

SOCIOL 376-0-22 Topics in Sociological Analysis
LATINO 392-0-20 Topics in Latina and Latino Social and Political Issues

Transnationalism, Culture & Ethnicity: Latinos/as SPRING 2015

Mo and We 2:00 – 3:20 PM, Parkes Hall 224



Professor Héctor Carrillo

Office: 1808 Chicago Avenue, Room 101

E-mail: hector@northwestern.edu

Office hours: Wednesdays 3:30-4:30 and Thursdays 10:30-11:30

TA: Diego de los Rios – E-mail: DiegoDe2015@u.northwestern.edu

COURSE DESCRIPTION:

At a time when borders between nations are so heavily defended, how do we understand the increasing flow of people, ideas, and social and cultural practices across those divides? This course focuses on transnationalism as a theoretical framework that has been increasingly used for understanding such movement. With a particular focus on Latina/o immigrants, we will examine the social mechanisms that make it possible for them to maintain close ties with their countries of origin and simultaneously become incorporated into U.S. life. We will address a wide range of related issues, including the global circulation of culture and economic resources, the growing facility of international travel and the barriers imposed by international borders, the technological innovations that facilitate instant contact with far-away places, and the global dissemination of information. We will compare transnationalism with more traditional frameworks of immigrant incorporation, including assimilation and acculturation. Finally, we will discuss the political implications of transnationalism, including (1) the dual roles of nation-states in promoting and curtailing transnationalism, and (2) immigrants' use of transnational ties for obtaining political power in both their places of origin and the new countries they have made their home.

GOALS:

- To discuss the concept of transnationalism and its implications for understanding the social, cultural, and political lives of immigrants.
- To contrast transnationalism with other conceptual frameworks meant to explain immigrants' incorporation in receiving countries.
- To compare transnationalism with other approaches for understanding the flow of cultural and social practices across international borders.

COURSE REQUIREMENTS:

Students will be expected to:

- Do all required readings prior to each class session and participate regularly in class discussion.
- Complete a closed-book, **in-class midterm** exam that will take place on **Monday, April 27**.
- Write **one critical review essay**, due **Monday, May 18** at the beginning of class. Students must submit an electronic copy of the critical review essay via Canvas and Turnitin before 2:00 PM on Monday, May 18.
- Complete a **take-home final**. Students must submit an electronic copy of the take-home final via Canvas and Turnitin **before noon on Monday June 8**. The take-home final, and further instructions, will be posted on Canvas by Sunday, May 31.
- Use the following format for all written assignments: 1-inch margins, double spaced, font: Times Roman 12. Include page numbers on all pages, and don't forget to write your name on the first page.

POLICIES AND PROCEDURES:**Grading:**

In this class you will earn a grade by completing the following assignments:

Midterm	30% of the final grade
Critical review essay	15% of the final grade
Take-home final	30% of the final grade
Class attendance and participation	25% of the final grade

Make-up midterms will be offered only to students who have a medical excuse or comparably serious justification. Late take-home finals will not be accepted at all, unless you contact me before the final is due *and* you have a medical excuse or comparably serious justification. Please note that there is no excuse for failing to keep electronic backups of your data (for example, on flash drives, CDs, external hard drives, or other computers) in case your primary computer fails or your hard drive crashes.

Attendance:

You are expected to attend class sessions on a regular basis. Attendance is a basic component of the class participation grade. I will make available some class materials on Canvas, but generally students are expected to attend class in order to learn the course material. Students are also expected to not just be physically present in the classroom but also mentally present. Students should not be otherwise occupied with email, texting, computer games, or other online activities that are not part of the class goals and activities.

Preparation for class and participation:

Students are responsible for all material presented in the readings, films, and lectures. You must come to class having already read the assigned readings for that day and bring your copies of the readings so that you can refer to them during class. I strongly encourage you to ask questions and offer opinions and comments. I see class discussion as an important component of adult learning.

Diversity of opinions:

In this course we will discuss several topics that can be politically controversial. Please keep in mind that you may be exposed to opinions that differ considerably from your own. Disagreement with the instructor or other students is fine, as long as you are respectful in how you present your own points of view.

