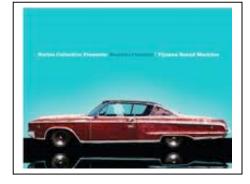
# HIS 389 Borderlands Histories

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On May 1, 2006, people in towns and cities across the United States gathered to demand national recognition of their work, their labor and their long presence in American communities.

This *day without immigrants* became the largest protest since the civil rights movement transformed the United States, breaking records in Los Angeles, Chicago, Dallas and Miami. Suddenly aware of the other in their midst, scholars and others have placed this event in a dangerously new flow of people, ideas, goods and national boundaries. Borderlands scholars might respond to this contemporary anxiety by saying, "Welcome to America."

This seminar in *Borderlands Histories* will help you build on the longstanding engagement of North American scholars with borderlands spaces in American history. Acknowledging the existing commitments linking Latino History, Borderlands History and American Studies, students will draw from a variety of historically informed approaches and discussions across disciplinary fields associated with borderlands history. Because this is also a historiography course, students are expected to reflect collectively on the methods, theories, rhetoric and cultural work of a given case study, begin to place the texts within institutional contexts, and - perhaps most important – acknowledge the contributions each author has sought make in their research projects.

This semester I am interested in the tensions between the creation of national institutions and ethnic identities. We will be taking a look at research projects that reflect on the state mooring of particular identities, while analytically touching on the ways these institutional identities are ultimately dependent on the identity work of their erstwhile subjects. In borderlands history, this tension emerges in projects that focus on social formations in particular spaces (like the *zona fronteriza* between *los estados unidos* and *Mexico*) and others that emphasize the diasporic dimensions of various ethnic identities. We will be reading some institutional histories, some narrative histories and some community-based studies. I encourage you to read ahead to see which authors trouble you the most. These authors will probably be appropriate for your presentation and your paper for this class.

Students may write a historiography paper that reflects their interest in a given literature. Students can also complete a paper that brings their theoretical concerns to bear on their archival research.

# Requirements Research Abstracts Book Review Book Presentation Research Narrative

Research Presentation

Final Paper

# **Texts**



Elliot Young, Continental Crossroads: Remapping U.S.-Mexico Borderlands History\*

Frank Guridy and Gina Perez, Beyond el Barrio: Everyday Life in Latino/a America

George Sanchez, *Becoming Mexican American: Ethnicity, Identity and Culture in Chicano Los Angeles, 1900-1945* 

Mae Ngai, Impossible Subjects: Illegal Aliens and the Making of Modern America

Gina Perez, The Near Northwest Side Story

Lara Putnam, *The Company they Kept:* 

Carlos Decena, Tacit Subjects

Margot Canaday, the Straight State: Sexuality and Citizenship in 20<sup>th</sup> Century America

James Leiker, Racial Borders: Black Soldiers along the Rio Grande

Kelly Lytle Hernandez, !Migra!: a History of the Border Patrol

Jake Kosek, Understories: the Political Life of Forests in Northern New Mexico

Luis Alberto Urrea, Devil's Highway

Brian Delay, War of a Thousand Deserts: Indian raids and the U.S.-Mexican War

#### Writing

Students will complete the following written products.

- 1. Two abstracts for the proposed research paper (to be shared with class)
- 2. One book review
- 3. A ten page excerpt of the research paper (to be shared with class) that is engaged with primary sources, places itself within relevant disciplinary literature and is deep within your emerging narrative.
- 4. handout for a book presentation.
- 5. Complete a 20 page paper that may be used as a base for a conference paper.

#### **Grading Policy**:

Seminar Paper	(40%)
Research Excerpt	(10%)
Research Abstracts	(10%)
Participation	(20%)
<b>Book Presentation</b>	(10%)
<b>Book Review</b>	(10%)

#### The Seminar Paper

Forty percent of your grade will be based on the final research paper. A completed research paper will include an initial abstract, a preliminary bibliography, a research consultation, a final 25 page paper with an abstract attached.

The remaining assessment will be based on your engagement with the seminar over the course of the seminar. This evaluation includes presentations, the timely completion of research abstracts, rough drafts, your commitment to your research and the quality of your respectful engagement with your fellow students.

