

**ETHN 118: Contemporary Immigration Issues
Summer Session I 2010**

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Course Meeting: Summer Session I 2010, MW 11:00- 1:50 PM, Center Hall 203

Office Hours/Location: MW 2-3:30, or by appointment, Cross Cultural Center

COURSE DESCRIPTION:

This course introduces and critiques the master immigrant narrative in the United States by examining the complex relationship between race, rights, and the nation. We will study how immigration is a meaning-making institution that produces social inequalities. By highlighting the role of U.S. imperialism, this course examines how, and under what circumstances, groups have immigrated to the United States. The course also problematizes citizenship as the ultimate means of belonging in the nation. By examining contemporary immigration issues, we will study how groups have fought, and continue to fight, for rights in ways that are inclusive of the undocumented and are not contingent on claiming rights as U.S. citizens.

REQUIRED TEXTS & MATERIALS:

Monisha Das Gupta. 2006. *Unruly Immigrants: Rights, Activism, and Transnational South Asian Politics in the United States*. Duke University Press.

Book is available at Groundwork Bookstore (452-9625). The book will be on reserve at the Social Sciences and Humanities Library.

Tentative Tour/Workshop/Materials Fee \$20

Copies of the articles and chapters will be available on e-reserves.

Majoring or Minor in Ethnic Studies at UCSD

Many students take an ethnic studies course because the topic is of great interest or because of a need to fulfill a social science, non-contiguous, or other college requirement. Often students have taken three or four classes out of "interest" yet have no information about the major or minor and don't realize how close they are to a major, a minor, or even a double major. An ethnic studies major is excellent preparation for a career in law, public policy, government and politics, journalism, education, public health, social work, international relations, and many other careers. If you would like information about the ethnic studies major or minor at UCSD, please contact Yolanda Escamilla, Ethnic Studies Department Undergraduate Advisor, at 858-534-3277 or yescamilla@ucsd.edu.

COURSE POLICIES AND PROCEDURES:

Attendance & Active Participation: If you must be absent, then it is your responsibility to find out what you missed from one of your classmates. Attendance does not suffice unless you are actively participating in class discussions. You are expected to attend every class for its entirety. If you must arrive late or leave early, please let me know in advance. *Note well: Two or more absences will result in automatic failure.*

Principles of Interaction: There will most likely be a wide range of opinions among students, many of which may be rooted in personal experiences. Our goal in this classroom is to stimulate critical analysis, challenge paradigms, and raise questions so that as a class we may engage in respectful and considerate debate and discussion. Offensive and insulting contributions to class discussions or behaviors and/or comments that otherwise disrupt the learning process are not acceptable. Abusive and harsh language will not be tolerated in this classroom. It is my expectation that we will all maintain a safe classroom environment conducive to learning.

****There is absolutely no cell phone/text usage or similar devices during class.****

Academic Integrity: Each student is expected to maintain the highest standards of honesty and integrity in academic matters. Your written work must be your own. Please note well that *any suspected academic dishonesty* will be reported to the Office of the Dean of Students. For more information about violations of academic integrity and their consequences, consult the Guidelines Regarding Academic Integrity section in the Undergraduate Catalog. The University has instituted serious penalties for academic dishonesty.

ADA Statement: If you have a special need or documented disability that requires modified instructional procedures, please notify me in writing within the first week of the course.

Format: Unless noted otherwise, your assignments should be double-spaced, 1 inch margins, 12 point Times New Roman font. Include your name, date, course information, course assignment (and title) on the upper left hand corner. There is no need for a title page.

Grading: Written work needs to be in on time. Late papers will be automatically marked down one letter grade for each day they are late, and will not be accepted for credit if they are more than one week late.

If you would like to contest your grade, you must do so within a week of you receiving a grade for a particular assignment. Additionally, before coming to office hours, you must write out exactly what you are contesting and why you feel your grade should be raised.

