

AMERICAN FRONTIERS: HOMELANDS AND BORDERLANDS

SPRING 2020 SYLLABUS

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PROGRAM DESCRIPTION

The lands straddling the U.S.-Mexico border are one of the few spaces worldwide where there is direct contact between the Third World and First World. This borderland provides an illuminating arena within which we can examine the intersections of Indigenous nationhood, Latinx identities, and whiteness. This program will critique the "Frontier Thesis" (first articulated by Frederick Jackson Turner) that the Anglo-American frontier is "the meeting point between savagery and civilization"--as a racist rationale for the settler colonization of Native American homelands.

We will study how place and connection is nurtured, reimagined, and interpreted, particularly along the U.S.-Mexico "unnatural boundary," but also extending down into southern Mexico and Central America, and up into the Pacific Northwest. We will connect the on-going process of "Manifest Destiny" in North America and subsequent U.S. imperial expansion into the Pacific and Latin America.

Students will explore the juxtaposed themes of Frontier and Homeland, Empire and Periphery, and the Indigenous and Immigrant experience, in the context of the extension and contraction of empire. We will examine intersecting borderland and homeland identities, including among Indigenous peoples who "didn't cross the border, the border crossed us." To explore these themes, we will be using historical analysis (changes in time), geographic analysis (changes in place), and cultural analysis (race, nation, class, and gender).

Lastly, we will be looking at the legacies of "frontier" processes in the present-day U.S. and world, and toward future change and reimagining's (climate crisis, Indigenous nationhood, immigration, etc.). In particular, we will explore the backlash to immigrant rights and Native sovereignty, and explore strategies for countering far-right movements opposing cultural diversity. As the Laguna Pueblo writer Leslie Marmon Silko asserts, "The great human migration within the Americas cannot be stopped; human beings are natural forces of the earth, just as rivers and wind are natural forces."

The class had planned to visit sites in Washington state where Indigenous, settler, and recent immigrant communities closely interact with each other in conflict and cooperation, and we hope to have guest speakers from those communities. Students will develop skills in writing, synthesizing information, and public speaking. They will complete a case study research project, documenting the imprint of historic policies on contemporary realities, and present it in a class symposium.

SCHEDULE

Monday		Reading, Writing, Preparation, and film viewing on own. <i>You can also set up student discussions on your personal zoom.us account.</i>
Tuesday	9:30-12:20	Lecture/Film
Tuesday	1:30-3:20	Book Seminars
Wednesday	9:30-12:20	Workshop/Film/Lecture/Reading
Thursday	9:30-12:20	Workshop/Film/Lecture/Reading
Thursday	1:30-3:20	Book Seminars
Friday		Reading, Writing, and Preparation

BOOKMARK CANVAS: <https://canvas.evergreen.edu/courses/3168/modules>

Please have a personal account on <http://canvas.evergreen.edu>, including a close-up photo of your face (so we can all recognize each other). You can also access our Canvas page via <http://my.evergreen.edu>. All communication will be sent only to your evergreen.edu address, so if you use another address you must forward your Evergreen emails to it. **Students must check their email accounts regularly, at least once every weekday!** Please use only your Evergreen address to communicate with faculty.

REQUIRED TEXTS

We will be reading specific chapter excerpts from most of these books (see assigned readings in the Schedule). We will read all of Jacob and Herrera, and use Gonzalez only in class. Other discussion readings may be available on the Canvas website.

Limerick, Patricia, *Legacy of Conquest: The Unbroken Past of the American West* (W.W. Norton, 2011).

Jacob, Michelle, *Yakama Rising: Indigenous Cultural Revitalization, Activism, and Healing* (University of Arizona Press, 2014). [entire]

Anzaldúa, Gloria, *Borderlands / La Frontera: The New Mestiza* (Aunt Lute Books, 2012).

Gonzalez, Juan. *Harvest of Empire: A History of Latinos in America* (Penguin, 2011). [in class only]

Herrera, Yuri, *Signs Preceding the End of the World (And Other Stories)*, 2015). [entire]

Schulze, Jeffrey, *Are We Not Foreigners Here?: Indigenous Nationalism in the U.S.-Mexico Borderlands* (University of North Carolina Press, 2018).