# The Research Excerpt:

I expect a ten page excerpt from your research. I expect an engagement with your primary sources, a deployment of your theoretical framework in your analysis of the evidence, and a sense of the emerging historical narrative. Since it is an excerpt, you will need to include an abstract that describes where your excerpt falls in your proposed paper. Your fellow students will need to be able to fit your excerpt into the larger paper using the abstract.

#### On Participation:

Your success in this class depends on your active participation. You should come to section not only having read, but also having reviewed your notes and thought about the material so that you are prepared with questions, topics and insights for discussion.

Regular participation in class discussion is crucial. Your understanding of the assigned material will help your fellow students grapple with the themes of this course. I strongly encourage comments that initiate an informed understanding of the lectures and the weekly readings.

Active listening, informed questions, and brief observations on Blackboard or in class are crucial to full participation. Hence, you should make an effort to cover a substantial portion of the assignment for each section.

As all participants are engaged in the production of a research paper, the weekly seminars will emphasize the more collective dimensions involved in the creation of a research community. We will learn how to offer productive and supportive feedback to our fellow scholars.

Some students' abilities may pose difficulties for different kinds of participation. Please arrange to let me know privately during the first week of class to discuss accommodations. Please bring a current **Letter of Accommodations** from the Office of Disability Services that is prerequisite for receiving accommodations. Accommodated examinations through the Office of Disability Services require two weeks notice.

All course documents are available in alternate format if requested in the student's **Letter of Accommodation**. For more information, please check the Office of Disability Services: <a href="http://deanofstudents.utexas.edu/ssd/services.php">http://deanofstudents.utexas.edu/ssd/services.php</a>

It is my hope that differences in interpretation will appear in this class. This should not be a surprise, as we are all invested in different ways in the history of the United States. Thus, it is important for discussion that each student not only share his or her insights but also respect and engage the efforts of other students to grapple with the course material in section. Obviously, I do not expect the same interpretation from all students. I do expect that each participant in the class be treated with courtesy and respect.

If at any point participation is a problem for you, please let me know as soon as possible.

#### **Attendance Policy**:

Attendance is absolutely crucial to your success in this seminar. Your absence will affect the quality of discussion. If you cannot attend the seminar, please let me know well in advance. Failure to do so will weigh heavily on my evaluation of your participation.

Method of Evaluation: (1) Class attendance and participation is required. (Should an emergency situation necessitate your absence, a 4-5 page analysis of the week's readings will be due by 4 p.m. the Monday after you missed class.) (2) Students are expected to bring prepared discussion notes to each class session.

#### On the Book Review:

The book review should cover a number of points within the space of two or three pages. The review can chart the more significant contributions of the book in question; comment on ways an argument could be strengthened, improved, or challenged; quickly communicate some problems in the way an argument was advanced, and/or take issue with the book itself.

Book reviews provide a crutch and a guide for other historians and scholars. As such, they constitute an important part of your socialization as future scholars.

# On Research:

The seminar will challenge the idea that historical research and writing must be a lonely task. Participants will share and comment on early and rough versions of their research proposals and seminar drafts throughout the seminar.

#### On Abstracts:

The abstract should communicate a sense of the topic, the theoretical frameworks deployed, the kind of evidence marshaled, and the general importance of your argument and topic to audiences in your scholarly field or disciplines.

#### On the Book Presentation:

The book presentation can be a group project that involves the central book for a week. Students must establish a set of questions or discussions that help the class get a sense of the argument, the use of evidence, the larger significance, and raise various theoretical and methodological issues in the reading for the week.

The format is open – but must communicate engagement with the reading, the scholarly debate around the book, and an understanding of the book's general argument. I expect handouts and a formal outline from students involved in the book presentation.

I strongly recommend that students work on a book that is directly relevant to their research topic.

#### **University Policies**

*Use of E-mail for Official Correspondence to Students* 

All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at <a href="http://www.utexas.edu/its/policies/emailnotify.html">http://www.utexas.edu/its/policies/emailnotify.html</a>.

