

THE TEXAS CENTER FOR BORDER AND TRANSNATIONAL STUDIES

A Center of Excellence at The University of Texas
at Brownsville and Texas Southmost College



KNOWLEDGE KNOWS NO BOUNDARIES.

The University of Texas at Brownsville and Texas Southmost College
www.utb.edu



Description and Justification

The University of Texas at Brownsville and Texas Southmost College are strategically located at the southeasternmost end of the U.S.-Mexico border at the Gulf of Mexico and propose the creation of the Texas Center for Border and Transnational Studies (TCBTS) in order to address critical cross-border teaching and learning needs and to assist in the facilitation of cross-border policy decisions through the creation and support of a cross-border regional planning component.

The Texas Center for Border and Transnational Studies is intended to be an interdisciplinary operation that welcomes participation from all internal colleges and schools, students, faculty and staff, as well as collaboration with cross-border institutions for the purpose of convening, collaboration and conducting applied research intended to assist in informed decision making on the status and condition of the cross-border region. The goal of the TCBTS is to become the Texas leader in the development of border teaching, research, planning and the study of contemporary issues that require informed policy making.

“There is no choice in whether the border region will grow or not. If we closed the border tomorrow- every bridge in South Texas all the way to El Paso and if we stopped migration from the North- we would still have 230 percent growth in 30 years”¹ – Juliet V. Garcia, President UTB/TSC

Introduction and Mission

The University of Texas at Brownsville and Texas Southmost College (UTB/TSC) seeks to establish a Center of Excellence for the study of the U.S.-Mexico Border which will serve as an interdisciplinary component of the university organized under the Vice President for Research. The mission of the Texas Center for Border and Transnational Studies is to coordinate and conduct original research on the lower Texas-Mexico border by supporting faculty and students in their research and by fostering collaboration with external international institutions, faculty fellows and graduate students interested in conducting border research for the expressed purpose of problem solving and evaluation. The Center seeks to provide data informing critical policy decisions made on or about border issues and to develop a curriculum supporting a Certificate and undergraduate and graduate programs in Border Studies.

“The U.S.-Mexico Borderlands continues to be the milieu in which American and Mexican cultures adapt over the years and where the successful articulation of the two systems must be developed. In order to be knowledgeable about the Borderlands region, it is critical to know its unique history, institutions, and people.”² – Ellwyn Stoddard, Sociologist UT-El Paso

The establishment of the Texas Center is critical given the need for research on pressing border issues which will inform policy decisions directed at improving quality of life in the cross-border region. The Texas Border Center at UTB/TSC will serve as the collaborative anchor at the lower or eastern end of the U.S.-Mexico Border. The type and scope of research envisioned here is not currently being conducted by an institution of higher education on the lower border and only rarely on the border in general.

This Center proposal looks forward to the development of a new paradigm for Border Studies, based on applied research intended to assist in the solution of social and economic problems. It examines why the Texas-Mexico border from Laredo to Brownsville will serve as the Center's initial geo-political focus for research and this is supported by the demographic projections for this region as are anticipated from the 2010 Census.

Border 2010: The Geo-political Reality

“Among the states of northern Mexico, Tamaulipas is less developed in regard to policies and institutions supporting innovation, science, and technology. The northern states, and specifically the border cities, are the best-positioned regions for innovation. This is confirmed by the sustainable competitive index, government programs, universities, and research centers.”³ – Jorge Carrillo, COLEF Tijuana

The U.S.-Mexico border region forms a uniquely intertwined, bi-national, bi-literate and bi-cultural community. The international boundary between the United States and Mexico is often thought of as a delimiting factor, however, it may also be considered a line that unites and defines a cross-border international region critical to the future of the United States and Mexico.

The border region is formed by six Mexican states (from east to west, Tamaulipas, Nuevo Leon, Coahuila, Chihuahua, Sonora, and Baja California Norte) which border on four of the United States (Texas, New Mexico, Arizona and California). While these ten states form one of the most important international boundaries in the world, they are marked by distinct regional issues which complicate their study.

