

## History of the US-Mexican Borderlands, 1848–2000

**Professor Sonia Hernandez**

**Fall 2025**

### Course Description

In many ways, the US-Mexican borderlands exemplify how the nation-state can be both transgressed and upheld with complex daily negotiations in between. Since the drawing of this geopolitical border in 1848, the US-Mexican border has been the site of rich life, diverse flora and fauna, military encounters, cultural encounters and clashes, among other notable developments. Through lectures and independent readings—including journal articles, excerpts of research monographs, podcasts, maps, legal documents, and other primary source materials—students will learn about the role and process of border-making; the emergence of the nation-state through studying its periphery; border identities; state-sanctioned and non-state-sanctioned violence; the way in which gender, labor, race, ethnicity, and space has been defined/used/negotiated and contested in the borderlands; and other themes associated with the US-Mexican borderlands. Students will also learn about the historiography of the region. Through an overview of this particular borderland, students will learn about the major historical writings of this topic and gain an understanding of the historical developments and peoples that comprise the long history of the US-Mexican borderlands.

### Course Readings

1. Chávez Álvarez, Ernesto. *The U.S. War with Mexico: A Brief History with Documents*. New York City, NY: Bedford/St. Martins, 2009.
2. Hernandez, Kelly Lytle. *Migra!: A History of the U.S. Border Patrol*. Berkeley: University of California Press, 2010. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
3. Truett, Samuel, and Elliott Young, eds. *Continental Crossroads: Remapping U.S.-Mexico Borderlands History*. Durham: Duke University Press, 2004. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))

### Recommended Readings

1. Hernández, Sonia and John Morán González, eds. *Reverberations of Racial Violence: Critical Reflections on the History of the Border*. Austin: University of Texas Press, 2021. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
2. Johnson, Benjamin, Andrew R. Graybill, Gilbert M. Joseph, and Emily S. Rosenberg. *Bridging National Borders in North America: Transnational and Comparative*

*Histories*. 1st ed. Durham: Duke University Press, 2010. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))

3. Torget, Andrew J., and Gerardo Gurza Lavalley, eds. *These Ragged Edges: Histories of Violence along the U.S.-Mexico Border*. Chapel Hill: The University of North Carolina Press, 2022. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))

## Course Requirements

- Watch all course lectures
- Complete all course readings
- Submit five short papers (500 words each)
- Contribute to nine discussion boards
- Participate in at least three Q&As
- Complete a 15-page (~3,750 words) research paper or project of appropriate rigor
- Complete a course evaluation (a survey link will be sent to your Gettysburg email during week eleven of the semester)

## Learning Objectives

1. Understand the US-Mexican borderlands and its complex history, the function and purpose of borders, and how people shape borderlands sites just as much as those sites shape and influence people's histories.
2. Identify the historical origins of many of the issues relevant to today's border.
3. Learn how the US-Mexican borderlands, long considered a peripheral area, has played a consequential role in our nation's history.
4. Assess how a variety of factors both internal and external have contributed to historical processes shaping borderlands communities.
5. Evaluate how historians' writings, ideas, and perceptions of the border have changed throughout time, reflecting a dynamic and fluid US-Mexican borderlands historiography.
6. Develop historical skills including constructing and deconstructing arguments and sharing ideas verbally and in writing.

## Class Schedule

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**Week One:** September 18: Defining Frontiers, Borders, and Borderlands: The Beginnings of a Field of Study and the Important Role of the US-Mexican Border

### Readings

- *Continental Crossroads: Remapping U.S.-Mexico Borderlands History*, Foreword and Introduction. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Gerald Poyo and Gilberto M. Hinojosa, "Spanish Texas and the Borderlands" in

*Major Problems in Mexican History*, ed. Zaragosa Vargas (Boston: Houghton Mifflin, 1999).

