

**California State University, San Marcos**

**GEOG 305-01, The U.S.-Mexico Border, Fall 2013 (CRN 46647)  
Professor Vivienne Bennett**

**Tuesdays, 5:30-8:15pm, SBSB 1-108**

<b>Phone</b> 760-750-4190	<b>Email</b> <a href="mailto:vbennett@csusm.edu">vbennett@csusm.edu</a>	<b>Office</b> SBSB 4-229
<b>Office Hours</b> Tuesdays 4:15-5:15pm and by appointment		

**Syllabus and Course Schedule**  
*(draft dated 9-15-2013)*

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**Students With Disabilities**

Students with disabilities are encouraged to meet with me as soon as possible to discuss special homework, testing, seating, or other arrangements that might be necessary or simply helpful.

### **CSUSM Catalog Course Description for GEOG 305**

*Focuses on the economic, social, and cultural geography of the border region between the United States and Mexico. Overview of the U.S.-Mexico border as a whole as well as examination of selected border cities, industry and agriculture, the environment, labor, immigration, politics, and other issues.*

### **Expanded Course Description**

This course is about the 2000-mile long border region where the United States and Mexico meet. The border is a physical place where deserts, rivers, and tribal lands are bisected by an international boundary, where U.S. and Mexican cities abut each other to form transfrontier metropolitan zones, where the political, social, economic, and artistic cultures of two countries meld together, clash, and overlap. The flourishing of the border over the past 50 years has led to vibrant economies, urban spaces, and cultural life but also to extensive environmental degradation in the form of water, land, and air pollution, and toxic waste. Since September 2001, the U.S.-Mexico border has become a place of heightened security (border fences, border patrol, border checkpoints, customs agents) and also a place of insecurity (assaults on Mexicans being smuggled across; drug cartel violence on both sides; gun trafficking from the U.S. to Mexico). The border is shaped by the people who live and work there, who pass through, and who interact with it. It is shaped by the compromises reached by two different societies with different political and legal systems. GEOG 305 takes students on a journey of exploration of the U.S.-Mexico border.

### **Student Learning Objectives**

1. Identify major geographical features of the U.S.-Mexico border region.
2. Understand the history of development along the U.S.-Mexico border.
3. Identify, understand, and analyze major issues that affect the border region including trade, immigration, drugs, and the environment.
4. Understand how political processes and culture differ on each side of the border and analyze how these differences impact the region's development and the resolution of problems.
5. Work effectively in collaboration with peers on class exercises.
6. Improve analytical skills and deepen understanding of social science concepts.
7. Improve writing skills.

### **Required Reading**

*Items 1, 2, and 3 are at the CSUSM Bookstore and on reserve at the CSUSM Library. Items 4, 5, and 6 are available for free online. The Course Schedule on pp. 8-9 provides the dates when readings are due.*

1. Hendricks, Tyche. *The Wind Doesn't Need a Passport: Stories from the U.S.-Mexico Borderlands*. University of California Press, 2010. (ISBN 978-0-520-26980-4)

2. Payan, Tony. *The Three U.S.-Mexico Border Wars: Drugs, Immigration, and Homeland Security*. Praeger Security International, 2006. (ISBN 0-275-98818-X)
3. Weintraub, Sidney. *Unequal Partners: The United States and Mexico*. The University of Pittsburgh Press, 2010. (ISBN 978-0-8229-6058-4)
4. Isacson, Adam and Maureen Meyer. *Beyond the Border Buildup: Security and Migrants Along the U.S.-Mexico Border* (Washington Office on Latin America and El Colegio de la Frontera Norte, April 2012). The full report is available for free as a PDF by clicking on the link at the bottom of this page  
[http://www.wola.org/publications/after\\_the\\_buildup\\_security\\_and\\_migration\\_at\\_a\\_transformed\\_us\\_mexico\\_border](http://www.wola.org/publications/after_the_buildup_security_and_migration_at_a_transformed_us_mexico_border)
5. Molzhan, Cory, Octavio Rodríguez, and David Shirk. *Drug Violence in Mexico: Data and Analysis Through 2012*. University of San Diego: Transborder Institute, January 2013. You can find the link to this report on Cougar Course for GEOG 305.
6. Articles on e-Res or on Cougar Courses. See syllabus for dates these readings are due.

