

History 391
Mexico-US Borderlands
Collier Hall of Science 200
Thursday, 12:50-3:10PM



Instructor	Michael Werner Comenius 302
Contact Information	I check email and voicemail Monday through Thursday at around 4:30PM and answer all calls and emails in the order in which I receive them. Office Phone: (610) 625-7957 Email: mwerner@moravian.edu
Office Hours	Tuesday, 10:15-11:45AM Wednesday, 1:00-3:00 PM or by appointment.
Course description	<p>In this course, we will explore key events, processes, and themes in the history of the present-day Mexico-US borderlands from the sixteenth through the late twentieth century. We also will explore important historiographic debates about the borderlands. Finally, we will hone research and rhetorical skills, allowing us to approach debates about the borderlands with historical depth and methodological rigor.</p> <p>The first part of each class period will be devoted to discussions of course texts, with one student acting as resource person and facilitator. During the second part of each class period we will workshop your research and writing for the final projects.</p> <p>This course is divided into four more or less chronological sections, although there will be some overlap. In the first, we will explore encounters among European and Indian peoples in the sixteenth through eighteenth centuries. In the second we will discuss the complex relationship among frontier, race, and nation in the “long nineteenth century” (roughly, 1780s through 1910s). In the third, we will look at the revolutionary upheavals and their aftermath in the 1890s through 1960s. In the final section, we look at mass migration and problems of translation in the late twentieth century.</p> <p>I do not assume that you have any knowledge of Mexican or Latin American history when you begin this course. Readings generally will be around 60 pages a week, in addition to periodic research and writing assignments. You should be prepared to commit approximately nine hours a week to this course in addition to the scheduled meeting times.</p>

College Policies

Moravian College expects its students and faculty to maintain a high level of academic honesty. Questions of academic honesty and plagiarism are addressed in the Student Handbook under the Academic Standards sections. For more detailed guidelines about how to avoid plagiarism in historical research and writing, please see Mary Louise Rampolla, *A Pocket Guide to Writing in History*, 5th edition, pp. 88-95.

Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services.

Course Texts

The following books are required. If you purchase your books online, please ensure that you buy the correct edition and that your books arrive in time for reading assignments:

Tomás Almaguer, *Racial Fault Lines: The Historical Origins of White Supremacy in California*, Princeton, NJ: Princeton University Press, 2009.

Juliana Barr, *Peace Came in the Form of a Woman: Indians and Spaniards in the Texas Borderlands*, Chapel Hill: University of North Carolina Press, 2007.

Ruth Behar, *Translated Woman: Crossing the Border with Esperanza's Story*, Tenth Anniversary Edition, with a New Preface, Boston: Beacon Press, 2003.

Daniel Nugent, *Spent Cartridges of Revolution: An Anthropological History of Namiquipa, Chihuahua*, Chicago: University of Chicago Press, 1993.

Paul Vanderwood, *The Power of God Against the Guns of Government: Religious Upheaval in Mexico at the Turn of the Nineteenth Century*, Stanford, CA: Stanford University Press, 1998.

I also recommend that you purchase Mary Lynn Rampolla's *A Pocket Guide to Writing in History*, 5th Edition, Boston and New York: Bedford/St. Martin's, 2007.

Grading

Grades are a poor substitute for more holistic evaluations. I am committed to providing substantive feedback to all student work on a timely basis, and if you need additional clarification you should feel free to ask for it.

Course grades will be based on the following criteria:

- Analytical presentation (20%)
- Class participation (20%)
- Major research paper
 - Proposal (10%)
 - Research update (10%)
 - Narrative sketch (10%)
 - Literature review (10%)
 - Working draft (10%)
 - Final paper (10%)

Although attendance is mandatory, I will permit you to miss two classes, no questions asked, without any adverse effect on your grade.

