

**SYLLABUS**  
**ANTH 4701.045**  
**RE-THINKING BORDERS AND BELONGING:**  
**MIGRATION AND CITIZENSHIP IN THE UNITED STATES**  
**SPRING 2021**

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Office Hours: Wednesdays 1-2, or Zoom by appointment

Office: Sycamore Hall 122

Class meetings: Tu/Th 11- 12:20

Meeting location: Tuesdays BLB 155

Thursdays on Zoom

**Course Description:**

This course focuses on migration to the United States and 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 processes, structures, and concepts and micro-level, lived experiences of migrants and their communities in the United States. We will learn the history of immigration and citizenship law in the United States, and we will interrogate the construction and use of relevant key concepts such as “nation,” “borders,” “il/legality,” and “belonging” in rhetoric about immigration and citizenship. But we will also learn about the real-life experiences of migrants during their journeys to, and living in their new places of residence. 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.

## COVID-SPECIFIC COURSE INFORMATION

**COVID-19 Impact on Attendance:** While attendance is expected as outlined below, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to a related issue regarding COVID-19. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class.

If you are experiencing any [symptoms of COVID-19](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or [askSHWC@unt.edu](mailto:askSHWC@unt.edu)) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or [COVID@unt.edu](mailto:COVID@unt.edu) for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

**Class Materials for Remote Instruction:** This class meets partially remotely for the duration of the semester. This means we will meet together in person on Tuesdays, and on Zoom on Thursdays. Additional remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. To participate in remote sessions of the class, students will need:

1. Access to the internet
2. A device that can access the internet
3. A working microphone
4. A working webcam

The remote learning environment is challenging, and yet offers its own unique benefits for participation in class. In order to make this space most closely resemble the in-classroom experience, I prefer for students to use their webcams. If there is some reason why you are unable or uncomfortable doing this, please talk with me. Otherwise, I expect students to use their webcams for class sessions on Zoom.

Information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/learn>.

**Face Coverings:** Face coverings are required in all UNT facilities. Students are expected to wear face coverings during this class. If you are unable to wear a face covering due to a disability, please contact the Office of Disability Access to request an accommodation. UNT face covering requirements are subject to change due to community health guidelines. Any changes will be communicated via the instructor.

**Class Recordings & Student Likenesses:** Synchronous (live) sessions in this course will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

**Finally, a Note About Learning During Unprecedented Times** (adapted from Dr. Jason Tham): The COVID-19 pandemic continues and so do the challenges and suffering of people in our own country and around the world. As we try to navigate, manage, and survive during these times of injustice, persecution, joblessness, homelessness, sickness and death we have the opportunity to come together in this class. We are a learning community and as part of this community our engagement as individuals who are part of this collective space should be guided by the following principles:

*People are the priority.* Educational institutions claim that students and teachers are their top priority, yet the holistic wellbeing of students and educators is ultimately demonstrated by actions and practices that clearly and uncompromisingly prioritize the people most impacted by them. As participants in the process of teaching and learning we should remember to put people first by practicing the ideas we will learn about in this class with empathy and compassion. We must remember to engage each other with our minds as well as our hearts as *sentipensantes*, human beings whose humanity is deeply connected to our ability to think and feel.

*Stay informed.* We will seek reliable sources of information to stay informed about developments related to the pandemic and to local and global social injustices. We will use this to make informed personal and professional decisions.

*Communicate and connect.* We will communicate with each other often and will remain connected. This may mean experimenting with communication platforms that may be new to some of us. It may also mean changing platforms as needed. Please reach out when you have questions and when you need support.

*Celebrate accomplishments.* We will take time to celebrate and mark our collective class accomplishments and the individual accomplishments that are significant to you. Any kind

of achievement during an uncertain time is a testament to your ability to persevere and our collective ability to do it together.

*Take time to thrive.* It is important that individually and collectively we take time to take care of our minds, bodies, and spirits. If you are not feeling well and are struggling to do the work for this class let me know so that we can come up with alternatives. Do not push yourself beyond your limits; invest in self-care and self-preservation. Take time to do things that nurture your body, mind, and soul.

## **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) 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. This 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:** The Department of Anthropology does 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. Writing assignments will be assessed by Turnitin for textual similarity review.

From UNT's Academic Integrity Policy:

**"Cheating"** means the use of unauthorized assistance in an academic exercise, including but not limited to:

1. use of any unauthorized assistance to take exams, tests, quizzes, or other assessments;
2. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
3. use, without permission, of tests, notes, or other academic materials belonging to instructors, staff members, or other students of the University;
4. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor;

5. any other act designed to give a student an unfair advantage on an academic assignment.

