



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

A 2021 Summer **Virtual** 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 Creative Studios

**July 18<sup>th</sup> – August 1<sup>st</sup>, 2021 *via Zoom***

### **Directors**

**Ignacio Martínez, Ph.D.**

University of Texas at El Paso  
Department of History

**R. Joseph Rodríguez, Ph.D.**

St. Edward's University  
Division of Graduate and Professional Studies

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Email: [borderlandsnarratives@utep.edu](mailto:borderlandsnarratives@utep.edu)



## 2021 UTEP NEH Summer *Virtual* Institute for Secondary School Teachers

# SCHEDULE AND SYLLABUS

**NOTE:** Except where indicated, session presentations will be viewed live, *en vivo* (synchronously), by Summer Scholars via Zoom.

*All afternoon meetings will be asynchronous and self-directed for Summer Scholars to prepare and complete their E-Portfolio Project. Codirectors will be available each afternoon for consultations via Zoom and, as needed, in Breakout Rooms.*

### Pre-Institute, Book-Based Readings: Primary Texts

The books listed below will be mailed to each Summer Scholar's home address on file in May 2021. Summer Scholars will be expected to have fully read them **BEFORE July 15<sup>th</sup>, 2021.**

1. Alvarez, C. J. [\*Border Land, Border Water: A History of Construction on the US–Mexico Divide.\*](#) (University of Texas Press, 2019)
2. Bowles, David. [\*They Call Me Güero: A Border Kid's Poems.\*](#) (Cinco Puntos Press, 2018)
3. Luiselli, Valeria. [\*Lost Children Archive: A Novel.\*](#) (Alfred A. Knopf, 2019)
4. Luiselli, Valeria. [\*Tell Me How It Ends: An Essay in 40 Questions.\*](#) Trans. Lizzie Davis. (Coffee House Press, 2017)

### Journaling

The book listed below will also be mailed to each Summer Scholar's home address on file by May 30<sup>th</sup>, 2021. Summer Scholars may maintain a journal in this Acevedo book or an electronic one of their choice.

5. Acevedo, Elizabeth. [\*Write Yourself a Lantern: A Journal Inspired by The Poet X.\*](#) (HarperCollins, 2020).

### Secondary Texts

All secondary texts (required or recommended) are posted [here](#). Practice skimming and scanning these in your research for E-Portfolio Project content.



## Virtual Welcome and Introduction

Sunday, July 18<sup>th</sup>, 2021

5:30 PM (Mountain Time) – 7:00 PM (Mountain Time)

Virtual Launch: **Login via Zoom before 5:20 PM (MT)**

See email for 2021 SVI Zoom link.

### AGENDA

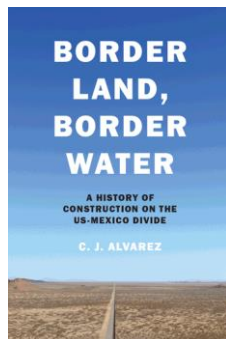
- I. **Welcome:** 2021 Summer Virtual Institute
  - Directors:** Ignacio Martínez, R. Joseph Rodríguez
  - Contributing Staff:** Jessica Martínez, Benjamin Shultz
- II. Institute History and [Purpose](#) with Essential Questions and Learning Outcomes
- III. Walkthrough of a SVI Day: [Schedule and Syllabus](#)
- IV. Institute Faculty and Lecturers
- V. Brief Introductions: [Summer Scholars](#)
  - A. Group A (First Names: A – J): Ignacio Martínez
  - B. Group B (First Names: K – Z): R. Joseph Rodríguez
- VI. NEH [Principles of Civility](#)
- VII. [Readings](#): Primary and Secondary Texts
- VIII. Community Norms of Engagement and Social Contract / Non-Recordings
- IX. UTEP [Extended University](#), CEUs
- X. Dialogue: Questions and Answers
- XI. Tell Us Something Good
- XII. **ADJOURNMENT: (End time/logout)**

## WEEK ONE: July 18<sup>th</sup> – July 24<sup>th</sup>, 2021

### 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 are the roles of a chronicler of history?
  - a. From the border?
  - b. From afar?
2. Why do we tell the story of the border as we do?
3. How do we make history interesting and engaging for our students?
4. What can we learn about literature by examining the points of view?



