

Immigration and Citizenship in the Global Economy

CES 380.1
Fall 2017
Place: CUE 119
MWF: 2:10-3pm

Instructor: Rory Ong
Office Room #: Wilson 119
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Office Hrs: MW, 3:30-5:00 pm
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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 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 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 and final).

Required Texts:

Citizenship: A Very Short Introduction. Richard Bellamy. (Ebook available through Holland Lib).
 Defining America through Immigration Policy. Bill Ong Hing,
 Violent Borders: Refugees and the Right to Move. Reece Jones.
 Human Trafficking: A Global Perspective. Louise Shelley.
 Supplementary Readings (available on Blackboard).

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 2 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.

Directed Reading Responses

I will be providing weekly 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 Take-Home Essay Exam [due Oct 2 by 11:59pm]

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 Take-Home Essay Exam [due Dec 12 by 11:59pm]

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:

Critical Engagement	15%
Class Discussion/Facilitation	15%
Directed Reading Responses	15%
Midterm Take-Home Essay Exam	25%
Final Take-Home Essay Exam	30%

Grading Scale

100-93=A 92-90=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.
89-87=B+ 86-83=B 82-80=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.
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.
69-67=D+ 66-60=D	Suggests the student's work shows little comprehension, student applied very little effort, failed to grasp the material, is disengaged, or revealed a lack of reading, attention, and/or attendance.

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).

Blackboard

I use Blackboard to assign and collect assignments and to provide scores for individual assignments. However, I do not use Blackboard to tally the final grade percentage. So although Blackboard will provide a total number of points, they do not reflect the percentages I assign, nor do they include other factors like attendance.

Disability Accommodations

“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 [Pullman] or Disability Services at [name of campus] address on your campus] to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center or Disability Services. For more information contact a Disability Specialist on your home campus.” Pullman or WSU Online: 509-335-3417, Washington Building 217; <http://accesscenter.wsu.edu>, Access.Center@wsu.edu

Academic Integrity

“Academic integrity is the cornerstone of higher education. As such, all members of the university community share responsibility for maintaining and promoting the principles of integrity in all activities, including academic integrity and honest scholarship. Academic integrity will be strongly enforced in this course. Students who violate WSU’s Academic Integrity Policy (identified in Washington Administrative Code (WAC) 504-26-010(3) and -404) will receive a *fail the assignment*, or a *fail for the course* and will not have the option to withdraw from the course pending an appeal, and will be reported to the Office of Student Conduct.

Cheating includes, but is not limited to, plagiarism and unauthorized collaboration as defined in the Standards of Conduct for Students, WAC 504-26-010(3). You need to read and understand all of the definitions of cheating: <http://app.leg.wa.gov/WAC/default.aspx?cite=504-26-010>. If you have any questions about what is and is not allowed in this course, you should ask course instructors before proceeding. If you wish to appeal a faculty member’s decision relating to academic integrity, please use the form available at conduct.wsu.edu.” Should there be any suspicion of academic dishonesty, I 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

“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](#).

Schedule of Readings:

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| Monday, August 21: | Introduction to the Course. |
| Wednesday, August 23: | Video: <i>The Immigration Paradox</i> (2014). |
| Friday, August 25: | Video: <i>The Immigration Paradox</i> , cont’d (2014). |

