



**TALES FROM THE
CHIHUAHUAN DESERT:**
A NEH Summer Institute

Online: borderlandsnarratives.utep.edu

E-Mail: borderlandsnarratives@utep.edu

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

National Endowment for the Humanities

A Summer Institute for Secondary School Teachers (Grades 6th – 12th)

Sponsored by The University of Texas at El Paso (UTEP)
Department of English
and
Department of History

In Collaboration with the
Center for Inter-American and Border Studies (CIBS)
and Institute of Oral History (IOH)

July 16th – July 30th, 2017

Project Co-Directors

R. Joseph Rodríguez

Assistant Professor, UTEP Department of English

Ignacio Martínez

Assistant Professor, UTEP Department of History

Institute Core Content

The Institute aims to provide Summer Scholars with core content in two areas:

- (1) an inquiry-based understanding of historiography and narratology and how they are used to interpret past and current border cultures of the Chihuahuan Desert, and
- (2) an examination of the succession of binationalism and the ways in which border people have historically adapted their identities to regional and national interests.

Institute Learning Outcomes

The intended learning outcomes of the Institute are as follows:

1. To explore the range and variety of literature created by writers from the Chihuahuan Desert, both classic and contemporary;
2. To achieve an understanding of the histories and cultures of a region often stereotyped and misunderstood;
3. To provide professional development opportunities for teachers so that they can become better educators;
4. To encourage teachers, who will be from across the country and from a variety of backgrounds and disciplines, to engage each other in thinking critically about important issues in order to expand the intellectual depth and experience of all teachers; and
5. To broaden teachers' experience and understanding as they are challenged through the historical and literary narratives explored in the Institute and through the activities and events experienced during the two-week Institute.

Historical Periods

To that end, we have identified three key historical periods and accompanying themes that coincide with the Institute's overall goals and timeframe:

- (1) The period of Spanish colonization and settlement (1600–1821),
- (2) the period of American expansion and early border industrialization (1848–1950), and]
- (3) the period of migration, border enforcement, NAFTA, and the drug wars (1950–2010).

Tales from the Chihuahuan Desert:

Borderlands Narratives about Identity and Binationalism _____ Page 2 of 24

PROGRAM OF STUDY

Structure and Questions

The Institute named *Tales of the Chihuahuan Desert: Borderlands Narratives about Identity and Binationalism* examines the role of narrative in the making of history and its place in the construction of identities and binationalism.

Three questions form the foundation for inquiry-based learning in the Institute:

- 1. How can the study of the Chihuahuan Desert, of its history and its people, help us tell a more complete story of the American experience?** American history continues to be dominated by narratives of American exceptionalism and of the heroic westward expansion of the nineteenth century. Historians Vicki Ruiz and Felipe Fernández-Armesto have called for a reinterpretation of U.S. History in order to give proper weight to its Indigenous, Spanish, and Mexican past. Over the course of the Institute we will link narratives to significant milestones in history and toward contemporary issues.
- 2. What can we learn about the histories and literatures of border people by examining their stories?** In particular, this question will guide us in our application of inquiry-based learning about whether the U.S. literary narrative has a distinctive approach to imagining the border and which narratives are advanced as the official tale, or telling, of the Chihuahuan Desert.
- 3. How does binationalism inform border people's cultures and literary production?** We propose to address the dual issues of identity and binationalism to show that underneath this tumultuous history resides another story: a story of cooperation and negotiation, of amity and cultural similitude, and of national and binational identities.

