

ETHN 116: The U.S.-Mexico Border in Comparative Perspective
Spring Quarter, 2015
MWF, 10:00-10:50am, Mandeville B-150



Instructor: José I. Fusté, Ph.D.

Office Hours: Mondays, 2:00-3:00pm @ Perks Coffee (Price Ctr.), or by appointment

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This course examines the dynamic interaction between the (re)production of discourses of citizenship and sovereignty in the United States vis-à-vis Mexico and the histories of immigration, settlement, and boundary demarcation and militarization in the border regions between these two countries. We will pay close attention to how U.S. border policies legitimize the violent disciplining of those deemed to belong outside the homeland by virtue of their racial/gender/class/sexual identities. We will also consider how the physical border casts shadows inward into both countries, creating less visible but equally powerful boundaries that further criminalize and contain those deemed to be “alien” to each respective nation-state.

Required Readings: The following text will be available for purchase in the Price Center Bookstore:

Nevins, Joseph. *Operation Gatekeeper and Beyond: The War on “Illegals” and the Remaking of the U.S.-Mexico Boundary*. Taylor & Francis, 2010. **(If you decide to buy it online: make sure that you get the 2010 edition and not the older edition from 2002 that doesn’t have “and Beyond” in the title.)**

All other readings or videos for this class will be available for download or online viewing via our course's TED Blackboard website which can be accessed at <http://ted.ucsd.edu>.

*Readings and assignments are subject to change. This syllabus is not a contract, so make sure you stay up to date on any possible changes to the readings or the schedules. If I do make changes, I will mention it in class and will email you a proper notification.****

Projects, Assessment, and Grade Distribution

Participation and attendance	10% e/a = 20%
Critical Essay #1 (5pp.)	25%
Critical Essay #2 (5pp.)	25%
Online Quizzes (2 of them)	5% e/a = 10%
Final Project	20%

For due dates, please see schedule below

Attendance and Participation

I expect you to attend all class meetings and participate actively. I will take points off for every absence (I only make exceptions if you bring me a valid medical or written excuse). I will also take points off if you don't participate in class and show me that you're keeping up to date with the reading and the discussion. If you are a shy person and do not feel as comfortable as others speaking in class, please try to make up for this by stopping by my office hours for a chat, which also counts toward participation or by emailing me your questions or observations about the readings or lectures.

Critical Essays (2 of them)

You will have to complete two 5pp. long "critical essays" over the course of the quarter. I will send you writing prompts for these. You can choose to come up with an original argument (as long as you clear it with me at least a week in advance before the paper is due). For paper deadlines, please see weekly schedule below. All paper assignments will be uploaded to Turnitin.com (via our TED Blackboard). That means you don't have to turn in a paper copy.

TED Blackboard Reading Quizzes

You will also have to complete 2 online quizzes on the readings. I will actually give you three of these and count the best two completed quizzes. They will usually consist of five multiple choice questions on the readings/videos assigned for that day or for readings/videos comprising each thematic unit (see "Unit I," "Unit II," etc. in reading schedule below). Whenever there is a quiz due, I will announce it in lecture and I will send an email reminder after class, then the quiz will be due that evening. You may not have time to cram all the readings or video watching that you will need to do to get a good score in half a day. These quizzes are meant to incentivize reading and the watching of assigned videos so make sure you stay up to date with the schedule provided below.

Final Project

The final project is due on **Wednesday, June 10** at 11:59pm via the TED Blackboard. Please choose **one** of the following three options:

