Immigration and Citizenship in the Global Economy

CES 380.1
Fall 2015
Place: SLOAN 9
MWF: 10:10-11am

Instructor: Rory Ong
Office Room #: Wilson 119
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Office Hrs: Wed, 3:30-5:00 pm or by appointment
Email: rjong@wsu.edu

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 examine the changing demographics related to the 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 ways that global capital functions as a catalyst for waves of immigrating laborers across the globe.

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 historical conditions that have driven migration as they study different im/migrant groups (African, Armenian, Asian Pacific, European, Jewish, Latin American, and Mexican). The course will also introduce students to the several 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 economics 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 seek 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 approaches to evaluating the flows of people across national borders, and gain insight into the history, politics, and economics 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, and the political economies that have driven migration as they study different groups of im/migrants from across the globe.
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 democracy, but deems others as unacceptable and a threat to the nation-state because they are perceived as ‘naturally’ deviant, dissolute, immoral, and/or subversive to the state.

Information Literacy:
Students will be introduced to historical, social, and cultural studies research, various search engines 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:

*Disposable People.* Kevin Bales  
*Diasporas.* Stephan Dufoix  
*Defining America through Immigration Policy.* Bill Ong Hing  
*Moving Millions: How Coyote Capitalism Fuels Global Immigration.* Jeffrey Kaye

Course Requirements:

Critical Engagement  
Critical engagement comprises two forms of class participation: 1) A formal Class Facilitation (see below); 2) Participate in class discussion by having read and understood the readings for any given class period, engage with specific ideas and concepts brought up or assigned within the readings, bring up ancillary key ideas, inquire about peers’ class facilitation, or engage with a specific point that their peers brought up during class discussion. Critical Engagement will count toward 15% of the total grade.

Class Discussion/Facilitation  
Each student will be responsible for facilitating 1 class periods of discussion. Students must present a substantive summary of 2-3 key issues or concepts the course material covers for a particular day. The facilitation should only take 10 minutes of class time Class Discussion/Facilitation 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 1-2 pages 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.

Midterm Essay Exam (Take Home)  
Students will have a take-home midterm exam that will be comprised of several questions based on the readings up to midterm. Students will answer the questions in 2 page responses. The midterm exam will count as 25% of the total grade.

Final Essay Exam
Students will have a take-home final exam that will be comprised of several questions based on the readings from midterm to the end of the semester. Students will answer the questions in 2 page responses. The final essay exam will count toward 30% of the total grade.

Policies:

Grading

Grades will be averaged in the following proportions:

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Critical Engagement</td>
<td>15%</td>
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<tr>
<td>Class Discussion/Facilitation</td>
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<td>Reading Responses</td>
<td>15%</td>
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<tr>
<td>Midterm Take-Home Essay Exam</td>
<td>25%</td>
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<tr>
<td>Final Take-Home Essay Exam</td>
<td>30%</td>
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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- Suggests the student’s work is very good to good; it reflects a very strong, engaged, and solid understanding of the material. Often doesn’t go the extra step in critical analysis. Written work is mostly well written and articulated.
- 89-87=B+ 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 unclear or not well articulated. There may be some attendance problems.
- 86-83=B Suggests the student’s work is very good to good; it reflects a very strong, engaged, and solid understanding of the material. Often doesn’t go the extra step in critical analysis. Written work is mostly well written and articulated.
- 82-80=B- Suggests the 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.
- 79-77=C+ 76-73=C 72-70=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 unclear or not well articulated. There may be some attendance problems.

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.
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](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/](http://oem.wsu.edu/) to become familiar with the information provided.

**Schedule of Readings:**

- **Monday, August 24:** Introduction to the Course.
- **Wednesday, August 26:** Video: *Which Way Home* (2009).
- **Friday, August 28:** Video: *Which Way Home*, cont’d.
- **Monday, August 31:** Read/Discuss the Introduction and Chapter One in Diasporas, pp. 1-18. *Topics:* the definition of diasporas; Jewish diaspora; Black/African diaspora; historical uses of the word “diaspora.”
- **Wednesday, September 2:** Read/Discuss Chapter One Diasporas, pp. 18-34. *Topics:* Diaspora as a general concept; French concepts of “diaspora”; contemporary uses of ‘diaspora.’
Friday, September 4: Read/Discuss Chapter Two in Diasporas, pp. 35-46. Topics: Brief history of migration; Greek migration; Indian migration.

Monday, September 7: Labor Day. All University Holiday.

Wednesday, September 9: Read/Discuss Diasporas Chapter Two in Diasporas, pp. 46-58. Topics: Chinese migration; Armenian migration; the problem of static thinking about “diaspora”; three illusions and dimensions of “diaspora.”

