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Winter 2017
LSJ 329 - Immigration, Citizenship and Rights
101 Thomson Hall, MW 1:30-3:20pm

We will examine the relationship between citizenship and migration and the impact on rights, broadly defined, in the U.S. How do experiences intersect with law and policy in daily life in constructing membership as an immigrant and citizen, shaping a sense of belonging, and framing one's experience of rights? This is a sociological examination of formations of political and social memberships that materialize in legislative form, varied stages in documenting status and of citizens and migrants' daily experience in the U.S. Key questions that will be examined throughout the term include: What are the ways that states make citizens and migrants? What are the ways that citizens and migrants make the state? What does this process look like? What is the consequential impact on social, economic, political and cultural life? Much of our coursework will pay close attention to two major spaces through which citizen[ship] is shaped and contested: identity [race and gender structures] and the social order [labor].

Students should have a basic familiarity with scholarship in race, gender and in studies of migration, inequality and globalization. While our class does not have sections, you will be expected to engage in critical readings and discussions of the course materials during lecture, when possible. At all times, you must do so in a respectful tone and conscientious manner towards your peers in class.

Course Webpage: All information regarding this course will be available on Canvas. It is your responsibility to consult this webpage regularly for new/updated information about readings, assignments, relevant events, etc. Frequently check "Home", "Announcements" and folders in "Assignments".

Class Email: All emails concerning this course will only be sent to the assigned class email list or directly to your UW email address. Please consult your UW inbox regularly.

Requirements

Readings: Required readings will be available in "Meetings," a folder in "Assignments". Please note readings may change as deemed appropriate during the quarter. Readings marked as supplementary are suggested, certainly encouraged, but are not required.

Participation: This includes attending lecture, class discussion, in-class group work and write-ups, and submitting reading responses*. Please note that absences can impact your overall performance and grade. There are no make-ups for missing in-class writing assignments or group work. The use of laptops, iPads, tablets and the like during lecture should only assist in note-taking and review of readings – these should not distract you and others in class. Please be conscientious towards your peers and me and refrain from multi-tasking during class, which is a distraction.

*Reading Responses (RRs): students will write a brief, reflective statement on the reading addressing a question or analytical response (btwn 150-200 words). *This is not a descriptive summary*. Refer to the guide in “Reading Responses” under “Assignments” for details and writing tips. See our “Schedule of meetings” for due dates and times.

Debate Essay: You will write an essay (1-2pgs) where you will argue one side of a debate. You must employ class material and external sources, such as articles from journals, newspapers, magazines, statistical data agencies like Census, BLS, etc. More details will be provided in “Short Papers” under “Assignments” on Canvas. This exercise is intended to be reflective as well as analytical.

Self/Family Essay: You will write an essay (2-3pgs) that reflects on part of your personal history. You have a choice of a self-reflection or an interview of a family member. You will also incorporate discussion of a profile of an immigrant from a podcast. Details will be provided in “Short Papers” under “Assignments” on our webpage.

Group Project - Migration and Citizenship Report: Working in groups, you will learn about the available and varied data sources on immigration and citizenship, as well as practice presenting data that offers an interpretation of a migrant group. Your group will collect quantitative data to produce a narrative about a migration stream between one nation and the U.S. A second part of the report asks your group to assess and explain the possible route(s) to becoming a citizen for a named migrant in a profile that I will provide and the possible challenges, incorporating course material.

The purposes of this exercise are to practice presenting data and familiarize oneself with as well as assess the process of migration and citizenship. You should use at least two sources of data (ex: United Nations, U.S. Census, Bureau of Labor Statistics, PEW Hispanic Center, etc). Instructions as well as a list of possible data sources and select list of immigrant profiles will be posted under “Assignments”. [Groups should begin work on this assignment early](#). Please consult with me and your TA for assistance. One member of your group will submit one document online to Canvas.

Midterm exam: The [exam will be in class](#). The format is short answers and short essays on readings, lectures, films, etc. covered in class. More details will be outlined in the week prior to the exam.

Final Exam: [Final exam is scheduled during finals week on Monday, March 13, 2:30-4:20pm](#). The format will be short-answer and short essays on readings, lectures, films, etc. covered in class. More details will be outlined in the last week of classes.

Grading

1. Class Participation: reading responses + in-class writing	10%
2. Debate Essay	15%
3. Self / Family Reflection Essay	10%
4. Midterm Exam	20%
5. Group Project - Migration and Citizenship Report	20%
6. Final Exam	25%

Assignment Guidelines

Format: Assignments must be typewritten, using 12pt Times New Roman font with 1” margins, unless directed otherwise.

