

Spring 2017
CES 380: Immigration & Citizenship in the Global Economy
Tuesdays & Thursdays
Noon – 1:15 p.m.
CUE 418

Instructor: Dr. Rebecca Fowler

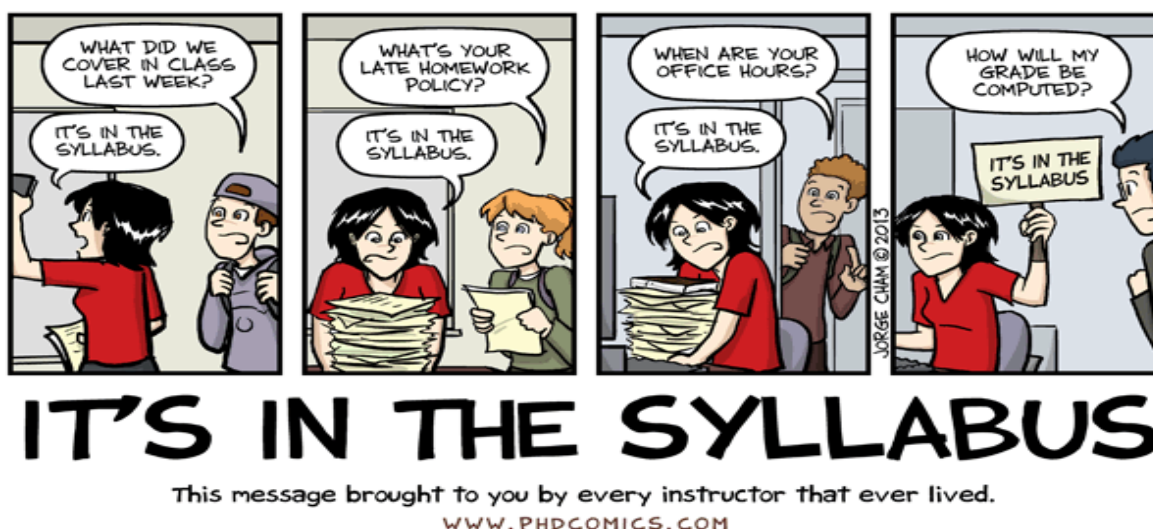
Office: Wilson-Short 107A

Office Hours: Tuesday 1:30 p.m. to 2:30 p.m. and by appointment

Phone: 509-335-3830

Email: rebecca.fowler@wsu.edu

NOTE: When you email me, please write the course name & no. in the subject line (CES 380).



COURSE DESCRIPTION

This course explores the relationship between human mobility, differential citizenship rights, and exploited migrant labor in an age of feverish globalization. We shall see that even though modern states have been transformed by the evolution of a global economic system and transnational processes, nation-states continue to deal with immigration policy as if it were an autonomous phenomenon independent of the international context in which the neoliberal state operates. Because neoliberal policies of privatization, deregulation, foreign direct investment, and austerity measures devastate third-world governments and local economies, immigrating across borders without papers emerges as a survival strategy for individuals, families, and whole communities. Meanwhile, receiving countries' policies continue to be predicated, in part, on the impact that immigrant groups will have on national-identity formation in the host society. Because large-scale immigration threatens the receiving society's collective identity, incoming groups are prioritized not only in terms of their possible economic, social, and cultural contributions to the host society, but in relation with how well immigrants and their descendants will integrate racially, ethnically, and culturally into the host society. At the same time, deportation, immigrant detention, and attrition through enforcement measures through external and internal controls have emerged as forms of migration control that attempt to regulate

immigration where admission policies and entry systems fail to achieve the desired demographic results. Ultimately, exclusive immigration policies serve the interests of the immigration industrial complex, a conglomerate of private and public interests that profits from impeding immigration reform in the name of keeping large segments of the immigrant population “illegal” and thus exploitable. Finally, and on the eve of a Trump presidency, this course attempts to explore possible avenues for agency and resistance in the hopes of fostering progressive change.

