

MAS 364M - GOV 371V - SOC 323L - ANT 326R

The Politics of Inclusion: Latina/o/x Citizenship, Belonging and Immigration

Professor Angela X. Ocampo
Fall 2023

Course Description

This course explores the concepts of membership, belonging, immigration and citizenship in the Latina/o/x experience. In this course, we will examine how historically, politically, socially and culturally, Latinas/os/xs have been construed as belonging or not belonging members of U.S. society. Given the multifaceted nature of the topics, our investigation of these topics will rely on an interdisciplinary approach. That is, we will draw from materials and knowledge in political science, sociology, history, public policy, and the law. The course will survey materials, concepts, and theories to investigate the ways in which race, immigration, gender, geography, politics and policy have defined how, when and under what circumstances Latinas/os/xs belong or do not belong in America. We will pay particular attention to understanding the contours of citizenship, membership, American identity and the political impact of inclusion or exclusion specifically as it pertains to present-day debates about Latinx political engagement, political attitudes, and immigration politics. We will explore theoretical and policy debates on the topics of immigration and citizenship, and we will evaluate the research that informs these debates.

Course Requirements

This class will be conducted as a **seminar**. Students are expected to come to class fully prepared to discuss the assigned reading material. This means that students are expected to have done the reading **before** class and must show up to class with the readings and their notes ready to critically engage with the material in a cumulative manner.

As this is a seminar class, participation in class discussions and activities and attendance are extremely important. However, I understand that you might need to miss class because of extenuating circumstances. If you are going to be absent please let me know beforehand. I will excuse such absences with a doctor's note or other form of official documentation. Keep in mind that more than **three (3)** unexcused absences will begin to affect your final grade. If you are having trouble meeting any of the class requirements, please consult with me.

*****Important.***** If you are sick, please stay home. If your roommate(s), friend(s), or any other person(s) who you have had close contact with are sick, please stay at home and let me know as soon as possible. In the event that I become sick, or anyone in my family does, I might be absent

from class or might have to conduct class virtually for a few days, adjust the class format or content as needed. However, virtual format is reserved only for strenuous circumstances.

I am wholly committed to your success in this course and throughout the semester. **If you are having troubling meeting any of the class requirements, please consult with me as soon as possible so that we can make alternative arrangements.**

Grade breakdown

In-class participation / attendance	15%
Leading class discussion	15%
Short assignments (2)	40%
Final research project	30%

Participation (15%)

Your participation grade will be based on your contribution during class discussions and activities including overall attendance. Because this is a seminar style course participation is a very important component of the class and your overall grade. You will be able to gain participation points a number of different ways. You can earn these by: (1) taking notes during class and uploading them to a collective class notebook, (2) engaging during in-class discussions, and (3) attending class regularly. Your participation grade will be determined based on your engagement on these activities. You will be graded based on quality over quantity. I expect all of you to provide critical and insightful commentary and engagement but given the subject matter of this class all participation must be civil and professional. There will be no tolerance for disrespectful behavior.

Note-taking: upload or directly take the notes here.

Leading Discussion (15%)

You will be expected to lead class discussion once, or possibly twice, throughout the semester depending on the final size of the classroom. The number of times that you have to lead discussion depends on the final enrollment of the course. To sign-up for class discussion sign-up here. These will be held on Friday's.

To lead discussion, you will be in charge, along with one or two of your classmates, of directing the content of what is discussed during the class meeting. A sign-up sheet will be available on Canvas. To prepare to lead class discussion you will have to do a close reading of the assigned material (as you should be regularly doing) and prepare a set of questions, discussion points or critical remarks to pose to your classmates. Discussion leaders have 2 jobs:

1. **Reading questions:** Discussion leaders will formulate three to five questions pertaining to the reading assignment on which they will lead discussion. These questions should challenge the class to deepen their understanding of the topics being discussed by the readings, clarify the authors' main argument, critically assess that argument and/or compare the author's take with that of another author that we have read. The questions should be clearly and concisely

formulated. Even if it's not clear in the formulation of the question, the discussion leaders should have a good reason for proposing the question.

2. **Class discussion:** Discussion leaders will be responsible for leading and conducting the class discussion in whatever manner they deem the most appropriate. However, students should check with the instructor prior to class. Class discussion should focus on answering questions about interpretation, clarification or analysis. Leaders can also prepare an activity for the class to complement the overall discussion.

