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Off Hrs: Wed 1:00-3:00pm & by appointment

**Fall 2019**

AES 442

Mon / Wed 10:30-12:20pm

305 Smith Hall

### ***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 readings and class discussions: What does (un)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 activities 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, in reasoning and in 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.
5. Conduct independent work and research and work on a final research project.

A basic familiarity with discourses in race, ethnicity, and gender as well as studies in labor, inequality and globalization is helpful, though not required. You should be prepared to read supplementary material 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. 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 will be available via Canvas. Readings may change when appropriate during the term. Supplementary readings 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 and group 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 class 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 assess readings and engage peers in discussion. This is not a presentation. That is, you do not provide a comprehensive summary. Instead, you can provide a brief review and decide on the key points YOUR GROUP would like to focus discussion. An exercise like a debate and including a material item, such as a news article, a photo, music, etc., can be very effective in generating discussion. A schedule of dates and instructions will be posted on Canvas.

Discussion Ps & Qs: Students will post on Canvas Discussions a point (P) or question (Q) about a reading for the assigned class that they would like to discuss with peers. DPs&Qs should be posted by the prior day and time. All students, especially discussion leaders, should view posts, which will enhance dialogue in class. Please see the schedule for due dates and assigned entries which correspond to family/last name. Missed, late or inadequate entries will not be counted.

News Report: We are often bombarded with distressing news stories about undocumented immigrants. This assignment provides an opportunity to celebrate the notable and important work undocumented immigrants are doing every day. You will report in class the news you collect during the term and then submit one document at the end of the term.

Exam: 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.

Family Essay: You will write an essay that reflects on part of your personal history. You have a choice of writing a self-reflection or an interview of a family member. You will also incorporate discussion of a profile of an immigrant from a podcast. See Canvas for instructions.

Final Paper Memo: You will write a memo that outlines the plan for your final paper (1-2pgs). Instructions will be posted in Canvas. Although not required, I strongly encourage you to speak with me about your plan for the final paper. In addition to meeting during office hours or by individual appointment, you can brainstorm ideas with me and your peers during a scheduled class workshop.

Final Paper: Guidelines and criteria will be posted on Canvas by the end of Week 2. You will conduct independent research and collaborate with a peer to examine the relationship between documents, membership and identity, theorize about institutional powers and offer an in-depth examination of the selected topic.

Getting in Line (Migrating, Green Card or Naturalization): You will work with a peer to write a paper that assesses the migration process, for acquiring a green card or for naturalizing to the United States.

Sans Papier Legal Profile: You will work with a peer to write a paper about a specific law or policy area affecting undocumented migrants living in a foreign country and offer a comparison with the U.S.

Position Paper (Membership & Documents): You will write a critical examination about a specific law or policy, addressing an argument's strengths and weaknesses, and generate support for your position.

#### Grading – Undergraduate students

1. Class Participation	10%	5. Discussion Ps&Qs	10%
2. News Report	5%	6. Family Essay	15%
3. Exam	20%	7. Final Paper Memo:	5%
4. Discussion Facilitation	10%	8. Final Paper:	25%

#### Grading – Graduate students

1. Class Participation	15%	4. Family Essay	15%
2. News Report	5%	5. Final Paper Memo:	10%
3. Discussion Facilitation	10%	6. Final Paper:	45%

#### 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. Please speak with your department/program advisor for extended periods of absence 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 \*\***

We are fortunate to work with a diverse student body. I wish to do what I can to create an engaging, collaborative and civil environment for learning. As in 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. I take seriously our efforts in class to be mindful that there is more than one way to view the world, to be aware of our reactions and be thoughtful and respectful when we participate in an exchange of ideas. One immediate practice is being conscientious of language – how we write and talk about the issues relevant to our class. This 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 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 with you into diverse professional fields where you will make a difference. You can read **AES' mission statement** [here](#).

**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.

**Religious Accommodations:** Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](#). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](#).

**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: Course Introduction

9.25 Wed: Course overview  
Narratives of Migration

Week 2: Master Narratives, Migration and Racializing Illegality

9.30 Mon: María Gutierrez Soldatenko, "Berta's Story: Journey from Sweatshop to Showroom"  
Douglas Massey, "Why Does Immigration Occur? A Theoretical Synthesis."  
Supplementary: Sofia Aptekar, "The Roads to Citizenship"

10.02 Wed: Erika Lee, "American Gatekeeping."  
Joshua Fernandes, "My grandfather was a paper son under the Chinese Exclusion Act. He created an iron legacy."  
Supplementary: John Torpey, "Coming and Going: On State Monopolization of the Legitimate "Means of Movement".  
**News Report**

Week 3: Materiality, Labeling and In/Visible Identities

10.07 Mon: Ruben Andersson, "Illegal, Clandestine, Irregular: On Ways of Labelling People."  
Craig Robertson, "Suspicious People and Untrustworthy Documents."  
Masha Gessen, "In America, Naturalized Citizens No Longer Have an Assumption of Permanence"  
**Discussion Facilitation**  
**DPs&Qs A-J**

- 10.09 Wed: Carlos Aguilar, "Undocumented Critical Theory."  
 Antonio Vargas, "My Life as an Undocumented Immigrant."  
 Melinda Anderson and Ainslya Charlton, "Being an Undocumented Immigrant-and Black-in College."  
 Zi Heng Lim, "For Asian Undocumented Immigrants, a Life of Secrecy."  
 Teresa Wiltz, "For Some Black Immigrants, Life in Limbo".  
Supplementary: "Why We Rise": <https://vimeo.com/66714074>  
**Discussion Facilitation**  
**DPs&Qs K-Z**

