

**HC 101: Introduction to the Liberal Arts (CRN: 16606)**  
The U.S.-Mexico Borderlands – *University of Oregon* – Fall 2020

Instructor: Dr. Tobin Hansen

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Office Hours: MonThur 0830-1000 hrs

Class Meeting Schedule: MonWed 1015-1145 hrs

Class Location: Zoom (Meeting ID: 922 9583 2748)

Office Hours Meeting Slot: <https://tinyurl.com/y6rs2z3k>

### **Course Description**

This course examines the U.S.-Mexico borderlands. We will question how borders separate, bring together, and thicken across nations, states, cultures, or geographic territories—and how these processes operate at the U.S.-Mexico border and in the broader borderlands. We will also explore the circulations, encounters, blending, and partitions in the contemporary U.S.-Mexico borderlands and the historical legacies of its peoples, cultures, politics, and landscape.

This course emphasizes engagement with the liberal arts through reading, writing, discussion, and research. We will utilize various liberal arts approaches—within and across scholarly disciplines—to explore the U.S.-Mexico borderlands and, simultaneously, better understand the intellectual cultures of the liberal arts and their potential for understanding big ideas and solving big problems.

### **Course Learning Objectives**

By the end of this course, you will have improved your ability to:

- Read and question critically, think logically, and reason effectively.
- Identify the major assertions and assumptions of an academic argument and evaluate its supporting evidence.
- Practice active participation and oral communication of ideas in a group setting.
- Recognize and employ the conventions of academic writing, presentation, and discussion.
- Use appropriate methods for identifying and accessing relevant and reliable sources.
- Explore and evaluate issues, ideas, data, and sources collaboratively and independently.
- Identify a range of disciplinary approaches and characterize the diverse perspectives they offer.
- Describe the value of a liberal arts perspective across fields of inquiry.
- Describe the underlying premises in your own and others' arguments or perspectives.

### **Course Logistics**

Course Texts: Readings are posted on Canvas. You are not required to buy books for this course.

Course Format: This is a synchronous course, meaning that we have live audio/video class meetings on Zoom. Course readings, explanations of activities and expectations, and deadlines are available on the online course platform—called Canvas—and in this syllabus. You will submit assignments on Canvas. In this course you are expected to take an active role in your learning. Completing course activities on time and in a high-quality manner requires motivation, organization, and responsibility. *Be resolute your attentiveness to course content, activities, and due dates.* Anticipate the course calendar and be in touch well before a due date with a situation regarding completing assignments on time. To maximize your learning experience and keep the whole group on pace, you are expected to actively engage the course material and complete activities *before* deadlines.

Communication: Regular, edifying, and genial communication is important to a learning community. We will have regular contact during semiweekly class meetings via Zoom. I am happy to schedule additional Zoom meetings with you during office hours to talk more about what we are learning, give additional feedback on coursework, or offer support and guidance as you navigate your University of Oregon career and beyond. For general questions, e.g. regarding due dates, please consult the syllabus and Module tabs on Canvas first. Feel free to email me for any support that I can provide. When emailing, keep the following points in mind:

- Please put “HC 101” and the topic in the subject line of your email.
- My preference is that you begin your message with “Dear Tobin” or “Hi Tobin,” instead of “Hey” or simply no salutation at all. If you would rather call me “Dr. Hansen” or “Instructor Hansen,” that’s fine. I identify with “he” or “they” pronouns. Feel free to let me know if you have a preferred way to be addressed.
- Between Monday and Friday, generally expect a response to emails within 24 hours.
- Please check your email and Canvas announcements regularly.

### Course Requirements

#### ❖ Attendance, Preparation, and Participation Self-Evaluation (15%):

*You are expected to take an active role in your learning and to engage course content thoughtfully as you make connections to life experiences and previous learning and enrich the way you understand the U.S.-Mexico borderlands. I expect you to make meaningful contributions in class: offering comments, questions, and critiques; listening attentively to others and responding to their ideas when appropriate; and doing your part to get the group started on time and working efficiently. You will reflect on and assess your participation, using the Participation Guidelines and Rubric, in order to assign yourself a score and make comments on your engagement and opportunities for improvement.*

