

ETHN 116:
THE UNITED STATES-MEXICO BORDER IN COMPARATIVE PERSPECTIVE
Summer Session I (2012)

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Office Hours: Tu/Th 2:00-3:00

Classroom: YORK 3000A
Class Time: Tu/Th 11:00-1:50
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COURSE DESCRIPTION:

Following President Obama's recent Executive Order placing a temporary stop to deportations of young undocumented immigrants, and the U.S. Supreme Court's split ruling on Arizona's SB 1070, the U.S.-Mexico border has become an even more intensely magnified site where bodies are defined racially and organized economically, politically and socially. Over the past two hundred years, processes of delimiting the cultural and geographic parameters of the U.S. and Mexican nation-states have played out in distinct but parallel ways. As the two countries that share the largest militarized border in the world, citizenship has always been predicated upon how the nation-state imagines its borders, and whom it imagines as worthy of residing within those borders. As part of the Ethnic Studies core curriculum, this course is grounded in historical and sociological literatures, and framed through the concept of "border theatre," focusing on rituals of surveillance utilized by law enforcement to reinforce who belongs and who does not, as well as rituals of resistance performed by artists, activists, and everyday people who risk their lives on a daily basis to make a better world for themselves and their families. This course will examine processes of immigration, settlement, and border making as they are used to produce dominant discourses about citizenship and sovereignty in the United States and Mexico.

MAJORING OR MINORING IN ETHNIC STUDIES AT UCSD

Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a social science, non-contiguous, or other college requirement. Often students have taken three or four classes out of "interest" yet have no information about the major or minor and don't realize how close they are to a major, a minor, or even a double major. An Ethnic Studies major is excellent preparation for a career in law, public policy, government and politics, journalism, education, public health, social work, international relations, and many other careers. If you would like information about the Ethnic Studies major or minor at UCSD, please contact Yolanda Escamilla, Ethnic Studies Department Undergraduate Advisor, at 858-534-3277 or yescamilla@ucsd.edu or www.ethnicstudies.ucsd.edu

REQUIRED TEXTS

1) Luibheid, Eithne. *Entry Denied: Controlling Sexuality at the Border*. Minneapolis and London: University of Minnesota Press, 2002.

2) Urea, Luis Alberto. *The Devil's Highway*. New York: Hatchett Book Group, 2008

***All other readings will be made available on <http://ted.ucsd.edu>**

COURSE REQUIREMENTS:

NOTE: You must complete each of the following assignments in order to be eligible to pass this course.

Attendance.....	10%
Quizzes (5 x 3%).....	15%
Weekly News Article Roundtable (5 x 5%).....	25%
Critical Reading/Analysis Paper.....	10%
<i>Devil's Highway</i> Response Paper.....	10%
Final Paper/Project.....	20%
Group Presentation/Discussion.....	10%

Attendance 10%—Due the condensed format of the summer session, each class counts for roughly the equivalent of one full week of classes during the academic year. Therefore, missing just one class is like missing a week. Additionally, being late is like missing a class. Therefore, the tardy policy is as follows:

If you arrive to class after the sign-in sheet has been circulated and returned to me, you will not be able to get credit for that day. Each student will be allowed 1 unexcused tardy. Please be on time!

Quizzes (15%)—There will be five (5) short quizzes (worth 3% each). The quizzes serve two primary purposes: 1) They allow me to gauge your understanding of terms and concepts from the readings and lectures, and 2) They motivate you to always be prepared, having done the readings before we meet as a class. **If you are absent on the day of a quiz, you will NOT be allowed to make it up.**

Weekly News Article Roundtable (25%)—Every Thursday you are required to bring into class a news article related to the U.S.-Mexico border and a critical response. Although not all students may get an opportunity to present each week, be ready to be called on to speak about your chosen article to the class. You must also submit your article and attach a 1-3 page response that considers the following questions:

- 1) *How is the article framed?*
- 2) *What message does the article relay to the reader?*
- 3) *Why is this message important? In other words, how does this article contribute to the ongoing discussion of the U.S.- Mexico border?*
- 4) *Are there any images attached to the article and if so, what are they and how do they relate to the article?*
- 5) *How does the article speak to past class discussions? What key concepts does the article address?*

Critical Reading/Analysis Papers (10%)—All students must write one (1) Critical Reading/Analysis paper, 4-6 (double-spaced) pages in length. Paper should synthesize the main arguments of a **set of assigned reading(s) from 1 day on the course schedule**, and should connect them to larger course themes and discussions.

