

Macalester College  
Fall 2013  
Line in the Sand: History and Culture in the U.S.-Mexico Borderlands  
HIST 194-03  
MWF 02:20 pm-03:20 pm  
MAIN 111  
Prof. Ryan Edgington



**Figure 1: U.S. Border Patrol Agents Attempting to Drag a "Criminal" Back into the United States. N.D.**

Course Description:

This course examines cultural and political contacts in the U.S.-Mexico Borderlands. Fundamentally this course argues that rather than construct the borderlands as a rigid frontier outpost, we should understand it as a site of social and political discourse and an interzone of diverse cultures. In order to understand this condition we will begin with an examination of the region before the Treaty of Guadalupe Hidalgo formalized a national border between the United States and Mexico. Two major themes will frame our discussions: violence and accommodation. However, we will examine several other concepts through those lenses including captivity and the struggle for empire, gender and border crossings, how the construction of race shaped the politics of identity, warfare, and immigration and the Border Patrol, among others. We will also watch films, read poetry, and listen to borderlands inspired music.

Course Outcomes:

- Acquisition of a thorough knowledge of the history of the borderlands region.
- A fundamental understanding of the historical theories and their applications to the borderlands.
- Hone a facility in presenting arguments in a seminar style setting.
- Develop a capacity for writing about the past in assignments of various lengths.

- By the end of the course students should have the ability to apply the parables of the past to modern day issues.
- Gain a respect for the region's diverse people, communities, and perspectives.

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**Figure 2: Yaquis, most likely in Sonora, Mexico, during the Mexican Revolution, ca. 1910-1920.**

Required Books and Readings:

Brian DeLay, *War of a Thousand Deserts: Indian Raids and the U.S.—Mexican War* (Yale University Press, 2009) ISBN-10: 0300158378.

Anthony Mora, *Border Dilemmas: Racial and National Uncertainties in New Mexico, 1848-1912* (Duke University Press, 2011). ISBN-10: 0822347970.

Ana María Alonso, *Thread of Blood: Colonialism, Revolution, and Gender on Mexico's Northern Frontier* (University of Arizona Press, 1995). ISBN-10: 0816515743.

Kelly Lytle Hernández, *Migra!: A History of the U.S.-Mexico Border Patrol* (University of California Press, 2010). ISBN-10: 0520266412.

Cormac McCarthy, *The Crossing* (Vintage, 1995). ISBN-10: 0679760849.

**All books are available at the Macalester Bookstore, Amazon.com, online used books retailers, and most are for rent. There will be copies on reserve in the library.**

**There will also be several readings on Moodle.**

Films:

*Lone Star* (In Class)

*Selena* (In Class)

There will also be two movies nights where we will watch documentaries on recent events in the borderlands. **You are expected to attend one of them, but encouraged to attend both.**

Online Resources:

Borderlands History Blog: (<http://borderlandshistory.wordpress.com/>) **Moodle.**

H-Borderlands: (<http://research.utep.edu/Default.aspx?tabid=40190> and <http://www.h-net.org/~border/>) **Moodle.**

University of Arizona, Southwestern and Borderlands Photograph Collection: (<http://www.library.arizona.edu/contentdm/azswbphotos/index.php>) **Moodle.**

Southern Methodist University, Clements Center for Southwest Studies: (<http://smu.edu/swcenter/>) **Moodle.**

Course Evaluation:

Participation: 30%

Historical Briefs: 20%

Periodic Papers: 25%

Final Essay: 25%

Due Dates:

Periodic Paper #1:	10/28
Final Essay Topic:	10/4
Final Essay Source List:	10/30
Periodic Paper #2:	12/11
Final Essay:	12/16

**Please consult the assignments supplement at the end of the syllabus for more information on what is expected in each assignment.**

Course Decorum:

- **All readings are required. Every student should acquire the assigned readings.** All readings should be with you in class (bring the book, print out the article). Mark it up! Students not prepared for discussions will lose participation for that day.
- **Cell phones should be off.** Following one warning the student will lose 2 total points from their final grade for each infraction.
- The straight dope on electronic narcotics: **Computers and Ipads should be off.**
- When the instructor is talking or another student is talking everyone else should be listening. You should absolutely write down the things your colleagues have to say. They are important.
- Sleeping counts as an absence, even if a student only nods off for a minute.
- While I expect you in class as scheduled, students have 2 free absences that will not count against the final grade. After that, students will lose 2 total points off the final course grade for each absence.
- **Late Papers: are accepted.** However, for each day it is late a student will lose an entire letter grade (So an A- paper will be a B-, a C- paper a D- and so on). This begins immediately following the class for which the paper is assigned. I reserve the right to no longer offer this generous provision if a student is abusing it.
- Racism, sexism, and homophobia are forbidden by Macalester College. If you feel intimidated in any way in this course come see me immediately.
- I reserve the right to ask any student to leave class if s/he is disrupting the ability of other students to learn. That student will be counted as absent for the day.
- **Take note! You must turn in all of the written work to receive a passing grade in this course.**