Summary of 2017 Summer Institute Study Plan	
WEEK 1: July 16th – July 22nd, 2017	
Historiography in the Chihuahuan Desert and Inquiry-Based Learning	
Major Topics and Activities	Readings (see also Appendix B)
<ol style="list-style-type: none"> 1. Introduction to the Institute: Setting the Stage and Beginning with the End in Mind 2. History as the study of the past and present in texts and orality 3. Role of historians and chroniclers as scribes 4. Aspects of historiography and oral testimonies 5. Spain in the Southwest 6. Define border and borderlands in the El Paso–Ciudad Juárez metroplex (Paso del Norte Region) 7. Identities of border people 8. Construction of two nations in proximity 9. Points of view in historical and literary texts 10. Types of historical narratives: textbooks and orality 11. Inquiry-based activity: Map reading of Chihuahuan Desert region 12. Introduction to resources for classroom application and e-portfolio projects 13. Field trips: Guided tours of UTEP Special Collections, UTEP Oral History Institute, El Paso, Union Pacific Railroad’s Santa Teresa Terminal, and historical Spanish missions. 14. Brainstorming on Summer Scholars’ individual e-portfolio projects 	<p>Required and to be Mailed 05/20 (Read BEFORE Institute):</p> <p>(1) <i>Border People: Life and Society in the U.S.–México Borderlands</i> (1994) by Óscar J. Martínez</p> <p>(2) <i>Impossible Subjects: Illegal Aliens and the Making of Modern America</i> (2014) by Ngai Mae</p> <p>(3) <i>The Devil’s Highway</i> (2004) by Luis Alberto Urrea</p> <p>Resources to Review:</p> <p>(1) The Institute of Oral History at UTEP http://academics.utep.edu/Default.aspx?alias=academics.utep.edu/oralhistory</p> <p>(2) U.S. Library of Congress, Teaching with Primary Sources Program http://www.loc.gov/teachers/tp</p>

Summary of 2017 Summer Institute Study Plan	
WEEK 2: July 23rd – July 29th, 2017	
Narratology and the Construction of Identity and Binationalism	
Major Topics and Activities	Readings (see also Appendix B)
<ol style="list-style-type: none"> 1. Defining narratology 2. Narratology in history and literature 3. Internal and external conflicts as well as interests 4. Binationalism and external interests 5. Border cultures and identities 6. Chihuahuan Borderlands and Desert: Writer’s sense of place 7. Literary production and analysis 8. Close reading in practice 9. Inquiry-based activity: Identity formation and affirmation 10. Additional resources for classroom application and individual e-portfolio projects 11. Field trips: Guided tours of Chamizal National Memorial, UTEP Center for Inter-American and Border Studies, performing arts performance, and U.S. Customs and Border Protection station. 12. Presentation of Summer Scholars’ e-portfolio projects 13. Final Discussion 14. Institute Evaluation 	<p>Required (partial listing):</p> <ol style="list-style-type: none"> (1) Selections from <i>Literary El Paso</i> (2009) edited by Marcia Hatfield Daudistel (2) <i>The Devil’s Highway</i> (2004) by Luis Alberto Urrea <p>Resources to Review:</p> <ol style="list-style-type: none"> (1) Borderland: NPR http://apps.npr.org/borderland/ (2) Documented Border: An Open Access Digital Archive http://speccoll.library.arizona.edu/events/documented-border-open-access-digital-archive

APPENDIX A

Expanded Syllabus: Study Plan

July 16th – July 30th, 2017

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 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 e-readings will be available to download from the Institute project’s website by July 10th, 2017.

Additional handouts—mostly primary sources and instructional lesson support—will be posted on the project website. The handouts will available electronically throughout the two weeks of the Institute.

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 and specific learning workshops, field site visits (may vary based on heat advisories), and e-portfolio development with independent study as follows:

Morning Session **8:30 AM to 12:00 PM (MT)**
Hudspeth Hall (HUDS), Second Floor, Room 200

Mid-Morning Break **10:30 AM (MT)**

Lunch Break **12:00 PM – 1:15 PM (MT)**

Afternoon Session **1:20 PM to 4:30 PM (MT)**
Location will vary.

Based on the pre-scheduled engagements only, **evenings** will likely begin at 5:45 PM (MT) through 8:30 PM (MT), but may vary.

Tales from the Chihuahuan Desert:

APPENDIX B

Institute Reading List

PRIMARY TEXTS

(Books provided via USPS for pre-reading before the Institute and during the Institute.)

1. Daudistel, Marcia Hatfield, Ed. *Literary El Paso*. Texas Christian University Press, 2010.
2. Martínez, Oscar J. *Border People: Life and Society in the U.S.–Mexico Borderlands*. University of Arizona Press, 1994.
3. Mora, Pat. *My Own True Name: New and Selected Poems for Young Adults*. Piñata Books, 2000,
4. Ngai, Mae. *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton University Press, 2014.
5. Urrea, Luis Alberto. *The Devil's Highway*. Back Bay Books, 2004.

