

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Undergraduate Programs</b>		UUPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	<b>Department</b>  <b>College</b> <i>(To obtain a course number, contact <a href="mailto:erudolph@fau.edu">erudolph@fau.edu</a>)</i>		
<b>Prefix Number</b>	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i>  <b>Lab Code</b>	<b>Type of Course</b>	<b>Course Title</b>
<b>Credits</b> <i>(Review Provost Memorandum)</i>	<b>Grading</b> <i>(Select One Option)</i>  <b>Regular</b>  <b>Sat/UnSat</b>	<b>Course Description</b> <i>(Syllabus must be attached; see <a href="#">Template</a> and <a href="#">Guidelines</a>)</i>	
<b>Effective Date</b> <i>(TERM &amp; YEAR)</i>			
<b>Prerequisites, with minimum grade*</b>		<b>Corequisites</b>	<b>Registration Controls</b> <i>(Major, College, Level)</i>
<b>*Default minimum passing grade is D-. Prereqs., Coreqs. &amp; Reg. Controls are enforced for all sections of course</b>			
<b>WAC/Gordon Rule Course</b>  Yes                      No  WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See <a href="#">WAC Guidelines</a> .		<b>Intellectual Foundations Program (General Education) Requirement</b> <i>(Select One Option)</i>  General Education criteria must be indicated in the syllabus and approval attached to the proposal. See <a href="#">GE Guidelines</a> .	
<b>Minimum qualifications to teach course</b>			
<b>Faculty Contact/Email/Phone</b>		<b>List/Attach comments from departments affected by new course</b>	
<b>Approved by</b> Department Chair <u>William Trapani</u> College Curriculum Chair <u>[Signature]</u> College Dean _____ UUPC Chair _____ Undergraduate Studies Dean _____ UFS President _____ Provost _____			<b>Date</b> _____ 3/11/22 3/16/22 _____ _____ _____ _____

Email this form and syllabus to [mjennning@fau.edu](mailto:mjennning@fau.edu) seven business days before the UUPC meeting.

**IDS 3313 Global Studies I**  
Florida Atlantic University

Course Theme: Narrating Citizenship: Ethnographic and Literary Representations of the  
Globe

Professor José de la Garza Valenzuela  
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&

Professor Carter Koppelman  
Department of Sociology  
Florida Atlantic University

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**Meeting Time:** Tuesdays & Thursdays, 11:00am-12:20pm

**Location:** Forkas Alumni Center, Room 103 (Boca Campus)

**Credit Hours:** 3.0

**Course Description:** This course introduces students to interdisciplinary transnational methodologies in global studies. The course asks students to consider how global processes are implicated in our own lived experiences and how our everyday practices are implicated in the social, cultural, and political economies of the globe. Specifically, it considers how “the global” is narrated in ethnography and literature, favoring a critical engagement with how we study and consider the globe rather than an exhaustive catalogue of world issues in the era of globalization.

Bringing together work primarily from the fields of sociology and literature, the course will not only consider matters of local, hemispheric, and global relevance, but also how we speak with, on, or about these matters. Studying ethnographic works from sociology, anthropology, and geography alongside works of literature, the course will allow us to not only learn more about how race, class, gender, and/or sexuality, for instance, inform experiences of citizenship, (im)mobility, labor, and advocacy. Just as critically, we will explore how researchers, critics, artists, and activists have narrated crises of citizenship, and how these narratives square with contemporary discourses on belonging and global capitalism.

Through a series of short workshops and assignments culminating in a final project, students will interrogate what it means to write about global issues in interdisciplinary ways, attentive to the how our own critical study is implicated in the ways in which experiences of citizenship and belonging are narrated and lived.

**Required Texts:**

González, Rigoberto. *Crossing Vines*. Norman: U of Oklahoma P, 2003.

[Note: All other readings will be available online via Canvas.]

## Course Objectives

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

- Read, interpret, and explain the central arguments of literary and social science texts.
- Differentiate between literary and sociological approaches to narrating citizenship and global processes.
- Identify different methodological approaches in global ethnography, and explain their advantages and limitations.
- Draw connections between local social identities, experiences and relations, and broader global processes in which they are embedded.
- Apply theories of citizenship to analyze a wide array of local contexts and global social processes.
- Conceive, develop, and write an original independent research or creative project on a contemporary topic.
- Provide and use constructive criticism through peer writing workshops.

## Course Requirements & Evaluation

**Attendance and Participation (25%):** Attendance and active participation in our meetings are essential components of this course. Attendance is mandatory, and having more than two unexcused absences will affect your grade. Participation can take various forms, including asking questions about readings and films, responding to questions we pose in class, and contributing your ideas to small-group discussions and debates. We understand that not all students are comfortable speaking in group discussions, but we encourage each of you to push yourself to contribute to our collective project of unpacking narratives of citizenship and the global. You can also earn participation points by attending office hours with substantive questions or comments related to course material.