#### ❖ Current Event Presentation (5%):

*You will make an individual presentation (4-6 minutes long) on a relevant current event (broadly conceived), such as a humanitarian project, border art, media representations of the border, or contemporary congressional debates or executive orders related to an aspect of the U.S.-Mexico border: trade, public health and COVID-19, inspections and policing, fencing, etc. Presentations should rely on multiple, credible sources and these should be mentioned in the presentation. In your explanation of the event, you should provide a clear summary and offer an analysis in light of the topics and concepts that we are examining in the course. A visual component is recommended, but not required.*

#### ❖ Discussion Facilitation (15%):

*In a group of three, you will facilitate discussion for approximately 30-35 minutes once during the course. The goal of our engagement with course texts is not to summarize them. Instead, the objective is to critically engage texts such that we draw out central themes and generate new ways of considering course topics.*

*You and your partners should incorporate the following three activities into your Discussion Facilitation session:*

- 1) *A brief introduction to the topic using an artifact that stimulates our thinking. Artifacts might be a video clip, news article, song, social media post, or similar object that encourage us to connect with an aspect of the day's topic and texts that we've read.*
- 2) *A sophisticated contextualization of the readings: their central argument, premises, methods used, evidence, and implications (i.e. what's at stake).*
- 3) *A deeper analysis of the two or three most crucial ideas of the text(s). You may lead us in an analysis by offering stimulating questions or by pinpointing especially rich passages from our reading to revisit. This process is an opportunity to make clear connections between how we understand the text(s) of the day and previous texts and to seek, collectively, to pinpoint tensions between them or areas of agreement and new perspectives on course topics. We may find aspects of the argumentation, logic, tone, or evidence to critique, but we will keep an eye on substance of the claims and the way they reconfigure our perspectives.*

*Remember that the objective is to explore ideas by facilitating a discussion with and between your classmates. Endeavor to elicit active participation from others—the group in aggregate should do as much of the talking as you as facilitators.*

*You are being asked to accomplish a lot in 30-35 minutes. Manage your time effectively. I suggest that after briefly introducing your topic with an artifact, you—as a group—take about 15 minutes to contextualize and analyze, and then use a series of prompts to lead the class in a discussion that examines crucial aspects of the readings in more depth.*

*You will be assessed for organizing the presentation in a clear and conscientious manner (40%), leading an incisive and creative analysis (50%), and following directions (10%).*

❖ **Module Synthesis Papers (5% x3 – 15% total):**

*In Module Synthesis Papers, you will respond to a short prompt that asks you to address critical aspects of the Module's topical focus as well as the analytical, conceptual, or methodological approach reflected in the course texts that we engage. Your Syntheses will not be a summary of course texts, but instead an integrated explanation of what is being studied, how, and what the implications for this study are.*

*Your Syntheses will begin with a succinct, declarative thesis statement that answers the prompt. Then, you will develop a discussion that richly explores the prompt in more detail and provides examples from course texts. You will integrate into the discussion the ways in which this aspect of the U.S.-Mexico borderlands is analyzed or conceptualized as well as by what methods it is explored. You will end with a concise conclusion that outlines the significance of this analytical or methodological approach for a holistic understanding of the U.S.-Mexico borderlands and beyond.*

*Of our five Course Modules, you will choose three on which to write Syntheses. You will also read classmates' Syntheses and post short responses on Canvas according to class guidelines. Syntheses are two double-spaced pages with 12-point, Times New Roman font.*

*Syntheses will be assessed using four Writing Evaluation Rubric criteria: Content Development and Analysis (30%), Sources and Evidence (30%), Organization and Clarity (30%), and Context and Purpose (10%).*

❖ **Liberal Arts Concept Map (10%):**

*You will create a rich visual representation of contemporary liberal arts disciplines and their interconnections. You will examine liberal arts disciplines, sub-disciplines, and interdisciplinary fields and map them two-dimensionally. The map should creatively arrange text, colors, symbols, and shapes to display relevant patterns, hierarchies, and linkages within and among the liberal arts. Visual elements should be arranged in a coherent and evocative manner.*

*Please read the short Thomson and Licklider (2011) article on concept maps and to see examples of concept maps.*

*Concept maps will be assessed based on the rubric in the Liberal Arts Concept Map Guidelines, which comprises four criteria: Comprehensive and analytical map (30%); Clear, creative presentation (30%); Hierarchy of ideas expressed (30%); and Explanatory Narrative (10%).*