LEARNING OUTCOMES:

1. Students will locate “national” problems related to U.S. citizenship, undocumented immigration, and migrant [im]mobility within a normative division of the world into territorially defined nation-states comprised of “rightful” members (citizens) and “undeserving” nonmembers (“aliens”).
2. Students will gain a solid foundational understanding of the role of neoliberal economics in the global production of undocumented migration.
3. Students will gain an understanding of how and why migrants are undocumented and how the production of illegality affects their daily lives.
4. Students will reflect upon their own social location in relation to citizenship and will become more aware of their human connections with “Others” across borders.
5. Students will expand critical thinking, writing, researching, and speaking skills.

REQUIRED TEXTS

Course Reader (Fowler, CES 380) available at Cougar Copies.

A NOTE ON YOUR EMAIL ACCOUNTS:

At different times during the semester, it may be necessary to email the class to notify you about extra credit events, a cancelled class, or to supply other important information related to class. In these events, I send out a mass communication using email addresses that are on file with the university and which have been provided to me—usually a “@wsu.edu” address. If you do not check your wsu.edu email or the address that you have on file with the account, you can expect to miss important information.

ABSENCE AND LATE POLICIES:

1. Absence Policy: You are permitted 3 absences without penalty. **Thereafter, each absence will result in a deduction of 10 points.** It is your responsibility to keep track of your own absences. Do not schedule job interviews or other appointments during class time, or if you do, be prepared to accept the consequences.
2. Tardy Policy: The instructor finds it preferable that, rather than be tardy, you would excuse yourself from class for the day. Students who walk in late in the middle of discussions disrupt the

flow of dynamic conversation and impede the transmission of important information and ideas. You are permitted ONE tardy without penalty. **Thereafter, each tardy counts as an absence.**

CLASSROOM POLICIES:

1. No student may, under any circumstances, record or videotape me and my class lectures without my written consent.
2. Most articles will be found in the Course Reader (**CR**). However, students must print out and bring to class with them the articles that are posted on Blackboard (**BB**).
3. This is an experiment, and we shall see how it goes. I am allowing laptops for taking notes and, in special instances, for accessing online material to reference group work. I say experiment, because if I find that students are zoning out or using the devices to connect socially, I may terminate the policy without warning, so head's up.
4. As a rule I will not post PowerPoints.
5. **ABSOLUTELY NO CELL PHONES, NO EXCEPTIONS. THESE WILL BE TURNED OFF, NOT SET TO VIBRATE, DURING CLASS.** Cell phones **WILL NOT** be visible during class, and the minute *before* class is scheduled to begin all phones will be stowed away.
6. No side discussions with other students.
7. Do not fall asleep during lectures or films. Falling asleep counts as an absence.
8. Always bring your course reader to class and have it on your desk in front of you.
9. Do not schedule doctors' appointments, job interviews, or other engagements during class time.
10. Stay focused on the lecture. No reading newspapers, doodling, sketching, studying for other classes and/or any blatant display of distraction.
11. Stay engaged for the full period: NO rustling of papers or putting away texts in readying for departure before the instructor has dismissed class.
12. Don't make a habit of getting up and leaving class with the pretext of "going to the bathroom" but in reality checking your phone. It is understandable that one may need to leave the class once or twice a semester for a bathroom emergency. But anything past that will be interpreted as an unwillingness to focus, learn, and benefit from what the course has to teach you. Repeated occurrences will hurt your participation score.
13. If you are absent, it is your responsibility to find out what you missed in class on any given day. For example, should I have to make an emergency syllabus modification, I

will give notice in class, but if you are absent, I will not email you.

14. If you have a question about your grades, then make an appointment to meet with me in class. I will not discuss your grade with you in class.

And most importantly:

15. We will engage in a critical analysis of the different texts, always striving to keep foremost in mind the author's/authors' argument or primary message. Having said, note that I will not entertain discussions that are not solidly grounded in textual evidence.

DISABILITY ACCOMMODATION:

Students with Disabilities: 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.

CAMPUS SAFETY PLAN/EMERGENCY INFORMATION:

Classroom and campus safety are of paramount importance at Washington State University, and are the shared responsibility of the entire campus population. WSU urges students to follow the “*Alert, Assess, Act*” protocol for all types of emergencies and the “Run, Hide, Fight” response for an active shooter incident. Remain *ALERT* (through direct observation or emergency notification), *ASSESS* your specific situation, and *ACT* in the most appropriate way to assure your own safety (and the safety of others if you are able).

