

Mexican-American Communities

SOCL B235

Department of Sociology

Bryn Mawr College

Fall 2016

Class Meeting: Tu&Th 12:55PM - 2:15PM / Taylor Hall E

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Office Hours: Tuesdays and Thursdays from 2:30 p.m. – 4:00 p.m.

Course Description

For its unique history, the number of migrants, and the two countries' proximity, Mexican migration to the United States represents an exceptional case in world migration. There is no other example of migration with more than 100 years of history. The copious presence of migrants concentrated in a host country, such as we have in the case of the 11.7 million Mexican migrants residing the United States, along with another 15 million Mexican descendants, is unparalleled. The 1,933-mile-long border shared by the two countries makes it one of the longest boundary lines in the world and, unfortunately, also one of the most dangerous frontiers in the world today. In this participatory course, we will examine the different economic, political, social and cultural forces that have shaped this centenarian migration influx. We will undertake a macro-, meso-, and micro-levels of analysis. At the macro-level of political economy, we will investigate the economic interdependency that has developed between Mexico and the US over different economic development periods of these countries. Particularly, we will examine the role the Mexican labor force has played to boosting and sustaining both the Mexican and the American economies. At the meso-level, we will examine different institutions both in Mexico and in US that have determined the ways in which millions of Mexican migrate to this country. Last, but certainly not least, we will explore the impacts that both the macro- and meso-processes have had on the micro-level, by considering the imperatives, aspirations, and dreams that have prompted millions of people to leave their homes and communities behind in search of better opportunities. This major life decision of migration brings with it a series of social transformations in family and community networks, this will look into the cultural impacts in both the sending and receiving migrant communities. In sum, we will come to understand how these three levels of analysis work together.

Course Objectives

By the end of this course, each student is expected to be able to demonstrate:

1. Knowledge of the different migration eras that compromise the 100-year migratory history between Mexico and the United States and how distinctive eras have been shaped by U.S. migration policy.

2. An understanding of how macro-level forces in the form of political economy have determined the migration flows of Mexicans into the United States and how this migration has become a major factor of economic interdependency of the two countries
3. Comprehension of social transformations that Mexican migration has had in both the communities of origin and the communities of reception, particularly by understanding the intersection of the three levels of analysis described above.
4. An ability to identify how different systems of oppression – class, race, gender, ethnicity, and sexual orientation, to name a few – play a role in the way the migration experience unfolds for different Mexican migrant communities.
5. A capacity to articulate some of the major challenges facing Mexican migrants, as well as the strategies that are employed when confronting those challenges.

Required Books

1. Chomsky, Aviva (2014). Undocumented: How Immigration Became Illegal. Boston, MA: Beacon Press.
2. Ramos, Jorge (2005). Dying to Cross: The Worst Immigrant Tragedy in American History. New York, NY: HarperCollins Publishers.
3. Truax, Eileen (2013). Dreamers: An Immigrant Generation’s Fight for Their American Dream. Beacon Press.
4. A set of additional readings are available on Moodle

Course Requirements

1. In-class Contribution	10%
2. Journal	15%
3. Critical Thinking Exercise (2)	20%
4. Midterm	20%
5. Final Creative Project.....	15%
6. Final Exam	20%

1. In-Class Contribution: This course seeks to engage students in a fruitful collective learning process, which is mainly based on in-class contribution. Thus, this part of your grade is based on active and informed contribution that demonstrates a thoughtful reading of the course material. It is your responsibility to read all course materials prior to class. We have the privilege of having this class be an undergraduate seminar, so please come to class prepared to engage with the material.

2. Journals: The aim of it is twofold: (a) to systematize the most striking facts you learned in lecture; and (b) to keep track of your personal reflections on the reading material, group discussion, documentaries and lectures. Specifically, I want you to let your emotions emerge, and freely express what you feel rather than what you rationalize. This writing exercise will be useful toward the end of the semester, as you may be using some of the material in these journal entries to make your final creative presentation. The journal entries must be sent out to me each Friday by midnight. There is no specific length for the journal entry; however, I will expect you to reflect a thoughtful piece. You

need to keep a file for all your journal entries, as you may be using them to make a presentation at the end of the semester.

