Carolyn Pinedo Turnovsky
Associate Professor
<u>Office</u>: A-517 Padelford
<u>Email</u>: cpt4@uw.edu
<u>Phone</u>: 206-543-6363

Latinx Bodies, Migration, Technology and Power

This seminar is a sociological examination of the Latinx body as a central location from which to examine the relationship across labor, technology and migration. How are Latinx bodies used AND how do Latinxs use their own bodies in the development of labor, technology and migration? The concepts of digitizing migrant identities and surveillance capitalism will serve as the context for talking about technology, surveillance, labor, race, resistance and self-expression. Some of the topics we'll explore are: changing technology in workplaces, immigration courts, border and security practices, identity documents, humanitarian technology, and social media, just to name a few. Course readings are interdisciplinary from Latinx studies, sociology, anthropology, ethnic and critical race studies, history and socio-legal studies.

In your readings and our class discussions, consider how you would respond to the following:
What is the problem for research? What argument is the author making? What is the key idea or concept that the author is using or is developing? Who are the main actors and institutions involved?
What can you tell us about the meaning of race or ethnicity? How do ideological forces intersect to produce power, vulnerability, and the like? What is the relationship to migration? How does technology work in this context? What are the possibilities for change and outcomes of resistance?

Important. This is an advanced upper-division course. Students should be prepared to:
1. Complete readings and assess them analytically in writing and during class discussions. Meetings will not fully cover readings but attempt to synthesize key ideas and information.
2. Locate, explain connections, and think critically across inequalities, hierarchies, and social change.
3. 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 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. 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. <u>It is your responsibility to consult Canvas regularly</u> for new/updated information about readings, assignments, relevant events, etc.

Requirements

<u>Readings</u>: Required readings and additional material, i.e. short films, video clips and the like, are available in "Assignments" on Canvas. <u>All work must be prepared in advance of class meetings</u>. Readings may change as deemed appropriate during the quarter. Readings marked as supplementary are suggested, certainly encouraged, but are not required.

<u>Participation</u>: Participation covers a range of work in class in person and online. Every graded assignment involves your participation during class meetings and will be assessed in grading that work. Participation also includes contributions in lectures, in-class writing assignments, participation in discussion, speaking with me about course work during office hours and the like. <u>Using laptops, iPads, tablets, and your phone during lecture should only assist in notetaking and review of readings. Please do not multi-task during class, which distracts you, your peers and me in class.</u>

<u>Reading and Discussion Outline</u>: During weeks 2-5, you will facilitate discussion during one of our meetings. Students submit a short outline in advance of their assigned class meeting that will help lead our class discussion. Students will present the outline during class. This is not a formal presentation; you are not expected to provide a comprehensive summary. Please see Canvas for more details.

<u>APs&Qs (Annotation Points & Questions)</u>: During weeks 2-5, each of you will use "Hypothesis" to post one P&Q on one of the assigned readings for class AND each of you will write a short response to one peer's P&Q. The length of your response can be up to one paragraph. We will use APs&Qs as part of the content for class discussion.

<u>Weekly Reflection</u>: During weeks 6-9, you will post a brief reflection that addresses a Point or Question that I provide in Canvas Discussions. The length of your entry can be 1-2 paragraphs.

<u>Documenting and Tracking Technology and Immigration Policy (DAT-TIP)</u>: You will select a more specific topic for which you will research and collect data and construct an original database. The data will track information about migration, the role of technology and impact on the Latinx community. See Canvas for more details, including options for possible topics.

<u>Final Project - Memo</u>: You will write a memo that outlines the plan for your final project. Instructions will be posted in Canvas. Although not required, I strongly encourage you to speak with me about your plan for the final paper during office hours or by scheduling an individual appointment.

<u>Final Project</u>: You will write a short paper and report key findings from your original database. The dissemination or communication of your data will be in the form of a formal paper, story map, game, i.e. Jeopardy, or 8-10 minute YouTube informational video. Projects will involve independent research. You will train using sociological methods of research, practice data collection, analysis, and dissemination.

