

ANTH 89: FORCED OUT AND FENCED IN

NEW ETHNOGRAPHIES OF LATINO IMMIGRATION

FIRST YEAR SEMINAR

SPRING 2017

MWF 9:05-9:55

GRAHAM MEMORIAL 035

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and by appointment



<http://jacquelinescarangella.com/html/suenos/dreamers.html>

WELCOME!

Undocumented immigration receives considerable media attention in the United States today. But what does it actually mean to be undocumented? How does illegality shape the lived realities of migrants themselves? Through in-depth engagement with five new ethnographies on the topic, this course examines the social, political, and legal challenges faced by undocumented Latino immigrants and their families. Through the lens of legal anthropology, which seeks to understand the relationship between law/policy, social relations, and inequality, students will explore the hazards of unauthorized crossing at the U.S.-Mexico border, processes of and obstacles to legalization, economic and health effects of workplace exploitation, coming-of-age challenges of undocumented youth, and consequences of detention and deportation. The authors of each ethnography will join us via Skype for an informal Q&A conversation.

LEARNING OBJECTIVES

Students will emerge from the course with:

- A nuanced understanding of the social problems faced by undocumented Latino immigrants in the United States.
- An appreciation for how power and oppression operate through citizenship, race, class, and gender to shape people's life prospects.
- Knowledge of the theories and methods utilized in the growing fields of legal anthropology and migration studies.

- Empathy with those whose lives are most closely affected by contemporary immigration policy.
- Sharpened critical and synthetic thinking, reading, research, writing, discussion, and oral presentation skills.

COURSE STRUCTURE

This seminar is organized around discussion, small-group work, and in-class writing. Keeping up with the readings will be integral to your success, as during each meeting discussion will be based on the day's assigned readings, in addition to your experiences. For this format to work we all must make a commitment to come to class prepared—with questions, reactions, and ideas to contribute. Let's work together to create a classroom environment in which we all feel both supported and challenged.

COURSE MATERIALS

The following books are required for this class. They are also on Course Reserves at the Undergraduate Library:

- De León, Jason. 2015. *The Land of Open Graves: Living and Dying on the Migrant Trail*. Berkeley: University of California Press.
- Golash-Boza, Tanya. 2015. *Deported: Immigrant Policing, Disposable Labor, and Global Capitalism*. New York: New York University Press.
- Gomberg-Muñoz, Ruth. 2016. *Becoming Legal: Immigration Law and Mixed Status Families*. New York: Oxford University Press.
- Gonzales, Roberto G. 2015. *Lives in Limbo: Undocumented and Coming of Age in America*. Berkeley: University of California Press.
- Horton, Sarah Bronwen. 2016. *"They Leave their Kidneys in the Fields:" Injury, Illness, and "Illegality" among U.S. Farmworkers*. Berkeley: University of California Press.

Be sure you always bring the relevant readings and notes to every class in hardcopy or tablet form.

COURSE REQUIREMENTS & GRADING

Below is the point system I will use for evaluating students' performance:

| | | |
|-----------------------|-----|--|
| 1. Preparation Forums | 15 | submission of discussion questions |
| 2. Participation | 10 | in-class discussion, supplemented by Sakai interaction |
| 3. Research | 25 | current events, social movements, policy implications |
| 4. Essays | 50 | synthetic/analytical/reflective writing |
| TOTAL POINTS | 100 | |

1. Preparation Forums

15 points

This seminar is reading-intensive. Every student will be expected to read the assigned material and be prepared to use it as a basis for contributing to class discussion. To help you keep up with the reading and prepare for class, you will submit two well-formulated discussion questions via the appropriate Sakai Forum by 8:05am before all meetings for which there is a reading

assignment (see course schedule below). You will submit two questions for the author before each author Q&A (see schedule below). These questions, visible to your peers, will be used by the instructor to identify student interests and concerns and to help guide seminar discussion. You will be permitted one “pass” during each of five thematic units, in which you can skip submitting questions for one day. (Up to 3 points per thematic unit.)

