



Immigration Initiative  
AT HARVARD

## Fall 2020 Courses on Migration at Harvard

### **Crimmigration: The Intersection of Criminal Law and Immigration Law**

HLS 2597

Philip Torrey

Th 9:30am - 11:30am

The intersection of criminal law and immigration law is a growing field of law that is at the forefront of today's immigration debate. As immigration laws have become more "criminalized" and criminal laws have become more "immigrationized" it is increasingly important to understand the intersection of criminal law and immigration law. The goal of this course is to give students the skills to recognize and examine immigration consequences of criminal convictions and to understand how those laws have developed in light of historical trends related to immigration detention, border security, race, poverty, national security, and Fifth Amendment Due Process jurisprudence.

### **Contemporary Immigration Policy and Educational Practice**

EMR 140 / EDU H517

Roberto Gonzales

T 12:00pm - 2:00pm

Today's immigration debates have brought to the fore conflicting visions regarding the place of immigrants in our society and educational systems. This course will examine legal and undocumented immigration from both community level and policy frames of understanding and interrogation. Students will start with the broad question of what Americans should do with the current immigration system--including the estimated 11.1 million people presently living in the United States in unauthorized residency status--and then take a deeper look at the ways in which U.S. laws and school experiences shape the everyday lives of immigrant children, adolescents, and young adults. Finally, students will explore the challenges educators face in working within the intersection of immigration policy and people's lives, and how this work shapes various possible roles as teachers, leaders, school policy-makers, advocates, and allies.

### **Sociology of Immigration**

SOCIOL 2175

Mary Waters

T 12:45-2:45

This course examines theories and empirical research on international migration. We concentrate on recent research in sociology, but we also include readings from across the social sciences. We examine immigration policy, and the integration of immigrants and later generations, paying particular attention to legal status and race and ethnicity. Limited to graduate students in sociology and related social sciences.

### **Immigration and Refugee Advocacy**

HLS 2115

Deborah Anker

W 5:00pm-7:00pm

This seminar is for participants in the fall Immigration and Refugee Clinic and addresses substantive national and international refugee law, as well as advocacy skills relevant to students' work at the clinic. The substantive portion of the seminar will provide an overview of international and domestic refugee law. It will examine selected topics typically encountered in the course of students' casework in greater detail. Specific topics may include: The Refugee Convention and U.S. Law, 'Persecution' and the Human Rights Paradigm, Issues of Credibility and Proof, and Gender-Based Asylum Claims. The skills component of the seminar will cover such areas as effective client interviewing, affidavit writing, cross-cultural lawyering, conducting immigration and human rights research, and preparation of cases and client testimony. In order to cultivate



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best practices in student advocacy and deepen the clinical experience, this seminar draws heavily for instructional examples on current clinical experiences of students (their actual cases and clients). It will also allow students to connect their understanding of refugee law and lawyering skills to actual casework through consideration of specific issues of doctrine and policy implicated by students' cases. Students will have the opportunity to critically reflect on their experiences, models of advocacy, and social change. A clinical practice component is required of all students.

### **Immigration and Gender**

SOCIOL 1124

Talia Shiff

M 12:00pm-2:00pm

The study of immigration and the study of gender often do not intersect. This is despite the fact that scholars in both fields of study focus on questions concerning cultural membership and equal citizenship and the processes that produce social inequality. The goal of this course is to reinvigorate the linkages between gender and immigration. We will interrogate how gender, as it intersects with race, shapes practices and policies of im/migration and migrants' lived experiences: what is the gendered character of migration patterns, and policies? How does migration occur on a voluntary and involuntary basis in ways that disproportionately disadvantage marginalized groups along lines of gender and race? And conversely, in what ways do the practices and consequences of immigration and transnationalism shape and constitute gender relations? The course will combine discussions of current issues on public media and news articles with academic analyses to encourage students to think about the complex interrelations between immigration, sexuality, gender and race, and the ways these shape our social world.

### **Immigration Economics**

ECON 980U

George Borjas

T 9:45am-11:45am

There has been a resurgence of large-scale international migration in the past few decades. This course explores the economic determinants and consequences of these population flows. Specific topics include the study of how immigrants are non-randomly selected from the population of the countries of origin, the measurement and implications of economic assimilation in the receiving country, the impact of the flows on the labor markets of both receiving and sending countries, and the calculation of the economic benefits from immigration. This is a junior tutorial.

