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

National Endowment for the Humanities
A Summer Institute for Secondary School Teachers (Grades 6\textsuperscript{th} – 12\textsuperscript{th})

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

in Collaboration with the
Center for Inter-American and Border Studies (CIBS)
The Institute for Oral History (IOH)
and Special Collections (UTEP Library)

July 15\textsuperscript{th} – July 28\textsuperscript{th}, 2019

Project Co-Directors
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Assistant Professor, California State University, Fresno
Kremen School of Education and Human Development
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, the drug wars, and DACA (1950–2017).
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 2019 Summer Institute Study Plan

**WEEK 1: July 14th – July 20th, 2019**

**Historiography in the Chihuahuan Desert and Inquiry-Based Learning**

<table>
<thead>
<tr>
<th>Major Topics and Activities</th>
<th>Readings (see also Appendix B)</th>
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</thead>
<tbody>
<tr>
<td>1. Introduction to the Institute: Setting the Stage and Beginning with the End in Mind</td>
<td>Requirements and to be Mailed 05/20 (Read BEFORE Institute):</td>
</tr>
<tr>
<td>2. History as the study of the past and present in texts and orality</td>
<td>(1) <em>Tell Me How It Ends: An Essay in 40 Questions</em> (2014) by Valeria Luiselli</td>
</tr>
<tr>
<td>4. Aspects of historiography and oral testimonies</td>
<td>Resources to Review:</td>
</tr>
</tbody>
</table>
| 5. Spain in the Southwest | (1) The Institute of Oral History at UTEP  
[http://www.loc.gov/teachers/tp](http://www.loc.gov/teachers/tp) |
| 7. Identities of border people | |
| 8. Indigenous History | |
| 9. Construction of two nations in proximity | |
| 10. Points of view in historical and literary texts | |
| 11. Types of historical narratives: textbooks and orality | |
| 12. Inquiry-based activity: Map reading of Chihuahuan Desert region | |
| 13. Introduction to resources for classroom application and e-portfolio projects | |
| 14. 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. | |
| 15. Brainstorming on Summer Scholars’ individual e-portfolio projects | |
### Summary of 2019 Summer Institute Study Plan

**WEEK 2: July 21st – July 27th, 2019**  
Narratology and the Construction of Identity and Binationalism

<table>
<thead>
<tr>
<th>Major Topics and Activities</th>
<th>Readings (see also Appendix B)</th>
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</thead>
<tbody>
<tr>
<td>1. Defining narratology</td>
<td><strong>Required (partial listing):</strong></td>
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<tr>
<td>2. Narratology in history</td>
<td>(1) <em>House Built on Ashes: A</em></td>
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<tr>
<td>and literature</td>
<td><em>Memoir</em> (2017) by José</td>
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<tr>
<td>3. Internal and external</td>
<td><em>I Am Not Your Perfect Mexican</em></td>
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<td>conflicts as well as</td>
<td><em>Daughter</em> (2017) by Erika L.</td>
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<td>interests</td>
<td>Sánchez</td>
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<tr>
<td>4. Binationalism and</td>
<td><strong>Resources to Review:</strong></td>
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<tr>
<td>external interests</td>
<td>(1) Borderland: NPR</td>
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<tr>
<td>identities</td>
<td>(2) Documented Border: An Open</td>
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<td>6. Chihuahuan Borderlands</td>
<td>Access Digital Archive</td>
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<td>and Desert: Writer’s sense</td>
<td><a href="http://speccoll.library.arizona.edu/events/documentedy-border-open-access-digital-archive">http://speccoll.library.arizona.edu/events/documentedy-border-open-access-digital-archive</a></td>
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<td>of place</td>
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<td>7. Literary production and</td>
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<td>analysis</td>
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<td>8. Close reading in practice</td>
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<td>9. Inquiry-based activity:</td>
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<td>Identity formation and</td>
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<td>affirmation</td>
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<td>10. Additional resources</td>
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<td>for classroom application</td>
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<td>and individual e-portfolio</td>
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<td>projects</td>
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<td>11. Field trips: Guided</td>
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<td>tours of Chamizal National</td>
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<td>Memorial, UTEP Center for</td>
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<td>Inter-American and Border</td>
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<td>Studies, performing arts</td>
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<td>performance, and U.S.</td>
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<td>Customs and Border Protection station.</td>
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<td>12. Presentation of Summer</td>
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<td>Scholars’ e-portfolio</td>
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<td>projects</td>
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<td>13. Final Discussion</td>
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<td>14. Institute Evaluation</td>
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APPENDIX A
Expanded Syllabus: Study Plan
July 15th – 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 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 1st, 2019.

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. A border Summer Scholars’ observations and questions will unfold each morning.

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)
LART 322

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:
Borderlands Narratives about Identity and Binationalism
APPENDIX B
Institute Reading List

PRIMARY TEXTS (4)
(Books provided via USPS for pre-reading before the Institute and brought to the Institute.)


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 14th: 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 To Be Announced.** Food and beverages will be served.

