

## HST 448 The Mexican/U.S. Border Spring-2011 (Lec 24433)

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### INSTRUCTOR AVAILABILITY

- Office hours are by Appointment
  - I will check my Email and the course Discussion Board once every morning.
    - **Email** will be used to communicate with students individually
      - I will reply to email messages within 24 hours.
    - **The Discussion Board** will be used to pass on information to the entire class.
  - When pre-arranged available for video chatting on Skype (asuaguila).
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### CONTACT THE ASU HELP DESK FOR TECHNOLOGY ISSUES

**Phone:** 480-965-6500

**E-mail:** <HelpDesk@asu.edu>

< <http://help.asu.edu/studentinfo> >

Resolving **Technology issues** are the student's responsibility.

Turn off your **Block Pop Windows** function in your web browser in order to minimize compatibility problems with Blackboard.

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### COURSE DESCRIPTION

This class will analyze the evolution of the Mexican/U.S. border region from 1848 to the present. A definition for this region is not necessarily limited by its political demarcation, but must include cultural, economic, social and bi-national characteristics in determining its space and significance.

During the 19th and early 20th century, Mexican policy-makers were extremely distrustful of the United States due to U.S. invasions of Mexico in 1835, 1846, 1914, and 1916. Conversely, since World War II Mexico became the most politically stable Latin American nation and officials sought closer relations with the United States. Today the United States is Mexico's most important trading partner and the United States has the second largest Spanish-speaking population in the World. Finally, in order to correctly comprehend the complexity of the border, we must include the multiple players who influence this relationship, i.e. Wall Street, private investors, civic society, the Catholic Church.

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### COURSE OBJECTIVES

- Demonstrate that Mexican-U.S. relations is a multi-level and multi-sided relationship
  - Federal Government (Mexico City and Washington, DC)
  - State government (Arizona and Sonora)
  - Civic Society (Religious Groups; Business Associations; NGOs, the Minutemen)
  - Border Communities
    - "México de afuera" (Mexican community within the United States)
    - Indigenous Peoples
- Assess the place of the Mexican-U.S. border within the context of the Global Community

### IMPORTANT UNIVERSITY DATES

- Point your browser to <http://students.asu.edu/academic-calendar> for additional dates.

## COURSE REQUIREMENTS

- Must complete reading assignments by Monday of each week
- Must submit all assignments according to the course schedule below.
- **Active and regular participation** within the course website is required.
- Have reading comprehension and writing skills at an upper division college level.
- Basic computer knowledge including the ability to surf the world-wide-web, send attachments, download material, and send/receive email is required.
- On-line library research and work using the ASU library databases is compulsory.
  - **All writing assignments must be based on Scholarly sources**
  - **Unauthorized websites are absolutely forbidden**
  - **Students are responsible for understanding university and the course guidelines regarding Plagiarism-which is also forbidden by the way**

## ACCOMADATIONS FOR DISABILITIES

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. One element of this legislation requires that all qualified students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation please contact the Disability Resource Center at ASU Polytechnic located in Student Affairs Quad # 4 or call 480-727-1039 / TTY: 480-727-1009. Eligibility and documentation policies online: <http://www.asu.edu/studentaffairs/ed/drc/>

## ASSIGNED READING

\*All the books are required in order to pass this course. All of the material will be assessed.

### Books:

- Joan B. Anderson and James Gerber. *Fifty Years of Change on the U.S.-Mexico Border*. Austin: University of Texas Press, 2008.
- Leo R. Chavez. *The Latino Threat: Constructing Immigrants, Citizens, and the Nation*. Stanford: Stanford University Press, 2008.
- Paul Ganster and David E. Lorey. *The U.S.-Mexican Border Into the Twenty-First Century*. 2nd edition. Rowman & Littlefield Publishers, INC. 2008.
- Teresa Rodriguez. *The Daughters of Juárez: A True Story of Serial Murder South of the Border*. New York: Atria Books, 2007.

### Articles:

- **Students are responsible for finding all of the assigned articles within the Library Databases.**

## ASSIGNMENTS

### Grades-Scores:

ASSIGNMENT	% OF GRADE		
Class Participation	30	A+ = 98-100%	B+ = 88-89
Exam 1	10	A = 94-97	B = 84-87
Daughters of Juarez Essay	15	A- = 90-93	B- = 80-83
Latino Threat Essay	15		
Research Project	30		D = 60-69
<b>TOTAL</b>	<b>100%</b>	C+ = 78-79	E = 0-59
		C = 70-77	

### Grading-Assessment:

- **Demonstrate that you have completed the assigned reading**
- Demonstrate that you have conducted the required library research
- Writing assignments will be assessed by level of organization, clarity, originality, and grammar.
- All writing assignments must include references and a bibliography
- Follow the writing guidelines in **COURSE DOCUMENTS** folder
- All writing assignments must be submitted as Microsoft Word documents.

