



TEXAS TECH UNIVERSITY

Classical & Modern Languages & Literatures

Course Syllabus

SEMINAR IN HISPANIC CULTURE
Spring 2020

SPANISH 5356
BORDER STUDIES



Ana Teresa Fernández, Borrando la Frontera, 2012

In this course, we will trace the theoretical foundations and key literary and performative works in the field of border studies. Through an interdisciplinary, transnational framework, we will examine the history, present debates, and future directions of the field. The seminar will be divided into the following modules: “Hybridity and its critiques,” “Militarization and policing,” “Border performance,” and “Queering the border.” Theoretical readings include works by Gloria Anzaldúa, Néstor Canclini, Walter Dignolo, María Socorro Tabuenca, and others. We will examine literature and performance from Mexico and the United States, including works by Luis Humberto Crosthwaite, Yuri Herrera, Helena María Viramontes, Cristina Rivera Garza, Rosina Conde, Guillermo Gómez Peña, and others. Assignments will focus on developing academic writing and speaking skills through the genres of abstracts, book reviews, conference presentations, and a publishable article.

Professor: Dr. Britta Anderson

Office: CMLL 258

E-mail: Britta.Anderson@ttu.edu

Office Hours: M W 10:00-11:30, or by appointment

Class Meeting Time & Location: Thursdays 3:30-6:20, CMLL 00102

Expected Learning Outcomes

1. Familiarity with key debates and texts within the field of border studies.
2. Development of academic writing and communication skills.

Required Books

Yuri Herrera, *Señales que precederán al fin del mundo*

Helena María Viramontes, *Their Dogs Came with Them*

Cristina Rivera Garza, *La cresta de Ilión*

All other readings will be posted in Blackboard.

Assignments

I will discuss writing assignment details in class, and will post rubrics and guides in Blackboard.

Assignment	% of Final Grade	Date Due
Participation	20%	Ongoing
Weekly Synopsis	10%	Ongoing
Elevator Pitch	0%	1/28
Op-Ed	5%	3/10
Book Review	10%	3/24
Conference Abstract	5%	3/31
Conference Presentation	20%	4/9
Annotated Bibliography	Included in final paper grade	4/28
Introduction	Included in final paper grade	5/5
Final Seminar Paper	30%	5/12

Attendance and Participation

Attendance and active participation in every class is required. If you plan to or have missed class for any reason, I expect you to communicate with me about the absence.

Classroom Environment

Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are also expected to respect and uphold the TTU Code of Student Conduct at all times. Please arrive on time, stay until the end of class, and refrain from private conversations. Help maintain a positive learning environment by turning off cellular phones before arriving in class and avoiding distracting behaviors. You may drink and eat in class, as long as you clean up after yourself and it does not create a classroom disturbance. Any student whose behavior disturbs our learning environment may be asked to leave.

This classroom is a place where you will be treated with respect. I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender expressions, national origins, citizenship statuses, parenting status, religious affiliations, sexual orientations, abilities, and other visible and nonvisible differences. All of you have a unique and important contribution to make to this class. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for everyone else here. If you disagree with someone, you should express your alternative view, using the evidence that led you to your interpretation. We have an opportunity in this class to hear from people with different viewpoints and open lines of communication about difficult or emotional topics. All opinions are welcome, as long as they are grounded in evidence and presented respectfully. I reserve the right to manage, intercede, sideline, or stop a conversation if it is leading us too far off track or if it is disrespectful to others. Personalized comments, hateful language, insults, sleeping, and raised voices are not conducive to learning and will not be tolerated in the classroom.

For more details, please see the official TTU public information on the Code of Student Conduct, found at <http://www.depts.ttu.edu/studentjudicialprograms/conductcode.php>.

Student Use of Personal Technology

The use of a notebook computer or similar electronic or digital device in class is subject to the approval of the instructor. No personal electronic device should be used during quizzes, examinations or other testing or assessment situations without the authorization of the instructor. Authorized devices meant to be adaptive or assistive in nature, and which are incorporated as part of a documented disability or medical condition, are exempt from this policy.

Students with Disabilities

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note: instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405.

Academic Honesty

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act. Plagiarism (copying directly from another source, for example from web sites or other sources, without providing the reference) and/or the use of on-line translators on your assignments will result in a 0 grade for said assignment. I will also have to report your case to the Office of Student Conduct.

Statement on LGBTQIA Resources

As a member of the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community, I am available to listen and support you in an affirming manner. I can assist in connecting you with resources on campus to address concerns you may face pertaining to sexual orientation and/or gender identity that could interfere with your success at Texas Tech. Please note that additional resources are available through the Office of LGBTQIA within the Center for Campus Life, Student Union Building Room 201, www.lgbtqia.ttu.edu, 806.742.5433.

