Course information:
Copy and paste current course information from Class Search/Course Catalog.

Academic Unit: School of Geographical Science and Urban Planning

Subject: GCU
Number: 425
Title: Geography of the Mexican American Borderland
Units: 3

Is this a cross-listed course? (Choose one)
Yes
No

Is this a shared course? No

Course description:
Geography of the Mexican American Borderland
Geography of a binational and bicultural region. Examines settlement, boundary issues, ethnic subregions, population change, industrial development, and urban growth.

Allow multiple enrollments: No

Repeatable for credit: No

Primary course component: Lecture

Grading method: Student Option

Offered by: College of Liberal Arts and Sciences -- School of Geographical Sciences and Urban Planning

Requested designation: (Choose One)

Note: a separate proposal is required for each designation requested

Eligibility:
Permanent numbered courses must have completed the university’s review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965–0739.

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

A complete proposal should include:
☐ Signed General Studies Program Course Proposal Cover Form
☐ Criteria Checklist for the area
☐ Course Syllabus
☐ Table of Contents from the textbook and list of required readings/books

Contact information:
Name: Dan Arreola
Phone: 5-4794
Mail code: 5302
E-mail: daniel.arreola@asu.edu

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Elizabeth Wentz
Date: 2/3/14

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11, 12/11, 7/12
Chair/Director (Signature):
Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America’s cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.
Proposer: Please complete the following section and attach appropriate documentation.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Studies <strong>must</strong> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
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<td>2. The course must match at least one of the following descriptions: (check all which may apply):</td>
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<tr>
<td></td>
<td></td>
<td>a. In-depth area studies concerned with an examination of culture-specific elements of a region, country or culture group. <strong>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</strong></td>
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<tr>
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<td>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</td>
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<td>c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</td>
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<td>d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures.&quot;</td>
</tr>
</tbody>
</table>
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2d: study the cultural significance of a non-U.S. centered global issue</td>
<td><strong>SAMPLE:</strong> The course examines the cultural significance of financial markets Japan, Korea, and the UK.</td>
<td><strong>SAMPLE:</strong> Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 &amp; 5 do the same for Korea and modules 6 &amp; 7 do the same for the UK.</td>
</tr>
<tr>
<td>2a: in depth area study of contemporary cultural elements of a non-US area of the world</td>
<td>Course explores the contemporary human geographical dimensions of the Mexican border</td>
<td>Lecture and discussion of culture history and contemporary architecture of Mexican border towns, tourism in Mexican border towns, visual representation of Mexican border towns in popular media, contemporary issues like cross-bordering shopping, drug smuggling, migration, and law enforcement policies.</td>
</tr>
<tr>
<td>2c: comparative cultural study where more than half concerns a non-US area</td>
<td>Course compares historical, cultural, social dimensions of human geography of Mexican and American border towns</td>
<td>Comparison of border towns is presented in lectures and discussion through film and popular culture forms and expressions; the capstone project requires students to visit Mexican and American border towns to carryout a field research assignment where cultural comparisons are made.</td>
</tr>
</tbody>
</table>
GCU 425 - Geography of the Mexican American Borderland
Geography of a binational and bicultural region. Examines settlement, boundary issues, ethnic subregions, population change, industrial development, and urban growth.

Allow multiple enrollments: No  Primary course component: Lecture
Repeatable for credit: No  Grading method: Student Option
Offered by: College of Liberal Arts and Sciences -- School of Geographical Sciences and Urban Planning
This course explores the natural environments and human geography of a tri-national and tri-cultural region, the Mexican-American borderland. The borderland is a transition zone that joins Latin America and Anglo America, yet Native American and other subcultures are significant to the region. The borderland is also a distinctive region with qualities and characteristics that make it unique to North America. Like other major regions the borderland has environment and human geographic dimensions that define it, but the region is unusual because it consists of parts of two countries, and it is where the "first world" meets the "third world." It is also one of the most rapidly changing world regions.

