APPENDIX A
Expanded Syllabus: Study Plan
July 14th – July 28th, 2019

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 five 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 14th: Arrival, Welcome, and Orientation**
- Late Afternoon: Institute co-directors, two of our UTEP faculty members, and two Visiting Guest Lecturers will be in the UTEP Boquillas Hall at UTEP to welcome the Summer Scholars and assist with check-in at UTEP Miner Canyon.
- Early evening: Meet and greet reception hosted by UTEP and includes a guided walking tour of campus.
WEEK ONE: July 14th – July 20th, 2019
Setting the Stage: Historiography in the Chihuahuan Desert and Inquiry-Based Learning
The Origins of History and Narratives at the Border

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

MONDAY, July 15th: Setting the Stage: Approaches to History and Narratives

Required Readings

Hämäläinen, Pekka and Benjamin H. Johnson, eds. Chapter 1: “What is Borderlands history?, Essays” (e-file)

Early Morning Fitness and Breakfast (on your own)

8:30 AM – 12:00 PM Liberal Arts, Third Floor, Room 323
Lecture and Content
• Welcome and Overview [Martínez, Rodríguez]
• Responsibilities, Deliverables, and Expectations [Martínez, Rodríguez]
• Administrative Matters [Díaz]
• Approaches to History and Narratives [Martínez]
• Introduction to UTEP, E-portfolios, and Resources [Martínez, Rodríguez]
• Spain in the Southwest: Introduction to the colonial history of the American Southwest and understanding the legacy of conquest [Martínez]
• Roundtable Discussion of Readings: What is history? What are our roles as teachers and tellers of histories and language arts? [Martínez, Rodríguez]
• Miner Gold Card (optional)
  Mike Loya Academic Services Building, First Floor, Room 116
Border Dialogue 1
12:00 PM – 1:15 PM  LUNCH Break
   Walk to Student Union

1:20 PM – 2:15 PM  UTEP Library, Sixth Floor
   C. L. Sonnichsen Special Collections
   • Presentation by Claudia A. Rivers, Head Librarian
   • Maps of the Chihuahuan Desert Borderlands

2:30 PM – 4:30 PM  UTEP Library, Third Floor, Room 336
   • Introduction to E-Portfolio Projects [Rodríguez, Varela]
   • Workshop Course
      Tales of the Chihuahuan Desert: Developing Two Instructional Lesson Plans or One Unit through Inquiry-Based Learning [Martínez, Rodríguez, Varela]

Field Site Visits
None
TUESDAY, July 16th: Teaching about Enforcement and Border Security

Required Readings

<table>
<thead>
<tr>
<th>GROUP B (Martínez)</th>
<th>GROUP A (Rodríguez)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Morning</td>
<td>Early Morning</td>
</tr>
<tr>
<td>Fitness and Breakfast (on your own)</td>
<td>Fitness and Breakfast (on your own)</td>
</tr>
<tr>
<td>8:30 AM Meet at UTEP location for departure.</td>
<td>8:30 AM – 11:15 AM [Liberal Arts, Room, 323]</td>
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<tr>
<td>8:30 AM – 11:30 AM U.S. Customs and Border Protection, Tour</td>
<td>Border Dialogue 2</td>
</tr>
<tr>
<td>12:00 PM – 1:15 PM LUNCH Break</td>
<td>Independent Work on E-Portfolio Projects</td>
</tr>
<tr>
<td>1:20 PM – 3:30 PM [Liberal Arts, Room, 323] Border Dialogue 2</td>
<td>[Rodríguez, Varela]</td>
</tr>
<tr>
<td>Independent Work on E-Portfolio Projects</td>
<td>11:15 AM – 12:30 PM LUNCH Break</td>
</tr>
<tr>
<td>[Martínez, Varela]</td>
<td>12:30 PM Meet at UTEP location for departure.</td>
</tr>
<tr>
<td></td>
<td>12:30 PM – 3:30 PM U.S. Customs and Border Protection, Tour</td>
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</tbody>
</table>

Additional Field Site Visits
None
WEDNESDAY, July 17th: Remembering and Forgetting: Teaching Indigenous History in American Classrooms

Required Readings

Shepherd, Jeffrey, “Thoughts on Creative Teaching in the Undergraduate Classroom.” *Perspectives: News magazine of the American Historical Association*. 44 no. 1 (January 2007).


Early Morning Fitness and Breakfast (on your own)

8:30 AM – 12:00 PM Liberal Arts, Third Floor, Room 323

Border Dialogue 3

Lecture and Content
- Border Visit Debriefing and Discussion of Readings
- Introduction: Indigenous History in Perspective [Shepherd]
- Reading Indigenous Oral Histories from the Chihuahuan Desert and Borderlands [Shepherd]
- How do we Incorporate Borderland American Indians into the Larger Narrative of American Indian History? [Shepherd, Martínez]
- Feedback Session [Shepherd, Martínez, and Rodríguez]

12:00 PM – 1:15 PM LUNCH Break

1:20 PM – 2:30 PM UTEP Library, Third Floor, Room 336
- 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?
- Workshop Course
  - The Borderlands in Digital Worlds: E-Portfolio Project (Two Instructional Lesson Plans or One Unit Development) [Varela, Creative Studios Team]
- Begin E-Portfolio Project with Development of Two Lesson Plans or One Unit

3:30 PM – 8:30 PM
(At 3:30 PM, the Miner Metro shuttle bus will pick up at the designated UTEP location.)

Field Site Visit I
- Cinco Puntos Press
- Annunciation House
• Dinner (on your own)
  (At 6:30 PM, the Miner Metro shuttle bus departs from the designated location for the next field site visit.)

**Field Site Visit II**
• 7:00 PM Program at the Chamizal National Memorial
  (At 8:15 PM, the Miner Metro shuttle bus departs to UTEP.)
THURSDAY, July 18th: Whose History Shall We Teach: Textbooks and Methods about History

Required Readings


Early Morning Fitness and Breakfast (on your own)

8:30 AM – 12:00 PM Liberal Arts, Third Floor, Room 323

Border Dialogue 4

Lecture and Content
- Group Debriefing and Discussion of Readings
- Teaching American History Through Standardized Textbooks [Bejerano, Shepherd]
- Narratives as History (how to tell the peoples history) [Bejarano, Shepherd]
- Looking at the Borderlands through the Prism of Stories and Storytelling [Bejarano, Shepherd]
- Roundtable Discussion of Readings: How can understanding border people and their history alter/reorient our conceptual understanding of US history? [Bejarano, Shepherd] [Martínez, moderator]

12:00 PM – 1:15 PM LUNCH Break

1:20 PM – 3:00 PM Geology Sciences Bldg., Geology Reading Room, Third Floor, Room 310
- Welcome and Introduction by University President Diana Natalicio
- Literary Reading by José Antonio Rodríguez
  (This session will be attended by NEH Summer Institute-affiliated participants only.)
- Conversation and Book Signing with Reception

5:00 PM – 8:45 PM
Field Site Visits (On your Own: Choice of Hiking or Museums)
- **Evening Hike:** Cristo Del Rey Mountain
- **Tour:** Chihuahuan Desert with faculty member from the Department of Geological Sciences Department (optional)
- Dinner (on your own)

(Before 5:00 PM, use your Sun Metro bus pass and board the Sun Metro Brío or streetcar.)
Self-Guided Field Site Visits (Note: Museums close at 9:00 PM on Thursdays.)

- El Paso Museum of Art (Collections and Exhibitions)
- El Paso Museum of History (Gallery and Exhibitions; DIGIE digital wall)
- Dinner Downtown (on your own)
FRIDAY, July 19th: Borderland Families: The Women, Men, and Children on the Border

Required Readings


Early Morning Fitness and Breakfast (on your own)

8:30 AM – 12:00 PM Liberal Arts, Third Floor, Room 323
Border Dialogue 5
Lecture and Content
- Morning Debriefing and Discussion of Readings
- El Paso/Ciudad Juárez, San Diego/Tijuana Metropoles: Life and Death on the Border: Looking at Modern Day Bi-National Spaces and Economies [Bejarano, Shepherd]
- Youth Culture and Education: DACA and the Complexities of Identity [Bejarano]
- Teaching in an Age of Fear and Growing Xenophobia [Bejarano]

12:00 PM – 1:15 PM LUNCH Break

1:20 PM – 2:15 PM Center for Inter-American and Border Studies (1514 Hawthorne Street)
- Tour of Center for Inter-American and Border Studies (CIBS) (on campus) [Heyman]

2:30 PM – 4:30 PM UTEP Library, Third Floor, Room 336
- Focus Question: (2) What are the basic theories and methods of historiography and narratology?
- Workshop Course
  Using Music as a Literacy Element for Engagement: E-Portfolio Project and Lesson Plans Development [Martínez, Varela, Creative Studios Team]

Field Site Visits
None
SATURDAY, July 20th: Independent Study

Early Morning       Fitness and Breakfast (on your own)

8:30 AM – 3:30 PM
(At 8:30 AM, the Miner Metro shuttle bus will pick up at the designated UTEP location.)
Field Site Visits
- El Paso Mission Trail
  - Ysleta Mission
  - Socorro Mission
  - San Elizario Presidio Chapel

11:00 AM – 12:00 PM
- The Tigua Indian Cultural Center

12:30 PM – 2:45 PM
- Lunch (on our own)
  Cattlemen’s Steakhouse at Indian Cliffs Ranch
- Tour of Indian Cliffs Ranch
(At 2:45 PM, the Miner Metro shuttle bus departs to UTEP.)

SUNDAY, July 21st: Independent Study

- E-Portfolio Project (Two Instructional Lesson Plans or One Unit Development)
  [Creative Studios Team]

Early Morning       Fitness and Breakfast (on your own)

9:30 AM – 2:30 PM
(At 9:30 AM, Miner Metro shuttle bus will pick up at the designated UTEP location.)
Self-Guided Field Site Visits (optional)
- Historic Mesilla, Old Mesilla Village
- Mesilla Plaza (National Historic Landmark), Mesilla, NM
- Double Eagle Sunday Champagne Brunch (optional, on your own) (seating at 11:00 AM)
- The Gadsden Purchase (known in México as “Venta de La Mesilla,” “Sale of La Mesilla”) (1853)
(At 1:45 PM, the Miner Metro Shuttle departs to UTEP.)
WEEK TWO: July 21st – July 27th, 2019

Narratology and the Construction of Identity and Binationalism:
Telling the Stories of the Chihuahuan Desert Borderlands

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

MONDAY, July 22nd: Teaching Narratives through History and Literature

Required Readings
[Book is provided.]


