

ETHN 118: Contemporary Immigration Issues

Instructor: Dr. Nadeen Kharputly

Office hours: Mondays 12:10pm-2pm (and by appointment) in Social Sciences Building 252

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Any changes to this syllabus will be announced in class and via e-mail.

Course 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.

Ground rules:

We are discussing complex, difficult, and very necessary topics, and while diversity in opinion is expected and welcome, please be sure to voice your responses generously. This is a space where every student has the opportunity to learn in an open and supportive environment, and in order to maintain this co-operative space I expect everyone in this class to be as open-minded and gracious as possible. Personal attacks and hate speech will not be tolerated. Please go over the Principles of Community to ensure that you adhere by the expected guidelines

(<https://ucsd.edu/about/principles.html>)

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 readings:

Bring the readings of the day with you to each class.

You will not be asked to purchase any texts. All required readings – PDFs and links to articles – will be available online on TritonEd. Please access the links to news articles via TritonEd; the links here on the syllabus may have changed in the meantime.

Class etiquette:

Please devote the 50 minutes of class to listening attentively to everyone in this space. We are covering difficult topics so your full attention is required

Be mindful of the space you take up – make sure you respond to the questions posed during our discussions directly and efficiently, and do not forget that your classmates need to be able to participate as well.

Laptops are permitted for referring to the texts and taking notes only. Any distracting behavior – attempting to text discreetly, browsing through social media, etc. - will be cited and disciplined accordingly. Fiddling with technology is rude and distracting (to me and your peers). When you are not taking notes and are listening to your peers, please have your laptop screens down.

Communication:

I encourage you to attend office hours whenever you need to talk through ideas and issues, even early on in the quarter. Please check your e-mail at least once a day to keep up to date with any possible changes to our schedule. Expect responses to your e-mails within 24 hours during the week and 48 hours over the weekend. Courteous correspondence is expected—e-mails must begin with a salutation (“Dear/Hello Dr. Kharputly”) and end with your signature (Sincerely/Thanks, [your name]).

Make sure you read over the syllabus and any instructions I have shared via e-mail or TritonEd carefully before you ask any questions. I will not respond to e-mails asking me what my office hours are, for example, or about any information that is readily available on the syllabus.

Course requirements and percentage of final grade:

Participation and attendance 25%

This includes *regular attendance* and *active participation* in class. Your grade relies heavily on participation and attendance, so any absences can quickly take a toll. Please check in with me **immediately** if you anticipate any difficulties with regular attendance.

Weekly share 20 %

By the end of each week (Sunday) you will share a resource on TritonEd relating to the theme of the week. Over the course of our discussions you will think of many things that you find relevant to our discussion – news articles, stories, music, YouTube videos, movies, TV shows, etc. In the interest of sharing these with everyone in the class, you will be asked to contribute to our resource database to enrich our understanding of each week’s topic.

Midquarter self-evaluation (due by 5/6) 20%

A 3-5 page assignment. Not only to reflect on your progress thus far, but this should help you explore what you will end up researching for your final project. Further instructions will be sent ahead of time.

Final paper (due 6/11) 25%

A 8-12 page research paper on a topic of your choice. Further instructions will be sent ahead of time.

Self-evaluation (due 6/11) 10%

At the end of the course, you will be asked to complete a short (500 words) evaluation of your learning outcomes.

Weekly schedule:

Week 1: Introduction

Monday, April 2

Introduction and syllabus

Wednesday, April 4

Immigration history in the U.S.: A brief introduction

Friday, April 6

Miriam Jordan, "Is America a 'Nation of Immigrants'? Immigration Agency Says No," *New York Times*, February 22, 2018

<https://www.nytimes.com/2018/02/22/us/uscis-nation-of-immigrants.html>

In-class exercise

Week 2: A "nation of immigrants"

Monday, April 9

Adam Goodman, "Nation of Migrants, Historians of Migration," *Journal of American Ethnic History*, Vol. 34, No. 4 (Summer 2015): 7-16

Wednesday April 11

Paul Spickard, "Immigration, Race, Ethnicity, Colonialism," in *Almost All Aliens* (2007), 1-28

Friday April 13

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-of-immigrants_b_11992608.html

Week 3: Gatekeeping

Monday April 16

Erika Lee, "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): 5-35

Wednesday April 18

Lisa Lowe, "Immigration, Citizenship, Racialization: Asian American Critique" from *Immigrant Acts: On Asian American Cultural Politics* (1996)

