

**Department of Latino and Hispanic Caribbean Studies
Rutgers University—New Brunswick/Piscataway**

LATINOS AND MIGRATION 050:200:03

Fall 2012

Prof. Ulla D. Berg
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Class hours: M/Th 10:20-11:40am
Class location: LSH A121 (Liv.)
Office hours: M 1:30-2:30pm or app.

I. COURSE DESCRIPTION

This course examines the origins and processes of international and intra-national migration by peoples from Latin America and the Hispanic Caribbean to, from and within the United States. While often seen as a monolithic “Latino block”, Latin American and Caribbean migrants come from a variety of regional and class backgrounds, migrate for many different reasons, insert themselves in a variety of settings (rural, urban, suburban) and in varying degrees of geographical concentration, and hold different legal statuses. We will explore the social, cultural, economic, and political histories of migrants’ countries of origin, including the effects of U.S foreign policy and economic power in these regions, which have lead to the creation of past and present US-bound migratory flows, and discuss the relationship between migration and larger global, imperial, and/or colonial socio-economic forces. We will focus particularly on the transnational links that migrants create and maintain with their countries of origin in the process of migration and settlement – whether temporary or permanent. The course is inter-disciplinary and will provide canonical and alternative readings from sociology, anthropology, history, demography, political science, legal studies, Latino Studies, and American studies. Students will become familiar with different discipline-based theories and approaches to migration and with central analytical concepts in migration studies.

II. LEARNING GOALS

After completing this course, students will be able to:

1. Define central concepts in migration theory including assimilation, immigrant incorporation, transnationalism, push and pull factors, social networks, ethnic enclaves, and diasporas and distinguish economic and sociological approaches from more culturalist readings of migration.
2. Describe the economic, political, social, and cultural dimensions of past and present migrations from Latin America and the Hispanic Caribbean to the United States and understand how US economic and political interests have led to the influx of migrants from these regions throughout the 20th century.
3. Compare and contrast the experiences of Puerto Ricans, Dominicans, Cubans, Mexicans, Central Americans, and other U.S. Latino groups.
4. Analyze how migration as social process and experience vary according to factors such as national origin, legal status, gender, race, ethnicity, class, and generation.

5. Critically assess the impact of past and present migration on the U.S. economy and society and the place of „immigration“ and of „immigrants“ in the contemporary U.S. public sphere.

III. REQUIREMENTS AND GRADING

Students are expected to read all required readings in advance of each class, view all scheduled films, attend class on time *every* time, and participate actively in the discussions that follow lectures, films, and in-class group assignments. Grades will be based on attendance and active participation in class discussions, written works, and exams according to the formula listed below.

ATTENDANCE AND CLASS PARTICIPATION (15%): Students will sign attendance sheet at the beginning of class. Lateness is very disturbing to the development of class dynamics and will not be tolerated. If you arrive late, you don't sign in! Cell phones and other electronic devices must be turned off during class. If using a laptop or iPad in the classroom, wireless Internet access must be disabled. Failure to turn off electronic gadgets will result in a deduction of points from class attendance and participation. Absences will only be excused under extraordinary circumstances such as medical emergencies. In such cases, you must email me and bring a doctor's note for the following class. You are also expected to use the University's absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email generated by this system is automatically sent to me. Missing classes without presenting proper documentation will affect your final grade for this course (eg. you lose points for unjustified absences).

MODERATE ONE CLASS DISCUSSION (5%): Once during the semester each student will work together in pairs to moderate a class discussion on the assigned materials for that class. This will require you to generate a series of specific and broader questions for discussion about the assigned materials in the class room – no summaries of the readings please! Discussion questions must be handed out in class as a handout. You may print these in the Department, but arrive early to do so. We will schedule these presentations on the first day of class.

FIVE WRITING EXERCISES (25%): Writing exercises are short (2 pages, double-spaced), concise, and analytically sharp responses to questions, which will be provided by the instructor a week in advance of the assignment's due date. Assignments must be uploaded to your dropbox on Sakai before class on the due date. No late assignments will be accepted! You must proof-read and run spell-check before uploading your assignments. Points will be deducted on written assignments that do not meet such basic standards.

