

[REVISED]
Immigration and Citizenship in the Global Economy

CES 380.1
Fall 2014
Place: CUE 219
MWF: 12:10-1pm

Instructor: Rory Ong
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Course Description:

Immigration and Citizenship in the Global Economy will examine current research around the historic, social, economic, and political conditions that have influenced the flow of im/migrants, their status as citizens, and their national/international identity. This course will critically evaluate the more complex issues of migration across international borders and the different economies migration engenders. The course will also interrogate the interrelations of im/migration, citizenship and national belonging, as well as examine the regulation of citizenship through policy and legislation. *Immigration and Citizenship* will also consider different sociological approaches to understanding migration, explore the social construction and definition of citizenship rights and privileges, examine the changing demographics of the nation-state in relation to the challenges of global flows of im/migrant workers, and consider the ways in which globalization re/shapes our understanding about national borders. *Immigration and Citizenship* will also consider the social history of immigration and citizenship in relation to race, gender, class, and sexuality to examine the extent that immigration control and the regulation of citizenship sought to establish a monocultural and heteronormative hegemony.

Course Objectives:

Immigration and Citizenship in the Global Economy seeks to provide students with a critical framework to understand how the complex intersections of immigration and citizenship have operated historically, socially, and economically both nationally and internationally. Students will gain insight into the political economies that have driven migration as they study different im/migrant groups (African, Asian Pacific, Canadian, European, Latin American, and Mexican). The course will also introduce students to the several sociological theories and approaches to understanding these flows of people across national borders. Of course, this will open students to debates about the fixed or porous nature of national borders. Students will then consider the politics of *border crossing* in addition to the politics of *border construction*. These inquiries will also direct students to examine the social construction of citizenship, and citizenship rights, as they study the various forms of immigration policy and legislation that seeks to manage and curtail immigration. Students will further study current research that considers not only how immigrants are constructed around race and gender as unassimilable through immigration law, but how legislation also sexualized certain immigrants as deviant and immoral as a way to restrict, but ensure and value, so-called legitimized classes of desired immigrants.

Learning Outcomes:

- 1) Students will gain an understanding of the differing histories, social theories and approaches to evaluating the flows of people across national borders, and gain insight into the history and politics surrounding the social construction of citizens and national borders in addition to the politics of border crossings.
- 2) Students will gain an understanding of the ways in which the spatialization of national borders mitigates the social conditions of national identities, im/migrant practices, and lives on the border in relation to the construction of il/legal citizenship, assimilation, integration, national belonging, and the change in national demographics.
- 3) Students will also become familiar with some of the different migrant ethnographies, sociological methodologies, and the political economies that have driven migration as they study different groups of im/migrants from across the globe (Africa, Asia Pacific, Canada, Europe, Latin America, and Mexico).
- 4) Students will learn about the social invention and construction of U.S. citizenship, citizenship rights, as well as learn about the invention of the il/legal immigrant, through their study of key U.S. immigration policies and legislation. Students will also gain better understanding of the social and cultural consequences of such policies, and how they restricted certain groups from legal immigration due to the undesirability of their race, ethnicity, and culture. Students will also become familiar with current research on how immigrants to the U.S. have been socially constructed not only by race, but also by gender and sexuality.
- 5) Students will become versed and articulate about immigration discourse and legislation developed and ratified around Eurocentric, patriarchal, racist, sexist, and heteronormative values that privileged certain immigrant groups as acceptable and essential to the democracy, but deemed others as unacceptable and a threat to the nation-state because they were perceived as 'naturally' deviant, dissolute, and immoral.

Information Literacy:

Students will be introduced to historical, social, and political research, various search engines, and popular sites of information that will assist them in accessing the necessary academic, as well as popular media, accounts, reports, and critical understanding of immigration, citizenship, national identity, and globalization. Students will also be introduced to Library resources specific to research regarding immigration and citizenship (Students will be required to use library resources in fulfillment of the midterm).

Required Texts:

Migration. Michael Samers. (2010).

Global Diasporas: An Introduction. Robin Cohen. (1997).

