

AMS 370: Feminist Interventions in Borderlands History ***updated 1/19/12***

Dr. Guidotti-Hernández
Spring 2012
T-R 12:30-2:00pm
Jes 2.17A

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This seminar will provide undergraduates with an in-depth understand of the social, economic, and spatial transformations in the nineteenth and early twentieth centuries U.S.- Mexico borderlands. In particular, students will learn the history of empire on this continent. As we track the shifts and changes during the Spanish and British empires to the current configuration of the U.S. and Mexico as independent nation-states, we will see how the border became porous at times and highly policed at others. Further, we will examine how chattel slavery, Indian removal, the Texas wars for Independence, the Mexican American war of 1848, and the Treaty of Guadalupe Hidalgo continue to influence how ideas of nation, space and citizenship (or lack thereof) are articulated in these regions today. Lastly, this course stages an intervention in the typically masculinist formation of the field of Borderlands history by operating from a feminist scholarly perspective. In doing so, the course materials and your own research projects will demonstrate how thinking transnationally exposes the most interesting intersections of race, class, gender and sexuality as they formed this distinct regional history. The contextual historical texts and methodological essays we read will expose the concerns, anxieties and preoccupations with the contested nature of subjectivity in the nineteenth and early twentieth century U.S./Mexico Borderlands.

Required Texts

Barr, Juliana	<i>Peace Came in the Form of A Woman</i>
Brooks, James	<i>Captives and Cousins</i>
Blackhawk, Ned	<i>Violence Over the Land</i>
Gonzlaez, Dena	<i>Refusing the Favor</i>
Guidotti-Hernández	<i>Unspeakable Violence</i>
de Zavala, Adina.	<i>History and Legends of the Alamo and Other Missions in and around San Antonio</i>
Gonzalez, Jovita.	<i>Dew on the Thorn</i>
Pinedo, Encarnación	<i>El Cocinero Español</i>

Course Requirements

Attendance and Participation

You are required to be actively involved in the learning process. Bring your books and articles to class for the appropriate day's material. All students will be expected to attend all classes and to be prepared to discuss the assigned readings. Try to take initiative in thinking through ideas and discussing them in class. If you have more than two absences,

your grade will drop a full letter grade. Three unexcused absences will result in being dropped from the course. Tardiness will not be tolerated. If you arrive later than 5 minutes after class starts, you will be counted absent.

All technology, including cell phones, kindles, ipads, and computers are banned from the classroom. Students should take notes the traditional way, by hand. Please be respectful of your peers and the learning environment.

Policy on late work

NO LATE WORK WILL BE ACCEPTED. IF YOU ARE ILL OR WILL MISS THE PAPER DEADLINE, CONTACT THE INSTRUCTOR 24 HOURS PRIOR TO THE DUE DATE. YOU MAY BE GRANTED AN EXTENSION DEPENDING UPON THE CIRCUMSTANCES. IT IS YOUR RESPONSIBILITY TO MAKE ARRANGEMENTS PRIOR TO ASSIGNMENT DUE DATES.

Position Papers

Students will write 1-2 page papers with the same objectives and goals: to start class discussion and lead to ideas for the final course paper. Students are required to write five (5) papers on any text of their choosing throughout the semester. All five papers need to be completed by the final meeting of class. For a paper to be counted as on time, it must be turned in on the day that we are reading the text(s) you are writing about. In other words, a paper from the week 2 readings must be turned in on the day we discuss the readings for week 2. I will not accept all 5 papers on the last day of class

Archival Assignment

After our visit to the Benson, and based on your field of research, students will select one document (letter, newspaper, patent, memorandum, map, telegram, press release, report, advertisement, congressional record, census report, painting, other) and fill out the Written Document Analysis worksheet. This assignment is designed to get you prepared for the final research project. The form will be available on Blackboard. (5% of grade)

Paper and Prospectus

A two-page prospectus describing your research project for the course will outline your proposed research paper and argument. This will include a thesis statement and thesis paragraph. I will also expect an annotated bibliography to be submitted with the prospectus. The bibliography should have at least 6 primary sources and 2 secondary relevant sources to your proposed research project. This assignment is designed to provide guidance as you write your final paper. The professor will provide feedback on the preliminary stages of your paper and research.

