General Introduction/Course Description  At the U.S.-Mexico border, diverse cultures meet, mix, and create. The future of two nations can be seen in major social changes taking place at the border. The course offers an introduction to this increasingly important region, and a good way for people with experience at the border to strengthen their tools for understanding and practice. The course has four goals: 1) to provide objective factual knowledge about the social and cultural composition of the U.S.-Mexico border region as a background to major public issues such as immigration, global industrialization, cultural diversity, transnationalism, poverty, and progress; 2) to examine the human side of those issues, paying close attention to the lives of individual people in the borderlands; 3) to place those individual lives in broader social and cultural frameworks that connect Mexico and United States; and 4) to allow students to clarify their values by exploring the many sides of these human issues.

Each course unit includes material in each unit so that students will understand the fundamental issues, along with representative details and examples. A brief outline of the course follows:

1. Border Region History and Geography
2. Nationalities, Ethnicity, and Orientation to the Border
3. Seeing Complicated Issues from Multiple Perspectives
4. Border Migration
5. Work and Working People on Two Sides of the Border
6. Other Borders: The U.S.-Mexico Border in Comparative Perspective

Each unit will consist of one week's work, including readings with on-line guidelines and checkpoints, and on-line discussion. Discussion participation is required; there are six weekly papers, and there will be a final individual research paper using on-line resources.

At the end of the course, the student will be able to:

- Use history and geography as a framework for understanding the border and analyzing border lives.
- Understand border identities, including nationality, ethnicity, and class, and apply them to analyzing border lives.
• Understand border orientations (nationalist/binationalist; unicultural/bicultural) and apply them to analyzing border lives.
• Recognize and analyze multiple, often conflicting, perspectives on border issues.
• Apply the "multiple perspective" approach to U.S.-Mexico migration and know objective facts, humanistic understandings, and policy options for that issue.
• Use the tools of "culture" and "social structure" to understand border working people, especially those facing poverty, low wages, low or no benefits, and discrimination in public.
• Use comparisons to other borders to understand two important topics:
  • Border symbols and politics.
  • Border consumption, commerce, smuggling, and other cross-border transactions.

Course Communications and Problem Solving
Course announcements should be the first thing you see when you log onto the course website. Please read these and keep up to date--important information will be communicated to you through these announcements.

Dr. Torezani can be contacted at satorezani@utep.edu. You should allow 24 hours for response to e-mail during weekdays and 72 hours over the weekend or public holidays. Please e-mail the instructor only about content questions or personal matters that affect a student's ability to complete coursework (such as illness). For technical help, see below. Because of the time delay in responding to e-mails, especially over weekends, it is important for the student to examine content (readings, paper assignments, etc.) well in advance of due dates and promptly send e-mails to the instructor. The instructor will monitor discussion areas once each weekday and once on weekends, but normally will not intervene or comment unless needed. Dr Torezani cannot provide technical help; for technical help, see the next section.

Technical Help
ONLY students enrolled in 100% online courses will have access to 24x7 technical support. The contact information is provided below. Please do not use/share this information for courses that are not fully online in Blackboard.

UTEP partners with a vendor to provide 24/7 help desk and technical support to faculty and students. The Student Blackboard 24/7 Help Desk can help with technical problems and can provide instructions on use of technology.

The Student Blackboard 24/7 Help Desk contact number is: 1-877-382-0491

Course Work
Course activities will consist of reading, written discussions posted on discussion boards, and long written assignments. In general, it is expected that the course will require approximately 18 hours each week, including reading, exercises, discussions, and all other activities. Please remember that this is a compressed course, and is twice as fast as a regular semester length course. This is a full course; nothing has been cut out.

The specific assignments are:
• An On-line Course and Syllabus Quiz designed to help you understand how to take this on-line course.
• Six periodic papers, 4-6 pages each
• Active and high quality participation in on-line discussion
• Final research paper, 15-20 pages. Each of these is discussed below.
Course schedule (assignments, due dates, etc.) The schedule of units and lessons for the course is located on the course menu under Course Content.

