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Off Hrs: Fri 1:30-3:30pm & by appointment

**Spring 2019**

AES 442

Mon / Wed 1:30-3:20pm

242 Mechanical Engineering Bldg

### ***Undocumented Immigrant Communities***

The politics of migration, citizenship and race are the focal point for this course. In these times, the migrant crisis and others compel us to understand their productive forces and that they are crises of identity and power. This class examines sociologically the concepts of undocumented, citizen, and the structuring of il/legality as they are situated in axes of power, specifically in racialized and gendered contexts. Working with primary and secondary sources, we will learn about experiences across diverse communities, i.e., UndocuLatino, UndocuBlack, UndocuAsian and Pacific Islander, and UndocuQueer. Institutional outcomes in migration, law, labor, carceral spaces, education, and health are areas in social life that may be examined in course materials.

In this specific quarter, we scrutinize more closely the concepts of undocumented and presence and trace the historical lived experience of undocumented-ness. Our meetings will analyze course material and incorporate, whenever possible, your perspectives and assessments based on personal experience, observations, material from coursework and independent work of your own. All of this work informs and shapes the accounts we test alongside dominant, official and state methods of documentation.

Generally, we want to know from our readings and class discussions: What does undocumented or documented mean in this context? Who are the main institutions and actors involved in the process? How do ideological forces like race or gender shape the events, problems and outcomes? What are the possibilities for change?

**This is an upper-division course** – students should be prepared to:

1. Complete readings and assess them analytically in class discussions. Lectures will not fully cover readings, but attempt to synthesize key ideas.
2. Advance skills in critical writing, develop sharp skills in reasoning and organizing coherent arguments.
3. Locate, explain connections and think critically across inequalities, hierarchies and social change.
4. Advance competency in research data collection, theories and methods, mainly from social sciences.

A basic familiarity with discourses in race, ethnicity, and gender as well as studies in labor, inequality and globalization is indeed helpful, though not required. You should be prepared to read supplementary material on your own that will support your grasp of the material. Course readings are interdisciplinary from sociology, anthropology, ethnic and critical race studies, history and socio-legal studies. Class participation is important. You are encouraged to share your observations and insights with class members. *At all times, you must do so in a respectful tone and conscientious manner towards your peers and professor.*

### **Majoring in American Ethnic Studies**

Many students take AES courses out of interest in the topics or to fulfill general education requirements, yet do not realize how close they are to a major or even a double major. A degree in American Ethnic Studies is excellent preparation for a career in law, education, medicine, public health, social work, counseling, public policy, arts and humanities and many other careers. For more information about the major, please contact: Lorna Hamill, Academic Counselor, lthamill@uw.edu (206) 221-0664 or visit <https://aes.washington.edu>

**Course Webpage:** All information is available on Canvas. It is your responsibility to consult Canvas regularly for new/updated information about readings, assignments, relevant events, etc.

**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 are available in “Meetings,” a folder in “Assignments” on Canvas. Readings may change as deemed appropriate during the quarter. Readings marked as supplementary are suggested, certainly encouraged, but are not required.

**Participation:** Class participation is important for your overall performance in this class and will be noted. These include contributions during Q&A and in-class activities. In every class, I will pose questions to assess your understanding of the readings. There are no make-ups for missing in-class work. Using laptops, iPads, tablets and the like during lecture should only assist in note-taking and review of readings. Please do not multi-task during class, which can distract you, your peers and me in class.

**Discussion Points & Questions:** Before class, students will compose an analytical point or question to discuss with peers in small groups and with the rest of the class. These can be handwritten, preferably typewritten. Groups will decide on the questions they will discuss first and then move on to others. In certain meetings, you will write response to a question I pose in class as part of this session. DPs&Qs will be collected at five designated times during the quarter. More details will be posted in Canvas.

**Memory & Place Essay:** You will write a short essay (1-2pgs) following Trinh Mai’s visit to our campus. Students choose between attending the public lecture or visiting the accompanying art exhibit. This paper is intended to be reflective as well as analytical. More details will be posted in Canvas.

**Naturalization Essay:** Working in groups of two, you will write an essay (1-2pgs) where you will assess the application for naturalization to the United States. More details will be posted in Canvas. This exercise is intended to be reflective as well as analytical.

**Community Advocacy Organization Profile:** Working in groups of two, you will prepare a profile of a national or international community organization’s campaign about undocumented immigrants, immigrants and/or non-citizens. More details will be posted in Canvas. You will briefly report on these profiles in class.

**Documenting Presence Project:** You will conduct independent research and collaborate with a group of your peers to examine the relationship between documents and identity. Details are provided in Canvas.

**Exam One:** The exam will be in class. The format is definitions, short answers and short essays on readings, lectures, films, etc. covered during the first half of the class. Details will be posted in Canvas.

