

# Transnational Migration

Anth 125x/Chc/Lat 161

Summer II 2013

Instructor: Caitlin Fouratt

Tues/Thurs 9-11:50am

PCB 1200

cfouratt@uci.edu

Office Hours: Wed

1pm and by appt

Office: SBSG 3549

In this course we will examine various approaches to the study of (im)migration and related social issues, with a focus on Latin American migration to the U.S.. We will consider: 1) the broad economic, social, and political structures that produce transnational migration; 2) how migrants experience such structures in their everyday lives, including immigration law and policy, poverty and economic crisis, and different forms of belonging; and 3) the ways in which migrants actively engage in building connections – social, economic, and emotional – across borders and within host societies.

Cases of migration to the United States will feature prominently in our exploration of these topics, though we will also engage with cases of migration within Central America, to Europe, and elsewhere as we seek to understand transnational migration as a global phenomenon.

## Student learning objectives

After completing the course, students will be able to:

- Demonstrate critical reading and writing skills
- Apply a global awareness and understanding of the complex issues surrounding transnational migration
- Recognize and apply theories and concepts from the course to lived experiences of migration
- Communicate a sensitivity to and understanding of multiple perspectives, including race, gender, sexuality, and social class as they relate to migration

## Required Texts

- Boehm, Deborah (2012). *Intimate Migrations: Gender Family, and Illegality Among Transnational Mexicans*. New York: New York Univ. Press
- Leo R. Chavez (2013 [1998]). *Shadowed Lives: Undocumented Immigrants in American Society*. Belmont, CA: Cengage Learning. (3<sup>rd</sup> edition, 2<sup>nd</sup> edition is ok to use)
- Additional readings posted to class website

## Course schedule (Readings and activities/films subject to change)

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### Week 1: Approaches to Studying Migration

Tuesday Aug. 6th

Introductions. Course goals and policies, assignments, and expectations

Introduction to different approaches to studying migration, key terms

**Readings:** Chavez Introduction

Chavez Ch. 1, the Setting

Douglas S. Massey, Jorge Durand, and Nolan J. Malone, "Principles of Operation: Theories of International Migration." Chapter 2 in *Beyond Smoke and Mirrors*.

**Thursday Aug. 8<sup>th</sup>**

Transnationalism

**Readings:** Boehm, Introduction, Ch. 1 Placing Intimate Migrations

Chavez Ch. 2 – 3

Pedraza, Silvia and Ruben Rumbaut, (Eds.) selection from *Origins and Destinies: Immigration, Race, and Ethnicity in America*.

Belmont, CA: Wadsworth, 1996. (pp 1-15, up to "Analytical Models")

## Week 2: Engendering Migration

**Tuesday Aug. 13<sup>th</sup>**

Gender and Migration, Global Care Chains

Readings: Pierrette Hondagneu-Sotelo, (2003). Introduction. Gender and US Immigration, Contemporary Trends, pp. 3-14

Boehm, Ch. 4-5

Chavez, Ch. 4 Life on the Farm (Focus on sections on Life back home and Women and Children)

**Thursday Aug 15<sup>th</sup>**

Transnational Families

Readings: Boehm, Ch 2-3

Chavez Ch. 7, Families and Children

Abrego, Leisy (2009). Economic Well-Being in Salvadoran Transnational Families: How Gender Affects Remittance Practices. *Journal of Marriage and Families* 71(4):1070 - 1085.

Possible Film: *Maid in America*

## Week 3: Illegality, Borders, and Immigration Enforcement

**Tuesday Aug. 20<sup>th</sup>**

Immigration law, the creation of illegality

Readings: Sarah S. Willen, "Toward a Critical Phenomenology of "Illegality": State Power, Criminalization, and Embodied Experience among Undocumented Migrant Workers in Tel Aviv, Israel."

DeGenova, Nicholas (2002). Migrant 'Illegality' and Deportability in Everyday Life. *Annual Review of Anthropology*. 31.

Chavez, Ch 9, Learning to Live as an "Illegal" Alien

**Thursday Aug 22<sup>nd</sup>**

The Border: border control, immigration enforcement and detention

## IN CLASS – DRAFTS OF TIMELINE PROJECT DUE

Readings: Chavez, Ch. 3, *Crossing Borders*

*New York Times* article on border deaths (posted to class website)

Massey, Douglas and Jorge Casteñeda (June 1, 2012). Do-It-Yourself Immigration Reform. Op-ed. *New York Times*

Dorsey, M and M. Diaz-Barriga (2010). Beyond Surveillance and Moonscapes: An Alternative Vision of the U.S.-Mexico Border Wall. *Visual Anthropology Review* 26:2.

### Week 4: Immigration: Problem to Policy

Tuesday Aug. 27<sup>th</sup> Xenophobia and Immigrant Threats

Readings: Chavez, from *The Latino Threat*: Chapter 2

Sandoval, Carlos (2004). "Contested discourses on national identity: Representing the Nicaraguan immigration to Costa Rica", *Bulletin of Latin American Research*, Vol. 23, N° 4, pp. 434-445.