3. **Critical Thinking Exercise (CTE):** You will have to turn in two written CTEs on the assigned readings, videos, class, lectures and discussion. Each CTE should be approximately 3-4 double-spaced typed pages. Each CTE should develop an analytical discussion on the particular topic assigned, mentioning the readings for that topic, lectures, videos and discussions. Please refer below to the week-by-week schedule, which will indicate the topic you are to write on and due dates.
4. **Exams:** The midterm will consist of a combination of short answers, fill-in-the-blank, multiple choice questions, and essay questions. This will be a two-hour take-home exam. I will distribute the exam on Tuesday, October 4th at the end of class. You will email me your exam to vmontes@brynmawr.edu by Friday, October 7th at 5 p.m. The final will be a comprehensive take-home examination which will cover all of the material presented during the course. The exam will consist of a combination of short answers, essay questions, fill-in-the-blank, and multiple choice questions. I will distribute the exam the last day of classes.
5. **Final Creative Project (FCP):** The aim of the project is to afford students the opportunity to explore either a topic addressed in the course or unexplored but related one and to prepare a presentation using one of the diverse digital tools introduced in the course. For students with less expertise with digital platforms, LTIS staff will offer support. The range of possible topics is endless; for instance, you may choose to design and deliver a 10-minute documentary addressing the interplay of migration and family relations, or you may choose to create a blog that explores the dynamics of Mexican migrants in the US labor market. I strongly suggest reviewing my blog at <http://veronicamontes.blogs.brynmawr.edu/>, to which I have uploaded former students' projects from recent courses. For further details refer to the handout distributed the first day of classes. For further details refer to the handout distributed the first day of classes.

Grading Policy

Grade Rubric

~ 93 – 100% = 4; ~ 90 – 92% = 3.7; ~ 87 – 89% = 3.3; ~ 83 – 86% = 3.0; ~ 80 – 82% = 2.7; 77 – 79% = 2.3; ~ 70 – 76% = 2.0

Appealing Your Grade: If you feel that an evaluation of an assignment or exam does not fairly reflect its quality and you wish for the professor to reconsider it, you will need to submit: 1) your graded assignment and 2) a typed letter explaining point by point why you believe the grade you received does not accurately reflect the quality of your work given the requirements of the assignment. You must submit these items to the professor no later than one week of the date the graded assignment was handed back. Please note that if you ask the professor to reevaluate your work, your new grade may be lower than the original. Keep all returned work in the event that you have a grade dispute. If you cannot provide a copy of the returned work, the grade in the grade book stands.

Additional things that will bring down your grade are disruptive behavior; disrespect towards your professor or peers; comments that reveal a lack of preparation; sleeping in class; excessive tardiness, texting, facebooking, excessive absences, web surfing, and any other unprofessional or distracting behaviors. Excessive absences and constant disruptive behavior will result in a failing class participation grade. Do not assume that you will receive full participation credit merely for showing up to class. You must also thoughtfully participate in class discussions.

Access Service

Bryn Mawr College welcomes the full participation of individuals with disabilities in all aspects of campus life. The Access Services office in Guild Hall provides support and reasonable accommodations for eligible students, employees, and guests with disabilities. Individuals who think they may need accommodations because of a learning, physical, or psychological disability are encouraged to contact, Deb Alder, Coordinator of Access Services (610-526-7351 or dalder@brynmawr.edu) as early as possible to discuss their concerns. I strongly encourage you to reach out to Deb Alder if you would like to verify your eligibility for reasonable academic accommodations. I would appreciate it if you would contact me *early* in the semester as well knowing that I will keep whatever we discuss confidential.

Format and Instructions for Turning in your work

A hard copy is required at the start of class on the due date. All assignments are to be double-spaced with one-inch margins, 12 point font and stapled. Use Times New Roman.

All assignments should have the following information on the right-hand-side header:

1. Your full name as it appears on my roster. If you want to be addressed by a different name please include that name in parenthesis next to your legal name.
2. Your group name
3. The class number / title
4. Assignment title
5. Date

Include page numbers and staple your work. Hard copies may be printed front and back in order to save paper. Deviating from these specifications will result in point deductions.

