Chicana & Chicano Studies 375  
U.S.-Mexico Border History  
Fall 2014

Instructor: Stevie Ruiz; Email: stevie.ruiz@mail.sdsu.edu  
Classroom: Wed. 4-6:40pm in LSN 134; Office Hours: Appointment only, Arts and Letters, Room 358

Course Description: This course is a survey of the political economic and social history of the U.S.-Mexico border region. Students can expect to learn about the historical underpinnings that drive current issues pertaining to environmental justice, land rights, immigration, and native populations’ sovereignty. Students will learn how to incorporate digital media, archives, and artistic expression in their projects for final evaluation. From an interdisciplinary approach, course readings, films, and discussions will bridge the fields of Chicana/o history, comparative ethnic studies, as well as gender and sexuality studies.

Course Objectives:

• Critical assessment of social issues as they pertain to environmental injustice, immigration, and economic development of the U.S.-Mexico border region
• Compare the interwoven histories of settlers, immigrants, and indigenous populations that reside at the U.S.-Mexico border
• Learn about the significance of the U.S.-Mexico border in public history
• Develop archival skills that incorporate digital media technology

Accommodations: If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

Classroom Policy:  a) Restrictive laptop/device use no facebook or texting  b) Each assignment must be printed  c) Late submissions will not be accepted and d) All assignments must be completed in order to receive a course grade

Guiding Principles: Along with the SDSU Principles of Community, the following guidelines are the basis for meaningful discussions.

  o Assume nothing
  o Respect is key
  o Support your arguments by engaging the texts
Course Requirements

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation: 10%</td>
<td>94-100 A 73-75 C</td>
</tr>
<tr>
<td>Response Papers: 30%</td>
<td>90-93 A- 70-72 C-</td>
</tr>
<tr>
<td>Midterm: 30%</td>
<td>86-89 B+ 66-69 D+</td>
</tr>
<tr>
<td>Final Project: 30%</td>
<td>83-85 B 63-65 D</td>
</tr>
<tr>
<td></td>
<td>80-82 B- 60-63 D-</td>
</tr>
<tr>
<td></td>
<td>76-79 C+ 0-60 F</td>
</tr>
</tbody>
</table>

- Attendance & Participation (10%): Students must come to all class meetings having read required material and prepared to discuss readings in depth. Every unexcused absence after three missed class will result in 5% deduction from cumulative final grade. Lateness will also result in grade deduction.
- Midterm (30%)
- Response Papers (30%): Four response papers, two pages each (double-spaced). You select the four submissions that work for you based upon the syllabus deadlines.
- Final Project (30%): Digital History Project & Presentation

Required Texts:

*Book is available via SDSU Love Library’s e-book reserves. Journal articles will be made available on blackboard.*

<table>
<thead>
<tr>
<th>Week 1: The Significance of U.S.-Mexico Border History</th>
</tr>
</thead>
</table>
| • Wed. 8/27: Introduction to class

<table>
<thead>
<tr>
<th>Week 2: The U.S. Colonization of Mexico</th>
</tr>
</thead>
</table>
| • Wed. 9/3: * Laura Gomez, Manifest Destinies, Ch. 1  
  * Frederick Jackson Turner, “The Significance of the Frontier”  
  * Frederick Douglass, The War with Mexico

<table>
<thead>
<tr>
<th>Week 3: Citizenship (Response paper due)</th>
</tr>
</thead>
</table>
| • Wed. 9/17: * Natalia Molina, “In A Race All Their Own: The Quest to Make Mexicans Ineligible for U.S. Citizenship”  
  * Laura Gomez, Manifest Destinies, Ch. 2

<table>
<thead>
<tr>
<th>Week 4: Rivalry</th>
</tr>
</thead>
</table>
| • Wed. 9/10: * Nicole Guidotti-Hernandez, “Embodied Forms of State
**Domination: Gender and the Camp Grant Massacre**
*Laura Gomez, *Manifest Destinies*, Ch. 3

**Week 5: Policing Migrants**
- Wed. 9/24: *Nayan Shah, Stranger Intimacy*, Ch. 2 & 3

**Week 6: Land Rights (Response paper due)**
- Wed. 10/1: *Nayan Shah, Stranger Intimacy*, Ch. 4 & 5

**Week 7: Water Conflict (Proposal for Final Project due)**
- Wed. 10/8: *Eric Boime, “National Moat, Regional Lifeline”*  
*Eric Boime, “Beating Plowshares into Swords”*

**Week 8: Midterm**
- Wed. 10/15: *Midterm during class*

**Week 9: Public Health (Response paper due)**
*Celeste Menchaca, “Crossing the Line: A History of Medical Inspection at the Border”*  
*Monica Perales, “Fighting to Stay in Smeltertown”*

**Week 10: Formation of the Border Patrol**
- Wed. 10/29: *Kelly Lytle Hernandez, Migra!, Part I, pp. 16-97*

**Week 11: Transformations of Border Security**
- Wed. 11/5: *Kelly Lytle Hernandez, Migra!, Part II, pp. 101-165*

**Week 12: Operation Wetback (Response Paper due)**
- Wed. 11/12: *Kelly Lytle Hernandez, Migra!, Part III, pp. 168-234*

**Week 13: Bracero Program**
- Wed. 11/19: *Ana Rosas, Abrazando el Espiritu, Introduction & Part I, pp. 1-84*

**Week 14: Holiday (no class)**
- Wed. 11/26: Thanksgiving Holiday (no class)

**Week 15: Love and Longing Across Borders**
- Wed. 12/3: *Ana Rosas, Abrazando el Espiritu, Part II, pp. 85-146*

**Week 16: Negotiating Family Obligation (Response Paper due)**
- Wed. 12/10: *Ana Rosas, Abrazando el Espiritu, Part III, pp. 147-224*

**Finals**
- Wed. 12/17: Digital History Project & presentations due