The Americas
LABS 3300 Fall 2014
M-W 12.30 - 1.50 pm
Liberal Arts Building Room 208

Instructor: Dr Silvia Torezani
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Email: satorezani@utep.edu
Phone: 747-6829
*I prefer contact by email.
Office Hours: M-W 2.30-3.30pm and by appointment

Teaching Assistant: Olga Estrada
Office: CIBS
Email: oaestrada@miners.utep.edu
Office Hours: M-W-F 8.30-9.30am

Overview of the Course
The "Americas," is a broad label used to refer to vast and diverse geographies, languages, cultures, political and economic systems. Throughout this course we will delve into the complexities, fractures and continuities of social processes that contribute to the creation of borders and social boundaries among the multiple nations that form the Americas.

We will undertake a comprehensive overview of the formation of Latin American societies and their ties to the U.S, from the early period to the present day. We will, then, center our inquiry of borders and social boundaries through the role of women in Latin America, and motherhood in particular, to look at the sociocultural, political and economic differences in the past and understand critical contemporary problems, such as Latin American thought, conflict, class, race and the migration of undocumented minors towards the north.
Course Learning Outcomes

The overall goal of this course is for students to develop a critical, nuanced understanding of the socio-economic, cultural and political interconnections between the Americas as a whole, that is, the north, central and south, as a main vantage point to think about their intersecting differences.

Course Learning Outcomes: at the end of this course students should have gained a) an understanding of the historical processes that resulted in the constitution of Latin America (as separate from the "North")-beyond mere geography; b) the ability to critically assess social narratives regarding the differences and common ties underlying relationships between North and Latin America; c) an understanding of differences within some of the multiple nations that constitute Latin America; d) a nuanced critique of social discourses regarding gender and motherhood across these various cultures and its implications for state, community and individual development; and e) a nuanced critique of social discourses regarding childhood migration as a product of historical-political-and socio-economic local and global processes of disparate development.

The course main themes covered in the learning segments include:

1. An introduction to The Americas: From Early History through Independence
2. Latin American Societies: Politics, Cultures, Economies and Thought
3. Latin American History through Motherhood
4. Latin American Children: Of Families, Migrations and Inequalities
5. Student's research / service and presentations

Course Format

This course is designed for students to be engaged in class throughout the entire semester. The format of the class will consist of (1) mini-lectures to introduce students to core themes and concepts and to review the comprehension of covered materials; (2) a variety of methods to test students' learning progress, including class participation, reading quizzes, mini-exams, oral presentations, community service and final papers. In other words, this course requires students to take an active role in their learning, always come to class with the readings completed and prepared to participate in discussions either individually or in group work, as well as to take the readings' quizzes. The instructor's main role is to facilitate students' discussions, provide guidance and clarify doubts that may emerge from the readings and/or discussions. You will have readings (or other type of work) assigned for each class.

How to Succeed

If you look at the assignments and grades, you will notice that, for the most part, points are distributed fairly evenly across all assignments. The idea is that you accumulate points in small but consistent increments, instead of major milestones. The format and activities for this course are designed to provide you with the opportunity and responsibility to track your own progress, and become proactive about your learning. Here are some key principles to apply and succeed in this course:
a. Make use of the many resources and services available to you at UTEP. Read carefully the services available to you and their contact details, below in this syllabus.

b. Make use of student's hours. Consult your professor and the teaching assistant. We are here to help you.

c. Check Blackboard regularly, at least twice a week and certainly once before each class. I will use the announcements function to provide students with updates, notify or changes and learning opportunities.

d. Take extensive written notes during class discussions and your professor's lectures. However, no electronic recording devices are allowed.

e. Always read and follow assignments' guidelines carefully. They provide you with the criteria on how your assignments will be graded.

**Required Texts**

Students must purchase three books for this class. See your professor promptly if you have difficulties obtaining the books for any reason so that I can assist you. Required readings due in the first week will be available for download via Blackboard. This is for Week 1 only to give you time to organize yourself for the course. You can consult the course schedule for readings' due dates.


**Assignments & Grades**

There are six types of assignments for this class that will earn you up to a maximum of 500 points (100%). They are:

1. Syllabus quiz, 10 points (2%)
2. Reading quizzes, 80 (16%)
3. In-class written exams, 4 x 25= 100 points (20%)
4. Class participation, 100 points (20%)
5. Final project (library research paper OR community service report, 160 (32%)
6. End-of-course reflection, 10 points (2%)

1. **Syllabus quiz**: as part of our "contract" for the semester it is important that you know and demonstrate clear awareness on all that is required for the successful completion of this course, as well as where to reach out for help, assignments, due dates and the course and university policies. This is the first and earliest step you can take to succeed in this class.