#### **MONDAY, July 19<sup>th</sup>: Setting the Stage: Approaches to History and Narratives**

**8:30 AM – 12:30 PM (Mountain Time)**

**Login via Zoom: Before 8:20 AM (MT)**

#### **Primary Texts: Required Readings**

Alvarez, C. J. *[Border Land, Border Water: A History of Construction on the US–Mexico Divide](#)*. University of Texas Press, 2019. [Book is provided in print format.]

Collins, Billy. *[“The History Teacher”](#)* [poem]. *Questions about Angels: Poems*. University of Pittsburgh Press, 1991. 77-78. [Video](#) by students from Albermarle High School.

**8:30 AM (Login via Zoom before 8:20 AM)**

#### **SESSION 1 (live): Institute Overview**

- Overview [Martínez, Rodríguez]  
Directors explain the Institute’s curriculum and introduce their respective scholarly approaches to the study of the borderlands narratives about identity and binationalism.

**9:00 AM**

#### **SESSION 2 (live): “Setting the Stage” and “Origins of Borderlands History”**

- Approaches to History and Narratives [Martínez]
- Spain in the Southwest: Introduction to the colonial history of the American Southwest and understanding the legacy of conquest [Martínez]



- Indigenous History [**Martínez**]
- Literature and Points of View [**Rodríguez**]

**[Break]**

**10:15 AM**

**SESSION 3 (live): “Inquiry-Based Learning”**

- Discussion of Readings: What makes a border? The image of the border and border people in popular imagination.
- Discussion of Readings: What are our inquiry roles as teachers, researchers, and tellers of histories and language arts? [**Martínez, Rodríguez**]

**[Break]**

**11:45 AM**

**SESSION 4 (live): “E-Portfolio”**

- Responsibilities, Deliverables, and Expectations [**Martínez, Rodríguez**]
- Introduction to E-Portfolio Projects and Sway Digital Storytelling [**Martínez, Rodríguez**]
- Tales of the Chihuahuan Desert: Developing a Mini-Lesson Plan OR Multimedia Essay through Inquiry-Based Learning [**Martínez, Rodríguez, Creative Studios Team**]

**12:30 PM ADJOURNMENT (end time/logout)**

**1:30 PM – 2:45 PM**

**Small Group Meetings: Conferences and Dialogues**

- Begin E-Portfolio Project: One Lesson or Unit Plan OR One Multimedia, Interactive Essay



## **TUESDAY, July 20<sup>th</sup>: What Is History, and Whose Shall We Teach?**

**8:30 AM – 12:30 PM (Mountain Time)**

**Login via Zoom: Before 8:20 AM (MT)**

### **Primary Texts: 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. [\[Book is provided in print format.\]](#)

**8:30 AM**

### **SESSION 5 (live): “Border Environments”**

- Opening Reflection: Informed Commentary and Looking Forward **[Summer Scholars]**

**9:00 AM**

### **SESSION 6 (live): “La Migra: Policing bodies at the border”**

- [Meet C. J. Alvarez](#)
- Border Environments in the Nineteenth Century and Building the Border Today **[Alvarez]**
- The Architecture of Border Enforcement **[Alvarez]**

**10:30 AM**

- A Social and Political History of Border Enforcement – Then and Now **[Martínez, Alvarez, Rodríguez]**

**[Break]**

**11:30 AM**

### **SESSION 7 (live): “Border Dialogue with C. J. Alvarez”**

- The Problem of Land and Water on the Border **[Alvarez]**
- The Future of the Border **[Alvarez]**
- Areas for Future Research **[Alvarez]**

**12:30 PM ADJOURNMENT (end time/logout)**



**1:30 PM – 2:45 PM**

**Small Group Meetings: Conferences and Dialogues**

- Begin E-Portfolio Project: One Lesson or Unit Plan OR One Multimedia, Interactive Essay



## **WEDNESDAY, July 21<sup>st</sup>: Perspectives from Border Enforcement**

**8:30 AM – 12:30 PM (Mountain Time)**

**Login via Zoom: Before 8:20 AM (MT)**

### **Primary Text: Required Reading**

Alvarez, C. J. *[Border Land, Border Water: A History of Construction on the US–Mexico Divide](#)*.  
University of Texas Press, 2019. **[Book is provided in print format.]**

**8:30 AM**

### **SESSION 8 (live): Perspectives**

- Opening Reflection: Informed Commentary and Looking Forward **[Summer Scholars]**
- Overview of Readings from Alvarez and “Various”
- Journal Exercise

**[Break]**

**9:30 AM**

### **SESSION 9 (live): Policing the Border and National Security**

- Guest Speaker from US Border Patrol, [El Paso Sector \(U.S. Customs and Border Protection\)](#)
- The Necessity of Border Security
- Misunderstandings of Border Enforcement
- How Do We Create a More Human Enforcement Policy?

