



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

Draft: 11/13/2022

A Summer ***Residential*** Institute for Secondary School Teachers (Grades 6–12)
at The University of Texas at El Paso (UTEP)

in collaboration with Center for Inter-American and Border Studies (CIBS),
Institute of Oral History (IOH),
and Center for Faculty Leadership and Development (CFLD)

July 16th – July 30th, 2023

Directors

Ignacio Martínez, Ph.D.

University of Texas at El Paso
Department of History

R. Joseph Rodríguez, Ph.D.

St. Edward's University
Department of Teaching, Learning, and Culture

Website: <http://borderlandsnarratives.utep.edu/>

Email: borderlandsnarratives@utep.edu



Academic Schedule

Expanded Syllabus: Study Plan

July 16th – July 30th, 2023

The following Academic Schedule provides an overview of the topics addressed in each day of the two-week Summer Institute, the general flow of activities, and the readings associated with each day. Institute readings include articles, books, and selected chapters—some considered classics and some more recent interpretations, while some written by UTEP faculty and visiting guest lecturers. Together, these documents provide valuable background contexts, concepts, and content as well as varying perspectives about our topic under critical study.

The five required books as full readings should be read in advance of the Institute including the primary books assigned for the Institute. Optional related readings provide additional information on selected topics. The Summer Scholars may refer to them as appropriate for your E-Portfolio development with instructional lessons.

The course reader will be available to download from the Institute project's website upon each Summer Scholar's acceptance.

Additional handouts—mostly primary sources and instructional lesson support—will be posted on the project website for digital download and, if requested in nondigital formats, handed out over the course of our two weeks.

All sessions are open only to and for NEH Summer Institute-affiliated participants.

Each weekday is organized with morning and afternoon sessions. The mornings are dedicated to lectures and dialogue related the guiding questions and assigned readings, while afternoons will be dedicated to E-Portfolios specific learning workshops and E-Portfolio development with independent study as follows:

Morning Session 8:30 AM to 12:00 PM (MT)

Afternoon Session 1:20 PM to 4:30 PM (MT)

Based on the pre-scheduled engagement only, evenings will likely begin at 6:00 PM through 8:00 PM (MT).

Sunday, July 16th: Arrival, Welcome, and Orientation

- Late Afternoon: Institute codirectors, two of our UTEP faculty members, and a Visiting Guest Lecturer will be in the UTEP Boquillas Hall at UTEP to welcome the Summer Scholars and assist with check-in at UTEP Miner Canyon.
- Early Evening: Meet and greet reception with appetizers and agenda will be hosted by UTEP and includes a guided walking tour of campus.



Content of the Project

Week One will introduce the concept of historiography, foundational concepts and terms, the role of the chronicler, geographies of the Chihuahuan Desert, and resources for classroom application and analysis for the E-Portfolio development projects with lesson/unit plans or a multimodal essay for instructional delivery. Next, Week Two will advance the concept of historiography with narratology, classroom applications of Institute concepts and content, and presentation of Summer Scholars' E-Portfolios. The following table summarizes major topics and a partial listing of the readings.

Summary of 2023 Summer Institute, Academic Schedule	
WEEK 1: July 16 th – July 22 nd , 2023	
Historiography in the Chihuahuan Desert and Inquiry-Based Learning	
Major Topics and Activities	Readings (see also Appendix A)
<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 and Indigenous History 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 of the Chihuahuan Desert 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, and historical Spanish missions. 14. Brainstorming on Summer Scholars' E-Portfolios 	<p>Required (partial listing):</p> <ol style="list-style-type: none"> (1) <i>Downtown Juárez: Underworlds of Violence and Abuse</i> (2021) by Howard Campbell (2) <i>Tell Me How It Ends: An Essay in 40 Questions</i> (2017) by Valeria Luiselli <p>Resources to Review:</p> <ol style="list-style-type: none"> (1) The Institute of Oral History http://academics.utep.edu/Default.aspx?alias=academics.utep.edu/oralhistory (2) U.S. Library of Congress, Teaching with Primary Sources Program http://www.loc.gov/teachers/tp



Summary of 2023 Summer Institute, Academic Schedule	
WEEK 2: July 23 rd – July 30 th , 2023	
Narratology and the Construction of Identities and Binationalism	
Major Topics and Activities	Readings (see also Appendix A)
<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, identities, and poetics 6. Chihuahuan Borderlands and Desert: Writer’s sense of place 7. Literary production and analysis 8. Close reading in practice and in narrative poems 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> <p>(1) <i>Living Beyond Borders: Stories about Growing Up Mexican in America</i> (2021) edited by Margarita “Margie” Longoria.</p> <p>(2) <i>They Call Her Fregona: A Border Kid’s Poems</i> (2022) by David Bowles</p> <p>(3) <i>Magnificent Errors</i> (2022) by Sheryl Luna</p> <p>Resources to Review:</p> <p>(1) Borderland: NPR http://apps.npr.org/borderland/</p> <p>(2) Documented Border: An Open Access Digital Archive http://speccoll.library.arizona.edu/events/documented-border-open-access-digital-archive</p>

