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Off Hrs: Mon 3-5pm & by appointment

**Winter 2019**  
CHSTU 352  
Mon / Wed 8:30-10:20am  
226 Communication

### ***Latinx Migrations. A Comparative Analysis***

How do we tell the story of Latinx migration? Tracing select major waves of migration, this course examines the processes of international and internal migration to and within the United States to disrupt the normative Latinx figure. We will explore the role of U.S. foreign and national policy in producing migration and the processes for integration and transnational life.

For example, in what ways does migration shape the formation of diverse Latinx communities? How do structural forces like labor, gender, race and legal status shape migration? How do institutions impact the rights of Latinx migrants differently? Socio-historical context in some thematic weeks cover salient issues in labor, citizenship, education and detention. We will pay close attention to the intersections of gender, race, class and legality to evaluate how these relate to each other in shaping patterns of migration and the formation of Latinx communities. Course readings are interdisciplinary from sociology, anthropology, Latino Studies, history and socio-legal studies.

General questions to prepare for readings: What does “migration” mean in this context? What argument is the author making? What is a key idea or concept? Who are the main actors or institutions? What do you identify as the problem[s] raised in the reading? What are the [possible] outcomes 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 and theories and methods, mainly from social sciences.
5. Conduct independent work and research and work on a final research project.

You should have a basic familiarity with discourses in gender, race and ethnicity and in studies of labor, inequality and globalization or be prepared to read supplementary material that will support your grasp of the material. *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 for this course is available on Canvas. It is your responsibility to consult this webpage 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, in-class writing assignments and facilitating discussion. 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 Leaders:** Students will work in groups to facilitate discussion. A schedule of dates and instructions will be posted on Canvas. In short, your responsibility is to assess all readings and engage your peers in discussion by preparing 2-3 specific questions or an exercise, i.e. debate. Including a material item as an aide (newspaper, photo, music, etc.) can be effective.

**Discussion Points & Questions:** Students who are not leading discussion should compose an analytical point or question to discuss with facilitators and the rest of the class. DPs&Qs will be collected at four designated times during the quarter. These can be handwritten, preferably typewritten, and submitted at the end of class. Groups will decide on the questions they will discuss first and then move on to others. Examples are:

What do you like/dislike about the key idea or concept? Explain.

What would you do to strengthen the main argument? In other words, what would you do differently?

Is there a connection you can make with an earlier reading or point raised in class?

“I found this passage interesting on page... because... What do you think?”

“I think we should change the law X... What do you think?”

**Fact Sheet:** Working in small groups of 2, you will compile a fact sheet that can serve as a useful tool for learning about and disrupting master narratives. More details are provided in “Assignments” in Canvas.

**Exam:** There will be one in-class exam. The format is definitions, short answers and short essays on readings, lectures, films, etc. covered in class. More details will be outlined prior to the exam.

**Final Project- Group Profile:** Working in groups, you will conduct independent research. Students will learn skills and employ tools in social science data collection incorporating quantitative and qualitative methods. One member of each group submits one document to Canvas. Details are provided in Canvas. Please consult with me as soon as possible, if you have difficulty working out concrete ideas.

**Final Project- Individual Essay:** You will compose an essay related to the work produced for the group profile and that integrates a key concept from course material. Details are provided in Canvas.

**Final Project- Workshops:** Groups should begin early and work outside of class. I have also outlined times in class for your group to work together and meet with me. Specific directions about work to prepare in advance for these workshops will be posted in Canvas.

### **Grading**

1. Class Participation	10%	5. Final Project - Workshops	10%
2. Discussion Leader and DPQs	15%	6. Final Project - Group Profile	15%
3. Fact Sheet Essay	10%	7. Final Project - Individual Essay	20%
4. Exam	20%		

### 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:** 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. You may provide a doctor’s note, but this is not required. However, for extended periods of absence that could impact your performance in our class, we should talk about the possibility of providing an excuse note from a medical professional. These documents will be part of your class record. 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 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)”, “illegal aliens” and “illegal immigrant(s)”**. While the use of “illegal immigration” may correctly point to a form of unauthorized border crossing, these other labels, as noted in the above, 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.