******I reserve the right to make changes to the syllabus. For example, if students are habitually unprepared, I may opt to give pop quizzes. Should they become necessary, the quizzes will be incorporated into your participation grade.***

COURSE REQUIREMENTS & EVALUATION:

Attendance & Active participation.....	20%
News article Analytical Response.....	10%
Presentation of readings.....	25%
Creative Project.....	15%
Final Argumentative Paper (5-6 pages).....	30%

***You must complete all course requirements in order to pass the course.**

Attendance & Participation 20%

This is a discussion-intensive seminar. You must be prepared to participate in classroom discussions, in-class activities, and reading-based exercises. This means you must be prepared to respond to the assigned material, pose questions, and thoughtfully contribute to classroom discussions. Note: I may choose to collect classroom exercises as documentation of your engagement with course material for your participation grade.

Group Presentation 25%

Groups of 3-4, you will lead the class discussion by identifying the most important concepts in the readings and create a class discussion. You will: (1) present the authors' main arguments; (2) illustrate how the arguments were constructed; (3) respond to the readings; (4) raise 2-3 questions; (5) connect the reading to a contemporary immigration issue; and (6) creatively engage your classmates with the material. Creativity is encouraged to stimulate provocative discussion. You are required bring in outside audio, written, &/or visual materials to illustrate any concepts/points. Make to submit a handout that illustrates to 1-4. You will have 25 minutes to present. Think of this as if you were teachers for the session.

News Article Analytical Response 10%

DUE: Wednesday, July 7

On a weekly basis, I will post articles on related to contemporary immigration issues from mainstream and alternative news material. Write a 2-page, analytical response that engages with concepts and arguments presented in the course. Frame your response as a direct response to the author.

Questions to consider are: What message does the article relay to the reader? Why is this message important? In other words, how does this article contribute to the current im/migration debate? Are there any images attached to the article and if so, what are they and how do they relate to the article? Does the article speak to any of our past class discussions? How? What key concepts does the article address?

Creative Project 15%

DUE: Wednesday, July 28

You are required to create an artistic piece/project that thoughtfully captures the course material on immigration issues. Your project must make historical linkages to a contemporary issue in an explicit way. The purpose of this creative project is to share with others what you have learned. Decide who your intended audience will be. Choose from the following: elementary or high school students, teachers, community members, or academics. You can work on your creative project individually, with a partner, or form a small group of 3-4 people. By **Monday, July 19**, you need to let me know who (if anyone) you will be working with. Prepare to present your project to a live audience. Each person or group will have 15 minutes.

Your creative project can take a variety of forms that include, but not limited to: visual artwork (drawing, photography, sculpture, poster), video (documentary, short film), writing (poem, song/rap, play, lesson or unit plan, brochure), or power point presentation.

Final Argumentative Paper 30%

Throughout U.S. history, im/migration is often framed within political economic terms and the debate centers on whether im/migration is beneficial or damaging to the nation. This framing depicts im/migrants as assets or disadvantages, posing im/migrants' interests, desires, circumstances, and so forth as secondary considerations. Open with a discussion on how this binary erases the role of the U.S. in shaping im/migration and places the problem of im/migration on im/migrant bodies. In your paper, consider ways to disrupt this dominant im/migration framing. How do we move away from a discussion framed in these binary terms i.e. good immigrants versus bad immigrants? What discourse should we move towards? What would the new debate look like? What are some possible steps we can take towards moving in that direction?

As part of your paper you will be assigned writing exercises so that your peers and I can provide feedback throughout the writing process. The following is the schedule for these assignments and a breakdown of your points:

Thesis Statement, Opening Paragraph, and working outline (5%) **Wednesday, July 14**

3-4 page Rough Draft (10%) **Monday, July 19**

Final Paper (15 %) **Monday, August 2**

Thesis Statement (5%) + Rough Draft (5%) + Final Paper (15%) = (30%)

COURSE SCHEDULE:

UNIT ONE

SOCIAL CONSTRUCTION OF RACE, CITIZENSHIP, AND THE NATION

How does U.S. imperialism shape im/migration? How is our perspective on im/migration affected by acknowledging the role of the U.S. in this process? In other words, how can we redefine normative narratives of im/migration by beginning our discussion with how the U.S. is involved in creating and maintaining im/migration? What is the relationship of

imperialism, im/migration, and white supremacy? What is the relationship between whiteness and citizenship?

