



DIVISION OF EDUCATION PROGRAMS

## Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the Summer Seminars and Institutes application guidelines at

<http://www.neh.gov/grants/education/summer-seminars-and-institutes>

for instructions. Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials. The page limit for the narrative description is now **fifteen** double-spaced pages.

Project Title: Bridging National Borders in North America  
Institution: Newberry Library, Chicago  
Project Director: Benjamin Johnson  
Grant Program: Summer Seminars and Institutes

**Table of Contents**  
*Bridging National Borders in North America*  
NEH Summer Seminar for College and University Teachers  
The Newberry Library

<u>Item</u>	<u>Page</u>
Narrative	1-20
Project Budget and Notes	17-18
Appendices	
A. Syllabus	19-23
B. Bibliography	24-26
C. List of Faculty	27
D. Project Director, Full C.V.	28-41
E. C.V.s from Guest Faculty	42-53
F. Letters of Commitment from Scholars	54-61
G. Letter of Commitment from Newberry	62-3

## **Narrative**

### *Bridging National Borders in North America*

A proposal for a four-week NEH summer seminar for college and university faculty at the Newberry Library, directed by Benjamin H. Johnson, Department of History at Loyola University Chicago

#### *1. Intellectual Rationale*

The history of borderlands—places where different peoples meet and no single polity reigns supreme—is undergoing a renaissance. Historians have used the term “borderlands” for nearly a century, dating back to Herbert Eugene Bolton’s pioneering work in the 1920s. For Bolton and his numerous disciples, “the borderlands” were the Spanish colonial possessions in North America that eventually became part of the United States. Bolton intended the histories of these places to serve as a Hispanic counterweight to the Anglo centric historiography of the United States then in vogue, challenging American historians to think of national historical origins and influences beyond the British Empire and the eastern seaboard of North America.

During the last three decades, the term “borderlands” has taken on a wider set of meanings than that understood or intended by Bolton and his protégés. For instance, students of Mexican-American history focused their attention on the marginalization and racial exclusion of people of Mexican descent in the U.S. southwest after 1848. In the 1980s, the U.S. southwest also drew the attention of so-called New Western historians, scholars who found the area—including its colonial past—fertile intellectual ground for exploring the interrelated themes of conquest, environmental destruction, and myth-making that were so central to their pathbreaking work.

In recent years, developments including the dramatic rise of the Latino population throughout the United States, controversies over cross-border migration and trade, and the reexamination of the fraught connections between the nation-state and history as a discipline have prompted a renaissance in borderlands scholarship. The past fifteen years has seen the

publication of a number of focused studies set in the contemporary northern and southern borderlands of North America, examining processes of imperial and national territorial incorporation from native, Mexican-American, Métis, and transnational perspectives. In more recent years, a growing body of work has demonstrated the centrality of Asian migration and the attendant controversies it generated to the politics and border policies of Mexico, Canada, and the United States. Perhaps most importantly, scholars of imperial and national borderlands are starting to conceptualize their work in much more comparative terms, as studies of parallel and often connected processes of nation-building, rather than as discrete and particular regional dynamics. For example, migrants from China were the first group to be heavily regulated by American law, resulting in the first sustained policing of both borders; Canadian and Latin American efforts to restrict Asian mobility closely resembled these earlier U.S. efforts.

Borderlands studies thus have emerged from their conceptual cradle—New Spain’s northern frontier—to serve as an analytic concept for illuminating not only the contemporary U.S.-Mexico border region but also contact zones across the wider North American continent and beyond. Colleges and universities nationwide (even worldwide) now offer courses on borderlands history, and many academic publishers have acquired and issued titles and established series in this dynamic and growing field.

Although borderlands studies has arrived in recent decades, the field has plenty of room left to grow. The temporally and geographically focused nature of most recent studies has yet to give rise to broadly synthetic works. There is no apparent consensus about how to periodize North American borderlands history. Studies that emphasize the power of indigenous peoples in earlier periods have raised but not yet answered questions about how they used and claimed territory and how European empires actually exercised their power. Few works address borders after 1945, despite the general richness of post-1945 historical studies and even though such works would

seem well-suited to speak to contemporary debates about migration and border enforcement. Most borderlands scholarship portrays national states as agents of blunt coercion, ignoring the ways that they also have been used for democratic empowerment. In short, there is clearly much exciting work still to be done.