1. **Research paper (7pp. long):** This paper should present a well-researched paper (i.e., with a thesis/argument) about one or several cases that illustrate how race, space, segregation, and power intersect in the U.S./Mexico Border. In order to make your case, you may use lecture materials, course readings, and at least three outside (academic or activist) sources. Your paper should not only convey the who, what, when, and where of the case, but also how it connects the course themes and theoretical frameworks.
2. **Ethnographic paper (7pp. long):** An ethnographic study consists of a research project that uses qualitative research methods to provide a detailed, in-depth description of everyday life and practice. Normally, an ethnographer conducts interviews, takes notes of these and/or records them, and both observes whatever she is studying (e.g., a particular case of racial segregation). If you choose this option, you will write a short ethnographic paper on something related to the San Diego/Tijuana border. Like the research paper, it too must have an “angle” or a thesis that guides its analysis (NOTE: I have some good handouts with advice on how to write ethnography papers so if you decide to go down this route, email me and I’ll send them to you).
3. **Creative Project (due: project + 3pp. “process essay”):** Possible formats include video documentaries, “radio documentaries” (ask me what this is), original songs or compositions, a video-recorded spoken word performance, a visual arts project or series, a recorded dance or performance art piece, a photo essay, a comic book, a mock website, any form of graphic design, , a series of t-shirts or fashion, other kinds of material objects of your creation, or pretty much any format that might suit your talents (including mixed media formats that combine these). The “catch” with this option is that you have to clear your ideas with me first by June 1st. Also, you will have to submit a 3 pp. “process essay” that reflects on how your creative project relates to the themes we will be discussing in our class meetings (see instructions for that below). NOTE: songs should be 2-5 min max., dance and performance pieces should be 5-10 minutes, films should be 2-5 min max., photo essays must include at least 10 substantially different photos, analysis of art / art criticism should include at least 5 works you will be comparing, comics should be at least 4 pages (could be four separate flyers or one 4-page story) with all text/dialogue printed out on an additional word document.

Late Work Policy

All papers will be uploaded to Turnitin.com via our course’s blackboard website (i.e., ted.ucsd.edu). Late submission of assignments will be accepted only in verifiable emergencies, and only by arrangement with me prior to 2:00 p.m. on the due date. Assignments turned in late without prior approval **will be graded down 3 points** (one “step” of a grade) for each 24-hour period past the due date (**no exceptions**).

Academic Dishonesty

Scholastic dishonesty is any act by a student that misrepresents the student’s own academic work or that compromises the academic work of another. Examples include cheating on assignments or exams, unauthorized collaboration on assignments or exams, sabotaging another student’s work and plagiarizing. Plagiarism is presenting someone else’s work as your

own, intentionally or not, by failing to put quotation marks around passages taken from a text or failing to properly cite quoted material. The University guideline for penalizing academic misconduct is determined by the professor of the course. Any act of academic dishonesty may result in one's failing the course.

My Email Policy

Please email me with questions and/or concerns about the course. I will respond within the next 24 hours. If you have an important personal question such as inquiring about a grade or class discussion, please visit me during office hours or schedule an appointment with me.

A Note About Reading Volume

Research indicates that the average U.S. college student reads about 20 pages per hour. As you will notice below, I've assigned roughly between 90-110 pages of reading per week (i.e., 4.5-5.5 hours of reading per week). Please make sure that you stay on top of the readings.

Majoring or Minor in Ethnic Studies at UC San Diego

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 Daisy Rodríguez, our Ethnic Studies Undergraduate Advisor, at 858-534-3277 or d1rodriguez@ucsd.edu.

<u>IMPORTANT DEADLINES</u>	
Critical Essay #1 Due Date	Sunday, May. 3 at 11:59 pm ; due on the TED Blackboard (<i>I will send you the paper prompt two weeks before</i>)
Critical Essay #2 Due Date	Sunday, May 31 at 11:59 pm ; due on the TED Blackboard (<i>I will send you the paper prompt two weeks before</i>)
Final Project Due	Wednesday, June 10 at 11:59 pm ; due on the TED Blackboard,



Weekly Schedule

Remember, all these readings will be posted as PDF files on our blackboard homepage

Unit I. The U-S/Mexico Border in Historical and Theoretical Perspective

Week 1 work volume: 56pp. of reading (approx. 2.8 hrs. of reading)

Session 1A- 3/30-

No readings; first class.

Session 1B- 4/1-

Brown, Wendy. "Chapter 1- Waning Sovereignty, Walled Democracy." *Walled States, Waning Sovereignty*. Brooklyn: Zone Books, 2010, 7-42 (35pp.)

Session 1C- 4/3-

Sharma, Nandita (2012). "Nation States, Borders, Citizenship, and the Making of "National" Difference." In *Power and Everyday Practices*, edited by Deborah Brock, Rebecca Raby and Mark P. Thomas. Toronto: Nelson Education, 2012, 321-42 (21pp.)