- Samuel Truett and Pekka Hamalainen, "On Borderlands," *Journal of American History* 98, no. 2 (September 2011): 338–361. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- C. J. Alvarez, "The United States-Mexico Border," *Oxford Research Encyclopedia of American History* (March 2017).
- Carlyn Osborn, "The Changing Mexico-U.S. Border," Library of Congress, December 18, 2015. ([A link to this reading can be found in the Week One module.](#))

### Assignments

- Discussion Board One
    - First post due: Sunday, September 21
    - Second post due: Wednesday, September 24
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**Week Two:** September 25: Background to the "Modern" Border: From New Spain's Northern Frontier to Mexico's Northern Border

### Readings

- Brian Delay, "Independent Indians and the U.S.-Mexican War," *American Historical Review* 112, no. 1 (February 2007): 35–68. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Louise Pubols, "Father of the Pueblo: Patriarchy and Power in Mexican California, 1800–1880" in *Continental Crossroads*, 67–93. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- William S. Kiser, "The Business of Killing Indians: Contract Warfare and Genocide in the U.S.-Mexico Borderlands," *Journal of American History* 110, no. 2 (June 2023): 15–39. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- *Major Problems in Mexican American History*, ed. Zaragosa Vargas (Boston: Houghton Mifflin, 1999).
  - "A Franciscan Friar Describes the Land and People of New Mexico," 1541.
  - "Teodoro de Croix Reports on Pacifying the Indians in California," 1781.
  - "Colonel Don Antonio Cordero Discusses the Apaches," 1796.

### *Recommended Reading*

- David Weber, *The Mexican Frontier, 1821–1846: The American Southwest Under Mexico* (Albuquerque: University of New Mexico Press, 1982).
- David Weber, *The Spanish Frontier in North America* (New Haven: Yale University Press, 1992).

## Assignments

- Discussion Board Two
    - First post due: Sunday, September 28
    - Second post due: Wednesday, October 1
  - Short Paper One due: Wednesday, October 1
    - Write a response paper: You can respond to the prompt created by your section professor or to one of your own design.
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**Week Three:** October 2: The Loss of Texas, the US-Mexican War, 1846–1848, and the Legacies of the Treaty of Guadalupe-Hidalgo (1848)

## Readings

- "Introduction to U.S. War with Mexico" in *The U.S. War with Mexico: A Brief History with Documents*, ed. Ernesto Chávez (New York: Bedford/St. Martin's, 2007), 1–34.
- Raúl Ramos, "Finding the Balance: Béxar in Mexican/Indian Relations," in *Continental Crossroads*, 35–65. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Andres Resendez, "National Identity on a Shifting Border: Texas and New Mexico in the Age of Transition, 1821–1848," *Journal of American History* 86, no. 2 (September 1999), 668–688. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Lorenzo de Zavala, *Journey to the United States of North America* (Paris: 1834), Chapters 1–3 and Conclusion. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Primary sources in *The U.S. War with Mexico: A Brief History with Documents*.
  - "Treaty of Guadalupe Hidalgo, February 1848."
  - "Manuel Cresencio Rejón's Observations on the Treaty of Guadalupe Hidalgo, April 1848."
  - "John L O'Sullivan on Annexation, 1845."
  - "Mexican Colonization Law, 1824."
  - "Eulalia Yoruba Witnesses the Battle of the Alamo."

## Assignments

- Discussion Board Three
  - First post due: Sunday, October 5
  - Second post due: Wednesday, October 8
- Final Project/Paper Question due: Wednesday, October 8
  - In roughly 1–2 pages, outline the question your final project or paper will attempt to answer. This should include a description of the paper or project you are proposing, some background information and historical context on

your topic, a brief description of your research plan, and a justification for why your particular project or paper is worth pursuing.

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**Week Four:** October 9: The Rich Diversity of Borderlands Communities: New Histories on Chinese and African Americans on the Border

### Readings

- Selections from *Continental Crossroads*. ([These readings can be accessed through Musselman Library with your Gettysburg College credentials.](#))
  - Grace Peña Delgado, "At Exclusions Southern Gate: Changing Categories of Race and Class among Chinese *Fronterizos*," 183–207.
  - Karl Jacoby, "Between North and South: The Alternative Borderlands of William H. Ellis and the African American Colony of 1895," 209–239.
- Gabby Lyle, "Jewish Communities Along the US-Mexican Borderlands," draft chapter, dissertation.
- Primary sources in *The U.S. War with Mexico: A Brief History with Documents*.
  - "Benjamin Lundy on Conditions for African Americans in Mexican Texas, 1833."
  - "Juan Seguin and Foreigners in Their Own Land."