Most mornings will be dedicated to expert presentations with grounded scholarship by UTEP faculty and visiting guest lecturers with sufficient periods for discussion and debriefing. The afternoons will be devoted for films, digital portfolio workshops, or field site trips with some afternoons reserved for reading, research, E-Portfolio design and content with the Center for Faculty Leadership and Development team, or personal consultations (one-on-one and in smaller groups options) with the codirectors or the UTEP faculty and visiting guest lecturers. Last, we will add hands-on, engaging programs in the region such as guided tours of museums and sites that have interactive learning exhibits and resources.



WEEK ONE: July 16th – July 22nd, 2023

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

Alvarez, C. J. *Border Land, Border Water: A History of Construction on the US–Mexico Divide*. University of Texas Press, 2019. (e-file)

Collins, Billy. "The History Teacher" [poem]. *Questions about Angels: Poems*. University of Pittsburgh Press, 1991. 77-78. (e-file)

Early Morning

Fitness (on your own) Please see Ignacio if you want to access the gym.

[UTEP Recreation Center](#), 3450 Sun Bowl Drive, El Paso, TX 79968

A light Breakfast will be available in the Seminar Room starting at 8:00.

8:30 AM – 12:00 PM UTEP Undergraduate Learning Center (UGLC), Third Floor, Room 320

Interactive Lecture and Concepts in Context

- Welcome and Overview [**Martínez, Rodríguez**]
- Responsibilities, Deliverables, and Expectations [**Martínez, Rodríguez**]
- Administrative Matters [**Martínez, Rodríguez**]
- 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 makes a border? What's policing bodies at the border? [**Alvarez, Martínez**]
- Roundtable Discussion of Readings: What are our roles as teachers, researchers, and tellers of histories and narratives? [**Alvarez, 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

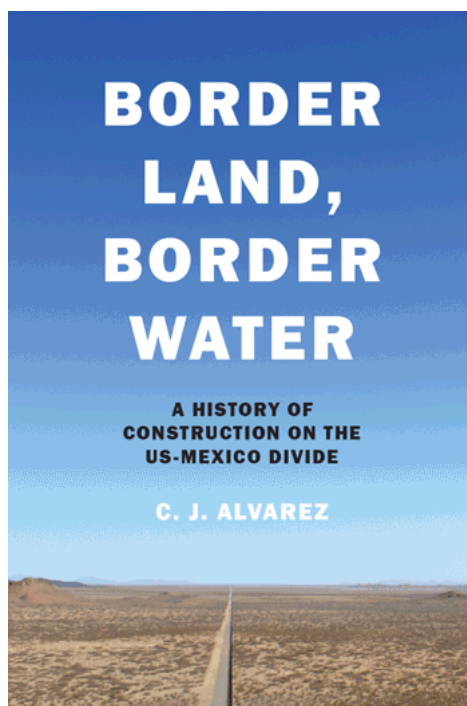
2:30 PM – 4:30 PM UTEP Undergraduate Learning Center (UGLC), Third Floor, Room 320

- Responsibilities, Deliverables, and Expectations **[Martínez, Rodríguez]**
- Introduction to E-Portfolio Projects **[Martínez, Rodríguez]**
- Workshop Course
Tales of the Chihuahuan Desert: Developing a Lesson/Unit Plan or Multimodal Essay through Inquiry-Based Learning **[Martínez, Rodríguez]**
- Small Group Meetings: Conferences and Dialogues
 - Begin E-Portfolio Project: One Lesson/Unit Plan OR One Multimodal Essay

Border Dialogue: Closing Reflection

Field Site Visits

None





TUESDAY, July 18th: 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)

Alvarez, C. J. **Border Land, Border Water: A History of Construction on the US–Mexico Divide.** University of Texas Press, 2019. (e-file)

GROUP A (Dr. I. Martínez)	GROUP B (Dr. R. Rodríguez)
<p>Early Morning Fitness and Breakfast (on your own)</p> <p>8:30 AM (Bus departs on time without delays.) Meet at UTEP Miner Canyon for departure.</p> <p>8:30 AM – 11:30 AM U.S. Customs and Border Protection, Tour El Paso Sector</p> <p>12:00 PM – 1:15 PM LUNCH Break</p> <p>1:20 PM – 3:30 PM [UGLC, Room 320] Border Dialogue: Closing Reflection Independent Work on E-Portfolio Projects [Martínez]</p>	<p>Early Morning Fitness and Breakfast (on your own)</p> <p>8:30 AM – 11:15 AM [UGLC, Room 320] Border Dialogue: Opening Reflection Independent Work on E-Portfolio Projects [Rodríguez]</p> <p>11:15 AM – 12:30 PM LUNCH Break</p> <p>12:30 PM (Bus departs on time without delays.) Meet at UTEP Miner Canyon for departure.</p> <p>12:30 PM – 3:30 PM U.S. Customs and Border Protection, Tour El Paso Sector</p>

Additional Field Site Visits

None



WEDNESDAY, July 19th: Remembering and Forgetting: Border Security and Teaching Indigenous History

Required Readings

Alvarez, C. J. *Border Land, Border Water: A History of Construction on the US–Mexico Divide*. University of Texas Press, 2019. (e-file)

Campbell, H. *Downtown Juárez: Underworlds of Violence and Abuse*. University of Texas Press, 2021. [Book is provided in print format.]

