

UGS 303: Drugs, Commerce, and Immigration in United States-Mexico Relations

Fall 2024
(Rev 10/7/24)

Professor Kenneth Greene (he/him) kgreene@austin.utexas.edu Office hours: T 11am-2pm: • Book appointments using https://kgreene-0.youcanbook.me/ • In-person in BAT 4.112 or online at https://utexas.zoom.us/j/9445305226	Lectures T TH 9:30-11 in WAG 101 Section times and locations below
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TA: Jonatan Lemus Avila jonatanlemus@utexas.edu Office hours: BAT 1.118 or online W 4:30-6pm Th 4:30-6pm	TA: Zachary Frailey (he/him) zsfrailey@utexas.edu Office hours: BAT 1.118 or online T 11-12:30 + TBD
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Lectures: T TH 9:30-11am in WAG 101

Discussion sections:

TA	Section	Day/time	Location	TA	Section	Day/time	Location
Zack	63320	F 8-9am	MAI 220E	Jonatan	63335	Th 1-2pm	MAI 220F
Zack	63325	F 9-10am	MAI 220E	Jonatan	63340	Th 2-3pm	MAI 220F
Zack	63330	F 10-11am	MAI 220E	Jonatan	63345	Th 3-4pm	MAI 220F

Course Objectives

The United States and Mexico have always enjoyed (or suffered through) a close relationship. So close that until 1836, Texas was part of Mexico.¹ Now that territorial disputes are (mostly) settled, United States-Mexico relations center on (im)migration, trade of legal goods and services, and illegal drug trafficking, all of which flow over the most frequently crossed land border in the world. This interdisciplinary course provides an introduction to Mexico's 20th century development and then examines the three major transnational flows. The course pays special attention to the politics and economics of cross-border flows, but will also use film, literature, and art to present personal stories and illuminate some of the social and psychological pressures experienced by ordinary citizens affected by trade, immigration, and drug trafficking. Although the course is about both the United States and Mexico, greater attention will be paid to Mexico because I assume that most students are less familiar with it.

By completing this course, students will gain new knowledge and skills. They will have a better understanding of Mexico's society, politics, and economy, they will be more knowledgeable about the benefits and drawbacks of increasing closeness between the two countries, they will comprehend the challenges of encouraging legal cross-border flows and managing illegal ones, and they will be able to critically analyze debates in the United States about important contemporary issues. Along the way, students will learn some fundamental social science concepts and tools for analysis, improve their writing, public speaking, and group project skills.

Format

Students attend two sessions each week taught by Professor Greene in a large lecture format. These sessions present broad themes and debates. Questions and comments are very welcome during these sessions, but most discussion will occur in required once weekly sessions led by the graduate teaching assistants. Students will be encouraged to grapple with the material, express their own ideas, and listen to others' perspectives. The teaching assistants will also lead students in other required educational activities and assignments throughout the semester.

¹ Before it was Mexico, Texas was Indigenous land associated with the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, and Tigua Pueblo.

A Note on Content and Conversation

This course treats a number of issues that may affect students' (and the instructors') personal, political, and emotional sensibilities. I encourage you to express your own ideas and opinions without reservation, and to challenge yourself to truly listen to others' perspectives. My goal is to encourage civil dialogue. If I fail to create sufficient space and an encouraging environment for such dialogue at any time, please let me know.

This course includes some readings and visual materials (still images and films) that depict violence and other forms of abuse, as well as harrowing personal stories that some students might find disturbing. These materials are presented sparingly; however, I believe it is important not to shy away from showing the world as it is. If you do not want to engage with these materials, please contact me to discuss how to manage course content.

Background

No prior background in United States-Mexico relations or the major themes of this course (trade, immigration, illegal drug trafficking) are required or assumed. The readings, lectures, and discussion sections are designed to provide the needed background; however, each student has different life experience and so feedback and questions will be extremely helpful during the course. Please keep in mind that if you have a question, it is likely that others do too. Be the brave one and speak up! Please also assume that the instructor will not know you have a question or comment unless you raise your hand or make some other (hopefully polite) gesture or noise.

Course Policies

Flag. This course fulfills the Global Cultures (GC) Flag. Global Cultures courses are designed to increase your familiarity with cultural groups outside the United States. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one non-U.S. cultural group, past or present.

Exams and Assignments. Early exams will not be given. One midterm or one writing assignment may be completed late for a compelling reason such as a medical emergency with a doctor's note. If you are physically able, please contact me or the TA before the due date/time to request an extension. Assignments must be completed as soon as possible after the original due date and cannot be accepted after the graded ones have been returned. We will schedule one midterm make-up time. Due to the difficulty of booking rooms, we cannot accommodate individual make-up times.

Scholastic Dishonesty, Plagiarism, and use of Artificial Intelligence. All written work is to be done individually. Using someone else's work (including material generated by artificial intelligence such as ChatGPT) in your own work without giving proper credit is considered plagiarism, a serious form of academic dishonesty that can result in severe [penalties](#). Copying someone else's work, using AI, buying a paper and submitting it as your own, and copying and pasting text (even with changes) are some examples of plagiarism. Even if you plagiarize accidentally, you can be held responsible and penalized. When in doubt, cite. If still in doubt, contact me or the TA for guidance. Consultants at the University Writing Center may also be helpful. You can read the University's definition of plagiarism and other forms of academic dishonesty in Sec. 11–402 of the Student Conduct Code. For more information, visit the [Dean of Students](#).

Use of artificial intelligence. Using Artificial Intelligence (AI) such as ChatGPT in your written assignments is strictly prohibited unless it is explicitly part of the instructions for the assignment.

All assignments in this course will be processed by TurnItIn, a tool used to detect plagiarism and AI-generated text. Other detection methods may also be used. Regardless of the results, the instructor will make the final determination.

Due dates. All assignment due dates are specified on this syllabus. Please take note of them. You may request extensions due to unforeseeable emergencies, including illness, by contacting me before the due date. After the due

date, our options shrink radically. All assignment instructions will indicate the point deductions for late assignments and the final date any late assignments can be accepted.

Office hours: The teaching assistants and I each hold three office hours each week. These hours are for you and I encourage you to use them during the semester. You will find us easy to talk to – I promise. Due to personal circumstances, it is very important to use Zoom office hours if you are ill.

Accessible, Inclusive, and Compliant Statement. The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact [Disability and Access](#) (D&A). Please refer to D&A's website for contact and more information. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

Absence for religious holidays. Please let me know ahead of time so that you do not miss required coursework. Make sure to get notes from a classmate and talk with me and/or the TA about the in-class material you missed.

Personal pronouns. Please let me and your teaching assistant know if you prefer to be addressed with a name and/or personal pronoun that differs from that which appears on the official roster supplied to instructors.

Lecture recordings – Lecture recordings are available to students who miss one or up to a few class sessions during the semester due to illness or emergency (but not for other reasons). To request access, please email your TA with the specific date of the lecture you want to access and the general reason for your absence. You do not need to divulge personal information when giving your reason. It can be as simple as "illness" or "family emergency". I am not making recordings automatically available to all students because doing so in prior semesters radically reduced attendance and noticeably diminished learning in the course.

Sharing of course materials is prohibited. No materials used in this class, including, but not limited to Zoom recordings of lectures and discussion sections, student biographical videos, assignments, and review sheets may be shared online or with anyone not enrolled in the class this semester without my written permission. Unauthorized sharing will be considered cheating and a violation of the University's Student Honor Code. Incidents will be reported to the Dean of Students for possible sanction.

Campus Safety Information

COVID-19. Updated [information](#). COVID-19 exposure [guidelines](#).

Behavior Concerns. If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous.

Title IX Reporting. [Title IX](#) is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

- Intervene to prevent harmful behavior from continuing or escalating.
- Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
- Investigate and discipline violations of the university's relevant policies.

