**HIST 5302 Reading Colloquium in 20th Century U.S. History**

**The U.S.-Mexico Border**

**Fall 2013, Wed. 7-10 PM**

**Instructor:** Cristina Salinas

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**Office Hours:** Wed. 6 pm. and by appointment.

**Section Information:** HIST 5302-001

**Time and Place of Class Meetings:** Wed. 7-10 PM, FA 137

**Description of Course Content:** To invoke one of the greatest clichés about the study of the U.S.-Mexico border, the border is far more than a political line between two nations. That declarative statement is a given. For one who is from the area, or travels to the region of the border, it is palpably true. However, if the border is more than just a political boundary, what is it? The border is simultaneously a place, a space, a process, and an idea. This reading seminar will consider how the border has transformed over time, but also how it has imprinted itself on Mexican and American identities. Focusing on the border and its relation to U.S. history, this course will explore the border as a local place, as well as space of nation-state formation. In this course we will read monographs about the border, discuss the historiography of the U.S.-Mexico border, and consider the centrality of the peripheral space of the border to U.S. history.

**Student Learning Outcomes:** Students will develop an understanding of major issues in U.S.-Mexico border history. Students will be able to place U.S.-Mexico border history in the historiographies of the U.S. West, the borderlands, and transnationalism. Students will address the question of the current state of border studies.

Students will gain experience in making their own assessment of a border historiography by writing a historiographical paper based on the texts covered in this class.

**Required Textbooks and Other Course Materials:**

Aleinikoff, T. Alexander. *Semblances of Sovereignty: The Constitution, the State, and American Citizenship*

Cohen, Deborah. *Braceros: Migrant Citizens and Transnational Subjects in the Postwar United States and Mexico*

Ettinger, Patrick. *Imaginary Lines: Border Enforcement and the Origins of Undocumented Immigration, 1882-1930*

Johnson, Benjamin. *Revolution in Texas: How a Forgotten Rebellion and its Bloody Suppression Turned Mexicans in to Americans*

Levario, Miguel. *Militarizing the Border: When Mexicans Became the Enemy*

Lubheid, Eithne. *Entry Denied: Controlling Sexuality at the Border*

Lytle Hernandez, Kelly. *Migra! A History of the U.S. Border Patrol*

McKiernan-Gonzalez, John. *Fevered Measures: Public Health and Race at the Texas-Mexico Border, 1848-1942*

Perales, Monica. *Smeltertown: Making and Remembering a Southwest Border Community*

Schmidt-Camacho, Alicia. *Migrant Imaginaries: Latino Cultural Politics in the U.S. Mexico Borderlands*

St. John, Rachel. *Line in the Sand: A History of the Western U.S.-Mexico Border*

Truett, Samuel. *Fugitive Landscapes: The Forgotten History of the U.S.-Mexico Borderlands*

Plus, material posted on Blackboard

**Descriptions of assignments:** Students will submit short reading responses in the form of a critical question about any aspect of the reading (e.g. the author’s methodology, argument, contribution, theoretical, and/or conceptual questions) via Blackboard by five o’clock pm on Wednesday. These critical questions will help guide class discussions.

Students will write one short paper during the semester that discusses several monographs in conjunction with one or more of the historiographical and/or theoretical essays you will be reading. This paper will be between 7-10 pages in length and will be a preparation for a longer historiographical essay due at the end of the semester.

Students will write one longer historiographical essay that places the monographs from the semester’s reading in discussion with each other, as well as with larger historiographical and theoretical discourses. This paper will be between 20-25 pages in length and is due at the end of the semester.

**Attendance:** Since this course is reading and discussion-based, students are expected to attend every week. I will excuse one absence. More than one absence, however, will begin to undermine a student’s ability to succeed in the course.

**Grading**: Grading will be based on attendance and participation, which includes the weekly reading responses, as well as the quality of analysis and writing demonstrated in the two writing assignments.

**Grade Grievances**: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current graduate catalog.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity:** Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Student Support Services**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located [insert a description of the nearest exit/emergency exit]. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**Weekly Reading Schedule: (Can be amended as needed)**

August 28: Class Introduction. Reading: Jeremy Adelman and Stephen Aron, “From Borderlands to Borders: Empires, Nation-States, and the Peoples in between in North American History,” American Historical Review 104:3 (June 1999), 814-841; Frederick Jackson Turner, “The Significance of the Frontier in American History;” and selections from Gloria Anzaldua, *Borderlands/La Frontera*. All readings posted on Blackboard.

Sept. 4: Reading: Rachel St. John, *Line in the Sand: A History of the Western U.S.-Mexico Border*.

Sept. 11: Reading: John McKiernan-Gonzalez, *Fevered Measures: Public Health and Race at the Texas-Mexico Border, 1848-1942*.

Sept. 18: Samuel Truett, *Fugitive Landscapes: The Forgotten History of the U.S.-Mexico Borderlands*

Sept. 25: Reading: Miguel Levario, *Militarizing the Border: When Mexicans Became the Enemy*.

Oct. 2: Reading: BenjaminJohnson, *Revolution in Texas: How a Forgotten Rebellion and its Bloody Suppression Turned Mexicans in to Americans*.

Oct. 9: Reading: Patrick Ettinger, *Imaginary Lines: Border Enforcement and the Origins of Undocumented Immigration, 1882-1930*.

Oct. 16: Reading: Kelly Lytle Hernandez, *Migra! A History of the U.S. Border Patrol*.

Oct. 23: Reading: Eithne Lubheid, *Entry Denied: Controlling Sexuality at the Border*. **Paper Due.**

Oct. 30: Reading: T. Alexander Aleinikoff, *Semblances of Sovereignty: The Constitution, the State, and American Citizenship*.

Nov. 6: Reading: Deborah Cohen, *Braceros: Migrant Citizens and Transnational Subjects in the Postwar United States and Mexico*.

Nov. 13: Reading: Alicia Schmidt-Camacho, *Migrant Imaginaries: Latino Cultural Politics in the U.S. Mexico Borderlands*.

Nov. 20: Reading: Monica Perales, *Smeltertown: Making and Remembering a Southwest Border Community*.

Nov. 27: **Day Before Thanksgiving. No Class.**

Dec. 4: Last Class Day. Wrap Up.

**Final Paper Due, Friday, Dec. 13.**