Disposable Domestics: Immigrant Women Workers in the Global Economy. Grace Chang. (2000).

Supplementary Readings (available on Angel).

Course Requirements:Critical Engagement

Critical engagement comprises three forms of class participation: 1) Class Discussion and Facilitation; 2) Final Project Presentation; 3) Critical engagement in the class by having read and understood the readings for any given class period, participate in class discussion, engage critical questions, inquire about peers' class facilitation, or engage with a specific point that their peers brought up during class discussion and facilitation. Critical Engagement will count toward 15% of the total grade.

Reading Responses

I will be providing writing prompts over the assigned readings. These may be take-home or in-class assignments. Reading responses need to be 1 page in length, typewritten and double-spaced (take home) or one page hand written (in-class). Your responses to the directed questions will help you begin exploring, formulating, and articulating the information in the course material. Reading Responses will count toward 15% of the total grade.

Class Discussion and Facilitation

Each student will be responsible for facilitating 1 class period of discussion. Students must present a substantive summary of 1 or 2 key issues or concepts of the course material covered for a particular day. Students should also come prepared with one or two questions/specific points of import for the class to consider about the reading. The facilitation should only take 10 minutes of class time Class Discussion/Facilitation will count toward 15% of the total grade.

Midterm—Annotated Bibliography

The midterm will be an annotated bibliography consisting of 6 sources from current (2008+) academic journals and/or chapters from (2008+) academic anthologies or monographs, and 2 current popular news items that address an issue that is linked to immigration and citizenship, global migration, or current immigration legislation (ex: transnational workers; Maquilladoras; Free Trade Zones/Free Enterprise Zones; Dream Act; immigration reform; Border Patrol; AZ Law HB 2281; AZ Law SB 1070; GA Law HB 87; UT Law HB 497; mail-order brides; immigration and same-sex marriage; DOMA). Students must have proper bibliographic citations (Modern Language Association—MLA style), and the annotations themselves must be anywhere from 4-6 sentences long. The annotated bibliography should address a single issue related to immigration and citizenship, global migration, or immigration legislation directly (i.e. immigration reform), or in ancillary ways (i.e. Dream Act, DOMA). The midterm will count as 25% of the total grade.

Final Immigration Research Paper

Students will produce a Final Immigration Research Paper (8-10 typed, double-spaced pages) that critically analyzes a particular issue around global migration, immigration, current immigration legislation, or cover issues that are ancillary to immigration. This final research paper must 1) contextualize the issue, policy, or law through academic

research—primary sources, quantitative research encouraged; 2) explain any competing interests and debates; 3) include analyses that engage popular sentiment; 4) discuss any economic, cultural, and/or political significance of the issue; 5) provide a critical assessment of the complexity of the issue. Writing Process: Annotated Bibliography; Draft of paper due 11/17; Oral Presentation: Students will also present their research to the class in a formal presentation at the end of the semester. The final paper will count toward 30% of the total grade.

Policies:

Grading

Grades will be averaged in the following proportions:

Critical Engagement	15%
Reading Responses	15%
Class Discussion and Facilitation	15%
Midterm (annotated bibliography)	25%
Final Paper	30%

Grading Scale

100-93=A	Suggests that a student's work is outstanding to excellent; The student's work reflects an engaged comprehension of the content and focus of the material and shows thoughtful insight into the complexities of the course. Students also show an attentive engagement with the course. Written work is always well written and articulated.
92-90=A-	
89-87=B+	Suggests the student's work is very good to good; it reflects a very strong, engaged, and solid understanding of the material. Occasionally doesn't go the extra step in critical analysis. Written work is mostly well written and articulated.
86-83=B	
82-80=B	
79-77=C+	Suggests the student's work is adequate; it reflects a fair, but essentially disengaged, grasp of the material and doesn't go very far in comprehension, or reflects a lack of understanding of the issues represented in the material. Written work is unclearly written or articulated. There may be some attendance problems.
76-73=C	
72-70=C-	
69-67=D+	Suggests the student's work shows little comprehension, applies very little effort, fails to grasp the material, is disengaged, or reveals a lack of reading, attention, and/or attendance.
66-60=D	