### **Empire, Nation, and Immigration in France since 1870**

HIST 1206

Mary Lewis

T Th 10:30-11:45

This course explores the history of France from the foundation of the Third Republic to the beginning of the 21st century. Topics include the advent of modern left-wing, right-wing, and anti-Semitic politics; imperial expansion and its consequences; the devastating impact of the First World War; the tumultuous interwar era; the Second World War and the politics of resistance, collaboration, and memory; decolonization; the May 1968 movement; immigration and identity politics since the 1970s.

### **Asian American Genre Fictions**

HIST-LIT 90EH

Ellen Song

T Th 12:00-1:15 pm

There was an explosion of works by Asian American authors on the American publishing scene near the turn of the millennium, an unexpected consequence of the Immigration and Naturalization Act of 1965, which brought an influx of immigrants from Asia and dramatically altered the demographic composition of the U.S.



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The descendants of these post-1965 immigrants comprise a diverse group of Asian American authors, and in this course, we study the many different genres and forms of contemporary Asian American fiction. Asian American literature is often associated with certain themes (inter-generational conflict in families, fraught nature of immigrant identity, etc.), but this course instead emphasizes the formal qualities of contemporary Asian American writing alongside their domestic and global historical contexts. We will consider, for example, the spy narratives of Chang-rae Lee's *Native Speaker* and Viet Thanh Nguyen's *The Sympathizer*; the noir style of Suki Kim's *The Interpreter*, a murder mystery; "corporate novels" like Ling Ma's *Severance*; or works that question the expectations placed onto racialized authors, like Nam Le's short story "Love and Honor and Pity and Pride and Compassion and Sacrifice." What are the aesthetic characteristics of these works? What, if any, are their political investments? In asking these questions, this course seeks to understand, from our vantage point, just what about them is "Asian American" anyway?

### **Why We Tell Their Stories**

ENGLISH 90TS

Katie Daily

W 9:45am-11:45am

In this course, we explore how immigration issues are depicted on film as a way to advance political agendas. We will consider films as textual ways to read political debates surrounding the processing and treatment of immigrants in contemporary America. We'll begin by examining post-9/11 documentary films and the US government's own cinema products. From there, we'll transition to dramas to examine imaginative representations of real-life concerns. Across the semester, we consider who owns narratives and how particular themes (i.e. detention, border crossings, and racial profiling) are imagined on film, working to become visual scholars who can dissect political and social justice conversations.

### **Asian American Mobility and Transpacific Movements**

EMR 137

Courtney Sato

T 3:00pm-5:45pm

This seminar draws together Asian American history (ca. 1800-present) and the emerging interdisciplinary field of mobility studies. This course will explore the formation of "Asia America" through Asian American networks and transpacific communities with particular attention to the perspectives and agency of Asian/Americans. Together we will think through and critically interrogate histories and cultures of movements in various forms (lecture and world fair circuits, gendered labor flows, cultures of travel, the figure of the sojourner, international student exchanges, and transportation infrastructure like steamship and railroad lines). Throughout, we will employ transnational and diasporic analyses to examine central themes in Asian American and transpacific studies including: immigration, labor, cultural representations, militarism, gender and sexuality, settler colonialism, and political movements and ideologies.

### **Migration and Human Rights**

HLS 2424

Jacqueline Bhabha

M W 1:30pm - 2:45pm

Migration is a central moral issue of our time and its impacts will alter our world throughout this century. It affects the lives of millions, unsettles established governments, creates sharply polarizing policy dilemmas and posits far-reaching administrative, economic and political challenges. This course will focus on distress migration, including refugee flight and other forms of forced displacement, evaluated through the lens of human rights. It will address the multifaceted drivers of this complex phenomenon, including armed conflict, environmental stress and climate change, global inequality, demographic pressures and increasing globalization. Migration practitioners from a range of field sites will contribute to the classroom conversation to create a more global classroom discussion and to enhance project based learning. The course will consider historical precedents to the current refugee and migration "crisis," using case studies of



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massive past population displacements (eg Greek-Turkish population exchange post World War I, partition of British India and Palestine peri/post World War II) as instructive guides for contemporary problems. The course will raise ethical and philosophical issues related to the duties owed to "outsiders" to probe the moral, religious and political underpinnings of current approaches. It will introduce students to the international and regional legal framework governing refugee protection and migration more broadly. It will engage with the multiple risks migrants face before, during and after their journeys and with and with current policy developments, at the municipal, national, regional and international level, including the ongoing efforts of the United Nations to craft two new Global Compacts on Refugees and on Migration. Finally the course will enable students to apply legal and other approaches to the analysis of migration challenges. The material for this will be a range of contemporary case studies, including refugee situations in the Mediterranean and Sub Saharan Africa, conflict-fueled migration as well as migration flows arising from environmental displacement in the Middle East, disaster fueled migration in Asia, irregular migration in the Americas, and seasonal internal migration in Asia involving bonded-labor.

