HIS/ERM 373: Borderlands, Race, and Sexuality

Instructor: Dr. Kris Klein Hernández, PhD
Yale University Department of Ethnicity, Race, & Migration; and History
Office Hours: M 3:00-5:00pm EST via zoom; by appointment
Location: Zoom
Class Time: TTh 11:35AM-12:50PM

This course canvasses the colonial, imperial, and national her/histories of the North American Southwest up to the 1924 formation of the Border Patrol, paying attention to the comparative racialization of marginalized communities in the region: African-, Asian-, Mexican-, and Native Americans. Some questions that will guide this course are: What are borders and borderlands, how are they different, and how have they transformed the continental, indigenous, imperial, and nation-state histories in the spaces that we now occupy? How were racial and national identities, such as "Mexican," "Diné (Navajo)," or "Black/Negro," shaped over space and time and in relation to one another? And finally, how has White Supremacy—manifested through U.S. colonialism and imperialism—affected the social milieu of the borderlands? Through readings, activities, and an exploration of different objects located at the national boundary: fort architecture, scientific publications, novels, film, and law, students will assess how borderlands peoples negotiated identities and cultures alongside the expansion of American empire. Moreover, we will interrogate articles and texts that examine conceptual ideas, historical concepts, and labels rooted in Comparative Ethnic Studies and Queer of Color Critique as integral to understanding agency among communities of color. Undergraduates will have the opportunity to peruse military, ecclesiastical, and diplomatic sources pertaining to questions of race and sexuality, and will produce two writing productions guided by archival methodologies. By the end of this course, students will be familiar with:

1) an overview of the competing colonial, imperial, and national powers in the North American Southwest up to the passing of the U.S. Congress's 1924 Johnson-Reed Act and formation of the Border Patrol
2) how notions of race and sexuality was deployed, performed, and hidden by racialized communities, including trans- and cis-gender folk for social, economic, and/or political goals
3) how race and national origin affected one's citizenship and accessibility in the region, and the main court cases that demarcated one's body as enslaved, foreign, non-White, or undocumented.
4) make connections between borderlands revolutions and wars, such as Mexican Independence, Trail of Tears, U.S.-Mexico War, French Intervention in Mexico, the Civil War, the Spanish-American War, and the First World War
5) how a study of race and sexuality can help destabilize local and national narratives about conquest, violence, and incarceration.

Grade Distribution

Class attendance and participation: **15%**
Class Discussion Project: **10%**
First Paper Assignment, 4-5 pages: **20%**
Final Paper Abstract 1-2 pages: **5%**
Final Paper First 3 pages: **5%**
Final Paper Draft, 8-10 pages: **20%**
Weekly Journal, 150 words each week: **25%**

Expectations
This class is an undergraduate seminar, which means that students must engage the assigned readings carefully and come to the seminar prepared to thoughtfully contribute to the in-class discussion. In contrast to first- and second-year lecture courses, seminars are built around discussion and require higher order thinking and synthesis. Be ready to debate, unravel, and critically engage texts. While the instructor will work collaboratively to lead lectures and help facilitate discussion, you are tasked with the intellectual engagement of the seminar. In other words, the quality of the discussion will only be what you bring to the conversation. On another note, please be respectful of your classmates during the class. The content in this seminar will, at times, be heavy and sensitive. Be courteous and exercise collegiality and tolerance of divergent perspectives during these times. Furthermore, be supportive of your colleagues, and learn from them. And when in disagreement, please be sincere and respectful of one's opinions. This class is not only about academic research, but is also an experiment in learning about the diversity of intellectual thought from your colleagues. Finally, we will engage very controversial topics that folks in the class may have personally experienced. The instructor will do his best to make the seminar aware in advance to when we will talk about subjects such as sexual violence, misogyny, and homophobia. Class attendance and participation: 15%

Class Discussion Project
Each class, one or two students will present a short introduction and overview on the session's readings. Come prepared to do a 10 to 15-minute presentation on the relevance, significance, and summary of the selection(s). Try and engage the class. Pose questions and arguments. Make sure to interrogate the texts and keep the audience engaged. The purpose of this assignment is to provide students with the opportunity to practice their presentation skills, which is helpful for any future career. Sign up on our first day together. Worth 10%

Course Paper Assignments and Exams
Since this course is geared around class discussion and reading, two essays, and a journal blog.