Assignments (40%)

Throughout the semester you will have to complete two short assignments (5 pages or less). Each assignment will be 20% of your final grade. The assignments will ask you to respond to a brief prompt which will be made available to you the day the assignment is released. Assignments should be double-spaced, one-inch margins, using 12 pt. font either Times New Roman or Arial. Footnotes, endnotes, tables, figures and a bibliography do not count toward the page limit. All assignments are due on the Canvas site on the specified due dates at **11:59pm CST**.

- Assignment 1 available date: 9/18/23
- Assignment 1 due date: 9/29/23
- Assignment 2 available date: 10/9/23
- Assignment 2 due date: 10/20/23

Final project (30%)

The final requirement for the class is a creative project and a short self-reflection that accompanies the project. You will have the option of selecting a medium from a few choices but the specific topic of inquiry is up to you. However, the specific project topic must relate to a core theme or concept from the course. This topic must also be approved by the professor. The topic submission for approval is: **November 1 at 11:59pm CST**. You must send in a 1-2 paragraph summary of your creative project proposal. You will receive feedback from the professor and expand into a 1-page proposal. The revised proposal is due on **November 17 at 11:59pm CST**. These two scaffolded assignments are meant to help you make progress on your final assignment. These two scaffolded proposals will count towards 10% of your final project grade (5% each).

The project along with your self-reflection should be proofread before submitting. The projects are due on the Canvas site on **December 7 at 11:59pm CST**.

Unless an extension has been granted, **late assignments** will be penalized and will be deducted a percentage from the assignment grade for each 24 hours that the assignment is late.

Extra Credit

Students will have the opportunity to receive extra credit in the course, which will count towards their final grade. To receive extra credit, students can attend a MALS event or another event on campus (or a virtual event) related to the course material. After attending the event, the student

must write a 1 page summary of the event. If the event is not listed on Canvas, the event must be approved by the professor before being submitted for extra credit. Students will be allowed to complete a maximum of two extra credits. Each extra credit and write-up can earn up to 1/2 point. To receive full credit, the summary write-up **MUST** provide details of the event (i.e. title, location, date, who was present, who led the event, what type of event, etc) and it must also address how the event related to a concept, theory, or idea discussed during class.

Grading

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|-------------|-------------|-------------|
| • A 94-100% | • B- 80-83% | • D+ 67-69% |
| • A- 90-93% | • C+ 77-79% | • D 64-66% |
| • B+ 87-89% | • C 74-76% | • D- 60-63% |
| • B 84-86% | • C- 70-73% | • F 0-59% |

Grade Grievances

If any inquiries regarding your grades come up please follow these instructions:

- Carefully re-read the assignment and read all comments.
- Within **one week** but no less than **24 hours** of receiving a grade provide a 1-page written statement explaining why you believe the grade that you received should be changed.
- Bring the exam or paper to my office hours (or by appointment) so that we can discuss the issue in person. Inquiries over grades will **not** be accepted if not made in office hours. If warranted, I will re-read the exam or paper and return within one week of when the inquiry was made.
- Please note that when you submit for a re-grade and re-assessment your grade may either go up or down.

Electronics Policy

Electronics (tablets and computers) are only allowed for the purposes of the class. In other words, you may **only** use your computer or tablet to access your notes, collaborative class documents, the reading materials or to take notes during the class. In the event that electronics become a distraction, I reserve the right to ban their usage. Please refrain from text messaging, using social media or the internet (except for Canvas) during class session. This is disrespectful to your fellow students and professor.

Class Conduct

A positive learning environment relies upon creating and fostering an atmosphere where distinct perspectives can be expressed, especially in a course that focuses on pressing and controversial social and political issues. Each student is encouraged to take an active part in class discussions. Honest and respectful dialogue is expected. Disagreement and challenging of ideas in a supportive and sensitive manner is encouraged. Hostility and disrespectful behavior are not acceptable. Just as we expect others to listen attentively to our own views, we must reciprocate and listen to others

when they speak, especially when we disagree with them. However, in this class, our emphasis will be on engaging in the mutual exploration of issues as presented in the course readings as scholars rather than in defending the points of view we have formed outside the classroom.

Course Outline and Reading Assignments

The schedule below is a working guideline of the material we will be covering. I will be modifying this syllabus throughout the semester as needed. All readings can be found by either searching them on JSTOR using the online UT Library database search or directly on Canvas. Selected book chapters will be made available on the Canvas site.