❖ **Research Paper Topic and Sources (5%):**

*For the Research Paper Topic and Sources assignment, you will develop and submit a topic, research question, and list of seven to ten academic sources—a first step toward producing your Final Research Paper. You will outline your proposed topic and research question in a paragraph that describes the directions you want to take and the question you wish to answer. Your list of seven to ten academic articles or books should provide bibliographic information as well as a two- or three-sentence synopsis of each source.*

❖ **Research Paper Outline (5%):**

*For the Research Paper Outline, you will resubmit your revised Research Paper Topic and Sources as well as a section-by-section outline of your paper that provides summaries of your introduction, background, evidence, and discussion. The outline should reflect your vision for the structure of your argument and evidence you are providing.*

❖ **Final Research Paper (25%):**

*The Final Research Paper (4-6 pages, double-spaced) is the culmination of your inquiry into an aspect of the U.S.-Mexico borderlands. It will reflect the manner in which you have engaged with and critically examined a central course topic.*

*Research Papers will be assessed using four Writing Evaluation Rubric criteria: Content Development and Analysis (30%), Sources and Evidence (30%), Organization and Clarity (30%), and Context and Purpose (10%).*

❖ **Miscellaneous (5%):**

*Getting to Know You Survey, Final Reflection, etc.*

### **Accessibility**

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of this course that result in disability related barriers to your participation. For more information or assistance, you are also encouraged to contact the Accessible Education Center, 164 Oregon Hall, 346-1155; website: <http://aec.uoregon.edu/> If you are not a student with a documented disability through Disability Services, but you would like for me to know about class issues that will impact your ability to learn, I encourage you to contact me so that we can strategize how you can get the most out of this course.

### **Equity and Inclusion**

The University of Oregon is a place where people from different cultures and experiences learn together; understanding and respecting these differences are critical for the University to be a place of open-minded inquiry where, in challenging the boundaries of knowledge, we include and value all members of our community. The university values our diversity and seeks to foster equity and inclusion in a welcoming, safe, and respectful community. For more information or assistance, you are also encouraged to contact the following campus services:

- Division of Equity and Inclusion, 1 Johnson Hall, 346-3175; website: <http://inclusion.uoregon.edu/>
- Center for Multicultural Academic Excellence (CMAE), 164 Oregon Hall, 346-3479; website: <https://inclusion.uoregon.edu/content/center-multicultural-academic-excellence-cmae>
- Center on Diversity and Community, 54 Susan Campbell Hall, 346-3212; website: <http://codac.uoregon.edu/>

### **Statement of Support for DACA/Undocumented Students**

I support all students regardless of immigration status or country of origin. I support DACAmented and undocumented students and promote your sense of belonging and safety in the United States, the local community, and at UO. I commit to not sharing your status with anyone if you reveal it to me, but also want to remind you that when interacting with faculty, staff, and offices around campus you are never required to reveal your immigration status.

### **Prohibited Discrimination and Harassment Reporting**

I am a designated reporter. For information about my reporting obligations as an employee, please see <http://titleix-stage.uoregon.edu/employee-reporting-obligations>. Students experiencing any form of prohibited discrimination or harassment, including sex or gender based violence, may seek information on <http://safe.uoregon.edu>, <https://respect.uoregon.edu>, <https://titleix.uoregon.edu> or <https://aaeo.uoregon.edu> or contact the non-confidential Title IX office (541-346-8136), AAEO office (541- 346-3123) or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help. I am also a mandatory reporter of child abuse. Please find more information at <https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message>

### **Academic Integrity**

The University Student Conduct Code (available at [conduct.uoregon.edu](http://conduct.uoregon.edu)) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or

attempt to give or receive) unauthorized help on assignments or examinations without my express permission. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources that I authorize. If there is any question about whether an act constitutes academic misconduct, it is your obligation to clarify the question with me before committing or attempting to commit the act. Please contact me with any questions you have about academic conduct.

### **Instructor Statement on Acceptable Communication**

Interactions within our remote, digital classroom should promote a supportive, collaborative, and non-threatening environment. This includes during Zoom meetings, on Discussions threads, via email, or on any other communicative medium. Learning is not a linear process; it is chaotic, occurs in fits and starts, and depends on our interacting with one another about nuanced ideas. I take a constructivist approach to teaching and learning, meaning that I seek to help you make connections between your existing ideas, experiences, and values and new ones you'll be exposed to. Respectful collaboration with me and your classmates is key to this process.