Stephen, Lynn, *Transborder Lives: Indigenous Oaxacans in Mexico, California, and Oregon* (Duke University Press, 2006).

Silko, Leslie Marmon, *Yellow Woman and a Beauty of the Spirit* (Simon & Schuster, 1997).

STUDENT WORK

Student evaluations will be based on quality completion of all elements of the program: attendance and participation, and completion of a series of assignments of various scales. These assignments are listed out in some detail below; the more lengthy and detailed assignments are written as separate handouts. Students are expected to attend and participate in all class sessions (see Program Agreement). **Please note: attending means not only being present, but offering full attention to the work at hand.**

All students must be prepared and ready to contribute to seminar, starting by *bringing the reading to every seminar*. You *must* bring your book to seminar, or a print out of any PDF that is available. This is important because you build on your initial reading through discussion, and will need to refer to passages in the text. Expect to hear faculty and students read aloud passages (and if you feel comfortable, be prepared to read aloud as well). Reading out loud underscores significant ideas of the text and increases student comprehension. Students will work with the text in small and large groups.

Some lecture notes and powerpoints will be made available ahead of class, so you can print them off (using the Handouts- 3 pages print-out selection in PowerPoint) and take notes on additional information from the lecture. You can always refer back to the PowerPoint or handouts for information you may have missed.

CREDIT AND EVALUATION

Full credit can be earned by doing all of the following:

- Reading assigned texts in advance of class
- Participating in class activities (participation is defined as active listening, speaking, thinking)
- Attending class (as attendance is a precondition of participation, absences will diminish your ability to earn full credit; more than four absences will mean reduced credit; three occasions of tardiness will equal one absence)
- Completing all assignments by the date due.
- Writing a narrative self-evaluation for your transcript
- Your evaluation will consist of your seminar leader's written evaluation of your work, your *required* self-evaluation, and the evaluation meeting. You will be evaluated on your level of comprehension of the material, on your skills (writing, thinking, speaking, listening, research, presentation), and on intellectual engagement with the major themes of the program as reflected in assignments and seminar discussions.
- If you do all the above at a passing level, you will earn sixteen credits for the quarter.

The quality of the work you accomplish will be described in a narrative evaluation.

WEEKLY SCHEDULE

WEEK ONE: APRIL 2 (Introduction)

- Thursday 9:30-12:20 First program meeting: Shape of the program and year, themes; Faculty Intros; Assignments review; Introduction to Canvas website and Zoom
- Thursday 1:30-3:20 Read Program Agreement; Students' names, pronouns, hometowns, quirky fact
DUE: Student Introduction Survey (on Canvas Quizzes)
Syllabus check (for upcoming weeks)
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WEEK TWO: APRIL 7, 8, 9 (Homelands and Frontier)

- Reading: Limerick, *The Legacy of Conquest* Intro, Part 1
Turner, "The Significance of the Frontier in American History" (1893) on Canvas
- Tuesday 9:30-12:20 Lectures: Introduction to Indian Country & Homelands (Z), Indigenous México & Central America (M)
- Tuesday 1:30-3:20 Seminar introductions, Students exchange / discuss academic statements.
DUE: Academic Statement (or orientation essay / short biography) (sharing with one student in breakout group)
- Wednesday 9:30-12:20 Lectures: Early Encounters (Z); Latinx/Chicanx (His)stories (M)
- Thursday 9:30-12:20 Lecture: De-Indianization and "Progress" (M)
Directed Reading [in class]: Turner's "Frontier Thesis" (on Canvas) (Z)
- Thursday 1:30-3:20 Seminar on *Legacy of Conquest* (Limerick), Introduction, Ch. 1, 5, 6, 7, 10
DUE: Week 2 Synthesis paper
Syllabus check
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WEEK THREE: APRIL 14, 15, 16 (Indigenous Lands and Identities)

