

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

Reséndez, Andrés. *A Land So Strange: The Epic Journey of Cabeza de Vaca – The Extraordinary Tale of a Shipwrecked Spaniard Who Walked Across America in the Sixteenth Century*. (Basic Books, 2007). [Book is provided].

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

Hernández, Kelly Lytle. **“Part One: Formation.”** In *Migra! A History of the U.S. Border Patrol*. University of California Press, 2010, pp. 1-83. (e-file)

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

Additional Field Site Visits

None

WEDNESDAY, July 17th: Remembering and Forgetting: Teaching Indigenous History in American Classrooms

Required Readings

Martínez, Oscar J. *Border People: Life and Society in the U.S.–Mexico Borderlands*. University of Arizona Press, 1994. [Book is provided.]

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

Shepherd, Jeffrey, “A Discussion of Scholarly Responsibilities to Indigenous Communities.” *The American Indian Quarterly*. 27 1 & 2 (Winter & Spring 2003): 14-19.

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

Luiselli, Valeria. *Tell Me How It Ends: An Essay in 40 Questions*. Trans. Lizzie Davis. Coffee House Press, 2017. [Book is provided.]

Ruiz, Vicki. "Border Journeys" In *From Out of the Shadows: Mexican Women in Twentieth-Century America*. 10th Anniversary Edition. Oxford University Press, 2008. pp. 3-32. (e-file)

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 [**Bejarano, Shepherd**]
- Narratives as History (how to tell the peoples history) [**Bejarano, Shepherd**]
- Looking at the Borderlands through the Prism of Stories and Storytelling [**Bejarno, 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

Bejarano, Cynthia, “**Border Rootedness as Transformative Resistance: Youth Overcoming Violence and Inspection in a U.S.-Mexico Border Region,**” *Children’s Geographies* 8 no. 4, (2009) pp. 391-399.

Bejarano, Cynthia, “**Fear, Vulnerability and ‘Death’ for Children and Youth at the U.S.-Mexico Border,**” in Christopher Harker, Kathrin Horschelmann and Tracey Skelton, *Geographies of Children and Young People: Conflict, Violence, and Peace* (Springer Press, 2005).

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 Metroplexes: 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

Sánchez, Erika L. *I Am Not Your Perfect Mexican Daughter*. Alfred A. Knopf, 2017.
[Book is provided.]

Anzaldúa, Gloria. "Chapter 5: How to Tame a Wild Tongue." *Borderlands / La frontera: The New Mestiza* (2nd ed.). Aunt Lute Press, 2012, pp. 75-86. (e-file)

Anzaldúa, Gloria. "To Live in the Borderlands Means You." *Borderlands / La frontera: The New Mestiza* (2nd ed.). Aunt Lute Press, 2012, pp. 216-217. (e-file)

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 Lhaxhang)

Border Dialogue 6

Lecture and Content

- Tour of Lhaxhang 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) [Dominguez]

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

Rodríguez, R. Joseph. “We Remember and Pronounce’: On the Vital Finding and Making of Poems.” *Literacy and the National Council of Teachers of English*. (April 16, 2016).

Huerta, Jorge. “The Legacy of Luis Valdez and El Teatro Campesino: The First Fifty Years” [speech]. HowlRound, 2015. (e-file)

Valdez, Luis. **Early Works**. Pensamiento Serpentino, 1994, pp. 7-13. (e-file)

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

Optional Reading D

The GroundTruth Project. *GroundTruth: A Field Guide for Correspondents* (2017).

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) [**Dominguez**]
- Roundtable Discussion of Readings: How does binationalism inform border people’s cultures and writings? [**Dominguez, 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

Mora, Pat. "La Migra." In *Ms. Magazine*. Jan. 1993. (e-file)

Optional Reading

Miller, Todd. Excerpt from *Border Patrol Nation: Dispatches from the Front Lines of Homeland Security*. City Lights Books, 2014.

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.]

Heller, Meredith. "Gender-Bending in El Teatro Campesino (1968-1980): A Mestiza Epistemology of Performance." *Gender & History*, Volume 24, Number 3, November 2012, pp. 766-781. (e-file)

Moraga, Cherríe. "La Güera." *Race, Class, & Gender: An Anthology*, edited by Margaret L. Anderson and Patricia Hill Collins. Thomson Wadsworth, 2007, pp. 393-397. (e-file)

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) [Dominguez]
- How Border People Perform Their Identities [Dominguez, 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

FRIDAY, July 26th: E-Portfolios

Required Readings

Rodriguez, José Antonio. "La Migra." In *The New Yorker*. June 19, 2017. (e-file)

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
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EDUCATION

University of Arizona, Tucson, Arizona
Doctor of Philosophy – History, December 2013.

University of New Mexico, Albuquerque, New Mexico
Master of Arts – Latin American Studies, May 2006.

Bachelor of Arts – Independent Studies, May 2003.

Gonville and Caius, University of Cambridge, Cambridge UK
Summer Semester, 2004.

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
Mellon Summer Institutes in Vernacular Paleography, The Newberry Library, 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

"The Paradox of Friendship: Loyalty and Betrayal on the Sonoran Frontier," *Journal of the Southwest* 56, no. 2 (2014): 319-344.

"Settler Colonialism in New Spain and the Early Mexican Republic," in Ed Cavanagh and Lorenzo Veracini, eds., *The Routledge Handbook of the History of Settler Colonialism* (Routledge, 2017): 109-124.

"Dispelling Stereotypes: How Understanding Borderland Populations Can Enhance Our Humanity," (under development).

Edited Works

Introduced with Michael Bresica, Tracey Duvall, ed., *The Marqués de Rubí's Formidable Inspection Tour of New Spain's Northern Frontier, 1766-1768*, DSWR: Documentary Relations of the Southwest, (forthcoming, 2018).

Contributing editor with Dale Brenaman, et al. O'odham Pee Posh Documentary History Project. (tentative title) DSWR: Documentary Relations of the Southwest (under review).

Encyclopedia Entries

"Juan Seguí," "Moses Austin," "Fray Junipero Serra," and "Juan Bautista de Anza," *Encyclopedia of Imperialism and Expansionism in American History*. David Bernstein and Chris J. Magoc, eds. ABC-CLIO, 2016.