### Grading

1. Class Participation	10%	4. Memory and Place Essay	10%
2. Discussion DPQs	10%	5. Naturalization Essay	15%
3. Exam	20%	6. Community Advocacy Org Profile	10%
		7. Documenting Presence Project	25%

### Grading Scale

A	93-100	3.8-4.0	A-	90-92	3.5-3.7	B+	88-89	3.2-3.4
B	82-87	2.9-3.1	B-	80-81	2.5-2.8	C+	78-79	2.2-2.4
C	72-77	1.9-2.1	C-	70-71	1.5-1.8	D+	68-69	1.2-1.4
D	62-68	0.9-1.1	D-	60-61	.07-.08	E	0.0	

### Assignment Guidelines

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

**Extensions:** In general, there are no extensions or make-ups for exams and assignments, unless you speak with me during office hours or by phone. If you are requesting an extension or make-up for a required assignment, please provide a dated letter requesting the make-up for the specific assignment and which also notes the date(s) of the absence and missed or late submission. Speaking with me or your adviser is important, especially if your absence is for an extended period that could impact your performance in our class. Grades on late or make-up assignments may incur a decrease in point value. **Missing deadlines because you did not save a copy of your work is not an acceptable excuse.**

**Submissions:** Email submissions are not accepted, unless requested by me. Students must not leave papers with administrative staff or in my mailbox in the main office of the Department of American Ethnic Studies, unless I request you to do so. **It is your responsibility to save copies of your work and verify that they successfully upload to Canvas.**

**Notes:** Some abbreviated notes from class may be available on the webpage –these do not fully cover readings and material discussed in class; class attendance is important.

### **\*\* 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 write and talk about the issues relevant to our class. Being conscientious about language 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. 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, dehumanizing and discriminatory statements about Latinxs, immigrants, Muslims, African Americans, women, poor and disabled, to name only some communities vulnerable to recent changes in law and policy. You may see me during office hours or by appointment if you would like to talk more about this.

The Department of American Ethnic Studies has at the core of our study that the struggle for equality, equity and justice is the voice of peoples who are underrepresented and marginalized. The exchange of knowledge in our classrooms fights against the singular, simplistic narratives that are meant to define us in the public eye. These are change-making tools that you can take into diverse professional fields where you can make a difference. You can read AES' mission statement here: <https://aes.washington.edu/about>

**Safety and Wellness:** There are many different kinds of support services on campus, such as the Counseling Center and Hall Health Mental Health Clinic. If you are concerned about yourself or a friend who is experiencing emotional distress and/or may be at-risk for suicide, you can call SafeCampus at [206-685-7233](tel:206-685-7233) (SAFE). They will provide a 24/7 risk assessment and help to connect to appropriate resources on campus. Please save the SafeCampus number in your cell phones.

**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 (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts). For information, please see <http://disability.uw.edu> call 206-543-8924 or email [uwdrs@uw.edu](mailto:uwdrs@uw.edu). Please meet with at your earliest convenience so we can discuss your needs in this course.

**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.

**The Office for Community Standards and Student Conduct** is an important resource on our campus. Here, you can learn more about academic misconduct, tips for preventing misconduct, the process for reporting who to contact and your rights as a student, too. See below for more details:

Community Standards and Student Conduct: <https://www.washington.edu/cssc/>

Student Rights: <https://www.washington.edu/cssc/for-students/student-rights/>

Student Governance and Policies <http://www.washington.edu/admin/rules/policies/SGP/SPCH209.html>

Student Conduct Process: <https://www.washington.edu/cssc/for-students/overview-of-the-student-conduct-process/>

**The Interdisciplinary Writing Studio** (113B Smith) offers tutoring sessions for students working on projects in AES, AIS, CHID GEOG, and GWSS. Tutors have experience writing and tutoring in these departments and can work with you on **all aspects of writing and research from brainstorming and planning, through writing and revising**. All kinds of projects are welcome, i.e. drafts, research strategies, disciplinary expectations, and finding your own voice in writing. Sign up for an appointment and for hours, visit the website: <https://geography.washington.edu/interdisciplinary-writing-studio>.

## Schedule of Meetings

### Week 1: Constructing Narratives and Difference

- 4.01 Mon: Course Introduction  
 Maeve Higgins, "Two Irish Girls Who Made it to New York".  
 Mae Ngai, "How Grandma Got Legal".
- 4.03 Wed: María Gutierrez Soldatenko, "Berta's Story: Journey from Sweatshop to Showroom"  
**Pick groups for Naturalization Essay**  
**Visit with Trinh Mai**

### Week 2: Master Narratives and Racializing Illegality

- 4.08 Mon: Soldatenko, "Berta's Story: Journey from Sweatshop to Showroom" (continued)  
 Antonio Vargas, "My Life as an Undocumented Immigrant."  
 Melinda Anderson and Ainslyia Charlton, "Being an Undocumented Immigrant-and Black-in College."  
 Soo Mee Kim and Aggie J. Yellow Horse, "Undocumented Asians, Left in the Shadows"  
 "Why We Rise": <https://vimeo.com/66714074>
- 4.10 Wed: Erika Lee, "American Gatekeeping."  
 Joshua Fernandes, "My grandfather was a paper son under the Chinese Exclusion Act. He created an iron legacy."  
Supplementary: Douglas Massey, "Why Does Immigration Occur? A Theoretical Synthesis."