RECOMMENDED WEB RESOURCES

1. [Borderland: NPR](#)
2. [Documented Border: An Open Access Digital Archive](#)
3. [The Institute of Oral History at UTEP](#)
4. [Museo Urbano](#)
5. [U.S. Library of Congress, Teaching with Primary Sources Program](#)

Schedule with Listing of Concepts and Readings

SUNDAY, July 16th: Arrival and Welcome Reception

- **Late Afternoon**

Institute directors, faculty, and staff will be at the Miner Canyon housing complex to welcome the Summer Scholars and, if necessary, assist with check-in.

UTEP Miner Canyon

3490 Sun Bowl Drive

El Paso, TX 79902

915-747-6351 (Front Desk)

915-637-8236 (SCA on call)

- Beginning at **5:30 PM**, a **Welcome Reception** will be held at **Miner Canyon, Boquillas Hall**. Food and beverages will be served.
- Click [here](#) for the UTEP **campus map**. The PDF version can be downloaded [here](#).
- Beginning at **6:45 PM**, a brief campus tour (optional), which will include key sites for the Institute, will be scheduled (weather permitting).

Weather permitting, the tour will include the UTEP Student Recreation Center, Centennial Plaza, Chihuahuan Desert Gardens, Library, Hudspeth Hall, and Student Union.

Tour may be moved to the lunch break on Monday, July 17th.

WEEK ONE: July 16th – July 22nd, 2017

Setting the Stage: Historiography in the Chihuahuan Desert and Inquiry-Based Learning The Origins of History and Narratives at the Border

GUIDING QUESTIONS.

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 17th: Setting the Stage: Approaches to History and Narratives

Required Readings

Hämäläinen, Pekka and Benjamin H. Johnson, eds. [Chapter 1: “What is Borderlands history?, Essays”](#) and [Chapter 2: “The Borderlands: The Southwest, Essays and Documents.”](#) In *Major Problems in the History of North American Borderlands*. CENGAGE Learning, 2012, pp. 1-82.

Gutiérrez, Ramón, and Elliott Young. [“Transnationalizing Borderlands History.”](#) *The Western Historical Quarterly* 41, no. 1 (2010), pp. 26-53.

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

Early Morning **Fitness and Breakfast (on your own)**

8:30 AM – 12:00 PM Hudspeth Hall (HUDS), Second Floor, Room 200

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 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

Tales from the Chihuahuan Desert:

Borderlands Narratives about Identity and Binationalism _____ Page 9 of 24

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 18th: What's History and Whose Shall We Teach?

Required Readings

Ngai, Mae. *Impossible Subjects: Illegal Aliens and The Making of Modern America*. Princeton University Press, 2004. [Book is provided.]

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

Mora, Pat. *My Own True Name: New and Selected Poems for Young Adults, 1984–1999*. Piñata Books, Arte Público Press, 2000. [Book is provided.]

GROUP B (Martínez)	GROUP A (Rodríguez)
<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 – 11:30 AM U.S. Customs and Border Protection, Tour</p> <p>12:00 PM – 1:15 PM LUNCH Break</p> <p>1:20 PM – 3:30 PM UTEP Library Third Floor, Room 336</p> <ul style="list-style-type: none"> Independent Work on E-Portfolio Projects [Martínez, Varela] 	<p>Early Morning Fitness and Breakfast (on your own)</p> <p>8:30 AM – 11:15 AM Hudspeth Hall Second Floor, Room 200</p> <ul style="list-style-type: none"> Independent Work on E-Portfolio Projects [Rodríguez, Varela] <p>11:15 AM – 12:30 PM LUNCH Break</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 19th: Oral History for History's Sake

Required Readings

Morales, Aurora Levins. ["The Historian as Curandera."](#) JSRI Working Paper #40. The Julian Samora Research Institute, Michigan State University, East Lansing, Michigan, 1997.

Perales, Monica. **Chapter 1: Making the Border City.** In *Smelertown: Making and Remaking of a Southwest Border Community*. University of North Carolina Press, 2010, pp. 21-56. (e-file)

Daudistel, Marcia Hatfield, Ed. Selections from *Literary El Paso*. Texas Christian University Press, 2010. [Book is provided.]

- Sonnichsen, C. L., from *Pilgrim in the Sun: A Southwestern Omnibus*, pp. 36-50.
- Romo, D. D., from *Ringside Seat to a Revolution: An Underground Cultural History of El Paso and Juárez*, pp. 223-244.

