

**Ethnic Studies 118: Contemporary Immigration Issues
Summer Session II 2008**

Instructor: Martha D. Escobar

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Office Hours: Monday 10-11:30 and Wednesday 10-11:30 and by appointment. I will hold office hours in the Cross Cultural Center.

Class Meets: MW 12-2:50

Course Description:

This course will examine a diversity of contemporary (im)migration issues largely centered on the practices of various state institutions and their role in (im)migration control. We begin by exploring how the U.S. shapes immigration and migration patterns and move from a discussion of individual choice towards a conversation of structural processes shaping (im)migration. A significant portion of the course will be dedicated to considering (im)migration control as a mechanism for policing the nation. In other words, how do policies, discourse, and institutional practices towards (im)migration contribute to the making of the U.S.? The course highlights the ways that gendered punishment operates to police national borders and boundaries that are defined along racial and ethnic lines. We end by reflecting on the question of “rights” and the possible implications for (im)migrants in the current U.S. context.

Required Texts:

Luibheid, Eithne. *Entry Denied: Controlling Sexuality at the Border*. Minneapolis and London: University of Minnesota Press, 2002.

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

Books are available at Groundwork Bookstore (452-9625). All books will be on reserve at the library.

ETHN 118: Contemporary Immigration Issues Reader is available at University Readers—
Phone: (858) 552-1120 Website: www.universityreaders.com

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.

Note: I reserve the right to make changes to this syllabus. If changes occur you will be notified in a timely manner.

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Course Requirements:

Attendance.....	10%
Active participation.....	20%
Weekly news article.....	5%
Presentation of readings.....	5%
Project.....	30%
Paper (5-6 pages).....	30%

ASSIGNMENTS

Attendance and Active Participation 10% of your grade depends on your attendance and 20% depends on your ACTIVE participation. This means that you are expected to attend class, be on time, be prepared by having done your assignments and readings by the beginning of class, engage in class discussion, including not dominating the discussion and encouraging others to speak, and when we have guest speakers, videos, or a class fieldtrip, take notes and ask questions. This will ensure that the class is as engaging as possible and that we make the best of our time together.

Weekly News Article Every Wednesday you are required to bring into class a news article related to (im)migration. Although not all students may get an opportunity to present each week, be ready to be called on to speak about your chosen article to the class.

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?

Presentation of Readings You will form groups of 3-4 and you will be assigned to introduce the readings for a particular date. The presentations should run from 10-20 minutes and you are responsible to present the main argument(s) the author(s) present and how the argument(s) is/are made.

Group Project The power of education comes from our ability to effectively convey messages that move others to reflect on the information provided to them and take positions on the issues they are presented with. The group project challenges you to formulate a position on an issue and present your argument in a creative and convincing manner.

In groups of 3-4 students, put together a two-part project on a pre-approved topic related to the course. Examples include (im)migration control as a mechanism for policing the nation, gendered punishment through the lens of (im)migration, or (im)migrant rights in the U.S.

For the first part of your project put together an informational handout as if you were going to distribute it to an audience. In the handout you need to include information on your topic, why your audience should care about this issue, and what are some possible steps towards addressing

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the concern(s) you bring to their attention. The handout consists of 10% of the total course grade and will be graded on visual presentation (5%) and effectiveness in relaying your argument (5%).

The second part of your group project makes up 20% of the total course grade. This component of your project will be time consuming and requires creativity and intense group cooperation. You need to design a creative project that speaks to the issue you address in the handout. Possible suggestions include short films, photo exhibits, paintings, banners, spoken word, short plays, etc. The project is due September 5, 2008 during the scheduled final, at which time your group will present to the class both the handout (1 copy per student) and creative component. Expect your presentation to run from 20-30 minutes.

Argumentative Paper In the U.S. the question of (im)migration is regularly framed within political economic terms and the debate centers on whether (im)migration is beneficial or damaging to the nation. The framing necessarily marks (im)migrants as assets or disadvantages, relegating (im)migrants' interests, desires, circumstances, and so forth as secondary considerations. Beginning the discussion with this binary erases the role of the U.S. in shaping (im)migration and places the alleged problems (im)migration generates on (im)migrants. In your paper, provide a critique of the current state of the (im)migration debate as it is framed in binary terms and consider how this framing can be decentered/disrupted. How do we move away from a discussion framed in these binary terms? What should we move towards? What would the new debate look like? What are some possible steps we can take towards moving in that direction?

