

**The University of Texas at El Paso
Fall 2023**

**Borderlands Literature & Methodology
HIST 6351 (16572)
Tuesday 1:30- 4:20 p.m. in LART 322**

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Office Hours: by appointment
Office: To be announced

COURSE DESCRIPTION:

HIST 6351 introduces you to the historiography of the borderlands while also presenting models for analysis and writing. Since Herbert E. Bolton coined the term “Spanish borderlands” in the early 1920s, borderlands history has grown into a vibrant and often groundbreaking field. To prepare you to teach and research borderlands topics, this course incorporates diverse writings published from the 1920s to the recent past. This course will help prepare you for the portfolio and dissertation phases of your program through the readings and assignments. We will explore how historians write about gender, class, identity, resistance, agency, nation, and of course, borders throughout the semester.

Land acknowledgment

Why do I include an Indigenous land acknowledgment? First, to encourage us to recognize the original guardians of these lands from before there were national borders till now. Secondly, so that we historians have a deeper understanding of the land upon which we live and study. Recent research by Dr. David Romo indicates that UTEP was built on land that was a Manso settlement during the colonial period, so this land acknowledgment is not something abstract. We are on unceded land. This land acknowledgment has been approved by the College of Liberal Arts and the Faculty Senate.

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

we seek greater awareness of the myriad ways in which your legacy can guide us in fruitful partnerships and mutually fulfilling relationships.

OBJECTIVES:

1. Students will become acquainted with the **major historical processes and events** that shaped US-Mexican borderlands.
2. Students will be able to **compare and contrast** how historians have approached and analyzed borderlands history over time.
3. Students will be able to **synthesize information** from readings into a coherent historical narrative.
4. Students will gain practice in developing well-crafted questions and leading **book discussions**.
5. Students will gain experience in **identifying the thesis** and main arguments of historical works.

ASSIGNMENTS

All assignments that are to be turned in must be typed, carefully proofread, and edited. They should be written with proper grammar. Use the *Chicago Style Manual*, Times New Roman 12, and double-space.

- Class attendance and participation (15%)

Attendance is necessary to get the most out of this class. Also, you must contribute to every class discussion. First, this will assist your classmates in understanding multiple perspectives on each reading. Secondly, it will help you build your confidence as a historian. All of us have something to contribute so we will follow the guideline that no one can speak twice until everyone has spoken once.

- Discussion questions (25%)

Each of you will lead the class discussion once during the semester. You will write 6 to 8 well-written, open-ended, and broad questions focused on the week's reading. I'm going to rely on you to keep us on track. It's very easy to go on tangents in class discussions. (10%)

For the weeks that there is no discussion leader, you will write 3-4 questions to share with the class. (15%)

In both cases, submit the discussion questions to Blackboard by 11:59 p.m. on Tuesday.

- Midterm historiographical essay (20%) You will be able to include this in your portfolio. **This is due October 10. Submit to Blackboard before class time.**

Some many of you, this may be the first time you write a historiographical essay. We will discuss this more in class and you will have the opportunity to read some historiographies during Week 2. In this essay, you will write about the readings from weeks 3, 4, 5, and 6. The paper should be at least 2,500 words.

- Final historiographical essay (30%) You will be able to include this in your portfolio. **This is due December 7 by noon. Submit to Blackboard.**

Choose 5 of the remaining 9 books and add 3 of your choosing to write a historiographical essay. Please clear the extra three books with me.

The final historiographical essay of 8 books should be at least 4,500 words.

- Annotated bibliography (10%) You will be able to include this in your portfolio. **This is due December 10 at 5 p.m. Submit through Blackboard.**

Prepare an annotated bibliography for each book you read for this class, including the extra three books for the final historiography. For each book, write about three sentences telling us the thesis, the main points, and its significance. The best way to complete this assignment is to write the annotation for each week's reading the week we discuss it.

Excused absence: I know that unexpected things can happen. If you must miss a class, and have spoken to me about it, please submit a two-page summary of that week's reading before the class. The summary should include the thesis of the book, the main books, the kind of evidence used, whether the argument is convincing or not, and questions that the reading raised for you.

GROUNDING OURSELVES IN HISTORY: Students who have taken classes with me before pre-lock down know that I love taking students outside of the classroom. If anyone is interested in unofficially visiting some local historical sites, let's plan it. This would not be part of the class and would not happen during class time. I would offer these suggestions, which relate to our borderlands class:

- Ysleta Pueblo del Sur Cultural Center
- Segundo Barrio/ Barrio Duranguito
- San Elizario & Mission Trail

- Mesilla, NM
- Magoffin Home
- Concordia Cemetery
- Rio Vista Farm (Socorro)
- Local museums
- Other suggestions?

DROP POLICY: It is your responsibility to contact me if you want to drop the class. I will not automatically drop students. If you decide to drop the class, you must take steps to do so. Do not depend on my dropping you. Remember the deadline for dropping with an automatic W is November 3. After that, the instructor determines a grade of F or W. If you are having difficulty in class, I urge you to discuss it with me.