Statement about taking course for graduate credit: Students may take ANTH 4380 for graduate credit by doing an advanced scholarly research paper, involving extensive additional reading and graduate-level analysis, for the major research paper.

Using the Lessons/Reading Guide. The goal of each lesson is to give you a guideline for close, detailed reading of the books; this takes the place of lecture from the professor. Take advantage of it! It will make a big difference in discussion and on your papers, as this level of detail and understanding is what I am looking for. Please note: you do not need to write out answers to the questions (unless that would help you personally) and you do not need to submit the answers to the professor. Instead, you should review the questions before you read each set of pages indicated in the book, and have the questions by your side as you read. Not every question can be answered directly in the reading; some are there to make you think or to point out implications rather than direct statements. Experience indicates that many students neglect the course content, but it is there to help you and interest you, so it is entirely to your advantage to read it and use it alongside your readings.

Discussion: Each registrant is required to participate in on-line discussion as an individual. The discussion theme will be provided at the top of each week's discussion forum. Each lesson will require students to write at least 200 words ("main posting") in response to a question or set of questions in the discussion theme, as listed in the text for each week's discussion forum. This is due by the time/date on the schedule that is marked "main discussion posting deadline." Each student will also reply to at least one entry of another student. This consists of at least one extended comment [50 words or more] and one brief follow-up of any length. This must be done by the point when the "discussion closes." The minimum participation is thus three postings, a main one, a longer reply to one other student, and at least one follow-up reply. However, more involvement in discussion (of high quality) than the three-item minimum will be rewarded. The deadlines for all aspects of discussion can be found in the course schedule. I will not read discussion items posted after the due date/time. Please plan your work time carefully.

Discussion postings must be in English to ensure mutual communication among participants. Words/phrases in Spanish should be translated in parentheses.

These discussion postings will focus on your ideas about the readings, not on summaries. Discussion postings are worth up to 50 points and will be graded according to the following criteria:

- Does the commentary show evidence of having read all the material?
- Does the commentary show evidence of thinking about the reading beyond just summarizing it? (This may include extension to new circumstances/other readings, contradictory evidence, internal (in)consistency, and analyses of assumptions.)
- Does the commentary include relevant evidence to support its own argument?
- Does the follow-up discussion involve genuine interaction with and replies to other students?
- Zero points will be given for discussion that is vague and general, indicating that the reading was not effectively done.

The standard practice ("netiquette") for participation in networked discussion requires that all participation be focused on the topic at hand, not become personalized, and be substantive in nature. (Translation: you may certainly disagree with others, and I hope you do, but you must do
so respectfully; you may express strong beliefs or emotions, but you may not get so carried away that you lose all perspective on the course itself.)

**Weekly Papers:** Each paper's topic can be found in the assignments area, and can be submitted there. Papers are worth 100 points, except for the final individual paper (see below). Papers should be approximately 4-6 pages, double spaced, submitted by the due date through the assignment function on Blackboard as a Word (.doc, .docx) document.

Papers are graded on the basis of the following

- Excellent analyses (clearly stated and fully developed, at length) in reply to the assignment questions, based on the reading and as appropriate on your own considered opinion; clearly stated main arguments and sub-arguments that organize these analyses;
- Knowledge of all of the relevant material in the assigned readings and lessons/reading guides, as reflected in excellent choice of supporting evidence.
- Use of ideas learned in discussion is encouraged, but plagiarism of another student's words from the discussion board will result in a referral to the Dean of Students. Learn to rephrase ideas in your own words.
- Papers written in your own words will be given a higher grade than ones made up heavy of direct quotations. Light, relevant use of quotations is acceptable.
- Length depends on what you have to say, and you are expected to have a lot to say after having done careful, thoughtful reading and course content and after participating actively in discussions. The suggested length is 4-6 double-spaced pages, but I grade on content quality, not length. Length is just a guide to the minimum required space that it usually takes to develop sufficient content to demonstrate that you have completed the required work.

