

## **ETHN 118: Contemporary Immigration Issues: Im/migrants, Refugees and Borders**

Professor: Dr. Linh Nguyen

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Solis 109 MWF 2:00PM-2:50PM

Office Hours: Sign up on <https://linhnguyen.youcanbook.me> for a specific time from 12:30-130 Monday and Wednesday. Walk-ins Friday from 12:30-1:30. Location: Cross Cultural Center Tranquility Room, No OH on days the course does not meet, unless by appt.

### Course Description:

This course is a comparative and relational examination of borders/borderlands in the United States: starting with the local, at the US-Mexico border, we move to explore the literal and figurative borders experienced by racialized immigrants and refugees and minoritized groups of color. Rather than comprehensive survey course, we will examine specific cases to uncover the relationships between colonialism and militarism, borders, and citizenship as related to U.S involvement in colonial and military interventions. Paying attention to the roles of gender, sexuality and racialization in shaping the experiences and life opportunities for people of color, we will focus on critiques from feminist, indigenous, and people of color. The research questions for this course are: How do US policies contribute to and shape the contours of contemporary immigration? How can we make sense of contemporary attitudes toward immigration in light of the longer history of immigration policy and enforcement in and by the United States? How does the US position itself as a nation to receive and rescue immigrants, who gets in, who is kept out and how do these moves shape understandings of race, gender, class and sexuality domestically?

### Expectations and Learning Outcomes:

In this course students will develop oral and written communication in critical analysis and research. As such, student presentations in class and written assignments are designed to achieve the following learning goals:

- Acquire knowledge of core concepts and theories of migration such as diaspora and transnationalism.
- Encourage students to interrogate the historical roots of simplified explanations, stereotypes and naturalizations of socially created differences.
- Promote students' ability to analyze power dynamics from the micro-level to the macro-level and connect theory with contemporary issues and practices.
- Express in writing a critical position and well-structured logical argument, sustained by examples, figures, and relevant evidence.
- Conduct research via interview, participant observation and archival methods
- Compare key interpretative vocabularies and theories to critique, resist, and interrogate modern forms of knowledge and power: including ethnic studies, gender studies, immigration and refugee studies.
- Experiment with new ideas, and critically interrogate prejudices and inherited world views.

### Policies:

ADA / OSD: Students requiring assistance are encouraged to seek support through the Office of Students with Disabilities. Please also let me know if you have accessibility needs.

Academic Integrity. <http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2>

In line with UCSD's Principles of Community (<https://ucsd.edu/about/principles.html>), the classroom is a space of respect, cooperation and learning.

This is an upper division course, so there is a reasonable expectation that you will be conversant in major theories of ethnic studies including intersectionality and racial formation. As such, we will not do an extensive overview of basic terms. It is your responsibility to seek support with these and other material with which you are unfamiliar.

Email policy: I will do my best to respond to emails within 24 hours, during the work week.

**Attendance and Participation:** 20% More than two absences from class (which constitutes 10% of our meetings) will be penalized. 1/2 a letter grade will be deducted from your final grade for every day you miss exceeding the allowed absences. If you miss class, it is your responsibility to keep up with the notes, films and assignment submission schedule (it is advised that you work with peers).

Assignments:

**Bi-Weekly Reflection Questions: 15%** (5 total) **12pt font, 1" margins**

**All students will turn in a reflection assignment week TWO.** Subsequently, students with last names **A-K**, will turn in reflections on **weeks 4,6,8,10 L-V** will turn in reflections on **weeks 3,5,7,9**.

- **The assignment must include a paragraph summary of ONE of the readings assigned that week. Then you must come up with 3-5 reading-based discussion questions. See TritonEd for sample assignment.**
- Please submit in **Word or pdf format, only** on TED by Wednesday at 10 am.

Reflection questions should be a concise summary of the films and readings' main arguments, **AND NOT** a presentation of your opinions of the texts. Successful assignments will be a thoughtful synthesis (through discussion questions) of the week's readings, where the writer attempts to make overarching connections across readings. Successful reflections will relate the readings and materials for the week to larger themes.

