The American Southwest, roughly the US-Mexico border area from Texas to California, is a political, economic, and cultural crossroads. We will investigate interactions between Native Americans and Spanish colonists beginning in the sixteenth century, emerging US economic and political control during the nineteenth century, the Treaty of Guadalupe Hidalgo, land dispossession, the Mexican Revolution, immigration, civil rights, and twentieth century demography. We will also discuss the borderlands as a literary and symbolic concept.

Note: This course counts toward the GSFS major.

Required Texts:
Kelly Lytle Hernández, *Migra*
Karl Jacoby, *Shadows at Dawn*
Anthony Mora, *Border Dilemmas*
Monica Perales, *Smeltertown*
Juliana Barr, *Peace Came in the Form of a Woman*
Natalia Molina, *Fit to Be Citizens?*
Gabriela F. Arredondo, *Mexican Chicago*
Gilbert Gonzalez, *Guest Workers or Colonized Labor?*

Textbooks are available at the college bookstore and are also on reserve at Mudd Library. Essays are available on Blackboard

Grading:
Class Participation/Attendance 10
Book Review #1 25
Book Review #2 25
Book Review #3 25
In-Class Presentation 15
Final Grade will be out of 100 points

Class Participation:
Regular attendance and thoughtful, prepared, courteous participation in classroom discussion are required features of the class. Due to the small size of the class and because it meets only once a week, attendance and preparation are very important, as is the careful reading of classmates’ book reviews. Attendance (and absences) will be considered in determining your final grade.

Written Assignments:
As an upper-level History seminar, this course seeks to provide students with an introduction of sorts to graduate work. Book reviews and peer evaluation are basic aspects of many academic disciplines, including History, and will play a central role in this course. Each student will be responsible for preparing three 5-page book reviews on books from the list of assigned reading. The book reviews should address the authors’ main points, methodological approaches, and historiographical concerns. Students will distribute copies of their reviews to the instructor and to their classmates (who will be expected to read the reviews and constructively comment on them during class discussion). On weeks when they do not complete reviews, students will be asked to submit one discussion question to the instructor by Wednesday at noon for distribution to the class during discussion.

The reviews are due by noon on the Monday before the book is to be discussed in class and should be distributed electronically to the entire class and the instructor. In addition, one paper copy of the paper should be placed outside the instructor’s office (King 141E) by noon Monday for students unable to access the papers electronically. The
papers should be legibly typed or word-processed, with reasonable fonts, double-spacing, and 1 inch margins (double-sided printing is encouraged). Please attempt to stay within the assigned page limits.  
**Note:** With very few exceptions, late book reviews will not be accepted.

**In-Class Presentations:**
Students will also be required to make one in-class presentations during the semester. These presentations will be reviews of three essays (selected by the student) covering related topics in the history of the Borderlands. The presentations should be 10 minutes in length and describe the main arguments of the three essays, compare their conclusions and methodological approaches, and place the articles within historiographical context.

**Honor Code**
All work in this class is governed by the Honor Code of Oberlin College. The honor code is available at: http://new.oberlin.edu/students/policies/2011-2012/11-Policies-Honor.pdf. If you have questions about how the code applies to any assignment or work done for the class, please feel free to consult the instructor.

**Schedule and Reading Assignments:**

**February 8**   Introduction

**February 15**
Patricia Zavella, “Telling to Live” (available on Blackboard).
Eithne Luibhéid, “Looking Like a Lesbian” (available on Blackboard).
Rosa Linda Fregoso, “Towards a Planetary Civil Society” (available on Blackboard).
Dolores Inés Casillas, “Puro México!” (available on Blackboard).
Note: Please email to the class 1-2 page review essay of one of the assigned essays by noon, Mon. Feb. 13.

**February 22**
Juliana Barr, *Peace Came in the Form of a Woman*

**February 29**
Anthony Mora, *Border Dilemmas*

**March 7**
Karl Jacoby, *Shadows at Dawn*

**March 14**
Monica Perales, *Smeltertown*

**March 21**   Research Presentations
Míroslava Chávez-García, “Youth, Evidence, and Agency” (available on Blackboard).
Ernesto Chávez, “Ramon is not one of these” (available on Blackboard).
Alexandra Stern, “Buildings, Boundaries, and Blood” (available on Blackboard).

**March 28**   *Spring Break, no class.*

**April 4**
Gabriela F. Arredondo, *Mexican Chicago*
April 11    Research Presentations
Lilia Fernández, “Of Immigrants and Migrants” (available on Blackboard).
Priscilla Falcon, “Only Strong Women Stayed” (available on Blackboard).

April 18
Natalia Molina, *Fit to Be Citizens?*

April 25
Gilbert Gonzalez, *Guest Workers or Colonized Labor?*

May 2
Kelly Lytle Hernández, *Migra!*

May 9    Research Presentations
Class Summary