Readings: Jacob, *Yakama Rising*

- Tuesday 9:30-12:20 Lecture: Removal and Assimilation (Z)
Guest: Mariana Harvey (Yakama)
- Tuesday 1:30-3:20 Film: *Chicano: Quest for a Homeland* (Hector Galan, 1996) online (52 min.)
Watch film on own (link in Modules), join discussion on film questions at 2:45 (M)
DUE: Sign up for Final Project topics: Historical Roots of the Present
- Wednesday 9:30-12:20 Film: *As Long As the Rivers Run* (Carol Burns, 1971) online (60 min.)
Watch film on own (link in Modules), join discussion on film at 10:45
Lecture: Northwest Treaty Rights (Z)
- Wednesday 1:00-4:00 Student check-in with seminar faculty (sign up in Scheduler for 10-minute slot)
- Thursday 9:30-12:20 Lecture: Late 19th/Early 20th Century Native History (Z),
Guest: Paul McMillin (reference librarian on online research)
mcmillinp@evergreen.edu
- Thursday 1:30-3:20 Seminar on Jacob, *Yakama Rising* (entire)
DUE: Week 3 Synthesis paper
Syllabus check

WEEK FOUR: APRIL 21, 22, 23 (Latinidad)

Readings: Anzaldúa, *Borderlands / La Frontera*; Gonzalez, *Harvest of Empire* (in class)

- Tuesday 9:30-12:20 Shifting Latinx Landscapes (M),
Geographies of Migration and Borderlands (Z)
- Tuesday 1:30-3:20 Seminar on Anzaldúa, *Borderlands / La Frontera*, Intro., Preface, Ch.1-3
- Wednesday 9:30-12:20 Film: *Harvest of Empire: A History of Latinos in America* (Juan Gonzalez, 2012)
DVD shown in class
Workshop: Latin American foreign policy & immigration (M)
- Thursday 9:30-12:20 Workshop / directed reading on Gonzalez, *Harvest of Empire* (bring book) (M)
Breakout rooms on chapters 8, 11, 13 (details additional to film).
Workshop: Poetry from Anzaldúa, *Borderlands / La Frontera*, part 2
- Thursday 1:30-3:20 Seminar on Anzaldúa, *Borderlands / La Frontera*, Ch. 4-7
DUE: Week 4 Synthesis paper
Syllabus check
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WEEK FIVE: APRIL 28, 29, 30 (Migrations)

Reading: Herrera, *Signs Preceding the End of the World*

- Tuesday 9:30-12:20 Lectures: Indigenous-Immigrant Intersections (Z),
Migrant & Refugee Journeys & the Right to Stay (M)
- Tuesday 1:30-3:20 Seminar on Herrera, *Signs Preceding the End of the World*
- Wednesday 9:30-12:20 Film: *Maquilapolis* (Vicky Funari / Sergio de la Torre, 2006) online (68 min.)
Watch film on own (link in Modules), join discussion on film at 10:45
Workshop: Final Project Part I (including citations and factual research)
- Wednesday 1:00-4:00 Student check-in with seminar faculty (sign up in Scheduler for 10-minute slot)
DUE: Mid-quarter checklist (fill out in Modules)
- Thursday 9:30-12:20 Film: *Crossing Arizona* (Joseph Matthew / Dan DeVivo, 2006) DVD in class
Precious Knowledge & Raza Studies in Arizona (M)
DUE: Week 5 Synthesis paper
Syllabus check
- Thursday 1:30-3:20 No seminar: develop Historical Roots project paper I
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WEEK SIX: MAY 5, 6, 7 (Intersectionality)

Reading: Schulze, *Are We Not Foreigners Here?*

- Tuesday 9:30-12:20 Lectures: The Invention of Whiteness (Z), The Social Construction of Race (M)
DUE: Final Project Part I (*historical roots*)
- Tuesday 1:30-3:20 Seminar on Schulze, *Are We Not Foreigners Here?*, Introduction, Ch. 1, 2, 3
- Wednesday 9:30-12:20 Lecture: Cultural Mixing and Cooperation (Z)
Workshop: Unpacking Intersectionality (M)
- Thursday 9:30-12:20 Audio: *Latinos on the Reservation* (Maria Hinojosa, 2015) online (57 min.)
Listen to radio show on own (link in Modules), join discussion on film at 10:45
Guest: Reuben Cruz or Che Christ (Pee Posh, Maricopa, Quechan
father/musician/poet/organizer/humanist from Gila River AZ)

Thursday 1:30-3:20 Seminar on Schulze, Ch. 5, 6, Epilogue
DUE: Week 6 Synthesis paper
Syllabus check

WEEK SEVEN: MAY 12, 13, 14 (Indigenous Diasporas)

Readings: Stephen, *Transborder Lives* (on Canvas).

