

Course Syllabus

Course Information

HIST 3392: U.S.-Mexico Borderlands

First Five-Week Summer 2017, JO 4.102, MW 1:00-5:00

Professor Contact Information

Jeff Schulze, JO 3.512, 972-883-2073, jeffrey.schulze@utdallas.edu

Office hours: MW 12:00-1:00 or by appointment

Course Pre-requisites, Co-requisites, and/or Other Restrictions

HIST 1301, HIST 1302, HIST 2301, HIST 2330, HIST 2331, or the equivalent.

Course Description

A scholar once asserted that the U.S.-Mexican border region “has never known a placid year since it emerged from the Mexican War of 1848.” In recent decades the border has acquired a reputation as a hotbed of diplomatic tension and, especially, unlawful activity, such as illegal migration, drug trafficking, prostitution, and official corruption. Through a combination of lectures, selected readings, class discussions, and films (documentary and fictional drama), we will explore this region’s evolution from a dangerous and dreary colonial backwater to a dynamic, thriving, yet still perplexing international conduit, all the while focusing on the role of borderlanders themselves in shaping the region and its destiny. Although primarily concerned with the United States’ southern border, this course will also examine dynamics along the northern border in order to supplement our understanding of how borders are constructed, how they acquire legitimacy, and how they impact the communities that call these regions home.

General Education Core Objectives

Students who successfully complete this course will demonstrate competency in the following core objectives:

- **Critical thinking skills** – Students will engage in creative and/or innovative thinking, and/or inquiry, analysis, evaluation, synthesis of information, organizing concepts and constructing solutions.
- **Communication skills** – Students will demonstrate effective written and oral communication.
- **Social responsibility** – Students will demonstrate intercultural competency and civic knowledge by engaging with local, regional, national and global communities.
- **Personal responsibility** - Students will demonstrate the ability to connect choices, actions and consequences to ethical decision-making.

HIST 4378 Course Objectives

Students will learn:

- **Critical thinking skills**; to analyze and think critically about some of the major political, economic, and cultural themes that characterize the history of the North American borderlands (assessed via our three quizzes, short paper, and final exam).
- **Communication skills**; to communicate your understanding of some of the major events and figures that directly affected the trajectory of North American borderlands history (assessed via our class discussions, three quizzes, and short paper).

- **Social responsibility**; to become aware of how relationships among and between co-cultures (e.g., race and gender) evolved from the Spanish colonial period through the late twentieth century (assessed via our class discussions, three quizzes, short paper, and final exam).
- **Personal responsibility**; to analyze major developments such as armed conflicts and government initiatives in terms of ethical decision-making (assessed via our three quizzes and short paper).

Required Textbooks and Materials

Albert L. Hurtado, *Intimate Frontiers: Sex, Gender, and Culture in Old California*
 Rachel St. John, *Line in the Sand: A History of the Western U.S.-Mexico Border*
 Benjamin Heber Johnson, *Revolution in Texas*
 Luis Alberto Urrea, *The Devil's Highway* (**physical copy only!**)

Assignments & Academic Calendar

- 5/31 Course Intro/Defining and Theorizing the Borderlands/The Precontact Scenario
Begin reading Hurtado, *Intimate Frontiers
- 6/5 Contact and Exploration/Exploitation and Rebellion/Defending the Frontier
 6/7 **Quiz 1** and discussion of Hurtado, *Intimate Frontiers*/The Waning of New Spain /The (Brief) Mexican Period/The U.S.-Mexican War
***Begin reading St. John, *Line in the Sand*, 1-118**
- 6/12 Border Indians/Incorporating the Borderlands
 6/14 **Quiz 2** and discussion of St. John, *Line in the Sand*, 1-118/The Northern Border Drawn
Begin reading Johnson, *Revolution in Texas
- 6/19 Border Identities/The Mexican Revolution/Early Twentieth-Century Dilemmas
 6/21 **Quiz 3** and discussion of Johnson, *Revolution in Texas*/The Great Depression and Repatriation/The New Deal and the American Southwest/"Other" Borderlanders at Mid-Century
Begin reading St. John, *Line in the Sand*, 119-208, and Urrea, *Devil's Highway
- 6/26 The Chicano Movement/El Chamizal and U.S.-Mexican Diplomacy/Border Indians, Continued
 6/28 Discussion of St. John, *Line in the Sand*, 119-208/Foreign Dependence/Border Towns and Tourism
- 7/3 **Short paper due**/Class discussion of Urrea, *The Devil's Highway*/Immigration and Other Contemporary Dilemmas/Course Review

Final exam day/time TBA

The above descriptions and timelines are subject to change at the discretion of the Professor.

Grading Policy

You will take three in-class, short-answer quizzes over the reading assigned for each respective quiz day. These quizzes will collectively make up 30% of your final grade. You will also write a 6-8 page paper that will be worth 30% of your final grade. We will discuss paper content and criteria later in the term, but the assignment will require that you employ both primary and secondary sources and properly cite your work. Finally, you will take a cumulative multiple-choice final exam during the designated final exam period that will be worth 40% of your final grade.

Consistent attendance is absolutely critical to your success in this course, particularly since lectures, discussions, films, and other in-class assignments comprise the bulk of the material on which you will be tested. Thus, I will take attendance each day. Each absence up to two will cost you a letter grade per absence. Beyond two absences, you will not receive credit for the course. Please note that I do not differentiate between “excused” and “unexcused” absences. Since we are only meeting ten times, I cannot ignore absences under any circumstances. I reserve the right to assign absences to students who leave class early or arrive excessively late. Finally, I DO NOT offer extra credit assignments. Your five graded assignments will be your only chance to do well in this course.

Course & Instructor Policies

Should you miss a class, it is your responsibility to obtain notes from a classmate. In other words, I will not make my own notes available to students. Should you miss an in-class assignment, a make-up will ONLY be granted with legal or medical documentation, and must be BOTH arranged AND completed within ONE WEEK of the original assignment date. Late final papers will be penalized one letter grade per day, and will not be accepted after two days.

Please bring an 882-E Scantron form to your final exam. I will provide paper for your three quizzes.

I do not allow laptops or the taping of class lectures unless you can produce documentation from the Office of Student AccessAbility recommending otherwise. I do not allow eating in class, but drinks are fine. Finally, please keep in-class conversation not related to class material to a minimum, and remember to **turn off and put away your cell phones (I don’t want to see these at all!)**.

For a complete overview of University policy, visit the following URL:

<http://provost.utdallas.edu/home/syllabus-policies>