**Important:** I can only accept assignments done in Word (.doc or .docx). Please do not send me papers in any other format, as I cannot grade them.

I use a function called "TurnItIn." This will catch plagiarism. So, if you plagiarize (copy from other sources, including books, the internet, or other students), you will be caught, and referred to the Dean of Students. Don't plagiarize!

**Major Individual Research Paper:** Detailed guidelines on this assignment can be downloaded from a document available on the Assignments part of the website. The paper will be 15-20 pages, double-spaced, Word (.doc, .docx), submitted through the assignment function on Blackboard by the due date. The value of this paper will be 500 points.

**Language of Papers:** Periodic papers and the individual research paper may be submitted to the professor in Spanish or English. Life story analyses and discussion postings must be posted in English.

**Grades and Course Policies**

Grades will be calculated on the basis of the following formula:

- Syllabus quiz 1 @ 20 = 20 pts
- Discussion participation 6 @ 50 each = 300 pts
- Papers 6 @ 100 each = 600 pts
- Final paper 1 @ 500 = 500 pts
- Extra, free points = 80 pts
- Total = 1500 pts

Students may access their grades in the UTTC gradebook on the course website. The grading scale for the course is:
Work submitted formally (Papers, Major Paper) will be evaluated for content and for standard grammar and style. Contributions to weekly discussions will be permitted somewhat greater deviation from standard practice for formal submission. It is important that you spellcheck your work before submitting it to improve readability.

Academic Integrity: Standard practices of academic integrity are required in the course. All material submitted must be the student's own work. Ideas and expressions cited from the work of others must be credited appropriately. Avoid plagiarism by giving credit where credit is due, using quotation marks when using words directly from another source, and preferably putting things in your own words. I prefer your own phrasing, even if it is imperfect, to a beautifully phrased statement that is borrowed from some other source.

Citing and Referencing: ALL your assignments (papers AND main discussion posts) should contain full acknowledgement of the sources used, including in-text citations and references. The style required for this course is APA 6th. To facilitate guidance, the last two pages of this syllabus provide you with more explanations and examples on how to cite in-text and references using the required style. For further examples and more detailed explanations, consult http://owl.english.purdue.edu/owl/resource/560/01/.

Academic Dishonesty Statement Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. And, collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University's educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

"Attendance"/Participation in an On-line Course: While the course will be largely conducted in an asynchronous mode (students can participate and submit work from anywhere at any hour of the day), it is not a self-paced course. The course schedule will be strictly adhered to, both in the activities for each unit and in the submission of work. Students are responsible for reading all instructions and assignments carefully, and for paying special attention to due dates.

Attendance in an on-line course consists of prompt fulfillment of all class activities. Students are responsible for reading all assignments in the time frame indicated and completing all activities (discussions, papers) within the announced time span. Exceptions will be made only for
documented medical emergencies.

Due dates/deadlines: All deadlines are on the course schedule. Late assignments cannot be accepted. Late discussion will not be read. The course computer will close the submission link for papers at a specific time and date (as listed on the course schedule). Even one second late is too late. Submit your work with time to spare. Do not wait until the last minute. I will not take late work!

**Academic Assistance and Disability Statement:** In Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation then the Office of Disabled Student Services 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 Disabled Student Services. You may call 915.747.5148 for general information about the American with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability. You also can visit the DSSO website at [www.utep.edu/dsso](http://www.utep.edu/dsso) or the DSSO office in Room 108 East Union Building.

Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and The Disabled Student Services Office at The University of Texas at El Paso.

**Textbooks**


Richardson, Chad, Batos, Bolillos, Pochos, and Pelados, (Univ. of Texas Press, 1999) ISBN 0-292-77090-1


For students on the UTEP campus, these books can be purchased at the UTEP bookstore. Students in other locations can order them at [www.amazon.com](http://www.amazon.com) or [www.barnesandnoble.com](http://www.barnesandnoble.com). Supplementary web sites, with URLs, will be given in the appropriate unit.

