

Problem-Based Seminar in Social Justice and Human Rights

Topic: Migration, Gender, and Human Rights

JHR 510

Class Time: Thursday 6:05 to 8:55 p.m.—Sands 235
Instructor: Dr. Luis F.B. Plascencia—E-mail: luis.plascencia@asu.edu
Office: FAB S-125—(602) 543-6045
Office Hours: Wednesday 5:00-6:15 p.m., Thursday 4:30-5:45p.m., and by appointment

Course Description:

This seminar aims to develop a collaborative and exploratory engagement with the following themes: a) the tensions and contradictions between international human rights frameworks that endorse the freedom of individuals to migrate, and the discourses and practices related to political concepts of national sovereignty, security, and nationhood that prevent the free movement of individuals; b) the limitations in the commonly held historical narrative of the United States as a “nation of immigrants” which has welcomed all migrants and fostered a “melting-pot” society; c) the problems in the application of a model of migration based on Northern European migration to the United States up to the mid-19th Century, to the analysis of Mexican migration to the United States; and d) the common absence of “gender” and sexuality as important analytical variables in the study of migration.

The course integrates the disciplinary perspectives of anthropology, economics, history, legal scholarship, political science, public policy, and sociology in an effort to generate a more comprehensive understanding of the factors that have shaped the historical and contemporary dynamics of migration, and the link between migration and human rights concepts. Although the primary geographic focus of the material included in the seminar is the history of migration to the United States, Mexican migration to the United States, and Algerian migration to France, some material related to other regions, such as internal migration within China, will also be discussed. The individual research that will be carried out by participants is NOT limited to these geographic regions.

In keeping with the norms of graduate school seminars, the emphasis of the seminar is on fostering a collective and collaborative knowledge exploration aimed at furthering the knowledge and understanding of the material covered on the part of both participants and the instructor. I define my role principally as an educational facilitator—much of the expansion of knowledge and insights that will surface will be based on the open and respectful dialogue among all the seminar participants.

Course Goal and Objectives:

The overall goal of the course is to facilitate a learning process for participants to gain sufficient knowledge and skills that will allow a substantive analysis of contemporary discourses and actions related to multiple social and public policy issues regarding transnational migration, gender/sexuality and migration, and human rights frameworks regarding migration.

Learning Objectives. By the end of the course, students will be able to:

- ❖ Summarize the major theoretical notions formulated by Karl Marx, Antonio Gramsci, Émile Durkheim, Max Weber, Michel Foucault, and Giorgio Agamben;
- ❖ Describe the major patterns of migration to the United States, from the Colonial Period to the present;
- ❖ Discuss the central importance of race, ethnicity, and colonialism in shaping migration to the United States;
- ❖ Summarize the historical foundation of Mexican migration to the United States, including the role of policies under Porfirio Díaz, the Mexican Revolution, World War I, economic expansion of the Southwest, the Great Depression, World War II, “Operation Wetback,” “Operation Blockade,” and “Operation Gatekeeper;”
- ❖ Describe the central importance of gender and sexuality in shaping patterns of migration, particularly as these relate to Mexican migration to the United States, and the Mexico-United States boundary region;
- ❖ Summarize the historical and political factors that have shaped Algerian migration to France, and the analytical perspectives of Algerian and French scholars;
- ❖ Articulate the critiques of the United States regarding the implementation of human rights frameworks; and
- ❖ Summarize the theoretical arguments and limitations in proposals for the free movement of people.

REQUIRED TEXTBOOKS:

- Joseph, Jonathan, ed. (2005) Social Theory: A Reader. Edinburgh: Edinburgh University Press. *ASU Lib.— Will be on “Reserve”
- Spickard, Paul (2007) Almost All Aliens: Immigration, Race, and Colonialism in American History and Identity. New York: Routledge* ASU Library— Will be on “Reserve”
- Luibhéid, Eithne (2002) Entry Denied: Controlling Sexuality at the Border. Minneapolis: University of Minnesota Press.* Also available as an electronic book—JV6602.L85 2002eb. *ASU Lib.— Will be on “Reserve”
- Sayad, Abdelmalek (1999[2004]) The Suffering of the Immigrant. Malden: Polity Press. *Not in ASU Library collection.
- Blau, Judith et al., eds. (2008) The Leading Rogue State: The United States and Human Rights. Boulder: Paradigm Publishers. *Not in ASU Library collection.
- Pécoud, Antoine and Paul de Guchteneire, eds. (2007) Migration Without Borders: Essays on the Free Movement of People. Paris/New York: UNESCO and Berghahn Books. *ASU Lib.— Will be on “Reserve”

