

SYLLABUS
CITIZENSHIP, BORDERS, AND BELONGING
ANTH 4310.100
FALL 2022

Professor: Dr. Jara Carrington (she/her or them/they)

Email: jara.carrington@unt.edu

Office Hours: Thursdays 11-12, or by appointment

Office: Sycamore Hall 122

Class meetings: Tu/Th 9:30-10:50

Meeting location: LANG 317

Course Description:

This course focuses on the production and negotiation of notions of citizenship, borders, and belonging in the United States. Students will critically examine how intersecting cultural hierarchies of race, class, gender, sexuality, nationality, and more shape the drawing of lines between insider and outsider; marking which bodies can belong to the United States as a citizen, and those that cannot. Throughout the course, we will move back and forth between macro-level immigration and citizenship law, policy, and practice; and micro-level, lived experiences of communities in the United States. Putting these different levels of analysis together will help to illuminate the intimate connections between the construction of national borders, the policing of immigration, the distribution of the rights and benefits of citizenship, and the possibilities for national and local forms of belonging. In this class we will utilize a variety of sources of knowledge, including scholarly/academic articles and books, activists' essays and statements, legal documents, and diverse cultural texts (such as news articles, social media, film, and artistic productions) to help make connections between our academic discussions and current events related to immigration and citizenship in the United States today.

COURSE OBJECTIVES

After completing this course, you will be able to:

- Describe and deconstruct foundational concepts in the study of migration and citizenship
- Critically analyze how historical processes and relationships continue to impact the cultural meanings we attribute to various forms of social difference today
- Describe how intersecting hierarchies of race, gender, sexuality, class, and nationality shape the regulation of immigration and citizenship
- Develop and exercise critical thinking skills in the analysis of migration and citizenship processes and politics in the United States

REQUIRED TEXT

There is one required text for this course, which is available at the UNT Bookstore. It is called “Decolonizing Anthropology: Undocumented Immigrants and New Directions in Social Science” by Carolina Alonso Bejarano, Marian A. Mijangos García, Lucia López Juárez, and Daniel M. Goldstein. All other required readings will be available for your downloading pleasure through our Canvas course webpage.

COURSE INFORMATION AND EXPECTATIONS

Names and Pronouns: I will gladly honor your request to call you by a name that differs from school records as well as whatever pronouns you use. I also understand that we grow and change in how we understand ourselves, therefore appropriate name and pronouns can change during the semester. So, please advise me of how to address you whenever you feel comfortable, safe, and ready to do so. You can add pronouns to your Canvas account here <https://community.canvaslms.com/t5/Student-Guide/How-do-I-select-personal-pronouns-in-my-user-account-as-a/ta-p/456>. The Pride Alliance office at UNT also offers support and information regarding communication about your name or pronouns.

General Information: This course requires considerable reading and writing. Although you do not need a background in anthropological theory or gender studies to succeed in the class, you will be expected to grapple with difficult texts that you may need to re-read and sit with to fully understand. In other words, cursory readings will not be sufficient.

In addition, given the political and personal nature of some of the course content, it is important that our class participation maintains respect for the many diverse perspectives and interpretations our classroom holds. As you participate remember that some topics may be sensitive to class members or cause discomfort. Strive for thoughtful discussion and conversation; aggressive or personally directed remarks make the classroom unsuitable for learning.

Note that I do not expect you to agree with all of the perspectives or course materials in order to do well in this class, but I do expect you to approach these topics in an open and intellectual fashion. Feel free to attend office hours, or make an appointment with me to share and discuss questions, concerns, or insights about the course or course material.

Class Participation: This class relies on the intellectual commitment and *active* participation of all students. Active participation goes beyond merely showing up for class, and includes but is not limited to: responding to discussion questions that I pose to the class, asking your own questions for clarification, and respectfully responding to classmates’ discussion points if relevant. In order for you to participate, you need to have completed the reading assignment for that day and be ready to talk about it in class. You should bring assigned readings to class each day as we will refer to and utilize them throughout our meetings.

What it Means to Read: In completing the readings, I expect that you read the texts critically. This does not mean trying to find fault with the text, but rather to approach each text with an eye to the assumptions, claims, and conclusions of the authors. In other words, I expect you to derive from your reading not only the basic content of the materials, but also the ways in which these authors understand and work with broader concepts relevant to this course (i.e. "citizen" and "migrant" as well as "borders," "belonging," "rights" etc.) As the semester progresses, you will be encouraged to put different readings in conversation with each other. As such, my strong suggestion is that you take notes on the materials you read to aid you in this task.