**Mini-Assignments (25%):** There will be six assignments given throughout the semester that require students to submit brief, written reflections that respond to course material and connect it to their own experiences, local issues, and/or global current events. You must submit five out of six assignments in order to receive full credit. Each assignment is worth 5% of your total grade.

**Response #1** Due Wednesday, January 29<sup>th</sup>

**Response #2** Due Friday, February 7<sup>th</sup>

**Response #3** Due Friday, February 21<sup>st</sup>

**Response #4** Due Friday, March 20<sup>th</sup>

**Response #5** Due Friday, March 27<sup>th</sup>

**Response #6** Due Friday, April 17<sup>th</sup>

**Final Project Assignments (50%):** Over the course of the semester, each student will develop a final project that culminates in a 10-12 page paper. The range of potential topics for this paper is broad, and it may take the form of a traditional research paper or an ethnographic project. As an integral part of the course, we will systematically build these projects through short assignments and workshops throughout the semester.

a) **Project Proposal.** (10%) Due March 2nd

b) **Preliminary Analysis** (10%). Due March 31<sup>st</sup>

c) **Detailed Outline** (10%). Due April 14th

d) **Final Paper** (20%). Due May 4th

### Grading Scale

Letter Grade	Points
A	93 – 100
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 – 76
C-	70 – 72
D	60 - 69
F	0 – 59

### Course Policies

***Disability:*** In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU’s campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).

***Counseling and Psychological Services (CAPS) Center:*** Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU’s Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

***Attendance:*** Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student’s final course grade as a direct result of such absence.

***Late Work Policy:*** Deadlines for assignments are not flexible. If you miss a deadline, your grade will fall by 10% per day late. Assignments will not be accepted - and you will receive a zero - past three days late. If you have an emergency or illness that interferes with a deadline, notify me as soon as possible and provide proper written documentation (in the case of a medical emergency, for instance, you must provide a doctor's note).

**Code of Academic Integrity:** Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

**Cheating & Plagiarism:** Cheating, plagiarism and other forms of academic dishonesty is an offense that we take extremely seriously. We have a zero-tolerance policy toward academic dishonesty. The grade for written assignments that show evidence of plagiarism, or exams on which a student is caught cheating, will be calculated as a zero. We will also pursue disciplinary action with the university in cases of academic dishonesty. If you are unclear as to what constitutes academic misconduct, please consult the University's guidelines on academic integrity: <http://www.fau.edu/ctl/AcademicIntegrity.php>. Come to office hours if you need guidance regarding academic honesty and/or proper citation practices for written work.

### **Course Outline**

#### ***Part I: Introduction - Citizenship and Globalization***

##### **Week 1:**

**Tuesday, January 14<sup>th</sup> – Introduction & Overview of the Course**

**Thursday, January 16<sup>th</sup> – What does it mean to be a citizen?**

Anderson, Benedict. 1983. "Introduction." *Imagined Communities*. New York: Verso, 1983.

##### **Week 2:**

**Tuesday, January 21<sup>st</sup> –Citizenship, Inequality, and Power**

Glenn, Evelyn Nakano. 2011. "Constructing Citizenship: Exclusion, Subordination, and Resistance." *American Sociological Review* 76.1: 1-24.

**Thursday, January 23<sup>rd</sup> – Regimes of (Un)Belonging**

Román, Ediberto. "The *De Jure* Subordinates" and "The *De Facto* Subordinates?" *Citizenship and Its Exclusions: A Classical, Constitutional, and Critical Race Critique*. New York: NYU Press, 2010. (Selections). 83-146.

##### **Week 3:**

**Tuesday, January 28<sup>th</sup> – Flexible Citizenship**

Ong, Aihwa. 1993. "On the edge of empires: Flexible citizenship among Chinese in diaspora." *positions: east asia cultures critique* 1(3): 745-778.

#### ***Part II: Constructing Global Narratives – Ethnography and Literature***

**Thursday, January 30<sup>th</sup>**

González, Rigoberto. *Crossing Vines*.

**Week 4:**

**Tuesday, February 4<sup>th</sup>**

González, Rigoberto. *Crossing Vines*.

**Thursday, February 6<sup>th</sup> – Sites, Subjects, and the Ethnographic Gaze**

[On-campus ethnographic field trip]

**Week 5:**

**Tuesday, February 11<sup>th</sup>**

González, Rigoberto. *Crossing Vines*.

Discussion of Final Project

**Thursday, February 13<sup>th</sup>**

González, Rigoberto. *Crossing Vines*.