**“Plagiarism”** means use of another’s thoughts or words without proper attribution in any academic exercise, regardless of the student’s intent, including but not limited to:

1. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement or citation, or
  2. the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in selling term papers or other academic materials.
- The definition of plagiarism means it 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 suspected of any of these 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 asking 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. For many of our authors, especially those who are women, persons of color, queer, and/or live outside the United States and Europe, this 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	10%
II.	Weekly Discussion Questions	20%
III.	Current Events Presentation	15%
IV.	Response Paper: Activism Analysis	20%
V.	Final Project	35%
	a. Proposal (10%)	
	b. Final Project (25%)	

## **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 Discussion Questions (200 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 (as if knowledge wasn't its own reward!), 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 relevant discussion questions in our class periods to help prompt and guide our conversations.

Your **original, substantive, and thought-provoking** Discussion Question should focus on an assigned reading for that week. In doing so, it can focus only on that reading, *or* it can synthesize, critique, compare and/or contrast weekly readings or relate to outside readings or to current events. The onus is upon you to demonstrate your question's originality and relevance to the assigned reading.

You should submit **one** discussion question **each week by 9:00AM on the day of class** the related reading is assigned, for a total of 10 submissions. Each Discussion Question is worth 20 points. In order to earn all of the points, your Discussion Questions will need to demonstrate the following:

### **A. Intellectual Curiosity and Critical Thinking (5 points)**

This means your question should be original, substantive, and thought-provoking. If you grab a quote or question from a textbook or from the Web, I will know. Please use your own brain and do your own work.

*A substantial, thought-provoking* question does not mean a verbose, intentionally obscure, or otherwise incomprehensible question. BIG open-ended questions can sometimes lead to fruitful conversation, provided they are....

### **B. Contextualized (5 points)**

This means that **BEFORE** you even ask the question, you introduce the idea or quote you wish to question by situating it in terms of *at least one of the following*:

1. a particular school of thought
2. a particular passage or quote from the assigned reading



3. a topic or event presented as a framework for your question (real or hypothetical);

### **C. Conversational (5 points)**

This means that you ask in such a way as to generate conversation and to avoid the following pitfalls:

1. yes/no questions
2. obvious questions (those which are answered in the reading)
3. vague or ambiguous questions (those which do not contain a *specific* subject or point of reference; those which cannot be answered by the readings)
4. rhetorical questions (those asked to make a point rather than to seek an answer)
5. leading questions (those which prompt or imply a particular answer)

### **D. Follow Instructions (5 points)**

1. Must be submitted to Canvas by 9:00AM on the day that the reading is assigned for credit (i.e. if your question is about a reading assigned for Tuesday March 16, you will want to turn it in by 9:00AM on Tuesday March 16).
2. Make clear what reading(s) you are referencing in your question either by directly stating it in your question or by providing the bibliographic reference to the reading at the end
3. If quotes are used or referenced, please provide page number

## **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. Reflection Paper: Activism Analysis (200 points)**

In this assignment, you will find and research one organization, group/collectivity, or individual engaged in activist or advocacy work around issues related to citizenship and/or migration—preferably in the United States, but I am willing to accept relevant groups or individuals doing work outside the U.S. as well. Note that for the purposes of this assignment, the group or individual you select needs to have sufficient online presence for you to do research—a website, social media accounts, or YouTube videos, etc. If you can't find enough information, you will need to select a different site. If you are already affiliated with a relevant organization/group/individual, you are welcome to use that for this assignment.

In this paper, you will describe and analyze the organization/group/individual, the work they do, and the populations they support. To do this, you will need to research them. I suggest starting with their website: review the mission, values, or principles that guide their work, the programs or actions they have done, and/or the populations that they say they work with. Search for any other online sites where the group or individual might express ideas or take action, such as social media platforms, blogs, or others. If relevant, you might consider reaching out to the group or individual to see if you could ask questions directly about the work they do (i.e. conduct a brief interview). You can also use secondary sources that talk about the work of the group or individual— these can be academic, activist, news sources, or other.

**You will use at least TWO concepts or theories from class readings** to analyze the activist/advocacy work being done by this organization/group/individual. You will want to consider their work within the broader cultural and historical context of migration to and citizenship in the United States, as well as within the context of themes from class. Your analysis will reflect on the types of strategies they use (i.e. direct action at an ICE detention center vs. speaking with Congressional representatives) and how the group/individual positions themselves in relation to their constituency (i.e. is this a group of undocumented immigrant youth organized by undocumented immigrant youth activists, or is it led by adult U.S. citizen lawyers?). In your response, you should analyze how the group/individual utilizes, reproduces, and/or contests meanings around concepts like “citizen” or “illegal” as well as ideas like “rights,” “belonging,” or “borders” in their activist rhetoric or activities.

