

Ethnic Studies 118
Contemporary Immigration Issues: Migrations, Illegality, and the
U.S./Mexico Border(s)

Tuesdays and Thursdays
2:00-3:20 PM
Remote Learning

Instructor: Cynthia Vazquez (she/her/ella)

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Office Hours: Tuesdays 3:30-4:30 pm and Thursdays 3:30-4:30 pm.

To schedule appointment visit: <https://c5vazque.youcanbook.me>

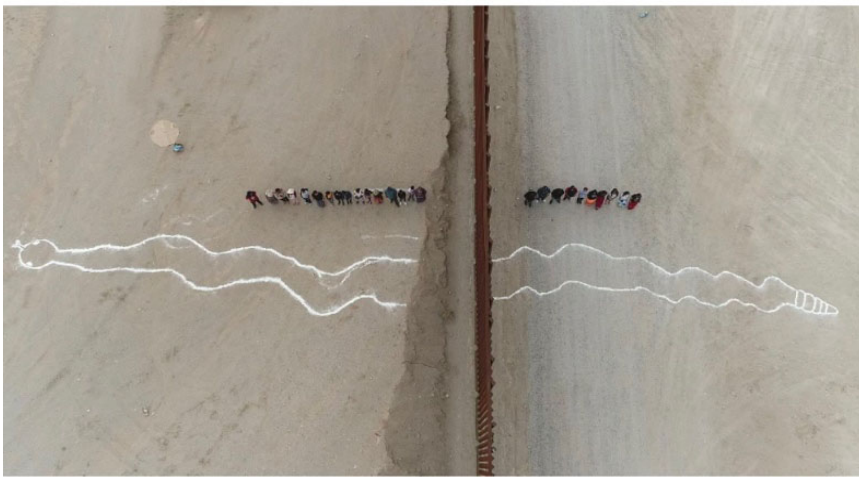


Figure 1 Art installation on the U.S./Mexico border titled, "Divine Snake Maijaawe" by Wixárika/Chicana artist Sandra Carmona, 2021. Kumeyaay/Kumiai from both sides of the border (re)connected for ceremony. Image Michael Delano.

COURSE DESCRIPTION

This course will examine historical and contemporary immigration policies in the U.S. and the northern hemisphere. We will explore how borders, specifically the U.S./Mexico border, mark, restricts and contains the movement of bodies, culture, and things.

Centering a gendered, sexuality, and racial analysis—specifically a feminist and decolonial theoretical framework—we will uncover how political and economic policies are socially constructed within the nation-state and employed in various sites (inside and outside the U.S.).

Further, we will connect the relationship between settler-colonialism, militarization, labor, and political, and economic policies and how they influence national and foreign policies. This course will focus on contemporary immigration issues such as how climate change contributes to forced migrations. How does borders affect Indigenous populations? How does public health threats such as COVID-19 & other diseases are employed by the nation-state as a public health threat? Questions for this course we will consider: How is the concept of “illegality” codified over time and shifts historically? How does U.S. policies contribute to immigration policies and the construction of borders

worldwide? How does gender and sexuality social constructions of the nation are enforced inside and outside of the nation?

Note: This course syllabus is subject to change; the syllabus of record is kept updated and posted on Canvas.

Remote Learning

This course will be conducted in synchronous remote format. There will be an asynchronous option for students who cannot meet during our discussion time and will be graded accordingly. Please feel free to contact me with additional accommodations.

Synchronous Online Lectures

Zoom room URL:

<https://ucsd.zoom.us/j/95027582622?pwd=cGZyOXQzMXRtdk9hZ1lNU2dZYVJKdz09>

Course Goals

At the end of the course, you will be able to:

- Define key aspects of U.S. immigration policies
- Examine current racialized and gendered immigration policies in the U.S. and globally
- Gain an understanding of current U.S. policies and how they affect different communities at large
- Apply a feminist and decolonizing framework to interrogate contemporary immigration policies as it is connected to settler-colonialism, globalization, and militarization

Assignments, Projects, and Grading

Required Reading

All readings will be available via Canvas or Perusall. Films will be available on Course Reserves or Perusall.

Accessibility

Students with disabilities, a parent/caregiver, working, or condition that compromises your ability to complete the requirements of this course, please

let the instructor know as soon as possible. We will make the necessary accommodations to guarantee total success and participation in the course.