Grading

<u>Reading Analyses, Conceptual Discussions and Participation</u> (45%)

1.	Reading and Discussion Outline (weeks 2-5)	15%
2.	APs&Qs (weeks 2-5)	15%
3.	Weekly Reflections (weeks 6-9)	15%

<u>Empirical Workshops, Original Research and Final Project</u> (55%)

4.	DAT-TIP Database	25%
5.	Final Project Memo	10%
6.	Final Project Paper	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	

Learning Outcomes. After completing this course students will:
1. Advance skills in critical writing, reasoning and in organizing coherent arguments.
2. Advance competency in original research data collection, data analyses, theories, and methods, mainly from social sciences.
3. Have acquired an interdisciplinary insight into major trends in contemporary forced migration into the United States and across nation-state borders.
4. Be able to critically analyze and write on various types of texts, ranging from legal texts, data clearing houses to cultural representations of migration in scholarly works, written and oral testimonies, media images, social media, and maps of people and mobility inside and outside the United States and across nation-state borders;
5. Be familiar with public discourse dealing with topics like migration, technology and government policies.

Assignment Guidelines and Class Policy

Emailing Professor: Please include in your email, your name and the course you're taking with me. Give details; it's best not to assume I know what you're talking about from our class. Please give at least a one-day turnaround to receive a reply from me, especially during busy periods of the quarter, i.e., exam periods, first and last week of classes.

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.

Format: Typewritten, using 12pt Times New Roman font with 1" margins, unless directed otherwise.

Extensions: Please speak with me during office hours or by phone if you must request an extension or make-up for an exam or assignment. Also, provide a dated letter requesting the make-up for the specific assignment. A doctor's note is not required. Grades on late or make-up assignments may incur a decrease in point value, depending on context. Keep communication open with me as best possible so that we can avoid any chance that you will lose full points. **Missing deadlines because you did not save a copy of your work is not an acceptable excuse.**

Submissions: Email submissions of assignments 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 they successfully upload to Canvas.**

Extra Credit: If there is an assignment, it will be scheduled later in the quarter. It will not replace a required course assignment and must be made available to all students.

** Working Together - 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 pointing out difference, i.e. race, gender, sexuality, class, legal status, and disability, to name a few, that reinforces 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.

3. Report to me. Our classroom will not endorse a culture that contributes harmful and discriminatory statements about Latinx, Black, immigrant, Muslim, poor and disabled men, women and children, to name only some of the communities who have been historically marginalized and erased, especially in academic spaces. You may see me during office hours or by appointment if you would like to talk more about this.

Wellness, Health and Safety: Please visit the Office of the Vice President for Student Life https://dsl.uw.edu/ for information about emergency aid, the campus food pantry and other forms of support and resources for managing these challenging times. Additional support services on campus include Hall Health https://wellbeing.uw.edu/unit/hall-health/ or Counseling at www.mentalhealth.uw.edu or call 1.866.743.7732 (after hours) or 206.543.1240 (during office hours). 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 (SAFE). They will provide a 24/7 risk assessment and help to connect to appropriate resources on campus. Please find the Student Conduct code and to report alleged misconduct at Community Standards & Student Conduct https://www.washington.edu/cssc/

Disability Resources for Students: It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you have already established accommodations with Disability Resources for Students (DRS), please activate your accommodations via myDRS so we can discuss how they will be implemented in this course. Accommodations include, but are not limited to conditions: 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. Please meet with at your earliest convenience so we can discuss your needs in this course.

The Office for Community Standards and Student Conduct is an important resource on our campus. The University takes academic integrity very seriously. Behaving with integrity is part of our responsibility to our shared learning community. 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/

Acts of academic misconduct may include but are not limited to cheating, plagiarism, and unauthorized collaboration. Students found to have engaged in academic misconduct may receive a zero on the assignment (or other possible outcome).

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.

Visit the Odegaard Writing & Research Center for research and writing consultations (https://www.lib.washington.edu/ougl/owrc), CLUE (https://academicsupport.uw.edu/clue/) and the Academic Support for Online Learning http://academicsupport.uw.edu/online-learning for tutoring sessions on all aspects of writing and research from brainstorming and planning to writing and revising.

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** (https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/) Religious accommodations must be requested within the first two weeks of this course using the **Request Form** (https://registrar.washington.edu/students/religious-accommodations-request/)."

Title IX: "UW, through numerous policies, prohibits sex- and gender-based violence and harassment, and we expect students, faculty, and staff to act professionally and respectfully in all work, learning, and research environments. For support, resources, and reporting options related to sex- and gender-based violence or harassment: UW Title IX's webpage, specifically Know Your Rights & Resources guide."

