Course Description:
In Gloria Anzaldúa’s famous formulation, the U.S./Mexico border is characterized as una herida abierta (an open wound) where the Third World grates against the First and bleeds. In this course we will explore the implications of this formulation by tracing the history of border theory across a variety of texts and genres. Along the way we will attempt to locate the various ways in which injury can produce alternative modes of identity and representation along borders of many kinds (i.e., psychic, sexual, and physical “borders”).

Please note that this is a theory course. This means that we will NOT be reading fiction, poetry, short stories, or other conventional “literary” texts. Instead, the bulk of the reading will consist of essays and expository pieces that attempt to “cognitively map” a number of complex and abstract ideas relating to the conceptual terrain of the border. As such, you should be prepared for an exceptionally difficult—and rewarding—quarter of reading.

Course Goals:
In this course you’ll be required to perform lots of analysis and close reading. In other words, you’ll be doing more than simply restating “WHAT” the text says. Rather, you’ll be attempting to unpack the text by examining specific words, phrases, images, symbols, characters, etc. Your analysis and close readings will help you to understand and explain the more complicated interwoven meanings that lie beneath the surface. You’ll also be required to place texts into dialog with one another, and to begin to make connections between abstract ideas and their literary representation.

Required Texts
Anzaldúa, Gloria, Borderlands/La frontera (U of O Bookstore)
Paredes, Américo, With His Pistol in His Hand (U of O Bookstore)
Articles posted on Blackboard

Requirements
1. Read, Read, Read! My main requirement is that you read. The reading for this course is both engaging and intensive. However, falling behind in the reading will put you at a disadvantage during class discussions. If I feel that people are falling behind in the reading, I reserve the right to give reading quizzes. I would prefer to spend our time in class discussing these interesting and provocative texts. However, I will not hesitate to give reading quizzes.

2. Papers:
   Undergraduates: There is one 5-7 page response paper due at the beginning of class on Thursday, March 15. I will provide you with more information on the assignment as the course progresses.
   Graduates: One 20-25 page seminar paper due at the end of the term. Please note that no extensions will be granted, except in the case of illness, pregnancy, or grave bodily injury.

3. Two Exams: Undergrads: One Mid-term and one Final. The final will take place at 1:00 p.m. on Monday, March 19. Graduate students are exempt from the exams

4. Discussion Questions: All students will sign up for discussion questions for two class sessions during the quarter.
Undergrads: Students will introduce their discussion questions with a very brief (3-5 minute) presentation.
Grads: Must present a full, 10-15-minute presentation. See me for more details.
All students must post discussion questions to the discussion forum on Blackboard 24 hours prior to the next class meeting. Please plan your reading accordingly. If you are not in attendance to present your discussion question, you will not receive credit.

Grading
Paper: 30 percent
Exams: 30 percent each
Participation: 10 percent

Participation consists of reading the assigned texts on time, participating in in-class discussions, writing and delivering a discussion question, and attendance.

Policies
• Attendance and Participation: Most of the material for the majority of your grade (i.e., exams) will be drawn from my lectures and our class discussions. Therefore it is in your interest to attend and participate. In addition, participation counts for twenty percent of your final grade. In order to receive full credit for participation, you must come to class and come prepared. This means ALWAYS bring the text(s) with which we are currently working, always bring any other necessary writing materials, always bring your questions about the reading, and always bring a respectful and positive attitude.
Participation includes oral participation, completing in-class and homework assignments, coming to class prepared (and on time), AND presenting your discussion question.
• Tardiness: Since we only have a short time together, it is imperative that you get to class on time. I will also respect this aspect of our time. We all have tight schedules. Please respect me, your classmates, and most of all yourself by getting to class on time.
• Deadlines: Deadlines are inflexible. Plan your schedule carefully, and consider all of the assigned work for this class and the others you are currently taking. In the case of a dire emergency that will force you to miss a deadline (i.e., severe illness, birth, death), contact me as soon as possible.
• All written work must be typed, stapled, and double-spaced with one-inch margins on all sides. Fonts should be no larger than 12 points, and no smaller than 10 points. All written work must include your name, the course, the instructor’s name, and the name of the assignment in the upper left corner. Handwritten work will not be accepted. Make sure to number your pages.
• You are responsible for keeping a backup copy of all of your work. Backups may take the form of computer copies, hard copies, or both. In any event, make sure that you have a readily accessible copy of ALL of your work. Your computer crashing is not a valid excuse for missing an assignment.
• Bring the assigned text to class.
• Please feel free to bring coffee or any other nourishment that you need. However, make sure to clean up after yourself. If I am forced to clean up, I will no longer allow food or drink in the classroom.

