

Revised

HISTORY 5312 (15668)/ 6312 (17259): Readings in Borderlands History

The Modern US-Mexico Border

Fall semester 2024/ Mondays 1:30-4:20 p.m. in Liberal Arts 322

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Course description

History 5312 emphasizes the reading and discussion of books on borderlands history. This semester we will focus on the period since 1848, the “modern” borderlands. As you will note from reading the book list below, our readings will cover everything from economics to sexuality to community histories. One of my goals for you is for you to complete the semester with a good understanding of borderlands history and the ability to understand historiography and to write historiographically.

Also, this is a bit of an experimental semester. Rather than assigning only historical monographs, I have included books from other disciplines. My intent is for us to explore what other disciplines have in common with history or what they do differently from history.

Indigenous Land Acknowledgment Statement

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 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

Revised on August 20, 2024

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

FYI- we are literally on land that was once a Manso (Tanpachoa) settlement, so the land acknowledgment connects directly to the UTEP campus. A couple of miles south of here in what is now Barrio Duranguito there was an Apache “peace camp.” We truly **are** on unceded Indigenous land.

BlackBoard

The syllabus and other materials will be available on BlackBoard, which opens to you on August 26. You will also upload your assignments there. If you have any problems, please contact the Help Desk at helpdesk@utep.edu or UTEP extension 4357.

Student outcomes

Students will become familiar with major events and processes in the modern history of the U.S.-Mexico border.

Students will develop a clear understanding of historiography.

Students will further develop written and oral communication skills.

Required readings in alphabetical order by authors' last names

Aldama, *Resistance and Abolition in the Borderlands: Confronting Trump's Reign of Terror* (2024/ Ethnic Studies)

Alvarez, *Border Land, Border Water: A History of Construction on the US-Mexico Divide* (2019/ History)

Behnken, *Borders of Violence and Justice: Mexicans, Mexican Americans, and Law Enforcement in the Southwest, 1835-1935* (2022/ History)

Budd, *Against the Wall: My Journey from Border Patrol Agent to Immigrant Rights Activist* (2022/ First person account)

Hernandez, *Border Bodies: Racialized Sexuality, Sexual Capital, and Violence in the Nineteenth-Century Borderland* (2022/ English)

Kiser, *Borderlands of Slavery: The Struggle over Captivity and Peonage in the American Southwest* (2021/History)

Lopez, *Chuco Punk: Insurgency in El Paso* (2024/ Ethnic Studies)

Lugo, *Fragmented Lives, Assembled Parts: Culture, Capitalism, and Conquest at the U.S.-Mexico Border* (2009/ Anthropology)

Martinez, *Border People: Life and Society in the U.S.-Mexico Borderlands* (1994/ History)

Seeman, *Borderlands Curanderos: The Worlds of Santa Teresa Urrea and Don Pedrito Jaramillo* (2021/ History)

St. John, *Line in the Sand: A History of the Western U.S.-Mexico Border* (2012/ History)

Truett, *Fugitive Landscapes: The Forgotten History of the U.S.-Mexico Borderlands* (2008/ History)

Valerio-Jimenez, *Remembering Conquest: Mexican Americans, Memory, and Citizenship* (2024/ History)

Assignments

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

Book discussion leader (15%): Each student will lead one book discussion during the semester. As part of this assignment, you will prepare ten discussion questions and engage the class in exploring them. We will assign specific people to specific books during the first class meeting. At the beginning of class, please provide me with a copy of your questions and note the pages or chapters from which they are drawn. They must be typed. I will not accept handwritten questions.

Historiographical essay on first five books/ annotated bibliography (25%): Your historiographical essay will be a 10–12-page essay based on the first five books from weeks 1-6. What are the themes and concepts as well as the methodologies that the books share or that distinguish them from each other? The historiography demonstrates how the

books relate to each other rather than just a set of book reviews strung together. As with any essay, it should have an introduction, a thesis statement, and a conclusion. Also, include a bibliography using *The Chicago Manual of Style*. The paper should be double-spaced and use Times New Roman font 12. The paper is due on Friday, October 4 by 5 p.m.

You will also submit an annotated bibliography for these books along with the essay. The annotation should include the complete citation for the book in Chicago style, the thesis of the book, the main points, and a sentence about the sources. It should be about a paragraph long. This is due at the same time as the paper.

You might want to look at this handout by Professor Jeremy Popkin who has written extensively about historiography.

http://www.uky.edu/~popkin/650%20HolocaustSyl_files/Historiographical%20Essay.htm

Historiographical essay/ annotated bibliography on next five books (25%): This historiographical essay will be an 8-10 page long historiographical essay based on the five books from weeks 7-11. Please follow the instructions listed above. The paper is due by 5 p.m. on November 8.

Final historiographical essay on additional books/ annotated bibliography (25%): Your final paper will be an 8-10 page will be a historiography based on the books from weeks 12-14, plus three books that you will read outside of the class. You may choose the books and theme, but the professor must approve the books. Please follow the instructions listed above. The final paper is due December 13 by 5 p.m.

Incompletes

No incomplete will be given in this class except for documented medical or family emergencies in the last two weeks of class.