Final Paper

The final paper must be 8-10 pages in length. All students will perform archival research about the development and social conditions existing in the Nineteenth-Century and Early Twentieth Century U.S./Mexico Borderlands. Using the newspapers, photographs, census data, unpublished nineteenth century manuscripts, personal letters, broadsides, or

post cards from this region or depicting this region, your task is to construct an argument about race, class, gender and citizenship along the border. Using your primary resources, you will formulate an argument. Should you need secondary sources, you may use these sources to support your argument. They may not, however, form the basis of your argument. The purpose of this assignment is to apply what you've learned from the case studies we've read throughout the semester. You should see yourself as someone reconstructing history, perhaps taking a small event out of obscurity and bringing it to the attention of a larger public who would be better informed armed with the materials you have recovered. The professor will provide a list of suitable newspapers and years and states from which to work. Work with Spanish language sources and translation will be encouraged but not required. A more detailed handout will be circulated in early April.

Extra Credit

Students can earn extra credit by reading one to two of the unread chapters from the course in *Peace Came in the Form of a Woman, Violence Over the Land or Captives and Cousins* and write a 1-2 page response paper. Students must discuss how the chapter engages or changes the theoretical concepts we have used during the semester. This paper can add additional points to grade overall. Students can write a maximum of three papers for extra credit, for an additional 3% added to their final grade. For example, if you have a 95% average and receive full credit for the response papers, these extra papers will give extra points and bring you to 97%. In addition, there will be events that students can attend throughout the semester to earn extra credit. On designated days the professor will alert the students of these opportunities. After attending one of these events, students must write a 1-2 page critical response paper detailing the event, providing an analysis and arguing how it does/does not relate to the course concepts.

Grades

Your final grade is calculated through the following components.

- 30% Final Paper
- 10% Prospectus and Bibliography
- 5% Archival Assignment
- 25% Position Papers
- 30% Attendance and Class Participation

****Indicates reading is on Blackboard****

Week 1:

- 1/17 Introduction, course requirements
- 1/19 “Transnationalizing Borderlands History” Gutiérrez and Young *

Week 2

- 1/24 *“Transnationalism as a Category of Analysis” Briggs, McCormick and Way

1/26 *Selections from *The Decolonial Imaginary*

Week 3:

1/31 *Castañeda "Gender, Race, and Culture: Spanish Mexican Women in the Historiography of Frontier California."

2/1 *Gutierrez "Honor, Ideology, Marriage Negotiation, and Class Gender Domination in New Mexico, 1690-1846."

Week 4:

2/7 Library Orientation on using archival materials

2/9 *Peace Came in the Form of a Woman*

Week 5:

2/14 *Peace Came in the Form of a Woman*

2/19 *Peace Came in the Form of a Woman*

Week 6:

2/21 *Refusing the Favor*

2/23 *Refusing the Favor*

Week 7:

2/28 *Refusing the Favor*

3/1 *Captives and Cousins*

Week 8:

3/6 *Captives and Cousins*

3/8 *Captives and Cousins*

Week 9:

3/-13-3/15 Spring Break, No Class

Week 10:

3/20 *Captives and Cousins*

3/22 *Violence Over the Land*

Week 11:

3/27 *Violence Over the land*

3/29 *Violence Over the Land*

Week 12:

4/3 *Violence Over the Land*

4/5 *Unspeakable Violence* intro and chapter 1

Week 13

4/10 *Unspeakable Violence*, Chapter 2 and ***“*Life in Old Tucson, 1854-1864, As Remembered by the Little Maid, Antanacia Santa Cruz*”

Prospectus and Bibliography due

4/12 *Unspeakable Violence* Chapters 4 and 5

Week 14:

4/17 *History and Legends of the Alamo and Other Missions in and around San Antonio*

4/19 *History and Legends of the Alamo and Other Missions in and around San Antonio*

Week 15:

4/24 *Dew on the Thorn*

4/26 *Dew on the Thorn and Unspeakable Violence*, Chapter 3

Week 16

5/1 *Encarnación's Kitchen: Mexican Recipes from Nineteenth Century California and “Gender, Epistemology and Cooking”*

5/3 Discussion of final projects

FINAL PAPERS ARE DUE May 10th IN MY BOX IN THE American Studies DEPARTMENT BY 3:00pm.