



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

Online: [borderlandsnarratives.utep.edu](http://borderlandsnarratives.utep.edu)

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**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<sup>th</sup> – 12<sup>th</sup>)

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<sup>th</sup> – July 28<sup>th</sup>, 2019**

**Project Co-Directors**

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## **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).

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## 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.

<b>Summary of 2019 Summer Institute Study Plan</b>	
<b>WEEK 1: July 14<sup>th</sup> – July 20<sup>th</sup>, 2019</b>	
<b>Historiography in the Chihuahuan Desert and Inquiry-Based Learning</b>	
<b>Major Topics and Activities</b>	<b>Readings (see also Appendix B)</b>
<ol style="list-style-type: none"> <li>1. Introduction to the Institute: Setting the Stage and Beginning with the End in Mind</li> <li>2. History as the study of the past and present in texts and orality</li> <li>3. Role of historians and chroniclers as scribes</li> <li>4. Aspects of historiography and oral testimonies</li> <li>5. Spain in the Southwest</li> <li>6. Define border and borderlands in the El Paso–Ciudad Juárez metroplex (Paso del Norte Region)</li> <li>7. Identities of border people</li> <li>8. Indigenous History</li> <li>9. Construction of two nations in proximity</li> <li>10. Points of view in historical and literary texts</li> <li>11. Types of historical narratives: textbooks and orality</li> <li>12. Inquiry-based activity: Map reading of Chihuahuan Desert region</li> <li>13. Introduction to resources for classroom application and e-portfolio projects</li> <li>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.</li> <li>15. Brainstorming on Summer Scholars’ individual e-portfolio projects</li> </ol>	<p><b>Required and to be Mailed 05/20 (Read BEFORE Institute):</b></p> <p>(1) <i>Tell Me How It Ends: An Essay in 40 Questions</i> (2014) by Valeria Luiselli</p> <p>(2) Margaret Regan, <i>The Death of Josseline: Immigration Stories from the Arizona Borderlands</i> (2010)</p> <p><b>Resources to Review:</b></p> <p>(1) The Institute of Oral History at UTEP  <a href="http://academics.utep.edu/Default.aspx?alias=academics.utep.edu/oralhistory">http://academics.utep.edu/Default.aspx?alias=academics.utep.edu/oralhistory</a></p> <p>(2) U.S. Library of Congress, Teaching with Primary Sources Program  <a href="http://www.loc.gov/teachers/tp">http://www.loc.gov/teachers/tp</a></p>

<b>Summary of 2019 Summer Institute Study Plan</b>	
<b>WEEK 2: July 21<sup>st</sup> – July 27<sup>th</sup>, 2019</b>	
<b>Narratology and the Construction of Identity and Binationalism</b>	
<b>Major Topics and Activities</b>	<b>Readings (see also Appendix B)</b>
<ol style="list-style-type: none"> <li>1. Defining narratology</li> <li>2. Narratology in history and literature</li> <li>3. Internal and external conflicts as well as interests</li> <li>4. Binationalism and external interests</li> <li>5. Border cultures and identities</li> <li>6. Chihuahuan Borderlands and Desert: Writer’s sense of place</li> <li>7. Literary production and analysis</li> <li>8. Close reading in practice</li> <li>9. Inquiry-based activity: Identity formation and affirmation</li> <li>10. Additional resources for classroom application and individual e-portfolio projects</li> <li>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.</li> <li>12. Presentation of Summer Scholars’ e-portfolio projects</li> <li>13. Final Discussion</li> <li>14. Institute Evaluation</li> </ol>	<p><b>Required (partial listing):</b></p> <ol style="list-style-type: none"> <li>(1) <i>House Built on Ashes: A Memoir</i> (2017) by José Antonio Rodríguez</li> <li>(2) <i>I Am Not Your Perfect Mexican Daughter</i> (2017) by Erika L. Sánchez</li> </ol> <p><b>Resources to Review:</b></p> <ol style="list-style-type: none"> <li>(1) Borderland: NPR <a href="http://apps.npr.org/borderland/">http://apps.npr.org/borderland/</a></li> <li>(2) Documented Border: An Open Access Digital Archive <a href="http://speccoll.library.arizona.edu/events/documented-border-open-access-digital-archive">http://speccoll.library.arizona.edu/events/documented-border-open-access-digital-archive</a></li> </ol>

## **APPENDIX A**

### **Expanded Syllabus: Study Plan**

July 15<sup>th</sup> – July 28<sup>th</sup>, 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 1<sup>st</sup>, 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.

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## APPENDIX B

### Institute Reading List

#### PRIMARY TEXTS (4)

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

1. Luiselli, Valeria. *Tell Me How It Ends: An Essay in 40 Questions*. Trans. Lizzie Davis. Coffee House Press, 2017.
2. Rodríguez, José Antonio. *House Built on Ashes: A Memoir*. Oklahoma University Press, 2017.
3. Sánchez, Erika L. *I Am Not Your Perfect Mexican Daughter*. Alfred A. Knopf, 2017.
4. Regan, Margaret. *The Death of Josseline: Immigration Stories from the Arizona Borderlands*. Beacon Books, 2010. (Book to be distributed at UTEP.)