Unit II. The U-S/Mexico Border as Nation-State Boundary and Militarized Zone

Week 2 work volume: 90pp. of reading (approx. 4.5 hrs. of reading)

Session 2A- 4/6-

Nevins, Joseph. "Chapter 1- On Gate-keeping and Boundary Making." *Operation Gatekeeper and Beyond: The War on "Illegals" and the Remaking of the U.S.-Mexico Boundary*. Taylor & Francis, 2010, 1-16 (16pp.)

Nevins, Joseph. "Chapter 2- Nation Building and the Borderlands: Constructing the U.S.-Mexico Boundary." *Operation Gatekeeper and Beyond: The War on "Illegals" and the Remaking of the U.S.-Mexico Boundary*. Taylor & Francis, 2010, 17-46 (29pp.)

Session 2B- 4/8-

Nevins, Joseph. "Chapter 3- Generating Difference in San Diego-Tijuana." *Operation Gatekeeper and Beyond: The War on "Illegals" and the Remaking of the U.S.-Mexico Boundary*. Taylor & Francis, 2010, 47-75 (29pp.)

Nevins, Joseph. "Chapter 4- Sharpening the Divide: from Border to Boundary." *Operation Gatekeeper and Beyond: The War on "Illegals" and the Remaking of the U.S.-Mexico Boundary*. Taylor & Francis, 2010, 76-92 (16pp.)

Session 2C- 4/10-

Nevins, Joseph. "Chapter 5- Producing the Crisis: the Emergence of Operation Gatekeeper." *Operation Gatekeeper and Beyond: The War on "Illegals" and the Remaking of the U.S.-Mexico Boundary*. Taylor & Francis, 2010, 93-117 (16pp.)

Week 3 work volume: 102pp. of reading (approx. 5 hrs. of reading)

Session 3A- 4/13-

Nevins, Joseph. "Chapter 6- The Ideological Roots of the Illegal as Threat and the Bounding of the United States." *Operation Gatekeeper and Beyond: The War on "Illegals" and the Remaking of the U.S.-Mexico Boundary*. Taylor & Francis, 2010, 118-154 (36pp.)

Session 3B- 4/15-

Nevins, Joseph. "Chapter 7- The Effects and Significance of the Bounding of the United States." *Operation Gatekeeper and Beyond: The War on "Illegals" and the Remaking of the U.S.-Mexico Boundary*. Taylor & Francis, 2010, 155-188 (33pp.)

Session 3C- 4/17-

Nevins, Joseph. "Chapter 8- Security in the Age of Global Apartheid." *Operation Gatekeeper and Beyond: The War on "Illegals" and the Remaking of the U.S.-Mexico Boundary*. Taylor & Francis, 2010, 155-188 (33pp.)

Unit III. Border Foundations: Racialization and Gendering in Border Vigilance

Week 4 work volume: 87pp. of reading (approx. 5.5 hrs. of reading) + 25 mins. of video watching

Session 4A- 4/20-

Stern, Alexandra Minna. "Nationalism on the Line: Masculinity, Race, and the Creation of the U.S. Border Patrol, 1910–1940." *Continental Crossroads: Remapping U.S.-Mexico Borderlands History*. Duke University Press, 2004, 299-328 (29pp.)

Session 4B- 4/22-

Molina, Natalia. "The Long Arc of Dispossession: Racial Capitalism and Contested Notions of Citizenship in the U.S.-Mexico Borderlands in the Early Twentieth Century." *The Western Historical Quarterly* 45, No. 4 (Winter 2014): 431-447 (16pp.)

Gutiérrez, Ramón. "Chapter 16- Sexual Transgression on the U.S.-Mexico Border." *Mapping Multiculturalism*. Minneapolis: University of Minnesota Press, 1996, 253-262 (9pp.)

Session 4C- 4/24-

Lawston, Jodie M. and Ruben R. Murillo. "Policing Our Border, Policing Our Nation: An Examination of the Ideological Connections between Border Vigilantism and U.S. National Ideology." Loyd, Jenna M., Mitchelson, Matt, and Burrige, Andrew, eds. *Beyond Walls and Cages: Prisons, Borders, and Global Crisis*. Athens: University of Georgia Press, 2012, 181-187 (6pp.)