Please sign up for emergency alerts on your account at MyWSU. For more information on this subject, campus safety, and related topics, please view the FBI's *Run, Hide, Fight* video and visit the WSU safety portal.

PLAGIARISM AND ACADEMIC DISHONESTY:

Plagiarism of papers (taking and passing off as one's own the writings or ideas of another) will get you an **F** grade on the assignment or for the semester. See the accompanying policy on plagiarism. Washington State University's Student Handbook on Academic Dishonesty provides specific definitions (WAC 504-26-010) of “dishonesty” “cheating,” and “plagiarism” at www.conduct.wsu.edu. Plagiarism translates as “presenting the information, ideas, or phrasing of another person as the student's own work without proper acknowledgement of the source.” The term ‘plagiarism’ therefore includes, but is not limited to the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. This includes submitting writing responses, research projects, or any work at all done by someone else. As a condition of enrollment in this class it is assumed that you understand and agree to refrain from academic dishonesty.

COURSE REQUIREMENTS

I. Participation (2 x 100 = 200 points)

Class will involve weekly lectures, so to prepare for your group presentation and final paper, you will want to take notes on lectures, films, and PowerPoint presentations. Class discussion and interaction are important to me, and most days you are encouraged to contribute to class by sharing the impressions written in your journal, raising a question, or offering an insight. Willingness to engage in discussion results in participation points. You will want to carefully prepare for class by completing the readings and posting journal entries before you come to class, having taken time to reflect on key points and taking care to note connections across different readings. Note that participation points are awarded not so much on the quantity of your responses, but on the quality and/or relevance of your rhetorical contributions. Also note that simply showing up to class does not entitle you to participation points.

Participation Grade Award Dates

Participation I: Thursday, February 23 (100 points)

Participation II: Tuesday, April 6 (100 points)

II. Reading Analysis Journal (20 journal entries @ 5 points each) = 200 pts.

On *BlackBoard* you will keep a semester-long journal worth up to 200 points depending on the quality of your entries. Readings and Journal Entries are due before every class period by noon on the day the reading appears on the syllabus. Journal entries on films and videos we watch in class are due within 48 hours of the screening.

Journal Writing Instructions

Your primary objective is to pick out the major implications of the author's argument and to evidence more than just a superficial reading of the chapter. The length you will aim for is a good-sized paragraph of @ 12-15 sentences per entry, or a large paragraph. If more than one reading is assigned, aim for about 10 sentences per entry.

Prompts you may consider include the following:

1. Course Themes:

- a. Power Inheres in the Ability to Name (define, categorize, and/or legislate as "right" or "wrong", "normal" or "abnormal", "superior," or "inferior", "lawful" and "unlawful", "legal" or "illegal", etc. Again, what gets constructed as norm and anomaly, as "natural" or "unnatural," as "inherent" and "biological," as "perverted" and "pathological"? Who gets to decide? Who benefits from the "validity" of these social constructions?
- b. Dehumanization: How are different oppressed groups rendered "other" than (Again, what or who gets constructed as anomaly, abnormal, dangerous,

pathological, criminal, etc.) in juxtaposition to the privileged white norm in U.S. first-world society?

- c. Victim Blaming Relatedly, where are victims blamed for their own oppression?
 - d. Who or what gets rendered invisible? Who or what knowledge systems get erased or invalidated?
 - e. Room for Agency/Resistance/Struggle/Transformation Where is there room for change in the promotion of a more democratic global society?
2. How are different aspects of identity related to citizenship?
 3. What connections can you draw between other readings, films, and/or videos we have discussed this semester?
 4. Why is the article important?

NOTE:

- ❖ SERIOUSLY: Avoid uncritical language such as “I liked/didn’t like”, “I was bored”, “I found it interesting” or “I did not understand.”

