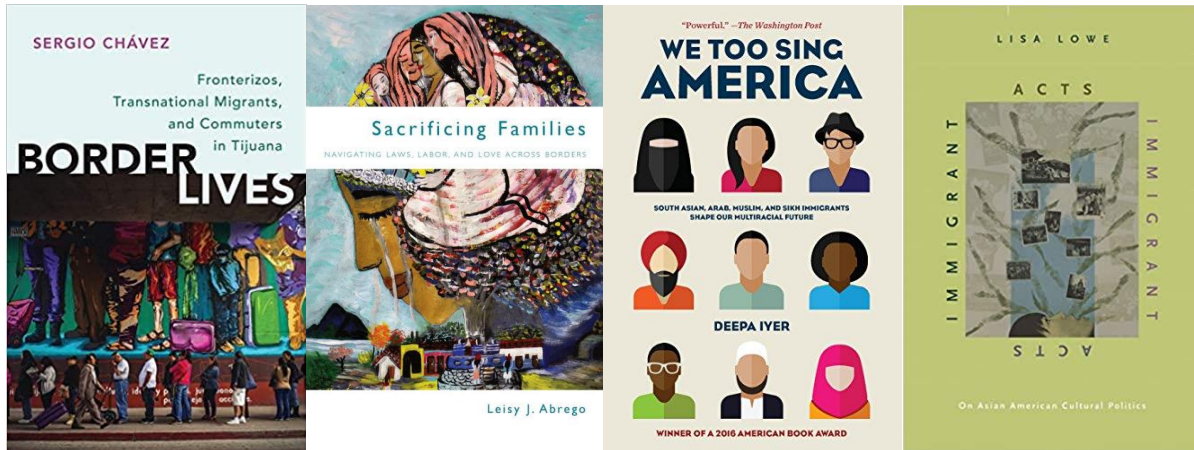


ETHN 118:
Contemporary Immigration Issues
Lecture – Tues/Thurs 11:00a-1:50p
Summer I 2021



Professor: Dr. Martin L. Boston

Location: Zoom (<https://zoom.ucsd.edu>) & Canvas

Office Hours and Location: by appointment via Zoom (<https://zoom.ucsd.edu/>)

Professor Email: mboston@ucsd.edu

Description: Despite this country's idea of itself as a "nation of immigrants," everything about immigrant life in the United States is precarious. From the legislation that allows people into this country to the attitudes surrounding immigrants and the ways in which they have been demonized, immigrant life is, as we will read over the course of this quarter, arbitrary, and subject to the circumstances of the host country. We are living in increasingly tense times as members of this nation attempt to understand how their national identity is constituted by its immigrant populace.

Learning outcomes:

By the end of this class, you will be able to:

- Identify central arguments in the texts we read and examine them from multiple angles.
- Take and defend a particular position while considering the viability of other positions.
- Talk about the issues presented in this class in an academic manner and engage in thoughtful, gracious debate with peers.
- Apply the concepts and readings we discuss to everyday examples.

Class Structure:

Tuesdays

- There will be required live class sessions every Tuesday via Zoom this summer session. On Tuesdays, Professor Boston will review the previous week's main themes and foreshadow the week to come. Professor Boston will also field any questions or concerns at this time. There will be no live class session on Thursdays.

- There will also be uploaded to Canvas on Tuesdays reading presentations for readings due that day. Students who sign up for reading presentations that are due on Tuesdays will need to send their reading presentation paper assignment to Professor Boston by the Monday prior by 11:59pm. ***More information on reading presentations can be found in the reading presentations explanation later in this document.***
 - Students who are not presenting on any particular reading on a given Tuesday are required to read each presentation document that day and comment on one of each presenter's discussion questions on Canvas by 11:59pm on the following Wednesday. ***More information on discussion posts can be found in the discussion posts explanation later in this document.***

Thursdays

- No live class sessions.
- There will be uploaded to Canvas on Thursdays reading presentations for readings due that day. Students who sign up for reading presentations that are due on Thursdays will need to send their reading presentation paper assignment to Professor Boston by the Wednesday prior by 11:59pm. ***More information on reading presentations can be found in the reading presentations explanation later in this document.***
 - Students who are not presenting on a given reading on Thursdays are required to read each presentation that day and comment on one of each presenter's discussion questions on Canvas by 11:59pm on the following Friday. ***More information on discussion posts can be found in the discussion posts explanation later in this document.***

Course Readings:

All readings can be found under the "Files" tab on Canvas (canvas.ucsd.edu). You will be notified when and if any additional texts will be put there or on E-Course Reserves.

NOTE: To get access to online readings off campus you must have access to the UCSD off-campus VPN. For instructions to set this up go to: <https://library.ucsd.edu/computing-and-technology/connect-from-off-campus/> . If you still have trouble, go to the library and have the staff there help you troubleshoot the issue.

