



# **BORDERLANDS**

**HATHAWAY BROWN SCHOOL  
SEMESTER 2-JANUARY 2018**

# TODAY'S OBJECTIVES AND OUTCOMES

**Objectives:** Introduce major themes and questions of our border studies unit and primary text, *Signs Preceding the End of the World*.

Develop a cursory historical context of the US/Mexico border.

Explore the narratives and mythologies of the border.

**Outcomes:** Expand your understanding of the definition of a border.

Determine borderlands in your own community based on this definition.

Develop questions to guide our investigation of Borderlands in Cleveland

# DAY 1: WHAT IS A BORDER?

- Create a definition based on what you know about this term.
- Name as many borders as you can---feel free to be creative in your thinking.



# STANDARD DEFINITIONS

## **Noun--**

- 1. the part or edge of a surface or area that forms its outer boundary.**
- 2. the line that separates one country, state, province, etc., from another; frontier line: You cannot cross the border without a visa.**
- 3. the district or region that lies along the boundary line of another.**
- 4. the frontier of civilization.**
- 5. brink; verge.**



# OUR WORKING UNDERSTANDING

- Borders are NOT simply dividing lines; in fact, they are spaces of mixture.
- Randall Bass defines borders as “any place where differences come together.”
- This may include “national differences, cultural and social differences, differences in values or language, differences in gender/sexuality, or differences in family heritage or economic status” (Bass 1).
- Borders are constructed---they are not “natural.”

# QUESTIONS WE WILL UNDERTAKE IN THIS UNIT

- 1. What is a border? How do they govern subjects' identities and experiences?
- 2. Where does America end and begin? Consider both literal and figurative elements of America.
- 3. How do we determine one's right to belong in America?
- 4. How do subjects of our work negotiate complex/contradictory identities across a variety of categories?
- 5. What does it mean to cross a border? What effects can that have on the subjects at hand?
- 6. Where are the borderlands in our own community?

# OUR FIRST TEXT

**YURI HERRERA**



**SIGNS PRECEDING THE END OF  
THE WORLD**



# BEFORE WE READ---WHERE DOES AMERICA END AND BEGIN?

- Draw a map of America
- Label the borders.



**WHAT DO YOU THINK OF WHEN YOU IMAGINE THE BORDER BETWEEN AMERICA AND MEXICO? WHAT STORIES, IMAGES, IDEAS COME TO MIND?**



# WHAT DO YOU WANT TO KNOW ABOUT MEXICO? QUESTIONS TO CONSIDER:

- What are Mexico's boundaries? Have they always been this way?
- When did Mexico become its own independent country?
- What happened during the Mexican-American War?
- What was the Mexican Revolution?
- What is the economic relationship between Mexico and America?
- Are Mexicans really taking American jobs? What is NAFTA?
- Is Mexico safe? Is the border safe?
- What is the role of the narcotics cartels in Mexico?
- Why do so many people want to cross into America from the Southern border?

# TODAY'S FOCUS: HISTORY OF THE BORDER---NEW SPAIN 1770



Source: <http://diagramcenter.org/samplebook/02-Map.xhtml>

# MEXICO 1824 MAP-INDEPENDENCE FROM SPAIN







# WHY DOES ALL OF THIS MATTER?

- America has not always had its current geography—only through empire, expansion, and war, did America become the geographical space that it is today.
- Much of what we call America was once Mexico---making some of the controversy over migration and crossing rather ironic.
- Borders are far from permanent—they are constantly shifting and under negotiation.
- Shifting borders means that people who were one day Mexican suddenly became American post 1848.
- Today, folks who live on the border experience a bicultural, binational, and bilingual space.

**CONSIDER THIS IMAGE---**



# BRAINSTORM BORDERLAND SPACES

Based on this broader definition of Borderlands, brainstorm additional border spaces and contact zones.

\* Example: Cafeteria line

**Borders don't always divide---they can actually bring differences TOGETHER.**



# OUR BORDERLAND CASE STUDY: SHAKER SQUARE



# **WHAT DO YOU THINK OF WHEN YOU THINK ABOUT SHAKER SQUARE?**

- Consider the narratives that exist around Shaker Square

# **WHAT DO YOU WANT TO FIND OUT ABOUT SHAKER SQUARE?**

- Let's brainstorm some investigative questions

# OUR PROJECT (A VERY BRIEF OUTLINE)

- Interview various stakeholders in Shaker Square (residents, business owners, developers, commuters)
- Record their stories through the process of oral history.
- Analyze the narratives and counter-narratives that emerge from collecting these stories.
- Present these stories to the community in a symposium.