Statement on Pronouns

My name is Dr. Anderson and I use the pronouns she, her, and hers, or in Spanish, ella. Pronouns are the parts of speech we use to refer to someone instead of their name. Using the right pronoun, like using someone’s correct name or title, is a way to show respect. If I ever mispronounce your name or use the wrong pronoun for you, please correct me, as it matters to me to address you correctly. At any time, I will gladly honor your request to address you by a different name or pronoun. You can learn about why pronouns matter here: <https://www.mypronouns.org/>

Statement on Children in Class

All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all nursing parents can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime. For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status. In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

The struggles of balancing school, childcare and often another job are exhausting. I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all students in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.

Mental Health Resources

If you are facing mental health challenges, I encourage you to utilize the resources available to you through the Student Counseling Center: <http://www.depts.ttu.edu/scc/>. If your mental health is affecting your performance in the course, I hope that you feel comfortable notifying me. I will consider absences and assignments missed due to mental health by the same criteria as I accommodate any other illness.

TTU Resources for Discrimination, Harassment, and Sexual Violence

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other Title IX violations are not tolerated by the University. Report any incidents to the Office for Student Rights & Resolution, (806)-742-SAFE (7233) or file a report online at titleix.ttu.edu/students. Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: TTU Student Counseling Center, 806-742-3674 (*Provides confidential support on campus.*) TTU Student Counseling Center 24-hour Helpline, 806-742-5555, (*Assists students who are experiencing a mental health or interpersonal violence crisis. If you call the helpline, you will speak with a mental health counselor.*) Voice of Hope Lubbock Rape Crisis Center, 806- 763-7273 (*24-hour hotline that provides support for survivors of sexual violence.*) The Risk, Intervention, Safety and Education (RISE) Office, 806-742-2110, rise.ttu.edu (*Provides a range of resources and support options focused on prevention education and student wellness.*) Texas Tech Police Department, 806-742-3931 (*To report criminal activity that occurs on or near Texas Tech campus.*)

Food and Housing Insecurity

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is encouraged to talk with me and to contact Raider Red's Food Pantry: <https://www.depts.ttu.edu/dos/foodpantry.php>, South Plains Food Bank: <https://www.spfb.org/>, University Student Housing <http://www.depts.ttu.edu/housing/>, or Neighborhood House: <https://www.upbring.org/programs-and-services/community-services/neighborhood-house/>.

If you are unable to focus in class due to hunger, you are welcome to stop by my office before class for a free healthy snack.

Basic Needs Resources

You can find additional resources about basic student needs, including academic success, childcare, employment, financial support, housing, and transportation here: <http://www.depts.ttu.edu/dos/basicneeds.php>

Readings and calendar subject to change.

Date	Readings Due	Writing Due
<p>Week 1 Tuesday, January 21</p>	<p>Overview of the field Introductions</p> <p><i>In class:</i> Montezemolo, Fiamma. “Traces.” Video, 2015.</p>	
<p>Week 2 Tuesday, January 28</p> <div data-bbox="87 701 373 804" style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>Hybridity and its Critiques</p> </div>	<p>Gloria Anzaldúa, <i>Borderlands/ La frontera: The New Mestiza</i> (1987)</p>	<p>Elevator pitch Weekly synopsis</p>
<p>Week 3 Tuesday, February 4</p>	<p>Néstor García Canclini, <i>Culturas híbridas: estrategias para entrar y salir de la modernidad</i> (1989), excerpts.</p> <p>Luis Humberto Crosthwaite, “Marcela y el Rey” (1988)</p>	<p>Weekly synopsis</p>
<p>Week 4 Tuesday, February 11</p>	<p>Heriberto Yépez, “Nuevas Tijuanológicas: del hibridismo a las rudologías en las estéticas fronterizas”</p> <p>Walter D. Mignolo, <i>Local Histories, Global Designs: Coloniality, Subaltern knowledges, and Border Thinking</i> (2000), excerpts.</p>	<p>Weekly synopsis</p>
<p>Week 5 Tuesday, February 18</p>	<p>Debra Castillo, María Socorro Tabenca, <i>Border Women</i> (2002), excerpts.</p> <p>Rosario Sanmiguel, <i>Bajo el Puente: Relatos desde la frontera.</i></p>	<p>Weekly synopsis</p>