**[Break]**

**11:30 AM**

### **SESSION 10 (live): “Reflections on Border Policing”**

- Roundtable Discussion
- Narratives as History (how to tell the people’s history) **[Alvarez, Martínez, Rodríguez]**

**12:15 PM**

- **Check-In:** Feedback on Summer Virtual Institute

**12:30 PM ADJOURNMENT (logout)**





**1:30 PM – 2:45 PM**

**Small Group Meetings: Conferences and Dialogues**

- Begin E-Portfolio Project: One Lesson or Unit Plan OR One Multimedia, Interactive Essay

## THURSDAY, July 22<sup>nd</sup>: Textbooks and Methods about History

8:30 AM – 12:30 PM (Mountain Time)

Login via Zoom: Before 8:20 AM (MT)

### Primary Texts: Required Readings

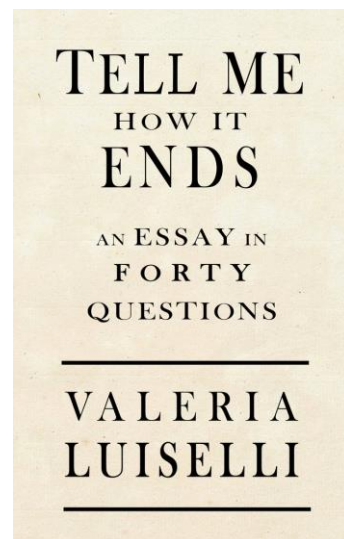
Luiselli, Valeria. [\*Tell Me How It Ends: An Essay in 40 Questions\*](#). Trans. Lizzie Davis. Coffee House Press, 2017.

[Book is provided in print format.]

Bowles, David. [\*They Call Me Güero: A Border Kid's Poems\*](#). Cinco Puntos Press, 2018. [Book is provided in print format.]

Bowles, David, and Meza, Erika. [\*My Two Border Towns\*](#). [Kokila](#), Penguin Random House, 2021. (e-file)

Bowles, David. ["The Body by the Canal."](#) [\*Living Beyond Borders: Growing Up Mexican in America\*](#), Margarita Longoria, editor. Penguin, 2021. (e-file)



8:30 AM

### SESSION 11 (live):

- Opening Reflection: Informed Commentary and Looking Forward [Summer Scholars]
- Meet David Bowles

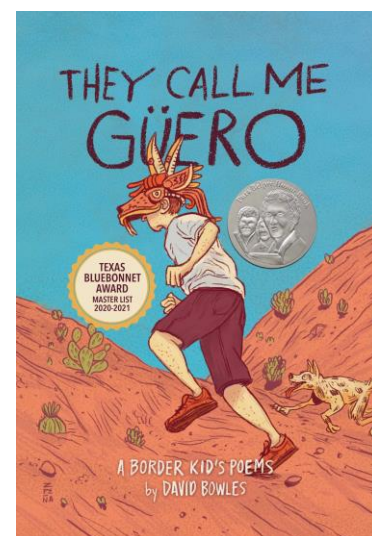
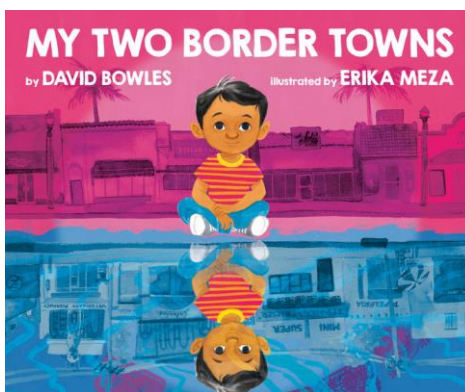
[Break]

9:30 AM

### SESSION 12 (live): "Teaching and Learning"

- Teaching American History Through Standardized Textbooks [Martínez, Bowles, Alvarez]
- How do we teach about border violence?
- Looking at the Borderlands through the Prism of Stories and Storytelling: How does the story end? [Bowles, Rodríguez]

