

ANTH R119: INTRODUCTION TO BORDER STUDIES

Originator
amelidonis

College

Oxnard College

Discipline (CB01A)

ANTH - Anthropology

Course Number (CB01B)

R119

Course Title (CB02)

Introduction to Border Studies

Banner/Short Title

Intro to Border Studies

Credit Type

Credit

Start Term

Fall 2021

Co-listed (Same-as) Course(s)

BRS R101

Taxonomy of Programs (TOP) Code (CB03)

2202.00 - Anthropology

SAM Priority Code (CB09)

E - Non-Occupational

Control Number

CCC000587863

Primary Minimum Qualification

ANTHROPOLOGY

Department

Anthropology (2211)

Division

Oxnard Liberal Studies

Taxonomy of Programs (TOP) Code (CB03)

2202.00 - Anthropology

SAM Priority Code (CB09)

E - Non-Occupational

Control Number

CCC000622125

Primary Minimum Qualification

ANTHROPOLOGY

Department

Ethnic Studies (2217)

Division

Oxnard Liberal Studies

Catalog Course Description

Borders and borderlands define territories and identity while simultaneously calling them into question. Utilizing an interdisciplinary perspective, this course explores both physical and conceptual borders and borderlands with an emphasis on first person narratives, generalizing to universal themes of change, globalization, conflict, motivation and movement across borders. Through a range of ethnographic, narrative and theoretical works, we will analyze specific borderlands and borderland identities while considering the themes of hybridity, gender, sexuality, marginalization, economics, immigration, labor flows, travel, pollution, environmental change, media, conflict and cooperation.

Taxonomy of Programs (TOP) Code (CB03)

2202.00 - Anthropology

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Grading method
 (L) Letter Graded

Does this course require an instructional materials fee?
 No

Repeatable for Credit
 No

Units and Hours

Carnegie Unit Override
 No

In-Class

Lecture
Minimum Contact/In-Class Lecture Hours
 52.5
Maximum Contact/In-Class Lecture Hours
 52.5

Activity

Laboratory

Total in-Class

Total in-Class
Total Minimum Contact/In-Class Hours
 52.5
Total Maximum Contact/In-Class Hours
 52.5

Outside-of-Class

Internship/Cooperative Work Experience
Paid
Unpaid

Total Outside-of-Class

Total Outside-of-Class
Minimum Outside-of-Class Hours
 105
Maximum Outside-of-Class Hours
 105

Total Student Learning

Total Student Learning
Total Minimum Student Learning Hours
 157.5
Total Maximum Student Learning Hours
 157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|---|
| 1 | Students will apply an interdisciplinary perspective including anthropology and Chicana/o Studies to the study of both physical and conceptual borders and borderlands including the US/Mexico border, Latina/o Americans, Native Americans, gendered borderlands, researching, problem solving, generating new ideas, reading, comprehending, and interpreting various types of published ideas while avoiding ethnocentrism and bias. |
| 2 | Students will identify, describe and apply major theoretical approaches and key concepts in the interdisciplinary study of borders and borderlands including knowledge of specific physical borders including the US/Mexico border and their historical/cultural/political complexities, conceptual borders such as those pertaining to gender, sexuality, hybridity, ethnic, racial or other borderlands identities including Chicana/o identity and Native American identity, globalization, nationalism, refugees, migration, sovereignty, transnational movements, colonialism, racism, social justice and sovereignty. |
| 3 | Students will articulate and apply anti-racist and anti-colonial theory and knowledge coming from borderlands communities including Chicana/o Latina/o American and Native American communities to analyze borders and borderlands around the world including the US/Mexico border, and consider how concepts such as race and racism, white supremacy, ethnicity, eurocentrism, colonization, sovereignty, gender, sexuality, immigration, nationalism, multiculturalism, and hybridity shape discourses about borders and borderland experiences. |

Course Objectives**Upon satisfactory completion of the course, students will be able to:**