### *Recommended Reading*

- Elliott Young, *Alien Nation: Chinese Migration in the Americas from the Coolie Era through World War II* (Chapel Hill: University of North Carolina Press, 2014). ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))

### Assignments

- Discussion Board Four
    - First post due: Sunday, October 12
    - Second post due: Wednesday, October 15
  - Short Paper Two due: Wednesday, October 15
    - Write a response paper: You can respond to the prompt created by your section professor or to one of your own design.
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**Week Five:** October 16: Progressivism and Porfirianism: Modernization, Industrialization, and Their Consequences

Readings

- Juan Mora Torres, *The Making of the Mexican Border: The State, Capitalism, and Society in Nuevo León, 1848–1910* (University of Texas Press, 2001), Chapters 1 and 2. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Sonia Hernández, "Gendering Transnational State Violence: Intertwined Histories of Intrigue and Injustice along the US-Mexican Borderlands, 1900–1913," *Journal of American History* 110, no. 2 (September 2023): 258–281. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Natalia Molina, *How Race Is Made in America: Immigration, Citizenship, and the Historical Power of Racial Scripts*, Introduction and Chapter 1. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Primary Sources: "We must draw the line somewhere, you know," 1882, Library of Congress. ([A link to this primary source can be found in the Week Five module.](#))
  - I encourage you to view other images via the Library of Congress (advertisements, cartoons in magazines) related to the Chinese Exclusion Act (1882) with consequences for other ethnic groups in the United States, especially those along the border.

Assignments

- Discussion Board Five
  - First post due: Sunday, October 19
  - Second post due: Wednesday, October 22
- Revised Question and Proposed Bibliography due: Wednesday, October 13
  - Revise your initial proposal to incorporate your section professor's feedback AND
  - Create an annotated bibliography containing at least five sources. Each of these sources should be followed by a short paragraph describing the source and what it will contribute to your final project/paper.

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**Week Six:** October 23: Early Immigration Laws and Road to "Securing the Border"

Readings

- Kelly Lytle Hernandez, *Migra!: A History of the US Border Patrol*, Chapter 1. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- S. Deborah Kang, "Crossing the Line: The INS and Federal Regulation of the Mexican Border," in Graybill and Johnson, eds., *Bridging National Borders in North America*,

167–198. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))

- Julian Lim, *Porous Borders: Multiracial Migrations and the Law in the U.S.-Mexico Borderlands* (Durham: Chapel Hill, University of North Carolina Press, 2017), Chapter 1. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Primary sources in *Major Problems in Mexican American History*.
  - "Victor S. Clark Comments on Changes in Mexican Immigration to the United States, 1908."
  - "Samuel Bryan Analyzes Increases in Mexican Immigration, 1912."

### Assignments

- Discussion Board Six
  - First post due: Sunday, October 26
  - Second post due: Wednesday, October 29
- Short Paper Three due: Wednesday, October 29
  - Write a response paper: You can respond to the prompt created by your section professor or to one of your own design.

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**Week Seven:** October 30: Intensifying Surveillance and Control: The Great War & The Mexican Revolution of 1910

### Readings

- Selections from *Continental Crossroads*. ([These readings can be accessed through Musselman Library with your Gettysburg College credentials.](#))
  - Samuel Truett, "Transnational Warrior: Emilio Kosterlitzky and the Transformation of the U.S.-Mexico Borderlands, 1873–1928," 241–270.
  - Benjamin Johnson, "The Plan de San Diego Uprising and the Making of the Modern Texas-Mexican Borderlands," 273–298.
- Erik Bernardino, "Between the Homing Pigeon and the Vagrant: The Contract Labor System and the Creation of the Immoral Mexican Migrant, 1910–1929," *LABOR: Studies in Working-Class History* 21, no. 4 (December 2024): 32–51. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Gerald Horne and Margaret Stevens, "Eureka! The Mexican Revolution in African American Context, 1910–1920," in *War Along the Border: The Mexican Revolution and Tejano Communities*, 315–333. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Primary Sources:
  - The Zimmermann Telegram, National Archives. ([A link to this reading can be found in the Week Seven module.](#))

- "Jovita Idar's Fight for the Rights of Women and Mexican Immigrants," PBS, October 1, 2023. ([A link to this video can be found in the Week Seven module.](#))
- Testimony of Sra. Andrade on Texas Ranger violence during the Mexican Revolution of 1910, Américo Paredes Papers, N. L. Benson Library, University of Texas at Austin.

