



All the Bricks in the Wall: Environmental, Political & Social Implications of a Southern Border Wall

Course Reference Numbers (4): 10035

October 26–28, Nov 30–Dec 2, 5–9p Fri, 9a–5p Sat/Sun

4 Credit Hours



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This syllabus is subject to revision.

Course Description: Since 2015, the idea of a border wall between the United States and Mexico has been a major point of political discussion provoking outrage, support, and skepticism. But what are the actual policy implications of a wall? The US/Mexico border has multiple dimensions of policy issues at stake: The region is home to several fragile ecosystems and more than 100 threatened and endangered species; It is home to the Tohono O’odham Nation which straddles the international border with members in both countries; It has a rich shared social and economic history of families and businesses that stretches back for centuries; It is also the site of the global human tragedy of refugees which has become a flashpoint for political debate. This wide-ranging class will cover all of these topics, looking at the history and policy implications of the proposed border wall, as well as political debate surrounding it.

NOTES ON READINGS:

All journal articles or web links will be posted to Canvas

There are two books to purchase: Nevins (2010) and Erickson (2003)

All books are also available on Open Reserve through the Evergreen Library.

Readings

Buckley, Patrick Henry, John Belec and Jason Levy. 2015. “Environmental Resource Management in Borderlands: Evolution from Competing Interests to Common Aversions.” *International Journal of Environmental Research and Public Health* 12(7):7541–7557.

Cadava, Geraldo L. 2011. “Borderlands of modernity and abandonment: The lines within Ambos Nogales and the Tohono O’odham Nation.” *The Journal of American History* 98(2):362–383.

- Collingwood, Loren, Jason L. Morin and Stephen Omar El-Khatib. 2018. “Expanding Carceral Markets: Detention Facilities, ICE Contracts, and the Financial Interests of Punitive Immigration Policy.” *Race and Social Problems* .
- Erickson, Winston P. 2003. *Sharing the Desert: The Tohono O’odham in History*. University of Arizona Press.
- Fassin, Didier. 2011. “Policing borders, producing boundaries. The governmentality of immigration in dark times.” *Annual Review of Anthropology* 40:213–226.
- Gambler, Rebecca. 2018. Southwest Border Security: CBP Is Evaluating Designs and Locations for Border Barriers but Is Proceeding Without Key Information. “Report to Congressional Requesters” GAO-18-614 “United States Government Accountability Office”.
- Gilman, Denise and Luis A. Romero. 2018. “Immigration Detention, Inc.” *Journal on Migration and Human Security* .
- Gravelle, Timothy B. 2018. “Politics, time, space, and attitudes toward US–Mexico border security.” *Political Geography* 65:107–116.
- Greenwald, Noah, Brian Segee, Tierra Curry and Curt Bradley. 2017. A wall in the wild: The disastrous impacts of Trump’s border wall on wildlife. Technical report Center for Biological Diversity.
- Gurbacki, Karrie A. 2014. “Migration of Responsibility: the Trust Doctrine and the Tohono O’odham Nation.” *Mexican law review* 6(2):273–296.
- Harlan, Chico. 2016. “Inside the Administration’s \$1 Billion Deal to Detain Central American Asylum Seekers.” *Washington Post* .
- Heuman, Amy N. and Alberto González. 2018. “Trump’s Essentialist Border Rhetoric: Racial Identities and Dangerous Liminalities.” *Journal of Intercultural Communication Research* pp. 1–16.
- Kerwin, Donald. 2018. “From IIRIRA to Trump: Connecting the Dots to the Current US Immigration Policy Crisis.” *Journal on Migration and Human Security* .
- Lucero, José Antonio. 2014. “Friction, Conversion, and Contention: Prophetic Politics in the Tohono O’odham Borderlands.” *Latin American Research Review* 49:168–184.
- Martinez-Brawley, Emilia E. and Paz M-B Zorita. 2018. “Will We Build A Wall? Fear of Mexican/Latino Immigration in US History.” *Journal of Sociology & Social Welfare* 45(2).
- Nevins, Joseph. 2010. *Operation Gatekeeper and beyond: The war on “illegals” and the remaking of the US–Mexico boundary*. 2nd edition ed. Routledge.
- Newman, Louise K. and Zachary Steel. 2008. “The child asylum seeker: psychological and developmental impact of immigration detention.” *Child and adolescent psychiatric clinics of North America* 17(3):665–683.
- Ortega, Debora M., Lisa Graybill and Christopher N. Lasch. 2015. “Enacting and sustaining trauma and violence through policy enforcement: Family immigration detention.” *Journal of Women and Social Work* 30(3):281–285.