Devil's Highway Response Paper (10%)—4-6 page response paper to the *Devil's Highway*. Specific requirement will be explained during Week 2.

Group Presentation/Discussion (10%)—During the first class you will form into groups of 3-4 students. Each group must pick one day (i.e. set of assigned readings) (**see course schedule**) on which they will present, then lead the class in a discussion. Once you have formed your groups, you may begin emailing me with your top three choices of days/readings. I will create the schedule after I have received all email requests. Spots will be allocated on a first response bases. After the schedule has been set, **you MUST meet with me as a group in office hours prior to your presentation in order to brainstorm and receive suggestions for your presentation.** Presentations with discussion should last 15-20 minutes.

Successful Presentations Will Contain the Following Elements:

- 1) Brief overview of the readings
- 2) Thought-provoking Questions
- 3) Stimulating visual aid(s)
- 4) Participation by each group member
- 5) Your group's unique contribution

******I really appreciate your creativity.******

Final Project (20%)—SEE ATTACHED PROMPT

ADA Statement – Any student with a disability or condition that compromises his or her ability to complete course requirements should notify the professor as soon as possible. The professor will take all reasonable efforts to accommodate those needs. If, as a result of a disability, you cannot accept the content or terms of this syllabus, notify the professor within one week of receiving syllabus.

Late Papers/Extensions— If a medical/family emergency or other excusable incident makes it impossible for you to complete an assignment on time, you must contact me to explain the situation, and provide acceptable written documentation along with the completed assignment in order to receive credit. Otherwise, all other late assignments will automatically go down one letter grade for each day they are late.

COURSE SCHEDULE (*Subject to change*)

Week One: Frameworks for Analysis and Understanding

Tues. 7/3

-- Syllabus and Introductions

Thurs. 7/5

--Wiesman. "We Frame to Please: A Preliminary Examination of *The Daily Show's* Use of Frames" [131-151]

--Gómez-Peña. "Border Hysteria and the War Against Difference" [196-203]

--Amoore and Hall. "Border theatre: on the arts of security and resistance." [299-319]

Week Two: Gendered Forms of Criminalization and Punishment at the Border

*******Critical Analysis Paper DUE*******

Tues. 7/10

--Luibheid. "Introduction" ; Ch. 1 "Entry Denied: A History of U.S. Immigration Control," AND Ch. 2 "A Blueprint for Exclusion: The Page Law, Prostitution and Discrimination Against Chinese Women," [ix-53]

Thurs. 7/12

--Luibheid. Ch. 3 "Birthing a Nation: Race, Ethnicity, and Childbearing," AND Ch. 4. "Looking Like a Lesbian: Sexual Monitoring at the United States-Mexican Border," [55-102]

Week Three: Indigeneity and Sovereignty

Tues. 7/17

--Luna-Firebaugh. "The Border Crossed Us: Border Crossing Issues of the Indigenous Peoples of the Americas"
[159-181]

--Smith. "Chapter 8: U.S. Empire and the War Against Native Sovereignty" [177-191]

Thurs. 7/19

Delugan. "Indigeneity across Borders: Hemispheric Migrations and Cosmopolitan Encounters" [83-97]

--Ngai. Ch. 2 "Deportation Policy and the Making and Unmaking of Illegal Aliens," [56-90]

Week Four: Labor, Migration, and Violence

Tues. 7/24

--Urea. *The Devils Highway*.

Thurs. 7/26

--Urea. *The Devils Highway*.

Week Five: Opposing Forces /Border Resistance

******Devil's Highway* response paper DUE*****

Tues. 7/31

--Pulido and Ruiz. "Dismantling Borders of Violence: Migration and Deportation Along the U.S.-Mexico Border" [127-143]

- Herrera-Sobek. "The Border Patrol and Their *Migra Corridos*: Propaganda, Genre Adaptation, and Mexican Immigration"

Thurs. 8/2

--Kun. "The Aural Border" (1-21) in *Theatre Journal*, Vol. 52, No. 1, Latino Performance (Mar., 2000)

--Raley. "Border Hacks" (1-23). Unpublished Paper.

