U.S.-Mexico Border Relations

COURSE DESCRIPTION: In this class, we will explore the U.S.-Mexico Border or Borderlands/Frontera as a place or zone of transnational political, social, economic, and cultural interaction, conflict, and interdependence. As we will see, the border is an area of complexity and contradiction. On the one hand, it is an international boundary demarcating and differentiating the U.S. and Mexico; on the other hand it is (and has always been) a porous boundary through which peoples, goods, and ideas flow freely and, sometimes, discreetly.

The course will begin by examining briefly the regions early history, that is, the period prior to the U.S.-Mexico War (1846-1848) and the creation of the present-day border. We will look at the Native American, Spanish, and Mexican peoples as well as themes of manifest destiny and cultural mixing (mestizaje) and conflict. We will then focus our attention on the post-1848 era through to the millennium, or the post-NAFTA era.

Issues we will explore include conflict and constestation, economic "booms and busts," industrialization and the rise of maquiladoras, urbanization, migration, and population growth, womens issues, education, the environment, drug trafficking, the militarization of the border, border culture and peoples, and NAFTA. Keep in mind that this class will examine not only how local, national, and international developments, policies, and politics have shaped the region but also how border peoples (Mexicans, Mexican Americans, Chicanas/os, and others) have, in turn, shaped the area.

COURSE OBJECTIVES:

- To analyze the scope and depth of cultural mixing and conflict in the borderlands and border region
- To understand the political, social, economic, and cultural developments having the greatest impact on the region as well as on border, Mexican, and U.S. peoples
- To identify the contradictions and complexity of border politics, economy, and culture
- To comprehend the impact of local, national, and international developments at the border as well as how border issues impact Washington D.C. and Mexico City.

Course Requirements:

I. Class Attendance and Participation: Class attendance and participation are essential to learning. However, participation should be of good quality and should enhance our understanding of the class readings and/or lectures. Attendance and participation will be taken into serious consideration when determining final grades. Since the instructor intends to run her course more as a discussion seminar with limited lecturing, I will expect all students to come to class well prepared to discuss the readings and to offer their insights! If for any reason you have difficulty speaking out in class, please make an appointment to see me in my office.

Good quality participation means the following: Showing up is half the battle. The second component is asking questions you are genuinely curious about, being able to present your ideas, statements and arguments in a meaningful manner that will contribute to the overall knowledge of the course subject. Participation points are not based on the number of words you utter per class, but rather a willingness to engage in the discussion.
II. There will be one five to seven page "short paper" and a class presentation as well as a final research paper due the last day of class.

ASSIGNMENTS:

- Short paper due: May 2\textsuperscript{nd} or June 4\textsuperscript{th}, 2002
- Research proposal: April 30, 2002
- Research Paper: Due June 5, 2002

GRADING:

- Short Paper \(\star\star\) ........................................... 25%
- Class Presentation ............................................ 25%
- Research Paper ................................................ 40%
- Class Participation .......................................... 10%

SHORT PAPERS

You have the option of turning in a short paper (five to seven pages in length) either on May 2\textsuperscript{nd} or June 4\textsuperscript{th}. If you choose to turn in a short paper on or by May 2\textsuperscript{nd}, then you can only give your class presentation after May 2\textsuperscript{nd}. If you choose to turn in a short paper on or by June 4\textsuperscript{th}, then you must due a class presentation on or by May 2\textsuperscript{nd}. This is to ensure that you have one grade before mid-term break. The short papers must be analytical and/or argumentative based on any of the assigned readings, class themes, questions, issues, or concepts raised in class. The paper must be typed, front sized 12, doubled spaced, spell-checked, and with appropriate margins of 1 to 1.25 inches on all sides.

CLASS PRESENTATIONS

One to two students will be selected for each class to lead discussions based on that day’s assigned readings. Your grade will be based on the summation of each book, the critical points or central arguments that you find of particular interest. You may also explore concept(s) or theoretical frameworks that you find particularly interesting in the readings. It will be your job to lead the class in a "quality" discussion. Thus, your grade is based on the willingness of your classmates to work together. If they choose to help you by keeping the class discussion continuous either by bringing up another topic, exploring questions, issues (pertaining to that day’s readings), then you will do well. This is a team effort. There will also be a class list serve to help generate class questions, concerns, and issues for each class. I will also be available to meet with the student discussant(s) before class.

RESEARCH PAPER

Research Paper (no less then 15 pages and no more than 25 pages): You are required to write a research paper on some aspect related to the U.S.-Mexico Border, either from among the topics covered in the course or another approved by the Professor. The paper should be analytical, rather than simply descriptive. It must contain a section that is dedicated to and titled "future implications". I have placed a Border Studies Bibliography list on reserves at Gould Library to assist you in your research. It is important to note that you are not limited to the bibliography list.

Remember: Please be aware of the fact that some books are not located/available in Gould Library and that you may have to acquire them through inter-library loan. Thus, you need to plan ahead. No excuses will be accepted.

