

# Geog 413 Migration: Latin America and The United States

Tuesday and Thursday 11:00-12:15 p.m.

LeFrak 1158

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Office Hours: by appointment or before and after class

## Course Description

The aim of this course is to understand the push and pull factors that have contributed to human mobility (migration) that has transformed the Americas. The class is divided in two parts: immigration and emigration from Latin America and Latin America migration to the United States. The readings in this class will draw principally from the research of geographers, historians, economists, anthropologists, demographers, and other related fields. We will be interested in studying the migration shifts that have occurred in Latin America and the theories that help explain them. The themes that will be addressed are the history of migration within Latin America and to North America, the impact of this migration on both sending and receiving countries, and the various policy strategies and issues concerning migration. In order to capture the social and cultural consequences of modern mass migration, films and novels will be used to supplement the themes of the course.

## Learning Outcomes

- Students will demonstrate knowledge on the fundamental concepts and ideas of Geographical Sciences relating to migration theories.
- Students will demonstrate critical thinking in evaluating migration by analyzing major theories they evolve over time, space, and scale.
- Students will understand how change cultural perceptions, actions, values and ethnic identity.
- Students will be able to analyze contemporary migration issues in Latin America and the United States and how it affects population, urbanization, globalization, gender, ethnic conflict, development, or socio-economic aspects.

## Required Books:

Gonzalez, Juan. 2011. Harvest of Empire: A History of Latinos in America. New York: Penguin. ISBN 0143119281

Baily, Samuel L. and Míguez, Eduardo José eds. 2003. Mass Migration to Modern Latin America. Wilmington: Jaguar Books on Latin America. ISBN 0842028315

Arreola, Daniel ed. 2004. Hispanic Spaces, Latino Places: Community and Cultural Diversity in Contemporary America. Austin: University of Texas Press. ISBN 0-292-70562-X

## Recommended Books:

Vélez-Ibáñez, Carlos and Sampaio, Anna. Transnational Latina/o Communities: Politics, Processes, and Cultures. New York: Rowman & Littlefield Publishers, Inc. ISBN 0742517039

## Course Topics and Reading Assignments

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Week 1 (1/26): Lecture 1: Migration Theories

H.w. Read syllabus (pages 1-5)

Read for first day of class: [http://www.manhattan-institute.org/html/cr\\_59.htm](http://www.manhattan-institute.org/html/cr_59.htm)

## **Week 2 (1/31): Lecture 2: Creation of Identity**

Class Reading: Harvest of Empire, Chapters 1

Article #1 Dale C. Nelson (Autumn, 1982) Assimilation, Acculturation & Political Participation, vol 15 no 1, pp 26-47.

Article #2 Richard Alba and Victor Nee. (Winter 1997). Rethinking Assimilation Theory for a New Era of Immigration. *International Migration Review*, vol. 31, 4, pp. 826-874.

Article #3 Silvia Pedraza (1991). Women and Migration. The Social Consequences of Gender. *Annual Review of Sociology*, Vol 17, pp 301-325.

[http://www.iom.cz/files/Women\\_and\\_migration\\_Social\\_Consequences\\_of\\_Gender\\_1\\_.pdf](http://www.iom.cz/files/Women_and_migration_Social_Consequences_of_Gender_1_.pdf)

## **Week 3 (2/7): Lecture 3: Migration patterns**

Class Reading: Harvest of Empire, Chapters 2

Article #4 Carvalho, etc et all. (2004) Estimating the stability of census-based racial/ethnic classifications: The case of Brazil

Article #5 Tienda (2006). Defining Hispanicity: E Pluribus Unum or E Pluribus Plures?

**Video: Black in Latin America** <http://www.youtube.com/watch?v=6RIG4b3LV9o>

## **Week 4 (2/14): Lecture 4: South America Migration**

Class Reading: Mass Migration to Modern Latin America, Chapter 2-6

Article #6 Tsuda (2001) When Identities become modern: Japanese emigration to Brazil and the global contextualization of Identity.

Article #7 Internal Latin American Migration

## **Week 5 (2/21): Lecture 5: Mexican Migration**

Class Reading: Harvest of Empire, Chapter 5

Article #8 Curran and Rivero-Fuentes (May 2003). Engendering Migrant Networks: The Case of Mexican Migration. *Demography*, Vol 40 Number 2.

Article #9 Mexican Tourism Migration

Video: *Continent of the Move (1993)* F1408 .A64 part 3

## **Week 6 (2/28): Lecture 6: Central America Migration**

Class Reading: Harvest of Empire, Chapters 3, 8 and 9

Article #10 Adrian Bailey, Richard Wright, Alison Mountz and Ines Miyares. 2002. [“\(Re\)producing Salvadoran Transnational Geographies”](#) *Annals of the Association of American Geographers* 92(1): 125-144.

