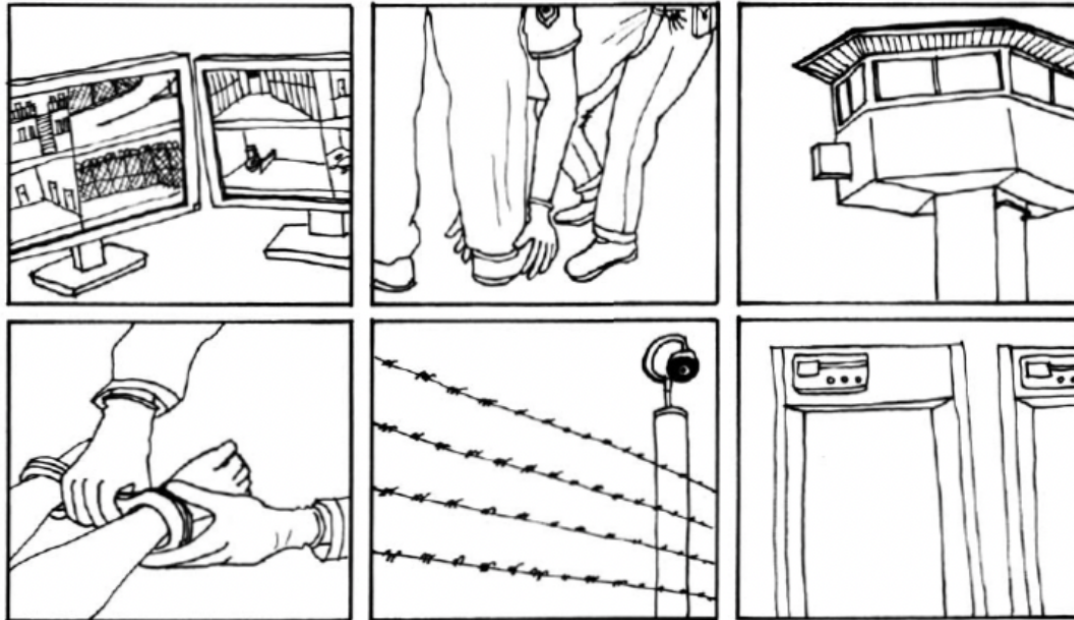


**LIT 160J/Exile, Diaspora, Migration:  
Documenting Fugitivity:  
Border Crossings and Unsettling Narratives**



Tings Chak, *The Architecture of Migrant Detention*

**Instructor:** Debbie M. Duarte

**Email:** [dmduarte@ucsc.edu](mailto:dmduarte@ucsc.edu)

**Office Hours:** Tuesday 12-2 PM and by appointment, [Zoom link](#)

**Meeting Details:** Monday & Wednesday 1-4:30PM, Remote/Synchronous

<https://ucsc.zoom.us/j/98948150534?pwd=QVR3RStORDJRemJzeWh6cG82WllrUT09>

*“Fugitivity, then, is a desire for and a spirit of escape and transgression of the proper and the proposed. It’s a desire for the outside, for a playing or being outside, an outlaw edge proper to the now always already improper voice or instrument.”*

*\_\_Stolen Life, Fred Moten*

*“sometimes, I think about the failure of language:  
language once tried to fool me into thinking  
that the Black, Alienated, Self, Human, NDN, Dead, Arrivants & Crossers  
could not speak.*

*Language, I do not speak. I scream.”*

*\_\_Intergalactic Travels: Poems From a Fugitive Alien, Alan Pelaez Lopez*

## **I. Course Description**

What does it mean to be “fugitive”? How can we tell stories and create “narratives” around the experience of fugitivity even as the fugitive is meant to remain hidden and in fact draws power from its invisibility? These are some of the central questions guiding this course. By looking specifically at the narratives and stories created by Undocumented writers, the class will think about what it means to “escape” from and challenge borders, in both their physical and ideological forms, but also how Undocumented narratives challenge normative conventions of “narrative” that demand the hyper-documentation, instrumentalization, and/or commodification of Undocumented people and their stories. We will explore the intricate connections between white supremacy, anti-blackness, colonization, immigration, borders and state violence and technologies of militarization and surveillance, paying close attention to how these manifest in the lives of Undocumented immigrants and in their trajectories as Indigenous, Black and/or Brown people, striving not only to survive, but to challenge the power dynamics upholding the system under which they are excluded and made “other.”

