

First Year Seminar 225
**Borders and their trespassers: (im)migration, human rights,
and imagined communities**

Trinity College Fall 2007
TR 2:40-3:55 MCEC 246

Assistant Prof. Andrea Dyrness
McCook 312
Phone: 297-2323
Email: andrea.dyrness@trincoll.edu

Assistant Prof Anne Gebelein
TC 234
Phone: 297-2149
anne.gebelein@trincoll.edu

Mentor: Charlie Fuentes
Phone: 978-549-6509
E-mail: charlie.fuentes@trincoll.edu

Course Description:

This course will consider the border politics involved in the making of local and (trans) national communities. Using the U.S./Mexican border and the Trinity/ Hartford border as our two primary loci of inquiry, we will explore the rights and reception of those who cross borders: not only geopolitical, but also linguistic, racial, economic, and cultural ones. Examining immigration policy and admissions policy, law enforcement along the border, media representations of migrants and natives, and the stories of border crossers, we will attempt to understand the forces that expand and constrain membership rights in these intersecting communities. How are borders constructed and contested by groups on both sides of the border? How are rights of belonging and membership transformed by migrants and “trespassers”? Border politics will be considered from an anthropological perspective (Prof. Dyrness) and from a cultural studies perspective (Prof. Gebelein), allowing us to consider a wide variety of scholarly work in fiction and nonfiction, contemporary media, and border studies.

Course Objectives:

In this class, students will gain a broadened perspective on the U.S./Mexico border and an awareness of the ways border politics are enacted locally—in Connecticut, Hartford, and Trinity College—as well as internationally. In particular, students will:

- Understand the border as a social construction, shaped by historical, political, social and cultural contexts
- Understand the structural conditions that push people to cross borders
- Understand the unique experiences and perspectives of border crossers
- Appreciate the ways border-crossing has enriched creative expression and scholarly production in the United States, through examining the field of border studies.

Required Texts, available at www.amazon.com:

Urrea, Luis. *The Devil's Highway*. NY: Little, Brown, and Co., 2004.

Chacon, Justin, and Mike Davis, *No One is Illegal*. Chicago, IL: Haymarket Books, 2006.

How to succeed in this course:

- Class begins on time and we expect you to be present at every session from start to finish. If you run into a one-time scheduling conflict with our class, be sure to consult with us (by email, phone, or in person) BEFORE the conflict to inquire about alternative arrangements. If you become ill or have a family emergency, then email or phone us to inquire about what you're missing and how to compensate. Unexcused absences will adversely affect your participation grade.
- Participate regularly in class discussions and bring the relevant readings and notes with you. Participation is part of your grade, because actively engaging in discussion is an integral part of the learning process. At the same time, remember that being a reflective listener is crucial to meaningful discussions, especially when the views of others differ from your own. In addition, participation is mandatory at several events that will take place during evening hours, such as the visits of guest speakers David Bacon and Guillermo Gomez Peña.
- Readings and writings are due on the day they appear on the syllabus. You are expected to come to class every day having read the materials and ready to discuss them. Writing assignments must be turned in at 2:40 when class starts or emailed by that hour if you have an excused absence. **The late assignment penalty is a 10% reduction for every 12-hour period beyond the deadline**, with exceptions granted only for documented medical & family emergencies.
- Students are expected to engage in **academic honesty** in all forms of work for this course. Collaborating with other students is a great idea if you are exchanging rough drafts for constructive criticism, studying for an exam together, brainstorming ideas for a homework assignment, etc.; however, it is NOT okay to take ideas from other students or from their work and call them your own, or to write homework assignments or take-home exams together. It is NOT okay to take ideas from the internet or from any source without putting them in quotations and citing them, or by paraphrasing them. Cutting and pasting off the internet is tempting, but don't forget that professors know how to use technology too, and plagiarism or any other form of academic dishonesty (such as copying from another student on a test, etc.) will result in a mandatory visit with the Honor's Council and the Dean of Students. Students who cheat are typically suspended from school for a minimum of one semester; a repeat offense leads to expulsion. In addition, if you are discovered cheating, you will fail the course and have an F on your permanent transcript, as well as the sentence "Suspended for academic dishonesty". If you're feeling overwhelmed with assignments, visit the counseling center or come talk to us.