In this course, emphasis is given to understanding this borderland at three geographic scales: region, place, and landscape. Students come to appreciate the plural nature of borderland environments, peoples, and traditions, as well as borderland urban and economic complexity and dynamism. Topical study includes the environments of the borderland, geographies of settlement, cultural and ethnic groups, and contemporary issues and processes like migration/immigration, population change, tourism, commercial and industrial geography, and urbanization.
Evaluation

1) Exam
   1) 50 pts=20% of course grade
2) Assignments
   1) Smeltertown 50 pts=20% of course grade.
   2) Class Report 50 pts=20% of course grade
   3) Capstone Project 100 pts=40% of course grade
3) Total pts=250
   A=90% or above; B=89–80%; C=79–70%; D=69–60%; E=<60%

All components of the course must be completed and averaged together must equal a passing grade. Any incomplete component can result in an E grade.

Required Reading

Assigned documents and readings posted to course Blackboard or linked to syllabus by URL


Components

Exam will consist of key terms and concepts written in essay and short answer format. Short answers and essays should demonstrate your grasp of and engagement with the subjects and topics of lecture and reading.

Assignment 1 is a written report of the place themes described and presented in the required reading Smeltertown. You will compose a geographical essay according to specific instructions and submit as a written report online.

Assignment 2 is a class report (oral and written) based on an assigned topic reading. You will prepare a single page outline and summary and distribute to members of class and instructor.

Assignment 3 is a group field project. This component is an end of semester capstone assignment. The assignment and specifics will be discussed in class. This project must consist of an illustrated report with images and a paper researched and composed by all members of the group. One grade for the assignment will apply to all members of the group.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
<th>Required reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 22</td>
<td>Introduction</td>
<td>No formal class meeting; download from Blackboard the course syllabus and read; download, print, sign course contract and bring to class on 8.27; purchase texts, download course documents, and complete required reading below.</td>
<td><em>US–Mexican Border</em>, Preface xv–xxiii; Introduction, 1–16 B1–B5 [Blackboard]</td>
</tr>
<tr>
<td>27</td>
<td>Border Landscapes, Places, Regions</td>
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<tr>
<td></td>
<td>Assignments</td>
<td></td>
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<tr>
<td>Aug 29/Sept 3</td>
<td>Environments</td>
<td>River Basin Ecologies</td>
<td>E1–E16 [Blackboard]</td>
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<tr>
<td>Sept 5/10</td>
<td>Mountain Islands, Desert Seas</td>
<td>Sierras, Lowlands of the Gulf and Pacific</td>
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<tr>
<td>Sept 12/17</td>
<td>Historical Cultural Landscapes</td>
<td>Native American and Spanish Colonial</td>
<td><strong>US–Mexican Border</strong>, “Early History” 17–33 C1–C15 [Blackboard]</td>
</tr>
<tr>
<td>19</td>
<td>Mexican</td>
<td></td>
<td></td>
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<tr>
<td>24</td>
<td>Anglo–American [online PPT]</td>
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<tr>
<td></td>
<td>Required reading</td>
<td><strong>US–Mexican Border</strong>, “Early History” 17–33 C1–C15 [Blackboard]</td>
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<tr>
<td>Sept 26</td>
<td>American Bordertown</td>
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<td></td>
<td>Required reading</td>
<td><strong>Smeltertown</strong> Introduction, Chapters 1,2,6, Epilogue [complete by Oct. 29] Lone Star [film]</td>
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<tr>
<td>Oct 1</td>
<td>Exam 1</td>
<td></td>
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<td>Oct 3</td>
<td>American Bordertown</td>
<td>Report “Forget the Alamo”</td>
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</table>
“Social Change” 51–72; “Booms & Busts” 73–87
MBT1–MBT2 [Blackboard]
Report—“Border City Ideé Fixe”