Optional Readings

Mora, Pat. "A Walk with My Father." In *Prairie Schooner* 68, no. 4 (1994), pp. 82-86. (e-file)

Mora, Pat. [A Birthday Basket for Tía.](#) Macmillan, 1992. (e-file)

Early Morning Fitness and Breakfast (on your own)

8:30 AM – 12:00 PM Hudspeth Hall (HUDS), Second Floor, Room 200

Lecture and Content

- Introduction: Practice of Ethnography and Oral History [**Perales**]
- Reading Oral Histories from the Chihuahuan Desert and Borderlands [**Perales**]
- Roundtable Discussion of Readings: What are the roles of a chronicler of history and narratives? [**Perales and Martínez**]
- Feedback Session [**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 shuttle bus will pick up at the designated UTEP location.)

Tales from the Chihuahuan Desert:

Borderlands Narratives about Identity and Binationalism _____ Page 12 of 24

Field Site Visit I

- [Cinco Puntos Press](#)
- [Annunciation House](#)
- Dinner (on your own)

(At **6:30 PM**, the shuttle bus departs from the designated location for the next field site visit.)

Field Site Visit II

- 7:00 PM [Buffalo Soldiers Program](#) at the [Chamizal National Memorial](#)

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

THURSDAY, July 20th: Textbooks and Methods about History

Required Readings

Ruiz, Vicki. [“Border Journeys”](#) and [“Confronting ‘America.’”](#) In *From Out of the Shadows: Mexican Women in Twentieth-Century America*. 10th Anniversary Edition. Oxford University Press, 2008. pp. 3-32, pp. 33-50.

Arora, Anupama, Muñoz, Laura, K., & Sanos Sadrine. [“A History of Their Own: A Conversation with Vicki L. Ruiz.”](#) In *Journal of Feminist Scholarship* (Fall 2016, Volume 11), pp. 6-15. (e-file)

Atwood, Margaret. [“Through the One-Way Mirror.”](#) *The Nation*, March 22, 1986, pp. 332-334. (e-file)

Daudistel, Marcia Hatfield, Ed. Selections from *Literary El Paso*. Texas Christian University Press, 2010. [Book is provided.]

- Mora, Pat. **“Desert Women” (poem), “Corazón del corrido” (ballad), and “Ode to El Paso,”** pp. 504-511.

Optional Readings

Mora, Pat. [“The Border: A Glare of Truth.”](#) In *Nepantla: Essays from the Land in the Middle*. University of New Mexico Press, 2009, pp. 10-14. (e-file)

Mora, Pat. **“Coatlicue’s Rules: Advice from an Aztec Goddess.”** In *Prairie Schooner* 68, no. 4 (1994), pp. 76-78. (e-file)

Early Morning **Fitness and Breakfast (on your own)**

8:30 AM – 10:30 AM Hudspeth Hall (HUDS), Second Floor, Room 200

Lecture and Content

- American History in Textbooks [**Leyva, Perales**]
- Narratives as History (how to tell the peoples history) [**Leyva, Perales**]
- Looking at the Borderlands through the Prism of Stories and Storytelling [**Leyva, Perales**]

Tales from the Chihuahuan Desert:

Borderlands Narratives about Identity and Binationalism _____ Page 13 of 24

10:30 AM – 12:00 PM Hudspeth Hall (HUDS), Second Floor, Room 200

- Roundtable Discussion of Readings: How can understanding border people and their history alter/reorient our conceptual understanding of US history? [**Leyva, Mora, Perales**] [**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 Dr. [Diana Natalicio](#), UTEP President
- Literary Reading by [Pat Mora](#)
(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)

(Before **5:00 PM**, use your Sun Metro bus pass and board the [Sun Metro Brío](#).)

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 21st: An Artist's Sense of Place via Historical and Literary Narratives

Required Readings

Perales, Monica. "Chapter 3: We're Just Smelter People." In *Smelertown: Making and Remaking of a Southwest Border Community*. UNC Press, 2010, pp. 97-148. (e-file)

Staudt, Kathleen, and Méndez, Zulma. Selections from *Courage, Resistance, and Women in Ciudad Juárez: Challenges to Militarization*. University of Texas Press, 2015. (e-file)

Mora, Pat. "Desert Women." In *Nepantla: Essays from the Land in the Middle*. University of New Mexico Press, 2009, pp. 53-72. (e-file)

