

University of Texas at El Paso
Instructor's Course Requirements
Spring 2024

I. Course Number and Instructor Information

Course: CRIJ/INSS 5343 Crime and Border Security
CRN: 26405 and 26589
Meets: Wednesday – 6 p.m to 8:50 p.m
Classroom: Education Building Room #114
Semester: January 17, 2024 – May 2, 2024
Instructor: Juan F. Campos
Email: jfcampos3@utep.edu
Office Hours: Mon/Wed 1:30 – 3 p.m & Tue/Thur 11 a.m to 1 p.m., or by
appointment.
Prospect Hall, office number 207

Communication

Should you have any questions or concerns throughout the course, please do not hesitate to call, visit or email me.

II. Purpose of the Course

- This course studies U.S.-Mexico Border Security and the role of Homeland Security and Criminal Justice in securing the border. This course focusses on the impact of globalization on crime with special emphasis on human, drug, and arms trafficking along the U.S.-Mexico Border. Further emphasis will be made on comparative examples from border regions around the world with close description and analysis on drug cartels, criminal gangs, and government corruption. This course will also provide an overview of the future of borders and boundaries in the United States.

Learning Management System:

- This course will be taught as a face-to-face course, but I will utilize Blackboard extensively for class announcements, discussion boards, assignments, midterm and final exam. All materials related to this course can be viewed via blackboard.

Educational Philosophy

- My philosophy of teaching is based on a belief that learning needs to be student centered and that students need to be equal partners in the learning process. The goal of my teaching is active and cooperative learning. I find that when I can convey my own enthusiasm for the criminal justice profession, it is often contagious enough that students become engaged in the learning process. Through academic research, I encourage students to tackle problems creatively, which helps them to learn to think outside conventional boundaries and to seek the deeper meaning of a concept or finding. These efforts foster personal and intellectual fulfillment. My emphasis is on helping the student to learn, rather than just dispensing knowledge to them. My role involves using my expertise to put the necessary information in the hands of students so they are well equipped to find and answer their own questions.

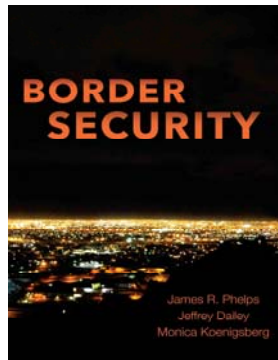
III. Course Objectives

After completion of the course, students will be able to:

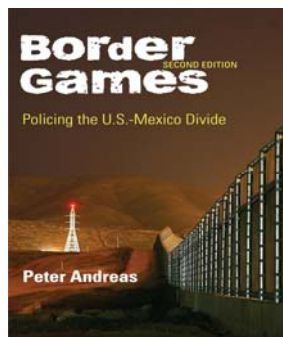
- Define security comprehensively as it refers to the border region, giving consideration to distinctions between national, homeland, and human security
- Understand the various definitions of “borders”, including geographical, political, and economic
- Understand what “border security” actually is, in relation to different types of borders and how the concept developed historically
- Understand Border Patrol Operations, from 1904 to present day
- Understand present-day physical border security, including the various Border Fences, Operation Gatekeeper, and the effects of illegal immigration
- Describe the contribution of intelligence analysis to border security
- Describe maritime border security, the relationship between border security and transnational crime, transportation security as impacted by borders, and “solutions” to security along both the southern and northern borders of the United States

Text and Materials

Required text:



Phelps, J., Dailey, J. & Koenigsber, M. *Border Security*. Carolina Academic Press, 2018. ISBN 978-1-61163-821-9. Available at UTEP bookstores.



Andreas, P. (2009). *Border Games* (2nd Ed.). Ithaca, NY: Cornell University Press. ISBN-978- 0801475405

IV. Academic Requirements (Course requirements conform with UTEP Policies):

Course Requirements

Point Value Summary:

Activity or Assignment	Point Value
Exam #1(Mid-Term)	100
Exam #2 (Final)	100
Discussion Questions	100
Assignments	100
Academic Policy Research Proposal Paper	120
Group Border Security Debate	70
Course Summary	20
Participation	50
Total Points	660

Evaluation Methods

- **Exams (200 points)**

- Students will be given a total of two (2) written examinations (midterm and final) to measure their understanding of the course content. Examinations will consist of essay questions. Written exams are valued at 100 points each. Exams must be taken on the date of the scheduled exam.