Course schedule (assignments, due dates, etc.) Please see the schedule of units and lessons for the course is located on the course menu under Course Content.

**Instructor Information**

Dr Silvia Torezani
E-MAIL: satorezani@utep.edu
APA 6th Citation and Referencing Sample Guide

In-Text Citations and List of References
You are required to use APA 6th style for your citations and references. An excellent source of APA 6th style guidelines is available at http://owl.english.purdue.edu/owl/resource/560/01/. Please make sure to consult the provided link for more in detail examples on how to cite and reference different types of sources (including journal articles, book sections/chapters, and webpages).

Note: the content and page numbering of the in-text citations below may not be accurate, as they are only used as examples of formatting in the required style, not for content purposes.

You need to distinguish between “in-text” citations and “references list.” In-text citations are the sources you use (cite) to support your statements in the body of your papers and discussions, List of references are the list that provides the full details of the sources you used in your citations. While citations limit the source detail to author, year of publication, and page numbers, the references contain also information of publication, edition, weblinks, etc.

Let’s see some examples…

Citations:

Direct quotation from a single author:
You need to include the author’s last name, year of publication and page number/s.

Example:
According to Chavez (2012), “Mexicans become aware of the possibility of working in the United States through a number of sources” (p. 29).

Paraphrasing
If you not using the author’s exact words but your are summarizing her/his ideas (paraphrasing) from a specific section of the book or journal article, then you still need to provide the same information, namely author’s name, year of publication and page number -or page numbers if you are referring to multiple pages.

Example:
The experiences of crossing the border as an undocumented person entail different stages and a great deal of uncertainty and adversity. Despite the challenges, the imagined prospects of a better job and life for these immigrants and their families continues to draw them to the United States (Chavez, 2012, pp. 49-73).

Citing a book or journal article that is authored by more than one author.

Two authors
Example:
“The period after 1950 saw remarkable changes in the size and shape of state economies all along the U.S.-Mexican border” (Ganster & Lorey, 2008).

Three to five authors
Notice the difference between citing the work of 3 to 5 authors. The first time you cite their work, you will need to insert all the authors’ last names, year of publication and, if applicable, page number/s. In subsequent citations for the same paper you only need to cite the last name of the first author followed by et al., year and, if applicable, page number/s.

First time example:
The challenges of different state policies across the U.S. – Mexico border is also discussed by other authors (Bean, de la Garza, Roberts, & Weintraub, 1997).

Subsequent citations example:
As these authors argue… (Bean et al., 1997)

Citing webpages
If your source is a webpage with no specific author for it, you need to insert the full website address.

Example:
High levels of mobility are also characteristic to other international borders. In the Republic of Ireland and Northern Ireland border, “14 million cars cross the border between Dundalk and Newry every year” (www.borderpeople.info).

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<td>• Border Orientations; Interethnic Relations&lt;br&gt;• Martinez, pp. 3-25 and pp. 59-65&lt;br&gt;• Martinez Chapters 3-5, and pp. 45-49 (passages on Native Americans)&lt;br&gt;• Richardson Chapters 5-8&lt;br&gt;• <strong>Week One Paper, due Tuesday, Oct 28, 11:55 PM</strong>&lt;br&gt;• Discussion main posting, <strong>Friday, Oct 31, 5 PM</strong>&lt;br&gt;• Discussion closes, <strong>Sunday, Nov 2 11:55 PM</strong></td>
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<td>• Multiple Perspectives on Controversial Issues&lt;br&gt;• Davidson, whole book (to be read in this order: Introduction Chaps. 1, 2, 5, 3, 4, Conclusion)&lt;br&gt;• <strong>Week Two Paper, due Tuesday, Nov 4, 11:55 PM</strong>&lt;br&gt;• Discussion main posting, <strong>Friday, Nov 7, 5 PM</strong>&lt;br&gt;• Discussion closes, <strong>Sunday, Nov 9, 11:55 PM</strong></td>
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