**Due Date**: this assignment needs to be completed on Blackboard, between Monday, August 25 from 12pm and Wednesday, August 27 until 12:00pm, before class.
2. Reading quizzes: a total of 10 selected readings will be quizzed throughout the course. You are required to complete 8 out of the 10 quizzes to achieve the maximum points for this assignment (80). The specific readings and dates are listed in the course schedule. On the day, you will be provided with a choice of 2 or 3 questions regarding the day's due readings and you will only need to answer one question. Your answer will be in short essay format, usually one or two paragraphs (one page). Be always mindful to link your answer to the required readings in very explicit ways. Do NOT rely on your mere personal opinion, as these types of answers will receive zero grade.

Quizzes will take place at the beginning of class, during the first 10 minutes. Each quiz is worth 10 points. You will not be able to make up for missed quizzes, regardless of the reason. However, your lowest two quiz scores will be dropped. Tardiness in arriving to class or absence will count towards dropped scores.

3. Exams: we will have four in-class written exams for this class, one per content module. Each exam will test your comprehension of the key concepts covered in class and how you apply them to case studies. It is important that you keep up with due readings, take notes from each class, and make sure you thoroughly understand the materials.

3. Class participation: you are always expected to come prepared to class and provide evidence of your preparedness by participating in the discussion of required readings and class assignments. Sometimes your participation will be through assigned group activities, other times on an individual basis. Whatever the format, each class is an opportunity to earn credit points towards your final grade. In order to gain the maximum points you must demonstrate that you have done the required readings carefully and thought about the materials. This could come in the form of a well-informed comment or question. Of course, you are also welcome and encouraged to ask questions about sections of the content that you find confusing. But do your best to be specific in your question, as to still demonstrate that you worked through the materials, even if there's a section you found unclear. You will be able to earn up to 5 points each class and up to 100 points (20%) during the semester.

4. Final project: you are required to produce a final project. There are two options, as explained below:

OPTION I: You can conduct library research to expand on a topic covered in class. The paper will involve use of previously approved sources -to be discussed with your professor-, consultation with a reference librarian, and the production of a 10-12-page long paper, following the guidelines provided by your professor.

OPTION II: You can conduct voluntary community service with a community organization assigned by your professor. A minimum of 20 service hours during the semester is required. You will be involved in helping develop resources that the organization could use to assist some of the groups of people they work with. Details on how your participation will take effect must be discussed with your professor in advance. At the end of your service period, you will need to submit a brief report (4-5 pages) explaining the work you did and evaluating your experience. More detailed guidelines will be provided during the course.

Note: either option will require your commitment and you will need to make a decision on your preferred option by the date indicated in the course schedule. This decision will be final.
5. Final project presentation: you will be required to do a brief 5 minute presentation on your paper/service experience towards the end of class. Your professor will assign you the date of presentation and provide you with the preparation guidelines a couple of weeks prior to its due date.

6. End-of-course reflection: this is an in-class written assignment. You are required to reflect on your learning process throughout this semester and will be asked to justify your perspectives. Your professor will provide you with a guide for this assignment closer to the end of semester.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90%-100% = 450 points or above</td>
</tr>
<tr>
<td>B</td>
<td>80%-89% = 400 points or above</td>
</tr>
<tr>
<td>C</td>
<td>70%-79% = 350 points or above</td>
</tr>
<tr>
<td>D</td>
<td>60%-69% = 300 points or below</td>
</tr>
<tr>
<td>F</td>
<td>below 59% = 295 points or below</td>
</tr>
</tbody>
</table>

Note: 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.

Note: 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.

Course Policies

Etiquette

*Mutual respect.* We will be discussing some challenging and controversial topics, thus, differences of opinion will arise. I welcome debate and constructive critique in the classroom. But for it to be productive and help us challenge our own and others’ ideas, it is important that we are all prepared to listen and respect each other’s points of view.

*Punctuality.* We will start class on time and I expect you to be punctual. This will ensure that you get the most out of the day’s activities, discussions, and assignments. It will also be a gesture of respect to your peers and professor, as tardiness can be disruptive. If at some point you are not able to come to class on time, or need to leave early, please sit closer to the door to minimize class disruptions. Also, be aware that if tardiness has prevented you from completing a graded assignment on the day, you will NOT be able to make up for this loss grade.

