HIST 5312: Studies in Borderlands History  
Fall 2014 / CRN 16716  
Dr. Jeffrey P. Shepherd (jpshepherd@utep.edu)  
Tuesdays 1:30 – 4:20 / LART 309  
Office: LART 326 / 747-6805  
Hours: Tuesdays & Wednesdays 10:30 – 12:00  
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Course Description  
This graduate level course introduces students to some of the main historical events, trends, themes, communities, and people in borderlands history. It also considers several of the key historiographical debates, theoretical and conceptual paradigms, and scholars that are central to the field. Students will be expected to actively participate in class discussion, lead discussion of one book, and complete a variety of important writing assignments.

Required Reading  
Cynthia Radding, Wandering Peoples: Colonialism, Ethnic Spaces, and Ecological Frontiers in Northwestern Mexico, 1700-1850 (Duke University Press, 1997) 0822318997  
Andres Resendez, Changing National Identities at the Frontier: Texas and New Mexico (Cambridge University Press, 2004) 0521543194  
Ana Maria Alonso, Thread of Blood: Colonialism, Revolution, and Gender on Mexico’s Northern Frontier (University of Arizona Press, 1995) 0816515743  
Martha Menchaca, Recovering History, Constructing Race: The Indian, Black, and White Roots of Mexican Americans (University of Texas Press, 2002) 0292752547  
Samuel Truett, Fugitive Landscapes: The Forgotten History of the U.S. – Mexico Borderlands (Yale University Press, 2006) 0300143311  
Oscar Martinez, Border Boom Town: Ciudad Juarez since 1848 (University of Texas Press, 2001 Edition) 0292729820  
Eric Meeks, Border Citizens: The Making of Indians, Mexicans, and Anglos in Arizona (University of Texas Press, 2007) 0292716990  

Expectations and Assessment

Book Reviews (5 x 20 pts = 100 pts)  
I will require two types of review: a Book Summary (two of these) that follows the template I provide for you, and a standard Book Review (three of these) that looks like the reviews in academic journals.
**Review Essays** (2 x 50 pts = 100 pts)
Review Essays are longer versions (1250 – 1500 words) of book reviews that discuss several books. This format allows you to delve into greater detail about the content, arguments, and historiographical significance of the books. In your Review Essays you will discuss two assigned books AND ONE ADDITIONAL BOOK NOT ON THE READING LIST.

**Synthetic Essay** (150 pts)
Your synthetic essay will include a narrative analysis of specific content, themes, patterns, and events related to a particular time period and aspect of borderlands history. These are neither historiography papers delving deeply into historical debates and scholarly interpretations, nor are they research papers employing primary resources. Although they will acknowledge the changing nature of historical interpretation and reflect an awareness of scholarly viewpoints, the papers will synthesize content and themes from secondary sources. The chronological scope of the papers should encompass several of the main historical turning points we discuss in class (colonial era, Mexican national period, U.S. – Mexico War, Mexican Revolution; Progressive Era; Pre-and Post WW II; etc.). I will not accept papers that synthesize a brief time period akin to, for instance, the U.S.—Mexico War. Your papers will be 17-20 pages (EXCLUDING ENDNOTES / REFERENCES), and must include 10-12 books and 5 essays. You may include no more than 3 books from the required reading list. All papers must refer back to and cite ideas and arguments in the foundational articles from the first two weeks of class. They must make reference to the main debates in borderlands history; and the varied definitions of borders, frontiers and borderlands. Regardless of the themes and topics discussed in your paper, you must situate them within the "history and historiography" of borderlands history. See the Course Schedule for the due dates of different parts of the synthetic paper (proposal and bibliography, intro and outline, and final draft).

**Attendance and Participation** (100 pts)
Attendance is mandatory (40%), but you are allowed one unexcused absence before I deduct 10% of your grade per missed class. Think about dropping the course if you foresee missing more than one class. Chronic absences will result in failure of the course. You also must arrive at 1:30 and remain in class until 4:20. Participation is important. You must routinely—every day of class—respond to questions, engage in discussion, and display a working knowledge of the books. While discussing the books, you must remain focused and address the themes and topics at hand. I do not want tangents distracting from discussion of the themes of the books. I encourage you to introduce new books and ideas into our discussion, but you must briefly explain them. Do not toss around big theories or scholars like you are dropping names at a party. If I discern that you are not prepared, it will hurt your grade (30%). You must also lead class discussion on a book. This is a formal book presentation and discussion. You and an assigned partner will discuss the main argument/thesis, objectives and goals, sources and methods, strengths and weaknesses of the book. You will also briefly discuss the biography of the author and why it is significant for their scholarship. You must ask questions of the class and guide discussion. You will be graded on your preparation and coverage of the points above, as well as your professionalism (30%).