[Break]





11:00 AM

**SESSION 13 (live): “Border Dialogue with David Bowles”**

- A Border Kid’s Novel in Verse, Indigenous Languages, and #DignidadLiteraria [Bowles]
- Discussion: How can understanding border people and their history alter/reorient our conceptual understanding of US history? [Bowles]

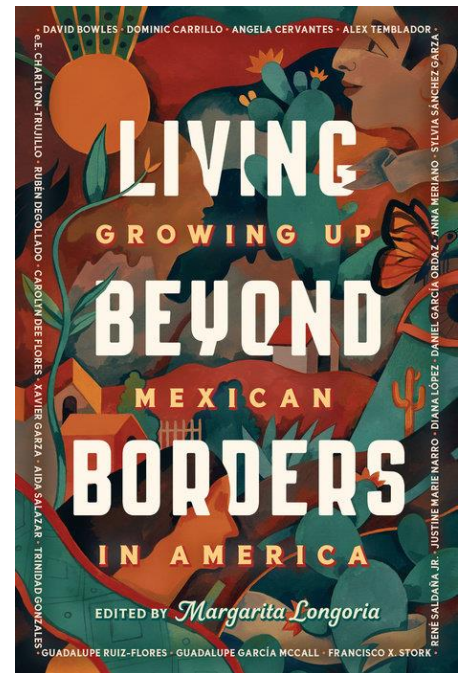
12:30 PM ADJOURNMENT (end time/logout)

[Break]

1:30 PM – 2:45 PM

**Small Group Meetings: Conferences and Dialogues**

- E-Portfolio Project: One Lesson or Unit Plan OR One Multimedia, Interactive Essay
- Using Music as a Literacy Element for Engagement [Martínez, Rodríguez, Creative Studios Team]



## FRIDAY, July 23<sup>rd</sup>: Teaching Narratives through History and Literature

8:30 AM – 12:30 PM (Mountain Time)

Login via Zoom: Before 8:20 AM (MT)

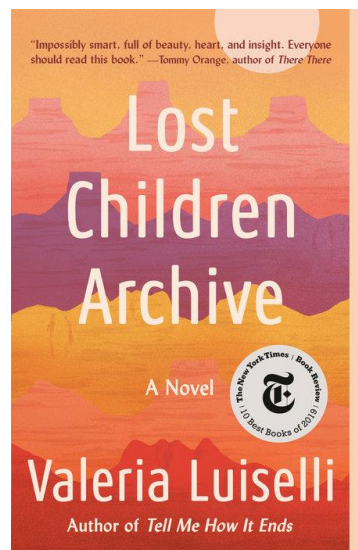
### Primary Texts: Required Readings

Luiselli, Valeria. [\*Lost Children Archive: A Novel\*](#). Alfred A. Knopf, 2019.

[Book is provided in print format.]

[Reader's Guide](#)

Bowles, David. ["The Body by the Canal."](#) [\*Living Beyond Borders: Growing Up Mexican in America\*](#), Margarita Longoria, editor. Penguin, 2021.



### Secondary Texts: Recommended Readings

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)

Mora, Pat. ["Desert Women."](#) [\*Nepantla: Essay from the Land in the Middle\*](#). University of New Mexico Press, 1994, 2009, pp. 53-72. (e-file)

Mora, Pat. ["Coatlicue's Rules: Advice from an Aztec Goddess."](#) [\*Prairie Schooner\*](#) 68, no. 4, 1994, pp. 76-78. (e-file)

8:30 AM

### SESSION 18 (live): Who Constructs Texts?

- Opening Reflection: Informed Commentary and Looking Forward [Summer Scholars]
- Teaching American History through Standardized Textbooks: State's efforts at remaking history [Martínez, Rodríguez]
- Discussion I on Luiselli novel [Rodríguez]  
[Reader's Guide](#)

[Break]

10:00 AM

### SESSION 19 (live): "Border Dialogue with David Bowles"

- Discussion: How can understanding border people and their stories and histories guide our conceptual understanding of the borderlands? [Bowles, Rodríguez]



**[Break]**

**11:15 AM**

**SESSION 20 (live): "Reading Luiselli"**

- Discussion II on Luiselli novel [Rodríguez]  
[Reader's Guide](#)

