

Gender, Migration, and Rights

School of Undergraduate Studies (UGS 303/65430)

Fall 2013

Tuesday/Thursday 11.00am – 12.30pm

GEA 127

Professor Paik

Office Hours: Tuesday & Thursday,
5.00pm – 6.30pm

(*Please email me before showing up!*)

Office Location: Burdine 414

Teaching Assistant Leila Grace Pandy

Office Hours: Tuesday, 1.00pm – 3.00pm

(*Please email me before showing up!*)

Café Medici, 2222B Guadalupe Street

The nation-state of a person's citizenship is supposed to ensure that a person's rights are recognized and respected. What then happens if a person moves beyond his/her country of citizenship? Are her/his rights recognized once s/he moves beyond national borders? What if the person is persecuted by her own country/family/society and must leave its territory for her own survival? What if s/he leaves because s/he would otherwise starve? And how does her/his gender affect the recognition of her/his rights? How are the processes of migration always gendered?

This interdisciplinary course deploys a transnational and women-of-color feminist lens to examine the relationship among gender, the movement of people across national borders, and rights discourses, with particular attention paid to human rights discourses in the United States. We will consider how gender impacts the reasons why people migrate, how they migrate, how their rights (as refugees, as migrants, as workers, as citizens, as humans) are recognized, and how they can find redress for rights violations. We will look at historical texts, as well as the work of cultural workers and activists.

Objectives of this course include:

- Advancing deeper understandings of and critical perspectives on:
 - Gender as a social construction with concrete effects
 - Im/migration as a historical, political, and social process (and not solely a matter of individual choice)
 - Rights (and their limits) as a means for redressing social injustices, particularly for im/migrants
- Promoting and putting into practice all stages of the writing process, including planning and organization, writing drafts, and revision and editing
- Cultivating mutually respectful, collaborative work on group and individual assignments

Gender, Migration, and Rights is a reading- and writing-intensive UGS course. **A strong work ethic is necessary. You should not enroll in this class unless you are ready to work.**

I reserve the right to alter the syllabus at any point during the semester.

CLASS POLICIES

YOU ARE RESPONSIBLE FOR KNOWING THE COURSE REQUIREMENTS AND CLASS POLICIES AS DETAILED IN THIS SYLLABUS. THE ANSWERS TO MANY OF YOUR QUESTIONS CAN BE ADDRESSED IN THE SYLLABUS. THE INSTRUCTORS WILL NOT RESPOND TO EMAIL QUERIES THAT CAN BE ANSWERED IN THE SYLLABUS, HANDOUTS, OR BLACKBOARD.

Blackboard: Blackboard will be used to upload important documents and any relevant information for the course. Check Blackboard frequently (at least the day before every class) to keep up with class updates.

Email: Please limit your emails to important and necessary matters. Please consult the syllabus, handouts, and announcements before emailing me regarding “quick questions.” Instructors will not answer emails that inquire about information found in these places. Refer to this website before emailing: <http://www.wikihow.com/Email-a-Professor>

Class Etiquette: Please be prompt to class and do not leave early or pack up before class is over. Do not sleep or chat among yourselves (unless asked to engage in a discussion). **This class is laptop-, tablet-, and mobile phone-free. Make sure to silence or turn off all mobile phones, alarms, or any other gadgets that may disrupt others during class time.** If your phone rings during class, I get to answer it. If I find you using your phone, computer, tablet, PSP, etc. during class, I will dismiss you from class and mark you as absent for the day.

COURSE REQUIREMENTS

This class is graded according to a +/- scale.