ACADEMIC INTEGRITY

Students are responsible for knowing and observing the ASU Student Life Academic Integrity Policy (<http://provost.asu.edu/academicintegrity/policy/StudentObligations>). The introduction to this policy states the following:

“Each student must act with honesty and integrity, and must respect the rights of others in carrying out all academic assignments. A student may be found to have engaged in academic dishonesty if, in connection with any Academic Evaluation or academic or research assignment...” Specific examples covered by the policy are listed after the introduction, as well as an explanation of the “XE” grade and its implications.

The instructor reserves the discretion to assign a failing grade (“E” or zero points) for individual assignments, exams, or quizzes, as well as an “XE” for the whole course, to students violating ASU rules on “academic integrity.”

RELIGIOUS ACCOMMODATION FOR STUDENTS:

Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the instructor in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the instructor. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the instructor to make arrangements for making up assignments as soon as possible after returning to the University.

DISABILITY ACCOMMODATION FOR STUDENTS:

Students who may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center (DRC, UCB 130) to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who wish accommodations for a disability should contact DRC **as early as possible** to assure appropriate accommodations can be provided.

COURSE REQUIREMENTS

IMPORTANT

It is expected that you will complete the reading assignment BEFORE the class session in which we will discuss it, that the reading will be done carefully and thoughtfully, and that you come to class ready to discuss it, OR ask questions about what you SPECIFICALLY did not understand. The class participation grade presumes active participation, not just physical attendance.

1) Individual Research Paper (65%)

- You are required to write a research paper on a topic to be arranged. The paper will need to be on a theoretical and/or substantive question related to the themes covered in the seminar. Specifications: maximum 20-pages of text (excluding references), 1.5 line spacing, 12-point font (preferably Times font), with one-inch margins on all four sides, and paginated. Suggested style format for references, in-text citations, and footnotes/end-notes will be posted on Blackboard.
- A one-page, single-spaced with one-inch-margins research proposal will need to be submitted by September 17. The proposal will need to present the specific question(s) that will be addressed, the data that will be examined/compiled, and some of the tentative references being considered. Your proposal should be as specific and concrete as possible. Reminder: the narrower your research question, the more manageable the project will be.
- Your research paper will be graded on the basis of the following criteria:
 - a) Overall organization of paper
 - b) Clarity and thoughtfulness in communicating research focus and question(s) addressed

- c) Integration of relevant previous research (including, but NOT limited to, material covered in the seminar)
 - d) Writing quality (i.e., sentence structure, proper use of sources, integration of quotations, etc.)
 - e) Presentation (i.e., correct use of citation forms, careful attention to grammar and spelling, etc.)
 - f) Presentation of a convincing argument and well-developed support of argument.
- We will discuss the complex issue of “plagiarism” in academic writing in class.

2) Seminar Facilitation (5%)

- At the start of the semester, we will have a random selection of readings. Each participant will have a reading (or reading set) that she/he will be the Seminar Facilitator for. Each facilitator is responsible for developing 4-5 analytical points/issues/questions (e.g., theoretical arguments, concepts, key issues, conceptual dilemmas) for the particular reading and posting these no later than noon on Wednesday (the day before the seminar wherein the material is scheduled to be discussed) on our Blackboard site. The points/issues/questions should be developed to promote discussion on the particular reading—thus, they should not be simply summaries of the reading.
- On the day we are scheduled to discuss the particular reading(s), you should develop a brief presentation (5-10 minutes maximum) on the reading. The following is a suggested guideline for your presentation: a) give a brief synopsis of the reading (3-4 sentences on what is the reading about); b) present and facilitate an analytical discussion of the 4-5 points you developed and shared with the participants; c) and present the limitations and/or strengths of the reading in terms of what it can contribute to our understanding of migration processes, the variables of gender/sexuality, and/or our understanding of the link between human rights and migration.
- In the case of the initial theoretical readings (e.g., Marx & Engels, Gramsci, etc.), with regards to “c,” you may want to address the issue of: ‘what does it contribute to either understanding migration processes, the study of gender/sexuality, or human rights issues’?
- On the day of your presentation, it will be useful to distribute a handout that presents your analytical points and questions.
- Your presentation will be graded on the basis of the following criteria:
 - a) Clarity and thoughtfulness of presentation
 - b) Ability to concisely present the key concept or observations of the material
 - c) Quality of discussion stimulated by the analytical points