Analytical Presentation

20% of course grade

Each student will do an analytical presentation on one of the assigned readings. These presentations will form the basis of class discussions during the first half of each class period. For each presentation, you will do the following:

- (1) Summarize the main arguments of the reading and discuss how the author supports it (around five minutes).
- (2) Relate the argument to broader historical events, processes, and questions in borderlands history (around ten minutes). *You will need to obtain some of these source texts via interlibrary loan, so you should begin to prepare your presentation at least two weeks in advance.*
- (3) Suggest at least two questions for class discussion.
- (4) To support your presentation, you should post the following on the Blackboard discussion board **by 5PM on the Tuesday preceding your presentation.**
 - a. A one-paragraph summary of the reading's main arguments.
 - b. A timeline of key events or processes described in the reading, as well as related events and processes in borderlands history.
 - c. Two or three questions for class discussion.
- (5) Because the analytical presentations will require some advance preparation, I am requiring that you meet with me at least one week before your presentation date to discuss possible source texts and strategies.

Class participation

20% of course grade

The class participation grade will be based on three criteria:

- (1) Questions for analytical presentation and workshops. Please review the notes for the analytical and workshop presentations for each class period, which will be posted at least three days in advance on the discussion board. Please have 2-3 questions prepared for each presenter and submit them to me at the start of class.
- (2) Feedback on narrative and working draft workshops. You also be a discussant for one of the student presentation in both the narrative and working draft workshops. I will pass out more detailed guidelines as the dates approach.
- (3) Attendance. Although attendance is mandatory, I will permit you to miss two classes, no questions asked, without any adverse effect on your grade.

Major Research Paper

Deadlines:

Proposal (10%):	January 29
Research update (10%):	February 19
Narrative sketch (10%):	March 9-April 6 (post to discussion board at least three days before workshop date.)
Literature review (10%):	March 26
Working draft (10%):	April 13-27 (post to discussion board at least three days before workshop date)
Final paper (10%):	May 5

Major research papers will be approximately sixteen pages long and will substantively explore a question or theme in borderlands history. Your paper should do the following:

- (1) Clearly state your question and show that (a) it is a question that reasonable readers can disagree about and (b) that it can be answered using the evidence that you have available.
- (2) Suggest a possible answer to the question.
- (3) Describe how other scholars have answered or might answer the question.
- (4) Marshal evidence from at least two primary sources and six scholarly articles or monographs to show that your answer is more plausible than other possible answers.
- (5) Suggest possible implications for borderlands history.

If you are participating in Kelly Denton-Borhaug's spring break travel seminar to Mexico, I encourage you to use your research paper to explore questions that were raised during the seminar or your independent explorations.

Sources

Papers should draw on at least two primary sources and six articles or monographs. As with any scholarly paper, you will need to acknowledge your sources in your footnotes and bibliography. You also will need to engage your sources critically, which at the bare minimum means doing the following:

- Placing your primary sources in their historical context, considering different possible interpretations, and convincing your reader that your interpretation is the most plausible.
- Reading secondary sources not simply for information, but also for argument. If your interpretation of texts, events, and ideas differs from that of your main secondary source, then you will need to acknowledge this difference and show your reader why your interpretation is more convincing.
- Reading internet sources with the same critical eye that you would use for printed materials.

Please see Chapter Two of Rampolla's *Pocket Guide to Writing in History* for more specific suggestions about how to find and evaluate sources. If you have any questions about a particular source, please feel free to discuss them with me during my office hours.

Major Research Papers
(Continued)

Deadlines

The term papers will be an ongoing project throughout the term and consist of the following stages:

One-page proposal. Due Date: January 29

In the one-page proposal, you should tentatively identify the problem that you will look at and suggest possible methodologies and issues.

Bibliography and one-page research update. Due Date: February 19

The updates should describe in a page or two questions that have emerged and progress made in the early research. The bibliography should identify your main primary sources and possible background readings.

Four-page narrative sketch. Due Date: March 9-April 6 (post to discussion board at least three days before workshop date.)