"Louis McCarty Little," "Crime and Punishment," and "Workers' Unions and Interventions." *Encyclopedia of U.S. Military Interventions in Latin America*. Alan McPherson, ed., ABC-CLIO 2013.

Book Reviews

Aaron Pollack, ed., *La época de las independencias en Centroamérica y Chiapas: procesos políticos y sociales* (Instituto Mora, 2013) in *Mesoamerica* 54 (Summer, 2017).

George T. Diaz, *Border Contraband: A History of Smuggling Across the Rio Grande* (Texas, 2014) in *Pacific Historical Review*, (forthcoming, August, 2016).

Sylvia Sellers-Garcia, *Distance and Documents at the Spanish Empire's Periphery* (Stanford, 2013) in *European History Quarterly* 45, no. 1 (January, 2015).

Sonya Lipsett-Rivera, *Gender and the Negotiation of Daily Life in Mexico, 1750-1856* (Nebraska, 2012) in *Journal of Latin American Geography* 13, no. 3 (2014).

Frances L. Romo, *Identity, Ritual, and Power in Colonial Puebla* (Arizona, 2012) in *Journal of Latin American Studies* 45, issue 4 (November 2013).

Ida Altman, *The War for Mexico's West* (New Mexico, 2010) in *Sixteenth Century Journal* XLIII, no. 1 (Spring 2012).

Rachel St. John, *Line in the Sand: A History of the Western US-Mexico Border* (Princeton, 2011) in *49th Parallel: A Journal of North America* 28 (Spring 2012).

Other Publications - Op-eds

"Celebrando el día de los muertos en Jonesboro," *La Ventana*, Jonesboro AR: February 2013.

"The Dream Act," *La Ventana*, Jonesboro AR: November 2012.

"El voto hispano y la reelección de Barack Obama," *La Ventana*, Jonesboro AR: October 2012.

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

Conference, El Paso TX, November 2015. Closing Address.

“Canito, Friendship, and the Imposition of a Moral Order,” The Southwest Institute: Consortium on Colonial Latin America, San Marcos TX, October 2015. Presenter.

“The Paradox of Friendship: Navigating an Emotion at the Edges of the Spanish Empire,” UTEP’s Department of History Faculty Symposium, El Paso TX, October 2015. Invited talk on current state of research.

“The Spanish Legacy in the US,” Texas Hispanic Heritage Celebration, Blumberg Auditorium, El Paso, September 2015. Keynote Address.

“Moral Outrage at the Edges of Empire.” Rocky Mountain Council for Latin American History (RMCLAS), Tucson AZ, April 2015. Presenter and Chair.

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

“Reconnoitering New Spain’s Northern Frontier: Manje, Father Kino, and the Quest for Civil Society.” Midwest Latin American History Conference, Chicago IL, January 2013. Presenter.

“The Intimate Frontier: Friendship and Emotion along New Spain’s Northern Frontier.” Rocky Mountain Council for Latin American Studies (RMCLAS), Park City UT, March 2012. Presenter.

“Día de los Muertos,” Arkansas State University Museum, Jonesboro AR, November 2012. Keynote Address.

“The Cultures of Latin America,” Brookland High School, Brookland AR, October 2012. Keynote Address.

“Deciphering the History of Emotion in Spanish Colonial Documents.” Association for Documentary Editing, (ADE), Philadelphia PA, October 2011. Presenter.

“A Practical Friendship: Ortiz Parrilla, Oacpicagigua, and the 1751 Pima Revolt.” Native American and Indigenous Studies Association (NAISA), Tucson AZ, May 2010. Presenter.

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

(RMCLAS), Boulder CO, April 2010. Presenter.

“Friendship and the Amerindian Body: Friendship Ideals from Aristotle to Lizardi,” 19th Annual Graduate and Professional Symposium on Hispanic and Luso-Brazilian Literature, Language and Culture, Tucson AZ, February 2009. Presenter.

“Chicanos in the Twenty-first Century,” Team presentation at the National Association for Chicano/a Studies (NACCS), Albuquerque NM, March 2004. Presenter.

“Chicano Nationalism and Imperialism in the Twenty-First Century” Ronald E. McNair National Conference, San Juan PR, October 2002. Presenter.

Public Lectures and Radio Broadcasts

“El Paso History: The Spanish Borderlands,” KTSM 690 News Radio, El Paso TX, October 2015. Radio Broadcast.

“The Job Market,” UTEP’s Department of History Graduate Workshop, El Paso TX, October 2013- 2014.

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

“Leading Discussion Sections: Techniques and Strategies,” for the Department of History Graduate Teaching Workshop, Tucson AZ, August 2011.

“The Family in Colonial Latin America,” for the University of Arizona Colonial Mexico History Institute, Tucson AZ, December 2009.

“The Enlightenment in Colonial Mexico,” for the University of Arizona European Intellectual History Institute, Tucson AZ, March 2009.

“Sinarquismo and the Mexican Revolution,” for the University of Arizona Modern Mexico History course, Tucson AZ, November 2008.

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.

National Endowment for the Humanities, participating fellow, Border Security and the Humanities, UTEP, 2014-2015.

Executive Committee, "The Southwest Institute: Consortium on Latin America," 2014-Present.

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)

US and the World Search Committee, Departmental, (2014-15)

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.

Judge, Texas History Day, El Paso TX, February 2014-2015.

Contributor, "La Ventana," Spanish language newsletter, Jonesboro AR, 2012-2013.

Contributor, "Salvador Corona" Art exhibit at Arizona State Museum, February 2010.

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

Research Assistant, "O'odham Pee Posh Documentary History Project," Office of Ethnohistorical Research, Arizona State Museum, May 2006-2011.

Assistant Research Editor, "Southwest Missions Research Revista," Office of Ethnohistorical Research, Arizona State Museum, May 2007-2008.

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

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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
2001–2003 **Research Specialist**, Houston Independent School District, 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: Critical perspectives and conversations*. New York, NY: Routledge. [in press]

Rodríguez, R. J. (2018). In the antropeotas 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]

Rodríguez, R. J. (2018). Against ethnocentrism and toward translanguaging in literacy and English education. In D. Rivers and K. Zotzmann (Eds.), *Isms in language education: Oppression, intersectionality and emancipation*, Series: Language and Social Life 11. Berlin, Germany: De Gruyter Mouton.