Tuesday 9:30-12:20 Film: *Cuando una Mujer Avanza - Mare Advertencia Lirika* (manovuelta, 2012).
Watch film on own (link in Modules), join discussion on film at 10:15
Lecture: Revitalizing Traditions (Z)
Workshop Final Project Part II

Tuesday 1:30-3:20 Seminar on *Transborder Lives* (Stephen), Preface, Ch. 1, 2, 3

Wednesday **10:00-12:00** Panel discussion on farmworker justice, with Community to Community (C2C, Bellingham), and Familias Unidas por la Justicia (Skagit Valley)
NOTE NEW TIME AND LINK

Thursday 9:30-12:20 Film clips: *Echando Raices / Taking Root* (Rachael Kamel / J.T. Takagi, 2002)
Lecture: Unaccompanied Minors and Youth (M)

Thursday 1:30-3:20 Seminar on *Transborder Lives* (Stephen):
All students read Conclusions, Epilogue;
Sign up in advance in Modules for one chapter (5, 6, 7, 8, or 9);
Breakout groups meet and report back to class.
DUE: Week 7 Synthesis paper
Syllabus check

WEEK EIGHT: MAY 19, 20, 21 (Stories and Places)

Reading: Silko, *Yellow Woman & A Beauty of the Spirit*

Tuesday 9:30-12:20 Guests: Emily Washines (Evergreen grad, Yakama cultural scholar),
Films: *Yakama War: Ayat (Woman)* (6 min.), *The Yakama War* (5 min.)
Workshop: Powerpoint Development Guidelines
DUE: Final Project Part II (contemporary issue)

Tuesday 1:30-3:20 Film: *In the Light of Reverence* (Christopher McLeod / Malinda Maynor, 2001)
Watch on own or in in Combined Seminar; join discussion at 2:45.

Wednesday 9:30-12:20 Guest: Maru Mora Villalpando (Washington immigration activist, undocumented community leader); recorded presentation to Pandemic Academy.
Lecture: Southwest Tribes and Sites in New Mexico & Arizona, Part 1 (Z).

Thursday 9:30-12:20 **SEE NEW ZOOM LINK FOR MORNING CLASS**
Lecture: Southwest Tribes and Sites in New Mexico & Arizona, Part 2 (Z),
Chicana feminism & Unpacking Guadalupe (M)

Thursday 1:30-3:20 Seminar on *Yellow Woman & A Beauty of the Spirit* (Silko),
pp. 13-47, 60-79, 100-134, 149-154
DUE: Week 8 Synthesis Paper
Syllabus check

WEEK NINE: MAY 26, 27, 28 (Indigenous and Latinx Futures)

Tuesday 9:30-12:20 Guests: Ruth Whitener (Squaxin Island Museum), Candace Penn (Squaxin Island Tribe climate change specialist) & Brian McTeague (tribal GIS tech) on Squaxin Island Tribe's Sea Level Rise Story Map.

- Tuesday 1:30-3:20 **SEE NEW ZOOM LINK FOR COMBINED SEMINAR**
 Guest: Yazmín Aguilar, Centro Latino deputy director (Tacoma)
- Wednesday 9:30-12:20 Film: *Homeland: Four Portraits of Native Action* (Roberta Grossman, 2005)
 Watch on own or in class to 1 hr. 6 min., join discussion at 10:45.
 Film: *Treaty Talks: A Journey up the Columbia River for People and Salmon*
 (Adam Wicks-Arshack / Xander Demetrios, 2015) in class (37 min).
- Thursday 9:30-12:20 Guests: Laura Armstrong & Enriqueta Flores (La Casa Hogar, Yakima);
 Noemi Yaneli Sánchez (Yakima Immigrant Response Network, Yakima).
- Thursday 1:30-3:20 Students meet in panel groups to share papers & plan presentations (required).
DUE: Final Project 1 & 2 combined (Paper3 attachment in Assignments)
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WEEK TEN: JUNE 2, 3, 4 (Presentations & Summative Discussion)

Post presentations on Canvas by 6 pm night before your presentation. Attendance required.