**Annotated Bibliography** (50 pts)
Students will compile an annotated bibliography of ALL BOOKS used in the class. This includes the assigned readings and the books you use for your synthesis papers. This will be submitted separately from the references/bibliography tied to your synthesis paper, at the end of the course. If you are a doctoral student you will incorporate this bibliography into the larger bibliography submitted for your portfolio. By annotation, I mean 1-2 sentences describing the purpose/argument of the book.

**Grading Scale:**
- **A** = 500-450
- **B** = 400-449
- **C** = 350-399
- **D** = 300-349
- **F** = 299 & below
Course Schedule (Subject to Change)

Week 1 (8.26)  Introductions and Overview of the Course
• Readings: Bolton, Turner, Weber
• Topics & Themes: Foundations of Borderlands History

Week 2 (9.2)  Recent Trends and Paradigms
• Readings: Anzaldúa, Adelman & Aron, Young & Gutierrez, Hamalainen & Truett
• Topics & Themes: Borders, Empires, Borderlands, Nation-States, and Transnationalism

Week 3 (9.9)  Into an Indigenous World of Borders, Conflict, and Cooperation
• Readings: Carter, *Indian Alliances and the Spanish in the Southwest*
• Topics & Themes: Dynamic relationships between Indigenous peoples before conquest; the changing nature of community; hybridity and identity formation
• Due: Book Review #1

Week 4 (9.16)  “A Complex Mestizo Frontier”
• Readings: Weber, *The Spanish Frontier in North America*
• Topics: Spanish institutions and cultural interactions on the frontier; labor systems; religious conversion and syncretism, presidios and militarization, Indigenous resistance and ethnogenesis, imperial rivalries, Spanish policies, the collapse of the Spanish Empire
• Due: Book Review #2

Week 5 (9.23)  Ecology, Community, and Indigenous Responses to Colonialism
• Readings: Radding, *Wandering Peoples*
• Topics: Interactions between environment, identity, class, and rebellion; intra-Indigenous relations; regional Sonoran contexts;
• Due: Paper Proposal (500 words) and Bibliography 5-7 books

Week 6 (9.30)  Economy and Community in Nuevo Mexico
Readings: Frank, *From Settler to Citizen*
• Topics: Vecino society, community structures and politics, artisans and craftwork, economic relations, Hispano-Pueblo relationships
• Due: Review Essay #1 (Radding & Frank)

Week 7 (10.7)  From Borderlands to Bordered Lands?
• Readings: Resendez, *Changing National Identities at the Frontier*
• Topics: Comparisons between Texas and New Mexico; Texas Rebellion and the U.S. – Mexico War; economic allegiances and political identities; nation-state formation
• Due: Book Review #3

Week 8 (10.14)  “Specialists in Violence”
• Readings: Alonso, *Thread of Blood*
• Topics: Masculinity and killing Indians; ethnic identity and war; “honor” and patriarchy
• Due: Book Review #4
Week 9 (10.21) Law, Racialization, and “Hidden Histories”  
- Readings: Menchaca, *Recovering History, Constructing Race*  
- Topics: Legal construction of race; historical memory, mestizaje

Week 10 (10.28) Capitalism and Nation-States  
- Reading: Mora-Torres, *The Making of the Mexican Border*  
- Topics: Community and regional dynamics in border formation, policing boundaries, contraband, transnational trade, class formation and identity, industrialization

Week 11 (11.4) Political-Economies and Liminal Spaces  
- Reading: Truett, *Fugitive Landscapes*  
- Topics: Arizona-Sonora borderlands, copper and mining, transnational networks, space, flows of people and ideas  
- Due: Review Essay #2 (Mora-Torres & Truett)

Week 12 (11.11) Labor, Race, & Citizenship  
- Reading: Benton-Cohen, *Borderline Americans*  
- Topics: Industrial labor conflict, racial and ethnic cooperation and division, citizenship formation  
- Due: Introduction to your essay / outline

Week 13 (11.18) Ciudad Juarez  
- Readings: Martinez, *Border Boom Town*  
- Topics: Politics, governance, migration, economic development, revolution, relationships with El Paso  
- Due: Book Review #5

Week 14 (11.25) Political Economy of Racial (Dis)-Formation  
- Readings: Meeks, *Border Citizens*  
- Topics: Wage labor, agriculture and industrialization, racialization, activism, nativism, segregation, whiteness

Week 15 (12.2) (Post)Modernity and the Making of the “Illegal Alien”  
- Readings: Ngai, *Impossible Subjects*

Final Synthesis paper due: December 9th by 11:59pm