

SOCIOL 376-0-20 Topics in Sociological Analysis

# Transnationalism, Culture & Ethnicity: Latinos/as

FALL 2010

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Office hours: Tuesdays 4:00 PM to 5:00 PM or by appointment

## COURSE DESCRIPTION:

By 2050, 1 out of every 3 people in the United States will be Latino or Latina. Much of the growth of this group is related to migration from Latin American and the Caribbean. In this course, we will examine the sociological implications of this form of transnational movement, paying special attention to the formation of Latina/Latino ethnicity and culture and its incorporation into—and transformation of—the broader U.S. social landscape. We will consider a variety of structural and cultural issues related to U.S. immigration policy, the participation of immigrants in U.S. society, the factors that propel international migration in the first place, and the effects of back and forth movement between home countries and the United States.

The course is divided into three parts. In **Part I**, we will define and discuss the concept of transnationalism, and compare transnationalism with more traditional views about international migration and immigrant assimilation. We will also discuss the patterns of migration to the United States from Latin American and Caribbean countries, the social and cultural factors that propel migration, the immigrants' paths of relocation, and the symbolic meanings of the U.S.-Mexico border. **Part II** will focus on various dimensions of Latino/a immigrants' transnationalism, including notions of transnational communities, ethnicity and identity, incorporation into U.S. society, family life, gender relations, sexuality, labor, economics, and religion. In **Part III**, we will examine current debates about immigration policy and immigration reform, transnational migrants' organizing, the role of home countries in fostering transnational Latino/a identities, and immigrant citizenship and voting rights.

## GOALS:

- To understand the role of transnationalism in the formation of contemporary global ethnicities and cultures in the United States.
- To explore the sociological factors that influence Latino/a migration to the United States.
- To discuss current social debates about immigration policy and reform.

## **COURSE REQUIREMENTS:**

Students will be expected to:

- Do all required readings prior to each class session and participate in class discussion.
- Conduct a group observational exercise in a Latino/a neighborhood in Chicago, and turn in a short individual report (3 to 4 pages). The report is due on **Thursday, October 28 at 2 PM.**
- Write two critical reviews of the required readings for two separate class sessions. Each review should be 3 to 4 pages long. The first is due on **Tuesday, October 12 at 2 PM** and should be about one of the class sessions during **Part I** of the class. The second, due on **Thursday, November 11 at 2 PM**, should be about one of the class sessions during **Part II** of the class.
- Write a 10 to 12-page term paper (plus references) on a topic related to Latino/a transnationalism. This paper is due on **Monday, December 6 at noon**. You must get my approval of your proposed topic by submitting a short written description (2 to 3 paragraphs; 1 page of text) by no later than **Tuesday, October 19 at 2 PM**. In addition to the text, include an initial bibliography with your description. The bibliography for the term paper must expand beyond the readings for the course.
- Submit all written assignments in hard copy and electronically in Blackboard.
- 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:

Term paper	35% of the final grade
Report on group observation	15% of the final grade
Critical reviews	30% of the final grade
Class participation	20% of the final grade

Late assignments will be marked down unless you have a medical excuse or comparably serious justification. Late term papers will not be accepted at all, unless you contact me before the paper 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 Blackboard, 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 Blackboard course management system (<https://courses.northwestern.edu/webapps/login/>). 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 Blackboard 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.

### **Safe Assignment**

This course makes use of Safe Assignment, 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 on Blackboard in addition to submitting them in print form. 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 Safe Assignment.

### **Accessibility:**

Any student with a documented disability needing accommodations is requested to speak directly to the Office of Services for Students with Disabilities (SSD) (847-467-5530) and the instructor 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 2010 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).

I have placed an order for the book at Norris Center Bookstore. The book will also be on reserve at the Northwestern Main Library, and the library also has an electronic copy available online.