I reserve the right to give in-class pop-up quizzes worth up to 5% of your grade if I find that students are not doing the reading before class.

Content Warning

The content and discussion in this course will engage with topics of race, and ethnicity almost every week. A lot of it will be emotionally and intellectually challenging to engage with. I will flag especially graphic or intense content that discusses or represents racism, violence, misogyny, and self-harm. I will do my best to make this classroom a space where we can engage bravely, empathetically, and thoughtfully with difficult content every week.

Class Schedule

The schedule below is a rough guideline of the material we will be covering. I will be modifying this syllabus throughout the semester as needed. All of the readings will be available on Canvas.

Introduction

August 23

Unit 1: Theories of Citizenship

What is the meaning of citizenship? How has it been defined? What are the major scholarly tensions in defining citizenship? Who defines the concept of citizenship? What are the contents of citizenship? What are the most prevalent theories of citizenship? Why does citizenship matter?

August 25

- Cohen, Elizabeth F. and Ghosh, Cyril. 2019. *Citizenship*. Wiley. Chapter 1. “What is Citizenship?”

August 28

- Cohen, Elizabeth F. and Ghosh, Cyril. 2019. *Citizenship*. Wiley. Chapter 2. “Theories of Citizenship.”

August 30

- Linda Bosniak. 2016. *The Citizen and the Alien*. Chapter 1. “Divided Citizenships.”

September 1

- Linda Bosniak. 2016. *The Citizen and the Alien*. Chapter 2. “Defining Citizenship.”

Unit 2: Racial Constructions of U.S. Citizenship

Who is (was) considered a citizen of the United States? Who is (was) not considered a U.S. citizen? How have these definitions of who is and is not a citizen of the U.S. changed over time? Who decides who is (and who is not) a U.S. citizen? What role do the courts and institutions play in defining citizenship? How do race, racial scripts and racism shape and define citizenship? How does gender play a role in the acquisition of citizenship? Does having U.S. citizenship result in equal rights, access and opportunities for all? What are the limits of a legal definition of citizenship?

September 6

- Jacobson, Matthew Frye. 1999. *Whiteness of a different color*. Harvard University Press. Chapter 1: “Free White Persons” in the Republic, 1790-1840

September 8

- Lopez, Ian Haney. 2006. *White By Law*. New York University Press. Chapter 3: The Prerequisite Cases

September 11

- Molina, Natalie. 2014. *How Race Is Made in America: Immigration, Citizenship, and the Historical Power of Racial Scripts*. Chapter 1. Placing Mexican Immigration within the larger landscape of race relations.

September 13

- Ngai, Mae., 2014. *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Chapter 1: The Johnson-Reed Act of 1924 and the Reconstruction of Race in Immigration Law

September 15

- Masuoka, Natalie, and Jane Junn. The politics of belonging: Race, public opinion, and immigration. University of Chicago Press, 2013. Chapter 2. “Development of the American Racial Hierarchy: Race, Immigration, and Citizenship.”

Unit 2: Theories of Migration

What are the two main paradigms in the study of migration? What are the main theories scholars rely on to explain migration and immigration patterns around the globe? Which one of these

theories is most compelling? What are some of the challenges with each one of these theories? What do we know about unauthorized migration in the U.S? How has unauthorized immigration enforcement changed in the U.S. over time? How does global migration challenge the concept of citizenship?

September 18

Assignment 1 posted

- Castles, Stephen, Hein De Haas, and Mark J. Miller. 2013. *The age of migration: International population movements in the modern world*. Macmillan International Higher Education. Chapter 2. Theories of Migration.

September 20

- Castles, Stephen, Hein De Haas, and Mark J. Miller. 2013. *The age of migration: International population movements in the modern world*. Macmillan International Higher Education. Chapter 3. How Migration Transforms Society.

September 22

- Donato, Katharine M., and Amada Armenta. “What we know about unauthorized migration.” *Annual Review of Sociology*. 37: 529-543.

Unit 3: Borders, Il(legality) and Security

What is the history of deportation policy? How did the categories of ‘illegal’ and ‘legal’ emerge? What are borders? How did narratives about immigrants shape immigration policy and the creation of the U.S.-Mexico border? What role do institutions (like the INS) played in *making* and *unmaking* legal residents and citizens? How does control and securitization of borders shape immigration policy? How do national security policies shift notions of citizenship?