This seminar follows the same structure and major themes of the successful first “Bridging National Borders” NEH seminar, which Johnson directed in the 2014, while incorporating new and emerging scholarship. In response to the very strong evaluations of the 2014 seminar, Johnson has devoted more time in this version to native American and gender history. In keeping with the recent work in the field and the collection strengths of the Newberry Library, this seminar will again take a broad geographic approach, framing borderlands as distinct places at particular moments in time where no single people or sovereignty imposed its will. The organizing theme is the process of border-making. We will examine three aspects of this theme: how nation-states claiming exclusive territorial sovereignty re-drew the continent’s map; the intersection and sometimes collision of these efforts with other ways of organizing space and people; and the social and political consequences of the enforcement of national territoriality. Two questions will guide our examination of these developments: how did diverse peoples challenge national borders, or use or alter them for their own purposes? And how does consideration of these topics recast our understanding of the national and intertwined histories of Mexico, the United States, and Canada?

The seminar’s format and readings have been selected with the goal of bringing together participants with diverse scholarly agendas into a common conversation. Although four weeks is hardly enough time to achieve comprehensive coverage of the field of borderlands studies, the readings do encompass the leading questions of the field, provide a breadth of temporal and geographic coverage, and offer different vantages on researching borderlands (including the Newberry’s fine collection). The seminar thus will provide participants with a deep engagement

both with leading scholarship as well as with the availability of key sources necessary to advance their own research and curricular projects.

## *2. Program of Study*

The four-week seminar will be held at the Newberry Library in Chicago from July 10 to August 4, 2017. Three-hour sessions led by the seminar director (sometimes joined by Newberry research staff) and three outside faculty will occupy an average of three mornings a week. These sessions also will include engagement with items from the Newberry collection and discussions of how primary documents might be used in undergraduate teaching. The seminar director will distribute and discuss updated bibliographies of principal works each week in order to place seminar readings in a wider bibliographic context. Participants will have the opportunity to meet with and discuss their interests and projects during informal brown-bag lunches and individual conferences. Afternoons and weekdays where no sessions are scheduled will provide the opportunity for participants to engage in sustained research in the Newberry's collection.

The Newberry Library is an ideal home for this seminar. Founded in 1887, the Newberry is an independent research library dedicated to the advancement and dissemination of knowledge, especially in the humanities. In the last decade, numerous individual research grants have been awarded to scholars working on borderlands projects at the Newberry. In 2006 the Newberry inaugurated a seminar in borderlands and Latino Studies (of which Benjamin Johnson, project director for this seminar, is one of the coordinators). This proposed seminar intersects with the ongoing work of three of the Newberry's research centers—the Dr. William M. Scholl Center for American History, the Hermon Dunlap Smith Center for the History of Cartography, and the D'Arcy McNickle Center for American Indian and Indigenous Studies—and participants will have regular access to the scholarly staff of these centers

for research assistance and advice.

The Newberry's collection includes unique materials related to the continent's borders and borderlands. Seminar participant research projects will benefit from the use of the library's maps, books, manuscripts and archives, periodical literature, and family histories. The Graff (<http://www.newberry.org/westward-expansion-graff-collection>) and Ayer (<http://www.newberry.org/american-indian-and-indigenous-studies>) collections are especially particularly useful for borderlands-related research. As a whole, the Newberry's collection provides rich material for research on North America from the seventeenth to twentieth centuries, and includes extensive secondary holdings that will support seminar participants' research and pedagogy

**Weekly presentations, discussion topics, and core readings** (See the syllabus and bibliography in Appendices A and B)

The sessions begin with readings about the development of the field of borderlands history and about its central theoretical question—territoriality, or how the control of space shapes social relations and identity. In the **first week**, we will discuss some of the most widely influential essays within the field. The authors of these pieces agree that borders and borderlands are good to think with, but on little else. Some argue that the emergence of nation-states marked a sharp break with native and imperial spatial organization, while others point to greater continuity and observe that national territoriality changed considerably over time. While some historiographic accounts celebrate the potential of borderlands history to escape the iron cage of the nation-state, others accept the epistemological and narrative centrality of nations. Whatever the specific subject of their work, all scholars working in borderlands studies benefit from engaging directly with such questions.

