

Syllabus
The University of Texas at El Paso, College of Education
Educational Leadership and Foundations
College of Education
Educational Leadership and Foundations
Social and Symbolic Borders in Education (EDAD 6318)
Spring 2024

Wednesday; 6:00 pm - 8:50 pm; Educ., Rm. 411

This class will be delivered in a hybrid format. Some classes will be held face-to-face, and others will be held via Blackboard (in a synchronous modality).

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Telephone #: (915) 747-7614

Office hours:

- COE Rm 501-C (when F2F classes): Monday & Wednesday, 4:00 pm to 5:30 pm.
 - Virtual via Zoom: Tuesday, 11:00 am to 1:00 pm (set up an appointment by email); other times and platforms by appointment.
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Course Description

“Border” is a broad category referring to many different conceptualizations. It can be viewed as a site of economic management or biopolitical management, a site of regulation and control. In such a context, it is argued that “border” is today less and less a geographical linear demarcation and rather multiple entities. It can also be an ideological category, a site of protection of the conditions of reproduction of class, gender, race, and other power relations producing divides. Or, an unstable, contingent space of tension where the ordering field and its mechanisms are brought into question and opposed; where they can be bypassed and endangered by border-crossers and border dwellers.

We are all privileged to live and work at an international territorial borderline. In previous semesters, we could have taken advantage of opportunities to observe 'el otro lado.' However, given the current situation, travel for class purposes has become complicated. Nonetheless, it is highly recommended to experience as much as you can the culture of, at least, northern Mexico.

In this course, we will review literature and research on “borders” in international, jurisdictional, economic, identity, and metaphoric senses, focusing especially on the U.S.-Mexico border. We will also analyze and compare educational policies and programs situated inside different “borders,” where contrasting policies and civic capacities lead to different outcomes.

Aim of the course

The aim of the course is for the participants to obtain knowledge about and insight into the issue of borders and specifically the US-Mexico region from a political, socio-economic, spatial, and cultural perspective. Interdisciplinary perspectives in researching borders are important because, as Emmanuel Brunet-Jailly (2005) describes, “[interdisciplinary] lenses should not only help our understanding of how structure and agency interact with the formation of borders and borderlands, but also help guide our analysis of structure and agency, according to levels of analysis” (p. 634).

Upon completion of this course, the student will be able to: Understand and describe the different concepts that shape an individual’s meaning of border; discuss the concept of “borders” in international, jurisdictional, economic, identity, and metaphoric senses; describe “border” from a political, socio-economic, spatial, and cultural perspectives; and demonstrate a deep understanding of the history, current-status and prospects of education along the U.S.- Mexico border region.

Learning Modules

This course is designed using a modular format; each week is “packaged” as a single module so that all the materials, lecture notes, submission areas, and discussion posts are in one area for a given week.

Technology Requirements

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP’s Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with the technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

Course Communication

Because this is an online class, we will not see each other in the ways you may be accustomed to: during class time, small group meetings, and office hours. However, there are a number of ways we can keep the communication channels open:

Office hours:

- COE Rm 501-C (when F2F classes): Monday & Wednesday, 4:00 pm to 5:30 pm.
- Virtual via Zoom: Tuesday, 11:00 am to 1:00 pm (set up an appointment by email); other times and platforms by appointment.
- **Email:** UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receiving them during the workweek. In your case, please check your UTEP email regularly.
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

Netiquette (Network etiquette)

As we know, sometimes communication online can be challenging. It’s possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette guidelines in mind.

- Always consider the audience. This is a graduate-level course; therefore, all communication should reflect polite consideration of other’s ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.

- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Instructions for Accessing the Course Online

You must have an UTEP e-mail ID and password before you can access Blackboard.

UTEP automatically generates an e-mail ID for you when you are entered into the system. If you do not have an ID or you do not remember the ID or password, call the Help Desk at (915) 747-5257.

You can access Blackboard by following the steps outlined below.

- Go to <http://my.utep.edu>
- Your login is your e-mail id and your password is your e-mail password;
- Once you are in the My.Utep space, you can find the link to Blackboard near the top of the webpage;
- Once you are logged into Blackboard, you will find all the courses you are registered for, under the appropriate semester. Click on your course title to access the course.