## Documented Disability Statement

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at (512) 471-6259 (voice) or 1-866-329-3986 (video phone). Faculty are not required to provide accommodations without an official accommodation letter from SSD

 Please notify me as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.).

- Please notify me as early in the semester as possible if disability-related accommodations for field trips are required. Advanced notice will permit the arrangement of accommodations on the given day (e.g., transportation, site accessibility, etc.).
- Contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (video phone) or reference SSD's website for more disability-related information: <a href="http://www.utexas.edu/diversity/ddce/ssd/for\_cstudents.php">http://www.utexas.edu/diversity/ddce/ssd/for\_cstudents.php</a>

#### Behavior Concerns Advice Line (BCAL)

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <a href="http://www.utexas.edu/safety/bcal">http://www.utexas.edu/safety/bcal</a>.

# *Q drop Policy*

The State of Texas has enacted a law that limits the number of course drops for academic reasons to six (6). As stated in Senate Bill 1231:

"Beginning with the fall 2007 academic term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless the student shows good cause for dropping more than that number."

# Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building.
   Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.

Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

# Weekly Calendar

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8/29/2011	Herbert Eugene Bolton	The Epic of Greater America
	Albert Hurtado	Parkmanizing the Spanish Borderlands: Bolton, Turner and the Historians' world
	Gloria Anzaldua	Aztlan: the other Mexico
	Adelman and Aron	Borderlands & Borderlands
8/29/2011	Wunder & Hammalainen	Lethal Spaces, Lethal Places
9/9/2011	Office Hours	Please submit research topic paragraph Please arrange to visit office hours or e-mail this week
9/12/2011	Elliot Young, et al	On Place and Nation-Making  Continental Crossroads: Remapping U.SMexico  Borderlands History
	David Weber	Borderlands Historiography Redux http://www.historycooperative.org/journals/ht/39.1/weber.html
09/19/2011	Frank Guridy, Gina Perez, et al	On Identity and Nation  Beyond el Barrio: Everyday Life in Latino/a America
9/26/2011	George Sanchez	On Identity and Place
		Becoming Mexican American: Ethnicity, Culture and Identity in Chicano Los Angeles, 1900-1945

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	George Sanchez	The Crisis in the Historical Profession
	George Sanchez	"What's Good for <i>Boyle Heights</i> Is Good for the <i>Jews</i> ": Creating Multiracialism on the Eastside during the 1950s, <i>AQ</i>
10/3/2011	Mae Ngai	Impossible Subjects: Illegal Aliens and the Making of Modern America
	David Gutierrez	Migration, emergent ethnicity and the third space
		Research Abstract Due
10/10/2011	Gina Perez	Gender, Migration and Colonialism: the Case of Puerto Rican Chicago
	Zayas and De Genova	Latino Locations: The Politics of Space in Chicago
10/17/2011	Lara Putnam	The Company they Kept: Migrants and the Politics of Gender in Caribbean Costa Rica
	Ana Patricia Rodriguez	Introduction. Central American Transisthmian Histories, Literatures, and Cultures
	Aims Mcguiness	Searching for Latin America: race and sovereignty in the Americas in the 1850s
10/24/2011	Carlos Decena	Tacit Subjects: Same Sex Desire and belonging among Dominican immigrant men
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10/31/2011	Margot Canaday	The Straight State: Sexuality and Citizenship in 20 <sup>th</sup>

		Century America
		George Chauncey Review: The Straight State
11/7/2011	James Leiker	Racial Borders: Black Soldiers along the Rio Grande
	Mckiernan- Gonzalez	Chapter 4: the power of progress: 1898, Laredo and the Limits of Quarantine (fresh off to the press)
	Research Narrative Due in Class to be shared with others	
11/14/2011	Lytle Hernandez	!Migra! a history of the border patrol
11/21/2011	Jake Kosek	Understories: the Political Histories of Forests in Northern New Mexico
	Luis Urrea	The Devil's Highway
11/28/2011	Brian Delay	War of a Thousand Deserts: Indian raids and the coming of the U.S. Mexico War
12/15/2011	Research Paper Due	