Early sessions also will feature formal introductions to the Newberry collection by three

Newberry staff members: Bradford Hunt, Vice President for Research and Academic Programs; James Akerman, Director of the Hermon Dunlap Smith Center for the History of Cartography; and Patricia Marroquin Norby, Director of the D'Arcy McNickle Center for American Indian and Indigenous Studies.

The interactions of native, European, and national ways of organizing space is the central theme of the **second week**. The first discussion will be a set of articles on indigenous territoriality, which hardly disappeared with the advent of European colonialism or the emergence of the nation-state with the success of the American Revolution. Juliana Barr (Associate Professor of History at Duke), author of the prize-winning *Peace Came in the Form of a Woman*, will lead this session. The readings, including Barr's widely assigned article "Geographies of Power: Mapping Indian Borders in the 'Borderlands' of the Early Southwest," will allow us to start with an exploration of Native territoriality as defined by Indian peoples and nations, be they hunter-gatherers, sedentary agriculturalists, or nomadic raiders, across a range of North American regions and Native political economies. It will then turn to debates over the role of native power in the creation of colonial borderlands. To what extent did both Indians and Europeans move, trade, conduct diplomacy, and make war in lands neither could fully claim? When and why did native peoples exert control over bounded political spaces and the invaders who entered them? The session will end with analyses of the processes of imperialism and colonialism that sought to legitimize Euro-American land claims and delegitimize those of Indians, thereby erasing Indian borders from the political geography of early North America.

The second session will be a discussion of Pulitzer Prize-winning historian Alan Taylor's book *The Divided Ground: Indians, Settlers, and the Northern Borderland of the American Revolution*, which considers how the powerful blend of popular sovereignty, private property, and national identity that emerged from the American Revolution challenged the position that some

native peoples had secured for themselves within the British Empire. These tensions embody many of the larger theoretical questions about sovereignty, identity, territory, and borders engaged in the first week, and continuing native power discussed earlier in the week. The second week's final session will use the draft of Eric Schlereth's book *Quitting the Nation: Expatriation and the Right to Leave the United States, 1776-1868* to explore the experiences of U.S. citizens who willingly left their country in the early nineteenth century, especially for Canada and Mexican Texas. Building on an award-winning article in the *Journal of American History*, this manuscript suggests that a malleable political allegiance and thus porous borders actually proved more useful to the early United States than did more fixed notions of loyalty and territory.

The seminar's **third week** centers on the construction and use of borders in the nineteenth and early twentieth centuries. We will ask: How effective were states in establishing exclusive territoriality, and what room for negotiation was there in these efforts? Our first session, focused on Samuel Truett's *Fugitive Landscapes*, explores how regional elites in Sonora and Arizona forged transborder cultural and economic ties even as they contributed to expansion of their states' powers. Despite the lingering animosities from the U.S.-Mexico War, the leaders of American and Mexican society in this regional community saw one another as more similar than different: they were both cattlemen, entrepreneurs, and Indian fighters. Through Truett's work, we will explore how ostensibly international borders remained local and regional spaces, and how the overlapping geographies and sovereignties discussed earlier in the seminar continued to shape border life into the twentieth century.

The use of borders by subordinated groups, particularly the enslaved people who fled across both the U.S.-Mexico and U.S.-Canada boundaries, will be the topic of the next session. The willingness of both enslaved and freed people to uproot themselves and move across international boundaries reflected the real legal and political differences that those lines represented, even as

they invested borders with meanings that generals, diplomats, and treaties never anticipated. These readings explore the movement of enslaved and free people across both the Canada-U.S. and Mexico-U.S. borders and the conditions that they found after they crossed the line. Yet the authors offer different accounts of the power that these border crossers wielded. Did the earlier abolition of slavery in Mexico and the British Empire, and the different legal categories for mixed-race people, provide greater room for maneuver than U.S. law and society?

