

Borders and Migration Ethnic Studies 3790

U of U, Fall 2024

Tuesdays, Thursdays: 2:00pm -3:20pm

Gardner Commons 4680

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he/him/his

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Office Hours Information:

Tues., 3:30pm – 5:00pm

In person: Performing Arts Building (PAB) 220

Zoom: <https://utah.zoom.us/j/92366944854>

Meeting ID: 923 6694 4854

Passcode: 147054

Course Description

In this course, we will explore the ways in which borders are constructed, imposed, and policed in relation to profit, resources, and power. We examine the pasts and presents of colonial conquest and class struggle and how these are closely related to both border construction and mass displacement. Key to our discussions are the social movements that migrants organize to survive and thrive, despite conditions of crisis and instability and the forces of anti-immigrant sentiment and racism. For their final project, students will take part in an oral history exchange between themselves, local immigrant communities, and refugee and migrant justice organizers in Greece. More information on this project is below. To see students' oral histories from previous years, visit <https://migrants.lib.utah.edu/>.

Canvas Site Information

Course materials will be available on our canvas webpage. Assignments must be submitted through canvas as well.

- Our course canvas site is: <https://utah.instructure.com/courses/982527>
- Familiarize yourselves with Canvas and if you have questions, ask your professors, CEL Assistants, Peer Mentor, or consult the Canvas section at this link: https://it.utah.edu/help/it_guides/new_student_guide.php

Helpful Dates to Know

Last day to elect credit/no credit: August 30

Last day to withdraw: October 18

Last day to reverse credit/no credit: November 29

**Speak to your student affairs advisors or professors if you like to discuss these options

COVID-19 Information

The University of Utah is a **mask friendly campus**. If you have been in close contact with someone who has COVID, please follow these guidelines for testing, isolation, and care: <https://healthcare.utah.edu/healthfeed/2023/02/10-tips-isolation-if-you-have-covid-19>

You may also access other COVID-related resources at the following links:

<https://healthcare.utah.edu/coronavirus/care-instructions>

<https://deanofstudents.utah.edu/covid/>

Course Schedule

All readings and films will be available on Canvas.

Week 1	8/20	Introductions Discussion: “The border crossed us.” What does this mean?
Unit 1: Migration and Capitalism	8/22	Marx, <i>Capital: Volume I</i> , Ch. 1 “Commodities” (1867) James Fulcher, <i>Capitalism: A Very Short Introduction</i> (Oxford, 2004), Ch. 1 “Why Migration?” Saskia Sassen, 1992.
	Week 2	
	8/27	WATCH: <i>The Other Side of Immigration</i> , watch first 13 minutes (until 13:30) “ ‘Aquí estamos y no nos vamos!’ Global capital and immigrant rights,” William Robinson, 2006.
	8/29	WATCH: <i>Watsonville Canning Strike, 1985-1987</i> , dir. Eddie Wong (1987), https://unityarchiveproject.org/photo/watsonville-cannery-workers-strike/ Peter Shapiro. Ch. 10 of <i>Song of the Stubborn One Thousand: The Watsonville Canning Strike, 1985-87</i> . 2016 **Reflection 1 due by class time on canvas
Week 3		
	9/3	“Neoliberalism as Creative Destruction,” David Harvey, <i>Annals of the American Academy of Political and Social Science</i> 610 (1) (Mar. 2007): 21-44
	9/5	WATCH: “David Harvey defines Neoliberalism,” 2018, Interview with <i>Left Out</i> : https://www.democracyatwork.info/david_harvey_neoliberalism

Week 4	9/10	WATCH <i>Demanding Justice: A History of Domestic Workers</i> “Home Economics.” p. vii-12. National Domestic Workers’ Alliance. 2017. Luba Cortés, “My Undocumented Mom: America’s Housekeeper, NYT, 2016.
Unit 2: Refugees, Part I	9/12	“Immigrants, Refugees, and American Family Values: A Historical Reckoning” by Anita Casavantes Bradford, 2018. https://criticalrefugeestudies.com/blog/immigrants-refugees-and-american-family-values-a-historical-reckoning “Unfilled promises, future possibilities: The refugee resettlement system in the United States” (Brown & Scribner, 2014) “ An Overview of US Refugee Law and Policy, ” American Immigration Council, 2022 WATCH: <i>Finding Home: Utah’s Refugee Story</i> **Reflection 2 due by class time
	Week 5	9/17
	9/19	Professor will discuss prompt for midterm paper, due 10/6. Workshop: Create Questions for Oral History Interview Work on Practice Oral History Interview with Partner and upload to UBox by Monday 9/23 at midnight.
Week 6	9/24	“The Debt We Owe Central America.” Jacobin. “Killing Asylum: How Decades of US Policy Ravaged Central America.” The Intercept. (podcast; listen until 1:03:30) “ Biden, 3 Year Progress Report, ” Detention Watch Network, 2024
	9/26	WATCH: <i>Who is Dayani Cristal</i> **Reflection 3 due by class time
Week 7	10/1	Midterm Review ** Submit 3-sentence blurb on your oral history interviewee
	10/3	Midterm Review **Midterm Paper due Sunday10/6 by 11:59pm.