Dropping the course

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the [Registrar's Office](#) to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

Late assignments

I know that emergencies can occur and if you do experience one, please speak to me as soon as possible. I will not accept late assignments unless you have a medical or family emergency. If I do agree to allow you to submit something late, you will have no more than one week after the due date to submit it.

Use of AI prohibited

Use of AI technologies or automated tools, particularly generative AI such as [ChatGPT](#) or [DALL-E](#), is **not allowed** for assignments in this class. Each student is expected to use critical and creative thinking skills to complete tasks and not rely on computer-generated ideas. Any direct use of AI-generated materials submitted as your own work will be treated as plagiarism and reported to the Office of Student Conduct and Conflict Resolution (OSCCR).

SafeAssign

Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

Campus Resources



The Center for Accommodations and Support Services: If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass

UTEP Technology Support Center: The Technology Support Center (TSC) offers UTEP students access to state of the art computing equipment and specialized software for academic needs. The TSC is also home to the PC Clinic, which offers computer software repair services to students at no cost. The center is located in the library, room 300 (747-5257).

Student Health Center: UTEP Student Health Center is here to meet the health care needs of all students so they can focus on their studies. As a student, you have paid a medical service fee that allows you to be seen at the clinic as often as needed. Office visits are low cost as well as medications, supplies and any needed lab tests (747-5624).

University Counseling Center: The University Counseling Center is dedicated to providing high quality mental health services that support students' ability to benefit from their experience at the University of Texas at El Paso. To this end, the center provides career counseling, psycho-educational workshops, individual and group counseling, crisis intervention, and professional training experiences that are responsive to the individual, cultural, and demographic diversity of our students. You may contact them at (915) 747-5302 or go to Union West 202.

Crisis counseling: <https://www.utep.edu/student-affairs/counsel/counseling-services/crisis-counseling.html>

Plagiarism and academic integrity

Academic honesty is a critical component of your university experience. It is one of the ingredients which gives true value to your university degree. I expect any work turned in for this class to be your own. Copying or representing the published or unpublished work of others (including that of other students) as your own constitutes plagiarism and cheating. This includes using authors' phrases or sentences without proper citation. This is not acceptable in this class. As a violation of university policy, any cheating or plagiarism will be dealt with through the policies of the University of Texas at El Paso. You may certainly work with other students in study groups, but you must turn in your own work.

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as one's own. In addition, collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts, which erode the University's educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be

tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Weekly Schedule

Week 1: August 26

Martinez, *Border People: Life and Society in the U.S.-Mexico Borderlands* (1994/ History)

Week 2: September 2 LABOR DAY no class

Week 3: September 9

Alvarez, *Border Land, Border Water: A History of Construction on the US-Mexico Divide* (2019/ History)

Week 4: September 16

Seeman, *Borderlands Curanderos: The Worlds of Santa Teresa Urrea and Don Pedrito Jaramillo* (2021/ History)

Week 5: September 23

Lopez, *Chuco Punk: Insurgency in El Paso* (2024/ Ethnic Studies)

September 25- 6 p.m. Dr. Lopez will be giving a talk about her book in the Blumberg Auditorium. Please try to attend!

Week 6: September 30

Kiser, *Borderlands of Slavery: The Struggle over Captivity and Peonage in the American Southwest* (2021/History)

First historiographical essay due by 5 p.m. on October 4. Upload to Blackboard.

Week 7: October 7

St. John, *Line in the Sand: A History of the Western U.S.-Mexico Border* (2012/ History)

Week 8: October 14

Truett, *Fugitive Landscapes: The Forgotten History of the U.S.-Mexico Borderlands* (2008/ History)

Week 9: October 21

Lugo, *Fragmented Lives, Assembled Parts: Culture, Capitalism, and Conquest at the U.S.-Mexico Border* (2009/ Anthropology)

Dr. Lugo will be joining our class via Zoom to discuss his book! We will meet in UGLC 320 for this class.

Week 10: October 28

Behnken, *Borders of Violence and Justice: Mexicans, Mexican Americans, and Law Enforcement in the Southwest, 1835-1935* (2022/ History)

Week 11: November 4

Hernandez, *Border Bodies: Racialized Sexuality, Sexual Capital, and Violence in the Nineteenth-Century Borderland* (2022/ English)

Historiographical essay #2 is due Friday, November 8 at 5 p.m. Upload to BlackBoard.

Week 12: November 11

Aldama, *Resistance and Abolition in the Borderlands: Confronting Trump's Reign of Terror* (2024/ Ethnic Studies)

Week 13: November 18

Budd, *Against the Wall: My Journey from Border Patrol Agent to Immigrant Rights Activist*
(2022/ First person account)

Week 14: November 25

Valerio-Jimenez, *Remembering Conquest: Mexican Americans, Memory, and Citizenship*
(2024/ History)

Week 15: December 2

Last day of class- wrap up discussion/ potluck.

Finals week: December 9

Final historiographical paper and annotated bibliography are due **December 13** by 5 p.m.

Grades are due on December 18 and will be available to you on December 19.