Exams

Midterm (course material weeks 1-7) **Exam 1 = 100 points**

Final (course material weeks 8-15) **Exam 2 = 100 points**

Total = 200 points

- **Discussion Questions (100 points)**

- During this course, you will have 10 *discussion questions* (between weeks 2 - 14) to answer in the Blackboard Discussion Board. Original response should be done by Wednesday to allow peers ample time to respond and collaborate. You will be required to respond *substantively* to the question, and respond *substantively* to two others within the discussion forum as well. This will require a minimum of three substantive posts for each unit discussion (one original post and two

response posts per week). You will not see other student posts until you have responded first to the discussion question. I encourage you to post your original response early, and more than just the bare minimum. The instructor will remain active in discussion board. ***Look out for follow-up questions to posts from instructor.***

- Each weekly discussion will be worth up to **10** points. Your collaborative group discussions are theoretical in nature and mostly related to the issues to be covered in the textbook and/or article reading assignments. Please note that both quantity and quality are important considerations when it comes to participation, and substantive posts need to move the discussion forward. For example, a message that restates the post to which you respond, or that essentially says, "I agree," does not constitute participation because it does not add anything new of substance to the discussion. Likewise, off-topic posts do not constitute participation because they do not relate to the original discussion. Discussion posts need to have a 'meaty' combination of your insights on the topics and objectives, specific examples from your experience, and support from the course readings or other scholarly sources. Think of substantive like a formula: **Your Insight + Example from your Experience + Support = Substantive.**
- Students must provide in-text citations in your ORIGINAL POST to support their views/perspectives and provide a full reference at the end of the original post. In-text citations or reference are not required but encouraged in PEER RESPONSES.
- Discussion Board Rules: All of your discussion posts must be substantive. Substantive posts provide your educated opinion based on what you have read and when appropriate, personal experiences combined. Non-substantive posts are passing comments, or a repeat of what another student said. Substantive posts bring new information into the discussion allowing for others to respond to you as well. Discussions are to be collaborative where all of you are educating each other on the topic.
- All discussions will be open for one week (SUN-SAT midnight).

Assignments (25 points per assignment = 100 points)

- Students are required to complete four assignments found in Weeks 5, 6, 10 and 14. Assignments are **worth 100 points total**. Students shall follow instructions outlined in each assignment. Assignments are located in the Assignment link in blackboard. See syllabus calendar for due dates.

- **Academic Policy Research Proposal Paper (120 points)**
 - Students are required to complete one academic policy research proposal paper. Your assignment is to select a problem area/issue in border security and prepare a policy research proposal to include a diagram identifying independent and dependent variables.
 - Students shall conduct research on a specific policy problem in border security of your choice. You should be thinking of a border security topic/issue that interests you while doing the readings for the class. Research Proposal Paper is worth **120** points.

- **Academic Policy Research Proposal Protocols**
 - Before we as citizens, government officials or policy analysts can make a difference in solving problems in border security, we need to understand what causes those problems. It is only when we can identify the suspected causes that we can design interventions to solve the problem or at least lessen the severity of the problem. A policy/law research proposal is a good way to introduce the rationale for a proposed approach to the investigation of a specific policy problem. One way to get a better grasp of the problem is to “model” the problem, actually “diagram” the problem and include it to support the policy research proposal. In the model, the analyst identifies those factors (independent variables) which the analyst believes is causing or contributing to the problem (dependent variable). The analyst cannot account for all of the variables so only the most significant variables are entered into the model. The analyst looks at the interrelationships among the field of independent variables as well. Based upon the variables chosen by the analyst and resources of the agency, the analyst can then develop “interventions” (also called policies) to produce the goals desired by corrections.

The protocol/guidelines for the paper is below:

- **Identify a problem** - Select a problem in border security for your topic. Select a problem that you believe needs fixing, e.g., immigration enforcement, alien or drug smuggling, border security intelligence, etc.
- **Introduction/Abstract** - Include a one paragraph summary of the proposal covering the significant aspects of the problem addressed, the hypothesis to be tested, the cases used and the expected results.
- **Rationale for the Research** - Explain the rationale for the research to establish the need for the proposed research.