**12:30 PM ADJOURNMENT (end time / logout)**

**[Break]**

**1:30 PM – 2:45 PM**

**Small Group Meetings: Conferences and Dialogues**

- E-Portfolio Project: One Lesson or Unit Plan OR One Multimedia, Interactive Essay



## **SATURDAY, July 24<sup>th</sup>: Independent Study**

### **SESSION 17 (pre-recorded): “Virtual Tours”**

- Virtual Tour of El Paso Missions and Cultural Center: **View video at your leisure.**
  - [El Paso Mission Trail](#)
  - [Ysleta Mission](#)
  - [Socorro Mission](#)
  - [San Elizario Presidio Chapel](#)
  - [The Tigua Indian Cultural Center](#)

## **SUNDAY, July 25<sup>th</sup>: Independent Study**

E-Portfolio Project: One Lesson or Unit Plan OR One Multimedia, Interactive Essay

## WEEK TWO: July 26<sup>th</sup> – July 31<sup>st</sup>, 2021

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

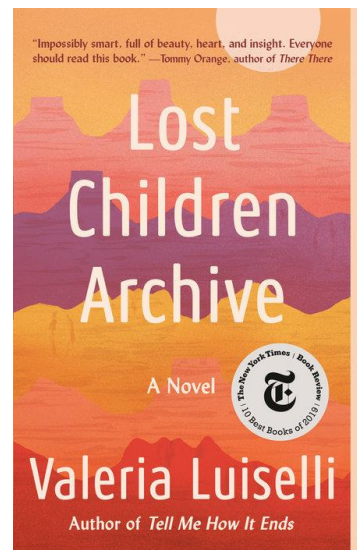
#### GUIDING QUESTIONS

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 26<sup>th</sup>: Borderlands Families: The Women, Men, and Children on the Border

8:30 AM – 12:30 PM (Mountain Time)

Login via Zoom: Before 8:20 AM (MT)



#### Primary Texts: Required Readings

Luiselli, Valeria. [Lost Children Archive: A Novel](#). Alfred A. Knopf, 2019. [Book is provided in print format.]

[Reader's Guide](#)

Bowles, David. [They Call Me Güero: A Border Kid's Poems](#). Cinco Puntos Press, 2018.

[Book is provided in print format.]

Bowles, David. ["Oscar and the Giant." Living Beyond Borders: Growing Up Mexican in America](#), Margarita Longoria, editor. Penguin, 2021. (e-file)

Bejarano, Cynthia, and Ma. Eugenia Hernández Sánchez, [The Mantling and Dismantling of a Tent City at the U.S.-Mexico Border](#), Edward Elgar Publishing, 2021. (e-file)

8:30 AM

#### SESSION 14 (live): "Binational Spaces"

- Opening Reflection: Informed Commentary and Looking Forward [Summer Scholars]

9:00 AM

#### SESSION 15 (live): "Youth Culture and Identity"



- **Meet Cynthia Bejarano**
- Immigration and Tent Cities **[Bejarano]**
- El Paso/Ciudad Juárez, San Diego/Tijuana Metroplexes: Life and Death on the Border; Looking at Modern Day, Bi-National Spaces **[Bejarano]**
- Writing about the Children and Adolescents at the Border **[Bejarano, Bowles]**

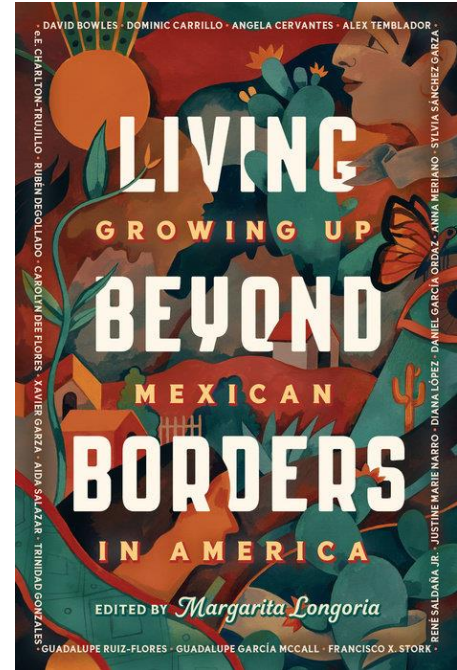
**[Break]**

**12:30 PM ADJOURNMENT (end time / logout)**

**1:30 PM – 2:45 PM**

**Small Group Meetings: Conferences and Dialogues**

- E-Portfolio Project: One Lesson or Unit Plan OR One Multimedia, Interactive Essay







