

Course Syllabus

The Border | LABS 3301 | CRN 34976

Fall 2019 | August 26 - December 5 | Education Building 202
T & R | 1:30 - 2:50 pm

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Office Hours: Tuesday 10:00 - 11:00 am, and by appointment

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Course Description

Borders are distinctive social spaces and, as such, they invite the production of multiple narratives, partly based on facts, partly fantasized. Borders convey at once images of territorial, cultural and socio-economic separation from those "outside" their confines. Yet they are also characterized for the blending of territories, cultures and socio-economic processes. Borders are also conceived as spaces of transgression, especially through the mobility of people and goods across them. Therefore, they are also areas for the deployment of state power through mechanisms of protection. The impact of what takes place at these borders, however, reaches well beyond the borderlands, transforming the composition of populations, impacting national cultures and political systems. This course looks at borders as starting points for the study of broader historical and contemporary processes of social mobility as they take place both in local and global contexts.

In this course we will look at the U.S. international territorial borders with Mexico and Canada. The course requires the student to think of borders and border-related problems in terms of specific, as well as, larger social contexts and relate the information in complex, thoughtful and scholarly informed ways.

Course Format

This course runs in a seminar-style format. Therefore, each class meeting is designed as a series of interactive conversations on the assigned topic and readings. We will have individual and group, oral and written activities and assignments that will encourage the analysis and synthesis of information in a rigorous and scholarly manner.

We will incorporate the use of iClicker Cloud to run polls, reading quizzes and stimulate the conversation.

Course Objectives and Outcomes

During this course we will delve into a variety of reading and thinking exercises aimed at critically assessing the validity and currency of commonly held assumptions about "border security," "immigrants," and "the wall."

At the end of this course, students will have gained:

1. A theoretical and comparative framework for understanding key social problems in connection to current debates on border issues, particularly as they relate to security, immigration and development.
2. A more nuanced perspective on the cultural, socio-economic and political interconnections within and across border.
3. A critical perspective on the impact of rhetorical practices and information gaps on the border as well as borderlanders.

Professional and Transferable Skills

The student will gain, make use of, and improve skills that are transferable to other classes and future professional work, including: academic writing, public speaking, team work, leading groups and critical and analytical thinking.

Required Texts

Students will need to purchase/rent three required books for the class. Other required readings will be uploaded via Blackboard. See instructions in Course Schedule for details.

1. De León, J. (2015). *The Land of Open Graves: Living and dying on the migrant trail*. Oakland, California: University of California Press.
2. Mares, T. M. (2019). *Life on the Other Border: Farmworkers and food justice in Vermont*. Oakland: University of California Press.
3. Slack, J. (2019). *Deported to Death*. Oakland: University of California Press.

Assignments and Grades

You can earn up to 500 points in the class. There are five types of grading for the course, as listed below. All assignments required your engaged participation and physical presence for the entire class period. There will be limited opportunities for extra credit -up to a maximum of 40 points- and they will be announced via Blackboard or during class.

1. **Class Participation and Activities** (graded daily, 10%)
2. **iClicker Polling & Reading Quizzes**. This will involve some pop quizzes on the required readings. (20%)
3. **Student Led-Discussion** (this is a group assignment. It happens once during the semester, 20%)
4. **Case Study** (Individual assignment, the foundation for your final research report). (20%)
5. **Final Debate & Research Report** (It has two components, one written and one oral. Both are required in order to receive a grade) (30%)

Specific assignment instructions will be given in advance and early in the semester via Blackboard.

Extra Credit:

- a. In-Person Consultation with Professor on advances to your Research Paper, up to 10 points (1 x 10) - Note that you will need to bring some evidence of written research progress of your final research project (1-2 well-thought through pages is

a good starting point).

b. Attendance of up to six special, extra-curricular events. Note that ONLY events that are approved by your professor count and that you will need to print out the extra credit form (see Blackboard) and have it signed and dated by a person in charge at the attended event. You are required to submit to your professor the hardcopy of your signed attendance within one week (or two class meetings) following the event, in order for your extra credit to count towards your final course grade (6 x 5 = 30 points).