- | | |
|----|---|
| 1 | Communicate effectively in writing, using conventions appropriate to various contexts and diverse audiences. |
| 2 | Find, evaluate, and use authoritative and/or scholarly information to comprehend a line of inquiry. |
| 3 | Think critically and analytically about an issue, idea or problem, considering alternative perspectives and re-evaluation of one's own position while avoiding bias and ethnocentrism. |
| 4 | Critically analyze how intersectionality shapes border issues and the experiences of people living in the borderlands. |
| 5 | Describe the importance of equality, diverse experiences, perspectives, thoughts, and identities needed to be effective in working and living in diverse communities and environments. |
| 6 | Apply knowledge gained from courses in different disciplines to new settings and complex problems. |
| 7 | Apply an interdisciplinary perspective that includes Native American and Latina/o American theories and perspectives to the analysis of both physical and conceptual borderlands including the US/Mexico borderlands. |
| 8 | Examine borderlands identities including at the US/Mexico borderlands considering gender, sexuality, nationality and ethnicity and how they are shaped by concepts such as race and racism, eurocentrism, colonialism, and white-supremacy. |
| 9 | Examine changing political structures, categories and processes including the nation-state, globalization, and sovereignty. |
| 10 | Describe specific physical borders including the US/Mexico border and their political, cultural, economic, and historical significance. |
| 11 | Describe the US/Mexico borderlands and the experiences of Latina/o Americans from a historical, political, and interdisciplinary perspective including anthropology and Chicana/o Studies. |
| 12 | Describe how eurocentrism, racism, colonialism and bias have shaped border policies in various contexts including the US/Mexico Border. |
| 13 | Demonstrate how borderlands theory about the US/Mexico border can be utilized to study other borders and borderlands around the world. |

Course Content**Lecture/Course Content**

1. Introduction
 - a. What are borders and why do they matter?
 - b. Interdisciplinary approaches to border studies
 - c. Chicana/o Studies

- d. Anthropology
 - e. Why local voices are so important in the study of borders
2. How Do Borders Influence Our Lives?
 - a. Politics
 - b. How we Write and Speak
 - c. Cultural Flows
 - d. Pollution and the environment
 - e. Economics and labor flows
 3. The US/Mexico Borderlands
 - a. History
 - b. Politics
 - c. Economics
 - d. Culture, Art, Music and Language
 - e. Chicana/o Identity and Aztlan
 - f. The Bracero Program
 - g. Immigration
 - h. Bilingualism
 - i. Labor
 - j. Education
 - k. Mass Incarceration
 4. Theoretical Approaches Coming From the US/Mexico Border
 - a. Third World Feminism
 - b. Gloria Anzaldua- La Frontera
 - c. Chela Sandoval- Differential Consciousness
 - d. Decoloniality
 - e. Chicanismo
 - f. Leo Chavez and Josiah Heyman
 - g. Borderland identities
 - h. Gender, Sexuality, Ethnicity, Hybridity, Queer Theory
 - i. Nationalism, ethnocentrism and fear of the Other
 5. Intersectionality
 - a. Borders and race
 - b. Sexuality and Gender
 - c. Class
 - d. Immigration Status and National Origin
 6. Transgressions
 - a. Migration
 - b. Globalization
 - c. Chicana/o Social Movements
 - d. Transnational social movements
 - e. Does creativity transcend borders?
 - f. Waning Sovereignty and the Rise of Popular Nationalism
 - g. White Supremacy
 7. Borders and Borderlands
 - a. Utilizing US/Mexico border theory to look at other borders and borderlands
 - b. Israel/Palestine Territories
 - c. India/Pakistan
 - d. The Berlin Wall
 - e. The European Union, Refugees and Brexit
 8. A World Without Borders?
 - a. Globalization and its discontents
 - b. Transnational power
 - c. Sovereignty
 - d. Walls and the end of the nation-state?
 - e. Social justice and a more equitable world

Laboratory or Activity Content

None

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams

Essays

Group projects

Objective exams

Quizzes

Research papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations

Class activities

Class discussions

Distance Education

Demonstrations

Field trips

Instructor-guided interpretation and analysis

Instructor-guided use of technology

Internet research

Lecture

Small group activities

Describe specific examples of the methods the instructor will use:

1. The instructor will lead discussions on topics that may include border theory, the US Mexico Border, Israel and the Palestinian territories, partition, colonialism, hybridity, gender as a borderlands, etc.
2. The instructor will utilize lectures, films, and internet materials to explore and critically analyze topics relevant to the anthropological study of borders and Border Studies.
3. Students will discuss topics relevant to border studies.