Rodríguez, R. J. (2017). *Enacting adolescent literacies across communities: Latino/a scribes and their rites*. Lanham, MD: Lexington Books, Rowman & Littlefield Publishing Group.

Rodríguez, R. J. (2016). Coming of age in the classroom: Representations of teacher education in short fiction by Toni Cade Bambara and Sandra Cisneros. In M. Schoffner (Ed.), *Exploring teachers in fiction and film: Saviors, scapegoats and schoolmarms*. New York: Routledge.

Rodríguez, 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.

Rodríguez, R. J. (2014). 'Locate your body in the world and pay attention': An interview with Chicano poet Rigoberto González. *Diálogo: An Interdisciplinary Journal of the Center for Latino Research, DePaul University*, 17(2), 87-92.

Rodríguez, R. J. (2014). 'We end our hunger for justice!': Selfhood and social responsibility in the Hunger Games trilogy. In S. P. Connors (Ed.), *The Politics of Panem: Critical perspectives on the Hunger Games, Challenging Authors and Genres Series* (P.L. Thomas, Series Ed.) (pp. 157-165). Amsterdam: Sense Publishers.

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>

Codex Journal: Poetry for the 21st Century, National Poetry Month (2015)

Available at: <http://codexjournal.com/national-poetry-month-2015-introduction/>

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

Available at: <http://www.colorincolorado.org/multimedia/experts/video/rodriguez/>

Reading Latino/a Poets at UTEP Project (2015)

Available at: <https://www.youtube.com/channel/UCZ9N8KcsV4jxPBxDyUqyeYA>

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 Binationalism 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.
- 2014 Research Study: *U.S.–Latino Adolescents and Their Literacies*. UTEP University Research Institute, \$4,394. Principal investigator.
- 2012–2013 Research Study: *Latino Literacies*. National Council of Teachers of English, Research Foundation, \$2,500. Principal 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)
- 1999–2004 *MELUS: Society for the Study of Multi-Ethnic Literatures of the United States*

SCHOLARLY AND PEER-REVIEWED PRESENTATIONS

- Re-imagining the canon through a modern lens: What is the impact of Generation Z on literature today?*, NCTE Presidents’ Panel, presenter. National Council of Teachers of English, Annual Convention [Theme: “Teaching Our Students Today, Tomorrow, Forever: Recapturing Our Voices, Our Agency, Our Mission”], St. Louis, Missouri, November 2017.
- Reaching every writer and keeping writers in motion: ‘Yes, you CAN write!’*, chair and presenter. National Council of Teachers of English, Annual Convention [Theme:

“Teaching Our Students Today, Tomorrow, Forever: Recapturing Our Voices, Our Agency, Our Mission”], St. Louis, Missouri, November 2017.

Identity making in teacher education: Rethinking culture, equity, and literacies, panelist. National Council of Teachers of English, Annual Convention [Theme: “Teaching Our Students Today, Tomorrow, Forever: Recapturing Our Voices, Our Agency, Our Mission”], St. Louis, Missouri, November 2017.

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.

¡Ojo! Latino characters as advocates: Bilingual, culturally relevant chapter books, respondent. National Council of Teachers of English, Annual Convention [Theme: “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.

Introductory remarks: Author Guadalupe García McCall. Texas Association for Literacy Education, Literacy Summit [Theme: “Literacy Research and Practice 2016: Celebration 20 Years of What’s Hot?”], San Antonio, Texas, February 2016.

Teaching with Guadalupe García McCall’s Novels: Under the Mesquite (2012) and Summer of the Mariposas (2013). Texas Association for Literacy Education, Literacy Summit [Theme: “Literacy Research and Practice 2016: Celebration 20 Years of What’s Hot?”], San Antonio, Texas, February 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

ENGL 5394 MAT Written Examination ENGL 5399 Thesis

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)

2018–2023 Coeditor, *English Journal*, National Council of Teachers of English (NCTE)

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
 - 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
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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)

University of Texas at El Paso, BA, Theatre Arts, Minor: Secondary Education (2003)

EXPERIENCE

Clinical Professor & Director of Audience Development & Director of the Theatre Program
Department of Theatre & Dance. University of Texas at El Paso. 2005-Present.

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

- Director 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

Operations Assistant. Student Assistant. New York University. New York, NY. 9/03-12/04, 9/04-5/05.

- 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

Coordinator. Book In a Bag. United Way. El Paso, TX. 7/04-9/04.

- 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

Education Intern. Roundabout Theatre Company. New York, NY. 1/04-5/04.

- 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

Drama Teacher. Cultural Arts Academy. El Paso Independent School District. El Paso, TX. 5/03-7/03, 5/04-7/04.

- 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

Teaching Assistant. University of Texas at El Paso, Theatre Dept. Costume Shop. El Paso, TX. 8/02-12/02.

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

Supervisor, Intern. Community Scholars. El Paso, TX. 5/98-8/02.

- 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. Texas Commission on the Arts. Children's Traveling Troupe. 2017-2018. \$1,500.

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

National Finalist. National Arts Strategies: Creative Arts Fellows. 5/16.

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

PRESENTATIONS/PUBLICATIONS, TRAININGS & PROFESSIONAL ORGANIZATIONS

Lecturer. National Endowment for the Humanities. Summer Institute. University of Texas at El Paso. 7/17.

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

IDRE Co-Teaching Panel. Featured Panelist. University of Texas at El Paso. 11/16.

Miner Green Zone Training. 2016.

Presenter. Interdisciplinary Research Symposium. *Towards a Model of Conversational Agents in Performance and Immersive Non-Fictional Contexts*. University of Texas at El Paso. 4/16.

Presenter. International Sun Conference on Teaching and Learning. *The Drama of Information Literacy*. University of Texas at El Paso. 3/16.

Panelist. K-16 Fine Arts Education Summit. Austin, TX. 2015.

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

Access and Representation on the Border Stage. HowlRound. 11/14.

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

Member. Texas Educational Theatre Association. 2016-Present.

Member. Phi Delta Kappa. 2012-Present.

Member. American Educational Research Association. 2011-Present.

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

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

THEATRICAL EXPERIENCE (SELECTED)

Lengua. Playwright and Director. University of Texas at El Paso. Hispanic Heritage Celebration. 10/17.

Bocon! Director. University of Texas at El Paso. 5/17-7/17.

Game of Tiaras. Director. University of Texas at El Paso. 6/17.

