



TCCS 710: Globalization and Population Movements Spring 2018

Wednesdays, 4pm in M02-0213

Professor: **Sofya Aptekar**

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Office Hours: Wednesdays 2-4 and by appointment Wheatley Hall 4-007

Course Description and Goals

In this class, we use a transdisciplinary approach to explore theories of globalization and migration and apply them to real world communities, policies, processes, and social movements. We move across the breadth of human history, considering social, economic, and political forces; grapple with explicit and implicit moral beliefs; and consider issues of human rights and social justice applied to globalization. We delve into a wide range of texts across disciplines, from dense theoretical tracts, to analyses of trends, to empirical case studies, to fiction and texts that themselves defy categories. We consider stories of crushing oppression and stories of fierce resistance across the world, and use theory to understand both and to inform our individual and collective paths as scholars and advocates.

This course includes discussions of gender and migration, race and ethnicity, post/neo-colonialism, politics of migration, global systems of capitalism and interstitial spaces within it, refugees, temporary guest workers and student migrants, forced migration, undocumented migration, and citizenship and statelessness. Some specific examples of what we will consider include the struggle and resistance of Southeast Asian refugees and deportees, decisions of Indian women working as surrogates for Western couples, trajectories of deported youth in Mexico, and the connections between indigenous self-determination and immigrant rights movements. The course includes in-person and virtual visits with a variety of guest speakers.

Students should be prepared to engage in considerable amount of reading, writing, and discussion. They will be expected to bring and share their own experiences to class discussions while being open to multiple points of view and having their own assumptions challenged.

In the beginning of the semester, we will discuss our individual and collective goals for the class. The course is meant to provide space and support for students to deepen and develop their own related interests in globalization and population movements. As an instructor, I have designed this course to help students develop the following skills

- Critical engagement with theory, research, and activism
- Analytical writing, including analysis through writing and finished texts
- Discussion and presentation skills

Required Texts (Available at the campus bookstore)

Shailja Patel. 2010. *Migritude*. Kaya Press.

Jamaica Kincaid. 1990. *Lucy*. Farrar, Straus and Giroux.

Eric Tang. 2015. *Unsettled: Cambodian Refugees in the NYC Hyperghetto*. Temple.

All other readings will be available through our Blackboard site or Healey Library

Assignments

Weekly Memos (1 point each)

With the exception of the first class, there will be a short memo assignment accompanying our weekly readings. You are expected to complete 10 of these memos throughout the course of the class. Memos should be approximately 3-5 pages in length (double spaced, 12 size Times New Roman, 1 inch margins). The questions will change from week to week, but the general goal will be to get you to practice critically analyzing texts, making connections across readings and topics, and to engage with ethical questions and normative goals.

Memos are due by midnight on Tuesday before class, to be submitted on Blackboard. This gives me enough time to read and comment on them before class, so you can refer to them and my comments during class. You will be expected to share some of your reflections from your memos in our discussion of the readings. *Late memos are not accepted.*

Statement of problem (10 pts)

In approximately one double-spaced page, present the social problem relating to globalization and immigration. This social problem should be something that interests you deeply and that you are committed to exploring all semester. This statement should also integrate ethical considerations. In other words, you should consider why we should care/ do something about this social problem: what beliefs, values, and norms drive (1) identifying this as a problem in the first place and (2) seeking a solution.

Due February 21, 4pm (through Blackboard)

Revised statement of problem + Annotated bibliography (10pts)

Incorporate feedback you received on your statement of problem from the instructor and classmates, as well as your own evolving thinking to create a revised statement. Provide a list of five to seven (or more) research-based sources relating to your topic. For each, provide an annotation (not an abstract), using this resource as a guide: <http://guides.library.cornell.edu/annotatedbibliography>. Your sources can include publications from academic journals, government reports, legal documents and reports from nonprofit agencies.

Due March 7, 4 pm (through Blackboard)

Blog post (10 pts)

Write a 500-1000 word blog post for the TCCS blog (blogs.umb.edu/tccsprogram) . (Alternately, you can propose to write a blog post for a different blog.) The post should build on your statement of problem and annotated bibliography and be accessible to lay audience. Include at least one embedded link. Provide an image to introduce your post. This can be something original you create yourself, or found by searching for images online with the appropriate usage rights. Publication is not guaranteed.

Three deadlines (sign up for one): March 21, March 28, April 4

Class presentation (10pts)

Build on previous assignments to develop your topic into a detailed paper outline (3-4 pages), to be handed in the day before your presentation. For the presentation itself, draw on this outline and what you have learned about your topic to create an engaging 10-12 minute presentation for our class.