BLACKBOARD Journal Entry Posting Instructions

1. Log onto Blackboard.
2. On the Drop-Down Menu on the left side, find and click on “Journals.”
3. Click on a Journal.
4. Click on the Gray Box (Top Left) that says “Create Journal Entry”
5. Under *Title, provide the Entry Number, Author Name, and Chapter, Article, or Film Title. You must provide these three pieces of guiding information. No information, no points.
How do I know the entry number? Look at the schedule provided below and note that all readings and films have an entry number enclosed in parenthesis.
6. Journal entries must be typed and posted directly into the space provided by Blackboard.
7. JOURNAL ENTRY WORD ATTACHMENTS WILL NOT BE GRADED AND WILL RECEIVE A GRADE OF ZERO.

Journal Grading Information

HEAD’S UP: Although you are responsible for turning in journal entries on a daily basis, I will grade your journals just three times a semester. When I grade, I check the date and time to make sure that you turned in the entries on time. ***Late entries will not be graded and will receive a grade of zero.*** I will, however, allow for three late entries in the first half of the semester before midterm (or before Week 8) and two late entries in the second half. Late entries can be turned in whenever, but not after a journal’s due date for grading (See due dates below).

Entries reflecting a superficial reading of a chapter are not awarded the same points as entries that evidence an engaged reading. Posting an entry doesn’t mean you’re automatically entitled to the full 5 points.

Journal Grading Rubric

A – A-

Suggests that the quality of the student's work is outstanding to excellent. The student's writing demonstrates an engaged analytic comprehension with and thoughtful insight into the content. Further, the answers demonstrates a degree of critical thinking on the part of the student. Writing is well considered and free of grammatical and spelling errors.

B+ - B-

Suggests that a student's writing is very good to good; the student's work reflects a very strong, engaged, and solid understanding of course material but doesn't go the extra step in critical analysis. However, the writing is mostly well considered and well-written.

C+ - C-

Suggests that the quality of the answers are adequate and reflects a fair, but essentially disengaged, grasp of the material and doesn't go very far in comprehension. The work ultimately reflects a lack of understanding of the issues represented in the material. Student's essay is underconsidered and unclearly written.

D+ - F

Suggests that a student's writing shows some, but very little effort; the writing does not reflect any comprehension with course material, is disengaged, or reveals a lack of reading or attention.

Journal Due Dates

Journal One: Saturday, January 28 by noon.

Journal Two: Thursday, February 16 by noon.

Journal Three: Saturday, April 8 by noon.

Five-Page Argumentative Paper (200 points total) Due February 21. Hard Copy. In Class.

You will write a 5-page argumentative paper to lay a foundation for the final paper project. Think of this first essay as a practice paper in preparation for the grand finale project that culminates in your writing a more expansive research paper on your topic. An argumentative paper takes a stand on an issue and provides key evidence that supports the argument throughout the paper. (See <https://owl.english.purdue.edu/owl/resource/685/05/> for more information on argumentative papers). Your paper will take a stand on an issue related to migration and mobility tied to citizenship, identity, and/or belonging. Your paper will also take up two or more **Course Themes** (as listed above) or questions related to these themes. Throughout the semester, you will want to keep in mind these different questions as they relate to many of the different readings, writing projects, films, etc. Think of these different themes and questions as the template for this course for gaining a fuller understanding of how citizenship constructs serve to empower some at

the expense of “others.” Further, view this paper as a synthetic project that links key ideas, arguments, and conversations across three or more different class readings, films, and/or class lectures/discussions. You are thus also required to draw thematic connections between three or more authors. NOTE: You are welcome to explore outside materials as long as they relate to the themes of immigration, citizenship, and/or neoliberal globalization. This paper will be double-spaced, Times New Roman, 12-pt. font, one-inch margins all around, and will be no less than five pages in length. Your paper will include page numbers, and will also include a bibliography or works cited page. You may use Chicago, MLA, or APA style, depending on your preference and your discipline of study.

Chicago: <https://owl.english.purdue.edu/owl/section/2/12/>
 MLA: <https://owl.english.purdue.edu/owl/resource/747/01/>
 APA: <https://owl.english.purdue.edu/owl/resource/560/01/>

Ten-Page Argumentative Research Paper (Worth 300 points): Due May 1.