### **Migration in Theory and Practice**

SOC-STD 98MI

Nicole Newendorp

W 12:45-2:45pm

In this course, we will examine how and why people migrate from one location to another, focusing both on the theoretical paradigms scholars use to explain migration processes as well as on the individual experiences of migrants. Topics include transnationalism, diaspora, identity formation, integration and assimilation, citizenship claims, and the feminization of migration. Ethnographic readings focus primarily on migration to the US, but also include cases from other world areas, most notably Asia. This is a junior tutorial.

### **Foreign Bodies: On Health and Migration**

HISTSCI 141

Eram Alam

Th 3:00pm-5:45

During the twentieth century, unprecedented human mobility has raised significant questions regarding migration and health. Whether coerced or voluntary, these migratory flows reverberate through individuals, communities, populations, environments, and the body politic in unexpected ways. This course will focus on the relationship between health and migration and ask the following questions: How are moving bodies named and managed? What are the political, economic, juridical, and medical implications of movement? How is risk defined and constructed in relation to migration? Readings will include case studies from around the world, supplemented with theoretical and literary texts.

### **Migrations: Imagined Climates: Writing in the Wake of Climate Change**

ENGLISH 67C

MW 3:00pm-4:15pm

How do novelists and poets and essayists represent climate change? What kinds of futures do they project for our injured and shifting world? Through mysteries, spoken word poetry, science fiction, and other genres, this course confronts the representational challenges presented by planetary environmental crisis. Our focus is on the climate refugee and the myriad migrations and displacements of anthropogenic climate change. We also theorize how—and why—particular writers' voices become central or peripheral within climate discourse. Authors may include Octavia Butler, Cherie Dimaline, Kathy Jetñil-Kijiner, Barbara Kingsolver, Nathaniel Rich, Elizabeth Rush, Juliana Spahr, and Emily St. John Mandel.

### **Migrant Geographies: Between Asia and the United States in the Twentieth Century**

HIST 12E

Hardeep Dhillon



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T 3:00-5:45pm

This seminar uses histories between Asia and the United States to illuminate one of the most urgent issues of our time: the relationship between borders, human mobility, and society. Moving across histories of Asian migration that tie into indigenous, black, and other migrant histories, this seminar expands our understanding of what constitutes “the border,” and how migrant lives were made and remade in relation to such borders. The readings for each week enunciate the forms of border making this seminar explores which include but are not limited to: deportation, documentation, public health, gender and sexuality, and borderlands.

### **Languaging and the Latinx identities**

SPANSH 49H

Maria Parra-Velasco

T Th 12:00pm-1:15pm

This course builds on students' knowledge of Spanish to explore the relationship between their languaging practices and their Latinx identities. Understanding languages as a way of knowing and meaning making, we use a variety of texts, genres, music, videos, films and visual arts to engage in discussions about family heritage, migration, and Latinx cultural and linguistic traditions and innovations. Students will strengthen their oral and written abilities, expand their interpersonal, interpretive and performative resources for languaging in informal and academic contexts.

### **Moctezuma's Mexico Then and Now: The Past, the Present and Pandemics in North America**

HDS 3158

Davíd L. Carrasco and William Fash

M W 1:30pm-2:45pm

This course provides students with the opportunity to explore how the study of pre-Hispanic and Colonial Mexican and Latinx cultures provide vital context for understanding today's changing world. The emphasis is on the mythical and social origins, glory days and political collapse of the Aztec Empire and Maya civilizations as a pivot to the study of the sexual, religious and racial interactions of the Great Encounter between Mesoamerica, Africa, Europe, and the independent nations of Mexico and the United States. The study of the archaeology, artistic media, cosmovision, capital cities, human sacrifice and the religious devotions of ancient Mesoamerica and the nature and impact of the devastating pandemic wrought by the arrival of European diseases in 1519 illuminate the Day of the Dead and Virgin of Guadalupe phenomena today. Special access to the photographic record of marvelous objects at the Peabody Museum aids in examining new concepts of race, nation and the persistence of Moctezuma's Mexico in Latinx identities in the Mexico-US Borderlands. One of the biggest student/museum events at Harvard is the Day of the Dead celebrations at the Peabody Museum, which provides the opportunity for students to work directly with the materiality of the longue duree of Mexico's storied history and evocative worldview. The museum collections and sections exercises provide the students with ways to integrate their classroom work to the objects and public program of the museum, plus experience community both locally and across cultural boundaries and physical borders. This course empowers our students to evaluate the ways the U.S. is changing and struggling to define itself in relation to Latin America and especially the migration of peoples, ideas, arts, music, food from and through Mexico now taking place during a new pandemic, 500 years after the first one that resulted from the Great Encounter. Jointly offered in the Faculty of Arts and Sciences as GENED 1148.