Attendance

In accordance with the Student Handbook, attendance in this class is mandatory. If you know in advance that you will have to miss class for a legitimate reason, contact me to see whether arrangements can be made to make up any work that will be missed. If you have not finished an assignment for a given class period, attend class

anyway to avoid missing further assignments and in-class work/discussions. **Only institutional excuses will be accepted. If you have more than three (3) unexcused absences, your grade will be lowered one point for every absence thereafter.**

Extra Credit

There may be opportunities for extra credit throughout the semester. I will announce those opportunities as they come up. Unless the instructor advertises an extra credit, students must get approval from the instructor. Extra Credit assignments must relate to the course content of CES 300. Extra Credit should be in the form of a short 1-2 page review of the event, lecture, or film attended--typed and double-spaced. To receive the possible full credit, students must also make a connection in the review with the event, film, or lecture and the content of this course. **Students are allowed only 2 Extra Credit assignments.** Each Extra Credit will count 2.5 pts toward the student's overall final grade (for a total of 5 extra credit points).

Disability Accommodations

The Department of Critical Culture, Gender, and Race Studies supports members of our community who request disability accommodations. Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center.

Academic Integrity

Academic dishonesty, such as cheating, plagiarism, fabrication, and fraud, is prohibited as per the 2013-14 Student Handbook [WAC 504-26-202 <<http://apps.leg.wa.gov/wac/default.aspx?cite=504-26-202>>]. The proper use of primary or secondary research sources and without proper citation or acknowledgment, or copying and claiming someone else's work as your own, is illegal and is not acceptable in this or any other class at WSU. Whether intentional or unintentional, academic dishonesty will result in a grade of F for the assignment in question, or a grade of "F" for the entire course. Should there be any suspicion of academic dishonesty, we will discuss the situation with you before penalties are enforced.

Classroom Etiquette

Out of respect for your classmates and the instructor, **all cell phones must be turned off. iPods and any other devices for listening to music, podcasts, radio, or for text messaging are also prohibited in class. Unless you have a documented disability, no earphones are allowed in class. Use of computers, pads, or e-notebooks of any kind are permitted only by approval of the instructor.** Any use of these items during class will automatically result in a loss of points from the student's final grade.

Campus Safety Plan Emergency Information

Washington State University is committed to maintaining a safe environment for its faculty, staff, and students. Safety is the responsibility of every member of the

campus community and individuals should know the appropriate actions to take when an emergency arises. In support of our commitment to the safety of the campus community the University has developed a Campus Safety Plan, <http://safetyplan.wsu.edu>. It is highly recommended that you visit this web site as well as the University emergency management web site at <http://oem.wsu.edu/> to become familiar with the information provided.

Schedule of Readings:

- Monday, August 25: Review Syllabus. Introduction to the Course.
- Wednesday, August 27: **Video: *Fortress Europe (2003)*.**
- Friday, August 29: **Video: *Fortress Europe (2003)*.**
- Monday, September 1: **Labor Day. All University Holiday.**
- Wednesday, September 3: Read/Discuss Chpt One: “Four phases of diaspora studies” pp. 1-19 in *Global Diasporas*. Discussion Topics: the prototypical diaspora; expanded notions of diaspora; critiques of diaspora; diaspora as *de-zionized*, as mobile and transnational, as post-colonial.
- Friday, September 5: Read/Discuss Chpt. Two: “Classical Notions of Diaspora” pp. 21-27 in *Global Diasporas*. Discussion Topics: What is diaspora; Classical origins of “diaspora”; the idea of Babylon in the Jewish diaspora; Jewish diaspora and Christianity.
- Monday, September 8: Read/Discuss Chpt. Two: “Classical Notions of Diaspora” pp. 27-35 in *Global Diasporas*. Discussion Topics: the Jewish diaspora and Islam; the Ashkenazim.
- Wednesday, September 10: Read/Discuss Chpt. Three: “Victim Diasporas” pp. 39-48 in *Global Diasporas*. Discussion Topics: Origins of the African Diaspora; African homeland and return; Marcus Garvey, W.E.B. DuBois, and other Af Am writers.
- Friday, September 12: Read/Discuss Chpt. Three: “Victim Diasporas” pp. 48-58 in *Global Diasporas*. Discussion Topics: Armenian diaspora; Armenians at home and abroad; Soviet Armenia and after.
- Monday, September 15: **Literacy training covering immigration, data research, gov’t docs, academic journals, popular materials, etc.**