Article #11 Guatemala Migration

Risking it all—Children at the Border

<https://www.youtube.com/watch?v=5aSFVMNvQkc>

Crossing Mexico's Other Border

<https://www.youtube.com/watch?v=GzEUHF1KPY8>

*School of the America: An Insider Speaks; School of Assassins*

<http://www.youtube.com/watch?v=V4eLYXJZfg>

<http://www.youtube.com/watch?v=uXBdyeRLEEE>

Timeline of U.S.A. military interventions: (Print and bring to class)

[www.zompist.com/latam.html](http://www.zompist.com/latam.html) (1846-1996)

[www.pinzler.com/ushistory/timeline9.html](http://www.pinzler.com/ushistory/timeline9.html) (1854-1919)

**Assignment #1 due on 2/23:** Students will write a historical paper on the migration experiences of an ethnic group that emigrated or immigrated to or from Latin America. For example, the Japanese to Brazil; Dominicans to Puerto Rico, or the Italians to Argentina.

**Week 7 (3/7): Lecture 7: Caribbean Migration**

Class Reading: Mass Migration to Modern Latin America, Chapter 1

Harvest of Empire, Chapters 3, 4, 6, and 7

Article # 12 Levitt, P. 1998. Local-Level Global Religion: The Case of the U.S.-Dominican Migration. *Journal of the Scientific Study of Religion*, 37 (1): 367-378.

Article#13 Colombian Migration to Europe

<http://www.grupochorlavi.org/webchorlavi/migraciones2006/bibliografia/G%C3%A9nero/sorensen.pdf>

**Take Home test 3/9, Mid-term Exam 3/14,**

**Week 8 (3/20-24): Spring Break!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!**

**Video: Wetback: The Undocumented Documentary (NETFLIX or search in youtube. Watch this movie before March 21<sup>th</sup>)**

**Week 9 (3/28) Lecture 8: Transnationalism**

**Journey to America**

**Week 10 (4/4) Lecture 9: Remittances and Hometown Associations**

Class Reading:

Article #14 Manuel Orozco (2002). Globalization and Migration: The impact of Family remittances in Latin America.

Article #15 (South America) Enrique Alberola (2007). A New Transatlantic Channel Between Latin America and Spain

Article #16 (Mexico) Leah VanWey et. All (2005). Community Organization, Migration, and Remittances in Oaxaca

Article #17 (Central America) ESSMF project Remittances in El Salvador

Article #18 (Caribbean) Remittances to Latin America and the Caribbean: Issues and perspectives on development (2004).  
<http://www.frbatlanta.org/news/CoNFEREN/payments04/orozco.pdf>

Web Article: <http://news.bbc.co.uk/2/hi/business/6465297.stm>  
[http://www.iadb.org/mif/remesas\\_map.cfm?language=English&parid=5](http://www.iadb.org/mif/remesas_map.cfm?language=English&parid=5)

**Week 11 (4/11): Lecture 10: Profile of the Hispanic Population in the U.S.**

Class Reading:

Article #19 Gonzales (2007) Hispanic Women in the United States

Article #20 Huntington S.P. (2004) The Hispanic Challenge

**Assignment #2 due on 4/6:** Students will write a research paper on the impact of transnational networks on Latin America.

**Week 12 (4/18, 4/20): Lecture 11: Latino Presence in the U.S. and WDCMA**

Class Reading:

Article #21 Roberto Suro and Audrey Singer. 2002. "Latino Growth in Metropolitan America: Changing Patterns, New Locations." Center on Urban and Metropolitan Policy and the Pew Hispanic Center, Brookings Institution, July 2002. <http://www.brookings.edu/es/urban/publications/surosingerexsum.htm>

Article #22 Audrey Singer (2004) The Rise of New Immigrant Gateways.

Article #23 Audrey Singer, et. al. (April 2001). "The World in a Zip Code: Greater Washington, D.C. as a New Region of Immigration." The Brookings Institution.  
<http://www.brookings.edu/es/urban/immigration/abstract.htm>

Article #24 Audrey Singer (November 2007) Latin American Immigrants in the WDCMA

**Week 13 (4/25): Lecture 13: Cultural Spaces**

Video: The World's Deadliest Gang

Class Reading

Article #25 Ana Arana (2005). How the street gangs took over Central America

Article #26 Abel Valenzuela (2000). Working on the Margins: Immigrant Day labor

Article #27 [Larissa Baia](#) (1999). Rethinking Transnationalism: Reconstructing National Identities among Peruvian Catholics in New Jersey. *Journal of Interamerican Studies and World Affairs*. Vol. 41, 4 pp. 93-109

Article #28 Abel Valenzuela (2000). Working on the Margins: Immigrant Day labor

Article #29 Caribbean Migration in the Age of Globalization.