Extensions: There are no extensions or make-ups for exams/assignments, unless you provide: 1. a letter requesting a make-up that explains absence or 2. a doctor’s note explaining an absence or late submission. These documents will be part of your class record and grades on an assignment may incur a decrease in point value/letter grade. [Missing a deadline because you do not have a copy of your work is not an acceptable excuse.](#)

Submissions: With the exception of exams, all assignments should be uploaded to Canvas. [Email submissions are not accepted](#), unless requested by me. Students must not leave papers with administrative staff or in my mailbox in the main offices of Law, Societies and Justice or the Department of American Ethnic Studies, unless I request you to do so. [Please note it is your responsibility to save copies of your work and verify that they successfully uploaded to Canvas.](#)

Notes: Some abbreviated notes from seminar may be available on webpage –these will not fully cover readings and material discussed in class. As a result, class attendance is important.

Plagiarism: All students are held to a high standard of academic integrity and expected to abide by the UW’s policy on academic honesty and code of conduct. If you present someone else’s ideas or writing as your own, *without appropriate citation*, you will be reported to University Administration. Please see your student handbooks and the following for more information:

UW Student Conduct Code: <http://apps.leg.wa.gov/WAC/default.aspx?cite=478-120>

Academic honesty: please see information on course webpage for details.

Disability Resources for Students: The University of Washington is committed to providing access and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. For information, please see <http://disability.uw.edu> call 206-543-8924 or email uwdrs@uw.edu.

**** A Commitment to Our Class ****

“But if thought corrupts language, language can also corrupt thought.” George Orwell, 1984

We have the good fortune of working with a diverse student body. I wish to do what I can to create an engaging, collaborative and civil environment for learning. As with any class, the issues we read about and discuss are important, debatable, and at times, controversial. Making the decision to share your experiences and opinions in a public space is meaningful and it can also be challenging. This is a privilege in education and in this nation and so I take seriously your actions to do so in our class. I require that we be open to our differences, aware of our reactions, and thoughtful and respectful when we participate in an exchange of ideas. We should not be judgmental, but mindful there is more than one way to view the world. Our class offers opportunities for learning.

One immediate practice to follow in our class is being conscientious of language – how we talk about the issues relevant to our class. [In our class, “undocumented” or “unauthorized” are acceptable labels](#) to use when referencing individuals who do not possess a migrant status that affords legal permission to live and work in a country. Being in the U.S. without proper documents

is a civil offense, not a criminal one. We will not use labels like “illegal(s)” and “illegal immigrant(s)”. While the use of “illegal immigration” may correctly point to a form of unauthorized border crossing, the labels “illegal(s),” and “illegal immigrant(s),” dehumanize individuals and are discriminatory.

Being conscientious about language – written and spoken - in our class means two things:

1. Celebrate difference. Exclude language that point out differences (legal status, race, disability, gender, sexuality, class, just to name a few) to reinforce discrimination, disempowerment, hierarchy, exclusion and dehumanization.
2. Have patience. Peers can be unskilled, unknowledgeable or misinformed when choosing how they share their ideas in lecture and on assignments. I will address this, when possible and in fairness to all students. I will invite you to reflect and decide how you will collaborate with your peers and me in class, so that we do not undermine teaching and learning in this class.

Our classroom will not endorse a culture that contributes harmful statements about Latinxs, immigrants, Muslims, African Americans, women, poor and disabled, to name only some communities vulnerable to possible changes in law and policy under the new administration. You may see me during office hours or by appointment if you would like to talk more about this.

Schedule of Meetings

Week 1: Course Overview and Making Citizens

- 1.04 Wed: Course introduction and brief overview of assignments.
Renato Rosaldo, “Cultural Citizenship in San Jose, California.”
Maeve Higgins, “Two Irish Girls Who Made it to New York.”
Mae M. Ngai, “How grandma got legal.”

Week 2: Making Nations and Making Citizens

- 1.09 Mon: Evelyn Nakano Glenn, “Citizenship: Universalism and Exclusion.”
P.R. Lockhart, “Black Immigrants Brace for Dual Hardships under Trump”.
Supplementary: Evelyn Nakano Glenn, “Labor: Freedom and Coercion”
NYU Law Immigrants Rights Clinic and Black Alliance for Just Immigration, “The State of Black Immigrants.”
- 1.11 Wed: T.H. Marshall, “Citizenship and Social Class.”
Leisy Abrego, “I can’t go to college because I don’t have papers.”
Julissa Arce, NPR audio, “Standout Student, A Star at Goldman Sachs and Undocumented”
Supplementary: Max Weber, “Citizenship in Ancient and Medieval Cities”

Reading Response on this week’s reading - submit by noon to Canvas

Week 3: Understanding Migrations

- 1.16 Mon: **University Holiday**
- 1.18 Wed: Douglas Massey, “Why Does Immigration Occur? A Theoretical Synthesis.”
Listen to Maeve in America Podcast: “The Roz Episode: 37 round trips from Shanghai to San Mateo.” <https://www.maveinamerica.com/>

Debate Essay – submit by 6pm to Canvas

Week 4: Controlling Migrations, Il/legality and Paper Citizens

- 1.23 Mon: Erika Lee, “American Gatekeeping.”
Supplementary: Mae Ngai, “The Johnson-Reed Act of 1924 and the Reconstruction of Race in Immigration Law.”
Group Project – Name group members in class.
- 1.25 Wed: John Torpey, “Coming and going: On the state monopolization of the legitimate “means of movement.”
Craig Robertson, “Suspicious People and Untrustworthy Documents.”