### Extra Credit:

- Use Chicago Manual of Style or Kate Turabian for citation and bibliography formatting.
  - 5 bonus points for essays, which use the above citation formatting correctly.

### Late Penalty:

- Late assignments will receive an automatic **5-point penalty** plus **1 additional point** for each day that the assignment is submitted late.

### Assignment Descriptions:

- **Class Participation**
  - Class Discussions
    - Formatting Guidelines for Class Discussions will be provided.
  - Quizzes
    - Quizzes will be available from Wednesday to Saturday
      - See the Reading and Assignment Schedule for specific quiz dates
    - **Missed Quizzes** cannot be made up-absolutely no excuses
    - Two lowest quiz scores will be dropped at the end of the semester
- **Exam 1**
  - One-hour exam on Paul Ganster and David E. Lorey. *The U.S.-Mexican Border Into the Twenty-First Century*. 2nd edition. Rowman & Littlefield Publishers, INC. 2008.
  - Sunday February 13 (On-line)
- **Daughters of Juárez Essay**
  - 3-5 page essay
  - An Assignment Guide will be provided
  - Due March 27
- **Latino Threat Essay**
  - 3-5 page essay
  - An Assignment Guide will be provided
  - Due April 17
- **Final Project (2 Options)** - An Assignment Guide will be provided for each option
  - **Must choose option by Monday, March 28**
  - **Option One:** 12-15 page essay
    - It must take the form of an argument
      - For example: greater border security and more stringent immigration laws versus comprehensive immigration reform including a path to citizenship for undocumented immigrants
  - **Option Two:** A Lesson Plan on one of the major themes of the course.
    - It must take the form of an argument
      - For example: greater border security and more stringent immigration laws versus comprehensive immigration reform including a path to citizenship for undocumented immigrants
  - **Due May 5**

## Spring 2011 Reading and Assignment Schedule

<http://students.asu.edu/academic-calendar>

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**Book Key:** (FYC) Anderson, *Fifty Years of Change*; (LT) Chavez, *Latino Threat*; (USM) Ganster, *The U.S.-Mexican Border*; (DOJ) Rodriguez, *The Daughters of Juárez*.

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### Week One January 18:

- **Read:**
  - The Syllabus
  - Mexico's drug war myths dispelled
  - NYT Editorial: Guns at the border
- **Discussion**
  - Introduce Yourself

### Week Two January 24

- **Read:**
  - USM Preface xv-xxiii and 1-33
  - Articles in WHAT IS THE BORDER? module
- **Discussion**
  - What is the border?
- Quizzes
  - Quiz 1 - 4th Member of NAFTA
  - Quiz 2 - Rethinking History

### Week Three January 31

- **Read**
  - USM 35-152
- **Quiz 3**
  - Course Documents/Syllabus
- **Discussion**
  - History of the Border: 19th century to WWII

### Week Four February 7

- **Read**
  - USM 153-202
  - FYC 1-34
- Quiz 4
  - FYC 1-34
- **Discussion**
  - Population and Migration
- **Exam 1**
  - Sunday February 13 (On-line)

### Week Five February 14

- **Read**
  - FYC 35-102
  - DOJ 1-29

### Week Six February 21

- **Read**
  - 103-208
  - DOJ 29-42

### Week Seven February 28

- **Read**
  - DOJ 43-155

### Week Eight March 7

- **Read**
  - DOJ 157-230

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### **Spring Break March 13-March 20**

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### Week Nine March 21

- **Read**
  - DOJ 231-294
  - LT 1-18
- **Daughters of Juárez Essay due March 27**

### Week Ten March 28

- **Read**
  - LT 21-110

### Week Eleven April 4

### Week Twelve April 11

- **Read**
  - LT 113-186
- **Latino Threat Essay due April 17**

### Week Thirteen April 18

### Week Fourteen April 25

### Week Fifteen May 2

### Finals Week May 5-11

- **Research Project due May 5 (Happy Cinco de Mayo)**

***Incomplete Grades:*** A course grade of “Incomplete” is rarely given because in thirteen years of university teaching I have never had a student complete one. Please visit <http://www.asu.edu/registrar/forms/regforms.html> under the Academic Record Forms section for the Incomplete Grade Request form, which is available in both *Word* and as a PDF. The form must be completed by the student, signed by the student, the instructor, and the department chair or school director.

***Student Conduct:*** Students are required to adhere to the behavior standards listed in Arizona Board of Regents Code of Conduct ([http://www.asu.edu/studentaffairs/reslife/outreach/abor\\_code.htm](http://www.asu.edu/studentaffairs/reslife/outreach/abor_code.htm)) ACD 125: Computer, Internet, and Electronic Communications (<http://www.asu.edu/aad/manuals/acd/acd125.html>), and the ASU Student Academic Integrity Policy (<http://provost.asu.edu/academicintegrity>).

