

## HIST 5/6374: Research Seminar in Borderlands History

Department of History

Spring 2024

CRN 25025 / HIST 5374: Seminar in Borderlands History

CRN 26082 / HIST 6374: Seminar in Borderlands History

Dr. Jeffrey P. Shepherd

Class Location: LART 322 / Wednesdays 1:30 – 4:20

Office Hours: Wednesdays 10:00 – 11:30 and by appointment (zoom is great too)

[jpshepherd@utep.edu](mailto:jpshepherd@utep.edu) / <http://faculty.utep.edu/jpshepherd>

[Personal Zoom Link](#)

### Course Overview

This graduate course is open to original research projects from all topics, themes, and time-periods in Borderlands history, conceived broadly. This course is particularly useful for students working on an extended MA Paper or MA Thesis, for PhD students exploring dissertation topics or writing a chapter; and for students hoping to publish an article. We will cover basic steps in the research process, with an emphasis on archival research and oral histories. We will also explore the growing array of online resources and databases. We will read a one “technical how-to” book and several articles that exemplify important themes for Borderlands historians. We will also learn a little bit about the “field/methodology” of “Digital History” which has gained importance for historians. We will also talk about funding sources for research, presenting papers at conferences, and other professional development issues. The class is divided into steps of the writing process, with each step graded and assessed in a peer-review format. The final paper will be between 20-25 pages, excluding footnotes.

### Reading List & Resources

Zachary Schrag, [The Princeton Guide to Historical Research](#) (Princeton University Press, 2021) 9780691198224

And additional journal articles, websites, and other resources and materials

UTEP Library Borderlands Seminar Lib Guide prepared by Jenny Flores: [you can find it here.](#)

See also, my previous research guides:

- HIST 5/6370: [US Research Seminar](#)
- HIST 3390 Special Topics: [US – Mexico Borderlands](#)

### COURSE EXPECTATIONS AND POLICIES

#### Engagement and Participation

Historical research, though sometimes conducted in solitude, actually requires engagement with a community of scholars. To that end, students are encouraged to regularly participate in discussions about the readings and the issues associated with the class. History as “the past” and as a discussion about how we as individuals and members of a community construct that past, is also political, and therefore highly contentious. When engaged in volatile topics we must remain cognizant of opposing viewpoints, underlying meanings, the complex implications of our personal viewpoints, and the highly charged world in which we live. We must respect free speech while simultaneously guarding against hateful speech and discourse that unnecessarily inflames, especially while lacking intellectual purpose or content. Please support each other, be kind, and enjoy learning in this class.

#### Professional Conduct and Academic Honesty

As graduate students and members of the historical profession, we must maintain high standards of behavior, ethics, and respect. Productive intellectual communication and engagement stems from empathy and serious discussion about issues, theories, methods, history, and contemporary politics. Aggressive and demeaning behavior is not appropriate to the profession or the culture of learning we seek to stimulate in this class and department: it impedes intellectual

discussion and hampers the educational-academic goals of all students. Students violating these expectations will receive reasonable warning until the instructor deems the behavior worthy of university attention.

According to the American Historical Association and the UTEP Handbook of Operating Procedures, plagiarism and academic dishonesty will not be tolerated. The Department of History Program Guidelines prohibit all forms of cheating, plagiarism, misrepresentation, and unlawful use of others' information without proper citation and acknowledgment. Suspected violations will be submitted to the Office of the Assistant Dean for Student Affairs, with punitive actions ranging up to expulsion from the program and university. See: Section II: Student Affairs, Chapter 1: Student Conduct and Discipline, 1.3 Student Standards of Conduct through 1.3.1.3, of the Handbook of Operating Procedures.

(<http://admin.utep.edu/LinkClick.aspx?link=HOOP-Section+II.pdf&tabid=30181&mid=63285>)

## STUDENT RESOURCES

UTEP provides a variety of student services and support:

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Military Student Success Center](#): UTEP welcomes military-affiliated students to its programs, and the Military Student Success Center and its dedicated staff (many of whom are veterans and students themselves) are here to help personnel in any branch of service to reach their educational goals.
- [RefWorks](#): A bibliographic citation tool; visit the RefWorks tutorial, Fact Sheet & Quick-Start Guide.

## Professional Development and Career Diversity

The American Historical Association (<https://www.historians.org/>) and the National Endowment for the Humanities (<https://www.neh.gov/>) have been working to expand the professional horizons of history and humanities PhD graduates. Departments such as ours, through a grant from the AHA, emphasize career opportunities beyond teaching and research. These careers require skill sets that speak to professional "proclivities" and "good habits" that historians should develop in PhD programs. As you take this class, think about how you are simultaneously cultivating these skill sets.