- 10.11 Fri: **Family Essay due.**

Week 4: Crimmigration, Gatekeeping and Control

- 10.14 Mon: Nicholas De Genova, "The Legal Production of Mexican/Migrant 'Illegality'".  
 Amir Khafagy, "Challenges to 'Public Charge' Rule Mount as Migrants Prepare for Change"  
 Dan Cadman, "CRS Analysis of Revised Public Charge Rules Starts with an Error"  
Supplementary: David Brotherton and Sarah Tosh, "The Sociology of Vindictiveness and the Deportable Alien."  
**Discussion Facilitation**  
**DPs&Qs A-J**

- 10.16 Wed: Cesar Cuauhtemoc Garcia Hernandez, "Creating Crimmigration."  
 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."  
 Betsy Woodruff, "Republicans Say Forced Labor Is Good for Detained Immigrants in Letter Defending Private Prison"  
Supplementary: Southern Poverty Law Center, "Shadow Prisons. Immigrant Detention in the South."  
**Discussion Facilitation**  
**DPs&Qs K-Z**

Week 5: Crimmigration, Gatekeeping and Control

- 10.21 Mon: 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."  
**Final Paper Workshop**

- 10.23 Wed: **Exam**

Week 6: Liminality and Power

- 10.28 Mon: Patler, Caitlin, "To Reveal or Conceal: How Diverse Undocumented Youth Navigate Legal Status Disclosure."  
 Jesus Cisneros "Coming Out of the Shadows and the Closet: Visibility Schemas Among Undocuqueer Immigrants".

Loan Thi Dao, “Out and Asian: How Undocu/DACAmented Asian Americans and Pacific Islander Youth Navigate Dual Liminality in the Immigrant Rights Movement.”

**Discussion Facilitation**

**DPs&Qs A-J**

- 10.30 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.”  
 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.”  
Supplementary: Roberto Gonzales and Edeline Burciaga, “Segmented pathways of illegality: Reconciling coexistence of master and auxiliary statuses in the experiences of 1.5-generation undocumented young adults.”  
**Discussion Facilitation**  
**DPs&Qs K-Z**

- 11.01 Fri: **Final Paper Memo due.**

Week 7: Labor Power and the Carceral State

- 11.04 Mon: Carolyn Pinedo-Turnovsky, “Documenting Presence: Making Papers and Legible Bodies.”  
 Sarah Horton, “Identity loan: The moral economy of migrant document exchange in California's Central Valley”  
 Samuel Garcia, “Supreme Court to Hear a Case That Could Put Countless Immigrants at Risk of State Arrest”  
 Richard Gonzales, “Mississippi Immigration Raids Lead to Arrests Of Hundreds Of Workers”  
Supplementary: Charles T. Lee, “Undocumented Workers’ Subversive Citizenship”  
**Discussion Facilitation**  
**DPs&Qs A-J**
- 11.06 Wed: 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.”  
 Kelley and Tipirneni, “Care for Undocumented Immigrants – Rethinking State Flexibility in Medicaid Waivers”  
 Alex Nowrasteh and Sophie Cole, “Building a Wall around the Welfare State, Instead of the Country”  
**Discussion Facilitation**  
**DPs&Qs K-Z**

Week 8: Legal Social Violence

- 11.11 Mon: **University Holiday**
- 11.13 Wed: Valeria Luiselli, *Tell Me How it Ends: An Essay in Forty Questions*.  
 Laura Abel, “Language Access in Immigration Courts.”  
Supplementary: Susan Terrio, “Immigration Courts”  
**News Report**



Week 9: Legal Social Violence

- 11.18 Mon: Asad L. Asad, "Deportation Decisions"  
 Chlara Galli, "Humanitarian capital: how lawyers help immigrants use suffering to claim membership in the nation-state"  
 Michele Statz, "Chinese Difference and Deservingness. The Paper Lives of Young Migrants."

**Final Paper Workshop**

- 11.20 Wed: Cecilia Menjivar and Leisy Abrego, "Legal Violence: Immigration Law and the Lives of Central American Immigrants."  
 Angela Garcia, "Legal Passing: Changing Bodies, Behaviors and Minds."

**News Report**

Week 10: Documenting and Making Citizens

- 11.25 Mon: Cristian Farias, "The Battle over the Census Citizenship Question is now about Civil Rights"  
 Shannon Van Sant, "Trump Administration Revising U.S. Citizenship Test"  
 Hansi Lo Wang, "Why is the Census Bureau still asking a citizenship question on forms"  
Supplementary: Peter Catron, "The Citizenship Advantage: Immigrant Socioeconomic Attainment in the Age of Mass Migration."

**News Report**

- 11.27 Wed: No formal class meeting. Will schedule office hours focused on final papers.  
**Please see inboxes for link to submitting an on-line course evaluation.**

Week 11: Community and Social Citizenship

- 12.02 Mon: Renato Rosaldo, "Cultural Citizenship"  
 Jonathan Blitzer, "An Underground College for Undocumented Immigrants"  
 Sofia Aptekar, "Citizenship Ceremonies"  
Supplementary: T.H. Marshall, "Citizenship and Social Class."

**New Report Extra – What's to Come? (See Canvas for instructions.)**

**News Report due**

- 12.04 Wed: Readings TBA  
**Concluding remarks.**

Week 12: Finals Week.

- 12.11 Wed: Final Projects are due.**