Morales, Miguel M. “This Is a Migrant Poem.” In Green Mountains Review, Volume 29, Number 2, 2017. (e-file)

Early Morning Fitness and Breakfast (on your own)

8:30 AM – 9:30 AM UTEP Centennial Plaza (meet at 8:30 AM at the Lhakhang)
Border Dialogue 6
Lecture and Content
  • Tour of Lhakhang at the Centennial Plaza
  • Tour of Centennial Museum and Chihuahuan Desert Gardens

9:45 AM – 11:00 AM Liberal Arts, Third Floor, Room 323
Lecture and Content
  • Group Debriefing and Discussion of Readings
  • Conversation on Writing with Erika L. Sánchez
  • Performance and Literary Arts (Create a Memory, Change Perspectives) [Domínguez]
11:00 AM – 12:00 PM

Lecture and Content
• Professors’ Dialogue: Teaching and Learning in Higher Education [Martínez, Rodríguez, Bejarano]

12:00 PM – 1:20 PM  LUNCH Break

1:20 PM – 4:30 PM   UTEP Library, Third Floor, Room 336
• Workshop Course
  Using the Popular Culture about the Borderlands: E-Portfolio Project (Two Instructional Lesson Plans or One Unit Development)
  [Varela, Creative Studios Team]

6:00 PM – 7:45 PM   UTEP Fox Fine Arts, Studio Theatre, First Floor
                    UTEP Department of Theatre and Dance

Field Site Visit (on campus)
• View play
• Conversation with Actors
TUESDAY, July 23rd: Borders and Politics in Action

Required Readings


View: *This Is Us!* (2009) by Luis Valdez

Optional Reading D

Early Morning Fitness and Breakfast (on your own)

8:30 AM – 12:00 PM Liberal Arts, Third Floor, Room 323

Border Dialogue 7

Lecture and Content
- Group Debriefing and Discussion of Readings
- The Politics of Narratology and Binationalism [Sánchez, Rodríguez]
- Performance as Political Narrative (Cell Phone Attention) [Domínguez]
- Roundtable Discussion of Readings: How does binationalism inform border people’s cultures and writings? [Domínguez, Sánchez]
- Discussion with Pro-Border Enforcement Scholar [To be announced]

12:00 PM – 1:15 PM LUNCH Break

1:20 PM – 4:30 PM UTEP Library, Third Floor, Room 336
- Focus Question: (3) What are the shifting ideologies in the making of two neighboring nations?
- E-Portfolio Project (Two Instructional Lesson Plans or One Unit Development) [Martínez, Rodríguez, Varela, Creative Studios Team]

Field Site Visits
None
WEDNESDAY, July 24th: Documented Borders via Narratology

Required Readings

Optional Reading

Early Morning Fitness and Breakfast (on your own)

8:30 AM – 12:00 PM
(At 8:30 AM, the Miner Metro shuttle bus will pick up at the designated UTEP location.)

Field Site Visit
Chamizal National Memorial (U.S. National Park Service)
- Welcome and Historical Video
- Hiking Trail Tour [Park Ranger Rodney Sauter]
- Nature: Plants and Animals of Chamizal
- Boundary Dispute and Signing of the Chamizal Convention
- Self-Guided Tour and Photo Exhibition / Survey Feedback (U.S. National Park Service)
- Group Photo
(At 11:30 AM, the Miner Metro shuttle bus departs to UTEP.)

12:00 PM – 1:15 PM LUNCH Break

1:20 PM – 3:00 PM Liberal Arts, Third Floor, Room 323
Border Dialogue 8
Lecture and Content
- Group Debriefing and Discussion of Readings
- Journalism and Popular Writing about the Borderlands [Sánchez]
- The Documented Border via Narratology
- Roundtable Discussion of Readings: How does narratology influence the making and establishing of borders? [Rodríguez, Sánchez]

3:15 PM – 4:30 PM UTEP Library, Third Floor, Room 336
- Final Edits of E-Portfolio Project (Two Instructional Lesson Plans or One Unit Development) [Martínez, Rodríguez, Varela, Creative Studios Team]

Field Site Visits None
THURSDAY, July 25th: Narratives and Influences on the Stage

Required Reading
Rodríguez, José Antonio. *House Built on Ashes: A Memoir*. Oklahoma University Press, 2017. [Book is provided.]


View: *Your Story Matters* (2014) by Josefina López

Optional Reading
Rodríguez, R. Joseph. “In the Antropoetas and Muses We Trust: Reading and Teaching the Poetics about the Borderlands and Chihuahuan Desert.” Selection from *Latino Poetics*, Rubén Quezada (editor). University of New Mexico Press, 2018. (forthcoming) (e-file)

Early Morning      Fitness and Breakfast (on your own)

8:30 AM – 11:00 AM Liberal Arts, Third Floor, Room 323
Border Dialogue 9
Lecture and Content
- Group Debriefing and Discussion of Readings
- Women and Theatre of the Chihuahuan Borderlands (Appearance Adjustment, Starburst Rejection, Papelitos) [Domínguez]
- How Border People Perform Their Identities [Domínguez, Rodríguez]
- Roundtable Discussion of Readings: How can memoir and poetry engage students in the practice of literacies? [J. A. Rodríguez, R. J. Rodríguez]

11:00 AM – 12:00 PM Liberal Arts, Third Floor, Room 323
- Literary Dialogues: Reading the Narratives of the Borderlands [J. A. Rodríguez]

12:00 PM – 1:15 PM   LUNCH Break

1:20 PM – 4:30 PM    UTEP Library, Third Floor, Room 336
- Final Edits of E-Portfolio Project [Varela, Creative Studios Team]

Field Site Visits
None

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FRIDAY, July 26th: E-Portfolios

Required Readings

Early Morning Fitness and Breakfast (on your own)

8:30 AM – 10:00 AM Liberal Arts, Third Floor, Room 323
Border Dialogue 10
  • Group Debriefing and Discussion of Readings
  • Roundtable Discussion of Readings: Which histories and literatures of the Chihuahuan borderlands have influenced our teaching and learning? [Martínez, Rodríguez]
  • A Conversation with José Antonio Rodríguez: Teachers as Writers (of Historiography and Narratology)

10:15 AM – 12:00 PM UTEP Library, Third Floor, Room 336
  • Complete E-Portfolio Project and Lesson Plans Development for Viewing by Public [Varela, Creative Studios Team]

12:00 PM – 1:15 PM LUNCH Break

1:20 PM – 4:30 PM UTEP Library, Third Floor, Room 336
  • Complete E-Portfolio Project and Lesson Plans Development for Viewing by Public [Varela, Creative Studios Team]

Field Site Visits
None
SATURDAY, July 27th: E-Presentations and Farewell

Early Morning       Fitness and Breakfast (on your own)

8:30 AM – 12:00 PM   Finalize E-Portfolio and Prepare for Gallery Walk Showcase

12:00 PM – 1:15 PM   LUNCH Break

1:20 PM – 3:30 PM   Liberal Arts Building (LART), Third Floor, Room 309 and Room 310
                   Alternate Location: UTEP Miner Canyon, Boquillas Hall
                   • Gallery Walk
                      Showcase by Summer Scholars (e-Poster Session via Gallery Walk Demonstration)
                      Documenting the *Tales from the Chihuahuan Desert: Borderlands Narratives about Identity and Binationalism*
                      (Supporters of our UTEP NEH 2019 Summer Institute are invited to join us.)
                   • Group Debriefing and Discussion of Readings
                   • Award Certificates
                   • Photo
                   • Online NEH Evaluation
                   • Communications Post-Institute
                   • Packing Luggage and Traveling Tips to ELP Airport

5:30 PM – 8:30 PM   (At 5:30 PM, the Miner Metro shuttle bus will pick up at the designated UTEP location.)
                   • Summer Scholars’ Institute Dinner (on your own)
                   • Photo

(At 8:15 PM, the Miner Metro shuttle bus departs to UTEP.)

SUNDAY, July 28th: DEPARTURE
Safe travels and best wishes!
APPENDIX B
Brief Résumés

Ignacio Martínez
Assistant Professor
Department of History
The University of Texas at El Paso
500 West University Avenue, 316 LARS
El Paso, TX 79968-0532
915-747-7054
imartinez26@utep.edu

EDUCATION
University of Arizona, Tucson, Arizona

University of New Mexico, Albuquerque, New Mexico

Bachelor of Arts – Independent Studies, May 2003.

Gonville and Caius, University of Cambridge, Cambridge UK

Eastern New Mexico University-Roswell, Roswell, New Mexico
Associate of Arts – May 1998.

EMPLOYMENT
Assistant Professor, Department of History, The University of Texas at El Paso, 2013-
Assistant Professor, Department of History, Arkansas State University, 2012-2013

AWARDS AND FELLOWSHIPS
NEH Summer Seminars and Institutes Grant for Tales from the Chihuahuan Desert: Borderland
Narratives about Identity and Binationalism, Co-director, ($132,262), 2016
Visiting Research Fellowship, LLILAS Benson, University of Texas at Austin, 2015
Provost’s Course Release Faculty Grant, University of Texas at El Paso, 2015
National Endowment for the Humanities, Border Security and the Humanities, 2014
Faculty Course Release Grant, College of Liberal Arts, Arkansas State University, 2013
Louis Marshall Dissertation Fellowship, Graduate College, University of Arizona, 2012
Professional Advancement Fellowship, Graduate College, University of Arizona, 2011
Dissertation Research Grant, Social Science and Behavioral Institute, U of A, 2011
Richard A. Cosgrove Research Scholarship, Department of History, U of A, 2011
International Travel Grant, Graduate and Professional Student Council, U of A, 2010
Barbara Payne Robinson Fellowship, Department of History, University of Arizona, 2009
Graduate Research Fellowship, Graduate College, University of Arizona, 2007
Arizona Top Scholar Fellowship for First-Year Doctoral Student, Graduate College, 2006
Fray Angelico Chávez Fellowship, Center for Regional Studies, UNM, 2006-2007
Ronald E. McNair Fellowship, University of New Mexico, 2004-2006
Research Opportunity Program (ROP) Fellow, University of New Mexico, 2004-2005

SELECTED PUBLICATIONS

Book (in Progress)

Negotiating Intimacy: Friendship and the Development of Civil Society in Northern New Spain, 1650-1850. (Book manuscript under contract with University of Arizona Press).