- Communication (presentation and public speaking skills, sharing research, teaching)
- Quantitative skills (grant writing and budgeting, financial management)
- Collaboration (cooperation with groups from varied backgrounds)
- Intellectual confidence (independence of mind, willingness to try new things, experiment)
- Digital literacy (digital humanities, social media, etc.)
- Problem Solving (being resourceful, creatively addressing problems, overcoming obstacles)
- Professional networking and outreach (building a community of scholars and resources)

## COURSE ASSIGNMENTS AND ASSESSMENT

### Participation, Attendance, and Collaboration (100 pts)

Attendance is mandatory. You have one unexcused absence, but two or more absences are grounds for dismissal from the class. Please arrive on time and stay until the end of class. You are encouraged to ask and answer questions, offer thoughts and ideas, and engage each other and the material. Disagreements are fine as long as they are respectful and purposeful. Throughout the semester we will have ample opportunity to work together collaboratively on the research and writing process. In fact, Peer Review is required and assessed in this course. These moments of cooperation contradict the popular image of historians working alone, hunched over manuscripts in a lonely archive. In fact,

historians rely greatly on academic networks, friends and professional colleagues to improve their work. Thus, we will share our ideas, collaborate, review each other's work, and support each other.

### The Historical Profession and Professional Development (50 points)

"Being a Historian" involves more than conducting research and writing. The profession requires you to present your work at conferences, publish, find grants, and become a member of a scholarly community. In this course, you will **identify a conference** and consider submitting your paper to it: write an abstract and proposal, create a short CV, etc. You are required to **locate a journal** in which you would potentially submit your paper for publication. You must also **identify a grant or research fellowship / award** that would support your work, and write an application. These range from fellowships from historical associations, to those funded by individual libraries or archives.

### Communicating and Sharing Historical Research (50 points)

Communicating and sharing our research is vital for the survival of the profession and discipline. Students will provide a public presentation of approximately 8-10 minutes (per student). The public presentation will follow a standard conference format. These presentations will be open to the history department.

### The Research Paper (200 points)

Your evaluation and assessment for the research paper is based largely on the **process** of research, writing, peer review, and revision. The result of this process will be a 17-25 page long research paper that is grounded in archival material and primary sources, and that speaks to the methodological, historiographical, and conceptual issues we have discussed in class. The paper must offer a significant contribution to the literature and have a clear argument/thesis statement. For extended discussion of the expectations for this paper, please see the **separate instructions distributed in class**.

In addition to the book we're reading for class, *The Princeton Guide*, there are several good "how to" books out there. I suggest consulting these.

- Kate Turabian. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 8<sup>th</sup> Ed. (University of Chicago Press, 2011) 0226816389.
  - ([http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html))
- Wayne C. Booth. *The Craft of Research*. 3<sup>rd</sup> Ed. Chicago Guides to Writing, Editing, and Publishing. (University of Chicago Press, 2008) 0226065669
- Jack Dougherty & Kristen Nawrotzki. *Writing History in the Digital Age*. University of Michigan Press, 2013). Open source e-book: <https://www.jstor.org/stable/j.ctv65sx57>
- Dr. William Cronin's Historical Research Guide (We will refer to this frequently) <http://www.williamcronon.net/researching/index.htm>

### Useful Resources in the Library

- *Special Collections*  
(<https://www.utep.edu/library/special-collections/index.html#helpful-resources>)
- *Library Subject Specialists*  
(<https://www.utep.edu/library/people/subject-specialist.html>)
- *Oral History Collections*  
([https://digitalcommons.utep.edu/oral\\_history/](https://digitalcommons.utep.edu/oral_history/))

### Assignments and Grading (400 Total Points)

- Participation, Attendance, and Collaboration (100 pts)
- The Historical Profession and Professional Development (50 points)
- Communicating and Sharing Historical Research (50 points)
- Research Paper (200 points)