### *Recommended Reading*

- Sonia Hernández, *For a Just and Better World: Engendering Anarchism in the Mexican Borderland* (Champaign: University of Illinois Press, 2021). ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))

### Assignments

- Discussion Board Seven
  - First post due: Sunday, November 2
  - Second post due: Wednesday, November 5
- Short Paper Four due: Wednesday, November 5
  - Write a response paper: You can respond to the prompt created by your section professor or to one of your own design.

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**Week Eight:** November 6: The Border During the 1920s & 1930s: Post-War Society, The Great Depression, and Deportations

### Readings

- Kelly Lytle Hernandez, *Migra!: A History of the US Border Patrol*, Chapters 2 and 3. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Alexandra Minna Stern, "Nationalism on the Line: Masculinity, Race, and the Creation of the US Border Patrol, 1910–1940," in *Continental Crossroads*, 299–323. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Julian Lim, *Porous Borders: Multiracial Migrations and the Law in the U.S.-Mexico Borderlands* (Durham: Chapel Hill, University of North Carolina Press, 2017), Chapter 5. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Primary sources in *The U.S. War with Mexico: A Brief History with Documents*.
  - "Philip Stevenson describes the Deportation of Jesus Pallares, 1936."
  - "Carey McWilliams assails Mexican Repatriation from California, 1933."



### *Recommended Viewing*

- *Border Bandits*, directed by Kirby Warnock, PBS, 2004.
- *Porvenir, Texas*, directed by Andrew Shapter, 2019.

### Assignments

- Project/Paper Preview due: Wednesday, November 12
    - Project: Submissions of the project preview will differ from project to project according to type. Determine an appropriate portion of your final project to turn in with your section professor.
    - Paper: Turn in a rough draft of the first five pages of your final paper
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### **Week Nine:** November 13: The Role of the Border during World War II

### Readings

- Kelly Lytle Hernandez, *Migra!: A History of the US Border Patrol*, Chapter 4. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Kitty Calavita, "The US Government's Unofficial Role in the Bracero Program," in *Major Problems in Mexican American History*, 363–376.
- Lori Flores, *Grounds for Dreaming* (New Haven: Yale University Press, 2016), Chapter 2.
- Emilio Zamora, *Claiming Rights and Righting Wrongs* (College Station: Texas A&M University Press, 2008), excerpt.
- Review the oral histories in the [Bracero History Archive](#) as well as the various resources available for educators.

### *Recommended Reading*

- Casey Walsh, *Building the Borderlands: A Transnational History of Irrigated Cotton along the Mexico-Texas Border* (College Station: Texas A&M University Press, 2008).

### Assignments

- Discussion Board Eight
    - First post due: Sunday, November 16
    - Second post due: Wednesday, November 19
  - Short Paper Five due: Wednesday, November 19
    - Write a response paper: You can respond to the prompt created by your section professor or to one of your own design.
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**Week Ten:** November 20: Cold War Borderlands: Fighting the “Cold War” via Securing the Border

Readings

- Kelly Lytle Hernandez, *Migra!: A History of the US Border Patrol*, Chapter 5. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Lori Flores, *Grounds for Dreaming*, Chapter 3.
- Eladio Bobadilla, “Immigration Policy, Mexican Americans, and Undocumented Immigrants, 1954 to the Present,” *History Now* 52 (Fall 2018). ([A link to this reading can be found in the Week Ten module.](#))
- *Major Problems in Mexican American History*
  - “American GI Forum and the Texas State Federation of Labor Condemn Undocumented Mexican Immigration, 1953.”

*Recommended Reading*

- Jonna Perrillo, *Educating the Enemy: Teaching Nazis and Mexicans in the Cold War Borderlands* (Chicago: University of Chicago Press, 2022).

Assignments

- Rough Draft due: Wednesday, November 26
  - Project: Submissions of the project rough draft will differ from project to project according to type. Determine an appropriate portion of your final project to turn in with your section professor.
  - Paper: Turn in a rough draft of the first ten pages (at minimum) of your final paper.