Communication:

This course will use the Canvas course management system (<http://www.it.northwestern.edu/education/learning-management/login.html>). You are responsible for logging in, checking regularly for posted announcements, and obtaining readings and assignments from the site. I will send course announcements to the students' registered campus email address. You are responsible for checking your registered email accounts regularly.

Syllabus is subject to change:

This syllabus and schedule are subject to change in the event of unforeseen circumstances. I will post announcements of changes on Canvas and include them in email messages to students.

Academic integrity:

Academic integrity is fundamental for this course, and plagiarism and other forms of academic dishonesty will not be tolerated.

I strictly follow university regulations concerning academic integrity, which means that I report all suspected violations of the policy (including suspicion of cheating, plagiarism, fabrication, obtaining an unfair advantage, and aiding and abetting dishonesty) to the Assistant Dean for

Advising and Academic Integrity, who then carries out a formal investigation. Please familiarize yourself with the university's policy on academic integrity (see <http://www.northwestern.edu/uacc/>). You should understand that examples of plagiarism include obtaining text from any source (including the Internet), and passing off such text as your own work, rather than citing the source of the material. In addition, while I encourage students to collaborate when studying or learning course material or when working on any group projects, it should be clear that no collaboration is permitted on written work or exams, and any collaboration in those cases constitutes academic dishonesty.

If you have any questions about what constitutes plagiarism or academic dishonesty, I strongly encourage you to speak to me about it. Confirmed violations of academic integrity will result in both an administrative penalty and an academic penalty. The administrative penalty, assigned by university officials, typically is suspension for one quarter; any such suspension becomes part of your record, which is made available on request to potential employers and graduate school admissions committees. The academic penalty is assigned by the instructor, and my own policy in almost every case is to assign a failing grade for the entire course.

Turnitin

This course makes use of Turnitin, a software program that compares your work against other texts in its database in order to safeguard academic integrity. Therefore you will be required to submit your written essays electronically via Canvas in Turnitin. All student work may be analyzed electronically for violations of the university's academic integrity policy and may also be included in a database for the purpose of testing for plagiarized content. Please contact me if you have any questions about Turnitin.

Accessibility:

Any student with a documented disability needing accommodations is requested to contact the Accessible NU Center:

<http://www.northwestern.edu/accessiblenu/about-us/our-office/evanston-campus/index.html>.

Please also speak with me as early as possible in the quarter (preferably within the first two weeks of class). All discussions will remain confidential.

My office is wheelchair-accessible via a ramp from the parking lot in the back of the building. Let me know if you plan to drop by during office hours so that I can open the door to the building for you.

Courtesy toward others:

Make sure your cell phone is turned off or set to vibrate. Don't engage in conversation with other students that is not part of the class discussion. Please keep to a minimum interruptions and distractions caused by late arrivals or early departures.

Class materials and lectures

This syllabus and all lectures for this course are copyright 2015 by Héctor Carrillo. Students are prohibited from selling (or being paid for taking) notes during this course to or by any person or commercial firm without my express written permission. No audio or video recordings of class are permitted without my permission.

READINGS:

You must buy the following book:

Robert Courtney Smith. 2006. *Mexican New York: Transnational Lives of New Immigrants* (Berkeley: University of California Press).

The library also has two electronic copies available online.

The rest of the course readings will be available for download from the Canvas site in the form of PDFs. I recommend that you print readings so that you can read them carefully and bring them with you to class.

CLASS SCHEDULE***Transnationalism*****Week 1**

Class 1 - Monday, March 30: Introduction
(no readings)

Class 2 - Wednesday, April 1: Transnationalism Defined

Smith, Robert Courtney. 2006. *Mexican New York: Transnational Lives of New Immigrants*. Chapter 1 (pages 1-17).

Steven Vertovec. 2009. *Transnationalism* (New York: Routledge). Chapter 1 (read pages 1-21).