### Grading Scale

A = 360 – 400  
 B = 320 - 359  
 C = 280 - 319  
 D = 240 - 279

## COURSE SCHEDULE (Subject to change as needed)

Date & Week	Themes/Issues/Questions	Research Process	Borderlands Content
<b>Week 1 (January 17)</b> Introductions and Course Overview	Goals and objectives of this course. What makes Borderlands History research different?	Share research experiences. What research have you done? What did you like about it? What was difficult or frustrating?	<b>Read:</b> n/a
<b>Week 2 (January 24)</b> Discussing Possible Topics	<b>Questions:</b> What makes a good project? What interests you? What will help you in the Program? What is viable? How does positionality impact your research? <b>In Class:</b> Small group discussions	<b>Read:</b> Schrag, <i>The Princeton Guide to Historical Research</i> , Intro & Ch. 1. <b>Questions:</b> How do you start a research project: secondary sources first, or primary sources?	<b>Read:</b> Truett & Hamalainen, "On Borderlands;" etc Where is Borderlands History headed? What would make a significant contribution to the literature?
<b>Week 3 (January 31)</b> Online Research Tools	<b>Questions:</b> Doing research online with digital collections vs. using online research tools to find tangible sources and materials	<b>Read:</b> Schrag, <i>The Princeton Guide</i> Ch. 8; Digital Research Guides in Blackboard. <b>In Class:</b> Meet in Library with Jenny Flores, Lib Guide <a href="#">you can find it here.</a>	<b>Read:</b> Sample articles and chapters. <b>Questions:</b> What makes these articles good? What is the argument, conceptual framework, sources, writing?
<b>Week 4 (Feb 7)</b> Getting into the Archives	<b>Questions:</b> What is an archive? What are its components? What is the terminology? What are the basics of archival research?	<b>Read:</b> Schrag, <i>The Princeton Guide</i> , Ch. 9; UTEP Library Special Collections. Also consider <a href="#">NMSU Special Collections</a> ;	<b>Read:</b> Colonial Era materials, <a href="#">Native Un/Bound</a> , UTEP dissertations (Maria Vallejo, James Starling, Daniel Santana)
<b>Individual meeting</b>	<b>LART 326 or Zoom</b>		
<b>Week 5 (Feb 14)</b> Formulating an Idea and Writing a Proposal	<b>Questions:</b> How do you design your project and explain it in a succinct and scholarly manner	<b>Read:</b> Schrag, <i>The Princeton Guide</i> , Ch. 3; <b>In Class:</b> Work in groups to write a proposal for your project.	<b>Read:</b> Resources from the 19 <sup>th</sup> century. Memoirs, <a href="#">UT-Austin Map Collection</a> ; <a href="#">Boundary Commission</a> ; <a href="#">Texas GLO</a> ; <a href="#">IBWC</a>
<b>Week 6 (Feb 21)</b> Managing Research (Databases, Notes, Bibliographies)	<b>Questions:</b> Which research tools are best for your project? How do you keep track of your notes and materials?	<b>Read:</b> Schrag, <i>The Princeton Guide</i> , Ch. 11 & 12 <b>In Class:</b> Survey major software and techniques for taking notes, creating a database, managing bibliographies <b>Due: Project proposal &amp; Bib.</b> (primary & secondary sources)	<b>Read:</b> Borderlands <a href="#">NewspaperArchives.com</a> , <a href="#">Portal to Texas History</a>
<b>Week 7 (Feb 28)</b> Immigration Records	<b>Questions:</b> How do find, access, and use immigration records?	Read: Schrag, <i>The Princeton Guide</i> , Ch. 5. In Class: Before class, look at immigration records and discuss findings in class. What are the challenges and opportunities using them? Interpretation and analysis?	<b>Read:</b> Erika Lee and others <a href="#">NARA and Immigration Records</a> see Records for El Paso, TX <a href="#">Port of Entry</a> .