# HOMework: READ THIS FOR 20 MINUTES (AT LEAST STORIES 1-5)

1. Read 5 stories in the following series:

<http://apps.npr.org/borderland/>

2. Read this article from the *NY Times*: “Here’s the Reality about Illegal Immigrants in the United states”

[https://www.nytimes.com/interactive/2017/03/06/us/politics/undocumented-illegal-immigrants.html?\\_r=0](https://www.nytimes.com/interactive/2017/03/06/us/politics/undocumented-illegal-immigrants.html?_r=0)

3. “The Immigration Debate We Really Need”

<https://www.nytimes.com/2017/02/27/opinion/the-immigration-debate-we-need.html>

# **BORDERLANDS**

**DAY 2-**

# TODAY'S OBJECTIVES



- Gather statistics and stories on those crossing America's border with Mexico without documentation
- Disrupt and counter stereotypes and assumptions about migrants from Mexico.
- Introduce this question—What should America's policy on immigration be?

# OUTCOMES

- By the end of the day you will be able to evaluate different positions on the immigration debate.
- You will be able to use facts and narratives from resources to argue your opinion on a variety of immigration related topics.
- You will determine the questions you'd like to guide further study of this topic.

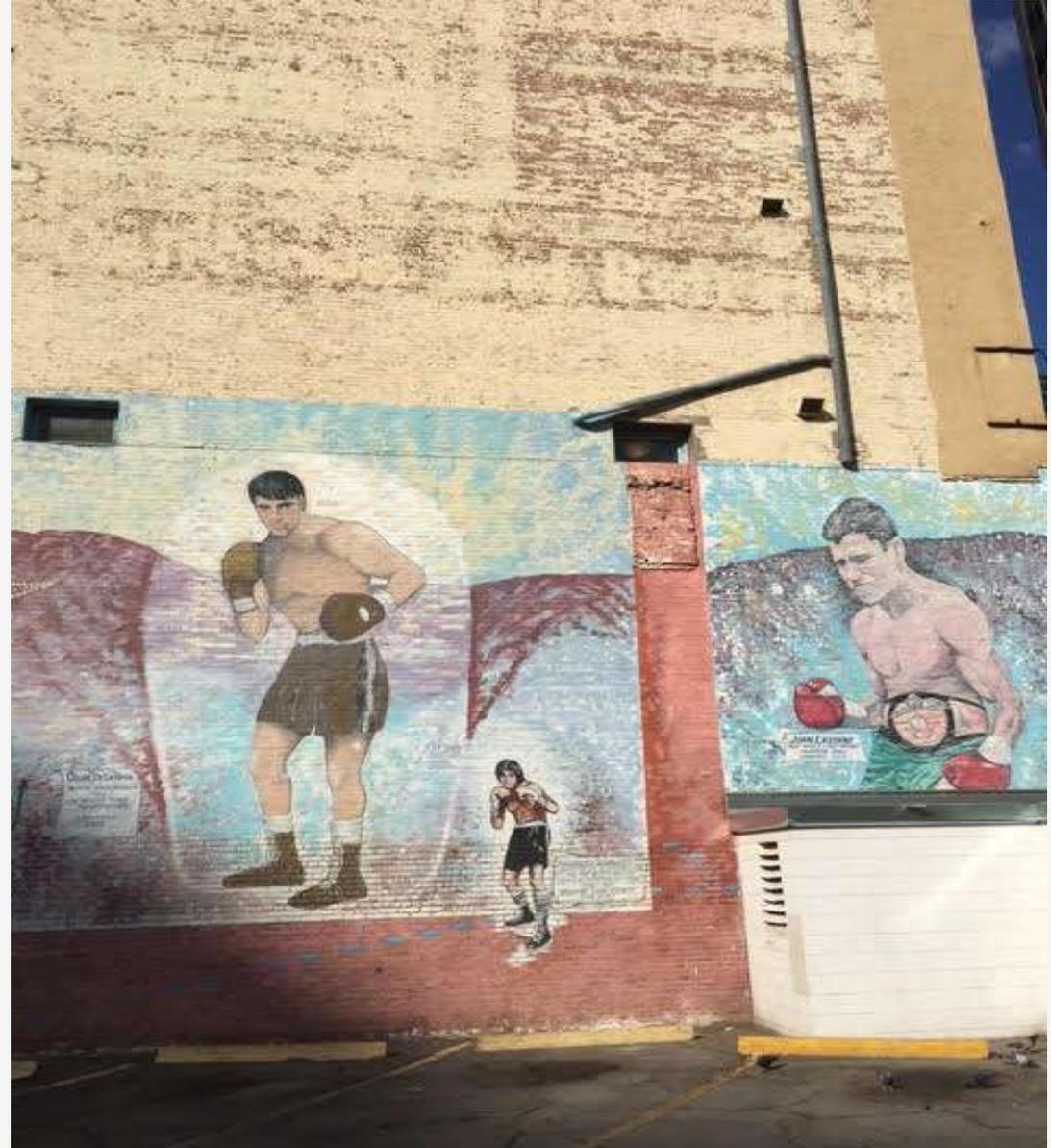
# **A POEM TO BEGIN:**

## ***GRADUATION MORNING* BY PAT MORA**

- What is this poem bringing up about borders?
- What images strike you?
- What is the role of Spanish in the text? The term *lucero*?

# NPR BORDERLANDS REFLECTION

- What struck you about NPR's "Borderlands" coverage and the article from *The New York Times*?
- What questions did it leave you with left to consider?