- Please notify us during the first week if you require any special accommodations. Learning Disabilities must be documented by the Counseling Center.

Assignments

Class assignments will consist of a take-home mid-term, a final exam, and five short papers.

Paper 1: Personal border crossing narrative. This paper will ask you to describe and reflect on your own experience of crossing a border (geographical or metaphorical). Guidelines to be distributed in class.

Paper 2: Observing and mapping borders at Trinity College. This paper will ask you to observe a section of campus which you feel represents a space of interaction across borders and analyze the ways students respond to and participate in the shaping of borders (examples include Mather Dining Hall, the Bistro, your dorm hall, cultural houses such as La Voz Latina, etc.). Guidelines to be distributed in class.

Paper 3: Letters to politicians. You will be asked to write two letters focusing on immigration issues targeted at local and federal politicians with differing political orientations. Letters should draw on course readings and concepts to construct your argument.

Paper 4: Media analysis. You will be asked to select an issue related to immigration and borders and follow it in the news throughout the semester (newspapers from past dates may also be consulted). Your final paper will analyze the media's representation of this issue, comparing the approaches of different news sources and critically evaluating them in light of course readings. Good newspapers to follow these issues include: *The New York Times*, *The Los Angeles Times*, *The Miami Herald*, *the Wall Street Journal*, and *the Hartford Courant* (good for local issues). You will also be asked to evaluate one or more websites addressing your issue. Guidelines to be distributed in class.

Paper 5: Community events reflection paper. Throughout the semester there will be several on and off-campus events related to immigration (speakers, forums, demonstrations, films, exhibits, panels, etc.) You will be required to attend at least three of these "extra-curricular" events and write a short reflection paper on each one. Guidelines to be distributed in class.

Calculation of the Final Grade:

Active Participation in class: 15%

Midterm: 15%

Final Exam: 20%

Writing Assignments:

Personal Border Crossing Narrative: 10%

Observing and Mapping Borders at Trinity: 10%

Letters to Politicians: 10%

Media Analysis Paper: 15%

Community Events Reflection Papers: 5%

Be advised that adequate work earns a C, good work earns a B, and outstanding work earns an A in this class.

Class sessions

Fri Aug 31 Introductions, *The Namesake*

Tues 9/4 Historical perspectives on the U.S./Mexico border

Read: L. Schoultz, "Acquiring Northern Mexico." In *Beneath the United States*, pp14-38.

Thurs 9/6 Crossing borders

Read: Luis Urrea, *The Devil's Highway*

Tues 9/11 Crossing borders II
Guest speaker: Enrique Sepúlveda

Thurs 9/13 Library session
Paper 1 due: Personal Border Crossing Narrative

Tues 9/18 Border studies

Read: Gloria Anzaldúa: *Borderlands: La Frontera*, Chapters 1-4

Thurs 9/20 Border studies II

Read: Anzaldúa, Chapter 7
David Newman: "On Borders and Power: A Theoretical Framework"

Tues 9/25 Trinity in the community: Field trip to Trinfo Café
Guest speaker: Carlos Espinoza
Revision 1 due: Personal Border Crossing Narrative II
Homework: Analyze Trinity's website's presentation of the Hartford community to prospective students, parents, and visitors. List observations.

Thurs 9/27 Higher education I: Admissions policy
Guest speaker: Larry Dow, Trinity Dean of Admissions

Read:
Jorge Chapa, "Affirmative Action, X Percent Plans, and Latino Access to Higher Education in the 21st Century," in M. Suarez-Orozco and M.M. Paez (eds), *Latinos Remaking America*. (Berkeley: University of California Press, 2002) and

Peter Schmidt, *Color and Money: How Rich White Kids are Winning the War Over College Affirmative Action* – Introduction and Chapter 1. (Palgrave, 2007).

