

ANTHRO 250: 070-250-01
The Anthropology of the United States: The Border
Rocío Magaña, Assistant Professor
Fall 2015

Class: Tuesdays 5:35-8:35 PM, Bio 205
Department of Anthropology
Rutgers, The State University of New Jersey
Office Hours: Tues. & Weds. 4:00-5:00
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IMPORTANT DATES

Every Wednesday: Weekly Quizzes
Sept. 15: Preliminary Project Ideas for Brainstorming
Sept. 29: Project Proposals & Discussion
Oct. 6, 13, & 20: First Presentations (Works in Progress)
Oct. 27, Nov. 3 & 10: Second Presentations (Product Drafts)
Nov. 24: Final Product Draft Due (to Instructor)
Dec. 18: Final Due @ RAB 306 by 4pm

Course Description & Goals

This course examines major social, economic, political and demographic trends in the United States by looking at dynamics unfolding along the U.S.-Mexico Border region. The anthropological and ethnographic approaches the course takes encourage students to become familiar with the region's dynamics and problems as well as with key concepts, debates, and methods in the discipline. Although the topics we will discuss—migration, policing, in/security, violence, environmental vulnerability, cultural production, etc.—are not exclusive to the border region, their particular manifestations in the region offer an exceptional opportunity to examine some of today's most pressing problems in the United States, North America, and beyond. During the fall 2014 semester, the course will focus particularly on migrant labor and migrant bodies, and consider what can be learned about the U.S. through our examination of them.

As students learn about and examine migration and border dynamics, they will:

- (1) Gain an understanding of the history, politics, and social factors that shape American popular understandings and attitudes regarding belonging, national boundaries, and various forms of social difference (race, nationality, legal status, class, etc);
- (2) Critically examine the ways in which border dynamics shape and reflect the North American social and political landscape; and
- (3) Learn how anthropology can offer a better understanding of the region's challenges, opportunities, and everyday life.

Learning Objectives.

In line with the mission of the University, this course seeks to provide students with "the skills and knowledge to be responsible citizens and productive contributors to society in their workplaces and in their intellectual, cultural, and social endeavors." In that spirit, by the end of the semester, students who satisfactorily complete the course should be able to:

- Understand key concepts, theories and debates in anthropology and articulate how the discipline can be of relevance to the management of real world conundrums.
- Have an informed perspective of the complexity and diversity of border issues, and be able to think critically about how the discourses about immigration and border control fit within broader social and political trends.
- Research, evaluate, and interpret data to assess contemporary social issues and develop new insights.
- Demonstrate a complex understanding of the multicultural, historical and sociopolitical aspects of our times.
- Articulate complex ideas and communicate them effectively in written and spoken form.

Class Format.

This class is designed on the principles of engaged learning, and thus places great emphasis in each student's learning process and skill development. The regular format of a three-hour class is typically divided into two main sections. The first segment is lead by the instructor, and it focuses participatory lectures, group discussions, and short film critiques. The second segment is student-lead, and it may include class presentations and mock debates as well as activities related to the students' class projects.

The reading materials are drawn from anthropology and its sister disciplines (sociology, geography, history, etc.) as well as journalistic accounts and government records. The level of difficulty of these materials varies, but it is assumed that students will devote the necessary time needed to complete and understand the assigned readings.

Throughout the term, students will design and undertake a project related to the course. At the end of the semester students will produce two products: a “product” that summarizes their findings and is in a format friendly to a broader audience (e.g., video, pamphlet or booklet, a poster, chart, etc.) and final report with their findings and their reflections. Students will receive and provide peer feedback throughout the semester.