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

Voiceover Talent. *Mexico is on the Brink of Transforming Its Justice System.* National Public Radio. 5/16.

Children's Traveling Troupe. Co-Founder & Coordinator. University of Texas at El Paso. 2014-Present.

Chican@/Latin@ Theatre Series. Co-Founder & Coordinator. University of Texas at El Paso. 2013-Present.

Summer Theatre and Dance Camps. Coordinator. University of Texas at El Paso. 2006-Present.

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

Prime Pirates. Director. University of Texas at El Paso. 6/15.

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.

The Imaginary Invalid. Director. University of Texas at El Paso. 6/13.

And Where Was Pancho Villa When You Really Needed Him? Director. University of Texas at El Paso. 5/13.

Electricidad. Clemencia. University of Texas at El Paso. 3/13.

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

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

Pixies, Kings, and Magical Things. Director. University of Texas at El Paso. 6/11.

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.

Addict and Dearly Beloved. 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.

Class Action. 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.

The Sea Monster's Rage, The Necklace, The Upheaval, The Lady or the Tiger. 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

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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

“The Political Boundaries of Indigenous Nationalism: Space, Memory, and Narrative in Hualapai Political Discourse,” in *Native American Nationalism and Nation-Building: Current Perspectives and Cases*. Ed., Simone Poliandri. (SUNY Press, 2016).

We Are an Indian Nation: A History of the Hualapai People. (Tucson: The University of Arizona Press, 2010).

“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).

“Recognition, Non-recognition, and the Politics of Indigenous Identity.” *Journal of Indigenous Nations Studies*. 6 1 (Summer/Fall 2005): 10 pp.

“Land, Labor, and Leadership: The Political Economy of Hualapai Community Building, 1910-1940,” in Brian Hosmer and Colleen O’Neil. Eds. *Native Pathways: Economic Development and American Indian Cultures*. (University Colorado, 2004): 209-237.

“A Discussion of Scholarly Responsibilities to Indigenous Communities.” *The American Indian Quarterly*. 27 1 & 2 (Winter & Spring 2003): 14-19.

“A History of the Center for Indian Education, 1959-1999,” (with Octaviana Trujillo). *The Journal of American Indian Education*. 38 (Spring 1999): 19 – 33.

“The Guadalupe Mountains National Park and Environmental History in the West Texas Borderlands.” Book Manuscript Under contract (University of Massachusetts Press, Projected publication, 2018).

“Race, Blood, and Belonging: Transnational Blackfoot Bands and Families along the U.S. – Canada Border, 1870-1915,” in Pablo Mitchell and Katrina Jagodinsky (Eds.) *Laying Down the Law: Critical Legal Histories of the North American West*. Under contract with the University of Kansas Press (Forthcoming 2018)

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

Co-Editor with Myla Vicenti Carpio, *Critical Issues in Indigenous Studies*. The University of Arizona Press. Editorial Review Board Member, *West Texas Historical Association Journal* Editorial / Advisory Board, *Arizona Historical Review*

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.

Nominee, Best book of 2010, Native American and Indigenous Studies Association.

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.

Formby 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.

Fellow with the National Endowment for the Humanities. Summer Institute, "Nature and History at the Nation's Edge: A Field Institute in Environmental and Borderlands History," University of Arizona, Tucson, Arizona. June 14-July 11, 2009.

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.

Newberry Library Institute Fellow, "Indians, Labor and Capitalist Culture: A Colloquium of Historians, Ethnohistorians, & Anthropologists," Chicago, ILL. September 22-24, 2006.

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.

Max Millet Research Grant for Dissertation Research Summer 2001.

Wassaja Dissertation Incentive Scholarship, Fort McDowell Indian Community and The American Indian Studies Program, Arizona State University Spring 2001.

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

"Publishing in Native American / Indigenous Studies," Native American and Indigenous Studies Association Annual Conference, Vancouver, BC, Canada

October 2016

"The Apache Treaty of 1852: An Indigenous Borderlands Treaty," Western Historical Association Annual Conference, Minneapolis, Minnesota.

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

Commentator and Chair, “Treaties and Tribal Histories,” The Pacific Coast Branch of the American Historical Association, Seattle, Washington.

May 28-31, 2014 “The Apache Treaty of 1852: Land, Identity and Power in an Age of Transition.” The Native American and Indigenous Studies Association, University of Texas, Austin, Texas.

October 4-7, 2012

Commentator and Co-Organizer (Brenden Rensink), “Indigenous-Defined Borderlands, Boundaries and Landscapes: A Two-Session Panel and Roundtable,” The Western History Association Annual Conference, Denver, CO (Panel Participants, Jeff Schulze, Taylor Spence, Natale Zappia, Cynthia Radding, Theodore Binnema, James Brooks)

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 Sovereignities: 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 I. 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

Fregoso, RosaLinda (Coordinadora) and Cynthia Bejarano (Editors). (2011). *Femicidio en América Latina*. Universidad Nacional Autónoma de Mexico. Translation.

Fregoso, RosaLinda and Cynthia Bejarano (Editors). (2010). *Terrorizing Women: Femicides in the Américas*. Duke University Press.

Bejarano, C.L. (2005). *Qué Onda? Urban Youth Cultures and Border Identity*. University of Arizona Press.

Journal Articles (Selected Publications)

Bejarano, C. & Shepherd, J.P. "Engaging a 'border-rooted' Paradigm in Higher Education: Reflections on space, place and history from the U.S.-Mexico Borderlands." *Ethnicities*. (January, 2018)

Bejarano, C. "(Re)Living Femicide through Social Control: The Regulation of Life and Bodies through Fear and (In)Formal Social Control," *The Journal of the International Association of Inter-American Studies*, Vol.8, No.2 (Sept 2015), pp.67-91.

Bejarano, C. (2013). "Memory of Struggle in Ciudad Juárez: Las Madres' Organic Resistance, Transborder Activism and the *Campo Algodonero*" *Aztlan: Journal of Chicana/o Studies*, vol.38, No.1, pp. 189-204.

Bejarano, C. (Fall 2010). *Border Rootedness as Transformative Resistance: Youth Overcoming Violence and Inspection in a U.S.-Mexico Border Region. Children's Geographies*, vol. 8, No.4, pp. 391-399.

