

**Ethnic Studies 116: The United States-Mexico Border in Comparative Perspective
Summer Session I 2009**

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Office Hours: Monday and Wednesday from 9:00-10:30 and by appointment. I will hold office hours in the Cross Cultural Center.

Class Meets: Monday and Wednesday 11:00-1:50.

Course Description:

Since the 1960s in the U.S. we have applied a logic of “law and order” that served to reconfigure racialized relations of power. Various notions of “crime” and “deviancy” are politically deployed as responses to perceived social crises. The imagined crisis at the U.S.-Mexico border is not the exception. Just as “law and order” logic shaped domestic policies, it also informed the formation and policing of the U.S.-Mexico border. In addition to providing the historical development of the border, this course contextualizes the gendered criminalization of the border within the framework of increasing global interconnection and considers its material affectability on the lives and bodies of people marked by this space, particularly people constructed as criminal. We examine the border as a site of conflict—as a political and physical space where wars are waged (e.g. war on drugs and the war on terror) and where people’s lives are impacted. The course provides a multi-layered comparative understanding of the border. In addition to demonstrating how the border shapes and is shaped by both the Mexican and the U.S. nation-states, we also consider two additional elements—how the border functions as a site for the gendered and racialized organization of bodies, and related, how deploying the logic of “law and order” in this space results in making the border a participant in the expansion of the U.S. prison regime while crafting prisons as additional sites where the border operates.

Required Texts:

Luibheid, Eithne. *Entry Denied: Controlling Sexuality at the Border*. Minneapolis and London: University of Minnesota Press, 2002.

Entry Denied is available at Groundwork Bookstore (452-9625) and the UCSD library provides it as an electronic version. All course materials, with the exception of online articles, will be on reserve at the library.

In addition to the assigned book I have also assigned a course reader, which you can purchase at A.S. Soft Reserves, and a number of articles which are available on the course webct site.

Majoring or Minor in Ethnic Studies at UCSD

Many students take an ethnic studies course because the topic is of great interest or because of a need to fulfill a social science, non-contiguous, or other college requirement. Often students have taken three or four classes out of “interest” yet have no information about the major or minor and don’t realize how close they are to a major, a minor, or even a double major. An ethnic studies major is excellent preparation for a career in law, public policy, government and politics, journalism, education, public health, social work, international relations, and many other careers. If you would like information about the ethnic studies major or minor at UCSD, please contact Yolanda Escamilla, Ethnic Studies Department Undergraduate Advisor, at 858-534-3277 or yescamilla@ucsd.edu.

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Course Requirements:

Attendance.....	10%
Active participation.....	15%
Weekly news article.....	5%
Reading journal.....	5%
Project.....	30%
Paper (10-12 pages).....	35%

Attendance and Active Participation 10% of your grade depends on your attendance and 20% depends on your ACTIVE participation. This means that you are expected to attend class, be on time, be prepared by having done your assignments and readings by the beginning of class, engage in class discussion, including not dominating the discussion and encouraging others to speak, and when we have guest speakers, videos, or a class fieldtrip, take notes and ask questions. This will ensure that the class is as engaging as possible and that we make the best of our time together.

Weekly News Article Every Wednesday you are required to bring into class a news article related to the U.S.-Mexico border and a critical response. Although not all students may get an opportunity to present each week, be ready to be called on to speak about your chosen article to the class.

Questions to consider are: What message does the article relay to the reader? Why is this message important? In other words, how does this article contribute to the ongoing discussion of the U.S.-Mexico border? Are there any images attached to the article and if so, what are they and how do they relate to the article? How does the article speak to past class discussions? What key concepts does the article address?

Reading Journal You are required to keep a reading journal which you will turn in every Wednesday at the end of class. For each reading you should include the pieces main argument, a critique (not only whether you liked it or not, but why and how it can be improved), and two analytical questions.

Group Project The power of education comes from our ability to effectively convey messages that move others to reflect on the information provided to them and take positions on the issues they are presented with. The group project challenges you to formulate a position on an issue and present your argument in a creative and convincing manner.

In groups of 4 students, put together a two-part project on a pre-approved topic related to the course. Examples include the War on Drugs as a site of border construction, the role of Mexico in policing the border, the border as a gendered site of racialization, the border as a prison, etc.