<b>Week 8 (March 6)</b> Oral History Methods and Collections	<b>Question:</b> What are ethical oral history interview practices? How do power dynamics influence the interview? What are testimonios?	<b>Read:</b> Schrag, <i>The Princeton Guide</i> Oral History Guidelines. <b>In Class:</b> Practice 10 min. interview	<b>Read:</b> Vicki Ruiz and Yolanda Leyva; <a href="#">Oral History Assoc.</a> and resources linked below
<b>Individual Meetings</b>	LART 326 or zoom		
<b>March 11 – 15</b>	<b>SPRING BREAK</b>		
<b>Week 9 (March 20)</b> Court Cases and Legal Documents re: gender and race	<b>Question:</b> What can court cases and legal documents tell us about race, gender, citizenship status and other important issues?	<b>Read:</b> Schrag, <i>The Princeton Guide</i> , Ch. 6 Look at Lexis legal documents, other materials for important thematic issues. <b>Due: 2 page progress update</b> <b>In Class:</b> discuss status of research Projects	<b>Read:</b> articles on Whiteness and gender/sexuality. <a href="#">LGBTQ National History Center</a> ; <a href="#">GLBT History Archive</a> .
<b>Week 10 (March 27)</b> County, City, State Records	<b>Question:</b> How do “official” local and state sources help us with borderlands history? How do we interpret the sources we find?	<b>Read:</b> Schrag, <i>The Princeton Guide</i> ; Ch. 10 <b>In Class:</b>	<b>Read:</b> <a href="#">El Paso County Public Records</a> ; <a href="#">EP County San Eli and Socorro</a> ; <a href="#">UTEP Sec. Coll. County Finding Aid</a> (see “E”);
<b>Week 11 (April 3)</b> Census Records and Vital statistics	<b>Question:</b> How to find and interpret the Census and vital statistics. Analyzing them for race, class, gender, status, etc. How do we organize a research paper? Why do we write an outline?	<b>Read:</b> Schrag, <i>The Princeton Guide</i> ; Ch. 13 <b>In Class:</b> Discuss how to write a good outline that helps you write an essay with balance. Practice in class	<b>Read:</b> Mora, Border Dilemmas <a href="#">US – NARA Census</a> ; See above county and state records.
<b>Week 12 (April 10)</b> Photos and Film, Maps and Music	<b>Question:</b> How can we use non-text sources in our research? Analysis and interpretation.	<b>Read:</b> Schrag, <i>The Princeton Guide</i> , Ch. 7 <b>Due:</b> Submit Intro paragraph and 3 page outline. Bring one hard copy. <b>In Class:</b> Work in pairs to discuss and critique.	<b>Read:</b> <b>Watch:</b> Martha Sandweiss, “ <a href="#">Photography as Evidence</a> ” <a href="#">American Film Institute</a> ; <a href="#">The Internet Archive</a> ; <a href="#">LOC Archive of Prints and Photos</a> ; <a href="#">Society of American Music</a> ;
<b>Week 13 (April 17)</b> Historical Memory	<b>Question:</b> What is historical memory and how can we use it as a methodology? What is good writing? How does a paper flow in a narrative manner? Do I write a really bad draft that is longer, or do I write a good draft that is shorter?	<b>Read:</b> Schrag, <i>The Princeton Guide</i> , 14 <b>In Class:</b> Best practices for writing a first drafts, good writing, gaining a voice and perspective as you write your paper.	<b>Read:</b> Monica M. Martinez; <a href="#">Journal of History and Memory</a> ; <a href="#">Refusing to Forget</a> ;
<b>Week 14 (April 25)</b>	<b>Question:</b> Think and think again about what you want to say. What is the central thesis in your paper? How do you support that thesis with evidence and argumentation?	<b>Read:</b> “Shitty Drafts” <b>Due: First Draft of your paper.</b> Send me an electronic copy via email. Must be at least 10 pages, and you need foot/endnotes. <b>In Class:</b> Bring one copy of your paper, we will workshop in class.	<b>Read:</b>

<b>Week 15 (May 1)</b>	<b>Question:</b>	Return drafts to you this week via email Presentations of papers in class.	<b>Read:</b>
<b>Final Paper due to me</b>	<b>On Wednesday May 8<sup>th</sup> by Midnight</b>		

## Useful resources

“What is Digital History?”

<https://www.historians.org/publications-and-directories/perspectives-on-history/may-2009/what-is-digital-history> ---

<https://shslibraryguides.org/digitalhistory>

[https://guides.lib.uci.edu/history/history\\_dh#definition](https://guides.lib.uci.edu/history/history_dh#definition)

<https://ncph.org/history-at-work/tag/digital-history/>

<https://faculty.chass.ncsu.edu/slatta/hi216/HI598/histresguide.htm>

Useful website for doing original research. Not very culturally, racially, gender diverse, but useful.

<https://researchguides.library.wisc.edu/introhist> (William Cronon’s Guide)

Online guides collected by students and WHA

Oral History

<http://www.oralhistory.org/web-guides-to-doing-oral-history/>

[https://digitalcommons.utep.edu/oral\\_history/](https://digitalcommons.utep.edu/oral_history/)

<https://www.utep.edu/liberalarts/history/resources/faculty-resources/departamental-forms.html>

<https://www.oralhistory.org/information-about-irbs/>

1930 Census

<https://www.archives.gov/research/census/1930>

Film, Photography, Movies

*Video*, Martha Sandweiss, “The Photograph as Historical Evidence in the Digital Age,” @ minute 3:30, but listen from the beginning) <https://www.youtube.com/watch?v=VAbUNOOLS5E>

Film and moving pictures from the Library of Congress

<https://www.loc.gov/programs/national-film-preservation-board/resources/public-research-centers-and-archives/>

Research with music archives @ Yale

<https://guides.library.yale.edu/c.php?g=295826&p=1972547>

Native American and Indigenous Histories

<https://digitreaties.org/treaties/>

<https://omeka.dlcs-ida.org/s/ida/page/home>

-Densho Online Archives <https://densho.org/archives/>

-LGBTQ Archives <https://outhistory.org/>