This final paper will comprise an expansion of your first argumentative paper. This final project will revise, amend, and expand on your first paper, incorporating thematic connections between *an additional three or more authors or films*. You are expected to churn out a higher quality product on this final project. Again, your papers will be double-spaced, Times New Roman, 12-pt. font, one-inch margins all around, and *no less than nine and no more than eleven pages* in length. Your paper will include page numbers, and will also include an abstract (see below) and a bibliography or works cited page. You may use Chicago, MLA, or APA style, depending on your preference and your discipline of study.

Presentation of Final Paper Abstract (100 points): (See your presentation date in schedule below).

At the end of the semester, you will write a 250-300 word abstract and a Bibliography for your final paper. An abstract is a short summary of your completed research. If done well, it makes the reader want to learn more about your work. You will email me an electronic copy of your abstract and bibliography 24 hours before you present, and you will also turn in a hard copy of both on the day that you present your project to the class. Your abstract will include the following components:

- 1) Motivation/problem statement: Why should we care about the problem? What gap is your research filling?
- 2) Methodology: What were your methods for obtaining your results? (Analyzing articles, interviewing students, etc.)
- 3) Results/Findings: As a result of completing your procedure as described in no. 2, what did you learn?
- 4) Conclusion/implications: What are the larger implications of your findings?

5) Interactive Component: (Not part of your abstract, but you will write two questions to stimulate discussion. You may only have time to ask one, but write two in the event that time allows for more discussion).

NOTE: In your presentation, you are welcome to enlarge on your presentation past what your abstract reveals, but the abstract itself must conform to the word limit. You will include your abstract with your final paper.

[Future instructional handout will serve as a reminder].

Grading Assessments

Your final grade will be determined by the level of competency you have achieved at the end of the semester. A point breakdown with a total of 1000 points follows:

1. Participation /Discussion Points	200 points
2. Journal	200 points
3. Five-Page Paper /Bibliography	200 points
4. Abstract/Bibliography Presentation	100 points
5. Final Ten-Page Paper/Bibliography	300 points
Total	(1000 points)

A Note on Good Attitude and Extra Effort: I am aware of and appreciate the courtesy shown me and your fellow students and also respect the amount of effort that a student puts into his or her work. Persistence and effort, in combination with a good attitude (and avoiding inappropriate behaviors as explicated by the syllabus) can therefore make the difference between an 'A' and an 'A-' or a 'C+' and a 'B-'. Note that this means you have strived to do all of the work, attended the extra credit events (where valid), and kept the terms of absence/tardy and class policies as stated in the syllabus.

FINAL GRADING SCALE

A	94% and above	C+	(77-79%)
A-	(90-93%)	C	(74-76%)
B+	(87-89%)	C-	(70-73%)
B	(84-86%)	D+	(67-69%)
B-	(80-83%)	D	(60-63%)

SPRING 2017 SCHEDULE

NOTE I will do my best to be true to the syllabus; however, I reserve the right to make changes to the syllabus with ample notice given in class.

**Key: Course Reader (CR)
Blackboard (BB)**

Week 1

- 01/10 Syllabus, Course Objectives, Introductions.
- 01/12: (1) Steven Castles and Mark J. Miller, "Introduction," *The Age of Migration: International Population Movements in the Modern World* (CR)
(2) Caroline B. Brettell & James F. Hollifield, "Migration Theory: Talking Across the Disciplines" (CR)

Week 2

- 01/17 (3) Kathryn Choules, "Globally Privileged Citizenship." (CR)
(4) Ediberto Román, "The Citizenship Construct" (CR)
- 01/19 (5) Mae M. Ngai, "The Johnson-Reed Act of 1924 and the Reconstruction of Race in Immigration Law" (CR); Also, skim through "Major U.S. Immigration Laws: 1790 – Present" (BB) but no entry required on this last

Week 3

- 01/24 (6) "Key Immigration Policies and Developments Since 1986" (BB)
(7) "How the United States Immigration System Works" (BB)
(8) In class: Documentary: *Abandoned: The Betrayal of America's Immigrants*
- 01/26 (9) Aviva Chomsky, "What Part of Illegal Do You Understand?" (CR)

Journal One Due Saturday, January 28 by noon.