Friday, September 11: Literacy training covering immigration research, academic journals, key words, search engines, etc.

Monday, September 14: Read/Discuss Chapter Three in Diasporas, pp. 59-69. Topics: the collective experience abroad; diaspora or immigration?; transnationalism and transnational as “diaspora” discourse; four modes of diaspora; limitations of the four modes of “diaspora.”

Wednesday, September 16: Read/Discuss Chapter Three in Diasporas, pp. 69-79. Topics: What is community in the diaspora?; Is community in the diaspora natural or invented?; Does cultural purity exist in the diaspora?; religious and economic bases for community.

Friday, September 18: Read/Discuss Chapter Four in Diasporas, pp. 80-92. Topics: managing diaspora subjects abroad; the state and its nationals abroad (Israel, Armenia, post USSR Russia, Ireland, Latin American, Mexico, Greece, China, and Italy).

Monday, September 21: Read/Discuss Chapter Four and the Conclusion in Diasporas, pp. 92-105. Topics: long distance nationalism; transnational nationalism; the dual presence; the usefulness of “diaspora” to understanding global contexts.


Friday, September 25: Read/Discuss Introduction and Chapt.1 in Defining America through Immigration Policy, pp. 1-27. Topics: western Europeans, the new world, and new Americans; state immigration control; federal immigration control; early immigration statistics.

Monday, September 28: Read/Discuss Chapt. 2-3 in Defining America through Immigration Policy, pp. 28-61. Topics: undesirable Asians; indispensable yet undesired; organized resistance to Chinese Labor; trade unions; Burlingame Treaty; Anti-Chinese sentiment; Gentlemen’s Agreement Act; Alien Land Laws; Filipinos and Asian Indians; Immigration Act (aka the Johnson-Reed Act) of 1924; anti-miscegenation; eugenics; anti-Catholic sentiment; literacy laws.

Wednesday, September 30: Read/Discuss Chapt. 4-5 in Defining America through Immigration Policy, pp. 62-92. Topics: xenophobia; Sacco and Vanzetti; national origins quota law of 1921; Walter-McCarran Act of 1952; subversives and communists; exclusion of gays and lesbians;
Friday, October 2: Read/Discuss Chapt. 6 in Defining America through Immigration Policy, pp. 93-114. Topics: 1965 immigration and naturalization; limits on foreign doctors; Mexican immigration in 1970's; Affirmative Action 1980-90; Professional workers; Permanent and Temporary workers.

Monday, October 5: Video: *The End of Immigration* (2012). **Midterm Take-Home Exam due.**

Wednesday, October 7: Read/Discuss Chapt. 7 in Defining America through Immigration Policy, pp. 115-133. Topics: Republic of Texas; Treaty of Guadalupe; recruitment of Mexican workers; Braceros Program.

Friday, October 9: Read/Discuss Chapt. 8 in Defining America through Immigration Policy, pp. 134-154. Topics: Border Patrol; INS and Supreme Court; Operation Wetback; Operation Jobs; factor surveys.

Monday, October 12: Read/Discuss Chapt. 9 in Defining America through Immigration Policy, pp. 155-183. Topics: Immigration Reform and Control Act of 1986; legislative history of IRCA; legalizing immigration; INS during legalization; CBO’s; employer sanctions.

Wednesday, October 14: Read/Discuss Chapt. 10 in Defining America through Immigration Policy, pp. 184-208. Topics: Modern immigration enforcement; Operation Gatekeeper; Border deaths; Govt’ response to border deaths; Operation Gatekeeper as immoral and racist.

Friday, October 16: Read/Discuss Chapt. 11 in Defining America through Immigration Policy, pp. 209-232. Topics: Deportation laws; Chinese exclusion; deporting radicals; Palmer raids; Japanese deportation; Nazi war criminals; deportation of Iranian students; John Lennon and the non-priority program; marriage fraud; indefinite detention.

Monday, October 19: Read/Discuss Chapt 12 and Epilogue in Defining America through Immigration Policy, pp. 233-275. Topics: Asylum; ad hoc asylum policies; 1980 Refugee Act; INS vs. Cardoza-Fonesca; Hatians, Guatemalans, and Salvadorans; limitations on asylum; politicizing aslum; two Americas; war on terror; U.S. diversity.


Friday, October 23: Read/Discuss Preface (2nd ed) and Chapt. 1 in Disposable People, pp.xv-33. Topics: meeting disposable people; the paradox of slavery; the new slavery; old vs new slavery; new slavery and the global economy; slavery as epidemic.