<p>Week 6 Tuesday, February 25</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-top: 10px;"> <p>Militarization and Policing</p> </div>	<p>Graduate Writing Center Workshop in class 3:30-4:30</p> <p>Miguel Antonio Levario, <i>Militarizing the Border: When Mexicans Became the Enemy</i>, excerpts.</p>	<p>Weekly synopsis</p>
<p>Week 7 Tuesday, March 3</p>	<p>Lisa Cacho, <i>Social Death: Racialized Rightlessness and the Criminalization of the Unprotected</i> (2012)</p> <p><i>In class:</i> No Más Muertes, criminalization of border activism</p> <p><i>In class:</i> Rudy Adler, Victoria Criado, and Brett Huneycutt, <i>Border Film Project: Photos by Migrants and Minutemen on the U.S.-Mexico Border</i></p>	<p>Weekly synopsis</p>
<p>Week 8 Tuesday, March 10</p>	<p>Selection of alternative media on border crisis</p>	<p>Op-Ed Due</p>
<p><i>Tuesday, March 17</i></p>	<p><i>No Class- Spring Break</i></p>	
<p>Week 9 Tuesday, March 24</p>	<p>Yuri Herrera, <i>Señales que precederán al fin del mundo</i></p>	<p>Reseña Due</p>
<p>Week 10 Tuesday, March 31</p>	<p>Helena María Viramontes, <i>Their Dogs Came with Them</i>, Parts I and II.</p>	<p>Conference Abstract Due</p>
<p>Week 11 Tuesday, April 7</p>	<p>Helena María Viramontes, <i>Their Dogs Came with Them</i>, Part III.</p> <p>Riebová, Markéta, “Abordando borderlands. La representación literaria de la frontera en la novela <i>Their dogs came with them</i> de Helena María Viramontes”</p>	

<p>Week 12 Tuesday, April 14</p>	<p>In-Class Conference</p> <p>Ponencia Presentations in Class</p>	<p>Ponencia Due</p>
<p>Week 13 Tuesday, April 21</p>	<p>Self-Care Week</p> <p>Rex Leonowicz, “Three Things You Should Know About Intersectionality and Self-Care”</p> <p>Grace Cale, “‘Self-care’ vs ‘Soothing’: Not Necessarily so Warm and Fuzzy”</p>	
<p>Week 14 Tuesday, April 28</p> <div data-bbox="94 848 342 982" style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>Border Performance</p> </div>	<p>Each student is responsible for reporting on one of the following performances in class (as assigned):</p> <p>Luis Humberto Crosthwaite, <i>Misa fronteriza</i></p> <p>Ana Teresa Fernández, <i>Borrando la frontera</i></p> <p>Ronald Rael, <i>Teeter-Totter Wall</i></p> <p>El Paso Collective, <i>Boundless Across Borders</i></p> <p>Rosina Conde, <i>Miss Maquiladora</i></p> <p>Krzysztof Wodicko, <i>The Tijuana Projection</i></p> <p>Teresa Margolles, <i>What else could we talk about?</i></p>	<p>Annotated Bibliography Due</p>
<p>Week 15 Tuesday, May 5</p> <div data-bbox="94 1493 375 1593" style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>Queering the Border</p> </div>	<p>Cristina Rivera Garza, <i>La cresta de Ilión</i></p>	<p>Introduction Due</p>
<p>Tuesday, May 12</p>		<p>Final Seminar Papers Due Midnight</p>

Options for Book Reviews (Reseña)

- Emily Hicks, *Border Writing*
- Claire Fox, *The Fence and the River: Culture and Politics at the US-Mexico Border*
- Amy Sara Carroll, *REMEX: Toward an Art History of the NAFTA Era*
- Xóchitl Bada, *Accountability Across Borders: Migrant Rights in North America*
- Wright, Melissa. *Disposable Women and Other Myths of Global Capitalism*
- Rosa Linda Fregoso, *meXicana Encounters: The Making of Social Identities on the Borderlands*
- Nicole Guidotti-Hernández, *Unspeakable Violence: Remapping US and Mexican National Imaginaries*
- Kathering Morrissey and John-Michael Warner, *Border Spaces: Visualising the U.S.-Mexico Frontera*
- José Manuel Valenzuela Arce, *Welcome amigos to Tijuana: Graffiti en la frontera*
- Nancy Naples y Jennifer Bickham Mendez, *Border Politics: Social Movements, Collective Identities, and Globalization*
- Kaitlin Murphy, *Mapping Memory: Visuality, Affect, and the Embodied Politics in the Americas*
- C. J. Alvarez, *Border Land, Border Water: A History of Construction on the US-Mexico Divide*
- Matthew Longo, *The Politics of Borders: Sovereignty, Security, and the Citizen after 9/11*
- Reece Jones, *Violent Borders: Refugees and the Right to Move*
- Wendy Brown, *Walled States, Waning Sovereignty*
- Carlos G. Vélez-Ibáñez, *The U.S.-Mexico Transborder Region: Cultural Dynamics and Historical Interactions*