Rivas, Ofelia. 2010. ““We Are Not Compliant People...”.” Statement to the United States National Guard.

URL: <https://www.nativevillage.org/Editorials/>

Roche, David, Dan Mills, Andy Gordon, Sarah Krakoff and Sarah Burt. 2017. “Environmental Impacts of the Border Wall.” *The Environmental Law Reporter* .

Roche, Kathleen M., Elizabeth Vaquera, Rebecca MB White and Maria Ivonne Rivera. 2018. “Impacts of immigration actions and news and the psychological distress of US Latino parents raising adolescents.” *Journal of Adolescent Health* 62(5):525–531.

Slack, Jeremy, Daniel E. Martínez, Scott Whiteford and Emily Peiler. 2018. In the Shadow of the Wall: Family Separation, Immigration Enforcement and Security: Preliminary Data from the Migrant Border Crossing Study. Report The Center for Latin American Studies, University of Arizona Tuscon, Arizona: .

Steel, Zachary, Shakeh Momartin, Derrick Silove, Marianio Coello, Jorge Aroche and Kuo Wei Tay. 2011. “Two year psychosocial and mental health outcomes for refugees subjected to restrictive or supportive immigration policies.” *Social Science & Medicine* 72(7):1149–1156.

Course Policies:

• Evaluations

- Students will be evaluated based on regular attendance and reading, timely submission of thoughtful writing projects, and active engagement with their classmates.
- Students are required to submit a self-evaluation and a faculty evaluation. You can submit these evaluations via the College’s online evaluation system at my.evergreen.edu. Students are not required to submit self-evaluations to their transcripts. An evaluation conference is optional.

• Assignments

- **No late assignments will be accepted except under extraordinary circumstances. Please contact me as soon as possible if this occurs.**

• Attendance and Absences

- Regular attendance is expected. You are allowed to miss **1** class during the semester without penalty.
- Students are responsible for all missed work, regardless of the reason for absence. It is also the absentee’s responsibility to get all missing notes or materials.

Academic Honesty Policy Summary:

TESC Statement on Academic Honesty

<http://www.evergreen.edu/advising/academic-honesty>

From the TESC MPA Student Handbook on Academic Dishonesty:

Academic honesty is a necessity in a learning community. It makes coherent discourse possible, and is a necessary condition for all sharing, dialogue and evaluation. Academic dishonesty is a violation of the Evergreen campus Student Code and the Washington State Student Conduct Code (WAC 174), and includes, but is not limited to, the following:

- Plagiarism defined as appropriating or incorporating any other person's published or unpublished work in one's own work without full, clear and correct acknowledgment;
- Copying from another person's academic work without proper acknowledgment;
- Using assistance or materials that are expressly forbidden to complete an academic product or assignment;
- The unauthorized collaboration with any other person during the completion of independent academic work;
- Knowingly falsifying or assisting in falsifying or assisting in falsifying in whole, or in part, the contents of one's academic work;
- Permitting any other person to substitute oneself to complete academic work; or
- Engaging in any academic behavior specifically prohibited by a faculty member in the course covenant, syllabus, or individual or class discussion.

A proven case of academic dishonesty by a graduate student will result in the loss of credit and possible dismissal from the graduate program.

TESC The social contract – College philosophy

<http://apps.leg.wa.gov/wac/default.aspx?cite=174-121-010>

TESC Student Conduct Code

<http://apps.leg.wa.gov/wac/default.aspx?cite=174-123>

TESC MPA Student Handbook

<http://www.evergreen.edu/mpa/studenthandbook>

Authorship

The student must clearly establish authorship of a work. Referenced work must be clearly documented, cited, and attributed, regardless of media or distribution. Even in the case of work licensed as public domain or Copyleft, (See: <http://creativecommons.org/>) the student must provide attribution of that work in order to uphold the standards of intent and authorship.

Laptop and Electronic Device Policy

Laptops and Electronic Devices are *not permitted* during class. Research indicates that the use of laptops during class interferes with the learning process for students, leading to lower levels of understanding and engagement with the learning community. Further, research indicates that the presence of laptops is distracting to *other* students, harming their ability to learn as well. For more information on the rationale for this policy, please read: <https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html>

The following are the only exceptions to this policy:

- Students with an Accommodation Letter from Access Services.
- Specific in-class exercises which require use of a laptop, only as noted by the instructor.