Peer-Reviewed Articles and Book Chapters


Edited Works


Encyclopedia Entries


Book Reviews


Other Publications - Op-eds


AREAS OF SPECIALIZATION

Major areas of specialization
- Colonial Latin American History
- Spanish Borderlands
- Latin American Intellectual History
- Modern Latin American History

Minor areas of specialization
- Ethnohistory
- Early Modern Europe
- Atlantic World
- Mexican-American/Chicano History
TEACHING EXPERIENCE

The University of Texas at El Paso, El Paso, Texas

Assistant Professor, Department of History, 2013-

World History to 1500
The Spanish Borderlands
Colonial Mexico to 1900
Religion in Colonial Latin America
Central America and the Caribbean (Co-convened)
Mexico as a Frontier Society (Graduate)
Race, Class, and Gender in Colonial Latin America (Graduate)
The Construction of Knowledge in Colonial Latin America (Graduate)
Seminar in Ethnohistory (Graduate)

Arkansas State University, Jonesboro, Arkansas

Assistant Professor, Department of History, 2012-2013

World History to 1660 (Honors)
History of Mexico
Modern Latin America
The Spanish Conquest (Graduate)

University of Arizona, Tucson, Arizona

History Instructor, Department of History, 2009-2012

U.S.-Mexico Border Region (Online)
Modern Latin America
Colonial Latin America (Online)
Arizona and the Southwest
History of Mexican-Americans
The Spanish Conquest (Online)

Pima Community College, Tucson, Arizona

History Instructor, Department of History, 2010-2011

Western Civilization I: Prehistory to 1500
Western Civilization II: 1500 to Present
Modern Latin America
Introduction to Chicano/Mexican-American History

PRESENTATIONS AND LECTURES

Invited Talks and Conference Presentations

“Celebrating Graduate Mentoring,” for the Graduate School and CETal, El Paso TX, 2016.

“The State in/of Borderlands History,” The Department of History Inaugural Borderlands


The Southwest Institute: Consortium on Colonial Latin America, Flagstaff AZ, October 2014. Commentator


“Amigos Hasta la Muerte: The Intellectual Dynamics of Friendship and Betrayal in Colonial Sonora,” Rocky Mountain Council for Latin American Studies


Public Lectures and Radio Broadcasts


“Current Academic Research,” for KTEP radio 100 @ 100 faculty profile series, UTEP, El Paso TX, May 2014. Radio Broadcast.


Paper and Panel Commentary
Commentary on one paper for the fourth annual meeting of The Southwest Seminar, University of California at San Diego, San Diego, CA, 2017.

Commentary on two papers for the third annual meeting of The Southwest Seminar, Texas Christian University, Fort Worth, TX, 2016.
Commentary on two papers for the inaugural meeting of The Southwest Seminar, Northern Arizona University, Flagstaff, AZ, 2015.

PROFESSIONAL DEVELOPMENT AND SERVICE
Co-Principal Organizer and Developer, NEH Summer Seminars and Institutes, UTEP, 2016.

Dodson Grant Reviewer, UTEP, Graduate College, 2015-16.

Participating scholar at the University of Pennsylvania’s Center for Minority Serving Institutions, ELEVATE Inaugural Workshop, University of Pennsylvania, Summer 2015.


UTEP AWARE participating fellow, Class XXIV, UTEP, 2014-2015.

University and Departmental Committee Work
Department of History Faculty Senator, University, (2015-17)
Faculty Representative for Mellon Committee, University, (2015)
President’s Advisory Council on Minority Affairs, University, (2015-16)
Chair: Borderlands Caucus, Departmental, (2015-16)
Student Welfare Committee, University, (2014-15)
GPSC Faculty Committee, Departmental, (2014-15)
Borderlands Conference Organizing Committee, Departmental, (2014-15)
Supervisor, UTEP History Tutoring Center, 2014-2016.
Travel Grant Reviewer, University of Arizona, GPSC, January 2007-2012.
Mentor, Mentorship Program, History Graduate Association, University of Arizona, August 2007-2011.
President, Chicanos Contemporáneos del Norte, University of New Mexico, August 2004-2005.
President, Student Organization for Latin American Studies (SOLAS), Latin American and Iberian Institute, University of New Mexico, August 2003-2004.
Reference Librarian Assistant, Government Documents and Microfilm, Zimmerman Library, University of New Mexico, August 1999-2005.
INSTITUTIONAL RESEARCH


ADVISING
*UTEP Graduate Students, Dissertation Chair*
   - Kimberly Sumano-Ortega, in progress
   - Chantra Potts, in progress
   - Daniel Santana, in progress
   - Aurelio Saldania, Co-Chair, in progress
   - Eloy García, passed (2016)

*UTEP Graduate Students, Dissertation Committee Member*
   - Ian Lee, in progress
   - Gene Morales, in progress
   - María Vallejo, in progress
   - Cynthia Renteria, in progress
   - Dennis Aguirre, passed (2016)
   - Juana Moriel-Payne, passed (2016)
   - Roland Rodríguez, passed (2014)

*UTEP Graduate Students, Master’s Thesis Chair*
   - Alan Ventura, passed (2017)
   - Julietta Rojas, passed (2017)

*UTEP Graduate Students, Masters Committee Member*
   - Daniel Solis, passed (2017)
   - José Leyva, passed (2016)

LANGUAGE SKILLS
   - Spanish: Spanish speaker; advanced paleography
   - Portuguese: Reading ability

PROFESSIONAL ASSOCIATIONS
   - American Historical Association (AHA)
   - Conference on Latin American History (CLAH)
   - Southwest Mission Research Center (SMRC)
   - Rocky Mountain Council for Latin American Studies (RMCLAS)
R. Joseph Rodríguez  
2317 North Ochoa Avenue  
El Paso, TX 79902-3241  
512-437-1411  
rjrodriguez6@utep.edu

EDUCATION
Ph.D., Curriculum and Instruction, Bilingual/Multilingual and Bicultural/Biliteracy Studies  
University of Connecticut, 2001

M.A., English, American and Ethnic Literatures  
The University of Texas at Austin, 1999

B.A., Modern Languages and Literatures (Spanish Area Studies)  
Kenyon College, 1997

AREAS OF RESEARCH AND COLLABORATION
Border Narratives; Socially Responsible Literacy; Teacher Education; Bilingualism and Biliteracy;  
Mixed-Methods Research; Children’s and Young Adult Literatures; Reading/Literacies; Culturally  
Responsive Teaching and Learning; Postsecondary Readiness; Digital and Disciplinary Literacies

PROFESSIONAL EXPERIENCE: TEACHING AND RESEARCH
2013–2018 Assistant Professor, Department of English, The University of Texas at El Paso
2010–2013 Lead Research Associate, Learning Sciences, The University of Texas at Austin
2009–2011 Content Specialist and Consultant for Language Arts, Reading, American Council  
on Education, General Educational Development (GED®) Testing Service
2010–2013 Lecturer, School of Undergraduate Studies, The University of Texas at Austin
2009–2010 Research Associate and Learning Outcomes Specialist, Accreditation and  
Assessment Services, Learning Sciences, The University of Texas at Austin
2010–2013 Lecturer, School of Undergraduate Studies, The University of Texas at Austin
2008–2009 Instructional Supervisor, Languages and Test Preparation, Houston Community  
College System, Southeast College
2006–2008 Instructor, San Jacinto Community College District, Houston and Pasadena, Texas
1999–2009 Lecturer, Department of English, University of Houston
2003 Classroom Teacher, Head Start/Early Head Start, Houston, Texas
1997–1999 Classroom Teacher, High School English, Austin ISD, Austin, Texas

PUBLICATIONS
Selected Peer-Reviewed Publications
Rodríguez, R. J. (2018). Teaching culturally sustaining and inclusive young adult literature:  
Rodríguez, R. J. (2018). In the antropoetas and muses we trust: Reading and teaching the poetics about the borderlands and Chihuahuan Desert. In R. Quezada (Ed.), Latino poetics. Albuquerque, NM: University of New Mexico Press. [in press]


Rodriguez, R. J. (2016). ‘Whose democracy is this, anyway?’: Teaching literacies of responsibility and sustainability for democracy, decency, and mindfulness. In P. R. Carr, P. L. Thomas, B. Porfilio, and J. Gorlewski (Eds.) (pp. 149-164), Democracy and decency: What does education have to do with it?. Charlotte, NC: Information Age Publishing.


DIGITAL LITERACY DIALOGUES AND PROFESSIONAL LEARNING PROJECTS

**Tales from the Chihuahuan Desert: Borderlands Narratives about Identity and Binationalism**
UTEP NEH 2017 Summer Institute, E-Portfolios and Digital Resources (2018)
Available at: [http://borderlandsnarratives.utep.edu](http://borderlandsnarratives.utep.edu)


**Colorín Colorado / Reading Rockets: Meet the Experts (2015)**

**Reading Latino/a Poets at UTEP Project (2015)**
RECOGNITION: HONORS AND AWARDS
2015  National Council of Teachers of English (NCTE), College Section Steering Committee, Service Award, 2012–2015
2015  National Council of Teachers of English (NCTE), Conference on College Composition and Communication (CCCC) Lavender Rhetorics Award for Excellence in Queer Scholarship
2006  Mayor’s Hispanic Heritage Award / Houston Dynamo’s Outstanding Community Leader

RESEARCH GRANTS AND FELLOWSHIPS AWARDED
2016–2017  National Endowment for the Humanities, Summer Programs in the Humanities for School and College Educators, Division of Education Programs  
_Tales from the Chihuahuan Desert: Borderlands Narratives about Identity and Binationalsm_ at The University of Texas at El Paso, El Paso, Texas
2017  Summer Institute for Secondary School Teachers (Grades 6–12), $132,262  
Principal Investigator and Director: R. Joseph Rodríguez (Department of English)  
Co-Director: Ignacio Martínez (Department of History)
2015  Research Study: _Exploring Students’ Conceptions about Engineering Research and Scientific Writing_. UTEP Center for Excellence in Teaching and Learning, $1,000. Co-investigator.

EDITORIAL REVIEW BOARDS: REVIEWER FOR JOURNALS
2015–present  _Literacy Research: Theory, Method, and Practice_ (Literacy Research Association)
2015–present  _Research in the Teaching of English_ (National Council of Teachers of English)
2008–present  _English Journal_ (National Council of Teachers of English)
2012–2013  _Bilingual Research Journal_ (National Association for Bilingual Education)
2007  _English Education_ (National Council of Teachers of English)

SCHOLARLY AND PEER-REVIEWED PRESENTATIONS

_Reaching every writer and keeping writers in motion: ‘Yes, you CAN write!,’_ chair and presenter. National Council of Teachers of English, Annual Convention [Theme:


Shh! We have a plan: Classroom literacies and community advocacy to teach English language arts POWERFULLY, chair. National Council of Teachers of English, Annual Convention [Theme: “The Faces of Advocacy”), Atlanta, Georgia, November 2016.