Example:

/	
	John Smith (Juan) SOC 142 Critical Thinking Exercise #3 11-13-14
	Title

Class Policies

As with any class, students should behave in a professional and respectful manner. Below are the class policies.

1. **Arrive on time:** Excessive tardiness is a major disruption and will decrease your class attendance grade. Do not email me to let me know you are running late or will be absent.
2. **Cell phones should be turned completely off:** Texting is prohibited and will decrease your class participation grade. Do not use your smart phones to read the articles/chapters posted on Moodle.
3. **Computers should be used only for taking notes:** If you use a computer it should be employed for taking course notes only. In other words, Facebooking, tweeting, shopping on Amazon, watching sports highlights, and email checking are not allowed. Repeated incidents of Facebooking, emailing, and web surfing will result in a low attendance/participation grade as it is distracting to other students and disrespectful to the professor. The repeat, unauthorized use of computers will lower your class participation grade and ultimately, your cumulative grade. If this causes problems I will ask you to leave class.
4. **Respect others' opinions and comments:** Respect is integral to the class as this course deals with controversial topics about which people have strong views and assumptions. **This course is about facts, theories, and arguments drawn from cutting edge, peer-reviewed research.** I welcome discussion but I expect you to be courteous, respectful, and professional in your conduct at all times. I will work to make sure that all students enjoy a distraction-free, civil, and supportive environment in which to learn and express their ideas—this means listening to others' ideas and addressing them respectfully. You will be asked to leave class if you are disrespectful to the professor or your colleagues.
5. **Come to class prepared:** I expect you to read the assigned readings and that you come to class prepared to participate in class discussion. You must bring the required book, a hard copy of the articles or chapters posted on Moodle to every class session.
6. **Communication:** It is the student's responsibility to frequently check their email and Moodle for any class communications. Do not contact the professor with last minute questions about exams and assignments or other matters relating to the class. Such matters should be resolved during office hours. I will not answer substantive questions related to tests or assignments via email. Absolutely no assignments will be accepted via e-mail.
7. **Missed Assignments / Midterm:** Mark the dates for presentations, quizzes, exams, and papers on your calendar NOW. Do not sign up for an assignment if you foresee any conflicts (religious holidays, travel plans, whatever). If you have conflicts with pre-scheduled assignments (book quizzes or exams) contact me ASAP to arrange to take them or turn them in early. Out of fairness to the others in the class, **I will not give penalty-free extensions or make-ups.** I do accept late papers, with a penalty of 1/3 of a letter grade per day late (e.g., an A (or 4.0) paper two days late would be a B+ (or 3.3)). I will also allow

make-ups for quizzes or midterms, but the maximum grade possible on a make-up will be a B (3.0). I will only make exceptions in cases of unforeseen and serious illness or emergency. I expect you to adhere to your own honor code and only ask for exceptional treatment under truly exceptional circumstances.

Honor Code, Collaboration, and Plagiarism

I take academic integrity and Bryn Mawr's honor code tradition seriously and expect you to adhere to the policies concerning academic work in that code. At the same time, I strongly believe collaboration is essential to learning. I welcome and encourage you to work together when reading and studying for this class. Feel free to help each other with the readings, to discuss readings, topics, themes, questions, assignments and strategies outside of class, and to review together when preparing for exams.

Written work that you hand in is assumed to be original unless your source material is documented appropriately. Copying the ideas or words of another person, even a peer, a friend's published or unpublished article, or a website, as if it were your own, is plagiarism. Plagiarism of any type will result in the student's dismissal from or failure in the course. Even though you may discuss the take-home exam or journal or paper with a classmate, it is absolutely not acceptable to copy each other's work! Becoming a good scholarly writer involves learning to draw and comment on other's work without plagiarizing, or presenting another author's ideas or findings *as if they were your own*.

Campus Resources You Might Find Helpful

Each other. If you find the reading overwhelming, it may help to form a reading group to divide and conquer it. Remember: Learning is a collective process and knowledge is built upon collaborative effort.