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**Week Eleven:** November 27: A New Wave of Security and New Modernization Projects: Border Industrialization Program (BIP) and Maquilas

Readings

- Kelly Lytle Hernandez, *Migra!: A History of the US Border Patrol*, Chapter 6. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Leslie Salzinger, “Manufacturing Sexual Subjects: “Harassment,” Desire, and Discipline on a Maquiladora Shopfloor,” in *Women and Migration in the US-Mexico Borderlands* (Duke University Press, 2007), Chapter 6.
- Geraldo Cadava, “Borderlands of Modernity and Abandonment: The Line within Ambos Nogales and the Tohono O’odham Nation,” *Journal of American History* 98, no. 2 (September 2011): 362–383. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))

- *Señorita Extraviada/Missing Young Woman*, directed by Lourdes Portillo, 2001. ([This film can be accessed through Musselman Library with your Gettysburg College credentials.](#))

### *Recommended Readings*

- David Bacon, "The Maquiladora Workers of Juárez Find Their Voice," in Gilbert M. Joseph and Timothy J. Henderson, eds., *The Mexico Reader* (Durham: Duke University Press, 2022), 648–653. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))

### Assignments

- Discussion Board Nine
  - First post due: Sunday, November 30
  - Second post due: Wednesday, December 3

**Week Twelve:** December 4: Post NAFTA, 21st-Century Challenges: Political Economy, Water Issues, and the US Drug Consumer-US Weapons-Mexican Cartels Relationship

### Readings

- Kelly Lytle Hernandez, *Migra!: A History of the US Border Patrol*, Chapter 9 and Epilogue. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Kelly Lytle Hernandez, "Mexican Immigration to the United States," *OAH Magazine of History* 23, no. 4 (October 2009): 25–29. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Brian Delay, "How Not to Arm a State: American Guns and the Crisis of Governance in Mexico, Nineteenth and Twenty-First Centuries," *Southern California Quarterly* 95, no. 1 (Spring 2013): 5–23. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Alina Scott and C. J. Alvarez, *15 Minute History*, episode 127, "History of the U.S.-Mexico Border Region." ([A link to this podcast can be found in the Week Twelve module.](#))

### *Recommended Reading*

- Ana Minian, "Offshoring Migration Control: Guatemalan Transmigrants and the Construction of Mexico as a Buffer Zone," *American Historical Review*, 125, no. 1 (2020): 89–111. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- C. J. Alvarez, *Border Land, Border Water: A History of Construction on the US-Mexico Divide* (Austin: University of Texas Press, 2019). ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))

## Assignments

- Final Project/Paper due: Wednesday, December 10

## **Course and Program Policies**

It is the responsibility of students to know, understand, and abide by course and program policies.

For a full overview of program policies, review the Gettysburg College–Gilder Lehrman Institute Student Handbook.

## Course correspondence

Correspondence with faculty and administrators should be formal. Include a subject line, addressee, and closing. Put the name and number of your course in the subject line.

## Plagiarism and AI

This program uses Turnitin to check for instances of plagiarism and AI. Plagiarism and papers composed fully or in part by AI will not be tolerated. This includes self-plagiarism. A student caught plagiarizing or composing papers with AI for the first time may receive a zero on the assignment. A student caught plagiarizing or composing with AI for a second time may be permanently removed from the program.

Your section professor will set the policies for use of AI for research or purposes other than composing your papers.

## Late work

Assignments should be submitted no later than 11:59 p.m. Pacific Time on the due date unless otherwise specified by your section professor. If you think you will be unable to submit an assignment on time, it is your responsibility to contact your section professor to ask for an extension before the assignment's due date. Late assignments will be docked 5% if less than a week late, 10% if one week late, and an additional 10% for each subsequent week.

## Grading scale

Letter Grade	Number Grade	Grade Points
A	95%–100%	4
A-	90%–94%	3.67
B+	87%–89%	3.33

B	84%–86%	3
B-	80%–83%	2.67
C+	77%–79%	2.33
C	74%–76%	2
C-	70%–73%	1.67
D+	67%–69%	1.33
D	64%–66%	1
D-	60%–63%	.67
F	0%–59%	0

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## **Assignment Descriptions**

### Short Papers (25% of grade – 5% per short paper)

Students will complete five short papers. Each should be approximately 500 words long. The purpose of these papers is not to merely summarize weekly readings but to demonstrate that you have read them analytically and contextually. Students have the option of responding to a prompt created by their section professor or to one of their own design. Prompts should reflect the themes discussed in course readings. If you need help getting started, you can complete one of the options listed below.

Complete a thesis identification - Select one of your assigned readings and focus on identifying the thesis as well as the evidence the authors use to support that thesis.