The California-Mexico border has a unique geography and socio-economic history, while the Texas-Mexico border, shared by four Mexican States has a very different micro-regional variation. The Texas-Mexico border is not a single homogenous region. Approximately one thousand miles in length, the upper Texas-Mexico border from Laredo to El Paso shares regional homogeneity due to environmental similarity, while different geo-demographic regionalisms define the proposed study area from Laredo to Brownsville.

It is unlikely that any single institution of higher education can or will study the entire border area. Therefore, the proposed Texas Center for Border and Transnational Study located at The University of Texas at Brownsville and Texas Southmost College (UTB/TSC) can play an important collaborative and anchoring role at the lower or eastern end of the border. Its institutional partners along the remainder of the border will serve the cross-border regions from Laredo/Nuevo Laredo to Tijuana/San Diego. However, collaborative studies will be conducted that encompass the entire length of the border.



MAP OF THE U.S.-MEXICO BORDER REGION (SOURCE DALLAS FEDERAL RESERVE)

Border 2010: The Demographic Reality

“The Texas-Mexico border is a fast-growing region, a complex blend of U.S. and Mexican cultures, languages and customs. It is a dynamic area that has benefited from a large and growing population in Mexico, rapid growth in U.S.-Mexico trade and a tenfold increase in maquiladora industry activity of the past two decades. Total population in the four Texas border metropolitan statistical areas (MSAs), Brownsville, El Paso, Laredo and McAllen, is about 1.8 million, and population growth since 1980 has been 65 percent, versus 24 percent nationally.”⁴ – Dallas Federal Reserve- Vista South Texas

The U.S.-Mexico border is comprised of 24 U.S. counties in four U.S. states juxtaposed with 38 Mexican counties or *municipios* in six Mexican states. The combined cross-border population was approximately 5.2 million persons in 1970 with the population more or less evenly distributed on each side of the border. By 2000, the combined border population had more than doubled to 12.3 million with the population continuing an even distribution between the U.S. and Mexican counties. By 2005, the border population had reached approximately 18 million and it may easily top 20 million by the 2010 Census.⁵ Very little has been done to sustain research on the implications of unchecked population growth along the border.

The population growth rate for the U.S.-Mexican border region easily represents the fastest population growth rate in Mexico and among the fastest in the U.S. Simply stated, Border states, counties and cities have not been able to keep pace with the demand that this population growth rate places on their social and physical infrastructure.

The greatest single pressure on the border population is the migration rate from interior Mexican states to the Mexican border region followed by their cross-over to the U.S. side of the border. Intense in-migration has exacerbated already existing natural -birth rate- demands on public infrastructure and housing, widespread public health problems, nutrition and general environmental problems; lack of employment opportunities, low levels of education, and extreme poverty. These factors, and many others, have created extreme public safety issues on the border which are evident, on a daily basis, on both sides of the border.

While Spanish is the primary language in Mexican border cities, thirty years of in-migration from central and southern Mexico has brought many indigenous languages to the border and innumerable regional cultures and cultural ways. Therefore, Mexican border cities are stratified along both socio-economic lines as well as cultural ones that are defined by micro-cultural characteristics from throughout Mexico.

U.S. and Mexican border cities face many social challenges. The advent of the Border Industrialism Program initiated in the late 1960s created a maquiladora industry which seemed poised for limitless growth. In reality, the boom lasted only about thirty years and by 2000 American and other industry began bypassing the U.S.-Mexico border for the Pacific Rim. In some cases long established American industry on the border began to leave the border after 1995. The combined general down turn in the industrial economy in the United States, witnessed since 2000, has produced a net decline in the availability of jobs in Mexican border cities at the same time that in-migration from the interior of Mexico to its border cities continues unchecked.

The population density in Mexican border towns continues to rise and the spillover of social problems and lack of essential infrastructure in U.S. border town mounts. Local, state and federal governments have very little contemporary and on-going research data to support informed policy decision making.