Paper due: Last day to turn in the first community events reflection paper

Family weekend 9/28-30

Tues 10/2 Higher education II: College borders

Read:

Tara Yosso, "Chicana/o undergraduate stages of passage," in *Critical Race Counterstories Along the Chicana/Chicano Educational Pipeline*. New York: Routledge, 2006.

Dolores Delgado-Bernal, "Learning and Living Pedagogies of the Home." In Delgado-Bernal, Dolores, C. Alejandra Elenes, Francisca Godinez, & Sofia Villenas (Eds.) *Chicana/Latina Education in Everyday Life: Feminista Perspectives on Pedagogy and Epistemology*. Albany: SUNY Press, 2006.

Paper 2 due: Observing and Mapping Trinity Borders

Thurs 10/4 Performing the border

Read: Guillermo Gomez Pena, selections from *The New World Border and Warrior for Gringostroika*

Tues 10/9 NO CLASS – Trinity Days

TBA: Workshop with Guillermo Gomez Peña at UCONN

Thurs 10/11 Performance studies II

Read: Guides for Emigrants published by the Mexican government
Justin Akers Chacón: *No One is Illegal* pp 249-260
Web readings: <http://www.mcdepac.com/Links.php>

Tues 10/16 Militarization and law enforcement on the border

Read: Justin Akers Chacón: *No one is Illegal* pp. 197-226
www.ice.gov Fact Sheets: ICE, info on UMV

Randal Archibald, "28-Mile Virtual Fence Is Rising Along the Border," *The New York Times*, June 26, 2007 (posted on Blackboard).

Nina Bernstein, "New Scrutiny As Immigrants Die in Custody," *The New York Times*, June 26, 2007 (on Blackboard).

David Bacon and ICE Raids: <http://dbacon.igc.org/Imgrants/2007realpurpose.html>

<http://dallasfed.org/research/swe/2006/swe0602e.html>

Revision 2 due: Observing and Mapping Trinity Borders II

Thurs 10/18 U.S. immigration policy: Historical perspectives
Chacón and Davis, *No One is Illegal*, Chapters 17-18

Massey, Durand, and Malone, *Beyond Smoke & Mirrors: Mexican Immigration in the era of economic integration*, New York: Russel Sage, 2003, pp. 1-3 and Chapt. 3 (pp. 24-51).

Tues 10/23 U.S. immigration policy: Current debates

Massey, Durand, and Malone, *Beyond Smoke & Mirrors*, Chapters 5, pp. 73-74, 83-104.

Wayne Cornelius, "Impacts of Border Enforcement on Unauthorized Mexican Migration to the United States." Social Science Research Council, 2006. Also available on-line at:
<http://borderbattles.ssrc.org/>

In class: Debate on current immigration reform proposals

Thurs 10/25 Ambivalent reception

Read: Wayne Cornelius, "Ambivalent Reception"

3 Articles on Mexican Immigrants to Hartford/ Wallingford Area, Hartford
Courant

Facts on recent Mexican migration flow
<http://pewhispanic.org/factsheets/factsheet.php?FactsheetID=33>

TAKE HOME MIDTERM AFTER CLASS 25th, due SAT 10/27 via Blackboard

Tues 10/30 Hartford immigrant communities
Visit to CREC. Collaborative exercises TBA

Thurs 11/1 Central American migration

Nora Hamilton and Norma Stoltz Chinchilla, "Origins and Patterns of Central American Migration," and "Seeking Justice, Changing Policies" (excerpts) in *Seeking Community in a Global City: Guatemalans & Salvadorans in Los Angeles*. Temple University Press. 2001.

Commission for Historical Clarification (CEH), "Guatemala: Memory of Silence,"
Conclusions and recommendations (excerpts).