- **Goals and Objectives** – Include how the research project will contribute to the solution of the identified problem.
- **Diagram** - Present a diagram and identify the dependent variable and your field of independent variables. Use arrows, lines, and valences to show the interrelationships among the variables. Conduct research for evidence to support why you included the variables you used. Give a narrative explanation of your model explaining the relationships among the variables.
- **Research Methods** – Provide a detailed plan of how you will gather and analyze the data needed to answer the research questions.
- **Expected Results – Policy Relevance** – Present what type of policy-relevant insight the study is expected to generate and how this insight could be used to lobby for policy change in border security.

Mechanics of Paper

- Papers should be typed and double-spaced, use Times New Roman, twelve-inch font with one-inch margins, be between 12 to 15 pages in length (not including title and reference page), and use **APA (6th edition)** format. I highly recommend that you review the APA style information the instructor will provide in class. Please read UTEP’s plagiarism policy, and research papers must be original and not previously used for a previous course. Use quotes and paraphrasing appropriately.
- Instructor will provide and discuss grading rubrics in class.
- I will not accept a late paper. The paper must be submitted electronically through Blackboard. **Do not email it to me.**
- **Group Border Security Debate (70 points)**
 - Students will be expected to participate in a group border security debate in class. Border security issue and groups shall be assigned by the instructor. Instructor will provide debate guidelines in class.
- **Course Summary (20 points)**
 - Students are required to complete a one-page summary of what was learned (1.5 spacing) in the class. Title page is required. Submit course summary via blackboard.
- **Participation (50 points)**
 - Students are expected to attend every face to face class with the required textbook(s). They should also have note taking materials

available. Students are required to read the scheduled chapters/articles in advance in order to participate in classroom discussion.

- If you are not able to attend class let me know in advance. This course is a graduate course, in that students will be expected to make a meaningful contribution to the discussion, and carry a large part of the conversation. The class works best when students are engaged. Consistent attendance, coupled with thoughtful participation that advances the class discourse, are required to earn full credit.

Missed Classes Final	Course Grade Penalty
One	No Penalty
Two	B or less
Three	C or less
Four or more	F

Any ongoing issue(s) that may preclude a student from attending and participating in class may merit an excused absence, and should be discussed with the professor in a timely manner, not toward the end of the semester. An excused absence will be granted at the discretion of the professor.

- **Grading Scale**

The grading scale is shown below:

Points	Letter Grade
594-660	A
528-593	B
462-527	C
396-461	D
0-395	F

- **The University Writing Center:** The University Writing Center is located in Library, Room 227. The University Writing Center offers free synchronous online one-on-one writing assistance for UTEP Connect students. Graduate and undergraduate consultants work with writers on projects for a wide variety of classes and provide assistance during all parts of the writing process, including: prewriting, drafting, revising, and editing. Online assistance is available by appointment through the UWC's website (uwc.utep.edu). Most UWC consultants are bilingual Spanish and English speakers. Consultants will not edit your paper for you, and you are the one ultimately responsible for the work you submit and the grade you earn. Instead, Writing Center consultants will guide you through the writing process and teach you valuable writing skills. They are open M-Th 9:00-

5:00 p.m., Fr 9:00-2:00 p.m., and Sundays 12:00 -5:00 p.m. Appointments are recommended well before the deadline, but they will take walk-ins. Visit the UWC's website to learn more about the services they provide, or make an appointment for an online consultation. Online consultations take place during regular business hours (see website) and must be made at least one day in advance.

- **Technical Assistance:** The University of Texas at El Paso offers complete technical information and help desk support at <http://issweb.utep.edu/techsupport/>.

