Latin American and Caribbean Migration  
LAS4935/LAS6938  
Spring 2018

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Office: GRI 358  
Office hrs: T: 3-4 p.m. F: 2-4 p.m., by appt 
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Course Description:
When do we beat Mexico at the border? They’re laughing at us, at our stupidity. And now they are beating us economically. They are not our friend, believe me. But they’re killing us economically. **When Mexico sends its people, they’re not sending their best. They're sending people that have lots of problems, and they're bringing those problems with us. They're bringing drugs. They're bringing crime. They're rapists. And some, I assume, are good people.**

Donald Trump, announcing his candidacy for U.S. president, June 16, 2015

Although the 2016 election has thrust debates about immigration into the national spotlight, as is evident from his statements, misconceptions about immigrant populations, their experiences, and motivations abound. This course examines im/migration from Latin America/Caribbean to the US, the region of origin for the highest proportion of im/migrants into the U.S. While considering historical roots, the course focuses on contemporary issues looking at both sending countries and destination cities, analyzing how how these in/migrants can shape the U.S. of tomorrow. Throughout the semester, we will attend to the following:

- Migrant motives
- Impact of U.S. policies (foreign and domestic)
- Community formation
- Context of reception

Objectives:
- Identify the origins and causes of migration of Latin@ and Caribbean groups in the U.S.
- Distinguish immigrant experiences within the U.S. by time, region, and nationality
- Analyze the process of LA/C immigrant racialization and incorporation in the U.S.
- Discern the role of U.S. imperialism in the Hemisphere in fomenting immigration
- Critically evaluate current debates surrounding immigration policies
- Develop analytical writing and critical thinking skills in an interdisciplinary context
- Additional **FOR GRAD STUDENTS:**
  - Hone professional presentation and writing skills in keeping with becoming experts
  - Engage critically with scholarly dialogue on migration, identity, community formation

Texts and Readings:
All reading is to be done prior to class for the day it is listed. As class meets only once a week, you should pace yourself and do required readings over the week.

- **Required Texts:**
Course Evaluation:

All students

Attendance and participation (15%):
Attendance is mandatory. Each student is expected to attend class (and attend to class), and participate actively in discussions. Active participation is required. All unannounced quizzes will count toward the participation grade. Discussion Lead with News Briefs will also count toward Attendance and Participation. Each week, 2-3 students will be asked to share relevant news items to the assigned readings, providing a brief summary and rationale for how it relates to the reading, with the intent of getting the discussion going on the topic at hand.

Please see attendance policy under Course Policies.

Discussion Cafés (10%): Discussion Cafés are semi-structured small group discussions around certain themes. Prior to each, students will be asked to prepare a short assignment (see Canvas for guidelines). There are 4 Discussion Cafés.

Events (5%): Course content becomes more relevant when considered in a real-life context. This course requires you to attend 2 Latin America, Caribbean, or Latinx-focused academic or cultural events throughout the term. Attendance at each event must be documented with an event attendance form within 48 hours of the event. These take place throughout the semester—one place to find events is the Center for Latin American Studies Events Calendar. Our Center’s Annual Conference ($10 for students gets you access to all conference events, including the meals and performances!) is a great way to hit up several events and confer with world-class Latin Americanists.) We will suggest upcoming events; however, it is up to you to find those that suit your interests and schedule as we are not able to provide an exhaustive list of events. (For instance, in January consider the Visiting Artist Lecture with Venezuelan artist Eugenio Espinoza (free) or Tango Fire—student tickets are only $10!) Generally, eligible programs are lectures, performances, films, or art exhibits pertaining to Latin America/Caribbean or Latinx peoples in the U.S. If you are interested in an event falling outside of these categories, please obtain the instructor’s approval.

Midterm Exam (20%): There will be a midterm in class to assess content assimilation.

Undergraduates only:

Final Project: An Immigrant’s Story (30%): Students must submit a two-part final project consisting of a 10-12 minute screencast video presentation and a short paper (5-6 pages) focusing on one immigrant, whom you will interview in accordance to guidelines. The presentation and paper will situate the interviewee’s words and experiences within the broader frameworks of push/pull factors, the context of reception, and other contexts, as you bring in other sources (such as newspaper articles, books, images) to enrich the audience’s understanding of the immigrant’s lived experience.

Final Essay (20%): Prior to the last class period, students will prepare a final essay (1200-1400 words) answering a summative question. Students are expected to demonstrate both breadth and depth of knowledge of material covered throughout the semester. There will be a voluntary peer review process (in-class) for students seeking feedback on their essay. Guidelines for essay and peer review will be posted on Canvas.

1 As per UF’s IRB guidelines, “Class projects do not need to be reviewed by the IRB if they are class projects
Graduate students only:

**Final Project: Issue Snapshot (50%)** Graduate students will select a research topic focusing on any particular issue within the theme of the course, i.e., migration from Latin America/Caribbean, and prepare a class lecture (30 minutes, 25% of final grade) to be presented to the class as well as a short paper (10 pages, excluding references, also 25%). Topics, which must be narrowly defined, must be approved by instructor.