September 25

- Ngai, Mae., 2014. *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Chapter 2. Deportation Policy and the Making and Unmaking of Illegal Aliens

September 27

- Goodman, Adam. *The Deportation Machine*. Princeton University Press, 2020. Chapter 1. “Creating the Mechanisms of Expulsion at the Turn of the Twentieth Century.”

September 29

Assignment 1 due

- Kang, S. Deborah. *The INS on the line: making immigration law on the US-Mexico border, 1917-1954*. Oxford University Press. Intro & Conclusion.

October 2

Tags: racism, violence, sexual violence

- Menjivar, Cecilia. 2014. "Immigration Law Beyond Borders: Externalizing and Internalizing Border Controls in an Era of Securitization." *Annual Review of Law and Social Science*. 10, 353-369.

October 4

Tags: racism, violence, sexual violence

- Sampaio, Anna., 2015. *Terrorizing Latina/o immigrants: Race, gender, and immigration politics in the age of security*. Temple University Press. Chapter 2.

October 6

Tags: racism, violence, sexual violence

- Sampaio, Anna., 2015. *Terrorizing Latina/o immigrants: Race, gender, and immigration politics in the age of security*. Temple University Press. Chapter 5. "Terrorizing immigrants: The Return of Large-Scale Raids and Roundups and their Impact on Latino Communities."

Unit 4: Immigration policymaking, politics and belonging

What factors drive immigration politics in the U.S.? How can we explain different patterns of immigration control that have taken place at different periods of U.S. history? What forces have allowed immigration policies to last over time? How do we account for major policy changes on immigration? What role do partisan divides play in shaping immigration politics? How do demographic patterns and changes impact immigration policymaking and politics? What are the main characteristics defining immigration policies over U.S. history? How do state immigration policy contexts impact belonging among Latinas/os/xs?

October 9

Assignment 2 posted

- Tichenor, Daniel J. 2009. *Dividing lines: The politics of immigration control in America*. Princeton University Press. Chapter 1 (pgs. 1-10). Chapter 2 (selected pgs.)

October 11

- Wong, Tom K. 2016. *The Politics of Immigration: Partisanship, Demographic Change, and American National Identity*. Oxford University Press. Chapter 1 and Chapter 3 (selected pgs).

October 13

- Schildkraut, Deborah J., et al. 2019. "A tale of two states: How state immigration climate affects belonging to state and country among Latinos." *Social Problems* 66(3)" 332-355..

Unit 6: Practicing citizenship

How do Latinas/os/xs and immigrants behave politically and practice citizenship? Are Latinas/os/xs and immigrants integrated politically? What are some barriers to their integration in the U.S.? Can engagement with U.S. institutions result in the full inclusion of Latinas/os/xs in the U.S.?

October 16

- De la Garza, Rodolfo O., Angelo Falcon, and F. Chris Garcia. 1996. "Will the real Americans please stand up: Anglo and Mexican-American support of core American political values." *American Journal of Political Science*. 335-351.

October 18

- 2021. McGlynn, Adam, and Jessica Lavariega Monforti. Proving Patriotismo: Latino Military Recruitment, Service, and Belonging in the US. Rowman & Littlefield. Introduction.

October 20

Assignment 2 due

- 2021. McGlynn, Adam, and Jessica Lavariega Monforti. Proving Patriotismo: Latino Military Recruitment, Service, and Belonging in the US. Rowman & Littlefield. Chapter 1.

October 23

- 2021. McGlynn, Adam, and Jessica Lavariega Monforti. Proving Patriotismo: Latino Military Recruitment, Service, and Belonging in the US. Rowman & Littlefield. Chapter 2.

October 25

- 2021. McGlynn, Adam, and Jessica Lavariega Monforti. Proving Patriotismo: Latino Military Recruitment, Service, and Belonging in the US. Rowman & Littlefield. Chapter 4.

October 27

- 2021. McGlynn, Adam, and Jessica Lavariega Monforti. Proving Patriotismo: Latino Military Recruitment, Service, and Belonging in the US. Rowman & Littlefield. Chapter 5.

Unit 7: Contours of American Identity and Belonging

What is American identity? What factors determine the content of American identity? Who counts as an American? What are national boundaries? Who enforces boundaries of national belonging? What are social identities? What are the key dynamics important to a national American identity? What factors shape immigrants' and Latinas/os/xs perceptions of American identity?