Oliviero, Katie E. "Sensational Nation and the Minutemen: Gendered Citizenship and Moral Vulnerabilities" *Signs* 36, No. 3 (Spring 2011): 679-706 (27pp.)

Watch: "Rights on the Line: Vigilantes at the Border" (2005, 25 mins.) - - *I will provide a link that will allow you to stream the movie from your computer*

Unit IV. Border Vigilance and the Social Construction of (the) Disease(d)

Week 5 work volume: 87pp. of reading (approx. 5.5 hrs. of reading) + 26 mins. of video

watching

Session 5A- 4/27-

Markel, Howard and Stern, Alexandra Minna. "The Foreignness of Germs: The Persistent Association of Immigrants and Disease in American Society." *The Milbank Quarterly* 80, No. 4 (2002): 757-782 (25pp.)

Session 5B- 4/29-

Stern, Alexandra Minna. "Buildings, Boundaries, and Blood: Medicalization and Nation-Building on the U.S.-Mexico Border, 1910-1930. *The Hispanic American Historical Review* 79, No. 1 (Feb., 1999), pp. 41-81 (40pp.)

Unit V. The Border and Settler Colonialism

Session 5C- 5/1-

Luna-Firebaugh, Eileen M. "The Border Crossed Us: Border Crossing Issues of the Indigenous Peoples of the Americas." *Wicazo Sa Review* 17.1 (2002): 159-181 (22pp.)

Watch: "The Border Crossed Us" (2005, 26 mins., directed by Rachael J. Nez Dine') - *I will provide a link that will allow you to stream the movie from your computer*

INTERLUDE: The Border as Purgatory

Week 6 work volume: 32pp. of reading (approx. 5.5 hrs. of reading) + 2.8 hrs. of video watching

Session 6A- 5/4-

Watch: "Purgatorio: A Journey into the Heart of the Border" (2015, 80 mins. directed by Rodrigo Reyes) - *I will provide a link that will allow you to stream the movie from your computer*

Session 6B- 5/6-

Watch: "Sleep Dealer" (2009, 90 mins. directed by Alex Rivera) - *I will provide a link that will allow you to stream the movie from your computer*

Unit VI: The Border as a "Membrane" of Neoliberal Globalization

Session 6C- 5/8-

Heyman, Josiah. "Chapter 2- Political Economy and Social Justice in the US-Mexico Border Region" In: *Social Justice in the U.S.-Mexico Border Region*. M. Lusk et al. (eds.). New York: Springer, 2012, 41-55 (14pp.)

Fernández-Kelly, Patricia, and Massey, Douglas S. "Borders for Whom? The Role of NAFTA in Mexico-U.S. Migration" *ANNALS AAPSS*, 610 (March 2007): 98-116 (18pp.)

Week 7 work volume: 63pp. of reading (approx. 5.5 hrs. of reading) + 68 mins. of video

watching

Session 7A- 5/11-

Watch: "Maquilapolis: City of Factories" (2006, 68 mins., directed by Vicky Funari) - *I will provide a link that will allow you to stream the movie from your computer*

Unit VII: The Border and the Outsourcing of Environmental Injustice

Session 7B- 5/13-

Bandy, Joe. "Reterritorializing Borders: Transnational Environmental Justice Movements on the U.S./Mexico Border." *Race, Gender & Class* 5, No. 1(1997): 80-103 (23pp.)

Session 7C- 5/15-

Peña, Devon G. "Chapter 9: Promised Land or Wasteland?" *The Terror of the Machine: Technology, Work, Gender & Ecology on the U.S.- Mexico Border*. Austin: UT Press, 1997, 334-374 (40pp.)

Unit VIII. Narco-Culture and Border Violence

Week 8 work volume: approx. 110pp. of reading (approx. 5.5 hrs. of reading)

Session 8A- 5/18-

Muehlmann, Shaylih. "Introduction: Life at the Edge of the War on Drugs." *When I Wear My Alligator Boots: Narco-Culture in the U.S. Mexico Borderlands*. Berkeley, CA, USA: University of California Press, 2013, 1-27 (27pp.)

