GLOBAL/LOCAL INEQUALITIES

TOPIC: BELONGING AND EXCLUSION IN AN AGE OF DEPORTATION

ANTHROPOLOGY AND GENDER, RACE, AND IDENTITY (GRI) 418

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Course Description
This class provides students with an understanding of transnational and global issues of social injustice and inequality through projects within the local community and close to home. Course materials draw on disciplinary and interdisciplinary frameworks and may consider topics such as indigenous struggles for land and sovereignty; community organizing and engaged scholarship; global migrations and citizenship; environmental destruction; refugees and displacement; racial divides and local responses; forced migrations and trafficking; human rights; or war and conflict. Topics for the course will vary by semester. The theme of this semester’s course is: Belonging and Exclusion in an Age of Deportation. The class combines readings about global inequalities with an applied project in the local community; we will discuss the details and requirements for the project early on in the semester. Possibilities for the project might include a research paper, service learning component, creative activity, group project, and/or internship hours at a community organization. Readings, films, discussions, and class activities related to global movement, immigration control, deportation, detention, and citizenship will provide a foundation for the applied projects that you will carry out in the community.

Core Objectives
This class satisfies Core Objective 11 of the Silver Core Curriculum:

• CO11 – Global Contexts
Students will apply and evaluate modes of academic inquiry, creative expression, or results of research to problems in historical and contemporary global contexts. Students will articulate connections among local, national, and international contexts and evaluate the ways that historical and contemporary global influences affect their current situations.

In addition, students will demonstrate and integrate knowledge and skills from the following Core Objectives: Effective Composition and Communication (CO1), Critical Analysis and Use of Information (CO3), Cultures, Societies, and Individuals (CO6), and Diversity and Equity (CO10).

Student Learning Outcomes
Upon successful completion of this course, students will be able to:

• Apply feminist, critical race, and other social theories to real-world challenges. (CO3, CO11)

• Acquire knowledge about global issues of inequality to enhance skills gained in previous core courses. (CO6, CO10, CO11)

• Apply critical thinking, writing, and community service skills to social justice issues in the local community. (CO1, CO3, CO6, CO10)

• Communicate theoretical frameworks and analysis through writing assignments, class discussion, and course project. (CO1, CO3)
Required Reading
1) Required texts:

2) Additional articles and reading selections on electronic reserve by author’s name.

Required Coursework
   **Attendance and Participation:** The course includes a range of activities—brief lectures, films, group discussions, exercises, and other class projects—that are not possible for you to make up should you miss class. Because of the interactive nature of this course, your attendance and participation are essential and will contribute to the final grade.

   **Class Facilitation and Discussion Questions:** A foundation of this course will be class discussions; therefore, it is important that everyone come to class having read the assigned texts and prepared to comment on the readings. Throughout the course, students will be responsible for facilitating discussion by raising questions from the selected texts and connecting course material to issues in global/local context. Early on in the semester, I will provide more details about expectations of class facilitation and a sign-up sheet.

   **Media Analysis:** For this assignment, you will integrate course readings and provide your own analysis of media coverage of a global/local event or topic. Again, I will provide additional guidance and a sign-up sheet in class.

   **Application – Course Project:** Students will identify an issue of social injustice related to the course topic and conduct a project such as (but not limited to) a research paper, service learning project, artistic piece, and/or internship at a community organization. You will work closely with me to design a project that connects to your program of study, major, future goals, and class materials. The project will allow us to apply course materials to real-world settings. Students will submit a preliminary project proposal and then meet with me during office hours to develop the details and format of the applied project. You will share your project and findings in a presentation to the class and submit a brief paper summarizing your work (or, in the case of research projects, a more extensive paper).

   **Please note:** All assignments will be due at the beginning of class on the dates listed below. No late or electronic assignments will be accepted except in cases of family or medical emergencies with supporting documentation.
Grading
10% Attendance and Participation
20% Class Facilitation and Discussion Questions
20% Media Analysis
50% Course Project