### Course Resources

1. **Cougar Courses:** The material in Cougar Courses for this class is central to your success. I will place guidelines for all course assignments in the CC container on a timely basis. I also provide links to many websites that will be helpful for your assignments as the course progresses. If you are new to Cougar Courses, you can find online help and the contact info for face-to-face assistance here:  
<http://cc.csusm.edu/mod/resource/view.php?id=226073>
2. **Library Reserves:** I have placed books from our library's collection that are relevant to the GEOG 305 subject matter on reserve at the Circulation Desk in the Kellogg Library.
3. **Office Hours:** I am available during office hours and by appointment to talk about any aspect of this course or related topics. If you are having difficulty with this course in any way, please come see me as soon as possible. Also come if something intrigues or puzzles you, if you would like to know more about a topic, if you need help with assignments, etc. I can be very helpful with ways to improve your ability to understand the assigned reading, prepare and carry out written assignments, and participate in class. If you are not free during my office hours, please email me ([vbennett@csusm.edu](mailto:vbennett@csusm.edu)) to make an appointment.

My office is SBSB 4-229, in the same building as our classroom. Take the elevator to the 4<sup>th</sup> floor, turn left and go to the end of the hall, then turn right, my office is the 3<sup>rd</sup> on the right.

### Elements of Your Grade

<b>Date Due</b>	<b>Element</b>	<b>Points</b>
August 27	Assignment 1: In-class essay	5
September 24	Attend library workshop in class	1
October 1	Attend library workshop in class	1
October 1	Assignment 2: Paper and data table on your twin cities	20
November 5	Assignment 3: Paper on your twin cities issue	15
October 8, 15, 22, 29, Nov 5	Class presentation on your twin cities issue	7
November 5	Attend team work session	1
November 12	Attend team work session	2
November 19	Attend team work session	1
November 26	Attend team work session	2
November 19 and December 3	Participation in Twin Cities Summit in class	20
Tuesday December 10 by 8:00pm (Finals Week)	Assignment 4: Twin Cities Border Capital paper	25
<b>TOTAL POINTS</b>		<b>100</b>
<b>There is no midterm or final exam for this class</b>		

**Extra Credit:** You may earn extra credit by attending up to five of the Fall 2013 workshops at the Writing Center. You will receive 1 point of extra credit for each workshop you attend (up to a maximum of 5 points for 5 workshops). To get credit you must bring me an attendance slip from each workshop signed by the instructor. The schedule of workshops is on our Cougar Course page and can be found here: <http://www.csusm.edu/writingcenter/workshops.html>

#### Grading Scale

<b>Grade</b>	<b>Numerical Score</b>
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D	60-69
F	0-59

## **More About the Assignments**

Guidelines for each assignment are provided to students in handouts distributed in class well before the due dates. The Course Schedule (pp. 8-9 of this document) tells you exactly when these handouts will be distributed. They will also be placed in the Cougar Course container on the day they are handed out in class. It is each student's responsibility to make sure she/he reads, understands, and follows the guidelines describing each assignment.

Writing Skills: One goal of this class is to help you improve your writing skills, including your ability to understand assigned topics, conceptualize an argument, present it effectively in writing, provide relevant and appropriate evidence to illustrate your points, employ correct grammar, syntax, and spelling, provide citations correctly, and compile a complete bibliography. Strong writing skills are essential to most post-college careers and jobs. The skills you hone in this class will serve you well for the rest of your life.

I spend a lot of time reading each paper you write and I provide extensive feedback. I expect you to take my feedback seriously and to demonstrate improvement over the course of the semester. It is possible to get a high grade in this class even if you don't do well on the first paper, but only if you put the effort in to improve your work. Every student who receives a C-, D, or F on a writing assignment is allowed to rewrite the paper for a maximum revised grade of C+, except if the low grade is due to academic dishonesty (when no revisions are allowed). I am will always work around your schedule so that we can meet and you can get help directly from me. The Writing Center also provides free writing consultants and is a terrific resource that I strongly recommend. However, no one can help you unless you are willing to help yourself by taking feedback seriously, making appointments for help and keeping them, and then working on your own as needed. In the end, your grade depends completely on your own efforts.

### **My Criteria for Grading Written Work**

1. Does your written work present a coherent discussion directly related to the assignment and to your particular topic?
2. Does your written work demonstrate that you understand the course material?
3. Are the main themes of your written work explained clearly using relevant examples and evidence?
4. Does your written work provide insightful analysis as well as substantive content?
5. Do you address all parts of the assigned topic fully as laid out in the guidelines?
6. Is your written work coherently organized?
7. Did you use an adequate variety of scholarly sources (as needed for the given assignment) and do you effectively synthesize material from these sources?
8. Is your work clearly written, with a fluid style that employs syntactic variety and correct grammar, syntax, and spelling? Do you move from one idea to the next with effective transitions?
9. Do you use proper citation and bibliographic style (if citations and bibliography are appropriate to the assignment)?