Representative Course Assignments

Writing Assignments

1. Physical Borders and Borderlands Paper. Students will select a specific physical border (for example: US/Mexico, Israel/Palestinian territories, East and West Berlin, India/Pakistan, etc.) and discuss it utilizing the course theories and perspectives in a minimum 5-page paper.
2. Conceptual Borderlands Paper. Students will discuss a conceptual borderlands and discuss it in a minimum 5-page paper utilizing the course theories and perspectives. Examples may include gendered borderlands, sexual borderlands, national borderlands, religious borderlands, etc.

Critical Thinking Assignments

1. Participate in class, online and small group discussions regarding the border theory, nationalism, sovereignty, identity, gender, discrimination, hybridity and specific borderlands around the world.
2. Students will complete short writing assignments exploring topics related to border studies such as describing structural similarities between the US Mexico border and Israel and the Palestinian Territories.

Reading Assignments

1 to 2 chapters per week from the textbook

Outside Assignments

Representative Outside Assignments

1. Film viewing, documented by brief write-ups. Example: Watching a video clip on the Israeli border wall and discussing whether it has improved or hurt the conflict in the area.
2. Participating in online discussions related to the course materials for that particular week. Topics may include the border theory, hybridity, conceptual borderlands, physical borderlands, nationalism, sovereignty, etc.
3. Physical Borders and Borderlands Paper. Students will select a specific physical border (for example: US/Mexico, Israel/Palestinian territories, East and West Berlin, India/Pakistan, etc.) and discuss it utilizing the course theories and perspectives in a minimum 5-page paper.
4. Conceptual Borderlands Paper. Students will discuss a conceptual borderlands and discuss it in a minimum 5-page paper utilizing the course theories and perspectives. Examples may include gendered borderlands, sexual borderlands, national borderlands, religious borderlands, etc.

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Cucinella, Catherine (2016). *Border Crossings: A Bedford Spotlight Reader* (1st). New York Macmillan.

Resource Type

Textbook

Description

Hastings, Donnan (2016). *A Companion to Border Studies* (1st). New York Wiley-Blackwell.

Resource Type

Textbook

Classic Textbook

Yes

Description

Anzaldúa, Gloria. *La Frontera/Borderlands: The New Mestiza*. New York Aunt Lute Books 2012 (Latest Edition/Classic Text).

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact**Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants, including student to student interaction. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. For example: students will post on discussion board topics such as on whether the growth of popular nationalism in the world today is a response to waning sovereignty and globalization.
E-mail	Faculty will communicate with students via email regarding course information and concerns.

Other DE (e.g., recorded lectures)	Faculty may record video lectures on the course content including videos on nationalism and sovereignty, imagined communities, specific border conflicts, hybridity, identity, etc.
Video Conferencing	Video tools such as ConferZoom will be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings may be made available of all live meetings within the LMS.

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100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants, including student to student interaction. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. For example: students will post on discussion board topics such as on whether the growth of popular nationalism in the world today is a response to waning sovereignty and globalization.
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Examinations

Hybrid (1%–50% online) Modality

- Online
- On campus

Hybrid (51%–99% online) Modality

- Online
- On campus

Primary Minimum Qualification

ANTHROPOLOGY

Review and Approval Dates

Department Chair

09/04/2020

Dean

09/07/2020

Technical Review

09/23/2020

Curriculum Committee

09/23/2020

DTRW-I

01/14/2021

Curriculum Committee

01/13/2021

Board

01/19/2021

CCCCO

01/23/2021

Control Number

CCC000587862

DOE/accreditation approval date

MM/DD/YYYY