Fall Semester 2015, Monday, 6:00 – 8:50 pm
Location: COE, Rm. 400
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Office hours: Monday 3:00 - 5:30 pm

Course Description

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.

We are all privileged to live and work at an international territorial borderline — the field of our study. In previous semesters, we could have taken advantage of opportunities to observe ‘el otro lado.’ However, given the current situation to travel as a group, for class purposes, it has become complicated; nonetheless, it is highly recommended to experience as much as you can the culture of, at least, northern Mexico. Participants might wish to avail themselves of print media from Juárez, specifically the local sections of Norte de Ciudad Juárez (http://www.nortedigital.mx/) and El Diario (http://diario.mx/) and electronic media (http://lapolaka.com/). Of course, we must avail ourselves of El Paso media as well, including www.newspapertree.com, www.elpasotimes.com; www.elpasoinc.com, and the El Paso version of Diario (http://diario.mx/El_Paso/).

Border is a multiple category referring to many different conceptualizations. It can be viewed as a sight of economical management or biopolitical management, a sight of regulation and control. In such context, it is argued that border is today less and less geographical linear demarcation and rather multiple entities that can be inner, outer, externalized and that can take the form of zones, regions, border lands. Also border is an ideological category, a site of protection of the conditions of reproduction of class, gender, “race” and other power relations producing divides. Finally, border is an unstable, contingent space of tension where the ordering field and its mechanisms are brought into question, opposed and where they can be bypassed and endangered by border-crossers and border dwellers in the spaces of the geopolitical borders, in sights of struggles for knowledge and sights of political action.

Aim of the course
The course has the following three main units: 1) Geospatial, political, historical and categorical boundaries; 2) Poverty, Inequality and Education, and 3) Agency, power, and forces for change. The aim of the course is for the participants to obtain knowledge about and insight into the issue of border 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).
Through the required readings and coursework, students will be able to understand and describe the different concepts that shape an individual’s meaning of border. Similarly, students will describe the underlying implications of such meanings on the educational systems they are a part of and what can be done to effect systematic change.

Just as the semester required readings are used as a support of Brunet-Jailly’s assertion that is guiding the aims of this course, students will create similar arguments on their perspectives on borders through the essay assignments at the end of each unit.

**Unit 1: Geospatial, political, historical and categorical boundaries**
Concepts and theories of different types of borders will help us to understand the process from different perspectives. In this unit, we will cover different meanings of borders, theories of space and territoriality, as well as identity and the ethics of borders. Issues of border security and militarization will also be discussed, in addition to the concepts of globalization and neoliberalism and their relation to borders. In this unit will be discussing readings dealing with a historical perspective of the creation of the US-Mexico border, demographic, social, economic and cultural characteristics of this region, unique characteristics of borderlanders, and the special configuration of the city of El Paso.

**Unit 2: Poverty, Inequality and Education**
The US-Mexico border is one of the poorest and with lower education levels in the US. Therefore, this unit includes readings dealing with poverty, inequality and their relation to education. Theories of social and cultural capital will also be discussed.

**Unit 3: Agency, power, and forces for change**
This unit readings deal with cases in which the relation of the theoretical concepts discussed earlier in the course and race, social and economic status, and education is apparent and how individuals can influence change on current policy.

**Policies and Expectations**

**Professional Conduct**
We will be creating a professional environment that models the collegial environment that should exist in all of academia. It is expected that during this course that you will approach both the material and your colleagues in a professional manner. Consider each class as an opportunity to exchange new ideas with a team of educational practitioners. It is expected that you make the following commitments to fully engage in the work we will do this semester:

- Come to class prepared by having completed your assignments/readings.
- Meet all deadlines; this will keep you on track with assignments.
- Participate fully and focus on all class activities; there may be some discomfort with pedagogical approaches or some of the readings, however often our best learning occurs when we are pushed.
- Collaborate with your colleagues.
- Be courteous and honest in communicating with others that shows respect and sensitivity to cultural, religious, sexual, and other individual differences among all.
- Provide constructive feedback that helps your student colleagues and the instructors improve their performance, and appreciate it when they provide you with the same.
Academic Integrity
The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty members insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes is not limited to cheating; plagiarism; collusion; the submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; and any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the regulations are detailed in the Graduate Catalog 2015-2016, http://catalog.utep.edu/grad/academic-regulations/curriculum-and-classroom-policies/

Assignments
Work for this class should follow APA style (http://apastyle.org/). Extra credit is not available for this class.