Correa-Cabrera, Guadalupe. "The Spectacle of Drug Violence: American Public Discourse, Media, and Border Enforcement in the Texas-Tamaulipas Border Region During Drug-War Times." *Norteamérica* 7, no. 2 (December, 2012): 199-214 (15pp.)

Unit IX. Refugees and Border Fears

Session 8B- 5/20-

Turkewitz, Julie. "Fear Is Driving Young Men Across the U.S. Border." *The Atlantic* (June, 2014):

Campbell, KM. "A Dry Hate: White Supremacy and Anti-Immigrant Rhetoric in the Humanitarian Crisis on the US-Mexico Border" *West Virginia Law Review* (Spring 2015)

Session 8C- 5/22-

Luibheid, Eithne. "Chapter 5- Rape, Asylum, and the U.S. Border Patrol. *Entry Denied: Controlling Sexuality at the Border*. Minneapolis: University of Minnesota Press, 2002, 103-136 (33pp.)

Cantú Jr., Lionel. "Well Founded Fear: Political Asylum and the Boundaries of Sexual Identity in the U.S.-Mexico Borderlands." In: *Queer Migrations : Sexuality, U.S. Citizenship, and Border Crossings*. Edited by Eithne Luibheid and Lionel Cantú, Jr. Minneapolis: University of Minnesota Press, 2005, 61-70 (9pp.)

Unit X. The Border as a Space of Gendered Labor Exploitation, Sexual Violence, and Femicide

Week 9 work volume: 83pp. of reading (approx. 5.5 hrs. of reading) + 2 hrs. of video watching

Session 9A- 5/25 - Memorial Day - No Class-

Watch: "Performing the Border" (1999, 42 mins., directed by Ursula Biemann) - *I will provide a link that will allow you to stream the movie from your computer*

Falcón, Sylvanna. "Rape as a Weapon of War: Advancing Human Rights for Women at the U.S.-Mexico Border." *Social Justice* 28, no. 2 (2001): 31-47 (16pp.)

Session 9B- 5/27-

Gaspar de Alba, Alicia. "The Maquiladora Murders, or, Who is Killing the Women of Juárez, Mexico?" *Latino Policy and Issues Brief*, no. 7 (August 2003): (3pp.)

Pantaleo, Katherine. "Gendered Violence: An Analysis of the Maquiladora Murders." *International Criminal Justice Review* 20, no. 4 (2010): 349-365 (16pp.)

Watch: "Señorita Extraviada" (1993, 76 mins., directed by Lourdes Portillo) - *I will provide a link that will allow you to stream the movie from your computer*

Unit XI. Organizing for Social Justice at the Border

Session 9C- 5/29

Téllez, Michelle and Sanidad, Cristina. 'Giving Wings to our Dreams': Bi-national Activism and Worker's Rights Struggles in the San Diego/Tijuana Border Region in *Border Politics: Social Movements, Collective Identities and Globalization*. Edited by Jennifer Bickham Mendez and Nancy A. Naples. New York: NYU Press, 2014, 323-349 (26pp.)

Téllez, Michelle. *Community of Struggle: Gender, Violence and Resistance on the U.S.-Mexico Border*. Gender and Society, Special Issue: Gendered Borderlands; Volume 22, No. 5. (2008): 545-567 (22pp.)

Unit XII. Reimagining the Border through Writing, Art, and Activism

Week 10 work volume: 63pp. of reading (approx. 3 hrs. of reading)

Session 10A- 6/1-

Anzaldúa, Gloria. "The Homeland, Aztlán/ El otro México." *Borderlands/La Frontera*, 1-13 (13pp.)

Kun, Josh. "The Aural Border." *Theatre Journal* 52 (2000): 1-21 (21pp.)

Session 10B- 6/3-

Raley, Rita. "Border Hacks: The Risks of Tactical Media." *Risk and the War on Terror*. New York: Routledge, 2008, 197-217 (20pp.)

cardenas, micha, and Carroll, Amy Sara, and Stalbaum, Brett. "The Transborder Immigrant Tool: Violence, Solidarity and Hope in Post-NAFTA Circuits of Bodies Electr(on)/ic" (9pp.)

Session 10C- 6/5-

No Readings Assigned/ Time to Catch up and review!