Course Caveats:

- You need not know Spanish to take this course. You will however come across Spanish and Indian words and phrases. If the author does not define them for you I am happy to help. While far from the best tool in the world, if in a pinch there is also translate.google.com.
- This is a history course that deals heavily in the history of race, gender, and class. Therefore we may come across language that by our standards is bigoted. Rather than eschew those instances and move on, we will deal with it head-on and talk about why that language is important in its historical context and what it says about our society today.
- I often screen films in class, which for some students may seem like a waste of time. However, what is wonderful about watching films as a group is that we experience the important moments of the film together. Collective viewing also has utility to me: I know you have consumed the entire film rather than skip around or read a synopsis online.
- As an academic I from time to time will need to be out of town for conferences and/or research. Please see this as an opportunity to prepare ahead for our next meeting.

Statement on Disabilities:

Macalester College seeks to create a welcoming environment in which all students can reach their academic potential and have equal access to academic opportunities and co-curricular activities. Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and assured services. The College is committed to responding in a flexible manner to the individual needs of all members of the Macalester community with appropriate documentation.

Accommodations are made upon the approval of the Associate Dean of Students, the designated coordinator of services for students with disabilities at Macalester. Any student who is interested in requesting services should contact the Office of Student Affairs (651-696-6220) early in the semester to schedule a meeting with the Associate Dean of Students.

Statement on Academic Honesty:

Students at Macalester are expected to maintain the highest standards of honesty in their college work. Forgery, cheating and plagiarism are serious offenses and students found guilty of any form of academic dishonesty are subject to disciplinary action.

SEE:

<http://www.macalester.edu/studentaffairs/studenthandbook/academicpolicies/academicintegrity.html>



**Figure 3: The All-American Canal, California—Baja California Border just west of Yuma, Arizona, NASA Image, 2009.**

Course Schedule:

**Part One: Beyond Empires, 1600—1850.**

9/4: Introductions: Welcome!

9/6: Theory: Inverting the Dominant Colonial Narrative:

Lecture: Borders in the Age of Empires

Required Reading: Juliana Barr, “Geographies of Power: Mapping Indian Borders in the ‘Borderlands’ of the Early Southwest, *William and Mary Quarterly* 68 (January 2011): 5-46. **Moodle.**

Scheduled: Minute Around: A-I

Complete: Historical Brief #1.

[I have completed this brief, ✓ in box □]

**Further Reading:** Ned Blackhawk, *Violence Over the Land: Indians and Empires in the Early American West* (Cambridge: Harvard University Press, 2008).

9/9: Comparative Captivity Narratives and the Fluidity of the Early Borderlands 1:  
 Required Reading: James F. Brooks, “‘This Evil Extends Especially... to the Feminine Sex’: Negotiating Captivity in the New Mexico Borderlands,” *Feminist Studies* 22 (Summer 1996): 279-309. **Moodle.**

Scheduled: Minute Around: J-M

Complete: Historical Brief #2.  
 [I have completed this brief, ✓ in box

Further Reading: Ramón A. Gutiérrez, *When Jesus Came, the Corn Mothers Went Away: Marriage, Sexuality, and Power in New Mexico, 1500-1846* (Stanford, Calif.: Stanford University Press, 1991); James Brooks, *Captives & Cousins: Slavery, Kinship, and Community in the Southwest Borderlands* (Chapel Hill: University of North Carolina Press, 2002).

9/11: Comparative Captivity Narratives and the Fluidity of the Early Borderlands 2:  
 Required Reading: Juliana Barr, “From Captives to Slaves: Commodifying Indian Women in the Borderlands,” *Journal of American History* 92 (June 2005): 19-46. **Moodle.**

Scheduled: Minute Around: N-Z

Complete: Historical Brief #3.  
 [I have completed this brief, ✓ in box

Further Reading: 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).