Me. I hold regular weekly office hours, and can also make appointments if you have a conflict. E-mail is generally the best way to reach me, but some time constraints may be applied such as last-minute questions for an assignment which due date is the following day.

Tech Bar. If you have any difficulties with Moodle, please ask for help at the Tech Bar on the first floor of Canaday.

Writing Center. The writing center on the second floor of Canaday can help you at any stage of any kind of writing project, from course papers, to application letters, to short stories. *All* writers benefit from feedback on their work, and this is a good place to start.

Peer Mentor. College can be a big change from the academic environments you have experienced previously. If you are feeling overwhelmed or want advice on things like taking notes, reading more efficiently, etc., try talking with a peer mentor. See here: <http://www.brynmawr.edu/pms/index.html>

Your Dean. If you are struggling academically or facing a prolonged illness, a family emergency, or any other issue affecting your academic work, please contact your dean for advice and assistance.

Weekly Reading Schedule

The following illustrates the weekly subjects/topics and the required readings. The dates for screening documentaries/films also are shown here. Readings should be completed prior to the class lectures. All dates are approximates and subject to change. Students will be adequately informed should any scheduling changes occur.

<u>Week 1: Introduction to the course</u>		
Date	Daily Reading Schedule	Film Dates / Assignments Due
August 30 (Tu)	Introduction to course Student Introductions	
September 1 (Th)	<ol style="list-style-type: none"> 1. Prologue: America's Changing Colors in Mexicans in the Making of America by Neil Foley @ Moodle 2. Chapter 1: The Genesis of Mexican Americans in Mexicans in the Making of America by Neil Foley @ Moodle 	<ul style="list-style-type: none"> • The conquest of the North and the first Mexicans in the US • http://brynmawr.kanopystreaming.com/video/latino-americans-foreigners-their-own-land
<u>Week 2: Theories of Migration</u>		
Date	Daily Reading Schedule	Film Dates / Assignments Due
September 6 (Tu)	1. Chapter 2. Principles of Operation: Theories of International Migration in Beyond Smoke and Mirrors @ Moodle	
September 8 (Th)	<ol style="list-style-type: none"> 1. Chapter 2: No estás en tu casa in Foley, N. (2014). Mexican in the Making of America @ Moodle 2. Chapter 5. The Great Migration: 1900 – 1930. Gonzalez, M. 1999. Mexicanos: A History of Mexican in the United States @ Moodle. 	<ul style="list-style-type: none"> • FCP group selection
<u>Week 3: Mexicans during the 1930s and the Bracero Program</u>		
Date	Daily Reading Schedule	Film Dates / Assignments Due

September 13 (Tu)	<ol style="list-style-type: none"> Chapter 6. The Great Depression: 1930-1940. Gonzalez, M. 1999. Mexicanos: A History of Mexican in the United States @ Moodle. Garcia y Griego, Manuel (1996). The Importation of Mexican Contract Laborers to the United States, 1942-1964 in Gutiérrez, David G. (editor). <i>Between Two Worlds: Mexican Immigrants in the United States</i> @ Moodle 	<ul style="list-style-type: none"> Mexican Repatriations in the 1930s http://www.youtube.com/watch?v=V2TLxJgAWHw NPR: A Tale of Deportation in the 1930s https://www.youtube.com/watch?v=74bbewMWikQ&list=RD74bbewMWikQ#t=86
September 15 (Th)	<ol style="list-style-type: none"> Chapter One – Bracero Recruitment in the Mexican Countryside, 1942-1947 in in Rosas, A. E. (2014). <i>Abrazando el Espiritu: Bracero Families Confront the US-Mexico Border</i> @ Moodle 	