For the first part of your project put together an informational handout as if you were going to distribute it to an audience. In the handout you need to include information on your topic, why your audience should care about this issue, and what are some possible steps towards addressing the concern(s) you bring to their attention. The handout consists of 10% of the total course grade and will be graded on visual presentation (5%) and effectiveness in relaying your argument (5%).

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The second part of your group project makes up 20% of the total course grade. This component of your project will be time consuming and requires creativity and intense group cooperation. You need to design a creative project that speaks to the issue you address in the handout. Possible suggestions include short films, photo exhibits, paintings, banners, spoken word, short plays, etc.

To provide you with feedback, your group is required to meet with me during office hours of week 2 (July 8) and to submit a proposal by the following Monday (July 13). The project is due July 27, 2009 at 11:00a.m. Throughout the final week groups will present to the class both the handout (1 copy per student) and creative component. Expect your presentation to run from 20-30 minutes.

Essay

Many scholars argue for the decreased significance of national territorial boundaries in this era of increasing globality. In this course we provide a critique of this argument by demonstrating the continued significance of national borders, particularly the U.S.-Mexico border, while highlighting transformations that this border is undergoing. In your essay discuss how the U.S.-Mexico border adapts to the increasing interconnection between Mexico and the U.S. and the function(s) that it performs. Using class materials (readings, discussions, films, etc.), address how the racialized criminalization of this space shapes how it meets its objective(s). While this essay prompt is presented broadly to allow for an array of responses, it is also constrained by the framework of the course. In other words, in your essay ensure that you remain within the ongoing course conversation.

Your final draft is due on Friday July 31, 2009 and must be turned in at the beginning of the class. We will have a general discussion on this assignment, so prepare by generating questions, key arguments you make in your paper, problems you may have encountered, and general thoughts on the assignment.

As part of your essay you will be assigned writing exercises so that you can receive feedback along your process. In addition to e-mailing me your writing exercises by 11:00a.m. on the due date, bring a hardcopy to class. The following is the schedule for these assignments:

Essay proposal, including a preliminary bibliography (3%)	July 6
Outline, including thesis and annotated bibliography(5%)	July 13
Rough Draft (7%)	July 20
Final Draft (20%)	July 27

ADA Statement If you have a disability or condition that compromises your ability to complete the requirements of this course, you should inform me as soon as possible of your needs. I will make all reasonable efforts to accommodate you. If, as a result of a disability, you cannot accept the content or terms of this syllabus, you need to notify me in writing within one week of receiving it.

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Policy on Late Papers and Make-up Assignments I do not accept late papers or make-up assignments.

SCHEDULE OF READINGS

I. The US-Mexico Border in the Era of Increasing Globality

Week 1—June 29/July 1

The growing global interconnection leads many people to imagine and argue that there is a decreased significance of national borders. What labor do national borders perform? How are borders re-imagined and re-structured to address developing globality? What are the significances of the U.S.-Mexico border? How is it mapped onto bodies? How does the border travel? What are the literal and metaphorical manifestations of the border?

Readings:

Robert R. Alvarez, Jr., “The Mexican-US Border: The Making of an Anthropology of Borderlands,” in *Annual Review of Anthropology*, Vol. 24, (1995), pp. 447-470.

Nicol, Heather N. and Julian Minghi. “The Continuing Relevance of Borders in Contemporary Contexts,” in *Geopolitics*, *Geopolitics*, 10, 2005: 680-687.

Sadowski-Smith, Claudia. “Introduction: Border Studies, Diaspora, and Theories of Globalization,” in *Globalization on the Line: Culture, Capital, and Citizenship at U.S. Borders*, ed. Claudia Sadowski-Smith. New York : Palgrave, 2002: 1-17.

1. To access this piece go to the google search engine.
2. From the topics you can choose from (web, video, images, maps, ect.), choose **more** and under this category choose **Books**.
3. Under **Books** search for **Globalization on the Line**, which will be your first choice in the following page.
4. In **Search in this book**, type **Border Studies**.
5. Choose **page 1** on the following page. You can begin reading this piece.

Martinez, Manuel Luis. “Telling the Difference Between the Border and the Borderlands: Materiality and Theoretical Practice,” in *Globalization on the Line*, ed. Claudia Sadowski-Smith. New York : Palgrave, 2002: 53-68.