The Border Studies Bibliography also lists directories and Internet resources pertaining to the U.S.-Mexico Border.
Each student must come to see me during office hours by the fourth week of class and submit a brief proposal and preliminary bibliography of their paper. Your paper should be prepared according to standard academic guidelines. The final paper must be typed, font sized 12, doubled spaced, spell-checked, and with appropriate margins of 1 to 1.25 inches on all sides. Use headings as appropriate to delineate sections of your paper (e.g., "Introduction," "Texas State Funding", "Discussion and Conclusion", etc.--whatever the relevant sections are). References to books, articles, and newspapers should be in accordance with the MLA, APA, or Chicago Style of Manual writing. DUE DATE June 5, 2002, By 3pm. ABSOLUTELY NO LATE PAPERS WILL BE ACCEPTED!!!!!

PROPOSAL

Your proposal should include:

*a brief statement of your research topic, including your major hypothesis or research questions

*kinds of information you need in order to address those research questions or test your hypothesis

*issues or theoretical debates that you think will be important

*your major bibliographic sources

The proposal should be about 3 to 4 pages in length and is due April 30, 2002

Academic Misconduct: Given the fact that academe relies upon the ethical conduct of scholars, students are held to the same standards in their own work. Any act of academic dishonesty or misconduct will be referred to the Office of the Associate Dean. For further information, see Carleton College's Academic Honesty in the Writing of Essays and Other Papers and the section on "academic honesty" in Academic Regulations and Procedures, 2001-02. Both are available in Laird 140.

Special Needs: Students requiring access to learning tools/special schedules approved by Student Support Services should contact me at the beginning of the course.

NOTE: Readings must be completed for the dates assigned below. Those readings with an "**" are on reserves at the Gould Library.

REQUIRED READINGS:

A number of reserved readings are available at Gould Library. The following texts are also available at the bookstore for purchase:


**COURSE SCHEDULE:**

April 2, First Day of Class: Introduction to Course, Themes, and Concepts

*Sign Up Sheet for Class Discussants*

April 4th: Theories of Borders, Boundaries, Nation-States,

**Readings:** **Staudt and Spener, *The U.S.-Mexico Border*, Chapters 1 & 2

<Andreas, *Border Games*, Chapters 1 & 2


<**Held, McGrew, Goldblatt, and Perraton, "The Territorial State and Global Politics" *Global Transformations*, Chapter 1 (pp. 32-86)

April 9th: The Spanish-Native American-Mexican Borderlands, the U.S.-Mexico War & Treaty of Guadalupe-Hidalgo (1848)

**Film:** The Ballad of Gregorio Cortez

April 11th: Border Strife: Filibusters, Ethnic Violence, and Indians, Mexicans, and Anglo-Americans The Mexican Revolution, 1910 and Border Conflict

**Readings:** Lorey, *The U.S.-Mexico Border*, Introduction and Chapter 1 (pp. 1-33)

<Martinez, *Troublesome Border*, Chapters 1, 3, & 4, 5

<Martinez, ed. *U.S. Mexican Borderlands*, Chapter 1 (pp. 1-43)


**Readings:** Martinez, *Troublesome Border*, Chapter 2

<Martinez, *The U.S.-Mexico Borderlands*, Chapters 2 (pp. 45-84) Chapter 3 (pp. 85-106), Chapter 4 (pp. 107-147)

<**Velez-Ibanez, "The Politics of Survival and Revival," *Border Visions*, Chapter 3 (pp. 91-136)

Dunn, "Introduction," *The Militarization of the U.S.-Mexico Border*, (pp. 1-30)

********Proposal Due April 30th at Beginning of Class**********

April 18th: Border Politics

**Readings:** **Price, Thomas, *Standoff at the Border: a Failure of Microdiplomacy***

Rodriguez, Decentralization in Mexico, Chapters 1, 2, & 6 (pp. 1-37 & 115-139)

Rodriguez and Ward, Opposition Government in Mexico, Chapter 9 (pp. 135-151)

http://www.us-mex.org/borderlines/bkissues.html


April 23rd: Economic Development: Boom and Busts on the Border

Readings: Lorey, The U.S.-Mexico Border, Chapters 2, 3, 4, 5, & 6

Martinez, The U.S.-Mexican Border, Chapters 5 (pp. 149-174) & 6 (pp. 175-222)


Gilmer, Gurch, and Wang, "Texas Border Cities," The Border Economy (pp.2-5)

April 25th: Border Economy and Informal Economy

Readings: **Staudt, Free Trade: Informal Economies, Chapters 2 & 4

Martinez, The U.S.-Mexico Borderlands, Chapter 6

Andreas, Border Games, Chapter 3

Staudt, "Seeds for Self-Sufficiency? Policy Contradictions at the U.S.-Mexico Border," Gender and Immigration, Chapter 2 (pp. 21-37)


April 30th: Maquiladoras, Workers, and NAFTA

Documentary: Performing the Border (1999) Narrated by John Quinones (42 mins)

Readings: Kamel, The Global Assembly Line, (entirety)

Herzog, Shared Spaces, Chapters 12 and 13 (pp. 295-336)


CASE STUDY:

Gruben and Kiser, "NAFTA and Maquiladoras," The Border Economy (pp. 22-24)