Paper: Last day to turn in the second community events reflection paper

Video excerpt in class: *Enemies of War* (El Salvador)

Tues 11/6 Free trade/NAFTA

Chacón & Davis, *No One is Illegal*, pp. 89-97 and 115-122.

Audley, et. al. "NAFTA's Promise and Reality," Carnegie Endowment, 2004. (Excerpts through p. 26)

Alejandro Portes, "NAFTA and Mexican migration" from SSRC.

Website: <http://dbacon.igc.org/Imigrants/imigrants.htm>. Analyze photos of immigrants in preparation for David Bacon's visit; familiarize yourselves with topics of intellectual and artistic interest to him on website

Thurs 11/8 Transcending borders: Transnational organizing

David Bacon, "Communities Without Borders," in *The Nation*, October 25, 2005.

Bada, Fox and Selee, eds. "Invisible No More: Mexican Migrant Civic Participation in the United States" (Washington, DC: Woodrow Wilson International Center for Scholars) <http://www.wilsoncenter.org/topics/pubs/Invisible%20No%20More.pdf>

Video in class: *The Sixth Section*

FRIDAY 11/9: David Bacon talk: 4:30pm Gallows, and exhibit opening 6:30pm Broad Street Gallery

Tues 11/13 Transnational families

Ernestina Avila and Pierrette Hondagneu-Sotelo, "'I'm here but I'm there': the meanings of Latina transnational motherhood," and

Sarah Mahler, "Engendering Transnational Migration: A Case Study of Salvadorans," in Hondagneu-Sotelo, Pierrette (Ed.), *Gender and U.S. Immigration*. Berkeley: Univ of California Press. 2003.

Video excerpt in class: *La Ciudad*

Paper 3 due: 2 Letters to Government Officials

Thurs 11/15 *Testimonio*: migrant testimonies

John Beverly, "On *Testimonio* (Testimonial Narrative)," in Georg M. Gugelberger (Ed.), *The Real Thing: Testimonial Discourse and Latin America*. Duke University Press, 1996.

Ted Conover: *Coyotes*, Chapter 2, "Deep into the Orchard"

Tues 11/20 *Testimonio II*

Selections from Alicia Alarcón, *The Border Patrol Ate my Dust*
In class: Collaborative exercises with CREC students. (We host CREC visit).

Thurs 11/22 NO CLASS – Thanksgiving Day

Tues 11/27 Education of immigrants: the border politics of bilingual education

García, Eugene. *Teaching and Learning in Two Languages*. New York: Teachers College Press, 2005. pp. 1-16 and 39-63.

Crawford, Jim. "The Political Paradox of Bilingual Education," in *At War With Diversity: US Language Policy in an Age of Anxiety*. Multilingual Matters Ltd. 2000. pp. 84-103.

Crawford, Jim. "Obituary: the Bilingual Education Act 1968-2002," *Rethinking Schools* on-line, Vol. 16, No. 4, Summer 2002.

Anzaldúa, Gloria. *Borderlands: La Frontera*, Chapter 5. (pp.75-86)

Thurs 11/29 Education II: the Connecticut in-state tuition battle

Fast Buffalo Horse, Lorna, "Making High School Work and Changing the World for Immigrant Students: The SEIS Approach," in *Voices in Urban Education*, Spring 2007.

Colin Poitras, "House OKs Bill on Immigrant Tuition," *Hartford Courant*, May 18, 2007;

Colin Poitras, "Senate OKs Tuition Measure: Bill Aids Children of Illegal Immigrants," *Hartford Courant*, June 2, 2007;

Mark Spencer, "Veto Dissolves College Dream," *Hartford Courant*, June 27, 2007.

Tues 12/4 Human rights and border activism

Chacón & Davis, *No One is Illegal* pp. 259-293

Websites www.nomasmuertes.org

americas.irc-online.org/pdf/series/0701BorderForum.pdf

Thurs 12/6 Last class – wrap up

Paper 4 due: Media Analysis Paper

Also: Last day to turn in the third community events reflection paper

Final Exam: Friday Dec. 21st 9am-12noon