2. Participation

10 points

Participation will be monitored, and regular, engaged and informed participation will figure into my assessment of your performance in this seminar. To do well you must come to class regularly and participate in class discussion. If you’re someone who rarely comes to class, you should reconsider your enrollment in this course. I expect you to be active in discussion, to help shape the course with your own interests, and to be proactive learners. You should bring assigned readings to class, be prepared to discuss key points from the text as well as your own evaluation of it, and respond to other students’ comments in discussion. Note that if you attend class but fail to speak up, you will not earn full participation points for that day. I also encourage you to engage with one another’s preparation questions in the Sakai forums. While this cannot make up for repeated failure to participate in class, it can further supplement and support your participation grade.

3. Research

25 points

During each of five thematic units, a small group of students will work together to conduct media, policy, and social movement research. This research will help us connect the issues raised in the ethnography to current events, initiatives, and policy conversations on the local, national, and/or international levels. Products will include 1) a co-authored webpage (or set of pages) on Sakai; 2) a small-group-led class presentation and conversation on the debates and initiatives uncovered in the research; and 3) any materials (handouts, slides, activities, etc.) utilized during the presentation/ conversation. (Up to 10 points for the webpage(s); 10 points for the presentation and materials; and 5 points for a peer evaluation of group process.)

4. Essays of Analysis and Reflection

50 points

At the close of each of five thematic units, students will be given a writing prompt to elicit synthesis, critical analysis, and/or personal reflection on the issues raised by the assigned ethnography. These in-class essays will serve as a culmination of students’ thinking on each unit, and will be used in lieu of a final project or exam to assess learning, critical thinking, and ability to construct and sustain an argument in written form. (Up to 10 points per essay.)

Extra Credit

There will be extra credit opportunities over the course of the semester. Students can receive one extra credit point by attending a talk or other local event related to undocumented Latino immigration, writing a one-page single-spaced summary/response, and sharing it with the class. Students may accrue up to three extra credit points total. Papers must be submitted and sharing must take place within one week of your attendance at the event. I will keep a list of approved events on Sakai and will update this over the course of the semester as I learn of new opportunities. If you learn about an event that seems relevant, let me know. All extra credit opportunities must be pre-approved and shared with the class.

Letter Grade Assignment

Final letter grades will be assigned according to the following scale, and decimals of .50 or greater will be rounded up. Students will be able to track their academic progress using Sakai.

| | | | | | | | | | |
|-------|----|-------|----|-------|----|-------|----|-----|---|
| > 93 | A | 88-90 | B+ | 78-80 | C+ | 68-70 | D+ | <60 | F |
| 90-93 | A- | 83-88 | B | 73-78 | C | 60-68 | D | | |
| | | 80-83 | B- | 70-73 | C- | | | | |

POLICIES

This syllabus is a preliminary outline for the course and is subject to revision. The current version can always be found on Sakai.

Communication

I will use Sakai to organize course materials and communicate with students in this class. You are responsible for learning to use Sakai and monitoring it for updates. It is suggested that you use Firefox for best results. If you need help learning to use Sakai, please consult tutorials at http://sakaitutorials.unc.edu/?How_to_...||Students or UNC's Help Desk (919-962-HELP).

Make sure you have a current email address registered with the university to ensure you receive messages, announcements, etc. You will not be excused for missing an assignment or announcement because you did not check your UNC email.

If you need to contact me outside of class, you may visit me during office hours or send an email. Emails should always be professional and courteous. If you do not know how to write a professional academic email, please review [wikihow.com/Email-a-Professor](http://www.wikihow.com/Email-a-Professor). I check email daily and will do my best to respond to messages within 24 hours.

Class Notes

UNC's Copyright Policy clearly prohibits students from making commercial use of notes taken in class or labs; you may not sell or otherwise acquire financial or commercial gain from notes you take in this class. Students found to have violated this prohibition are in violation of the Honor Code and are subject to Honor Court proceedings. That said, students are encouraged to share notes and study with one another. Students who miss class should feel free to ask classmates for copies of their notes. The instructor does not provide copies of notes or other materials used in class.

Technology in the Classroom

All technology must be silenced during class meetings. Mobile phones should be stored out of sight. Internet browsers may not be open, and using email, instant messaging systems, Facebook, Twitter, texting, etc., is not permitted at any time. Students violating these rules will be asked to no longer bring their technology into the classroom and may be asked to leave so as to not disrupt the learning environment.