Citizenship

- Monday, August 28: Read/Discuss “What is Citizenship and Why Does It Matter?” In *Citizenship: A Very Short Introduction* by Richard Bellamy. Discussion **Topics:** Political Citizenship; Components of Citizenship; the paradox of citizenship. This is an Ebook and is available online through the WSU Library.
- Wednesday, August 30: Read/Discuss “Membership and Belonging.” In *Citizenship: A Very Short Introduction* by Richard Bellamy. Discussion **Topics:** from Subject to Citizen; Citizenship and Property; Gender and Feminist Critique of Citizenship; Nationality, Ethnicity, Multiculturalism; from Alien to Citizen. This is an Ebook and is available online through the WSU Library.
- Friday, September 1: Read/Discuss “Rights and the ‘right’ to have rights.” In *Citizenship: A Very Short Introduction* by Richard Bellamy. Discussion. **Topics:** Human Rights and Cosmopolitan Citizenship; state citizenship and global justice. This is an Ebook and is available online through the WSU Library.
- Monday, September 4: Labor Day. All University Holiday.
- Wednesday, September 6: Read/Discuss “Citizens and Strangers” by Shane Phelan. Discussion **Topics:** Citizenship and Inclusion; Marginal Citizens; Sexual Strangers; Citizenship and Sexuality. Supplementary Readings [Blackboard].
- Friday, September 8: Read/Discuss “Where did Illegality Come From?” by Aviva Chomsky. **Topics:** legality as a social invention; domination and mobility; religion to race; race to nation; uses of ‘illegality.’ Supplementary Readings [Blackboard].
- Monday, September 11: Literacy training covering immigration research, academic journals, key words, search engines, etc.
- Immigration History in the U.S.**
- Wednesday, September 13: 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.
- Friday, September 15: Read/Discuss Chapt. 2 in *Defining America through Immigration Policy*, pp. 28-50. **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.
- Monday, September 18: Read/Discuss Chaps. 3 in *Defining America through Immigration Policy*, pp. 51-61. **Topics:** Early 20th C. anti-immigration sentiment; anti-Catholic sentiment; eugenics; 1917 Literacy Law.
- Wednesday, September 20: Read/Discuss Chaps. 4 in *Defining America through Immigration Policy*, pp. 61-70. **Topics:** Xenophobia; Sacco and Vanzetti; national origins quota law of 1921.

- Friday, September 22: Read/Discuss Chapt. 5 in *Defining America through Immigration Policy*, pp. 73-92. **Topics:** Walter-McCarran Act of 1952; President Truman's unsuccessful veto of the 1952 Act; subversives and communists; exclusion of gays and lesbians.
- Monday, September 25: Video: *What is an American* (2009).
- Wednesday, September 27: 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.
- Friday, September 29: 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.
- Monday, October 2: 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. **Midterm Take-Home Exam due by 11:59pm.**
- Wednesday, October 4: 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.
- Friday, October 6: 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.
- Monday, October 9: 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.
- Wednesday October 11: 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 13: Video: *Abandoned: The Betrayal of America's Immigrants* (2000).
- Global Refugees and Asylum Seekers**
- Monday, October 16: Read/Discuss "Introduction" in *Violent Borders*. **Topics:** global immigration crisis; states and movement; violent borders.
- Wednesday, October 18: Read/Discuss Chpt. 1: "The European Union" in *Violent Borders*. **Topics:** european immigration crisis; who is to blame; structural violence of borders.