IN-CLASS MID-TERM EXAM (25%):

The in-class midterm exam on **10/29** will cover material from the first half of the course including lectures, readings, films, and class discussions. The exam consists of three types of questions: a true and false or multiple choice section, a section with one sentence answers or lists, and a section with questions requiring more elaborate essay-type answers. Students will have the entire class period (1 hour and 20 minutes) to complete the exam, but may leave before. The professor is not required to give you additional test time if you arrive late to class on the day of the exam.

ABSTRACT AND FINAL PAPER (30%):

Final research papers must be 10 pages, double-spaced, excluding the bibliography and any images or figures you may want to include. A 1-2 page abstract outlining the topic, argument of the paper, and the list of references you plan to include is due in your Sakai dropbox before class on **Tuesday 11/20**. I will provide substantial feedback on abstracts and you will incorporate this feedback into your final papers. Final papers are due on Sakai before class on the last day of class on **Monday, 12/10**. Please also bring a hardcopy of your paper to class. No late papers will be accepted!

All final papers must have an introduction, a body of analysis and a conclusion. They must be typed in 12 point font and doubled-spaced. Any sources informing your paper must be cited appropriately (including sources used in class) and included in a bibliography at the end of the paper using APA citation standards (in-text citations and an appropriately formatted final bibliography at the end). Bibliographies must include at least 10 sources used in class. You are free to include as many outside sources in your paper as appropriate. Students are strongly encouraged to seek help with writing assignments including the final paper from the LHCS department's writing tutor. For instructions on how to use the writing tutor, see <http://latcar.rutgers.edu/writingtutor.htm>

Final grades will be calculated according to the Department's current grade policy:
A (93-100) / B+ (89-92) / B (81-88) / C+ (77-80) / C (70-76) / D (65-69) / F (64 and Below)

IV. COURSE POLICIES

COMMUNICATION: I value direct and clear communication with students. If you have personal issues which are affecting your participation in this class, contact me via email or come to my office hours. In general, students are encouraged to use the office hours to seek help with processing course materials and to discuss how to improve your progress in the course. Information regarding this course will be circulated on email via Sakai. It is your responsibility to check your email the day before class for important updates. I don't discuss grades with students over email. If you have a question about your grade, please come and see me during office hours.

ASSIGNMENTS: All assignments must be uploaded to Sakai before class on the due date – no hardcopies needed! Final papers must be handed in as hardcopies **AND** uploaded to your Sakai dropbox. No late final papers will be accepted unless exceptional circumstances such as medical emergencies inhibit the student to hand in work on time.

PLAGIARISM: Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of others is permissible only when the original author is recognized. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. It is your responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is appropriately cited. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. Students caught copying from another source without due credit will automatically receive an F in the course. In addition, they will be reported to the Office of Student Judicial Affairs (SJA). Students must familiarize themselves with the Rutgers policy on academic integrity available at <http://academicintegrity.rutgers.edu/integrity.shtml> and with LHCS's statement on academic honesty available at: <http://latcar.rutgers.edu/academic honesty.html>. If you still have questions about what constitutes plagiarism, don't hesitate to ask!

STUDENTS WITH DISABILITIES: Students requesting special consideration such as extra test time or classroom accommodation must first register with the Office of Disability Services at 732-932-2848 or by email at dsoffice@rci.rutgers.edu. Upon review of the individual case, this Office generates a Letter of Accommodation (LOA), which must be forwarded to the instructor by the student if requesting special consideration. The processing time may take up to 30 days and it is your responsibility to take care of this at the beginning of the semester. LOA's must be renewed each semester.

V. REQUIRED READINGS, FILMS & USEFUL ON-LINE RESOURCES

Readings: E. Zilberg, 2011. *Space of Detention. The Making of a Transnational Gang Crisis between Los Angeles and San Salvador* (Duke University Press, ISBN 082234730X)

Additional course readings are available from the Sakai coursesite (log-in with Rutgers net-ID at <https://sakai.rutgers.edu>)

Films: *Transnational Fiesta* (Dir. Paul Gelles and Wilton Martínez, USA/Peru, 1993)
Harvest of Loneliness: The Bracero Program (G. Gonzalez & V. Price, USA, 2010).
My American Girls (Dir. Aaron Matthews, USA, 2001)
Balseros (Dir. Carles Bosch and Josep Maria Domenech, España/Cuba, 2003)
The Sixth Section (Dir. Alex Rivera, USA, 2003)
Lost in Detention (PBS Frontline, USA, 2011).