Mora, Pat. "Dear Teacher." *English Journal* 94, no. 3 (2005), pp. 32-35. (e-file)

Early Morning Fitness and Breakfast (on your own)

8:30 AM – 10:00 AM Hudspeth Hall (HUDS), Second Floor, Room 200

Lecture and Content

- El Paso/Ciudad Juárez, San Diego/Tijuana Metroplexes: Looking at Modern Day, Bi-National Spaces [**Perales, Staudt, Leyva**]
- Introduction to Smelertown [**Perales**]

10:00 AM – 11:00 AM Hudspeth Hall (HUDS), Second Floor, Room 200

- Feedback Session with NEH
Richard Pettit, NEH Division of Education Programs, Program Analyst

11:00 AM – 12:00 PM Hudspeth Hall (HUDS), Second Floor, Room 200

- Literary Conversation: An Artist's Sense of Place and the Chihuahuan Borderlands and Desert; Women in Literature [**Mora**] [**Rodríguez, moderator**]

12:00 PM – 1:15 PM LUNCH Break

- **Lunch** Hudspeth Hall (HUDS), First Floor, Foyer

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**]

Tales from the Chihuahuan Desert:

Field Site Visits

None

SATURDAY, July 22nd: Independent Study

Early Morning **Fitness and Breakfast (on your own)**

8:30 AM – 3:30 PM

(At **8:30 AM**, the 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 shuttle bus departs to UTEP.)

SUNDAY, July 23rd: 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**, 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 shuttle bus departs to UTEP.)

Tales from the Chihuahuan Desert:

Borderlands Narratives about Identity and Binationalism _____ Page 16 of 24

WEEK TWO: July 23rd – July 30th, 2017

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

GUIDING QUESTIONS

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 24th: Teaching Narratives through History and Literature

Required Readings

Perales, Monica. "On Borderlands/La Frontera: Gloria Anzaldúa and Twenty-Five Years of Research on Gender in the Borderlands." *Journal of Women's History*, 25th Anniversary Issue, Vol. 25, No. 4 (Winter 2013), pp. 163-173. [\(e-file\)](#)

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.

Morales, Miguel M. "[This Is a Migrant Poem.](#)" In *Green Mountains Review*, Volume 29, Number 2, 2017.

Urrea, Luis Alberto. *The Devil's Highway*. Back Bay Books, 2004. [\[Book is provided.\]](#)

Daudistel, Marcia Hatfield, Ed. Selections from *Literary El Paso*. Texas Christian University Press, 2010. [\[Book is provided.\]](#)

- R. L. Seltzer, "My Father, Amado Muro [Chester E. Seltzer]," pp. 113-116.
- Additional selected readings to be announced.

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)**

Lecture and Content

- Tour of [Lhaxhang](#) at the Centennial Plaza
- Tour of [Centennial Museum](#) and Chihuahuan Desert Gardens

9:45 AM – 11:00 AM **Hudspeth Hall (HUDS), Second Floor, Room 200**

Tales from the Chihuahuan Desert:

Borderlands Narratives about Identity and Binationalism _____ Page 17 of 24

Lecture and Content

- Performance and Literary Arts (Create a Memory, Change Perspectives) [**Dominguez**]
- Literary Dialogues: Reading the Narratives of the Chihuahuan Borderlands [**Rodríguez**]

11:00 AM – 12:00 PM Hudspeth Hall (HUDS), Second Floor, Room 200

Lecture and Content

- Professors' Dialogue: Teaching and Learning in Higher Education [**Martínez, Rodríguez**]

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 titled *Bocón!*
- Conversation with Actors

TUESDAY, July 25th: Borders and Politics in Action

Required Readings

González de Bustamante, Celeste, “Politics, Media and the U.S.-Mexico Border,” *Voices of Mexico*, 102 (2017) 29-32. (e-file)

González de Bustamante, Celeste, “Arizona and the Making of a State of Exclusion, 1912-2012,” pp. 19-47 (e-file)

“A Code of Personal Ethics for Border Researchers,” pp. 283-284. (e-file)

González de Bustamante, Celeste, “Beyond Narcotunnels and Border Security: Tips and Techniques for Investigating Stories Along the U.S.-Mexico Border,” *Border Journalism Network* 27-29. (e-file)

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

Staudt, Kathleen. “The Border, Performed in Films: Produced in both Mexico and the US to ‘Bring our the Worst in a Country.’” *Journal of Borderland Studies*, Volume 29, Number 4 (November 2014), pp. 465-480. (e-file)

Staudt, Kathleen, and Irasema Coronado. *Selections from Fronteras no más: Toward Social Justice at the U.S.-Mexico Border*. Palgrave, 2002. (e-file)

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

View: [This Is Us!](#) (2009) by Luis Valdez

Optional Readings

The GroundTruth Project. [GroundTruth: A Field Guide for Correspondents](#) (2017).