Powerpoint/Prezi encouraged but not required. The rubric for this assignment will be developed collectively in class.

Two deadlines (sign up for one): May 2, May 9

Final Paper (25pts)

The final paper should be 15-30 pages in length and should include at least 20 general research sources (at least half of which must come from academic journals or books published by university/academic presses—the rest can be government or nonprofit policy reports, court documents from important immigration legal cases and etc). The rubric for the paper will be developed collectively in class.

Due May 16

Teach-in (15 pts)

As a class, we will develop a program for our participation in the *Wake Up, Rise Up: Resisting Systemic Oppression Teach-In*. Our session will take place on April 25, during our scheduled class time.

Due April 25

Extra Credit (3pts)

Attend an event relevant to the class and write a 2-4 page memo in which you summarize what took place (about half) and provide analysis and connect to specific course material. You can turn it in anytime, with the last chance being May 2 (so you can get credit for a May Day event). Be ready to discuss with the class.

Course Requirements

Course component	Points	Deadline
Contribution to class discussion	10	
Weekly memos	10	
Statement of problem	10	Feb. 21 4pm
Annotated bibliography	10	March 7, 4pm
Blog post	10	March 21, 28, or April 4
Class Presentation	10	May 2, 9
Teach-in	15	April 25
Final paper	25	May 16
Extra credit	3	May 2

94-100 = A 90-93 = A- 87-89 = B+ 84-86 = B 80-83 = B- 77-79 = C+ 74-76 = C
Below 74: failing

Course Policies

Attendance and Participation: You are expected to attend every class meeting. If you are not able to come to class, please inform me before class via email. Please read all assigned readings, bring them with you to class (preferably printed out), and be prepared with questions and reflections. Class participation is part of your grade. More importantly, class participation is crucial to the learning process, as we work through material that can be difficult and intimidating for many students.



Note: I may change the syllabus and assignments as necessary to adjust to the needs to the class. The level of work will stay the same or decrease. You are responsible for all changes and information presented in the course, regardless of whether you attended class.

Lateness: Except for memos, all assignments turned in late will have the equivalent of half a letter grade deducted for each day late. Late memos are not accepted.

Please see the **Code of Student Conduct** for discussion of classroom decorum, academic dishonesty and plagiarism http://www.umb.edu/student_affairs/code.html

A Note on Mutual Respect*

The discussions that we have in this class will often engage with events taking place off-campus and around the world. It is almost certain that many of the conversations we have will be charged, as they should be. We will debate, disagree, and likely become upset by the material, and possibly even the views expressed by the authors, guest speakers, and each other. This is the core of academic exchange.

What I ask of you in this class is not blind acceptance of everything you read. But I do ask that we adopt an etiquette of mutual respect and strive to create a space where we all feel safe to engage in the material, bring to the table our individual experience, but also the theories and empirical evidence presented by the readings, and an intentional recognition of our own power and privilege in these matters and in the context of a classroom.

My goal in this class is that all my students feel that they are able to engage. I want us all to be respectful of each other and strive to express our thoughts in a way that is inclusive and mindful of other points of view, identities, and lived experiences. However, your right to share your perspective does not supersede another student's right to feel safe and respected. Therefore, know that in this class:

Black lives matter.

Native lives matter.

Muslims are not terrorists.

Latinx are not rapists or criminals.

Undocumented students have every right to safety as their documented counterparts.

We respect people with all gender identities.

When and where needed, we accommodate disabled people so they can succeed in this class.

* Adapted from Professors Shannon Gleeson and Els de Graauw's syllabi

Incompletes: I will not give a grade of INC (incomplete). Receiving an INC in this course will hinder your progress toward your degree and rarely leads to a better final grade. Graduate School policies on incompletes can be found at:

http://www.umb.edu/academics/graduate/documents/Graduate_Bulletin_06-08.pdf .

Communication: Check your UMass Boston email regularly, preferably daily, for updates from the instructor. I will respond to your communications with me in a prompt manner, and expect that you do the same. Please observe professional decorum when emailing (e.g. include a salutation and a signature). If you have a lengthy question or concern, it is probably best to meet with me and explain in person.