Morales, C. and Bejarano, C. (2009). "Transnational Sexual and Gendered Violence at the Borderlands: An Application of Border Sexual Conquest." *Global Networks*, vol. 9, no.3, pp.420-439.

Menjivar, C. and Bejarano, C.L. (2004). "Latino Immigrants' Perceptions of Crime and Police Authorities: A Case Study from the Phoenix Metropolitan Area." *Ethnic and Racial Studies*, pp 120-148.

Bejarano, C.L. (2002). "Las Super Madres de Latino America: Transforming Motherhood and Contesting State Violence Through Subversive Icons." *Frontiers: A Journal of Women's Studies*, vol.23, no.1, pp 126-150.

Book Chapters

"Fear, Vulnerability and 'Death' for Children and Youth at the U.S.-Mexico Border." (2015). *Geographies of Children and Young People: Conflict, Violence, and Peace*, edited by Christopher Harker, Kathrin Horschelmann and Tracey Skelton. Springer Press.

Bejarano, C. and Morales, M.C. (Summer 2011). "Analyzing Conquest through a Border Lens: Vulnerable Communities at the Mexico-U.S. and Moroccan-Spanish Border Regions." *El Río Bravo Mediterráneo: Las regiones fronterizas en la época de la globalización*. Natalia Ribas-Mateos (Editor). Ediciones Bellaterra: Barcelona, Spain.

Monárrez Fragoso, Julia E. and Bejarano, C. (2010). "The Disarticulation of Justice in a Global City: Precarious Life and (Un) paradigmatic Sexual Murders in The Paso del Norte Region." *The Paso del Norte Metropolitan Region: Global Inequalities, Cities, and Citizens at the Mexico-U.S. Border*. Kathleen Staudt, Julia Monárrez, and Cesar Fuentes, (Eds.). pp. 43- 70. Palgrave McMillan Publishers.

Morales, C. and Bejarano, C.L. (2008) *Border Sexual Conquest: A Framework for Gendered and Racial Sexual Violence. Race, Inequalities, and Human Rights*. Angela Hattrey, David Embrick and Earl Smith (eds.). Rowman and Little Co.

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

“Border Indignities: Violence, Vulnerability and Security for Children and Youth at the U.S.- Mexico Border.” Paper Presented at the Latin American Studies Association. May 27-30, 2015, San Juan, Puerto Rico.

“(Re)Living Femicide through Social Control: The Regulation of Life and Bodies through Fear and (In)Formal Social Control.” Paper Presented at the European Association for American Studies. April 3-6, 2014, The Hague, The Netherlands.

“Memories of Violence, the Violence of Memory: Recovering Hidden Histories of Trauma in the Borderlands.” Paper Presented at the American Studies Association. November 18-21, 2010, San Antonio, Texas.

“Border Citizenship, Belonging and Gendered Resistance.” Latin American Studies Association, October 10-13, 2010. Toronto, Canada.

“Sustaining Dignity in the Face of Terror: Border Citizenship, Belonging and Gendered Resistance.” National Association for Chicana/Chicanos Studies, April 7-10, 2010. Seattle, Washington.

“Migration and Femicide: Protecting Women’s Rights on the Mexican Border.” Paper presented at the American Association of University Women, June 29-July2, 2007. Phoenix, AZ.

INVITED KEYNOTE PRESENTATIONS (Selected)

“The Barrio, the Book and the Border: Violence and the Pedagogies of Resistance in Borderlands Studies.” 2016

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

“*Border Indignities: Violence, Vulnerability and ‘Death’ for Children and Youth at the U.S.- México Border.*” January 16, 2015, Indiana University. Bloomington, Indiana.

“Dispelling Myths and Confirming Realities: Living with Violence at the U.S.-Mexico Border,” April 4, 2012. Montana State University, Bozeman, Montana.

"Terrorizing Women: Femicide and Gender Violence at the U.S. - Mexico Borderlands"
February 28, 2012. University of Oregon, Eugene, Oregon.

"Gender Terrorism: Femicides and Women's Rights at the Borderlands". March 4, 2009.
University of River Falls at Wisconsin, River Falls, Wisconsin.

"ReDressing Injustice Redux: Transnational Advocacy for the Women of Juarez." Keynote
presentation. September 10, 2008, Arizona State University, Phoenix, Arizona.

"Border Identity, Youth and Violence." Key note book presentation. April 17, 2006, Seattle
University, Seattle, Washington

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



Office of the Provost
University of Texas at El Paso

February 14, 2018

Dear Selection committee:

I am delighted to see that the letters of commitment and support from the University of Texas at El Paso (UTEP) for the 2018-2019 quarter continue to be received, given a full and complete review of the letters from the Chair, the Board of Regents, the members of the faculty and the administration. The committee formed to conduct the 2018-2019 search for the position of Chair of the Department of Borderland Studies is composed of Dr. Ignacio Martinez and R. J. Garcia, both of whom will provide a unique opportunity for someone who will be able to provide a full and complete exploration of borderland studies. The role of the Chair is to lead the department in its research and public policy efforts and to represent the department in several Border Studies and parts of Texas, New Mexico, and Arizona.

As the Chair of the Department of Borderland Studies, I expect that efforts to bring together a distinguished scholar, educator, and teacher (as well as a leader in the global UTEP Research Institute) will be a high priority for the department. I am looking for someone with a deep understanding about the borderlands and its multiple, diverse, and complex nature. These individuals will be most instrumental in the study of the borderlands people and the United States-Mexico region. The collaboration among the UTEP Department of Psychology, the Center for Global Health, the Center for Border Studies, and the Institute of Global Studies will continue to be instrumental in the study of borderland studies and its multiple, diverse, and complex nature.

I am confident in the talent of scholars and professionals I highlighted in this letter and I am confident that I will be able to support the collaboration. I urge the UTEP to grant this application and would be delighted to discuss this with you in detail.

Sincerely,

Dr. Stephen L. Wright
Chair of the Board, College of Liberal Arts

University of Texas at El Paso
500 El Paso Street
El Paso, Texas
79968-0000
915.747.5000
http://www.utep.edu

Letter of Commitment 3

THE UNIVERSITY OF TEXAS AT EL PASO



Office of
International
Relations

May 8, 2017

To: Civil Rights Division
Division of Educational Programs
National Endowment for the Humanities
500 14 Street, Southeast
Washington, D.C. 20540

Dear Dr. Towner:

On behalf of The University of Texas at El Paso, I thank the National Endowment for the Humanities for the recent grant to support a Summer Institute, "Texas from the Chihuahuan Desert: Sustainable Management and Interpretation," under the direction of Drs. Joseph Melillo in the Department of History and K. Joseph Rodriguez in the Department of English.