Taylor, Lawrence, “Center and Edge: Pilgrimage and Moral Geography of the US/Mexico Border,” *Mobilities* 2 no.3 (2007) 383-393. (e-file)

González de Bustamante, Celeste and Jeannine Relly, “Journalism in Times of Violence,” *Digital Journalism* (2014) pp. 1-14. (e-file)

Early Morning **Fitness and Breakfast (on your own)**

8:30 AM – 12:00 PM Hudspeth Hall (HUDS), Second Floor, Room 200

Lecture and Content

Tales from the Chihuahuan Desert:

Borderlands Narratives about Identity and Binationalism _____ Page 19 of 24

- The Politics of Narratology and Binationalism [**Bustamante, Staudt**]
- Performance as Political Narrative (Cell Phone Attention) [**Dominguez**]
- Roundtable Discussion of Readings: How does binationalism inform border people's cultures? [**Bustamante, Dominguez, Staudt**]

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 26th: Documented Borders via Narratology

Required Readings

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

Rodriguez, José Antonio. "[La Migra.](#)" In *The New Yorker*. June 19, 2017.

Silko, Leslie Marmon. "[The Border Patrol State.](#)" *The Nation* (Oct. 17, 1994), pp. 412-416.

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).

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 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 shuttle bus departs to UTEP.)

12:00 PM – 1:15 PM LUNCH Break

1:20 PM – 3:00 PM Hudspeth Hall (HUDS), Second Floor, Room 200

Lecture and Content

- Journalism and Popular Writing about the Chihuahuan Borderlands [**Bustamante**]
- The Documented Border via Narratology [**Bustamante**]
- Roundtable Discussion of Readings: How does narratology influence the making and establishing of borders? [**Bustamante**]

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**]

Tales from the Chihuahuan Desert:

Borderlands Narratives about Identity and Binationalism _____ Page 21 of 24

Field Site Visits

None

THURSDAY, July 27th: Narratives and Influences on the Stage

Required Reading

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

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.

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)

View: [Your Story Matters](#) (2014) by Josefina López

Early Morning Fitness and Breakfast (on your own)

8:30 AM – 11:00 AM Hudspeth Hall (HUDS), Second Floor, Room 200

Lecture and Content

- Women and Theatre of the Chihuahuan Borderlands (Appearance Adjustment, Starburst Rejection, Papelitos) [**Dominguez**]
- Community Scholars’ Report [**Dominguez, Staudt**]
- How Border People Perform Their Identities [**Bustamante, Dominguez, Staudt**]
- Roundtable Discussion of Readings: How can theatre and narratologies engage students in the practice of literacies? [**Bustamante, Dominguez, Staudt**]

11:00 AM – 12:00 PM Hudspeth Hall (HUDS), Second Floor, Room 200

- Literary Dialogues: Reading the Narratives of the Chihuahuan Borderlands [**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**]

Tales from the Chihuahuan Desert:

Borderlands Narratives about Identity and Binationalism _____ Page 22 of 24

Field Site Visits

None

FRIDAY, July 28th: E-Portfolios

Required Readings

Daudistel, Marcia Hatfield, Ed. Selections from *Literary El Paso*. Texas Christian University Press, 2010. [Book is provided.]

- Additional selected readings to be announced.

Early Morning Fitness and Breakfast (on your own)

8:30 AM – 10:00 AM Hudspeth Hall (HUDS), Second Floor, Room 200

- Roundtable Discussion of Readings: Which histories and literatures of the Chihuahuan borderlands have influenced our teaching and learning? [Martínez, Rodríguez]

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 29th: 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

- **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 Institute are invited to join us.)
- 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 shuttle bus will pick up at the designated UTEP location.)

- Summer Scholars' Institute Dinner (on your own)
- Photo

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

SUNDAY, July 30th: DEPARTURE

Safe travels and best wishes!