Tales from the Chihuahuan Desert: Borderlands Narratives about Identity and Binationalism

National Endowment for the Humanities
A Summer Institute for Secondary School Teachers (Grades 6–12)

Expanded Syllabus

The following schedule provides an overview of the topics addressed in each day of the two-week Institute, the general flow of activities, and the readings associated with each day. Institute readings include articles and selected chapters—some considered classics, some more recent interpretations, some written by UTEP faculty and visiting guest lecturers. Together, these documents provide valuable background and varying perspectives about our topic.

The four required books as full readings should be read in advance of the Institute including the primary books assigned for the Institute. Optional related readings provide additional information on selected topics. You may refer to them as appropriate for your e-portfolio development with instructional lessons.

The course reader will be available to download from the Institute project’s website upon acceptance.

Additional handouts—mostly primary sources and instructional lesson support—will be posted on the project website and handed out over the course of our two weeks together.

Each weekday is organized with morning and afternoon sessions. The mornings are dedicated to lectures and dialogue related the guiding questions and assigned readings, while afternoons will be dedicated to e-portfolios specific learning workshops and e-portfolio development with independent study as follows:

**Morning Session**  8:30 AM to 12:00 PM (MT)
**Afternoon Session**  1:20 PM to 4:30 PM (MT)

Based on the pre-scheduled engagement only, evenings will likely begin at 6:00 PM through 8:00 PM (MT).

**Sunday, July 16th: Arrival, Welcome, and Orientation**

- Late Afternoon: Institute co-directors, two of our UTEP faculty members, and two Visiting Guest Lecturers will be in the Hilton Garden Inn at UTEP to welcome the Summer Scholars and assist with check-in.
Evening: Meet and greet reception hosted by UTEP and includes a guided tour of the museum galleries plus coffee and dessert. A walking tour of downtown El Paso will be available.

Required Readings


WEEK ONE: July 16th – July 22nd, 2017
Setting the Stage: Historiography in the Chihuahuan Desert and Inquiry-Based Learning
The Origins of History and Narratives at the Border

GUIDING QUESTIONS
What is history?
What are the roles of a chronicler of history?
    From the border?
    From afar?
Why do we tell the story of the border as we do?
What can we learn about literature by examining the points of view?

Monday, July 17th: Setting the Stage: Approaches to History and Narratives
• Welcome and Overview [Martínez, Rodríguez]
• Approaches to History and Narratives [Leyva]
• Introduction to UTEP and Resources [Leyva, Martínez]
• Roundtable Discussion of Readings: What is history? What are our roles as teachers and tellers of histories? [Martínez, Leyva]
• Introduction to E-Portfolio Projects [Rodríguez, Varela]
• Workshop Course, Tales of the Chihuahuan Desert: Developing Instructional Lesson Plans through Inquiry-Based Learning [Rodríguez, Varela]

Required Readings


Tuesday, July 18th: What’s History and Whose Shall We Teach?

- Background on Chihuahuan Borderlands and Its People [Leyva]
- Spain in the Southwest: Introduction to the colonial history of the American Southwest and understanding the legacy of conquest. [Martínez]
- Roundtable Discussion of Readings: How can a focus on bi-national communities such as the El Paso–Ciudad Juárez metroplex inform our understanding about citizenship, history, and identity? [Levya, Perales]
- Workshop Course, The Borderlands in Digital Worlds: E-Portfolio Project and Lesson Plans Development [Varela, Creative Studios Team]
  Focus Question: (1) What makes historical events into milestones in the making of literary narratives and border people’s identities in the Chihuahuan Desert borderlands region?

Required Readings


Wednesday, July 19th: Oral History for History’s Sake

- Introduction: Practice of Ethnography and Oral History [Leyva]
- Reading Oral Histories from the Chihuahuan Desert and Borderlands [Leyva]
• Roundtable Discussion of Readings: What are the roles of a chronicler of history? [Leyva, Martínez]
• Tour of the UTEP Oral History Institute
• Tour of Museo Urbano
• Tour of Union Pacific Railroad’s Santa Teresa Terminal
• Share E-Portfolio Project and Lesson Plans Development

Required Readings


Thursday, July 20th: Textbooks and Methods about History
• American History in Textbooks [Leyva, Martinez]
• Understanding the Practice of Ethnohistory [Perales]
• Looking at the Borderlands through the Prism of Settler Colonialism [Leyva, Martínez]
• Introduction to Recent Methodological Trends in Historical Practice [Perales]
• Roundtable Discussion of Readings: How can understanding border people and their history alter/reorient our conceptual understanding of US history? [Martínez, Perales]
• Tour of UTEP Special Collections
• Maps of the Chihuahuan Desert Borderlands (featured in Special Collections)
• Workshop Course, Using Music as a Literacy Element for Engagement: E-Portfolio Project and Lesson Plans Development [Varela, Creative Studios Team]

