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.

Required Texts:

Gloria E. Anzaldúa, *Borderlands/ La Frontera*
Rosa Linda Fregoso, *Mexicana Encounters*
Gloria González-López, *Erotic Journeys*
David Gutiérrez, *Walls and Mirrors*
Ramón A. Gutiérrez, *When Jesus Came, the Corn Mothers Went Away*
Martha Menchaca, *Recovering History, Constructing Race*
Pablo Mitchell, *Coyote Nation*
Vicki Ruiz, *Cannery Women, Cannery Lives*
George J. Sánchez, *Becoming Mexican American*
Dionicio Valdés, *Barrios Nortenos*
Elliott Young, *Catarino Garza’s Revolution on the Texas-Mexico Border*

All textbooks are available for purchase at Mindfair books and the college bookstore.
Additional readings are available on reserve at Mudd Library, through ERES (password: HIST327), Online,
and/or through Blackboard.

Grading:

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<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Participation/Attendance</td>
<td>20</td>
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<tr>
<td>Review Papers</td>
<td>100</td>
</tr>
<tr>
<td>Book Review #1</td>
<td>40</td>
</tr>
<tr>
<td>Book Review #2</td>
<td>40</td>
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</tbody>
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Final Grade will be out of 200 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. Attendance (and absences) will be considered in determining your final grade. Students will also be required to co-facilitate two class sessions over the course of the semester, which will include submitting discussion questions to the class and helping to guide discussion. Students will sign up for slots during the second week of class.

Written Assignments:
The written assignments for the course will consist of a total of ten 1-2 page review papers over the course of the semester and two 5 page review essays. The weekly review papers are formal writing exercises and should describe the main arguments of the assigned book (or one of the articles if no book is assigned for that week), relate the reading to broader themes of the course, and suggest questions to be discussed during the class period. Students will be required to complete ten weekly review papers during the semester and may not turn in more than one paper per week. These papers are to be turned in to the instructor by the beginning of class. Late review papers will not be accepted.

The 5 page review essays will compare one of the assigned books for the class with an additional text (see syllabus for recommended books). The essays should address and compare the authors’ main points, methodological approaches, and historiographical concerns. Students are welcome to write one larger, 10-12 page research paper in place of the two 5 page reviews. Students choosing this option must consult the instructor in the first few weeks of the semester to discuss the paper and will be required to turn in a detailed progress report when the first 5 page review is due.

Papers are due on the date assigned and should be legibly typed or word-processed, with reasonable fonts, double-spacing, and 1 inch margins. Please attempt to stay within the assigned page limits. Late papers will be penalized 1 point for every 24 hour period the papers are late. Papers more than 10 days late will not be accepted. Students must complete all written assignments in order to receive credit for the course.

Honor Code
All work in this class is governed by the Honor Code of Oberlin College. The honor code is available at: http://www.oberlin.edu/students/links-life/rules-regs.html#honor. If you have questions about how the honor code applies to any assignment or work done for the class, please feel free to consult the instructor.

Schedule and Reading Assignments:

February 6 Introduction

February 13
- Anzaldúa, Borderlands/La Frontera
- Watts, “Aztlán” (Available Through Blackboard in “Course Documents”)

Recommended Texts: Carl Gutiérrez-Jones, Rethinking the Borderlands; Emma Pérez, Decolonial Imaginary; Catrióna Rueda Esquibel, With Her Machete in Her Hand

February 20
- Menchaca, Recovering History, Constructing Race

Recommended Texts: Tomás Almaguer, Racial Faultlines; Lisabeth Haas, Conquests and Historical Identities; Stephen Pitti, The Devil in Silicon Valley
February 27
- Gutiérrez, *Walls and Mirrors*
- Luibhéid, “Looking Like a Lesbian”
  
**Recommended Texts:** Rodolfo Acuña, *Occupied America*; Juan Gómez-Quiñones, *Chicano Politics*; Gilbert Gonzalez and Raul Fernandez, *A Century of Chicano History*

March 6
- Young, *Catarino Garza’s Revolution on the Texas-Mexico*
- Stern, “Buildings, Boundaries, and Blood”
  
**Recommended Texts:** Neil Foley, *White Scourge*; David Montejano, *Anglos and Mexicans in the Making of Texas*; Américo Paredes, *With His Pistol in His Hand*

March 13
- Sánchez, *Becoming Mexican American*
- E. Pérez, “Feminism in Nationalism”
- Robinson, “La Opinión” (Available Through Blackboard in “Course Documents”)
  

March 20
- Ruiz, *Cannery Women, Cannery Lives*
- Cohen, “Braceros” (Available Through Blackboard in “Course Documents”)
  

**Bring Rough Draft of 1st Review Paper or Research Progress Report to Class**

**1st paper due Friday, March 24, 2006 by 5pm.**

March 27
*Spring Break, no class.*

April 3
- Gutiérrez, *When Jesus Came, the Corn Mothers Went Away*
- González, “La Tules of Image and Reality”
  
**Recommended Texts:** James Brooks, *Captives and Cousins*; Ross Frank, *From Settler to Citizen*; Andrés Reséndez, *Changing National Identities*

April 10          Guest Instructor, Gina Pérez!
- Mitchell, *Coyote Nation*
- Montgomery, “Race and Memory” (Available Through Blackboard in “Course Documents”)
  

April 17
- Valdés, *Barrios Nortenos*
- Arredondo, “Navigating” (Available Through Blackboard in “Course Documents”)
- Rivera, “Lorain” (Available Through Blackboard in “Course Documents”)

April 24
- Chávez, “Birth of a New Symbol” and “Chale No” (Available Through Blackboard in “Course Documents”)
- Martinez, “Chingón Politics” (Available Through Blackboard in “Course Documents”)
- Rodriguez, “A Movement”
  - http://www.historycooperative.org/journals/whq/34.3/rodriguez.html


May 1
- Fregoso, *Mexcana Encounters*
- Limón, “Tex-Sex-Mex”


May 8
- Gloria González-López, *Erotic Journeys*
- Solomon, “Trans/Migrant” (Available Through Blackboard in “Course Documents”)

Recommended Texts: Joseph Nevins, *Operation Gatekeeper*; Eithne Luibhédí, Lionel Cantú, *Queer Migrations*; Pablo Vila, *Border Identifications*

*Bring Rough Draft of 2nd Review Paper or Research Paper to Class*

*Final Paper due date TBA.*