<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Reading</th>
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<tbody>
<tr>
<td>Oct 15</td>
<td>Fall Break No Class</td>
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<tr>
<td>Oct 17</td>
<td>No Class</td>
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<td><strong>Transformed Frontera</strong></td>
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<td><strong>Required reading:</strong></td>
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<td>Oct 22/24</td>
<td>Tourism and Tourist Landscapes</td>
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<td><strong>Required reading:</strong></td>
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<td>Report—“Across the Street Is Mexico”</td>
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<td>Oct 29/31</td>
<td>Border City Postcard Project</td>
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<tr>
<td></td>
<td><strong>Required reading:</strong></td>
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<td></td>
<td><a href="http://borderpostcardviews.asu.edu/">http://borderpostcardviews.asu.edu/</a></td>
</tr>
<tr>
<td></td>
<td>Reports—“La Cerca y Las Garitas de Ambos Nogales”; “Photographic Postcard Landscape”; “Puerto Peñasco”</td>
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<tr>
<td>Nov 5/7/12/14/19</td>
<td>Border Issues: Wall, Immigration, Shopping, Drugs</td>
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<td><strong>Required reading:</strong></td>
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<td></td>
<td>Reports—“Building Fences”; “La Pared Que Habla”; “Whose Crossing the Border”; “Mexican Medical Border Towns”; “Jesus Malverde”; “Ghost Town”</td>
</tr>
<tr>
<td>Nov 21</td>
<td>Discuss Capstone Project</td>
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<tr>
<td>Nov 26</td>
<td>Capstone Project</td>
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<tr>
<td>Nov 28</td>
<td>Thanksgiving Recess</td>
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<td>Dec 3</td>
<td>Capstone Project</td>
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<tr>
<td>Dec 5</td>
<td>Capstone Project</td>
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<tr>
<td>Dec 12</td>
<td>Capstone Project due</td>
</tr>
</tbody>
</table>
Contents

Acknowledgments xi  Introduction 1

PART I. Making Places

1. Making a Border City 21
2. Creating Smeltertown 57

PART II. Making Identities

3. We're Just Smelter People 97
4. We Were One Hundred Percent Mexican 149
5. She Was Very American 185

PART III. Remembering Smeltertown

6. The Demise of Smeltertown 225

Epilogue Finding Smeltertown 261

Notes 279  Index 319
CONTENTS

List of Maps xi

Acknowledgments xiii

Preface: The U.S.-Mexican Border in Global Context xv

Introduction: Defining the Region, Objectives, and Approaches 1

1 Distinguishing Characteristics and Early History: Frontier, Borderlands, and Border Region 17
   The Colonial Period: Life on a New World Frontier 19
   From Frontier to Borderlands 25
   Conflict between the United States and Mexico 28
   Early Border Phenomena 30

2 Booms and Busts on the Border: Economic Development, 1880s to 1920s 35
   The First Border Boom, 1880 to 1910 35
   The Border Economy during the Mexican Revolution 41
   Prohibition on the Border 45
   Early Free Trade 48

3 Life on the Border: Social Change, 1880s to 1930s 51
   1880s to 1910 51
   Causes of the Mexican Revolution 54
   The Social Character of the Revolution in the Mexican North 60
   The Revolutionary Period on the U.S. Side of the Border 62
Contents

Transboundary Population Movements during the Revolution, Prohibition, and Depression 66

4 Booms and Busts on the Border: The Great Depression and World War II 73
   The Great Depression 73
   World War II 78

5 Economic Trends since 1950: Legacies of War and a Globalizing Economy 89
   The Border Economy Comes of Age 89
   Mexican Government Policy and the Border: PRONAF and BIP—the Maquiladoras 99
   The U.S. Border Economy 110

6 The Consequences of Rapid Growth in the Border Region: Social and Cultural Change since the 1940s 115
   Population and Migration 116
   Urbanization 123
   Mexican Americans 136
   The Impact of Migration on Sending Communities 139
   Cultural Evolutions 141

7 Border Issues in U.S.-Mexican Relations 153
   The Elusive Boundary 153
   The Environment under Siege 155
   Public Health Issues 172
   Drug Trafficking and Border Security 175
   Migration 181
   Native Americans and the Border 196
   Transborder Cooperation 198

Suggested Readings 209

Index 217

About the Authors 227