In your narrative sketch, you should plot out the main events that you are looking at and show how they connect to each other thematically and chronologically. In short, tell a story that makes a point about your research question. Please post your narrative sketch to the discussion board at least three days before your workshop date.

Three-page literature review. Due Date: March 26

The literature review should give some sense of how the student's project engages a key debate or debates in the historiographic or theoretical literature. Students should compare and contrast the 4-5 texts that are most important to their projects and describe how they bear on their research. These texts may be other case studies on their research topic, comparative studies, or theoretical studies that suggest new questions and methodologies. Note that the literature review will form part of the working and final drafts.

Working Draft. Due Date: April 13-27

Working drafts should be as polished as possible, but students are welcome to identify unresolved questions and areas where feedback would be especially helpful. Students can expect oral and written feedback on their working drafts from a student discussant and from the professor, as well as oral comments from the class as a whole. Please post your narrative sketch to the discussion board at least three days before your workshop date.

Final Draft. May 5

The final draft should respond to the comments from the student discussant, other students, and the professor.

Workshops

Students will have three opportunities to workshop their research and writing:

Primary sources (please see guidelines below):	January 29-February 26
Narrative outlines:	March 12-April 9
Working drafts:	April 16-30

Major Research Papers
(Continued)

Primary Source Workshops

You will need to obtain some of the primary sources via interlibrary loan, and you also might need to do some background research on the source to address the discussion questions. You therefore should begin to prepare your presentations well in advance. I also encourage you to meet with me at least one week before your presentation date.

Each presentation should address the following questions (although not all questions will be relevant to every primary source). **Please post your answers to these questions on the discussion board by 5PM on the Monday preceding your presentation.**

For official documents, newspaper articles, and correspondence:

- (1) Who is the author?
- (2) How does this source compare to other documents by the author?
- (3) How does the author's gender and socioeconomic status compare to the people about whom she or he is writing?
- (4) Why did she or he write the source?
- (5) Who was the intended audience?
- (6) What unspoken assumptions does the text contain?
- (7) Are there detectable biases in the source?
- (8) When was the source composed, and under what circumstances?
- (9) What is the historical context in which the source was written and read?
- (10) What is a larger question in borderlands that you might address using this source? What additional primary or secondary sources would you need to look at to address this question?

For art works (paintings, sculpture, etc.), literary works (novels, poetry, essays, memoirs, etc.), music, and material remains:

- (1) Who is the artist, and how does the work compare to his or her other works?
- (2) When and why was the work made? Was it commissioned? If so, by whom?
- (3) Where was the work first displayed, published, or broadcast? Did the venue or publication have a particular mission or point of view?
- (4) How did contemporaries respond to it, and how do their responses compare to the ways in which it is understood now?
- (5) What is a larger question in borderlands that you might address using this source? What additional primary or secondary sources would you need to look at to address this question?

For buildings, artifacts, and other material remains:

- (1) When and where was the object made or constructed originally?
- (2) Who designed the object, and how does the object compare with other works that she or he designed?
- (3) Who did the actual legwork of making the object, and how did they affect how it turned out?
- (4) What is the object made of? Where did these materials come from? How were they obtained?
- (5) How has the object been modified and used in later years?
- (6) What is a larger question in borderlands that you might address using this source? What additional primary or secondary sources would you need to look at to address this question?

Course Calendar

Please note that there may be minor adjustments to this calendar at the discretion of the instructor. Please consult class notes to verify assignments and due dates.

January 22 Introduction

Part One Colonial Encounters (16th-18th century)

Background texts

David Frye, "The Native Peoples of Northern Mexico." In *Cambridge History of the Native Peoples of the Americas*, vol. II, Part 2, edited by Richard E.W. Adams and Murdo J. MacLeod, 89-135. Cambridge: Cambridge University Press, 2000.