The 2005 Mexican Census indicated great overcrowding in the homes in the border cities of Reynosa and Matamoros, across from the Lower Rio Grande Valley of Texas. Four out of every ten homes in these two cities were determined to be overcrowded and to lack sanitary sewer and potable water. Thirty years of unchecked growth in Mexican border cities has taken place outside of planned urban development exacerbating already pressing social problems.

Lack of adequate educational facilities has produced a growth effect in U.S. border town school districts which is out of control and unsupportable in the long term. Additionally, border populations are largely young, female, undereducated and vulnerable. These and many other localized social problems must be studied in order to provide leaders with policy options and solutions. The Texas Center for Border and Transnational Studies at UTB/TSC would focus its research activity on studying localized problems in the cross-border region.

Three of the most significant Mexican border towns and their contiguous cross-border American populations are located in the proposed study area. While the U.S.-Mexico border is comprised of many counties, the social problems and in-migration pressures are principally concentrated in ten Mexican towns and seven or so significant U.S. border towns. The three Mexican border cities located in the lower border region, Nuevo Laredo, Reynosa and Matamoros are expected to reach a combined population of approximately 1.1 million persons by 2010.

Immediately across the river from these Mexican cities, Texas counties including Cameron, Hidalgo, Starr, Webb and Willacy are expected to reach a combined population of 1.5 million persons by 2010. In the period from 2000 to 2009 all border towns, Mexican and American, have grown at an average of approximately three percent per year, and this unprecedented growth rate is not expected to slow.

The James A. Baker III Institute for Public Policy of Rice University, has recently published a series of articles on the U.S.-Mexico border [2009], indicating that policymakers need stronger and more sustainable bilateral relations with the use of more coordinated approaches to the study of border issues. The University of Texas at Brownsville is strategically positioned to play a pivotal role in the development of the border through faculty scholarship and student participation in research.

The need to engage in intensive border research comes at a time when our nation has made great strides to distance ourselves as a nation from our Mexican neighbor. The Baker report points out that, "The border should be where one can best see the benefits for the two countries of collaborating and cooperating on issues of major concern. Instead, the border is increasingly becoming an area of tension, conflict, and unilateral policies and actions that are more likely to hinder, rather than promote, common goals"⁶

Border 2010: The New Paradigm for Border and Transnational Studies

"This report on the U.S.-Mexico border aims to aid policymakers in forging stronger and sustainable U.S.-Mexico bilateral relations with the use of more coordinated approaches to border issues. This study investigates the important role of border institutions, civil society, cross-border transnational populations, and localized, small-scale problem-solving as a first defense against the deteriorating conditions on the border."⁷ – Baker Policy Institute, Rice University

UTB/TSC is strategically located on the border and in the largest urban area at the southeastern most tip of Texas on the Mexican border and as such anchors the eastern end of the U.S. and Texas-Mexico border. Therefore UTB/TSC is uniquely positioned to play a leadership role in the study of the lower border region. What makes the Texas Center for Border and Transnational

Studies unique is its focus on “rapid response” to the study of problems and issues through applied and evaluative research utilizing an interdisciplinary approach which includes the collaboration of faculty and students along with community based stakeholders and governmental agencies. An example may be drawn from the economic benchmarking study conducted at UTB/TSC in 2003 entitled, “Cameron County/Matamoros at the Crossroads: Assets and Challenges for Accelerated Regional and Bi-national Development” which examined the potential for regional cross-border economic development in the Brownsville-Matamoros region.⁸

Beginning at the western end of the border, studies have been conducted by San Diego State University⁹ and by their neighbor, El Colegio de la Frontera Norte in Tijuana,¹⁰ for more than thirty years, but only infrequently in the lower border region. While a component of El Colegio de la Frontera Norte is located in Matamoros across from Brownsville, collaboration between UTB/TSC and COLEF is scant, and that must change. Notable attempts have been made, over the years, to expand scholarship from California eastward along the border. However, the two thousand mile border has a daunting geography most noted by its isolated populations and regions.