Week 4: The Bracero Program and its hidden history on family dynamics

Date	Daily Reading Schedule	Film Dates / Assignments Due
September 20 (Tu)	<ol style="list-style-type: none"> Chapter Four – Government Censorship of Family Communication, 1942 – 1964 in Rosas, A. E. (2014). <i>Abrazando el Espiritu: Bracero Families Confront the US-Mexico Border</i> @ Moodle Chapter Five – In Painful Silence: The Untold Emotional Work of Long-Distance Romantic Relationships and Marriages, 1957-1964 in Rosas, A. E. (2014). <i>Abrazando el Espiritu: Bracero Families Confront the US-Mexico Border</i> @ Moodle 	<ul style="list-style-type: none"> Screening 1st half of <i>Harvest of Loneliness: The Bracero Program</i>.
September 22 (Th)	<ol style="list-style-type: none"> Rosas, Ana E (2011). “Breaking the Silence: Mexican Children and Women’s Confrontation of Bracero Family Separation, 1942-1964.” <i>Gender & History</i> 23(2): 382-400 @ Moodle 	<ul style="list-style-type: none"> Screening 2nd half of <i>Harvest of Loneliness: The Bracero Program</i>.

Week 5: The Rise of Undocumented Migration and IRCA

Date	Daily Reading Schedule	Film Dates / Assignments Due
September 27 (Tu)	1. Massey, Douglas S. and K. A. Pren (2012). Unintended Consequences of US Immigration policy: Explaining the Post-1965 Surge from Latin America. <i>Population and Development Review</i> 38 (1): 1-29 @ Moodle	<ul style="list-style-type: none"> • 1st CTE – Questions for this CTE will be distributed in class. • This CTE will be due on October 4
September 29 (Th)	1. Durand, Jorge, Massey, D.S. and Parrado, E. A. (1999). The New Era of Mexican Migration to the United States. <i>The Journal of American History</i> , Vol. 86. No. 2. Pp. 518-536 @ Moodle	<ul style="list-style-type: none"> • LTIS presentation about the available digital platforms and support for the FCP
<u>Week 6: Militarization of the Border</u>		
Date	Daily Reading Schedule	Film Dates / Assignments Due
October 4 (Tu)	<ol style="list-style-type: none"> 1. Chapter 1: Prevention through Deterrence in De Leon, Jason (2015). <i>The Land of Open Graves</i> @ Moodle 2. Doty, Roxanne L. (2013). Bare Life: Border-Crossing Death and Spaces of Moral Alibi in U.S.-Mexico Border in Dowling, Julie A. and Jonathan X. Inda. (2013). <i>Governing Immigration through Crime</i> @ Moodle 	<ul style="list-style-type: none"> • First CTE due today at the begging of class. • Walls of Shame: The US-Mexican Border - Featured Documentary • https://www.youtube.com/watch?v=TU5uOAG71Tw • FCP proposal – Questions will be distributed in class • This proposal will be due on Thursday, October 20 • Midterm take-home prompt will be distributed today
October 6 (Th)	<ul style="list-style-type: none"> • No Class 	
<u>Week 7: Fall Break</u>		
Date	Daily Reading Schedule	Film Dates / Assignments Due
October 11 (Tu)	No Class	
October 13 (Th)	No Class	
<u>Week 8: Is it worth to risk one's life crossing the Mexico-US border?</u>		

Date	Daily Reading Schedule	Film Dates / Assignments Due
October 18 (Tu)	<ol style="list-style-type: none"> Chapter 7 – The Crossing in De Leon, Jason (2015). <i>The Land of Open Graves</i> @ Moodle Ramos, J. 2005. Dying to Cross: The Worst Immigrant Tragedy in American History. Up to Chapter 4 	<ul style="list-style-type: none"> Screening 1st part of <i>Who is Dayani Cristal?</i>
October 20 (Th)	<ol style="list-style-type: none"> Ramos, J. 2005. Dying to Cross: The Worst Immigrant Tragedy in American History. Finish the book. 	<ul style="list-style-type: none"> Screening 2nd part of <i>Who is Dayani Cristal?</i> FCP proposal due today
<u>Week 9: How Immigration Became Illegal</u>		
Date	Daily Reading Schedule	Film Dates / Assignments Due
October 25 (Tu)	<ol style="list-style-type: none"> De Genova, Nicholas. (2004). The Legal Production of Mexican/Migrant “Illegality”. <i>Latino Studies</i>, 2, (160–185). Chapter 1 – Where Did the Illegality Come From? In Chomsky, Aviva. (2014). <i>How Immigration Became Illegal</i>. Boston, MA: Beacon Press. 	<ul style="list-style-type: none"> Screening – <i>Punishment and Profits: Immigration Detention</i>. (In-Class 24 minutes). https://www.youtube.com/watch?v=mAKL3RI_lhc
October 27 (Th)	<ul style="list-style-type: none"> Panel 	<ul style="list-style-type: none"> Speakers TBA
<u>Week 10: Mexican Immigrants and their Participation in the US Labor Market</u>		
Date	Daily Reading Schedule	Film Dates / Assignments Due
November 1 (Tu)	<ol style="list-style-type: none"> Chapter 5 and Chapter 6 in Chomsky, Aviva. (2014). <i>Undocumented: How Immigration Became Illegal</i>. Boston, MA: Beacon Press. 	<ul style="list-style-type: none"> Screening 1st half of <i>The Hand that Feeds</i> http://tripodclassic.brynmawr.edu/record=b4453525