Connecting students to community in first-year composition, chair. NCTE Conference on College Composition and Communication (CCCC) [Theme: “Writing Strategies for Action”), Houston, Texas, April 2016.


TEACHING EXPERIENCE (face-to-face, hybrid/blended, and fully-online learning formats)
2013–2018 Assistant Professor, College of Liberal Arts, Department of English Literacy and English Education Program, The University of Texas at El Paso Undergraduate-Level Courses:
ENGL 3306 Young Adult Literature ENGL 3350 English Laboratory
ENGL 4033 Undergraduate Research ENGL 4340 Advanced Literacy Studies
ENGL 4354 Writing Processes of Children
ENGL 4355 Teaching Composition and Literature in the Secondary Schools

Graduate-Level Courses:
ENGL 5340 Literature for Youth ENGL 5341 English Education in the Borderlands
ENGL 5344 Integrated Teaching Methods
ENGL 5380 Special Topics in English Education: Cultural Studies in English
ENGL 5393 Practicum in English Education
EDITORSHIP
2018–2023  *English Journal*  Coeditor with Toby Emert (Agnes Scott College)

REVIEWER ON EDITORIAL BOARDS FOR LITERACY JOURNALS
2015–present  *Research in the Teaching of English* (National Council of Teachers of English)
2015–2017  *Texas Journal for Literacy Education*
2015–2016  *Literacy Research: Theory, Method, and Practice* (Literacy Research Association)

PROFESSIONAL SERVICE
Selected Service to the Profession (National)
2016–2017  Member, National Council of Teachers of English (NCTE), Achievement Awards in Writing Advisory Committee
2016–2017  Member, NCTE Standing Committee on Diversity and Inclusivity
2016–2017  2017 Conference on College Composition and Communication (CCCC), LGBTQ Awards Selection Committee
2016  Member, NCTE Early Career Educator of Color Leadership Award Selection Committee
2015–2016  Facilitator, NCTE CCCC, Lavender Rhetorics Award for Excellence in Queer Scholarship, Article/Chapter Subcommittee
2014–2015  Mentor, NCTE Conference on English Education (CEE), Mentor Program
2015  Member, NCTE *College English*, Editor Search Committee

Selected Service to the Profession (State and Community)
2013–present  Volunteers in Public Schools (VIPS), El Paso ISD, El Paso, Texas
2009–present  Founder and Chair, Libre con Libros
2001–2009  Volunteer in Public Schools (VIPS), Houston ISD, Houston, Texas

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS
Assembly on Literature for Adolescents of the National Council of Teachers of English (ALAN)
International Literacy Association (ILA), Special Interest Group–Network on Adolescent Literature (SIGNAL)
Literacy Research Association (LRA)
National Council of Teachers of English (NCTE)
NCTE Conference on College Composition and Communication (CCCC)
Texas Council of Teachers of English Language Arts (TCTELA), NCTE Affiliate

ADDITIONAL SKILLS
Software and Platform Knowledge
- Adobe Acrobat Reader
• Banner
• Eduphoria
• iMovie
• Microsoft Office Suite 2010  
  o Access, Excel, Outlook, PowerPoint, Publisher, Word
• NVivo
• PeopleSoft
• Raptor
• Statistical Package for the Social Sciences (SPSS)
• SurveyMonkey

**Online Course Management Systems (CMSs)**
• Adobe Connect, Blackboard, Blackboard Collaborate, Instructure Canvas

**Web Development and Content Management Platforms**
• Adobe Dreamweaver Creative Cloud, Drupal, SilverStripe

**Languages**
• Literary and linguistic studies in English and Spanish; excellent writing command of both languages.
• Proficient in the use of Special English for public broadcasting and writing as used by the U.S. government-sponsored news service Voice of America (VOA).
Adriana Dominguez  
Clinical Professor  
Department of Theatre & Dance  
The University of Texas at El Paso  
500 West University Avenue, 273 FFA  
El Paso, TX 79968-0549  
915-276-8917  
adrianad@utep.edu

EDUCATION
New Mexico State University, Ph.D., Curriculum & Instruction (December 2011)  
Dissertation: *Creativity in the Fifth Grade High-Stakes Mathematics Environment*
New York University, MA, Performing Arts Administration (2005)  

EXPERIENCE
Clinical Professor & Director of Audience Development & Director of the Theatre Program  
Coordinate, connect and work with over 15,000 community members every year through public productions, specially coordinated school matinees and workshops, and through non-assigned programming such as the Children’s Theatre and Dance Camps, Chican@/Latin@ Theatre Series, and the Children’s Traveling Troupe.

Teaching & Academic Responsibilities

- **Teaching responsibilities:**
  - Introduction to Theatre
  - Creative Drama (designated as Liberal Arts Honors Program course)
  - Leadership in Performing Arts Organizations (new course)
  - Women in Drama (designated as Liberal Arts Honors Program course & cross listed with Women’s Studies and African American Studies)
  - Chicano Theatre (offered through Chicano Studies program)
  - Contemporary Hispanic Theatre and Drama
  - Feminist Theory and Drama (new course designed for Liberal Arts Honors Program)
  - Theatre History and Literature I (designated as Liberal Arts Honors Program course, Information Literacy Course Enhancement Grant, 2015)
  - Theatre Practicum I-III

- **Academic Responsibilities**
  - Supervise: student assistant, teaching assistant, and Department House Manager
  - Create and develop curriculum and degree plan for the new Stage Management BFA Concentration
  - Advise over 10 students a semester
    - Theatre Education & Theatre Generalist Students
Directors of the Summer Theatre Children’s Camp
Serve on the Production, Scholarship and Recruitment Committees for the Department of Theatre and Dance
Serve on the Convocation, Pre-Commencement and Commencement committees for the University of Texas at El Paso.
- Announcer of names at Commencement, Convocation, and Liberal Arts Awards and Hooding Ceremony
University Players Association/Playmakers. Co-sponsor of the student organization for the Department of Theatre and Dance.
Chair. Search Committee for Associate Professor and Chair of Department. Position successfully filled. 2016-2017.

Duties:
- Production Coordinator of all Department productions and events
- Facilitate departmental, university, and community relationships
  - Coordinate parking for non-university guests
  - Coordinate tours for special groups
- Coordinate logistics for end of semester student projects
  - Poster and program production
  - Facilitate seating arrangements and information dissemination
- Conduct all publicity and marketing initiatives for all Theatre & Dance events
- Coordinate special workshops/matinees for school groups
  - Coordinate excused letters for students participating in school productions
  - Coordinate study guide creation
  - Organize school payments
- Co-Founder and Coordinator of the Chican@/Latin@ Theatre Series reaching 500 community members
- Co-Founder and Coordinator of the UTEP Children’s Traveling Troupe reaching 5,000 elementary school students
- Create all marketing materials for Department productions: brochures, posters, programs, and press releases
  - Coordinate with student graphic designers for production
- Serve as the Box Office manager for the Department of Theatre & Dance
- Develop the marketing plans for 120 productions at the Department of Theatre and Dance

- Resolved student issues, answered questions, and assisted in the distribution of packages for students
- Maintained records of current and past students
- Developed positive relationships with students and staff at housing complex
- Organized the kickoff event for the 2004-2005 fundraising season
- Coordinated over 200 local celebrities to read and discuss with 4,000 first-grade students
- Assembled school supplies for 4,000 first-grade students

- Facilitated partnerships with local schools; coordinated scholarship auditions and selection
- Assisted in the creation of production study guides
- Organized workshops for Teaching Artists, students, parents, and school teachers

- Provided instruction for middle school students
- Coordinated theatrical productions and education pertaining to the Renaissance
- Created costumes, scenery and lighting designs for four Shakespearean plays

Assistant Contest Manager. UIL One-Act Play Competition 1-2A District. Anthony, TX. 1/03-3/03.
- Organized students, teachers, and administrators in preparation for competition
- Scheduled performance times, created programs, facilitated judging, and managed awards ceremony
- Facilitated a friendly competitive environment

- Created designs and costumes for the university’s theatrical productions

- Intern for two years researching and presenting public policy issues to the public
- Supervised new interns; facilitating research, editing papers, and preparing work for publication

HONORS & GRANT AWARDS

Grant Recipient. College of Liberal Art Grant Enhancement Program. University of Texas at El Paso. 12/16. $3,000.

Grant Recipient. Texas Commission on the Arts for the Children’s Traveling Troupe. 2015-2016. $9,000.

PRESENTATIONS/PUBLICATIONS, TRAININGS & PROFESSIONAL ORGANIZATIONS

Member and Certified Adjudicator. Texas Theatre Adjudicators and Officials. 2017-Present.


Miner Green Zone Training. 2016.


Grant Recipient. Information Literacy Enhancement Grant. University of Texas at El Paso. 2015. $2,500

http://howlround.com/access-and-representation-on-the-border-stage


Member. Phi Delta Kappa. 2012-Present.


Member. Plaza Theatre StarKeepers Community Guild. 2005-Present.

Chicano Theatre Conference. UCLA. Los Angeles, CA. 7/02.

THEATRICAL EXPERIENCE (SELECTED)


Holka Polka. Director. University of Texas at El Paso. 6/16.


Colitas de Rana. Co-Director. University of Texas at El Paso. 5/16.


Folk Tales from Around the Word. Director. University of Texas at El Paso. 6/14.

Beauty is a Beast. Director. University of Texas at El Paso. 6/13.


Scheherazade. Director. University of Texas at El Paso. 6/12.

Christmas in July. Director. University of Texas at El Paso. 6/12.

All I Really Needed to Know I Learned from Being in a Bad Play. Director. University of Texas at El Paso. 6/11.

Stone in the Road, Big Bad. Director. University of Texas at El Paso. 6/10.


Stories Under the Big Top, Aesop’s Fables. Director. University of Texas at El Paso. 6/09.


Doubt. Sister Aloysius. University of Texas at El Paso. 4/09

The Trip to Bountiful. Director. University of Texas at El Paso. 6/08.


Alice in Wonderland. Director. Clardy Elementary. 5/08.
Jeffrey P. Shepherd
Associate Professor
Department of History
The University of Texas at El Paso
500 West University Avenue, 316 LARS
El Paso, TX 79968-0532
915-747-6805
jpshepherd@utep.edu

EDUCATION
May 2002    Ph.D. History, Arizona State University
June 1997   M.A. History, University of Oregon
April 1994  B.A. History, B.A. Psychology, Florida State University

EMPLOYMENT
Associate Professor, Department of History  2003–present  The University of Texas at El Paso

Doctoral Program Director, Department of History  2003–present  The University of Texas at El Paso

PUBLICATIONS


“At the Crossroads of Hualapai History, Memory, and American Colonization: Contesting Space and Place.” American Indian Quarterly. 32 1 (Winter 2008): 17-42.