### Week 3: Making Nations, Citizens and Controlling Mobility

- 4.15 Mon: Craig Robertson, "Suspicious People and Untrustworthy Documents."  
 Michele Statz, "Chinese Difference and Deservingness. The Paper Lives of Young Migrants."  
 Teresa Wiltz, "For Some Black Immigrants, Life in Limbo".  
Supplementary: John Torpey, "Coming and Going: On State Monopolization of the Legitimate "Means of Movement".

### **Naturalization Essay due**

- 4.17 Wed: Nicholas De Genova, "The Legal Production of Mexican/Migrant "Illegality".  
 Collier Meyerson, "With DACA Gone, Black Immigrants Find Themselves in Cross Hairs."

### Week 4: Materiality and In/Visible Identities

- 4.22 Mon: Dylan Matthews and Joseph Carens, "What gives us a right to deport people?"  
 Lisa Sun-Hee Park, "Medical Deportations: Blurring the Line Between Health Care and Immigration Enforcement."  
Supplementary: Interview of Chally Dang on PBS Newshour: "Deported from U.S., Cambodians fight immigration policy."  
**DPs&Qs**

- 4.24 Wed: Charles T. Lee, "Undocumented Workers' Subversive Citizenship Acts."  
 Carolyn Pinedo-Turnovsky, "Documenting Presence: Making Papers and Legible Bodies."  
**DPs&Qs**

Week 5: Writing Our Own Stories

- 4.29 Mon: **Exam One**

- 5.01 Wed: **Community Profiles due and report in class.**

Week 6: Negotiations, Liminality and Power

- 5.06 Mon: Patler, Caitlin, "To Reveal or Conceal: How Diverse Undocumented Youth Navigate Legal Status Disclosure."  
 Zi Heng Lim, "For Asian Undocumented Immigrants, a Life of Secrecy."  
 Loan Thi Dao, "Out and Asian: How Undocu/DACAmented Asian Americans and Pacific Islander Youth Navigate Dual Liminality in the Immigrant Rights Movement."  
**DPs&Qs**

**Memory and Place Essay due**

- 5.08 Wed: Jesus Cisneros "Coming Out of the Shadows and the Closet: Visibility Schemas Among Undocuqueer Immigrants".  
 Eithne Luibheid, "Sexuality, migration, and the shifting line between legal and illegal status."  
 Sharita Gruberg, "How police entanglement with immigration enforcement puts LGBTQ lives at risk."  
**DPs&Qs**

Week 7: Labor Power and the Carceral State

- 5.13 Mon: Leisy Abrego, "Legal Consciousness of Undocumented Latinos: Fear and Stigma as Barriers to Claims-Making for First- and 1.5-Generation Immigrants."  
 Fanny Lauby, "Leaving the 'perfect DREAMer' behind? Narratives and mobilization in immigration reform."  
Supplementary: Roberto Gonzales and Edelina Burciaga, "Segmented pathways of illegality: Reconciling coexistence of master and auxiliary statuses in the experiences of 1.5-generation undocumented young adults."  
 5.15 Wed: Abel Valenzuela Jr., "Day Laborers as Entrepreneurs?"  
 Shannon Gleeson, "Labor Rights for All? The Role of Undocumented Immigrant Status for Worker Claims Making"  
Supplementary: Lisa Christensen Gee, Matthew Gardner and Meg Wiehe, "Undocumented Immigrants' State & Local Tax Contributions."

Week 8: Model Minorities and Legal Social Violence

- 5.20 Mon: Deirdre Conlon and Nancy Hiemstra, "Examining the everyday micro-economies of migrant detention in the United States."

Kristine Philips, “Thousands of ICE detainees claim they were forced into labor, a violation of anti-slavery laws.”

Laura Abel, “Language Access in Immigration Courts.”

Supplementary: Southern Poverty Law Center, “Shadow Prisons. Immigrant Detention in the South.”

**DPs&Qs**

5.22 Wed: Cecilia Menjivar and Leisy Abrego, “Legal Violence: Immigration Law and the Lives of Central American Immigrants.”

May Sudhinaraset et al, “The Influence of Deferred Action for Childhood Arrivals on Undocumented Asian and Pacific Islander Young Adults: Through a Social Determinants of Health Lens.”

**DPs&Qs**

Week 9: Legal Social Violence and Power

5.27 Mon: **University Holiday**

5.29 Wed: Valeria Luiselli, *Tell Me How it Ends: An Essay in Forty Questions*.

**Makeup DPs&Q**

Week 10: Narrating Race and Racial Progress

6.03 Mon: Alia Wong, “The Students Suing for a Constitutional Right to Education”.

Jonathan Blitzer, “An Underground College for Undocumented Immigrants”

**Course Evaluations**

6.05 Wed: Documenting Presence Workshop & Part Three of Final Project

Week 11: Finals Week

6.10 Mon: **Final Project & Paper due - Documenting Presence.**