Community learning is challenging. It requires attention, effort, and consistency. It isn't always easy to listen closely to others, humbly question our own ideas, and respond in ways that stimulate our learning and that of others. And it takes time to develop the trust needed to risk sharing our ideas and ourselves. In building trust, we can make some assumptions about each other (e.g. we all value learning?) but should also keep in mind that there is a lot that we don't know about each other's beliefs and lives. Being surprised, confounded, and prompted by what others say, write, and do, requires focus, energy, and goodwill; but productive challenges to our knowledge and points of view are what force us to muddle through to new ways of thinking and enriched lives. Openness to an approach which values the experiences of others will certainly provide a way for us to communicate respectfully and to appreciate one another's humanity above all else.

The University of Oregon's free speech policy reads, in part: "As a public institution, the University will sustain a higher and more open standard for freedom of inquiry and free speech than may be expected or preferred in private settings... Free inquiry and free speech are the cornerstones of an academic institution committed to the creation and transfer of knowledge." It goes on to say, "It is the responsibility of speakers, listeners and all members of our community to respect others and to promote a culture of mutual inquiry." In other words, we enjoy the freedom to speak, but share the obligation to do so in a way that is thoughtful, responsible, and considerate.

The following are some guidelines for our communication:

- Be constructive. Share ideas, thoughts, and analyses that are thought provoking, yet sensitive to others. When responding to others, express appreciation of their insights; and add to, complement, and extend their ideas.
- Be considerate. Discussions are for analyzing concepts, not the character of the people who express them. Take responsibility for supporting others' learning and for making them feel heard and accepted.
- Be respectful. Take note of your participation and that of others to help the group develop a balanced discussion. For some of us, it's difficult to speak up and for others, it takes effort to be quiet. Be attuned to the interpersonal dynamics of the moment and work hard—by

speaking up or laying back, when needed—to improve your group collaboration and communication skills.

Access UO free speech policy and further information at: <https://policies.uoregon.edu/policy/by/1/01-administration-and-governance/freedom-inquiry-and-free-speech>

Grading			
A+	=97-100%	A	=93-96.9%
A-	=90-92.9%	B+	=87-89.9%
B	=83-86.9%	B-	=80-82.9%
C+	=77-79.9%	C	=73-76.9%
C-	=70-72.9%	D+	=67-69.9%
D	=63-66.9%	D-	=60-62.9%
F=	<59.9%		

*Levels of performance:*

- (A) Outstanding performance relative to course requirements. Demonstrates mastery of course content at the highest level.
- (B) Performance that is significantly above course requirements. Demonstrates mastery of course content at a high level.
- (C) Performance that meets course requirements in every respect. Demonstrates adequate understanding of course content.
- (D) Performance that is at a minimum level to pass but does not fully meet requirements in all aspects; demonstrates a marginal understanding of course content.
- (F) Performance that does not meet requirements, for whatever reason. Demonstrates an inadequate understanding of course content.

**Course Topics and Readings**

**Module One: *Geographic and Historical Context***

How have the U.S.-Mexico borderlands been defined geographically and politically, and how has this shifted over time? Broadly speaking, what colonial and neocolonial historical dynamics have shaped what we call the U.S.-Mexico borderlands in the last 500 years? How has border fortification intensified since the early 20<sup>th</sup> century and what impact has this had?

**Monday, September 28 – No Class: Yom Kippur**

**[1] Wednesday, September 30 – Introductions, Course Overview**

**[2] Monday, October 5 – Peoples and Places**

[pp. 1-36] Ganster, Paul and David E. Lorey. 2016. *The U.S.-Mexico Border in the Twenty-First Century*, 3<sup>rd</sup> ed. Wilmington, DE: Rowman & Littlefield.

[pp. 1-62.] Lim, Julian. 2017. *Porous Borders: Multiracial Migrations and the Law in the U.S.-Mexico Borderlands*. Chapel Hill, NC: University of North Carolina Press.