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is

disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. I am a Responsible Employee and must report any Title IX related incidents that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of sexual misconduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

University Resources for Students

Wellbeing resources

- [Counseling and Mental Health Center](#). University services can help cope with academic stress, difficult life events, or feelings like anxiety or depression. All of us benefit from support during times of struggle.
- [Student Emergency Services](#)
- [Center for Students in Recovery](#). CSR offers a supportive community where students in recovery and in hope of recovery can achieve academic success free from alcohol and other drugs.
- [BeVocal](#) encourages individual Longhorns to help prevent high-risk behavior and harm.

Learning resources

- [“Keep Learning”](#) Resources include strategies to help you feel more comfortable participating in class.
- [The Sanger Learning Center](#) offers classes, workshops, private learning specialist appointments, peer academic coaching, and tutoring.
- [The Undergraduate Writing Center](#) can help with your essays.
- [UT Libraries](#).
- [ITS](#) for tech issues.

A list of resources for optional and non-credit earning community engagement appears at the end of this syllabus

Course Assignments and Grading

Exams – Midterm exams will cover material from lectures and readings with emphasis on the lectures. Note that the lectures and the readings cover complimentary material, not the same material. Further information on the format of the exams will be made available closer to their administration dates. There will not be a final exam.

Take-home essays – Take-home essays will challenge students to choose and defend a position regarding central debates raised in class materials. Students will be required to cite several (between two and six) required course readings in each essay. Further details on each assignment will be made available closer to their due dates.

Small group assignments – Students will be assigned to groups of 3-4 students to discuss the debates associated with each take-home essay. Further details on each assignment will be made available closer to their due dates.

Family immigration story – Write about 1-3 pages about the most recent member of your immediate family (you, your parent, your grandparent, etcetera) who immigrated to the United States. When, why, and how did they come? What barriers did they face, including personal challenges as well as challenges imposed by legal and logistical issues. The assignment does not require you to do research, though you may want to talk with relatives to firm up the story. The

main goal is to reflect on how you came to be here. You are not required to divulge legally or personally sensitive information. The assignment will have options for students that do not know their family's immigration history. If you are of indigenous descent, you may write about that element of your family history.

University Gem – Signature Courses carry the unique requirement of introducing students to the university. What could be worthier of gem status than the amazing UT Library? The system includes the main library (PCL) and 10 specialty libraries, together counting with over 10 million physical volumes and broad electronic collections. On September 17 in class, UT Librarian Annah Hackett will discuss source credibility that will be helpful in writing your essays in this and other classes. For credit, attend class and sign your TAs attendance sheet.

University Lecture Series – Students will attend one lecture sponsored by the university. Two options will be available, as noted below. In some years, a simulcast or recording is available for students that cannot attend in person, but this is not in my control. For credit, attend/watch the lecture and then upload a one-page reflection. You may summarize what you learned, write about a particular theme, or something creative that is related to the lecture. It's quite flexible and need not take you long to complete. Write-ups are due by 11:59pm September 23.

- Option 1: Monday, September 16, 7:00pm - 8:00pm at Bass Concert Hall "the importance of difficult conversations" with speakers Dr. Talia Stroud, Dr. Shetal Vohra-Gupta, and Professor David M. Rabban.
- Option 2: Tuesday, September 17, 7:00pm - 8:00pm at Bass Concert Hall "engaging in effective dialogue" with speakers Dr. Gaylen Paulson, Dr. Anita Vangelisti, and Dr. Matthew McGlone.

Student survey. By September 10, complete the student survey. We will send a link via Canvas. Your individual answers will not be viewable by other students in the class. If you do not want to answer the survey for privacy reasons, contact me *before* the due date to make alternative arrangements.

Participation in sections – Participation in discussion sections is worth 10% of the final grade. You may earn 1% per week for active verbal participation at least once in the discussion section (note: this means adding substantively to the discussion but it does not mean voicing something "correct"); 0.5% for attending the entire discussion section without active verbal participation; and zero for not attending, arriving more than 10 minutes late, or leaving early. Teaching assistants assign grades. Ten discussion sections will be credit-earning opportunities. Weeks with small group assignments are excluded (Sept 26-27, Oct 31-Nov 1, Dec 5-6). You may receive full credit for up to two weeks if you are absent due to illness; however, you must contact your TA *before* your discussion section begins. Unfortunately, the class is too large for us to arrange make-up opportunities for section participation.

<u>Graded assignments</u>	<u>Due date</u>	<u>Percent of grade</u>	<u>Calculation of final grades</u>	
First midterm exam	October 8	15%	A	93-100%
Second midterm exam	November 12	15%	A-	90-92%
First take-home essay (2 pages)	October 3	10%	B+	87-89%
Second take-home essay (3 pages)	November 7	15%	B	83-86%
Third take-home essay (4 pages)	December 9	20%	B-	80-82%
First small group assignment	September 26-27	3%	C+	77-79%
Second small group assignment	Oct 31-Nov 1	3%	C	73-76%
Third small group assignment	December 5-6	3%	C-	70-72%
Family immigration story (1-3 pages)	October 25	3%	D+	67-69%
Student survey	September 10	1%	D	63-66%
University Lecture Series 1-pager	September 23	1%	D-	60-62%
University Gem	September 17	1%	F	Below 60%
Participation in sections	Weekly	10%		

Plus/minus grading will be used. I will round 0.51% and above to the next highest full percentage point.

Uploading your assignments. Written work will be considered turned in when it is successfully uploaded to the relevant assignment page on the course Canvas site. The site only accepts the file formats listed on the relevant page. It is your responsibility to ensure that your assignment was successfully uploaded. I strongly suggest that you keep time and

date-stamped copies of your assignments on your computer to resolve any problems that may arise. I believe that Google Docs do not save this meta data.

Grade recording. Grades will be recorded in Canvas throughout the semester. I advise checking your grades in Canvas after every assignment to ensure that there are no errors. At the end of the semester, grade reporting deadlines are too tight for us to investigate. End-of-semester grades reported to the Registrar are final and can only be changed by petition due to a verifiable instructor error.

Q Drop Policy. To drop a class after the 12th class day, use a Q drop before the mid-semester Q-drop deadline. Under Texas law, you are allowed six [Q drops](#) while you are in college at any public Texas institution.

Readings. Please read required materials before the class meeting for which they are assigned.

The following books are available for purchase at the UT Coop (and elsewhere):

- Emily Edmonds-Poli and David Shirk, *Contemporary Mexican Politics*, 4th edition. Lanham MD: Rowman and Littlefield, 2020. ISBN paperback 978-1-5381-2192-4, eBook 978-1-5381-2193-1. About \$35 used at Amazon; [rent](#) for about \$30; can buy with a 30% discount using code STUDENT30 at rowman.com
 - Please note the edition. Prior editions differ.
 - **IMPORTANT:** Some eBooks do not include page numbers. I have no idea why. Finding the start and endpoints for assigned readings without them can be tedious and I am unable to assist.
- Ioan Grillo, *El Narco: Inside Mexico's Criminal Insurgency*. New York: Bloomsbury Press, 2012. ISBN 978-16081-94018. Currently as low as \$4.25 at Amazon. See warning above about eBooks without page numbers.
- Rubén Martínez, *Crossing Over: A Mexican Family on the Migrant Trail*. New York: Holt, 2013. ISBN 978-12500-26729. Earlier editions are the same. Currently as low as \$3 online. See warning above about eBooks without page numbers.

No student should be unable to take this course due to financial hardship. If you cannot purchase or otherwise access the books above, please contact me as soon as possible.

Other required readings will be uploaded to Canvas.

Notes on the readings:

- Required readings are listed below in 10-point font (this size). It is best to complete these readings before the class meeting for which they are assigned; however, reading them after the relevant lecture is okay too.
- Required readings may be changed during the semester. I will not add substantially to your reading load but I do want to allow flexibility as many of our themes change quickly and useful materials may become available.
- Optional readings are specified as such and listed in 8-point font (this size). These readings are not posted on Canvas. Think of them as a resource if you want to learn more about a particular subject.

Course Schedule

Changes to the schedule may be announced as circumstances require.