1. The first paper - a 4 to 5-page, double-spaced essay - will be **an analysis of the impact of borders and/or borderlands, either conceptually or physically, within a critical moment in the history of the North American Southwest**. Students will isolate an episode in history (such as the 1680-1692 Pueblo Indian Revolt; Caddo-French-Spanish gender relations in Béxar, Texas; the formation of the Kingdom of New Mexico; the Catholic Church's cultural and sexual supremacy in Santa Fe; etc) and explain how a rereading of this critical moment through the lens of borders and/or borderlands (as conceptual frameworks or physical demarcations) helps scholars to further understand power, agency, or racial difference. Worth 20%

2. The final paper – an 8 to 10-page, double-spaced essay - **will be a brief original research paper on a one aspect concerning queer and/or non-normative history of race or sexuality within pre-1924 borderlands history**. This final assignment will allow you operate theories and historical contexts from the course and analyze a past event, person, or place, relevant to the history of race and sexuality in the North American Southwest. Some examples include the use of the bathhouse(s), significant bars and brothels, famous court cases including sexuality or regarding the state of whiteness and citizenship, the representation of rape and/or sexuality in primary documents, stigmas surrounding same-sex desires within a specific historical context, etc. There are two deadlines for this paper. The first is an

abstract introducing the paper topic, which must include the subject, methodology, and primary sources used. This 300-400 word abstract will be due on March 25 (Worth 5%). The second assignment will be the first 3 pages of the essay, due, on April 22 (Worth 5%). The final draft will be due on May 13 (Worth 20%).

3. **Weekly Journal**: Out of the fourteen weeks together, students will be required to comment on either the information derived from class discussion, lecture, the assigned readings, or primary documents for seven of the fourteen weeks. Using CANVAS, undergraduates will post at least one question and one paragraph to the class blog THE DAY BEFORE THE CLASS SESSION for seven of the fourteen weeks. That means discussion posts are due by 10pm on Monday and Wednesday. While is there no maximum word count set, students should write more than 100 words per each of their posts twice a week for the weeks of their choosing. By the end of the course, each of your posts will accumulate to a more than 1,400-word journal. In each week's journal entry (twice a week), students should demonstrate a level of understanding concerning the content. That is accomplished by articulating a problem, event, or significance about someone, or something that they found interesting. Remember that the journal is a space to elaborate, or ponder upon a person, place, theme or thing. Keeping that in mind, consider that there is no wrong answer or response. It is more interested in how you process and critically engage ideas. This exercise accomplishes two things: it allows the instructor to read what problems, concerns, or ideas individuals have each week during the survey, and it allows you to interrogate, or expand upon the information you have learned during the course in class or during independent reading. Worth 25%

Note on Academic Honesty and Citation Practices

This course requires careful and precise use of both primary and secondary source materials in your written work and presentations. We will discuss writing strategies and how to engage with your source material in accordance with the best practices for maintaining academic integrity. Undergraduate Regulations explain the terms for respecting academic honesty through the proper codes of academic conduct.

The Poorvu Center for Teaching and Learning offers excellent support for undergraduate coursework. You can find useful set of guidelines for the proper citation of sources on its website. We will discuss how to obtain and cite sources correctly in class.

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Calendar (Please note assignments can on syllabus can change)

February 2, 2020: Keywords: Borders / Borderlands

Hämäläinen and Truett, "On Borderlands," *Journal of American History* 48, no. 2 (2011): 338–361.

Class Activity: Defining Your Borders

February 4, 2020: Keywords: Race / Sexuality

-"We 'Other' Victorians" from Michel Foucault, *The History of Sexuality* (New York: Vintage Books, 1990 [1976]), 1-14.

-Joan Scott, "Gender: A Useful Category of Analysis," *American Historical Review* 113, no. 5 (2008) [1986]: 1346 – 1358.