The goal for this paper is both for you to learn about different groups doing work today and to put the work they are doing in conversation with some of the concepts and frameworks that we are learning in the classroom. Your written submission should be 700-800 words. Please include a list of references for any sources of

information used from outside the class as well as any of the online materials about your organization/group/individual.

## **V. Final Project (350 points)**

Your objective will be to complete a final research project on a contemporary social issue/dynamic/relationship related to immigration or citizenship of your choosing. More specifically, I want for you to select a site where cultural meanings about migration and/or citizenship get produced, reinforced, and/or contested. In your project, you will analyze your chosen topic using an anthropological approach, with specific attention to how your “site of analysis” is related to broader cultural processes/meanings about migration and citizenship. In order to do this, you will need to substantively incorporate/make use of at least **TWO significant concepts or theoretical models from our class readings as well as two concepts or theoretical models from relevant outside academic readings.**

The focus of your paper could include, but is not limited to:

- Sites of representation such as literature, news media, TV or film, animation, social media
- Current political debates about issues related to immigration or citizenship
- Relevant areas of law and policy such as immigration law, anti-discrimination laws, privacy laws
- Dynamics of institutions such as the immigration system, the university, the medical system, the criminal justice system
- Related activist/advocacy groups or materials

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 “site of analysis”: How do categories of “citizen” or “migrant” get 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?

Embracing a decolonial ethnographic approach, the form that the final project might take is open, and is limited only by your creativity. It could take the form of a final paper, a creative piece, or praxis; that is, substantive engagement with a relevant organization/group/individual doing work around migration or citizenship. If you choose the praxis option, this must be approved by me before March 1.

Please note that if you choose either the creative or the praxis options, you must still accomplish the goal of this project, which is for you to apply concepts and theories we have learned in class to better explain/analyze a “real life” social issue/dynamic/relationship. Thus, these will often require a short write-up in addition to the final product. Students will give a brief oral presentation of the results of their research projects at the end of the semester.

You will be required to research and use at least **2 outside scholarly sources** in addition to using **2 of the required scholarly readings from the course**. One of your central objectives of this assignment is to work towards applying and extending analyses and concepts acquired throughout the course towards your particular topic, and to juxtapose these concepts and analyses to those you have found in your own research.

**i. Project Proposal and Annotated List of Suggested References (100 points)**

To help you get started on the project, you will turn in a **250-350-word** project proposal with an annotated list of FOUR suggested scholarly references that you might use for the project (word limit does not include the annotations). The proposal should describe in narrative form your idea for your research, including the topic/site that you have chosen for analysis, the format of your final project, and the guiding research question(s) for the paper. With this proposal, you will also submit a list of at least 4 scholarly sources not included on our class reading list own that you think you may use for your project, with a one paragraph (3-5 sentences) description about the topic of the source and why you think it might be useful for your project. You are not required to use any or all of these sources in your final project, but this assignment is meant to encourage you to start looking for resources ahead of time.

**ii. Final Project (250 points)**

In your paper, you should analyze your topic using an anthropological approach, with specific attention to how your “site of analysis” is related to broader cultural processes/meanings about migration and citizenship. It can take a variety of forms as detailed below:

- a. RESEARCH PAPER:** If you choose to write a final paper, your final paper should be between **1500-1650 words**, double-spaced, with 12-point font and 1-inch margins on all side.
- b. CREATIVE PROJECTS:** A creative piece could include producing a digital exhibit and analysis from online archives, a Wakelet collection, an original work of art with description/analysis, a blog, a “zine,” a comic book, a podcast, a life history interview, or whatever interests you! You are limited only by your imagination and creativity. Note that creative projects must still meet the requirements of the assignment, so may require an additional (short) write-up to fully incorporate the scholarly resources.
- c. PRAXIS PROJECTS:** A praxis-based project requires substantive engagement with a relevant organization/group/individual throughout the majority of the semester. 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* 20 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. Like the creative option, this project must still meet the requirements of the assignment, so will require an additional (short) write-up to fully incorporate the scholarly resources.

All forms should include:

- i. Proper formatting and citation rules
- ii. Substantive use of at least 2 relevant scholarly sources from required course readings
- iii. Substantive use of at least 2 relevant outside scholarly sources
- iv. ALL projects should contain a works cited/references page. In-text quotes and references should be properly cited using whatever format you are most familiar with (Anthro majors use Chicago Style).