Required Readings


Friday, July 21st: An Artist’s Sense of Place via Historical and Literary Narratives
Looking at Modern-Day, Bi-National Spaces [Dominguez, Perales]
El Paso–Ciudad Juárez, San Diego/Tijuana Metroplexes [Martínez]
Introduction to Smeltstown [Perales]
Roundtable Discussion of Readings: How can be gain more perspectives about the complex process of identity formation? [Dominguez, Perales]
Literary Dialogues: Reading the Narratives of the Chihuahuan Borderlands [Rodríguez]
Tour of Center for Inter-American and Border Studies (CIBS) [Heyman]
Workshop Course, Curriculum Resources: E-Portfolio Project and Lesson Plans Development [Varela, Creative Studios Team]
Focus Question: (2) What are the basic theories and methods of historiography and narratology?
Literary Reading by Pat Mora [Mora]

**Required Readings**


**Saturday, July 22nd: Independent Study**
- Tour of El Paso Mission Trail (San Elizario Presidio Chapel, Socorro Mission, Ysleta Mission)

**Sunday, July 23rd: Independent Study**
- E-Portfolio Project and Lesson Plans Development [Creative Studios Team]
- Optional Trip to Chamizal National Memorial (National Park Service)

**Required Readings**


**WEEK TWO: July 23rd – July 30th, 2017**
Narratology and the Construction of Identity and Binationalism
Telling the Stories of the Chihuahuan Desert Borderlands

GUIDING QUESTIONS
What is narratology?
  In history?
  In literature?
What influences the making and establishing of borders?
  External interests?
How does binationalism inform border people’s cultures and literary production?

Monday, July 24th: Teaching Narratives through History and Literature
  • The Chihuahuan Borderlands and Desert Women in Literature [Mora]
  • Performance and Literary Arts [Domínguez, Rodríguez]
  • Roundtable Discussion of Readings: How can diversity of narratives influence our interpretations and perspectives? [Mora, Rodríguez]
  • Literary Dialogues: Reading the Narratives of the Chihuahuan Borderlands [Rodríguez]
  • Tour of UTEP Centennial Museum and Chihuahuan Desert Gardens
  • Attend local theatre performance theme on borderlands and identity.
  • Workshop Course, Using the Popular Culture about the Borderlands: E-Portfolio Project and Lesson Plans Development [Varela, Creative Studios Team]

Required Readings


Tuesday, July 25th: Borders and Politics in Action
  • The Politics of Narratology and Binationalism [Staudt]
  • Roundtable Discussion of Readings: How does binationalism inform border people’s cultures? [Martínez, Staudt]
  • Tour of U.S. Customs and Border Protection Station
  • E-Portfolio Project and Lesson Plans Development [Varela, Creative Studios Team]
    Focus Question: (3) What are the shifting ideologies in the making of two neighboring nations?

Required Readings

**Wednesday, July 26th: Documented Borders via Narratology**
- Journalism and Popular Writing about the Chihuahuan Borderlands [González de Bustamante]
- The Documented Border via Narratology [González de Bustamante]
- Roundtable Discussion of Readings: How does narratology influence the making and establishing of borders? [González de Bustamante, Staudt]
- Literary Dialogues: Reading the Narratives of the Chihuahuan Borderlands [Rodríguez]
- Final Edits of E-Portfolio Project and Lesson Plans Development [Varela, Creative Studios Team]

**Required Reading**

**Thursday, July 27th: Narratives and Influences on the Stage**
- Women and Theatre of the Chihuahuan Borderlands [Dominguez]
- Roundtable Discussion of Readings: How can theatre and narratologies engage students in the practice of literacies? [González de Bustamante, Staudt]
- Literary Dialogues: Reading the Narratives of the Chihuahuan Borderlands [Rodríguez]
- Final Edits of E-Portfolio Project and Lesson Plans Development [Varela, Creative Studios Team]

**Required Reading**

**Friday, July 28th: E-Portfolios**
- Roundtable Discussion of Readings: Which histories and literatures of the Chihuahuan borderlands have influenced our teaching and learning? [Martínez, Perales, Rodríguez]
- Complete E-Portfolio Project and Lesson Plans Development for Viewing by Public [Varela, Creative Studios Team]
- Dinner and evening for independent exploration

**Required Readings**
Saturday, July 29th: Presentations and Farewell
  • Farewell Reception
  • Showcase: Documenting Tales of the Chihuahuan Borderlands [Summer Scholars and González de Bustamante]
  • Institute Evaluation

Sunday, July 30th: DEPARTURE