If you choose to do your reading for this course on a screen instead of in hardcopy, you may bring a tablet with readings on it to class. I prefer you bring readings in hardcopy if possible.

I discourage the use of laptops in the classroom because doing so can distract you, distract me, disturb others, and inhibit participation. Moreover, research suggests that many people learn

better when taking notes by hand.* If you cannot adapt to note-taking by hand and need your laptop, you must seek approval by meeting with me during office hours. *See, for example, www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away

Audio or video recording class meetings is not permitted unless approved in writing by the instructor.

Accessibility Resources

The University is committed to providing reasonable accommodations for students with chronic medical conditions, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through Accessibility Resources & Service (<http://accessibility.unc.edu>). Any student needing accommodations is encouraged to meet with the instructor privately during the first week of class and should contact ARS as early as possible.

Formatting of Written Work

All at-home assignments should be typed double-spaced in 12 point Times New Roman font with one-inch margins. All pages should be numbered and have the name of the assignment and the student's name in the upper right header.

References and Citations

For at-home assignments in this course, you are expected to follow the Chicago Author-Date style endorsed by the AAA (http://www.chicagomanualofstyle.org/tools_citationguide.html). All references must be complete and all written work proofread in its entirety prior to submission.

Writing Center

The Writing Center at UNC is a free resource for students. A trained writing coach will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. For more information or to make an appointment, visit the website at <http://writingcenter.unc.edu/>, stop by the office in SASB North Suite 0127, or call 919-962-7710.

Plagiarism

I take academic integrity seriously and will not tolerate plagiarism. All written work is expected to be your own and all sources of data or information must be appropriately cited and recognized. Moreover, your submission of any graded academic work constitutes your certification that no unauthorized assistance has been received or given in the completion of the work. For consequences of plagiarism, see Academic Integrity and The Honor Code, below.

Academic Integrity and The Honor Code

It is your responsibility to read and understand the University's Honor Code, available in the University Catalog at <http://catalog.unc.edu/policies-procedures/honor-code/>. The instructor's determination that a violation of the Honor Code has occurred on any assignment will result in a zero on the work in question and a report of the infraction to the Office of Student Conduct at a minimum. At the instructor's discretion, you may also receive a failing grade for the course.

Attendance

According to the UNC University Catalog, regular class attendance is a student obligation, and a student is responsible for all the work, including tests and written work, of all class meetings. No

right or privilege exists that permits a student to be absent from any class meetings except for excused absences for authorized University activities or religious observances required by the student's faith. If a student misses three consecutive class meetings, or misses more classes than the course instructor deems advisable, the course instructor may report the facts to the student's academic dean.

Observance of Religious Holidays

In accordance with the University policy on excused absences for religious reasons, students are responsible for providing a written notice for an excused absence for a religious observance two weeks in advance of the date requested or as soon as possible if the date occurs within the first two weeks of the semester. Students will be given the opportunity to make up tests and other work missed due to an excused absence for a religious observance (up to two each academic year). Make-up tests may entail an alternative examination or other accommodation which allows the student not to be penalized for an excused absence for a religious observance.

Other Excused Absences

Beyond the above policy on religious holidays, I will only excuse absences from class due to severe illness or family emergency. Per the University Catalog, a student should present his or her explanation for any absences in writing to the course instructor in advance if the reason for the absence could be foreseen, or as soon as possible thereafter if the reason for the absence could not be foreseen. In this class, because you are being graded on your class participation, it is vital that you attend class. You cannot earn participation points if you are not in class, regardless of whether the absence is excused or unexcused.

"Incomplete" Grades

An incomplete grade (IN) will only be given under very rare circumstances, in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. To qualify for an incomplete, the student must have completed all but a very small portion of the course and must have earned a passing grade up to that point. If the student qualifies for an incomplete grade, the student and instructor will sign a contract ensuring the missing work will be completed, preferably no later than the start of the following semester. Students should note that failure to complete any assignment will not be sufficient justification for an incomplete grade in the course. For further information on the UNC policy on incomplete grades, consult the University Catalog.

COURSE SCHEDULE

I have organized our seminar around five thematic units. Each unit is framed by a core ethnography, which we will read over a period of 3-6 meetings. Students will work through authors' main arguments and big ideas together through seminar discussion (synthesis, analysis, critique) as they advance through the book. Additional seminar meetings to round out each thematic unit will include a Skype Q&A with the author, the presentation and discussion of student research on current events and policy implications related to the issues raised in the book, and a written essay.

