



The Border | LABS 3301

LABS 3301 - CRN: CRN 34101

Summer I | June 7th - July 1st, 2021

Meeting Times: T & R 9:30 – 11:20am

Online Course (via Zoom)

Course content-related questions



Instructor: Dr. Silvia Torezani

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Virtual Office Hours: Tuesday 11:30 am – 12:30 pm and by appointment.

Teaching Assistant: Daniel Miranda

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Communication Statement

COMMUNICATION



We will be checking in on Blackboard every morning Monday-Friday. We will try to respond to your emails as soon as possible but allow 24 hours during weekdays and 72 during weekends. Allow between 48-72 hours to receive feedback from assignments. If you have questions about assignments, please give yourself sufficient time to receive an answer. If you send us a message an hour before an assignment is due, we will not be able to respond or help you!

Technology Support



For any technology and Blackboard related issues, please contact the Help Desk promptly.

Contact the HELP Desk:

Phone: 915-747-4357 (HELP)

Email: helpdesk@utep.edu

Or make a formal request:

servicedesk.utep.edu

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. Furthermore, borders can be conceived as spaces of transgression, especially through the mobility of people, ideas, and goods across them. Therefore, they are also construed as 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 border with Mexico. The course requires the student to think of borders and border-related problems in terms of specific as well as larger social contexts and establish complex, thoughtful, and scholarly informed relationships.

Course Format



This is a 100% interactive online course. However, there will be a virtual Zoom meeting twice a week to further discuss ideas and/or questions you may have. Engaged participation in the weekly meetings is a wonderful opportunity to get to know each other and enhance content learning through discussions. They also part of the course requirements.

The course load is about 3-4 hours of daily work on average, thus requiring that you set a clear organization and action plan to stay on top of the materials and assignments.

Learning Outcomes



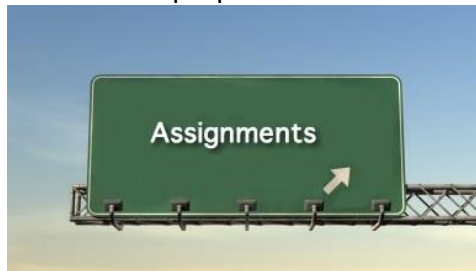
During the four weeks of this course, we will delve into a variety of reading and thinking exercises aimed at critically assessing the validity and currency of commonly held assumptions about, for example, "border security," "immigrants," and "the wall."

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 borders.
3. A critical perspective on the impact of rhetorical practices and information gaps on the border and borderlanders.

Required Texts

There are no required texts you need to buy for this class. All required readings and resources will be provided via Blackboard. You need to make sure that you check the course schedule and access the due readings in time to be well prepared for class discussion and assignments.



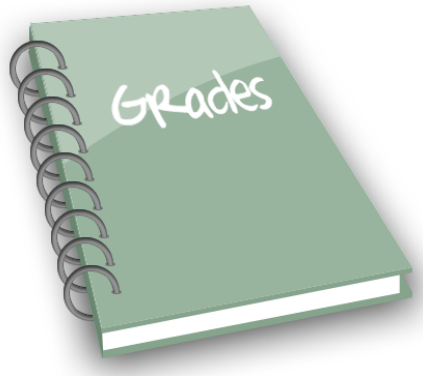
This course requires the completion of the following assignments

1. Class Participation (weeks 1, 2, 3 & 4, 15 %)
2. Discussion blog posts (weeks 1, 2 & 3, 15%)
3. Paper drafts (weeks 1 & 2, 20%)
4. Final Paper (week 4, 25%)
5. TED Talk (Week 4, 25%)

Instructions for assignments are inside each weekly module, in the corresponding assignment box.

EXTRA CREDIT:

There is no extra credit work possible for this course. However, should the opportunity of a relevant seminar arise, your professor will notify the class and offer some extra credit points.



You can earn up to 500 points in the class.

A 90%-100% = 450 - 500 points

B 80%-89% = 400 - 445 points

C 70%-79% = 350 - 395 points

D 60%-69% = 300 - 345 points

F below 59% = 295 points or below

Note1: 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.

Note2: You will notice a 5-point gap in between each letter grade listed above. It will be at your professor's discretion to move your grade up or down, based on your demonstrated commitment to the class.

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

- a. **Preparedness.** You are expected to demonstrate that you have completed all required readings and work for each assignment thoroughly. While personal opinion is okay, full points toward the course grade can only be earned on the demonstration of having completed the assigned readings.
- b. **Critical and thorough reflection** on the topics covered through the assigned readings. Going beyond the mere summary of reading is expected.
- c. **Netiquette.** When communicating electronically, many of the feelings or impressions that are transmitted via body language in face-to-face communications are lost. Consequently, interpreting emotions and innuendos is much more difficult. Only what is written, or drawn, carries the message. Often, excitement can be misinterpreted as anger or insult. It is important that we all keep this in mind as we communicate. Words in print may seem harmless, but they could emotionally injure us when working at a distance. Hence, it is vitally important that we are conscious of how we communicate while working at a distance.
For example, avoid the use of caps in your electronic messages, as wording in caps comes across as shouting. 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, 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.)

Please observe the following:

- You are required to check the Blackboard course shell daily for messages, updates and assignments.
- Respect and courtesy must be provided to fellow classmates and the instructor at all times, in all contexts. No harassment or inappropriate postings will be tolerated.
- Be professional and careful in what you say about others.
- When reacting to someone else's message, address and focus on the ideas, not the person who posted them.
- Be careful when using sarcasm and humor. Without face-to-face communications your joke may be viewed as criticism.

Dropping Class

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

Other things that can impact your grade



Be proactive, protect and backup your work!

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.

Academic Integrity



The International Center for Academic Integrity, comprised of a consortium of universities worldwide, defines academic integrity as “a commitment to fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.” As they relate to students, these values can be defined as follows:

Honesty: “adhering to standards of truthfulness and integrity”

Trust: participating in “an environment of confidence”

Fairness: abiding by the “standards, practices, and procedures” outlined by your instructors and institution

Respect: “encouraging a wide range of opinions and ideas”

Responsibility: assuming personal accountability and accepting sanctions in cases of misconduct.

Students are responsible for adhering to the above standards in all academic activity and refraining from all forms of academic dishonesty. According to the **UTEP Handbook of Operating Procedures**, academic dishonesty includes committing (or attempting to commit) the following:

- **Plagiarism** – taking credit for work that is not your own (e.g., copying and pasting from the internet, failing to cite sources of information, failing to attribute direct quotes to their original author, or submitting your work from another course without prior permission).
- **Cheating** – This includes copying another student’s work during an exam; using notes, books, or electronic devices during an exam without prior permission; taking an exam for another student; and communicating with or helping another student during an exam.
- **Collusion** – any collaboration with another student without the permission of the instructor.

In this course, we use SafeAssign to check for plagiarism. Academic dishonesty will be reported to the Dean of Students.

Tech Tools, Resources and University Support Centers



Everything you need to help support you in a class that uses an online environment like Blackboard--can be found here: [Learning Remotely at UTEP](#)

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/>.

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.

ADA

If you feel that you may have a disability requiring accommodations and/or modifications, contact CASS via email cass@utep.edu or phone (915) 747-5148. You also can visit the CASS website at <https://www.utep.edu/student-affairs/cass/>.

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.