*Use of electronic devices.* In the spirit of participation and respect, I request that you turn off all mobile devices (i.e. laptop computers, netbooks, mobile phones, ipods, mp3/4 players, ipads, etc.) to minimize disruption of activities. If for any particular reason, you should need to keep a mobile device on, please turn it to silent function. Texting, web-surfing, using Facebook, etc, while in class is unacceptable professional behavior. If you must send a message, or web-surf for personal-related matters, please do so outside class.

*Use of class time and relevant materials.* While in the class, only use class-related materials. Do not read or complete assignments that do not belong to this class.

*Guest attendance.* Class is only for enrolled students. If at any point, you bring a guest with you into the classroom without asking for my permission in advance, they will be asked to leave.
Class Attendance
Each class is designed to take you a step further into achieving each of the course objectives (listed above), therefore it is important that you come to class and participate. I will not take class attendance; however, each session has a graded component for in-class assessments. These grades cannot be made up outside the classes in which they take place. However, as previously noted, up to two of for reading quizzes will count towards your “dropped” (low) scores (no explanation needed). It is your responsibility to plan accordingly if you know you will be missing class, as this may impact on your overall grade. The participatory orientation of this course implies that there is knowledge to be gained from each discussion, which makes class attendance also important. During class, your peers and I will discuss important aspects of the readings that will help you develop your assignments for this course. I will also provide guidance, conceptual frameworks and clarifications, which can only be accessed during class.

Submitting Assignments
We will have several forms of assessments, some will take place in class, and others will need to be developed outside class meeting times. Please note that missed in-class assessments cannot be made up. For work that you will need to develop and complete outside our class meeting times, for instance, papers, I will not allow late submission except in critical circumstances (i.e. serious illness). All exceptional circumstances must be documented accordingly (i.e. doctor’s note, death certificate). Furthermore, notification of exceptional circumstances MUST be given in advance and before the deadline for submission. I prefer if you inform me, your professor, in person whenever possible, or via email. The sooner you inform me of the situation, the more feasible it is for us to make alternative arrangements. If more than five business days have elapsed between the assignment deadline and your notification, I will NOT allow you to make up for work.

All assignments that are not completed during the class period (i.e. final paper) must be typed, have your full name and student number in the cover page, and as instructed by your professor. Note that your Final Project (research paper or service report), AND Course Reflections must be submitted via the assignment submission function in Blackboard on the due date and time. Blackboard submissions should be formatted as doc. or docx. files, and contain: 1 inch top, bottom, left, and right margins, double spaced with font size 12. All papers should include in-text citations and the list of references used at the end of your document (see end of syllabus). Should you (or the university) have problems with Blackboard at the time an assignment is due, you will need to email it to satorezani@utep.edu by the deadline or earlier until you can uploaded via Blackboard. If your problem also includes email access, then you should bring your printed paper in final format and submitted on the due date at the beginning of class.

I do NOT accept hand-written work, with the exception of developed during class periods, in-class.

Extra credit
There are two types of extra credit activities that will earn you up to a maximum of 100 credit points altogether.
1. a) Extra credit can be earned during selected **in-class activities**, indicated in the course schedule. There are two "Double Jeopardy" group contests during class periods. This is a great opportunity to earn extra credit while learning and having some fun! And, b) during the Final Project Presentations, those who are not scheduled to present can earn up to double the usual class participation points for providing feedback or asking questions to their presenting peers.

2. There are also **extra curricular activities** that you can attend to earn extra credit up to a maximum of 50 points. There will be a few opportunities during the semester to attend special events related to course themes. They will be indicated by your professor during class. But please see under the heading "Extra Activities" at the end of this syllabus for details of an already scheduled special event at UTEP.

No extra credit will be enough to make up for missing out on required assignments. The purpose of extra credit is to enable you to improve your score for assignments where you might have achieved a low score, or lower than you would have preferred.

**Backing Up Your Work**

We all know that technology can, at times, interfere with our workflow, potentially causing loss of work. The good news is that we can avoid these situations by setting up a system of regular backups for all our 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, as I will return it to you. It is a good idea to back up using more than one device and means. Generally, emailing yourself a copy of your work to your personal email address, using free storing applications such as Dropbox, using an usb flash drive and an external drive, besides saving your work to your personal computer’s hard drive, is highly recommended. 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 for students to use. 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 utilizes the Blackboard for additional readings, grades, announcements to class, specified assignment submission (i.e. final paper, syllabus quiz), and other course activities. It is your responsibility to learn how to use Blackboard. You can access help by contacting the Help Desk. Visit [http://admin.utep.edu/Default.aspx?tabid=63402](http://admin.utep.edu/Default.aspx?tabid=63402) for more details.