3. Seminar Discussion Synopses & Reaction (15%)

Individuals not facilitating the discussion are responsible for submitting a one-page maximum, single-spaced (with one-inch margins & 12-point font) synopses of the major points discussed in the seminar on the particular reading, and a personal assessment of the theory or material covered. Questions to consider: What did you find most useful in the seminar discussion on the theory and/or material covered? What theoretical or empirical insights did you gain from the reading (including points not necessarily covered in the seminar discussion)? How could these insights help us understand the migration process, the manifestation of gender, or the conceptualization of human rights? The Synopses & Reaction is due by no later than Wednesday following the seminar session when the specific material was discussed; late write-ups will no be accepted. The write-ups can be submitted anytime before the Wednesday when they are due.

4) Individual Research Presentation (5%)

The last two seminar sessions will be devoted to the presentation of individual research carried out. Each presentation will have a maximum of 10 minutes for oral presentation. Your aim should be to summarize a) the theoretical approach adopted in the research; b) the material examined; c) the insights you gained about the migration process and/or the operation of gender; and d) the insights you gained about human rights issues.

5) Seminar Participation (10%)

It is expected that you will make every effort to constructively and respectfully participate in the discussion of the material that we will cover. A respectful dialogue that expresses supportive or opposing perspectives is important in laying the foundation for our collective and collaborative exploration of concepts and observations. WE all will benefit from the collective engagement with what scholars and researchers have written regarding the topics of the seminar. Observations shared in our discussions can be the basis for the mutual expansion of our thinking and understanding of the themes of migration, gender and migration, and migration and human rights. You should not adopt a passive role in our discussions.

Readings and Discussion—Calendar

Week #1 August 27 Introduction to Seminar

- Overview of course; • Introductions; • Textbooks
- Undergraduate v. Graduate Courses
- Suggestions for how to read and summarize course materials
- Reading the U.S. Declaration of Independence—A short and “simple” text

Week #2 September 3 Theoretical Foundations in the Social Sciences

Required Readings:

- Joseph: a) Marx & Engels— Selections (excluding Jessop contribution)
b) Gramsci— Selections
c) Durkheim— Selections
d) Weber— Selections (excluding Sayer contribution)

Week #3 September 10 Contemporary Theoretical Directions

Required Readings:

- Joseph: a) Foucault— Selections (excluding Barry, Osborne & Rose contribution)
b) Foucault— “17 March 1976” Lecture on Sovereignty and Biopolitics [RESERVE]
In M. Foucault (1999[2003]) ‘Society Must be Defended.’ NY: Picador
c) Agamben— “Introduction” [RESERVE]
In G. Agamben (1995[1998]) Homo Sacer. Stanford: Stanford Univ. Press.

Recommended Sources:

- Agamben, Giorgio (1995[1998]) Homo Sacer. Stanford: Stanford Univ. Press.
Agamben, Giorgio (1996[2000]) Means Without End: Notes on Politics. Minneapolis: U. of MN Press.
Agamben, Giorgio 2003[2005] State of Exception. Translated by K. Attell. Chicago: The University of Chicago Press.
Butler, Judith (1997) The Psychic Life of Power. Stanford: Stanford Univ. Press.
Foucault, M. (1975[1977]) Discipline and Punish. NY: Vintage Books.
Foucault, M. (1976[1990]) The History of Sexuality, Vol. 1. NY: Vintage.
Faubion, J., ed. (1994[2000]) Michel Foucault, Power: Essential Works of Foucault, 1954-1984. NY: The New Press.

Week #4 September 17 U.S. Migration History—I

Required Readings:

- Spickard: Almost All Aliens— Chs. 1, 2, and 3

Recommended Sources:

- Handlin, Oscar (1951[1973]) The Uprooted. Boston: Little, Brown & Co.
Jones, Maldwyn A. (1960[1992]) American Immigration. Chicago: The University of Chicago Press.
Ueda, Reed (1994) Postwar Immigrant America: A Social History. Boston: Bedford Books.

