women-Kerrville branch, where she serves as vice president for programs, and the Association of Texas Professional Educators. She is also involved in social, civic, and church activities in her own community of Bandera. Her hobbies include the interpreting of trick roping skills, antiquing, gardening, museum visits, reading, collecting art, and learning other languages. She thoroughly enjoys her big family and the Hill Country.



LYDIA MUÑOZ

My name is Lydia Muñoz, and I am married and a mother of three children. My husband also teaches as an elementary coach. I am Hispanic, born and raised in El Paso. Like many children, I was unaware of the history here in El Paso until I worked for Ysleta Independent School District and learned that in El Paso and throughout Texas there is a treasure chest of history waiting for people to discover it. I look for opportunities to enrich myself with learning experiences so that I can teach my students. I am also pursuing a Master of Science degree.



EVANGELINE R. RAMIREZ

As a native of El Paso, the border is part of my life with the blend of cultures and history. As a graduate of the University of Texas at El Paso, I received my undergraduate degree in criminal justice and a graduate degree in public administration. My teaching career began in 1981 at a brand new school, Desert View Middle School in Ysleta Independent School District. I have been teaching eighth grade early American history ever since. I serve as the social studies department chair, cheerleading sponsor, and girls basketball coach. I also serve on several committees to improve the campus and ensure success to our students.



DIANE REITMYER

Probably my proudest achievement is raising two wonderful and caring daughters and the next proudest would have to be following my dream of being a teacher. I left a secure position in the medical profession after thirty years in Michigan to pursue my dream of teaching. I came to Texas only a year ago after I earned a master’s degree in children’s literature at Eastern Michigan University. I entered an accelerated certification program in Region IV and have been employed at Cypress Springs High School in Cypress since August. It has been a whirlwind year and I have loved every minute of it!



MARTHA ROBERSION

I am a native West Texan, born in Abilene and raised in Anson. A graduate of Anson High School, I was granted a B.A. degree in English from Abilene Christian University. I was fortunate enough to receive a fellowship to Vanderbilt University to study in the Master of the Art of Teaching program. I completed that with a double major in both English and history. My entire teaching career has been at the junior high or middle school level and at Mann Junior High or Mann Middle School. My teaching experiences cover both eighth and ninth grade English and world history and eighth and ninth grade U.S. history. I have taught accelerated and gifted and talented students, and I am now teaching pre-AP U.S. history. It has been fun, and I look forward to continuing to learn.



IRMA RODRIGUEZ

My name is Irma Rodriguez; I am currently working as a history teacher at Ann M. Garcia-Enriquez Middle School in the San Elizario Independent School District. I have been working as a teacher for seven years, three of which have been as a history teacher. My family consists of my husband, three males (ages twenty-five, twenty-two, and sixteen), and one female (age fifteen). I was born in Camargo, Chihuahua. My father was in the “Bracero Program” back in the 1960s and thanks to this program, he was able to bring his family to the U.S. I came here at the age of four, and I grew up in the lower valley area of El Paso. My hobbies include reading, gardening, and cooking (whenever I am not grading papers or teaching).





KARLIN RUSSELL

I have been teaching for eighteen years, all in the El Paso area. I began teaching in 1988 in the El Paso Independent School District at Terrace Hills Middle School and have been in Tornillo ISD the last two years. Before returning to Tornillo, I taught at San Elizario High School from 1998–2004, at Bel Air High School for one year (1993), at Burges High School (1989–1992), and Andress High School (1992). I am originally from Oklahoma and received a bachelor’s degree from Cameron University in Oklahoma in 1981 and my master’s in teaching from Oklahoma City University in 1982. I served in the United States Air Force (1984–1986) and returned to Cameron to complete my teacher certification requirements. I am a member of Phi Alpha Theta History Honor Society. I have taught world history, U.S. history, government, and economics in my teaching career. I have coached basketball for eighteen years and have been a varsity head basketball coach for the last twelve years at Tornillo and San Elizario. I enjoy reading, especially fiction with a historical setting, and hiking and fishing in the Four Corners region of Colorado. I come from a family of teachers; both of my parents and my sister and her husband were teachers. I am married and have a six-year-old son, Martin.

ELAINE MORRISON SCHWARTZ



2005–2006 has been a banner year for Elaine Morrison Schwartz, team leader of U.S. history at Langham Creek High School in Houston. Selected as the 2005 recipient of the prestigious *Preserve America* History Teacher of the Year Award for Texas, she was officially recognized by officials representing the Gilder Lehrman Institute of American History, the Texas Council for the Social Studies, and Texas Governor Rick Perry during a program at her high school on September 19. Also in 2005, she received the Texas Council for the Social Studies Outstanding High School Teacher of the Year award, and Cypress-Fairbanks Independent School District inducted her into its Wall of Fame. She completed three graduate study grants in the summer of 2005: *Civil War and Reconstruction* at Ashbrook Center for Public Affairs at Ashland University, Ohio; *Biography, Leadership and Constitutionalism* through Striving for Excellence and Accountability in the Teaching of Traditional American History (SEATTAH) and the University of Dallas; and *We the People: The Citizen and the Constitution*, a Center for Civic Education institute. Her research on compensated, gradual emancipation from the Founders to Lincoln will appear in the spring and summer issues of *The Social Studies Texan*, the official publication for the Texas Council for the Social Studies.