# KEY TAKEAWAYS FROM *NY TIMES* AND *NPR'S BORDERLANDS* COVERAGE

- Undocumented workers are a lightning rod for conflict; their existence brings up tough questions about nationality, belonging, race, history, politics, and the role of government.
- Most who cross are young. Many are children.
- Most who are here have established ties; 60% have been here for over a decade.
- Many undocumented folks live here under the auspices of the government. Their deportations are “deferred.” Obama’s administration was a proponent of deferment for those not committing crimes.
- 2.7% of undocumented migrants have committed a felony. (6% for entire population).
- Many undocumented workers do not arrive through the Southern border; many come here seeking asylum and present at the airport. Others simply overstay visas.

# HOW MANY UNDOCUMENTED MIGRANTS ARE APPREHENDED ON THE SOUTHERN BORDER?

- “In October 2016, U.S. Customs and Border Protection detained about 45,000 people there; by March, that monthly figure had fallen to 17,000.”- “Who is Really Crossing the US-Mexico Border? *Forbes*. May 2, 2017



# SONG: ICE (EL HIELO) BY LA SANTA CECILIA

- [http://www.huffingtonpost.com/2013/04/10/ice-el-hielo-brings-immig\\_n\\_3053630.html](http://www.huffingtonpost.com/2013/04/10/ice-el-hielo-brings-immig_n_3053630.html)
- [http://www.huffingtonpost.com/2013/04/10/ice-el-hielo-brings-immig\\_n\\_3053630.html](http://www.huffingtonpost.com/2013/04/10/ice-el-hielo-brings-immig_n_3053630.html)
- (Translations: <http://songlations.livejournal.com/66950.html>)

# POINT-COUNTERPOINT

- Let's take a look at a more conservative viewpoint from someone who believes in limiting immigration efforts.
- <https://www.nytimes.com/2017/02/27/opinion/the-immigration-debate-we-need.html>