[Module One Completed, ✓ in box

**Part Two: Turner, Bolton, and the Making of Early Borderlands Scholarship, 1890-1930.**

9/13: Theory: Manifest Destiny and The Boltonian Moment:  
 Required Reading: Frederick Jackson Turner, "The Significance of the Frontier in American History" in *Frontier and Section: Selected Essays of Frederick Jackson Turner*, ed. Ray Allen Billington (Englewood Cliffs, N.J.: 1961), 37-62; Herbert Eugene Bolton, “Defensive Spanish Expansion and the Significance of the Borderlands,” in John Francis Bannon, *Bolton and the Spanish Borderlands* (Norman: University of Oklahoma Press, 1964), 32-64. **Moodle.**

Scheduled: Minute Around: A-I

Complete: Historical Brief #4,  
[I have completed this brief, ✓ in box

Further Reading: Frederick Jackson Turner, *The Frontier in American History* (New York: Holt, 1923); Herbert Eugene Bolton, *The Spanish Borderlands: A Chronicle of Old Florida and the Southwest* (New Haven: Yale University Press, 1921).

- 9/16: Theory: Bolton and History Beyond Nation-States:  
Required Reading: Samuel Truett, “Epics of a Greater America: Herbert Eugene Bolton’s Quest for a Transnational American History,” in *Interpreting Spanish Colonialism: Empires, Nations, and Legends*, ed. Christopher Schmidt-Nowara and John Nieto-Phillips (Albuquerque: University of New Mexico Press, 2005), 213-248. **Moodle**.

Scheduled: Minute Around: J-M

Complete: Historical Brief #5.  
[I have completed this brief, ✓ in box

Further Reading: Albert L. Hurtado, *Herbert Eugene Bolton: Historian of the American Borderlands* (University of California Press, 2012).

[Module Two Completed, ✓ in box

### **Part Three: Film Series 1: Scripting the Borderlands.**

- 9/18: “Was Coronado in the Masons?”:  
Screening: John Sayles, *Lone Star* (1996: 135 mins).

- 9/20: “Step Across this Line”  
Screening: John Sayles, *Lone Star*, continued.

- 9/23: “Forget the Alamo”:  
Screening: John Sayles, *Lone Star*, continued.  
Required Reading: Daniel D. Arreola, “Forget the Alamo: The Border as Place in John Sayles' Lone Star,” 23 (1): 23-42. **Moodle**.

Discussion on Film.

[Module Three Completed, ✓ in box

**Part Four: Line in the Sand: The U.S. Invasion, 1821-1900.**

9/25: Stateless Peoples in the Age of Imperial Revolutions:

Lecture: American Expansion and the Mexican Moment:

Required Reading: Brian DeLay, *War of a Thousand Deserts*, 1-60.

Scheduled: Minute Around: N-Z

Complete: Historical Brief #6.

[I have completed this brief, ✓ in box

9/27: Raiding as Honor and Vengeance:

Required Reading: Brian DeLay, *War of a Thousand Deserts*, 61-140.

Scheduled: Minute Around: A-I

Complete: Historical Brief #7.

[I have completed this brief, ✓ in box

9/30: State Responses to Indian Raids:

Required Reading: Brian DeLay, *War of a Thousand Deserts*, 141-252.

Scheduled: Minute Around: J-M

Complete: Historical Brief #8.

[I have completed this brief, ✓ in box

10/2: The U.S. Invasion and Indian Raids to 1882:

Required Reading: Brian DeLay, *War of a Thousand Deserts*, 253-316.

Scheduled: Minute Around: N-Z

Complete: Historical Brief #9.

[I have completed this brief, ✓ in box

Further Reading: Pekka Hämäläinen, *The Comanche Empire* (New Haven: Yale University Press, 2008).

[Module Four Completed, ✓ in box

**Part Five: Borderlands Since the Cultural Turn in the Historical Profession, 1980-2012.**

10/4: Final Essay Research and Writing Workshop – Individual Appointments.

**Final essay topic is due at your appointment.**

10/7: Theory: Bordered Lands?:

Required Reading: Jeremy Adelman and Stephen Aron, “From Borderlands to Borders: Empires, Nation-States, and the Peoples in Between in North American History.” *American Historical Review* 104 (October 1999): 814-841. **Moodle.**

Scheduled: Minute Around: A-I

Complete: Historical Brief #10.

