

ETHN 118: Contemporary Immigration Issues  
Winter Session 2015  
MWF 10:00am-10:50am in WLH 2114

Instructor: Davorn Sisavath

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Office Hours: Mon/Wed 11:00am-12:30pm Cross Cultural Center

**Course Description:** This course is designed to provide students with a *critical* introduction to contemporary immigration issues in the United States and globally. We will examine the complex relationship and organizing categories, such as citizenship, race, gender, class, and sexuality that are mobilized to explain immigration issues. We begin by exploring the social and historical specificities of U.S. immigration policy and mechanisms of immigration control that are essential to understand and make sense of the world that surround us. We move towards how globalization and U.S. imperialism shape immigration patterns. Finally, we end with some strategies immigrants engage in to secure rights. Topics for discussion include why people migrate across borders, ethical debates related to immigration control and policy, the racialization of immigrants, the role of immigrant workers in the U.S. and globally, undocumented immigration, border militarization, and the different forms of political participation that immigrants engage in.

**Learning Objectives:** This course will familiarize students with major issues of concern relating to the study of contemporary immigration processes. Students who complete this course will learn how to:

- Work with the main concepts used in contemporary immigration studies;
- Understand and evaluate contemporary immigration patterns, legal structures and debates through the analytics of race, gender, class and sexuality;
- Conduct critical analyses of contemporary events within a historical, contemporary and global purview; and
- Describe and explain how states regulate migrants' access to membership, belonging and citizenship.

**Course Requirements**

Attendance and participation	20%
Reflection Papers (five)	15%
Oral/Written Presentation	15%
Midterm Exam	20%
<u>Final Exam</u>	<u>30%</u>
<b>Total</b>	<b>100%</b>

**Grading Policy:** In order to receive a passing grade in the class, students must complete *all* course assignments. All assignments are due at the beginning of class and will be considered late once lecture/class has begun. Assignments will be deducted 1/3 of a letter grade for each day they are late.

**Attendance and Participation (20%):** Throughout the course, we will work through themes, concepts, readings and other materials as a group, therefore, your punctual attendance and active class participation are mandatory and crucial to your success and will also enhance the quality of the course. This is a reading-intensive course and students are expected to finish all reading assigned prior to class. Participation includes asking questions, seeking clarification, offering critical ideas and interpretation, and actively listening to the ideas and arguments of your peers and engaging with them. Attendance will be taken every day. If you miss more than three classes in the quarter, this will result in zero score for participation.

**Reflection Papers (15%):** To prepare for class discussion, five 2-page reflection papers are required and will enable studies to probe and personalize issues considered through readings, class discussions, and contemporary immigration issues. Your reflection paper may highlight a concept, argument or perspective that you find compelling or problematic, pose questions, draw connections from the readings or develop thoughts of your own on a particular issue raised in the assigned material.

**Formatting:** All writing assignments must be typed, double-spaced, one-inch margins all-around, 12-point Times New Roman font, and stapled. Remember to put your name, PID# and page number.

**Oral/Written Presentation (15%):** Students are required to make one brief oral presentation (20 minutes) on a selected week of readings and to submit a 2-page write-up of the presentation on the same day.

**Midterm Exam (20%):** The midterm exam will be proctored on Friday, February 6, 2015. This in-class exam will require students to define and discuss five key terms drawn from course concepts and themes. A list of twenty possible terms will be made available to students on the Friday prior to the exam.

**Final Exam (30%):** The final exam will consist of two parts: 1) an essay in response to a theoretical question generated from course readings; and 2) five identification terms to be defined and discussed. A list of potential key terms will be made available on Monday, March 9, 2015.

**E-mail Policy:** All e-mail correspondence with the instructor must contain a greeting and salutation. E-mail is the best form of communication or for scheduling appointments. If you have questions that require an in-depth answer, please see me during office hours. I will try to respond within 1 business day. Be sure to check your UCSD e-mail account, as I will periodically send you updates on readings and assignments.

**Required Books:** A Reader is available at Cal Copy, 3251 Holiday Court Suite 103, La Jolla CA 92037. Other required readings are available as electronic attachment. Electronic copies must be printed out or downloaded on a device and brought to class on the dates they are assigned.