### **Attendance Policy**

I take attendance at the start of each class session for two reasons: (1) it enables me to learn your names, and (2) when I grade your written work I can look back to see how often you were in class. I expect you to attend every class session.

I give attendance points for 6 specific class sessions, as listed in the ‘Elements of Your Grade’ on p. 4. These include 1 Library Workshop Day, 1 Library Research Day, and 4 class sessions when your Twin Cities Summit team is given time for group work. Attend all these classes and you’ll get a total of 8 points. Miss class and you’ll lose points per class missed.

- If you have an emergency that prevents you from attending class please contact me as soon as you can, and before class when possible. In a valid emergency (such as illness, family issues, flat tires), I may give you an excused absence and not deduct points if it is one of the special dates above.

### **Academic Honesty**

Academic dishonesty is a serious offense. **Plagiarism** (presenting the words or ideas of others as your own), **fabrication** (falsification or invention of information) and **cheating** (using or attempting to use unauthorized material in any academic exercise) will result in a failing grade in this course and can also lead to expulsion from the University. In addition, a letter regarding the incident will be placed in your file in the office of the Dean of Students. In all written assignments, when you quote word-for-word from another author, you must use quotation marks; all quoted and paraphrased work must be accompanied by a citation of the source in parentheses at the end of the sentence as well as a full reference in the bibliography. Failure to do so is academic dishonesty.

If you have doubts about what constitutes plagiarism, fabrication, and cheating, please consult the section on Academic Honesty in the CSUSM General Catalog and feel free to consult me. A claim of “I didn’t know that was plagiarism...” will not be accepted.

### **There is never a good time to engage in academic dishonesty.**

- Do not risk an ‘F’ in this course and expulsion from the university!
- If you think you will ‘save’ your grade by plagiarizing, fabricating, or cheating, STOP, and come see me.
- Whatever you are facing in your life that may lead you to consider academic dishonesty has a better solution. Do not be afraid to ask me for help.

### **Turning in Assignments Late; Personal Emergencies**

- All assignments are always due on their due dates as listed on p. 4 except in an emergency.
  - If you have an emergency that prevents you from turning in an assignment on its due date or giving your scheduled presentation, please contact me as soon as you can, and before class when possible. In a valid emergency (such as illness, family issues, flat tires), I will give you an excused absence, allow you to turn in papers late without penalty, and reschedule your presentation.

- When you have a valid reason for an extension on an assignment I am open to hearing about it and flexible in working out solutions. Don't be shy about asking because I will say yes whenever your request is reasonable, and I won't hesitate to say no if your reason is unacceptable.

## Course Schedule

<b>Date &amp; Topic</b>	<b>Plan for the Day</b>	<b>Papers/Projects due</b>	<b>Homework</b>
<b>1. August 27:</b> Course Overview	<ul style="list-style-type: none"> <li>Review syllabus and books</li> <li>Student questionnaire</li> <li>Assignment 1 in class</li> </ul>		<b>Due Sept. 3</b> Read Hendricks Intro chapter Read Weintraub Ch. 1 Read Payan Ch. 1
<b>2. Sept. 3:</b> History and Geography of the Border	<ul style="list-style-type: none"> <li>Using Cougar Course</li> <li>Lecture on border history and geography</li> <li>Border Stories and YouTube videos</li> <li>Twin City team assignments</li> <li>Hand out guidelines for Assignment 2</li> <li>Class exercise in teams: data tables</li> </ul>		<b>Due Sept. 10</b> Read Weintraub Ch. 6 Read Payan Ch. 3
<b>3. Sept. 10:</b> Immigration	<ul style="list-style-type: none"> <li>Film: 'The Other Side of Immigration' (55")</li> <li>Demonstrate team forums on CC</li> <li>Team Contract Guidelines and Template</li> <li>Sign Up Sheet for Presentations</li> <li>Hand out guidelines for Assignment 3</li> <li>Teams work on contract</li> <li>Teamwork on Assignment 2</li> </ul>		<b>Due Sept. 17</b> Read Hendricks Ch. 1, 3, 7 Work on Assignment 2
<b>4. Sept. 17:</b> Immigration	<ul style="list-style-type: none"> <li>Enrique Morones, Founder and Director of Border Angels/Angeles de la Frontera</li> <li>Lecture on border industrialization, maquilas, free trade</li> </ul>		<b>Due Sept. 24</b> Read Hendricks Ch. 2 Read Weintraub Ch. 2 Watch 'Maquilápolis' (68") Work on Assignment 2
<b>5. Sept. 24:</b> Library workshop; Border industrialization	<ul style="list-style-type: none"> <li>Melanie Chu, Library Workshop (<u>in our classroom</u>)</li> <li>Finalize team contracts</li> <li>Hand out Twin Cities Summit Guidelines and Guidelines for Assignment 4</li> <li>Research session</li> </ul>	In class: Team Contracts finalized today	<b>Due Oct. 1</b> Read Hendricks Ch. 4 and 5 Finish Assignment 2
<b>6. Oct. 1:</b> Library Workshop;	<ul style="list-style-type: none"> <li>Melanie Chu, Library workshop (<u>in our classroom</u>)</li> <li>Research session</li> </ul>	Assignment 2 due today Student presentations	<b>Due Oct. 8</b> Read Hendricks Ch. 6 Watch 'Border Visions' (57")
<b>7. Oct. 8:</b> Environment	<ul style="list-style-type: none"> <li>Lecture on border environment</li> <li>Student presentations on the environment</li> </ul>	Student presentations	<b>Due Oct. 15</b> Read Weintraub Ch. 4 Read Payan Ch. 2 Read Hendricks Ch. 8
<b>8. Oct. 15:</b> Drugs	<ul style="list-style-type: none"> <li>Lecture on drugs</li> <li>Student presentations on drug issues</li> </ul>	Student presentations	<b>Due Oct. 22</b> Read Hendricks, Ch. 8 Read 'Drug Violence in Mexico' (link is on CC under 'Reports and articles about the border.'
<b>9. Oct. 22:</b> Drugs	<ul style="list-style-type: none"> <li>Film: 'Mexico's Drug Wars' (52")</li> <li>Student presentations on trade</li> </ul>	Student presentations	<b>Due Oct. 29</b> Read Isacson and Meyer, <a href="http://www.wola.org/publications/after_the_buildup_security_and_migration_at_a_transformed_us_mexico_border">http://www.wola.org/publications/after_the_buildup_security_and_migration_at_a_transformed_us_mexico_border</a> Read Payan Ch. 4



