Latin American Studies 580  
Mexican-U.S. Border Region: Tijuana, Baja California, and Binational Linkages

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Day & Time: Monday: 2-4:40  
Office: AL 377  
Class Location: AL 379  
Fall Semester 2015  
Office Hours: Tues., 10-12, and by appointment

LATAM 580 is a multidisciplinary course for advanced students that analyzes the Baja California-California border region within the context of the U.S.-Mexican border region. The course considers: (1) definitions of borders and border regions; (2) methodological approaches to the study of borders; (3) historical development of the U.S.-Mexican border region, Baja California, and Tijuana; and (4) themes and institutions of binational cooperation and/or conflict in the greater San Diego-Tijuana binational region and the Baja California-California interface.

The course is organized as a seminar. Each week, students will read assigned material that consists of a book or several articles / chapters, which will be discussed in class. Short papers and brief oral presentations will be required for some of the weekly reading assignments. A major component of the course will be individual student research papers. Generally, the research topics will address themes and institutions that are important in the greater Tijuana-San Diego metropolitan region and the binational interface. All will relate to institutions relevant to cooperation across the international boundary. Research for most projects will include online searches, library and/or archival research, and interviews with experts and practitioners. A reading knowledge of Spanish will be helpful for the research effort.

<table>
<thead>
<tr>
<th>Session</th>
<th>Themes</th>
<th>Readings</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1. Aug 24</td>
<td>Introduction to the course; the study of border regions</td>
<td>Ganster &amp; Lorey: Preface, Introduction, chapters 1, 2, 3; Piñera &amp; Rivera: Introduction, chapters 1-6</td>
<td>Student summaries and discussion</td>
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<td>2. Aug 31</td>
<td>Historical development of the borderlands and Baja California to the Mexican Revolution of 1910</td>
<td>Ganster &amp; Lorey: Preface, Introduction, chapters 1, 2, 3; Piñera &amp; Rivera: Introduction, chapters 1-6</td>
<td>Student summaries and discussion</td>
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<td>Sept 7</td>
<td>LABOR DAY: Campus Closed</td>
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<td>3. Sept 14</td>
<td>WW I, Prohibition, the Great Depression, WW II, the Cold War, and the post war boom</td>
<td>Ganster &amp; Lorey: chapter 4; Piñera &amp; Rivera: chapters 7-10; Pryde: ; Pryde, chapters 1-9; Ganster: “Transborder Linkages in the San Diego-Tijuana Region,” 109-127</td>
<td>Student summaries and discussion</td>
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<td>4. Sept 21</td>
<td>Contemporary trends: Industrialization (maquiladoras), NAFTA, and the border economy</td>
<td>Pryde: chapters 10-12; Galanter &amp; Lorey: chapters 5-8; Piñera &amp; Rivera: chapters 11-15; Tijuana 1964</td>
<td>Student summaries and discussion</td>
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<td>5. Sept 28</td>
<td>Contemporary trends: Population dynamics and environment; Border 2020, IBWC</td>
<td>Pryde: chapters 13-20; Border 2020 website; Quintana et al, “Risky Borders: Traffic Pollution and Health</td>
<td>Student summaries and discussion</td>
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<td>Date</td>
<td>Topic</td>
<td>Reading/Research</td>
<td>Notes</td>
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<td>7. Oct 12</td>
<td>Structure and function of governance in the Baja California-California border region; state cooperation and the Commission of the Californias</td>
<td>Research for research proposal</td>
<td>Research topic initial statement due (research question, outline, preliminary bibliography)</td>
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<td>8. Oct 19</td>
<td>Boundary spanning: Trade and investment flows; chambers and business organizations</td>
<td>Border Trade Alliance website; U.S.-Mexico Chamber of Commerce website; Greater San Diego Chamber of Commerce Mexico Business Center website; Smart Border Coalition website; San Diego Regional Economic Development Center CaliBaja Megaregion website; Tijuana and BC trade websites</td>
<td>Student summaries and discussion</td>
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<td>9. Oct 26</td>
<td>Boundary spanning: Transportation and regional planning; SANDAG, CalTrans, and Mexican agencies</td>
<td>San Diego Association of Governments website; CalTrans website; Border Master Plan; Mexican transportation agency websites</td>
<td>Student discussion Research proposal with research question, detailed outline, and reference list due</td>
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<td>10. Nov 2</td>
<td>Boundary spanning: Nongovernmental organizations; International Community Foundation; Border Philanthropy Partnership; Environmental Health Coalition; Tijuana Innovadora</td>
<td>Border Philanthropy Partnership website; International Community Foundation website; Environmental Health Coalition website</td>
<td>Student summaries and discussion</td>
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<td>11. Nov 9</td>
<td>Boundary spanning: Environmental flows and climate change; GHC inventories; climate action plans</td>
<td>San Diego Foundation website on climate action plans</td>
<td>Student discussion</td>
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<td>13. Nov 23</td>
<td>Course summary</td>
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<td>Student discussion</td>
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<td>14. Nov 30</td>
<td>Student research presentations</td>
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<td>Student PowerPoint presentations and critique of presentations</td>
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<td>15. Dec 7</td>
<td>Student research presentations</td>
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<td>Student PowerPoint presentations and critique of presentations</td>
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<td>Dec 17</td>
<td>Final papers due in hardcopy at AL 377 with electronic copy sent to instructor</td>
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<td>Final papers due</td>
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General Objectives:

By the end of the semester, it is expected that students will have a good understanding of:

- Border regions and major characteristics of the U.S.-Mexican border region
- The history and major features of Tijuana and Baja California
- The structure and function of local governments and other institutions in the Tijuana-San Diego region and their interface across the international boundary
- Socio-economic characteristics of the greater Tijuana-San Diego region
- Key binational issues and problems of the transborder region
- Policy alternatives for binational issues in the Baja California-California border region