**Class Conduct:** By the very nature of the course topic, there will likely be a wide range of opinions. A good classroom environment should stimulate you to think for yourself, challenge paradigms, and raise critical questions. However, please keep in mind that we must engage each

other in a respectful and considerate debate in the classroom. These ground rules are reflected in the UCSD Principles of Community to which we are all expected to adhere (<http://www-vcba.ucsd.edu/principles.htm>). Abusive and harsh language, intimidation, and personal attacks will not be tolerated.

**Academic Dishonesty:** Plagiarism is a serious violation, whether intentional or inadvertent. All work submitted in this course must be your own and original. The use of sources such as ideas, quotations, paraphrases, or anything written by someone else must be properly acknowledged and cited. Plagiarism is when you use someone else's words without attribution; it includes using portions of a previously published work or website in a paper without citing the source, submitting a paper written for another course, submitting a paper written by someone else, and using the ideas of someone else without attribution. If you have questions about the proper citation of sources, please discuss them with your instructors or consult Charles Lipson's *Doing Honest Work in College: How to Prepare Citations, Avoid Plagiarism, and Achieve Real Academic Success* (Chicago: University of Chicago Press, 2004). Students found guilty of plagiarism will be disciplined to the full extent of university policy and forwarded to the dean of their college. Students found cheating on an exam or quiz will receive a failing grade in the course and be reported to the dean of their college for disciplinary action. Each student is expected to be familiar with Scud's Policy on Integrity of Scholarship, available at <http://www.senate.ucsd.edu/manual/appendices/app2.htm#AP14>.

**Disabilities:** If you have a documented disability needing accommodations in this course, please inform me and bring a notification letter outlining your approved accommodations. I will make all reasonable efforts to assist you. If, as a result of a disability, you cannot accept the content or terms of this syllabus, you must notify me in writing within one week of receipt of syllabus. You may also seek assistance or information from the Office for Students with Disabilities, 858-534-4382.

## **WEEK ONE: Introduction and Setting the Terms**

- Mon. 1/7      Introduction
- Wed. 1/9      Lowe, Lisa, "Globalization" in *Keywords for American Cultural Studies*, Bruce Burgett and Glenn Hendler eds. New York: NYU Press, 2007.  
Luibheid, Eithne, "Immigration" in *Keywords for American Cultural Studies*, Bruce Burgett and Glenn Hendler eds. New York: NYU Press, 2007.
- Fri. 1/11      Sassen, Saskia, "America's Immigration 'Problem'" in *World Policy Journal* 6, no. 4 (Fall, 1989): 811-832.

## **WEEK TWO: History and Context of Immigration and Citizenship to the U.S.**

- Mon. 1/12      Ngai, Mae, "The Johnson-Reed Act of 1924 and the Reconstruction of Race in Immigration Law" in *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton, NJ: Princeton University Press, 2004.

- Wed. 1/14     Luibheid, Eithne, "Introduction: Power and Sexuality at the Border" in *Entry Denied: Controlling Sexuality at the Border*. Minneapolis: University of Minnesota Press, 2002.
- Fri. 1/18     Roberts, Dorothy, "Who May Give Birth to Citizens? Reproduction, Eugenics and Immigration" in *Immigrants Out! New Nativism and the Anti-Immigrant Impulse in the United States*, Juan F. Perea ed. New York: New York UP, 1997.

### **WEEK THREE: The Construction of "Illegal Aliens"**

- Mon. 1/19     Lee, Erika, "The Chinese Exclusion Example: Race, Immigration, and American Gatekeeping, 1882-1924" in *Journal of American Ethnic History* 21: 3 (Spring 2002) pp. 36-62.
- Wed. 1/21     Ngai, Mae, "Deportation Policy and the Making and Unmaking of Illegal Aliens" in *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton, NJ: Princeton University Press, 2004.
- Fri. 1/23     Camacho, Alicia Schmidt, "These People Are Not Aliens: Transborder Solidarity in the Shadow of Deportation" in *Migrant Imaginaries: Latino Cultural Politics in the U.S.-Mexico Borderlands*. New York: NYU Press, 2008.