Late Policy
Late work will be dropped by 5 points of the points awarded for each day it is late. If you have extenuating circumstances or require accommodations, you must speak with the professor in advance of the due date. Work is due at the beginning of class (6:00 pm) on the assigned due date, online/Blackboard requirements are assigned and due as stated in the course schedule (times and requirements may vary by assignment, review class calendar carefully)

Attendance
Attendance to every class is mandatory; late arrivals and early departures are discouraged and noted. Students should review UTEP's attendance policy as outlined in the Graduate Catalog 2015-2016, http://catalog.utep.edu/grad/academic-regulations/curriculum-and-classroom-policies/

If you are not able to attend class you are expected to notify the professor prior to the class session. After two (2) unexcused absences, the student 10 points will be deducted from the final grade, and after three unexcused absences the students will be dropped from the course.

Evaluation of Participation
This class is delivered in a seminar format. Participants are expected to engage in a shared delivery of content though focused discussions and participation in all learning activities. For our discussions and collaborative work to be meaningful, you are expected to complete all reading assignments and come to class prepared to participate in discussions and other activities. Class participation starts before you come to class, with having done the readings and thought about what seems useful and illuminating, what seems wrong and where you are unclear. Class and online participation is considered as follows:

Outstanding Contributor: Contributions in class reflect exceptional preparation. Ideas offered are always substantive; provides insights and direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of this class, the quality of discussion would be diminished significantly.
**Good Contributor:** Contributions in class reflect thorough preparation. Ideas offered are usually substantive; provides insights and sometimes direction for the class. Challenges are well substantiated and often persuasively presented. If this person were not a member of this class, the quality of discussion would be diminished considerably.

**Adequate Contributor:** Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive; provides generally useful insights, but seldom offers new direction for discussion. Challenges are well presented, fairly well substantiated and sometimes persuasively presented. If this person were not a member of this class, the quality of discussion would be diminished somewhat.

**Non-Participant:** This person says little or nothing in class. Therefore, there is not adequate basis for evaluation. If this person were not a member of this class, the quality of discussion would not be changed.

**Unsatisfactory Contributor:** Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide little insight, and never a constructive direction for the class. Effective challenges are absent and contributions are isolated and with confusing ideas.

**Assignments**
Class activities, discussions and individual work are designed to deepen your reflections and understandings of the class materials. You are strongly encouraged to stay on schedule with all class activities. Timely completion of all activities will contribute to the gradual and thoughtful completion of the final assignments due throughout and at the end of the semester. Please refer to your course calendar for corresponding due dates.

**Discussion Leadership (10 points):** Each student will be required to prepare discussion questions for half of the class sessions (see last column in Course Schedule, it is called LEADER). The discussion questions must span all readings and authors. Because of the effort involved in developing questions, student leaders will not be required to turn in a weekly paper during the weeks in which they are writing questions. Please use APA citation style in your questions. To maintain a high level of academic rigor during our discussions, the format of the student questions will be based on Bloom’s Taxonomy of Cognitive Domains, which includes 6 levels from simple recall (i.e., Knowledge Domains) to more complex and abstract levels (e.g., Evaluation Domain).

In each set of questions, discussion leaders are required to target 2 questions at each of the 6 levels (total: 12 questions) and identify which domain each question relates to. The levels are explained at the back of the syllabus in Appendix 1.