1. Problems and Potential in United States-Mexico Relations (August 27)

- Read this syllabus, paying special attention to the requirements and expectations, as well as the assignment and exam dates. Ensure that you can meet all deadlines.
- Read my guide called "How to Read Social Science". I strongly recommend you do not skip this.
- Listen to the 3-min story: "[A brief history of U.S.-Mexican Relations](#)", NPR, Morning Edition, 6/14/19,
 - Because this is the first day of class, the following piece is not required, but it's a useful overview for framing our course, so read it if you can. David Shirk, "[U.S.-Mexico Relations in an Age of Uncertainty](#)" *Latin American Research Review*, 9/28/18.

- Optional: Andrew Selee, *Vanishing Frontiers: The Forces Driving Mexico and the United States Together*. New York: Public Affair, 2018, pp. 1-28. Pamela Starr "U.S.-Mexico Relations and Mexican Domestic Politics" in Rod Camp (ed.) *Oxford Handbook of Mexican Politics*. Oxford: Oxford University Press, 2013. Abraham Lowenthal, "United States—Latin American Relations at the Century's Turn: Managing the 'Intermestic' Agenda" in Albert Fishlow & James Jones (eds) *The United States and Latin America*. New York: Norton, 1999, pp. 109-35. Shannon O'Neil, "The Real War in Mexico: How Democracy Can Defeat the Drug Cartels" *Foreign Affairs* 88, 4 (July/August), 2009, pp. 63-77. Jorge Velasco "[The Future Of U.S.-Mexico Relations: A Tale Of Two Crises](#)" Baker Center Report, Rice University.

I. Mexico's Political and Economic Development

2. Introduction to Mexico's 20th Century Politics and Economics (August 29)

- Emily Edmonds-Poli and David Shirk, *Contemporary Mexican Politics*, 4th edition. Lanham MD: Rowman and Littlefield, 2020, Ch. 2 The Mexican Revolution and its Legacy (pp. 31-49) AND Ch. 3 Postrevolutionary Mexican Politics, 1940-1968 (pp. 51-69). Note that readings in assigned books are not uploaded to Canvas.
- We will begin watching a documentary film in class, [The Storm that Swept Mexico](#) (2011), Paradigm Production and Independent Television Service. Please finish watching it as a required assignment

3. Mexico's 20th c. Politics: Revolution, Dominant Party Rule, and Democratization (September 3)

- Emily Edmonds-Poli and David Shirk, *Contemporary Mexican Politics*, 4th edition. Lanham MD: Rowman and Littlefield, 2020, Ch. 4 Mexican Democratization, 1968-2000 (pp. 71-86).
- Optional: "Kenneth Greene and Mariano Sanchez-Talanquer, "Authoritarian Legacies and Party System Stability in Mexico" in Scott Mainwaring (ed.) *Party Systems in Latin America: Institutionalization, Decay, and Collapse*. New York: Cambridge University Press, 2018, pp. 201-226. Kenneth Greene, *Why Dominant Parties Lose: Mexico's Democratization in Comparative Perspective*. New York: Cambridge University Press, 2007. Beatriz Magaloni, *Voting for Autocracy*. New York: Cambridge University Press, 2006. Todd Eisenstadt, *Courting Democracy in Mexico*. New York: Cambridge University Press, 2005. Dominguez, Jorge and James McCann. *Democratizing Mexico*. Baltimore, MD: Johns Hopkins University Press, 1996. Kathleen Bruhn. *Taking on Goliath*. University Park, PN: Pennsylvania State University Press, 1997. David Shirk. *Mexico's New Politics: The PAN and Democratic Change*. Boulder CO: Reinner. Jorge Castañeda. *Perpetuating Power*. New York: The New Press, 2000; Luis Javier Garrido, "The Crisis of Presidentialismo" in Wayne Cornelius, Judith Gentleman, & Peter Smith, *Mexico's Political System in Transition*, 1991, pp. 417-434; Roderic Ai Camp, *Politics in Mexico*. Third edition. New York: Oxford University Press, "Who Governs? The Structure of Decision Making," pp. 158-178 AND "The Camarilla," pp. 116-120; Roderic Ai Camp, *Mexico's Mandarins*. Berkeley CA: University of California Press, 2002. Kevin Middlebrook "Mexico's Democratic Transitions: Dynamics and Prospects" in K. Middlebrook (ed.) *Dilemmas of Political Change in Mexico*. London: University of London, 2004, pp. 1-22.
- Optional films: [La Ley de Herodes](#) (1998) VIDCASS 8818 Benson Collection LAC-Z. [Rojo Amanecer](#) (1990)

4. Mexico's Economic Development and Crisis (September 5)

- Emily Edmonds-Poli and David Shirk, *Contemporary Mexican Politics*, 4th edition. Lanham MD: Rowman and Littlefield, 2020, Ch. 10 Mexico's Political Economy (pp. 203-226).
- Optional: Nora Lustig, [Mexico: The Remaking of an Economy](#). Washington, D.C. Brookings Institution 1992 pp. 14-27, 61-140. Judith Teichman. *Privatization and Political Change in Mexico*. Pittsburgh: University of Pittsburgh Press, 1995; Judith Adler Hellman, pp. 217-232; Blanca Heredia "State-Business Relations in Contemporary Mexico" in Mónica Serrano and Victor Bulmer-Thomas (eds.) *Rebuilding the State: Mexico After Salinas*. London: Institute of Latin American Studies, University of London, 1996. José Angel Gurriá Treviño "The Mexican Debt Strategy" *Challenge* 38, 2 (March-April) 1995, pp. 34-38. Miguel Ramírez "Mexico" in Laura Randall (ed.) *The Political Economy of Latin America in the Postwar Period*. Austin, TX: University of Texas Press, 1997, pp. 112-148 (emphasis on pp. 112-130); Roger Hansen, *The Politics of Mexican Development*. Baltimore, MD: Johns Hopkins University Press, 1971, pp. 41-69.

Student survey assignment due by 11:59pm September 10

5. Challenges in Mexico's New Democracy 1: Poverty and Inequality (September 10)

- Emily Edmonds-Poli and David Shirk, *Contemporary Mexican Politics*, 4th edition. Lanham MD: Rowman and Littlefield, 2020, Ch. 11 Poverty, Inequality, and Social Welfare (pp. 229-253).
- Jennifer Clement, *Prayers for the Stolen*. New York: Hogarth, pp. 3-33. The rest of the book is optional.
- Optional: Manuel Pastor Jr. and Carol Wise "Mexican-Style Neoliberalism" in Carol Wise (ed.), *The Post-NAFTA Political Economy*. College Park PA: Pennsylvania State University Press, pp. 41-81. Araceli Damian, *Adjustment, Poverty, and Employment in Mexico*. Sydney: Ashgate Press, 2000. On labor: Katrina Burgess "Mexican Labor at a Crossroads" in Joseph Tulchin and Andrew Selee (eds.) *Mexico's Politics and Society in Transition*. Boulder, CO: Lynne Rienner, 2003, pp. 73-107; Victoria Murillo, *Labor Unions, Partisan Coalitions and Market Reforms in Latin America*. Cambridge: Cambridge University Press, 2001, pp. 92-130; Ilan Bizberg, "Modernization and Corporatism in Government-Labour Relations" in Neil Harvey (ed.) *Mexico: Dilemmas of Transition*. London: Institute of Latin American Studies, University of London, 1993. On urban poor people's movements: Susan Eckstein, *The Poverty of*

Revolution: The State and Urban Poor in Mexico. Princeton: Princeton University Press, 1988; Paul Haber, *Power from Experience*. College Park PA: Pennsylvania University Press, 2006. On rural poverty and inequality: Kristen Appendini "The Challenges to Rural Mexico in an Open Economy" in Joseph Tulchin and Andrew Selee (eds.) *Mexico's Politics and Society in Transition*. Boulder, CO: Lynne Rienner, 2003, pp. 255-275. Neil Harvey. *Rebellion in Chiapas*. Durham, NC: Duke University Press, 1998, pp. 169-198.

