Latin American and Caribbean Migration
CPO 4722/LAS4935/LAS6938
Spring 2016

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Course Description:
The course begins with a brief historical overview of Latin American/Caribbean migration to the U.S., with a strong focus on Hispanic Latin America and Mexico in particular. The remainder of the course examines contemporary migration streams and concludes with issues affecting Latin@ immigrant communities today. Throughout the semester, we will attend to the following as integral to understanding Latin American and Caribbean immigration:

- Migrant motives
- U.S. imperialism in the region
- Community formation
- Context of reception

Course Format:
The course is taught seminar-style, with weekly meetings containing a mix of lectures, activities, and discussions, drawing upon readings and other material. When possible, we will integrate guest lectures on related topics. Formal Discussion Cafés take place 3 times during the semester. Students are expected to be active contributors to the course through formalized assignments and class discussions. Lastly, this course has a service-learning component that requires approximately 4-hour out-of-class commitment (in addition to regular reading/assignment preparation time).

Learning Objectives:

- Learn the origins and causes of migration/ of Latin@ and Caribbean groups in the U.S.
- Distinguish between differing 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
- Explore the broader Alachua’s immigrant community resources and needs

Additional FOR GRAD STUDENTS:

- Analyze needs and challenges facing immigrant serving community-based organizations
- 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:
Alex Stepick, et. al. *This Land is Our Land* (University of California Press, 2003).

Additional Readings:
Supplemental readings will be posted in Canvas or listed/linked on this syllabus.

**Course Evaluation:**

**All students**

**Attendance and participation:**
Attendance, while not recorded, is mandatory. Each student is expected to attend class (and attend to class), and participate actively in discussions. Students will randomly be called on to summarize readings or answer questions. All unannounced quizzes will count toward the participation grade. Three points will be deducted per absence after more than one unexcused absence.

**Discussion Lead with News Briefs:** Immigration is a hot button that is often topic. Each week, 2-3 students will be asked to share relevant news items (1 each) 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.

**Discussion Cafés:** Discussion Cafés are semi-structured small group discussions around certain themes. Prior to each, students will be asked to prepare a short assignment and develop discussion questions.

**Local Immigrant Community Support (LICS):** This course asks you to apply your growing understanding of Latin@ and Caribbean immigration to aid our local community through indirect service learning. The nature of this assignment differs for undergraduate and graduate students and is detailed below.

**Undergraduates only:**

**LICS:** In teams of 2, you will contribute to our knowledge of resources serving LA/C immigrants in the Gainesville/Alachua area or an adjacent county by finding and selecting one agency or organization to profile. You will be required to visit the site to meet with a leader and obtain an orientation. Each organization can only be profiled once and will be allowed on a first-come, first-served basis. More details in Canvas.

**Midterm Exam:** There will be a midterm in class to assess content assimilation.

**Final Essay:** 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.

**Graduate students only:**

**Undergraduate Prep:** Twice in the semester, prior to the midterm and prior to the final essay, graduate students will create a study guide and lead a study session for the undergraduate students outlining major concepts, devising possible questions, and fostering synthesis of the material.

**LICS:** Students will identify one local agency or organization serving LA/C immigrants in the Gainesville/Alachua area or an adjacent county and, in consultation with stakeholders, devise a needs assessment, SWOT analysis, or identify and develop short-term research questions of interest to the organization. No two students can use the same organization. More details on Canvas.
**Reading Group:** We will meet as a separate biweekly group (100 minutes) for in-depth discussion and analysis. Once during the semester each of you is expected to select a reading relevant to your final paper topic and lead group discussion on that reading.

This reading group is required for graduate students registered in Latin American and Caribbean Immigration to the U.S. You will have an option whether or not to formalize your participation in it through a 1-credit independent study offer (LAS6905). Reading group meeting days/times will be determined by consensus.

**Undergraduates:**

- Attendance and participation: 15%
- Discussion Lead with News Briefs: 5%
- Discussion Cafés: 15%
- LICS: 25%
- Midterm: 20%
- Final Essay: 20%
- **Total:** 100%

**Graduates:**

- Attendance and participation: 15%
- Discussion Lead with News Briefs: 5%
- Discussion Cafés: 15%
- LICS: 25%
- Undergraduate Prep: 10%
- Reading Group: 30%
- **Total:** 100%

**Grading Scale:**


**COURSE POLICIES**

**ATTENDANCE and PARTICIPATION:** Being present and engaged count as an important part of your grade. During the class time, students have the instructor’s undivided attention. The same is expected in return. It will be impossible for you to get an “A” if you are repeatedly absent or disengaged from the course.

**TARDINESS:** Tardiness is extremely distracting. If you must arrive late or leave early, please do so very quietly. No extra time shall be allotted to complete exams or quizzes if you are late.

**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.

EXTRA CREDIT: Students may earn up to 2 extra points on their final average by attending Latin America related events and lectures on campus and in Gainesville. Students are to take (or have taken) a photo that shows you at the event, along with 2-3 sentences describing some interesting or surprising thing you learned or witnessed. Each submission counts for $\frac{1}{2}$ point on your final grade.