Week 4

- 01/31 (10) Todd Miller, "Exactly the Way We Think" (CR)
- 02/02 (11) Todd Miller, "U.S. Citizens in Name Only" (CR)

Week 5

- 02/07 (12) Tanya Golash-Boza, "Mass Deportation and the Neoliberal Cycle" (CR)
 (13) YouTube: "Neoliberalism as a Water Balloon"
- 02/09 (14) Manfred Steger, "Ideologies of Globalization" (CR)
 (15) "How the International Monetary Fund and World Bank Undermine Democracy and Erode Human Rights" (BB)
 (16) Film: *Shock Doctrine: The Rise of Disaster Capitalism*

Week 6

- 02/14 (17) Rebecca A. Fowler, "U.S. Biopolitical Geographies of Migrant Containment" (CR)
 (18) In-Class Videos: Operation Streamline
- 02/16 No Class. Breathe.
Journal Two Due by Noon.

Week 7

- 02/21 (19) Juliet P. Strumpf, "The Crimmigration Crisis: Immigrants, Crime, and Sovereign Power" (CR)
Group Work: Music Videos
Five-Page Paper Due.
- 02/23 (20) James Casada, "No Soy *Welferero*: Undocumented Latino Laborers in the Crosshairs of Legitimation Maneuvers"
 (21) In-Class Video: The Dirtiest Job in America

Week 8

- 02/28 (22 & 23) Film: Part One: *Which Way Home?*
- 03/02 (24 & 25) Film: Part Two: *Which Way Home?*

Week 9

- 03/07 (26) Alexander Betts, " "Survival Migration" (BB) **Print out and Bring to Class**
- 03/09 (27) Didier Bigo, "Immigration Controls and Free Movement in Europe" (CR)
 (28) David Moffette, "Governing Immigration Through Probation: The Displacement of Borderwork and the Assessment of Desirability in Spain" (CR)

Week 10**Spring Break (3/13 – 3/17)****Week 11**

- 03/21 **(29)** Kamal Sadiq, “When States Prefer Non-Citizens Over Citizens: Conflict Over Illegal Immigration Into Malaysia” **(CR)**
(30) Tugba Basaran, “The Saved and the Drowned: Governing Indifference in the Name of Security” **(CR)**
(31) In Class Video: Surviving One of the Deadliest Immigration Routes: Refugees at Sea
- 03/23 **(32)** Documentary: *Europe or Die*

Week 12

- 03/28 **(33)** Sylvanna M. Falcón, “Rape as a Weapon of War: Militarized Rape at the U.S. Border” **(CR)**
- 03/30 **(34)** “Designed to Kill: Border Policy and How to Change It” **(BB)** (Print out and bring to class)
(35) Tanya Golash-Boza, “Conclusion: Global Apartheid” **(CR)**

Week 13

- 04/04 **(36)** Selections from *Underground Narratives*: Luis Alberto Urrea, “All Stories are Refugees From Dangerous Lands”; Peter Orner, “Intro: Permanent Anxiety”; “Diana”; “Mr. Lai”: “Saleem” “Adela.” **(CR)**
- 04/06 **(37)** Leisy Janet Abrego, “‘I Can’t Go to College Because I Don’t Have Papers’: Incorporation Patterns of Undocumented Latino Youth’ **(CR)**
(38) **Crimson Group Visit (Tentative Date)**

Week 14

- 04/11 **(39)** Rebecca A. Fowler, “Tucson Samaritans and No More Deaths: The Moral Imperative of Taking Civil Initiative and Bearing Witness” **(CR)**
- 04/13 **(40)** Steven W. Bender, “Compassionate Immigration Reform” **(CR)**
- Abstract Presentations: Sunniva, Josh, Julia, Rafael

Week 15

04/18 Abstract Presentations: Adriana, Abby S., Vince, Amber, Kyle, BJ

04/20 Abstract Presentations: Ashley, Luis, Valentina, Jessica M., Jaquie, Sarah

Week 16

04/25 Abstract Presentations: Mata, Daejha, Abby G-K, Jon, Imani, Jesus

04/27 Course Evaluations
Abstract Presentations Vanessa, Dan, Selina

Finals Week

Final Paper Due No Later Than Noon, Monday, May 1, in Wilson-Short 111.