- Optional films: *The Global Assembly Line* (1986) VIDCASS 5385 UGL; *Amores Perros* (2000) DVD 610 UGL; *A Place Called Chiapas* (1998), Canada Wild Productions Ltd.; *Men with Guns* (1997); *The Sixth Sun: Mayan Uprising in Chiapas* (1996), Independent Television Service; Meridian Productions.

6. Challenges in Mexico's New Democracy 2: Corruption, Rule of Law, and Violence (September 12)

- Emily Edmonds-Poli and David Shirk, *Contemporary Mexican Politics*, 4th edition. Lanham MD: Rowman and Littlefield, 2020, Ch. 13 The Rule of Law in Mexico (pp. 255-278).
- Listen to 2-minute story "[Panel: Government interference made solving disappearance of 43 in Mexico impossible](#)" NPR, July 26, 2023.
 - You can optionally also listen to this 6-minute story with more family testimony "[There are still no answers eight years after 43 students in Mexico went missing](#)", NPR, January 17, 2023.
- Listen to 3-minute story "[Data leak exposes Mexico military corruption, including collusion with drug cartels](#)", NPR, October 14, 2022.
 - You can optionally listen to this 6-minute story on collusion between government officials and drug-trafficking organizations "[Trial for Mexico's former top drug cop is underway over cartel bribery accusations](#)" NPR, February 13, 2023.
- Optional: Francisco Goldman, "[Crisis in Mexico: The Disappearance of the Forty-Three](#)" *New Yorker*, 10/24/14. Andrés Oppenheimer, *Bordering on Chaos*. New York: Little, Brown, 1996: 298-312. Nelson Arteaga Botello and Adrian López Rivera "Everything in this Job is Money" *World Policy Journal* 17, 3, Fall 2000: 61-70. Ana Laura Magaloni, "Arbitrariness and Inefficiency in the Mexican Criminal Justice System" in P. Kenny and M. Serrano (eds.) *Mexico's Security Failure*. London: Routledge, 2012: 89-106. Susan Reed, "Certifiable: Mexico's Corruption, Washington's Indifference" *The New Republic* 1997, 6 pages. Diane Davis "Undermining the Rule of Law: Democratization and the Dark Side of Police Reform" *Latin American Politics and Society* 48, 1, 2006: 55-86. Ernesto Lopez-Portillo, "Accounting for the Unaccountable: The Police in Mexico" in P. Kenny and M. Serrano (eds.) *Mexico's Security Failure*. London: Routledge, 2012: 107-121. Tina Rosenberg "The Taint of the Greased Palm" *The New York Times Magazine*. 8/10/03, pp. 28, 30-33. David Shirk, "[Criminal Justice Reform in Mexico: An Overview](#)". Leon Krauze, "[Los Porkys: The Sexual-Assault Case That's Shaking Mexico](#)" *New Yorker*, 4/14/16 14, 2016. Washington Office on Latin America information on [Ayotzinapa disappearances](#).
- Optional films: *Murder, Money, Mexico* (1995), *PBS Frontline. Presumed Guilty* (2008). *The Perfect Dictatorship* (2013). *Todo el Poder* (1999). *Impunity and Profits* (2011). *In Ciudad Juarez, the Main Sport is Raping and Killing Girls* (2008)

University Lecture Series – Attend one of the two lecture options below. Upload a one-page reflection to the course Canvas site (Assignments) by 11:59pm September 23.

- Option 1:** Monday, September 16, 7:00pm - 8:00pm at Bass Concert Hall "the importance of difficult conversations" with speakers Dr. Talia Stroud, Dr. Shetal Vohra-Gupta, and Professor David M. Rabban.
- Option 2:** Tuesday, September 17, 7:00pm - 8:00pm at Bass Concert Hall "engaging in effective dialogue" with speakers Dr. Gaylen Paulson, Dr. Anita Vangelisti, and Dr. Matthew McGlone.

7. University Gem assignment in class (September 17)

- A university librarian will discuss source credibility that will help in writing your essays.
- Make sure to sign your TAs attendance sheet for Gem credit. Attendance is not recorded for other lecture sessions.

8. Current Politics in Mexico (September 19)

- Mariano Sánchez-Talanquer and Kenneth F. Greene "Is Mexico Falling into the Authoritarian Trap?" *Journal of Democracy* 32:4 (October 2021): 56-71.
- Viridiana Ríos "Why Mexico is Not on the Brink" *Journal of Democracy* 35:3 (July 2024): 57-68.
- Optional: Podcast with Denise Dresser and Guillermo Trejo "[Democracy on the Brink: Understanding Mexico's Authoritarian Turn](#)" Chicago Council on Foreign Affairs. Genaro Lozano, "[Why I'm Still Optimistic about AMLO](#)" *America's Quarterly*, June 19, 2019. Kate Linthicum, "[The whole world is spending to fight coronavirus. In Mexico, the leftist president is making cuts](#)" *Los Angeles Times* May 13, 2020. 4-minute segment: James Frederick, "[If Coronavirus Doesn't Kill Me, Hunger Will: Mexico's Poor Bear Brunt of Pandemic](#)" NPR, July 30, 2020. Denise Dresser, "[Mexico's Dying Democracy: AMLO and the Toll of Authoritarian Populism](#)" *Foreign Affairs*, Nov/Dec, 2022.

University Lecture Series assignment one-page write-up due by 11:59pm September 23.

II. U.S.-Mexico Trade: The North American Free Trade Agreement (NAFTA)

9. The Promise of Economic Globalization and NAFTA / USMCA (September 24)

- Andrew Selee, *Vanishing Frontiers: The Forces Driving Mexico and the United States Together*. New York: Public Affair, 2018, pp. 49-72.
- Edward Chambers and Peter H. Smith, "NAFTA in the New Millennium: Questions and Contexts" in Chambers and Smith (eds.) *NAFTA in the New Millennium*. La Jolla CA: Center for U.S.-Mexican Studies, University of California, San Diego, 2002, pp. 1-22.
- Watch [2-minute video](#).
- Optional: Domínguez, Jorge I, and Rafael Fernández de Castro. 2009. *United States and Mexico: Between Partnership and Conflict*. Routledge, pp. 17-34 AND pp. 63-73. Gary Hufbauer and Jeffrey Schott. *NAFTA: An Assessment*. Revised edition. Washington, DC: Institute for International Economics, 1993. Carole Wise "NAFTA, Mexico, and the Western Hemisphere" in Carol Wise (ed.), *The Post-NAFTA Political Economy*. College Park PA: Pennsylvania State University Press, pp. 1-37; Stephanie Golob, "Beyond the Policy Frontier: Canada, Mexico, and the Ideological Origins of NAFTA" *World Politics* 55 (April 2003), 361–98. [IADB material](#).

10. NAFTA / USMCA's Effects on Jobs, Trade, and Investment (September 26)

- Watch 6-min video "[NAFTA explained by avocados. And shoes.](#)" *Quartz*, 2017.
- Listen to 5-min story Sabri Ben-Achour, "[Did NAFTA cost or create jobs? Both](#)" *Marketplace* 3/22/17.
- Andrew Chatzky, James McBride, and Mohammed Aly Sergie, "[NAFTA's Economic Impact](#)", Council on Foreign Relations, July 1, 2020.
- Optional: *NAFTA's Promise and Reality*. Carnegie Endowment for Peace, 2003, pp. 4-8, 11, 14-17, 20, 24-29, 31-35. Robert Pastor, "North America's Second Decade" *Foreign Affairs* (Jan/Feb), 2004; Chapters by Robert Pastor and Peter H. Smith in EJ Chambers and PH Smith (eds.) *NAFTA in the New Millenium*. La Jolla: Center for U.S.-Mexican Studies, 2002; [FTAA official website](#). Gisele Henriques and Raj Patel, "[NAFTA, Corn, and Mexico's Agricultural Trade Liberalization](#)". Gary Hufbauer and Gustavo Vega-Cánovas, "Wither NAFTA: A Common Frontier?" in P. Andreas and T. Bierstaker (eds.) *The Rebordering of North America*. New York: Routledge, 2003. Domínguez and Fernández de Castro, pp. 111-14. Tim Kessler, "The Mexican Peso Crash: Causes, Consequences, and Comeback" in Carol Wise and Riordan Roett (eds.) *Exchange Rate Politics in Latin America*. Washington DC: Brookings Institution Press, pp. 43-67. Andrés Oppenheimer, *Bordering on Chaos*. New York: Little, Brown, 1996, pp. 215-234; Jorge Castañeda, *The Mexican Shock: It's Meaning for the U.S.* New York: The New Press, 1995.
- Optional video: "[Averting a Crisis](#)" on U.S. response to Mexico's 1994 economic crisis, less than 5 minutes

First take-home essay assignment available September 24, due by 11:59pm October 3.