## **II. Objective & Learning Outcomes:**

- Examine the connections between white supremacy, anti blackness, (settler) colonialism, and borders, and analyze how these manifest in both physical and ideological forms.
- Recognize the different forms of literary expression(s) that undocumented writers engage with ( i.e. nonfictional, fictional, poetic, speculative, autoethnographic, testimonio, graphic novel) and explain how these different forms allow them to tell their stories in ways that challenge normative narrative forms.
- Discuss the various ways Undocumented narratives unsettle normative Western ideas around knowledge production and challenge normative ideas about who is seen as a producer of knowledge
- Formulate arguments about the relationship between literature and justice, focusing on how narratives of fugitivity make this relationship visible.

## **III. Course Requirements/Class Etiquette:**

*Course Reading and Materials:*

All readings and materials will be uploaded to Canvas. We will be reading excerpts from the following books. The books will also be available in the McHenry Library on Course Reserve. Two of the books are available for purchase through the Bay Tree Bookstore.

List of books is as follows:

1. Alberto Ledesma, *Diary of a Reluctant Dreamer: Undocumented Vignettes from a Pre-American Life*,
2. Tings Chak, *Undocumented: The Architecture of Migrant Detention*
3. Marcelo Hernandez Castillo, *Children of the Land*
4. Alán Peláez López, *Intergalactic Travels: Poems from a Fugitive Alien*

### *Attendance*

Because our collective discussions are meant to foster critical engagement with the materials, attendance to the course is crucial. If, however, you need to miss a class, please inform me as soon as possible. You do not need to disclose a reason for your absence, but I do ask that you communicate with me to let me know of your absence and to catch up on what was missed. **More than two absences can significantly impact your attendance grade and your performance in the course.** Students are also expected to come prepared to have an active discussion around the materials/readings.

### *Classroom Culture & Community Agreements*

We should all expect to work collaboratively through these readings, addressing each other in ways that demonstrate care, respect, and accountability. The class itself deals with multidimensional experiences with injustice and we will strive to make sure our classroom reflects our many backgrounds and experiences. Apart from setting community guidelines together, some guidelines to keep in mind include:

- ~Making space for others to speak and knowing when to step back from speaking
- ~Addressing everyone by their names and pronouns
- ~Listening actively to peers
- ~Being accountable for our words and actions

## **IV. Assignments:**

1. Weekly discussion post of at least 300 words and one response to a peer's discussion posts of at least 100 words. Your discussion post and response should be posted Wednesday by the end of the day every week. The purpose of the discussion posts is to create a space for you to track your thoughts and questions in relation to the readings and also to create space for conversation between students in the course. Your discussion post can be centered around something

you found interesting, something you found challenging, a question that came up for you, an experience that the reading reminded you of, etc..

2. Reflection piece: 1-2 page reflection on one specific reading, detailing how it relates to the themes of the course. More guidelines to be found on assignment description.
  3. Mid-term paper, 1-2 pages detailing a proposed final project for the end of the course. Collaborative projects will be considered, please consult with the instructor. Guidelines for the final project will be shared in the mid-term assignment description.
  4. Final project: The final project will be a creative project with a 2 page analysis of the project with references to our readings.
- For the discussion posts, all students will get one free pass for missing a discussion post, free of “charge”, this means you can miss one discussion post free of any penalty, no questions asked.
  - For the reflection and midterm assignments, you are allowed 1 “revision re-try” for each assignment, where you can make revisions to your paper in an attempt to raise your grade.
  - All assignments will have rubrics in order to make expectations for the assignment accessible and clear and to make the grading of the assignments as transparent as possible.

## **V. Grading:**

Attendance & participation 20%  
Weekly Responses 30%  
Reflection Paper: 15%  
Midterm/ Final project proposal: 15%  
Final Project: 20%

## **VI. Additional Information:**

### *Accessibility*

If you are a student with a disability who requires accommodations for equal accessibility to this course, please submit an Accommodation Authorization letter from the Disability Resource Center (DRC) as soon as possible. Please also feel free to make an appointment with me or come to office hours if you feel I can do more to provide adequate support. Students who feel they can benefit from the services offered at the DRC are encouraged

to contact the DRC office at Phone Number: (831)459-2089 or through email at [drc@ucsc.edu](mailto:drc@ucsc.edu). Students can also visit the DRC website at [drc.ucsc.edu](http://drc.ucsc.edu).