E-mail

Please use your UCSD email address to communicate with me via Canvas. Use email for simple logistical questions and allow 24 hours for a reply if after 5 pm. Please check your UCSD email daily. Due to FERPA, I do not discuss grade questions or concerns via email—please schedule a meeting with me to discuss grades.

Subject to Change Policy

The syllabus is subject to change contingent on students' needs of the class. Students will be notified at the beginning of class, and an updated syllabus on Canvas will be available.

Late/Incomplete Paper Policy

All assignments must be turned in on time—unless you make special arrangements with me.

Assignments submitted after the deadline will be considered late and will have assignment grades lowered by a third of a letter grade (e.g., A to -A).

Campus Policies

UC San Diego policies and statements to include within your syllabus.

- [UC San Diego Principles of Community](#)
- [UC San Diego Policy on Integrity of Scholarship](#)
- [Religious Accommodation](#)
- [Nondiscrimination and Harassment](#)
- [UC San Diego Student Conduct Code](#)

Assignments and Grade Breakdown

Assignments	Weight	Due Date
Participation	15%	12/6
Perusall Annotations	20%	Every class
Personal Introduction	5%	10/1
Section I: Immigration Paper	25%	10/29
Final Project Paper [paper +presentation]	35%	12/6
Total	100%	

Participation

We will regularly meet during our assigned class times (Tuesdays & Thursdays 2:00-3:20 pm).

Research shows that participation is an important part of learning. Engaged students come prepared to class and are ready to participate and have completed the assigned class material. Participation is key to understanding the material, and I expect you to participate whether in group or in-class virtually.

I will take attendance via short in-class written exercises. Students who register 100 percent will earn **2 extra points**.

Absence: If you miss class, you may submit a discussion post on the readings and recorded lecture.

These posts should be 400-500 words and available on Canvas under "Discussion Posts." You can write one long comment or several shorter ones.

Perusall Annotations

All reading annotations will be conducted on Perusall via Canvas and your comments are due by **11:59 p.m.** the night before class meets. To earn credit for doing the reading, students should offer approximately 100-200 words of annotations for each text.

You can write one long comment or several shorter ones. You must answer or respond to another student to receive full points.

Missing more than **2** annotations will negatively affect your grade.

Discussion post Personal Introduction and Reflection

Write a brief, 1-page document due October 1, 2021, 11:59 p.m., that contains one meme that visually describes you and how you feel at this historical moment in a discussion post. Feel free to engage with each other.

Final Project Immigration/Policy Paper

The final project will be a paper that is separated into three sections.

<p>25% Section 1: Historical Immigration paper</p>	<p>The first section of your paper you will be based on primary sources and research you conduct on a historical immigration policy. Once you have chosen an immigration policy, I will provide a list, you will analyze the intended and unintended affects. Further you will critically focus on how the policy affected migrations, communities, economic, and political relations and connect the policy to theoretical key concepts we learned from class.</p> <p>You will submit your 3–4-page paper through TurnItin at the end of week 5 (October 29, 2021) at 11:59 pm.</p>
<p>30% Section 2: Contemporary Immigration Policy Paper</p>	<p>The second section of the project you will build from your first paper to come up with a critical immigration policy. This means you will research contemporary immigration issues and expand your argument on how your policy will address key aspects such as family reunification, immigration statuses, and deportations. Due Monday, December 6 (12/6) at 11:59 pm.</p>
<p>5% Presentations</p>	<p>The third and final section, you will present your work with a visual aid for no more than 5 minute presentations will be conducted during week 10.</p>

Resources for Support and Learning

There are a variety of resources available to students at UC San Diego, which are designed to address needs and enhance the student experience. In this section, the course is connected to the broader university community by

services and programs for students. If there are resources specific to the course, school, department and/or topic, be sure to include those here.