REQUIREMENTS & GRADING

Assignments & Grading

Weekly Quizzes on Readings (40%):	40% (400 points total / 2 worst scores will be dropped)
Participation (10%)	10% (100 points)
Project (50%)	
IRB Certification (Online)	5% (50 points)
Preliminary Project Brainstorming	5% (50 points)
Project Proposal	5% (50 points total)
Class Presentations (2)	10% (50 points each, 100 total)
Project Product	15% (150 Points)
Final Report (10%)	10% (100 points)
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Total Points:	1000 points

Grading Scale (based on 1000 points)

A: 900-1000 points, B+: 850-899, B: 800-849, C+: 750-799, C: 700-749, D: 600-699, F: 0-599

I. Quizzes, Readings & Attendance. Starting on week 2, quizzes will be given at the beginning of each and every class to assess preparedness, attendance, and punctuality. Typically, a couple of questions will be given asking students to reflect on the readings assigned for that week. To do well in this class, students need do the readings, come to class, and arrive on time. Since the lowest score will be dropped, students may miss a class without much of an effect on their grade. There are no make-ups allowed. Each quiz is worth 40 points.

II. Semester Project

At the beginning of the semester, students will design a project that they will develop throughout the term. Students may work independently or in groups of up to three students. The projects must explore one of the various aspects of the incursion of the private sector into the governance of migration and/or border security. We will discuss potential projects in but examples of topics include the construction of detention centers, the implementation of surveillance projects, private interest groups, etc. The project accounts for 40% of the class grade, and it will consist of the following components or assignments:

A. Preliminary Project Ideas - Description. Due on 9/17, 50 points.

Develop three (3) ideas of possible semester projects you would like to pursue and write a descriptive paragraph on each. Bring two copies to class, one to discuss with your peers and one to turn in. Students will share and offer feedback on each other's projects.

B. Complete Project Proposal: Due 9/26, 3-4 pages, 50 points.

It details the project by providing the following:

- (1) A clear main organizing question or idea. (What is this project about?)
- (2) A list of people, sites, institutions, agencies, or events that will provide the framework for project offering rationale for each. (Who is this project about?)
- (3) A methodology for the project. (How will you go about collecting data? What kind of data will you collect? Why is that data important or relevant to your main question?)
- (4) List of additional potential sources. (How is your project informed by, or relevant to, the scholarship to others?)
- (5) State the overall significance of the project. (Why is this project worth doing? What will you/we learn from this project?)

C. Preliminary In-Class Presentation: Starting on 10/7, 4 minutes, 50 points.

Students will provide an overview of their project and present a progress report.

D. Final Presentation: Starting on 10/31, 5 minutes, 50 points.

Rough drafts of final projects products will be presented highlighting key findings. Students will receive feedback from their peers to help them finalize their products.

Keep in mind that presentations are only 4-5 minutes long, so plan accordingly.

E. Project Product: Final versions due on 12/16, 200 points. Students should aim for high quality final project products that could be shared with a wider public. Potential formats include booklets or pamphlets, academic posters (please see <http://www.aaanet.org/meetings/upload/how-to-create-anthropology-posters.pdf>), short videos, and automated narrated Prezi presentation. Final products must be coherent, concise, compelling, well organized, well researched and argued. An assessment rubric will be used to evaluate authorship, research and use of evidence, visual impact, the project's degree of difficulty and originality, and other technicalities (such as writing, citation style, etc.).

III. Final Report (Take-home final). Due on 12/16, 100 points. Students will write a 1000-word critical and self-reflective essay, presenting a concise overview and self-assessment of their project and their findings. Essays should engage at least three (3) authors or ideas discussed in class.

IV. Extra-credit opportunities may become available throughout the semester. Come to class and look for announcements posted on Sakai. Extra credit possibilities are limited to 50 points.

EXPECTATIONS & POLICIES

Class Conduct. Students are expected to be a good citizen and active member of the class. Participation includes both actively listening and speaking. There will be no tolerance for violent, disrespectful, disruptive or unlawful behavior. Please see the University Code of Student Conduct available at <http://judicialaffairs.rutgers.edu>.

Attendance, Absences, and Extraordinary Situations. Students are expected to come to every class and stay for its entire duration. Students who must miss more than one class for justifiable reasons must see me in advance to negotiate alternative assignment (typically a 6-7 page essay on the readings for that week). Justifiable absences include those due to religious observance, participation in university-sponsored events or activities such as intercollegiate athletics, or documented chronic illness. A note from the Office of the Dean of Students may be requested in order to negotiate alternative assignments.