“Thoughts on Creative Teaching in the Undergraduate Classroom.” Perspectives: Newsmagazine of the American Historical Association. 44 1 (January 2007).


**RESEARCH FIELDS/FIELDS OF INTEREST**
American Indian, American West, Indigenous Peoples in the Borderlands, Ethnicity and Identity, Comparative Indigenous Histories, Environmental History, Public History, Southwestern History

**EDITORIAL WORK**

**AWARDS, GRANTS, AND HONORS**
Principal Author. Institutional Diversity Award, American Historical Association, 2016.

Principal Author. Career Diversity Departmental Award, American Historical Association, 2016/17. $3,000.

Recipient, College of Liberal Arts, Humanities Career Enhancement Award, 2016-2017, for “The Apache Archival Documentation Project.” $10,000.

Recipient, Outstanding Advisor for the College of Liberal Arts, 2013-2014.

National Park Service Grant. Oral history project for the Washita Battlefield National Historic Site. September 2011-July 2013. $32,000.


Recipient, Top Ten Book of 2010. Chosen by the Pima County (Arizona) Public Library.

John Topham and Susan Redd Butler Faculty Research Award Recipient, 2010. Brigham Young University. For research on the Blackfeet/Blood Peoples of Montana and Alberta.
February 18, 2018

Fromby Research Fellowship Recipient, 2010-2011. Special/Southwest Collections Department, Texas Tech University. For research on an environmental history of the Guadalupe Mountains in West Texas. Contract with the National Park Service.


National Park Service contract and grant. Historical Resource of the Guadalupe Mountains National Park and surrounding region. Project has funded two graduate students for summer work. Spring 2007-Fall 2010. $80,000 grant.

Office of Research and Sponsored Projects Outstanding Research Award (2006/7) For Outstanding Performance in Securing Extramural Funding, College of Liberal Arts and Sciences, University of Texas at El Paso.


University Research Institute Grant Recipient, University of Texas at El Paso.

Lannan Institute Research Fellow, D’Arcy McNickle Center for American Indian Studies, Newberry Library, Chicago, ILL. Summer 2003.


History Associates Award for Excellence in Graduate Studies.

TEACH FIELDS
Native American, American West, Southwestern, American History; Indigenous Peoples of the Americas; Borderlands, Oral History; Community History

CONFERENCE PRESENTATIONS
June 2017

October 2016
October 2015
“Bloodlines and Boundary Lines: Blackfoot Bands and Families along the U.S.—Canada Border, 1870-1915.” Western Historical Association Annual Conference, Portland, OR.

October 9-11, 2014
“The Guadalupe Mountains and Environmental History in the West Texas Borderlands.” The Western Historical Association, Santa Monica, California.

August 7-9, 2014


October 4-7, 2012

October 13-16, 2011
Commentator, “Radical Activism in the San Francisco Bay Area, 1960s-1970s” The Western History Association Annual Conference, Denver, CO

May 19-21, 2011
“Over The Edge: The Hualapai Skywalk, Global Tourism, and Indigenous Self- Representation.” The Native American and Indigenous Studies Association, University of California, Irvine

November 18-21, 2010  “Borderlands Historiography and the Silencing of Indigenous Sovereignties: Myth, Memory, and Contemporary Militarization.” Panelist and Chair, American Studies Association Annual Conference, San Antonio, Texas

RELATED WORK AND PROFESSIONAL EXPERIENCE

Spring 2007-Summer 2008
Coordinated Teachers for a New Era (TNE) Summer History Institutes. TNE is a national effort to improve the preparation of public school teachers through partnerships between local public schools, colleges of education and liberal arts, and community colleges. Coordinated two summer institutes for university and public school faculty.
Cynthia L. Bejarano
Regents Professor
Stan Fulton Endowed Chair in Arts and Sciences
Department of Interdisciplinary Studies
New Mexico State University
1780 East University Avenue
Breland Hall, Room 257A
Las Cruces, NM 88003
cbejaran@nmsu.edu

PRESENT POSITION
Full Professor. Department of Interdisciplinary Studies / Gender and Sexuality Studies Regents Professor, Department of Interdisciplinary Studies  Stan Fulton Endowed Chair in Arts and Sciences.

EDUCATION
Ph.D. Arizona State University, School of Justice Studies Interdisciplinary Ph.D. in the School of Justice Studies. Degree Awarded: August 2001.

PUBLICATIONS

Monographs


Journal Articles (Selected Publications)


**Book Chapters**


**GRANTS**

2017-2022  PI, *Office of Migrant Education, Dept. of Education (funded)* $2.1 million
2012-2017  PI, *Office of Migrant Education, Dept. of Education (funded)* $2.1 million
2007-2012  PI, *Office of Migrant Education, Dept. of Education (funded)* $2.2 million
2006-2007  PI, *College of Arts & Sciences Mini-Grant (funded)* $1,800.00
2006      PI, *New Mexico Humanities Council (funded)* $4,400.00
2005-2006 Co-PI, Lannan Foundation (funded) $13,449.00
2002-2007 PI, Office of Migrant Education Federal Grant, College Assistance Migrant Program (funded) $1.8 million

PROFESSIONAL CONFERENCE PRESENTATIONS
“Narrar la Violencia: On Dialectics of Survival & Testimonios.” Mujeres Activas en Letras y Cambio Social, Summer Institute, July 19-22. Sonoma State University, California


INVITED KEYNOTE PRESENTATIONS (Selected)

Wells Fargo Transborder Distinguished Lecture Series. April 21, 2016, Arizona State University. Tempe, Arizona.


"Terrorizing Women: Feminicide and Gender Violence at the U.S. - Mexico Borderlands"

University of River Falls at Wisconsin, River Falls, Wisconsin.


HONORS AND AWARDS
National Women's Studies Association Women’s Center Outstanding Achievement Award Summer 2016

White House Excellence in Education for Hispanics Bright House Initiative, 2015

Tribunal Permanente de los Pueblos Tribunal Judge, 2014

Research on Women and Education, A Special Interest Group of the American Educational Research Association, Women Educators Leadership Award, 2013

Critical Educators in Social Justice. Special Interest Group’s Community Advocacy Award, a Special Interest Group of the American Educational Research Association, 2011

Recipient of the New Mexico Commission on the Status of Women Governor’s Award, 2010

Donald C. Roush Excellence in Teaching Award recipient, 2008

LULAC The Courage to Be Award, California Women’s Summit, 2004

City of Los Angeles Certificate of Recognition by Councilman Nick Pacheco, 2003
APPENDIX C
Letters of Commitment (1–13)
Letter of Commitment 1

THE UNIVERSITY OF TEXAS AT EL PASO

Letter of Commitment 1

January 16, 2018

[Signature]
Dr. Sarah V. Smith
Dean, College of Liberal Arts
Letter of Commitment 2
May 8, 2018

Dear Dr. Flores,

On behalf of The University of Texas at El Paso, I thank the National Endowment for the Humanities for the recent grant to support Summer Institute, "Tales from the Chihuahuan Desert: Sandhills, Marismas and Entrepreneur," under the direction of Dr. Israel Matthews in the Department of History and Dr. Joseph Rodriguez in the Department of English.

UTEPR’s national reputation for successful pursuit of academic excellence in higher education grew with each new academic year, and in furtherance of this program, we are grateful for the continued commitment of the NEH through your efforts to promote and sustain scholarship in the humanities, particularly in the areas of borderlands history and literature. All of us at UTEP look forward to unity of this cooperative program, and ensuring that all who participate take away a greater understanding of the unique culture and history we share.

Again, thank you for your support. We look forward to a continuing partnership with the NEH.

Sincerely,

[Signature]

Donna Montalvo
President
Letter of Commitment 4

January 31, 2018

Dear Colleagues,

I am writing to express my appreciation for being invited to the 2019 NMU Summer Seminar, “Taking on the Underserved Borderlands.” This seminar connects my participation in the Arts Education field with my very varied teaching, research, and community experiences, and my own personal and professional history raised in the Pacific Northwest of our shared western region.

Please feel free to contact me with any questions.

[Signature]

[Name]
[Title]
[Department]
[Institution]
January 25, 2018

Dear [Recipient's Name],

I am writing to accept the offer of Dev. M. Inao and Rodriguez to participate in the Fall 2018 Seminar Seminar, “Issues from the Globalisth Dying, United States and Norter America’s.” This is a great opportunity for me to enhance my understanding of the USA and the processes that have shaped the North American landscape. I am looking forward to the seminar.

Please feel free to contact me with any questions.

Sincerely,

Jeffrey W. [Last Name]

Jeffrey [First Name] [Last Name]
Associate Professor
M.A. History and History Department of History
University of Texas at El Paso

Page 70 of 103
February 18, 2018

Letter of Commitment 6

The University of Texas at El Paso

UTE P

Justin Heyman
Professor of Anthropology
E-mail and Professor of Border Trade Studies

To:

Dear [Name],

I am pleased to announce the Center for International and Border Studies to co-sponsor an application for a summer research opportunity for students titled "Tales from the Chihuahua River." We are pleased to offer logistical and office support, meeting space, and other resources as appropriate. The initiative is consistent with the mission of the Center.

You are welcome to contact me if you have any further questions.

Yours sincerely,

Justin Heyman
Letter of Commitment 7

The University of Texas at El Paso

February 18, 2018

Name:\

Address:\

City, State, Zip:

Telephone:

Fax:

Email:

Dear [Name],

Thank you for your interest in the program. Here are some details about the proposal:

1. **Program Overview**
   - The Letter of Commitment is a formal document that outlines the details of the project.
   - It includes the project's objectives, the expected outcomes, and the budget allocations.

2. **Eligibility Criteria**
   - Eligible candidates must meet specific requirements, such as academic qualifications and experience.

3. **Application Process**
   - Prospective applicants should submit their completed applications by the deadline.
   - Applications will be evaluated based on merit and alignment with the program's goals.

4. **Grant Support**
   - The program provides financial support to eligible projects.
   - The amount of support is dependent on the project's scope and impact.

5. **Evaluation and Reporting**
   - Recipients are required to provide regular updates on the project's progress.
   - The final report should summarize the project's achievements and outcomes.

6. **Contact Information**
   - If you have any questions or need further assistance, please contact [Name] at [Email] or [Phone].

Thank you for considering this opportunity. We look forward to receiving your application.