The third session examines intensified efforts to control mobility across the U.S.-Mexico border. But the readings do so from the less familiar vantages of the regulation of livestock, the policing of sexual morality, and the differences in marital and property law between the two nations. How did border policing enforce certain understandings of sexuality and marriage? How did crossing borders allow people to escape some of these strictures? How did the did the bureaucracies and ideas behind regulating livestock and human mobility draw on one another? What, in general, do we gain by thinking about border enforcement from vantages other than the usual emphasis on immigration?

During the week's final session, we will examine the ways in which Asian migration and trans-Pacific networks intersected with North America's increasingly regulated borders. We will be joined by Kornel Chang (Associate Professor of History at Rutgers-Newark), who will introduce the seminar participants to relevant work in Asian American and Pacific Rim history. Chang's book *Pacific Connections: The Making of the U.S.-Canadian Borderlands* demonstrates how the Canada-U.S. border became more of a link than a barrier as it marked a common white and western identity rather than competing national identities. Discussing the book also will allow seminar participants to explore the ways in which North American border policing were driven by similar ideologies and efforts to manage Asian labor migrations in Australasia and Latin America. Through Chang's work, we will ask: To what extent were North American practices and ideologies shaped

by the global circulation of ideas about race, nationhood, and migration?

The seeming paradox of greater cross-border economic and cultural integration, on the one hand, and heavy policing of international migration, on the other, is the focus of the seminar's **final week**. The first session will be devoted to Mae Ngai's widely influential book *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Extensive illegal immigration, she argues, dates to the 1920s, when the U.S. government created a comprehensive system of immigration restrictions that made many migrants "illegal aliens" even as they continued to be a part of American society through their jobs, marriages, and other social relations with American citizens. This system, Ngai shows, had far-reaching consequences for American society and its borders. It required the federal government to police its borders as never before; but despite the creation of the Border Patrol in 1924, distinguishing people who were in the country illegally from citizens and legal migrants could be an impossible job. Over time, the application of immigration law became much more lenient with Canadians and Europeans, who were more and more often granted legal status, and much more harsh with Mexicans.

Despite the enormous scholarly and press attention devoted to the kind of policing and enforcement that Ngai examines, in recent decades economic integration and cultural production have bound together lives across borders. In the second session of the week, Geraldo Cadava (Associate Professor of History at Northwestern University) will lead a discussion of his book *Standing on Common Ground: The Making of a Sunbelt Borderland*. Cadava argues that cooperation rather than conflict characterized this borderland in the decades after World War II as leading politicians and business interests in Arizona and Sonora forged cross-border economic, cultural, and political ties, much as had their predecessors in the mid nineteenth century. Starting in the 1970s, however, the protests of Mexican-Americans, dissident Mexican students, and Indian peoples revealed the limits of this elite cross-border economic integration. Moreover, growing

Anglo-American frustration with heavy illegal migration made Arizona the flashpoint of conflict over the U.S.-Mexico border in the 1990s and early twenty-first century. How did this early integration resemble ties across the U.S.-Canada border, and why did it unravel so dramatically?

### **Independent research and teaching projects**

Summer programs at the Newberry offer visiting scholars superb opportunities to renew and develop scholarly interests, bibliographic expertise, and teaching skills at a premier research library. Each seminar participant's pursuit of individual projects utilizing the Newberry's extensive collection in the humanities is an essential part of this experience. Participants will have the opportunity to present their research to staff and the public during a weekly Wednesday colloquium at the Newberry. Early in the seminar, project director Johnson will hold individual conferences with participants to refine their research or curricular projects and discuss collection materials appropriate to them. The project director also will be available for regular office hours each afternoon. The Newberry's research, curatorial, and library services staff also will make themselves available to participants for research consultation, as they have in previous seminars at the Newberry.

### **Project dissemination**

Seminar participants will be encouraged to contribute to a collaborative wiki site that fosters discussion and information sharing about borderlands studies and their individual projects. The seminar director will advise participants about ideal publication venues for their individual work; he also will help to coordinate proposals for future conference panels run by such scholarly associations as the American Studies Association, the Native American and Indigenous Studies Association, the Organization of American Historians, and the Western History Association, as was done for the 2014 NEH seminar. Participation in the Newberry's weekly colloquium will allow scholars to benefit from suggestions by staff and other visiting scholars as work is in progress. The

project director also may invite some seminar participants to present in the 2017-8 Newberry Borderlands and Latino Studies seminar, as was done after the 2014 NEH seminar.