Complete a primary source evaluation - Evaluate a primary source from the Gilder Lehrman Collection or elsewhere. Primary sources must be relevant to that week's readings. Keep the following questions in mind:

- Who is the author of this document?
- Who was their intended audience?
- How might both author and audience impact the content of the document?
- For what reason was this document created?

Complete a book review - Focus on one of the secondary sources assigned in this course and critique it. Keep the following questions in mind:

- What is the author's argument?
- Does the author adequately support their argument?

- Are you convinced of their argument? If not, why not?
- How does this source fit into the larger discussion of its topic?

#### Discussion Board Posts (18% of grade – 2% per discussion board)

Students will interact in 9 discussion boards in this course. Discussion boards are led by section professors, who will provide specific instructions for participation in their section. You are required to make at least one post to each discussion board and respond to **at least two other students**.

#### Question-and-Answer Sessions (15% of grade – 5% per reaction)

Throughout the semester the lead professor of each course will conduct five Q&As. Students **MUST** attend at least three of these sessions for each course they are taking. **In order to receive credit for attending each Q&A, you must complete a 1–2-paragraph Q&A Reaction within 24 hours of participation.** Note: If you cannot attend three of the five Q&As, you may receive credit by viewing archived Q&As and completing a 500-word review of topics covered for each missed Q&A. **Makeup assignments must be completed within two weeks of the missed Q&A.**

#### Final Project/Paper (42% of grade)

For the final assignment of each course, you will choose to complete either a research project or 15-page research paper. Research projects are a public-education tool designed for the general population, teachers, and/or students of varying ages. Sample projects include (but are not limited to) vodcasts and podcasts, documentary editing and transcription, websites, annotated readers, walking tours, or museum exhibits. Lesson plans *will not* be accepted. A 5-page paper narrative must accompany the project. Your section professor must approve research projects.

The research paper can be a traditional position paper that uses original research to prove a thesis statement or a historiography paper that critically examines how American historians have interpreted the same event differently and why shifts in historical debates may have occurred.

Both final assignment options require you to ask an open-ended historical question (something that does not have an easy yes or no answer) that you do not yet know the answer to. You will then use the research process (pulling from a variety of resources, mostly primary source documents) to explore that question and create a thesis-driven answer. Regardless of whether you choose to pursue a project or paper, finals are scaffolded throughout the semester. This method breaks up a large grade into smaller constituent grades and allows time to incorporate instructor feedback into assignments.

#### Scaffolded Assignments

- Final Project/Paper Proposal (2%)

In roughly 1–2 pages, you should outline the main question, topic, or purpose of your final project or paper. This should include a description of the project or paper you are proposing, some background information and historical context on your topic (answer the questions who, what, where, and when), a brief description of your research plan (this does not need to be super specific, but should outline how many weeks you plan to research, if you need to schedule research trips or if your sources are published or available digitally, and when you plan to begin writing) and a justification for why your particular project or paper is worth pursuing (what is the significance of this topic? What does it add to our historical knowledge? Are you filling a gap that other historians have overlooked such as considering race, ethnicity, or gender?)

- Revised Proposal and Annotated Bibliography (3.5%)

This assignment will give you the opportunity to incorporate the feedback you received on the first draft of your proposal. In addition to incorporating your section professor's comments, you will also submit a proposed bibliography listing five sources you plan on utilizing in your research for your final product. Each of these sources should be followed by a brief summary (3–5 sentences) of the source and what it will contribute to your research process.

- Project or Paper Preview (5%)

This will give you the opportunity to show the progress you have made on your final project or paper and get some early-stage feedback from your section professor. For a final project, determine with your section professor an appropriate portion of your final submission to turn in. For a final paper, this should be roughly the first five pages of what will ultimately be your final submission.

- Rough Draft (10.5%):

For a final project, determine with your section professor an appropriate portion of your final submission to turn in. For a final paper, this should be, at minimum, the first ten pages of what will ultimately be your final submission.

- Final Product (21%):

**Final Project:** Much like the final paper option, a final project is meant to prove that you have mastered the content covered by this course. We encourage you to be creative in your approach to this project, though it should be equivalent in rigor and workload to a final paper.

**Final Paper:** Final papers should be at least fifteen pages in length. These can take the form of research papers or historiography papers.