UTEP's national recognition for successful pursuit of students and excellence in higher education goes with us every academic year, and is further enhanced by this prestigious grant. 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 historical language and literature. All of us at UTEP look forward to making this collaborative program and ensuring that all ways participants take away a greater understanding of the rich and vibrant historical heritage.

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

Sincerely,

Dana Melillo
President

Letter of Commitment 4



Interdisciplinary Studies Department

Women's Studies Program
Applied Studies Program
Interdisciplinary Studies Program
College of Business and Administration
New Mexico State University
P.O. Box 30001, MSC 3000
Las Alamos, NM 87801-3000
Cell: 505.646.6224
Office: 505.646.6224

January 21, 2018

Dear Colleague:

I am writing to express my appreciation for being included in the 2019 NMU Summer Seminar, "Data from the Underground: Documenting Labor Activists' Experiences in the 1930s." I am very excited to participate, both as a scholar of the history of labor and women's history, and as a social justice activist. I am glad to be part of the 2019 NMU Summer Seminar New Mexico region.

Please feel free to contact me with any administrative questions.


Rachel Packer
Department of Interdisciplinary Studies
College of Business and Administration
New Mexico State University

Letter of Commitment 5

THE UNIVERSITY OF TEXAS AT EL PASO



Commitment 5

Application Review Committee
Division of Education Programs
National Endowment for the Humanities
400 General Street SW
Washington, DC 20540

January 27, 2018

Dear Colleen:

I am writing to accept the offer of Drs. Stimpert and Rodriguez to participate in the 2018-2019 Summer Seminar, "Codes from the Chiricahua Desert: Bookends Narratives about Identity and Dislocation." This is a great opportunity to work with two outstanding U.S. and Texas higher education colleagues in Native Peoples and Diversity in the Southwest.

Please contact me with any questions.

Sincerely,

Jeffrey P. Shepard

Jeffrey P. Shepard, PhD
Associate Professor
PhD Program Director
Department of History
UTEP, El Paso, TX

Office of Institutional Adv.
1110 North Street
El Paso, TX 79968
Tel: 915.747.8400
Fax: 915.747.9240
http://www.utep.edu

Letter of Commitment 6

THE UNIVERSITY OF TEXAS AT EL PASO



Office of
International
Student Support

Justin Heyman
Professor of Anthropology
Endowed Professor of Border Trade Issues
Trustee, Center for International and Border Studies
University of Texas at El Paso
500 W. University Ave.
El Paso, TX 79968
915-747-8745
jheyman@utep.edu

Feb. 18, 2018

Dear International,

I am pleased to commit the Center for International and Border Studies to co-sponsor an initiative for our summer seminar for incoming faculty titled "Tales from the CB Classroom Project." We are pleased to offer logistical and office support, meeting space, and other assistance as appropriate. This initiative remains primarily the province of the Center.

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

Yours sincerely,

A handwritten signature in black ink that reads "Justin Heyman".

Justin Heyman

Letter of Commitment 8

THE UNIVERSITY OF TEXAS AT EL PASO



Office of the President

February 18, 2018

Dr. James Martinez, Department of History
16.4. Leigh Building, Department Building
The University of Texas at El Paso
48.061 University Dr.
El Paso, Texas 79968

Dear Dr. Martínez and Dr. Rodríguez:

The President of the University of Texas at El Paso, Dr. James E. McGee, Jr., is pleased to be able to announce a funding opportunity for the research project, "The Borderlands and the Nation: A History of the Borderlands from the 19th and 20th centuries" being submitted to the National Endowment for the Humanities. The project of the University supports opportunities to train secondary school teachers in teaching through digital resources. As a borderlands study project, it is one of the most important border studies in the field of research on borderlands, and it is one of the most important border studies in the field of research on borderlands. It is a project that is both important and timely.

The President of the University of Texas at El Paso, Dr. James E. McGee, Jr., is pleased to be able to announce a funding opportunity for the research project, "The Borderlands and the Nation: A History of the Borderlands from the 19th and 20th centuries" being submitted to the National Endowment for the Humanities. The project of the University supports opportunities to train secondary school teachers in teaching through digital resources. As a borderlands study project, it is one of the most important border studies in the field of research on borderlands, and it is one of the most important border studies in the field of research on borderlands. It is a project that is both important and timely.

Sincerely,

Yolanda Castro Lopez

Yolanda Castro Lopez, PhD
Associate Professor
Director, UTEP Borderlands Area History Lab
16.4. University of Texas at El Paso

UTEP University Ave
El Paso, Texas
79968-0100
915.747.3000

Letter of Commitment 9

THE UNIVERSITY OF TEXAS AT EL PASO



Office of the
Provost/Chancellor

January 22, 2018

Dr. Ignacio Martinez, Department of History
Dr. R. Joseph Rodriguez, Department of English
The University of Texas at 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, *Tales From the Chihuahuan Desert: Borderlands' Narratives about identity and displacement*, being submitted to the National Endowment for the Humanities. This proposed initiative 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 initiative can promote the understanding and appreciation of the narratives of those living in the borderlands and the complexities of identity formation. I am committed to participate actively together with the impact and utilization of the performing arts to investigate the formation of identity.

Sincerely,

A handwritten signature in black ink, appearing to read "Alberto Rodriguez".

Alberto Rodriguez, Ph.D.
Clinical Professor
Director, Academic Development
Director, Theatre Program
Department of Theatre and Dance
The University of Texas at El Paso

Letter of Commitment 10



January 18, 2018

Penguin Random House Speakers Bureau Firm Offer

This email is a firm commitment for your organization to be a speaker for Penguin Random House. Penguin Random House has been selected. Please keep this copy for your records. PRRH will contact you with next steps.

