

# CAT 1A: MIGRATION NARRATIVES

Instructor: Dr. Amanda Solomon Amorao  
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Lecture: MWF 9am-9:50am @ CTR 101  
Office Hours: M12-2 & W 2-3, PCYN 251

## Teaching Assistants

|     |   |               |       |       |                   |
|-----|---|---------------|-------|-------|-------------------|
| A01 | M | 8:00a-8:50a   | YORK  | 3050B | Huerta, Marco     |
| A02 | M | 2:00p-2:50p   | YORK  | 3050A | Cuellar, Charlene |
| A03 | M | 8:00a-8:50a   | HSS   | 1106A | Hope, Audrey      |
| A04 | M | 10:00a-10:50a | YORK  | 4050A | Saragosa, Ken     |
| A05 | W | 10:00a-10:50a | YORK  | 4050A | Hope, Audrey      |
| A06 | W | 8:00a-8:50a   | YORK  | 4050A | Huerta, Marco     |
| A07 | M | 12:00p-12:50p | YORK  | 3050B | Saragosa, Ken     |
| A08 | M | 2:00p-2:50p   | YORK  | 3000A | Vizcarra, Jael    |
| A09 | M | 2:00p-2:50p   | CENTR | 207   | Kokinis, Troy     |
| A10 | M | 3:00p-3:50p   | YORK  | 4050A | Cuellar, Charlene |
| A11 | M | 3:00p-3:50p   | YORK  | 4050B | Vizcarra, Jael    |
| A12 | M | 4:00p-4:50p   | YORK  | 4050B | Kokinis, Troy     |
| A13 | M | 5:00p-5:50p   | YORK  | 4050B | Dorman, Jared     |
| A14 | M | 6:00p-6:50p   | YORK  | 4050B | Dorman, Jared     |
| A15 | M | 7:00p-7:50p   | YORK  | 4050B | Bagci, Nazar      |
| A16 | M | 8:00p-8:50p   | YORK  | 4050B | Bagci, Nazar      |

## Course Description

Welcome to UC San Diego. How was it - packing all of your things, moving into your dorm, discovering your new living situation, navigating an unfamiliar campus? Maybe you migrated from just a few miles by car or maybe you crossed the Pacific Ocean on a thirteen-hour flight or maybe you didn't move at all. Maybe San Diego has always been home, but still you've definitely crossed the border from high school into college. Borders both physical (like the one between the U.S. and Mexico) and figurative (like the one between high school and college) are all around us. We unknowingly cross borders all the time.

In this CAT 1, we will learn the skills of critical reading that are so necessary to your success at UCSD by studying the history of San Diego as a border zone and by producing and analyzing our own narratives of migration.

At its heart, critical reading is learning to have a dialogue – a dialogue with a text, its author, and its context. Critical reading is to learn how to ask hard questions and be open to complex answers. In this class, we will read a variety of texts from academic articles to posters to podcasts to blogs, and we will ask many questions about borders and migration, especially in relation to how culture, art, and technology intersect in (im)migrant lives. What are the borders that are all around us in U.S. culture? How did those borders get formed? Who controls those borders and why? Who gets to cross those borders and why? How are (im)migrants represented and treated and why? What are the stories and art that (im)migrants create about their experiences crossing borders? What technologies shape an (im)migrant's journey and/or enable (im)migrants to create homes?



In the final project of this course, students will create a podcast based on their interviews with an immigrant to San Diego from outside the U.S. We will submit these podcasts for consideration to be included in the UCSD library's newly launched "Living Archive."

## Course Requirements

### ✦ Lecture Comment/Question Cards (10%)

At the end of certain lectures, students will submit a question or comment concerning the readings and lectures of that week on a 3x5 index card with their names, PIDs, TA/Section, and the date in the top right

corner. Instructor will use these cards to guide lectures and make sure students are attending and engaging with lecture. No late comment cards will be accepted. You may miss one comment card but any more than that will decrease your grade. Missing more than 3 results in an automatic failure.

✦ Section Participation (10%)

This grade is determined by a student's consistent attendance and lack of tardiness at section as well as participation in small and large group discussions, completion of any work assigned by teaching assistant, and/or visits to office hours. Excessive tardiness or 3 or more unexcused absences will result in a failing grade.

✦ Reading Responses (5 for 25% total)

These short 2-pg papers are to help students practice their critical reading skills. See TritonED for prompt and submission details.

✦ Author "Interview" (25%)

Because this course is approaching critical reading as a dialogue, the first major writing assignment asks you to imagine interviewing one of the week 2 writers. You will pose questions to one of the authors and answer as if you were the author as well. See TritonEd for further details.

✦ Migration Narrative Podcast + Final Reflection Paper (30% total)

Students identify and interview someone who has immigrated from outside the U.S. to San Diego for their final project. See full details of assignment on TritonED.