Monday, October 26: Read/Discuss Chapt. 2 in Disposable People, pp. 34-79. Topics: the currency of Thai daughters; the ‘normalcy’ of Thai prostitution; the business of sex slavery; disposable bodies; sex slavery in a growth economy.

Wednesday, October 28: Read/Discuss Chapt. 3 in Disposable People, pp. 80-100. Topics: Slavery in Mauritania; family slavery; religious authority; few
options beyond slavery; White Moors vs. Afro-Mauritanians; gov’t sponsored lynching of Afro-Mauritanians; Mauritania and European colonization; poor national economy; a new urban slavery.

Friday, October 30: Read/Discuss Chapt. 3 in Disposable People, pp. 100-120. Topics: Bilal; the freedom (or bondage?) of the city; SOS Slaves; slavery and political power; old slavery made new.

Monday, November 2: Read/Discuss Chapt. 4 in Disposable People, pp. 121-148. Topics: Slavery in Brazil; colonial Brazil; gov’t and corporate collusion; worker exploitation in charcoal camps; worker isolation and indenture; use of child labor; anti-slavery strategies. Handout Take-Home Final.


Friday, November 6: Read/Discuss Chapt. 5 Disposable People, pp. 149-171. Topics: Slavery in Pakistan; enslaved to the kiln; slave conditions; slave wages; kiln managers; debt bondage; abuse of women; peshgi system of debt bondage.

Monday, November 9: Read/Discuss Chapt. 5 Disposable People, pp. 171-194. Topics: feudal hierarchies of power in Pakistan; caste ranking; Muslim Sheikhs and Christians; clan feuds; Punjab since partition; revolution of 1988; money and brickmaking.

Wednesday, November 11: Read/Discuss Chapt. 6 Disposable People, pp. 195-231. Topics: debt bondage in India; agricultural bonded labor; Uttar Pradesh; Baldev; Shivra and Muni; Leela; the landlords; reform, rehabilitation, freedom.

Friday, November 13: Read/Discuss Chapt. 7 in Disposable People, pp. 232-264. Topics: What can be done?; curb population growth; curb global capital; enforce existing anti-slavery laws; expose the corruption and violence in government complicity with slaver; liberation as a process for former slaves; new abolitionists.

Monday, November 16: Read/Discuss Intro and Chapt. 1 in Moving Millions. Topics: understanding the scope of immigration; immigrants in Hazleton, Pennsylvania; immigration history in PA; contemporary reactions to immigrants in PA.

Wednesday, November 18: Read/Discuss Chapt. 2-3 in Moving Millions. Topics: Philippines export citizens for work; migration from Senegal; migration from Mexico; the role of NAFTA, and the IMF; globalization and the transnational labor force; textile and garment industry; Hanesbrands in Vietnam.

Friday, November 20: Video: Made in Asia fast, cheap, and fair?: the global textile market (2008).

Mon-Fri: Thanksgiving Break. All University Holiday.
Monday, November 30: Read/Discuss Chapts 4-5 in Moving Millions. Topics: Irish immigration to America; immigration to Ireland; economies drive migration; country of ‘origin’ vs. ‘departure’ becomes vague; recruitment agencies/body shops; guest worker programs; 1990 Immigration Act and H1B visa program; high-tech industry; health care industry; exploitation of guest workers.

Wednesday, December 2: Read/Discuss 6-7 in Moving Millions. Topics: Smugglers and migration; coyotes and snakeheads; Amelia; in 1890, Chinese cross into U.S. through Mexico; smuggling as a quasi corporate structure; smugglers’ exploitation of migrants; the need for migrant farm workers; undocumented workers are common in the U.S. workforce; early British colonization established the use of migrant labor.

Friday, December 4: Read/Discuss 8-9 in Moving Millions. Topics: Migrant workers in UAE, Dubai; exploitation of workers in Dubai; worker remittances; money moving across the globe; schizophrenic U.S. immigration policy; IRCA of 1986.

Monday, December 7: Read/Discuss 10-11 in Moving Millions. Topics: the history and politics surrounding early immigration; the politics of contemporary immigration; immigration and AZ; immigration and TX.

Wednesday, December 9: Read/Discuss 12-13 in Moving Millions. Topics: new immigrants or controlled immigration; EU and immigration; United Kingdom and ‘managed migration’; Poland and Ukraine; Morocco; Senegal; contemporary needs for new workers vs. changes to national identities; some solutions to immigration.

Friday, December 11: Course Evals.

Mon-Fri, Dec 14-18: Finals Week. Final Take-Home Exam Due.