

**INTL 190 Senior Seminar**  
**Borders and Frontiers in Latin America**  
**Fall 2020**

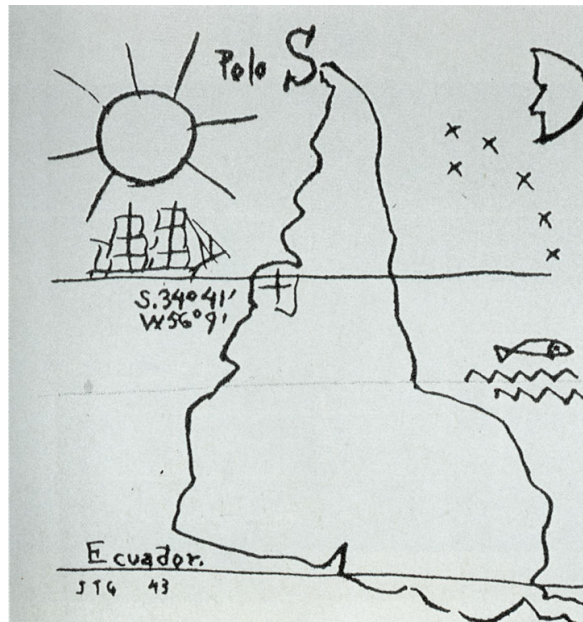
Instructor: Amie Campos, MA

Office hours: By appointment via zoom

To make a zoom appointment, please see signup sheet on canvas in the Announcements section

E-mail: [amcampos@ucsd.edu](mailto:amcampos@ucsd.edu)

\*Please allow up to 48 hours for email responses



Course Overview:

The processes by which Latin American nations have constructed, defined, and contested the formation of borders and frontiers has played a crucial role both in state formation processes as well as the forging of national identities. Our study will be driven by questions that will illuminate the evolving nature of frontier zones in the region, as well as the dynamics that created these spaces. What were the social, economic and political factors that enabled the development of these frontiers? What were the relationships of the cities to peripheral societies? How did different social groups (racial minorities, women, indigenous communities) experience frontiers? Through an examination of the historical trajectory of 3 border regions throughout the hemisphere, students will have a greater understanding of the role of borders in Latin American politics, society and culture. While engaging these thematic questions, students will also have a discussion of major turns in borderlands studies, as well as a discussion of the research methods used by the authors they will read.

**Required Texts and Readings:** Some of the readings can be found online via the UCSD Library and on Canvas. Please make sure to have the UCSD VPN installed so that you can have access to online library materials and to complete your research paper.

1. Edwidge Danticat, *The Farming of Bones* (can be purchased online)
2. Kelly Lytle Hernandez, *Migra! A History of the US Border Patrol* (Access through UCSD Library site)
3. Florencia Mallon, *Courage Tastes of Blood: The Mapuche Community of Nicolás Ailío and the Chilean State, 1906–2001* (available via UCSD Library site)
4. Journal articles and other sources listed on course overview available through our class website.

### **Course Requirements**

3 Reading Responses (500-750 words each, via canvas) 30 points  
Research essay on a course theme of your choice 70 points total  
(including office hours meeting, research proposal, draft and peer review, final essay version)

### **Grading Scale\***

\*(I will not be rounding up final grades, so please make sure to give the assignments your best effort throughout the course.)

100- A+    79-77 C+  
94-99 A    76-74 C  
93-90 A-   73-70 C-  
89-87 B+   69-67 D+  
86-83 B    66-63 D  
82-80 B-   62-60 D-  
59 and below F

### **Class Schedule and Reading Assignments: (Readings should be completed by the date listed)**

**\*N.B: The instructor reserves the right to make modifications to this course outline.**

Week	Date	Topic and Readings
1.	10/6	Introduction to Course Themes Readings: J. B. Harley, “Silences and Secrecy: The Hidden Agenda of Cartography in Early Modern Europe” <i>Imago Mundi</i> , 1988, Vol. 40 (1988), pp. 57-76. John K. Wright, “Map Makers Are Human: Comments on the Subjective in Maps” <i>Geographical Review</i> , Oct., 1942, Vol. 32, No. 4 pp. 527-544.
2.	10/13	Chile’s Southern <i>Frontera</i> (Frontier) Readings: Begin, Florencia Mallon, <i>Courage Tastes of Blood: The Mapuche Community of Nicolás Ailío and the Chilean State, 1906–2001</i>
3.	10/20	Chile’s Southern Frontier: Resistance and Violence Readings: Thomas Miller Klubock, “Ránquil: Violence and Peasant Politics on Chile’s Southern Frontier” From: <i>A Century of Revolution: Insurgent and Counterinsurgent Violence during Latin America’s Long Cold War</i> . Duke University Press. pp. 121–159 “The Election of Salvador Allende: Declassified U.S. Government Documents”