- Friday, October 20: Read/Discuss Chpt. 2: “The U.S.–Mexico Border” in *Violent Borders*. **Topics:** the border; from policing to militarized security; death at the border.
- Monday, October 23: Read/Discuss Chpt 3: “The Global Border Regime” in *Violent Borders*. **Topics:** Israel’s Wall and the Abu Rahma family; the India-Bangladesh border and Felani Khatun; the Bangladesh and Myanmar border; the Australian border; the global border dilemma.
- Wednesday, October 25: Read/Discuss Chpt 4: “The Global Poor” in *Violent Borders*. **Topics:** the global poor then and now; slavery, serfdom, and movement; citizenship, identifying who belongs; identity documents; the global border regime.
- Friday, October 27: Read/Discuss Chpt 5: “Maps, Hedges, and Fences” in *Violent Borders*. **Topics:** Enclosing resources; private property and the Midlands Revolt; the Peace of Westphalia; after colonialism; enclosing the ocean; bordered space.
- Monday, October 30: Read/Discuss Chpt 6: “Bounding Wages, Goods, and Workers” in *Violent Borders*. **Topics:** from the Gilded Age to globalization; corporations and borders; borders and labor; systemic global labor violations.
- Wednesday, November 1: Read/Discuss “Conclusion: Movement as a Political Act” in *Violent Borders*. **Topics:** the state as a boundary making institution; displacing the nation; challenging borders and citizenship; free movement between states; global rules for working conditions; global rules for environmental protection; limits on private property; movement as a political act.
- Friday, November 3: Video: *The Harvest* (2011).
- Human Trafficking**
- Monday, November 6: Read/Discuss “Introduction” (1-22) in *Human Trafficking: A Global Perspective*. **Topics:** defining the scale of the problem; legislation defines human smuggling and trafficking; global smuggling and trafficking; a gender perspective; developing a global vision;
- Wednesday, November 8: Read/Discuss Chpt 1: “Why Has Human Trafficking Flourished?” in *Human Trafficking*. **Topics:** the demand for human trafficking; globalization; globalization and post Cold War era; globalization and unequal economic development; global corruption and human trafficking; political factors—end of cold war, regional conflicts, statelessness, social factors, changing demographics, rural to urban migration; gender and ethnic discrimination.
- Friday, November 10: Read/Discuss in Chpt. 2: “The Diverse Consequences of Human Trafficking” in *Human Trafficking*. **Topics:** social consequences; demographic consequences; political consequences; trafficking and authoritarianism; impact on democracy; trafficking, conflict states, and terrorism; health and labor consequences;
- Monday, November 13: Read/Discuss Chpt. 3: “Human Trafficking as Transnational Organized Crime,” in *Human Trafficking*. **Topics:** transnational criminals; women

as traffickers; trafficking routes; trafficker methods of recruiting, transport, and control.

- Wednesday, November 15: Read/Discuss Chpt 4: “The Business of Human Trafficking,” in *Human Trafficking*. **Topics:** Categorizing Traffickers as a business or criminal enterprise—Chinese traffickers, post Soviet traffickers, Balkan crime groups, American pimp model, supermarket model, trafficking out of Nigeria and West Africa; business models of trafficking.
- Friday, November 17: Video: *Made in Asia fast, cheap, and fair?: the global textile market* (2008).
- Mon-Fri: November 20-24: Thanksgiving Break. All University Holiday.
- Monday, November 27: Read/Discuss Chpt 5: “Asian Trafficking,” in *Human Trafficking*. **Topics:** historical precedents; diversity of Asian trafficking; the magnitude of the problem by region—northeast Asia, southeast Asia, south Asia.
- Wednesday, November 29: Read/Discuss Chpt 6: “Human Trafficking in Eurasian and Eastern Europe” in *Human Trafficking*. **Topics:** a persistent problem; diversity of trafficking; the distinctiveness of human trafficking; regional variations in trafficking; impact of the 2008 global recession on human trafficking.
- Friday, December 1: Read/Discuss Chpt 7: “Trafficking in Europe,” in *Human Trafficking*. **Topics:** the European dilemma; historical precedent; distinct European conditions; diverse European trafficking; special factors of trafficking in Europe; other conflicts and political oppression; European response to trafficking;
- Monday, December 4: Read/Discuss Chpt 8: “Trafficking in the United States,” in *Human Trafficking*. **Topics:** American exceptionalism and trafficking; the diversity of American trafficking; historical precedent for American trafficking; some distinctive features of American trafficking; trafficking as a business; regional variations—midwest, south, northeast/midatlantic, southwest, west; American responses to trafficking.
- Wednesday, December 6: Read/Discuss Chpt 9: “Human Trafficking in Latin America and Africa,” in *Human Trafficking*. **Topics:** impact of colonization and poverty; some historical context for Latin America and Africa; some specific features of trafficking in Latin America, Africa, and the Caribbean; forms of human trafficking; nature of human traffickers; who are the traffickers; what are the routes and destinations.
- Friday, December 8: Student Conferences (optional).
- Tuesday Dec 12: **Final Take-Home Exam due by 11:59pm.**