**Week 14 (5/2): Lecture 14: Hispanic Population Challenges**

Class Reading:

Harvest of Empire, Chapters 10-11

## **Week 15 (5/9): Final Paper Due**

**Assignment #3** due on **5/11**: Students will answer the following questions: First, students will select **one** nationality from Latin America. Second, students will select **one** city/metropolitan area (you could do a rural area but there might not be enough scholarly information). Third, based on your scholarly sources you select at least **three** issues that are affecting Latinos in that city (crime, day labor, housing crisis, health, education, etc). Lastly, you will use the US Census 2000 and 2010 to create a socio-economic and demographic profile.

**Email:** Please if you send an email to the Instructor or T.A. regarding Geog 413 please put in the subject **Geog 413** for a quick response. I answer most email within a 24 hour period during the working week.

**Students with special needs** - I will make every effort to accommodate students who are registered with the Disability Support Service (DSS) Office and who provide me with a University of Maryland DSS Accommodation form, which has been updated for the **Spring 2012** semester. Only written DSS documentation of the accommodation will be considered. **This form must be presented to me no later than February 5, 2016. I am not able to accommodate students who are not registered with DSS or who provide me with documentation which has not been reviewed and approved by UM's DSS Office after February 5, 2016.**

**Disruptive Students:** Students are expected to treat each other with respect. Disruptive behavior of any kind will not be tolerated. Students who are unable to show civility with one another, the teaching assistants, or myself will be subject to being referred to the Office of Student Conduct or to Campus Police. You are expected to adhere to the "Code of Student Conduct."

**Religious Observance: By February 5, 2016**, students must provide me, in writing, a request for a make up exam for an exam date on this syllabus that you are unable to make due to a specific religious observance (specify) on a specific date. Please refer to the Online Catalog Policy on Religious Observance. Please remember that accommodations are NOT made for travel to and from the religious observance."

**Attendance:** Attendance is strongly advised at the lecture since questions on the exams will come from lecture material, films, group exercises, and reading assignments. There will be class activities throughout the semester that will be rewarded with various participations points. **You have to be in class and participate in a positive matter to receive the points.**

In my class, you (student) or a guardian must email me or call me **PRIOR** to class to inform me that you will not be in attendance due to illness or injury thus will miss the class participation/homework/exam/paper deadline. On the very next class session that you are in attendance, you must present me with a self-signed note for missing one single lecture/recitation/laboratory. This note must include the date of illness and a statement that the information you have provided is true. You must also state that if your absence is found to be false, you understand that you will be referred to the Office of Student Conduct. The statement must be signed and dated. Do understand that only one self-signed note for one absence will be allowed. For non-consecutive absences or a major assignment/exam, I will require a Health Center or medical doctor's health excuse. If you do not inform me or if you do not present me with timely documentation, 0 points will be given to you for class participation/homework/exam/paper. Note: In the case that you are unable to get a written medical excuse, you may ask your provider for a copy of your medical notes for the specific visit(s) in question.

\*\*\*Attendance at lecture is **strongly suggested**.\*\*\* You are expected to take an active part in all class exercises. The philosophy of this course is based on *interactive learning, so be prepared to participate, learn, and think*.\*\*\*

**College sponsored events:** If you must miss class for a **college-sponsored** event, please furnish written documentation of the event.

General guidelines for written assignments will be outlined below, and expectations for each assignment will be clearly stated at the time the assignments are given.

**Academic integrity:** Academic dishonesty is a serious offence that can result in suspension or expulsion from the University of Maryland. All assignments should be **your own work**. Since there are several writing assignments, plagiarism would not be tolerated. Please refer to the following website to determine how the University of Maryland defines plagiarism: <http://www.testudo.umd.edu/soc/dishonesty.html>. All assignments must be cited properly, especially when using direct quotations, paraphrasing, or using ideas that are not your own and come from another author (Including websites!!!!).

**Grading:** There will be two exams and a final exam, and assignments relating to the weekly lectures. You are bound by the Honor Code for all course assignments and exams. The number of points possible for each assignment is located at the end of the syllabus. *All written work will be due and handed in during lectures.*

As a rule, **points will be deducted from assignments turned in late at a rate of 10 points per day. No homework will be accepted after a week of the due date. No homework will be accepted via email.** If you need to turn an assignment early or late please turn in my mailbox located in 2181 Lefrak Hall and have the secretary stamped your assignment.

General guidelines for written assignments will be outlined below, and expectations for each assignment will be clearly stated at the time the assignments are given and displayed in the course web site.

**Grading Plus/Minus Grading:**

<http://www.testudo.umd.edu/plusminusimplementation.html>

**Evaluation:**

100 points: **Class attendance and participation are mandatory.** Unexcused absences will affect your grade, as will neglecting to contribute in a positive way to discussions.