### 3. *Project Faculty and Staff*

Primary intellectual and administrative responsibility for the seminar will lie with **Benjamin H. Johnson**. An assistant professor of history at Loyola University Chicago (expected to be tenured in the spring of 2016), Johnson has published widely on the history of North American borderlands and borders. He taught for nine years at Southern Methodist University, where he was tenure and served as associate director and then interim director of the William P. Clements Center for Southwest Studies, and was also an Associate Professor at UW-Milwaukee. Johnson is author of *Revolution in Texas: How a Forgotten Rebellion and Its Bloody Suppression Turned Mexicans into Americans* (Yale, 2003), a study of the Mexican Revolution and the birth of the Mexican-American civil rights movement; *Bordertown: The Odyssey of an American Place* (Yale, 2008), a collaboration with photographer Jeffrey Gusky that tells the history of the U.S.-Mexico border from the vantage point of one South Texas town; and a forthcoming book on the American conservation movement that was supported by an NEH fellowship for academic year 2013–14. His articles on U.S. environmental politics and international borders have appeared in the *Journal of American History*, *Environmental History*, *Reviews in American History*, *History Compass*, and numerous anthologies. Johnson has been a scholar-in-residence at the Newberry since January 2012 and is co-coordinator of the Newberry's Borderlands and Latino Studies seminar.

In addition to publishing his own scholarship, Johnson has worked extensively as an editor and reviewer of the work of a large body of scholars. In cooperation with Simon Fraser University in British Columbia, Canada, he and Andrew Graybill, now Director of the Clements Center at SMU, convened an international gathering to bring scholars of both the continent's border regions

into sustained conversation. The project resulted in the publication of *Bridging National Borders in North America: Transnational and Comparative Histories* (Duke, 2010). This volume received glowing reviews as both a compilation of excellent new scholarship and a manifesto for a broader approach to the study of the continent's borders. Johnson also serves as the co-editor for the David J. Weber Series in the New Borderlands History with the University of North Carolina Press, and of the *Journal of the Gilded Age and Progressive Era*. Johnson's other edited volumes *Steal this University: The Labor Movement and the Corporatization of Higher Education* (Routledge, 2003); *The Making of the American West* (ABC-CLIO, 2007); and *Major Problems in the History of North American Borderlands* (Cengage Learning, 2011), co-edited with Pekka Hämäläinen, Rhodes Professor of American History at Oxford University. Working with other scholars in the "Refusing to Forget" group ([refusingtoforget.org](http://refusingtoforget.org)), he helped design a museum exhibit on the Mexican border violence of the 1910s at the Bullock Museum of Texas History.

### **Guest Faculty**

In addition to the prominence of their own scholarship, the seminar's guest faculty have been selected to expose seminar participants to scholarship across a wide temporal, geographical, and methodological range, thus augmenting the expertise of seminar director Johnson.

**Juliana Barr** (Duke) is a leading scholar of native Americans and colonial history. Her book, *Peace Came in the Form of a Woman: Indians and Spaniards in the Texas Borderlands*, published by the University of North Carolina Press in 2007, garnered six national awards. She is co-editor of *The Contested Spaces of Early America*, published by the University of Pennsylvania in 2014, and author of "Geographies of Power: Mapping Indian Borders in the 'Borderlands' of the Early Southwest," from *The William and Mary Quarterly*, (January 2011). **Kornel Chang** (Rutgers-Newark) studies international migration and border controls, Asian diaspora, and the United States in the Pacific world. His book, *Pacific Connections: The Making of the U.S.-*

*Canadian Borderlands*, was published in 2012 by the University of California Press. Chang is currently pursuing these interests in the context of the incorporation of Alaska into the U.S. economy and political system. **Geraldo Cadava** (Northwestern University) is the author of the forthcoming *Standing on Common Ground: The Making of a Sunbelt Borderland* (Harvard, 2013), which examines how Sonoran and Arizonan elites forged transborder cultural, economic, and political bonds, and how protest movements and rising anti-immigrant sentiments unraveled many of these ties. His current research examines Latino conservatives.