Early Morning

Fitness (on your own)

[UTEP Recreation Center](#), 3450 Sun Bowl Drive, El Paso, TX 79968

A light Breakfast will be available in the Seminar Room starting at 8:00.

8:30 AM – 12:00 PM UTEP Undergraduate Learning Center (UGLC), Third Floor, Room 320

Border Dialogue: Opening Reflection

Interactive Lecture and Concepts in Context

- One-Hour Discussion and Reflection of Border Tour (Group only)
- Border Environments and Building the Border Today: Land and Water [Alvarez]
- Writing a City and Its People in a Binational Space [Campbell]
- Indigenous and Native American Histories [Martínez]
- Making Art for Art's Sake and More [García]
- Feedback Session [Martínez and Rodríguez]

12:00 PM – 1:15 PM LUNCH Break

1:20 PM – 2:30 PM UTEP Undergraduate Learning Center (UGLC), Third Floor, Room 320

- 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? [Alvarez, Martínez]
- Workshop Course
The Borderlands in Digital Worlds: E-Portfolio Project (Lesson/Unit Plan or Multimodal Essay) [Academic Technologies team]
- Begin E-Portfolio Project

Border Dialogue: Closing Reflection

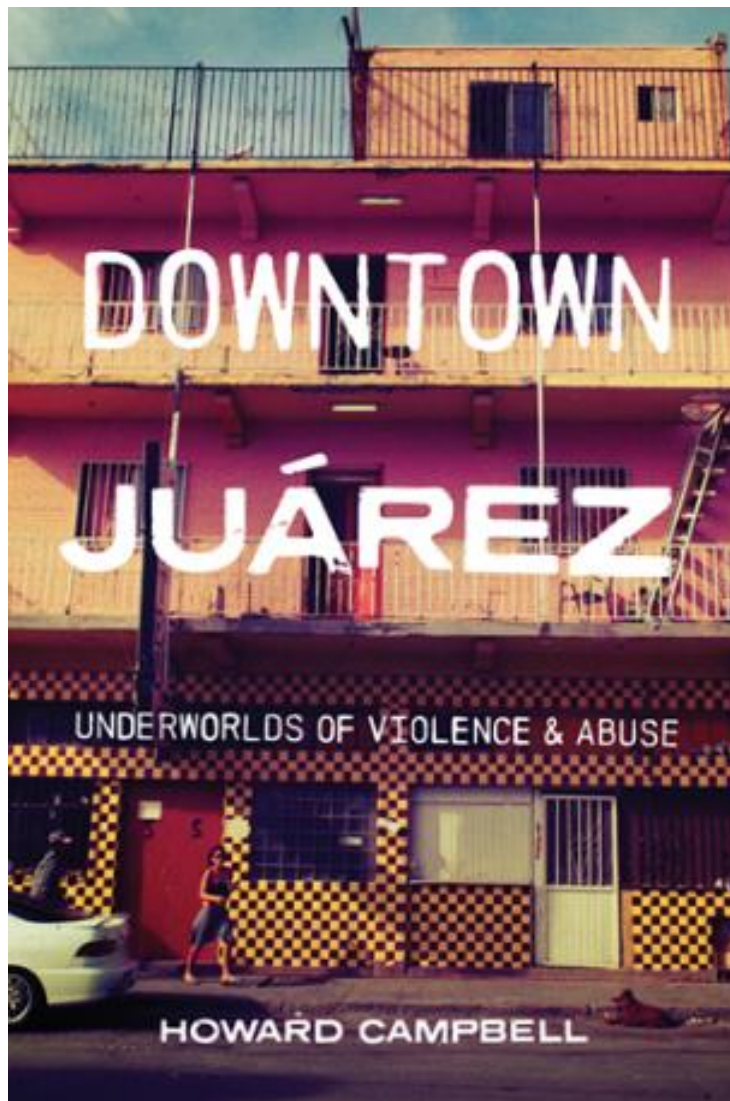
3:30 PM – 8:30 PM

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

Field Site Visit I

- [Annunciation House](#) and [Mija, Yes you can](#)[®]
- Art Tour: Murals and Artifacts (with local artists)

- Dinner (on your own)
(At **8:30 PM**, the Miner Metro Shuttle bus departs for UTEP. Please plan ahead for departure.)