Late Work: I do not accept late quizzes, tests, assignments, or papers unless you have made specific arrangements with me in advance, have a doctor's note, and/or have otherwise received my approval. That being said, if you realize you are going to have difficulty meeting a deadline, I am often willing to work with you to give you extra time **if** you contact me in advance to make arrangements.

Extra Credit: Extra credit can be earned at any point during the semester. I will suggest several opportunities in class, and I am relatively open to creative ideas from you. Options to earn extra credit include: relevant movie/documentary analysis, writing about a related talk/lecture on campus, a personal reflection that puts course content in conversation with an experience you have had, or developing a creative piece such as poetry or artwork. You must get approval from me ahead of time for your choice, so check with me before you do the work.

Electronics in the Classroom: Please turn off your cell phone ringer/vibration prior to coming to class. Students may use laptop computers to take notes and for class purposes only; students checking email, using Facebook, etc. will be asked to turn off their computers and will not be allowed to use their computers in subsequent classes.

Academic Honesty: UNT and the Department of Anthropology do not tolerate plagiarism, cheating, or helping others to cheat. For this class, writing assignments will be submitted through Turnitin, a Web based resource that compares the text of student papers to an extensive electronic database. This means that your assignment will be compared to a database containing published writings, online content, papers turned in by students at UNT and other universities, and more.

- Cheating includes the physical or electronic **distribution or use** of answers for graded components, such as discussion posts, writing assignments, and exams.
- Plagiarism is defined as misrepresenting the work of others (whether published or not) as your own.
- Plagiarism may be inadvertent or intentional. **That is, plagiarism is still plagiarism even if you "didn't mean to do it."** Any facts, statistics, quotations, or paraphrasing of any information that is not common knowledge should be cited.
- **Students who are suspected of cheating or plagiarism will receive an automatic zero on the assessment.** I also reserve the right to pursue further disciplinary action within the UNT system. Students will be provided the opportunity for a hearing; if found guilty they can receive an automatic "F" in the course. Multiple violations may

result in dismissal from the university.

- For more information on paper writing, including how to avoid plagiarism, and how to use citations, see <http://www.unt.edu/anthropology/writing.htm>. For information on the University's policies regarding academic integrity and dishonesty, see the UNT Center for Student Rights and Responsibilities, <http://www.unt.edu/csrr/>.

Two more points about this: A) Just don't do it. We use Turnitin in this class, and even without that I will likely be able to tell if the writing is not yours. It is better to talk with me about why the assignment is not complete, or to ask for help on in-text citations, rather than passing off someone else's work as your own. B) This is also an issue of a politics of citation. When you represent someone else's thoughts/writing as your own, you are denying them credit for their intellectual work. Especially when authors are women, persons of color, queer, and/or are born outside the United States and Europe, plagiarism is yet another way in which their voices are marginalized within the western academy. Actions have meaning. Please cite your sources.

Academic Accommodations: The University of North Texas is committed to providing accommodation for all students with disabilities. If you have or acquire a disability that may affect your participation in class, I will strive to accommodate your needs. To ensure that the necessary accommodations are made, be sure to contact the Office of Disability Accommodation (located in Sage Hall) as soon as possible to ensure your needs are met in a timely manner. They will work with both of us to ensure proper accommodations are made. If you need accommodations, please remember that reasonable prior notice needs to be given to the Office of Disability Accommodation. Note that students need to obtain a new letter of accommodation for every semester and meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

STUDENT RESOURCES

Basic Needs: You can't learn if you are hungry! UNT has a Food Pantry on campus. Any current UNT student in need can visit the UNT Food Pantry 8am-6pm Monday-Thursday and 8pm-5pm on Fridays. Students will check-in at the Dean of Students Office front desk in the Union, Suite 409. Students may go directly to room 366 from 5PM-6PM, Monday-Thursday. Students who visit the food pantry can request to meet with a staff member to discuss any difficulties they may be facing during the hours of 8am-5pm. When appropriate, referral to additional campus and/or community resources will be made. The Dean of Students Office has established protocols that allow for student confidentiality and dignity to be maintained. In addition, there is a pantry located at the Discovery Park Location in the Engineering Library (M130) next to the Career Center, as well as a Food Pantry located at UNT's Frisco campus, which can be accessed by visiting the information desk.