Name of Organization: The University of Texas at El Paso (UTEP)
National Endowment for the Humanities (NEH)

Speaker: Maria Sandoz

Event Name:
National Endowment for the Humanities (NEH)
2018 Summer Institute for School Teachers of The University of Texas at El Paso (UTEP)

Event Capacity: 20 students (secondary level)

Event Address: The University of Texas at El Paso
500 West University Avenue
MCC College of Education Building
El Paso, TX 79968

Preferred Date Range: July 23rd, 2018 through July 27th, 2018
(Key: This is for use only in 2018)

Preferred Speaker Activities Description:
Have 12 min. workshop on the topic of social justice and conversation with UTEP NEH students for 12 secondary level students and 2 adult students.

Event Venue: UTEP on site

If your organization will hold a percentage of payment due to certain destination and tax policy in your local or country, please include the required percentage here, so it may impact the speaker's fee:
State and federal tax:

Penguin Random House requires a 50% deposit, with the balance of the honorarium due 1 month prior to the event. If your organization does not offer fee flex, please state here. The event is provided and travel is on our profit center and printing/traveling.

Travel to be covered by sponsor:
Event location is provided and travel is provided to El Paso, including Hotel, University, we need address and location of the confirmed in advance

Nearest Airport Distance to Event Location: 212 Ave. Texas

Letter of Commitment 11



1000 University Blvd., El Paso, TX 79968
915.747.2000
www.utrgv.edu

Dear Professor Martinez:

As a faculty member in the Department of History at the University of Texas at El Paso, I am pleased to have you as a member of our faculty. I am pleased to have you as a member of our faculty.

Dear Professor Martinez,

I am pleased and excited to have been invited to participate in "Take Over The Chair" in El Paso, Texas, on Monday, October 15th, 2018, the summer semester for secondary school students. This is a valuable and relevant project that will bring us all, as a community, personal and professional connection to the borderlands region between the U.S. and Mexico and to the region's history. I am pleased to bring you from my recently published book, *How to Build on America*, which explores the history of Texas and speaking on the behalf of students living in the classroom. Thank you very much for the invitation. I look forward to working with you in the future.


Jose A. Rodriguez
jrodriguez@utrgv.edu

Letter of Commitment 13

THE UNIVERSITY OF TEXAS AT EL PASO



Confidential

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

The Housing Department would be more than happy to accommodate your group in July 2019. To create 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 NCI Summer Scholars. The rate for your guests would be \$55.00 per night per person, and this price includes a fully furnished apartment, with a full kitchen, semi-private bath, wireless internet, refrigerated 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 the freedom to contact us at 915.747.5900 or email us at jpalmerrosales@utep.edu

Respectfully,

A handwritten signature in black ink, appearing to read "Joseph Palmer-Rosales", written over a light blue horizontal line.

Joseph Palmer-Rosales
Property Manager

APPENDIX D

Supplementary Materials: Standards from NCSS and CCSS National Council for the Social Studies (NCSS)

National Curriculum Standards for Social Studies (NCSS)

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>



E-Portfolios



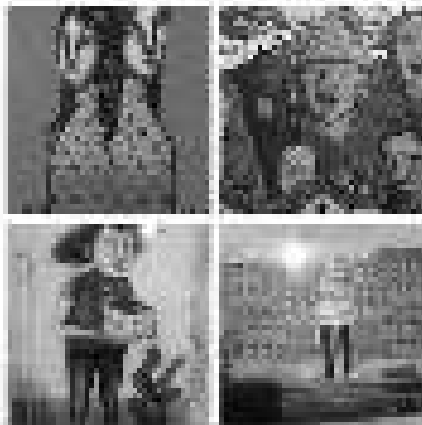
The Journal as Border: Bridging Vision and Voice

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Smokestack Memories: A Borderlands History During the Cold War

Guest Editor: [Liz Johnson](#)

Children at school in the 1950s. © [National Archives and Records Administration](#). [Public Domain](#)

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Lesson Plan Excerpt from 2017 Summer Institute

July 16, 2017

**Notes from the Chihuahua District:
Borderlands Narratives about Identity and Nationalism**
National Endowment for the Humanities and The University of Texas at El Paso
2017 Summer Institute for Secondary School Teachers (Grades 7th-12th)

Lesson Plan: *Following a Narrative*

Prepared by

Mariana Melher
and Richard Garcia, for Young Women Leaders
Activity 1a

Mariana Melher teaches and leads learning experiences for young women leaders in both the United States and Mexico. She currently teaches 11th grade US history at the University of Texas for Young Women Leaders. Mariana spent the summer of 2017 in Chihuahua, Mexico, working on spending time with her community members and working alongside the teachers and students. Her focus is on women's and girls' education, as well as on the impact of education on social learning and social communication in the area of the NEH Summer Institute program. Richard Garcia teaches and facilitates experiences for students in Mexico. His focus is on the history of Mexico and on the engagement of students' words. He also can be reached at richard.garcia@utep.edu.

Title: *Following a Narrative*

Source: *El Paso Language Arts and Social Studies History*

Keywords: nation, identity, gender, migration, border, Mexico, United States, Spanish, Chihuahua, North America

Grade Level: 11th

Time Required to Complete: 107 min (estimated to teach, not over 60 min a lesson)

Instructional Objectives and Student Learning

Common Core State Standards, English Language Arts, Literacy: [RL.11-12.4](#)
[WH.11-12.6](#)

- History: The student understands the causes of colonialism and colonialism's effects and how it is related to:
 - the history of the United States and Mexico

Grade 5

- 5-SS-1-1-1-1** Geography: The student understands the location and characteristics of states and regions of the United States, past and present. The student is expected to:

 - locate states and regions of importance in the United States during the 17th, 18th, and 19th centuries;
 - describe places and regions of the United States in terms of physical and human characteristics; and
 - analyze the effects of physical and human characteristics on major historical and contemporary events in the United States.
- 5-SS-1-1-2-1** 5-SS-1-1-2-1

 - Use school-level evidence to support analysis of primary and secondary sources.
- 5-SS-1-1-3-1** 5-SS-1-1-3-1

 - Determine the main theme or information supported by supporting details, providing accurate summaries of the source derived from prior knowledge or opinions.
- 5-SS-1-1-4-1** 5-SS-1-1-4-1

 - Describe how a text presents information (e.g., sequentially, comparatively, causally).
- 5-SS-1-1-5-1** 5-SS-1-1-5-1

 - Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- 5-SS-1-1-6-1** 5-SS-1-1-6-1

 - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Texas Essential Knowledge and Skills (TEKS) §113.21, Social Studies, Grade 5, History with School Year 2011-2012.

