Chicana and Chicano Studies 375: U-S/Mexico Border History
San Diego State University, Fall 2015

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Office Hours: Mon 4-5p and Wed 1-2p

Section 1: W 4:00–6:40pm; HH-222
Section 2: M 7:00–9:40pm; SH-119
Office: Arts and Letters 388

General Course Description: This course is a general survey of the history and historiography of the U.S.-Mexico Border/lands. We will survey scholarship on the topic of the U.S.-Mexico border/lands. Historians often use the term “borderlands” to refer to the region transcending the geo-political border between Mexico and the United States. While the current location of the border is often naturalized as an ahistorical and timeless dividing line between the United States and Mexico, this course acquaints students with a long-historical approach and competing perspectives on issues arising from the presence of the U-S/Mexico border/lands. Focusing on its historical development, rooted first at the intersections of Spanish, French and British colonialisms and later American expansionist imaginaries, and a legacy of conflict and violence, we will consider how such history has had lasting impacts on the social, political and economic relationship between the U.S. and Mexico on the one hand, and Mexicans north of the divide on the other. We will also consider how the conflictive past intertwines with the history of the U.S. Border Patrol, whose parent agency, the Department of Homeland Security, is now the largest law enforcement organization in the country. Lastly, students will consider and critically assess the various narratives and counter-narratives that have emerged about the US/Mexico border in order to analyze what Haitian scholar Michel Rolph-Trouillot calls the interwoven nature of history and power.

Course Objectives:
• Provide an understanding of the social, political, cultural and economic forces that have shaped the development and history of the U.S.-Mexico border region
• Develop an informed and historiized analysis of contemporary border issues
• Analyze popular and scholarly debates of nation, territory, colonialism and borders and their intersection with theories of race, gender, class and sexuality
• Understand the particular contributions and continued relevance of Chicana/o Studies scholarship to the study of the U-S/Mexico Border

Required Texts
Books are available at the University Bookstore and at KB Books.

Course Articles: Most articles will be available on Blackboard (BB) as PDFs or with URL links.

Handouts: On occasion, I may supplement the books and Blackboard material with short handouts.

This is an Explorations course in the Humanities and Fine Arts. Completing this course will help you to do the following in greater depth: 1) analyze written, visual, or performed texts in the humanities and fine arts with sensitivity to the diverse cultural contexts and historical moments; 2) describe various aesthetic and other value systems and the ways they are communicated across time and cultures; 3) identify issues in the humanities that have personal and global relevance; 4) demonstrate the ability to approach complex problems and ask complex questions drawing upon knowledge in the humanities.
Organization of Course:
This will be a lecture-based and discussion-oriented course that will draw on the vast resources of the region and our unique location near the border to enrich classroom learning. As such, you are required to actively and critically read and engage course materials and pay attention to the news for developments related to the border. Attendance and participation, including coming prepared with questions for discussion, are an important component of your grade. There will be a midterm, final, short paper (2 pages), research paper (9-10 pages) and film analysis (part of discussion grade) emphasizing critical thinking, analytical and writing skills. Assignments will always be due at the beginning of class!

Course Requirements and Grade Breakdown:

ATTENDANCE AND PARTICIPATION IN CLASS DISCUSSIONS 10%

Your presence AND participation is vital to your success. Active participation requires that you complete readings before class, come prepared to discuss and share your own insights, questions, and criticisms. You will not pass the class if you have more than three unexcused absences. If you need to miss class, please let me know ahead of time. Students with perfect attendance and no participation will only receive half credit. Details on film analysis tba…

REFLECTION PAPER [2 pages] (DUE: Week 3 In Class, Sept 14) 10%

The reflection paper is based on your own personal history, and is meant for you to think about questions of positionality. It will require you to reflect on your own interests and/or experience(s) with the U-S/Mexico border. What interests or intrigues you about the border? What drew you to the course? How have you “experienced” the border (even if at a distance, spatially or historically)? What stands out most when thinking about the border historically speaking? Why? What historical aspects of the border are you interested in learning about?

MIDTERM (Week 10—Nov 2, In Class by 7PM in AL-388) 30%

The midterm will be based on the readings, lectures and films. It will require that you show understanding of the course material, both in content and analysis. Two questions will be provided and you must choose one to answer.

RESEARCH PAPER [9-10 pages] (Week 16, In-Class) 30%

This research paper will be based on a related topic of your choosing. Detailed Topic Statements: One paragraph—(DUE: Week 8, Oct 19 In-Class) 0%

In no more than one paragraph each, identify two possible research topics and relate them to course themes. Your proposal should include: what is the focus of your study, how will you investigate this topic (theoretical and methodological considerations), why you chose this topic, and in what ways do you generate new/unique perspectives on this topic. You will also situate your proposed topics in the context of the course materials and other outside sources. You must submit possible research proposals to the instructor by Week 7 (0% for doing it, -5% for not doing it on time or doing poorly on this assignment). I will help you select a relevant topic that must be approved before proceeding.

Final Paper: 9-10 pages, plus bibliography—(DUE: Week 16, In-Class)

The paper will be DUE IN CLASS! NO LATE PAPERS ACCEPTED!

Make sure to make use of Office Hours early and throughout the Semester for any questions on the development of your topic and paper.

FINAL (DAY OF FINAL, BY 7:00PM in AL-388) 20%

The final will be based on the readings, lectures and films. It will require that you show an understanding of the course material, both in content and analysis. Two questions will be provided for you to study and I will choose one for you to answer.