Week 8	10/8	FALL BREAK
	10/10	FALL BREAK

Week 9	10/15	<p>“Greek Squatters Transformed a Deserted Hotel Into a Sanctuary for Refugees. Now, They Face Eviction.” Patrick O. Strickland. http://inthesetimes.com/article/20215/a-four-star-response-to-the-refugee-crisis-squat-hotel-athens</p> <p>“Afghan Refugees Rise Up Across Europe.” http://inthesetimes.com/article/20508/afghanistan-refugees-rise-up-across-europe-athens-vienna-stockholm</p>
Unit 3: Refugees, Part II	10/17	<p><u>Excerpt of <i>European Others</i> (p. 23-41) Fatima El-Tayeb, 2011.</u> **Reflection 4 due by class time</p>

Week 10	10/22	<p>Anthony Oliver-Smith “Climate Change and Population Displacement” in <i>Climate Change: From Encounters to Actions</i>. 2009</p> <p>“Central American Farmers Head to the U.S., Fleeing Climate Change.” Kirk Semple, <i>New York Times</i>, April 13, 2019.</p> <p>WATCH: <i>Our Ancestors Speak</i> (short, dir. Jess Feast 2021)</p> <p>WATCH: <i>Our Atoll Speaks</i> (short, dir. Gemma Cubero del Barrio 2019)</p>
	10/24	<p>Students meet during class time in their individual groups to plan for/work on their oral history interview. You should be making progress as your final recording is due by Tuesday 11/26 and typed transcript is due by 12/3 or 12/5 (whichever day you present).</p>

Week 11	10/29	<p>“Refugee Return to Palestine is Practical as well as Just.” Asa Winstanley. https://electronicintifada.net/blogs/asa-winstanley/refugee-return-palestine-practical-well-just</p> <p>“The Feasability of the Right of Return.” Salman Abu Sitta. http://www.plands.org/en/articles-speeches/articles/1997/the-feasibility-of-the-right-of-return</p> <p>WATCH “<i>Let me Tell You About my People</i>,” short film by Rolla Selbak about Palestine, created during genocide in Gaza, November 2023</p>
Unit 4: Borders/ Justice Beyond Borders		

	<p>**Some class time set aside for student groups to discuss progress/logistics on oral history project</p> <p>10/31 WATCH: <i>The Border Crossed Us</i>, 2005, 26 min., dir. Rachael J. Nez (Diné) “Defying US Borders, Native Americans Are Asserting Their Territorial Rights. Michelle Chen, <i>The Nation</i> 2019. **Reflection 5 due by class time</p>
<p>Week 12</p>	<p>11/5 READ:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ch. 1 of <i>Bleeding Afghanistan</i> <input type="checkbox"/> After 20 Years Occupation has Failed Afghanistan (Joya 2021) <input type="checkbox"/> Archives as Repositories of Resistance: Syrian Uprisings... (Bailony 2021) <p>WATCH the following materials from Syrian Greek Youth Forum before class:</p> <ul style="list-style-type: none"> • https://citizensoundarchive.com/2022/02/05/8-athenians-discuss-citizenship-onassis-stegi/Links to an external site. • https://citizensoundarchive.com/2021/06/03/becoming-the-city/Links to an external site. <p>In Class: Meet with Syrian Greek Youth Forum **Upload interviewee release form (oral history project) here by this day</p> <p>11/7 Please listen to and read the following materials from Syrian Greek Youth Forum before class:</p> <ul style="list-style-type: none"> • https://citizensoundarchive.com/2020/11/20/the-movement-exists-in-voice-and-sound/Links to an external site. • site.https://citizensoundarchive.com/2020/11/16/migratory-activisms-in-the-eastern-mediterranean/ <p>In-Class: Meet with Syrian Greek Youth Forum Reflection 6 on Citizen Sound Archive Materials due (700 words).</p>
<p>Week 13</p>	<p>11/12 Chapters 8, 9, 10 of <i>The Border Crossed Us: The Case for Opening the US-Mexico Border</i>, Justin Akers Chacón (2021). “The Case for Open Borders” Joseph Carens (2015). “Why We Need Open Borders.” – Teresa Hayter (2015).</p> <p>11/14 WATCH: <i>Precious Knowledge</i>. 2011.</p>