4. 10/27 No Class: Office Hours meetings for Projects this week  
**\*\*All Skype meetings regarding the research paper must be completed by the end of this week for credit**  
**Reading:** Finish *Courage Tastes of Blood*
  
5. 11/3 Chile's Southern *Frontera* (Frontier): Thinking about Indigenous Land Activism and the meaning of Wallmapu today  
**Research Proposal Due via email on Wednesday 11/4/20 by 11:59pm**  
Readings: Thomas Miller Klubock "Labor, Land, and Environmental Change in the Forestry Sector in Chile, 1973–1998" From: *Victims of the Chilean Miracle* pp. 337-380.  
From *The Chile Reader*:  
"The Mapuche Nation and the Chilean Nation"  
"I never looked for Power"  
"The Mapuche Takeover at Rucalan: Interviews with Peasants and Landowners"  
Watch Democracy Now Report on Chile's new constitution and continuing violence  
(link in files section for this week)
  
6. 11/10 The Haitian/ Dominican Republic Border: Race and Frontier Making  
Readings: Begin, *The Farming of Bones*  
**Reading Response for Chile Unit Due 11/10 via canvas**
  
7. 11/17 The Haitian/ Dominican Republic Border: The Parsley Massacre  
Readings: Finish *The Farming of Bones*
  
8. 11/24 The US/Mexico Border: Historical Antecedents  
Readings: Begin, *Migra! A History of the US Border Patrol*  
**Reading Response for Haiti/DR Unit Due 11/25/20 at 11:59pm via turn it in**  
**Final Paper Draft Due 11/24/20 at 11:59pm via turn it in**
  
9. 12/1 The US/Mexico Border: Creating Undocumented Identities/US Imperialism  
Readings for next week: Finish *Migra! A History of the US Border Patrol*  
Watch Youtube clips (links on canvas)  
**Student Feedback Due 12/2/20 at 11:59pm via turn it in**
  
10. 12/8 Concluding Remarks- The US/Mexico Border  
**Reading Response for US/Mexico/Central America Border Unit Due 12/8/20 at 11:59pm via turn it in**

**Final Paper due via turn it in 12/14/20 at 11:59pm**

Attendance Policy. Considering that this is an online course, you will be expected to participate in the course primarily by keeping up with the lectures and completing all required assignments. This course is an intensive capstone seminar, so you can expect the reading load to reflect this. It is your responsibility to stay up to date on all course assignments and their deadlines, our online course will be treated just as seriously as if we were in a classroom. No late work or makeups will be accepted in this class except for valid medical reasons and documentation may be required. **This will be strictly enforced, so please do**

**not fall behind.** If you are having difficulty keeping up with your assignments, please contact me as well as your respective college so that we may help you. It is likely that all lectures will be prerecorded, though in either case attendance is not required and all lectures (either live or pre-recorded) will always be available via canvas for your reference. Given the unusual circumstances of this quarter, **you will not be penalized** for falling behind on assignments due to illness, or any caretaking duties as a result of COVID-19. If you find yourself in this situation, email your respective college and myself as soon as possible and accommodations will be made.

#### Assignments:

Reading Responses. Each student will produce three reading responses that will be two pages (500-750 words) and are due at the end of each of the three units we will cover (Chile, Haiti/DR, and US/Central America/Mexico). Your reading response prompt will be given to you at the beginning of each unit, and will be due at the end of each unit via canvas (see due dates in schedule). All your reading responses will be based on the course readings, meaning that they will require you to analyze the text closely, summaries of the lecture or course readings will not be accepted.

Final Paper. Each student will produce a final research paper (3,000- 3250 words) that consists of multiple parts, more details can be found in the final assignment prompt. All components of the final paper assignment must be completed in order to receive full credit for the assignment.

#### **Instructor's Requirements**

1. "Cool Off Period"- Please allow at least 48 hours after assignments are returned to email me about your grade. If you wish to contest a grade, I will require a two paragraph written response to be turned in at the time of our meeting. Grades will be discussed during office hours and not via email.
2. Note about Class Participation- Although this is an online course, I expect students to complete course readings in a timely manner and engage with their colleagues by participating in our peer review session during week 9. The discussion forum will be available to you as a way to engage with other students as you work through the course materials. Discussion forum participation is optional, yet highly encouraged.
3. If you are an OSD student: please email me **during week one** so that any required arrangements can be made.
4. **Emails: I work from 9-5pm from Monday-Friday and will be answering emails during this time only. Please keep this in mind when you email me with any urgent questions, responses may take up to 48 hours. On the day before major assignments are due I will not be answering emails regarding the assignments, so do not wait until the last minute to ask questions.**
5. In this class we will encounter a variety of perspectives, and I ask that students be respectful of each other in their interactions on discussion forums and while providing paper feedback.