1. To access this piece, complete steps 1-3 as in the previous reading.
2. In **Search in this book**, type **Manuel Luis**.
3. Choose **page 53** on the following page. You can begin reading this piece.

Video

July 1—Form groups for project

II. Historicizing and Theorizing the Role of the Border in the Gendered Construction of the “Criminal Alien”

What work is invested in producing/creating “illegal aliens”? How does law shape the creation of racial categories? How is this gendered? What purpose does creating these categories serve? How does the border contribute to the merging of immigration and crime? How is the border

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criminalized through notions of race, gender, sexuality and class? What are the material effects of a criminalized border? How does the border participate in making bodies vulnerable to violence?

Week 2—July 6/8

Readings:

Griswold del Castillo, Richard. "The Treaty of Guadalupe Hidalgo," in *U.S.-Mexico Borderlands: Historical and Contemporary Perspectives*, ed. by Oscar Jaquez Martinez. Wilmington, DE: Scholarly Resources, 1996: 2-8.

Jaquez Martinez, Oscar, "Treaty of Guadalupe Hidalgo," in *U.S.-Mexico Borderlands*. Wilmington, DE: Scholarly Resources, 1996: 20-37.

Luibheid, Eithne. "Introduction: Power and Sexuality at the Border," Ch. 1 "Entry Denied: A History of U.S. Immigration Control," Ch. 2 "A Blueprint for Exclusion: The Page Law, Prostitution and Discrimination Against Chinese Women," in *Entry Denied*. Minneapolis and London: University of Minnesota Press, 2002, pp. ix-53.

Mae M. Ngai, "Introduction," Ch. 1 "The Johnson-Reed Act of 1924 and the Reconstruction of Race in Immigration Law," and Ch. 2 "Deportation Policy and the Making and Unmaking of Illegal Aliens," in *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton: Princeton University Press, 2004: 1-90.

Kelly Lytle Hernandez. "The Crimes and Consequences of Illegal Immigration: A Cross-Border Examination of Operation Wetback, 1943-1954." *The Western Historical Quarterly* Vol. 37, Issue 4.

July 6—Essay proposal due

July 6—Sign up for mandatory office hours for group project

III. War-making at the Border

What do we mean when we say that wars are waged at the border? What "wars" are waged at the border? by whom? against what bodies? for what reasons? Why is the border policed? What are the contradictions in various forms of border policing? Why is the War on Drugs significant for the criminalization of people of color? How do the wars at the border extend into the interior of the nation? How do domestic wars transcend national territorial boundaries? What is the material affectability of the border?

Week 3—July 13/15

Readings:

Dunn, Timothy. *The Militarization of the U.S.-Mexico Border, 1978-1992: Low Intensity Conflict Doctrine Comes Home*. Austin: Center for Mexican American Studies, University of Texas at Austin, 1996, pp. 1-34.

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Andreas, Peter. "Part I. Introduction and Background," in *Border Games: Policing the U.S.-Mexico Divide*. Ithaca, New York: Cornell University Press, 2000, pp. 1-26.

Nevins, Joseph. Ch. 4 "The Bounding of the United States and the Emergence of Operation Gatekeeper," Ch. 6. The Effects and Significance of the Bounding of the United States," and Ch. 7 "Nationalism, the Territorial State, and the Construction of Boundary-Related Identities." *Operation Gatekeeper*, pp. 61-94 and 123-164.

Parenti, Christian. "Repatriating La Migra's War: The Militarized Border Comes Home," in *Lockdown America: Police and Prisons in the Age of Crisis*. New York: Verso, 1999, pp. 139-160.

Nicholas P. De Genova, "Migrant 'Illegality' and Deportability in Everyday Life." *Annual Review of Anthropology* 31: 419 – 47 (2002).

Rosas, Gilberto. "The Thickening Borderlands: Diffused Exceptionality and 'Immigrant' Social Struggles During the 'War on Terror'," in *Cultural Dynamics*, Vol. 18, No. 3, 2006: 335-349.

Sylvanna Falcon, "Rape as a Weapon of War: Militarized Rape at the U.S.-Mexico Border," in *Women and Migration in the U.S.-Mexico Borderlands: A Reader*, ed. by Denise Segura and Patricia Zavella. Durham: Duke University Press, 2007, pp. 203-224.

Gaspar de Alba, Alicia. "The Maquiladora Murders, 1993-2003," in *Aztlan: A Journal of Chicano Studies*, Vol. 28, No. 2, Fall 2003: 1-17.