V. Instructor's Policies

a. Withdrawal Procedures

- It is the student's sole responsibility to withdraw from the course. I will award an "F" for those who do not attend, nor drop the course. See the school catalog for policies and procedures.

b. Academic Honesty

- Students are expected to conduct themselves in blackboard in a manner that does not violate the UTEP Code of Conduct. Acts in violation of the Code of Conduct will not be tolerated.
- Academic dishonesty will not be tolerated. Students should beware of the UTEP Handbook of Operating Procedures. Academic dishonesty may include, but is not limited to cheating on a test, plagiarism, making false statements and collusion.
- "Plagiarism" is defined as the appropriating, buying, receiving as a gift, or obtaining by any means another work and the unacknowledged submission or incorporation of it in one's own written work. This course may utilize third party software that has the ability to automatically detect plagiarism on documents submitted for grading.
- "Collusion" is defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.
- "Cheating on a test" shall include:
 - a. Copying from another student's test paper.
 - b. Using test materials not authorized by the teacher.
 - c. Collaborating with or seeking aid from another student during a test.
 - d. Knowingly using, buying, selling, stealing, or soliciting, in whole in part, the contents of an unadministered test.
 - e. Bringing another person to obtain an unadministered test.

- Turning in someone else's work as your own constitutes academic dishonesty. A grade of zero (0) will be assigned on any assignment/test found to be obtained under any of the items listed above in numbers 1-5.

c. Student Accommodations Statements

- In sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008, if a student needs an accommodation then the Center for Accommodations and Support Services (CASS) located at UTEP need to be contacted. If you have a condition, which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Center for Accommodations and Support Services (CASS) <http://sa.utep.edu/cass/>. Students who become pregnant or have parenting responsibilities may also request reasonable accommodations. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. The UTEP Center for Accommodations and Support Services (CASS) will process requests for accommodations based on a disability, pregnancy, or parenting. Contact the Center for Accommodations and Support Services at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.
- Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and the Center for Accommodations and Support Services at The University of Texas at El Paso.

d. UTEP Drop Policy

- If unforeseen circumstances happen where a drop is necessary, *students* are responsible for initiating any course drop. It is the student's responsibility to determine how dropping courses may affect financial aid. Students are limited to dropping no more than 6 courses over their entire academic career of all courses taken at any public college or University in Texas.
 1. Students who drop a course *before the "official census date,"* the course will not appear on the transcript, and doesn't count toward the 6-course drop limit.
 2. Dropping a course *after the official census date, but before the "course drop date"* will generate a "W" in the course—although the drop shows on your transcript, a "W" does not lower your GPA. However, this type of drop counts against your 6 drop limit.

3. If the course is dropped *after the “course drop date”* or if the student just stops coming/taking tests, etc., UTEP requires the instructor to issue an “F” in the course that permanently remains on the transcript. This type of drop counts against the 6 drop limit.
4. UTEP also allows instructors to administratively drop any student because of excessive absences, lack of effort, or disciplinary reasons. In this case, the student will be notified of the course drop through their UTEP email account. A “W” will be issued if the drop occurs before the course drop date, and an “F” will be issued if a student is administratively dropped for disciplinary reasons or after the course drop date. This type of drop counts against the 6 drop limit.
5. If circumstances occur where a student must miss an excessive number of classes and/or is unable to submit multiple assignments (e.g., student medical reasons, medical conditions of a family member, death of a family member, active military service), they should first discuss the possibility of withdrawal from all classes with their academic advisor. Complete withdrawals from all classes in the same semester do not count against the 6 drop limit.

VI. Classroom Calendar

Weekly Classroom Activities and Exams

Week	Reading Assignment	Activities
Week 1 JAN 17	Introduction to Course and Syllabus Review	Syllabus Review
Week 2 JAN 24	<p>Andreas (2009) Chapter 1</p> <p>Phelps et al. (2018) Chapter 1</p> <p><u>Article:</u> Newman, D. (2003). On borders and power: A theoretical framework. <i>Journal of borderlands studies</i>, 18(1), 13-25.</p> <p><u>Article:</u> Newman, D. (2006). The lines that continue to separate us: borders in ourborderless' world. <i>Progress in Human geography</i>, 30(2), 143-161.</p>	Group Discussion 1
Week 3 JAN 31	<p>Phelps et al. (2018) Chapter 2</p> <p><u>Article:</u> Bach, R. (2005). Transforming Border Security: Prevention First</p> <p><u>Article:</u> Cifani, G. (2016). The fortifications of Archaic Rome: social and political significance. <i>Focus on Fortifications. New Research on Fortifications in the Ancient Mediterranean and the Near East</i>, 82-93.</p>	Group Discussion 2