The Arizona and New Mexico borders with Mexico are principally desert areas without substantial border town development and without border universities. Recently, Arizona State University has begun a border studies initiative. The North American Center for Trans-border Studies (NACTS), and also has a long established component in the Hispanic Research Center (HRC). In the future, NACTS and HRC at Arizona State University will serve as a substantial partner with the Texas Center for Border and Transnational Studies at UTB/TSC anchoring the middle section of the border along with The University of Texas at El Paso.

The Texas-Mexico border has seen a major investment in border higher education infrastructure in the last twenty years known as the South Texas Border Initiative, through which the University of Texas System has benefited from the establishment of two new components, The University of Texas Pan American and The University of Texas at Brownsville. They join the long established and respected University of Texas at El Paso. Additionally, three UT Health Science Centers, UTMB Galveston, San Antonio and the School of Public Health at Houston have long histories of working and collaborating on the border. Therefore the UT System brings substantial capacity and collegial collaboration to the study of the Texas-Mexico border with the Texas Center proposed to be established at UT-Brownville.

“Texas faces an impending crisis regarding the health of its population, which will profoundly influence the state’s competitive position nationally and globally.”¹¹ – Code Red 2008

The Texas Center for Border and Transnational Studies at UTB/TSC will create and form a natural component for the collaborative study of the Texas-Mexico border led by all UT System border institutions. Additionally, Texas A&M International University at Laredo, Texas and the Texas A&M Rural School of Public Health in McAllen, Texas serve as the higher educational connect in those critically important border cities. Established by statute by the Texas Legislature, The University of Texas at El Paso, Texas A&M International at Laredo, UT-Pan American and The University of Texas at Brownsville in partnership with Texas Southmost College all have Border Centers for Economic and Enterprise Development (CEEDs), which work collaboratively with the Cross-Border Institute for Regional Development (CBIRD)¹² at UT-Brownville. UTB/TSC also proposes a Center for Sustainable Economic Development, which will serve collaboratively in the role as initiators of border economic development.

Working in collaboration with the Border CEEDs, The Texas Center for Border and Transnational Studies shall be dedicated to applied research on the lower Texas-Mexico Border which is intended to expand our knowledge on border issues contributing to their solution and mitigation. As we approach the conclusion of the first decade of the 21st century, there is simply not enough research and scholarship being conducted on border issues. The border requires the establishment of a consortium

of Border Research Centers and scholars spanning the length and breadth of the border engaged in and dedicated to the serious study of border issues. Additionally, border political institutions such as counties and cities; have not been supported in the development of the physical and social infrastructure necessary to support the coming population. The future success of border communities is based upon their ability to improve socio-economic conditions, and this must be seen as a critical international issue and not simply as a local one.

For example, the City of Brownsville has recently completed work on a strategic comprehensive plan entitled, *Imagine Brownsville*.¹³ One aspect of that plan which pertains to the health sector, was conducted by UTB/TSC School of Business faculty and graduate students who conducted focus groups, collected data and identified that Medicaid and Medicare enrollment was grossly underutilized by Brownsville populations. Brownsville Medicaid and Medicare enrollment is approximately 17 percent less than that of Laredo which is a similar size market. This realization is currently leading to the development of a focused plan to increase enrollment including an evaluation model which will describe the actual increase in enrollment realized by neighborhood. The UTB faculty and graduate students have also identified 25 potential research project ideas that emerged from the study and have entered into a collaborative relationship with IC² at the University of Texas at Austin.¹⁴ This team of UTB/TSC and UT Austin researchers will be conducting health care delivery research in Brownsville with a comparative model across the border in the City of Matamoros. The UTB faculty has voiced interest in conducting their research through the Texas Center. This is a concrete and actual example of the type of research to be conducted by UTBs Texas Center for Border and Transnational Studies in collaboration with UTB proposed Institute for Human Health, IH².¹⁵

The Center will conduct research studies that will have immediate local and regional impact and that will also influence policy making at the national level of both countries.