Video

July 13—outline, including thesis and annotated bibliography for essay is due

July 13—Project proposals due

IV. Borderlands of Containment: The Border as a Site of U.S. Carcerality

What are the historical and ideological connections between U.S. prisons and immigration detention centers? How are particular bodies marked for capture and premature death? How do prisons function as a site of the U.S.-Mexico border? How is the border a site of the U.S. prison regime expansion?

Week 4—July 20/22

Readings:

Rodriguez, Dylan. "'I Would Wish Death on You...': Race, Gender, and Immigration in the Globality of the U.S. Prison Regime," in *Scholar and Feminist Online*. Vol. 6, No. 3, (Summer 2008) (http://www.barnard.edu/sfonline/immigration/drodriguez_01.htm)

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Rebecca Bohrman and Naomi Murakawa, "Remaking Big Government: Immigration and Crime Control in the United States," *Global Lockdown: Race, Gender, and the Prison-Industrial Complex*. Piscataway: Rutgers University Press, 2007: 109-126.

Welch, Michael. "The Role of the Immigration and Naturalization Service in the Prison-Industrial Complex," in *Social Justice*. Vol. 27, No. 3, (2000), pp. 73-89.

Bosworth, Mary. "Identity, Citizenship, and Punishment," in *Race, Gender, and Punishment*, ed. By Mary Bosworth and Jeanne Flavin. Piscataway, NJ: Rutgers University Press, 2007, pp. 135-148.

Welch, Michael. "Immigration Lockdown before and after 9/11," in *Race, Gender, and Punishment*, ed. By Mary Bosworth and Jeanne Flavin. Piscataway, NJ: Rutgers University Press, 2007, pp. 149-163.

Diaz-Cotto, Juanita. "Latina Imprisonment and the War on Drugs," in *Race, Gender, and Punishment*, ed. By Mary Bosworth and Jeanne Flavin. Piscataway, NJ: Rutgers University Press, 2007, pp. 184-199.

Escobar, Martha. "Reinforcing Racial Boundaries: Unintended Consequences of the Mainstream Immigrant Rights Discourse," *Incarceration of Immigrant Women and the Border Politics of Motherhood*. Dissertation in progress.

July 20—Rough draft of essay due (4-5 pg.)

V. Gendered Border Punishment

Week 5—July 27/29/31

Readings:

How do (im)migration control practices perform as population policies? What is the relationship between the nation and "the body"? How is the (im)migration debate gendered? What impact does this have on the way people experience criminalization? What is the role of state institutions in perpetuating both race-based and gender-based violence? How are certain bodies marked as inherently violable? How is gender violence a tool for white supremacy? How do race and gender systems constitute and reinforce each other? How is criminality wedded to dependency in the (im)migration debate?

Silliman, Jael. "Introduction," in *Policing the National Body: Race, Gender, and Criminalization*. Cambridge: South End Press, 2002: ix-xxix.

Bhattacharjee, Annanya. "Private Fists and Public Force: Race, Gender and Surveillance," in *Policing the National Body*. Cambridge: South End Press, 2002: 1-53.

Luibheid, Eithne. Ch. 3 "Birthing a Nation: Race, Ethnicity, and Childbearing," Ch. 4. "Looking Like a Lesbian: Sexual Monitoring at the United States-Mexican Border," Ch. 5. "Rape, Asylum,

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and the U.S. Border Patrol,” and “Conclusion,” in *Entry Denied*. Minneapolis and London: University of Minnesota Press, 2002, pp. 55-145.

Syd Lindsley, “The Gendered Assault on Immigrants,” *Policing the National Body: Race, Gender, and Criminalization*. Cambridge: South End Press, 2002: 175-196.

Roberts, Dorothy. “Who may give birth to citizens? Reproduction, eugenics, and immigration,” *Immigrants Out! The New Nativism and Anti-Immigrant Impulse in the U.S.*, ed. by Juan F. Perea. NY: New York University Press, 1997: 205-19.

Escobar, Martha. “Obscuring the Boundaries: Interpersonal and State Violence in Experiences of Migrant Women,” in *Incarceration of Immigrant Women and the Border Politics of Motherhood*. Dissertation in progress.

July 27—essay is due

July 27, 29, and 31—project presentations