### *Academic Integrity*

All work submitted must be your own and must cite the sources utilized. Academic dishonesty, plagiarism or cheating will be subject to the university policy on academic integrity. To learn more about how the university defines plagiarism and academic dishonesty you can familiarize yourself with the Academic Misconduct Policy at <https://registrar.ucsc.edu/navigator/section1/academic-integrity.html> All work will be rigorously held to the standards of academic integrity presented in the university policy.

### *Mental Health Services*

UCSC Counseling and Psychological Services (CAPS) provides a wide range of mental health services, on and off campus, short term and long term. For more information, contact CAPS by calling phone number (831) 459-2628 or visiting [caps.ucsc.edu](http://caps.ucsc.edu). CAPS is located on the second floor of the Student Health Center.

### *Title IX*

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the Campus Advocacy Resources & Education (CARE) Office by calling (831) 502-2273. In addition, Counseling & Psychological Services (CAPS) can provide confidential counseling support at (831) 459-2628. You can also make a report directly to the University's Title IX Office at (831) 459-2462. Please be aware that as an instructor, I am a mandated reporter, which means I am required by law to report any incidents of sexual harassment, assault, relationship violence, or stalking to the Title IX office on campus.

### *Rest and Grounding Practices*

Our summer course will consist of meeting 3 hours twice a week for the entire session. This is a lot of sitting in front of a screen and can understandably be hard on our bodies! Therefore, I encourage you all to practice giving yourselves time to rest and stretch, and will try my best to provide us with time to do this every class time. We will also be working through material that can often be challenging in the themes and topics presented, so I also encourage everyone to take the time to practice self care and grounding activities, which we will also find time in class to do.

## **VII. Course Program:**

### **Week 1: Fugitivity and the Border**

***Monday, Jul 25th~***

Introduction to the course. Key concepts: fugitive and border.

Introduction to Alberto Ledesma, *Diary of a Reluctant Dreamer: Undocumented Vignettes from a Pre-American Life*

***Wednesday, Jul 27th ~***

Alberto Ledesma, *Diary of a Reluctant Dreamer: Undocumented Vignettes from a Pre-American Life*, Selected Sections: p. 24, p. 13, p. 57, p. 74-98, p. 112

### **Week 2 : Deportability and Incarceration**

***Monday, August 1st~***

Tings Chak, *Undocumented: The Architecture of Migrant Detention*, Selected Sections: p. 1, p. 26-28, p. 86-112

***Wednesday, August 3rd ~***

Marcelo Hernandez Castillo, *Children of the Land*, Selected Sections: p. 1-8, p. 84-96, p. 140-141, p. 163-167, p. 319-320, p. 349-350

### **Week 3: Fugitive Time Space**

***Monday, August 8th~***

Marcelo Hernandez Castillo, *Children of the Land*, Selected Sections: p. 172, p. 199-200, p. 351-357

***Wednesday, August 10th~***

Alán Peláez López, *Intergalactic Travels: Poems from a Fugitive Alien*, UNKNOWN: Pg. 6-Pg. 13 POST TRAUMATIC STRESS DISORDER, Pg. 22-24

### **Week 4: Unsettling Illegality**

***Monday, August 15th~***

Alán Peláez López, *Intergalactic Travels: Poems from a Fugitive Alien*: P. 16, 21, SICK IN AMERICA pg. 25, pg. 51, pg. 62, ARS POETICA pg. 63

***Wednesday, August 17th~***

Alán Peláez López, *Intergalactic Travels: Poems from a Fugitive Alien*: AMA'S BABY, PAPA'S MAYBE: INTERVIEW WITH AN ILLEGAL NEGRO pg. 76-77, NDN TRAVEL, pg. 87

### **Week 5: Decolonial Futures**

***Monday August 22nd~***

Alán Peláez López, *Intergalactic Travels: Poems from a Fugitive Alien*: POST  
DOCUMENTS and A FUTURE, ELSEWHERE pg. 89-98  
**Wednesday, August 24th**~ Open discussion for closing thoughts