

TRANSNATIONAL MIGRATION
Anthropology 125X, CHC/LAT 161 Int'l Studies 117A

SYLLABUS WINTER 2018

Professor: Leo R. Chavez
Office: SBSG 3326
Office Hours: Tuesdays 12-2
And by appointment

Room: DBH 1200
Tu-Th 9:30 – 10:50 a.m.
Codes Anthro 60220/CLS 61130/Intl ST 64315

This course will explore current controversies in transnational migration, with a focus on Mexican-U.S. immigration. We will cover a number of topics, including, but not limited to, the following: nationalism and citizenship, national identity, identity and fluidity, social inequality, cultural citizenship, border theory, border politics and surveillance, the politics of nativism, and popular cultural images and representations of Mexican/Latinx immigrants. We will analyze social constructions of the “us/them” dichotomy that pervades popular understandings of Mexican-U.S. immigration. We will explore these current controversies and the process of “Othering” primarily through analysis of various discourses of difference and pay particular attention to issues of race, gender, sexuality, and social class.

There are a few main goals for this class: 1) to be able to understand and critically examine contemporary social issues related to transnational migration and immigration to the United States through an historical lens; 2) to gain an understanding of the lives and experiences of immigrants and migrants through readings and documentary film; 2) to investigate and open debate about immigration topics in the media; and 3) to engage with theories that critically examine taken-for-granted assumptions about gender, culture, race, ethnicity, sexuality, and social class as they relate to migration. We will be reading from a selection of diverse texts and viewing films to supplement the readings. The purpose of this eclectic mixture of genres is to expose you to diverse academic perspectives and modes of expression to enrich our learning and to challenge unidirectional thinking. By the end of this course, you should have an understanding of the social, cultural, historical and theoretical issues that underlie transnational migration and the immigrant experience in contemporary U.S. society. Ultimately, my hope is that this course will be influential in developing and strengthening your skills as critical and engaging thinkers and writers.

We will view a number of films in the course because they provide us with the opportunity to examine a number of migration issues from the perspectives of individuals and communities that resonate with the issues examined in class readings and lectures. Thus, the films are not extra but integral to the course, similar to the readings and lectures. When watching the films, you should be taking visual analysis notes:

1. What are the filmmakers' goal or goals in making this film?
2. What are the primary “take-home messages” from this film? (The take home messages are the major ideas, facts, or questions that the piece implants in the viewer's mind.)
3. What was the most significant thing to you in the film, and why?
4. List one question that results from this piece (think about how you might answer it, but do not).
5. How does the film relate to one of the readings we've done in class so far?

Class Participation and Attendance: Part of your grade will be based on participation and attendance. Please be for-warned. I will take attendance. I will make allowances for medical emergencies with a doctor's note and for religious holidays. You will need to discuss this with me individually. My teaching philosophy is to encourage learning through interaction and participation. This is why I emphasize participation so heavily.

The course isn't just structured around lectures. Mutual participation, discussion, and individual/group work is included. You should have done the assigned readings and be ready to discuss the points brought up in them. It is also a good idea to take notes as you read and also prepare questions for discussion. You should **bring the readings with you to class** so that you can refer to them during our discussions. I ask that you be respectful of our discussions and learning environment by **NOT doing other course work during class**, sleeping, scrap-booking, balancing your checkbook, text-messaging, etc. Because this course is concerned with interaction and participation, Laptop computers are discouraged during class. I want you to engage with me and, particularly with your classmates. That cannot be accomplished with peoples' eyes on their computer screens. I ask that you be respectful of each other – this means **Listening** and NOT verbally attacking others (don't call people idiots, stupid, and other derisive terms (even under your breath). Also, do not raise your voice. We need to have respectful dialogues, not yelling matches. The discussions in this class will only be as good **YOU** make them. I cannot stress this last point enough.

Special Needs: If you need accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately. Please see me privately after class, or at my office. To request academic accommodations (for example, a notetaker), students must also register with the Office of Disability Services.

Cheating: UCI has a strict code of academic honesty. This class will adhere to that code. The importance of academic integrity cannot be overstated. It is never acceptable to present someone else's work or research as your own. Researching topics in publications and on the internet is ok, but such research should be cited if used in a paper. Students are expected to, at all times, adhere to The UCI Academic Senate Policies on Academic Honesty. Occurrences of academic dishonesty will be dealt with on a case by case basis and may ultimately result a lower grade, failing the class, and even possibly in dismissal from the university. For details on academic honesty and cheating, see the website: <http://www.editor.uci.edu/catalogue/appx/appx.2.htm>

Requirements and Grades:

Grades will be based on class participation, exams, and a paper.

Midterm	350 points
Final: not cumulative:	350 points

Guest speaker reaction papers (3 pages perfect, but no more than 4 pages each; 1 before the midterm 1 after the midterm) 150 points each, for	300 points
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Two Guest Speaker Review Papers (150 points each = 300 points total) – During the course of the quarter.

