

CES 380
Immigration and Citizenship in the Global Economy
Spring 2010
Tuesday/Thursday 2:50 – 4:05
Todd 220

John Streamas
 509-335-4791
 streamas@wsu.edu

Office: Wilson-Short 118
 Office hours: Tuesday 1:30 – 2:30
 Wednesday 1:30 – 3:00
 and by appointment

Required reading

Rachel Ida Buff, ed. *Immigrant Rights in the Shadow of Citizenship*. New York: New York University Press, 2008.

Coursepack available at Cougar Copies.

Tram Nguyen. *We Are All Suspects Now: Untold Stories from Immigrant America After 9/11*. Boston: Beacon Press, 2005.

Peter Stalker. *The No-Nonsense Guide to International Migration*. Oxford, UK: New Internationalist, 2008.

We will also view some films in class. You will be responsible for keeping up with these films.

Introduction and description

This is a course on immigration. It is also a course on migration. While we will focus on people leaving homelands for the United States, we will also examine people moving between various other points. Even immigration is not always a simple matter of leaving a homeland and arriving at a new, permanent destination. Often there are multiple stops along the way, for varying periods, some of them long or indefinite. Sometimes immigrants return to homelands, briefly or indefinitely. Sometimes people move because they are banished from their homelands, even if they have no destination, nowhere to go. What then is the difference between migrants and refugees? Why does the United States treat immigrants and refugees so differently?

But notice that “immigration” is only the first of three noun phrases in the title of this course. The other two are “citizenship” and “global economy.” Any understanding of immigration is incomplete without an understanding of a receiving nation’s sense of citizenship. How does the nation allow immigrants to become citizens? Just as important, how are immigration and citizenship defined by the global economy? This is more than just a matter of factory farms and urban sweatshops. Why do many traditional environmentalists warn of perils of immigration and insist on enforcing tight seals on borders?

Requirements

This course has no prerequisites, but you must bring to it an open mind and a critical consciousness. You must be willing to engage material that questions institutions and systems. You do *not* have to agree with anything you hear or read in this class, but you may not dismiss or reject without first engaging the issues and respecting views that differ from your own. Also, your writing and reading skills will factor importantly into your success. *If, because of extreme financial hardship, you are unable to get the books, let me know by the third day of class.*

Attendance and Participation (10% of course grade)

You must attend every meeting, arrive on time, and participate. Anything less will result in a reduced grade. After two unexcused absences, each missed class will reduce your course grade by one-fourth of a letter. I will take attendance at the beginning of class, so lateness will probably result in an absence. If you are absent, you are responsible for checking on announcements made while you were away.

Come to class prepared to discuss the material. This requires more than simply reading. Think about what you read: Question and challenge it. You can participate in different ways. But you need to make your participation evident to me, so that you may receive credit for it. Participation options include e-mailing me comments or questions prior to class and keeping up with current events. Outside of class, read newspapers, or listen to broadcast news. Better yet, read alternative news sources.

Reading Journals (10%)

You will notice, in the assignment schedule below, that four Reading Journals are due. These Journals should be roughly two to three typed pages (550 to 900 words) on our discussions, readings, and films. The first Journal, due January 28, should cover all material assigned through that date. The second, due February 11, should cover all material since the first; and so on.

Midterm Exam (25%)

You will respond, in four to five pages, to an essay question in a take-home midterm examination, assigned February 23 and due March 4.

Final Project (40%), Annotated Bibliography (10%), and Presentation (5%)

At the beginning of the fourteenth week, you will submit your Final Project. For most of you, this will take the form of a traditional research paper of eight to ten pages. In addition, you will submit an annotated bibliography listing all your sources. Since this is a 300-level class, you must format the written part of your Project according to one of the traditional stylesheets: MLA, APA, Chicago, etc.

If you would like to experiment creatively, I encourage you to consider any of the following forms for this project: a PowerPoint presentation, a Web site, a musical presentation (more than a mere compilation of, for example, protest songs from the 1960s—that is, contextualize the music), a documentary film or photographic series, a work of art (your own engagement with an issue), or spoken word. If you take the creative alternative, you will also turn in a short (three- to four-page) paper explaining your work. Why did you choose this issue/topic? Where did you find sources of information and ideas? Why did you choose this form for your material and argument?

You should not wait to do the Project till the last two days before it is due—tardiness will show.

At the end of the term, you will present your Final Project to the class. This presentation should take eight to ten minutes and include an identification of your topic, your approach, and your sources. The exact nature of your presentation will depend of course on your format. For example, if you create a Web site, you may show it to the class; if you create a spoken-word piece, you may perform it or share it in a handout. If you write a regular research paper, you will discuss your argument and your findings.

Course Policies

Ideally, each class meeting will model a “good” community, driven by shared concerns and goals even when we disagree. Please note the following guidelines:

Read the assigned material when it is due. *Bring the assigned reading to class.*

Come to class on time.

Do not read newspapers or magazines in class, and turn off cell phones and all other electronic devices, unless you can show that you are using them for note taking.

Do not use class time for sleeping or otherwise disengaging, or you will count as absent.

Name-calling and other signs of disrespect will result in your removal from the class.

Feel free to disagree, respectfully.