The grade you earn symbolizes your performance in this class—based on the standards and requirements of the course and in relation to the work of other students in this section. Grades will be assigned on a modified scale as follows: 100-93% (A), 92-90% (A-), 89-87% (B+), 86-83% (B), 82-80% (B-), 79-77% (C+), 76-73% (C), 72-70% (C-), 69-67% (D+), 66-63% (D), 62-60% (D-), 59% and below (F). I essentially curve grades in the favor of students—so, for example, 89% may be an A- rather than a B+ depending on the distribution of grades in a given class. An A represents clearly superior work. Students who receive an A or A- have gone beyond the course requirements and demonstrated exceptional or outstanding performance. A B+, B, or B- demonstrates good work—a student meets all course requirements, but there is room for improvement (for example, in terms of writing or sophistication of analysis). The performance of a student who receives a C+, C, or C- is average or adequate. The work of the student is correct in some aspects, but there have been omissions, confusion, or errors on significant points. A D+, D, or D- represents inadequate work. The student has not fulfilled course requirements. S/he has completed some work in the course, but performance is insufficient and unacceptable for passing the course in some way (for example, missing assignment(s), not attending, and/or submitting consistently inadequate work). Students who fail the course with an F have completed less than 60% of the course work or have repeatedly submitted substandard work. I will provide detailed information about individual assignments as the course progresses, but if you have questions about grading and course requirements at any point, I am always available to discuss course procedures and expectations.

Academic Standards and Ethics
Academic integrity is our “currency” here in a university setting, and I am dedicated to upholding the standards of the fields of anthropology and women’s/gender studies and the University of Nevada, Reno. Any academic dishonesty—such as cheating on an exam or plagiarism—will not be tolerated and will result in a failing grade in the course. The UNR catalog outlines the university’s policy regarding academic standards. If you have further questions or would like clarification about what constitutes academic dishonesty, please see me.

Films
Throughout the course, we will watch films that will provide important course material. I encourage you to view these as additional texts and to actively synthesize the films and course readings. In other words, while many of the films are artful and engaging, they are not intended to entertain in the ways that television does; instead, they should be viewed actively and through a critical lens.

Web Campus and Communication
Although there is a link for this class in Web Campus, all class assignments need to be submitted in person during class sessions. Web Campus is for informational purposes only, and will include materials such as the syllabus and essay exam questions. If you wish to communicate with me, please
send an email message rather than contacting me through Web Campus. I will respond as soon as possible, typically within 24 hours during regular business hours on weekdays.

**Policy for Use of Electronic Devices**
All electronic devices should be turned off and put away prior to class sessions. No cell phones, laptops, notebooks, tablets, etc. are permitted in class.

**Audio and Video Recording**
The Provost has asked faculty to share UNR’s policy regarding audio and video recording of university courses: “Surreptitious or covert videotaping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.”

**Statement of Disability Services**
The Anthropology Department, the Gender, Race, and Identity Program, and the University of Nevada, Reno are committed to providing equal opportunities in education for all students. If you have a disability for which you will need to request accommodations, please contact me and the Disability Resource Center (Thompson Building, Suite 101, phone: 784-6000) as soon as possible to make appropriate arrangements.

**Academic Success Services**
Your student fees cover usage of the Math Center (784-4422 or www.unr.edu/mathcenter/), Tutoring Center (784-6801 or www.unr.edu/tutoring/), and University Writing Center (784-6030 or www.unr.edu/writing_center). These centers support your classroom learning; it is your responsibility to take advantage of their services, and I strongly encourage you to do so.
COURSE SCHEDULE

The course schedule may change as we progress through the material. Please note that you are responsible for keeping up with any changes in the syllabus that are announced in class.

Week 1
Introduction – The Inequalities of Global Movement

Week 2
Global Migrations
Reading: Reserve Readings, De Genova and Peutz

Week 3
Citizenship and the Freedom of Movement
Reading: De Genova and Peutz
*Project Proposal Due*

Week 4
Nation-States and “Illegality”
Reading: Andersson

Week 5
The Criminalization of Immigration
Reading: Reserve Readings, Andersson

Week 6
Detention and the Prison-Industrial Complex
Reading: Hall

Week 7
Deportation and its Aftermath
Reading: Reserve Readings, Hall

Week 8
Policing Borders and Bodies
Reading: Luibheid

Week 9
Intersectionality: Gender, Race, and Sexuality
Reading: Reserve Readings, Luibheid

Week 10
Unaccompanied Minors
Reading: Terrio
Week 11
Transnational Families and Children
Reading: Reserve Readings, Terrio

Week 12
Protest, Politics, and Local Organizing
Reading: Coll

Week 13
Transnational Membership and Futures
Reading: Reserve Readings, Coll

Week 14
Presentations and Discussion

Week 15
Presentations and Discussion

Week 16
Presentations and Discussion

Final Session
*Paper Due*