The Citizen and the Alien Other:
Race, Class, Gender and Immigration Policy in the U.S.
ANTH 390B/SOC 301A/WGSS370B - Fall 2015

Instructor: Dr. Oscar Gil
Classroom: Asbury Hall 303
Office: Ausbury Hall 305
Mon./Wed./Fri.: 12:30-1:30
Office Hrs.: Mon. and Tue.: 3:00-4:30, and by appointment
Email Address: Oscargil-garcia@depauw.edu

This course is framed by a simple contradiction. Race is real, yet it is a myth. Racial categories are very real social and cultural phenomena. They are rooted in history and culturally constructed through laws, the media, and various institutions. These categories are reproduced, subverted, and sometimes changed by people through socialization, media consumption, interaction, dialogue, protest, and political participation. We will explore both its historical construction through immigration law and its contemporary manifestation as a crucial aspect of American culture and an integral component of people’s identity. Specifically, in this course, we will learn how race, class, gender shapes immigration policy, and in turn, structures the formation of citizenship and alienage in the U.S. nation state.

Academic Integrity Policy

Cheating, plagiarism, submission of the work of others, and so on violates DePauw policy on academic integrity and may result in penalties ranging from a lowered grade to course failure or expulsion. The policy and discussion of each student’s obligation and rights are in the Student Handbook.

Laptop Policy

Unless otherwise stated, students are required to take notes by hand in a notebook of some sort. You may NOT use a laptop during class. In the past, I have found students checking their emails, reading Facebook, IMing, or doing something else inappropriate with their laptops; therefore, to resist such temptations please do not use your laptop in class to take notes.

Email Policy

I will respond to email within a 24-hour period. During grading periods, my response time will be a 48-hour period. Please note: I do not respond to questions on assignments two prior to a deadline. It is imperative that you write short and succinct emails to address your concern.

Absences for medical reasons

When an absence due to medical reasons will result in your being unable to fulfill academic responsibilities—for example, papers and examinations— you should notify me in advance so that we can work out arrangements for possible extension or makeup work. In cases hospitalization, have your physician notify the Office of Student Life to alert me of your condition to make appropriate arrangements for course completion.
Missing two or more weeks of class for medical or other reasons beyond your control will result in my consulting with a member of the Academic Affairs staff to decide whether you may reasonably make up the missed work. As a general rule, students who miss two or more weeks of class may no longer be eligible to continue in the class.

Absences for personal or psychological reasons
Occasionally Student Life staff will encounter students who must miss class for personal or emotional reasons. These cases include such events as death or illness of a family member or emergency psychological crisis. When possible, Student Life staff will ask the student to notify faculty members and indicate that faculty members may call Student Life staff for confirmation if such validation is deemed necessary. In some of these cases, the Student Life staff member has no real way to validate the student’s statement. Maintaining such information over a period of time, however, could help determine possible patterns of dishonesty for an individual student. In some extreme emergencies, Student Life staff may notify faculty members directly.

American with Disabilities Act (ADA) Accommodations
DePauw University is committed to providing equal access to academic programs and university administered activities with reasonable accommodations to students with disabilities, in compliance with the Americans With Disabilities Act and Amendments (ADAAA). If you are a student who believes you may need an accommodation based on the impact of a disability or learning challenge you are strongly encouraged to contact Student Disability Services for further information on how to receive accommodations and support. Contact information for Student Disability Services is: 408 S. Locust Street, Suite 200, in The Memorial Student Union Building (765-658-6267) (studentdisabilityservices@depauw.edu). Accommodations cannot be implemented until the faculty member has received the official ADA letter, released by Student Disability Services. It is critical that you schedule a time to discuss the implementation of the accommodations specified in your letter with each faculty member receiving the letter. Accommodations are not retroactive. Students with documented disabilities have the right to choose not to use accommodations, and in exercising that right, they accept the resulting outcomes. This means that faculty are under no obligation to retroactively address any issue arising from students’ choices to forgo accommodations.

Religious Holydays and Observances
DePauw accommodates students who are adherents of a religious tradition and wish to fulfill obligations of that religious tradition on holy days. Students are expected to notify their instructors of their intent to fulfill the obligations of their religious tradition well in advance of these days. For the sake of this policy, “holy days” are defined as periods of time in which either: activities required by normal class participation are prohibited by a religious tradition, or a special worship obligation is required by a religious tradition. For this class I ask that you notify by e-mail at least 14 days in advance of the date in question.