Consider others' views. Reflect on your own social location, your privileges and power.

Learn a historically informed definition of racism, and challenge all racist discourse.

Reflect your grasp of history and social relations by respecting shy and quiet classmates, and by deferring to the experiences of people of color.

Finally, understand and consider the rage of people who are victims of systematic injustice. James Baldwin wrote that people of color have an obligation to feel rage over this nation's history of racism. If injustice does not fill you with rage, then perhaps you should ask yourself why.

Academic Integrity

See the WSU Student Handbook on Academic Dishonesty. Academic honesty is much easier to achieve than academic dishonesty, if only, whenever you use someone else's information or ideas, you cite that source. This is a legal issue, and is not negotiable. Plagiarism involves misuse of others' published or unpublished work by presenting that work, their intellectual property, as your own. Penalties range from an F on an assignment to an F for the course, even to expulsion from the university.

Students with Disabilities

Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Disability Resource Center (DRC). All accommodations MUST be approved through the DRC (Washington Building, Room 217). Please stop by or call 509-335-3417 to make an appointment with a disability specialist.

Campus Safety Plan/Emergency information

In the interest of campus safety and emergency procedures, please become familiar with the information available on the following websites: <http://safetyplan.wsu.edu> (Campus Safety Plan), <http://oem.wsu.edu/emergencies> (Emergency management web site), <http://alert.wsu.edu> (WSU Alert site).

Assignment Schedule

Note: Texts are listed as *Shadow* (for *Immigrant Rights in the Shadow of Citizenship*), Nguyen, Stalker, and Coursepack. Assignments are subject to change. You are responsible for keeping up with changes.

Week 1

T, Jan 12: Course introduction.

Th, Jan 14: Read *Shadow* Introduction.

Week 2

T, Jan 19: Read *Shadow* chapters 1 and 2.

Th, Jan 21: Read *Shadow* chapter 3.

Week 3

T, Jan 26: Read *Shadow* chapter 4 and Primary Source.

Th, Jan 28: Read *Shadow* chapter 5. FIRST JOURNAL DUE.

Week 4

T, Feb 2: Read *Shadow* chapters 6 and 7.

Th, Feb 4: Read *Shadow* chapters 8 and 9.

Week 5

T, Feb 9: Read *Shadow* (pp 226-45) and chapter 10.

Th, Feb 11: Read *Shadow* chapter 13. SECOND JOURNAL DUE.

Week 6

T, Feb 16: Read Coursepack Section 1.

Th, Feb 18: Read *Stalker* Introduction and chapters 1 and 2.

Week 7

T, Feb 23: Read *Stalker* chapters 3 -5. MIDTERM ASSIGNED.

Th, Feb 25: Read *Stalker* chapter 6.

Week 8

T, Mar 2: Read Nguyen Foreword, Introduction, and chapter 1.

Th, Mar 4: Read Nguyen chapter 2. MIDTERM DUE.

Week 9

T, Mar 9: Read Nguyen chapters 3 and 4.

Th, Mar 11: Read Nguyen chapter 5.

Week 10

T, Mar 23: Read Nguyen chapter 6, Conclusion, and Timeline. THIRD JOURNAL DUE.

Th, Mar 25: Read *Shadow* chapter 11.

Week 11

T, Mar 30: Read *Shadow* chapter 15 and Primary Source (pp 343-46).

Th, Apr 1: Read *Shadow* chapters 16 and 18.

Week 12

T, Apr 6: Read Coursepack Section 2. FINAL PROJECT PRESENTATIONS BEGIN.

Th, Apr 8: FOURTH JOURNAL DUE. FINAL PROJECT PRESENTATIONS.

Week 13

T, Apr 13: FINAL PROJECT PRESENTATIONS.

Th, Apr 15: No class.

Week 14

T, Apr 20: FINAL PROJECT PRESENTATIONS. FINAL PROJECTS DUE.

Th, Apr 22: FINAL PROJECT PRESENTATIONS.

Week 15

T, Apr 27: FINAL PROJECT PRESENTATIONS.

Th, Apr 29: Open discussions. Closing remarks and questions.

A few online resources on immigrants' rights (sites active on 6 January 2010)

<http://www.aclu.org/immigrants-rights>

ACLU's basic information on immigrant rights

<http://www.immigrantsolidarity.org/>

Immigrant Solidarity Network site

<http://www.afsc.org/ImmigrantsRights/>

Resources from the American Friends Service Committee (note: this is a religious group, informally called Quakers)

<http://www.nmirr.org/>

Site of the activist National Network for Immigrant and Refugee Rights

http://www.racewire.org/archives/2009/12/amid_immigration_crisis_some_relief_for_asylum_seekers.html

An article from *ColorLines* on asylum seekers: the magazine carries other good articles on immigration, accessible through its home page: <http://www.colorlines.com/>

<http://www.commondreams.org/>

Resource with occasional work on immigration

<http://www.dreamactivist.org/>

Information on, and activism on behalf of, the DREAM Act

<http://www.campusprogress.org/issues>

The "issues" page of the Campus Progress Network site

<http://www.nwirp.org/>

Northwest Immigrant Rights Project (I am unfamiliar with this group and its staff)