EXTRA CREDIT: There will be a few extra credit opportunities (TBA).
NOTE: All writing for this course must be typed in 12-point font, Times New Roman (or equivalent), double-spaced, with 1” margins and a standard form of citation. All late papers will be penalized 5% for each day that it is late. Do not use non-academic websites as main sources for any assignments, however you may use official academic journals available on-line. **Do not go over length limits given on assignments or you will be docked on your grade.** Make sure to make use of Office Hours early and throughout the semester. If you have difficulties with course requirements please see me in office hours to discuss goals for improvement. **I take your continued enrollment in the course to mean that you have read and understood the syllabus and agree to meet all requirements!**

COMING PREPARED FOR DISCUSSION: This means you are prepared to give not just a summary, but also a critical examination of the readings. Since this course is designed to be discussion-oriented, the following questions may be helpful when preparing for class: 1) what is the author’s central claim or thesis? What is she/he/they trying to do in the piece? 2) What is the theoretical framework being employed? How does the author(s) position themselves in the reading? 3) Do you agree or disagree with the author’s views? Why? What (if anything) do you feel is missing in this piece? How does this piece compare to what we have read so far? You do not have to agree with the authors’ perspectives. You are, however, expected to formulate critical and thought-provoking responses. Finally, be prepared to share at least 1 or 2 questions or critical points during each class discussion.

Course Outline / Reading and Lecture Schedule

Please have readings done for the day that they are listed. Syllabus subject to possible revisions.

**WEEK 1 – General Introduction to Course Themes and Framework**
Aug 24 Basic Concepts and Definitions: History, Historiography, Power

**WEEK 2 – Power and the Production of History in the Longue Durée**
Michel Rolph Trouillot, “The Power in the Story,” from Silencing the Past: Power and the Production of History (BB)
Doreen Massey, Space, Place, and Gender (1994); General Introduction and Chapter 11: Politics and Space/Time (BB)

**LABOR DAY – Holiday — No Class!!**
Sept 7

**WEEK 3 – From Frontier to Border to Borderlands**
Sept 14 Frederick Jackson Turner, “The Significance of the Frontier in American History” (1893) (BB)
Antonia Castañeda, “Rewriting of Western History: The Discourse, Politics, and Decolonization of History” Pacific Historical Review 61 (November 1992) (BB)
Richard Griswold del Castillo, The Treaty of Guadalupe Hidalgo, Preface, Chapter 1 and 2

Reflection Paper Due!

**Recommended/Further Reading:**

**WEEK 4 – Competing Colonialism and Territorial Disputes**
Sept 21  
Richard Griswold del Castillo, *The Treaty of Guadalupe Hidalgo*, Chapter 3 and 4

**WEEK 5 – The Treaty of Guadalupe Hidalgo in Historical Perspective**
Sept 28  
Richard Griswold del Castillo, *The Treaty of Guadalupe Hidalgo*, Chapter 5, 6, 7
Richard Griswold del Castillo, *The Treaty of Guadalupe Hidalgo*, Appendix 1, 2, 3
In-Class Analysis of the Treaty Disputes

**Reference/Further Reading:**

**WEEK 6 – The Early Consolidation of the U.S/Mexico Borderlands**
Oct 5  
Shelley Bowen Hatfield, *Chasing Shadows: Apaches and Yaquis Along the United States-Mexico Border* (1999) Prologue, Chapter 1, 2, 8 [45pgs]

**Recommended/Further Reading:**
Kevin Mulroy, *Freedom on the Border: The Seminole Maroons in Florida, the Indian Territory, Coahuila and Texas* (1993)

**WEEK 7 – Dangerous Landscapes, Treacherous Geographies**
Oct 12  
Samuel Truett, *Fugitive Landscapes*, Part II: Chapter 3, 4, and 5
Samuel Truett, *Fugitive Landscapes*, Part II: Chapter 6

**WEEK 8 – Diverse Lands, Many Peoples: Not Your Typical ‘Western’**
Oct 19  
Samuel Truett, *Fugitive Landscapes*, Chapter 7 and Epilogue
Film: Black Indians (2000, 60min) or African Americans in the West (1996, 48min)

Topic Statement Due!

WEEK 9 – Lasting Legacies of the Treaty in the Present
Oct 26 Griswold del Castillo, The Treaty of Guadalupe Hidalgo, Chapter 8, 9, 10

WEEK 10 – Midterm Week
Nov 2 MIDTERM EXAM DUE IN MY OFFICE (AL-388) BY 4PM

WEEK 11 From Border to National Territorial Boundary
Lytle Hernandez, Migra!, Part I: Chapter 3 and 4

Recommended/Further Reading:
Ethan A. Nadelmann, Cops Across Borders: The Internationalization of U.S. Criminal Law Enforcement (1993)

WEEK 12 The U-S/Mexico Border as Nation-State Boundary and Militarized Zone
Nov 16 Lytle Hernandez, Migra!, Part II: Chapter 5, 6, and 7


Recommended/Further Reading:
Peter Andreas, Border Games: Policing the U.S.-Mexico Divide (2000)

WEEK 13 Nos lleva la que nos trajo….
Nov 23 Lytle Hernandez, Migra!, Part III: Chapter 8 and 9, and Epilogue

Wrap-up Discussion on Lytle Hernandez, Migra!

WEEK 14 – History in the Present
Nov 30 Samuel Huntington, “The Hispanic Challenge” Foreign Policy (March/April 2004)
Southern Poverty Law Center “Smokescreen” (Fall 2006) (BB)
Louis E. V. Nevaer, “The Return of Native Americans as Immigrants” (2007);
Film/Discussion: Rights on the Line (2006, 30min)
WEEK 15 – “We do not recognize capricious borders on the Red Continent”
Film: The Border Crossed Us (2005, 26 min); Director: Rachael J. Nez (Dine’)
Conclusions and Wrap-up
RESEARCH PAPER DUE IN-CLASS!

Recommended/Further Reading:

FINAL EXAM: DUE MONDAY, DEC 14 BY 9:00PM in AL-388