Example Question Format:

The questions must be submitted via Blackboard by 7 PM on the Sunday night before class. Then, we will compile a discussion guide for the seminar that draws off a subset of questions from all students that will be handed out in class. During the discussion, students will be responsible for leading their questions, so they should prepare by bringing notes to class for each question. Students will be graded on: 1) On-time submission; 2) Having 2 questions at each level; 3) Quality of questions (e.g., potential to stimulate thinking; accuracy/validity of question; depth of thought; focus directly on theory); and 4) Leadership during discussion. Your questions will be returned to you with comments and a grade via email before the next class session.
Weekly Writing Assignment (10 points): On weeks when you are not a discussion leader (see last column in Course Schedule, called PAPER), you will turn in a no less than 3-page writing assignment (you can write more) that will cover the week’s reading. This assignment should be submitted via Blackboard no later than 5:00 pm on Monday (right before class). The paper should use APA citation style. The assignment must include all of the following parts and the student will be graded on these parts:

1) In-depth discussion of material from all readings at the levels of Knowledge and Understanding (this is a basic summary of key points).

2) Demonstration of higher-order level of thinking at two additional levels (Application, Evaluation, Synthesis, Evaluation)
   a. Use new paragraphs (or even headings) to demarcate when these sections begin.
   b. Consider applying theory to the readings in a way that the author did not; critiquing the week’s theory using another theory; or bringing together a concept from a previous week with this week’s concept to create synthesis. The possibilities are endless.

3) Related to either 1) or 2), discussion of one quote from an original text.

4) Correct in-text citations and reference list following APA format.

Your paper will be returned to you with comments and a grade via email before the next class session.

Essays on border and education (60 points: 3 essays, 20 points each)
Each paper, approximately 10 pages in length (not including bibliography) should engage with one or more of the themes of each unit of 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. Please refer to your course calendar for corresponding due dates.

Discussion Board (20 points)
Throughout the semester there will be five discussion boards posted in Blackboard. Participation is encouraged in every discussion board to earn full credit. Responses in the discussion board must reflect higher order thinking skills that illustrate application, analysis, synthesis and/or evaluation.

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

- Structural: the student can define and explain different types of borders, can explain socioeconomic characteristics of border regions, can explain the impact of today's borders on education, and can identify policies and programs for the border region.
- Relational: the student can relate the main topics of the course to each other. This includes deep understanding 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 in the border region and discuss the theories critically.

Dates for discussion board assignments are listed in the tentative course schedule.