You will be graded based on the following criteria for all assignments:

a. **Punctuality.** Tardiness is considered unacceptable. If you encounter any issues preventing you to arrive on time or requiring you to leave early, you must communicate with your professor, in advance, or you will not be assigned a grade for the class period, even if you were in class for that class period.

b. **Preparedness.** You are expected to come to class prepared, with your readings completed and ready to engage in an informed conversation. While personal opinion is okay, full points toward the course grade can only be earned on demonstration of having completed the assigned readings.

c. **Critical and thorough reflection** on the topics covered through the assigned readings. Going beyond the mere summary of reading is expected.

d. **Peer-collaboration.** There are assignments that require team work. It is expected that you will work to contribute positively to the team. Should you not be able to attend a session or produce work agreed upon in due time, you will need to let your team mates and professor know in advance. Otherwise, you will not receive a grade for the assignment.

e. **Use of electronic devices.** You will need to use your phone or tablet to participate in class polling and quizzes with iClicker Cloud. If you have never used this application, the guidelines can be found on Blackboard, as part of the course content. However, the use of electronic devices while your professor is lecturing or in order to complete assignments for the class which you did not complete in advance, is considered unacceptable and you will receive a grade deduction to the assignment or activity taking place on the day.

All main written assignments must be submitted via Blackboard on or before their due dates. See course schedule. **I do NOT accept hand-written work**, with the exception of those developed during class periods, whenever required as part of the day's activities.

Grading Scale

A 90%-100%=450 points or above B 80%-89%=400 points or above C 70%-79%=350 points or above D 60%-69%=300 points or below F below 59%=295 points or below	<i>Note:</i> It is important, and your responsibility, to keep track of your grades. They will be uploaded onto Blackboard within a week of each submitted assignment.
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Backing Up Your Work

It is your responsibility to make sure you back up your work safely and regularly to avoid missing deadlines. It is also your responsibility to keep copies of all your graded work. If you happen to lose your work due to technological malfunction of work not backed up, I

will not be able to accept your late submission.

Technology Malfunction

There are computer labs and printers installed throughout campus accessible to students. Always plan your work with plenty of time to avoid missing deadlines. Note that technology malfunction (i.e. your computer dying, getting a virus or your printer running out of ink, for example) are not acceptable exceptional circumstances for this class.

Using Blackboard

This course uses the Blackboard for additional readings, grades, announcements to class, specified assignment submission (i.e. final paper), and other course activities. You can access help by contacting the Help Desk. Visit <http://admin.utep.edu/Default.aspx?tabid=63402> for more details.

Course Communication

I always welcome interaction with students. Should you have any questions or concerns relevant to this class or that may affect your performance at any point in time during the semester, please make sure to get in touch with me. I am available during the student hour each week and by appointment. My preferred means of communication with students is in person during student's hour or via email. I also use the "Announcements" function on Blackboard extensively. Hence, it is really important that you check Blackboard on a regular basis in between class times. Please note I do NOT reply to emails during weekends or public holidays. I check email daily during business days (M-F) usually between the hours of 9 and 11am, and 3 and 4 pm. I will do my best to answer your enquiry as early as possible. However, you should allow 24 hours for the me to respond during week days. It is always in your best interest to act promptly and contact me with plenty of time, so I can assist you. Please do not wait until the last minute or after assignments are due to discuss you concerns with me, as I may not be able to help.

Dropping Class

I do NOT drop students from class. It is your responsibility to know important dates such as University drop dates, and officially withdraw.

Information subject to change

While I have made my best effort to provide dates for due readings and assignments, they may be subject to change at your professor's discretion. Changes will be given due notice in class and via Blackboard.

Help with Writing

The UWC or University Writing Center (Library Building 277, on the ground floor) provides a range of services at no cost. Call 747-5112 or visit <http://academics.utep.edu/writingcenter> for more information.

Library Services

Visit <http://libraryweb.utep.edu/services/contact.php>. You will find an excellent breakdown on how to correctly use the **required APA 6th style** at <http://libguides.utep.edu/apa>. For outside sources, another excellent site to visit is the Purdue Online Writing Lab, <https://owl.english.purdue.edu/owl/resource/560/01/>.

Technology Support

UTEP Technology Support Center. For more details, visit <http://admin.utep.edu/Default.aspx?tabid=74082>.