You may choose which Guest Speakers you want to write about, with the following caveat: At least one student must review each speaker. I will ask for volunteers or I will randomly assign; reviews should not merely summarize the Guest Speaker's content, but should offer a critical perspective (positive or negative).

Reviews must be submitted to me by EMAIL by the FRIDAY after the Guest Speaker's presentation in class. Grading criteria are as follows:

--Follows protocols – typed, single-spaced, three pages perfect, maximum 4 pages, electronic WORD copy only, handed in on time. YOUR NAME on the WORD File.

Example: Chavez speaker paper 1.doc

--First line of paper: Name, name of Guest Speaker, date:

Example: Leo Chavez, speaker Daina Sanchez, Thursday Feb 15. – all on top line.

--Excellent papers shows critical insight – paper doesn't just summarize, but offers a unique insight on the Guest Speaker: relates subject to reading and discussions for class.

Papers MUST make connections to READINGS. Relevant readings!!!!
-Points will be lost if missing.

--You include in your paper at least one question you or another student asked the Guest Speaker about the presentation in relation to the reading.
-Make this clear, for example, by writing "In response to the question..."

DUE: Guest speaker papers will be due:

-for a Tuesday speaker, paper due the following Friday

-for a Thursday speaker, paper due the following Monday

Required Books:

Leo R. Chavez, *Anchor Babies and the Challenge of Birthright Citizenship*. Stanford University Press, 2017.

[Royalties donated to UCI scholarship fund]

Also Required: Selected readings on class webpage.

WEEKLY TOPICS AND READINGS SCHEDULE

Week 1: Jan 9, 11 Introduction and a brief overview of Immigration to the United States

Read: Douglas S. Massey, Jorge Durand, and Nolan J. Malone, Chapter 2 THEORY, in *Beyond Smoke and Mirrors*.

Chavez, "Culture change and cultural reproduction: Lessons from research on transnational migration."

Clips: Men in Black (intro); <https://www.youtube.com/watch?v=1-bjPqMMLN4>

WEEK 2 Jan 16, 18 BORDERS

Read: Chavez, *Shadowed Lives*, Chapter 3: Crossing the Border.

De Leon, Better to be hot than caught: Excavating the conflicting roles of migrant material culture. *American Anthropologist* 113(3): 477-495. 2012.

Vogt, W. A. (2013). Crossing Mexico: Structural Violence and the commodification of undocumented Central American migrants. *American Ethnologist*, 40(4), 764-780.

Media:

Los Angeles Times: Who is crossing the border now? :

<http://www.latimes.com/projects/la-fg-immigration-trek-america-tijuana/>

<http://www.latimes.com/projects/la-fg-immigration-trek-america-bangladesh/>

<http://www.kpbs.org/news/2016/aug/02/haitian-migrants-find-shelter-san-diego/>

WEEK 3: Jan 23, 25 ILLEGALITY

Read: Chavez, *Shadowed Lives*, Chapter 9: Learning to Live as an Illegal.

Chavez, Outside the Imagined Community. AE 1991

Abrego, Leisy J., and Cecilia Menjivar. 2012. Legal Violence: Immigration Law and the Lives of Central American Immigrants. *American Journal of Sociology* 117 (5):1380-1421.

Deportations of Vietnamese, Cambodians leave Bay Area Asian immigrants shaken.

<https://www.mercurynews.com/2017/11/09/deportations-of-vietnamese-cambodians-leave-asian-immigrants-shaken/>

Elizabeth Clark Rubio, *Legal Constructions of Marriage and Hardship: Battered Korean and South Asian American Women's Experiences Applying for Gender-Based Violence Immigration Relief*. 2017

Tuesday guest speaker: Guest lecture: Zelneck: Cambodian-American youth and deportation

Thursday guest speaker: Elizabeth Clark Rubio: Women and Immigration Papers

WEEK 4: Jan 30, Feb 1 WORK

Read: Chavez, *Shadowed Lives*. Chapters 5 and 6 on Green Valley and street corner employment.

Seth Holmes. Oaxacans Like to Work Bent Over: The Naturalization of Social Suffering among Berry Farm Workers. *International Migration*, 45, 39-68. 2007.

Gomberg-Munoz, R. (2010). Willing to Work: Agency and Vulnerability in an Undocumented Immigrant Network. *American Anthropologist*, 112(2), 295-307.