LATE ASSIGNMENTS:
ALL STUDENTS: Discussion Café assignments will not be accepted late. News Briefs may be rescheduled once with advance notice or a University approved excuse. LICS assignments will lose 5 points per day.

UNDERGRADUATES: The final essay is due on April 20 by the BEGINNING of class period. Students who miss this deadline will receive a 25% deduction.

GRADUATES: Presentations must be completed on the assigned date unless there is a documented university-approved excuse. If you are late or absent on the day of your presentation or reading group article, you will receive a 15% deduction.

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. It is incumbent upon you to PLAN AHEAD and not leave your work for the last possible moment.

TECHNOLOGY POLICY: Given the increasing scientific evidence that technology use in the classroom hinders, rather than helps learning, technology use is conditionally banned during class time. This includes laptops, cell phones, and tablets. Exceptions to this rule may be granted at the instructor’s discretion.

MAKE-UP POLICY: Unannounced quizzes cannot be made up. For exams, only university-approved documented excuses will be accepted. Make-up exams are a different format than the original, combining an oral and written portion.

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

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 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
January 5: Introduction, Course overview
In-class activity: of documents and dreams.

Week 2
January 12: Historical Overview
Readings:
Henderson: Chapters 1, 2
Duany: Chapter 2, 4
Grads/UG: Sign up for Discussion Leads
Undergrads: Select partners for LICS

Week 3
Readings:
Henderson: Chapter 3, 4
Duany: Chapter 1

Week 4
January 26: Discussion Café 1:
Profiling immigration: 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.
Readings:

Week 5
February 2: America’s Backyard, Good Neighbors, and unintended consequences
Readings:
Glick-Schiller: Transnational social fields and imperialism: Bringing a theory of power to Transnational Studies
Hamilton and Chinchilla: Central American Migration: A Framework for Analysis Transnational Gangs:
Uchitelle: Nafta Should Have Stopped Illegal Immigration, right?
http://utminers.utep.edu/jtbrannon/articles/nafta_immigration.pdf

DUE: Community Agency/Organization selection and contact information:
Provide a ranked list of your top three organizations along with contact information for each (obtainable from websites.) When an organization is selected by multiple students as top choice, it will go to the team with the earliest time stamp in the Canvas submission (allowable before the due date.) Graduate students may select an organization being profiled by undergrads, but not by another graduate student.
**Week 6**  
February 9: Mobility and Vulnerability  
Readings:  
Marquardt: Chapter 1, 2  
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**  
February 16: Living the (American) Dream  
Readings:  
Gonzales et al: Becoming DACAmented: Assessing the Short-Term Benefits of Deferred Action for Childhood Arrivals (DACA)  
Golash-Boza: Dropping the Hyphen? Becoming Latino(a)-American through Racialized Assimilation  
del Aguila: ‘God forgives the sin but not the scandal’: Coming out in a transnational context – between sexual freedom and cultural isolation  
Dreby and Stutz: Making something of the sacrifice: gender, migration and Mexican children's educational aspirations  

*Grads:* Conduct Midterm Review Session  

**Week 8**  
February 23: Midterm  
Film: Made in L.A. (Alternate: Sin Nombre)  

**Week 9**  
***Spring Break: February 27-March 6***  

**Week 10**  
March 8: Labor and Migration  
Readings:  
Runkle et al: Occupational Risks and Pregnancy and Infant Health Outcomes in Florida Farmworkers  

**Week 11**  
March 15: Discussion Café 2: Anti-immigration sentiment, racialized nativism, and the “brown threat” Debate  
Readings:  
Golash-Boza: Latino immigrant men and the deportation crisis: A gendered racial removal program  
Sabo: Everyday violence of immigration related ethno-racial profiling and mistreatment: A mixed methods approach to understanding immigration policy as a structural determinants of health
Week 12  
March 22:  Inter- and pan-ethnic communities

Readings:  
Stepick:  Chapters 1, 2  
Marquardt:  Chapter 3  
Duany:  Chapter 5

Week 13  
March 29:  Integration: Dreams and Discontents

Readings:  
Stepick:  Chapter 3, 5  
Marquardt:  Chapter 5, conclusion

Week 14  
April 5:  Non-Hispanic Immigration: Haiti and Brazil

Readings:  
Stepick:  Chapter 4  
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  
Cebulko:  Documented, Undocumented, and Liminaly Legal: Legal Status During the Transition to Adulthood for 1.5-Generation Brazilian Immigrants

Week 15  
April 12:  Discussion Café 3  
Latin American and Caribbean Immigration to Gainesville and North Central Florida  
Sharing results, exploring possibilities

Undergrads:  LICS final project due

*Grads:  Conduct Final Essay Review Session

Week 16  
April 19:  Undergrads: Final Essay and Peer Review  
Grads: FICS final project due