**\*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.

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## **PART I: INTRODUCTION**

1/12: Welcome to the class, no required readings

1/14: 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**

1/19: Vignette: Decolonizing Ethnography - Introduction

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

- 1/21: Eithne Luibhéid. 2002. "Entry Denied: A History of US Immigration Control" *Entry Denied: Controlling Sexuality at the Border*. Minneapolis: University of Minnesota Press.
- 1/26: Mai 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.
- 1/28: 1. Leo Chavez. 1992/2012. "Roots of Mexican Migration in the 21<sup>st</sup> 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.
- 2/2: Linda Bosniak. 2006. "Divided Citizenships." *The Citizen and the Alien: Dilemmas of Contemporary Membership*. Princeton: Princeton University Press.
- 2/4: 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.**
- 2/9: Vignette: *Decolonizing Ethnography* Ch. 1 "Colonial Anthropology and its Alternatives"
- 2/11: *Decolonizing Ethnography* Ch. 2 "Journeys Towards Decolonizing"

## **PART III: THEORIZING BORDERS, THE NATION, AND MIGRANT "ILLEGALITY"**

- 2/16: 1. Walter D. 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.  
**Reading selection TBA**
- 2/18: Leo R. Chavez. 2008. "The Latino Threat Narrative" *The Latino Threat: Constructing Immigrants, Citizens, and the Nation*. Stanford: Stanford University Press.
- 2/23: Siobhan Somerville. 2005. "Notes Towards a Queer History of Naturalization." *American Quarterly* 57(3): 659-675.

2/25: Jason De León. 2015. "Prevention through Deterrence." *The Land of Open Graves: Living and Dying on the Migrant Trail*. Oakland: University of California Press.

3/2: Josiah Heyman. 2004. "Ports of Entry as Nodes in the World System" *Identities: Global Studies in Culture and Power*. 11: 303-327.

**DUE: Activism Analysis**

**\* no discussion question due this week**

3/4: Vignette: *Decolonizing Ethnography* Ch. 3 "Reflections on Fieldwork in New Jersey"

**\* no discussion question due this week**

3/9: 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.

3/11: Nicholas De Genova. 2002. "Migrant 'Illegality' and Deportability in Everyday Life" *Annual Review of Anthropology* 31: 419-47.

3/16: Eithne Luibhéid. 2008. "Sexuality, Migration, and the Shifting Line Between Legal and Illegal Status" *GLQ* 14(2-3): 289-315.

3/18: Alicia Schmidt Camacho. 2010. "Hailing the Twelve Million: U.S. Immigration Policy, Deportation, and the Imaginary of Lawful Violence" *Social Text* 105, 28(4): 1-24.

#### **PART IV: RETHINKING MEMBERSHIP AND BELONGING**

3/23: Aihwa Ong. 1996. "Cultural Citizenship as Subject Making: Immigrants Negotiate Racial and Cultural Boundaries in the United States." *Current Anthropology* 37(5): 737-751.

**DUE: Project Proposal and Annotated List of References**

**\*no discussion question due this week**

3/25: Adelaida R. Del Castillo. 2002. "Illegal Status and Social Citizenship: Thoughts on Mexican Immigrants in a Postnational World." *Aztlán* 27(2): 11-32.

**\* no discussion question due this week**

3/30: 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.

4/1: 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**

- 4/6: Vignette: Decolonizing Ethnography Ch. 4 “Undocumented Activist Theory and a Decolonial Methodology”
- 4/8: Siobhán McGuirk, Jara M. Carrington, Claudia Cojocar, Jamila Hammami, and Marzena Zukowska. 2018. Centering Intersectional Politics: Queer Immigration Activisms ‘After Marriage’” in *Queer Activism After Marriage Equality*, edited by Joseph Nicholas DeFilippis, Michael Yarbrough, and Angela Jones. New York: Routledge Press.
- 4/13: Megan E. Morrissey. 2013. “A DREAM Disrupted: Undocumented Migrant Youth Disidentifications with US Citizenship.” *Journal of International and Intercultural Communication* 6(2): 145-162.  
**\* no discussion question due this week, work on your final project!**
- 4/15: 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)  
**\* no discussion question due this week, work on your final project!**
- 4/20: Vignette: Decolonizing Ethnography Ch. 5 “Undocumented Theater: Writing and Resistance” and Conclusion  
**\* no discussion question due this week, work on your final project!**
- 4/22: Concluding thoughts, informal presentation of and discussion about Final Projects
- 4/27: **Final Projects Due by 11:59PM**