

Ethnic Studies 118: “Globalization and Migration” Fall 2010

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Office Location: Department of Ethnic Studies, SSB 232

Office Hours: Tuesdays 4-5pm or by appt; Wednesdays by appt.

Course Description

This course examines historical and contemporary connections between the political, economic and geographic dimensions of **globalization**, and **migration**: the movement of bodies, culture, and things. Course readings and class discussions will foreground an analysis of how socially constructed categories of difference—particularly **race**, **gender**, and **sexuality**—are mobilized to explain, maintain, and/or contest contemporary globalization and migration processes. Employing a feminist, anti-racist theoretical framework, we will grapple with the following questions: How does US foreign policy—both military and economic—not only contribute to, but in fact shape contemporary (im)migration? How do the social categories of race, gender, and sexuality interact with processes of advanced global capitalism to determine which bodies are deemed ‘undesirable’ migrants and/or expendable subjects? Or, which forms of domestic and foreign interventionism are deemed ‘necessary’ (such as the ‘War on Terror’ and the Wall Street Bailout) or ‘impossible’ (such as protecting public education and other social services)? Though course readings will provide a fundamental historical and theoretical context for our query, we will additionally turn our attention to popular films, news media, and cultural texts to consider how “places” of global mediation—from our homes or our classrooms, to the local supermarket or coffee house—link our everyday lives to the global processes that we will discuss throughout the quarter.

Course Objectives

Our common undertaking—the study of contemporary globalization processes—promises to be a challenging task, and at times may feel formidable at best, or overwhelming at worst. However, please note that our goal in this course will not be to memorize or master a series of clear-cut answers; rather, by engaging in lively debate and learning from fellow colleagues, we aim to hone our ability to ask incisive questions while further developing our skills as writers, readers, and critics.

Required Texts

All course readings can be viewed and downloaded via the WebCT course website

Accommodations

I wish to make this course as accessible as possible to students with disabilities or medical conditions that may affect any aspect of course assignments or participation. If you require any specific accommodations, please contact me as soon as possible. Also, if you prefer to be called by a different name than the one with which you are enrolled, I will also be happy to oblige.

Course Requirements

Assignments

Attendance/Participation	20%
Discussion Points	25%
Midterm Paper	25%
Final Exam	30%

Grading Scale

94-100	A	73-75	C
90-93	A-	70-72	C-
86-89	B+	66-69	D+
83-85	B	63-65	D
80-82	B-	60-63	D-
76-79	C+	0-60	F

- 1) **Attendance and participation (20%):** Class participation and punctual attendance are crucial. Students are expected to finish all reading assigned prior to class. Please be prepared to express your own critical questions and critiques of course materials and to participate actively in class discussions. An absence that results from extenuating circumstances will be excused; however, **more than two unexcused absences will affect your final grade.**
- 2) **Discussion Point (25%)** Each week, students are responsible for the contribution of at least one discussion point that relates to course themes. A discussion point can take the form of a critical question, news article, song or image, etc. These can be submitted at the end of class each week. Please include your name, the appropriate date, and ½-1pg. double-spaced description of how your selection relates to course themes. **Late and/or hand written submissions will not be accepted.**
- 3) **Short Paper (Midterm Assignment) (25% each):** Students will be required to a short paper (approximately 5-6 pages in length) in response to a theoretical question generated from course readings. Your work will be judged on its clarity and the extent to which it demonstrates a clear understanding of the key themes of the unit and the diverse theories and methods presented by the different readings. The question for the first midterm will be distributed on Tuesday, October 26th and must be submitted electronically to the assignments folder on WebCT by 5pm on **Friday, Nov.5th**. **Please note that late papers will not be accepted.**
- 4) **Final Exam (30%):** The final exam will consist of a comprehensive theoretical question generated from our survey of course readings, and will be distributed at our final class meeting (Tuesday, Nov. 30th). Students will be expected to craft a response 5-7 pages in length, to be submitted electronically to the assignments folder on WebCT no later than **Friday Dec. 10th at 10pm**. **Late exams will not be accepted.**
- 5) **Grading Policy:** In order to receive a passing grade in the class, students must complete **all** course assignments.

UNIT ONE: SETTING THE TERMS

Week One: Historicizing Immigration and Citizenship

Tu. Sept. 28 ▪ Introduction

Week Two: Historicizing Nation, Nationalism, and Nativism

Tu. Oct. 5 ▪ **Weinbaum, Alys Eve.** "Nation" in *Keywords for American Cultural Studies*, Bruce Burgett and Glenn Hendler eds. (New York: NYU Press, 2007).
▪ **Yuval-Davis, Nira.** "Women and the Biological Reproduction of the Nation" in *Gender and Nation*. (London: Sage Publications, 1997).
▪ **Roberts, Dorothy.** "Who May Give Birth to Citizens? Reproduction, Eugenics, and Immigration" in *Immigrants Out! New Nativism and the Anti-Immigrant Impulse in the United States*, Juan F. Perea ed. (New York: New York UP, 1997).