THURSDAY, July 20th: Textbooks, Art, 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 in print format.]

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. [e-file]

Early Morning

Fitness (on your own)

[UTEP Recreation Center](#), 3450 Sun Bowl Drive, El Paso, TX 79968

A light Breakfast will be available in the Seminar Room starting at 8:00.

8:30 AM – 12:00 PM UTEP Undergraduate Learning Center (UGLC), Third Floor, Room 320

Border Dialogue: Opening Reflection

Interactive Lecture and Concepts in Context

- Narratives as History and Border and National Security [Alvarez]
- Teaching American History through Standardized Textbooks [Martínez, Bejarano]
- Looking at the Borderlands through the Prism of Stories and Storytelling [Bejarano]
- Roundtable Discussion of Readings: How can understanding border people and their history alter/reorient our conceptual understanding of US history and art? [García, Martínez]

Border Dialogue: Closing Reflection

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)
- Evening Hike of Cristo Del Rey Mountain (optional)



FRIDAY, July 21st: Borderlands 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 in print format.]**

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. **[e-file]**

Early Morning

Fitness (on your own)

[UTEP Recreation Center](#), 3450 Sun Bowl Drive, El Paso, TX 79968

A light Breakfast will be available in the Seminar Room starting at 8:00.

8:30 AM – 12:00 PM UTEP Undergraduate Learning Center (UGLC), Third Floor, Room 320

Border Dialogue: Opening Reflection

Interactive Lecture and Concepts in Context

- El Paso/Ciudad Juárez, San Diego/Tijuana Metroplexes: Life and Death on the Border: Looking at Modern Day, Bi-National Spaces **[Bejarano, García]**
- Youth Culture and Education: DACA and Complexities of Identity **[Bejarano]**
- Tour of UTEP Chihuahuan Gardens

12:00 PM – 1:15 PM LUNCH Break

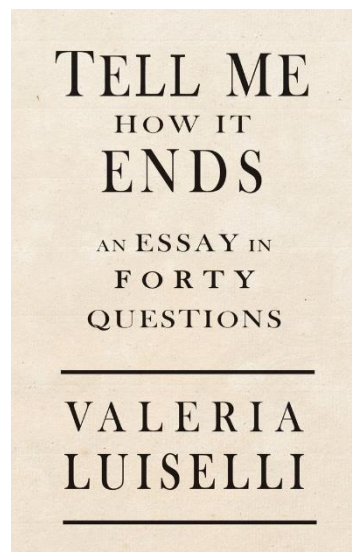
1:30 PM – 3:00 PM UTEP Undergraduate Learning Center (UGLC), Third Floor, Room 320

- Focus Question: (2) What are the basic theories and methods of historiography and narratology? **[Martínez, Rodríguez]**
- Workshop Course
Using Music as a Literacy Element for Engagement: E-Portfolio Project
[Academic Technologies Team]

Border Dialogue: Closing Reflection

Field Site Visits

None



SATURDAY, July 22nd: Independent Study

Early Morning Fitness and Breakfast (on your own)

- Before Sunrise: Morning Hike of Cristo Del Rey Mountain (optional)

8:30 AM – 3:30 PM

(At **8:30 AM**, the Miner Metro Shuttle bus will pick up at the designated UTEP location. Please plan ahead for departure.)

Field Site Visit II

- [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. Please plan ahead for departure.)



Down the Mission Trail Map, adapted from El Paso Mission Trail Association by Nicholas P. Houser & Perry I. Quinto Houser

SUNDAY, July 23rd: Independent Study

- E-Portfolio Project

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. Please plan ahead for departure.)

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. Please plan ahead for departure time.)





WEEK TWO: July 23rd – July 29th, 2023

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

Bowles, David. [They Call Her Fregona: A Border Kid's Poems](#). Kokila, 2022.

[Book is provided in print format.]

Longoria, Margarita "Margie." [Living Beyond Borders: Stories about Growing Up Mexican in America](#). Viking Books for Young Readers, 2021. [Book is provided in print format.]

Anzaldúa, Gloria. ["Chapter 5: How to Tame a Wild Tongue."](#) *Borderlands / La Frontera: The New Mestiza, The Critical Edition*. Aunt Lute Press, 2021. (e-file)

Anzaldúa, Gloria. ["To Live in the Borderlands Means You."](#) *Borderlands / La Frontera: The New Mestiza, The Critical Edition*. Aunt Lute Press, 2021. (e-file)

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

Early Morning

Fitness (on your own)

[UTEP Recreation Center](#), 3450 Sun Bowl Drive, El Paso, TX 79968

A light Breakfast will be available in the Seminar Room starting at 8:00.