February 9, 2020: Race and Sexuality in the Spanish Colonial World
-"Introduction," "Honor and Virtue," and "Marriage and the Church" from Ramón Gutiérrez, *When Jesus Came, the Corn Mothers Went Away: Marriage, Sexuality and Power in New Mexico, 1500–1846* (Stanford: Stanford University Press, 1991), 1-6, 207-226, and 240-270.
Class Activity: Women's Agency and the Marital (Martial) Institution

February 11, 2020: Borderlands of Enslavement
"The Gold Coast and the Atlantic Market in People," and "Turning African Captives into Atlantic Commodities," in Stephanie Smallwood, *Saltwater Slavery: A Middle Passage from Africa to American Diaspora* (Cambridge: Harvard University Press, 2007), 9-64.

February 16, 2020: Race and Sexuality in the English Colonial World
-"Introduction" from Richard Godbeer, *Sexual Revolution in Early America* (Baltimore: Johns Hopkins University Press, 2002), 1-18.

February 18, 2020: Native North America
"Introduction," and "Turn of the Century Beginnings, 1680-1720s," in Juliana Barr, *Peace Came in the Form of a Woman: Indians and Spaniards in the Texas Borderlands* (Chapel Hill: University of North Carolina Press, 2007), 1-26.
Class Activity: Enslavement Systems: Encomiendas and Plantations

February 23, 2020: Rape and the American Revolution
-Sharon Block, "Rape without Women: Print Culture and the Politicization of Rape, 1765–1815," *Journal of American History* 89, no. 3 (December 2002): 849-868.

February 25, 2020: Alta California and the New Mexico Kingdom
"Introduction" and "Chapter One" from Chávez-García, Miroslava. *Negotiating Conquest: Gender and Power in California, 1770s to 1880s*. Tucson: University of Arizona Press, 2006.

"Introduction" from Radding, Cynthia. *Wandering Peoples: Colonialism, Ethnic Spaces, and Ecological Frontiers in Northwestern Mexico, 1700 – 1850*. Durham: Duke University Press, 1997.

March 2, 2020: New Spain Falls/Mexico Rises
"Introduction" from Martínez, María Elena. *Genealogical Fictions: Limpieza de Sangre, Religion, and Gender in Colonial Mexico*. Stanford: Stanford University Press, 2008.

March 4, 2020: Native Citizenship and Texas Revolution(s)
Andres Resendez, "National Identity on a Shifting Border: Texas and New Mexico in the Age of Transition, 1821-1848" *Journal of American History* Vol. 86. No. 2 (Sept., 1999), pp. 668-688.
Class Activity: Mexico's 1830 Colonization Decree (*Cédula)* and Undocumented White Immigration

March 9, 2020: No Class; Work on First Paper

March 11, 2020: The Year of 1848! First Paper Due
"Introduction," from Ernesto Chavez, *The U.S. War with Mexico* (Bedford St. Martin's Press, 2007)

"Introduction," from Brian Delay, War of a Thousand Deserts: Indian Raids and the U.S. Mexican War. New Haven: Yale University Press, 2008.
Class Activity: "*Manifest Destiny*"

March 16, 2020: Quotidian Life in the Mid-Century Borderlands
"Introduction" from Mark Wasserman, *Everyday Life and Politics in Nineteenth Century Mexico: Men, Women, and War*. Albuquerque: University of New Mexico Press, 2000.

"Chapter One" from Deena González, *Refusing the Favor: The Spanish-Mexican Women of Santa Fe, 1820-1880*. New York: Oxford University Press, 1999.
Class Activity: Primary Source Interrogation: *Military Department Communiques*

March 18, 2020: Racial Lines in the Antebellum Age
James David Nichols, "The Line of Liberty: Runaway Slaves and Fugitive Peons in the Texas-Mexico Borderlands" *Western Historical Quarterly* Vol. 44 No 4. (Winter 2013): 413-433.
Class Activity: Primary Source Interrogation: Frederick Law Olmsted on Slaves Escaping to Mexico, 1857