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 with you into diverse professional fields where you will make a difference. You may read AES' Position Statement here:

<https://aes.washington.edu/news/2016/11/16/aes-position-statement-undocumented-students>

**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. 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.

**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: Course Introduction & Constructing Narratives, Difference and (In)Visibility

- 1.07 Mon: Course overview  
Maria Gutierrez Soldatenko, "Berta's Story: Journey from Sweatshop to Showroom"
- 1.09 Wed: Soldatenko, continued discussion  
**Form groups and construct details for first group assignment in class – "Fact Sheet"**

### Week 2: Immigration: a Language for Movement

- 1.14 Mon: Douglas Massey, "Why Does Immigration Occur? A Theoretical Synthesis."
- 1.16 Wed: Massey, continued.  
Mae Ngai, "The Johnson-Reed Act of 1924 and the Reconstruction of Race in Immigration Law".
- 1.18 Fri: **Fact Sheet due**

### Week 3: Controlling Migrations and Producing Il/legality

- 1.21 Mon: **University Holiday**
- 1.23 Wed: Nicholas De Genova, "The Legal Production of Mexican/Migrant "Illegality".  
Natalie Kttroeff and Geoffrey Mohan, "Wages Rise on California farms. Americans Still don't want the job."  
**Discussion Leaders**  
**DPs&Qs**

### Week 4: Liminal Citizens and Between Nations

- 1.28 Mon: Lilia Fernandez, "Of Immigrants and Migrants: Mexican and Puerto Rican Labor Migration in Comparative Perspective, 1942-1964"  
Ana Ramos Zayas, "Economies of Dignity: Ideologies of Work and Worth"  
**Discussion Leaders**
- 1.30 Wed: Peggy Levitt, "Introduction" to *Transnational Villagers*.  
Matthew Frye Jacobson, "More "Trans," Less "National".  
Lizette Alvarez, "As Others Pack, Some Millennials Commit to Puerto Rico"  
**Discussion Leaders**  
**DPs&Qs**

### Week 5: Structural Vulnerability

- 2.04 Mon: **Class cancelled - University Snow Closure (Changes appear in red below.)**
- 2.06 Wed: **Exam**

### Week 6: Temporary Paper Citizens

- 2.11 Mon: Maria Cristina Garcia, "Refugees or Economic Migrants?"  
María Cristina García, "America Has Never Welcomed the World's Huddled Masses"  
**Discussion Leaders**

- 2.13 Wed: Cecilia Menjivar and Leisy Abrego, “Legal Violence: Immigration Law and the Lives of Central American Immigrants.”  
OneAmerica, ““The Growing Human Rights Crisis Along Washington’s Northern Border.””  
**Discussion Leaders**  
**DPs&Qs**

Week 7: Exclusions and Deportations

- 2.18 Mon: **University Holiday**
- 2.20 Wed: Seth Holmes, "Structural Vulnerability and Hierarchies of Ethnicity and Citizenship on the Farm."  
Human Rights Watch, “Fields of Peril. Child Labor in U.S. Agriculture”  
**Final Project in-class workshop**

Week 8: Embodying Deportability

- 2.25 Mon: Tamara K. Nopper, “Why Black Immigrants Matter: Refocusing the Discussion on Racism and Immigration Enforcement”  
Yolanda Martin, “The Precarious Deportee and Human Rights in the Dominican Republic”  
Supplementary: Dylan Matthews and Joseph Carens, “What gives us a right to deport people?”  
**Discussion Leaders**
- 2.27 Wed: Eithne Luibhéid, “Looking Like a Lesbian. Sexual Monitoring at the U.S.-Mexico Border”  
Siobhan B. Somerville, “Sexual Aliens and the Racialized State: A Queer Reading of the 1952 U.S. Immigration and Nationality Act”  
Supplementary: Sharita Gruberg, “How police entanglement with immigration enforcement puts LGBTQ lives at risk.”  
**Discussion Leaders**  
**DPs&Qs**

Week 9: Making Legible Citizens and Consciousness

- 3.04 Mon: Selection from “Equal Protection II: Funding Disparities, Sex Separations and Unauthorized Immigration.”  
**Discussion Leaders**
- 3.06 Wed: 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.”  
**Discussion Leaders**  
**DPs&Qs**

Week 10: Community Building and Framing New Narratives

3.11 Mon: **Final Project in-class workshop – Workshare across groups**  
Groups working in pairs present to each other – details will be posted in Canvas.

**Course Evaluations**

3.13 Wed: Concluding remarks  
**Course Evaluations**

**Final Project – Group Profiles are due by 11pm.**

3.15 Fri: **Final Project – Individual Essays are due by 11pm.**