Tips for academic integrity: (1) you have rights and responsibilities regarding your work; (2) always acknowledge your sources; (3) never falsify information; (4) do your own work; (5) recognize your limitations; and (6) be proud of your work. The bottom line is this: words copied from another

source must be so indicated (with quotation marks or indenting) and such sources, as well as any from which you have paraphrased or drawn significant evidence, must be fully and precisely identified. Self-plagiarism is also plagiarism, and turning in work you have done for another class without acknowledging it is a violation of academic integrity. Please don't hesitate to consult with me should you feel in need of any clarification.

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 offers guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from UMass Boston's **Ross Center for Disability Services** <http://www.rosscenter.umb.edu/> 617-287-7430. If you have a disability and feel you will need accommodations in order to complete course requirements, please contact the Ross Center and provide me with the necessary information and corresponding paperwork.

Classroom Audio/Video Recording (not permitted)

The audio or video recording of class lectures and discussions is strictly prohibited. The instructor's lectures are proprietary. Students are entitled to an expectation that the opinions they proffer are confined to the educational experience of the classroom.

Expectations of Students

- 1) I expect that you will give me and your colleagues your complete attention when you are in the course. This means that you will not sleep, read material unrelated to the course, use your phone, check email, surf the web, or eat in a disruptive manner. We will break during class to allow for bathroom breaks and more involved eating. Please silence your phone upon entering class.
- 2) Expect critical but constructive feedback from both me and from your classmates. Give critical feedback with a spirit of helpfulness. It is important for civil discourse to govern our classroom interactions as a reflection of professional ethics and the diversity each of you brings to the course. Be aware of your level of participation as a constructive member of the group, not simply as an individual.
- 3) When another student is speaking, please give that student your undivided attention.
- 4) Come to class on time. Do not leave early. Do not start packing up before the class is finished. If you need to be late or leave early, please talk to me before class, preferably in the days leading up to the class.
- 5) I want to know how things are going for you in the course. If something is not working, or you have questions, please come to office hours. Note that I am happy to meet with you at a different time than my official hours, you just have to ask.

Expectations of Instructor

- 1) I will be organized and prepared for every class meeting.
- 2) I will be attentive to your concerns and try my hardest to make the course material interesting, accessible, and relevant to your overall work as a graduate student.
- 3) I will grade fairly and promptly. Your grade will be based on your performance and not any personal consideration (such as race, gender, class, religion, or whether or not you and I agree or disagree about a particular issue).
- 4) When you are speaking during class or when we meet in my office, I will do my very best to give undivided attention.
- 5) As a matter of keeping the classroom a conducive learning environment for each of you and in respecting the kind of resources that you are giving to be here, I will not tolerate inattention or lack of respect or incivility directed towards me or towards other students.
- 6) I know you have other commitments besides this course. I will begin and end class on time.

Course Schedule

<p>Week 1 January 24</p>	<p>Introductions Mini-lecture on globalization Setting goals and expectations Screening and discussion of <i>Mardi Gras: Made in China</i></p>
<p>Week 2 January 31</p>	<p>Globalization and its theories Mini-lecture on theories of globalization</p> <ul style="list-style-type: none"> □ Christopher Chase-Dunn. 1999. "Globalization: A World-Systems Approach." <i>Journal of World-Systems Research</i> 2(1999): 187-215. □ Ronen Shamir. 2005. "Without Borders? Notes on Globalization as a Mobility Regime," <i>Sociological Theory</i>, 23(2): 197-217. □ Njoki Njoroge Njehu. 2005. "Globalization: A Path to Global Understanding or Global Plunder?" In Richard Appelbaum and William Robinson (eds) <i>Critical Globalization Studies</i>. NY: Routledge
<p>Week 3 February 7</p>	<p>Mass Migration in Historical Perspective Mini-lecture on migration histories</p> <ul style="list-style-type: none"> □ Shailja Patel. 2010. <i>Migritude</i>. Kaya Press.
<p>Week 4 February 14</p>	<p>An Introduction to Global Migration Theory Mini-lecture on migration theories Activity: analyze political rhetoric</p> <ul style="list-style-type: none"> □ Douglas Massey, Jorge Durand and Nolan Malone. 2002. Ch. 2 "Principles of Operation" in <i>Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration</i>. NY: Russell Sage. □ Caroline Brettell. 2000. "Theorizing Migration in Anthropology." In Caroline Brettell and James Hollifield (ed) <i>Migration Theory: Talking Across Disciplines</i>. NY: Routledge. □ Harsha Walia. 2013. <i>Undoing Border Imperialism</i>. AK Press. □ Norma Chinchilla. 2005 "Globalization, International Migration, and Transnationalism: Some Observations Based on the Central American Experience." In Richard Appelbaum and William Robinson (eds) <i>Critical Globalization Studies</i>. NY: Routledge
<p>Week 5 February 21</p>	<p>Screening of Ai Weiwei's <i>Human Flow</i></p> <ul style="list-style-type: none"> □ Yen Le Espiritu. 2014. <i>Body Counts: The Vietnam War and Militarized Refuge(es)</i>. University of California Press. □ Dina Nayeri. 2017. "The Ungrateful Refugee: 'We Have No Debt to Repay'". <i>The Guardian</i>. April 4, 2017 □ Rawan Arar, Lisel Hintz, and Kelsey Norman. 2016. "The Real Refugee Crisis is in the Middle East, not Europe." <i>The Washington Post</i>. May 14, 2016.