### **WEEK FOUR: Border Militarization**

- Mon. 1/26     **Martin Luther King, Jr. Holiday – NO CLASS**
- Wed. 1/28     Falcon, Sylvanna, "'National Security' and the Violation of Women: Militarized Border Rape at the U.S.-Mexico Border," in *Color of Violence: The Incite Anthology*. Canada: South End Press Collective, 2007: 119-129.
- Fri. 1/30     Fregoso, Rosa Linda, "Toward a Planetary Civil Society" in *meXicana encounters: The Making of Social Identities on the Borderlands*. Berkeley: UC Press, 2003.

### **WEEK FIVE: Globalization and Migration of Labor I**

- Mon. 2/2     Lowe, Lisa, "Work, Immigration, Gender: New Subjects of Cultural Politics" in *Social Justice* 25, no. 3 (1998): 31-49.
- Wed. 2/4     Chang, Grace, "Global Exchange: The World Bank, 'Welfare Reform,' and the Trade in Migrant Women" in *Disposable Domestics*. Boston: South End Press, 2000.
- Fri. 2/6     Midterm Exam

## **WEEK SIX: Globalization and Migration of Labor II**

- Mon. 2/9      Film: Film: Maquilapolis  
<https://www.youtube.com/watch?v=CDIEW09MQNQ>
- Wed. 2/11      Gaspar de Alba, Alicia, "The Maquiladora Murders, 1993-2003," in *Aztlan: A Journal of Chicano Studies* 28, no. 2 (2003): 1-17.
- Fri. 2/13      Parrenas, Rhacel S, "Introduction: Filipina Migrants and the Force of Domesticity" in *The Force of Domesticity: Filipina Migrants and Globalization (Nation of Newcomers)*. New York: New York University Press, 2008.

## **WEEK SEVEN: Migration, Refugees and Conflict**

- Mon. 2/16      **President's Day Holiday – NO CLASS**
- Wed. 2/18      Ong, Aihwa, "The Refugee as an Ethical Figure" in *Buddha is Hiding: Refugees, Citizenship and the New America*. Berkeley: UC Press, 2003.
- Fri. 2/20      Espiritu, Yen Le, "Militarized Refuge(es)" in *Body Counts: The Vietnam War and Militarized Refuge(es)*. Berkeley: UC Press, 2014.

## **WEEK EIGHT: Immigration, Detention, and Deportation**

- Mon. 2/23      Film: Lost in Detention  
<http://www.pbs.org/wgbh/pages/frontline/lost-in-detention/>
- Wed. 2/25      Buff, Rachel Ida, "The Deportation Terror" in *American Quarterly* 60, no. 3 (2008): 523-551.
- Fri. 2/27      Miller, Theresa A, "The Impact of Mass Incarceration on Immigration Policy" in March Mauer and Meda Chesney-Lind, eds. *Invisible Punishment: The Collateral Consequences of Mass Imprisonment*. New York: The New Press, 2002.

## **WEEK NINE: Immigration in the post-Sept. 11 "War on Terror"**

- Mon. 3/2      Naber, Nadine, "From Model Minority to Problem Minority" in *Arab America: Gender, Cultural Politics, and Activism*. New York: New York University Press, 2012.
- Wed. 3/4      Meeropol, Rachel, ed., "The Post-9/11 Terrorism Investigation and Immigration Detention" in *America's Disappeared: Secret Imprisonment, Detainees, and the "War on Terror."* New York: Seven Stories Press, 2005.

Fri. 3/6 Maira, Sunaina, "The Intimate and the Imperial: South Asian Muslim Immigrant Youth After 9/11" in *Youthscapes: The Popular, The National, the Global*. Maira, Sunaina and Elizabeth Soep, eds. Philadelphia: University of Pennsylvania Press, 2005.

### **WEEK TEN: Immigrant Rights**

Mon. 3/9 DreamAct - <http://www.immigrationpolicy.org/issues/DREAM-Act>

Wed. 3/11 Monisha Das Gupta, "'Owning Our Lives'" Women's Organizations" in *Unruly Immigrants: Rights, Activism, and Transnational, South Asian Politics in the United States*. Durham: Duke University Press, 2006.

Fri. 3/13 WRAP UP

Fri. 3/20 Final Exam 8:00 am -10:59am

#### **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 Daisy Rodriguez, Ethnic Studies Department Undergraduate Advisor, at 858-534-3277 or [d1rodriguez@ucsd.edu](mailto:d1rodriguez@ucsd.edu)