Since the cross-border region is plagued by limited employment opportunities and low-paying jobs, border communities find it very difficult to muster the resources necessary to support the mounting influx of migrants seeking services. The border is in desperate need of technology transfer which will support new jobs and economic development along the lower Texas-Mexico border.

As the border increases in population, especially on the Mexican side of the border, and with the increasing exit of industrial jobs overseas, the increasing economically inactive population presents mounting challenges in the areas of crime rate, law enforcement and the public safety of border communities in general. It is believed that a large unemployed population contributes to the crime rate and while this may be partially accurate, the fact remains that economic development along the border must come from new high technology types of jobs and not those that pay minimum wage. Examining this public safety issue, The Texas Center will initiate a program intended to communicate Mexican and American Law across borders for the benefit of both law enforcement and attorneys.

Finally, there is only limited existing communication and cooperation for the solution of border problems across the border. While some well meaning collaboration between U.S. and Mexican institutions of higher education does exist. Higher education has been principally involved in research and not the applied solution to social and economic problems. It is believed that cross-border higher education partnerships may serve as the catalyst needed for improved and sustained dialogue. Partnerships may lead to the formation of a critically needed cross-border regional planning authority. As we consider the creation of a Border Research Center the question must be asked what should a Border Research Center do and what should it do first?

Border 2010: Timely and Critical Topics for Border Research

“To frame the future, we need perspective on where we have been and where we are today. Knowing where we are today can be difficult when the landscape beneath your feet is constantly changing. We are only now beginning to sort out, separate and understand how these global trends affect the United States, Mexico and the border between them.”¹⁶ – Dallas Federal Reserve: South Texas Economic Trends

The following represents just a few of the limitless topics available for border research for which UTB/TSC currently has faculty capacity and expertise:

- The Development of a Borderlands Research Agenda 2010-2020
- The Study of Cross-border Regional Models
- Cross-Border Security, Rights and Laws
- Binational Cooperation and Border Management
- Environmental Conservation and Sustainability
- Transmigration and Identity Development
- Epidemiology and Physical and Mental Health Issues
- A New Applied Research Paradigm for Borderland Studies
- Cultural, Political and Ethnic Issues
- The Politization and Victimization of Women and Children of the Border
- The Deconstruction and Reconstruction of the U.S.-Mexico Border Region
- Translocality from Central America-Mexico-USA-Canada
- Cross-Border Regional Economic Development
- Education, Bilingualism and Workplace Biliteracy
- Civil Society and Juridical Frameworks for Justice
- Borderland Heritage and Eco-Tourism
- Strategic Cross-Border Urban Growth and Resource Use
- The Border Millennial and the Future

Border 2010: The Border Studies Certificate – supports UT-Tele-campus Border Studies Program¹⁷ (Fall 2010)

“I don’t think we’re paying enough attention in our curriculum to local resources, neither human nor cultural. We are addressing issues, related to borders in the terms of language, literature and culture”¹⁸ – Javier Duran, University of Arizona

The Texas Center for Border and Transnational Studies will offer an undergraduate and graduate certificate and bachelor and graduate degrees. The Border Studies Certificate (BSC) will be designed to play a critical role in the fulfillment of UTB/TSCs

institutional mission including expertise on the cross-border characteristics, our cultural and historic setting and social and economic issues. The Border Studies Certificate will prepare students for meaningful participation in the study and solution of regional, national, and international problems affecting the border. The undergraduate Border Studies Certificate program will require the completion of between 12 and 15 semester credit hours (four to five courses). Two courses comprising six semester credit hours shall be required core courses. The remaining two to three courses may be selected from an array of approved courses with border studies focus.¹⁹

It is anticipated that the Border Studies Certificate program will be a success and future plans will seek authorization for the development of a BA in Border and Transnational Studies. Potential courses could be:

