



“El saber de mis hijos  
hará mi grandeza”

## UNIVERSITY OF SONORA

**Central Region Unit**  
**School of Economic and Administrative Sciences**  
**Department of Economy**  
**Business and International Commerce Degree**

### Identification Data

<b>Subject Name:</b> International Traffic	<b>Formative Pillar:</b> Professional
<b>Teaching-Learning Process:</b> Course-Workshop	<b>Previous Requirement:</b> N/A
<b>Class Hours per week:</b> 4 (2c-2w)	<b>Subsequent Subject:</b> N/A
<b>Character of the Subject:</b> Compulsory	<b>Amount of Credits:</b> 6

### Introduction

The interaction between countries that have a common border, includes different ambitions: national, transnational and cross-border (Alegría, 1989).

Especially in this last one, there are different manners, formal and informal, that provide a degree of intensity in the exchange, basically in those adjoining cities, also called “twins”. Cross-border is the manifestation and consequence of the space adjoining of different structures, this way it gives a place for these spaces to realize economic activities like the maquiladora industry, commerce, tourism, cross-border migration and transmigration (Peña. s/f).

The different economic flows that happen in cross-border territory, always require a communication and transport infrastructure in constant improvement, human resources in permanent training, and constant upgrade of the rules by which the activities that have interaction between them outside the border are done. An international business and commerce professional that works in border cities, has to be sensible to observation and become a facilitator in order for the businesses and the different flow of goods, services and people, to find the best material and human conditions to make them possible with a high efficiency degree.

### General Objective:

**Prepare the student to acknowledge the diversity inside the exchange made in the cross-border space, the valid rules and the conditions by which the activities are done, in such a way that the student can become a facilitator of cross-border economic development.**

**Proficiency Units**

**I. CROSS-BORDER: BASIC CONCEPTS**

Specific Objective:

Know the general content inside the cross-border concept and counter it with the national and transnational concepts.

1. The formation of frontiers.
2. Free Zones and Perimeters.
3. Binational Ambit: Transnational and cross-border.
4. Frontier between countries in process of integration.
5. Frontiers and globalization.

**II. CROSS-BORDER ECONOMIC AND COMMERCIAL PROCESSES**

Specific Objective:

The student will learn about the different economic processes that happen in cross-border territory, analyze them and contribute to their performance all done with efficiency.

1. Consumer Trade.
2. Passing Trade.
3. Reusable Trade.

**III. ECONOMIC PROCESSES FOR INVESTMENT LOCALIZATION**

Specific Objective:

The student should learn and prepare to plan new investments in the cross-border space.

1. Industrial localization factors in frontiers.
2. Maquiladora Industry.
3. Different plans to promote the maquiladora industry.
4. Creation of options.

**IV. CROSS-BORDER TRADE OF SERVICES**

Specific Objective:

Know about the cross-border trade of services, learn the rules to make it happen and propose the creation of investment options in new services.

1. Definition of cross-border services.
2. Financial Services.
3. Personal Services.
4. Services for the producer.
5. Tourism.

**V. DEMOGRAPHIC MOVEMENTS**

Specific Objective:

Learn and analyze the economic and social impact of the movement of people in the frontier region.

1. Itinerant Migration.
2. Cross-Border.
3. Transmigration.

**VI. CASE OF STUDY**

Specific Objective:

Analyze and compare different cases of cross-border regions.

1. Cases of twin cities Mexico - United States.
2. Cases from the border United States - Canada
3. Cases of the European Economic Union

### **Didactic Strategies**

Presentation from the Professor. The topic and references must be given beforehand to the students.

In every class, the professor will identify the important elements and the vocabulary implemented.

For the respective class, the student must answer a variety of questions related to the topic of the class.

By teams, the students must identify the problems of the cross-border region, observe and interview the different people involved.

Identify the problem and think always about a solution.

### **Evaluation: General Criteria for successful completion of course:**

Three Exams: 60%

Participation in class: 20%

Interviews and teamwork: 20%

### **Bibliography and other didactic resources:**

Alegría, Tito, "La ciudad y los procesos transfronterizos entre México y Estados Unidos", Frontera Norte, Julio-Diciembre, número 1, El Colegio de la Frontera Norte, México, 1989.