Course Requirements:

Final grades are based on the successful completion of class requirements as weighted below. Students must complete all assignments to pass the course. No late or make-up assignments will be acceptable without documentation of an emergency. Pass/Fail: passing grade is 70% and above. Grading focuses primarily on how thoughtfully and insightfully you engage course content, including your ability to understand and articulate arguments made in lecture and in readings.

Grade & Grade Distribution:

- Reading Presentation - 20%
- Discussion Boards - 30%
- Final Paper - 40%
- Attendance – 10%

Attendance: After Week 1, there are no excused absences from Tuesday Zoom lectures. Missing section will negatively affect your final grade starting Week 2. **Two absences will result in failing**

the course. Only university sanctioned absences (with timely notification) or documented emergencies will be acceptable excuses for missing Tuesday live sessions.

Reading Presentations and Discussion Boards:

Students will be responsible for presenting (1) assigned reading during summer session. The presentation will be graded on the thoroughness, accuracy and quality of your presentation. The discussion boards will be graded cumulatively per week with how you engage and respond to the rest of your classmates' presentation questions. Each student will sign up for (1) date to prepare a presentation at the beginning of the summer session. Students will be responsible for summarizing the texts, providing analysis of key terms, concepts, and quotes, and facilitating discussion on their assigned reading(s). **Each student will be required to email a copy of their presentation document to their instructor the night prior to the reading due date.** This document should have the following:

- A brief bio of the author. Could be a few bullet points.
- A brief summary of the text(s). (Should be $\frac{3}{4}$ to a page single spaced)
- (4) Key Terms & Concepts with definitions for each
- (2) Key Nouns – People, Places or Things important to the reading with definitions for each
- (3) Central Quotes with Page Numbers (i.e. quotes that show the thesis, main argument(s) and/or intentions of the article, and/or articulate key definition(s) and/or theoretical ideas/developments) with a few sentences explaining their significance
- And, (3) Challenging discussion questions (These are questions you will pose to the class in order to facilitate discussion of the texts and really help students understand and apply key ideas in your reading)

Students will email their presentation to Professor Boston by 11:59pm the day prior to when the reading is due. Professor Boston will upload your presentation document to Canvas so the rest of the class can read the presentation at their convenience and take notes as they read the text in order to answer discussion questions. Each student will be responsible for going on the discussion board for each reading and participate in the discussion of at least one of the discussion questions per presentation. If no student is signed up for the reading, students still must submit discussion board entries. However, instead of being prompted by presentation questions, students will just write their general impressions after reading or respond to a classmate's general impressions. Regardless, these must be quality responses and must be at least a substantial paragraph long; at least 7-8 sentences long. Your posts must talk about the readings specifically. So, either use a quote or paraphrase the reading. Your instructor will tally your responses for each session and grade them cumulatively per week.

Final Paper:

Students will be required to write a paper based on a prompt provided that will consider the themes of the course broadly and use course readings as evidence for their argumentation. This paper will be 3-4 pages in length. More information will be given prior to its due date.

Email Policy:

Email updates about the course will be sent frequently. **Reading emails sent from Professor Boston are required.** "I did not see the email," "it went to my junk mail," etc. are not viable excuses. Please be sure you have your email linked to your smartphone and that "mboston@ucsd.edu" is not

addresses that are sent to your junk mail. Professor Boston will also send announcements through Canvas, which you will receive via email as well.

Also, please observe standard email etiquette and formatting. Send all email from your UCSD account. I will do my best to respond to your questions within 24 hours. Email is a good way for you to ask short and/or logistical questions or set up office appointments. If you have questions that require an in-depth answer, please schedule an office hours appointment.

Disability Access

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) located in University Center 202. Please make arrangements to contact the instructor. Contact the OSD for further information: disabilities.ucsd.edu

Title IX Compliance

The Office for the Prevention of Harassment & Discrimination (OPHD) provides assistance to students, faculty, and staff regarding reports of bias, harassment, and discrimination. OPHD is the UC San Diego Title IX office. Title IX of the Education Amendments of 1972 is the federal law that prohibits sex discrimination in educational institutions that are recipients of federal funds. Students have the right to an educational environment that is free from harassment and discrimination.

Students have options for reporting incidents of sexual violence and sexual harassment. Information about reporting options may be obtained at OPHD at ophd.ucsd.edu. Students may receive confidential assistance at CARE at the Sexual Assault Resource Center at care.ucsd.edu or Counseling and Psychological Services at caps.ucsd.edu.