Sincerely,

[Name]

[Name]

[Position]

[Institution]

[Address]

[City, State, Zip]

[Phone]

[Email]
February 18, 2018

Letter of Commitment 8

[Text of the letter]
Letter of Commitment 9

January 31, 2018
Dr. Ignacio Martinez, Department of History
Dr. R. Joseph Rodriguez, Department of English
The University of Texas - El Paso
500 West University, El Paso, Texas 79968

Dear Dr. Martinez and Dr. Rodriguez,

I am honored and pleased to contribute to and participate in the project proposal, “Fires Born: The Chicana/o/aas Roots’ Nostalgic Narratives Most Essential Mythos” being submitted to the National Endowment for the Humanities. This proposed institute will provide much-needed training and experience for secondary school teachers. It is imperative that current educators have a keen sense of the changing environment; this institute can increase the understanding and appreciation of the narrative of those living in the borderlands and the implications of history from then to now. It is intended for participants to become involved in the impact and utilization of the performing arts to investigate the formation of identity.

Sincerely,

[Signature]

Adriana Rodriguez, Ph.D.
Clinical Professor
Director, Audience Development
Director, Theatre Program
Department of Theatre and Dance
The University of Texas at El Paso
Letter of Commitment 10

Penguin Random House

Penguin Random House: Speakers Bureau Form Offer

This email is an introduction for your Penguin Random House: Speakers Bureau (PRBH) firm offer. If there has been contact, please keep this copy for your records. PRBH will contact you with the next steps.

Name of Organization: The University of Texas at El Paso (UTEP)
Speaker: Arlene Stanish

Your Name
National Association for Science Education (NASE)
2017 Science Institute for Middle Teachers at The University of Texas at El Paso (UTEP)

Your Capacity: Department Chair

Your Address: The University of Texas at El Paso
500 West University Avenue
3A College of Education
El Paso, TX 79968

Preferred Date/Time: July 16, 2018

Preferred Speaker Activities Description:

How did your science department introduce your students to science? What would be your message for 22 secondary level teachers and 9 mail teachers?

Final Review: $1000 advance

If your organization wishes to include a percentage of payment due to arrangements or entertainment, in your quote or request, please include this in your proposal. This increase must be included in your submitted invoice and payment.

Penguin Random House requires a 60% deposit, with the balance of the invoice due 1 month prior to the event. If your organization does not offer for this, please state here. This amount must be included in your submitted invoice and payment.

Travel to be arranged by sponsor

Katherine A. Rees, Director of Science
katherine.rees@utep.edu

Nearest Airport Distance to Event Location: 112.3

February 18, 2018
Letter of Commitment 11

The University of Texas at Brownsville

Río Grande Valley

[Signature]

[Date]
January 23, 2018

UTEP

The letter of commitment for the 2018 UTEP Summer Enrichment Program by the Chancellor’s Office and the OMAE and CSEM is hereby communicated to you. This is to confirm our commitment to continue the program in 2018 and to ensure the continuation of the UTEP Summer Enrichment Program to broaden participation.

The letter of commitment for the 2018 UTEP Summer Enrichment Program, signed by the Director of the Office of Minority Affairs and Education (OMAE) and the Chancellor of the University of Texas at El Paso (UTEP), is attached. This letter confirms our commitment to continue the program in 2018 and to ensure the continuation of the UTEP Summer Enrichment Program to broaden participation.

We look forward to our continued participation in this program in 2018, and we are excited to see the following initiatives under the summer program: [1] new undergraduate summer research opportunities, [2] new graduate student research opportunities, and [3] new faculty engagement opportunities. We are confident that these initiatives will contribute to the academic success of our students and faculty.

Agreements with the following institutions have been reached to support the program: [4] Texas A&M University-Central Texas, [5] Texas State University, [6] Texas Tech University, and [7] University of Texas at San Antonio. These institutions will provide opportunities for our students to engage in research and academic activities.

We will ensure that these agreements are implemented effectively and that our students receive the benefits of these opportunities. We are committed to providing our students with the best possible educational experience and are excited to continue our partnership with these institutions.

Sincerely,

[Signature]

Program Director

[Department Name]

UTEP
Dear Dr. Joseph Rodriguez, Ph.D.
Assistant Professor
English Education Program,

The Housing Department would be more than happy to accommodate your group in July 2019. To secure this reservation with our department, all you would have to do is fill out a Guest Housing application. Two weeks prior to your arrival, rooms will be assigned for your NIDI Summer Scholars. The rate for your guests would be $95.00 per night per person, and this price includes a fully furnished apartment, with a full kitchen, semi-private bath, wireless internet, refrigerator, air conditioning, linen, and free parking with the UTEP Residence Life Guest Parking Permit.

As stated prior, we would be honored to accommodate your group. We do thank you for reaching out to us, and we look forward to working with you in 2019.

If you have any further questions, please feel free to contact us at 915-747-3903 or email us at jiarmenressles@utep.edu

Respectfully,

[Signature]

Joseph Palmer-Hossler
Property Manager
APPENDIX D
Supplementary Materials: Standards from NCSSS and CCSS
National Council for the Social Studies (NCSS)
National Curriculum Standards for Social Studies (NCSSS)
Thematic Strands Addressed by the Institute
Source: http://www.socialstudies.org/standards/strands

1. CULTURE
“Social studies programs should include experiences that provide for the study of culture and cultural diversity.”

Human beings create, learn, share, and adapt to culture. The study of culture examines the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people; it also encompasses other cultural attributes and products, such as language, literature, music, arts and artifacts, and foods. Students come to understand that human cultures exhibit both similarities and differences, and they learn to see themselves both as individuals and as members of a particular culture that shares similarities with other cultural groups but is also distinctive. In a multicultural, democratic society and globally connected world, students need to understand the multiple perspectives that derive from different cultural vantage points.

Cultures are dynamic and change over time. The study of culture prepares students to ask and answer questions such as: What is culture? What roles does culture play in human and societal development? What are the common characteristics across cultures? How is unity developed within and among cultures? What is the role of diversity and how is it maintained within a culture? How do various aspects of culture such as belief systems, religious faith, or political ideals, influence other parts of a culture such as its institutions or literature, music, and art? How does culture change over time to accommodate different ideas, and beliefs? How does cultural diffusion occur within and across communities, regions, and nations?

Through experience, observation, and reflection, students will identify elements of culture as well as similarities and differences among cultural groups across time and place. They will acquire knowledge and understanding of culture through multiple modes, including fiction and non-fiction, data analysis, meeting and conversing with peoples of divergent backgrounds, and completing research into the complexity of various cultural systems.

In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum. Young learners can explore concepts of likenesses and differences among cultural groups through school subjects such as language arts, mathematics, science, music, and art. In social studies, learners interact with class members and discover culturally-based likenesses and differences. They begin to identify the cultural basis for some celebrations and ways of life in their community and in examples from across the world. In the middle grades, students begin to explore and ask questions about the nature of various cultures, and the development of cultures across time and
place. They learn to analyze specific aspects of culture, such as language and beliefs, and the influence of culture on human behavior. As students progress through high school, they can understand and use complex cultural concepts such as adaptation, assimilation, acculturation, diffusion, and dissonance that are drawn from anthropology, sociology, and other disciplines to explain how culture and cultural systems function.

2. TIME, CONTINUITY, AND CHANGE

“Social studies programs should include experiences that provide for the study of the past and its legacy.”

Studying the past makes it possible for us to understand the human story across time. The historical experiences of societies, peoples and nations reveal patterns of continuity and change. Historical analysis enables us to identify continuities over time in core institutions, values, ideals, and traditions, as well as processes that lead to change within societies and institutions, and that result in innovation and the development of new ideas, values and ways of life.

Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of the periods in which they took place. Study of the past makes us aware of the ways in which human beings have viewed themselves, their societies and the wider world at different periods of time.

Knowing how to read, reconstruct and interpret the past allows us to answer questions such as: How do we learn about the past? How can we evaluate the usefulness and degree of reliability of different historical sources? What are the roots of our social, political and economic systems? What are our personal roots and how can they be viewed as part of human history? Why is the past important to us today? How has the world changed and how might it change in future? How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?

Children in early grades learn to locate themselves in time and space. They gain experience with sequencing to establish a sense of order and time and begin to understand the historical concepts that give meaning to the events that they study. The use of stories about the past can help children develop their understanding of ethical and moral issues as they learn about important events and developments. Children begin to recognize that stories can be told in different ways, and that individuals may hold divergent views about events in the past. They learn to offer explanations for why views differ, and thus develop the ability to defend interpretations based on evidence from multiple sources. They begin to understand the linkages between human decisions and consequences. The foundation is laid for the further development of historical knowledge, skills, and values in the middle grades.

Through a more formal study of history, students in the middle grades continue to expand their understanding of the past and are increasingly able to apply the research methods associated
With historical inquiry. They develop a deeper understanding and appreciation for differences in perspectives on historical events and developments, recognizing that interpretations are influenced by individual experiences, sources selected, societal values, and cultural traditions. They are increasingly able to use multiple sources to build interpretations of past events and eras. High school students use historical methods of inquiry to engage in the examination of more sophisticated sources. They develop the skills needed to locate and analyze multiple sources, and to evaluate the historical accounts made by others. They build and defend interpretations that reconstruct the past and draw on their knowledge of history to make informed choices and decisions in the present.

3. PEOPLE, PLACES, and ENVIRONMENTS

“Social studies programs should include experiences that provide for the study of people, places, and environments.”

The study of people, places, and environments enables us to understand the relationship between human populations and the physical world. Students learn where people and places are located and why they are there. They examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations. They study the causes, patterns and effects of human settlement and migration, learn of the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment. This enables them to acquire a useful basis of knowledge for informed decision-making on issues arising from human-environmental relationships.

During their studies, learners develop an understanding of spatial perspectives, and examine changes in the relationship between peoples, places and environments. They study the communications and transportation networks that link different population centers, the reasons for these networks, and their impact. They identify the key social, economic and cultural characteristics of populations in different locations as they expand their knowledge of diverse peoples and places. Learners develop an understanding of the growth of national and global regions, as well as the technological advances that connect students to the world beyond their personal locations.

Today’s social, cultural, economic and civic issues demand that students apply knowledge, skills, and understandings as they address questions such as: Why do people decide to live where they do or move to other places? Why is location important? How do people interact with the environment and what are some of the consequences of those interactions? What physical and other characteristics lead to the creation of regions? How do maps, globes, geographic tools and geospatial technologies contribute to the understanding of people, places, and environments?