Self / Family Essay – submit by 6pm to Canvas

Week 5: Controlling Migrations, Il/legality and Paper Citizens

- 1.30 Mon: Nicholas De Genova, “The Legal Production of Mexican/Migrant “Illegality”.”
Discussion of H-2A temporary nonimmigrant visa program.
Supplementary: Kitty Calavita, “Let’s Make a Deal”.

- 2.01 Wed: **Exam**

Week 6: Making Legible Citizens and Consciousness

- 2.06 Mon: Melinda Anderson and Ainslya Charlton, “Being an Undocumented Immigrant - and Black – in College.”
Chris Heller and Pang Tubhirun, “I Am an Undocumented Immigrant.” (Read interview and watch short documentary video.)
Discussion of Deferred Action for Childhood Arrivals (DACA).
Jeffrey S. Passel and D’Vera Cohn, Pew Research Center, “Overall Number of U.S. Unauthorized Immigrants Holds Steady Since 2009.”
Supplementary: Wong, Tom, Angela Garcia, Marisa Abrajano, David Fitzgerald, Karthick Ramakrishnan and Sally Le. “Undocumented No More. A Nationwide Analysis of Deferred Action for Childhood Arrivals, or DACA.” *Center for American Progress*, September 2013.

Group Project - check-in with your group and submit progress update.

- 2.08 Wed: Leisy Abrego, “Legal Consciousness of Undocumented Latinos: Fear and Stigma as Barriers to Claims-Making for First- and 1.5-Generation Immigrants.”
Shannon Gleeson, “Labor Rights for All? The Role of Undocumented Immigrant Status for Worker Claims Making.”
Dylan Matthews and Joseph Carens, “What gives us a right to deport people?”

Week 7: Controlling Migrations, Narratives and Vulnerability

- 2.13 Mon: John S.W.Park, “Temporary Workers” in American Law and Society since 1990” and “Engineering the Model Minority”
J. Weston Phippen, “Asians Now Outpace Mexicans in Terms of Undocumented Growth.”

Discussion of H-1B temporary nonimmigrant visa program.

Group Project - check-in with your group and submit progress update.

- 2.15 Wed: Shivali Shah, “Middle Class, Documented and Helpless. The H-4 Visa Bind”
Liz Jones, NPR, “When Tech Workers Arrive on Visa, What about their Spouses?”

Reading Response on this week’s reading - submit by noon to Canvas

Week 8: Between Nations, Identities and Patriotism

2.20 Mon: University Holiday

- 2.22 Wed: Michel Foucault, “Docile Bodies”
Eithne Luibhéid, “Birthing a Nation”

Group Project - final check-in with groups

Reading Response on this week’s reading - submit by noon to Canvas

Week 9: Between Nation, Identities and Patriotism

- 2.27 Mon: Joshua Takano Chambers-Letson, “Pledge of Allegiance: Performing Patriotism in the Japanese American Concentration Camps”

- 3.01 Wed: Mehdi Bozorgmehr and Anny Bakalian, “Hate Crimes and Bias Incidents” and “Government Initiatives and the Impact of the Backlash.”
Moustafa Bayoumi, “For Muslim New Yorkers, a Long Path from Surveillance to Civil Rights.”

Supplementary: CLEAR, the Asian American Legal Defense and Education Fund and the Muslim American Civil Liberties Coalition Mapping Muslims: NYPD Spying and its Impacts on American Muslims.

Group Project due – submit by 6pm to Canvas

Week 10: Being Made and Becoming - Changing Sites of Citizenship

- 3.06 Mon: Aihwa Ong, “Refugee as an Ethical Figure” and one additional chapter: “Refugee Medicine” or “Keeping the House from Burning Down.”

- 3.08 Wed: Review Glenn, Marshall, and Rosaldo.
Manuel Pastor, Jared Sanchez and Vanessa Carter, “The Kids Aren’t Alright – But They Could Be: The Impact of Deferred Action for Parents of Americans and Lawful Permanent Residents (DAPA) on Children.

Concluding remarks

Week 11: Exam Week

3.13 Mon: **Final Exam is scheduled from 2:30-4:20pm in 101 Thomson.**