Learning and Academic Support	
<p><u>Ask a Librarian: Library Support</u> Chat or make an appointment with a librarian to focus on your research needs</p> <p><u>Course Reserves, Connecting from Off-Campus and Research Support</u> Find supplemental course materials</p> <p><u>First Gen Student Success Coaching Program</u> Peer mentor program that provides students with information, resources, and support in meeting their goals</p> <p><u>Office of Academic Support & Instructional Services (OASIS)</u> Intellectual and personal development support</p>	<p><u>Writing Hub Services in the Teaching + Learning Commons</u> One-on-one online writing tutoring and workshops on key writing topics</p> <p><u>Supplemental Instruction</u> Peer-assisted study sessions through the Academic Achievement Hub to improve success in historically challenging courses</p> <p><u>Tutoring – Content</u> Drop-in and online tutoring through the Academic Achievement Hub</p> <p><u>Tutoring – Learning Strategies</u> Address learning challenges with a metacognitive approach</p>
Support for Well-being and Inclusion	
<p><u>Basic Needs at UCSD</u> Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live is encouraged to contact: foodpantry@ucsd.edu basicneeds@ucsd.edu (858) 246-2632</p> <p><u>Counseling and Psychological Services</u> Confidential counseling and consultations for psychiatric service and mental health programming</p> <p><u>Triton Concern Line</u> <i>Report students of concern: (858) 246-1111</i></p> <p><u>Office for Students with Disabilities (OSD)</u> Supports students with disabilities and accessibility across campus</p>	<p><u>Community and Resource Centers Office of Equity, Diversity, and Inclusion</u> As part of the Office of Equity, Diversity, and Inclusion the campus community centers provide programs and resources for students and contribute toward the evolution of a socially just campus (858) 822-3542 diversity@ucsd.edu</p> <p><u>Get Involved</u> Student organizations, clubs, service opportunities, and many other ways to connect with others on campus</p> <p><u>Undocumented Student Services</u> Programs and services are designed to help students overcome obstacles that arise from their immigration status and support them through personal and academic excellence</p>

Date	Readings	Complete
UNIT 1: Law and Birthing the Citizen	Week 1	
Tuesday, 9/28	<p>Introduction</p> <p>Weinbaum, Alys Eve. "Nation." <i>Keywords for American Cultural Studies, Second Edition</i>, edited by Bruce Burgett and Glenn Hendler, 2nd ed., NYU Press, 2014, pp. 175–80.</p>	
Thursday, 9/30	<p>Berlant, Lauren. "Citizenship." <i>Keywords for American Cultural Studies, Second Edition</i>, edited by Bruce Burgett and Glenn Hendler, 2nd ed., NYU Press, 2014, pp. 41–45.</p> <p>Brady, Mary Pat. "The Fungibility of Borders." <i>Nepantla: Views from South</i>, vol. 1 no. 1, 2000, p. 171-190.</p>	Due Wednesday [Sept 29] Perusall annotations @ 11:59 p.m.*
Friday, 10/1		Due Friday [Oct 1] Personal Introduction
	Week 2	
Tuesday, 10/5	<p>Haney-López Ian. "White Lines." <i>White by Law: The Legal Construction of Race</i>, New York University Press, New York, 2006, pp. 1–26.</p>	Due Monday [Oct 4] Perusall annotations @ 11:59 p.m.*

Thursday, 10/7	Ngai, Mae M. "The Architecture of Race in American Immigration Law: A Reexamination of the Immigration Act of 1924." <i>The Journal of American History</i> , vol. 86, no. 1, [Oxford University Press, Organization of American Historians], 1999, pp. 67–92.	Due Wednesday [Oct 6] Perusall annotations @ 11:59 p.m.*
	Week 3	
Tuesday, 10/12	Stern, Minna. "Nationalism on the Line: Masculinity, Race, and the Creation of the U.S. Border Patrol, 1910-1940." <i>Continental Crossroads: Remapping U.S.-Mexico Borderlands History</i> , edited by Samuel Truett and Elliott Young, Duke University Press, Durham, NC, 2004, pp. 299–324.	Due Monday [Oct 11] Perusall annotations @ 11:59 p.m.*
Thursday, 10/14	Sadowski-Smith, Claudia. "Unskilled Labor Migration and the Illegality Spiral: Chinese, European, and Mexican Indocumentados in the United States, 1882–2007." <i>American Quarterly</i> , vol. 60, no. 3, 2008, pp. 779–804.	Due Wednesday [Oct 13] Perusall annotations @ 11:59 p.m.*
UNIT II: Current Migrations, Neoliberalism, Criminalization, Medicalization, and Militarization	Week 4	