Websites: Migration Policy Institute: <http://www.migrationinformation.org/index.cfm>
Pew Hispanic Center: <http://pewhispanic.org>
US Census Bureau: <http://www.census.gov/>
American Community Survey: <http://www.census.gov/acs/www/index.html>
Center for Immigration Research: <http://www.cis.org/supp>
Latin American Migration Project: <http://lamp.opr.princeton.edu/>
Mexican Migration Project: <http://mmp.opr.princeton.edu/home-en.aspx>
New Immigrant Survey: <http://nis.princeton.edu/>
Rutgers Immigrant Infrastructure Map (RIIM):
<http://www.eagleton.rutgers.edu/programs/immigration/RIIM.php>

VI. COURSE OUTLINE

I. CONCEPTS, THEORIES, AND DISCIPLINES

Introduction: Concepts, Theories, Disciplines

Th	9/6	Review of syllabus and introduction to the course (no readings)
Mo	9/10	Brettel and Hollifield (2000). <i>Migration Theory: Talking Across Disciplines</i> , Introduction, pp. 1-26.
Th	9/13	Massey D., J. Durand and E. Malone. 2002. "Principles of Operation: Theories of International Migration". Chapter 2 (pp. 7-23) in <i>Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration</i> .

Woodrow-Lafield, K. 2012. Contemporary Migration and the Hispanic Population in the U.S. In R. Verdugo (ed.): *The Demography of the Hispanic Population: Selected Essays*. Information Age Publishing

Transnational Migration: Race, Class, Ethnicity, and Nationalism Reconsidered

Mo 9/17 First writing exercise due in class!

Film: *Transnational Fiesta* (Paul Gelles and Wilton Martínez, USA/Peru, 1993)

Glick Schiller, Basch, and Szanton-Blanc. 1995. From Immigrants to Transmigrant: Theorizing Transnational Migration. In *Anthropological Quarterly*, Vol. 68(1):48-63

Th 9/20 Waldinger, Roger and David Fitzgerald. 2004. Transnationalism in Question. In *American Journal of Sociology* 109(5):1177-1195.

Pushing the Border West and South: US-Mexico Relations

Mo 9/24 Acuña, Rodolfo. Legacy of Hate: The Conquest of Mexico's Northwest. In *Occupied America. The Chicano's Struggle Toward Liberation* (chap 3, pp. 42-59).

Th 9/27 Film: *Harvest of Loneliness: The Bracero Program* (G. Gonzalez & V. Price, 2010).

Extra credit event: "Undocumented and Unafraid", 1-3pm, Rutgers Student Center, Room 411, College Ave.

The US in the Caribbean and the Creation of Migratory Flows up to the 1950

Mo 10/1 Gonzalez, Juan. 2000. Banana Republics and Bonds: Taming the Empire's Backyard (1898-1950). In *Harvest of Empire: A History of Latinos in America*, pp. 58-78.

Torres-Saillant, Silvio and Ramona Hernández. 1998. U.S.-Dominican Relations: An Age-old Romance. In *The Dominican Americans*, pp. 9-32. Greenwood Press.

II. EXPERIENCES

The Puerto Rican Diaspora

Th 10/4 Second writing exercise due in class!

Whalen, Carmen Teresa. 2005. Colonialism, Citizenship, and the Making of the Puerto Rican Diaspora: An Introduction. In *The Puerto Rican Diaspora: Historical Perspectives*, pp. 1-42.

Mo 10/8 Duany, Jorge and Felix V. Matos-Rodriguez. 2006. Puerto Ricans in Orlando and Central Florida. Policy Report, Vol. 1(1), Centro de Estudios Puertorriqueños, Hunter College (CUNY)

Jiménez Román, Miriam. 2008. Boricuas vs. Nuyoricans—Indeed! A Look at Afro-Latinos. In *ReVista: The Harvard Review of Latin America*. Spring 2008. Accessible at <http://www.drclas.harvard.edu/revista/articles/view/1063>

Dominican Transnational Ties

Th 10/11 Levitt, Peggy. 2004. Transnational Ties and Incorporation: The Case of Dominicans in the United States. In *The Columbia History of Latinos in the United States since 1960*, pp. 229-256.