[I have completed this brief, ✓ in box

10/9: Theory: Borderlands from the Bottom Up:

Required Reading: John R. Wunder and Pekka Hämäläinen, “Of Lethal Places and Lethal Essays,” *American Historical Review* 104 (October 1999): 1229-124. **Moodle.**

Scheduled: Minute Around: J-M

Complete: Historical Brief #11.

[I have completed this brief, ✓ in box

Further Reading: John Nieto-Phillips et al., “Margins to Mainstream: The Brave New World of Borderlands History,” *Journal of American History* 98 (September 2011): 336-454.

[Module Five Completed, ✓ in box

10/11: No Class: I will be at the Western History Association meeting in Tucson, AZ.

**Part Six: The Politics of Identity, 1821-1912.**

10/14: Lecture: Becoming Mexican-American

10/16: Shifting National Identities Before 1850:

Required Reading: Anthony P. Mora, *Border Dilemmas*, 1-65.

Scheduled: Minute Around: N-Z

Complete: Historical Brief #12.

[I have completed this brief, ✓ in box

10/18: Nationality and *La Invasión de los Yanquis*:

Required Reading: Anthony P. Mora, *Border Dilemmas*, 66-134.

Scheduled: Minute Around: A-I

Complete: Historical Brief #13.

[I have completed this brief, ✓ in box

10/21: Gender, Race, and the Making of the “Other”:

Required Reading: Anthony P. Mora, *Border Dilemmas*, 135-222.

Scheduled: Minute Around: J-M

Complete: Historical Brief #14.

[I have completed this brief, ✓ in box

10/23: *Estado de Nuevo México*:

Required Reading: Anthony P. Mora, *Border Dilemmas*, 223-290.

Scheduled: Minute Around: N-Z

Complete: Historical Brief #15.

[I have completed this brief, ✓ in box

Further Reading: Benjamin H. Johnson, *Revolution in Texas: How a Forgotten Rebellion and Its Bloody Suppression Turned Mexicans into Americans* (New Haven: Yale University Press, 2005); Sam Truett, *Fugitive Landscapes: The Forgotten History of the U.S.-Mexico Borderlands* (New Haven: Yale University Press, 2008).

[Module Six Completed, ✓ in box

10/25: No Class: Fall Break.

**Part Seven: Revolutions, 1920-1930.**

10/28: No Class.

**Periodic Paper #1 is due by midnight (upload to Moodle).** [✓ in box

10/30: Final Essay Research and Writing Workshop – Individual Appointments.

**Final essay source list is due at your appointment.**

- 11/1: Centers and Peripheries:  
 Required Reading: Alonso, *Thread of Blood*, 3-72.  
 Scheduled: Minute Around: A-I  
 Complete: Historical Brief #16.  
 [I have completed this brief, ✓ in box
- 11/4: Gendered Frontiers:  
 Required Reading: Alonso, *Thread of Blood*, 72-112.  
 Scheduled: Minute Around.  
 Complete: Historical Brief #17.  
 [I have completed this brief, ✓ in box
- 11/6: The Liberal Moment and Local Resistance:  
 Required Reading: Alonso, *Thread of Blood*, 113-176.  
 Scheduled: Minute Around: J-M  
 Complete: Historical Brief #18.  
 [I have completed this brief, ✓ in box
- 11/8: Capitalism and Dispossession:  
 Required Reading: Alonso, *Thread of Blood*, 177-238.  
 Scheduled: Minute Around: N-Z  
 Complete: Historical Brief #19.  
 [I have completed this brief, ✓ in box
- Further Reading: Juan Mora-Torres, *The Making of the Mexican Border: The State, Capitalism, and Society in Nuevo León, 1848-1910* (Austin: University of Texas Press, 2001).  
 [Module Seven Completed, ✓ in box

**Part Eight: Film Series 2: Scripting the Borderlands.**

- 11/11: Tejana Roots:  
 Screening: Gregory Nava, *Selena* (1997: 127 mins.)

11/13: More Mexican than the Mexicans and more American than the Americans:  
Screening: Gregory Nava, *Selena*, continued.

11/15: Crossover:  
Screening: Gregory Nava, *Selena*, continued.

Discussion on Film.

[Module Eight Completed, ✓ in box

**Part Nine: Border Patrols/Border Crossings, 1900-1964.**

11/18: Making *La Migra*:  
Required Reading: Kelly Lytle Hernández, *Migra!*, 1-69.