--Electronic Disturbance Theater. "The Transborder Immigrant Tool, Violence, Solidarity and Hope." [1-11]

FINAL EXAM: Saturday 8/4 (11:30 AM-2:30 PM)
Presentations by students who chose "Option B"
ALL FINAL PROJECTS DUE

CRITERIA FOR CRITICAL ANALYSIS PAPERS

I want you to think about the readings. Rather than presenting me with a summary of the readings (i.e. a book report), I'd like you to identify the main argument(s) and then give some analysis of how this/these argument(s) is/are made. Your analysis should consider the following:

*1) **The topic** of study or interest. (This could be stated broadly, such as "race in the Americas" or more specifically, such as "the use of scientific testing to discriminate against indigenous groups in the state of Oaxaca".)*

*2) **The site** of the research or piece of writing. By site, I mean the actual thing, people, process or phenomenon that the author is looking at in their study or piece. (Could include for example, a type of text (a piece of fiction, a piece of visual art, a type of dance), an abstract phenomenon, a particular discourse, a group of people, a particular cultural practice, etc. Most likely, each text will deal with multiple sites, but I would like you to identify the main one(s). You can also think of this in terms of what kinds of evidence an author presents in order to make their arguments. What kinds of examples do they give/cite to demonstrate their point(s).)*

*3) **The method** of analysis. Does this author use ethnographic interviews, discursive analysis (focusing on language and representation), historical/archival research, scientific testing, etc.?*

*4) **The argument** the author(s) attempt to make, based on the site they have examined and the way in which they have examined it, and the evidence/examples they present.*

*5) **Your personal reflection** or how you relate to (make meaning) of the text and what you think might be the larger implications of the study for society at large or the community(ies) with which you identify. This is really your chance to tell me what you thought or felt about the readings. This is also a nice way to conclude your paper.*

FINAL PROJECT

In order to explore the themes and issues of this course more deeply, please choose ONE of the following options. Must submit a 1-2 page paper proposal by **Thurs. 7/12**.

Paper proposals must:

- a) Provide a brief description of proposed project
- b) Show evidence of preliminary research (2-3 titles of possible outside sources)
- c) Be approved by me.

NOTE: If you decide to change your project in ANY way, please be sure to discuss with me, otherwise you run the risk of completing a project that I have not approved and may be subject to failing grade.

Option A: Review of Literature/Argument Analysis

- 1) Choose one the course themes as stated in the syllabus (i.e. “Labor,” “Gendered Forms of Criminalization,” “Migration,” etc.)
- 2) Find **ONE outside book AND ONE outside academic journal article** on your chosen theme or a related topic.
- 3) Prepare an 8-10 page research paper comparing the two readings. Your comparison should begin by stating each author’s argument, and then provide analysis of how each author makes his or her argument, and how or why this is effective, in your opinion. You must also explicitly relate the readings to the chosen theme.

Option B: Artistic Composition/Production

- 1) SAME AS #1 ABOVE
- 2) For this option you may do one of the following: a) Compose a song b) produce a piece of visual art c) produce a short film (may be fictional or documentary-style) d) compose a spoken word piece.
- 3) You will present or perform your composition during the final exam.
- 4) Must be accompanied by a 3-5 page report that contains the following sections:
 - a. Explanation of your inspiration.
 - b. Explanation of the construction process.
 - c. How it relates to or demonstrates the chosen course theme or related issue.
 - d. Must include ONE outside reading (May be a book, academic journal, or other source approved by me ahead of time).

*All papers should be double-spaced and must follow MLA format and contain a “Works Cited” page.**
(For MLA guidelines and examples please see: <http://owl.english.purdue.edu/owl/search.php>)

ALL PAPERS INCLUDING THE WRITTEN PORTION OF OPTION B WILL BE DUE ON Saturday 8/4 @ 11:30 AM. Late arrival to the final will result in a deduction of your grade.

YOU MUST SUBMIT A HARD COPY AS WELL AS AN ELECTRONIC COPY of your final paper VIA EMAIL IN ORDER TO RECEIVE FULL CREDIT.