Attendance, Participation, and Reading Quizzes: 10%

Although this course is larger than a seminar, we will still engage in critical dialogue with each other in every class meeting. It is therefore crucial to come to every session, having prepared to discuss the week’s assignments. **I will call on students at will** during class, expecting that all students are prepared to discuss the readings. **You are required to bring a hard copy of the text(s) we are discussing to every class meeting.**

Throughout the semester, we will be examining complex and potentially divisive issues. It is critical for all of us to foster an open environment where, for example, students who believe undocumented immigrants should be detained and deported can dialogue openly and respectfully with students who believe all undocumented immigrants should be given amnesty. Everyone must engage with each other respectfully, disagreeing (even vigorously) to a person’s comment/opinion and not attacking the person him/herself.

Your quizzes will draw from both readings and discussions. There are no make-ups for missed quizzes.

More than two absences will result in an automatic deduction in your final grade. These absences **include** such reasons as illness, accident, unexpected traffic delays, review sessions for other classes, et cetera. In other words, bringing a note from the doctor or health clinic will not excuse your absences.

If you are late to class 2 times, it will become 1 absence. If you must miss class for the observance of a religious holiday, please inform me as far in advance as possible.

Mandatory University Lecture on Arts and Humanities

October 2, 7.00-8.00pm

Hogg Auditorium

Brief Response due October 3, at 11.00am

In fulfilling the Signature Course obligations, you are required to attend and write a brief (1 page) response to this University Lecture. You will post your response to the Blackboard by class on October 3.

Collaborative Presentations (Written and Oral): 10%

You are required to facilitate one class discussion with a few other students. You are required to *collaborate* and *work together* on these presentations. Do not merely divide the work among yourselves. You should meet, discuss, and plan what and how you want to present to the class. **You must post a collectively produced, brief analysis (2 page) of the readings and discussion questions 24 hours before class to the Blackboard website** to help guide the rest of us through the reading and prepare us for your presentation. Your analysis should not only summarize the primary arguments and questions, but also relate that day's assignments to the broader themes of the class. I strongly encourage you to incorporate current events, debates, news stories, etc. into your presentation and accompanying paper.

Annotated Bibliography – Information Literacy: 13%

As part of your Collaborative Presentation assignment, each of you will complete an annotated bibliography of your topic and post to the Blackboard website on the same day as your presentation. Your bibliography will contain at least four sources. Only one of the sources can be a website. Each source must meet the following requirements:

- Proper citation according to the MLA Style Guide
- Brief summary of the source
- Brief analysis of each source's relevance and quality. How does this source help us understand the topic at hand? How could it be useful to a more expansive project or paper on the topic?

This course carries the Writing Flag. Writing flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments and to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work.

I expect all writing assignments to be written formally and edited. **Any writing assignments with egregious errors (like spelling mistakes, incomplete sentences, or incorrectly cited authors/texts) will be returned to you without a grade and will be marked late until submitted properly.**

Papers

I will distribute further information, guidelines, and expectations for these papers later in the semester.

Paper 1 – Critical Analysis Response Paper (2-3 pages): 15%

Due Friday, September 20

You will critically analyze one of the readings in this short response paper, focusing on close readings of specific passages.

Paper 2 – Generating Knowledge (5 pages): 20%

Due Friday, October 11

You will write a slightly longer paper in which you develop your own ideas and make your own arguments based on evidence found in reading assignments and, if you choose, independent research.

Paper 2 Peer Review: 7%

Due Thursday, November 14

You are required to review your classmates' work in a serious, engaged manner in the spirit of collaborative, mutual support. You will provide a few of your classmates **both written and verbal** feedback. You must read your peers' papers and provide written comments for them *before* the review workshop. You will be graded on the diligence and quality of your comments.

Paper 3 – Major Rewrite of Paper 2 (5-7 pages): 25%

Due Friday, December 6

Based on the comments you receive from your peers and instructors, you will rewrite your second paper. This revision will require substantial organizing, structuring, and rewriting, not just correcting grammatical errors. Note that you are not guaranteed a higher grade than your previous paper.

