Objective
This course examines ethnographies of the US-Mexican borderlands to understand how social, cultural, political and economic characteristics of the border region shapes daily life on both sides of the border. Topics discussed will include issues related with migration (forced and volunteer), violence, labor, religion, health, gender, among others.

Course assignments and requirements:

1. Attendance and class participation. Attendance is expected and a necessary component of success for this course. Further, greater in-class engagement and dialogue among all of us creates a richer classroom experience. Students will be expected to complete assigned readings and actively participate in discussions.

2. Each week, on Wednesday, the students (groups of two or three) will have 10 minutes to present a Border Region Current Event (social, cultural, political, economic), the sources of information can be the media or the ethnographical approach to a specific context.

3. There will be a take-home midterm (due May 12, 2017) and an in-class final exam (due June 9, 2017). Both will be essays.

4. Students will have two writing exercises. First, students will write a two-page critical response paper, analyzing a reading from the syllabus, explaining the main argument and the significance of the work for the class. It should also include the student’s critical reaction to the reading, meaning your assessment of its contributions and limitations. This will be due April 21, 2017 by 8pm in Professor’s email: oolivashernandez@ucsd.edu
Second, during the second half of the class, each student will choose a current event on the Border Region that relates to the issues we have talked about in class, and write a four-page report about it. The report should take up something that has happened in 2016 or 2017 and discuss the context of the event, the meanings it might have for the participants or other actors, including ethnographical data researched by the students (observations, ethnographic interviews). The report must discuss how do the readings and discussions in the class help you think about the issue? Each report can include citations to at least one different news or media sources about that event and should analyze it in relation to the theoretical framework or argument from one scholarly book or article (this can be something from the syllabus or something else you find in your research). The Professor must approve your topic in advance. The report will be due June 2, 2017, by 8pm in Professor’s email: oolivashernandez@ucsd.edu.

5. The grades will be calculated as follows:
   Attendance: 5%
   Presentations at class: 10%
   Critical Response Paper: 10%
   Midterm: 20%
   Current Event Paper: 25%
   Final: 30%

**Readings:** All readings will be available as pdfs on the class TED site.

**Class/Readings Schedule (Subject to Change):**

**April 3, 5, 7,**

Geopolitical Border and its effects on National construction


**April 10, 12, 14**


April 17, 19, 21

Transnationalism, Migration and Mobility.


Complementary


April 21. Critical Paper Response

April 24, 26, 28

Border Policies


Complementary


May 1, 3, 5


**May 8, 10, 12**

The Border as a Limit, Symbol and Encounter


**Complementary**


**May 12, Home-Midterm**

May 15, 17, 19

Daily life in the border region


**May 22, 24, 26**

Labor and Education


Complementary


May 27. Fandango Fronterizo. Ethnographic Practice

May 31, June, 2

Gender, Religiosity and Health


June 2. Current Event Paper

June 5, 7, 9


Complementary

Complementary Bibliography.


Nuñez, Guillermina and Klamminger Georg. Centering the margins: The transformation of Community in Colonias on the U.S.-Mexico Border. READ ON LINE. UCSD LIBRARY


Staudt Kathleen and Robles Rosalba. Surviving Domestic Violence in The Paso del Norte Border Region. READ ON LINE. UCSD LIBRARY

Monárez Fragoso, Julia and Bejarano Cynthia. The Desarticulation of Justice: Precarious life and Cross-Border feminicides in The Paso del Norte Region. READ ON LINE. UCSD LIBRARY