**Course Communication**

My preferred means of communication with student is in person during student's hours 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 between class times. You should
allow between 24-48 hours for the instructor to respond during week days, and up to 72 hours during weekend or public holidays. 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 or by appointment. 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 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.

**Reminders**
I have developed this syllabus with as much information for you as possible, so you can organize yourself early for the whole semester. While we will refer to due assignments in class, I do not send reminders of due dates to students. Your syllabus is your reminder! Please consult it regularly.

**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 and with the purpose to enhance learning. Should any change take place you 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](http://academics.utep.edu/writingcenter) for more information. The UWC offers on-line tutoring whereby you upload your paper and they provide comments.

**Library Services**
The UTEP Library offers a range of services to support students’ research (i.e. how to use databases, how to cite and reference). Visit [http://libraryweb.utep.edu/services/contact.php](http://libraryweb.utep.edu/services/contact.php) for more details.

**Counseling Center**
The University Counseling Center offers confidential support to students struggling in their studies due to a diverse rage 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/](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. Cheating may involve copying from or providing information to another student and passing
unauthorized materials during an assessment. Plagiarism can be intentional or unintentional; regardless, it is a form of academic dishonesty. Intentional plagiarism occurs when someone knowingly represents the words or ideas of another person as her/his own. Unintentional plagiarism occurs when someone else’s work has been paraphrased (instead of copying verbatim) but without properly acknowledging the source of information, that is without providing the in-text citations (author, year, page number) and the full source of reference at the end of the text (so that your paraphrasing can be tracked down and checked if needed). Collusion involves collaborating with another person to commit academically dishonest actions. If you have any questions about how to correctly cite sources, please discuss it with me. 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
I will make any reasonable accommodations for students with limitations due to disabilities, including learning disabilities. Please see me before or after class in the first two weeks or make an appointment, to discuss any special needs you might have. 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) within the first two weeks of classes.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
<th>Written Assignments Due</th>
<th>In-Class Graded Activities</th>
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<tbody>
<tr>
<td>8/25</td>
<td>Introduction to the Course</td>
<td>NONE</td>
<td>NONE</td>
<td>Forming groups</td>
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<td></td>
<td>Introductions; Teaser quiz</td>
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<tr>
<td>8/27</td>
<td>&quot;Introduction to 21st Century Latin America&quot;</td>
<td>1. Syllabus</td>
<td>NONE</td>
<td>a) Syllabus quiz</td>
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<td></td>
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<td>2. Prevost &amp; Vanden (Chs. 1 &amp; 2 -see Blackboard)</td>
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<td>(complete on Blackboard)</td>
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<td>b) Reading quiz: practice session (not graded!)</td>
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<td>c) Class Participation</td>
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<td>8/27</td>
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<td>9/3</td>
<td>La Fe/ Community Service Class Visit (12.30-12.50pm)</td>
<td>Prevost &amp; Vanden (Chs. 2 &amp; 3)</td>
<td>NONE but consider which Final Paper option (I or II) will you select.</td>
<td>Group work: &quot;Double Jeopardy&quot; History Competition (Note: the winning team gets 10 extra points per member!)</td>
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<td>9/3</td>
<td>From Early History to Independence</td>
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<tr>
<td>9/3</td>
<td>&quot;The Other Americans&quot;</td>
<td>Prevost &amp; Vanden (Ch 4)</td>
<td>NONE</td>
<td>Reading Quiz (1)</td>
</tr>
<tr>
<td>9/10</td>
<td>In-Class Written Exam 1</td>
<td>Prevost &amp; Vanden (Chs. 1 to 4)</td>
<td>NONE</td>
<td>Exam 1</td>
</tr>
<tr>
<td>9/15</td>
<td>&quot;Society, Family, and Gender&quot; Guest Speaker</td>
<td>Prevost &amp; Vanden (Chs. 5 and 6)</td>
<td>NONE but bring questions on the reading to ask at the end of class</td>
<td>Class Participation Note: discussion will involve content from the Guest Speaker's presentation and due reading</td>
</tr>
<tr>
<td>9/17</td>
<td>Religion, Culture and Thought</td>
<td>Prevost &amp; Vanden (Chs. 6 &amp; 7)</td>
<td>NONE but you need to sign up for your choice of Final Paper option (see syllabus for details) Make sure you add your name to one of the two lists available in class</td>
<td>Reading Quiz (2) Class Participation</td>
</tr>
<tr>
<td>9/22</td>
<td>Political Economy and Culture</td>
<td>Prevost &amp; Vanden (Chs. 8 &amp; 9)</td>
<td>NONE but make appointments to start the process of your final paper (either with librarian or community organization)</td>
<td>Reading Quiz (3) Class Participation</td>
</tr>
<tr>
<td>9/24</td>
<td>Power, Institutions and the Struggle for Change</td>
<td>Prevost &amp; Vanden (Chs. 10, 11 &amp; 12)</td>
<td>NONE but start work on your final paper</td>
<td>Group work: &quot;Double Jeopardy&quot; History Competition (Note: the winning team gets 10 extra points per member!)</td>
</tr>
<tr>
<td>9/29</td>
<td>In-Class Written Exam 2</td>
<td>Prevost &amp; Vanden (Chs. 5 to 12)</td>
