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Summer 2000-03-09
 Universidad Iberoamericana
 Baja California

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Border Issues/Temas y problematica fronteriza

Welcome to the Spring-Summer course on Border Issues. The course will allow you to enjoy a month-long stay in Playas de Tijuana from Saturday, May 27 to Saturday June 23, 2000. It includes classroom lectures and discussions from Monday through Thursday at the Universidad Iberoamerica, specific readings on border issues, and two or three fieldtrips a week. Written assignments require that the student critically evaluate, discuss, and reflect upon the reading and their experience at the border.

The course will focus on the social, political, economic, and cultural interaction between the US and Mexico at the Tijuana-San Diego border region. Questions of gender, race, ethnicity, class, and popular culture are central to the course. Topics will vary from immigration, the drug trade, history, development and the environment, maquilas, tourism, women and gender. WE will start with an historical overview of the history of Mexico, Baja, and U.S.-Mexico relations. Our second week will focus on migration, both internal and to the United States, in the context of the North American Free Trade Agreement (NAFTA). During the third week we will explore the growth of the maquila industry, ecological concerns, and gender. Our last week will focus on the dynamism of border culture politics.

We will certainly learn many things from the great texts we are reading for this course. However, we will also learn experientially from the numerous field trips, guest speakers, and immersion in the fascinating cultural milieux of the border. Visiting missions, maquilas, indigenous communities, and concerts form a central part of the course.

Required Texts

Sebastian Rotella's *Twilight on the Line: Underworlds and Politics at the US-Mexico Border*.
 New York: W.W. Norton & Company, 1998

Luis Alberto Urrea's *Across the Wire: Life and Hard Times on the Mexican Border*. New York:

Anchor Books, 1993

David E. Lorey's *The U.S.-Mexican Border in the Twentieth Century*. Washington, DC: Scholarly Resources.

Augusta Dwyer's *On the Line: Life on the U.S.-Mexican Border*. New York: Monthly Review Press, 1994.

Selections from the *Course Reader*

Additional Readings will be distributed during class.

Attendance and Class Participation

Attendance is required at all class meetings and students are expected to participate in field trips and group activities. Classroom sessions will include lecturing and discussion. Although a lot of the discussion material will be centered around your overall experience visiting places, reading the newspaper, listening or watching the news, etc, you are expected to do the assigned reading and discussions will be centered around the required reading as well as your experience in Baja.

Weekly topics and written assignments

Students will write four 3-5 page analytical essays (typed). The essays must address and discuss weekly readings as well as the student's analysis of issues covered in lectures, reading, and fieldtrips. The first will be an analysis of the book *Across the Wire: Life and Hard Times on the Mexican Border* by Luis Alberto Urrea, and it is **due the day you arrive** in Tijuana, Saturday, May 27. The following three essays are due Monday June 5, Monday June 12, and Monday, June 19.

Reading and Discussion daily audio, visual, or written news/issues

Students will be expected to read, listen, or watch daily news and reports on particular issues at both sides of the border. This assignment will focus on reporting and describing specific events as described in newspapers, radio, or TV news. Reports will be followed by comments and discussion from the faculty, the teaching assistant, and students. Almost every day we will have student oral presentations.

Final Paper

Students will be required to write a seven to ten page paper, **due on the last day of class**, discussing and reflecting on their academic experience in Baja. Paper guidelines will be distributed in class.

Afternoon and evening group activities

There will be frequent afternoon and evening activities for us to enjoy as a group. We will form four groups before we leave for Baja. Each group will be responsible for organizing an afternoon

or evening activity for one of the four weeks. Be creative and use your imagination as you think of activities that may be fun, entertaining, relaxing, intellectually rewarding.

Grading

Four essays	40 points
Final Paper	30
Reading & discussing daily audio, visual, or written news/issues	10
Class, fieldtrip, and group activity participation	20
Total Points	100

90-100 points = A 80-89=B 70-79 = C 60-69 = D Less than 60 points = F

Spring Requirements and Meetings

Note: There will be additional articles from newspapers and magazines distributed in class.

SPRING READING and Meetings

Thursday April 6, 2000, Orientation, and information meeting

Faculty Lounge

12:30-1:30

Executive Dean Gerardo Marín will be at this meeting to answer questions. You must be present.

Thursday April 20, 2000, Introduction to Border Studies

Room to be announced

12:30-1:30

Thursday, May 4, 2000, Introduction to Baja, Part II

Room to be announced

12:30-1:30

This is our last meeting before we meet in Tijuana!!

Spring Reading Assignment: Luis Alberto Urrea's *Across the Wire: Life and Hard Times on the Mexican Border*. Paper due Saturday, May 27 in Tijuana

Weekly Assignments and Activities

WEEK 1- May 29 to June 2, 2000 (Professor Michael Stanfield)

“Bienvenidos, make your self at home, and lets find out where things are”

“Understanding general historical trends in Mexico & the dynamics of northern border regions”

Our objective for this week is to understand general historical trends within Mexican and Baja history. What was Mexico’s western northern border like during the colonial period (1500-1820’s)? How did the region change as a result of national efforts to push for economic and industrial development? How did urban and economic growth after the 1940’s shape social relations? How did national political and economic policies shape the history of Baja?

Assignment Due Saturday, May 27. 3-5 page analysis of *Across the Wire: Life and Hard Times on the Mexican Border* by Luis Alberto Urrea.

Monday.