Media:

McGonigle Canyon, San Diego:

<https://www.youtube.com/watch?v=m77J0KlutNk&index=1&list=PLD677671BE1F7B00B>

<https://www.youtube.com/watch?v=sBHs0sETasY&index=5&list=PLD677671BE1F7B00B>

<https://www.youtube.com/watch?v=PMRR7oAwAKM&list=PLD677671BE1F7B00B&index=6>

Thursday Guest Speaker: Rebecca Richart Hasselbeck

WEEK 5 Feb 6, 8 REPRODUCTION, NATIVISM AND XENOPHOBIA

Read: Chavez, *The Latino Threat*, Introduction, Chapters 1, 3,

Marco Gemignani and Yolanda Hernandez-Albujar. Hate groups targeting unauthorized immigration in the U.S.: Discourses, narratives and subjectivation practices on their websites. *Ethnic and Racial Studies* 38(15): 2754-2770. 2015.

Seth M. Holmes and Heide Castaneda. Representing the “European refugee Crisis” in Germany and Beyond: Deservingness and Difference, life and death. AE 43(1): 10-13. 2016.

Clips: Gibson video make more babies

<http://www.youtube.com/watch?v=y8CWnx948X8>

Nation: <http://www.youtube.com/watch?v=3NfuWba9RR8>

Race and whiteness: <http://www.milkandcookies.com/link/155488/detail/>

See: Otto Santa Ana:

<https://www.thepresidentsintent.com>

WEEK 6 Feb 13, 15 AMERICA’S HEARTLAND and MINUTEMEN

TUESDAY MIDTERM

THURSDAY

Read: Arlie Russell Hochschild, *Strangers in their Own Land: Anger and mourning on the American right*. Chapters 6, 9

Chavez, *The Latino Threat*, Chapter 6 (Minutemen)

Song Margo Price, Heart of America

https://www.youtube.com/watch?v=7_fwz_nM1-k

Media:

NY Times on new militia on border:

<https://www.nytimes.com/video/us/100000004807048/taking-border-security-into-their-own-hands.html?playlistId=100000004687548>

http://www.nytimes.com/2016/12/21/us/at-the-southern-border-a-do-it-yourself-tack-on-security.html?_r=0

LA Times A century ago, a popular Missouri newspaper demonized a religious minority: Catholics. 2015

NY Times, 95,000 words, many of them ominous from Donald Trump’s tongue. 2015

Korematsu: <http://www.latimes.com/opinion/op-ed/la-oe-chin-korematsu-20161222-story.html>

WEEK 7 Feb 20, 22 TRANSNATIONALISM AND MUSIC

READ: Alex E. Chavez, *Southern Borderlands: Music, Migrant Life, and Scenes of a “Mexican South.”* A photo essay.

Alex E. Chavez, *Sounds of Crossing: Music Migration, and the Aural Poetics of Huapango Arribeño*. Chapter 4, *Regional Sounds: Mexican Texas and the Semiotics of Citizenship*. Pp. 198-231. Duke University Press, 2017.

Film: *Ballad of an Unsung Hero*: Pedro J. Gonzalez.

Film: *Accordion Dreams* Showed parts

Thursday guest speaker: Daina Sanchez

WEEK 8 Feb 27, Mar 1 CHILDREN OF IMMIGRANTS: DACA and DREAMers

Read: Chavez, *The Latino Threat*, chapters 3

Read: Gonzales, Roberto G., and Leo R Chavez. 2012 “Awakening to a Nightmare”: Abjectivity and Illegality in the Lives of Undocumented 1.5 Generation Latino Immigrants in the United States. *Current Anthropology* 53 (3):255-281

Lindsay Perez Huber. Constructing “Deservingness”: DREAMers and Central American Unaccompanied Children in the National Immigration Debate. *Assoc. of Mexican-American Educators* 9(3): 22-34. 2015.

Media:

Planas, Roque. DACA Recipient deported after visiting Mexico. Feb. 2, 2016.

Mianecki, Julie. LA Times, States make their own tuition rules for undocumented students. May 15, 2011.

Goffard, Christopher. LA Times, An immigrant in limbo between two Americas. June 8, 2012.

Do, For Asians in the U.S. illegally there’s more shame and more quiet. LA Times 12/17/2016. <http://www.latimes.com/local/lanow/la-me-ln-undocumented-asians-adv-20161206-story.html>

Thursday guest Lecture: Linda Sanchez: DACA

WEEK 9 Mar 6, 8 CHILDREN OF IMMIGRANTS: Citizens and “Anchor Babies”

READ: Chavez, *Anchor Babies and the Challenge of Birthright Citizenship*

WEEK 10 Mar 13, 15 MEDICAL ISSUES

READ: Chavez, LR, The Latino Threat, chapter 5, Organ transplants and the privileges of citizenship.

Heide Castaneda, Stratification by immigration status.

American Psychological Association, Stress in America report, 2017 [brief]cc

Belinda Campos and Leo R. Chavez, How Anti-Latino Rhetoric Hurts All Americans
American society would be stronger and safer if it embraced people of all ethnicities,
suggest the preliminary results of an on-going study

FINAL THURSDAY MARCH 22, 8-10 a.m.