Scheduled: Minute Around: A-I

Complete: Historical Brief #20.  
[I have completed this brief, ✓ in box

11/20: The Fluidity of Policing the Borderlands:  
Required Reading: Kelly Lytle Hernández, *Migra!*, 70-124.

Scheduled: Minute Around: J-M

Complete: Historical Brief #21.  
[I have completed this brief, ✓ in box

11/22: The Politics of Labor and the Creation of Border Security:  
Required Reading: Kelly Lytle Hernández, *Migra!*, 125-168.

Scheduled: Minute Around: N-Z

Complete: Historical Brief #22.  
[I have completed this brief, ✓ in box

11/25: Making Criminals Out of *Braceros*:  
Required Reading: Kelly Lytle Hernández, *Migra!*, 169-234; Alicia Alarcón, “It Scared the Tapeworms Out of Her,” and “Get Me Down, Before I Slap You Silly,” in Alicia Alarcón, *Border Patrol Ate My Dust*, trans. Ethriam Cash Brammer de Gonzales (Houston: Arte Público Press, 2004): 117-128.

Scheduled: Minute Around: A-I

Complete: Historical Brief #23.

[I have completed this brief, ✓ in box □]

Further Reading: Deborah Cohen, *Braceros: Migrant Citizens and Transnational Subjects in the Postwar United States and Mexico* (Chapel Hill: University of North Carolina Press, 2011); Katherine Benton-Cohen, *Borderline Americans: Racial Division and Labor War in the Arizona Borderlands* (Cambridge: Harvard University Press, 2009).

[Module Nine Completed, ✓ in box □]

**Part Ten: Cold War Borderlands, 1946-1970.**

11/27: Borderline Militarizations and the Geographies of Cold War Weaponry  
Required Reading: Ryan Edgington, "Boundaries," in Ryan Edgington, *Range Wars: The Environmental Contest for White Sands Missile Range* (University of Nebraska Press, forthcoming July 2014), 177-250.

Scheduled: Minute Around: J-Z

Complete: Historical Brief #24.

[I have completed this brief, ✓ in box □]

Further reading: Joseph Masco, *The Nuclear Borderlands: the Manhattan Project in Post-Cold War New Mexico* (Princeton: Princeton University Press, 2006); Jake Kosek, *Understories: The Political Life of Forests in Northern New Mexico* (Durham: Duke University Press, 2006).

[Module Ten Completed, ✓ in box □]

11/29: No Class: Thanksgiving Break.

**Part Eleven: Writing the Borderlands, 1968-1970**

12/2: The Wolf  
Required Reading: Cormac McCarthy, *The Crossing*, TBD.

12/4: The Horse  
Required Reading: Cormac McCarthy, *The Crossing*, TBD.

12/6: Billy  
Required Reading: Cormac McCarthy, *The Crossing*, TBD.

Further Reading: Cormac McCarthy, *All the Pretty Horses* (New York: Vintage, 1993); Cormac McCarthy, *Cities of the Plain* (New York: Vintage, 1999); John Nichols, *The Milagro Beanfield War* (New York: Holt, 1978).

12/9:

Conclusions:

[Module Eleven Completed, ✓ in box ] YAY!

**Periodic Paper #2 is due: 12/11 by midnight (upload to Moodle).**

[✓ in box ]

**Final Essay is due: 12/16 by midnight (upload to Moodle).**

[✓ in box ]

## Syllabus Addendum

### Reading an Academic Article or Book:

Reading an academic article may seem foreign on first read, but there are a few tools to help you navigate one.

#### FIRST:

- 1. Roadmap.
  - A. Academic articles are generally broken into four sections.
    1. The first is the introduction. This is where you will find the author's argument. Most introductions are from 2-4 pages.
    2. The second is the body of the essay where the author presents their evidence. Take note that the narrative and the figures, pictures, and tables are all considered evidence and therefore have relevance to the claim the author is making.
    3. Conclusion. This should explain how the author has proven their thesis with the evidence used.
    4. Cited evidence. This will come in the form of footnotes or endnotes.
  - B. Academic Books are also broken into four sections.
    1. The first is the introduction (sometimes the preface or alternatively the first chapter), which is where you should find the author's argument. Most introductions are from 1-25 pages.
    2. The second is the body of the book where the author presents her/his evidence. Take note that, like an academic article the narrative and the figures, pictures, and tables are all considered evidence and therefore have relevance to the claim the author is making.
 