	<ul style="list-style-type: none"> □ Elvira Pulitano. 2013. "In Liberty's Shadow: The Discourse of Refugees and Asylum Seekers in Critical Race Theory and Immigration Law/Politics." <i>Identities</i> 20(2): 172-189. □ Rogelio Saenz and Cecilia Menjivar. 2018. "U.S. Should Own Up to Its Role in the Plight of Salvadorans." <i>Houston Chronicle</i>. January 13, 2018. <p style="text-align: center;"><u>STATEMENT OF PROBLEM DUE</u></p>
<p>Week 6 February 28</p>	<p>The Ethics and Politics of Global Migration Guest: Shannon Gleason</p> <ul style="list-style-type: none"> □ Shannon Gleason and Perna Sampat. 2017 "Immigrant Resistance in the Age of Trump." <i>New Labor Forum</i> (1-9). □ Gleason, Shannon. 2015. "'They Come Here to Work': An Evaluation of the Economic Argument in Favor of Immigrant Rights." <i>Citizenship Studies</i> 19:34(400-420). □ Suzy McElrath, Rahsaan Mahadeo, and Stephen Suh. 2014. "'Crimmigration,' With Tanya Golash-Boza, Ryan King, and Yolanda Vazquez. <i>The Society Pages</i>. February 24, 2014. □ Risse, Mathias. 2008. "On the Morality of Immigration". <i>Ethics & International Affairs</i>, 22: 25–33.
<p>Week 7 March 7</p>	<p>Global Capitalism, Neoliberalism, and Migration Guest: Steve Striffler Mini-lecture on global structures of capitalism</p> <ul style="list-style-type: none"> □ Steve Striffler. 2015. "Latin American Solidarity: Human Rights and the Politics of the US Left." Pp. 859-875 in <i>Palgrave Encyclopedia of Imperialism and Anti-Imperialism</i>, edited by Immanuel Ness and Zak Cope. Palgrave-MacMillan. □ Arundhati Roy. 2014. <i>Capitalism: A Ghost Story</i>. Haymarket Press. □ Jill Anderson. 2018. "Call Centers, Transnational Mobility, and (Neoliberal) Citizenship." Pp. 203-215 in <i>Forced Out and Fenced: Immigration Tales from the Tales</i>, edited by Tanya Golash-Boza. Oxford University Press. □ Raewyn Connell and Nour Dados. 2014. "Where in the World Does Neoliberalism Come From? The Market Agenda in Southern Perspective." <i>Theory and Society</i> 43(2): 117-138. <p style="text-align: center;"><u>REVISED STATEMENT + BIBLIOGRAPHY DUE</u></p>
<p>SPRING BREAK (Start reading <i>Unsettled</i>)</p>	
<p>Week 8 March 21</p>	<p>Informally Authorized Migration Mini-lecture: terms, laws, history</p> <ul style="list-style-type: none"> □ Massey, Douglas S. Jorge Durand, and Nolan J. Malone. 2002. Ch. 1 and 3 in <i>Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration</i>. NY: Russell Sage □ Alexandra Delano Alonso, Pablo Dominguez Galbraith, and Benjamin Nienass. 2016. "Bringing the Dead Back into Society: An Interview with Mercedes Doretti. <i>Social Research</i> 83(2): 511-534.