October 30

- Theiss-Morse, Elizabeth. 2009. Who counts as an American?: The boundaries of national identity. Ch. 3. The Setting of National Group Boundaries.

November 1

Final project topic proposal due

- Hochschild, Jennifer L., and Charles Lang. 2011. "Including Oneself and Including Others: Who Belongs in My Country?." *The Annals of the American Academy of Political and Social Science.* 634(1): 78-97

November 3

- Jones-Correa, Michael, Helen B. Marrow, Dina G. Okamoto, and Linda R. Tropp. 2018. "Immigrant perceptions of US-born receptivity and the shaping of American identity." *RSF: The Russell Sage Foundation Journal of the Social Sciences.* 4(5): 47-80.

November 6

- Bloemraad, Irene. 2013. "Being American/becoming American: Birthright citizenship and immigrants' membership in the United States." In Special Issue: *Who Belongs? Immigration, Citizenship, and the Constitution of Legality.* Emerald Group Publishing Limited.

November 8

- McCann, James A., and Michael Jones-Correa. 2020,. Holding fast: Resilience and civic engagement among Latino immigrants. Russell Sage Foundation. Chapter TBD.

November 10

- McCann, James A., and Michael Jones-Correa. 2020,. Holding fast: Resilience and civic engagement among Latino immigrants. Russell Sage Foundation. Chapter TBD.

November 13

- Flores-Gonzalez, Nilda., 2017. Citizens but not Americans: Race and belonging among Latino millennials. NYU Press. Chapter 1.

November 15

- Flores-Gonzalez, Nilda., 2017. Citizens but not Americans: Race and belonging among Latino millennials. NYU Press. Chapter 2.

November 17

Revised final project topic proposal due

- Flores-Gonzalez, Nilda., 2017. Citizens but not Americans: Race and belonging among Latino millennials. NYU Press. Chapter 5.

Unit 8: Reimagining Citizenship

How can citizenship be re-defined to be more inclusive? Does citizenship have to be tied to a nation-state? What are the limits with some alternative forms of citizenship such as transnational citizenship or dual citizenship? Does citizenship matter? Why? Why not? What is federalism? What is state citizenship? What are the advantages and disadvantages of state citizenship?

November 27

- Bloemraad, Irene, et al. 2008. Citizenship and immigration: Multiculturalism, assimilation, and challenges to the nation-state. *Annual Review of Sociology*, 34:153-79

November 29

- Colbern, Allan, and S. Karthick Ramakrishnan. 2020. *Citizenship Reimagined: A New Framework for State Rights in the United States*. Cambridge University Press. Chapter 2. Citizenship in a Federated Framework.

December 1

- Colbern, Allan, and S. Karthick Ramakrishnan. 2020. *Citizenship Reimagined: A New Framework for State Rights in the United States*. Cambridge University Press. Chapter 6. State Citizenship and Immigration Federalism.

December 4

- Bloemraad, Irene., 2017. Does Citizenship Matter?. The Oxford Handbook of Citizenship.

December 7

Final Project due

Cultural Diversity Flag (CD)

This course carries the flag for Cultural Diversity in the United States. The purpose of the Cultural Diversity in the United States Flag is for students to explore in depth the shared practices and beliefs of one or more underrepresented cultural groups subject to persistent marginalization. In addition to learning about these diverse groups in relation to their specific contexts, students should engage in an active process of critical reflection. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one underrepresented cultural group in the U.S.

Academic Integrity

Students who violate University rules on academic misconduct are subject to the student conduct process and potential disciplinary action. A student found responsible for academic misconduct may be assigned both a status sanction and a grade impact for the course. The grade impact could range from a zero on the assignment in question up to a failing grade in the course. A status sanction can range from probation, deferred suspension and/or dismissal from the University. To

learn more about academic integrity standards, tips for avoiding a potential academic misconduct violation, and the overall conduct process, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

Accommodations for Students with Disabilities

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). Please refer to D&As website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A , please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

Title IX

Please remember that before talking with me, or with any faculty or staff member about a Title IX related or sexual misconduct incident, that I will be required to report this information.

However, if you need support, please know that you have rights and are not alone. For more information about reporting options and resources, please visit: <https://titleix.utexas.edu>, contact the Title IX Office via email at: titleix@austin.utexas.edu, or call 512-471-0419. The Title IX office can also provide support, resources and accommodations for pregnant, nursing and parenting students.

Last update: August 23, 2023