Course Assignments: You will be required to take two exams over the course of the quarter. The exams will involve take home essays. Two position papers. The objective of the position papers is to encourage you to utilize class material to analyze conceptual and theoretical issues, and current developments. You are expected to integrate your argument into the existing discourse. A summary of the readings should be avoided at all costs! The length of each paper should be no less than 7 no more than 8 pages.
(double spaced, times new roman, 12 pt. font, 1 inch margins). I am aware of different methods students utilize to make papers appear longer and will deduct an entire grade (A to B) for any student who makes punctuation symbols any larger than the required font. Late papers will not be accepted after class. No exceptions.

To gain a firm understanding of the material covered in this course it is necessary that you participate as often as possible inside and outside the classroom. This means that you should read prior to attending class, not during. Also, you should come to class prepared to discuss readings. To ensure that you have something insightful to say, you are required to write and turn in a weekly summary/commentary of the readings for a particular day. You should briefly summarize the reading and then offer your reflections on it. Did it make sense to you? What is your reaction to it? Does the author have any good points? Where do you disagree? You should turn in a summary/commentary of the material covered for either Tuesday’s or Thursday’s class. You do not have to turn in a summary every class period. You have to turn in a summary one class period every week. Thus, if you write and turn in a summary on Wednesday, September 2nd your next summary is due the following week. It does not have to be on the same day each week. In total you should turn in 8 summaries (each worth up to five points). Summaries are not due on the weeks you have an exam or the final paper due date (also they are not due during October Break or Thanksgiving). Everyone has a summary/commentary due next week on Wednesday, September 2nd. Commentaries/summaries should be one full page, single-spaced in 12 point, Times New-Roman font. Points will be deducted for summaries over one page (and half a page). You MUST be in class on-time to turn in a summary, no exceptions (I will not accept any emailed work sent to me or work turned in by a fellow student).

1. **Participation** and class attendance:(one page essays): 40%
2. I may take attendance on those days when not many people show up for class. Lecture materials are also covered in the exams.
3. **Midterm Paper**: 30%; Sept. 21st (Monday).
4. **Final Paper**: 30 %; Wed. Dec. 16 (Wednesday).

Essay prompts for the midterm and final will be provided two weeks in advance to the due date.

Grade points per unit are assigned by the Registrar as follows:

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<th>Grade</th>
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<tr>
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For more information see: [http://www.depauw.edu/academics/catalog/academic-policies-2015/#grades]
Course Protocol

Attendance: Students are advised not to miss class -- this is a personal responsibility. Roll will occasionally be taken to help me determine who earns a bonus point (I will tell you now, I usually take attendance on those days when not many people show up for class). Lecture materials are also covered in the exams.

Reading Assignments: Reading assignments are to be completed and ready for discussion the day of class. I will be calling on individuals to facilitate discussions. Please keep in mind that I have selected readings that build on each other.

Discussion Starters: Two students will set the stage for the discussion of each article by identifying its research concern, research conversation, research question, and research contribution.

We will read original texts and contemporary analysis.

Required Texts:


* - Articles marked with an asterisk can be found on Moodle [M]

As this course is cross-listed, the following meta-course: 15161 (FA 15) - ANTH390B_SOC301A_WGSS370B Tps:Citizen&AlienOther has been created on the Moodle. The meta-course can be accessed on-line using the following link: https://moodle.depauw.edu/course/view.php?id=6759

Race and Racial Formation

Wed. 8/26:
  - Ch. 4 – Racial Formation
  - Ch.1: How Stratification Works
* Eduardo Bonilla-Silva’s “Racism without Racists”
  - Ch. 1: The Strange Enigma of Race in Contemporary America
Race in Immigration Law

Fri. 8/28:
- Ch. 1: The Johnson-Reed Act of 1924 and the Reconstruction of Race in Immigration Law
Film Screening: Race: The Power of an Illusion Vol. 3: Scene 5 - 8

Race, Sex, Class and Imperial Alignments in the Construction of Alienage

Mon. 8/31
- Ch. 1: Passion, Violence, and Asserting Honor
- Ch. 2: Policing Strangers and Borderlands

Wed. 9/2
Nayan S., Stranger Intimacy
- Ch. 3: Rural Dependency and Intimate Tensions

Fri. 9/4
Nayan S., Stranger Intimacy
- Ch. 4: Legal Borderlands of Age and Gender

Mon. 9/7:
Nayan S., Stranger Intimacy
- Ch. 5: Intimate Ties and State Legitimacy
- Ch. 6: Regulating Intimacy and Immigration

Wed. 9/9
Nayan S., Stranger Intimacy
- Ch. 7: Strangers to Citizenship

Fri. 9/11

Mon. 9/14
Ngai, M. 2012. Impossible Subjects
- Ch. 2: Deportation Policy and the Making and Unmaking of Illegal Aliens
- Ch. 3: From Colonial Subject to Undesirable Alien: Filipino Migration in the Invisible Empire