Week 4 FEB 7	<p>Phelps et al. (2018) Chapters 3</p> <p><u>Article:</u> Leonard, S. (2010). EU border and migration into the European Union: Frontex and Securitization through Practices</p>	Group Discussion 3
Week 5 FEB 14	<p>Andreas (2009) Chapter 5</p> <p>Phelps et al. (2018) Chapter 4</p> <p><u>Article:</u> Haddal, C, Yule, K. & Garcia M.J (2009). Border Security: Barriers Along the U.S. International Border</p> <p><u>Article:</u> Feigenberg, B. (2020). Fenced out: The impact of border construction on US-Mexico migration. <i>American Economic Journal: Applied Economics</i>, 12(3), 106-139.</p>	Group Discussion 4 Assignment 1 (Due February 14th by 11:59 p.m.)
Week 6 FEB 21	<p>Phelps et al. (2018) Chapters 5 and 6</p> <p><u>Article:</u> Basu, G. (2014). Combating Illicit Trade and Transnational Smuggling: key challenges for customs and border control agencies</p> <p><u>Article:</u> Walser (2010). U.S. Strategy Against Mexican Drug Cartels: Flawed and Uncertain</p>	Group Discussion 5 Assignment 2 (Due FEB 21st by 11:59 p.m.)
Week 7 FEB 28		Group Border Security Debate (IN CLASS)
Week 8 MAR 6		Exam 1 (Due MAR 6th-11:59 p.m)
Week 9 MAR 13	<i>SPRING BREAK – NO CLASS</i>	

Week 10 MAR 20	<p>Andreas (2009) Chapter 4</p> <p>Phelps et al. (2018) Chapter 7</p> <p><u>Article:</u> Tholen, B. (2010). The changing border: developments and risks in border control management of Western countries. <i>International Review of Administrative Sciences</i>, 76(2), 259-278.</p>	<p>Group Discussion 6 Assignment 3 (Due Mar 20th via blackboard by 11:59 p.m)</p>
Week 11 MAR 27	<p>Andreas (2009) Chapter 2</p> <p>Phelps et al. (2018) Chapter 8</p> <p><u>Article:</u> Hanson, G. H., Robertson, R., & Spilimbergo, A. (2002). Does border enforcement protect US workers from illegal immigration?. <i>Review of Economics and Statistics</i>, 84(1), 73-92.</p>	<p>Group Discussion 7</p>
Week 12 APR 3	<p>Phelps et al. (2018) Chapter 9</p> <p><u>Article:</u> Moteff, J. D., Copeland, C., Fischer, J. W., & Resources, Science, and Industry Division. (2003, January). Critical infrastructures: What makes an infrastructure critical?. Washington, DC: Congressional Research Service, Library of Congress.</p>	<p>Group Discussion 8 due Nov 14 via blackboard by 11:59 p.m</p>
Week 13 APR 10		<p>Group Discussion 9</p>
Week 14 APR 17	<p>Andreas (2009) Chapter 3</p> <p>Phelps et al. (2018) Chapter 10</p> <p><u>Article:</u> Dominguez, N. (2023). AMERICAN IMMIGRATION POLICY AND THE US-MEXICO BORDER CRISIS.</p> <p><u>Article:</u> Morales, M. C., Morales, O., Menchaca, A. C., & Sebastian, A. (2013). The Mexican drug war and the consequent population exodus: Transnational movement at the US-Mexican border. <i>Societies</i>, 3(1), 80-103.</p>	<p>Group Discussion 10 Assignment 4 (Due April 17 via blackboard by 11:59 p.m)</p>
Week 15 APR 24	<p>Andreas (2009) Chapter 6</p> <p>Article: Lichtenwald, T., Perri, F., & MacKenzie, P. (2009). Smuggling multi-consignment contraband. <i>Inside Homeland Security</i>, 7(2), 17-31.</p>	<p>Academic Policy Research Proposal Paper due Apr 24 via blackboard by 11:59 p.m</p>

Week 16
MAY 1

Exam 2
Course Summary
Due May 1st by 11:59
p.m via blackboard)