This course will include a community engagement project. You may be required to complete off-campus activities.

Detailed handouts and rubrics will be distributed for each of the following assignments:

1. Interview Questions: 10%
2. Participant Observation Write Up 1: 15%

Events schedule: <http://readynowsandiego.org/immigrationevents/>

3. Research Write Up 2: 15%

Final Exam: 25%

- Students will conduct a research project over the course of the quarter. This will culminate in an 8-10 page paper on an approved topic of the student's choice.

**Due on 3.20.17 on TED.**

Extra Credit:

1.25.17; 1130-1pm Trinh Mai Artist Presentation CCC Comunidad Room

2.9.17; TBA Katharya Um Presentation CCC Comunidad Room

Other opportunities may be announced as they become available.

Readings:

Will be posted on TritonEd. **Readings and assignments are subject to change, with advance notice. Films are available to stream on the library e-reserves site.**

Week 1: Key Terms and Approaches & US-Mexico border

- MON** - 01.09
- Syllabus and Course Introduction
  - Brady, Mary Pat. “[Border](#)” in *Key Words for American Cultural Studies*. New York: New York University Press (2007).
  - Berlant, Lauren “[Citizenship](#)”
- WED** - 01.11
- Nevins, Joseph. “The Ideological Roots of the Illegal as Threat and the Boundary as Protector.” *Operation Gatekeeper and Beyond : The War On "Illegals" and the Remaking of the U.S.*
- FRI** - 01.13
- Molina, Natalia. “Examining Chicana/o History through a Relational Lens” *Pacific Historical Review*. Vol. 82, No. 4 (November 2013) pp. 520-541

Week 2: Wars and Walls: Citizenship, Legal Status

- MON** - 01.16
- NO CLASS
  - Wendy Brown. “Waning Sovereignty, Walled Democracy.” *Walled States, Waning Sovereignty*. Brooklyn: Zone Books, 2010, 7-42
- WED** - 01.18
- David Harvey, “Neoliberalism as Creative Destruction,” *Annals of the American Academy of Political and Social Science* 610 (1) (Mar. 2007): 21-44
- FRI** - 01.20
- Watch: *The Border Crossed Us* (2005, 26 min., dir. Rachael J. Nez Dine)

**Participant Observation Event:** [Tuesday, January 17, 2017 at 5PM CCC Comunidad Room: Immigration Presentation: Know Your Rights and Other Forms of Immigration Relief](#)

Week 3: Gender, Sexuality, Nation

- MON** - 01.23
- Patricia Fernández- Kelly and Douglas S. Massey, “Borders for Whom? The Role of NAFTA in Mexico-U.S. Migration,” *Annals of the American Academy of Political and Social Science* 610 (1) (Mar. 2007): 98-118
- WED** - 01.25
- Sadowski-Smith, Claudia. “Unskilled Labor Migration and the Illegality Spiral: Chinese, European, and Mexican Indocumentados in the United States, 1882–2007” *American Quarterly*, Volume 60, Number 3, September 2008, pp. 779-804
- FRI** - 01.27
- Bridget Anderson; Nandita Sharma, Cynthia Wright. “Editorial: Why No Borders?” Special issue: “No Borders as a Political Project” *Refuge Journal* 26: 2(2009)

Week 4: US-Mexico.

- MON - 01.30** • **NO CLASS OR OFFICE HOURS- HOURS ALLOTTED FOR PARTICIPANT OBSERVATION ACTIVITIES**
- WED - 02.01** • **NO CLASS OR OFFICE HOURS- HOURS ALLOTTED FOR PARTICIPANT OBSERVATION ACTIVITIES**
- FRI - 02.03** • Hondaneu-Sotelo, Pierette  
• Pessar, Patricia. from *Gender and US Immigration: Contemporary Trends* Berkeley: University of California Press, 2003.

Week 5: Cont.