Please see the list of guest faculty in Appendix C along with their letters of commitment and *curriculum vitae* in Appendices D, E, and F.

#### 4. *Participant Selection*

Sixteen college and university faculty in the humanities will be selected to participate in the seminar, including three non-tenure-track faculty. Scholars specializing in borderlands history, western U.S. history, Pacific Rim or Asian- American studies, transnational American studies, and regionally appropriate versions of Mexican and Canadian history will be especially appropriate candidates for admission.

Applications will be reviewed by a committee of three: seminar director Johnson, the Newberry's McNickle Center Director Patricia Marroquin Norby, and Northwestern University historian Geralda Cadava, author of one of the seminar's texts and co- convenor of the Newberry's Borderlands/Latino Studies seminar. Norby is a scholar of Native American studies who will bring deep knowledge of the Newberry's collection and an interdisciplinary perspective to the selection committee. The committee will evaluate the applications primarily on the basis of the likely impact of the seminar on the applicant's research program and teaching, the originality and significance of the proposed projects, and their appropriateness to the seminar's themes. To the greatest extent possible, the selected scholars will represent a wide range of humanities disciplines and geographic

regions.

#### *5. Project Website*

As it did with the 2014 seminar, the Newberry will host a project website that will include an institute description, bibliography of sources, application instructions, and links to key resources in the library's collection. The website also will be used to publicize the seminar's call for applications. Once participants are selected, the site also will serve as a space to build a scholarly community among the cohort, providing links to participant vitae and personal web pages, as well as descriptions of their projects. The Newberry is also able to provide the technical support to build a permanent digital resource that disseminates the seminar's results.

#### *6. Professional Development for Participants*

The seminar will encourage collaboration across disciplines and on-going exchanges about scholarship and teaching among participants that continue after the seminar's duration. Annual association meetings, especially the American Studies Association, American Society for Ethnohistory, the Organization of American Historians, and the Western History Association, will provide opportunities for participants to reunite in formal and informal ways, and to present their research findings to wider audiences. Johnson plans to propose panel sessions and roundtables at one or more of these meetings to help publicize the scholarly work that emerges from this NEH seminar.

#### *7. Institutional Context*

The Newberry Library, founded in 1887, is an independent research library dedicated to the advancement and dissemination of knowledge, especially in the humanities. The Newberry acquires and preserves a broad array of special collections research materials relating to the civilizations of Europe and the Americas. It promotes and provides for their effective use, fostering research, teaching, publication, and life-long learning, as well as civic engagement. In service to its

diverse community, the Newberry encourages intellectual pursuit in an atmosphere of free inquiry and sustains the highest standards of collection preservation, bibliographic access, and reader services.

The scope of the Newberry's humanities collections is unusually broad among independent libraries and attracts a diverse constituency of readers, including professional scholars from around the world, teachers at all levels, undergraduates, and researchers with interests in particular areas of collecting strength. The Newberry is renowned for its holdings in early modern history; literature; American Indian history; genealogy; geography, cartography and travel; the exploration and settlement of the American Midwest and West; visual and material culture; and the history of printing and publishing. Access to these collections is supported by an expert and energetic reference and curatorial staff, and by an extensive index and reference collection, including digital and online reference tools.

There are few institutions better equipped than the Newberry Library to explore borderlands history and culture. The seminar intersects with the ongoing work of three of its research centers—the Scholl Center for American History and Culture, the Smith Center for the History of Cartography, and the McNickle Center for American Indian and Indigenous Studies—as well as its ongoing seminars in Borderlands and Latino Studies and American Indian Studies. Scholars working on borderlands projects are regularly funded through the Newberry's ongoing fellowship program.

The library's collection includes unique materials related to the continent's borders and borderlands. Seminar participants' research projects will benefit from the use of the Newberry's maps, books, manuscripts and archives, periodical literature, and family histories. The Graff and Ayer Collections have been particularly useful for past borderlands projects. As a whole, the Newberry's collection encompass much of North America from the seventeenth to twentieth

centuries, and includes extensive secondary holdings that will expedite seminar participants' research and writing. As an institution that routinely hosts guest scholars and researchers, the Newberry will be able to direct summer scholars to a wide range of housing options, as it did for the 2014 seminar.