<td>NONE</td>
<td>Exam 2</td>
</tr>
<tr>
<td>10/1</td>
<td>&quot;Why Motherhood?&quot; O'Connor (Chs. 1 &amp; 2) [Documentary]</td>
<td>NONE but work on final paper</td>
<td>Class Participation. Note: discussion will involve content from the documentary and due readings</td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Topic</td>
<td>Reading</td>
<td>Study Notes</td>
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<tr>
<td>10/6</td>
<td>Mon</td>
<td>Class and Motherhood</td>
<td>O'Connor (Chs. 3 &amp; 4)</td>
<td>NONE start developing an outline for final paper</td>
</tr>
<tr>
<td>10/8</td>
<td>Wed</td>
<td>Motherhood, tradition and modernity, 1900-1950.</td>
<td>O'Connor (Chs. 5 &amp; 6)</td>
<td>NONE but you are encouraged to seek feedback from your professor or TA on your final paper outline</td>
</tr>
<tr>
<td>10/13</td>
<td>Mon</td>
<td>Mothers, Revolutions and Politics, 1910-1990s</td>
<td>O'Connor (Chs. 7 &amp; 8)</td>
<td>NONE but start developing your final paper first draft</td>
</tr>
<tr>
<td>10/15</td>
<td>Wed</td>
<td>&quot;Bodies, Policies, and Globalization&quot;</td>
<td>O'Connor (Ch. 9)</td>
<td>NONE but work on your final paper draft</td>
</tr>
<tr>
<td>10/20</td>
<td>Mon</td>
<td>Transformations?: Motherhood and Gender Rights in the 21st Century</td>
<td>O'Connor (Ch. 10)</td>
<td>Class Participation Note: discussion will involve content from the Guest Speaker's presentation and due reading</td>
</tr>
<tr>
<td>10/22</td>
<td>Wed</td>
<td>In-Class Written Exam 3</td>
<td>O'Connor (whole book)</td>
<td>NONE Exams 3</td>
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<td><strong>Module 4: Latin American Children: Of Families, Migrations and Inequalities</strong></td>
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<thead>
<tr>
<th>Date</th>
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<th>Reading</th>
<th>Study Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/27</td>
<td>Mon</td>
<td>Children Left Behind</td>
<td>Nazario (Chs. 1, 2 &amp; 3)</td>
<td>NONE but continue developing your final paper draft; incorporate feedback</td>
</tr>
<tr>
<td>10/29</td>
<td>Wed</td>
<td>Documentary</td>
<td>NONE</td>
<td>NONE but continue developing your final paper draft; incorporate extra sources</td>
</tr>
<tr>
<td>11/3</td>
<td>Mon</td>
<td>Reaching El Norte, again</td>
<td>Nazario (Chs. 4 &amp; 5)</td>
<td>NONE but continue developing your final paper draft; incorporate extra sources</td>
</tr>
<tr>
<td>11/5</td>
<td>Wed</td>
<td>A New Life?</td>
<td>Nazario (Chs. 6 &amp; 7)</td>
<td>NONE but continue developing your final paper draft; incorporate extra sources</td>
</tr>
<tr>
<td>11/10</td>
<td>Mon</td>
<td>&quot;Women, Children, and the Immigration Debate&quot;</td>
<td>Nazario (Epilogue)</td>
<td>Bring a hard copy news article on Un-accompanied, undocumented immigrant children</td>
</tr>
<tr>
<td>11/12</td>
<td>Wed</td>
<td>In-Class Written Exam 4</td>
<td>Nazario (whole book)</td>
<td>NONE Exams 4</td>
</tr>
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<td><strong>Module 5: Student's Research / Service Reports and presentations</strong></td>
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<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Reading</th>
<th>Study Notes</th>
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<tbody>
<tr>
<td>11/17</td>
<td>Mon</td>
<td>In-Class Written Work</td>
<td>Final Paper sources</td>
<td>Bring your final paper draft and all required materials to develop it further In-Class Written Exercise Note: Grading is as per usual class participation</td>
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<tr>
<td>11/19</td>
<td>Wed</td>
<td>In-Class Written Work</td>
<td>Final Paper sources</td>
<td>Bring your revised final paper draft and all required materials to develop it further In-Class Written Exercise Note: Grading is as per usual class participation</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Final Paper Sources</td>
<td>Final Paper Individual Presentations</td>
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<tr>
<td>11/24 Mon</td>
<td>Final Paper Individual Presentations</td>
<td>Final Paper</td>
<td>Final Paper Presentation Slides AND Notes must be sent to your professor via email by 12pm on the day of your presentation. If you are not scheduled for your presentation, you can still earn points for giving feedback and asking questions to your presenting peers. Class participation carries double points.</td>
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<tr>
<td>11/26 Wed</td>
<td>Final Paper Individual Presentations</td>
<td>Final Paper</td>
<td>Final Paper Presentation Slides AND Notes must be sent to your professor via email by 12pm on the day of your presentation. If you are not scheduled for your presentation, you can still earn points for giving feedback and asking questions to your presenting peers. Class participation carries double points.</td>
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<td>November 27-28, THANKSGIVING HOLIDAY, NO CLASSES</td>
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<tr>
<td>12/1 Mon</td>
<td>Final Paper Individual Presentations</td>
<td>Final Paper</td>
<td>Final Paper Presentation Slides AND Notes must be sent to your professor via email by 12pm on the day of your presentation. If you are not scheduled for your presentation, you can still earn points for giving feedback and asking questions to your presenting peers. Class participation carries double points.</td>
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<tr>
<td>12/3 Wed</td>
<td>End-of-Course Reflections</td>
<td>All relevant materials covered in class</td>
<td>NONE but you are welcome to ask final questions regarding your final paper. Class participation carries double points.</td>
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<tr>
<td>12/8 Mon</td>
<td>Final Paper 4 (submit via Blackboard)</td>
<td>IMPORTANT: You must submit your final assignments by 2.00pm. If you encounter any technical issues at all, you have the option of submitting your hard copy assignments at CIBS by 4pm at the latest.</td>
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**Thank You for ALL your HARD Work!**
Citing and Referencing Guide
APA 6th Style