## **TUESDAY, July 27<sup>th</sup>: Borders, Performances, and Politics in Action**

**8:30 AM – 12:30 PM (Mountain Time)**  
**Login via Zoom: Before 8:20 AM (MT)**

### **Primary Texts: Required Readings**

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

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

### **Secondary Texts: Supplementary Viewing**

[Chicano! PBS Documentary](#) (2014)

### **Secondary Texts: Recommended Reading**

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

**8:30 AM**

### **SESSION 21 (live): Borders and Performances**

- Opening Reflection: Informed Commentary and Looking Forward [Summer Scholars]
- [Meet Adriana Dominguez and e. E. Charlton-Trujillo](#)
- Conversation on Performance Arts and Literary Arts [Dominguez]
- Performing Arts Activities [Dominguez]
  - Remembering Joy
  - What If . . .
  - Photograph your Day
- Filmmaking in the Borderlands and Humanities [Charlton-Trujillo]

**[Break]**

**10:00 AM**

### **SESSION 22 (live): Politics and Narratology (Rountable Disucssion)**

- The Politics of Narratology and Binationalism [Charlton-Trujillo]
- Discussion of Readings: How does binationalism inform border people's cultures and writings? [Charlton-Trujillo, Dominguez, Bejarano]

**12:30 PM ADJOURNMENT (end time / logout)**

**[Break]**



**1:30 PM – 2:45 PM**

**Small Group Meetings: Conferences and Dialogues**

- E-Portfolio Project: One Lesson or Unit Plan OR One Multimedia, Interactive Essay

## **WEDNESDAY, July 28<sup>th</sup>: Documented Borders via Narratology**

**8:30 AM – 12:30 PM (Mountain Time)**

**Login via Zoom: Before 8:20 AM (MT)**

### **Primary Texts: Required Readings**

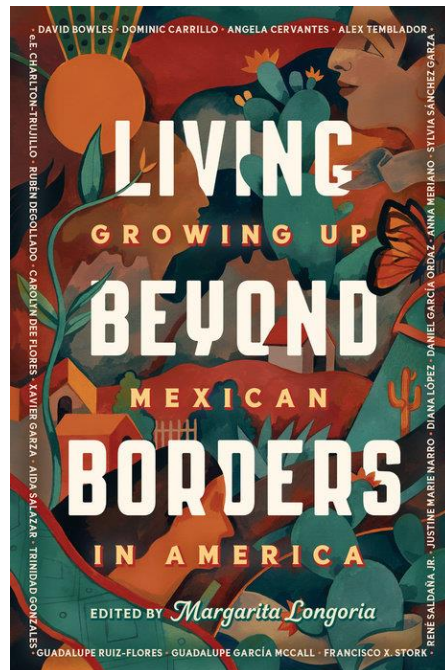
Charlton-Trujillo, e. E. [Meet the Author and Filmmaker](#).

Charlton-Trujillo, e. E. [Selection](#) [Living Beyond Borders: Growing Up Mexican in America](#), Margarita Longoria, editor. Penguin, 2021. (e-file)

Luiselli, Valeria. [Lost Children Archive: A Novel](#). Alfred A. Knopf, 2019. [Book is provided in print format.]  
[Reader's Guide](#)

### **Secondary Texts: Recommended Reading**

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



**8:30 AM**

### **SESSION 23 (live): Documenting Borders**

- Opening Reflection: Informed Commentary and Looking Forward [Summer Scholars]
- Telling the Story/Stories

[Break]

**9:00 AM**

### **SESSION 24 (live): Field Site Visit (via Zoom)**

[Chamizal National Memorial](#) (U.S. National Park Service)

- Welcome and Historical Video / Collaboration via Interagencies
- Virtual Hiking Trail Tour [F. Gus Sanchez, Superintendent]
- Nature: Plants and Animals of Chamizal [Rodney Sauter, Park Ranger]
- Boundary Dispute and Signing of the Chamizal Convention [Rodney Sauter, Park Ranger]

[Break]

**11:00 AM**

### **SESSION 25 (live): Filmmaking and Change**

- Filmmaking and Popular Writing about the Borderlands [Charlton-Trujillo]
- A Conversation with e. E. Charlton-Trujillo:



Teachers as Writers and Filmmakers (of Historiography and Narratology)