#### 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 14<sup>th</sup>: 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 **Location 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 15<sup>th</sup> – July 21<sup>th</sup>, 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 15<sup>th</sup>: Setting the Stage: Approaches to History and Narratives**

#### Required Readings

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

**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; Principles of Civility [**Martínez, Rodríguez**]
- Introduction of Graduate Research Assistants [**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

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**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 16<sup>th</sup>: What is History and Whose Shall We Teach?**

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

**Additional Field Site Visits**

None

## WEDNESDAY, July 17<sup>th</sup>: Remembering and Forgetting: Border Security and Teaching Indigenous History

### Required Readings

Regan, Margaret. *The Death of Josseline: Immigration Stories from the Arizona Borderlands*. Beacon Press, 2010. [Book is provided,] pp. 1-43.

Manjarrez, Victor. "Chaos and Clutter: Complexities of Border Security in the United States." In Winston Davidson ed. *Homeland Security: Perceptions, Threats and Challenges*. New York, 2017.

Manjarrez, Victor. "Border Security: Defining it is the Real Challenge." *Homeland Security and Emergency Management* 12, no. 4 (2015), 793-800.

**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 Manjarres**]
- 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 **8:30 PM**, the Miner Metro shuttle bus departs for UTEP).

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## **THURSDAY, July 18<sup>th</sup>: 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.]

Regan, Margaret. *The Death of Josseline: Immigration Stories from the Arizona Borderlands*. Beacon Press, 2010. [Book is provided.] pp. 44-127.

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

Shepherd, Jeffery, and Bejarano, Cynthia. "Reflections from the U.S.–Mexico Borderlands on a "Border-Rooted" Paradigm in Higher Education," *Ethnicities* 18, no. 2, 2018.

**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 [**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**

**5:00 PM – 8:45 PM**

Field Site Visits (on your own: Choice of Hiking or Museums)

- 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)

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- Evening Hike of Cristo Del Rey Mountain (Optional)

## **FRIDAY, July 19<sup>th</sup>: Borderland Families: The Women, Men, and Children on the Border**

### **Required Readings**

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

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 322**

### **Border Dialogue 5**

#### **Lecture and Content**

- El Paso/Ciudad Juárez, San Diego/Tijuana Metroplexes: 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] – Tour of Chihuahuan Gardens (optional)

**12:00 PM – 1:15 PM LUNCH Break**

**1:30 PM – 3:00 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

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## **SATURDAY, July 20<sup>th</sup>: 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 your own while on selected locations)

(At **2:45 PM**, the Miner Metro shuttle bus departs to UTEP.)



## **SUNDAY, July 21<sup>st</sup>: 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 21<sup>st</sup> – July 27<sup>th</sup>, 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 22<sup>nd</sup>: 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* (2<sup>nd</sup> 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* (2<sup>nd</sup> 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

**9:45 AM – 11:00 AM**    **Liberal Arts, Third Floor, Room, 322**

**Lecture and Content**

- Conversation on performance arts and Literary Arts (Create a Memory, Change Perspectives) [**Dominguez**]
- Professors' Dialogue: Teaching and Learning in Higher Education [**Martínez, Rodríguez**]

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**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 23<sup>rd</sup>: Borders and Politics in Action**

### **Required Readings**

Sánchez, Erika L. [\*I Am Not Your Perfect Mexican Daughter\*](#). Alfred A. Knopf, 2017.

[Book is provided.]

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**

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 322**

**Border Dialogue 7**

**Lecture and Content**

- The Politics of Narratology and Binationalism [Regan]
- 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

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## **WEDNESDAY, July 24<sup>th</sup>: Documented Borders via Narratology**

### **Required Readings**

Sánchez, Erika L. [\*I Am Not Your Perfect Mexican Daughter\*](#). Alfred A. Knopf, 2017.

[Book is provided.]

Regan, Margaret. *The Death of Josseline: Immigration Stories from the Arizona Borderlands*. Beacon Press, 2010. [Book is provided] pp. 127-224.

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

Rodríguez, R. J. "[Conversation with] Erika L. Sánchez: 'A Right to Art.'" *Teaching Culturally Sustaining and Inclusive Young Adult Literature*. Routledge, 2019. pp. 211-227.

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 322**

### **Border Dialogue 8**

#### **Lecture and Content**

- Journalism and Popular Writing about the Borderlands [**Regan**]
- Discussion on Sánchez's novel [**J. A. Rodríguez**]

**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 25**

**6:00 PM – 7:45 PM UTEP (on campus: TBD)**

- View play titled *Luna*
- Conversation with Actors

## **THURSDAY, July 25<sup>th</sup>: 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)

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, J.A. 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)**

**Tales from the Chihuahuan Desert:**

**Borderlands Narratives about Identity and Binationalism \_\_\_\_\_ Page 23 of 25**

## **FRIDAY, July 26<sup>th</sup>: E-Portfolios**

### **Required Readings**

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

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 322**

### **Border Dialogue 10**

- Roundtable Discussion of Readings: Which histories and literatures of the Chihuahuan borderlands have influenced our teaching and learning? **[Martínez, R. J. Rodríguez]**
- A Conversation with **José Antonio Rodríguez**: Teachers as Writers (of Historiography and Narratology) **[R. J. 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 27<sup>th</sup>: 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 (group dinner)
- Photo

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

## **SUNDAY, July 28<sup>th</sup>: DEPARTURE**

Safe travels and best wishes!