NOTE: All readings must be completed prior to the class in which they are listed in the syllabus.

INTRODUCTIONS

January 11 (W) Introductions, Syllabus, and Planning - Part 1
January 13 (F) Introductions, Syllabus, and Planning - Part 2

1. DEPORTED

Golash-Boza, Tanya. 2015. *Deported: Immigrant Policing, Disposable Labor, and Global Capitalism*. New York: New York University Press.

January 16 (M) **No Class** – Holiday
January 18 (W) Preface, Introduction, Chapter 1 (vii-60)
January 20 (F) Chapter 2 (61-91)

January 23 (M) Chapters 3, 4 (94-166)
January 25 (W) Chapters 5, 6 (167-217)
January 27 (F) Chapter 7, Conclusion (218-265)

January 30 (M) Skype Q&A with Tanya Golash-Boza
February 1 (W) Research Group 1
February 3 (F) **In-Class Essay 1**

2. BECOMING LEGAL

Gomberg-Muñoz, Ruth. 2016. *Becoming Legal: Immigration Law and Mixed Status Families*. New York: Oxford University Press.

February 6 (M) Preface, Chapters 1, 2, 3 (vi-69)
February 8 (W) Chapters 4, 5 (70-117)
February 10 (F) Chapters 6, 7, Back Matter (118-159)

February 13 (M) Research Group 2
February 15 (W) **In-Class Essay 2**
February 17 (F) In person Q&A with Ruth Gomberg-Muñoz

February 18 (Sat) **Extra Credit** for attending UNC Global Studies Symposium,
Immigration and Refugee Policy in Crisis: Reflections for a New President

3: THE LAND OF OPEN GRAVES

De León, Jason. 2015. *The Land of Open Graves: Living and Dying on the Migrant Trail*. Berkeley: University of California Press.

February 20 (M) Introduction, Chapters 1, 2 (1-61)
February 22 (W) Chapter 3 (62-86)
February 24 (F) Chapters 4, 5 (89-144)

February 27 (M) Coalition of Immokalee Workers visit (*no forum assignment*)
March 1 (W) Chapters 6, 7 (145-201)
March 3 (F) Chapters 8, 11, Epilogue (205-219, 265-287) (*skip chapters 9-10*)

March 6 (M) Skype Q&A with Jason De León
March 8 (W) Research Group 3
March 10 (F) **In-Class Essay 3**

No Class during Spring Break (March 11-19)

4. THEY LEAVE THEIR KIDNEYS IN THE FIELDS

Horton, Sarah Bronwen. 2016. *"They Leave their Kidneys in the Fields:" Injury, Illness, and "Illegality" among U.S. Farmworkers*. Berkeley: University of California Press.

March 20 (M) Introduction, Chapters 1, 2 (1-71)
March 22 (W) Chapters 3, 4 (72-123)
March 24 (F) **No Class – Extra Credit** for attending SECOLAS Conference @ Carolina Inn
http://secolas.org/en_US/conferences/chapel-hill-2017/

March 27 (M) Chapters 5, 6, Conclusion, Back Matter (124-200)
March 29 (W) Student Success Workshop (no preparation required)
March 31 (F) **No Class** – Cancelled for SfAA Conference

April 3 (M) Skype Q&A with Sarah Horton
April 5 (W) Research Group 4
April 7 (F) **In-Class Essay 4**

5: LIVES IN LIMBO

Gonzales, Roberto G. 2015. *Lives in Limbo: Undocumented and Coming of Age in America*. Berkeley: University of California Press.

April 10 (M) Foreword, Preface, Chapters 1, 2 (xi-57)
April 12 (W) Chapters 3, 4, 5 (58-119)
April 14 (F) **No Class** – Holiday

April 17 (M) Chapters 6, 7 (120-175)
April 19 (W) Chapters 8, 9 (176-235)
April 21 (F) Skype Q&A with Roberto Gonzales

April 24 (M) Research Group 5
April 26 (W) **In-Class Essay 5**
April 28 (F) Reflections (no preparation required)

ENJOY THE SUMMER!