UNT Learning Center: This resource provides a variety of tutoring services that are open to students for different topics, including one-on-one and group sessions. Check out their website for more information here: <https://learningcenter.unt.edu/tutoring>

UNT Writing Center: The Writing Center provides assistance with any academic writing needs. If you are having troubles with organizing your thoughts, articulating your argument, or just want assistance with in-text citations, this is the resource for you. Find more about their services here: <https://writingcenter.unt.edu>

Emergency Notification and Procedures: UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

COURSE EVALUATION

I.	Participation Grade	100 points
II.	Weekly Discussion Questions	330 points
III.	Current Events Presentation	150 points
IV.	Final Project	300 points

I. Participation Grade (100 points)

The depth of knowledge produced and learned in this class is dependent on the intellectual commitment and *active* participation of all students. Active participation goes beyond merely showing up for class, and includes but is not limited to: participating in group work, responding to discussion questions that I pose to the class, asking your own questions for clarification, and respectfully responding to classmates' discussion points if relevant. In order for you to participate, you need to have completed the reading assignment for that day and be ready to talk about it in class. To encourage participation, there will be two participation grades assessed- 50 points at the mid-term and 50 points at the end of the class.

II. Weekly Summary and Discussion Questions (330 points)

Discussion is a crucial component of our meetings. In order to participate in the discussion, you need to come to class having read the assigned readings. As a reward to you for reading, you will be able to earn points by raising one original, substantial, and thought-provoking Discussion Question pertaining to each week's readings and topics. I will utilize the most pertinent discussion questions in our class to help prompt and guide our conversations.

Your original, substantive, and thought-provoking Weekly Summary and Discussion Question should focus on one assigned reading each week. That being said, I encourage you to put the assigned reading in conversation with other assigned

readings or current events. The goal of this assignment is to encourage deeper engagement with the text in question and the points the author is making.

You should submit one discussion question **each week** by **5:00PM on the day BEFORE** the class that **the related reading is assigned**, for a total of 12 submissions. Each Summary and Discussion Question is worth 30 points, and I will drop the lowest score of one submission. Late discussion questions will not be accepted without proper documentation.

Each submission should be approximately 200-250 words.

In order to earn all of the points, your Summary and Discussion Question should contain:

A. Brief Summary of the Reading (12 points)

1. Include a general discussion of the article/chapter's content
2. Identify significant terms or concepts used by the author
3. Discuss the argument(s) being made by the author

B. Relevant Quote (6 points)

1. Include at least one relevant quote from the reading that you think speaks to the main points the author is making

C. Discussion Question (12 points)

1. Create a discussion question that focuses on the reading. Keep in mind the best discussion questions will be:
 - a. Open-ended- Questions cannot be answered with yes/no or either/or
 - b. Answerable- Questions do not require extensive knowledge from outside the course, and can be answered using knowledge/experience versus speculation
 - c. Substantive and relevant- Questions should be related to a significant point/argument in the reading, and should ask us to consider the point/argument in the context of the themes of this course.

III. Current Event Presentation (150 points)

As a means to kick off our course meetings with student leadership, and to provide an opportunity for you to put the concepts and ideas we are learning in class in conversation with events and issues in our society today, you will research and present a report about a relevant current event that deals with citizenship or migration in the United States. In your presentation, you will consider the relevance of your topic in relation to migration and/or citizenship, and you will explain the event's significance by using at least one concept from our required readings. Good current event sites include television shows, news media, social media, art work/artist, music, law/policy, or activist organizations/campaigns.

In the second week of class, you and a classmate will sign up to give a short, **7-10-minute verbal presentation** that will take place at the beginning of class on the day you select. In your presentation you will want to:

1. Identify and provide a brief description/summary of your Current Event
2. **Explain this event's cultural significance and relevance to course content using at least one concept or theory from your required readings. That is, I want to see you make a connection between your selected Current Event and one concept or theory discussed by one of our authors in the required readings.**
3. Offer your very insightful and critical analysis of the topic/materials (FYI: "I thought it was interesting" is neither insightful nor critical)

Make sure to practice! Your presentation should not go over ten minutes, and be ready to answer any questions we might have for you.

IV. Final Project:

A) Informative/Educational "Blog" or "Vlog" Series

In this assignment, you will have the opportunity to focus on and learn more about a topic related to the themes in this course, and to write or speak about that topic for a non-specialist audience using academic themes, concepts, and frameworks learned in class and in your own outside research. This assignment thus challenges you on multiple levels—to find and make use of the relevant background information and scholarly literature to inform the blog/vlog, to craft an argument based on that literature, and to translate your findings in an accessible way to a non-specialist audience. I encourage you to find a use relevant graphics or images from reputable online sources.