Week 1 Immigrant Narrative Myth I

Monday, June 28

Introduction & Course Overview

Wednesday, June 30

Yen Espiritu, *Homebound*, Chapter 1, pp. 1-22

Michael Omi & Howard Winant, *Racial Formation*, Chapter 4, pp. 53-76

Steven Steinberg, "The Ignominious Origins of Ethnic Pluralism in American," in *The Ethnic Myth: Race, Ethnicity and Class in America*, pp. 5-43

Evelyn Nakano Glenn, *Unequal Freedom*, Chapter 2, pp. 18-55

Lisa Lowe, *Immigrant Acts*, Chapter 1, pp. 1-36

Week 2 Historical Overview of Immigration Policies

Monday, July 5 – HOLIDAY CAMPUS CLOSED

Wednesday, July 7

Sassen, Saskia, "America's Immigration 'Problem'" in Saskia Sassen, *Globalization and Its Discontents: Essays on the New Mobility of People and Money*, New York: The New Press, 1998: 31-53.

Erika Lee, *At America's Gates Chinese*, Chapter 1

Mae Ngai, *Impossible Subjects*, Introduction and Chapter 1

Luibheid, Eithne. "The 1965 Immigration and Nationality Act: An 'End' to Exclusion?" *Positions: East Asia Cultures Critique* 5:2(1997): 501-21.

UNIT TWO

NEGOTIATING RACISM & QUESTIONS OF BELONGING

Week 3

Monday, July 12

Okiihiro, Gary. "When and Where I Enter," in *Margins and Mainstreams: Asians in American History and Culture*. Seattle: U of Washington Press, 1994. pp. 3-30.

Nicholas P. De Genova, "Migrant 'Illegality' and Deportability in Everyday Life." *Annual Review of Anthropology* 31: 419 – 447 (2002).

Leland Saito, *Good Immigrants, Bad Immigrants*

Leo Chavez, *Manufacturing Consent*

Wednesday, July 14

Mae M. Ngai, "Ch. 2, Deportation Policy and the Making and Unmaking of Illegal Aliens," *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton: Princeton University Press: 1-90.

Michael Welch, "Immigration Lockdown before and after 9/11: Ethnic Construction and Their Consequences," *Race, Gender, and Punishment*. Piscataway: Rutgers University Press, 2007: 149-163.

Rebecca Bohrman 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.

Mary Bosworth, "Identity, Citizenship, and Punishment," *Race, Gender, and Punishment*. Piscataway: Rutgers University Press, 2007: 134-148.

UNIT THREE ORGANIZING BEYOND CITIZENSHIP RIGHTS

What are some strategies (im)migrants engage in to circumvent some of the impact criminalization has on their lives and secure rights? What is transnationalism and how do (im)migrants engage in it? Organizing around citizenship is limited, as Das Gupta demonstrates. How can we organize differently? Can we organize outside of the model of citizenship? What would this look like?

Week 4 Rights, Activism, and Transnational Politics

Monday, July 19

Alicia Camacho *Migrant Imaginaries* Bordered Civil Rights

Myrna García, *Sin Fronteras*, Introduction, (unpublished work)

Marisela R. Chávez, "We Lived and Breathed and Worked the Movement": The Contradictions and Rewards of Chicana/Mexicana Activism in el Centro de Accion Social Autonomo-Hermandad General de Trabajadores (CASA-HGT), Los Angeles, 1975-1978," in *Los Obreras: Chicana Politics of Work and Family*, pp. 83- 106

Maria de Los Angeles Torres, "In Search of Meaningful Voice and Place: The IPO and Latino Community Empowerment in Chicago" in *La Causa*, pp. 81- 106

Wednesday, July 21

Monisha Das Gupta, *Unruly Immigrants*, Introduction & Chapters 1-3

Week 5 Lessons Learned & Future Directions in Immigration Rights Activism

Monday, July 26

Monisha Das Gupta, *Unruly Immigrants*, Chapter 4-6 & Conclusion

Wednesday, July 28

George, Sheba Mariam. "Transnational Connections: the Janus-Faced Production of an Immigrant Community" in *When Women Come First: Gender and Class in Transnational Migration*. Berkeley: UC Press, 2005. pp. 158-96.

Manalansan, Martin. "Speaking in Transit: Queer Language and Translated Lives" in *Global Divas: Filipino Gay Men in the Diaspora*. Durham: Duke UP, 2003. pp. 45-61.