It is the student's responsibility to alert the instructor in advance about any specific issues, events or religious observances that might affect his/her attendance and/or class performance. The possibility of alternative assessments or assignments will be discussed and negotiated on a case-by-case basis preferably in advance.

The University has a **Self-Reporting Absence System** and encourages students to use it. In general, if you miss more than two classes and you feel we need to negotiate a plan of action to remedy your absences, you must come see me during office hours. Please remember that the class is designed to give you some flexibility.

Assignments. All assignments must be on time. Acceptable font types must resemble Times New Roman point 12 in size and legibility, display normal spacing between characters and double spaces between lines. Any citation style (MLA, Chicago, etc.) must be used. Assignments should be organized, edited, and proofread before submission. Students are encouraged to consult with the Writing Center (<http://wp.rutgers.edu/>) for additional help. Unless otherwise arranged or stated, electronic submissions are not be accepted.

Academic Integrity & Plagiarism. At the most basic level, students are expected not to cheat, lie, steal, or sabotage their learning and the learning of others. They are also expected not to aid and abet anyone who engages in any or all of these practices. In case of violations, the University's established course of action will be followed without hesitation. Students should consult and become familiar with Rutgers Academic Integrity Policy at <http://academicintegrity.rutgers.edu/>.

Technology & Class Obstructions. Cell phones, tablets, computers, and other personal gadgets are distracting to the user and, more importantly, to others around him or her. Hence, their use in the classroom is generally considered to be obstructive and disruptive to learning and academic progress, and because of this, it could also constitute a violation to the University's Policy of Academic Integrity and the Student Code of Conduct Section 10(K). Therefore,

- Cell phones must be silenced and put away during class.
- Students may not text, place, or take phone calls during class.

- Laptops, tablets, cell phones, and other gadgets must be put away during lectures, student presentations, films, etc, *unless* otherwise indicated.
- Students who require especial accommodations or anticipate having to respond to urgent calls must notify the instructor at the beginning of the semester to make special arrangements. Granted privileges will be revoked if personal devices are used for non specified purposes.
- The use of social media (Facebook, Twitter, Instagram, etc.), videogames, shopping sites, and email is not allowed during class time.
- Students who fail to comply with these stipulations will be asked to leave class for the rest of the period.
- Devices may be used freely during class breaks.

Email Protocol. Students are encouraged to contact the professor in person during office hours, before or after class in lieu of using email. Students should consult this syllabus and Sakai for answers first, and be proper in their correspondence if they decide to use email. All email must be labeled “Anthro 250” and be followed by a descriptive subject headline

Disabilities. Students who need or think they might need special accommodations are especially encouraged to contact the Office of Disability Services at dsoffice@rci.rutgers.edu, (732) 932-2848. Students may contact the instructor personally or have ODS contact her. The instructor will make every effort to follow their recommendations.

Required Texts & Other Materials

- Urrea, Luis. (2004) *The Devil’s Highway*.
- Holmes, Seth. 2013. *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*. Berkeley: University of California Press.

Articles and links to other readings will be available on Sakai.

COURSE SCHEDULE

Please note that readings may change over the course of the semester.

Week 1 – September 1

Course Overview

Introduction to the Anthropology of the Contemporary U.S.: Why the border?

“Immigrants for Sale” (Film)

Week 2 – September 8

The U.S.-Mexico Border and the “Other” as a National Problem and Project – Historic Overview

Inda, Jonathan Xavier and Julie A. Dowling. “Governing Migrant Illegality” (GITC book)

Zolberg, Aristide. “Rethinking the Last 200 Years of US Immigration Policy”

Davis, Kenneth. “The Founding Immigrants.”

Week 2 – September 15

**** Project Descriptions Due****

Life, Opportunity & Inequality on the Border

Thomas, Tresa. 2000. Living Late Capital: Hierarchy and Desire along the U.S.-Mexico Border. *Political and Legal Anthropology Review* 23:148-154.

Wright, Melissa W. 2003. “The Politics of Relocation: Gender, Nationality, and Value in a Mexican Maquiladora,” in *Ethnography at the Border*. Edited by P. Vila, pp. 23-45. Minneapolis: University of Minnesota Press.