- Tuesday 9:30-12:20 Indigenous Environmental & Sacred Site Protection,
 Presentations Indigenous Cultural Protection
- Tuesday 1:30-3:20 Immigration History & Policy,
 Presentations Immigration Repression
- Wednesday 9:30-12:20 Latinx Activism,
 Presentations Pandemic
- Thursday 9:30-12:20 Summative Discussion,
 Academic statement and evaluation
DUE: Final Checklist (fill out on Canvas), **Self-Evaluation draft** (Submit on
 Canvas), and **Evaluation of your Seminar Faculty** (optional to Submit on
 Canvas before meeting).

WEEK 11: EVALUATIONS, JUNE 8-11

Required evaluation conferences will be scheduled early this week. *Bring your notebook and all papers to the eval meeting.*

DUE: Both Self-Evaluation and Faculty Eval on my.evergreen.edu after your Week 11 eval meeting.

ASSIGNMENTS

1) ACADEMIC STATEMENT or Biography: Incoming students to Evergreen are required to write an Academic Statement about their college education and perspective, starting with an Orientation Essay. If you don't have such an essay, please prepare a short biography for yourself. We will be working with them in buddy groups of two in our Week 2 Tuesday seminar. Post them after class on Canvas.
Due Tuesday, April 7

2.) SYNTHESIS PAPERS. We will have a single weekly paper of at least 2-4 full pages (double-spaced), 500-1,000 words, that draws from and synthesizes your Tuesday and Thursday readings, summarizes their themes (what the author was trying to say), and relates them to other material in class that week (lecture, film, discussion). This assignment is to get you to show your engagement with the readings, but also to practice synthesis (interweaving or integration) of different observations into a coherent whole. You might, for example, identify a theme that cuts across the readings, and extract from all parts of the week to provide evidence for your analysis.

All papers are due on Thursday pasted on our Canvas site in the weekly synthesis paper discussion. You should bring a draft to your Thursday book seminar, so you can discuss it, and you can make and changes or additions and post it on Canvas *by the end of Thursday at midnight.* To receive credit, the papers must include:

1. A quote, fact, or concept from the Tuesday reading(s) in your Book Seminar.

2. A quote, fact, or concept from the Thursday reading(s) in your Book Seminar.
 3. Some other aspect of the class, such as a lecture, film, guest, discussion, etc.
 4. A sense of synthesis (interweaving or integration) of these observations into a coherent whole.
- The purpose of seminar assignments is to provide verification that you have done the reading, and to prepare you for seminar discussion. Faculty will review papers and give feedback.

You need to respond to at least one other student on Canvas by the Monday after they post, to comment on their papers (not just compliment or support, but to offer constructive feedback or dialogue). This dialogue is a critical part of building an online learning community, and should be taken as seriously as your own paper.

3.) “HISTORICAL ROOTS OF THE PRESENT” PROJECT. The Final Project will consist of two 3-5 page research papers (double-spaced), or 750-1,250 words, described in a visual presentation in Week 10. The Project will center on a recent issue or controversy, and trace back the roots of the issue to see the historical legacy of past conflicts. In Week 3, students will first select a specific present-day issue, set in a particular place, that relate to Indigenous nations/communities or recent Latinx immigration (or a combination of the two). The topic may be inspired by program readings, lectures, or contemporary issues.

In **Project Paper I (historical roots)**, due in Week 6, students will examine the historical imprint of “frontier” processes on the present-day homeland/borderland issues. You will examine past history which laid the groundwork for conflict or cooperation. For example, in research on the Yakama Nation, you might look at the colonization of tribal lands, the creation of a reservation, and the fight for treaty rights. In research on the Southwest border, you might look at the origins of immigration policies. Unlike the synthesis papers, **all project papers will be turned in on Canvas as an attachment in Assignments, as a .doc, .docx, or .pdf.** For faculty filing purposes, please have your filename be your Last name, First initial, then Paper1, Paper2, and Paper3 as in: ChappelleDPaper2.