First small group assignment in discussion sections (September 26 and 27)

11. Current Trade Debates (October 1)

- Paul Wiseman, Mark Stevenson, Tom Krisher, and The Associated Press, "[Trump's renegotiation of the NAFTA free trade deal is helping workers—in Mexico](#)" *Fortune*, June 29, 2023.
- Allison Carnegie "[A lot of people want to restrict free trade. But that would have serious trade-offs](#)" *Monkey Cage*, May 23, 2016.
- Kirby Wilson "[Trump Calls NAFTA a 'Disaster.'](#)" Texas Republicans Beg to Differ" *Texas Tribune*, 8/9/16.
- Optional: 4-minute [primer on negotiations](#); "[USMCA Forward](#)" Brookings Institution, 2023. VICE News "[Mexico's president thinks the tariff deal was a victory, too](#)". *United We Fall* (2013)

First take-home essay due on Canvas by 11:59pm October 3.

12. Discussion Day and Midterm 1 Review (October 3)

- Daniel Willingham "[There Are Better Ways to Study That Will Last You a Lifetime](#)" *The New York Times* 4/20/23.
- I will prepare a brief overview of the material presented to this point in the course and will respond to your questions in class. Please come with your questions prepared.

13. Midterm 1 in class (October 8)

14. Latinx Politics (October 10)

- Listen from minute 7:10 to 20:15 on identity and labels. "[Here's Why the Census Started Counting Latinos, And How That Could Change In 2020](#)" Aug 3, 2017.
- Read or listen to 7-minute segment, Ashley López "[Census Changes Could Take Political Power, Funding From Texas Latinos Already Hit Hard By COVID-19](#)" Aug 11, 2020, KUT Radio.
- Jorge Ramos "Latino Voters Will Decide the 2020 Election" The New York Times, Jan 20, 2020. 2 pages.
- Pew Hispanic Research Center: "[When Labels Don't Fit: Hispanics and Their Views of Identity. Part V: Politics, Values and Religion.](#)"
- Optional: *The News Hour* on [demographic trends in the U.S.](#) Pew Research Center: Fact Tank: "[Key Takeaways about Latino Voters in the 2018 Midterm Elections](#)". Pew Hispanic Center, 2011. "Census 2010: 50 Million Latinos", three pages. Eileen Patten and Mark Lopez. 2013. "Are Unauthorized Immigrants Overwhelmingly Democrats?". Paul Taylor et al. 2012. "When Labels Don't Fit: Hispanics and Their Views of Identity." Part V, Pew Hispanic Research Center. "[With No Final Say, Trump Wants to Change Who Counts for Dividing Up Congress' Seats](#)" 7/21/20.
- Optional film: *The New Americans* (2004). *A Better Life* (2011).

15. The 2024 U.S. Elections (October 15)

- Watch 7:39 video: "[Comparing Trump's and Harris' Positions on Immigration and Border Security](#)" Public Broadcasting System (PBS) *News Hour*, Sep 12, 2024.
- Watch 7:46 video: "[Comparing Trump's and Harris' differing ideas on how to boost the economy](#)" Public Broadcasting System (PBS) *News Hour*, Sep 11, 2024.
- Browse this [comparison of Harris and Trump policies](#) on major issues.
- Alexandra Berzon "Republicans Seize on False Theories About Immigrant Voting" *The New York Times* Sep 5, 2024.

III. Immigration

16. Introduction to Mexico-to-United States Immigration (October 17)

- In-class video: [The Other Side of Immigration](#).
- Rubén Martínez, *Crossing Over: A Mexican Family on the Migrant Trail*. New York: Holt, 2001, pp. 1-77. This looks like a lot of reading, but it's much quicker than the social science readings earlier in the course.
- Look through some [data on immigration facts and trends](#) that interests you. Scroll down to find the "U.S. Data" tab. Does the information confirm what you already knew or suspected, or does it change your view?
- This [video](#) is optional but may be helpful for understanding the historical chronology of immigration. You can watch the whole thing or start at minute 7:54 or even 12:54 if you are really in a rush.
- Optional: Ran Abramitzky and Leah Boustán, *Streets of Gold: America's Untold Story of Immigrant Success*. New York: Public Affairs, 2022.
- Optional video: Multipart film series and informative website: [Latino Americans](#), PBS.

17. Why People Emigrate (October 22)

- Rubén Martínez, *Crossing Over: A Mexican Family on the Migrant Trail*. New York: Holt, 2001, pp. 139-150 AND 161-167 AND 177-192. Note: if you want to see how things turn out for Rosa and Wense, read pp. 237-265 and 327-328. For an excellent chapter on other members of the Chávez family, read pp. 267-293.
- Susan Ferriss "Broken Promises. How Economic Reforms Have Failed Mexico" *Austin American-Statesman*, 9/7/03, six pages.
- Optional: Lauren Markham "How climate change is pushing Central American migrants to the US" *The Guardian*, April 6, 2019. Wayne Cornelius "Impacts of NAFTA on Mexico to U.S. Migration" in Chambers and Smith (eds.) *NAFTA in the New Millennium*. La Jolla CA: Center for U.S.-Mexican Studies, University of California, San Diego, 2002: 287-300. Sonia Nazareno, *Enrique's Journey*. New York: Random House, 2007. Jeffrey Passel et al. [Net Migration from Mexico Falls to Zero — and Perhaps Less](#). Washington DC: Pew Hispanic Center, 4/23/12. Alejandro Portes and Rubén Rumbaut, *Immigrant America*. Berkeley: University of California Press, 1996: 1-27. Douglas Massey "The Social Organization of Mexican Migration to the United States" in David Jacobson (ed.) *The Immigration Reader*. Oxford: Blackwell, 1998: 200-216; A. Messina and G. Lahav (eds.) *The Immigration Reader*. Boulder: Lynne Rienner, 2006: 34-88. Wayne Cornelius "The Structural Embeddedness of Demand for Mexican Immigrant Labor," in M Suárez-Orozco (ed.) *Crossings: Mexican Immigration in Interdisciplinary Perspectives*. Cambridge MA: Harvard University Press, 1998: 115-155. Barry Yoeman, "Silence in the Fields" *Mother Jones*, January/February 2001. John Salt and Jeremy Stein, "Migration as a Business: The Case of Trafficking" *International Migration* 35, 4 (1997): 467-491. Douglas Massey et al., *Beyond Smoke and Mirrors*. New York: Russell Sage, 2002.
- Optional current news sources: [Washington Post](#) and [New York Times](#) spotlight on immigration issues and

- Optional films: [Which Way Home](#) (2009) and an [interview with the filmmaker](#)

Family immigration story assignment available October 17, due by 11:59pm on October 25.