UNIT TWO: BUILDING A CONCEPTUAL TOOLBOX

Week Three: Globalization and the New World Order

Tu. Oct. 12 ▪ **Lewellen, Ted C.** "Slouching Toward Globalization" in *The Anthropology of Globalization: Cultural Anthropology Enters the 21st Century*. Westport, Conn.: Bergin & Garvey, 2002.
▪ **Lowe, Lisa.** "Globalization" in *Keywords for American Cultural Studies*, Bruce Burgett and Glenn Hendler eds. (New York: NYU Press, 2007).
▪ **Miyoshi, Masao.** "A Borderless World? From Colonialism to Transnationalism and the Decline of the Nation-State" in *Critical Inquiry*, Vol. 19, No.4 (Summer, 1993), 726-751.

Week Four: The Social Costs of Global Restructuring: Structural Adjustment and Gendered Labor

Tu. Oct. 19 Film screening: *Global Assembly Line*
▪ **Chang, Grace.** "Global Exchange: The World Bank, 'Welfare Reform,' and the Trade in Migrant Women" in *Disposable Domesticity*. Boston: South End Press, 2000.
▪ **Hu-Dehart, Evelyn.** "Globalization and Its Discontents: Exposing the Underside" in *Frontiers: A Journal of Women Studies*, Vol. 24, No. 2/3, Gender on the Borderlands (2003), pp. 244-260.
• **Laura Ho et al.** "(Dis)Assembling the Rights of Women Workers along the Global Assembly Line: Human Rights and the Garment industry" in *Global Critical Race Feminisms*, Adrien Katherine Wing ed. (New York: NYU Press, 2000, 377-391).

Week Five: Neoliberalism as Creative Destruction

Tu. Oct. 26 • **Brown, Wendy.** "Neo-liberalism and the End of Liberal Democracy" in *Theory and Event*, 7(1) 2003.
• **Lilley, Sasha.** "On Neoliberalism: An Interview with David Harvey" (available on WebCT)

UNIT THREE: CONTEMPORARY MIGRATIONS

Week Six: Neo-Nativism and the Militarization of the Southern Border

Tu. Nov. 2

- **Bohrman, Rebecca and Naomi Murakawa.** "Remaking Big Government: Immigration and Crime Control in the United States," *Global Lockdown: Race, Gender, and the Prison-Industrial Complex*. Piscataway: Rutgers University Press, 2007: 109-126.
- **Dunn, Timothy.** *The Militarization of the U.S.-Mexico Border, 1978-1992: Low Intensity Conflict Doctrine Comes Home*. Austin: Center for Mexican American Studies, University of Texas at Austin, 1996: 1-34.
- **Nevins, Joseph.** "The Bounding of the United States and the Emergence of Operation Gatekeeper" in *Operation Gatekeeper: The Rise of the 'Illegal Alien' and the Making of the U.S.- Mexico Boundary*. New York: Routledge, 2002.

Week Seven: Violence in the Borderlands

Tu. Nov. 9

Film screening: *Senorita Extraviada*.

- **Falcon, Sylvanna.** "Rape as a Weapon of War: Advancing Human Rights for Women at the U.S.-Mexico Border" in *Social Justice*; Summer 2001; 28, 2..
- **Gaspar de Alba, Alicia.** "The Maquiladora Murders, 1993-2003," in *Aztlan: A Journal of Chicano Studies*, Vol. 28, No. 2, Fall 2003: 1-17.
- **Luibheid, Eithne.** "Rape, Asylum, and the U.S. Border Patrol" in *Entry Denied: Controlling Sexuality at the Border*. Minneapolis and London: University of Minnesota Press, 2002.

Week Eight: Trafficking Bodies

Tu. Nov. 16

- **Scheper- Hughes, Nancy.** "The Global Traffic in Human Organs" in *Current Anthropology* Volume 41, Number 2, April 2000.
- **Vora, Kalindi.** "Indian Transnational Surrogacy and the Commodification of Vital Energy" in *Subjectivity* (2009) 28, 266-278.
- **Kempadoo, Kamala.** "Trading Sex Across Borders: Interregional and International Migration" in *Sexing the Caribbean: Gender, Race, and Sexual Labor*. New York: Routledge, 2004.

Week Nine: Islamophobia, Immigration and the "War on Terror"

Tu. Nov. 23

- **Abu-Lughod, Lila.** "Do Muslim Women Really Need Saving?" in *American Anthropologist*; Sep 2002; 104, 3; Research Library Core, pg. 783.
- **Rana, Junaid.** "The Story of Islamophobia" in *Souls* Volume 9, Number 2, April 2007, pp. 148-161(14)
- **Welch, Michael.** "Immigration Lockdown before and after 9/11," in *Race, Gender, and Punishment*, ed. By Mary Bosworth and Jeanne Flavin. Piscataway, NJ: Rutgers University Press, 2007, pp. 149-163.

Week Ten: Imagining Alliances

Tu. Nov. 30

- **Lubiano, Wahneema.** "Talking About the State and Imagining Alliances," in Ella Shohat, ed., *Talking Visions: Multicultural Feminism in a Transnational Age*, (Cambridge: MIT Press, 1998), 441-449.
- **WRAP UP:** looking back, thinking ahead