Week 6: Central America

Week 7: Immigration and Wars in Asia Pacific

- MON - 02.06** • Eithné Luibheid. "Entry Denied: A History of U.S. Immigration Control" *Entry Denied: Controlling Sexuality at the Border*. "Introduction." Minneapolis: University of Minnesota Press (2002).
- WED - 02.08** • **Research Presentation with Ethnic Studies Librarian Alanna Aiko Moore - Meet at Library Classroom**
- FRI - 02.10** • Timothy Dunn "A War for All Seasons." *Militarization of the United States-Mexico Border, 1978-1992* University of Texas Press (1996).

- MON - 02.13** • García, María Cristina. "The Wars in Central America and the Refugee Crisis." *Seeking Refuge: Central American Migration to Mexico, the United States and Canada*. Berkeley: University of California Press, 2006. 13-43.
- WED - 02.15** • García, María Cristina. "Refugees or Economic Migrants? The Debate over Accountability in the United States." *Seeking Refuge: Central American Migration to Mexico, the United States and Canada*. Berkeley: University of California Press, 2006. 84-118.
- FRI - 02.17** • Levenson, Deborah T. "Death and Politics, 1950s-2000s" *Adíos Niño: The Gangs of Guatemala City and the Politics of Death* (Durham, NC: Duke University Press, 2013). 21-52.

- MON - 02.20** • No Class: Presidents' Day Observed.  
**Watch:** *Sentenced Home* (2007)
- WED - 02.22** • Eric Tang. *Unsettled: Cambodian Refugees in the New York City Hyperghetto*. Philadelphia: Temple University Press, 2015. Selections.
- FRI - 02.24** • Yen Le Espiritu. "The Endings that are Not Over." *Body Counts: The Vietnam War and Militarized Refugees* Berkeley: University of California Press, 2014.  
• **Research Write Up 2 Due**

Week 8: Family as Frame

- MON** - 02.27 • Pyke, Karen. 2000. "The Normal American Family as an Interpretive Structure of Family Life among Grown Children of Korean and Vietnamese Immigrants. *Journal of Marriage and the Family* 62 (1): 240-455
- WED** - 03.01 • Briggs, Laura "Latin American Family Values" *Somebody's Children: The Politics of Transracial and Transnational Adoption* Durham : Duke University Press, 2012.
- FRI** - 03.03 • Nguyen, Linh. "Writing Family, Writing Trauma" (2016)

Week 9: Deportation and the Undocumented

- MON** - 03.06 • Watch: *Documented* (2014) dir. Jose Antonio Rivas and Ann Lupo
- WED** - 03.08 • [Removing Refugees - US Deportation Policy and the Cambodian American Community](#) (Leitner Center for International Law and Justice, 2010)
- FRI** - 03.10 • Chavez, Leo R. *Shadowed Lives: Undocumented Immigrants in American Society* Selections
- **Migrant Trail Game:** <http://theundocumented.com>

Week 10: Post-9/11 and War on Terror

- MON** - 03.13 • Raley, Rita. "Border Hacks: The Risks of Tactical Media." *Risk and the War on Terror*. New York: Routledge, 2008, 197-217
- WED** - 03.15 • Abdulhadi, Rabab. "Where Is Home? Fragmented Lives, Borders Crossings, and the Politics of Exile" *Arab and Arab American Feminisms: Gender, Violence and Belonging*. Syracuse University Press. (2011) 315-328.
- FRI** - 03.17 • Watch: *This is Exile: Diaries of Child Refugees*

**Final Exam: 03/20/2017 M 3:00p-5:59p**

**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 college general education requirement. Often students have taken many ETHN courses 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, public policy, and many other careers. If you would like information about the Ethnic Studies major or minor, please contact: Daisy Rodríguez, Ethnic Studies Department Undergraduate Advisor [ethnicstudies@ucsd.edu](mailto:ethnicstudies@ucsd.edu) or visit [www.ethnicstudies.ucsd.edu](http://www.ethnicstudies.ucsd.edu)