Alegría, Tito, Desarrollo urbano en la frontera México-Estados Unidos: una interpretación y algunos resultados, México, Consejo Nacional para la Cultura y las Artes, 1992

Berrueto, Mendoza, Eliseo, "Historia de los programas federales para el desarrollo económico de la frontera norte", Ojeda, Mario, (compilador), Administración del desarrollo de la frontera norte, El Colegio de México, México, 1982.

Bustamante, A. Jorge, "La conceptualización y programación del desarrollo de la zona norte de México", en Ojeda, Mario (compilador), Administración del desarrollo de la frontera norte, México, El Colegio de México, México 1982.

Buistamante, A. Jorge, "Frontera México-Estados Unidos: reflexiones para un marco teórico", en Frontera Norte, vol. 1, enero-junio de 1989, El Colegio de la Frontera Norte.

Campbell, Federico, "La frontera sedentaria", La Jornada semanal, No. 50, 27 de mayo de 1990.

Carol Colombo, Colombo & Bonacci (Coordinadores), Arizona Trade Corridor Study, The Arizona Department of Transportation, The Arizona Department of Commerce, The Federal Highway Administration / The Center for the New West and The Arizona University Consortium, August 16, 1993.

Hansen, Niles, The border economy: Regional development in the southwest, University of Texas Press, 1981.

Renton, Douglas y Steven A. Waldhom, "California The Megastate Economy", en R. Scott Fosler (editor), The New Economic Role of American States strategies in a competitive World Economy, Oxford University Press, New York, 1988.

Herzog, A. Lawrence, Where North Meets South: Cities, Space, and Politics on the U.S.-Mexico Border, Center for Mexican American Studies, University of Texas at Austin, 1990.

Hinojosa-Ojeda, Raúl y Robinson, Sherman, "Diversos escenarios de la integración de los Estados Unidos y México: enfoque de equilibrio general computable", en Economía Mexicana, vol. 1, núm. 1, enero-junio 1992, CIDE, (nueva época).

-- The impact of a North American Free Trade Agreement on California: A Summary of key Research Findings, The Lewis Center for regional Policy Studies, University of California, Los Angeles, working No. 3, September, 1992.

-- INEGI, Frontera Norte, resultados definitivos, Tabulados Básicos, tomo 1, XI Censo General de Población y Vivienda, 1990.

Landry, Larry, Arizona: "Diversifying a Natural Resource-Based Economy", en Fosler, R. Scott (editor), The New Economic Role of American States. Strategies in a competitive World Economy, Oxford University Press, New York, 1988.

Langley, D. Lester, MexAmerica: two countries, one future, Crown Publishers, Inc New York, 1988.

Lewis, J. Sanford, et al., Border Trouble: Rivers in Peril. A report on water pollution due to industrial development in northern México, a publication of the National Toxic Campaign Fund, May, 1991.

Lorey, E. David, "El surgimiento de la región fronteriza entre Estados Unidos y México en el siglo XX", en Revista Mexicana de Sociología, núm. 3, julio-septiembre de 1991, IIS de la UNAM.

Lowenthal, F. Abraham, "Las nuevas fronteras", en Nexos núm. 176, agosto de 1992.

--, Estados Unidos y México, en Bueno, Gerardo, (compilador), México-Estados/1986, El Colegio de México, 1987.

Lowenthal, F. Abraham y Burgess Katrina, The Califorma-Mexico Connection, Stapford University Press, Stanford, California, 1993.

Peña Medina, Sergio , “Comercio transfronterizo y su impacto en la región EL Paso-Juárez: una propuesta de financiamiento de la planeación binacional”, bajado de internet, dirección de correo: spena@colef.mx

Vázquez Ruiz, Miguel Angel, Fronteras y globalización. Integración del Noroeste de México y el Suroeste de Estados Unidos, México, IIE/UNAM, 1997.

**Recommended profile for the instructor responsible of the course:**

Academic Formation:

Master's in Economics, International Business or discipline related to economic sciences.

Instructor Experience:

Experience in topics. Minimum two years.

Didactic and pedagogic formation:

Facility in the performance of instructor's tasks for teaching- education.

Facility for group communication and individual with students.

Capacity to use technology and didactic techniques (computer, projector of images, projectors, slides, videos, etc.)

Accredit the instructor's formation process that the institution indicates.

Others: Dominance of the English language (specifically the four basic abilities).