Transnational Fields and Economic Globalization**Week 2**

Class 3 - Monday, April 6: Transnational Fields

Schiller, Nina Glick. 2010. "A Global Perspective on Transnational Migration: Theorising Migration without Methodological Nationalism." In *Diaspora and Transnationalism: Concepts, Theories, and Methods*, edited by Rainer Bauböck and Thomas Faist. Amsterdam: Amsterdam University Press, pp. 109-129.

Hernandez, Ester and Susan Bibler Coutin. 2006. Remitting Subjects: Migrants, Money and States. *Economy and Society* 35, no. 2: 185-208.

Class 4 - Wednesday, April 8: The Making of Transnational Fields

Smith. Chapter 2 (pages 18-52).

José Itzigsohn et al. 1999. "Mapping Dominican Transnationalism: Narrow and Broad Transnational Practices." *Ethnic and Racial Studies* 22, no.2: 316-339.

Transnational Cultures and Immigrant Identities

Week 3

Class 5 - Monday, April 13: Transnationalism, Assimilation, and Immigrant Incorporation

Faist, Thomas. 2001. "Beyond National and Post-National Models: Transnational Spaces and Immigrant Integration." In *New Horizons in Sociological Theory and Research: The Frontiers of Sociology at the Beginning of the Twenty-first Century*, edited by Luigi Tomasi (Burlington, VT: Ashgate, pp. 277-312). Read the Introduction (pp. 277-281) and sections 4-9 (pp. 289-307).

Waters, Mary C. and Tomás R. Jiménez. 2005. "Assessing Immigrant Assimilation: New Empirical and Theoretical Challenges." *Annual Review of Sociology* 31:105–125 (read pages 105-111, up to the beginning of the new section on New Immigrant Gateways).

Edna A. Viruell-Fuentes. 2007. "Beyond Acculturation: Immigration, Discrimination, and Health Research among Mexicans in the United States." *Social Science & Medicine* 65: 1524–1535.

Class 6 - Wednesday, April 15: Social Remittances

Peggy Levitt. 2001. *The Transnational Villagers* (Berkeley: University of California Press). Chapter 2: "Social Remittances: How Global Culture is Created Locally" (pp.54-69).

Levitt, Peggy and Deepak Lamba-Nieves. 2011. "Social Remittances Revisited." *Journal of Ethnic and Migration Studies* 37, No. 1: 1-22.

Week 4

Class 7 - Monday, April 20: Case Study: Social Remittances and Religion

Guest lecturer: Diego de los Ríos

Peggy Levitt. 2001. *The Transnational Villagers* (Berkeley: University of California Press). Chapter 6: "'God is Everywhere': Religious Life across Borders" (pp.159-179).

Robert Courtney Smith. 2006. *Mexican New York: Transnational Lives of New Immigrants* (Berkeley: University of California Press). Chapter 7: 'Padre Jesús, Protect Me': Adolescence, Religion, and Social Location" (pp. 147-185).

Class 8 - Wednesday, April 22: Cultural Globalization, Hybridity, and Power

Hutnyk, John. 2005. "Hybridity." *Ethnic and Racial Studies* 28, no.1: 79-102.

Lee, Youngmin and Kyonghwan Park. 2008. "Negotiating Hybridity: Transnational Reconstruction of Migrant Subjectivity in Koreatown, Los Angeles." *Journal of Cultural Geography*, . 25, no.3: 245- 262.

Week 5

Class 9 - Monday, April 27:

In-class Midterm

Class 10 - Wednesday, April 29: Case study: Hybrid Gay and Lesbian Immigrant Sexualities

Carrillo, Héctor and Jorge Fontdevila. 2014. "Border Crossings and Shifting Sexualities among Mexican Gay Immigrant Men: Beyond Monolithic Conceptions." *Sexualities Vol. 17, No. 8*: 919–938.

Acosta, Katie L. 2008. "Lesbianas in the Borderlands: Shifting Identities and Imagined Communities." *Gender & Society* 22, no.5: 639-659.

Week 6

Class 11 - Monday, May 4: Case Study: Transnationalism and Gender Relations

Robert Courtney Smith. 2006. *Mexican New York: Transnational Lives of New Immigrants* (Berkeley: University of California Press). Chapter 5: "Gender Strategies, Settlement, and Transnational Life in the First Generation," and Chapter 6: "'In Ticuani He Goes Crazy': The Second Generation Negotiates Gender" (pp.94-146).