The student understands the cause of exploration and colonization of the United States. The student is expected to:

- identify reasons for European exploration and colonization of North America.
- 5-SS-1-1-1-1** Geography: The student understands the location and characteristics of states and regions of the United States, past and present. The student is expected to:

 - locate states and regions of importance in the United States during the 17th, 18th, and 19th centuries;
 - describe places and regions of the United States in terms of physical and human characteristics; and
 - analyze the effects of physical and human characteristics on major historical and contemporary events in the United States.

July 24, 2017

Guiding Questions:

1. Why the event?
2. How did the incident change the thinking about a nation's status and the nature of the definition?
3. How did the event change before 1812?
4. How does the definition of nation change with Spanish and British Colonial war?

Materials and Resources:

1. Postcards
2. Copy Paper
3. Primary source clips (if available possible)
4. Blank map of North America
5. Colored Pencils
6. Markers
7. Art Supplies of your choosing or more students do this on line
8. Kew-Forest-Fort-For-terms-on-line-for-education
 - a. If needed, email me, should for providing educational resources
9. Living Map instructions
10. Live map with projector
11. Video speakers
12. Internet access
13. Paper and pen

Introduction:

As we all know, opening paths of borders between countries, the idea of the state is central to studies, understanding all may have learned and grasped well. What it means to be an American and how the changing political and geographic landscapes of North America have been shaped and the United States that we understand today. This path of history is introduced as the introduction to the larger concept of the nation in general and large student population, also in the classroom and small by other United States of America.

For every student, they bring their own understanding of what it means to be a part of a nation, or will be defined by a nation. Understanding that have been forming since the earliest days. To question and wonder about the limits and the permeability of border spaces is essential to an understanding of the United States that challenges a single or multi-cultural narrative of our history.

Then on these lessons, students will produce a letter to the town of their hometown in the earliest days of colonial or that demonstrates the multiple nations and borders that that our nation's physical space that we now consider to be clearly defined that they can then use throughout the study of American history.

July 25, 2018

Lesson Plans**Day 1 (30 Minutes)**

Objective: students will develop a working definition of "nation" through consensus building and analysis of a map of North America after tracing how and why primary sources map of North America from the 17th-19th centuries, identifying and highlighting examples of both formal and informal figures of authority and authority. This activity includes and discussing what a nation would be and how it is.

How to do it: In pairs or small groups, students will use the handout to work on their own maps.

Supplies needed:

- Notecards
- Chart Paper
- Primary source maps (if available possible)
- Blank maps of North America
- Colored Pencils

1) Do Now (5 minutes)

- a) How do you think a nation will be when they enter the room. On the board is this question "What makes the United States of America a nation?"
- b) Students will write their definition by or 2 minutes on the board.

2) Discussion of what does the word "nation" mean? (15 mins)

- a) Think Pair Share
 - 1) After having written their responses to the question in the Do Now, students will discuss with their partner a group and provide active listening to one another's responses (2 mins, 2 mins for each student, to share without time to write)
- b) After students have shared and discussed with their partner making their own whole class definition question modeling the conversation for the following
 - a) What is a nation?
 - b) Are there traditional ways of defining what a nation is? Where are the limits of this definition?
 - c) How America's nation defines Columbus?
- c) If needed, sentence stems for discussion can be used for students who need help participating in the conversation.
- d) Give notes of student responses throughout the discussion on a sheet of chart paper that can be used for the morning work as well.

3) Mapping the Americas (10 mins)

- a) Hand out to each student a blank map of North America. In pairs that to grade varying colored pencils or highlighters they will use.

July 26, 2017

- b) Instructions: National Geographic has a list of all the different nations you'll find across North America in the 1500s-1600s. Use a different color for each nation and create a key at the bottom (provide this: <https://www.nationalgeographic.com/history/1500-1600/>)
- 4) **Analysis of Primary Source Maps (20 mins)**
- After students have created their own maps, students will do a gallery walk around the room to look at different maps from the 1500s/1600s North America. As they walk and observe, their task is to annotate their own maps with the history they are visually observing through the maps.
 - Bring the maps to front of room and several will choose them, and can be viewed either on the computer or printed larger for students to do a gallery walk.
 - Students are to stand for minutes to discuss their observations and create a key that could be added to their maps.
- 5) **Exit Ticket (2 mins):**
- Using the backside of their maps and the map they used for their discussion (black and blue) write and on the backside:
 - Write a 1-2 sentence definition of the word nation based on our learning in this study.

Day 2 / 50 Minutes

Objective: Students will develop a working definition of that era through consensus building and create a living map of North America with living labels of different source maps of North America from the 15th-17th century, identifying and locating the states of their forms of knowledge from that time period as well as defining people, and including their own ideas tied with our studies.

With Creative Writing we will begin the *Respectable Colonialism* by Earth Genesis.

- Assignment:** Tonight you will be writing a memo for one of the people we studied in class today. You can write for 20 minutes, or just you'll up at least one page of writing. You may write whatever you want, but it must be a memory that that person would have had about their life during the settling of North America in the 1500s or 1600s.

Supplies Needed:

- Black maps
- Art Supplies of your choosing or have students do this on iPad
- Notes/PowerPoint for facts on early Colonization
 - If needed: Lined note sheets for providing annotated note pages
- Living Map instructions

1/18/2017

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Reflection

My experience through this assignment is further focused on the discourse narrative of the westward of the South west. United States were instrumental in the expansion of the westward of the United States. "What is the history of the westward of the United States, and how did it impact on the westward of the United States?" This is a question that I am asking myself. I am asking myself about the history of the United States, and how it impacted on the westward of the United States. I am asking myself about the history of the United States, and how it impacted on the westward of the United States. I am asking myself about the history of the United States, and how it impacted on the westward of the United States.

This lesson plan is intended to be a research wave that is larger in scope than the identity and border intervention, and it is a lesson that will allow students to be more about their presence and not just about history and the current world to American. It is a lesson that is intended to be a research wave that is larger in scope than the identity and border intervention, and it is a lesson that will allow students to be more about their presence and not just about history and the current world to American. It is a lesson that is intended to be a research wave that is larger in scope than the identity and border intervention, and it is a lesson that will allow students to be more about their presence and not just about history and the current world to American.

APPENDIX F
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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 Shuttle 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 sociologist 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.