8:30 AM – 9:00 AM UTEP Centennial Plaza (meet at 8:30 AM at the Lhakhang)

- Tour of [Lhakhang](#) at the Centennial Plaza with Daniel J. Carey-Whalen

9:15 AM – 12:00 AM UTEP Undergraduate Learning Center (UGLC), Third Floor, Room 320

Border Dialogue: Opening Reflection

Interactive Lecture and Concepts in Context

- Two Border Kids' Novels in Verse and "The Body by the Canal" [Bowles]
- Indigenous Languages and #DignidadLiteraria [Bowles]
- Teaching and Learning in Secondary and Higher Education (Postsecondary) [Martínez, Rodríguez]

12:00 PM – 1:20 PM LUNCH Break

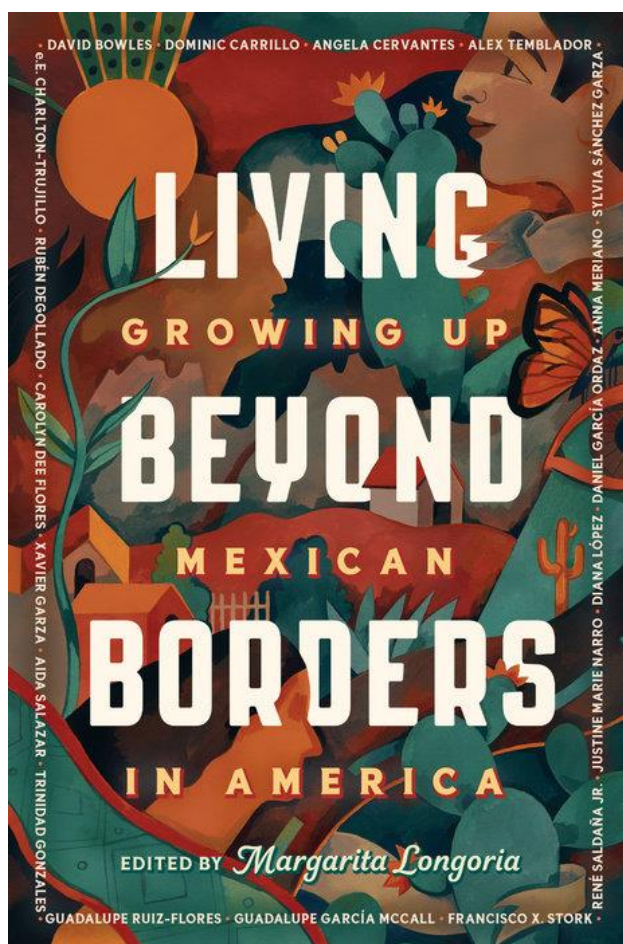
1:20 PM – 4:30 PM UTEP Undergraduate Learning Center (UGLC), Third Floor, Room 320

- Conversation on Filmmaking and Telling the Stories [Charlton-Trujillo, Rodríguez]
- Workshop Course
Using Film and the Including Popular Cultures about the Borderlands: E-Portfolio Project [Charlton-Trujillo, Academic Technologies Team]

Border Dialogue: Closing Reflection

Field Site Visits

None





TUESDAY, July 25th: Borders and Politics in Action

Required Readings

Longoria, Margarita "Margie." *Living Beyond Borders: Stories about Growing Up Mexican in America*. Viking Books for Young Readers, 2021. [Book is provided in print format.]

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). [essay]
Alternate site: <https://sway.office.com/CwaDu3DE6scGPNxZ>

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 (on your own)

[UTEP Recreation Center](#), 3450 Sun Bowl Drive, El Paso, TX 79968

A light Breakfast will be available in the Seminar Room starting at 8:00.

8:30 AM – 12:00 PM UTEP Undergraduate Learning Center (UGLC), Third Floor, Room 320