Schedule of Meetings

Week 1: Legal Violence
1.03   Tues: Course Introduction
                 Hamed Aleaziz, "ICE accidentally released the identities of 6,252 immigrants
                 who sought protection in the U.S."

1.05   Thurs: Cecilia Menjivar, "Central American immigrant workers and legal violence in Phoenix,
                  Arizona"
                  Caitlin Dickerson, "Motel 6 Gave Guest Lists to Immigration Agents in Washington
                  State, Lawsuit Says Ice reached a new low: using utility bills to hunt undocumented
                  immigrants"

Week 2: Race, Technology and Border Control
1.09   Mon: **APs&Qs due by 8pm**
1.10   Tues: Erika Lee, "American Gatekeeping"
                 Iván Chaar-López, "Sensing Intruders: Race and the Automation of Border Control"

1.11 Wed: **APs&Qs due by 8pm**

1.12 Thurs: Lilie Chouliaraki and Myria Georgiou, "The digital border: Mobility beyond
      territorial and symbolic divides."
      Reading and Discussion Outline

Week 3: Digitizing Identity, Community and Resistance

1.16 Mon: **APs&Qs due by 8pm**

1.17 Tues: Myria Georgiou and Koen Leurs, "Smartphones as personal digital archives? Recentring
      migrant authority as curating and storytelling subjects."
      Alwin Aguirre and Sharyn Graham Davies, "Imperfect strangers: Picturing
      place, family, and migrant identity on Facebook"

1.18 Wed: **APs&Qs due by 8pm**

1.19 Thurs: Patricia Sanchez and Malena Salazar, "Transnational Computer Use in Urban Latino
      Immigrant Communities: Implications for Schooling"
      Reading and Discussion Outline

Week 4: Labor, Technology and Border Control

1.23 Mon: **APs&Qs due by 8pm**

1.24 Tues: Karl Marx, "Alienated Labor"
      ~~Lise Nelson, Laurie Trautman & Peter B. Nelson, "Latino Immigrants and Rural~~
      ~~Gentrification: Race, "Illegality," and Precarious Labor Regimes in the United States."~~
      Working Partnerships USA, "Tech's Invisible Workforce"
      A film by Alex Rivera, "A Robot Walks Into a Bar."
      Supplementary: Wilneida Negrón, "Executive Summary. Little Tech is Coming for
      Workers. A Framework for Reclaiming and Building Worker Power."

1.25 Wed: **APs&Qs due by 8pm**

1.26 Thurs: Amanda Pain, "Bilingual app to keep farmworkers safe"
      Nadia Bey, "Ensuring Telehealth Access For North Carolina Farmworkers"
      Supplementary: Federico Castillo et al. "Environmental Health Threats to Latino Migrant
      Farmworkers."
      Rethinking Migration Panel 1: Labor & Precarity with Gleeson, Paret, Swider, & McKay
      @ UC Santa Cruz. https://www.youtube.com/watch?v=P4x8A9qqwTI
      Reading and Discussion Outline

Week 5: Surveillance Capitalism

1.30 Mon: **APs&Qs due by 8pm**

1.31 Tues: J. Weston Phippen, "'A $10-Million Scarecrow': The Quest for the Perfect 'Smart Wall'
      Can artificial intelligence finally solve the problems on the southern border?
      Miriam E. Sweeney and Melissa Villa-Nicholas, "Digitizing the "Ideal" Latina
      Information Worker.
      Supplementary: Melissa Villa-Nicholas, "The Growing Economic Value of Immigrant
      and Refugee Biological Data"

2.01 Wed: **APs&Qs due by 8pm**

2.02   Thurs: Melissa Villa-Nicholas and Miriam E. Sweeney, "Designing the "good citizen" through Latina identity in USCIS's virtual assistant "Emma"
Miriam Sweeney and Melissa Villa-Nicholas, "Cultural affordances of 'Emma,' USCIS's Latina virtual assistant. Harvard Digital Kennedy School Lecture Series. March 25, 2019. https://alabama.app.box.com/s/zpyoz931q5nn4b467b5tuve7kblrbdyf
Reading and Discussion Outline