	<ul style="list-style-type: none"> □ Alexis Silver. 2018. "No Place Like Home: From High School Graduation to Deportation." Pp. 193-202 in <i>Forced Out and Fenced: Immigration Tales from the Tales</i>, edited by Tanya Golash-Boza. Oxford University Press. □ Philip Kretsedemas. 2008. "The Limits of Control: Neoliberal Priorities and the US Nonimmigrant Flow." <i>International Migration</i>, 55: s1 (2008): e1-e18. <p>BLOG DEADLINE 1</p>
<p>Week 9 March 28</p>	<p>Gender and Sexuality Watch and discuss: <i>The Caretaker</i></p> <ul style="list-style-type: none"> □ Eithne Luibhéid. 2008. "Queer/Migration: An Unruly Body of Scholarship" <i>GLQ: A Journal of Lesbian and Gay Studies</i> 14(2-3):169-190. □ Maya Pagni Barak. 2018. "The Power of Law: How Immigration Policy Shapes Salvadorans' Experience of Family and Motherhood." In Tanya Golash-Boza (ed) <i>Forced Out and Fenced In: Immigration Tales from the Field</i>. Oxford University Press. □ Yolanda Martin. 2018. "Gender Exclusion: Three Generations of Women Deported to the Dominican Republic." In Tanya Golash-Boza (ed) <i>Forced Out and Fenced In: Immigration Tales from the Field</i>. Oxford University Press. □ Rhacel Salazar Parrenas. 2005. "The International Division of Reproductive Labor: Paid Domestic Work and Globalization." In Richard Appelbaum and William Robinson (eds) <i>Critical Globalization Studies</i>. □ Kum-Kum Bhavani, John Foran, and Molly Talcott. 2005. "The Red, the Green, the Black, and the Purple: Reclaiming Development, Resisting Globalization." In Richard Appelbaum and William Robinson (eds) <i>Critical Globalization Studies</i>. <p>BLOG DEADLINE 2</p>
<p>Week 10 April 4</p>	<p>Broadening the Concept of Migration: Life Course and the Family <i>Guest Speaker: Leslie Wang</i></p> <ul style="list-style-type: none"> □ Sharmila Rudrappa on Global Surrugacy, interview podcast on Office Hours, Society Pages. □ Leslie Wang. 2017. "Leftover Women" and "Kings of the Candy Shop": Gendering Chinese American Ancestral Homeland Migration to China." <i>American Behavioral Scientist</i> 1-20. □ Yvonne Bohr, Cindy Liu, Stephen Chen, and Leslie Wang. Forthcoming. "Satellite Babies: Costs and Benefits of Culturally Driven Parent-infant Separations in North American Immigrant Families." In <i>Parenting from Afar: The Reconfiguration of the Family Across Distance</i>, edited by M.R.T. de Guzman, J. Brown, and C. Pope Edwards. Oxford University Press.

	<p><input type="checkbox"/> Watch <i>In the Matter of Cha Jung Hee</i> (film) through Kanopy (Healey Library)</p> <p>BLOG DEADLINE 3</p>
Week 11 April 11	<p>Immigrant Exclusion, Integration, Acculturation, and Assimilation Guest speaker: Eric Tang <input type="checkbox"/> Eric Tang. 2015. <i>Unsettled: Cambodian Refugees in the NYC Hyperghetto</i>. Temple University Press.</p>
Week 12 April 18	<p>The Race, Ethnicity and Post/Neo-Colonial Context Mini-lecture on Southern Theory</p> <p><input type="checkbox"/> Jamaica Kincaid. 1990. <i>Lucy</i>. Farrar, Straus and Giroux.</p>
Week 13 April 25	Teach-In
Week 14 May 2	<p>Citizenship and Statelessness <input type="checkbox"/> Atossa Abrahamian. 2015. <i>Cosmopolites: The Coming of the Global Citizen</i>. Columbia Global Reports.</p> <p><input type="checkbox"/> Sofya Aptekar. 2016. "Constructing the Boundaries of US Citizenship in the Era of Enforcement and Securitization." In <i>Citizenship, Identity and Nation-States in the 21st Century</i>, edited by Nicole Stokes-DuPass and Ramona Fruja. Palgrave-Macmillan.</p> <p><input type="checkbox"/> David Cook-Martin. 2013. Introduction to <i>Scramble for Citizens: Dual Nationality and State Competition for Immigrants</i>, Stanford University Press.</p> <p><input type="checkbox"/> Elena Fiddian-Qasmiyeh. 2015. "The Stateless Speak Back: Palestinian Narratives of Home(land)." In N. Signona, A. Gamlen, G. Liberatore, and H. Neveu Kringlebach (eds) <i>Diasporas Reimagined: Spaces, Practices, and Belonging</i>.</p> <p>LAST CHANCE FOR EXTRA CREDIT PRESENTATIONS 1</p>
Week 15 May 9	PRESENTATIONS 2
May 16	FINAL PAPERS DUE