Academic Integrity

Integrity of scholarship is essential for an academic community. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. It is your responsibility as a student to understand what the university defines as violations of academic integrity. More information is available at:

<http://academicintegrity.ucsd.edu>. Students must submit their course work through the TritonEd website to turnitin.com to screen for plagiarism. VIOLATION OF ACADEMIC INTEGRITY MAY RESULT IN FAILURE OF ASSIGNMENT, FAILURE OF COURSE, AND DISCIPLINARY ACTION.

Assignment Submission

A. Due Dates & Late Policy

An assignment may receive an F if a student does not participate in every phase of the development of the project and meet all deadlines for preliminary materials (drafts, final versions, etc).

FAILURE TO COMPLETE ALL OF THE COURSE REQUIREMENTS IS GROUNDS FOR FAILURE OF THE ENTIRE COURSE.

If a final draft, plus required addenda, is not submitted in class on the date due, it will be considered late and will lose 1/3 of a letter grade for each day or part of a day past due (A to A-, etc.).

Assignments are due in hard copy and via turnitin.com. You must submit your assignments directly to your TA; you will not be able to leave papers for your TA at the Sixth College Offices. Any late submissions must be approved by your TA and/or instructor well in advance of the due date.

B. Turnitin.com

Rough and final drafts of major written assignments must be submitted to turnitin.com via TritonED by 11:59 pm on the day it is submitted in class. A grade will not be assigned to an assignment until it

is submitted to turnitin via TritonED. Failure to submit an assignment to turnitin via TritonED is grounds for failure of the assignment.

### Attendance

On-time attendance in lecture and section is required. Please notify your TA if you must be absent for illness or family emergency. Excessive tardiness or absences from lecture or section may be grounds for failing the course.

### Student Code of Conduct

By the very nature of the course topic, there will likely be a wide range of opinions. A good classroom environment should stimulate you to think for yourself, challenge paradigms, and raise critical questions. Please keep in mind, however, that we must engage each other in a respectful and considerate manner. These ground rules are reflected in the UCSD Principles of Community to which we are all expected to adhere (<http://www-vcba.ucsd.edu/principles.htm>). Abusive and harsh language, intimidation, and personal attacks will not be tolerated.

### Students with Disabilities

Students with disabilities should talk with professor and teaching assistant by the end of week 1 to make accommodations for the quarter. Please see the Office for Students with Disabilities website (<http://disabilities.ucsd.edu>) for more information on registering for accommodations.

### Technology Policy

All personal electronics should be off or on “silent” mode. Texting, games, schoolwork not pertaining to class, and social media (Facebook, YouTube, email, etc.) are not permitted. If your technology use becomes distracting or disruptive, you will be asked to leave the lecture or discussion section.

### Required Texts (Available for purchase at University Bookstore)

Losh, E. et al. (2013) *Understanding Rhetoric*

Lunsford, A. (2014) *Easy Writer*

thuy, le thi diem. (2003) *The Gangster We Are All Looking For*

**\*\*All other readings will be available through TritonED**

### Tentative Schedule

**\*\*Instructor reserves the right to alter schedule as necessary. Please constantly check TritonED for updates. *All readings are due on the date listed*\*\***

## Week 0: Introduction

F 9/23 – Course Overview

## UNIT 1: THE CROSS AND SWORD

### Week 1

M 9/26

- Losh, et al. “Issue 2: Strategic Reading” and “Issue 4: Argument Beyond Pro & Con”
- Sandos, James A. "Introduction" In *Converting California: Indians and Franciscans in the Missions*. Yale University Press, 2004. <http://www.jstor.org/stable/j.ctt1npf4h.4>.

W 9/28 – Sandos, James A. “Ch 1: California’s Missions as Instruments of Social Control.” *Converting California: Indians and Franciscans in the Missions*.

F 9/30

- Sandos, James A. "The Indians of San Diego Say 'No!'" In *Converting California: Indians and Franciscans in the Missions*
- Sycuan Band of the Kumeyaay Nation. *Our People. Our Culture. Our History.*  
<http://lomamedia.com/our-work/our-people-our-culture-our-history/>

## UNIT 2: FRONTIERS & BORDERLANDS

### Week 2

#### M 10/3 – Reading Response #1 Due

- Turner, Frederick Jackson. "The Significance of the Frontier in American History."  
<http://nationalhumanitiescenter.org/pds/gilded/empire/text1/turner.pdf>

W 10/5 – Anzaldua, Gloria. "The Homeland, Aztlán." In *Borderlands/La Frontera*.

F 10/7 – Mendoza, Louis. "The Border Between Us: Contact Zone or Battle Zone?" *MFS Modern Fiction Studies*, Spring 1994.