Duany, Jorge. 1998. Reconstructing Racial Identity: Ethnicity, Color, and Class among Dominicans in the United States and Puerto Rico. In *Latin American Perspectives* 25(3): 147-172.

Mo 10/15 Film: *My American Girls* (2001) by Aaron Matthews (TRT 62 min).

Migrants, Refugees, Exiles I: The Cuban Exodus

Th 10/18 Garcia, Maria Cristina (2004). Exiles, Immigrants, and Transnationals: The Cuban Communities of the United States. In *The Columbia History of Latinos in the United States Since 1960*, pp. 146-186

Film: *Balseros* (2003), Carles Bosch and Josep Maria Domenech (TRT 120 min).

Mo 10/22 Continuing Film: *Balseros* (2003) + class discussion of film

Migrants, Refugees, Exiles II: The Central American Refugee Crisis

Th 10/24 Third writing exercise due in class!

Garcia, Maria Cristina. 2006. Chapter 1 and 3 in *Seeking Refuge: Central American Migration to Mexico, the United States, and Canada*, pp. 13-43 and 84-118. University of California Press

Mo 10/29 MIDTERM EXAM (in-class)

The Contemporary Geography of Mexican Migration

Th 11/1 J. Dreby, 2010. *Divided by Borders: Mexican Migrants and their Children*. Read preface + chaps 1-2 + Appendix A

Mo 11/5 Film: *The Sixth Section* (2003) by Alex Rivera

Decena, C., & Gray, M. (2006). Putting Transnationalism to Work: An Interview with filmmaker Alex Rivera. *Social Text*, 24(3), 131-138

The „Other“ Latinos: South American Migration and New Latino Identities

Th 11/8 Oboler, Suzanne. 2005. Los que Llegaron: 50 years of South American Immigration (1950-2000) – An Overview. In *Latino Studies* 3(1):42-52.

Mo 11/12 Fourth writing exercise due in class!

Margolis, Maxine. 2007. Becoming Brazucas: Brazilian Identity in the United States. In Falconi and Mazzotti (eds): *The Other Latinos: Central and South Americans in the United States*. The David Rockefeller Center for Latin American Studies. Harvard University.

Ana Ramos-Zayas – *Street Therapists*, Preface and pp. 77-95

Th 11/15 Jokisch, B. B., & Pribilsky, J. J. (2002). The Panic to Leave: Economic Crisis and the “New Emigration” from Ecuador. *International Migration*, 40(4), 75-102.

Berg, Ulla. 2010. Contemporary Nation Building and the Political Economy of Emigration in Peru. In *Latin American Perspectives*, Vol. 37(5)

III. CURRENT ISSUES IN MIGRATION STUDIES

Post 9/11 Securitization and Migration Industries

Mo 11/19 Durand, Jorge and Douglass Massey. 2003. The Costs of Contradiction: US Border Policy 1986-2000. In *Latino Studies* 1(2):233-252.

Tu 11/20 *** Change in class designation days (Tues is Thurs schedule) ***

Ninna Nyberg-Sørensen and Thomas Gammeltoft-Hansen. Introduction, in *The Migration Industry and the Commercialization of International Migration* (Routledge, forthcoming 2013).

Berg, Ulla and Carla Tamagno, forthcoming 2013. Migration brokers and document fixers: The making of migrant subjects in urban Peru. In Nyberg Sørensen and Gammeltoft, 2013.

Abstracts for final paper due on Sakai! (1-2 pages)

*** Thanksgiving Recess – No Thursday class! ***

Citizenship, Illegality and Deportability

Mo 11/26 Elana Zilberg, *Space of Detention*, Intro, Chronology + Chap. 1

Th 11/29 Elana Zilberg, *Space of Detention*, Chaps. 4, 7 + Conclusion + Epilogue

Mo 12/3 Fifth writing exercise due in class!

Film: *Lost in Detention* (PBS Frontline, USA, 2011).

The Futures of Latino Migrations

Th 12/6 Readings TBA

Final remarks and wrap up

Mo 12/10 Summary + class discussion: What have we learned?

Final Papers due in class!