18. Economic Effects of Immigration (October 24)

- George Borjas, "Yes, Immigration Hurts American Workers" *Politico Magazine*. September/October 2016. This is a very condensed version of Borjas' book. Please read the article closely two or more times and think through each of the (many) major claims it makes.
 - You can also read the same argument with more text and data here (but it's optional): George Borjas, *We Wanted Workers: Unraveling the Immigration Narrative*. New York: W.W. Norton, 2016, pp. 13-22, 126-144, and 153-159. Try to read pp. 171-191 but don't worry if it doesn't all stick.
- Velasco, Jesus, "[The Other Immigrants: Why Mexico's brightest get lured to the U.S.](#)" *The Wilson Quarterly*, Fall 2014.
- Dean Murphy, "[Imagining Life Without Illegal Immigrants](#)" *The New York Times*, 1/11/04, three pages.
- Ike Brannon and Logan Albright "[Immigration's Impact on the Texas Economy](#)" Texas Public Policy Foundation, March 2016.
- Listen to 6-minute audio: "[Employers Struggle With Hiring Undocumented Workers: 'You Cannot Hire American Here'](#)"
- Hannah Dreier, "[Alone and Exploited, Migrant Children Work Brutal Jobs Across the U.S.](#)" *The New York Times* Feb 28, 2023.
 - Optional: Alex Nowrasteh, Sarah Eckhardt, and Michael Howard, "[The Fiscal Impact of Immigration in the United States](#)" CATO Institute White Paper, March 21, 2023. George Borjas, "[Immigration and the American Worker: A Review of the Academic Literature](#)" Center for Immigration Studies, April 2013. Thomas Fitzgerald, *A Nation of Emigrants. How Mexico Manages Its Migration*. Berkeley: University of California Press, 2008. [Camarota CIS reports](#). Audrey Singer "Welfare Reform and Immigrants: A Policy Review" in P. Kretsedemas and A. Aparicio (eds.) *Immigrants, Welfare Reform, and the Poverty of Policy*. Westport CT: Praeger, 2004; PEW Charitable Trust reports: [Billions in Motion. Remittance Senders and Receivers](#). Dallas Federal Reserve Bank "[Gone to Texas: Immigration and the Transformation of the Texas Economy](#)"
 - Useful websites: <http://www.migrationpolicy.org>; <http://www.migrationinformation.org>; <http://www.immigrationforum.org>; <http://www.ceip.org>; <http://www.cis.org>; <http://www.urban.org>; <http://www.nber.org/papers/> and search keyword "immigration"; excellent research though somewhat difficult to read at <http://irpshome.ucsd.edu/faculty/gohanson/courses.htm>
 - Optional film: *A Day Without a Mexican* (2004).

Family immigration story assignment due by 11:59pm on October 25.

19. Immigration Policy in the United States (October 29)

- George Borjas, *Heaven's Door*, Princeton: Princeton University Press, 1999, pp. 3-18.
- Peter Andreas, *Border Games*. Ithaca NY: Cornell University Press, 2000, pp. 85-112.
- Listen to 3-min audio Abe Selby, "[Remembering Grandfather 'Papu': A Former Bracero Worker With a 'Twinkle in His Eye'](#)" *StoryCorps* Aug 21, 2020.
 - Optional: Daniel J. Tichenor. *Dividing Lines: The Politics of Immigration Control in America*. Princeton NJ: Princeton University Press, 2002, pp. 242-288. Kelefa Sanneh, "[Untangling the Immigration Debate](#)", *New Yorker*, Oct 31, 2016. Daniel Tichenor "Same old Song" *The Nation*, 8/10/06. Christian Joppke, *Immigration and the Nation-State*. Oxford: Oxford University Press, 2000; Debra DeLaet, U.S. Immigration Policy in an Age of Rights. Westport CT: Praeger, 2000. Jose Antonio Vargas, "My Life as an Undocumented Immigrant" *The New York Times Magazine*, June 22, 2011. Nate Blakeslee "Business as Usual" *Texas Monthly*, Nov 2010: 126-27, 221-22. Daniel Tichenor, "Navigating an American Minefield: The Politics of Illegal Immigration" *The Forum* 7, 3, (2009): 1-21. Michael Olivas, *No Undocumented Child Left Behind: Plyler v. Doe and the Education of Undocumented Schoolchildren*. New York: NYU Press, 2012.

20. Attempts to Deter Unauthorized Immigration (October 31)

- Rubén Martínez, *Crossing Over: A Mexican Family on the Migrant Trail*. New York: Holt, 2001, pp. 177-192.
- Pamela Colloff "[The Desert of the Dead](#)" *Texas Tribune*, November 2006.
- Listen to 6-minute story: "[Arrest Fuels Debate Over Right-Wing Groups Who Patrol Southwest Border](#)"
 - Optional: Wayne Cornelius, "Death at the Border: Efficacy and Unintended Consequences of U.S. Immigration Control Policy" *Population and Development Review* 47, 4 (Dec 2001): 661-682. Ieva Jusionyte " [What I Learned as an EMT at the Border Wall](#)" *The Atlantic* 10/20/18. Luis Alberto Urrea, *The Devil's Highway*. New York: Little Brown, 2004. Jorge Ramos, *Dying to Cross*. New York: Harper

Collins, 2005. Karin MacDonald and Bruce E. Cain, "Nativism, Partisanship, and Immigration: An Analysis of Proposition 187," in Michael Preston et al. (eds.) *Racial and Ethnic Politics in California, Vol. II*. Berkeley CA: Institute of Governmental Studies Press, University of California, Berkeley, 1998: 277-304; Jack Citrin, Donald Green, Christopher Muste, and Cara Wong, "Public Attitudes toward Immigration Reform: The Role of Economic Factors" *Journal of Politics* 59, 3 (August 1997): 858-881.

- Optional websites of note: <http://www.borderangels.org/portal/>; <http://www.minutemanborderfence.com/>; many pro and anti videos on www.youtube.com – search for "immigration."
- Optional film/video: *Mojados: Through the Night* (2004); *Sin Nombre* (2009); *El Norte* (1983); *The Fence* (2010); *Go Back to Mexico* (1996), PBS Frontline. The following contain some border scenes, but also a lot of tear-jerking Hollywood style filmmaking: *Mi Familia* (1995), *Babel* (2006), *Under the Same Moon* (2007).

Second take-home essay assignment available October 29, due by 11:59pm November 7.