- Click [here](#) for the UTEP [campus map](#). The PDF version can be downloaded [here](#).
WEEK ONE: July 15th – July 21st, 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

Early Morning Fitness and Breakfast (on your own)

8:30 AM – 12:00 PM Liberal Arts, Third Floor, Room 322

Lecture and Content
- Welcome and Overview [Martínez, Rodríguez]
- Responsibilities, Deliverables, and Expectations [Martínez, Rodríguez]
- Administrative Matters [González, Graduate Research Assistants]
- 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]

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: What is History and Whose Shall We Teach?**

**Required Readings**


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

**Additional Field Site Visits**
None
WEDNESDAY, July 17th: Remembering and Forgetting: Border Security and Teaching Indigenous History

Required Readings


Early Morning       Fitness and Breakfast (on your own)

8:30 AM – 12:00 PM Liberal Arts, Third Floor, Room 322
Border Dialogue 3

Lecture and Content
• One hour discussion and reflection of Border Tour (Group only)
• Immigration and Border Security [Victor Manjarrez]
• 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 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.)

Tales from the Chihuahuan Desert:
Borderlands Narratives about Identity and Binationalism
Field Site Visit II
• 7:00 PM [TBD] at the Chamizal National Memorial
(At 8:15 PM, the Miner Metro shuttle bus departs to UTEP.)
THURSDAY, July 18th: Textbooks and Methods about History

Required Readings


Early Morning Fitness and Breakfast (on your own)

8:30 AM – 12:00 PM Liberal Arts, Third Floor, Room 322

Border Dialogue 4
Lecture and Content
• Introduction: Indigenous History in Perspective [Shepherd]
• Reading Indigenous Oral Histories from the Chihuahuan Desert and Borderlands [Shepherd]
• Teaching American History Through Standardized Textbooks [Bejerano, Shepherd]
• Narratives as History (how to tell the peoples history) [Bejarano, Shepherd]
• Looking at the Borderlands through the Prism of Stories and Storytelling [Bejarano, Shepherd]
• Roundtable Discussion of Readings: How can understanding border people and their history alter/reorient our conceptual understanding of US history? [Bejarano, Shepherd] [Martínez, moderator]

12:00 PM – 1:15 PM LUNCH Break

5:00 PM – 8:45 PM
Field Site Visits (on your own: choice of Hiking or Museums)
Evening Hike of Cristo Del Rey Mountain (Optional)
  • Dinner (on your own)
(Before 5:00 PM, use your Sun Metro bus pass and board the Sun Metro Brío or streetcar.)

Self-Guided Field Site Visits (Note: Museums close at 9:00 PM on Thursdays.)
  • El Paso Museum of Art (Collections and Exhibitions)
  • El Paso Museum of History (Gallery and Exhibitions; DIGIE digital wall)
  • Dinner Downtown (on your own)
FRIDAY, July 19th: Borderland Families: The Women, Men, and Children on the Border

Required Readings


Early Morning Fitness and Breakfast (on your own)

8:30 AM – 12:00 PM Liberal Arts, Third Floor, Room 322
Border Dialogue 5
Lecture and Content
• El Paso/Ciudad Juárez, San Diego/Tijuana Metropolexes: Life and Death on the Border: Looking at Modern Day, Bi-National Spaces [Bejarano, Shepherd]
• Youth Culture and Education: DACA and the Complexities of Identity [Bejarano]
• Uncaged Art [Yolanda Leyva]

12:00 PM – 1:15 PM LUNCH Break

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

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

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

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

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

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

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

**SUNDAY, July 21st: Independent Study**

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

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

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

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

GUIDING QUESTIONS

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

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

Required Readings
   [Book is provided.]


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

Early Morning Fitness and Breakfast (on your own)

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

9:45 AM – 11:00 AM Liberal Arts, Third Floor, Room, 322
Lecture and Content
   • Conversation on Journalism with Margaret Regan Performance and Literary Arts (Create a Memory, Change Perspectives) [Dominguez]

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

Field Site Visits
None
TUESDAY, July 23rd: Borders and Politics in Action

Required Readings


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

Optional Reading

Early Morning Fitness and Breakfast (on your own)

8:30 AM – 12:00 PM Liberal Arts, Third Floor, Room 323 (TBD)
Border Dialogue 7
Lecture and Content
• The Politics of Narratology and Binationalism [Regan, Rodríguez]
• Performance as Political Narrative (Cell Phone Attention) [Dominguez]
• Roundtable Discussion of Readings: How does binationalism inform border people’s cultures and writings? [Dominguez, Regan]

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


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 322
Border Dialogue 8
Lecture and Content
• Journalism and Popular Writing about the Borderlands [Regan]
• The Documented Border via Narratology [Regan]
• Roundtable Discussion of Readings: How does narratology influence the making and establishing of borders? [Rodríguez Regan]

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

Field Site Visit (off campus)
• View play titled *Luna*
• Conversation with Actors
**THURSDAY, July 25th: Narratives and Influences on the Stage**

**Required Reading**
[Book is provided.]


Rodríguez, R. Joseph. “*In the Antropoetas and Muses We Trust: Reading and Teaching the Poetics about the Borderlands and Chihuahuan Desert.*” Selection from *Pennsylvania Literary Review*. (e-file)

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

**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
- 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 [insert building, floor, and room]
- Literary Dialogues: Reading the Narratives of the Borderlands [J. A. Rodríguez]

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

Field Site Visits
None
FRIDAY, July 26th: E-Portfolios

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

Rodríguez, 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 322
Border Dialogue 10
  • 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
  • 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 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!