***Due: Getting to Know You Survey***

*Optional:*

[pp. 1-32.] Sheridan, Thomas E. 2012. *Arizona: A History*. Tucson: University of Arizona Press.

**[3] Wednesday, October 7 – Library Research**

No readings for today – Complete readings for October 12

Guest: Senior Librarian Miriam Rigby, University of Oregon Libraries

**[4] Monday, October 12 – Drawing Lines**

[pp. 12-62] St. John, Rachel. 2011. *Line in the Sand: A History of the Western U.S.-Mexico Border*. Princeton: University of Princeton Press.

[pp. 107-173] Arreola, Daniel D. 2017. *Postcards from the Sonora Border: Visualizing Place through a Popular Lens, 1900s-1950s*. Tucson, AZ: University of Arizona Press.

***Due: Research Paper Topic and Sources***

**[5] Wednesday, October 14 – Four-Year Clark Honors College Academic Plan**

No readings for today – Complete readings for October 19

Guest: Dr. Angela Rovak, Clark Honors College

**[6] Monday, October 19 – Fortification: Shifting Flows**

[pp. 23-37] De León, Jason. 2015. *The Land of Open Graves: Living and Dying on the Migrant Trail*. Oakland: University of California Press.

**Module Two: Theorizing Borders**

How have scholars conceptualized and studied borders? How are borders created, reinforced, and weakened? In what ways may cultures, societies, nations, and states be perceived as bounded, sealed, and static or fluid, permeable, and mobile? How may borders establish, intensify, or diminish social difference?

**[7] Wednesday, October 21 – “Okay, so *what* is a border?”**

[pp. 1-17] Nail, Thomas. 2016. *Theory of the Border*. Oxford: Oxford University Press.

[pp. 2-25] Rael, Ronald. 2017. *Borderwall as Architecture: A Manifesto for the U.S.-Mexico Boundary*. Oakland, CA: University of California Press.

***Due: Module One Synthesis Paper (complete three of five Synthesis Papers)***

**[8] Monday, October 26 – Borders, Society, and Research**

[Introduction] Hansen, Tobin. Forthcoming. *Voices of the Border: Testimonios of Migration, Deportation, and Asylum*. Washington, D.C.: Georgetown University Press.



Naples, Nancy A. 2010. "Borderlands Studies and Border Theory: Linking Activism and Scholarship for Social Justice." *Sociology Compass*, 4(7): 505-518.

Staudt, Kathleen. 2013. "The Good, the Bad, and the Ugly: Border Research Collaboration." In *Uncharted Terrains: New Directions in Border Research Methodology, Ethics, and Practice*, edited by Anna Ochoa O'Leary, Colin M. Deeds, and Scott Whiteford, pp. 53-68. Tucson, AZ: University of Arizona Press.

**Film viewing:**

Galán, Héctor (Director). 2000. *The Forgotten Americans*. United States: Galán Productions.

**[9] Wednesday, October 28 – Borders and Social Processes**

Heyman, Josiah. 2017. "Contributions of U.S.-Mexico Border Studies to Social Science Theory." In *The U.S.-Mexico Transborder Region: Cultural Dynamics and Historical Interactions*, edited by Carlos Vélez-Ibáñez and Josiah Heyman, pp. 44-64. Tucson, AZ: University of Arizona Press.

[pp. 43-62] Donnan, Hastings and Thomas M. Wilson. 1999. *Borders: Frontiers of Identity, Nation, and State*. New York: Berg.

**Due: Liberal Arts Concept Map**

**Module Three: Making States and Citizens**

How might borders shape conceptions of state sovereignty, citizenship, and nationalism? How have shifting conceptions of race and nationalism influenced the statecraft of the U.S. and Mexican governments?

**[10] Monday, November 2 – Who's In, Who's Out?**

[pp. 7-42] Brown, Wendy. 2010. *Walled States, Waning Sovereignty*. New York: Zone Books.

**Due: Module Two Synthesis Paper (complete three of five Synthesis Papers)**

**[11] Wednesday, November 4 – Thickening Lines**

[pp. 70-82] Lytle Hernández, Kelly. 2010. *Migra!: A History of the U.S. Border Patrol*. Berkeley: University of California Press.

[pp. 11-35] Kang, S. Deborah. 2017. *The INS on the Line: Making Immigration Law on the U.S.-Mexico Border, 1917-1954*. New York: Oxford University Press.