March 23, 2020: Mexicans as a Race Apart
"Introduction" from Laura Gómez, *Manifest Destinies: The Making of the Mexican American Race*. New York: New York University Press, 2007.
Class Activity: 1850s *New York Times* articles on "Greasers"

March 25, 2020: Methodologies; Abstract for Final Paper Due
Class Activity: Archival and Literary Records
Class Activity: Sharing Abstracts in Groups

March 30, 2020: Civil Wars in North America
"An American Central America: Boosters, Travelers, and the Persistence of Manifest Destiny," in Amy Greenberg, *Manifest Manhood and the Antebellum American Empire* (New York: Cambridge University Press, 2005), 54-87.

Stacy L. Smith, "Remaking Slavery in a Free State: Masters and Slaves in Gold Rush California," *Pacific Historical Review* 80, no. 1 (2011): 28 – 63.
Class Activity: Visualizing Slavery

April 1, 2020: Rise of 19th Century Multiethnic Literature
Excerpt from Ridge, John Rollin. *The Life and Adventures of Joaquín Murieta: The Celebrated California Bandit*. New York: W.R. Cook and Company, 1854.
Excerpt from Ruiz de Burton, María Amparo. *Who Would Have Thought It?: A Novel.* New York: Penguin Books, 2009 [1872].

April 6, 2020: Salt Mines and Color Lines
"Law, Race, and the Border: The El Paso Salt War of 1877" Harvard Law Review 117 No. 3 (Jan. 2004): 941-963.
Class Activity: Court Case on the Salt War Decision

April 8, 2020: Racial Passing and Mexico
"Introduction," "Chapter One," and "Conclusion" from Karl Jacoby, The Strange Career of William Ellis: The Texas Slave Who Became a Mexican Millionaire. New York: W.W. Norton & Company, 2016.

April 13, 2020: Class Lab on Final Paper
Activity: Peer Groups on Paper

April 15, 2020: Race and Sexuality Before the 1898 War
"Introduction" from Pablo Mitchell, *Coyote Nation: Sexuality, Race, and Conquest in Modernizing New Mexico, 1880-1920*. Chicago: University of Chicago Press, 2005.

April 20, 2020: The Mexican Revolution in Mexico
Excerpts from Friedrich Katz, *The Life and Times of Pancho Villa* (Stanford: Stanford University Press, 1998).
Excerpts from Stephanie Mitchell and Patience A. Schnell, eds., *The Women's Revolution in Mexico, 1910-1953* (New York: Rowman & Littlefield Publishers, Inc., 2007).

April 22, 2020: The Mexican Revolution in the U.S./First Three Pages of Final Paper Due
Alexandra Minna-Stern, "Buildings, Boundaries, Blood: Medicalization and Nation-Building on the U.S. – Mexico Border, 1910-1930" *The Hispanic American Historical Review* Vo. 79 No. 1 (Feb 1999): 41-81.
Class Activity: House Document 194, *Tatsuji Saito* (1917)

April 27, 2020: Imperialism Beyond
"Introduction," from Suárez Findlay, Eileen J. *Imposing Decency: The Politics of Sexuality and Race in Puerto Rico, 1870 – 1920*. Durham: Duke University Press, 1999.

April 29, 2020: The Formation of the U.S. Border Patrol
Natalia Molina, "In a Race All Their Own:" The Quest to Make Mexicans Ineligible for U.S. Citizenship" *Pacific Historical Review* Vol. 79 No. 2 (May 2010): 167-201

"Introduction" and "Chapter One" from Kelly Lytle Hernandez, *Migra!: A History of the U.S. Border Patrol* (Berkeley: University of California Press, 2010).

May 4, 2020: The Legacy of U.S. Imperialism
Amy Kaplan, "Left Alone with America: The Absence of Empire in the Study of American Culture," in *Cultures of United States Imperialism* eds. Amy Kaplan and Donald E. Pease. (Durham: Duke University Press, 1993), 3 – 21.

May 6, 2020: Short Presentations of Final Papers

May 13, 2020: Final Paper Due by 5:00pm EST