**Undergraduates:**
- Attendance and participation: 15%
- Events: 5%
- Discussion Cafés: 10%
- Midterm: 20%
- Immigrant’s Story: 30%
- Final Essay: 20%
- **Total:** 100%

**Grads:**
- Attendance and participation: 15%
- Events: 5%
- Discussion Cafés: 10%
- Midterm: 20%
- Issue Snapshot: 50%
- **Total:** 100%

**Grading Scale:**
- 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+ 67-69
- D 63-66
- D- 60-62
- E 59 and below

**COURSE POLICIES**

**ATTENDANCE and PARTICIPATION:** Attendance is mandatory. Absences will be excused with documentation as per UF’s policy on attendance. After two (2) unexcused absences, you will lose one point from your final average for each subsequent unexcused absence.

**TARDINESS:** Tardiness is extremely distracting. If you must arrive late or leave early, please do so very quietly. Habitual tardiness will accumulate as unexcused absences, with each tardy counting as .25 of one day.

**DECORUM:** Immigration is a topic that inspires passionate debate throughout the nation and it is expected to do so in our classroom as well. In addition, immigrant narratives can contain graphic descriptions or images of humans rights abuses experienced by immigrants. We will cover controversial subjects in a frank and open manner. Students are expected to be able to discuss the material as mature adults. Students are encouraged to express opinions in the civil manner of intellectual debate. Personal attacks on students who disagree with you will not be tolerated.

**WRITTEN ASSIGNMENT FORMAT:** All written assignments are due by the beginning of the class period on which they are due. Unless otherwise specified, all written assignments should be typed in Times New Roman 12 with default margins and can be submitted through Canvas or brought as a hard copy to class.
LATE ASSIGNMENTS:
Discussion Café assignments will not be accepted late. If you will be late or absent on a day you are to present a news lead, you must find a student to switch dates with you. Be mindful that the later in the term you are scheduled to lead discussion, the harder it will be to switch. All other assignments will receive a 10% penalty every 24 hours.

THE COMPUTER ATE MY HOMEWORK: Problems with technology are not an acceptable excuse for late submission of your assignments. You should assume that technology will fail you at some point. PLAN AHEAD and do not leave your work for the last possible moment.

EXTRA CREDIT: Students can earn up to 2 points on their final average by tagging the Center for Latin American Studies on social media using #UFLAS. Acceptable posts include a photo of you at one of the events you attend for class, an article or video on a relevant topic, etc. Lame retweets (and the like) of the Center’s posts won’t count. Each post is worth up to a ½ point and up to 4 posts can count (submit relevant screenshot in Canvas).

TECHNOLOGY POLICY: Given the scientific evidence showing that technology in the classroom hinders learning (see: The Case for Banning Laptops and Why Smart Kids Shouldn’t Use Laptops) laptop use is banned during class time. Cell phones and tablets are also banned. Students requiring exceptions to this rule must obtain the instructor’s permission.

MAKE-UP POLICY: Unannounced quizzes and Discussion Cafés cannot be made up. The midterm can only be made-up with a university-approved documented excuse.

INCOMPLETES: In accordance with UF policies, an incomplete may be assigned at the discretion of the instructor as an interim grade for a course in which:

1) the student has completed a major portion of the course with a passing grade, AND
2) been unable to complete course requirements before the end of the term because of extenuating circumstances, AND
3) obtained written agreement from the instructor and arranged for resolution of the incomplete grade.

UNIVERSITY POLICIES:
Academic Honesty:
Anyone caught cheating on exams or submitting work authored by another will receive an “E” grade, and be referred to the dean’s office. For the University’s policy on academic honesty, please visit http://www.dso.ufl.edu/judicial/procedures/academicguide.php#3

Students with Disabilities:
Students requesting classroom accommodation must first register with the Dean of Students Office, who will provide documentation to the student. This documentation must be presented to the Instructor as soon as possible in order to arrange for the accommodations.

Confidentiality:
Student records are confidential. Only information designated "UF directory information" may be released without your written consent. Please see University Regulation 6C1-4.007 for a list of the categories of
information designated as "UF directory information." UF views each student as the primary contact for all communication. For more information: [www.registrar.ufl.edu.ferpahub.html](http://www.registrar.ufl.edu.ferpahub.html)

Counseling and Wellness:
A variety of counseling, mental health and psychiatric services are available through the UF Counseling and Wellness Center, whose goal is to help students be maximally effective in their academic pursuits by reducing or eliminating emotional, psychological, and interpersonal problems that interfere with academic functioning. The Center can be found online at [http://www.counseling.ufl.edu/cwc](http://www.counseling.ufl.edu/cwc) or reached by phone at 392-1575.