The assignment consists of a series of at least **THREE** blogs or vlogs. Each one should focus on different aspects of a specific topic, thus enabling you to dig in and offer some complexity in your discussion and analysis. The topic of your blog/vlog series is up to you, but it must be relevant to course themes. You will show its relevance by making *substantive* use of at least **TWO scholarly sources from the course's required readings**, in addition to **TWO scholarly sources of your own selection** in your discussion (. You are welcome to bring in news stories, think tank reports, or other non-scholarly sources as well, but these will not be included in the scholarly sources requirement.

Topics might include, but are not limited to: current political debates related to citizenship rights/belonging; citizenship law; immigration law, policy, or practices; activist efforts or groups; a particular group of people or geographic region; or sites of representation such as film, TV, social media, art, etc. All students will create three blog or vlog entries about their topic. How these entries progress is up to you.

This project should present an ARGUMENT. That is, I want it to be more than a descriptive effort. As you are developing your ideas, you may want to consider the following questions about your particular topic: How are categories of "citizen" or "migrant" used, and who gets included in those categories? How do ideas around belonging or exclusion articulate with categories of social difference, like national origin, race, ethnicity, class, gender, sexuality, indigeneity, religion, etc.? What

cultural knowledges link certain populations and the potentiality for citizenship, community, or belonging? Are concepts like “nation” or “borders” invoked, and if so, how are they used?

More information to come about this project throughout the semester.

For Blogs: Each entry should be 600-750 words.

For Vlogs: Each entry should be 3-3 ½ minutes long

B) Praxis Project: A praxis-based project requires substantive engagement throughout the majority of the semester with a relevant non-profit or activist organization/group/individual. This could be a group that you already work with, or one that you would like to get involved with. By substantive engagement, I mean that you should be engaging with this group or person regularly (i.e. weekly) for the majority of the semester, for a total of *at least* 25 hours. This could be in a capacity as a member or employee that works with the group, or it could be as an intern, a volunteer, or through some other connection to the group. Note that the project must still meet the requirements of the assignment, so will require an additional (short) write-up to document the experience and make use of the scholarly resources. If you choose the praxis option, this must be approved by me before October 1.

***A Note on Paper Formatting: All assignment submissions are to be double spaced, with 12-point font and 1-inch margins on all sides, and should contain a works cited/references page. In-text quotes and references should be properly cited. You may use whichever format you are most familiar with (i.e. MLA, APA, Chicago), but you must be consistent. If you do not know what I am talking about here, please, please, please ask me or check out the UNT writing lab for help.**

NOTE: The instructor reserves the right to add, delete, or revise segments of the syllabus. Any changes in the course schedule will be announced in class and on the course webpage.

IMPORTANT DATES TO REMEMBER

Weekly Discussion Questions

Current Event Presentation Date

11/1- Media Analysis Paper Due

12/13- Final Project Due

COURSE SCHEDULE AND READINGS

PART I: INTRODUCTION

- 8/30: Welcome to the class, no required readings
- 9/1: 1. Leo Chavez Op-ed for LA Times “We’ve Weaponized Immigration Rhetoric, from Chain Migration to Dreamers”
<https://www.latimes.com/opinion/op-ed/la-oe-chavez-chain-migration-20180131-story.html>
2. Mae M. Ngai Op-ed for New York Times “Immigration’s Border-Enforcement Myth”
<https://www.nytimes.com/2018/01/28/opinion/immigrations-border-enforcement-myth.html>
*** no discussion question due this week**
- 9/6: Decolonizing Ethnography – Introduction

PART II: LAYING THE GROUNDWORK: HISTORIES AND THEORIES OF IMMIGRATION AND CITIZENSHIP IN THE UNITED STATES

- 9/8: Eithne Luibhéid. 2002. “Entry Denied: A History of US Immigration Control” Entry Denied: Controlling Sexuality at the Border. Minneapolis: University of Minnesota Press.
- 9/13: Mae M. Ngai. 2004. “The Johnson-Reed Act of 1924 and the Reconstruction of Race in Immigration Law” Impossible Subjects: Illegal Aliens and the Making of Modern America. Princeton: Princeton University Press.
- 9/15: 1. Leo Chavez. 1992/2012. “Roots of Mexican Migration in the 21st Century” Shadowed Lives: Undocumented Immigrants in American Society” Belmont: Cengage Publishers.
2. Douglas Massey and Karen Pren. 2012. “Unintended Consequences of US Immigration Policy: Explaining the Post-1965 Surge from Latin America” Population and Development Review 38(1): 1-29.
- 9/20: Linda Bosniak. 2006. “Divided Citizenships.” The Citizen and the Alien: Dilemmas of Contemporary Membership. Princeton: Princeton University Press.
- 9/22: Siobhan Somerville. 2005. “Notes Towards a Queer History of Naturalization.” American Quarterly 57(3): 659-675.