The rest of the course readings will be available for download from the Blackboard 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**

#### ***Part I – Transnationalism and Immigration***

##### **Week 1**

#### **September 21: Introduction**

(No readings)

#### **September 23: Transnationalism and Global Culture**

Steven Vertovec. 2009. *Transnationalism* (New York: Routledge). Chapter 1 (read pages 1-21) and chapter 2 (read pages 32-40).

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

##### **Week 2**

#### **September 28: Transnationalism vs. Immigrant Assimilation**

Thomas Faist. 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 Publishing Co.) (Read sections 4-9, pages 289-307).

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

Review also the following two reports by the PEW Hispanic Center:

Roger Waldinger. 2007. "Between Here and There: How Attached Are Latino Immigrants to Their Native Country?" (read pages i-iii, skim through the rest).

Shirin Hakimzadeh and D’Vera Cohn. 2007. "English Usage among Hispanics in the United States" (read pages i-iii; skim through the rest).

### **September 30: Latino/a Migration to the United States**

Elizabeth M. Grieco. 2009. "Race and Hispanic Origin of the Foreign-Born Population in the United States: 2007." American Community Survey Reports, ACS-11, U.S. Census Bureau, Washington, DC. (Read pages 1-10).

Jeffrey S. Passel and D’Vera Cohn. 2009. "A Portrait of Unauthorized Immigrants in the United States." Washington, DC: Pew Hispanic Center. (Read pages. i-v and 1-22).

## **Week 3**

### **October 5: The Social Forces Propelling Latino/a Migration**

Douglas S. Massey, Jorge Durand, and Nolan J. Malone. 2002. *Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration*. (New York: Russell Sage Foundation). Chapter 3: "System Assembly: A History of Mexico-U.S. Migration" (pp. 24-51).

Nicholas De Genova and Ana Y. Ramos-Zayas. 2003. *Latino Crossings: Mexicans, Puerto Ricans, and the Politics of Race and Citizenship*. (New York: Routledge). Chapter 1: "Introduction: Latino Crossings." (Read pages 1-11).

Ana Aparicio. 2006. *Dominican-Americans and the Politics of Empowerment*. (Gainesville, Florida: University Press of Florida). Chapter 3: "Politics and the Dominican Exodus" (pp.55-61).

### **October 7: The U.S./Mexico Border and Migrants’ Paths of Relocation**

Katharine M. Donato and Evelyn Patterson. 2004. "Women and Men on the Move: Undocumented Border Crossing." In *Crossing the Border: Research from the Mexican*

*Migration Project*, edited by Jorge Durand and Douglas S. Massey (New York: Russell Sage Foundation, pp. 111-130).

Leo R. Chavez. 2008. *The Latino Threat: Constructing Immigrants, Citizens, and the Nation*. (Stanford, CA: Stanford University Press). Chapter 6: “The Minuteman Project’s Spectacle of Surveillance of the Arizona-Mexico Border” (pp. 132-151).

Gloria Anzaldúa. 1987. *Borderlands, La Frontera: The New Mestiza*. (San Francisco: Spinsters/Ann Lute Company). Chapter 1: “The Homeland, Aztlán” (pp.1-13).

## ***Part II – Forging Transnational Cultures***

### **Week 4**

#### **October 12: Dimensions of Latino/a Transnationalism**

**First critical review essay due by 2:00 PM**

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

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)

#### **October 14: Space and the Creation of Transnational Communities**

Nicholas De Genova and Ana Y. Ramos-Zayas. 2003. *Latino Crossings: Mexicans, Puerto Ricans, and the Politics of Race and Citizenship*. (New York: Routledge). Chapter 2: “Latino Locations: The Politics of Space in Chicago” (pp. 31-56).

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” (pp. 53-75).

### **Week 5**

#### **October 19: Immigrant Identities: Intersections of Class, Ethnicity, and Race**

**Paper topic proposal due by 2:00 PM**

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." *Latin American Perspectives* 31, No. 5: 34-56.