21. Current Immigration Issues (November 5)

- Note: Immigration issues evolve quickly. I may change required readings as this session approaches.
- Hamed Aleaziz, "[Biden's Asylum Restrictions Are Working as Predicted, and as Warned](#)" *The New York Times* 8/24/24.
- Claire Klobucista, Amelia Cheatham, and Diana Roy, "[The U.S. Immigration Debate](#)" Council on Foreign Relations, June 6, 2023.
- Natalie Kitroeff, Christine Zhang, Miriam Jordan and Eileen Sullivan "[Who Gets In? A Guide to America's Chaotic Border Rules](#)" *The New York Times* 5/11/23
- J. David Goodman "[Gov. Abbott's Policing of Texas Border Pushes Limits of State Power](#)" *The New York Times* 7/26/23.
- Listen to one or both of these 7-min segments: Joel Rose, "[Trump Changes Make It Difficult for Migrants to Gain Asylum](#)" NPR Jan 6, 2020. "[Asylum-Seekers Waiting In Mexico Navigate A Shifting U.S. Court System](#)"
- Listen to 8-min. story "[Investigation reveals how government bureaucracy failed to stop family separations](#)". You can optionally read the story that the audio segment discusses: Caitlin Dickerson "[We Need to Take Away Children: The Secret History of the U.S. Government's Family Separation Policy](#)" *The Atlantic*.
- Listen to 6-min. story "[Part 1: Investigating how illicit fentanyl is actually getting into the U.S.](#)"
- Optional: Muzaffar Chishti and Kathleen Bush-Joseph "[Biden at the Two-Year Mark: Significant Immigration Actions Eclipsed by Record Border Numbers](#)" *Migration Information Source*, 1/26/23. 7-min. story "[NPR investigation reveals significant failures at immigrant detention facilities](#)". 3-min. story John Burnett, "[After Outcry, Migrant Children Moved From Squalid Texas Border Facility](#)". Meagan Flynn "[Detained migrant children got no toothbrush, no soap, no sleep. It's no problem, government argues](#)" *Texas Tribune* 6/21/19. Anna Flagg, "Is There a Connection Between Undocumented Immigrants and Crime?" *The New York Times*, 5/13/19. Dianna Cahn "A military family, divided: After deportation, a Marine veteran's wife searches for a future" *Stars and Stripes* 9/24/18. "Why Immigration Judges Opt to Leave over Trump Policies" NPR 2/10/20. Jason DeParle "How Stephen Miller Seized the Moment to Battle Immigration" *The New York Times*, 8/17/19. Shannon O'Neil, "Mexico Can't Solve Its Three Biggest Crises Alone" Council on Foreign Relations, 7/10/19. Azam Ahmed "Women Are Fleeing Death at Home. The U.S. Wants to Keep Them Out" *The New York Times*, 8/8/19. 7-min audio "[Foster Parents and Migrant Kids](#)". Christopher Ingraham, "Two charts demolish the notion that immigrants here illegally commit more crime" *Washington Post*, 6/19/18. Alex Nowrasteh "Immigration and Crime – What the Research Says" Cato Institute, 7/14/15. Ryan Lizza, "Getting to Maybe: Inside the Gang of Eight's Immigration Deal" *The New Yorker*, 6/24/13. Adam Liptak "Blocking Part of Arizona Law, Justices Allow its Centerpiece" *The New York Times*, 6/25/12. Jacqueline Stevens, "America's Secret ICE Castles" *The Nation*, 12/16/09. Karen Tumulty "Why Immigration Reform in 1986 Fell Short" *The Washington Post*, 2/3/13. Tamar Jacoby, "Immigration Nation" *Foreign Affairs* (Nov/Dec), 2006: 50-66. Daniel Tichenor, "Navigating an American Minefield: The Politics of Illegal Immigration," *The Forum* 7, 3, 2009: 1-21 (emphasis on pp. 9-21). Philip Martin & Michael Teitelbaum, "The Mirage of Mexican Guest Workers" *Foreign Affairs*, Nov/Dec 2001.
- Websites of interest: <http://www.migrationpolicy.org>; <http://www.cis.org/>, USCIS <http://uscis.gov/graphics/>. Immigration statistics from USCIS <http://uscis.gov/graphics/shared/aboutus/statistics/index.htm>; USCBP <http://cbp.gov>; U.S. Department of Homeland Security <http://www.dhs.gov/dhspublic/>; Texas Homeland Security <http://www.texashomelandsecurity.org/>. . <http://migration.ucdavis.edu/> http://www.ice.gov/doclib/091005_ice_detention_report-final.pdf; <http://www.migrationpolicy.org/pubs/detentionreportSept1009.pdf> ; <http://www.detentionwatchnetwork.org/aboutdetention>; <http://www.aclu.org/immigrants-rights/detention>; <http://www.justdetention.org/> http://topics.nytimes.com/top/reference/timestopics/subjects/i/immigration_detention_us/incustody_deaths/index.html
- Optional video: Amy McCarthy "[Status Symbol](#)" *Texas Monthly*, June 22, 2016. Watch the [speech](#), minute 21:55 – 30:30.

Second small group assignment in discussion sections (October 31 and November 1)

22. Discussion Day and Midterm 2 Review (November 7)

- I will prepare a brief overview of the material presented to this point in the course and will respond to your questions in class. Please come with your questions prepared.

Second take-home essay due on Canvas by 11:59pm November 7.

23. Midterm 2 in class (November 12)

IV. Illegal Drug Trafficking

24. Illegal Drug Use (November 14)

- Sam Quiñones, *Dreamland: The True Tale of America's Opiate Epidemic*. New York: Bloomsbury, 2015. The book has a non-standard narrative style. Read in this order: pp. 5-9, 15-16, 23-31, 132-139, 68-71. 161-168.
- "Mexico Tackles Drug Abuse: Breaking the Habit" *The Economist* June 4, 2009, two pages.
- Watch either [USA v El Chapo](#) (2019) or [Chasing Heroin](#) (2016), PBS Frontline. (The Frontline website for the film also has useful information about the epidemic and compelling personal stories.)
- Optional on use: Azam Ahmed "Drug That Killed Prince Is Making Mexican Cartels Richer, U.S. Says" *The New York Times*, 6/9/16. Haeyoun Park and Matthew Block "How the Epidemic of Drug Overdose Deaths Ripples Across America" *The New York Times*, 1/19/16. Steve Suo, "Unnecessary Epidemic," *The Oregonian*, 10/3-10/7/04. W.C. Andersen and Graham Farrell, "Drug Demand Reduction Policy and Practice in the United States: A Preliminary Review" in J Bailey and J Chabat (eds.) *Transnational Crime and Public Security*. Center for U.S.-Mexico Studies, University of California, San Diego, 2002: 217-253. Charles Faupel et al., *The Sociology of American Drug Use*. Oxford: Oxford University Press, 2013. Nick Reding, *Methland: The Death and Life of an American Small Town*. New York: Bloomsbury, 2009.
- Optional on drug war: Ioan Grillo "Why Cartels Are Killing Mexico's Mayors" Sunday Review: *The New York Times*, 1/15/16. Beau Kilmer et al. "Reducing Drug Trafficking Revenues and Violence in Mexico Would Legalizing Marijuana in California Help?" *Rand Corporation*, 2010. Oriana Zill and Lowell Bergman, "Do the Math: Why the Illegal Drug Business is Thriving" *Drugs Wars* (2000), PBS Frontline. Douglas Payne, "The Drug Lords of Maverick County" *The New York Times Magazine*, 7/27/97. Rebecca Solnit "The Drug Wars: Apologies to Mexico" *Mother Jones*, July 10, 2012.
- Optional video: Retro Report, "[Heroin and the War on Drugs](#)" *The New York Times* (14:02). BBC [video](#) on Mexico's drug war (runs 59')
- Useful websites: DEA report on Texas [1](#) and [2](#). DEA report on [Mexico](#). CIA report on [Heroin traffic](#). Drug threat [assessments](#) Organization of American States report on [Mexico](#) White House; including "[Drug Use Trends](#)" Executive Office of the President, Oct 2002; Federal trafficking penalties [summary](#). Teen and young adult [drug use surveys](#). Albuquerque Journal series on drugs from 1997 [1](#).
- Optional videos: *Traffic*; *Blow*; *Drug Wars* (2000), [PBS Frontline](#). Peter Jennings's [Ecstasy Rising](#), CBS Primetime. PBS Frontline [Meth Epidemic](#). The Oregonian's Special Report on [Meth](#).

25. Mexico's "Cartels" (November 19)

- Ioan Grillo, *El Narco*. New York: Bloomsbury Press, 2011, pp. 73-106 AND pp. 194-209.
- Kate Linthicum "Inside the bloody cartel war for Mexico's multibillion-dollar avocado industry" *The Los Angeles Times*, November 21, 2019.
- Optional: Anabel Hernández, *Narcoland: The Mexican Drug Lords and Their Godfathers*, translated by Iain Bruce. London: Verso, 2013. Ioan Grillo "Why Cartels Are Killing Mexico's Mayors" Sunday Review: *The New York Times*, January 15, 2016. Sylvia Longmire, *Cartel: The Coming Invasion of Mexico's Drug Wars*. New York: St. Martin's Griffin, 2013. Tom Wainwright, *Narconomics: How to Run a Drug Cartel*. New York: PublicAffairs, 2016. Peter Andreas, *Border Games*, Cornell University Press, 2001, pp. 15-39. Colleen Cook, "[Mexico's Drug Cartels](#)" CRS Report for Congress, Feb 25, 2009, pp. 2-18. Terrence Poppa, *Drug Lord, the Life and Death of a Mexican Kingpin*. New York: Demand, 1998. Michael Goodman, "Muerto, Inc." *Los Angeles Magazine*, 1997, seven pages. Laurie Freeman, "State of Siege: Drug-Related Violence and Corruption in Mexico" Washington Office on Latin America, June 2006, pp. 1-15, 25-26. Alma Guillermoprieto, "The Narcovirus" U.S.-Mexico Futures Forum, Spring 2009, pp. 3-8. James McKinley, Jr., "Mexican Cartels Lure American Teens as Killers," June 23, 2009, five pages
- Optional video: USA v El Chapo (2019) <https://www.faceBook.com/watch/?v=425478868014488>. Retro Report, "[Heroin and the War on Drugs](#)" *The New York Times* (14:02). BBC video on [Mexico's drug war](#) (runs 59'). [Mexico's Hidden War](#) (2011). [Mexico's Drug War](#) (2014), BBC. [Confronting the Cartels](#) (2016), BBC. *The Rise and Fall of El Chapo* (2016), The History Channel. *Meth and Madness in Mexico* (2015), BBC.