ACADEMIC INTEGRITY: Plagiarism is the use of the ideas, information, or words of another author without giving proper credit to your source. The University takes academic integrity very seriously. You are responsible for citing your sources as indicated by the instructor and, in cases where you directly quote from a source, for enclosing those words that are not your own in quotation marks. Failing to give proper credit to your sources in these ways is academic dishonesty. All suspected incidences of academic dishonesty will be referred immediately to the Office of Student Conduct and Conflict Resolution for investigation. Students found guilty of such actions will be penalized. See UTEP policy on this issue at <http://sa.utep.edu/osccr/academic-integrity/>.

STUDENTS WITH DISABILITIES: If you have a disability and need accommodations, please contact the Center for Accommodations and Support Services (CASS) at 747-5148, or cass@utep.edu, or visit their office located in the Student Union Building East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass. CASS Staff are the only individuals who can validate and, if need be, authorize accommodations for students with disabilities. If you suspect you may have a learning disability, I encourage you to speak with the staff at CASS to get evaluated and find ways to succeed academically.

COURSE SCHEDULE (SUBJECT TO CHANGE BY PROFESSOR)

Week 1: August 29: Introduction

- Read and discuss *Thinking About History*
- Because this course should help prepare you for your portfolio, we will cover the relevant sections in the Ph.D. Guidelines here:
https://www.utep.edu/liberalarts/history/Files/docs/departamental-forms/PhD_Policies_Guidelines_SPR_2020.pdf

Week 2: September 5: Spanish borderlands historiography and the concept of "borderlands."

Read and discuss

- Bolton, *The Spanish Borderlands: A Chronicle of Florida and the Old Southwest* (1921)- available as an e-book through the UTEP Library

These are available on JSTOR through the UTEP Library website:

- Weber, David J. "The Spanish Borderlands, Historiography Redux." *The History Teacher* 39, no. 1 (2005): 43-56.
- Hämäläinen, Pekka, and Samuel Truett. "On Borderlands." *The Journal of American History* 98, no. 2 (2011): 338-61. Accessed July 5, 2021. <http://www.jstor.org/stable/41509959>.
- Ramón A. Gutiérrez, and Elliott Young. "Transnationalizing Borderlands History-- The Authors Would like to Thank the Participants in the Tepoztlán Institute for Transnational History of the Americas (2004), Where the Original Idea for This Article Was Generated, and the 2005 Participants for Their Helpful Comments and Suggestions." *Western Historical Quarterly* 41, no. 1 (2010): 26-53.
- Ortiz, Roxana Rodríguez. "LOS ESTUDIOS SOBRE FRONTERAS INTERNACIONALES DESDE UNA PERSPECTIVA COMPARATIVA." In *Miradas a Las Migraciones, Las Fronteras Y Los Exilios*, edited by De Los Santos Enrique Coraza and Lastra Soledad, 23-42. Argentina: CLACSO, 2020.

Week 3: September 12 Community Studies

- *Desert Immigrants: The Mexicans of El Paso* Mario T. Garcia

Week 4: September 19 Community studies

- *Ciudad Juárez: Saga of a Legendary Border City* Oscar Martinez

Week 5: September 26 Analyzing gender

- *Three Decades of Engendering History* Antonia Castañeda

Week 6: October 3 Analyzing gender

- *Negotiating Conquest: Gender and Power* Miroslava Chávez-Garcia

Week 7: October 10 Exploring Borderlands Indigenous History

- *These People have always been a republic: Indigenous Electorates in the U.S.-Mexico Borderlands, 1598-1912* Maurice S. Crandall

Week 8: October 17 Controlling the Border

- *Entry Denied: Controlling Sexuality at the Border* Eithne Luibhéid
- Mid-term historiographical essay is due by class time.

Week 9: October 24 Controlling the Border

- *Migra!: A History of the US Border Patrol* Kelly Lytle-Hernandez

Week 10: October 31 Comparative History

- *Landscapes of Power and Identity* Cynthia Radding

Week 11: November 7 Racializing the other “other”

- *Chinese Mexicans: Transpacific Migration and the Search for a Homeland, 1910-1960* Julia Schiavone Camacho

Week 12: November 14 Racializing the other “other”

- *Porous Borders: Multiracial Migrations and the Law in the U.S.-Mexico Borderlands* Julian Lim

Week 13: November 21 Racialized violence on the border

- *Militarizing the Border: When Mexicans Became the Enemy* Miguel Levario

Week 14: November 28 Racialized violence on the border

- *The Injustice Never Leaves You: Anti-Mexican Violence in Texas* Monica Muñoz Martinez

Week 15: December 5 Racialized violence on the border

- *Unsettling: The El Paso Massacre, Resurgent White Nationalism, and the US-Mexico Border.* Gilberto Rosas.

Finals week: December 12

Final historiographical essays are due by noon on December 12, 2021. Please submit through Blackboard.

The annotated bibliography is due by December 14, 2021, at 5 p.m. Please submit through Blackboard.