Urrea, Luis. A. 1993. “Preface” and “Sifting through Trash.” In *Across the Wire: Life and Hard Times on the Mexican Border*. New York: Anchor Books.

Maquilopolis (Film)

Week 3 – September 22

Border Threats, Security, and Illegality I

Nevins, Joseph. 2002. *Operation Gatekeeper: The Rise of the “Illegal Alien” and the making of the U.S.-Mexico Boundary*. New York: Routledge. (Selections)

Urrea, The Devil’s Highway Parts I & II

Week 4 – September 29

**** Complete Project Proposal due****

Border Threats, Security, and Illegality II

De Genova, Nicholas. "The Legal Production of Mexican/Migrant "Illegality"
 Urrea, The Devil's Highway Parts III & IV

Week 5 – October 6 **First Round of Student Presentations Start**

Vigilantes, Xenophobia & State Policing

Chavez, Leo R. "Spectacle in the Desert"

No Mas Muertes. "A Culture of Cruelty"

Morgan II, Lee. 20076. *The Reaper's Line: Life and Death on the Mexican Border*. Tucson: Rio Nuevo. Ch. 15.

Week 6 – October 13

Lecture by Dr. Ralph Laurence, Assistant Professor of Anthropology and African American Studies, Harvard.
 Title and location TBA

Week 7 – October 20 **Student Presentations**

Life & Death on the Border: Migrants, People & the Environment

Dotty, Roxanne Lynn "Bare Life"

Anderson, Bruce. Identifying the Dead -Methods Utilized to ID border crossers

Holmes, Seth. *Fresh Fruit, Broken Bodies*. Chapter 1. Introduction: "Worth Risking Your Life?"

Wall vs. Wild (Film)

Week 8 – October 27 **Student Presentations**

Policing Migration at Home

Bacon, David and Bill Ong Hing. "The Rise and Fall of Employer Sanctions"

Gilber, Liette. "Immigration as Local Politics"

Holmes, Seth. *Fresh Fruit, Broken Bodies*. Chapter 2. "We Are Field Workers":

Week 9 – November 3 *Second Round of Student Presentations Start****

Detention and Deportation

Hernandez, David M. "Pursuant to Deportation"

Boehm, Deborah "'¿Quien sabe?' Deportation and Temporality..."

Coutin, Susan B. "Exiled by Law"

Holmes, Seth. *Fresh Fruit, Broken Bodies*. Chapter 3. Segregation on the Farm: Ethnic Hierarchies at Work

Week 10 – November 10 **Student Presentations**

Holmes, Seth. *Fresh Fruit, Broken Bodies*.

Chapter 4. "How the Poor Suffer": Embodying the Violence Continuum

Chapter 5. "Doctors Don't Know Anything": The Clinical Gaze in Migrant Health

Chapter 6. "Because They're Lower to the Ground": Naturalizing Social Suffering

Week 11 – November 17 **Student Presentations**

Activism and Advocacy

Cisneros, Josue D. "(Re)Bordering the Civic Imaginary" (GITC)

Gonzalez, Roberto. "Left Out but Not Shut Down" (GITC)

Saenz, Rogelio, Cecilia Menjivar and San Juanita Edilia Garcia "Arizona's SB 1070"

Holmes, Seth. *Fresh Fruit, Broken Bodies*. Chapter 7. Conclusion: Change, Pragmatic Solidarity, and Beyond

Week 12 – November 24 *Project Product Draft Due*****

Group / Individual Project Consultations

Week 13 – December 1

Looking Ahead – Migration, Security, and the United States

Course Overview

Class Presentations

Week 14 - December 8

Class Presentations

Final: December _____. Final due at _____.

Please take essays in hard copy to the Anthropology Department's Front Desk (Ruth Adams Bldg. 306)

Timeline: History of the border

(Adapted from The [Arizona Daily Star](#))

The border is nearly 2,000 miles long and covers four U.S. and six Mexican states. It's the most frequently crossed international border in the world, with some 350 million people crossing legally every year, the U.S. Embassy in Mexico says.