Class 12 - Wednesday, May 6: Immigrant Identities: Intersections of Class, Ethnicity, and Race.

Beth Baker-Cristales. 2004. "Salvadoran Transformations: Class Consciousness and Ethnic Identity in a Transnational Milieu." *Latin American Perspectives* 31, no. 5: 15-33.

Ana Y. Ramos-Zayas. 2004. "Implicit Social Knowledge, Cultural Capital, and 'Authenticity' among Puerto Ricans." *Latino Studies* 2: 26–44.

Borders, State Regulation, State Institutions, and Transnational Politics

Week 7

Class 13 - Monday, May 11: State Institutions, Dual Citizenship, and Voting Rights

Faist, Thomas. 2010. "Towards Transnational Studies: World Theories, Transnationalisation and Changing Institutions." *Journal of Ethnic and Migration Studies* 36, No. 10: 1665-1687.

Cristina Escobar. 2006. "Migration and Citizen Rights: The Mexican Case." *Citizenship Studies* 10, No. 5: 503–522.

Itzigsohn, José and Daniela Villacrés. 2008. "Migrant Political Transnationalism and the Practice of Democracy: Dominican External Voting Rights and Salvadoran Home Town Associations." *Ethnic and Racial Studies* 31, no. 4: 664-686 (read pages 664-675).

Class 14 - Wednesday, May 13: Migrant Associations and Transnational Political Power

Robert Courtney Smith. 2006. *Mexican New York: Transnational Lives of New Immigrants* (Berkeley: University of California Press). Chapter 3: "‘Los Ausentes Siempre Presentes’: Making a Local-level Transnational Political Community," and Chapter 4: "The Defeat of Don Victorio: Transnationalization, Democratization, and Political Change" (pp.53-93).

Week 8

Class 15 - Monday, May 18: State Regulation: National Borders, Mobility, and Immobility

Critical review essay due by 2:00 PM . Submit an electronic via Canvas and Turnitin.

Heyman, Josiah McC. 2004. "Ports of Entry as Nodes in the World System." *Identities: Global Studies in Culture and Power* 11: 303–327.

Turner, Bryan S. 2007. "The Enclave Society: Towards a Sociology of Immobility." *European Journal of Social Theory* 10(2): 287–303.

Class 16 - Wednesday, May 20: Case Study: Transnationalism and U.S.-Mexico Border Culture. Guest speaker: Mario Vela

Michael Dear and Andrew Burridge. 2005. "Cultural Integration and Hybridization at the United States-Mexico Borderlands." *Cahiers de Géographie du Québec* 49, no. 138: 301-318.

Vila, Pablo. 2003. "Processes of Identification on the U.S.-Mexico Border." *The Social Science Journal* 40: 607–625.

Week 9

Monday, May 25: Memorial Day (no class)

Class 17 - Wednesday, May 27: Case Study: Exclusion, Gangs, and the Exportation of Social Problems

Robert Courtney Smith. 2006. *Mexican New York: Transnational Lives of New Immigrants* (Berkeley: University of California Press). Chapter 9: "Defending Your Name: The Roots and Transnationalization of Mexican Gangs" (pp.207-241).

Elana Zilberg. 2004. "Fools Banished from the Kingdom: Remapping Geographies of Gang Violence between the Americas (Los Angeles and San Salvador)." *American Quarterly* 56, No.3: 759-779.

Week 10

Class 18 - Monday, June 1st: The Future of Transnational Studies

Peggy Levitt and B. Nadya Jaworsky. 2007. "Transnational Migration Studies: Past Developments and Future Trends." *Annual Review of Sociology* 33: 129-156 (read pp. 129-146).

Boccagni, Paolo. 2012. "Rethinking Transnational Studies: Transnational Ties and the Transnationalism of Everyday Life." *European Journal of Social Theory*, 15(1): 117–132.

Reading Period

June 2 to 5

Exam Week

Monday, June 8:

Term paper due by 12 noon. Submit a copy via Canvas and Turnitin