Policies and Expectations

Attendance and Participation

Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by completing the following activities:

- Reviewing all course materials to ensure understanding of assignment requirements
- Participating in engaging discussions with your peers during class and other learning activities
- Participating in scheduled Zoom sessions
- Other activities as indicated in the weekly modules.

Students are asked to review UTEP's attendance policy, which is outlined in the Graduate Catalog 2023-2024, <http://catalog.utep.edu/policies-regulations/attendance-grading/#graduatetext>

Academic Integrity

UTEP has a code for academic integrity. This code prohibits academic dishonesty. Students are asked to review this code, which is outlined in the Handbook of Operating Procedures

<https://www.utep.edu/hoop/section-2/student-conduct-and-discipline.html>

Some of your coursework and assessments may be submitted to SafeAssign, a plagiarism-detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

Regarding COVID-19 Precautions

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso

area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit <https://www.utep.edu/resuming-campus-operations/> or epstrong.org.

Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course activities may be transitioned to remote delivery.

Accommodation Policy

The University is committed to providing reasonable accommodations to students with documented disabilities. Students who become pregnant may also request reasonable accommodations, in accordance with state and federal laws and regulations and University policy. Accommodations that constitute undue hardship are not reasonable. To make a request, please register with the UTEP Center for Accommodations and Support Services (CASS). Contact CASS at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal. The CASS office is in Room 108 East Union Building.

Assignments and Student Evaluation

Class activities, discussions and individual work are designed to deepen your reflections and understandings of the class materials. Please refer to your course calendar corresponding due dates.

In all the assignments, the student shall demonstrate the following abilities:

- Structural: the student can define and explain different types of borders, socioeconomic characteristics of border regions, the impact of today's borders on education, and identify policies and programs for the border region.
- Relational: the student can relate the main topics of the course to each other. This includes a deep understanding of theories of borders, space, poverty, inequality, race, gender, and social capital.
- Abstract: the student can use the learned topics and theories to analyze cases of educational policy and practices in the border region and discuss the theories critically.

Weekly critical analysis of readings (40 points; 4 points per week for a minimum of 10 weeks)

In each class session, students will be responsible for writing summaries and questions on the assigned readings. These assignments will also help you to come to class prepared to participate in class discussions. These exercises will lay the foundation for the final essay on borders and education. Therefore, these must be done conscientiously. (Note: There are 13 classes in the semester where these summaries could be completed. You are not required to submit this assignment on week 15; you will select the other two weeks when you will not be turning in this assignment. However, these can be submitted for extra points.) The weekly summaries will be submitted via Blackboard by midnight on Tuesday. One point will be deducted for late submissions.

Consider the following questions when analyzing each text:

- What are the important main ideas and supporting details?
- What arguments were developed to support the main ideas and how these contributed to your new knowledge base?
- How do these arguments provide research ideas in education?
- Do you see any practical application of these ideas?
- Did you identify any aspects of the topic that are missing, incomplete, or poorly represented in the readings? Any inconsistencies among the weekly readings on the topic(s)?
- Are there any questions that were left unanswered or still wondering about?

Photo Essay about Borders in Education (Total 20 points). Students will be required to create a collection of images (photos) to tell a story about borders in education. Students will select a topic where borders are reflected. The photo essay can be either narrative ('tell a story' from start to finish) or thematic (be a collection of photos on one topic). More details will be discussed in class.

Essay on Borders and Education (40 points): The final paper, approximately 10 pages in length (not including bibliography) should engage with one or more of the themes discussed during the course. The essay does not need to be strictly 'theoretical', participants are encouraged to integrate empirical material in the discussion and analysis. Participants are encouraged to approach their paper as a springboard for the development of their dissertation proposals. More details will be discussed in class.

Grading

In this course, letter grades signify generally the following about your performance:

A = Excellent or superior

B = Good

C = Average

These letter grades will be expressed numerically as follows:

A=90-100

B=80-89

C=70-79

Assignment of an incomplete (I) is given only in exceptional circumstances. An incomplete ("I") will be given only when there is a documented medical or family emergency and only if the student has passed the first half of the course. Arrangements for the "I" and its removal should be initiated by the student and agreed to by the instructor before the deadline for the final paper. For more information on this policy please see the UTEP's Graduate Catalog 2023-2024, <http://catalog.utep.edu/policies-regulations/attendance-grading/#graduatetext>

Reading Materials

Required readings will be distributed via Blackboard.