Tormey, "Anyone with Eyes Can See the Problem"

Film: Farmingville

Thursday Aug. 29<sup>th</sup> US Immigration Reform

Readings: Chavez Ch 6, Re-read Chavez Ch 10.

"Borders First' a Dividing Line in Immigration Debate" A Pew Research Center/USA Today Survey from June 2013

Rosenblum, Marc R. "U.S. Immigration Policy Since 9/11: Understanding the Stalemate over Comprehensive Immigration Reform." Migration Policy Institute, 2011

### Week 5: Migration, Generations, and Culture Change

Tuesday Sept 3<sup>rd</sup> 2<sup>nd</sup> generation and generational differences

Readings: Hirsch, "En el Norte la Mujer Manda"

Chavez, "Culture change and cultural reproduction: Lessons from research on transnational migration." (PDF on website)

Sunaina Maira, "Chaste Identities."

Thursday 5<sup>th</sup>

DREAMERS, 1.5 Generation

Readings: Boehm, Ch. 6-7

Gonzales, "Learning to be Illegal"

Possible Film: Papers: Stories of Undocumented Youth

## Week 6: Conclusions

Tuesday Sept 10<sup>th</sup>

DREAM Act, DACA, and the future of immigration in the U.S.

Readings: Boehm, Conclusion and Postscript, continued discussion of immigration reform

**TIMELINE PROJECT DUE**

## FINAL PRESENTATIONS, PAPERS DUE: Sept 12<sup>th</sup>

### Grading and Assignments

Your grade will be based on:

<b>Attendance and participation:</b>	<b>25%</b>
<b>Reading response papers:</b>	<b>25%</b>
<b>Timeline Project:</b>	<b>20%</b>
<b>Final Paper/Presentation:</b>	<b>30%</b>

**Attendance and Participation (25%):** You are expected to attend ALL class sessions. Absences may be excused based on a legitimate medical or other issue, at the instructor's discretion. Participation encompasses not only comments and robust participation in discussions during class, but coming to class prepared, that is, having done all the reading assigned. Please bring the readings with you to class so that we can refer to them in our discussions. Since this is a seminar, all students are expected to participate actively in class discussion and activities, which may include in-class writing assignments and group work.

Attendance at all class sessions 10%

Participation: 15%

**Response papers (25%):** You must submit response papers on the readings for 5 class sessions. **You can choose which day's readings to respond to, but must respond to ALL of that day's readings.** In writing these papers, I want you to focus on identifying the authors' arguments and evidence/support as well as your own reactions, responses, and thoughts about each piece. These short papers offer a way for you to demonstrate your critical reading skills and engage in critical thinking and writing. The challenge is to **succinctly** summarize and respond to the author's arguments. We will discuss exactly how to write these papers in the first class session. You will be expected to discuss these papers, at least informally, in class. **READING NOTES SHOULD BE POSTED TO CLASS DROPBOX THE NIGHT BEFORE CLASS**

FORMAT: 1-2 pages, single spaced MAXIMUM. Should include the following:

Article/book title, author, and publication date

Main argument

Context or background for the argument

Key points in the argument

What you found most compelling

Questions you still have, comments, your own response to the reading (this may be in the context of our class discussions, current events, films, etc.)

**Timeline Project (20%):** This project will document major events, including policies, immigrant arrivals, etc, from course material and represent it in a visual timeline. This is an individual and collaborative project, and we will be building it as we go along. The final timeline will be published on the class website at the end of term. Each of you will be expected to contribute to the building of the timeline, based on your reading and our class discussions. **DUE SEPT 10<sup>th</sup> in class PLEASE SEE COURSE WBESITE FOR MORE DETAILED INSTRUCTIONS**

**Final paper and presentation (30%):** The final paper is to write a Letter to the Editor of a major newspaper (LA Times, NY Times, etc.) or a letter to Congress that makes an argument about immigration reform in the United States and is supported by class materials. You may 1) argue FOR what you believe immigration reform should look like or 2) AGAINST current reform proposals. We will be discussing these proposals in class. On the final day of class – that is, the exam period (9/12), we will hold presentations on your paper positions, which will count towards your paper grade. Complete requirements for the paper will be given in class, but the goal of this assignment is to write a persuasive letter that is supported by course materials and easy for non-experts/academics to understand. **DUE Sept 12<sup>th</sup>. PLEASE SEE HANDOUT FOR MORE DETAILED INSTRUCTIONS**

## Class policies

**Academic integrity:** Students are expected to adhere to UCI's Academic Dishonesty policy. Plagiarism, cheating, or other forms of academic dishonesty will not be tolerated.

**Respect:** Students are expected to show respect for one another and the instructor in all classroom and course interactions, especially during class discussion. This includes respect for other's time – students are expected to arrive on time for class – and attention – students are expected to pay attention to one another during class, texting, messaging, and other online distractions will not be tolerated during class.