

History 5374 (23174)- Seminar in Borderlands History
Dr. Yolanda Chávez Leyva
Spring 2017
R 5-7:50 p.m.
UGLC 208

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Office hours:

TR 2-3:30 p.m.

Also by appointment

COURSE DESCRIPTION

This research seminar focuses on the history of the U.S.-Mexican borderlands from 1848 through the 20th century. We will begin by studying a number of historical monographs that will provide both content knowledge and models for research design and methodology. We will spend some time exploring primary sources that will provide the basis of your research.

The topic of this course is purposefully broad. If you are a Borderlands History Ph.D. student, this is an opportunity for you to explore your dissertation topic (and perhaps even write a portion of a chapter for your dissertation). If you are an MA student, you may take this time to explore a thesis topic or the topic for your expanded seminar paper. In addition to helping you hone your skills as researchers and writers, I want this course to help move you ahead in your graduate program.

You may write on a topic on either or both sides of the U.S.-Mexican borderlands. Some of you already have a solid sense of your topic; others are still considering potential subjects. It is important for you to choose early in the semester so that you will have sufficient time to research and write a good seminar paper.

By the end of the semester, you will have produced a well-researched and written original paper, 23-25 pages long.

REQUIRED READING

Borderlands History:

Lubheid, *Entry Denied: Controlling Sexuality at the Border*

Martinez, *Troublesome Border* (2nd edition)

McKiernan-Gonzalez, *Fevered Measures*

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

Valerio-Jimenez, *River of Hope: Forging Identity and Nation in the Rio Grande Borderlands*

Articles:

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.

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

Lytle Hernandez, Kelly. "Borderlands and the Future History of the American West," *Western Historical Quarterly*, Vol. 42, No. 3 (Autumn 2011).

Reference:

Jonston: *Word Up: How to Write Powerful Sentences and Paragraphs*

Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*

CLASS REQUIREMENTS AND GRADING

Original research paper (50%)

Weekly assignments (25%)

Class participation (20%)

Oral presentation (5%)

DESCRIPTION OF ASSIGNMENTS

Original research paper: This paper will be a paper based on substantial primary sources, 22-25 pages long (or 5,500- 6,250 words) plus a bibliography.

Weekly assignments: These include assignments related to the research process as well as assignments for each reading. Each time we discuss a book or article, you will come to class with three important points you would like to make about the reading and an annotation for each reading. In the annotation, I would like you to identify both the topic and the thesis of each reading as well as summarize the main points of the reading. Each annotation should be about a paragraph long.

Class participation: As I mentioned elsewhere in the syllabus, I expect that you will actively participate in our discussions (that's one reason I ask you to bring in three main points for each reading); come to class on time and every time.

Oral presentation: At the end of the semester, there will be two weeks when each of you presents your work to your colleagues. You will have 15 minutes to present your work. I encourage you to employ a PowerPoint in your presentation.

OUR RESPONSIBILITIES

During this semester we will spend approximately 45 hours together. Mutual respect is the basis of any class. I expect that we will come to class on time, having read the materials and ready to discuss them. Assignments are due at the beginning of class and should be typed, double-spaced, Times New Roman 12 point font. They should be well organized and edited. Late assignments will be penalized. As a graduate student it is important that you participate in the discussion while not monopolizing the conversation. Everyone will be expected to speak in each class.

ACADEMIC HONESTY: Plagiarism is the use of the ideas, information, or words of another author without giving proper credit to your source. You are responsible for citing your sources 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 punished. See the UTEP policy on this issue at <http://sa.utep.edu/osccr/academic-integrity/>

STUDENTS WITH DISABILITIES: If you have a disability and need classroom 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.

READING AND ASSIGNMENT SCHEDULE

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| Week 1 (January 19) | Introduction to class
Discuss Adelman and Aron article.
Due: annotation on reading(s). |
| Week 2 (January 26) | Discussion of Martinez.
Brainstorming about potential topics.
Due: annotation on reading(s). |
| Week 3 (February 2) | Discussion of St. John & Baud article
Tour of Special Collections, UTEP Library
Due: description (one paragraph) of two potential topics.
Due: annotation on reading(s). |

Week 4 (February 9)	Discussion of Valerio-Jimenez & Lytle Hernandez article Due: list of at least five secondary sources (a minimum of 3 books) Due: annotation on reading(s). Due: names of at least two journals that you could submit your research to in the future
Week 5 (February 16)	Discussion of McKiernan-Gonzalez Tour of Border Heritage Section Due: list of primary sources for your topic. Due: annotation on reading(s).
Week 6 (February 23)	Research day Due: Email your research question(s) by 5 pm on Friday
Week 7 (March 2)	Discussion of Lubheid Due: Research thesis Due: annotation on reading(s).
Week 8 (March 9)	Research day Due: Outline to be emailed by 5 p.m. on Friday
SPRING BREAK (March 13-17)	
Week 9 (March 23)	Individual meetings with students
Week 10 (March 30)	Research day
Week 11 (April 6)	Research day Draft of first ten pages of paper due (well-organized and edited)
Week 12 (April 13)	Class presentation on research
Week 13 (April 20)	Draft of complete paper due
Week 14 (April 27)	Oral presentation on paper
Week 15 (May 4)	Oral presentation on paper
FINALS WEEK:	Final paper is due by noon on May 10. Email to yleyva@utep.edu with the subject heading "Final Paper HIST 5374."

SOCIAL MEDIA

Borderlands History: <https://www.facebook.com/BorderlandsHistory/>

Institute of Oral History: <https://www.facebook.com/UTEP-Institute-of-Oral-History>

Museo Urbano: <https://www.facebook.com/MuseoUrbanoElPaso>

Twitter: @UTEPhistory

Borderlands History Blog: <https://borderlandshistory.org/>