Immigration Firestorm: a Case Study of today’s anti-immigrant legislation

Chicana/o Studies 19
Fiat Lux
Winter 2015
Monday 10-11

Professor Otto Santa Ana
7361 Bunche, (310) 206-8225,otto@ucla.edu
Office hours: Monday noon-1, or by appointment

Course Description:
Immigration politics generate high passions and sound bites, not cool discussion and rational debate. While comprehensive federal immigration legislation is stalled, some states have been hyperactive. To make sense of recent anti-immigrant legislation, we will use Arizona as a case study to study the historical, economic and political background of its recent official actions. Then we can discuss the consequences and implications of such actions. This case study will reveal what is happening in many locales across the world when people must migrate in response to global economic processes.

Description of Readings:
In spring 2010, the state of Arizona came under intense national and international media scrutiny over its responses to the rise of unauthorized immigration. Arizona's governor signed a controversial immigration bill, SB 1070, that required local police to demand a person's immigration status if "reasonable suspicion" existed that the individual was in the country without papers. While SB 1070 is the most publicized political response, state officials have enacted four other problematic measures to reduce the educational, cultural, linguistic and citizenship footprint of the state's growing Latino population. The evening news did not dwell on these legislative acts and decrees did not make, but have far reaching consequences for all Arizona's residents.

The anthology we will be reading, Arizona Firestorm, will provide in-depth and accessible scholarship about the responses of local officials to the global phenomenon of immigration, as well as the media's role in this circumstance. The volume makes a two-prong argument.

First, the 2010 Arizona immigration policy firestorm is an expression of local frustration at the effects of globalization. However, all the political actions enacted in Arizona (and at the national level) are provincial, and will prove ineffective in the face of globalization. The 2010 events will recur elsewhere in the nation and across the globe, unless international statesmanship addresses immigration globally. Second, the news media play an integral role to drive public opinion. The media covered the responses of Arizona politicians as ends in themselves. While journalists are familiar with the parochial nature of political responses, they have been not succeeded in edifying the public. When the media do not set local responses into an international context, they contribute to the nation's myopia. "Global Realities of Immigration* offers lessons for the tensions that globalization will continue to produce.

The anxiety about unchecked immigration is not limited to Arizona. Once the news media spread the word about Arizona's SB 1070, 22 other states introduced copycat bills. The focus of lawmakers was not to address globalization, but to find the language that would avoid courtroom injunctions. Since the U.S. Congress and Obama administration will likely continue to avoid addressing immigration reform, further local manifestations of this frustration will occur.

SEMINAR WORKLOAD (10 WEEKS):
1. 70 points (essay) Each week, read the assigned short chapter drawn from Arizona Firestorm. Write up your answer to "the question of the week" by posting your (maximum 1000 words) response on our website assignment page. ATTENTION: you must post your response the
evening BEFORE class, not on the day of class or afterwards. (Each assignment is worth 10 points, thus, 7 assignments * 10 points = 70 points).

2. 30 points (classroom participation)

### Syllabus and Writing Assignments

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Topic (chapter)</th>
<th>What to consider</th>
<th>due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/5</td>
<td>Overview of the class (chapter 1)</td>
<td>Whether this is the class for you.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1/12</td>
<td>Arizona’s historical setting (chapters 2 &amp; 3)</td>
<td>What does González de Bustamante, author of Ch2, mean by AZ’s “moral geography”?</td>
<td>11:50 pm, 1/10</td>
</tr>
<tr>
<td>3</td>
<td>1/19</td>
<td>No class: MLK day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1/26</td>
<td>Economics of immigration in Arizona (chapter 4)</td>
<td>How does Gans test her net-benefit claim about immigrants?</td>
<td>11:50 pm, 1/17</td>
</tr>
<tr>
<td>5</td>
<td>2/2</td>
<td>Anti-immigrant legislation: SB 1070 (chapter 5)</td>
<td>On what key elements of SB 1070 did the US Supreme Court rule?</td>
<td>11:50 pm, 1/24</td>
</tr>
<tr>
<td>6</td>
<td>2/9</td>
<td>Anti-ethnic studies legislation: HB 2281 (chapter 6)</td>
<td>What reasons regarding Mexican American Studies at TUSD led to HD 2281?</td>
<td>11:50 pm, 2/7</td>
</tr>
<tr>
<td>7</td>
<td>2/16</td>
<td>No class: Presidents’ Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>2/23</td>
<td>Limiting Latino schoolchildren’s education (chapter 7)</td>
<td>On what grounds does the state of Arizona justify its actions? Is it justified?</td>
<td>11:50 pm, 2/21</td>
</tr>
<tr>
<td>9</td>
<td>3/2</td>
<td>Attacking on birthright citizenship: the 14th Amendment (chapter 9)</td>
<td>How Alberto Gonzales justify his conflicting stances regarding preserving the 14th amendment and militarizing the border?</td>
<td>11:50 pm, 2/28</td>
</tr>
<tr>
<td>10</td>
<td>3/9</td>
<td>Removing the impasse (chapter 13)</td>
<td>Will Americans ever take up Suárez-O &amp; Suárez-O’s viewpoint, and why?</td>
<td>11:50 pm, 3/7</td>
</tr>
</tbody>
</table>

### Table of Contents of Arizona Firestorm

1: Arizona’s provincial responses to its global immigration challenges.  
3: Chronology of exclusion.  
4: Economic impact of immigrants in Arizona.  
5: AZ SB 1070: Politics through immigration law.  
6: Assault on Ethnic Studies.  
7: The 'Mexican Room' classroom  
8: Teachers banned because of their accents  
9: Amending the 14th Amendment won't solve our problems.  
10: U.S. newspaper coverage of SB 1070.  
11: Spanish-language TV coverage  
12: Mexican newspaper narratives of migration.  
13: Immigration in the age of global vertigo.  
14: Can America learn to think globally?