### Week 3

#### M 10/10 – Rough Draft of Author's "Interview" Due

- Anzaldua, Gloria. "How to Tame a Wild Tongue." In *Borderlands/La Frontera*

W 10/12 – Guest lecture by Marco Huerta

- Cisneros, Sandra. Selections from *Loose Woman*.

F 10/14 – Workshop with Collective Magpie

- Collective Magpie. <http://www.collectivemagpie.org/bio/>
- Do the pre-assignment. Your definition of the border will be collected at lecture and count as this week's comment card.
- Read Solnit, Rebecca. "Thirty-Nine Steps Across the Border and Back." *Storming the Gates of Paradise*.

### Week 4

#### M 10/17– Reading Response #2 Due

- Tunon, Magali Muria. "'Too Far from God, too Close to the United States': Consumption Cultures in Tijuana," *Enforcing Boundaries: Globalization, State Power and the Geography of Cross-border Consumption in Tijuana, Mexico*. (PhD Dissertation for the Department of Communication.)

W 10/19 – Guest lecture by Troy Kokinis

- Selections from *Under the Perfect Sun* by Mike Davis, et al.

F 10/21 – Guest lecture by Ken Saragosa

- Pastor, Robert. "Transcending the Border," *The North American Idea: A View of a Continental Future*. Oxford University Press, 2011.

### Week 5

#### M 10/24 – Final Draft of Author's "Interview" Due

- Espiritu, Yen Le. "'Positively No Filipinos Allowed': Differential Inclusion and Homelessness." In *Homebound: Filipino American Lives Across Cultures and Communities*.

W 10/26 – Espiritu, Yen Le. "'What of the Children?' Emerging Homes and Identities." In *Homebound*.

F 10/28 – Godwin, Steve. *Silent Sacrifices: Voices of the Filipino American Family*. \*Screening in class\*

## UNIT 3: WAVES OF WAR

## Week 6

M 10/31 – **Reading Response #3 Due**

- Vo, Linda Trinh. “The Vietnamese American Experience: From Dispersion to the Development of Post-Refugee Communities.” *Asian American Studies: A Reader*. Eds. Jean Wu and Min Song. New Brunswick: Rutgers UP, 2000. 290-305.
- *The Gangster We Are All Looking For*. Ch 1.

W 11/2 – *The Gangster We Are All Looking For*. Ch 2.

F 11/4 – *The Gangster We Are All Looking For*. Ch 3.

## Week 7

M 11/7 - W 11/9

- **Reading Response #4 Due**
- *The Gangster We Are All Looking For*. Chs 4-5.

F 11/11 – Veteran’s Day

## Week 8

M 11/14 – **Migration Narrative Podcast Proposal + Teaser Due**

- Guest speakers from San Diego Refugee and Asylee Communities
- [SD Explained: City Heights and Refugees](#). NBC San Diego.
- [http://www.licenseoffreedom.org/board\\_of\\_directors.html](http://www.licenseoffreedom.org/board_of_directors.html)
- <http://www.c-mss.org/>
- [www.notorture.org](http://www.notorture.org)
- [www.SDRefugeeForum.org](http://www.SDRefugeeForum.org)

W 11/16

- [San Diego’s Somali Population Explained](#). Voice of San Diego.
- [Burma Refugees Struggling to Adjust in City Heights](#). Voice of San Diego.
- [“I want to build.”](#) Voice of San Diego.

F 11/18

- [“Are you, like, African-AMERICAN or AFRICAN-American?”](#) CodeSwitch. NPR.org
- [Adichie, Chimamanda Ngozi. “The Danger of a Single Story.”](#) TEDGlobal 2009.

**UNIT 4: WHO’S/WHOSE UCSD?**

## Week 9

M 11/21 - W 11/23

- Park, Lisa. "Continuing Significance of the Model Minority Myth: The Second Generation." In *Contemporary Asian America*. 497-507. <http://www.jstor.org/stable/j.ctt18040wj.29>.
- Kong, Angela. “Introduction.” *Re-Examining Diversity Policy at UCSD*. 2014.

F 11/25 – Thanksgiving Holiday

## Week 10

M 11/28 – **Reading Response #5 Due**

- Kong, Angela. “Ch 4.” *Re-Examining Diversity Policy at UCSD*. 2014.

W 11/30 - F 12/2

- [“Pro-Trump, anti-Mexican messages chalked on California campus as ‘chalking’ movement spreads.”](#) *The Washington Post*.
- *Voice of Art – Migration is Beautiful*. <https://youtu.be/LWE2T8Bx5d8>

Finals Week

**DUE: W12/7 FROM 10AM-11AM @ CTR 101**

**MIGRATION NARRATIVE PODCAST + FINAL REFLECTION PAPER**