- 1500s– About a million people, mostly nomadic tribes, lived in the region that we know as the U.S.-Mexico border.
- 1700s– Spanish missions and settlers.
- 1836 – Texas gains independence from Mexico; Rio Grande becomes its southern border.
- 1848 – At the end of the Mexican-American War, officials sign the Treaty of Guadalupe-Hidalgo, in which Mexico gives up nearly half its territory, including modern-day California, most of Arizona and New Mexico and parts of Colorado, Nevada and Utah.
- 1853 – Under the Gadsden Purchase, the United States pays \$10 million for about 30,000 square miles that runs south of the Gila River, east to El Paso and west to California. The purchase includes Tucson.
- 1884 – Chinese Exclusion Act is ratified. Illegal immigration is legislated into existence.
- 1904 – The first border patrol is established to stop Asian workers from entering the U.S. through Mexico.
- 1910 – The Mexican Revolution begins. Thousands of Mexicans cross the border for safety.
- 1915 – Plan of San Diego drafted by Texan rebels.
- 1921 – The Immigration Act of 1921 restricts the immigration of Southern and Eastern Europeans. Agriculture lobbyists rally to exempt Mexicans.
- 1924 – The Immigration Act of 1924 establishes the U.S. Border Patrol, halts the flow of other immigrant groups, establishes border stations to formally admit Mexican workers and sets a tax on each entry.
- 1942 – The Bracero program begins in response to worker shortages brought on by World War II, allowing Mexicans to work temporarily in the United States, mostly in agricultural areas.
- 1953 – "Operation Wetback" takes place, during which the U.S. Immigration Service deports more than 3.8 million people of Mexican heritage.
- 1963 – The United States and Mexico sign the Chamizal Treaty to divide land around the Rio Grande in El Paso. As part of the treaty, a 167-foot-wide, 15-foot-deep concrete channel is constructed to prevent the Rio Grande from blurring the international boundary in the future.
- 1964 – The Bracero program is repealed. Mexico is entered into the visa lottery system.
- 1965 – Border Economic Development Program
- 1986 – Congress passes the Immigration Reform and Control Act, granting amnesty to an estimated 3 million illegal immigrants and making it illegal to knowingly hire illegal workers.
- 1993 – Then-El Paso Border Patrol chief and current U.S. Rep. Silvestre Reyes, D-Texas, puts into place the first deterrence strategy along the border with "Operation Hold the Line."
- 1994 – NAFTA — the North American Free Trade Agreement — goes into effect, stimulating U.S.-Mexican trade. Massive increases in border populations occur. Operation Gatekeeper begins in San Ysidro/ Tijuana, the beginning of Border Patrol's national deterrence strategy.
- 1998 – Migrant deaths begin to register in the Sonoran Desert
- 2001 – Attacks on the World Trade Center and the Pentagon cause the country to re-examine immigration policies.
- 2003 – The Department of Homeland Security becomes operational, incorporating parts of 22 agencies, including the Immigration and Naturalization Service, which is abolished; immigration functions are divided between Customs and Border Protection, Immigration and Customs Enforcement, and Citizenship and Immigration Services.
- 2005 – House Bill 4437 is passed, calling for 700 miles of wall along the U.S.-Mexico border at an estimated cost of \$2.2 billion, and making illegal crossing into the United States a felony. (This later portion of the bill did not make the Senate version). The Real ID Act is ratified, allowing the secretary of Homeland Security to waive any laws for the construction or improvement of border barriers and infrastructure (Section 102). The governors of Arizona and New Mexico declare states of emergency in their counties along the border. Minuteman Project begins.
- 2006 – Senate Bill 2611 is passed, calling for 370 miles of fencing, 500 miles of vehicle barriers and more USBP agents. Bush asked to double the force.
- 2007 – Virtual Fence contract reissued.
- 2010 – Arizona SB1070 is passed making the presence of migrants without proper documentation illegal in the state and forcing immigration enforcement duties on all law enforcement officers in the state.
- 2015 – Scheduled completion of fencing along the entire boundary.

Sources: PBS-The Border; Migration Policy Institute; Encyclo pedia Britannica, Arizona Daily Star.