<p>Week 14</p>	<p>11/19 Chapters 11 and 12 of <i>The Border Crossed Us: The Case for Opening the US-Mexico Border</i>, Justin Akers Chacón (2021). WATCH: <i>The Facility</i>: https://fieldofvision.org/shorts/the-facility</p> <p>11/21 Ch.1 and Ch. 2 (pg. 11-23) of <i>Stop, Thief: The Commons, Enclosures, and Resistance</i> Peter Linebaugh, 2014. “What are the Commons?” International Association for the Study of the Commons, https://iasc-commons.org/about-commons/ **short proposal for final paper due</p>
<p>Week 15</p>	<p>11/26 “Editorial: Why No Borders?” Bridget Anderson; Nandita Sharma, Cynthia Wright. Special Issue: “No Borders as a Political Project” <i>Refuge Journal</i> 26: 2(2009) “The French ‘Sans-Papier’ Movement: An Unfinished Struggle,” Jane Freedman. **Oral History audio files due, upload to ubox</p> <p>11/28 FALL HARVEST HOLIDAY</p>
<p>Week 16</p>	<p>12/3 **Oral History Presentations, Transcripts due (upload to ubox)</p> <p>12/5 **Oral History Presentations, Transcripts due (upload to ubox) (Read in class) “Epilogue” of <i>Undoing Border Imperialism</i>, Harsha Walia. 2013. **Final Paper due Tuesday December 10 by midnight</p>

Assignments

Attendance and participation (10 pts/10% of final grade)

Class participation and punctual attendance are a crucial component of this course. Students are expected to finish all readings assigned prior to class. Please be prepared to express your own critical questions and critiques of course materials and to participate actively in class discussions. An absence that results from extenuating circumstances will be excused. Unexcused absences will negatively impact your final grade.

Reflections (6 at 5 pts each/30% of final grade)

You will be responsible for six weekly reflections on the readings and/or films for each week. These shall be uploaded to CANVAS by class time on the due date. In each reflection, you must choose two to three course texts (you can choose films as texts) to focus on which we have read

in the last couple weeks before the reflection due date. In these reflections, you must answer at least two of the following questions: How do the texts connect to each other? What are the parallels between the arguments and where do the arguments diverge? What are your personal thoughts on the arguments? Each reflection must be approximately 500 words and incorporate at least 3 specific examples or quotes with the page number or time stamp (films) of each example clearly cited. See class schedule above for due dates.

Midterm Paper (15 pts/15% of final grade)

For their midterm paper, students will write a 1200 word paper answering one of the prompts below. **Due 11:59pm October 6.**

Prompts: **Choose 1 of 2.**

1. What is the relationship between capitalism and migration? Given this context, how have immigrants and refugees fought for their rights? How have they sought to transform their conditions? Engage with at least four sources from class to support your argument.
2. What are bridges for migration and what are some examples of this phenomenon? In the context of these examples, how have migrants, immigrants, and refugees sought to transform their conditions? Engage with at least four sources from class to support your argument.

Your essay must be 1200 words and include examples (with page numbers when necessary) from **at least four sources** read/watched for class so far. Below is a list of key terms that you can study in preparation for writing your essay:

Bridges for migration
Neoliberalism
NAFTA
1985-7 Watsonville Strike
Domestic Workers
Prevention Through Deterrence
Refugee/economic migrant binary
Refugee resettlement system
2018 Migrant Caravan
2018 Zero Tolerance policy
Dirty Wars
Dayani Cristal

Migrant Oral History Project (20 pts/20% of final grade)

Students will participate in an oral history exchange with migrant and refugee communities in Greece, including the Syrian Greek Youth Forum and other organizers there. This project will allow students and their Greece-based partners to develop relationships and an understanding of migration as a global phenomenon which needs global approaches. Both sides will share stories with each other which reflect migrant communities transforming their conditions and the world. Students will work in groups of 3, and each group will be paired with one contact in Greece whose story they will listen to.