### **Ethnic Studies and Education**

EDU T004 04

Christina Villarreal

T Th 7:30pm-9:30pm

How might the study, interrogation, and analysis of our collective past and present through a comparative, humanizing lens support our ability to contextualize and confront the challenges of our present? This course



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introduces students to the origins, epistemologies, frameworks, key concepts, and central questions in the field of Ethnic Studies, while applying these concepts and questions to our own educational experiences, and the various realms of education in which we currently work. The course begins with a body-centered, analytic examination of key events in early U.S. History through a humanizing and comparative lens, followed by analyses of various curricular and pedagogical enactments of Ethnic Studies in schools, and ends with exploring healing centered engagement as a praxis of possibility. Topics will include, but are not limited to: race, racism, ethnicity, migration, labor, imperialism, social movements, intergenerational racial trauma, white supremacy, power, agency, liberation, intersectionality, abolitionist teaching, community action, healing centered engagement and social change. We will focus on applications of Ethnic Studies in various educational contexts as the practice of humanization and liberation. This course is designed to be both an individual and collective journey that challenges each of us to critically reflect upon and grow in our work as educational practitioners, scholars, and activists. Students will pursue personally and professionally resonant group projects as a culminating exercise in solidarity by applying the lens of Ethnic Studies to develop resources for the educational spaces and communities in which they work.

### **France and its “Others:” Race, Nation, and Identity in (Post)Imperial Society**

HIST-LIT 90EL

John Boonstra

M W 12:00pm-1:15pm

In a controversial—and bestselling—recent novel, Michel de Houellebecq imagines France’s government and society taken over from within by Muslim extremists who impose Sharia law. Fears of internal “colonization”—by Muslims, immigrants, Jews, Americans, and various “Others”—are nothing new in French history. Yet, by tapping into the growing influence of the anti-immigrant extreme right in French politics over the past several decades, the popularity of Houellebecq’s novel raises a number of provocative questions for contemporary French—and global—society: how has a country premised on the “equality” and “fraternity” of all of its citizens continued to exclude religious, ethnic, and racial “Others?” And, perhaps more perplexingly, how did what was once a global empire—whose reach extended from the South Pacific to the Caribbean, from North and sub-Saharan Africa to Southeast Asia—become so anxious about being “colonized” within Europe itself? Most proximately, how did the violence of France’s colonial wars—in Algeria and Indochina especially—and the tumult of postcolonial migration shape the fears and fantasies of national and imperial identity? This course will address these questions by taking a longer and wider view of the (post)colonial experiences of twentieth-century France. Surveying works of history, politics, literature, anthropology, and film—from Sartre and de Beauvoir to Houellebecq and Sarkozy, Ousmane Sembène and Frantz Fanon to Azouz Begag, Linda Lê, and Alain Mabanckou—we will seek to understand how the perceived dangers of invasion drew on and departed from the ambiguities and insecurities of imperial power.

### **Introduction to Ethnic Studies**

EMR 143

Marcelo Garzo Montalvo

M W 1:30-2:45pm

Ethnic Studies remains the first and only academic field of study within the Westernized academy that has been created and sustained through student struggle. Ethnic Studies’ earliest foundations were articulated by the 1969 Third World Liberation Front (TWLF), who initiated strikes at San Francisco State University and UC Berkeley, winning the first Third World College and Department of Ethnic Studies. The TWLF - a multi-racial coalition of Black, Indigenous, Chicanx/Latinx, and Asian American student organizations - envisioned a “relevant education” that was rooted in intercommunal solidarity, self-determination and community-engaged scholarship. 50 years later, with hundreds of related programs taking root in schools and universities around the world, we will explore how Ethnic Studies can continue to serve as a matrix for higher education and as a bridge between the academy, K-12 schools, grassroots social movements, and frontline communities. This course will introduce students to key terms and concepts in



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critical and comparative Ethnic Studies. We will engage questions of race, ethnicity, gender, sexuality, class, ability, and other systems of power through transdisciplinary and intersectional theories and analyses.