Week #5 September 24 U.S. Migration History—II

Required Readings:

- Spickard: Almost All Aliens— Chs. 4, 5 and 6.

Recommended Sources:

- Hutchinson, E.P. (1981) Legislative History of American Immigration Policy, 1798-1965. Philadelphia: University of PA Press.
Ignatiev, Noel (1995) How the Irish Became White. NY: Routledge.
Jacobson, Matthew F. (1998) Whiteness of a Different Color: European Immigrants and the Alchemy of Race. Cambridge: Harvard University Press.
Jacobson, David, ed. (1998) The Immigration Reader: America in a Multicultural Perspective. Malden: Blackwell.
Salyer, Lucy (1995) Laws Harsh as Tigers: Chinese Immigrants and the Shaping of Modern Immigration Law. Chapel Hill: The University of North Carolina Press.

Week #6 October 1 U.S. Migration History – III

Required Readings:

Spickard: Almost All Aliens – Chs. 7, 8, 9, and 10.

Recommended Sources:

Cohen, Robin, ed. (1995) The Cambridge Survey of World Migration. Cambridge Univ. Press.

Hoerder, Dirk (2002) Cultures in Contact: World Migrations in the Second Millennium. Durham: Duke University Press.

Potts, Lydia (1990) The World Labour Market: A History of Migration. Atlantic Highlands: Zed Books.

Week #7 October 8 The Case of Mexican Migration

Required Readings:

a) Cardoso—(1980) Mexican Emigration to the United States, 1897-1931. Tucson: U of AZ press
Chs. 1, 2, 3, 5, 7, and 8 [RESERVE]

b) García y Griego, M.: “The Importation of Mexican Contract Laborers to the U.S., 1942-1964” [RESERVE]

In Brown, P. & H. Shue, eds. (1983) The Border that Joins. Totowa: Rowman & Littlefield.

c) González—“Economic Power Versus Academic Freedom” (Ch.4) [RESERVE]

In González, Gilbert G. Guest Workers or Colonized Labor? Mexican Labor Migration to the United States. Boulder: Paradigm Press.

Recommended Sources:

Balderrama, F. & R. Rodríguez (1995) Decade of Betrayal: Mexican Repatriation in the 1930s.
Albuquerque: Univ. of New Mexico Press.

Binational Migration Institute (2006) The ‘Funnel Effect’ & Recovered Bodies of Unauthorized Migrants Processed by the Pima County Office of the Medical Examiner, 1900-2005. Tucson; Univ of AZ.

Calavita, Kitty (1984) U.S. Immigration Law and the Control of Labor, 1820-1924. Orlando: Academic Press.

Calavita, Kitty (1992) Inside the State: The Bracero Program, Immigration, and the I.N.S. NY: Routledge.

Galarza, Ernesto (1964) Merchants of Labor: The Mexican Bracero Story. Charlotte; McNally & Loftin.

García, J. (1980) Operation Wetback. Westport: Greenwood Press.

Nevins, Joseph (2002) Operation Gatekeeper: The Rise of the “Illegal Alien” and the Making of the U.S.-Mexico Boundary. NY: Routledge.

Ngai, Mae (2004) Impossible Subjects: Illegal Aliens and the Making of Modern America. Princeton: Princeton University Press.

Reisler, Mark (1976) By The Sweat of Their Brow: Mexican Immigrant Labor in the United States, 1900-1940. Westport: Greenwood Press.

Week #8 October 15 Gender, Sexuality, and Migration – Asylum, Rape, Violence

Required Readings:

a) Luibhéid: Entry Denied

b) Rojas Wiesner & Cruz—“Gendered Migrations in the Americas” [RESERVE]

In Piper, Nicola, ed. (2008) New Perspectives on Gender & Migration. NY: Routledge.

c) Wright—“The Dialectics of Still Life: Murder, Women, and Maquiladoras” [RESERVE]

In Segura, Denise and Patricia Zavella, eds. (2007) Women and Migration in the U.S-Mexico Borderlands. Durham: Duke University Press.

Recommended Sources:

Benhabib, Seyla and Judith Resnik, eds. Migrations and Mobilities: Citizenship, Borders, and Gender.
NY: New York Univ. Press.

Butler, Judith and Joan W. Scott, eds. (1992) Feminist Theorize the Political. NY: Routledge.

