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
- Additional readings posted to class website

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

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


**Thursday Aug. 8th**

Transnationalism

**Readings:**

Boehm, Introduction, Ch. 1Placing Intimate Migrations

Chavez Ch. 2 – 3


**Week 2: Engendering Migration**

**Tuesday Aug. 13th**

Gender and Migration, Global Care Chains

**Readings:**


Boehm, Ch. 4- 5

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

**Thursday Aug 15th**

Transnational Families

**Readings:**

Boehm, Ch 2-3

Chavez Ch. 7, Families and Children


**Possible Film:** Maid in America

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

**Tuesday Aug. 20th**

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.”


Chavez, Ch 9, Learning to Live as an “Illegal” Alien

**Thursday Aug 22nd**

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)


Week 4: Immigration: Problem to Policy
Tuesday Aug. 27th Xenophobia and Immigrant Threats

Readings: Chavez, from The Latino Threat: Chapter 2


Tormey, “Anyone with Eyes Can See the Problem”

Film: Farmingville

Thursday Aug. 29th 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


Week 5: Migration, Generations, and Culture Change
Tuesday Sept 3rd 2nd 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 5th 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 10th  
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 12th**

Grading and Assignments

Your grade will be based on:

- **Attendance and participation:** 25%
- **Reading response papers:** 25%
- **Timeline Project:** 20%
- **Final Paper/Presentation:** 30%

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 10th in class**  PLEASE SEE COURSE WEBSITE 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 12th.**  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.