

## Sarah Vegerano

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5800 Livorno Cove  
Round Rock, TX  
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vegerano87@tamu.edu  
425-789-7713

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## Education

Dec 2021	M.A. in American History Digital Humanities Certificate	Texas A&M University
Dec 2018	B.A. in American History Minor Political Science	University of Texas at San Antonio Magna Cum Laude
Aug 2016	A.A. General Education American History	Alamo Colleges, San Antonio, TX

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## Professional Experience

2018–2020	Academy of Undergraduate Research Associates (AURA)
2018–2019	Research Assistantship, UTSA, Department of History
2018–2019	Peer Mentor, UTSA, Office of Veteran and Military Affairs

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## Fellowships & Awards

Texas A&M University Graduate Diversity Excellence Fellowship, TAMU, 2019 (\$121,529.50)  
John S. Jockusch Endowed Scholarship, UTSA, 2018 (\$1,300)  
Mellon Pathways Fellowship Program, UTSA, 2017-2018 (\$4,000)  
Dwight F. Henderson Fellowship in History, UTSA, 2017-2018 (\$1,500)  
Honor's College Dean's Scholarship, UTSA, 2016-2017, 2017-2018 (\$1,400 ea.)  
Distinguished Graduate of Liberal Arts, Alamo College, 2016

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## Research

My research extends the historiography on the advent of institutional racism in education for Tejanos and Freedmen. My current project focuses on the local development of education from 1850-1900 in Texas using a relational lens to investigate how laws, policies, and practices related to race, education, and use of textbooks in racial hierarchy.

### ***Presentations***

“Education is Not The Great Equalizer: A Look at Textbooks and Social Engineering, Texas’s First Textbook Committee 1890s.” Southwestern Social Science Association. New Orleans, LA. Spring 2021.

“The Children Left Behind: Education and Race Reconstructing San Antonio, 1865-1877,” Texas Undergraduate Research Day at the Capital. Texas State University at Austin, Texas, Spring 2019.

“The Children Left Behind: Education and Race Reconstructing San Antonio, 1865-1877,” Office of Undergraduate and Research, Undergraduate Research & Inquiry Showcase. University of Texas at San Antonio, Spring 2018.

## ***Publications***

“Foundation Inequalities of “The Great Equalizer” In Texas: An Education Case Study of San Antonio, Texas, 1850-1900,” A modified version of the master’s thesis for a digital history project, <https://arch.is/1WWbW1>.

“The Seed of Texas: An Interactive Exploration of Bexar County,” *Historical GIS (HGIS) Story Map Projects*, [www.heritage.Bexar.org](http://www.heritage.Bexar.org).

“The Children Left Behind: Education and Race Reconstructing San Antonio, 1865-1877,” *UTSA Journal of Undergraduate and Scholarly Works*. University of Texas at San Antonio, Jan. 2018- May 2018.

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## **Specialist Coursework**

### **“Race, Ethnicity, and Migration”**

Race, Ethnicity, and Migration broadened my knowledge on the construction of race through racial theories and impact of immigration law on migrant communities in the United States.

### **“Borderland Metropolises”**

Borderland Metropolises gave me the opportunity to connect my passion for the Reconstruction Era to the political and social history of the Texas borderland metropolises in east and west Texas while deepening my knowledge of city growth and archival research.

### **“GeoDatabases”**

GeoDatabases introduced methods to create and store GeoDatabases and databases in MySQL and Access software. Through the use of Access I created tables and conducted text analysis on historical textbooks aiding in the visual relationship of language and race used in textbooks which were contracted by the state of Texas for the use in schools during the 1890s.

### **“Applications in GIS”**

Applications in GIS developed my skill set in the use of ArcGIS Pro software and historical research on San Antonio. Through conducting spatial analyses on the location of historical schoolhouses and dwellings listed on Sanborn maps I found evidence of student populations for two schools. I have recreated historical maps and the schoolhouse locations through the use of ArcGIS Pro.

### **“History of the American West”**

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## **Service Activities**

2018–Present

Member, Phi Alpha Theta, Honor Society in History—as a member the organization presents Historians as guest speakers for members to expand their knowledge and engage in meaningful discussion about current historical research.

2019

President, Student Veterans Association—meet with potential donors, source outside funding, meet with University leadership to discuss veteran/University relations, collaborate with SVA Officers, lead member meetings, organize local volunteer opportunities.

2018–2019

Vice President, Student Veterans Association—plan and execute general member meetings by bringing in guest speakers relevant to veterans.

## Professional References

Dr. Carlos K. Blanton	Professor History Department Head, TAMU P: 979-845-2571 E: ckblanton@tamu.edu
Dr. Jerry Gonzalez	Associate Professor of History, UTSA Co-coordinator of the Mellon Pathways Program P: 210-458-5934 E: jerry.gonzalez@utsa.edu
Dr. John Reynolds	Professor Emeritus History Department, UTSA P: 210-458-4033 E: john.reynolds@utsa.edu