A Note about Deadlines: Late papers will not be accepted without penalty unless you have a letter from the Office of the Dean of Students. If you absolutely cannot turn your assignments in on time, please email the instructors beforehand. Late papers will be graded down for **each day** they are late. *Please note that the Health Center does not provide medical excuses.*

UNIVERSITY OF TEXAS HONOR CODE

The core values of UT Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect towards peers and community.

Academic Dishonesty and Plagiarism

Academic dishonesty will not be tolerated and will likely result in failure of the course. **You are responsible for knowing the definitions and penalties for Academic Dishonesty**, which include, but are not limited to, plagiarism, cheating, academic interference, etc. The University of Texas functions under an honor code and has strict standards for academic integrity (http://deanofstudents.utexas.edu/sjs/acint_student.php). According to these standards, using material from an un-cited source as if it were your own is an academic violation and not to be tolerated. (It is tantamount to a theft of ideas.) *Ignorance about the code will not serve as an*

excuse for infractions. Plagiarizers and cheaters are treated as violators of the code of academic integrity; their work is sent to the Dean's Office where it is kept on record, and repeat offenders are usually suspended or even asked to leave the university. For precise details about what "plagiarism" means and how it is dealt with, please consult the following web address: <http://deanofstudents.utexas.edu/sjs/academicintegrity2.html>

RESOURCES

Please feel free to contact the instructors if you have any questions or concerns about the course that are not covered in the syllabus, announcements, or handouts. Please stop by office hours if you need clarification on or would like to discuss the readings, class discussions, or assignments. (Email beforehand so I know to expect you!)

Library Resources

PG Moreno, the American Studies librarian at PCL, is happy to help you with any research needs or questions you may have. You can contact him at

T-Kay Sangwand is the Human Rights Archivist at the UT Libraries. You can contact her at:

Undergraduate Writing Center

I **STRONGLY** encourage you to use the Undergraduate Writing Center, FAC 211, 471-6222: <http://www.uwc.utexas.edu/>). The UWC offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. These services are not just for writing that has "problems": Getting feedback from an informed audience is a normal part of a successful writing project. The UWC's trained consultants work with students from every department on both academic and non-academic writing. Using methods that preserve the integrity of your work, they help you develop strategies to improve your writing and become a more independent writer. Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you.

Sanger Learning and Career Center

In addition to counseling students on careers and choosing majors, the Sanger Learning and Career Center provides advising to students regarding study, writing, and reading skills; effective time management; and managing issues with concentration or attention in class.

<http://www.lifelearning.utexas.edu/index.html>

Accommodations for Students with Disabilities

Any student who may feel that she or he needs an accommodation based on the impact of a disability needs to provide an accommodation request letter from the Services for Students with Disabilities. For more information, contact Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone) or <http://www.utexas.edu/diversity/ddce/ssd>. Please note that letters from DRES offer suggestions for accommodation that may or may not fit with the structure of this class. In order to best accommodate specific needs, please meet with me as early as possible to develop an accommodation plan.

Religious Holy Days

You must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class or assignment, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Emergency Evacuation Policy

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Familiarize yourself with all exit doors of each classroom and building you may occupy. Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.

REQUIRED TEXTS:

Our required texts can found on reserve at the library and are available for purchase at the Co-op. All articles and book sections (marked with **) can be found on Blackboard organized by the date of the assignment.

- Gloria Anzaldúa, *Borderlands/La Frontera*
- Fae Myenne Ng, *Bone*
- Josefina Lopez, *Real Women Have Curves* – the play, not the film! (They are very different.)
- Edwidge Danticat, *Brother, I'm Dying*

Schedule

Unit I: Introductions: Gender, Migration, Rights

Week 1: Introductions

Thursday, August 29:
Introductions

Week 2:

Tuesday, September 3:
Anzaldúa
** Scott

Recommended:
Anzaldúa
hooks

Thursday, September 5:
Anzaldúa
** Crenshaw

Recommended:
Volpp
Volpp

EXTRA CREDIT OPPORTUNITY:

Gerald Vizenor, “Survivance and Totemic Motion in Native American Indian Literature and Art,” Prothro Theater at the Harry Ransom Center on Thursday, September 5, at 3:30pm

Week 3:

Tuesday, September 10:
Anzaldúa
** Kumar

Thursday, September 12:

GUEST LECTURE, Undergraduate Writing Center on the writing process, revising, and plagiarism.