In schools, this theme typically appears in units and courses dealing with geography, regional studies, and world cultures. Student experiences will encourage increasingly abstract thought as they use data and apply skills in analyzing human behavior in relation to its physical and cultural
environment. In the early grades, young learners draw upon immediate personal experiences in their neighborhoods, towns and cities, and states, as well as peoples and places distant and unfamiliar, to explore geographic concepts and skills. They learn to use maps, globes, and other geographic tools. They also express interest in and concern for the use and misuse of the physical environment. During the middle grades, students explore people, places, and environments in this country and in different regions of the world. They learn to evaluate issues such as population growth and its impact, “push and pull” factors related to migration, and the causes and implications of national and global environmental change. Students in high school are able to apply an understanding of geospatial technologies and other geographic tools and systems to a broad range of themes and topics. As they analyze complex processes of change in the relationship between people, places, and environments, and the resulting issues and challenges, they develop their skills at evaluating and recommending public policies.

4. INDIVIDUAL DEVELOPMENT AND IDENTITY

“Social studies programs should include experiences that provide for the study of individual development and identity.”

Personal identity is shaped by an individual’s culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual’s own culture throughout her or his development. Given the nature of individual development in a social and cultural context, students need to be aware of the processes of learning, growth, and interaction at every level of their own school experiences. The examination of various forms of human behavior enhances an understanding of the relationships between social norms and emerging personal identities, the social processes that influence identity formation, and the ethical principles underlying individual action.

Questions related to identity and development, which are important in psychology, sociology, and anthropology, are central to the understanding of who we are. Such questions include: How do individuals grow and change physically, emotionally and intellectually? Why do individuals behave as they do? What influences how people learn, perceive, and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop over time? How do social, political, and cultural interactions support the development of identity? How are development and identity defined at other times and in other places?

The study of individual development and identity will help students to describe factors important to the development of personal identity. They will explore the influence of peoples, places, and environments on personal development. Students will hone personal skills such as demonstrating self-direction when working towards and accomplishing personal goals and making an effort to understand others and their beliefs, feelings, and convictions.

In the early grades, young learners develop their personal identities in the context of families, peers, schools, and communities. Central to this development are the exploration, identification, and analysis of how individuals and groups are alike and how they are unique, as well as how
they relate to each other in supportive and collaborative ways. In the middle grades, issues of personal identity are refocused as the individual begins to explain his or her unique qualities in relation to others, collaborates with peers and with others, and studies how individuals develop in different societies and cultures. At the high school level, students need to encounter multiple opportunities to examine contemporary patterns of human behavior, using methods from the behavioral sciences to apply core concepts drawn from psychology, sociology, and anthropology as they apply to individuals, societies, and cultures.

5. INDIVIDUALS, GROUPS, AND INSTITUTIONS

“Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.”

Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs. Schools, religious institutions, families, government agencies, and the courts all play an integral role in our lives. They are organizational embodiments of the core social values of those who comprise them, and play a variety of important roles in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.

It is important that students know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed. The study of individuals, groups, and institutions, drawing upon sociology, anthropology, and other disciplines, prepares students to ask and answer questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change?

Students identify those institutions that they encounter. They analyze how the institutions operate and find ways that will help them participate more effectively in their relationships with these institutions. Finally, students examine the foundations of the institutions that affect their lives and determine how they can contribute to the shared goals and desires of society.

In schools, this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history. Young children should be given the opportunity to examine various institutions that affect their lives and influence their thinking. They should be assisted in recognizing the tensions that occur when the goals, values, and principles of two or more institutions or groups conflict—for example, the school board removing playground equipment for safety reasons vs. the same equipment being used in a city park playground (i.e., swings, monkey bars, or sliding boards). They should also have opportunities to explore ways in which institutions (such as voluntary associations, or organizations like health care networks) are created to respond to changing individual and group needs. Middle school learners will benefit from varied experiences through which they examine the ways in which institutions change over time, promote social conformity, and influence culture. They should be encouraged to use this understanding to suggest ways to work through institutional change for
the common good. High school students must understand the paradigms and traditions that undergird social and political institutions. They should be provided opportunities to examine, use, and add to the body of knowledge offered by the behavioral sciences and social theory in relation to the ways people and groups organize themselves around common needs, beliefs, and interests.

6. POWER, AUTHORITY, AND GOVERNANCE

“Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.”

The development of civic competence requires an understanding of the foundations of political thought, and the historical development of various structures of power, authority, and governance. It also requires knowledge of the evolving functions of these structures in contemporary U.S. society, as well as in other parts of the world. Learning the basic ideals and values of a constitutional democracy is crucial to understanding our system of government. By examining the purposes and characteristics of various governance systems, learners develop an understanding of how different groups and nations attempt to resolve conflicts and seek to establish order and security.

In exploring this theme, students confront questions such as: What are the purposes and functions of government? Under what circumstances is the exercise of political power legitimate? What are the proper scope and limits of authority? How are individual rights protected and challenged within the context of majority rule? What conflicts exist among fundamental principles and values of constitutional democracy? What are the rights and responsibilities of citizens in a constitutional democracy?

Through study of the dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life. By applying concepts and methods of political science and law, students learn how people work to promote positive societal change.

In schools, this theme typically appears in units and courses dealing with government, politics, political science, civics, history, law, and other social sciences. Learners in the early grades explore their natural and developing sense of fairness and order as they experience relationships with others. They develop an increasingly comprehensive awareness of rights and responsibilities in specific contexts. During the middle school years, these rights and responsibilities are applied in more complex contexts with emphasis on new applications. Learners study the various systems that have been developed over the centuries to allocate and employ power and authority in the governing process. High school students develop their abilities to understand and apply abstract principles. At every level, learners should have opportunities to apply their knowledge and skills to participate in the workings of the various levels of power, authority, and governance.
Common Core State Standards (CCSS)  
for English Language Arts & Literacy in History/Social Studies  
College and Career Readiness (CCR) Anchor Standards (Grades 6–12)  
Source: http://www.corestandards.org/ELA-Literacy/

The College and Career Readiness Anchor Standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative
strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.
To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others’ meritorious ideas while expressing their own clearly and persuasively.

To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is as at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.
APPENDIX E
Sample E-Portfolio Content from 2017 Summer Institute
Source: http://borderlandsnarratives.utep.edu/blog
Smokesack Memories: A Borderlands History During the Gilded Age

Ni De Aqui, Ni De All: Exploring Bilingual Identity in Ethnic Adolescents

Making a Nation
Lesson Plan Excerpt from 2017 Summer Institute

Tales from the Chihuahuan Desert: Borderlands Narratives about Identity and Nationalism
National Institute for the Humanities and the University of Texas, The University of Texas at El Paso.
2017 Summer Institute for Secondary School Teachers (Grades 6–12)

Lesson Plan: Making a Nation

Prepared by

Victoria Nolan

and Rebecca Sprague for Young Women Leaders

A Day in the Life

Victoria Nolan teaches secondary English in El Paso, Texas. She has been teaching at her current school since 2002. Her students have written many papers about the impact of social and historical learning on their community. In her role at the NIH Summer Institute, Victoria aims to create an engaging experience for students in her classroom. She hopes to encourage her students to engage more deeply with the material presented.

Focus Question:

How do historical narratives shape our understanding of national identity?

Keywords: Culture, Identity, Texas, Literature, North America, Immigration, US-Mexico Border

Grade Level: 6–12

Time Required to Complete: 105 minutes total in each class; over two 50-minute sessions

Instructional Objectives and Student Learning

Common Core State Standards, English Language Arts, Literature (CCSS.ELA-Literacy.RL.6-8.4)

- History: The student understands the causes of and consequences of nationalism.

- Identify ways in which specific events, characters, and events have shaped American identity.

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Social Studies, Grade 6, Social Studies, Grade 6, 2011-2012:

The student understands the causes of exploration and colonization. The student is expected to:

- Identify reasons for European exploration and colonization of the Americas.
- Recognize the impact on the American Indian culture and society and the impact of European contact on the United States.
- Conduct and report on the importance of the United States during the 18th, 19th, and 20th centuries.
- Conduct and report on the major events and contemporary issues in the United States.

- Conduct and report on the major events and contemporary issues in the United States.
- Conduct and report on the major events and contemporary issues in the United States.
Guiding Questions
1. Who is indigenous?
2. Do the indigenous share a common set of values? What are the limits of this definition?
3. Were American Indians before Columbus?
4. How does the distribution of native groups in the Southern Interior of the United States appear?

Resources
1. Primary source analysis - look at people.
2. Book of Abraham By Ammon
3. Book of Enoch
4. Bible

Introduction
The rise of American history courses has seen the role of the student continue to grow. Understanding how to think critically and synthesize information has been a prime concern for educators. This has been shaped by the United States of America today. This has grown in part due to the rise of technological advancements and challenges faced in a changing world. Over the past century, the United States of America has faced many challenges and changes that have shaped our nation. Through these challenges, students will gain a deeper understanding of the United States and its role in the world.

Then and now, students will explore the time periods of American history through the lens of primary sources, looking at how these events have shaped our nation. Through this exploration, students will gain a deeper understanding of the United States and its role in the world.
Lesson Plan:

Day 2: 1.30 Minutes

objectives: Students will develop a working definition of “nation” through research of
building a naturalized foreigner, a map of North America, after learning about a primary source
text. Students will then be asked to make an outline of their own nation, with its origin figure, as they
learn about the story of the United States. Then, they will map it, and
research the history behind the nation.

What we didn’t try during the lesson:

- Trace from a national figure of origin to a modern nation. Then outline a
- National story behind nation.

supplies needed:
- Note cards
- Chart Paper
- Primary source map (if available, optional)
- Blank map of North America
- Colored Pencils

2) Do Now (15 min)

- Have students name one nation where they enter the room. On the board, is this
  a nation that makes the United States of America a nation?
- Students will write their trend and identity on a timeline on the board.

3) Discussion of what does the word “nation” mean? (15 min)

- Link to Story
  - After having written the nation, add this question in the Do Now: Students
  - What is the reason for each nation, and explain a national origin figure in the student's
    nation? (15 min, for each student, to write without prewriting)
  - Students will keep national origin figure. Start with national origin figure, then map a
    whole national origin figure. Modeling the national origin figure for the following:
    - What is the nation?
    - Are there traditional ways of identifying a nation? What are the limits of
      the definition?
    - What America means colors, Common
    - However, language can not be used for nations that need help making into the concept
    - Teachers can add national origin figure. The National origin figure can be used for
      nationwide and elsewhere.

4) Mapping the Americas (20 min)

- Hand students a blank map of North America. Instead, have students identify
  national origin figures, then map them onto the national origin figure.
b) Instruction: Map out the general land feature in all the different time wise you think came in North America in the 1500s-1600s. Draw different color in each nation and write a few notes where human trade and exploration happen. (made this tomorrow). Instruct the students to answer the questions:

4) Analysis of Primary Source Maps (20 min)
   a) After students have created their own map, students will do a walk around the room to view all different maps from the 1500s/1600s North America. As they walk and observe, their task is to annotate their own map with the history they are visually observing through the maps.
   b) Link for maps can be下达 to students, and can be accessed either on the computer or printed. Maps for students to do a gallery walk.
   c) Show the maps and have students discuss their observations. Maps are then added or edited in their maps.

