

ETHN 116:
The United States-Mexico Border In Comparative Perspective
Winter 2011

Professor: Maria Teresa Ceseña

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Office Hours: Mon./Weds 3:00-5:00

Class Time: MWF 2:00-2:50, Room: SEQUO 147

COURSE DESCRIPTION:

Following the recent passage of Senate Bill 1070 in Arizona, the U.S.-Mexico border has been even more intensely magnified as a 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, flows of migration, or rather the containment of these flows has necessitated a clear demarcation of what constitutes Americans, Mexicans, and indigenous people. Citizenship in both countries 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. When examined in the context of the U.S. War on Terror, it becomes even clearer that the struggles of Mexicans trying to claim citizenship, Americans trying to deny/reinforce citizenship, the struggles of American Indians seeking sovereignty on their own terms, as well as the multitude of “American” immigrant experiences are inextricably linked; containing the problem “at home” means reinforcing the U.S.-Mexico border, and the assumed authority of the U.S. in defining “American” power, identity, and territoriality. This course will examine processes of immigration, settlement, and border making as they are used to produce dominant discourses about citizenship and sovereignty, and what effects these discourses have on Immigrant communities, particularly on Mexicans, Chicanos, and Native peoples in the United States.

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 either be made available on WebCt.*****

COURSE REQUIREMENTS:

NOTE: You must earn a passing grade in each of the following assignments in order to pass this course. Passing is 60% (D-). Failure in any of the following assignments will result in an automatic failure of the entire course.

Quizzes.....	25%
Mandatory Office Hour Visit.....	5%
Attendance.....	10%
Reflection Papers.....	15%
Media Analysis/Discussion.....	15%
Final Paper/Project.....	30%

Quizzes (25%)—There will be six (6) short quizzes interspersed throughout the semester, however, I will only count your five (5) best quiz scores (worth 5% each). This provides you with the option of either dropping your lowest quiz score, or missing one quiz due to absence. 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. Also, if you take all six quizzes and you receive a perfect score on any one of them, that quiz will count as extra credit to be added to your final grade.

Mandatory Office Hour Visit (5%)—Each of you must meet with me for a 10-15 minute office hour visit by the end of Week 3. A sign-up sheet will be circulated during the first class meeting. When you arrive to your scheduled meeting, you must come prepared to discuss the following: 1) Why you are taking this class, 2) Your expectations of the class, 3) One question for each of the assigned readings for that week, and 4) One question related to any of the class lectures/discussion up to that point.

Attendance (10%)—Since it is difficult to take attendance each day for a large class, I will take attendance randomly ten (10) times throughout the quarter. If you are present, you will receive a point. If you are absent, you will lose one point from your total attendance points. This will help motivate you to be present for every class meeting.

Absence Make Up Policy—If you missed a day when attendance was taken, you will have an opportunity to make up (up to two [2] missed absences) by coming to visit me in office hours within the same week that the absence occurred.

NOTE: If you miss 5 attendance points (50% of the total attendance grade) and you do not make them up through the “Absence Make Up Policy,” you will receive a failing grade for this portion of the grade, and thus, a failing grade for the entire class.

Reflection Papers (15%)—All students must write a total of three (3) reflection papers that are 3-5 (double-spaced) pages in length. Papers should synthesize the main arguments of the reading(s) and connect them to larger course themes and discussions. Though the reflection papers will be due on specified dates (see course schedule), you may write your reflection paper on any week’s readings up to that point.

Media Analysis/Discussion (15%)—All students must pick one week of the quarter in which they will be responsible for bringing in an image or an article that deals specifically with themes/issues related to that week. If you have any doubts about the images or articles you’ve chosen, please feel free to run your ideas by me ahead of time, either in office hours, after class, or via email. I am happy to give suggestions and it would behoove you to check with me as to whether you’re on the right track. I am always happy to help! How does the image or article either challenge or reaffirm popular notions and ideologies (of immigration, the border, violence, national security, terrorism, etc.) in relation to gender, sexuality, and/or race? Students will begin by presenting a brief summary of the article, or showing a video clip or image, then break it down for the class, as well as encourage the rest of the class to participate. Presentations with discussion should last 10-15 minutes and will take place every Friday. Because of the size of the class, this will be a group assignment rather than an individual one. Groups will be chosen during the 2nd day of class.

Final Project (25%)—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: The US-Mexico Border as a Framework for Analysis and Understanding

January 1-7

--Gómez-Peña, Guillermo. “Border Hysteria and the War Against Difference” (196-203) in TDR: The Drama Review, Volume 52, Number 1 (T197) Spring 2008.

--Amoore, Louise and Alexandra Hall. “Border theatre: on the arts of security and resistance.” Cultural Geographies 2010 (p. 299-319)

Week Two: US Racial Formations in the Threat of “the other”

January 10-14

Reflection Paper #1 Due: Friday 1/14

--Naber, Nadine. “Introduction: Arab Americans and U.S. Racial Formations” (1-45) in Race and Arab Americans Before and After 9/11: From Invisible Citizen to Visible Subject. Jamal, Amaney and Nadine Naber, Eds. New York: Syracuse University Press, 2008.