## Appendix A

### Syllabus

#### *Bridging National Borders in North America*

#### **WEEK ONE: Grounding**

##### **Monday, July 10**

Morning session: Benjamin Johnson, Introduction and Overview Tour of the Library.

Working Lunch: Presentation of Participant Projects.

Afternoon: Brad Hunt, Introduction to Newberry Collection and Research Programs.

##### **Tuesday, July 11**

Morning session: Historiography

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, no. 3 (1999): 814-41.

Andrew Graybill and Benjamin Johnson, "Borders and Their Historians in North America," in *Bridging National Borders in North America*, Johnson and Graybill, eds. (2010).

Samuel Truett and Elliott Young, "Introduction: Making Transnational History: Nations, Regions, and Borderlands," in *Continental Crossroads: Remapping U.S.-Mexico Borderlands History*, eds. Truett and Young (2004).

Pekka Hämäläinen and Samuel Truett, "On Borderlands," *Journal of American History* 98, no. 2 (2011): 338-361.

Afternoon: Library Tour/orientation

##### **Wednesday, July 12**

Morning Session: Territoriality and Its Paradoxes.

Ladis Kristof, "The Nature of Frontiers and Boundaries," *Annals of the Association of American Geographers* 43, no. 9 (1959): 269-282.

Michael Baud and Willem Van Schendel, "Toward a Comparative History of Borderlands," *Journal of World History* 8, no. 2 (1997): 211-242.

Charles Maier, "Consigning the Twentieth Century to History: Alternative Narratives for the Modern Era," *American Historical Review* 105, no. 3 (2000): 807-31.

Saskia Sassen, *Territory, Authority, Rights: From Medieval to Global Assemblages* (2006): 1-73

Afternoon: James Akerman, Introduction to Cartographic Materials at the Newberry.

### **Thursday, July 13**

Research; individual consultations about participant projects with seminar director.

### **Friday, July 14**

Research; individual consultations about participant projects with seminar director.

## **WEEK TWO: Of Tribes, Empires, and Nations**

### **Monday, July 17**

Morning Session: Juliana Barr, "Native Territoriality and Its Persistence"

Patricia Albers and Jeanne Kay, "Sharing the Land: A Study in American Indian Territoriality," in *A Cultural Geography of North American Indians*, ed. Thomas E. Ross and Tyrel G. Moore (Boulder: Westview, 1987), 47-91

Juliana Barr, "Geographies of Power: Mapping Indian Borders in the 'Borderlands' of the Early Southwest," *William and Mary Quarterly* 68, no. 1 (2011): 5-46.

Keith Basso, "Wisdom Sits in Places: Notes on a Western Apache Landscape" In *Senses of Place*, ed. Steven Feld and Keith Basso (Santa Fe: School of American Research Press, 1996), 13-52.

Philip J. Deloria, "From Nation to Neighborhood: Land, Policy, Culture, Colonialism, and Empire in U.S.-Indian Relations," in *The Cultural Turn in U.S. History*, ed. James W. Cook, Lawrence B. Glickman, and Michael O'Malley (Chicago, 2008), 343-82

James E. Snead, "Trails of Tradition: Movement, Meaning, and Place," in *Landscapes of Movement: Trails, Paths, and Roads in Anthropological Perspective*, ed.

James E. Snead, Clark L. Erickson, and J. Andrew Darling (Philadelphia: University of Pennsylvania Museum of Archaeology and Anthropology, 2009), pp 42-60.

Peter J. Usher, Frank J. Tough, and Robert M. Galois, "Reclaiming the Land: Aboriginal Title, Treaty Rights, and Land Claims in Canada," *Applied Geography* 12 (1992), 109-132.