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process ([http://www.asu.edu/studentaffairs/vp/safety/disruptive\\_student\\_behaviour](http://www.asu.edu/studentaffairs/vp/safety/disruptive_student_behaviour)).

***The Public Nature of the Class (Writing and Discussion):*** Part of becoming an effective writer is learning to appreciate the ideas and criticisms of others, and in this course our purpose is to come together as a community of writers. Remember that you will often be expected to share your writing with others. Avoid writing about topics that you may not be prepared to subject to public scrutiny or that you feel so strongly about that you are unwilling to listen to perspectives other than your own. You are free to express your perspectives in writing and discussion, but you also need to write responsibly, contemplating the possible effects on others and on yourself.

#### **Student Support Services**

Polytechnic campus site: <http://www.poly.asu.edu/students/services/>

***The Writing Center at the Polytechnic Campus:*** The Polytechnic Writing Center offers tutoring services to all students on any sort of writing project. Writing tutors can help with any stage of the writing process, including choosing a topic, brainstorming, clarifying a thesis, organization of ideas or paragraphs, grammar, citation styles, and more. The Center is located in the Academic Center Building on the Lower Level. Although walk-ins are accepted, it is strongly recommended that you make an appointment. Please call (480) 727-1452 to schedule an appointment. Online tutoring is also available if you cannot come in. Visit the Writing Center's website (<http://studentsuccess.asu.edu/polytechnic/writing>) for more information.

***ASU Libraries*** - offers 24/7 access to librarians through "Ask a Librarian" online chat and help by librarians in person at the Reference Desk during most hours the libraries are open. <http://lib.asu.edu/>  
Polytechnic campus link: <http://lib.asu.edu/poly/>

***Counseling and Consultation*** – provides confidential mental health and career counseling services for all ASU students. <http://students.asu.edu/counseling>  
Polytechnic campus site (Student Counseling Services): <http://students.asu.edu/counselingpoly>

*Student Success Centers* – the Student Success Center (SSC) on each ASU campus provides an array of support services that promote students' academic success. The SSC supports classroom instruction by helping students become better learners and gain the confidence and skills to achieve their greatest possible academic success. <http://studentsuccess.asu.edu/>

*The Student Success Center at the Polytechnic Campus* provides a variety of support services that promote students' academic success. The SSC's programs help students to become better learners and to gain the confidence and skills to do well in their courses. At the Polytechnic campus, the SSC provides the following services FREE of charge to ASU students: (1) subject area tutoring, (2) writing tutoring for any writing assignment, (3) supplemental instruction for MAT 170 and CHM 113, (4) academic success workshops on topics like reading strategies and studying for exams, and (5) individual as well as group study space. For questions, please call (480) 727-1452 or stop by. For more information and for tutoring schedules, please visit our web site at <http://studentsuccess.asu.edu/polytechnic>. The SSC is located in the Academic Center Building (CNTR) on the Lower Level. To see a campus map, please visit <http://www.asu.edu/map/interactive/>

*Career Services* – offers assistance to students in choosing a major, setting career goals, interviewing and job hunting strategies. <http://students.asu.edu/career>  
Polytechnic campus site: <http://students.asu.edu/career/poly>

*Student Financial Aid Office* – offers information and applications for student funding such as grants, loans, scholarships and student employment. <http://students.asu.edu/financialaid>  
Polytechnic campus site: <http://www.asu.edu/fa/> (same as general ASU site)

*Student Health and Wellness Center* – provides non-emergency medical health care to all ASU students regardless of insurance status. Most visits with a physician or nurse practitioner are free of charge, but fees will be incurred for x-rays, lab results, etc. [www.asu.edu/health/](http://www.asu.edu/health/)  
Polytechnic campus site: same

*Student Recreational Center* – offers individual and group fitness opportunities, as well as information on nutrition and wellness, and massages. Use of the general facilities (weights, circuit training and cardio machines) are free, other services (yoga classes, massages) are fee-based. [www.asu.edu/src/](http://www.asu.edu/src/)  
Polytechnic campus site: <http://www.poly.asu.edu/pac/>

*Student Legal Assistance* – provides legal advice and counsel free of charge to all ASU students in areas such as landlord-tenant law, credit reports and collection issues, taxability of scholarships and grants, etc. Notary service is also available at no charge. <http://www.asu.edu/studentaffairs/mu/legal/>

*Help Wiki* – provides a frequently asked questions resource for technology users at ASU. <http://wiki.asu.edu/help/>  
Information Technology on the Polytechnic campus: <http://campus.asu.edu/polytechnic/uto>

*EMPACT Crisis Hotline* – offers free 24-hour support for mental health crises. Call (480) 784-1500 in the Phoenix area, (866) 205-5229 for the toll-free number outside of Phoenix, and (480) 736-4949 for the sexual assault hotline. All services are free and confidential. <http://www.empact-spc.com/>