The body of the book is broken into chapters. Think of each chapter as a mini-article with its own introduction, body, and conclusion all of which should support the main thesis of the book.
    3. Conclusion. This should explain how the author has proven their thesis with the evidence used.
    4. Cited evidence. This will come in the form of footnotes or endnotes.

#### SECOND:

- 2. Analysis.
  - A. Find the author's "claim." What is the author's argument (or thesis)? Why should we care about what s/he has written? In other words, what is the "so what" of the book or essay?
  - B. Find the author's evidence. What sort of examples does the author offer to support their claim?
  - C. Assess the validity of the author's argument. Do they claim to overturn another approach to the subject. Are they adding to an already existing idea on a particular topic?
  - D. Is there a counterargument to a part of or all of what you have read? Is the essay or book effective?
  - E. In three sentences, how would you explain this essay/book to a colleague?

## The Five C's of Historical Analysis

**Change** Consequences in the short and long term  
 Requires comparison to things before and after  
 Sources can both document and produce change



**Causality** When one person, event, or process influences another (or many)  
 Intersection of individuals and conditions



*Who dumped whom?*

**Context** Everything else that was going on  
 Conditions in the past  
 Life at that time



*Is she sleeping, blinking, or winking at you?  
 Context can help you decide.*

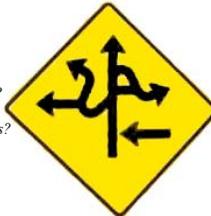
**Complexity** The past was more than simply good and bad

**Relationship Status:**

But it was not too complicated for us to try to understand

**Contingency** Just because things happened does not mean they had to happen that way

*What roads were not taken?  
 What could have been?  
 What were the other options?*



## General Semester Assignments

### **1. Minute Around:**

The minute around is a tool to facilitate collective discussion. It asks that when scheduled each student talk before the class for one minute about the materials assigned for that day. This gets everyone involved in the discussion. Generally the minute around is staggered by name so you will not have to do it every time. I will be writing down comments as you talk and then I will offer questions to the class based upon some of those comments.

Some ways of approaching this assignment include proposing questions about the reading, suggesting greater discussion about a particular theme or idea, and raising questions about what you found confusing or compelling.

This is your chance to help set the tone for our meeting.

**\*You may opt out of two minute rounds over the course of the semester without penalty.**

What I expect: I anticipate that when you are scheduled to complete a minute around you are prepared to do so. A well-rounded minute around is subjective, but I anticipate that each student will present a response to the readings that is compelling and lucid. In other words, you should be able to show you have read and thought sincerely about the materials assigned.

The minute around is factored into your final participation grade. As I take notes on each minute around I generally assign a grade based upon what you have presented.

Why it matters: The ability to present complex arguments to audiences of your peers in a short amount of time is a critical skill not only in the classroom, but also in collective environments ranging from non-profits to the halls of governance.

### **2. Historical Brief:**

The historical brief is based on the idea of a law school brief, which asks a student to lay out the argument of a legal case, unpack the evidence presented, and explain the conclusion reached by a court. (the form is available on **Moodle**). I have added the requirement of raising two questions per brief.

**Historical briefs are due as scheduled in the syllabus.**

What I expect: I anticipate that no matter the length of reading a student will pinpoint what they deem the major “claim” the author makes. Each student will then offer what he or she sees as the most relevant two pieces of evidence that they found. This is not is a summary. What I mean by that is one should not pluck evidence from the reading (especially only the introduction and conclusion). One should instead attempt to historicize it in a way that shows you have consumed the entire text.

This must be typed and completed prior to coming to the class that it is due.

**\* You can use your historical brief to frame your minute around.**

**\*\* You can skip three briefs over the course of the semester without penalty.**

Why it matters: Like the minute around, short-form memos and reports act as a critical ways of communicating to colleagues beyond academia.

### **3. Periodic Paper:**

The periodic paper asks a student to construct a 6-7 page essay based upon readings assigned over the course of part of the semester. Generally, students will be asked to answer one of two prompts. The choice is yours.

What I expect: I anticipate that each student will shape a persuasive claim that answers the prompt they have chosen to answer and that s/he will offer evidence to support that claim. Consider this a mini-essay that you might present to other scholars.

Why it matters: Periodic papers are more than reports, they are position papers that reveal an author's ability to concisely present to a reader major arguments, themes, and events. They show a mastery of the subject and establish the credentials of an expert.

**\*\*There will be two periodic papers, which are scheduled in the syllabus.**