Skill Objectives:

In addition to facilitating students’ acquisition of information about and understanding of a complex and dynamic region, this course seeks to improve skills in critical thinking, analytical writing, oral/PowerPoint presentations, and multidisciplinary research. A number of the course activities will be helpful for building these and related skills:

- Short writing assignments summarizing and evaluating assigned readings or exploring other topics. Writing style and clarity of writing are important elements of these short papers.
- Class discussions based on the assigned readings and course content, including presentations by the instructor.
- Class presentations of readings analysis, other assignments, and the research paper will improve skills with developing and giving PowerPoint presentations.
- The research, analysis, and writing of the seminar paper using printed materials, archival materials, web-based data and information, and interviews with practitioners.

Required Readings

The following are required texts for the course and are available at Aztec Shops or other book sellers, including Amazon.com.


David Piñera and Gabriel Rivera. 2013. *Tijuana in History: Just Crossing the Border* (Tijuana, Baja California: CONACULTA)


In addition to the required texts, additional readings are part of the course materials. These are noted on the weekly assignments and electronic copies will be made available by the instructor.

**Course Requirements**

Requirements for the course include completing assigned readings, approximately four short papers on the readings, a critical evaluation of a class member’s research project, and a major research paper. Oral presentations as well as active participation in classroom discussions are expected. Oral presentations using PowerPoint are required of all students for the draft research paper. The assigned readings, lectures by the instructor, short writing assignments, and seminar participation by students are shared activities of the course and constitute the core of information covered during the semester. The research paper provides the opportunity for students to explore in depth specific areas of interest within the context of the overall course subject. **Students are expected to complete assignments on time, attend class without fail, and contribute to class discussions.**

**Laptop and PDA Policy**

Use of computers in class is permitted, but only for taking notes during class discussions or for showing PowerPoint presentations. The Wi-Fi or digital cellular connection must be turned off while in class. PDAs and cell phones must be turned off in class and not just in silent mode.

**Research Paper**

The research paper is to be 20 to 25 pages in length and must include a detailed and complete list of sources as well as appropriate references for passages and specific information cited in the text. Clear and correct writing is an important component of the paper. The paper must include: (1) a clear discussion of the topic and research question to be addressed; (2) discussion of the topic in the body of the paper with appropriate references; (3) discussion of findings and conclusions; and (4) complete list of references. A PowerPoint summary of the draft research paper will be presented in class, with one or more seminar participants assigned to comment on the draft paper and presentation. Students will then submit a final, revised version of the paper to the instructor, in hard copy and electronic format.

When preparing the paper and its presentation in class, carefully consider the audience that will read the paper. If your paper uses technical terms or methodological concepts that are not clearly understood by the well-educated general reader or by your classmates from diverse academic disciplines, you will need to explain these. For example, if you use the term “Import Substitution Industrialization (ISI),” you need to explain what it means. Often, a short sentence or phrase of explanation will suffice. Remember the object of your paper is to communicate information, not dazzle the reader with obscure terminology and concepts.
Research paper drafts will be distributed to all class participants and individuals will be assigned to comment on the draft and the oral presentation. It is expected that all students will read all drafts.

Research paper topics will be discussed during class sessions and specific topics will be agreed upon with the instructor. Possible topics, all of which will focus on the greater Tijuana-San Diego region, include:

- Tijuana Innovador—a binational initiative from south of the border
- Business and economic development organizations and linkages across the border
- City of San Diego-Municipality of Tijuana—structure, function, and binational cooperation
- Air quality issues and transborder cooperation
- Institutional linkages and economics of transborder tourism
- Criminal justice issues and institutions in the San Diego-Tijuana region
- Transportation planning across the border
- Water and water quality in the region
- Hazardous waste and emergency response cooperation
- Nongovernmental organizations as boundary spanning mechanisms
- Climate change and sustainability in the binational region
- The binational economy and cooperation
- Communicable disease flow across the border and public health institutions
- State level cooperation and the Commission of the Californias
- Transborder cooperation at the municipal level

Many other specific topics will be acceptable for the research paper. It is important that the topics address binational themes or issues and institutional responses. There will be ample opportunity in class to discuss your potential research topics.

It is expected that the research papers will include a rigorous search of printed materials, including books, journals, magazines, and newspapers. Useful data sets are available on websites, mainly maintained by government agencies, and these should be reviewed as appropriate. Government and institutional websites also contain many useful unpublished reports and these should also be part of your research. Finally, interviews with expert individuals in public and private organizations should also be part of the research, but only after the student has completed a review of the literature.

Plagiarism is an ongoing problem at SDSU and elsewhere. Students in this course are responsible for understanding what plagiarism is, knowing what SDSU policies are for plagiarism, and avoiding plagiarism. A good place to start is an on-line tutorial: [http://infotutor.sdsu.edu/plagiarism/index.cfm](http://infotutor.sdsu.edu/plagiarism/index.cfm)

**Short Written Assignments**

Over the course of the semester, each student will be assigned to prepare several written summary reports on books, a number of articles, or a specific topic. These reports will
usually be about 2 pages in length. A summary of these reports will be presented in class to stimulate class discussions. Written work should be uploaded to Blackboard by noon on the day of class and a hard copy should be brought to class.

**Grading:**

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Research paper and Power Point presentation</td>
<td>50%</td>
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<tr>
<td>Reading summaries and presentations</td>
<td>20%</td>
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<tr>
<td>Research paper critique</td>
<td>10%</td>
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<tr>
<td>Class participation</td>
<td>20%</td>
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