During the course of the project you will:

- 1) Listen to an oral history about migrant justice in Greece and communicate with migrant rights leaders there.
- 2) Conduct an oral history with a friend or family member who can speak to migrant justice locally in Utah. You will share this oral history with your partner in Greece.

An oral history is the sound recording of interviews with someone about past events and how those events relate to the present. The purpose of this project is for you to conduct an oral history about migrant justice. Working in groups of two to three, you will interview a loved one within your communities or families, with their informed consent, who you believe can speak to the topic of migrant justice broadly defined. The interviewee may identify as an immigrant or refugee, the child of immigrants or refugees, or identify as neither of these but is somehow connected to the migrant justice movement. The interview shall be recorded and last 25-30 minutes. The interviewee may choose to tell the story of the circumstances that led them to leave home, or they may choose to tell the story of building community after their migration journey, or both. In what ways have they resisted a difficult political climate around im/migration in order to not only survive but thrive? The interviewee may focus on one or two particular experiences that illustrate their story, or they may tell a more general life story. It is ultimately up to your interviewee the story they want to tell, though your job is to discuss with them beforehand to come up with questions together in advance that you will ask during the actual interview. We will work on this project together as a class throughout the semester so that you are prepared for your interview when it comes time to record.

In addition, students will be partnered with migrant justice organizers in Greece who will send them oral histories to listen to. At the end of the semester, students will share their own local oral histories with their partners in Greece as well. Through video conference (date TBD), they will discuss the connections they see between migrant justice stories in the United States/the Americas and Greece/Afro-Eurasia. This oral history assignment can give students the opportunity to celebrate migration stories, whether their own or others, and to have control over the terms with which they tell these stories. Both the oral histories from Greece and students' own oral histories will be archived in a library-hosted website. See class schedule above for due dates.

Final Paper (25 pts/25% of final grade)

Students will write a 5-page (double-spaced, 12 pt. font) final paper that constructs an argument based on three materials from the course (including readings, film, and audio materials). Your paper shall respond to the following prompt:

While some look at migration as a problem to be solved or done away with, it is clear that migration and mass displacement demand new forms of global organization in the twenty-first century. Based on our discussions in this course and your engagement with course material, what do you think are the least understood aspects regarding migration today? Why do you think these aspects need to be highlighted to improve migrants' lives? What forms do you think justice can take for migrants?

A 300 word proposal for the final paper shall be due on Canvas November 21. In the proposal, include your paper's thesis/argument and describe three examples you will be exploring to support your argument. **The final paper itself is due December 10th by midnight.**

<u>Grading Breakdown</u>		<u>Grade Scale</u>	
Attendance/Participation	10%	94-100 A	74-76 C
Weekly Reflections (6)	30%	90-93 A-	70-73 C-
Midterm Exam	15%	87-89 B+	66-69 D+
Oral History Project	20%	84-86 B	63-65 D
Final Paper	25%	80-83 B-	60-63 D-
		77-79 C +	0-60 F

University Statements

1. ***Undocumented Student Support.*** Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. **Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence.** The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. **To learn more, please contact the Dream Center at 801.213.3697 or visit dream.utah.edu.**
2. ***The Americans with Disabilities Act.*** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the [Center for Disability and Access](#), 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability and Access.
3. ***University Safety Statement.*** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.
4. ***Addressing Sexual Misconduct.*** Title IX makes it clear that violence and harassment based on sex and gender (which Includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-

7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

5. ***Student Mental Health Resources.*** Rates of burnout, anxiety, depression, isolation, and loneliness have noticeably increased during the pandemic. If you need help, reach out for campus mental health resources, including counseling, trainings and other support. Consider participating in a Mental Health First Aid or other wellness-themed training provided by our Center for Student Wellness and sharing these opportunities with your peers, teaching assistants and department colleagues.

Additional Resources

1. **Center for Student Access and Resources (CSAR);** Union 411, @uofuCSAR, studentresources.utah.edu; email: studentresources@utah.edu
2. **Center for Community & Cultural Engagement (CCE);** Union 408, @uofucce, culture.utah.edu; email: culture@utah.edu
3. **Student Leadership & Involvement (SLI),** housed in the Student Involvement wing of the Union on the second floor, leadership.utah.edu, @leadership.utah.
4. **Writing Center;** 801-587-9122; writingcenter.utah.edu; Marriott Library rm. 2701
5. **English for Academic Success (EAS) Program;** 801-581-8047; linguistics.utah.edu/eas-program; LNCO rm. 2300