- Wednesday, September 17: Read/Discuss Chpt. Four: “Labour and Imperial Diasporas” pp. 61-68 in *Global Disporas*. Discussion Topics: Indentured India and the British; imperial slavery; religious and political outcomes of colonial imperialism.
- Friday, September 19: Read/Discuss Chpt. Four: “Labour and Imperial Diasporas” pp. 68-80 in *Global Disporas*. Discussion Topics: Imperial diasporas; the British empire; the end of dominion diaspora.
- Monday, September 22: Read/Discuss Chpt Five “Trade Diasporas” pp. 83-91 in *Global Diasporas*. Discussion Topics: the Chinese diaspora; Chinese as minorities.
- Wednesday, September 24: Read/Discuss Chpt. Five “Trade Diasporas” pp. 91-99 in *Global Diasporas*. Discussion Topics: Lebanese emigration; the Lebanese diaspora; ethnic entrepreneurs and trade diasporas.
- Friday, September 26: **Video: *Global Cities: Frankfurt the Euro-City*.**
- Monday, September 29: Read/Discuss Chpt. Six “Diasporas and Their Homelands” pp. 103-112 in *Global Diasporas*. Discussion Topics: Israel a “normal’ state?; Israel and the diaspora.
- Wednesday, October 1: Read/Discuss Chpt. Six “Diasporas and Their Homelands” pp. 112-120 in *Global Diasporas*. Discussion Topics: the Sikh diaspora; Sikh’s and homeland.
- Friday, October 3: Read/Discuss Chpt. Seven “Deterritorialized Diasporas” pp. 123-129 in *Global Diasporas*. Discussion Topics: migration and diaspora in the Caribbean; African-Caribbeans in UK; Caribbeans in Netherland and France.
- Monday, October 6: Read/Discuss Chpt. Seven “Deterritorialized Diasporas” pp. 129-139 in *Global Diasporas*. Discussion Topics: Black Atlantic Thesis; Sindhis and Parsis in Bombay
- Wednesday, October 8: Read/Discuss Chpt Eight: “Diasporas in the Age of Globalization” pp. 141-146 in *Global Diasporas*. Discussion Topics: diasporas in a global economy; international migration.
- Friday, October 10: Read/Discuss Chpt Eight: “Diasporas in the Age of Globalization” pp. 146-156 in *Global Diasporas*. Discussion

Topics: global cities; cosmopolitanism and localism; diaspora as bridge; religion and diaspora.

- Monday, October 13: Read/Discuss Chpt Nine “Studying Diasporas: old methods and new topics” pp. 159-168. Discussion Topics: types of diaspora; compare diasporas—as dispersal, as expansion of work, trade, or empire; as nostalgia—collective memory; nostalgia for homeland; return as revival; ethnic consciousness/identity politics; struggles within host country.
- Wednesday October 15: Read/Discuss Chpt Eight “Studying Diasporas: old methods and new topics” pp. 168-174. Discussion Topics: diasporas as agents of [neo-liberal] development; diaspora and international politics; diaspora as a national threat.
- Friday, October 17: ***Video: Global Cities: London, the Post-Imperial City.***
Midterm— Annotated Bibliography Due.
- Monday, October 20: Read/Discuss Chpt One: “Introduction” in *Migration* by Michael Sanders. Discussion Topics: contemporary migrant stories and key terms of migration and immigration; key issues and debates; global tendencies and patterns of migration; social theory, spatial concepts, and migration.
- Wednesday, October 22: Read/Discuss Chpt Two: “Explaining Migration Across International Borders” pp: 52-85, in *Migration*. Discussion Topics: theories and approaches to migration; Ravenstein’s Laws; neo-classical; behavioral; new economics; dual labor market/labor market segmentation; structuralist approaches.
- Friday, October 24: Read/Discuss Chpt Two: “Explaining Migration Across International Borders” pp: 85-120, in *Migration*. Discussion Topics: integrative or mixed approaches; social network and migration; transnation-alism and migration; gender and migration; structurationist approaches; assessment of the approaches; spatiality and migration.
- Monday, October 27: Read/Discuss Chpt Three: “Geographies of Migration and Work” pp: 121-150 in *Migration*. Discussion Topics: migrants and work; human capital view and its limits; dual labor market; segmented labor market; cultural capital; diversity and social networks; ethnic/immigrant enclaves and dispersal; international labor market segmentation.