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 is 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…

CITING

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).

**List of References**


Extra Activities

Extra activities are not a required part of the course, therefore they are not listed as part of the course assignments, but they are encouraged. Participation in local activities related to the topics covered in class, and that are approved by your professor in advance of the event, will allow you to earn extra credit. These activities may include attending public talks, seminars or visiting exhibitions. Each activity will allow you to 10 extra credit points upon submission of a 1-2 page summary of the content of the activity and your personal reflections on its content. Guidelines will be uploaded on Blackboard prior to the public talk below.

Suggested Attendance:

I. Seminar: "Looking east: European and US-Mexico Border Studies"
   Presenters: Dr. Kathy Staudt, Professor, Political Science, UTEP Reponses by Cindy Ramos–Davidson, CEO, El Paso Hispanic Chamber of Commerce and Dr. Tony Kruszewski, Professor of Political Science.
   Where: Blumberg Auditorium at the Library, UTEP Campus
   When: Saturday, September 13, 2014, 10.00-11.30 am

II. Public Talk: "Fire and Ice: What Does It Take? What's At Stake?"
   Description: The event addresses human trafficking with a focus on sex trafficking and violence, including implications for the El Paso region. UTEP Office of Student Conduct and Conflict Resolution and the Center for Interamerican and Border Studies are sponsoring the event.
   Where: Blumberg Auditorium at the Library, UTEP Campus
   When: Wednesday, October 8 2014, 6.00-9.00 pm

Other events will be announced during class periods.