Afternoon: Patricia Marroquin Norby, Introduction to Indigenous Materials at the Newberry

## **Tuesday, July 18**

Morning Session: The United States and the New Map of North America

Alan Taylor, *The Divided Ground: Indians, Settlers, and the Northern Borderland of the American Revolution* (2006)

Afternoon: Research, individual consultations about participant projects with seminar director

## **Wednesday, July 19**

Morning Session: Fluidity and the Early National Bordered Lands

Eric Schlereth, "Quitting the Nation: Expatriation in the North American Borderlands" (unpublished book manuscript)

Afternoon: Research, individual consultations about participant projects with seminar director.

**Thursday, July 20 and Friday, July 21:** Research days.

## **WEEK 3: National Territoriality: Negotiation and Consolidation**

### **Monday, July 24**

Morning Session: The Persistence of Place and Power

Samuel Truett, *Fugitive Landscapes: The Forgotten History of the U.S.-Mexico Borderlands* (2008)

Afternoon: Research

## **Tuesday, July 25**

Morning Session: Freedom in Unexpected Places

Sean Kelley, "'Mexico in His Head': Slavery and the Texas-Mexico Border, 1810-1860," *Journal of Social History* 37, no. 3 (2004): 709-23.

Gregory Wigmore, "Before the Railroad: From Slavery to Freedom in the Canadian-American Borderland," *Journal of American History* 98, no. 2 (2011): 437-454.

James Nichols, "The Line of Liberty: Runaway Slaves and Fugitive Peons in the Texas-Mexico Borderlands," *Western Historical Quarterly* 44: 4 (Winter 2013), pp. 413-433

Sarah Cornell, "Citizens of Nowhere: Fugitive Slaves in Mexico, 1833-1865," *Journal of American History* 100: 2 (September 2013), pp. 351-374

Afternoon: Research.

## **Wednesday, July 26**

Morning Session: Nations Take Hold

Rachel St. John, "Divided Ranges: Transborder Ranches and The Creation of National Space along the Western U.S.-Mexico Border," in *Bridging National Borders in North America* (2010): 116-140.

Grace Peña Delgado, "Border Control and Sexual Policing: White Slavery and Prostitution Along the U.S.-Mexico Borderlands, 1903-1910," *Western Historical Quarterly* 43: 2 (Summer 2012): 157-178

Omar Valerio-Jiménez, "Divorceés, Rancheros, and Peons," from Valerio-Jiménez, *River of Hope: Forging Identity and Nation in the Rio Grande Borderlands* (2013): 176-220.

Afternoon: Research

## **Thursday, July 27**

Research day

## **Friday, July 28**

Morning Session: Kornel Chang, "Pacific Ties"

Kornel Chang, *Pacific Connections: The Making of the U.S.-Canadian Borderlands* (2012).

Afternoon: Research

**WEEK 4: The Gatekeeping State in a Global Era**

**Monday, July 31**

Morning Session: Drawing Lines

Mae Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America* (2004)

Afternoon: Research

**Tuesday, August 1**

Morning Session: Bound Together

Geraldo Cadava, *Standing on Common Ground: The Making of a Sunbelt Borderland* (2013)

Afternoon: Research, Preparation of Individual Projects

**Wednesday, August 2**

Morning Session: Presentation and Discussion of Individual Research Projects

Afternoon: Research, Preparation of Individual Projects

**Thursday, August 3**

Morning Session: Presentation and Discussion of Individual Research Projects

Afternoon Session: Presentation and Discussion of Individual Research Projects

**Friday, August 4**

Morning Session: The Future of the Past of Borders

Closing Discussions, Program Evaluations

## Appendix B

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**Appendix  
C**

**List of  
Faculty**

*Bridging National Borders in North  
America*

**Project Director**

**Benjamin H. Johnson**, Assistant Professor of History, Loyola University  
Chicago

**Guest Faculty**

**James Akerman**, Director, Hermon Dunlap Smith Center for the History of  
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**Juliana Barr**, Associate Professor of History, Duke University

**Geraldo Cadava**, Associate Professor of History, Northwestern University

**Kornel Chang**, Associate Professor of History, Rutgers-Newark

**H. Bradford Hunt**, Vice President for Research and Academic Programs, Newberry  
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**Patricia Marroquin Norby**, Director of the D'Arcy McNickle Center for American  
Indian and Indigenous Studies, Newberry Library