NOTE: Please see the following page for the class calendar. Readings, guest lectures, and assignment dates are subject to change.
Course Outline

Week 1
*Consider attending this talk by Dr. Resende’s guest, journalist John Otis, as one of your events:

**Venezuela: Using Democracy to Crush Democracy**: Wed January 10, 2018 5:10 PM in Pugh 120

1/10: Introduction, course overview
In-class activity: of documents and dreams

**Latino Americans: Foreigners in their Own Land**

1/12: Historical Overview: In doesn’t mean in-cluded

**Ruiz: Latino History is US History**
**Jorge Durand and Douglas S. Massey New World Orders: Continuities and Changes in Latin American Migration**

Week 2

1/17: Miami: The Capital of Latin America?
Aranda et. al: *Immigration in the Age of Global Insecurity* (Ch. 1) *Note: This first chapter is made available by the publisher. Make sure you have the book or readings available for subsequent dates.

Grads/UG: Sign up for Discussion Leads

1/19: Understanding Migration: Policies, Concepts, and Constructs
Aranda et. al: The Context of Departure (Ch. 2)

Week 3

1/24: **Discussion Café 1:**
Profiling im/migration: Sending and receiving communities. Select one national or subnational group and one destination site and briefly research the history of that migration stream, the push and pull factors involved, and some specific dynamics encountered. Prepare a 2-page snapshot of that community (e.g., Yucatecans in Dallas) outlining facts and figures, associated labor and social context, and challenges and successes.

UG: Interviewee must be identified by now

1/26: Meet at Latin American Caribbean Collection (Smathers) for *Cuban-American Dream*
Aranda et. al: The Context of Reception (Ch. 3)

Week 4

1/31: The American Dream
Aranda et. al. Inequalities and Perceptions of Social Mobility

2/2: Politics and Immigrant Contexts
Aranda et. al. Politics, Membership, and Representation

Week 5

2/7: Race and Integration
Aranda et al: Race, Discrimination, and Ethnic Rivalries
Fouron: Race, blood, disease and citizenship: the making of the Haitian-Americans and the Haitian immigrants into ‘the others’ during the 1980s–1990s AIDS crisis
America’s Backyard, Good Neighbors, and unintended consequences
Glick-Schiller: Transnational social fields and imperialism: Bringing a theory of power to Transnational Studies
Hamilton and Chinchilla: Central American Migration and Gangs: A Framework for Analysis
Uchitelle: Nafta Should Have Stopped Illegal Immigration, right?
UG: Interview questions
Grads: Topic

**Week 6**
2/14: **Discussion Café 2**: Anti-immigration sentiment, racialized nativism, and the “brown threat”
After reading Jonathan Xavier Inda’s “The Value of Immigrant Life”, watching Latino Americans: Prejudice and Pride, and The myth of the unassimilable Mexican write a short (150-200 words) reflection contrasting old versus recent contexts of anti-immigrant sentiment and resistance

2/16: Mobility and Vulnerability
De Genova: Migrant “Illegality” and Deportability in Everyday Life
Castañeda and Melo: Health Care Access for Latino Mixed-Status Families
Barriers, Strategies, and Implications for Reform

**Week 7**
2/21: Living Illegal
Marquardt et al: Chapter 1, 2

2/23: No todo es Miami
Marquardt et al: Living Together, Living Apart (Ch. 3)

**Week 8**
2/28: Of churches and faith
Marquardt et. al: Picking Up the Cross (Ch 4)

3/2 No Class: Midterm will be due on Canvas

***Spring Break: 3/3-3/11***

**Week 9**
3/14 Gender and Migration: Discourse and Practice
Golash-Boza: Latino immigrant men and the deportation crisis: A gendered racial removal program

3/16 Gender and Migration: Farmwork
Segura and Zavella: Changing Constructions of Sexuality and Risk

**Week 10**
3/21: Gender and Migration: Domestic Labor
Segura and Zavella: Mexican Immigrant Women and the New Domestic Labor
UG: Interview notes/passages

3/23: Gender and Migration: Changing Norms
Segura and Zavella: En el Norte la Mujer Manda

Week 11
3/28: Discussion Café: Becoming American?
Golash-Boza: Dropping the Hyphen? Becoming Latino(a)-American through Racialized Assimilation
Dreby and Stutz: Making something of the sacrifice: gender, migration and Mexican children's educational aspirations

3/30: Grad Presentations

Week 12
4/4: Puerto Rican Migration to Florida
(Duany Chapter to Canvas)

4/6: Post-Disaster migration and shifting contexts
(to be posted)

Week 13
4/11: Immigration and Trump’s America
Popular press articles

4/13: Panlatino or Pan Latin American?
Aranda et. al. Translocal Placemaking and Belonging (Ch 8) and The Security of Home (Ch 9)

Week 14
4/18 Discussion Café: The Power of Narrative. Interview results will be discussed in groups, finding the best way to frame stories and narratives. Grads will help workshop.

4/20 Final considerations
UG Presentation Drafts Due

Week 15
4/25: Final Essay due (peer review in class)