- INDS 3304 Frontier Studies: The U.S.-Mexico Border (existing course)
- HIST 3334 Mexico and the Borderlands Through Independence (existing course)
- Border economy
- Border social problems
- Border demography
- Border geography and environmental issues
- Border poverty and migration
- Women’s issues on the border
- Border politics; comparative US and Mexican law
- Border comparative policy making
- Modeling the border of the future
- In time a unique graduate program

Border Studies Certificate Program



COURSE	#	TITLE	PREREQUISITES
ANTH	3375	Mexican American Folklore	
ANTH	3301	Cultures and Communities of Latin America	
ANTH	4353	Ritual, Belief and Healing	
ARTS	4354	Latin American Art and Architecture	ARTS 1303, 1304
COMM	3316	Intercultural Communication	
COMM	4303	Special Topics in Communication	
ENGL	4316	Mexican American Literature	9 hrs. of English
GEOG	3333	Latin American Geography	
GEOL	4350	Geoscience Field Excursion	GEOL 1303 and GEOL 1103, or GEOL1304 and GEOL 1104 all with "C" or better; or permission of the instructor.
GOVT	3363	American Hispanic Politics	GOVT 2301 and GOVT 2302.
GOVT	4376	Contemporary Issues in Homeland Security	GOVT 2301 and GOVT 2302.
GOVT	4369	Latin American Politics	GOVT 2301 and GOVT 2302.
HIST	3340	Texas History	HIST 1301 and HIST 1302.
HIST	3334	Mexico and the Borderlands Thru Ind.	Six hours of lower division History.
HIST	3335	Mexico Since Independence	Six hours of lower division History.
INDS	3303	Culture and Humanity	
MUSI	3305	History and Style of Mariachi	Must be concurrently enrolled in MUSI 2139 or MUSI 3139.
SOCI	3323	Hispanics in a Global Society	SOCI 1301
SOCI	4325	Population and Migration Problems	SOCI 1301 and three additional hours of SOCI.
SPAN	3340	The Hispanic World	SPAN 2322.
SPAN	4371	Chicano Narrative	SPAN 2321 and SPAN 2322.

CRIJ	4362	Topics in Criminal Justice	ENGL 1301, ENGL 1302 or ENGL 2311, and ENGL 2332 or ENGL 2333.
GOVT	4368	Topics in American Government	GOVT 2301 and GOVT 2302.
HIST	4350	Topics in Latin American History	Six hours of lower division History.
SOCI	4374	Topics in Sociology	SOCI 1301.
SPAN	4373	Topics in Hispanic Culture	SPAN 2321 and SPAN 2322.
ARTS	4390	Topics in Arts History	ARTS 1301 or 1304
ARTS	4390	Topics in Arts History	ARTS 1301 or 1304

- Courses 1 and 2 may be taken out of sequence but courses 3-4-5 must be taken after 1 and 2 to be counted toward certification.
- Topics courses may be used as electives (Courses 3-4) and repeated for credit so long as the topic is appropriate and has the director's approval.
- The "Capstone" Topics Course may be taken only once and must be taken last.
- The Capstone Course will be offered each semester by one of seven departments: Criminal Justice, Government, History, Behavioral Science, Art, or Modern Language. Students wishing to culminate their studies for the Border Studies Certificate would enroll in the Topics Course designated that semester as the "Capstone Experience" course for Border Studies. The Schedule of Classes published each semester will identify the specific Topics Course designated to satisfy the requisites for the Border Studies Capstone Course. Students in the Border Studies Certificate Program should also maintain frequent contact with the Border Studies Program Director for program information and advance notice of course offerings.
- The faculty involved in teaching the Capstone Courses should commit to providing students with opportunities for experiential learning (perhaps CLA will pay a modest stipend to instructors developing these courses) and for writing and reflection on what they have learned.
- Candidates for the Border Studies Certificate must possess a 3.0 cumulative GPA in their five border studies courses to receive certification.
- Border Studies Certificates will be awarded to students who have completed all certificate program requirements AND all requirements for a Bachelors degree.

