**Course Description**
The aim of this course is to understand the push and pull factor that have contributed to human mobility (migration) that has transformed the Americas. The class is divided in two parts: immigration and emigration from Latin American 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:**

**Recommended Books:**

**Course Topics and Reading Assignments**

**Week 1 (1/29): Lecture 1: Migration Theories**
H.w. Read syllabus (pages 1-5)
Week 2 (2/5): Lecture 2: Creation of Identity
Class Reading: Harvest of Empire, Chapters 1


http://www.iom.cz/files/Women_and_migration_Social_Consequences_of_Gender_1_.pdf

Read: http://www.manhattan-institute.org/html/cr_59.htm

Week 3 (2/12): 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=6RlG4b3LV9o

Week 4 (2/19): Lecture 4: South America Migration
Class Reading: Mass Migration to Modern Latin America, Chapter 2-6


Article #7 Internal Latin American Migration

Week 5 (2/26): Lecture 5: Mexican Migration
Class Reading: Harvest of Empire, Chapter 5


Article #9 Mexican Tourism Migration

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

Week 6 (3/5): Lecture 6: Central America Migration
Class Reading: Harvest of Empire, Chapters 3, 8 and 9


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=V4eLYXJIZfg
http://www.youtube.com/watch?v=uXBdyeRLEE

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

**Assignment #1 due on 2/21:** 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 (3/12): Lecture 7: Caribbean Migration**
Class Reading: Mass Migration to Modern Latin America, Chapter 1
Harvest of Empire, Chapters 3, 4, 6, and 7


Article#13 Colombian Migration to Europe
http://www.grupochorlavi.org/webchorlavi/migraciones2006/bibliografia/G%C3%A9nero/sorensen.pdf

**Take Home test 3/10, Mid-term Exam 3/14,**

**Week 8 (3/18-22): Spring Break!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!**

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

**Week 9 (3/26) Lecture 8: Transnationalism**
Journey to America

**Week 10 (4/2) Lecture 9: Remittances and Hometown Associations**
Class Reading:

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
Week 11 (4/9): Lecture 10: Profile of the Hispanic Population in the U.S.  
Class Reading:  
Article #19 Gonzales (2007) Hispanic Women in the United States  
Assignment #2 due on 4/9: Students will write a research paper on the impact of transnational networks on Latin America.  

Week 12 (4/16): Lecture 11: Latino Presence in the U.S. and WDCMA  
Class Reading:  
Article #24 Audrey Singer (November 2007) Latin American Immigrants in the WDCMA  

Week 13 (4/23): Lecture 12: Cultural Spaces  
Video: The World’s Deadliest Gang  
Class Reading  
Article #25 Ana Arana (2005). How the street gangs took over Central America  
Article #29 Caribbean Migration in the Age of Globalization.  

Class Reading:
Week 15 (5/7): Lecture 13: Hispanic Population Challenges

Class Reading:
Harvest of Empire, Chapters 10-11

Assignment #3 due on day of the Final: 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, 2019. 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, 2019.

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 Obsvance: By February 5, 2019, 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](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
100 points: Assignment #1 Latin American Migration Paper due on 2/21
45 points: Take home test 3/10
55 points: In Class Midterm 3/14
100 points: Assignment #2 Remittance Paper due on 4/9
135 points: Assignment #3 U.S. Hispanic Population Paper due on day of Final exam
Total: 550 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
www.washingtonpost.com/wp-dyn/content/article/2005/04/24/AR2005042400505_pf.html
Novels and Immigrant Testimonials:


On-line Sources:
U. S. Census – go to Census 2000 and American Fact Finder
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


The IMILA Project conducted by the Population Division, CELADE Economic Commission for Latin America and the Caribbean (ECLAC)

IOM Statistics on International Migration: An Overview
International Organization for Migration (IOM)

Activities of the United Nations Statistics Division on International Migration
United Nations Statistics Division

Type of Data or Information Relating to International Migration. The World Bank

ILO Activities on International Migration Statistics.
International Labour Office

Mexican Migration Project - Homepage
http://lexis.pop.upenn.edu/mexmig/
Population Resource Center – for population information and its policy relevance
http://www.prerc.org/gateway/immigr.html

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

**Gelman Reference Section:**

(Ref HA935 S8)

**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