Written Assignments (See Course Schedule for Due Dates)

All writing assignments should strictly follow the page limit guidelines, and be submitted in 1.5 spaced, 12 point font. No matter what the format, students should consistently work to become better writers. Readers both academic and professional will always appreciate a clear, straightforward writing with short paragraphs that avoids the use of jargon. I recommend having on hand *The Elements of Style* by William Strunk Jr. and E. B. White, which is small, inexpensive, and available in many editions.

Assignment 1: Reflective Memo

2 pages

The goal of the first assignment is to help both of us better understand your reasons for taking this class. Issues surrounding the US-Mexico border cover a wide range of topics, far more than can be covered in one class, and my goal as an instructor is to understand where you are coming from and where you would like to end up at the end of the course. Take this opportunity to answer a few questions, keeping in mind that there are no right or wrong answers:

- What do you know about the US-Mexico border?
- From where do you get your information about this region?
- What do you want to learn from this class, that you do not know already?
- What do you think are the most pressing policy issues for this area or on this topic?

Assignment 2: Final Project Proposal

2 pages

Your final project will be a research paper or policy memo of approximately 10 pages exploring a particular *public policy* border topic in depth. The topic is up to you, and I am happy to work with you to find something that is motivating, so feel free to reach out to me any any time before the class starts for ideas and feedback. Your proposal should ask an interesting question, provide the rationale for that question, and discuss the resources you expect to use to answer the question. Some examples include (but are not limited to):

- The refugee crisis at the US-Mexico border
- The political implications of a southern border wall
- Environmental effects of border construction
- Policy strategies for the Tohono O’odham nation
- Psychosocial effects of mass deportation
- How local communities cope with border walls

- ... and many more.

Once submitted, *this proposal will be shared with another class member for a critique*. You will also have the opportunity to select another classmate's proposal to critique. On Sunday, you will make a presentation to the class about your proposal in *Assignment 4* and be the discussion leader for your classmate whose proposal you are critiquing.

Assignment 3: Case Study Paper based on “Casa Amiga: Addressing Violence Against Women on the US-Mexico Border”

2 pages total, including a maximum 1/2 page executive summary

1. Select a perspective from which to write your memo. This means deciding who the sender is and to whom he/she is writing. The sender may be you, a person in the case, or someone else. The recipient may likewise be your instructor, someone in the case, or someone else.
2. Remember, this is a policy paper, not just a summary of the case. Your paper should clearly set forth what you consider to be the most important or interesting policy issue(s) and interests involved in the case, provide brief background and analysis and come to a conclusion via policy recommendations, observations, critique or lessons learned. You may include options or alternatives if you believe there are any.
3. Your paper should be logically organized with a clear transition of facts, ideas and comments.
4. I value creativity, but make sure your analysis supports your conclusions. Be clear, and don't equivocate.

Come prepared to discuss with the class.

Assignment 4: Presentation of Final Project Proposal

Powerpoint or Similar Presentation of 10 slides maximum

This is your chance to present your idea to the class, and get feedback. Provide a brief presentation of your idea, motivation, expected output, and plans to carry out the necessary research. Be prepared to answer questions.

Assignment 5: Op-Ed

250 words or 650 words

Write an op-ed piece for submission to *The Olympian* (250 words), *The Seattle Times* (650 words), or a newspaper in the border region itself, such as *The San Diego Union-Tribune*, *El Paso Times*, or *El Diario*. The topic should be any issue related to one of topics brought up in class: refugee policy, the border wall itself, the challenges facing local communities in the border region, environmental impacts, etc. The topic is up to you. This piece *should be submitted* to the paper of your choosing, and the confirmation of receipt included with your assignment. You can select any topic you wish, but be sure to follow the guidelines for how to write an effective op-ed, for example this: https://www.umass.edu/pep/sites/default/files/how_to_write_an_oped-duke_2.pdf
Seattle Times submission form: <https://www.seattletimes.com/help/#how-to-submit-an-op-ed>
The Olympian submission form: <http://www.theolympian.com/opinion/letters-to-the-editor/submit-letter/>

Assignment 6: Policy Memo

2 pages

Write a policy memo from the perspective of a consultant who has been brought on the advise the Tohono O’odham Nation. Addressing the Chairman, write a concise policy memo that advises the Tohono O’odham on one of the major issues they are currently facing (your choice). Address the background of the issue briefly, but focus on the most relevant current problems: Who are the stakeholders? What are the pros and cons of the decision? What is your reasoning and evidence for each side? Finally, *make a recommendation* about the course of action you propose. To see the current issues and priorities of the Tohono O’odham, see their website here: <http://www.tonation-nsn.gov/>