Grading
A=90-100   B=80-89   C=70-79

Reading Materials
Required readings will be distributed via Blackboard.
### Tentative Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignment</th>
<th>Group A’s role</th>
<th>Group B’s role</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/24</td>
<td>Introductions and the structure of the course, syllabus, course requirements, assignments and policies.</td>
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<tr>
<td>8/31</td>
<td><strong>Unit 1: Geospatial, political, historical and categorical boundaries</strong>&lt;br&gt;Borders and border studies</td>
<td>Lamont &amp; Molnar; Brunet-Jailly; Rumford; Kolossov&lt;br&gt;<strong>Discussion Board</strong></td>
<td>LEADER</td>
<td>PAPER</td>
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<td>9/7</td>
<td><strong>Labor Day</strong></td>
<td>University closed</td>
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<td>9/14</td>
<td>Theorizing borders, theorizing from the borders; Alternative ontologies for the border</td>
<td>Rumford; Vaughan-Williams et al.; Sassen; Gilbert</td>
<td>PAPER</td>
<td>LEADER</td>
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<tr>
<td>9/21</td>
<td>US-Mexico Borderlands geography, Identity, Borderlanders</td>
<td>Lugo Ch 2; David Dorado Romo City divided, pp.193-222; Martinez, Ch 1 &amp; 2; Ackleson</td>
<td>LEADER</td>
<td>PAPER</td>
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<tr>
<td>9/28</td>
<td>Demographic, economic and cultural characteristics</td>
<td>Sharp; Anderson; Keeton; At the Crossroads; Shapleigh</td>
<td>PAPER</td>
<td>LEADER</td>
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<td>10/5</td>
<td>Space, place and education</td>
<td>Mamadouh et al.; Low; Gulson &amp; Symes; Morgan; Lindgren; Paechter</td>
<td>LEADER</td>
<td>PAPER</td>
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<tr>
<td>10/12</td>
<td><strong>Unit 2: Poverty, Inequality and Education</strong>&lt;br&gt;Ethical issues in border studies (exclusion, discrimination, violence, privacy, individual rights, confidentiality); Border enforcement; Securitization and militarization</td>
<td>Amoore; Purcell &amp; Nevins; Palafox&lt;br&gt;<strong>Discussion Board</strong></td>
<td>PAPER</td>
<td>LEADER</td>
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<tr>
<td>10/19</td>
<td>Economic Mobility; Inequality and poverty; Poverty effects in academic achievement</td>
<td>Obama; Berliner; Neuman; Heckman; Urban Institute; Ravitch Ch. 6 &amp; 10</td>
<td>LEADER</td>
<td>PAPER</td>
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<td>Date</td>
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<td>10/26</td>
<td>Cost of inequality in education; Risk and equity; Forms of capital</td>
<td>Lee; IDRA; Bourdieu</td>
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<td></td>
<td><strong>Discussion Board</strong></td>
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<td>11/2</td>
<td><strong>Unit 3: Agency, power, and forces for change</strong></td>
<td>Redon; Moll; Hviid &amp; Wang; Hurtado, et. al.</td>
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<td></td>
<td><strong>Validation and Funds of Identity</strong></td>
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<td><strong>Second Paper Due</strong></td>
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<td>11/9</td>
<td>Engagement and Change Agents</td>
<td>Kehoe, Malczewski, Sandmann &amp; Weerts</td>
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<td><strong>Discussion Board</strong></td>
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<tr>
<td>11/16</td>
<td>Social capital and Latino student success</td>
<td>Stanton-Salazar; Gonzalez; De la Piedra &amp; Araujo</td>
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<td></td>
<td><strong>LEADER</strong></td>
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<tr>
<td>11/23</td>
<td>Public education and higher education</td>
<td>Frankenberg &amp; Kotok; OECD, The Paso del Norte Region, Mexico and the United States Ch.1 HE</td>
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<td><strong>PAPER</strong></td>
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<tr>
<td>11/30</td>
<td>Course evaluation</td>
<td><strong>Third Paper Due</strong></td>
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## Appendix 1

<table>
<thead>
<tr>
<th>Cognitive Domains</th>
<th>Verb &amp; Question Examples</th>
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<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td>Reciting&lt;br&gt;Identifying&lt;br&gt;Remembering&lt;br&gt;Recognizing&lt;br&gt;Recalling information&lt;br&gt;Who, what, when, where, how ...?</td>
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<td><strong>Understanding</strong></td>
<td>Describing in one’s own words&lt;br&gt;Explaining&lt;br&gt;Interpreting&lt;br&gt;Retelling in one’s own words</td>
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<tr>
<td><strong>Application</strong></td>
<td>Applying information to something else&lt;br&gt;Illustrating&lt;br&gt;Problem solving&lt;br&gt;How is ... an example of ...?&lt;br&gt;How is ... related to ...?&lt;br&gt;Why is ... significant?</td>
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<tr>
<td><strong>Analysis</strong></td>
<td>Criticizing&lt;br&gt;Analyzing&lt;br&gt;Separating a whole into parts&lt;br&gt;What are the parts or features of...?&lt;br&gt;Classify ... according to ...&lt;br&gt;Diagramming&lt;br&gt;How does ... compare/contrast with...?&lt;br&gt;What evidence can you use to support...?</td>
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<tr>
<td><strong>Synthesis</strong></td>
<td>Constructing&lt;br&gt;Designing/Proposing&lt;br&gt;Combining ideas to form a new whole&lt;br&gt;What would you predict from ...?&lt;br&gt;What ideas can you add to ...?&lt;br&gt;How would you create or design a new ...?&lt;br&gt;What might happen if you combined ...?</td>
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<tr>
<td><strong>Evaluation</strong></td>
<td>Arguing/Defending&lt;br&gt;Assessing/Evaluating&lt;br&gt;Do you agree that ...?&lt;br&gt;What do you think about ...?&lt;br&gt;What is the most important ...?&lt;br&gt;How would you decide about ...?&lt;br&gt;What criteria would you use to assess ...?</td>
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</table>