Course Readings

Baltodano, M. (2012) Neoliberalism and the demise of public education: the corporatization of schools of education, *International Journal of Qualitative Studies in Education*, 25:4, 487-507, DOI: 10.1080/09518398.2012.673025

Berliner, D. (2013). Effects of Inequality and Poverty vs. Teachers and Schooling on America's Youth. *Teachers College Record*, Vol. 115 (12).

Brunet-Jailly, E. (2005). Theorizing Borders: An Interdisciplinary Perspective. *Geopolitics*, 10: 633–649. DOI: 10.1080/14650040500318449.

Carter, P. & Reardon, S. (2014). *Inequality Matters*. William T. Grant Foundation.

DeMatthews, D. E. & Edwards, D. B., & Rincones, R. (2016). Social justice leadership and community engagement: A successful case from Ciudad Juárez, Mexico. *Educational Administration Quarterly*. DOI: 10.1177/0013161X16664006.

Dorado Romo, D. (2005). *Ringside Seat to a Revolution: An Underground Cultural History of El Paso and Juárez: 1893-1923*. Cinco Puntos Press.

- Esteban-Guitart, M. & Moll, L. (2014). Funds of Identity: A new concept based on the Funds of Knowledge approach. *Culture and Psychology*, Vol 20(1), pp. 31-48.
- Garcia, S. & Guerra, P. (2004). Deconstructing Deficit Thinking. Working With Educators to Create More Equitable Learning Environments. *Education and Urban Society*, Vol. 36 No. 2, February 2004 150-168. DOI: 10.1177/0013124503261322.
- Gonzalez, Jeremiah (2013) "Understanding the Role of Social Capital and School Structure on Latino Academic Success," *LUX: A Journal of Transdisciplinary Writing and Research from Claremont Graduate University*, Vol. 2(1), Article 16.
- Gorski, P. (2010). *Unlearning Deficit Ideology and the Scornful Gaze: Thoughts on Authenticating the Class Discourse in Education*. <http://www.edchange.org/publications/deficit-ideology-scornful-gaze.pdf>
- Hurtado, S., Ruiz Alvarado A., Guillermo-Wann, C. (2015). Creating Inclusive Environments: The Mediating Effect of Faculty and Staff Validation on The Relationship of Discrimination/Bias to Students' Sense of Belonging. *Journal Committed to Social Change on Race and Ethnicity*, Volume 1, Issue 1, pp. 60-81.
- Hviid, P. and Waag Villadsen, J. (2014). Cultural identities and their relevance to school practice. *Culture and Psychology*, Vol 20 (1), pp. 59-69.
- Jackson, L. (2016). Globalization and Education; *Oxford Research Encyclopedias*. DOI.org/10.1093/acrefore/9780190264093.013.52.
- Johnson, H. B. (2006). *The American Dream and the Power of Wealth. Choosing Schools and Inheriting Inequality in the Land of Opportunity*. Routledge, New York.
- Khalifa, M., Gooden, M, Davis, J. (2016). Culturally Responsive School Leadership: A Synthesis of the Literature. *Review of Educational Research*, Vol. 86(4), pp. 1272-1311. DOI: 10.3102/0034654316630383.
- Lamont, M. & Molnar, V. (2002). The study of Boundaries in the Social Sciences. *Annual Review of Sociology*, 28:167–95; DOI: 10.1146/annurev.soc.28.110601.141107
- Lobato, L., Hooks, G., & Tickamyer, A. (2007). Advancing the Sociology of Spatial Inequality. In *The sociology of spatial inequality*, edited by Linda M. Lobao, Gregory Hooks, and Ann R. Tickamyer. State University of New York Press.
- Lusk, M., Staudt, K., & Moya, M. (2012). *Social Justice in the U.S.-Mexico Border Region*. Springer.
- Pachucki, M., Pendergrass, S. & Lamont, M. (2007). *Boundary processes: Recent theoretical developments and new contributions*. DOI:10.1016/j.poetic.2007.10.001
- Martinez, O. (1994). *Border People: Life and Society in the U.S.-Mexico Borderlands*. Tucson: The University of Arizona Press.
- Ravitch, D. (2013). *Reign of error: The hoax of the privatization movement and the danger to America's public schools* (First ed.). Alfred A. Knopf.
- Rendón, L. & Muñoz, S. M. (2011). Revisiting validation theory: Theoretical foundations, applications, and extensions. *Enrollment Management Journal*, Vol. 2(1), 12–33.