5) Exit Ticket (2 min):
   a) Using the backside of the namecard, they need to reflect on what they learned from the project.
   b) Write a 1-2 sentence definition on the namecard.

Day 2: 30/40 min

Objectives:
- Students will develop a working definition of frontier based on analyses of cultures and living patterns in North America.
- Students will analyze primary source materials from the 1500s and 1600s to understand the experiences of those who lived on the frontier and the people who influenced their ideas.

Heartbeat Writing Assignment: Writing From the Perspective of Colonial Enslaved People.
- Task: You will write a letter to one of the people you researched as part of your project. Write in letter format, and you’ll need to use at least one page of writing. You may write whatever you want to you, but it must be something that would be of interest to them if they were to look North America in the 1500s/1600s.

Supplies Needed:
- Black maps
- All Supplies of your choosing—use student-led ideas on Friday
- Notes PowerPoint for lesson on early Colonization
  - if needed: named note sheets for practicing named note styles
- Using Map instructions
Reflection

My experience through this class project is that focusing on the diverse nature of the population of the Southwest United States was fundamental to the expectation of the lower power shift “losing power.” When thinking with movements that encompass the beginning of the United States, it’s a fundamental question about what’s a nation? I think about someone who becomes an American, and how these definitions are specific to time and place.

This lesson plan is intended to help students discuss these larger questions about identity and borders in a context specific to areas that are below the United States but that are about history and the current status of American history. When thinking in these stages from either end, I think that the question is for an area of study that represents clearly for students a lot of knowledge and precision learning beyond the role of traditional linear narration or history.
APPENDIX F
Bibliography


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VI. 2017 PROJECT EVALUATION

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

Application for the National Endowment for the Humanities
for
A Summer Institute for Secondary School Teachers (Grades 6–12)
at The University of Texas at El Paso (UTEP)
in collaboration with Center for Inter-American and Border Studies (CIBS)
and Institute of Oral History (IOH)

July 14th – July 28th, 2019

Co-Directors
Ignacio Martínez
Assistant Professor, Department of History

R. Joseph Rodríguez
Independent Scholar
2017 Project Evaluation: Background

The 2017 Summer Institute was held at the campus of The University of Texas at El Paso (El Paso, Texas). The Institute dates were July 16th–July 30th, 2017. The Institute codirectors Ignacio Martínez (Department of History) and R. Joseph Rodríguez (Department of English) developed *Tales from the Chihuahuan Desert* in an effort to reframe our national discourse about the ways in which we see and talk about the U.S.–México borderlands and its binational populations.

Summer Scholar evaluations for 2017 were extremely valuable to us in organizing and developing our 2019 Institute. We have incorporated several of their suggestions and recommendations to the best of our ability. (The 2017 Summer Scholars’ evaluation feedback document is attached following our narrative.)

Intellectual Content

One of the main goals for the Summer Institute was to emphasize the various ways in which the narratives of border people get told, who tells them, and what potential misconceptions are attached to these stories. To that end, we carefully selected scholars from various academic disciplines such as history, literature, political science, journalism, and the performing arts to highlight methods for effective storytelling, particularly as it related to young audiences via narratology and historiography. The readings reflected theories of both history and storytelling that can translate to application in the classroom for secondary-level teachers and students.

In response to suggestions and recommendations from 2017 Summer Scholars we will strengthen our programming for 2019 by incorporating more general round table discussions, both between Summer Scholars and presenters and among Summer Scholars. Each morning will begin with a debriefing and discussion period (40-50 minutes) from the previous day’s activities. In groups of five, Summer Scholars will co-present their reflections of the previous day and introduce ways in which they can incorporate what they learned into their final E-projects and classrooms. In addition, in order to allow Summer Scholars the ability to engage more fully with the readings and with the presenter for that day, we have reduced the number of required readings. While the reading schedule is still rigorous, the reduced reading load will allow Summer Scholars to set more of their priorities of the final E-portfolio project. Presenters will also be asked to periodically refer to the readings for that day and incorporate them as much as possible into their presentations.

In 2017, we closely followed the syllabus for the assigned readings and scheduled lectures. The lunch break period was scheduled at noon each day followed by an afternoon session on using academic technologies for the Summer Scholars’ digital portfolio development. The sessions were held in the UTEP Undergraduate Learning Center with access to computers, multimedia, and technical assistants. As codirectors, we had agreed in advance to be flexible for minor changes as needed. We will implement this same framework in 2019.
Digital Portfolios with Lesson Plans or Units (E-Portfolios)

All the 2017 Summer Scholars were required to complete a digital portfolio composed of detailed lesson plans with historiography and narratology concepts for a future section on a topic related to the Chihuahuan Desert, the U.S.–México borderlands, literary works, and border identities. At our Summer Institute’s closing ceremony, Summer Scholars presented their digital projects to one another and invited guests. A Gallery Walk was organized in support of the Institute theme and to advance the humanities in the lives of teachers and their students in secondary-levels. The digital portfolios are featured for public viewing and teacher use on our UTEP NEH website found at: http://borderlandsnarratives.utep.edu.

Based on recommendations from 2017 Summer Scholars, in 2019 we plan to improve the E-portfolio project by (1) providing a thorough overview during the first week of the Institute of what comprises an successful E-portfolio, outlining our expectations for the E-portfolio, and by showcasing examples from 2017; (2) by allowing more time for collaborative work; and (3) by providing clear expectations for the Gallery Walk that will held on the final day of the Institute.

Housing

Summer Scholars were housed at the UTEP Miner Canyon, a new residence complex, which opened in 2015. It is located on 6.2 acres and bordered by a winding arroyo, or creek, on the north end of the UTEP campus. There were no major issues or problems that arose with housing, and a total of seven Summer Scholars decided to live off campus through pre-arrangements during the two weeks. The 2017 Summer Scholars recommended that we keep the Miner Canyon residence and housing option for 2019.

The Summer Scholars who chose accommodations at Miner Canyon made use of the UTEP Miner Shutter Services, which brought them directly to campus during the Institute. Similarly, the location of the UTEP Miner Canyon residence made it more accessible to additional transportation services such as the El Paso public transit named Sun Metro, a local grocery supermarket, several restaurants, and the UTEP Student Recreation Center, which many Summer Scholars used on a regular basis during the two-week period. One major concern shared by the Summer Scholars was that pots, pans, and other utensils were not available in their residence kitchens and dining areas. This was resolved when some of them bought the needed wares and shared them during the two-week period for pre-planned meals. We plan to announce these recommended purchases far in advance for the 2019 Summer Scholars. Also, later this year the streetcar public transit will become available for passengers and will ease access to downtown El Paso.

Visiting Faculty and Guest Speakers

Our visiting faculty and guest speakers were responsible for leading class lectures and discussions for each day. Each speaker was scheduled to be present for a minimum of two or three days.
They were asked to lecture on their areas of expertise, but also to engage in conversation and discussion with Summer Scholars on how best to present concepts with activities that involved primary, secondary, and tertiary sources as well as literary works to expand the canon in their content areas. Visiting faculty were also invited to join the group on field trips. Though a few did, this was not mandatory. Visiting faculty were also invited to the final presentation.

Based on feedback from the 2017 Summer Scholars, we selected four new guest speakers to respond directly to some of the content areas where 2017 Summer Scholars believed we could direct more of our attention. For example, we invited Jeffery Shepherd (an expert on Native American history in the Southwest and the Chihuahuan borderlands), Cynthia Bejarano (a sociologists and political scientist who has worked extensively with DACA students, migrant children, and families from the border), Erika Sánchez (a novelist whose novel *I Am Not Your Perfect Mexican Daughter* has been widely acclaimed for its analysis of gender and life on the border), and José Rodríguez (a poet whose poetry and prose addresses life on the border).

**Field Trips**

The readings were complemented by field trips to sites and specific locations that advanced the role of artifacts in the making of history and literature. To that end, 2017 Summer Scholars went on a U.S. Customs and Border Patrol sponsored tour of the border wall, located in Santa Teresa, New Mexico, and its detention facilities, located in downtown El Paso. This field trip was followed by a tour of the Annunciation House, which is a non-profit shelter for migrants. We strategically scheduled these outings back-to-back in order to provide narratives from opposing perspectives: the enforcement and the humanitarian. The 2017 Summer Scholars recommended that we keep these excursions to complement the readings and historical periods under study.

Following these trips, Summer Scholars embarked on the El Paso Mission Trail, which consists of historical landmarks to communicate the story about colonialism, settlements, and land expansion. Similar to our previous set of field trips, we paired our excursion of the Spanish missions with a visit to the Tigua Indian Cultural Center where Summer Scholars toured the museum, ate traditional bread, and participated in a traditional Indigenous group dance. Again, this was done strategically so as to juxtapose competing narratives found in the histories, cultures, and identities of the Chihuahuan Desert borderlands. In addition, we toured the Chamizal National Park, a National Park Service site commemorating the peaceful settlement in 1967 of the Chamizal boundary dispute between the United States and México.

These field trips were of particular sociopolitical importance to demonstrate to 2017 Summer Scholars how contested areas such as borderlands can become negotiated spaces through diplomacy and international cooperation. Lastly, Summer Scholars attended two scheduled events: a theatre performance directed by one of our invited faculty speakers and a poetry reading. In addition to the aforementioned field trips, in 2019 we will also include a bus
tour of the city of El Paso on the first day of their visit as well as a hiking tour of the Chihuahuan desert to be led by an expert in the geography and ecology of the area.

**Follow-up Activities and Plans**

A mobile application named Slack was used throughout the Summer Institute to share communication and information updates as well as digital and nondigital resources that included artifacts, photographs, and other multimedia on our Institute theme. The 2017 Summer Scholars praised the communications application and recommended that we use it in future Institutes.

The 2017 Summer Scholars reported that they are using each other’s digital portfolios in their schools, districts, and states to increase knowledge about borderlands histories, identities, and literatures that can inform our reading and understanding of the Chihuahuan Desert and similar spaces around the world.

Lastly, the 2017 Summer Scholars are using the digital portfolios to launch additional lessons connected to global borders with world histories and literatures. They report that the approaches they studied on using primary and secondary sources with students have been useful. Seven Summer Scholars have begun oral histories in their civic communities and plan to publish their research. We would like to maintain this momentum by following the feedback that is actionable to strengthen and improve our syllabus, programming, and activities in 2019.