Border Dialogue: Opening Reflection

Interactive Lecture and Concepts in Context

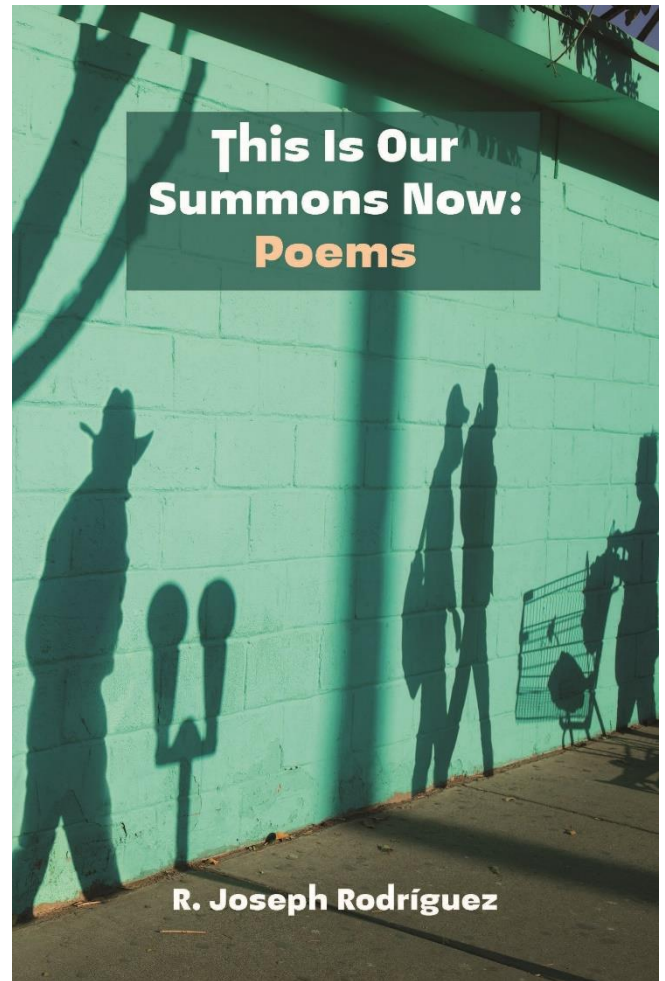
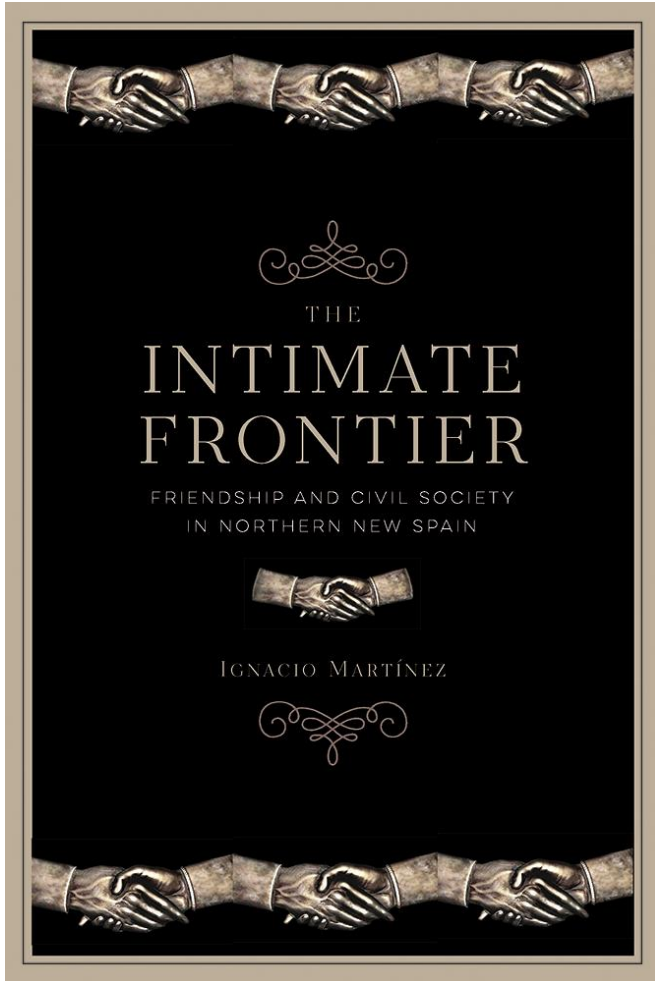
- Writing the Borderlands for Children, Early Adolescents, and Adolescents [Bowles]
- Filmmaking in the Humanities [Charlton-Trujillo]
- The Politics of Narratology and Binationalism in "CoCo Chamoy y Chango" [Charlton-Trujillo]
- Roundtable Discussion of Readings: How does binationalism inform border people's cultures and writings? [Bowles, Charlton-Trujillo, Dominguez]
- Book Signing with David Bowles and e.E. Charlton-Trujillo

12:00 PM – 1:15 PM LUNCH Break

1:20 PM – 4:30 PM UTEP Undergraduate Learning Center (UGLC), Third Floor, Room 320

- Why We Write: Writing the Borderlands and in the Humanities [Martínez, Rodríguez]
- E-Portfolio Project
[Martínez, Rodríguez, Academic Technologies Team]

Field Site Visits
None





WEDNESDAY, July 26th: Documented Borders via Narratology

Required Readings

Longoria, Margarita "Margie." *Living Beyond Borders: Stories about Growing Up Mexican in America*. Viking Books for Young Readers, 2021. [Book is provided in print format.]

Luna, Sheryl. *Magnificent Errors: Poems*. Notre Dame Press, 2022.
[Book is provided in print format.]

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)

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

Early Morning

Fitness (on your own)

[UTEP Recreation Center](#), 3450 Sun Bowl Drive, El Paso, TX 79968

A light Breakfast will be available in the Seminar Room starting at 8:00.

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 III

Chamizal National Memorial (U.S. National Park Service)

- Welcome and Historical Video [Gus Sanchez, Superintendent]
- Hiking Trail Tour [Rodney Sauter, Park Ranger]
- Nature: Plants and Animals of Chamizal [Rodney Sauter, Park Ranger]
- Boundary Dispute and Signing of the Chamizal Convention [Rodney Sauter, Park Ranger]
- 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. Please plan ahead for departure.)