Assignment 7: Legislative Testimony

2 pages

Preparing testimony for a legislative body allows citizens to directly participate in the political process through official and public channels. Submitting written testimony or testifying orally provides the opportunity to develop arguments, expand support for your cause, and learn about opposing points of view, while influencing decisions in the public interest. For this assignment, you will prepare written testimony for the Washington State Legislature on any topic from class that could be relevant. Although the US-Mexico border is far away, there are a number of potential issues that already have or could affect residents of Washington, including the threat of deportation, trade and labor issues, family separation, and many more. Your testimony should be addressed to a specific committee or legislator. For guidance on developing legislative testimony, read: <http://leg.wa.gov/legislature/Pages/Testify.aspx>

Assignment 8: Final Assignment Highlights and Class Presentation

2 page outline, with 5 bullet point executive summary; 10 slide Power Point presentation

While your final research project will not be complete at this point, you should have a draft and outline of your findings. Prepare a brief overview of your research on the topic to date, and sketch out the outline of your final paper. Provide a very brief 5 point executive summary highlighting your question, its importance, and your most important findings to date. Be prepared to present this to the class on the last day, demonstrating the differences between your project at this stage compared to your first class presentation.

Final Paper: Due December 7

Approximately 10 pages, excluding references.

Tentative Course Outline:

The weekly coverage might change as it depends on the progress of the class. However, you must keep up with the reading assignments.

Session	Content
October 26, <i>evening</i>	Introductions, Course overview <i>Readings:</i> <ul style="list-style-type: none">• Nevins (2010, p. 1–92), Gambler (2018) <i>Assignments Due:</i> <ul style="list-style-type: none">• Assignment 1
October 27, <i>morning</i>	Module 1: Border Wall Politics I: Borders, Rhetoric, and Policy <i>Readings:</i> <ul style="list-style-type: none">• Gravelle (2018); Heuman and González (2018); Martinez-Brawley and Zorita (2018) <i>Assignments Due:</i> <ul style="list-style-type: none">• Assignment 2
October 27, <i>afternoon</i>	Module 2: Border Wall Politics II: Refugee and Immigration Policy <i>Readings:</i> <ul style="list-style-type: none">• Slack et al. (2018); Fassin (2011); Kerwin (2018) <i>Assignments Due:</i> <ul style="list-style-type: none">• <i>none</i>
October 28, <i>morning</i>	Module 3: Violence and Security at the Border <i>Readings:</i> <ul style="list-style-type: none">• Case: “Casa Amiga: Addressing Violence Against Women on the US-Mexico Border” (posted to Canvas)• Ortega, Graybill and Lasch (2015) <i>Assignments Due:</i> <ul style="list-style-type: none">• Assignment 3

<p>October 28, <i>afternoon</i></p>	<p>Module 4: Social and Psychological Effects of Immigration and Refugee Policy <i>Readings:</i></p> <ul style="list-style-type: none"> • Nevins (2010, p. 93-218) Newman and Steel (2008); Roche et al. (2018); Steel et al. (2011) <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> • Assignment 4
<p>November 30, <i>evening</i></p>	<p>Module 5: Indigenous Roots and the Tohono O’odham Nation <i>Readings:</i></p> <ul style="list-style-type: none"> • Erickson (2003) <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> • Assignment 5
<p>December 1, <i>morning</i></p>	<p>Module 6: The Tohono O’odham Nation and Modern Political Tensions of the US-Mexico Border <i>Readings:</i></p> <ul style="list-style-type: none"> • Rivas (2010); Cadava (2011); Gurbacki (2014); Lucero (2014) <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> • Assignment 6
<p>December 1, <i>afternoon</i></p>	<p>Module 7: The Environmental Impacts of a Southern Border Wall <i>Readings:</i></p> <ul style="list-style-type: none"> • Buckley, Belec and Levy (2015); Greenwald et al. (2017); Roche et al. (2017) <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> • Assignment 7

<p>December 2, <i>morning</i></p>	<p>Module 8: Southern Border Immigration and Private Prisons <i>Readings:</i></p> <ul style="list-style-type: none"> • Collingwood, Morin and El-Khatib (2018); Gilman and Romero (2018); Harlan (2016) <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> • <i>none</i>
<p>December 2, <i>afternoon</i></p>	<p>Wrap-Up and Class Presentations <i>Assignments Due:</i></p> <ul style="list-style-type: none"> • Assignment 8