--Gualtieri, Sarah M. “Strange Fruit? Syrian Immigrants, Extralegal Violence, and Racial Formation in the United States” (147-169) in Race and Arab Americans Before and After 9/11: From Invisible Citizen to Visible Subject. Jamal, Amaney and Nadine Naber, Eds. New York: Syracuse University Press, 2008.

Week Three: Historicizing and Theorizing the Role of the Border in U.S. (Im)migrations

January 19-21

NO CLASS ON MONDAY 1/17 (Dr. Martin Luther King Jr. Holiday)

--Mae M. Ngai, "Introduction," (1-14) Ch. 1 "The Johnson-Reed Act of 1924 and the Reconstruction of Race in Immigration Law," (17-55) and Ch. 2 "Deportation Policy and the Making and Unmaking of Illegal Aliens," (56-90) in *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton: Princeton University Press, 2004: 1-90.

Week Four: Labor, Migration, and Violence

January 24-28

--Bacon, David. "Introduction" (1-17) and "Tijuana's Maquiladora Workers" (60-79) in *The Children of NAFTA: Labor Wars on the U.S. Mexico Border*. Berkeley: University of California Press, 2004.

--Sirota, David. "Chapter 7: Mainstreaming the Militia" (206-251) in *The Uprising: An Unauthorized Tour of the Populist Revolt Scaring Wall Street and Washington*. New York: Crown Publishers, 2008.

--Pulido, Alberto Lopez and Olivia T. Ruiz. "Dismantling Borders of Violence: Migration and Deportation Along the U.S.-Mexico Border" (127-143). In *U.S. Catholic Historian*.

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

January 31-February 4

--Luibheid, Eithne. "Introduction: Power and Sexuality at the Border," (ix-xxvii) Ch. 1 "Entry Denied: A History of U.S. Immigration Control," (1-30) Ch. 2 "A Blueprint for Exclusion: The Page Law, Prostitution and Discrimination Against Chinese Women," (31-53) in *Entry Denied*. Minneapolis and London: University of Minnesota Press, 2002, pp. ix-53.

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

February 7-11

Reflection Paper # 2 Due: Friday 2/11

--Luibheid, Eithne. Ch. 3 "Birthing a Nation: Race, Ethnicity, and Childbearing," (55-76) Ch. 4. "Looking Like a Lesbian: Sexual Monitoring at the United States-Mexican Border," (77-102), Ch. 5 "Rape, Asylum, and the US Border Patrol" (103-136), "Conclusion" (137-146).

Week Seven: Indigeneity, Sovereignty, and the U.S.-Mexico Border

February 14-18

--Luna-Firebaugh, Eileen M. "The Border Crossed Us: Border Crossing Issues of the Indigenous Peoples of the Americas" (159-181) in *Wicazo Sa Review*, Vol. 17, No. 1, Sovereignty and Governance, I (Spring, 2002).

--Smith, Andrea. "Chapter 8: U.S. Empire and the War Against Native Sovereignty" (177-191) in *Conquest. Sexual Violence and American Indian Genocide*. Cambridge: South End Press, 2005.

--Carrico, Richard. "Chapter III: California Statehood: 1850-1860" (51-63) and "Chapter IV: Local Relations: Violence & Dispossession, 1850-1880" (65-87) in *Strangers in a Stolen Land. Indians of San Diego County from Prehistory to the New Deal*. San Diego: Sunbelt Publications, 2008.

Week Eight: A Fine Line between Fiction and Reality

February 23-25

NO CLASS MONDAY 2/21 (President's Day Holiday)

--Urea, Luis Alberto. *The Devils Highway*. New York: Hatchett Book Group, 2008. (Ch. 1-9)

Week Nine: A Fine Line between Fiction and Reality

February 28- March 4

--Urea, Luis Alberto. *The Devils Highway*. New York: Hatchett Book Group, 2008. (Ch. 10-16)

Week Ten: Creative Spaces of Life and Resistance

March 7-9

NO CLASS FRIDAY 3/11

Reflection Paper # 3 Due: Friday 3/11 VIA EMAIL (mcesena@ucsd.edu)

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

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

--Electronic Disturbance Theater. "The Transborder Immigrant Tool, Violence, Solidarity and Hope. A talk by the Electronic Disturbance Theater" (1-11). Unpublished Paper.

--Lane, Jill. "Digital Zapatistas" (129-144) in The Drama Review 47, 2 (T178), Summer 2003.

FINAL EXAM: MONDAY 3/14 (3:00-5:59 PM)

LOCATION: TBA

FINAL PROJECT DUE!

Majoring or Minorin 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