Border 2010: Study on the Border (Implement 2011-2012)

The Texas Center for Border and Transnational Studies at UTB/TSC shall develop a one semester on-site practicum program available to qualified third or fourth year undergraduate students from throughout the world who are interested in the study of border issues and who will benefit from an intensive semester of study and hands-on participation in border topics, including but not limited to, poverty; transnational-locality; environmental issues; public policy; issues concerning women and children; national security and many others. This program has the potential to attract students from across North America and from around the world where border issues are everywhere prevalent.

Border 2010: The Commemorative Lecture on the U.S.-Mexico Border

The Texas Center for Border and Transnational Studies will conduct a commemorative lecture (commemoration to be determined) intended to bring to campus a distinguished scholar or person who has made significant contributions to the study and or development of the U.S.-Mexico border region. The goal of the lecture will be to further develop the international reputation of UTB/TSC and the Texas Center as a place where scholarship and research on the border is performed and valued. The principal audience for the lecture shall be students and faculty, the external community will be invited as appropriate.

Border 2010: Collaborative Applied Border Research Reports (Fund 3-5 2010-2011)

The Texas Center for Border and Transnational Studies at UTB/TSC shall develop broad based collaborative relationships with U.S. and Mexican institutions of higher education in addition to Federal, State, Local governments and NGOs for the purpose

of applied and evaluative research targeting specific socio-economic issues and intended to provide current data supportive of policy decisions.

Additionally, the Texas Center will establish collegial relationships with researchers and faculty members who are interested in becoming Fellows of the Center for the purpose of specific research projects as well as with students who are working on dissertations focused on some aspect of border research who may be hosted by the Center.

Applied border research reports may be self initiated or contracted and are intended to be short term projects that may be completed within the context of one academic year. Longer projects are possible. Applied border research projects and reports are intended to directly inform governmental agencies and policy making bodies. An example of an applied border research report may be seen at the following websites:

Baker Institute at Rice University²⁰

<http://www.bakerinstitute.org/publications/LAI-pub-BorderSecCarrillo-051409.pdf>

Dallas Federal Reserve²¹

<http://www.dallasfed.org/research/economy/border.cfm>

<http://www.dallasfed.org/news/speeches/fisher/2007/fs070910.cfm>

http://www.dallasfed.org/research/border/tbe_vargas.html

Addiction Research Institute Border Studies at UT Austin²²

<http://www.utexas.edu/research/cswr/nida/BorderProducts.htm>

Border 2010: The University of Texas Border Poll (Fall 2010)

The Texas Center for Border and Transnational Studies shall develop and operate an applied survey research center for the purpose of training UTB/TSC students in conducting survey research. This is expected to rapidly become an essential component of both undergraduate and graduate programs in Liberal Arts, Education and Business, and will also support Institutional Research in enrollment planning and Institutional Advancement. The **U Texas Border Poll** will provide UTB/TSC faculty and students with a new and necessary skill that will be instantly sellable in the community and work place. The **U Texas Border Poll** is expected to rapidly become one of the most expected, watched and quoted survey research polls in the American Southwest and Mexico as it examines issues and attitudes concerning health reform, veterans, the border wall, poverty, violence and women's issues and much more. The **U Texas Border Poll** should rapidly garner the UT System national and international attention as the "go to" institution on the U.S.-Mexico Border. Additionally, the poll is expected to operate as an auxiliary enterprise which will rapidly earn critically necessary revenues for the Center and for the university.

Border 2010: Borderlands History and Family Genealogy Resource Center (Fall 2010)

The Texas Center for Border and Transnational Studies will support the on-going UTB/TSC Regional and Border History Series now in its 20th year of publication with eight critically acclaimed volumes published and with volumes nine and ten in preparation.