# **SO WHAT DO WE DO? CONSIDER THE FOLLOWING QUESTIONS BY WRITING DOWN REFLECTIONS (10 MINUTES)**

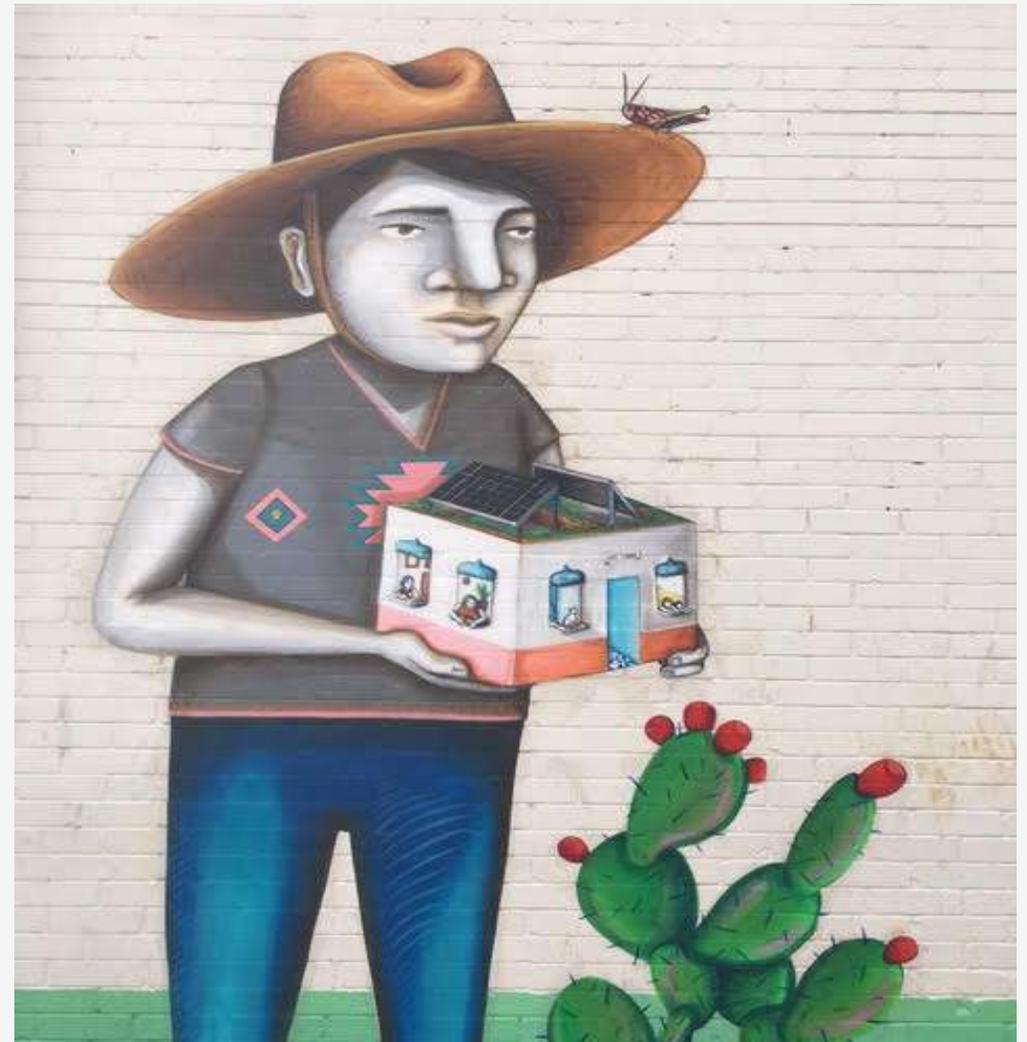
- Should all migrants here without documentation have a path to full citizenship?
- Should all immigrants who want to enter the United States be able to?
- How should we determine the number of immigrants who are able to come into America?

# QUICK-WRITE (5 MIN): ANSWER THE PREVIOUS 3 QUESTIONS

- When you are done with your writing, share your thoughts with your partner/small group.
- As a small group, come up with questions YOU want to know about migration. Put those questions on the board.
- We will discuss our reflections and questions as a full group.

# QUESTIONS WE WILL CONSIDER TODAY (AND THROUGHOUT THE UNIT)

- What is driving migration to America from Mexico?
- Who is coming across?
- How are they traveling?
- What are the risks of crossing?
- What is the job of the border patrol?
- What is deportation? How does it work?
- What is Trump's role in immigration decisions?



# HOMework

- “A Deportation at M.I.T.”  
<http://www.newyorker.com/news/daily-comment/a-deportation-at-mit-and-new-risks-for-the-undocumented>
- “A Willard Father Says Goodbye”  
[http://www.cleveland.com/metro/index.ssf/2017/07/willard\\_father\\_says\\_goodbye\\_to.html](http://www.cleveland.com/metro/index.ssf/2017/07/willard_father_says_goodbye_to.html)
- Act One—Line in the Sand: <https://www.thisamericanlife.org/radio-archives/episode/613/ok-ill-do-it>  
(From *This American Life*)