Sources: [http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/questype.htm](http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/questype.htm) & [http://cs1.mcm.edu/~awyatt/csc3315/bloom.htm](http://cs1.mcm.edu/~awyatt/csc3315/bloom.htm)
Appendix 2

APA Citation Tips

Regular Quotes – used when the quote is less than 40 words.


Tips:
- Keep the author and the year of publication together.
- Use quotation marks to indentify the exact words of the author.
- Include the page number in parenthesis immediately after the direct quote.
- Place the period after the parenthesis.

Block Quotes – used when quote is over 40 words. Refer to http://owl.english.purdue.edu/owl/resource/560/02/

Citations for Paraphrased Information – use the author-date method of citation by inserting the surname of the author and the year of the publication at the appropriate point in the text. Paraphrasing is used when you take someone else's direct quote and state their idea in your own words.

- Beginning of sentence
  o Krankenstein (2006) reported that empirical research was needed.

- Middle of sentence
  o After looking into the issue, Lynch (2007) stated that the findings were not valid.

- End of sentence
  o The report concluded were victims of cyberterrorism (Windhorst, 2004).

Citations with Direct Quotes
- Author and quote together
  o The principal stated clearly that students “needed parental permission to leave school” (Abbott, 2005, p. 25).

- Author and quote separated
  o MacDougall (2004) stated that the “Information Literacy Model needed to be implemented” (p. 34).

Multiple Citations by the Same Author in Same Paragraph - When the same author is cited multiple times in the same paragraph (with no other authors mentioned) and the author’s name is part of the narrative, you need to include the year in the subsequent non-parenthetical and parenthetical citations:

Example: A study by Tunon (2007) found that the quality of the two sets of citations were comparable. The subjective rubric developed by Tunon (2007) helped establish this. The study went on to show a difference between academic programs (Tunon, 2007).

Note: If you were to start a new paragraph with the same author, you would cite as follows:

Tunon (2007) established that the rubric met the rigorous standard of compliance for accredited United States based universities.
Formatting Citations in the Reference Lists:

- **Book by single author** – Author’s name. (Year). *Title of book*. Place of publication: Publisher.

- **Book by two or more authors** - Author’s name. (Year). *Title of book*. Place of publication: Publisher.

- **Work in an edited book** - Author’s name. (Year). Title of selection. In Editor’s name (Ed.), *Title of edited book* (Vol. volume number), then if appropriate, pp. page#s). Place of publication: Publisher.

- **Electronic version of republished book** – Author. (Year.) *Title of work*. Retrieved from URL (Original work published in XXXX)

- **Article in a journal or magazine** - Author’s name. (Year). Title of article. *Title of journal or journal number* (issue number), page numbers.

- **Website-magazine, journal or newspaper article** – Cite as you would a printed source, followed by a retrieval statement that includes the Internet address or URL of the article. Start it with the word *Retrieved* and end with the Internet address/URL.

- **Film or video recording** – Name of the producer (Producer), & Name of the director (Director). (Year of release). *Title* [Medium of recording: CD, record, cassette, etc.]. Country of origin or city and state: Distributor or studio.

*Source: Publication Manual of the American Psychological Association (6th ed.)*