Friday April 20

Lowe and Lee continued

Week 4: Mid-quarter check in

Monday April 23

Resources for final project

Wednesday April 25

In-class exercise

Friday April 27

Discuss ideas for research project

Week 5: Immigration after 9/11

Monday April 30

Deepa Iyer, "Journeys in a Racial State," from *We Too Sing America: South Asian, Arab, Muslim, and Sikh Immigrants Shape Our Multiracial Future* (2015)

Wednesday May 2

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>

Friday May 4

Leti Volpp, "The Citizen and the Terrorist," *UCLA Law Review* (2002): 1575-1600

Week 6: Constructing illegality

Monday May 7

Mai Ngai, "Deportation Policy and the Making and Unmaking of Illegal Aliens," from *Impossible Subjects: Illegal Aliens and the Making of Modern America* (2004)

Wednesday May 9

-Ngai continued

-Jose Antonio Vargas, "My Life as an Undocumented Immigrant," *New York Times*, June 26, 2011

www.nytimes.com/2011/06/26/.../my-life-as-an-undocumented-immigrant.html

Friday May 11

Rachel Ida Buff, "The Deportation Terror." *American Quarterly* 60, no. 3 (2008): 523-551.

Week 7: Destroying the immigrant family

Monday May 14

Watch in class: "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>

Wednesday May 16

Leisy J. Abrego, "The Structure of Trauma Through Separation," *Sacrificing Families: Navigating Laws, Labor, and Love Across Borders* (2014)

Friday May 18

Gene Demby and Shereen Marison Meraji, "A House Divided by Immigration Status," *Code Switch*, February 27, 2018

<https://www.npr.org/sections/codeswitch/2018/02/28/589249748/what-does-it-mean-to-be-a-nation-of-immigrants>

(Transcript: <https://www.npr.org/templates/transcript/transcript.php?storyId=587413503>)

Week 8: The Muslim ban

Monday May 21

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/>

Michael Gonchar and Katherine Schulten, "Analyzing Trump's Immigration Ban: A Lesson Plan," *New York Times*, January 29, 2017

<https://www.nytimes.com/2017/01/29/learning/lesson-plans/analyzing-trumps-immigration-ban-a-lesson-plan.html>

Wednesday May 23

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>

Friday May 25

Aziz Ansari, "Why Trump Makes Me Scared for My Family," *New York Times*, June 24, 2016

<https://www.nytimes.com/2016/06/26/opinion/sunday/aziz-ansari-why-trump-makes-me-scared-for-my-family.html>

Week 9: Borders

Monday May 28

NO CLASS - Memorial Day Weekend

Wednesday May 30

Mary Pat Brady, "Border," *Keywords from American Cultural Studies* (2014)

In-class viewing: segments from *Crossing Over: Stories of Immigration and Identity* (2014)

Friday June 1

Sergio R. Chávez, "Crafting Border Livelihoods," from *Border Lives: Fronterizos, Transnational Migrants, and Commuters in Tijuana* (2016)

Week 10: Conclusion**Monday June 4**

Borders discussion wrap-up

Wednesday June 6

Final project discussion

Friday March 8

Conclusion

Final papers and self-evaluation due on Monday June 11 by 11:59pm.

Additional information:

The university's statement on academic integrity must be reviewed before turning in any assignments: <http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2>. Plagiarism consists of but is not limited to the following: presenting another person's ideas or language as if they were your own, copying (words AND ideas) from the Internet, and failure to acknowledge and properly cite the sources of the ideas presented. Re-using language from a paper you have previously written for another class is unacceptable. If you are unsure about what constitutes plagiarism, please check in with me ahead of time. It is your responsibility to be aware of all of this; lack of awareness is no excuse.

Please let me know as soon as possible if you need accommodation for disability purposes or religious reasons so that we may make alternate arrangements ahead of time. It is best to get accommodation from the Office for Students with Disabilities (located behind Center Hall, 858-534-4382) as soon as possible so that we can work together to ensure that your needs are met in the event of an emergency.

Majoring or minoring 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 university or college requirement. 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, education, public health, social work, non-profit work and many other careers. If you would like information about the Ethnic Studies major or minor at UCSD, please contact Monica Rodriguez, Ethnic Studies Program Advisor, via email at ethnicstudies@ucsd.edu