- 9/27: Lisa Lowe. 1996. "Immigration, Citizenship, and Racialization: Asian American Critique." *Immigrant Acts: On Asian American Cultural Politics*. Durham: Duke University Press. **Read pgs. 1-27.**
- 9/29: *Decolonizing Ethnography* Ch. 1 "Colonial Anthropology and its Alternatives"
- 10/4: *Decolonizing Ethnography* Ch. 2 "Journeys Towards Decolonizing"

PART III: THEORIZING BORDERS, SOVEREIGNTY, AND "THE NATION"

- 10/6: 1. Walter Mignolo. 2005. "The Americas, Christian Expansion, and the Modern/Colonial Foundation of Racism" *The Idea of Latin America*. Malden, MA: Blackwell Publishing. **Read pgs. 1-15.**
2. Benedict Anderson. 1983/2002. *Imagined Communities*. London: Verso Books. Pgs. 67-82
- 10/11: Yarimar Bonilla. 2017. "Unsettling Sovereignty" *Cultural Anthropology* 32(3): 330-339
- 10/13: 1. Leo R. Chavez. 2008. "The Latino Threat Narrative" *The Latino Threat: Constructing Immigrants, Citizens, and the Nation*. Stanford: Stanford University Press.
2. Is the Border Crisis an Invasion? Op-ed *The Hill*, 2022
- 10/18: Jason De León. 2015. "Prevention through Deterrence." *The Land of Open Graves: Living and Dying on the Migrant Trail*. Oakland: University of California Press.
- 10/20: Josiah Heyman. 2004. "Ports of Entry as Nodes in the World System" *Identities: Global Studies in Culture and Power*. 11(3): 303-327.
- 10/25: *Decolonizing Ethnography* Ch. 3 "Reflections on Fieldwork in New Jersey"
- 10/27: Leo R. Chavez. 2001. *Toward a Framework for Reading Magazine Covers. Covering Immigration: Popular Images and the Politics of the Nation*. Berkeley: University of California Press.
- 11/1: Nicholas De Genova. 2010. "Introduction" from *The Deportation Regime: Sovereignty, Space, and the Freedom of Movement*.
- 11/3: Horng-luen Wang. 2004. "Regulating Transnational Flows of People: An Institutional Analysis of Passports and Visas as a Regime of Mobility" *Global Studies in Culture and Power* 11: 351-376.

PART IV: RETHINKING MEMBERSHIP AND BELONGING

- 11/8: Aihwa Ong. 1996. "Cultural Citizenship as Subject Making: Immigrants Negotiate Racial and Cultural Boundaries in the United States." *Current Anthropology* 37(5): 737-751.
- 11/10: Adelaida R. Del Castillo. 2002. "Illegal Status and Social Citizenship: Thoughts on Mexican Immigrants in a Postnational World." *Aztlán* 27(2): 11-32.
Mai Ngai. 2021. "Racism has always been a part of the Asian American Experience" *The Atlantic*
- 11/15: Heide Castañeda. 2019. "Estamos Encerrados: Im/mobilities in the Borderlands." *Borders of Belonging: Struggle and Solidarity in Mixed-Status Immigrant Families*. Stanford: Stanford University Press.
- 11/17: Christina Getrich. 2013. "Too Bad I'm Not an Obvious Citizen: The Effects of Racialized US Immigration Enforcement Practices on Second-Generation Mexican Youth" *Latino Studies* 11(4): 462-482.

PART V: ACTIVISMS

- 11/22: *Decolonizing Ethnography* Ch. 4 "Undocumented Activist Theory and a Decolonial Methodology"
***no discussion question due this week**
- 11/24: NO CLASS, HOLIDAY BREAK!
- 11/29: Megan E. Morrissey. 2013. "A DREAM Disrupted: Undocumented Migrant Youth Disidentifications with US Citizenship." *Journal of International and Intercultural Communication* 6(2): 145-162.
- 12/1: Pedro Santiago Martinez, Claudia Muñoz, Mariela Nuñez-Janes, Stephen Pavy, Fidel Castro Rodriguez, and Marco Saavedra, eds. 2020. *Eclipse of Dreams: The Undocumented Led Struggle for Freedom*. Oakland: AK Press. (Selection TBA)
- 12/6: *Decolonizing Ethnography* Ch. 5 "Undocumented Theater: Writing and Resistance" and Conclusion
*** no discussion question due this week, work on your final project!**
- 12/8: Concluding thoughts, informal presentation of and discussion about Final Projects
- 12/13: **Final Projects Due by 11:59PM**