15 points: Article Presentation

45 points: Take home test 3/9

55 points: In Class Midterm 3/14

100 points: Assignment #1 Latin American Migration Paper due on 2/24

100 points: Assignment #2 Remittance Paper due on 4/6

100 points: Assignment #3 U.S. Hispanic Population Paper due on 5/11

25 Census analysis due on University Schedule exam day

15 Powerpoint of final paper due on University Schedule exam day

**Total: 580 points**

**Guidelines for written assignments:**

These are the specific expectations for each assignment. **You must follow these directions or points will be deducted.**

- All assignments must be typed or word-processed, double-spaced, 12 point font, Times New Roman style, number pages, and with one inch margins.
- Do not use a fancy binder. Simply staple the papers together in the upper left corner and must number all pages.
- A cover sheet for each assignment needs to be included which contains your Instructor's name, your name, date, assignment and title.
- Follow the guidelines for each assignment's page/word length.
- Assignments will be graded on the following criteria: content, presentation, organization, clarity, grammar, and following instructions.
- **Must include proper APA citation.**

**Additional Sources:**

Newspaper links on migration

<http://www.cnn.com/2003/ALLPOLITICS/02/25/hispanic.voting/index.html>

[www.washingtonpost.com/wp-dyn/content/article/2005/04/24/AR2005042400505\\_pf.html](http://www.washingtonpost.com/wp-dyn/content/article/2005/04/24/AR2005042400505_pf.html)

[www.washingtonpost.com/wp-dyn/content/article/2005/04/15/AR2005041503949.html](http://www.washingtonpost.com/wp-dyn/content/article/2005/04/15/AR2005041503949.html)

[www.wtopnews.com/index.php?sid=507549&nid=25](http://www.wtopnews.com/index.php?sid=507549&nid=25)

### **Novels and Immigrant Testimonials:**

George Gelmch. 1992. Double Passage: The Lives of Caribbean Migrants Abroad and Back Home. Ann Arbor: University of Michigan Press.

Luis Alberto Urrea and John Lueder-Booth. 1993. Across the Wire: Life and Hard Times on the Mexican Border. Anchor Books.

Dianne Walta Hart. 1997. Undocumented in L.A.: An Immigrant's Story. Wilmington: Scholarly Resources.

Mario Bencastro. 1998. Odyssey to the North. Houston: Arte Publico

Tom Miller. 2000. On the Border: Portraits of America's Southwestern Frontier

T. C. Boyle. 1996. Tortilla Curtain. Penguin Books. dfads

### **On-line Sources:**

U. S. Census – go to Census 2000 and American Fact Finder  
[www.census.gov/](http://www.census.gov/)

Migration Policy Institute [www.migrationpolicy.org](http://www.migrationpolicy.org) The Migration Information Source: A Web-Based Resource for Up-to-Date Migration News, Data and Analysis

U.S. Committee for Refugees [www.refugeesusa.org](http://www.refugeesusa.org)  
Current statistics and reports on the status of refugees and internally displaced peoples throughout the world. Organized by country.

The IMILA Project conducted by the Population Division, CELADE  
Economic Commission for Latin America and the Caribbean (ECLAC)  
<http://www.un.org/esa/population/publications/migcoord/eclac.pdf>

IOM Statistics on International Migration: An Overview  
International Organization for Migration (IOM)  
<http://www.un.org/esa/population/publications/migcoord/iom.pdf>

Activities of the United Nations Statistics Division on International Migration  
United Nations Statistics Division  
<http://www.un.org/esa/population/publications/migcoord/statistics.pdf>

Type of Data or Information Relating to International Migration. The World Bank  
<http://www.un.org/esa/population/publications/migcoord/worldbank.pdf>

ILO Activities on International Migration Statistics.  
International Labour Office  
<http://www.un.org/esa/population/publications/migcoord/ilo.pdf>

Mexican Migration Project - Homepage  
<http://lexis.pop.upenn.edu/mexmig/>

Population Resource Center – for population information and its policy relevance  
<http://www.prcdc.org/gateway/immigr.html>

United States Committee for Refugees and Immigrants  
<http://www.unhcr.org/refworld/publisher/USCRI.html>

**Gelman Reference Section:**

Encyclopedia of American Immigration, edited by James Ciment ( Ref JV6465 E53 2001)  
Statistical Abstract of Latin America, edited by James Wilkie.  
(Ref HA935 S8)  
International Migration Report. 2002. United Nations.

**Suggested Journals**

Population and Development Review  
International Migration Review  
Demographic Bulletin (Celade)  
Journal of Latin American Studies  
Journal of Latin American Geography  
Hispanic American Research Review  
Latin American Research Review  
International Journal of Population Geography

Theory

Historical Factors: South America, Central America, Mexico, Caribbean, and Europe

Push and Pull

Undocumented Journey

Immigration issues US

Demographic

Economic/Remittances

Education: Dream act

Children and women

Law and amnesty