Counseling Center

The University Counseling Center offers confidential support to students struggling in their studies

due to a diverse range of issues, in English and Spanish. They are located at 202 Union West. Call 747-5302 to make an inquiry or visit their website <http://sa.utep.edu/counsel/>, for more information.

University Policies

Academic Integrity

As a university student, you are responsible for your own academic behavior and for making yourself fully aware of the university's policies and definition of academic integrity. Academic dishonesty includes, but is not limited to cheating, plagiarism and collusion. 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 disciplinary action. In addition to receiving a failing grade in this class, students may be suspended or expelled from UTEP for such actions. Further information can be gained from the UTEP Dean of Students web page. Go to <http://www.utep.edu/dos/>, then click the "Student Conduct" tab on the top.

University Policy on Special Needs

If you have a documented disability and require specific accommodations, you will need to contact the Disabled Student Services Office in the East Union (747-5184). I will make any reasonable accommodations for students with limitations due to disabilities, including learning disabilities. Please see me before or after class as early in the semester as possible, to discuss any special needs you might have.

Course Schedule

Week	Date	Due Reading	Due Assignment / Activity
1	Tue Aug 27	None	Introductions; iClicker setup
	Thu Aug 29	None	Attend «Trauma, Resilience and Resistance» UTEP event (see Bb). Extra credit is also available if you attend extra sessions.
2	Tue Sep 3	Study info on CBP's website on U.S.-MX Border	Bring 3 key aspects that have caught your attention to discuss in class.
	Thu Sep 5	Study info CBP's website on U.S.-CAN Border	Bring 3 key aspects that have caught your attention to discuss in class. Submit a 1-2 page summary of your key points at end of class.
3	Tue Sep 10	De Leon, Intro & Ch 1	
	Thu Sep 12	De Leon, Chs 2 & 3	
4	Tue Sep 17	De Leon, Chs 4 & 5	Student-Led Discussion (1)
	Thu Sep 19	Hope Border Institute's website	Study the info on the assigned website and bring 2 thoughtful questions to participate in class.
5	Tue Sep 24	De Leon, Chs 6 & 7	Student-Led Discussion (2)
	Thu Sep 26	De Leon, Chs 8 & 9	Student-Led Discussion (3)

6	Tue Oct 1	De Leon, Chs 10, 11 & Epilogue	
	Thu Oct 3	De Leon's Key Concepts	Preparing for your Case Study
7	Tue Oct 8	Documentary	Documentary Quiz
	Thu Oct 10	ACLU NM & EP's websites	Bring 2 thoughtful questions to ask in class
8	Tue Oct 15	Mares, Intro & Ch 1	
	Thu Oct 17	Mares, Ch 2 & 3	Student-Led Discussion (4)
9	Tue Oct 22	No Class Meeting/ Independent Work	Conduct Your Interview for your case study
	Thu Oct 24	Mares, Chs 4 & 5	Student-Led Discussion
10	Tue Oct 29	Mares, Conclusion	Review of Key Concepts
	Thu Oct 31	No Class meeting	Transcribe your Interview.
11	Tue Nov 5	Slack, Chs 1 & 2	
	Thu Nov 7	Slack, Chs 3 & 4	Student-Led Discussion (5)
12	Tue Nov 12	Bring 2 scholarly articles relevant to your final project	Work on your final project. Submit advancement at end of class.
	Thu Nov 14	Slack, Chs 5 & 6	Student-Led Discussion (6)
13	Tue Nov 19	Slack, Chs 7, 8 & Conclusion	Student-Led Discussions
	Thu Nov 21	Slack, review-think comparatively with the previous readings	Review of Key Concepts. Building up a Comparative Framework of Analysis of Border Issues
		Final Debate (Part 1)	Final Debate (Part 1)
14	Tue Nov 26	Final Debate (Part 2)	Final Debate (Part 2)
	<i>Thu Nov 28</i>	<i>Thanksgivings Holiday - NO CLASS MEETING</i>	
15	Tue Dec 3	Final Debate (Part 3)	Final Debate (Part 3)
	Thu Dec 5	Final Debate (Part 4)	Final Debate (Part 4)
16	Tue Dec 10	Final Debate Research Report (written component) Due by 11pm, via Bb.	