In anticipation of the establishment of the Texas Border Center, UTB/TSC has begun collaboration with two major Mexican organizations, the Instituto Nacional de Antropología e Historia (the National Institute for Anthropology and History), and Universidad Autónoma de Tamaulipas (The University of Tamaulipas), as well as with many of the Mexican official border historians or cronistas. As a result, UTB/TSC has participated in the third colloquium on Borderland Studies and is hosting

the fourth colloquium at UTB/TSC in October 2009. UTB/TSC has also facilitated the publication of the third conference proceedings entitled, *Espacios, Poblamiento y Conflicto en el Noreste Mexicano y Texas or People, Places, and Conflicts in Northeastern Mexico and Texas*.

The Texas Center will serve as a major facilitator for the study of lower border history and family genealogy. The lower border area is rich in history but short on the research supporting persons search for personal and family history and heritage.

The family genealogy and border history component will be supported by a project which will document the region's most significant cross-border heritage, cultural, and environmental sites, their condition and location on both sides of the U.S.-Mexico border. This database will serve as the basis for the support of a heritage and eco-tourism program at UTB/TSC. It will support the creation of a new degree program as well as the creation of a new market for jobs and economic development in the area and will coordinate with similar programs currently existing in northeastern Mexico.

Border 2010: Digital Border Studies Resource Center (Fall 2010)

Lack of scholarly information or its access is a widely-cited problem by persons studying the U.S.-Mexico border region. UTB/TSC's Texas Border Center is attempting to address this problem by establishing a Digital Border Studies Resource Center. While the Digital resource center is a component of the UTB/TSC libraries it will be closely affiliated with the UTB/TSCs Texas Border Center. The project is funded by a grant from the National Leadership Planning program awarded to the UTB/TSC library from the Institute of Museum and Library Services. The grant requires that UTB/TSC establish cooperative agreements with other U.S. and Mexican institutions as well as with governments, NGOs and cultural institutions on both sides of the border in order to preserve and to make accessible scholarly writings and original historic documents as research materials. Additionally, UTB/TSCs libraries are partnering with the Texas Digital Library (www.tdl.org) to provide the preservation and access to the materials submitted to the resource center at UTB/TSC.

Border 2010: Border Data Center (Fall 2010)

The Texas Center for Border and Transnational Studies will serve as a repository for data from the 2010 U.S. and Mexican Censuses. The Texas Center will furthermore maintain and analyze secondary data sets from local, state and federal sources as well as from NGO's and private organizations in order to assist in our understanding of the border and in disseminating these data and their analysis to those who require them.

Border 2010: The Border Forum

Along with the U Texas Border Poll, the Border Forum will facilitate discussion of the most recent thinking, research and publications on the border. The Border Forum will sponsor at least one major cross-border conference; will sponsor faculty and student research symposia including opportunities for scholarly discussion and debate, will host visiting researchers and authors and manage a border webpage and blog.

- Border Law Forum (Spring 2010)
- North America–Caribbean Exchange for Cooperative and Sustainable Development
- CONAHEC Panel (April 2010)
- Public – Private Community Partnership Forum 2011

Endnotes

- 1 Dr. Juliet Garcia President of Texas Southmost College, Texas Business Review June 2006
- 2 Ellwyn R. Stoddard, The Borderlands Sourcebook, page 3
- 3 Jorge Carrillo, COLEF 2009
- 4 Dallas Federal Reserve, Vista South Texas 2005
- 5 See many Dallas Federal Reserve articles on the Border Region at www.dallasfed.org/resserch
- 6 Developing the U.S.-Mexico Border Region for a Prosperous and Secure Relationship, The Baker Institute Policy Report No. 38, April 2009.
- 7 Baker Institute Policy Report #38, 2009.
- 8 <http://blue.utb.edu/cbird/utb-tscfpageformat/ReportBenchmark.htm>
- 9 <http://usmex.ucsd.edu>
- 10 <http://www.colef.mx/>
- 11 University of Texas System, Code Red 2008, p.9
- 12 <http://blue.utb.edu/cbird/utb-tscfpageformat/homereports.htm>
- 13 Imagine Brownsville.com
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