Vargas, "Maquiladoras," The Border Economy (pp. 25-29)
May 2nd: Grassroots Organizing: Linking Global Struggles Locally

Readings:


- **Huesca, Robert, "Communication for Social Change Among Mexican Factory Workers on the Mexico-United States Border," *Redeveloping Communication For Social Change*, Chapter 6 (pp. 73-86)

- [http://www.us-mex.org/borderlines/bkissues.html](http://www.us-mex.org/borderlines/bkissues.html)


**********First Short Paper Due at Beginning of Class**************

May 7th: Contemporary Border Issues: Poverty & Health

Readings: Martinez, *Troublesome Border*, Chapter 5 & 6

< Lorey, *The U.S. Mexican Border*, Chapter 7

- **Crabtree and Ford, "Communicating About Emerging Infectious Diseases in the Borderlands," Chapter 4; Ford, Barnes, Crabree, and Fairbanks, "Boundary Spaners," Chapter 9; Schlesinger, "Project Vida," Chapter 10; Byrd, "Notes on Community Health on the Border From Theory and Practice," Chapter 12, in U.S.-Mexico Border Health

CASE STUDY:

- **Taylor, "The Border," *The Border Economy* (pp. 6-8)

- **Sharp, "Growth Without Prosperity," *Bordering the Future* (pp. 13-32)

- **Sharp, "Health: Chronic Conditions," *Bordering the Future* (pp. 105-122)

May 9th: Environment and Water

Documentary: Borderline Cases (1997) (65 mins.)

Readings: Herzog, *Shared Spaces*, Chapters 1-4, (pp. 3-100)

May 14th: Environment: Continued

Guest Speaker: Professor Teresa Vazquez, University of Texas-Arlington

May 16th: Drug Trafficking

**Film:** *Traffic* (2000) 140 mins.

**Readings:** **Recio, "Drugs and Alcohol: U.S. Prohibition and the Origins of the Drug Trade in Mexico, 1910-1930," Journal of Latin American Studies, (pp. 21-42)

<Andreas, *Border Games*, Chapter 4 (pp. 51-84)

May 21st: Drug Trafficking

**Readings:** **GAO Report, Drug Control: Update on U.S.-Mexican Counternarcotics Activities, (March 4, 1999)

<http://www.us-mex.org/borderlines/bkissues.html


May 23rd: Immigration

**Film:** *Bread and Roses*

**Readings:** **GAO Report, Illegal Aliens: INS Processes for Denying Aliens Entry Into the United States, (November 13, 2001)

<http://www.us-mex.org/borderlines/bkissues.html


*George Kourous and Anne Seymour, "Forging a New U.S.-Mexico Migration Relationship: Recommendations from Outside the Beltway," *Borderlines* 81 Vol 9, No. 8 (September 2001)

<Handout> Jonathan Treat, "Political Support for Immigration Pact May Have Evaporated, but in Mexico, Migration Pressures are on the Rise," (Feb 1, 2002)

**CASE STUDY:**
<**Orrenius, "Illegal Immigration and Enforcement Along the Southwest Border," *Border Economy* (pp. 30-34)

May 28th: Immigration and Human Rights

**Readings:** Andreas, *Border Games*, Chapter 5 (pp. 85-112)


< http://www.us-mex.org/borderlines/bkissues.html

*Kent Paterson, "Spectre of Juarez Crime Patterns Haunts Cases of Missing Chihuahua City Women," *Borderlines* 20 (June 2001)

*_______, "Reign of Terror Against Juarez Women Continues," *Borderlines* 8 (March 2001)

*______, "New Killings of Border Women Condemned," *Borderlines* 20 (November 2001)

<(Handout) _______"Killings of Women in Ciudad Juarez Continue, Revealing Depth of Human Rights and Justice System Problems in Mexico," (28 February 2002)

May 30th: Colonias and Public Policy

**Readings:** **Peter Ward, *Colonias and Public Policy*, Introduction, Chapters 1, 2, 3, & 6

<**Lara, "Health Outreach Programs in the Colonias of the U.S.-Mexico Border, *U.S.-Mexico Border Health*, Chapter 13, (pp. 208-214)

<**Staudt, Holguin, Alarcon, "Mexico Reflects on the United States: Colonias, Politics, and Public Services in Fragmented Federalism," *The U.S.-Mexico Border*, Chapter 6 (pp. 121-139)

**CASE STUDY:**
**Cisneros, "Texas Colonias: Housing and Infrastructure Issues," *Border Economy* (pp. 19-21)

June: 4th: Future of U.S.-Mexico Border Relations

**Readings:** Andreas, *Border Games*, Chapters 6 and 7


<Herzog, *Shared Spaces*, Chapter 14 (pp. 337-360)

<**Spener & Staudt, *The U.S.-Mexico Border*, Chapter 10 (pp. 215-232)

******************Short Paper Due at the Beginning of Class********************

June 5th: Classes End

********************Research Papers Due By 3pm (Place your research papers my mailbox outside my office. My office is located in Willis Hall, room 415.) Absolutely No Late Papers Will Be Accepted********************

Have a great summer!