Paper due

Readings: Preface – Chapter 2 of *The U.S.-Mexican Border in the Twentieth Century* by David Lorey

Morning - Class Meeting and Campus resouces

Afternoon - Familiarize yourself with your neighborhood

Tuesday.

Readings: Chapters 3-4 in Lorey

Morning – Class Meeting

Afternonn – Visit to Cultural Center and Rio Tijuana

Wednesday.

Readings: Chapters 5-6 in Lorey

Morning – Class Meeting

Evening – Evening Activity organized by students

Thursday

Readings: Chapter 7 in Lorey
Morning – Class Meeting

Friday

All day field trip to Missions and the Wine Country

WEEK 2- Monday June 5-9, 2000 (Professor Lois Ann Lorentzen)

Understanding the Migrant Experience from Both Sides of the Border

Tijuana is a “host” of national and international migrants. Tijuana’s social, political, and economic issues can not be divorced from questions of migration. How do issues related to immigration on both sides of the border shape the experience of migrants in the Tijuana-San Diego border? How does immigration shape the experience of Tijuana residents, industries, and the city dynamics? Our goal for this week is to understand the experience of migrants at the border.

Assignment due Monday, June 5. 3-5 page analysis of first week course readings, classroom presentations and discussions, and field trip.

Monday

Paper due

Readings: Chapter 1, “The View from Big Boy” from *Twilight on the Line*
 “Historical Perspectives on Transnational Mexican Workers in California”
 Devra Weber in *Course Reader*

Morning – Class Meeting

Afternoon - Field Trip to Casa del Migrante

Tuesday.

Reading: Chapter 2, “El Brinco (The Leap) from *Twilight on the Line*
 Morning – Class Meeting
 Afternoon – Field trip to crossing point

Wednesday

Reading: “The Connection at Its Source: Changing Socioeconomic Conditions
 And Migration Patterns” by Agustín Escobar Latapí in *Course Reader*
 Chapter 6, “The Mexican Incident Book” from *On the Line*
 Morning – Class Meeting
 Evening – Activity organized by students

Thursday.

Readings: Chapter 3, “Border Cops: The American Foreign Legion and the Dog that
 Bit Other Dogs” from *Twilight on the Line*
 Chapter 7, “Let’s Shoot Some Aliens: The US Border Patrol” from *On the Line*

Morning – Class Meeting

Afternoon – Fieldtrip to US Border Patrol Offices

Friday

Readings: “Mexico and California: the Paradox of Tolerance and Dedemocratization”

By Jorge G. Castañeda in *Course Reader*

Morning – Class Meeting

Saturday – Service Day

WEEK 3- Monday June 12- Saturday, June 17, 2000 (Professor Lois Lorentzen)

“Life at the border and the social dynamics of US-Mexican Relations in Baja”

Our objective for this week is to understand the living conditions among permanent Tijuana residents. How do border industries, the maquilas or the service industry among others, shape the social conditions at the border? How do local politics and economic policies at the border impact the life style of local residents? How do issues such as the drug trade impact Baja and how do local residents and Americans perceive this “problem”? How are social and class differences expressed throughout the city? How do homeless, working class residents, middle class, and wealthy residents perceive industrial and commercial activity at the border?

Assignment due Monday, June 12. 3-5 page analysis of all course readings, guest speakers, field trips, and classroom discussions from preceding week.

Monday

Paper due

Readings: Chapters 1 & 2 in *On the Line: Life on the US-Mexican Border*

Morning – Class Meeting

Afternoon – Field trip to maquilas

Tuesday.

Readings: Chapters 3 & 5 in *On the Line*

Morning – Class Meeting

Afternoon – Field trip to colonias marginales and wealthy neighborhoods

Wednesday

Readings: Chapter 6, “Narcopolitics” in *Twilight on the Line*

Morning – Class Meeting

Evening – Activity organized by students

Thursday.

Readings: Chapter 4, “The Way the Wind Blows” in *On the Line*

Morning – Class Meeting

Friday and Saturday

Readings: “The Poisoning of Indigenous Migrant Women Workers and Children” by
Egla Martinez-Salazar in *Course Reader*
“Mexican Women on the Move” by Antonieta Barrón in *Course Reader*
Field trip to San Quintin – environmental impacts and indigenous migration

WEEK 4- Monday, June 19- Friday, June 23 (Professor Michael Stanfield)

“From Tecate to Burger King, Exploring Culture at the Border”

Our objective for this week is to understand cultural interaction at the border as well as its dynamics and influence on Tijuana. We need to keep in mind that Tijuana’s social, political, and economic relationship with Southern California and its proximity to San Diego includes a dynamic interaction and exchange of values, beliefs, and practices.

Assignment due Monday, June 19. 3-5 page analysis of preceding week’s readings, field trip, guest lectures, and classroom discussions.

Monday.

Reading: Chapter 4 of *Twilight on the Line* by Rotella

Paper due

Morning – Class Meeting

Afternoon – Field Trip To Be Announced

Tuesday.

Reading: Chapter 5 of Rotella

Morning – Class Meeting

Afternoon – Visit to *Zetz* newspaper office

Wednesday.

Reading: Chapter 7 of Rotella

Morning – Class Meeting

Evening – Activity organized by students

Thursday

Reading: Chapter 8 of *On the Line* by Dwyer

Morning – Class Meeting

Afternoon – Work on your final papers!!

Friday. Last meeting

Final paper due