About Making Life Easier for Each Other
This course is not designed to be competitive. In fact, a competitive atmosphere will work against the activities of the class. Many of the activities are interactive, and each individual deserves the full cooperation of everyone else. The one rule that is sacred in this classroom is to respect everyone—each other, me, and the authors. Disagreements will happen and ideas will be challenged, but they must be controlled and expressed academically—which means in a civil, well-considered, and intelligent manner. Please note that we WILL be discussing the political ramifications of these texts. These may include discussions that may at first seem unrelated to the material at hand. My hope is that you will begin to understand that NO text emerges in a political or aesthetic vacuum. In fact, as we will soon see, these texts have important political and social implications for our everyday lives. For this reason, please bring an open mind and a patient attitude. It is much easier to learn from each other, about each other, and about ourselves when we are listening.
### Timeline

This syllabus is primarily a reading guide. As such, it may be subject to revision.

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<tr>
<th>Week 1: Introduction/Theoretical Foundations</th>
<th>Read by This Date:</th>
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<tr>
<td><strong>Tuesday 1/9</strong></td>
<td>Introduction</td>
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<td><strong>Thursday 1/11</strong></td>
<td>Frederic Jameson, “Introduction” to <em>Lenin and Philosophy</em> (Blackboard), Louis Althusser, “Ideology and the Ideological State Apparatus,” (Blackboard)</td>
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<th>Week 2: Theoretical Foundations/Introduction to Border Thinking</th>
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<tr>
<td><strong>Tuesday 1/16</strong></td>
<td>Jean Baudrillard, “The Precession of Simulacra,” (Blackboard), Frederic Jameson, “Postmodernism or the Cultural Logic of Late Capitalism” (Blackboard)</td>
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<td><strong>Thursday 1/18</strong></td>
<td>José David Saldívar, “Introduction: Tracking Borders,” (Blackboard), Ramón Saldívar, “Race, Class, and Gender in the Southwest: Foundations of an American Resistance Literature and Its Literary History” (Blackboard)</td>
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<th>Week 3: Border History/Foundational Texts</th>
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<tr>
<td><strong>Tuesday 1/23</strong></td>
<td>José Saldívar, “Américo Paredes and Decolonization” (Blackboard), Américo Paredes, <em>With His Pistol in His Hand</em>, pp 1-150</td>
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<tr>
<td><strong>Thursday 1/25</strong></td>
<td>Paredes, <em>With His Pistol</em>, pp 151-end</td>
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<th>Week 4: Border as Theory</th>
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<tr>
<td><strong>Tuesday 1/30</strong></td>
<td>Gloria Anzaldúa, <em>Borderlands/La frontera</em> pp 1-75</td>
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<td><strong>Thursday 2/1</strong></td>
<td>Anzaldúa, <em>Borderlands/La frontera</em> pp 75-98, Norma Alarcón, “Traddutora, Traditora: A Paradigmatic Figure of Chicana Feminism,” (Blackboard)</td>
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<th>Week 5: Mid-term/Chicana Feminism(s) and the Border</th>
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<tr>
<td><strong>Tuesday 2/6</strong></td>
<td>Mid-term</td>
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<td><strong>Thursday 2/8</strong></td>
<td>Norma Alarcón, “Chicana Feminism: In the Tracks of ‘The’ Native Woman” (Blackboard), Angie Chabram-Dernersesian “I Throw Punches for My Race, but I Don’t Want to Be a Man: Writing Us—Chica-nos (Girl, Us)/Chicanas—into the Movement Script” (Blackboard)</td>
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<th>Week 6: Border Culture and Legal Rhetoric/Cultural Studies</th>
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<td><strong>Tuesday 2/13</strong></td>
<td>Carl Gutiérrez-Jones, “Introduction” to <em>Rethinking the Borderlands</em> and “Legal Rhetoric and Cultural Critique: An Institutional Context for Reading Chicano Narrative” (Blackboard), Arturo Aldama “The Chicana/o and the Native American ‘Other’ Talk Back: Theories of the Speaking Subject in a (Post?) Colonial Context” (Blackboard)</td>
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<tr>
<td><strong>Thursday 2/15</strong></td>
<td>George Lipsitz “Cruising Around the Historical Bloc: Postmodernism and Popular Music in East Los</td>
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**Week 7: Methodology of the Oppressed**
- **Tuesday 2/20**
  - Angeles” (Blackboard), Walter Mignolo, “Border Thinking and Colonial Difference,” (Blackboard)
  - Chela Sandoval, from *Methodology of the Oppressed*
  - Sandoval, from *Methodology of the Oppressed*

**Week 8: Hybrid Voices from Latin America**
- **Tuesday 2/27**
  - Nestor García-Canelini, from *Hybrid Cultures*, from *Consumers and Citizens* (Blackboard)
- **Thursday 3/1**
  - Aníbal Quijano “Coloniality of Power, Eurocentrism, and Latin America,” (Blackboard)
  - José Martí, “Nuestra América” (Blackboard)

**Week 9: Film Discussions**
- **Tuesday 3/6**
  - Film Discussion: *Lone Star*
- **Thursday 3/8**
  - Film Discussion: *The Matrix*

**Week 10: Wrap-up/Final Review**
- **Tuesday 3/13**
  - Film Discussion wrap-up
- **Thursday 3/15**
  - Final Exam Review, *Paper Two Due*