Cabezas, Amalia L. (2009) Economies of Desire: Sex and Tourism in Cuba and the Dominican Republic.
Philadelphia: Temple University Press.

Gardner, Martha (2005) The Qualities of a Citizen: Women, Immigration, and Citizenship, 1870-1965.
Princeton: Princeton Univ. Press.

González-López, Gloria (2005) Erotic Journeys: Mexican Immigrants and Their Sex Lives. Berkeley:
University of California Press.

Kempadoo, Kamala, ed. (2005) Trafficking and Prostitution Reconsidered: New Perspectives on Migration, Sex Work, and Human Rights. Boulder: Paradigm Press.

- Luibhéid, Eithne and Lionel Cantú, Jr., eds. (2005) Queer Migrations: Sexuality, U.S. Citizenship, and Border Crossings. Minneapolis: Univ. of MN Press.
- Merry, Sally Engle (2006) Human Rights and Gender Violence. Chicago: The University of Chicago Press.
- Piper, Nicola, ed. (2008) New Perspectives on Gender & Migration. NY: Routledge.
- Segura, Denise and Patricia Zavella, eds. (2007) Women and Migration in the U.S-Mexico Borderlands. Durham: Duke University Press.

Week #9 October 22 North Africa—Europe Migration: The Algerian Case I

Required Readings:

Sayat: The Suffering of the Immigrant—Chs. 1, 2, 3, 4, and 5

Recommended Sources:

- Bourdieu, Pierre et al. (1993[1999]) The Weight of the World: Social Suffering in Contemporary Society. Translated by Priscilla Parkhurst Ferguson. Stanford: Stanford Univ. Press.
- Castles, Stephen & Godula Kosack (1973) Immigrant Workers and Class Structure in Western Europe. London; Oxford University Press.
- Carter, Donald M. (1997) States of Grace: Senegalese in Italy and the New European Immigration. Minneapolis: University of MN Press.
- Hargreaves, Alec G. (1995) Immigration, 'Race' and Ethnicity in Contemporary France. London: Routledge.
- Jordan, Bill and Franck Düvell (2002) Irregular Migration: The Dilemmas of Transnational Mobility. Cheltenham: Edward Elgar (UK)
- Madanipour, Ali, Göran Cars, and Judith Allen, eds. (1998) Social Exclusion in European Cities. Philadelphia: Jessica Kingsley Publishers.
- McMurray, David A. (2001) In and Out of Morocco: Smuggling and Migration in a Frontier Boomtown. Minneapolis: University of MN Press.
- Noiriel, Gérard (1988[1996]) The French Melting Pot: Immigration, Citizenship, and National Identity. Translated by G. de Laforcade. Minneapolis; University of MN Press.
- Sassen, Saskia (1988) The Mobility of Labor and Capital: A Study in International Investment and Labor Flow. NY: Cambridge University Press.

Week #10 October 29 North Africa—Europe Migration: The Algerian Case II

Required Readings:

Sayat: The Suffering of the Immigrant—Chs. 6, 7, 8, 9, 10, 12 and 13

Week #11 November 5 Locating the United States Within Human Rights Frameworks

Required Readings:

- a) Blau, Judith et al.: The Leading Rogue State—Chs. 1, 3, 4, 5, 6, 7 and 9
Agamben, G.—“Beyond Human Rights” [RESERVE]
In Virno, Paolo and Michael Hardt, eds. (1996) Radical Thought in Italy: A Potential Politics. Minneapolis: Univ. of MN Press.
- b) Blau, Judith et al.: The Leading Rogue State—Chs. 10, 11, 12, 13, 15, 17 & Postscript
Ackerly, Brooke—“Feminist Perspectives” (Ch.9) [RESERVE]
In Ackerly, B. (2008) Universal Human rights in a World of Difference. Cambridge Univ. Press.

Week #12 November 12 Is Migration a Human Right?

Required Readings:

- a) Pécoud & de Guchteneire, eds: Migration Without Borders—Chs. 1, 2, 3 & 4
- b) Pécoud & de Guchteneire, eds: Migration Without Borders—Chs. 5, 6,7, 11 & 12

Week #13 November 18 Class Presentations I

Class Presentations I

Week #14 November 26—NO CLASS---ASU Thanksgiving

Week #15 December 2 Class Presentations II (last class day)

Class Presentations II