Writing Workshop – For homework, you will read and assess (or “grade”) three papers. During the workshop, we will discuss the strengths and weaknesses of the papers and consider strategies for writing clearly, cogently, and elegantly.

You will also complete the UT Plagiarism Tutorial:
<http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/>

Week 4:

Tuesday, September 17:

** Lowe
Mock (View clips in class)

Recommended:

Williams
Cornwall and Molyneux

Thursday, September 19:

The Benson Collection – A University *Gem*
Meet at The Benson Collection

Paper 1 (Critical Analysis Response – 2 pages) Due Friday, September 20!!!

Week 5:

Tuesday, September 24:

** Cacho
Silver

Unit II: Gender, Immigration, Labor

Thursday, September 26:

Ng
** Ong

Week 6:

Tuesday, October 1:

Ng, *Bone*

MANDATORY UNIVERSITY LECTURE on Arts and Humanities

October 2, 7.00-8.00pm

Hogg Auditorium

Attendance and brief (1 page) response to be posted to Blackboard due by 11.00am on October 3.

Thursday, October 3:

Ng

Week 7:

Tuesday, October 8:

Lopez

****Extra Credit Lecture**

ANA MINIAN, Stanford University, Department of History

3.30 – 5.00pm, Location TBA

Thursday, October 10:

Lopez

PBS POV

** Lowe

Paper 2 (Generating Knowledge – 5 pages) due Friday, October 11

Week 8:

Tuesday, October 15:

** Castañeda and Zavella

**AFOP

Thursday, October 17

** Hochschild

** Bose

** Zarembka

Prado

Week 9:

Tuesday, October 22:

** Sassen

** Poo

**JREJ
**Barnard

Recommended:
Chang

Thursday, October 24:

GUEST LECTURE by Monica Martinez, Postdoctoral Fellow, Center for Mexican American Studies, UT Austin

Unit III: Refugees

Week 10:

Tuesday, October 29:

** Chan
** Shacknove
CAAAV

Recommended:

Helton
UNHCR
Robertson and Camerini

Thursday, October 31:

GUEST LECTURE by ERIC TANG
** Tang

Week 11:

Tuesday, November 5:

** Paik
**Arcade Fire
Danticat

Thursday, November 7:

Danticat

Week 12:

Tuesday, November 12:
Danticat

Thursday, November 14:

Peer Review Workshop

**Before coming to class (i.e., as your homework), prepare written comments for 2-3 of your peers. Bring 2 copies of each—one for me and one for each of your classmates. Your written comments are due to me at the beginning of class.

Unit VI: Detention, Deportation, and “Reform”

Week 13:

Tuesday, November 19:

- ** Bayoumi
- ** Bayoumi
- ** Theoharris

Thursday, November 21:

TBD

Week 14:

Tuesday, November 26:

- ** Urbina and Rentz
- La Santa Cecilia
- Frontline*

Recommended:

- Buff
- Camacho

Thursday, November 28: Holiday

Week 15:

Tuesday, December 3: (Not) In Our Backyard

GUEST SPEAKER – Bob Libal of Grassroots Leadership.

- ** Bosque
- ** O’Connor

Thursday, December 5:
Last Day of Class
Final Review

Paper 3 (Major Revision – 5-7 pages) Due Friday, December 6!!!

This course contains ideas that are illegal in the state of Arizona: todos somos Arizona.

For more information on Arizona's HB 2281, please visit:

<http://www.azleg.gov/legtext/49leg/2r/bills/bb2281s.pdf>

http://www.huffingtonpost.com/2010/04/30/arizona-ethnic-studies-cl_n_558731.html