- Reyes, H. L., & Duran, A. (2021). Higher education scholars challenging deficit thinking: An analysis of research informed by community cultural wealth. *Journal of Critical Scholarship on Higher Education and Student Affairs*, 6(1), 7-20.
- Rios-Aguilar, C. & Marquez-Kiyama, J. (2018). A Complementary Framework: Funds of Knowledge and the Forms of Capital. In *Funds of Knowledge in Higher Education: Honoring Students' Cultural Experiences and Resources as Strengths*, edited by Marquez-Kiyama, J. & Rios-Aguilar, C., pp. 7-24.
- Stanton-Salazar R. (2011). A Social Capital Framework for the Study of Institutional Agents and Their Role in the Empowerment of Low-Status Students and Youth. *Youth & Society*, 43(3) pp. 1066–1109. DOI: 10.1177/0044118X10382877
- Tight, M. (2019). The neoliberal turn in Higher Education. *Higher Education Quarterly*, 73(3), pp. 273-284, <https://doi.org/10.1111/hequ.12197>
- Valencia, R. (1997). *The Evolution of Deficit Thinking: Educational Thought and Practice*. Falmer Press, Taylor & Francis Inc.
- Valdés, G. (2017). Entry Visa Denied the Construction of Symbolic Language Borders in *Educational Settings*. *The Oxford Handbook of Language and Society*, edited by Ofelia Garcia, Nelson Flores, and Massimiliano Spott. Oxford University Press.
- Yosso, T. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race, Ethnicity and Education*, 8, 69-91. DOI:10.1080/1361332052000341006.

Date	Unit/Topic	Reading/Assignment (due on this date)
Week 1. (1/17)	Topic: Overview of the course, syllabus, and assignments; opening comments	
Unit I. Useful concepts to understand borders and contemporary education		
Week 2. (1/24)	Boundaries	Lamont & Molnar Due: Critical analysis of weekly reading
Week 3. (1/31) Online class (synchronous)	Globalization, Neoliberalism and Education	Jackson; Tight; Baltodano Due: Critical analysis of weekly reading
Week 4. (2/7) Online class (synchronous)	Space, place, and education	Lobao et al. Due: Critical analysis of weekly reading
Unit II. Borders and border studies		
Week 5. (2/14)	Theorizing borders; symbolic borders	Brunet-Jailly; Pachucki et al. Due: Critical analysis of weekly reading
Week 6. (2/21) Online class (synchronous)	US-Mexico Borderland & Borderlanders	Martinez Ch 1 & 2; Dorado Romo Due: Critical analysis of weekly reading
Week 7. (2/28) Online class (synchronous)	US-Mexico border	Lusk et al. Due: Critical analysis of weekly reading
Week 8. (3/6)	Language and Education	Valdés Due: Critical analysis of weekly reading
3/13	Spring Break	
Unit III. Education inequality		
Week 9. (3/20)	Inequality; mobility	Carter & Reardon; Johnson Due: Critical analysis of weekly reading
Week 10. (3/27) Online class (synchronous)	Poverty and education	Berliner; Ravitch Ch. 6 & 10 Due: Critical analysis of weekly reading
Week 11. (4/3)	Deficit ideology & challenging deficit ideology	Gorski; Valencia; Reyes & Duran; Garcia & Guerra Due: Critical analysis of weekly reading
Unit IV. Responses to inequality and deficit thinking		
Week 12. (4/10) Online class (synchronous)	Forms of capital	Yosso; Gonzalez; Rios-Aguilar & Marquez-Kiyama Due: Critical analysis of weekly reading
Week 13. (4/17)	Cultural Identity & Validation	Rendon et al.; Guitart & Moll; Hviid & Wang Due: Critical analysis of weekly reading
Week 14. (4/24) Online class (synchronous)	Culturally responsive educational leadership	Khalifa et al.; DeMatthews et al. Due: Critical analysis of weekly reading & Photo Essay
Week 15. (5/1) (Last day of classes)	Institutional Change Agents	Hurtado, et al; Stanton-Salazar Due: Essay on Borders and Education