Third take-home essay assignment available November 21, due by 11:59pm December 9.

26. The War on Drugs (November 21)

- Ioan Grillo, *El Narco*. New York: Bloomsbury Press, 2011, pp. 109-145.
- Eduardo Porter "Numbers Tell of Failure in Drug War" *The New York Times*, 7/3/12, four pages.
- Benjamin Powell "The Economics Behind the U.S. Government's Unwinnable War on Drugs" *Library of Economics and Liberty*, 7/1/13, four pages.

- Ioan Grillo “U.S. Legalization of Marijuana Has Hit Mexican Cartels’ Cross-Border Trade” *Time Magazine*, 4/8/15.
- Azam Ahmed and Eric Schmitt “Mexican Military Runs Up Body Count in Drug War” *The New York Times*, 5/26/16.
- Optional: Optional: Shannon O’Neil, “The Real War in Mexico: How Democracy Can Defeat the Drug Cartels” *Foreign Affairs* 88, 4 (July/August), 2009, pp. 63-77. Dylan Murphy “Money Laundering and the Drug Trade: The Role of the Banks” *Global Research*, 10/20/13, five pages. Tony Payan, Kathleen Staudt, Z. Anthony Kruszewski (eds.) *A War that Can’t Be Won: Binational Perspectives on the War on Drugs*. Tucson: University of Arizona Press, 2013. Peter Andreas, *Border Games*. Ithaca NY: Cornell University Press, 2000, pp. 74-84. Celia Toro, *Mexico’s “War” on Drugs*. Boulder: Lynne Rienner, 1995, pp. 1-36; Peter Andreas, “Building Bridges and Barricades: Trade Facilitation Versus Drug Enforcement in U.S.-Mexico Relations in John Bailey and Jorge Chabat (eds.) *Transnational Crime and Public Security*. Center for U.S.-Mexico Studies, University of California, San Diego, 2002, pp. 195-216. Ian Frazier “The Antidote: Can Staten Island’s Middle-Class Neighborhoods Defeat and Overdose Epidemic?” *New Yorker*, 9/14/14.
- Corruption in the U.S.: Melissa del Bosque and Patrick Michels, “Homeland Insecurity” *The Texas Observer*, 2016. more [here](#) and [here](#).
- Human rights abuses in [Mexico: Human Rights Watch Mexico Report](#). Centro ProDH “[“War on Drugs’ a Recipe for Rights Abuses in Mexico”](#)”. Roque Planas “[U.S. To Cut Some Mexico Security Funds Over Human Rights Abuses](#)” *Huffington Post*, October 19, 2015
- Useful websites: [State Department Drug Control Strategy Report](#)
- Optional film and video: [Cartel Land](#) (2015) and [related info](#). [The Warrior State](#) (2013)

Fall Break / Thanksgiving Holiday (November 25 - November 29)

27. Violence and Mexico’s Drug Trafficking Organizations (December 3)

- Ioan Grillo, *El Narco*. New York: Bloomsbury Press, 2011, pp. 152-168 AND pp. 209-222 AND pp. 259-273.
- James Grimaldi and Sari Horwitz “[As Mexico Drug Violence Runs Rampant, U.S. Guns Tied to Crime South of the Border](#)” *The Washington Post*, 12/15/10, eight pages.
- Listen to 5-min story, Carrie Khan “[Mexican Families Join Annual Search For Loved Ones Among Mass Graves](#)”
- Optional: Christopher Ingraham “Why Mexico’s Drug Cartels Love America’s Gun Laws” *The Washington Post*, 1/14/16. John Bailey “Drug Traffickers as Political Actors in Mexico’s Nascent Democracy” in Rod Camp (ed.) *The Oxford Handbook of Mexican Politics*. Oxford: Oxford University Press, 2013. *The Los Angeles Times* series on “[Fast and Furious](#)” scandal. A Dube, O Dube, O García-Ponce, “Cross-Border Spillover: U.S. Gun Laws and Violence in Mexico” *American Political Science Review* 107 (03), 397–417. United States Government Accountability Office “Firearms Trafficking: U.S. Efforts to Combat Firearms Trafficking to Mexico Have Improved, but Some Collaboration Challenges Remain” 1/11/16. Topher McDougal, David Shirk, Robert Muggah, and John Patterson “The Way of the Gun: Estimating Firearm Traffic Across the U.S.-Mexico Border,” Igarapé Institute, University of San Diego, March 2013. David Gagne “Loophole in U.S. Gun Law Opens Door for Mexico’s Cartels: Report” *InsightCrime*, 9/15/15.
- Optional video: Ieva Jusionyte “[Exit Wounds: American Guns, Mexican Lives, and the Vicious Circle of Violence](#)”
- Optional websites: <http://www.insightcrime.org>. <http://www.geocrimen.cide.edu>.

Third small group assignment in discussion sections (December 5 and 6)

28. Looking Forward: The Future of U.S.-Mexico Relations (December 5)

- No readings.

Third take-home essay due on Canvas by 11:59pm December 9

A list of some OPTIONAL resources for community engagement

This Signature Course focuses on relations between the United States and Mexico. The bilateral relationship touches many aspects of our lives, including politics, economics, security, culture, and identity, to name a few. The links below are provided as an extension of those themes with the idea that students may wish to become knowledgeable about and/or engaged in civic activities. I have not vetted the websites or organizations listed, nor do I have any relationship with any of them. There is no course credit for engaging in any activities associated with these organizations nor will your involvement or non-involvement affect your standing in this course, your grade, your personal relationship with me or the teaching assistants, or your institutional relationship with the university in any way. In addition, the listings are not intended to represent any one partisan or political view.

Voting:

- <https://www.votetexas.gov/>
- <https://countyclerk.traviscountytx.gov/elections/>

Election information:

- Polling and forecasting: <https://texaspolitics.utexas.edu/polling>, <https://www.realclearpolitics.com/>, <https://fivethirtyeight.com/>
- Candidate/party funding: <http://www.opensecrets.org/>
- Texas political party organizations: <https://www.texasdemocrats.org/>, <https://www.texasgop.org/>, <https://www.gp.org/texas>, <https://indytexans.org/>, <https://www.lp.org/>, <http://www.constitutionparty.com/>, <https://reformparty.org/>, <https://www.socialistpartyusa.net/>, <http://cpusa.org/>
- Contact TX elected officials: <https://www.texastribune.org/directory/>, <https://wrm.capitol.texas.gov/home>
- Examine gerrymandering: <https://projects.fivethirtyeight.com/redistricting-maps/texas/>

Mexican Consulate in Austin: <https://consulmex.sre.gob.mx/austin/>

Hispanic Chamber of Commerce in Austin: <https://www.gahcc.org/home/>

Austin-area immigration advocacy and aid organizations:

- [Casa Marienella](#) homeless shelter in Austin dedicated solely to immigrants, including those just released from detention.
- [Texas Rio Grande Legal Aid](#): legal advocacy for asylum-seeking families.
- [Texas Civil Rights Project](#): works on asylum and immigrant family separation issues.
- [Grassroots Leadership \(Austin\)](#): working on immigrant detention issues with a focus on women detained in the Hutto Detention Center in Taylor, TX.
- [Refugee Services of Texas](#): helps children discharged from immigration detention centers who are released to the care of a family member or friend in the US.
- [Justice for Our Neighbors – Austin](#): helps settled refugees and immigrants by providing free immigration legal services, education, and advocacy.