- Wednesday, October 29: Read/Discuss Chpt Three: “Geographies of Migration and Work” pp: 150-179 in *Migration*. Discussion Topics: international labor market segmentation in rich and poor nations; labor demand and migrant segmentation; global cities, urban labor; legal and undocumented labor; regulating migrant workers; neo-liberalization of social reproductive processes; agricultural production and migrant workers in South Africa; agricultural production and migrant workers in Guatemala and Honduras.
- Friday, October 31: Read/Discuss Chpt Four: “Geo-political Economies of Migration Control” pp: 180-207, in *Migration*. Discussion Topics: Marxist and neo-Marxist arguments for migration policy; national identity policy; client politics thesis; self-limited sovereignty; sociology of migration policy; embedded liberalism or criminalization and restriction.
- Monday, November 3: Read/Discuss Chpt Four: “Geo-political Economies of Migration Control” pp: 208-238, in *Migration*. Discussion Topics: para-military, vigilantes and the criminalization of migrants; detention, deportation, and dispersal of migrants; domestic security; resisting securitization and criminalization of migration; migration control in poorer countries
- Wednesday, November 5: Read/Discuss Read/Discuss Chpt Five: “Geographies of Migration, Citizenship, and Belonging” pp: 239-265, in *Migration*. Discussion Topics: space, migration, citizenship; formal citizenship and naturalization; citizenship rights.
- Friday, November 7: Read/Discuss Chpt Five: “Geographies of Migration, Citizenship, and Belonging” pp: 265-298, and “Conclusions” pp: 299-311, in *Migration*. Discussion Topics: citizenship as belonging; urban exclusion, cultural marginalization; assimilation; integration; transnational belonging; citizenship as civic/political participation; citizenship and migration as change; reimagining citizenship and migration.
- Monday, November 10: **Video: *Global Cities: Tokyo, the Neon City*.**
- Wednesday, November 12: Read/Discuss “Introduction” pp. 1-17 in *Disposable Domestic*.
- Friday, November 14: Read/Discuss Chpt One “Breeding Ignorance, Breeding Hatred” pp. 21-48 in *Disposable Domestic*.

- Monday, November 17: Read/Discuss Chpt One “Breeding Ignorance, Breeding Hatred” pp. 21-48 in *Disposable Domesticity*. **Final Research Paper Draft due.**
- Wednesday, November 19: Read/Discuss Chpt Two “Undocumented Latinas” pp. 55-84 in *Disposable Domesticity*.
- Friday, November 21: Read/Discuss Chpt Two “Undocumented Latinas” pp. 55-84 in *Disposable Domesticity*.
- Mon-Fri: **Thanksgiving Break. All University Holiday.**
- Monday, December 1: **Video: Global Cities: America’s Immigration Debate (2004).**
- Wednesday, December 3: Read/Discuss Chpt Four “Global Exchange: The World Bank, Welfare Reform, and the Trade in Migrant Women” pp. 123-136 in *Disposable Domesticity*.
- Friday, December 5: Read/Discuss Chpt Four “Global Exchange: The World Bank, Welfare Reform, and the Trade in Migrant Women” pp. 136-151 in *Disposable Domesticity*.
- Monday, December 8: Final Paper Presentations.
- Wednesday, December 10: Final Paper Presentations.
- Friday, December 12: Final Paper Presentations.
- Mon-Fri: Finals Week. No Final Exam. **Final Paper Due.**