12:00 PM – 1:15 PM LUNCH Break

1:20 PM – 3:00 PM UTEP Undergraduate Learning Center (UGLC), Third Floor, Room 320

Border Dialogue: Opening Reflection

Interactive Lecture and Concepts in Context

- Filmmaking and Popular Writing about the Borderlands [Charlton-Trujillo]
- Discussion on Luiselli's Book [Charlton-Trujillo, Rodríguez]

3:15 PM – 4:30 PM UTEP Undergraduate Learning Center (UGLC), Third Floor, Room 320

- Final Edits of E-Portfolio Project



[Martínez, Rodríguez, Academic Technologies Team]

6:00 PM – 7:45 PM UTEP Dance & Theatre

- View play [title to be announced] **[Dominguez]**
- Conversation with Playwright and Actors



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

Required Reading

Longoria, Margarita "Margie." *Living Beyond Borders: Stories about Growing Up Mexican in America*. Viking Books for Young Readers, 2021. [Book is provided in print format.]

Luna, Sheryl. *Magnificent Errors: Poems*. Notre Dame Press, 2022.
[Book is provided in print format.]

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

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

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

Early Morning

Fitness (on your own)

[UTEP Recreation Center](#), 3450 Sun Bowl Drive, El Paso, TX 79968

A light Breakfast will be available in the Seminar Room starting at 8:00.

8:30 AM – 11:00 AM UTEP Undergraduate Learning Center (UGLC), Third Floor, Room 320

Border Dialogue: Opening Reflection

Interactive Lecture and Concepts in Context

- Women and Theatre of the Chihuahuan Borderlands (Appearance Adjustment, Starburst Rejection, Papelitos) [Dominguez]
- Conversation on Performance Arts and Literary Arts (Create a Memory, Change Perspectives) [Dominguez]
- How Border People Perform Their Identities [Dominguez, Luna]
- Roundtable Discussion of Readings: How can poetry and the performing arts engage students in the practice of literacies? [Dominguez, Luna, Rodríguez]

11:00 AM – 12:00 PM UTEP Undergraduate Learning Center (UGLC), Third Floor, Room 320

- Literary Dialogues: Reading the Narratives of the Borderlands [Rodríguez]

Border Dialogue: Closing Reflection

12:00 PM – 1:15 PM LUNCH Break

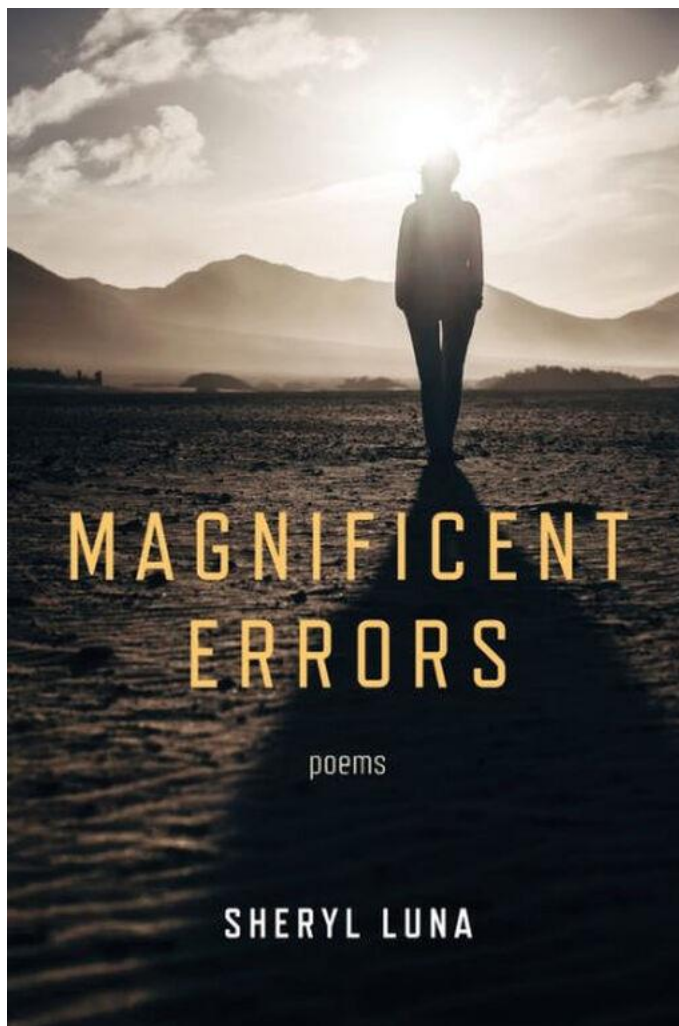
1:20 PM – 3:00 PM UTEP Geology Sci. Bldg., Geology Reading Room, Third Floor, Room 310

- Welcome and Introduction: Literary Reading by Sheryl Luna
(This session will be attended by NEH Summer Institute-affiliated participants only.)