Discussion of Final Project

***Part III: Global Capitalism and Laboring Bodies***

**Week 6: Industrial Citizens**

**Tuesday, February 18<sup>th</sup>**

Hong, Grace Kyungwon. “Bad Workers, Worse Consumers: U.S. Imperialism and the Trouble with Industrial Labor.” *The Ruptures of American Capital: Women of Color Feminism and the Culture of Immigrant Labor*. Minneapolis: Minnesota UP, 2006.

**Thursday, February 20<sup>th</sup>**

Miraftab, Faranak. 2011. “Faraway intimate development: Global restructuring of social reproduction.” *Journal of Planning Education and Research* 31(4): 392-405.

**Week 7: Disrupting Imagined Subjects**

**Tuesday, February 25<sup>th</sup>**

Leslie Salzinger. 2004. “From Gender as Object to Gender as Verb: Rethinking How Global Restructuring Happens,” *Critical Sociology* 30, no. 1: 43–62.

**Thursday, February 27<sup>th</sup>**

Martínez, Ernesto Javier. “Queer Latina/o Migrant Labor.” *On Making Sense: Queer Race Narratives of Intelligibility*. Stanford: Stanford UP, 2013. 77-111.

**Week 8: Caring Bodies**

**Tuesday, March 3<sup>rd</sup>**

[In-class film] *Paper Dolls* (dir. Tomer Heymann, 2006)

**Thursday, March 5<sup>th</sup>**

Rhacel Parreñas. 2000. “Migrant Filipina Domestic Workers and the International Division of Reproductive Labor.” *Gender & Society* 14(4): 560-580.

[SPRING BREAK - NO CLASSES MARCH 10<sup>TH</sup> & 12<sup>TH</sup>]

***Part IV: Citizenship in Movement - Migrations and Contentious Bodies***

**Week 9:**

**Tuesday, March 17<sup>th</sup>**

Capó, Jr. Julio. "Queering Mariel: Mediating Cold War Foreign Policy and U.S. Citizenship among Cuba's Homosexual Exile Community, 1978-1994." *Journal of American Ethnic History* 29.4 (2010): 78-106.

**Thursday, March 19<sup>th</sup>**

Peña, Susana. "Obvious Gays and the State Gaze: Gay Visibility and Immigration Policy during the Mariel Boatlift." *¡Oye Local!: From the Mariel Boatlift to Gay Cuban Miami*. Minneapolis: U of Minnesota P, 2013. 25-58.

**Week 10:**

**Tuesday, March 24<sup>th</sup>**

Cortez, Jaime. *Sexile/Sexilio*

**Thursday, March 26<sup>th</sup>**

Cortez, Jaime. *Sexile/Sexilio*

**Week 11: Visuality & Visibility**

**Tuesday, March 31<sup>st</sup>**

Zecena, Ruben. "Migrating Like a Queen: Visuality and Performance in the Trans Gay Caravan." *WSQ: Women's Studies Quarterly* 47.3&4 (Fall/Winter 2019): 99-118).

**Thursday, April 2<sup>nd</sup>**

Rivera Hernández, Raúl Diego. "Making Absence Visible: The Caravan of Central American Mothers in Search of Disappeared Migrants." *Latin American Perspectives* 44.5 (2017): 108-126.

**Week 12: Performative Claims-making**

**Tuesday, April 7<sup>th</sup>**

Taylor, Diana. 2007. "'You are Here': H.I.J.O.S. and the DNA of Performance." *The Archive and the Repertoire: Performing Cultural Memory in the Americas*. Durham: Duke University Press.

**Thursday, April 9<sup>th</sup>**

Fabricant, Nicole, and Nancy Postero. 2014. "Performing the 'wounded Indian': a new platform of democracy and human rights in Bolivia's autonomy movement." *Identities* 21(4): 395-411.

**Week 13: Transnational Contestations**

**Tuesday, April 14<sup>th</sup>**

*Couple in a Cage* (<https://www.youtube.com/watch?v=qv26tDDsuA8>)

**Thursday, April 16<sup>th</sup>**

Thayer, Millie. 2000. "Traveling Feminisms: From Embodied Women to Gendered Citizenship." *Global Ethnography: Forces, Connections and Imaginations in a Post Modern World*: 203-33.

**Week 14: Dis-Embodied Citizens**

**Tuesday, April 21<sup>st</sup>**

Scheper-Hughes, Nancy. 2003. "Rotten trade: millennial capitalism, human values and global justice in organs trafficking." *Journal of Human Rights* 2(2): 197-226.

**Thursday, April 23<sup>rd</sup>**

Acosta, Oscar Zeta. *The Revolt of the Cockroach People* (excerpt).

**Finals Week**

**Tuesday, May 5<sup>th</sup> – Wrap-up Meeting**

[Note: Session will be held at a different time – 10:30am-1pm]