

HISTORY 5312 (23244): Readings in Borderlands History

The Modern US-Mexico Border

Spring semester 2019/ Wednesdays 1:30-4:20 p.m.

Liberal Arts 310



Renowned curandera Teresita Urrea in exile in El Paso, 1896

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Office hours: Tuesdays 1-2:30 and Thursdays 1-2:30 and by appointment

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 and write historiography.

Required readings in chronological order of publication:

García, *Desert Immigrants*. (1981)

Luibheid. *Entry Denied: Controlling Sexuality at the Border* (2002)

Nieto-Phillips. *Language of Blood* (2008)

Benton-Cohen. *Borderline Americans: Racial Division and Labor War in the Arizona Borderlands*. (2009)

Lytle Hernandez. *Migra!: A History of the US Border Patrol* (2010)

Delgado, *Making the Chinese Mexican* (2012)

Levario, *Militarizing the Border* (2015)

Elizondo Griest. *All the Agents and Saints* (2017)

Lim. *Porous Borders* (2017)

Chávez-García. *Migrant Longing* (2018)

Martínez. *Injustice Never Leaves You* (2018)

Martínez *Ciudad Juárez: Saga of a Legendary Border City* (2018)



Refugees from Mexican Revolution crossing border
(Otis Aultman, EP Public Library)

Articles/ historiographies in chronological order of publication. We will read some of these.

Bolton, Herbert Eugene. "The Mission as a Frontier Institution in the Spanish American Colonies." *The American Historical Review*. Vol. 38 (1932-33), 448-74.

Del Castillo, Richard Griswold. "New Perspectives on the Mexican and American Borderlands." *Latin American Research Review*. Vol. 19, No. 1 (1984): 199-209.

Sandos, James, "From 'Boltonlands' to 'Weberlands': The Borderlands Enter American History," *American Quarterly*, 46:4 (December 1994).

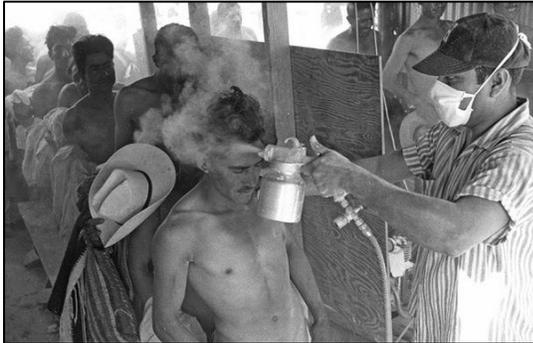
Baud Michel and Willem Van Schendel, "Toward a Comparative History of Borderlands," *Journal of World History*, vol. 8, no. 2 (Fall 1997).

Adelman, Jeremy and Stephen Aron. "From Borderlands to Borders: Empires, Nation States, and the Peoples in Between in North American History." *American Historical Review*. Vol. 104, no. 3, (June 1999): 814-841.

Cummings, Victoria H. & Light T. Cummins. "Building on Bolton: The Spanish Borderlands Seventy-Five Years Later." *The Latin American Research Review*. Vol. 35, No. 2 (2000), 230-243.

Weber, David J. 2005. "The Spanish Borderlands, Historiography Redux". *The History Teacher* 39 (1). Society for History Education: 43–56.

Kelly Lytle Hernández. 2011. "Borderlands and the Future History of the American West". *Western Historical Quarterly* 42 (3). [Western History Association, Western Historical Quarterly, Utah State University]: 325–30.



Bracero sprayed with DDT, Leonard Nadel

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. I will allow one absence; more than one absence will affect your final grade.

Book discussion leader (15%): Each student will lead two book discussions 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 the first class meeting. At the beginning of class, please provide me with a copy of your questions and the pages or chapters from which they are drawn.

Historiographical essay on first six books (25%): Your historiographical essay will be a 10-12 page historiographical essay based on the first six books from weeks 2-7. What are the themes and concepts as well as the methodologies that are shared by the books or that distinguish them from each other? The historiography demonstrates how the books related 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. Please email to me at yleyva@utep.edu with the subject line "First historiographical essay."

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 on last four books (25%): This historiographical essay will be an 8-10 page historiographical essay based on the four books from weeks 8-11. Please follow the instructions listed above.

Final historiographical essay on additional books (25%): Your final paper will be an 8-10 page will be a historiography based on an additional 5-6 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.



Woman in southeast El Paso, 1940s,
Russell Lee (UT Austin)

Schedule

Week 1: January 23- Exploring borderlands historiography

Discuss Bolton. “The Mission as a Frontier Institution in the Spanish American Colonies;” Adelman and Aron, “From Borderlands to Borders”; and Cummings, “Building on Bolton” this week.

Week 2: January 30- Community histories

García, *Desert Immigrants*. (1981)

Week 3: February 6- Community histories

Martinez *Ciudad Juárez: Saga of a Legendary Border City* (2018)

Week 4: February 13- Borderlands identities

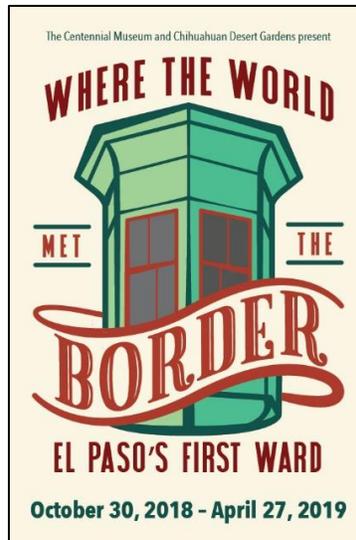
Lim. *Porous Borders* (2017)

Week 5: February 20- Borderlands identities

Nieto-Phillips. *Language of Blood* (2008)

Week 6: February 27- Borderlands identities

Benton-Cohen. *Borderline Americans: Racial Division and Labor War in the Arizona Borderlands*. (2009)



Week 7: March 6- Borderlands identities

Delgado, *Making the Chinese Mexican* (2012)

Week 8: March 13- Controlling the border

Luibheid. *Entry Denied: Controlling Sexuality at the Border* (2002)

Historiographical essay #1 is due.

March 18-22- Spring Break

Week 9: March 27 Borderlands history as public history

Class visit to the Centennial Museum exhibit "Where the World Met the Border: El Paso's First Ward"

Week 10: April 3- Controlling the border

Lytle Hernandez. *Migra!: A History of the US Border Patrol* (2010)

Week 11: April 10- Controlling the border

Levario, *Militarizing the Border* (2015)

Week 12: April 17- Memory

Elizondo Griest. *All the Agents and Saints* (2017)

Week 13: April 24-- Memory

Chávez-García. *Migrant Longing* (2018)

Historiographical essay #2 due.

Week 14: May 1- Memory

Martínez. *Injustice Never Leaves You* (2018)

Week 15: May 8

Class wrap up. Discuss Weber, “The Spanish Borderlands” and Lytle Hernández, “Borderlands and the Future History.”

Finals week: May 15

Final historiographical paper due May 15 by 5 p.m. Email to yleyva@utep.edu with subject heading “HIST 5312 Final Paper.”

Resources for students

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 ones' 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.