Your final draft is due on Wednesday, August 27. You will present your paper to the class on this day. Prepare your paper presentation as if it were an academic conference presentation. You can use posters, projector (i.e. power point), etc. Expect your presentation to run from 5-8 minutes.

As part of your paper you will be assigned writing exercises so that I can provide you with feedback along your process. With the exception of your final draft, which you will hand in after your presentation, e-mail me the writing exercises by 12 noon on the due date. The following is the schedule for these assignments:

Paper proposal	August 11
Outline, including thesis	August 15
Rough Draft	August 22
Final Draft	August 27

ADA Statement If you have a disability or condition that compromises your ability to complete the requirements of this course, you should inform me as soon as possible of your needs. I will make all reasonable efforts to accommodate you. If, as a result of a disability, you cannot accept the content or terms of this syllabus, you need to notify me in writing within one week of receiving it.

Policy on Late Papers and Make-up Assignments I do not accept late papers or make-up assignments.

Note: I reserve the right to make changes to this syllabus. If changes occur you will be notified in a timely manner.

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SCHEDULE OF READINGS

**I. “We are here because you were there”:
How U.S. Imperialism Shapes (Im)migration**

Week 1—August 4/6

How does U.S. imperialism shape (im)migration patterns? 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?

Readings:

Yen Le Espiritu, “Ch. 1, Home Making,” “Ch. 2, Leaving Home: Filipino Migration/Return to the United States,” “Ch. 3, “Positively No Filipinos Allowed”: Differential Inclusion and Homelessness,” *Home Bound: Filipino American Lives across Cultures, Communities, and Countries*. Berkeley: University of California Press, 2003: 1-69.

Gilbert G. Gonzalez and Raul Fernandez, “Empire and the Origins of Twentieth-Century Migration from Mexico to the United States,” *The Pacific Historical Review*. 71(1):19-57 (Feb., 2002).

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.

Video: The New World Border

**II. Making Power:
The Construction of the “Criminal Alien”**

Week 2—August 11/13

What work is invested in producing/creating “illegal aliens”? How does law shape the creation of racial categories? What purpose does creating these categories serve? What do we mean by “crime is created”? How is criminality wedded to dependency in the (im)migration debate?

Readings:

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.

Nicholas P. De Genova, “Migrant ‘Illegality’ and Deportability in Everyday Life.” *Annual Review of Anthropology* 31: 419 – 47 (2002).

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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.

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.

**II. (Re)producing an 'Ideal' America:
Policing the Nation through (Im)migration Control**

Week 3—August 18/20

How do (im)migration control practices perform as population policies? What is the relationship between the nation and "the body"? How is the (im)migration debate gendered and how has this changed over time? What impact does this have on the way people experience criminalization? What is the relationship of whiteness to citizenship and social belonging?

Readings:

Luibheid, Eithne. *Entry Denied: Controlling Sexuality at the Border*. Minneapolis and London: University of Minnesota Press, 2002.

Week 4—August 25

Roberts, Dorothy. "Who may give birth to citizens? Reproduction, eugenics, and immigration," *Immigrants Out! The New Nativism and Anti-Immigrant Impulse in the U.S.* NY: New York University Press, 1997: 205-19.

Patricia Hill Collins, "Producing the Mothers of the Nation: Race, Class and Contemporary US Population Policies," *Women, Citizenship and Difference*. NY: Zed Books Ltd., 1999: 118-129.

Guest speaker

**IV. Gendered Punishment:
(Re)making Nativism and Some of Its Effects**

Week 4—August 27

What is the role of state institutions in perpetuating both race-based and gender-based violence? How are certain bodies marked as inherently violable? How is gender violence a tool for white supremacy? How do race and gender systems constitute and reinforce each other?

Readings:

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Syd Lindsley, "The Gendered Assault on Immigrants," *Policing the National Body: Race, Gender, and Criminalization*. Cambridge: South End Press, 2002: 175-196.

Lisa Sun-Hee Park, "Perpetuation of Poverty Through 'Public Charge'." *Denver University Law Review* 78, no. 4, 2001, 1161-1177.

Sylvanna Falcon, "'National Security' and the Violation of Women: Militarized Border Rape at the U.S.-Mexico Border," *Color of Violence: The Incite Anthology*, Canada: South End Press Collective, 2007: 119-129.

Paper presentations

V. (Im)migrant Rights?

Week 5—September 1/3

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?

Readings:

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

Guest speaker