Wed. 9/16
Ngai, M. 2012. Impossible Subjects
- Ch. 4: Braceros, "Wetbacks," and the National Boundaries of Class
Fri. 9/18

**Ngai, M. 2012. Impossible Subjects**
- Ch. 5: The WW II Internment of Japanese Americans and the Citizenship Renunciation Cases

Mon. 9/21

**MID TERM PAPERS DUE TODAY**

**Ngai, M. 2012. Impossible Subjects**
- Ch. 6: The Cold War Chinese Immigration Crisis and the Confession Cases
- Ch. 7: The Liberal Critique and Reform of Immigration Policy

**International Migration Following the Immigration Act of 1965**

Wed. 9/23

- Ch. 4: Building a Better Underclass

**Film Screening: Echando Raices / Taking Root: immigrant and refugee communities in California, Texas, and Iowa. Directed by J.T. Takagi. 60 minutes**

**Gender in International Migration Research**

Fri. 9/25


**Film Screening: The Other Side of Immigration. 2010. Director, Roy Germano. Roy Germano Films. 55 minutes.**

**Globalization and Migration**

Mon. 9/28

- Ch. 1. New World Domestic Order
Immigration Law in the United States and International Human Rights Protocols

Wed. 9/30

Film Screening: Crossing Arizona. Rainlake Production. 2006. Directors Dan DeVivo, Joseph Matthew, Writer Laurie MacMillan (75 minutes).

Fri. 10/2

Film Screening: Documented: A Film by an undocumented American. 2015. Written, Produced and Directed by Jose-Antonio Vargas.

Mon. 10/5

Wed. 10/7

Film Screening: The Undocumented. 2013. Director and Producer, Marco Williams. 1 hour and 28 minutes

Criminalization of Immigration and Expansion of the Apparatus of Enforcement

Fri. 10/9

Film Screening: The Undocumented. 2013. Director and Producer, Marco Williams. 1 hour and 28 minutes
Mon. 10/12
  *Behind Closed Doors: An overview of DHS Restrictions on Access to Counsel. 2012. The Legal Action Center of the American Immigration Council and the Center for Immigrant’s Rights at Penn State.


Fri. 10/16

  FALL BREAK (17-25)

The Impact of Immigration Enforcement on Families and Children
Mon. 10/26

Wed. 10/28

Fri. 10/30

Mon. 11/2

Wed. 11/4
  Nazario, S. Enrique’s Journey.
  - Prologue
  - Ch.1

  Film Screening: Children in No Man’s Land. 2008. Produced and directed by Anayansi Prado. Distributed by New Day Films. 40 minutes.
Fri. 11/6  
Nazario, S. Enrique’s Journey.  
- Ch. 2 – Seeking Mercy  
- Ch. 3 – Facing the Beast

Mon. 11/9  
Nazario, S. Enrique’s Journey.  
- Ch. 4 – Gifts of Faith  
- Ch. 5 – On the Border

Wed. 11/11  
Nazario, S. Enrique’s Journey.  
- Ch. 6 – A Darker River, Perhaps a New Life  
- Ch. 7 – The Girl Left Behind

Fri. 11/13  
Nazario, S. Enrique’s Journey.  
- Ch. 8 – A Mother’s Embrace  
- Epilogue  
- Afterward

Mon. 11/16  
Zayas, L. Forgotten Citizens  
- Preface (pp. xiii-xvi)  
- Ch. 1: Keeping Silence  
- Ch. 2: Migrating for Life’s Sake
Wed. 11/18  
Zayas, L. Forgotten Citizens  
- Ch. 3: Immigration Wars

Fri. 11/20  
Zayas, L. 2014. Forgotten Citizens  
- Ch. 4: The Lives of Citizen-Children

Mon. 11/23  
Zayas, L. 2014. Forgotten Citizens  
- Ch. 5: Rules and Responsibility, Guilt and Shame  
- Ch. 6: Arrest Detention, and the Aftermath

**Thanksgiving Recess (Nov. 25-29)**

Mon. 11/30  
Zayas, L. 2014. Forgotten Citizens  
- Ch. 7: Fighting to Preserve a Life  
- Ch. 8: Losing the Challenge

Wed. 12/2  
Zayas, L. 2014. Forgotten Citizens  
- Ch. 9: Exiles and the Limits of Citizenship
Fri. 12/4
Zayas, L. 2014. Forgotten Citizens
- Ch. 10: Human Loss and Becoming Deportation Orphans

Mon. 12/7
Zayas, L. 2014. Forgotten Citizens
- Ch. 11: Our Common Future

Wed. 12/9
*Gogolak, E. What’s Next for Immigrant Families in Detention? *The New Yorker.*
July 30, 2015.

Fri. 12/11 RECAP