**12:30 PM ADJOURNMENT (end time / logout)**

**[Break]**

**1:30 PM – 2:45 PM**

**Small Group Meetings: Conferences and Dialogues**

- E-Portfolio Project: One Lesson or Unit Plan OR One Multimedia, Interactive Essay



## **THURSDAY, July 29<sup>th</sup>: Narratives and Influences on the Stage**

**8:30 AM – 12:30 PM (Mountain Time)**

**Login via Zoom: Before 8:20 AM (MT)**

### **Primary Texts: Required Reading**

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.](#)" *Pennsylvania Literary Review*, Volume 10, Number 2, Summer 2018, pp. 57-85. [\(e-file\)](#)

Rodríguez, R. Joseph. "[The Spanish Teacher.](#)" Unpublished poem, 2019. [\(e-file\)](#)

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

**8:30 AM**

### **SESSION 26 (live): On the Stage**

- Opening Reflection: Informed Commentary and Looking Forward **[Summer Scholars]**
- Women and Theatre in the Chihuahuan Borderlands: *Into the Beautiful North* and *Cenicienta* **[Dominguez]**

**[Break]**

**10:00 AM**

### **SESSION 27 (live): On the Stage**

- Two Sample Productions: How Border People Perform Their Identities **[Dominguez]**
  - *Into the Beautiful North* (based on the novel by Luis Alberto Urrea)
  - *Cenicienta* (youth audience)
- Discussion of Readings: How can novels and poetry engage students in the practice of literacies? **[Rodríguez]**



**11:45 AM**

**SESSION (live) with Staff from the National Endowment for the Humanities,  
Division of Education Programs**

- Jason Harshman, NEH Program Officer, Division of Education Programs
- Maryam Moezzi, NEH Program Assistant, Division of Education Programs

**12:30 PM ADJOURNMENT (end time / logout)**

**[Break]**

**1:30 PM – 2:45 PM**

**Small Group Meetings: Conferences and Dialogues**

- E-Portfolio Project: One Lesson or Unit Plan OR One Multimedia, Interactive Essay



## **FRIDAY, July 30<sup>th</sup>: Reflections and Journeys in the Humanities**

**8:30 AM – 12:30 PM (Mountain Time)**

**Login via Zoom: Before 8:20 AM (MT)**

### **Secondary Texts: Recommended Reading**

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

**8:30 AM**

### **SESSION 28 (live): Teaching and Learning the Humanities**

- Opening Reflection: Informed Commentary and Looking Forward [**Summer Scholars**]
- Discussion of Readings: Which histories and literatures of the Chihuahuan borderlands have influenced our teaching and learning? [**Martínez, Rodríguez**]

**[Break]**

**10:00 AM**

### **SESSION 29 (live): Teaching and Learning the Humanities**

- Teaching, Learning, and Understanding in Secondary and Higher Education (Postsecondary) [**Martínez, Rodríguez**]

**[Break]**

- The Humanities and Our Journeys [**Summer Scholars**]
- [National Humanities Alliance](#): Help Raise the Visibility of NEH Programs ([informational flyer](#)) [**Martínez, Rodríguez**]

**12:30 PM ADJOURNMENT (end time / logout)**

**[Break]**

**1:30 PM – 2:45 PM**

### **Small Group Meetings: Conferences and Dialogues**

- E-Portfolio Project: One Lesson or Unit Plan OR One Multimedia, Interactive Essay



## **SATURDAY, July 31<sup>st</sup>: E-Portfolio Premiere and Farewell**

**8:30 AM – 12:30 PM (Mountain Time)**

**Login via Zoom: Before 8:20 AM (MT)**

**8:30 AM – 12:00 PM Finalize E-Portfolio and Prepare for Premier / Showcase**

**12:00 PM – 1:15 PM LUNCH Break**

**1:20 PM – 3:30 PM Via Zoom**

### **SESSION 30 (live)**

- **E-Portfolio Projects Premiere: Plans/Units and Essays**  
Showcase by Summer Scholars (Demonstration)

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

(Supporters of our UTEP NEH 2021 Summer Virtual Institute are invited to join us.)

- **Final Notes and Reflections**
- **Online NEH Evaluation**
- **Communications: Post-Institute**

**4:00 PM Adjournment (end time / logout)**

## **SUNDAY, August 1<sup>st</sup>: Farewell**

Best wishes and keep in touch!