- Conversation and Book Signing with Reception

Field Site Visits (none)





FRIDAY, July 28th: E-Portfolios

Required Readings

Longoria, Margarita, editor. [*Living Beyond Borders: Stories about Growing Up Mexican in America*](#). Philomel Books, 2021. [Book is provided in print format.]

Rodriguez, José Antonio. [“La Migra.”](#) In *The New Yorker*. June 19, 2017. (e-file)

Early Morning

Fitness (on your own)

[UTEP Recreation Center](#), 3450 Sun Bowl Drive, El Paso, TX 79968

A light Breakfast will be available in the Seminar Room starting at 8:00.

8:30 AM – 10:00 AM UTEP Undergraduate Learning Center (UGLC), Third Floor, Room 320

Border Dialogue: Opening Reflection

Interactive Lecture and Concepts in Context

- Roundtable Discussion of Readings: Which histories and literatures of the Chihuahuan borderlands have influenced our teaching and learning? [Martínez, Rodríguez]
- A Conversation with Sheryl Luna: Teachers as Writers (of Historiography and Narratology) and the Making of Poems

10:15 AM – 12:00 PM UTEP Undergraduate Learning Center (UGLC), Third Floor, Room 320

- Complete E-Portfolio Project for Viewing by Institute Faculty, Lecturers, and Guests [Academic Technologies Team]

12:00 PM – 1:15 PM LUNCH Break

1:20 PM – 4:30 PM UTEP Undergraduate Learning Center (UGLC), Third Floor, Room 320

- Complete E-Portfolio Project for Viewing by Institute Faculty, Lecturers, and Guests [Academic Technologies Team]

Border Dialogue: Closing Reflection

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 UTEP Boquillas Hall

- **Gallery Walk**
Showcase by Summer Scholars of E-Portfolio Projects (e-Poster Session or Device/Laptop via Gallery Walk Demonstration)
Documenting the *Tales from the Chihuahuan Desert: Borderlands Narratives about Identity and Binationalism*
(Supporters of our UTEP NEH Summer Institute are invited to join us.)
- Group Photo
- Online NEH Survey Questionnaire/Evaluation
- Communications Post-Institute
- Packing Luggage and Traveling Tips to ELP Airport

Border Dialogue: Closing Reflection

5:30 PM – 8:30 PM

(At **5:30 PM**, the Miner Metro Shuttle bus will pick up at UTEP Miner Canyon. Please plan ahead for departure.)

- Summer Scholars' Institute Dinner (group dinner)
- Group Photo
- Network and Social Media Connections

(At **8:15 PM**, the Miner Metro Shuttle bus departs to UTEP. Please plan ahead for departure.)

SUNDAY, July 30th, 2023: DEPARTURE

Safe travels, stay healthy, and our best wishes!



Supplementary Materials: Standards from NCSS and CCSS

National Council for the Social Studies (NCSS) National Curriculum Standards for Social Studies (NCSS)

Thematic Strands Addressed by the Institute

Source: www.socialstudies.org/standards/strands

1. CULTURE

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

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

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

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

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



2. TIME, CONTINUITY, AND CHANGE

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

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

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

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

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

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

3. PEOPLE, PLACES, and ENVIRONMENTS

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



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

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

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

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

4. INDIVIDUAL DEVELOPMENT AND IDENTITY

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

Personal identity is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development. Given the nature of individual development in a social and cultural context, students need



to be aware of the processes of learning, growth, and interaction at every level of their own school experiences. The examination of various forms of human behavior enhances an understanding of the relationships between social norms and emerging personal identities, the social processes that influence identity formation, and the ethical principles underlying individual action.

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

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

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

5. INDIVIDUALS, GROUPS, AND INSTITUTIONS

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

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

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



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

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

6. POWER, AUTHORITY, AND GOVERNANCE

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

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

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

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

In schools, this theme typically appears in units and courses dealing with government, politics, political science, civics, history, law, and other social sciences. Learners in the early grades explore their natural



and developing sense of fairness and order as they experience relationships with others. They develop an increasingly comprehensive awareness of rights and responsibilities in specific contexts. During the middle school years, these rights and responsibilities are applied in more complex contexts with emphasis on new applications. Learners study the various systems that have been developed over the centuries to allocate and employ power and authority in the governing process. High school students develop their abilities to understand and apply abstract principles. At every level, learners should have opportunities to apply their knowledge and skills to participate in the workings of the various levels of power, authority, and governance.



**Common Core State Standards (CCSS)
for English Language Arts & Literacy in History/Social Studies**
College and Career Readiness (CCR) Anchor Standards (Grades 6–12)

Source: www.corestandards.org/ELA-Literacy/

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

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

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

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative



strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

Key Ideas and Details

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

Craft and Structure

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

Integration of Knowledge and Ideas

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

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.



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

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