**Due: Research Paper Outline**

**[12] Monday, November 9 – Who Belongs?**

Jacobson, Robin Dale, Daniel Tichenor, and T. Elizabeth Durden. 2018. "The Southwest's Uneven Welcome: Immigrant Inclusion and Exclusion in Arizona and New Mexico." *Journal of American Ethnic History*, 37(3): 5-36.

#### **Module 4: Movements of Peoples and Things: Restrictions and Subversions**

In what ways do people traverse, become encumbered by, or embody borders? What relationships exist between prohibitions on commodity flows, organized crime, and government interdiction regimes? How have representations of drug traffickers and unauthorized crossers signified a borderlands region that is “out-of-control”?

##### **[13] Wednesday, November 11 – Contraband**

[pp. 1-33] Campbell, Howard. 2010. *Drug War Zone: Frontline Dispatches from the Streets of El Paso and Juárez*. Austin, TX: University of Texas Press.

[pp. 89-114] Díaz, George T. 2015. *Border Contraband: A History of Smuggling Across the Río Grande*. Austin, TX: University of Texas Press.

##### **Film:**

Heineman, Matthew, Tom Yellin, Kathryn Bigelow, Molly Thomson (Producers) and Matthew Heineman (Director). 2015. *Cartel Land*. United States: The Documentary Group.

Guest: Professor Howard Campbell, University of Texas at El Paso

##### **Due: Module Three Synthesis Paper (complete three of five Synthesis Papers)**

##### **[14] Monday, November 16 – Walls (and other Exclusions)**

Heyman, Josiah. 2013. “Constructing a ‘Perfect’ Wall: Race, Class, and Citizenship in U.S.-Mexico Border Policing.” In *Migration in the 21<sup>st</sup> Century: Political Economy and Ethnography*, edited by Pauline Gardiner Barber and Winnie Lem, pp. 153-174. New York: Routledge.

##### **Optional:**

Stephen, Lynn. 2017. “Creating Preemptive Suspects: National Security, Border Defense, and Immigration Policy, 1980-Present.” *Latin American Perspectives*. DOI: 10.1177/0094582X17699907

##### **[15] Wednesday, November 18 – Death and the Desert**

[pp. 38-85] De León, Jason. 2015. *The Land of Open Graves: Living and Dying on the Migrant Trail*. Oakland: University of California Press.

#### **Module 5: Identities and Expressions**

How have racialized, class-based, gendered, and national identities been constructed and interpreted in the U.S.-Mexico borderlands? What social statuses do these multiple and overlapping identities confer? How have people resisted narrow conceptualizations of selfhood of those in the borderlands through artistic means?

##### **[16] Monday, November 23 – Social Segregations**

[pp. 1-34] Nájera, Jennifer R. 2015. *The Borderlands of Race: Mexican Segregation in a South Texas Town*. Austin: University of Texas Press.

**Film:**

Rubin, Sally, Jen Gilomen, J.R. Racine (Producers) and Sally Rubin, Jen Gilomen, J.R. Racine (Directors). 2014. *Life on the Line: Coming of Age Between Nations*. United States: Fine Line Films.

**Due: Module Four Synthesis Paper (complete three of five Synthesis Papers)**

**[17] Wednesday, November 25 – The Border(s) in Me and You**

[pp. 99-113, 216-217] Anzaldúa, Gloria. 1987. *Borderlands/La frontera: The New Mestiza*. San Francisco: Aunt Lute Books.

[pp. 17-35] Saldívar, José David. 1997. *Border Matters: Remapping American Cultural Studies*. Berkeley, CA: University of California Press.

**[18] Monday, November 30 – Border Expressions**

[pp. 267-276] Grandin, Greg. 2019. *The End of Myth: From the Frontier to the Border Wall in the Mind of America*. New York: Metropolitan Books.

[pp. 26-103] Rael, Ronald. 2017. *Borderwall as Architecture: A Manifesto for the U.S.-Mexico Boundary*. Oakland, CA: University of California Press.

**[19] Wednesday, December 2 - Conclusions**

Wrap up

**Due: Module Five Synthesis Paper (complete three of five Synthesis Papers)**

**Due (after class): Final Research Paper**

**Due (after class): Participation Worksheet**