HIST 5312: Readings in Borderlands History (Indigenous Peoples in Borderlands History)

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Course Description
This course focuses on the histories of Indigenous peoples living in the region known today as the US-Mexico borderlands, with some comparison to the US-Canada border. Readings will discuss the themes of cultural contact, conquest and colonialism, missions and labor, resistance and cultural intermixture, identity, the impact of the modern border on Indigenous peoples, racialization, citizenship, and gender. We will investigate paradigms such as “frontier, borderland, bounded land, and middle ground,” and we will discuss some of the differences between American Indian history and borderlands history as they narrate the pasts of Indigenous peoples within “the borderlands.” Next, we will address different definitions of borderlands, borders, and frontiers. By this I mean we will think about borders and borderlands that are NOT directly associated with the geopolitical borders drawn by nation-states. Students will read a book and article per week; lead one class discussion; and we will make site visits to local Native communities. Students will be required to write a 20 page synthetic essay focusing on historical content and themes related to Indigenous peoples in borderlands history. This synthetic essay may be submitted to the Ph.D. portfolio under borderlands or transnational/global/comparative history.

Reading List
Hamalainen, Pekka. The Comanche Empire. Yale University Press. 2009. 0300151179

***Additional essays are on the class website. Be prepared to discuss them on the dates they are assigned***
Special Comments

It is very exciting to offer this course at UTEP. Borderlands history has been growing exponentially, and the related “frameworks” of transnational, diaspora, and comparative histories further contribute to the vibrancy of this field. Native American history and Native American Studies have seen a resurgence, especially in a global context. This class brings these fields into dialogue, asking several key questions:

“When are Indigenous homelands also borderlands, and borderlands also Indigenous homelands?”

“How do Indigenous peoples perceive, create, dismantle, and subvert various borders and borderland spaces?”

“Are borders solely a product of modernity and imperialism?”

“How do Indigenous peoples perceive, create, dismantle, and subvert various borders and borderland spaces?”

“Can borders divide as much as they attract?”

This class will address these and other questions at the nexus of borderlands and Indigenous history. In addition, this course will help students sharpen their critical reading, thinking, and writing skills while also fulfilling the concrete objectives of the Ph.D. program in Borderlands history. For Ph.D. students, at the end of the semester you will have completed several book reviews, one extended review essay, an encyclopedia entry, and a 20 page historical synthesis, all of which you can submit to your portfolio.

Assessment and Assignments

Book Reviews (2 x 15 pts = 30 pts)
These are standard 500 word book reviews. Format will be provided in class.

Review Essay (40 pts)
This is an extended (1000 words) critical review of three books. One book may not be on the required reading list. Format will be provided in class.

Digital Encyclopedia Entry (50 pts)
Each student will choose from a list of topics and write an encyclopedia entry on that topic. These brief essays (1250 words) will contain a short commentary on historiography, focus on historical content, include an image and map, and a brief annotated bibliography. You must choose at least three books and two articles, and at least one book cannot be on the required list. We will upload these entries to the H-Borderlands website on a page dedicated to Indigenous peoples along the U.S.-Mexico Border.

Final Paper (100 pts)
This synthetic essay is a narrative summary of historical content, themes, patterns, and events. It is neither a historiographical nor a research paper. Students will propose a topic and annotated bibliography, write a 20 pg narrative synthesis of a topic related to Indigenous people and/in borderlands history. Papers may be comparative in nature. Students may use no more than 5 books from the course, and must use a total of 12-15 books and 5 essays. More info will be provided in class.

Annotated Bibliography (30 pts)
Bibliography with 1-3 sentence summaries of the main points and argument/significance of each book.

Attendance and Participation (100 pts)
Students are expected to come prepared to contribute to discussion in class. Attendance is mandatory, but you are allowed one unexcused absence. If you foresee missing more than one class, please contact me. Chronic absences will result in failure of the course. You are also required to pair up with another student to lead class discussion on a set of readings. This will be explained in greater detail in class.

Total Points for course: 350
Course Schedule (Subject to change)

Week One (January 18)  
Course Overview and “What’s at stake”  
Read: EagleWoman, Luna-Firebaugh, Osburn, O’Brien

Week Two (January 25)  
Borderlands History and Native American Studies  
Read: Adelman & Aron, Hamalainen & Wunder, Deloria, Introduction to A Companion to American Indian History; Weaver, “More Light than Heat;” Bruyneel, “Intro & Ch. 1”

Week Three (February 1)  
New Mexico  
Read: Brooks, Captives and Cousins; Brown & Schenk, “Metis, Mixed-Blood, and Mestizo,” in A Companion to American Indian History; Deeds, “Rural Work in Nueva Vizcaya”; Optional: Calloway, Ch 2 & 3, in One Vast Wintercount  
Due: Book Review 1

Week Four (February 8)  
Comancheria  
Read: Hamalainen, The Comanche Empire; Gutierrez & Young, “Transnationalizing Borderlands History”; Optional: Demers, “Native American Slavery...”; Gelo, “Comanche Land”

Week Five (February 15)  
Tejas  
Read: Barr, Peace Came in the Form of a Woman; Tamez, Chapter Two “From Nde Lenses...”; Optional: Adams, “Embattled Borderlands...”  
Due: Paper proposal and Annotated Bibliography

Week Six (February 22)  
California  
Read: Hackel, Children of Coyote, Missionaries of St. Francis; Castaneda, “Engendering...Alta California”  
Due: Book Review 2

Week Seven (March 1)  
The Great Basin and Ilahee  
Read: Blackhawk, Violence Over the Land; Whaley, “Oregon, Ilahee and the Empire...”; Campbell, “The Lehmi Shoshoni”

Week Eight (March 8)  
Sonora  

Week Nine (March 15)  
SPRING BREAK
Week Ten (March 22)  Lines on a Map
Due: Review Essay

Week Eleven (March 29)  Violence, Gender, and “The Apache Other”
Read: Alonso, *Thread of Blood*; Tamez, “Apache Studies”

Week Twelve (April 5)  The Medicine Line

Week Thirteen (April 12)  The Camp Grant Massacre and Historical Memory
Due: Encyclopedia Entry

Week Fourteen (April 19)  The Paso del Norte Region

Week Fifteen (April 26)  Racial Lines and Borderlands Identities
Read: Meeks, *Border Citizens*; Schulze, “The Kickapoo Trans-Nation”; Reid, “Illegal Alien?”

Week Sixteen (May 3)  Reflections and Thoughts on Future Work
Read: Williams, “People and the River”; The Tohono O’odham Briefing Book; Saba, “The Arizona-Sonora and Peru-Ecuador Borders”; UT-Law Working Group

FINAL PAPERS DUE AS AN MSWORD DOCUMENT TO ME BY MAY 10TH, 4:00PM