PAULA KURNS SEIPP

My husband and son believe my eclectic life cannot easily be described in a single paragraph, but they agree you can learn a great deal about me using words from the Reverend Jesse Jackson. Mr. Jackson’s original words I quote were used to describe America (my life) as a quilt (me) instead of a plain blanket:

My life experiences (America) are a “quilt (me)—many pieces, many colors, many sizes—all woven and held together by a common thread.” My “thread” is an intense desire to continue studying everything and to teach history as it exists through scientific, economic, political, and cultural lenses I can share with my students!

Education/teaching experience:

- High School—Eastwood High School, El Paso
- College—Sul Ross State University, Alpine (B.S. /Med.)
- Years in the classroom—A lot (30+)!
- Subjects taught—Nearly everything!
- Where—Currently in Springtown
- Husband—School Administrator, Rancher, Hunter!
- Son—Math teacher, Rancher, Hunter!

JOHN SEYMOUR



John Seymour is a social studies teacher at Burges High School in El Paso. He currently teaches advanced placement world history and world history survey courses. He was born in Houston and spent the first nine years of his life as an “army brat.” He has lived in El Paso for the past thirty-eight years and attended the University of Texas at El Paso, where he earned a Bachelor of Business Administration degree in 1983 and a Master of Business Administration in 1995. He is certified to teach business education, computer information systems, and social studies, but his true love has become the study and teaching of world history.

LYNNE HANDLEY SMOGUR



A native of San Antonio, Lynne Smogur has been teaching Texas history for eighteen years, the last eight at Barbara Bush Middle School in the North East Independent School District located in San Antonio. She received her B.A. degree from St. Mary’s University, and then served as a flight attendant with American Airlines before becoming a military wife. She has taught in both public and private schools over the years, teaching both English and history. She has resided in South Carolina, California, Virginia, and Washington, D.C., but the roads always led back to the plains of South Texas. She is the mother of four children and grandmother of five. In 2004, she was selected Outstanding Seventh Grade Texas History Teacher by the Daughters of the Republic of Texas, Alamo Mission Chapter, for San Antonio and South Texas. The ceremony took place on the grounds of the Alamo.



MARY THORNTON

My name is Mary Thornton. I am a native of Virginia. I graduated from Texas Tech University in 2005 with a degree in multidisciplinary studies. I have just completed my first year of teaching in Birdville Independent School District. I have been married to Adam for a little over a year now, and we currently reside in Hurst.



REBECCA WATTERS-BIGGS

Rebecca Watters-Biggs has been an educator with the Ysleta Independent School District for twenty years, the first sixteen of those years in elementary, then the last four at the middle school level. Currently she is history department chair at Eastwood Middle School, where she teaches American history, 1607 through Reconstruction. She serves on the Avid and National Junior Honor Society site teams and has served on curriculum and scope and sequence committees. Her B.A. is from Liberty Baptist College (now Liberty University) and she holds an M.A. in education administration from the University of Texas at El Paso. An El Pasoan by birth, she enjoys gardening, reading vampire novels, and swimming. She often longs for the ocean.



JENNIFER YATES

I am a sixth-grade social studies teacher at Madison Middle School in Abilene, Texas. I can't express how much I love my job. Every day is exciting, and I love interacting with my students and learning more about them. I graduated from a Colorado high school, have lived in Sicily, and traveled the United States. I collect Navajo rugs and like to spend my vacation time in the western United States. I am married and have two children. My daughter teaches fourth grade in the Dallas area, and my son is a sophomore at one of the local high schools.



JENNINE ZEPEDA

Jennine Zepeda teaches world geography and journalism at Memorial High School, part of the Edgewood Independent School District in San Antonio. She graduated from Ohio Wesleyan University with degrees in history and journalism, and immediately left Ohio for sunny South Texas. After reporting on education for two years at McAllen's *The Monitor*, she decided she could do more for Texas's children as a teacher—and was right. Jennine recently married a fellow journalist, and they share a city lot with two dogs, two cats, and lots of books.

PROGRAM EVALUATIONS—HOUSTON

In order to assess the quality of the institute experience, program directors conducted daily evaluations, asking participants to rate each day's program as well as the relevance of the presentations to their work in the classroom. At the end of the institute, participants completed a summative evaluation in which they evaluated the program's quality and made specific suggestions for future institutes.

Sunday, June 4–Monday, June 5

The days were well organized and addressed my current professional needs.