In **Project Paper II (contemporary issue)**, due in Week 8, students will examine and discuss this selected issue in contemporary times. What does it currently look like? Who is impacted by this issue? What are the sociopolitical, cultural, or economic consequences/contexts of the issue? The research in both papers will be factual and fully cited, not simply offering vague opinions (see the handout on “Research Papers Are Not Editorials”). They will have *at least* three text sources and three web-based sources cited in the Bibliography for each paper (there will be a workshop on online library research in Week 3).

In the **Final Combined Draft**, due in Week 9 (as Paper3), students will combine both 3-5 page papers, after they are edited by faculty, for a total of 6-10 pages (not counting the Bibliography). The papers will together show how these historic issues did not end with Turner’s claim of a closed frontier, and that border-creating and empire-building persists to the present day. We’ll have a Week 7 workshop on APA citation/bibliography; handouts and links are also in Modules.

In the **Presentations** in Week 10, each student will present a PowerPoint or PDF for 8-10 minutes, as part of a thematic panel, with time for questions taken at the end by the group. The presentations will be timed, so each student should rehearse the length or write out their talk. Students are encouraged to tie the specifics to the larger framework and themes of the program—connecting the “tree” to the “forest.” There will be a handout and workshop in Week 9 on PowerPoint development. By 6:00 pm the night before your presentation, you have to load your .ppt, .pptx, or .pdf—no other program—in your Week 10 Canvas panel group. *All students are required to attend all other student presentations.*

Tues., April 14: Topics assigned / chosen.

Tues. May 5: Project Part I: Historical Roots

Tues. May 19: Project Part II: Contemporary Issue

Thurs. May 28: Combined Projects Parts I & II; Panels meet to plan presentations.

June 2-4: Presentations to class (must load .ppt, .pptx, or .pdf—no other program—on Canvas 6 pm before your presentation date, and *attend all other student presentations*).

4.) NOTETAKING AND CHECKLISTS. Take care with your notetaking. Studies show that information is retained in our memory if we write it down. You do not have to take notes on everything, but record enough information to jog your memory later. You will be showing faculty your notebook in mid-quarter meetings and your end-of-quarter evaluation meeting. Many lecture notes and powerpoints will be made available ahead of class, so you can download them, or print them off if you are able (using Handouts-3 pages print-out selection in powerpoint) and take notes on additional information from the lecture.

Wednesday, April 29: Mid-quarter Checklist of all written assignments due. Students will note which assignments have been submitted, submitted late, or not submitted

Thursday, June 4: Final Checklist (fill out on Canvas), **Self-Evaluation draft** (Submit on Canvas), and **Evaluation of your Seminar Faculty** (optional to Submit on Canvas before meeting). *Both the Self-Evaluation and Faculty Eval are due on my.evergreen.edu after your Week 11 eval meeting.*

SIX EXPECTATIONS OF AN EVERGREEN GRADUATE

- * Articulate and assume responsibility for your own work.
- * Participate collaboratively and responsibly in our diverse society.
- * Communicate creatively and effectively.
- * Demonstrate integrative, independent, critical thinking.
- * Apply qualitative, quantitative and creative modes of inquiry appropriately to practical and theoretical problems across disciplines.
- * As a culmination of your education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning.

CHECKLIST FOR WRITTEN WORK

For synthesis papers (in Discussions):

- Week number (or short title of week's reading).
- Title of your paper (your synthesis theme).
- Write and save papers outside of Canvas (which can freeze or lose text).
- Paper posted on Canvas (copy and paste text; do *NOT attach* papers).
- Check post on Canvas and edit if necessary.
- Draft of reading brought to Thursday afternoon seminar; posted on Canvas by Thursday midnight.
- Respond to at least one other student by Monday.

For research project papers (in Assignments)

- Your title, name, and date, on a title page, in APA format.
- Text in 12-point, double-spaced text
- Quotations over three lines long are single-spaced & indented.
- Quotations or concepts cited with page number(s)
(use APA format; see <https://owl.english.purdue.edu/> for guidelines).
- Page numbers inserted (necessary for discussion).
- *Attach* as .doc, .docx, or .pdf