Tuesday, 10/19	<p>Chacón Akers Justin. "Part III: Immigrant Workers: Unionization vs. Criminalization." <i>The Border Crossed Us: The Case for Opening the U.S.-Mexico Border</i>, Haymarket Books, Chicago, IL, 2021, pp. 177–198.</p> <p>Film: <i>Harvest of Loneliness</i> (2010)</p>	Due Monday [Oct 18] Perusall annotations @ 11:59 p.m.*
Thursday, 10/21	<p>Ngai, Mae M. "Deportation Policy and the Making and Unmaking of Illegal Aliens." <i>Impossible Subjects Illegal Aliens and the Making of Modern America</i>, Princeton University Press, Princeton; Oxford, 2014, pp. 57–90.</p>	Due Wednesday [Oct 20] Perusall annotations @ 11:59 p.m.*
	Week 5	
Tuesday, 10/26	<p>Walia, Harsha. "Criminalization and the Carceral Network." <i>Undoing Border Imperialism</i>, AK Press, Edinburgh, UK, 2014, pp. 54–80.</p> <p>Watch: "The Right Way" on <i>Immigration Nation</i> (2020) Netflix</p>	Due Monday [Oct 25] Perusall annotations @ 11:59 p.m.*
Thursday, 10/28	<p>Abrego, Leisy J. "Journeys and Initial Settlement." <i>Sacrificing Families: Navigating Laws, Labor, and Love across Borders</i>, Stanford University Press, Stanford, CA, 2014, pp. 47–67.</p> <p>Levin, Sam T. "'We Tortured Families': The Lingering Damage of Trump's Separation Policy." <i>The Guardian</i>, Guardian News and Media, 4 Jan. 2021.</p>	Due Wednesday [Oct 27] Perusall annotations @ 11:59 p.m.*
Friday, 10/29		Due Friday [Oct 29] Section I: Immigration Paper

	Week 6	
Tuesday, 11/2	<p>Leza, Christina. "The 'Desert People' on Militarized Desert Lands." <i>Divided Peoples: Policy, Activism, and Indigenous Identities on the U.S.-Mexico Border</i>, University of Arizona Press, Tucson, AZ, 2021, pp. 55–76.</p> <p>Podcast: Divided Together Ep1: Kumeyaay Nation Divided by the Border</p>	Due Monday [Nov 2] Perusall annotations @ 11:59 p.m.*
Thursday, 11/4	<p>Salomón, Amrah. "Decolonizing the Disaster: Defending Land and Life during Covid-19." Political Theology Network, 23 June 2021.</p>	Due Wednesday [Nov 3] Perusall annotations @ 11:59 p.m.*
	Week 7	
Tuesday, 11/9	<p>Smith, Paul J. "Climate Change, Mass Migration and the Military Response." <i>Orbis</i>, vol. 51, no. 4, 2007, pp. 617–633.</p>	Due Monday [Nov 8] Perusall annotations @ 11:59 p.m.*
Thursday 11/11 [VETERANS DAY]	Film: <i>Sin Nombre</i> (2009)	Due Wednesday [Nov 10] Perusall annotations @ 11:59 p.m.*
	Week 8	
Tuesday, 11/16	<p>Perry, Keston K. "(Un)Just Transitions and Black Dispossession: The Disposability of Caribbean 'Refugees' and the Political Economy of Climate Justice." <i>Politics</i>, 2021.</p>	Due Monday [Nov 15] Perusall annotations @ 11:59 p.m.*
Thursday, 11/18	<p>Molina, Natalia. "Borders, Laborers, and Racialized Medicalization Mexican Immigration and US Public Health Practices in the 20th Century." <i>American Journal of Public Health</i>, vol. 101, no. 6, 2011, pp. 1024–1031.</p>	Due Wednesday [Nov 18] Perusall annotations @ 11:59 p.m.*

	Week 9	
Tuesday, 11/23	Davis, Angela Y. "Racism, Birth Control, and Reproductive Rights." <i>The Angela Y. Davis Reader</i> , Blackwell Publishers, Malden, MA, 1998, pp. 353–367.	Due Monday [Nov 22] Perusall annotations @ 11:59 p.m.*
Thursday, 11/25 [Thanksgiving]	Film: <i>No Más Bebés</i> (2016)	Due Wednesday [Nov 24] Perusall annotations @ 11:59 p.m.*
	Week 10	
Tuesday, 11/30	King, Shani M. "Child Migrants and America's Evolving Immigration Mission," <i>Harvard Human Rights</i> , iss. 32. Journal 59. 2019. Film: <i>Which Way Home</i> (2009) (prerecorded lecture)	Due Monday [Nov 29] Perusall annotations @ 11:59 p.m.*
Thursday, 12/2	Reflections and Conclusion	
Monday, 12/6		Due Monday [Dec 6] Final paper