<b>10. Oct. 29:</b> Security on the Border	<ul style="list-style-type: none"> <li>• Lecture on border security</li> <li>• Student presentations on border security</li> </ul>	Student presentations	<b>Due Nov. 5</b> Finish Assignment 3
<b>11. Nov. 5:</b> Border Cooperation	<ul style="list-style-type: none"> <li>• Student presentations on immigration</li> <li>• Writing Center videos about, thesis statements, excessive quoting, and plagiarism</li> <li>• Hand out Twin Cities Summit Ballot, Criteria for Evaluating Summit, and Summit Schedule</li> <li>• Team work sessions to prepare for Summit Day 1</li> </ul>	Assignment 3 due today (Twin Cities issue) Student presentations	<b>Due Nov. 12</b> Prepare your materials for team work session
<b>12. Nov. 12:</b> Prep for Summit	<ul style="list-style-type: none"> <li>• Team work sessions to prepare for Summit Day 1</li> </ul>		<b>Due Nov. 19</b> Prepare your materials for Summit Day 1
<b>13. Nov. 19:</b>	<ul style="list-style-type: none"> <li>• Set up</li> <li>• Summit Day 1</li> <li>• Team work sessions to prepare for Summit Day 2</li> </ul>	Summit Day 1	<b>Due Nov. 26</b> Prepare your materials for the team work session Work on your final paper
<b>14. Nov. 26:</b>	<ul style="list-style-type: none"> <li>• Team work sessions to prepare for Summit Day 2</li> </ul>		<b>Due Dec. 3</b> Prepare for Summit Day 2 Work on your final paper
<b>15. Dec. 3:</b> Last day of class	<ul style="list-style-type: none"> <li>• Set up</li> <li>• Summit Day 2</li> <li>• Ballot to select Twin Cities Capital</li> </ul>	Summit Day 2	<b>Due Dec. 10 by 8:00pm</b> Assignment 3
<b>Dec. 10, 8:00pm</b> <i>(no class; this is the date for submitting your final paper)</i>	<ul style="list-style-type: none"> <li>• <b>Your final paper, Assignment 3, is due by the end of the period assigned for our final exam, which is 8:00pm.</b></li> <li>• <b>Submit paper via Cougar Course to Turnitin</b></li> </ul>	<b>Assignment 3: Paper on Twin Cities as Border Capital due by 8:00pm - submit via CC to Turnitin.</b>	
<p><b>The Final Paper is due on the Final Exam date by the end of the assigned two-hour period for our class.</b></p> <p><b>Submit your paper to Turnitin via Cougar Course.</b></p> <p><b>There is no final exam.</b></p> <p><b>Have a great winter break!</b></p>			