~~2.03~~   ~~Fri:~~   ~~**Final Project Memo due**~~

Week 6: Surveillance and Membership
2.06   Mon: **Final Project Memo due**

2.07   Tues: Kendra Sena, "Municipal IDs: Local Governments and the Power to Create Identity Documents"
Doris Marie Provine and Monica Varsanyi, "Documenting Membership: The Divergent Politics of Migrant Driver's Licenses in New Mexico and Arizona"

2.09   Thurs: Priscilla Alvarez, "ICE ramps up DNA testing for migrant families along the southern border."
Joseph George, "The biometric frontier: Show me your papers' becomes 'Open your eyes' as border sheriffs expand iris surveillance."
Weekly Reflection

Week 7: Carcerality
2.14   Tues: Olivia Solon. 2018 "'Surveillance society': Has technology at the US-Mexico border gone too far?"
Drew Harwell, "ICE investigators used a private utility database covering millions to pursue immigration violations"
Supplementary: Sophie Cope, "Senators introduce new bill to protect digital privacy at the Border."

2.16   Thurs: Faiza Patel, "Stop Collecting Immigrants' Social Media Data"
Rommel H. Ojeda, "Latin American Migrants Use TikTok to Share Their Journeys to the U.S. Border"
Supplementary: Karina Horsti, "Digital materialities in the diasporic mourning of migrant death"
Weekly Reflection

Week 8: E-Carceration
2.21   Tues: Johana Bhuiyan, "'Constantly Afraid': Immigrants on Life under the US Government's Eye"
Benjamin N Cardozo School of Law, "Immigration Cyber Prisons: Ending the Use of Electronic Ankle Shackles"

2.23   Thurs: Maya Barak, "Can You Hear Me Now? Attorney Perceptions of Interpretation, Technology, and Power in Immigration Court"
Bill Keveney, "ICE limits migrants' legal rights, raising deportation risk, ACLU report says"

Supplementary: ACLU, "No Fighting Chance ICE's Denial of Access to Counsel in U.S. Immigration Detention Centers"
Weekly Reflection

Week 9: Countering, Mobility and Resistance
2.28   Tues: Rethinking Migration Panel 2: (Il)legality & (In)security with Cacho, Schaeffer, and Coutin. https://www.youtube.com/watch?v=wTgG6yelhfw

3.02   Thurs: Aparajita Bhandari, "Multi-stakeholder Perspectives on Digital Tools for U.S. Asylum Applicants Seeking Healthcare and Legal Information" and "Rights for Health" https://rights4health.cornell.edu/
OM UN Migration Report, "Countering Xenophobia and Stigma to Foster Social Cohesion in the Covid 19 Response and Recovery. Related video: https://www.youtube.com/watch?v=teGCbHvZ7pY
Supplementary: Nicholas De Genova, "Viral Borders: Migration, Deceleration, and the Re-Bordering of Mobility during the COVID-19 Pandemic"
Weekly Reflection

Week 10: Countering, Mobility and Resistance
3.07   Tues: Readings TBA
Course Evaluations
Supplementary: IOM. UN Migration Report DISC Initiative. The Power of Digitalization in the Age of Physical Distancing.

3.09   Thurs: Closing Remarks

Week 11: Finals Week
03.15   Wed: Final projects should be uploaded to Canvas by 11pm.

General Note about Academic Writing and Responsibilities in this Course
Please be attentive to your writing style in all submissions of academic works. Revise and edit to correct errors in grammar and spelling as well as to improve the clarity of your ideas. This means:

Be clear and specific in your writing. Include examples to illustrate your points. Avoid summarizing too much. Minimize the repetition of points. Avoid using long quotations in place of your own explanations – you may use short quotes and paraphrase. Provide relevant citations and source information.

You may use any style guide, such as MLA, APA, or Chicago Style, to name a few. Be consistent in using one style throughout an assignment. You can find the details at the UW Libraries website: https://guides.lib.uw.edu/research/citations/citation-basics

For information about evaluating sources: https://guides.lib.uw.edu/research/evaluate

For information about plagiarism and academic misconduct: https://www.washington.edu/cssc/for-students/academic-misconduct/

Academic Support and Writing Centers: https://soc.washington.edu/sociology-writing-center
http://depts.washington.edu/owrc/   http://academicsupport.uw.edu/clue/
https://depts.washington.edu/pswrite/forstudents.html
(See student handouts published by the UW Writing Center for majors in Political Science, Law Societies and Justice, Jackson School of International Studies and Gender, Women and Sexuality Studies.)