### **October 21: Team Neighborhood Observational Exercise**

#### **Week 6**

### **October 26: Heterosexual Marriage and Family Life**

Steven Vertovec. 2009. *Transnationalism* (New York: Routledge). Chapter 3 (read pages 61-64).

Enrique Martínez Curiel. "The Green Card as Matrimonial Strategy: Self-Interest in the Choice of Marital Partners." In *Crossing the Border: Research from the Mexican Migration Project*, edited by Jorge Durand and Douglas S. Massey (New York: Russell Sage Foundation, pp. 86-108).

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" (pp. 94-122).

### **October 28: Sexuality and Gender Relations**

**Observational Exercise Report Due by 2:00 PM**

Robert Courtney Smith. 2006. *Mexican New York: Transnational Lives of New Immigrants* (Berkeley: University of California Press). Chapter 6: "'In Ticuani He Goes Crazy': The Second Generation Negotiates Gender" (pp. 123-146).

Carrillo, Héctor. 2010 "Leaving Loved Ones Behind: Mexican Gay Men's Migration to the USA." In *Mobility, Sexuality and AIDS*, edited by Felicity Thomas, Mary Haour-Knipe, and Peter Aggleton (New York: Routledge, 24-39).

#### **Week 7**

### **November 2: Religion**

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).

#### **November 4: Transnational Remittances and Consumption**

Alejandro Portes. 2007. “Migration, Development, and Segmented Assimilation: A Conceptual Review of the Evidence.” *The Annals of the American Academy of Political and Social Science* 610: 73-97.

Howard Campbell. 2005. “Chicano Lite: Mexican-American Consumer Culture on the Border.” *Journal of Consumer Culture* 5, No.2: 207–233.

### **Week 8**

#### **November 9: The Exportation of Social Problems: Gangs and Pandillas**

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.

### ***Part III –Transnational Politics and Immigration Policy***

#### **November 11: Transnational Politics, Citizenship, and Voting Rights**

**Second critical review essay due by 2:00 PM**

Robert Courtney Smith. 2006. *Mexican New York: Transnational Lives of New Immigrants* (Berkeley: University of California Press). Chapter 4: “The Defeat of Don Victorio: Transnationalization, Democratization, and Political Change” (pp.76-93).

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

### **Week 9**

#### **November 16: Immigration Reform**

Nicholas De Genova. 2004. “The Legal Production of Mexican/Migrant ‘Illegality.’” *Latino Studies* 2: 160–185.

Philip Martin and Peter Duignan. (no date) "Making and Remaking America: Immigration into the United States." Unpublished report by the Hoover Institution, Stanford University (read pages 26-53).

### **November 18: Immigrants' Social Movements**

Leo R. Chavez. 2008. *The Latino Threat: Constructing Immigrants, Citizens, and the Nation*. (Stanford, CA: Stanford University Press). Chapter 7: "The Immigrant Marches of 2006 and the Struggle for Inclusion" (pp.152-176).

Yeh Ling Ling. 2004. "Mexican Immigration and Its Potential Impact on the Political Future of the United States." *The Journal of Social, Political, and Economic Studies* 29, No. 4: 409-431.

### **Week 10**

### **November 23: The Politics of the Arizona Law**

Wilson, Tamar Diana. 2008. "Research Note: Issues of Production vs. Reproduction/Maintenance Revisited: Towards an Understanding of Arizona's Immigration Policies." *Anthropological Quarterly*. 81 (3): 713-718.

McDowell, Meghan G., and Nancy A. Wonders. 2009. "Keeping Migrants in Their Place: Technologies of Control and Racialized Public Space in Arizona." *Social Justice* 36 (2): 54-72.

Recent newspaper reports (see Blackboard).

### **November 25: Thanksgiving Holiday**

### **Reading Period**

### **November 30: Extended office hours**

### **Exam Week**

**December 6:**

<b>Term paper due by 12 noon</b>
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