Additional Resources:

- Office for Students with Disabilities (OSD): <http://disabilities.ucsd.edu/about/>
- Counseling and Psychological Services (CAPS): <http://caps.ucsd.edu/>
- Writing Center (127 Mandeville): <http://writingcenter.ucsd.edu/>
- Writing + Critical Expression Hub at the Teaching + Learning Commons: <http://commons.ucsd.edu/students/writing/index.html>
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Majoring or Minor in Ethnic Studies

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 do not 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, education, medicine, public health, social work, counseling, journalism, government and politics, international relations, and many other careers. If you would like information about the Ethnic Studies major or minor, please contact:

The Ethnic Studies Department

Phone: (858) 534-3276 or E-mail: ethnicstudies@ucsd.edu or visit www.ethnicstudies.ucsd.edu

Course Schedule:

Week 1 – INTRODUCTION: Coming to Terms

Tuesday (6/29)

- Syllabus Review

Thursday (7/1)

- Adam Goodman, “Nation of Migrants, Historians of Migration,” from *The Journal of American Ethnic History*, Vol. 34, No. 4 (Summer 2015)
- Aviva Chomsky, “The Dark History Of The ‘Nation Of Immigrants,’” Huffington Post, September 13, 2016 - https://www.huffingtonpost.com/aviva-chomsky/the-dark-history-of-the-nation-ofimmigrants_b_11992608.html
- Paul Spickard, “Immigration, Race, Ethnicity, Colonialism,” in *Almost All Aliens* (2007)

Week 2 – Gatekeeping and Immigration after 9/11

Tuesday (7/6)

- Erika Lee, “Chapter 1 - A Nation of Immigrants / A Gatekeeping Nation: American Immigration Law and Policy, 1875-Present,” from *A Companion to American Immigration History*, Reed Ueda, ed., (2006)
- Lisa Lowe, “Immigration, Citizenship, Racialization: Asian American Critique” from *Immigrant Acts: On Asian American Cultural Politics* (1996)

Thursday (7/8)

- Deepa Iyer, “Journeys in a Racial State,” from *We Too Sing America: South Asian, Arab, Muslim, and Sikh Immigrants Shape Our Multiracial Future* (2015)
- Moustafa Bayoumi, excerpt from How Does It Feel to Be a Problem? Being Young and Arab in America, NY Magazine, 2008 - <http://nymag.com/news/features/48931/index2.html>
- Leti Volpp, “The Citizen and the Terrorist,” *UCLA Law Review* (2002)

Week 3 – Destroying the Immigrant Family and The Muslim Ban

Tuesday (7/13)

- Mai Ngai, “Deportation Policy and the Making and Unmaking of Illegal Aliens,” from *Impossible Subjects: Illegal Aliens and the Making of Modern America* (2004)
- Leisy J. Abrego, “The Structure of Trauma Through Separation,” from *Sacrificing Families: Navigating Laws, Labor, and Love Across Borders* (2014)

Thursday (7/15)

- Beeta Baghoolizadeh, “The #MuslimBan Primer: Key Terms and Timeline,” Ajam Media Collective, February 6, 2017 - <https://ajammc.com/2017/02/06/muslimban-primer-key-terms-timeline-events/>
- Zack Beauchamp, “There is no rational justification for Trump’s travel ban,” Vox, January 27, 2017 - <https://www.vox.com/world/2017/1/27/14412420/terrorism-muslims-america-islam-trump>

- **Watch:** “Immigrant America: The High Cost of Deporting Parents,” VICE News, March 19, 2014 - <https://news.vice.com/video/immigrant-america-the-high-cost-of-deporting-parents>

Week 4 – Borders and Confronting COVID

Tuesday (7/20)

- Mary Pat Brady, “Border,” Keywords from *American Cultural Studies* (2014)
- Sergio R. Chávez, “Crafting Border Livelihoods,” from *Border Lives: Fronterizos, Transnational Migrants, and Commuters in Tijuana* (2016)
- **Watch:** segments from Crossing Over: Stories of Immigration and Identity (2014) <https://vimeo.com/114141133>

Thursday (7/22)

- Daniel Gonzalez, “COVID-19 cases spiking again at some ICE detention centers. Critics say ICE failed to vaccinate detainees” May, 27, 2021 – <https://www.azcentral.com/story/news/politics/immigration/2021/05/27/covid-19-cases-spiking-again-at-some-ice-detention-centers/5210208001/>

Week 5 – CONCLUSION: At the Margins

Tuesday (7/27)

- Priyali Sur, “Why Record Numbers of African Migrants Are Showing Up at the U.S.- Mexican Border: Europe’s failure to help refugees in Libya is driving them across the Atlantic” JUNE 26, 2019 - <https://foreignpolicy.com/2019/06/26/why-record-numbers-of-african-migrants-are-showing-up-at-the-u-s-mexican-border/>
- Lauren Villagran, “‘Arbitrary’ and ‘absurd’: Uneven enforcement at Texas border prompts migrants to try, try again” Apr. 9, 2021 - <https://www.elpasotimes.com/in-depth/news/2021/04/09/texas-joe-biden-immigration-plan-haitian-migrants-us-mexico-border/4810556001/>

Thursday (7/29)

- NO READINGS – WRITE FINAL PAPER

******Final Paper Due Saturday 7/31 by 11:59pm******