STRONGLY DISAGREE							STRONGLY AGREE
1	2	3	4	5	6	7	
0	1	0	2	7	17	9	

How did the experience of yesterday and today affect your understanding of U.S. history and/or the history of the Americas?

DECREASED							INCREASED
1	2	3	4	5	6	7	
0	1	0	1	8	16	12	

How did the days' experience affect your interest in the topics covered?

DECREASED							INCREASED
1	2	3	4	5	6	7	
0	0	0	1	5	17	14	

How did the days' experience compare to other professional development experiences?

WORSE							BETTER
1	2	3	4	5	6	7	
1	1	0	1	11	14	10	

Tuesday, June 6

The day was well organized and addressed my current professional needs.

STRONGLY DISAGREE							STRONGLY AGREE
1	2	3	4	5	6	7	
0	0	0	2	3	19	7	

How did the day's experience affect your understanding of U.S. history and/or the history of the Americas?

DECREASED							INCREASED
1	2	3	4	5	6	7	
0	0	0	0	5	17	10	

How did this day's experience affect your interest in the topics covered?

DECREASED							INCREASED
1	2	3	4	5	6	7	
0	0	0	0	6	9	16	

How did today's experience compare to other professional development experiences?

WORSE							BETTER
1	2	3	4	5	6	7	
1	0	0	1	2	13	14	

Wednesday, June 7

The day was well organized and addressed my current professional needs.

STRONGLY DISAGREE							STRONGLY AGREE
1	2	3	4	5	6	7	
0	0	0	0	3	15	13	

How did the day's experience affect your understanding of U.S. history and/or the history of the Americas?

DECREASED							INCREASED
1	2	3	4	5	6	7	
0	0	0	0	3	16	12	

How did this day's experience affect your interest in the topics covered?

DECREASED							INCREASED
1	2	3	4	5	6	7	
0	0	0	1	0	19	12	

How did today's experience compare to other professional development experiences?

WORSE							BETTER
1	2	3	4	5	6	7	
0	0	0	0	6	12	13	



PROGRAM EVALUATIONS-EL PASO

Sunday, June 11

The day was well organized and addressed my current professional needs.

STRONGLY DISAGREE							STRONGLY AGREE	
1	2	3	4	5	6	7		
0	0	1	2	4	15	18		

How did the day’s experience affect your understanding of U.S. history and/or the history of the Americas?

DECREASED							INCREASED	
1	2	3	4	5	6	7		
0	0	0	2	7	16	15		

Monday, June 12

The day was well organized and addressed my current professional needs.

STRONGLY DISAGREE							STRONGLY AGREE	
1	2	3	4	5	6	7		
0	0	0	0	2	15	21		

How did the day’s experience affect your understanding of U.S. history and/or the history of the Americas?

DECREASED							INCREASED	
1	2	3	4	5	6	7		
0	0	0	0	0	16	22		

Tuesday, June 13

The day was well organized and addressed my current professional needs.

STRONGLY DISAGREE							STRONGLY AGREE	
1	2	3	4	5	6	7		
0	0	0	0	1	15	25		

How did the day’s experience affect your understanding of U.S. history and/or the history of the Americas?

DECREASED							INCREASED	
1	2	3	4	5	6	7		
0	0	0	1	2	8	30		

Wednesday, June 14

The day was well organized and addressed my current professional needs.

STRONGLY DISAGREE							STRONGLY AGREE	
1	2	3	4	5	6	7		
0	0	0	0	3	12	23		

How did the day’s experience affect your understanding of U.S. history and/or the history of the Americas?

DECREASED							INCREASED	
1	2	3	4	5	6	7		
0	0	0	1	6	11	21		

How did this day’s experience affect your interest in the topics covered?

DECREASED							INCREASED	
1	2	3	4	5	6	7		
0	0	0	1	5	13	21		

How did today’s experience compare to other professional development experiences?

WORSE							BETTER	
1	2	3	4	5	6	7		
0	0	1	3	8	9	18		

How did this day’s experience affect your interest in the topics covered?

DECREASED							INCREASED	
1	2	3	4	5	6	7		
0	0	0	0	1	13	24		

How did today’s experience compare to other professional development experiences?

WORSE							BETTER	
1	2	3	4	5	6	7		
0	0	0	1	3	14	20		

How did this day’s experience affect your interest in the topics covered?

DECREASED							INCREASED	
1	2	3	4	5	6	7		
0	0	0	0	1	11	29		

How did today’s experience compare to other professional development experiences?

WORSE							BETTER	
1	2	3	4	5	6	7		
0	0	0	2	1	13	24		

How did this day’s experience affect your interest in the topics covered?

DECREASED							INCREASED	
1	2	3	4	5	6	7		
0	0	0	0	3	9	26		

How did today’s experience compare to other professional development experiences?

WORSE							BETTER	
1	2	3	4	5	6	7		
0	0	0	0	2	3	23		