Elizabeth A.H. John, *Storms Brewed in Other Men's Worlds: The Confrontation of Indians, Spanish, and French in the Southwest, 1540-1795*, Second Edition, Norman, OK: University of Oklahoma Press, 1996.

David J. Weber, *The Spanish Frontier in North America*, New Haven: Yale University Press, 1992.

January 29 Juliana Barr, *Peace Came in the Form of a Woman*,
Part I: Turn-of-the-Century Beginnings, 1680s-1720s, pp. 17-108.

RESEARCH PROPOSAL DUE AT START OF CLASS

February 5 Juliana Barr, *Peace Came in the Form of a Woman*,
Part II: From Contact to Conversion: Bridging Religion and Politics, 1720-1760s, pp. 109-196.

February 12 Juliana Barr, *Peace Came in the Form of a Woman*,
Part III: New Codes of War and Peace, 1760s-1780s, pp. 197-286.
Conclusion, pp. 287-291.

Part Two Frontier, Race, and Nation in the Long 19th Century (~1780s-1910s)

February 19 Daniel Nugent, *Spent Cartridges of Revolution*
Chapter Two, Geopolitics of the Colonial Frontier: Civilization and Barbarism, 1660s-1850s
pp. 39-56.

Tomás Almaguer, *Racial Fault Lines*
Part Two: White Civilization's Crusade Against the "Devils of the Forest," pp. 107-150.

BIBLIOGRAPHY AND RESEARCH UPDATE DUE AT START OF CLASS

February 26 Paul Vanderwood, *The Power of God Against the Guns of Government*
Part One: The People of the Papigochic, pp. 19-156.

March 5 Spring Break

NARRATIVE SKETCHES DUE MARCH 9-APRIL 6

Please post to the discussion board at least three days before your workshop date.

March 12 Tomás Almaguer, *Racial Fault Lines*
Part One: Racial Ambiguities, Class Realities, and "Half Civilized" Mexicans in Anglo California
pp. 45-106.

Tomás Almaguer, *Racial Fault Lines*
Part Three: Racialized Class Conflict and Asian Immigrants in Anglo California, pp. 153-204.

Part Three Revolution in the Borderlands (~1890s-1960s)

March 19 Paul Vanderwood, *The Power of God Against the Guns of Government*
Part II, La Santa de Cabora, pp. 159-201.
Part III, Armageddon, pp. 205-277.
Part IV, Echoes, pp. 281-329.

March 26 Daniel Nugent, *Spent Cartridges of Revolution*
Chapter Three: Property, State, and Revolution: The New Barbarism, 1860s-1910s, pp. 57-87.

Ruth Behar, *Translated Woman*
Chapter Eleven, ¡Viva General Francisco Villa!, pp. 203-222.
Chapter Sixteen, In the Labyrinth of the General and His History, pp. 303-319.

LITERATURE REVIEW DUE AT START OF CLASS

April 2 Daniel Nugent, *Spent Cartridges of Revolution*
Chapters 4-7, pp. 88-166.

April 3-8 Individual meetings with instructor

Part Four **Migrations and Translations (late 20th century)**

Please see bibliography handout for background texts, primary readings and suggested research questions.

WORKING DRAFT DUES APRIL 13-27

Please post to the discussion board at least three days before your workshop date.

April 16 Ruth Behar, *Translated Woman*
Introduction: The Talking Serpent, pp. 1-20 (review)
Part One: Coraje/Rage, pp. 23-166.

April 23 Ruth Behar, *Translated Woman*
Part Two: Esperanza/Redemption, pp. 167-224.

April 30 Ruth Behar, *Translated Woman*
Part Three: Literary Wetback, pp. 225-266.
Chapter Seventeen, *Translated Woman*, pp. 27-302.
Chapter Eighteen, *The Biography in the Shadow*, pp. 320-44.

FINAL PAPER DUE TUESDAY, MAY 5, AT 11:00AM.