November 3 (Th)	<ol style="list-style-type: none"> 1. Myth 1 - Immigrants take American jobs and Myth 2 – Immigrants compete with Low-Skilled Workers and Drive down Wages in Chomsky, Aviva (2007) <i>“They Take our Jobs!” and 20 other myths about immigration.</i> Boston, MA: Beacon Press @ Moodle. 	<ul style="list-style-type: none"> • Screening 2nd half of <i>The Hand that Feeds</i>
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Week 11: Transnational Families

Date	Daily Reading Schedule	Film Dates / Assignments Due
November 8 (Tu)	<ol style="list-style-type: none"> 1. Sacrifice in Dreby, Joanna. (2010). <i>Divided by Border: Mexican Migrants and their Children.</i> Berkeley and Los Angeles, CA: University of California Press @ Moodle. 2. Gender and Parenting from Afar in Dreby, Joanna. 2010. <i>Divided by Border: Mexican Migrants and their Children.</i> Berkeley and Los Angeles, CA: University of California Press @ Moodle 	
November 10 (Th)	<ol style="list-style-type: none"> 1. A Family of Strangers: Transnational Parenting and the Consequences of Family Separation due to Undocumented Migration by Ernesto Castañeda @ Moodle. 	<ul style="list-style-type: none"> • Guest Speaker Tentative Alejandra Mota from The New Sanctuary Movement in Philadelphia

Week 12: The Remittance Landscape and Mexican businesses

Date	Daily Reading Schedule	Important Dates / Assignments Due
November 15 (Tu)	<ol style="list-style-type: none"> 1. Chapter 6 in Lynn Lopez, S. 2015. <i>The Remittance Landscape: Spaces of Migration in Rural Mexico and Urban USA</i> @ Moodle. 2. Irazábal, Clara and Macarena Gómez-Barris. (2007). <i>Bounded Tourism: Immigrant Politics, Consumption, and Traditions at Plaza Mexico. Journal of Tourism and</i> 	<ul style="list-style-type: none"> • 2nd CTE – Questions for this CTE will be distributed in class. • This CTE will be due on November 22

November 17 (Th)		<ul style="list-style-type: none"> Field Trip – South Philly
<u>Week 13: The Political Economy of the Nostalgia</u>		
Date	Daily Reading Schedule	Important Dates / Assignments Due
November 22 (Tu)	1. Reading TBA	<ul style="list-style-type: none"> 2nd CTE due today
November 24 (Th)	Thanksgiving	
<u>Week 14: The Dreamers and their fight for dignity</u>		
Date	Daily Reading Schedule	Important Dates / Assignments Due
November 29 (Tu)	1. Chapter 1 and 2 in Traux, E. 2013. <i>Dreamers: An Immigrant Generation's Fight for Their American Dream.</i> 2.	<ul style="list-style-type: none"> Screening 1st part of <i>Documented</i> FCP questionnaire – A set of questions will be distributed in class for you to address during your presentation
December 1 (Th)	1. Chapter 5 – Adolescence: Beginning the Transition to Illegality in Gonzales, Roberto G. (2016). <i>Lives in Limbo: Undocumented and Coming of Age in America.</i> Oakland, CA: University of California Press.	<ul style="list-style-type: none"> Screening 2nd half of <i>Documented</i>
<u>Week 15: Final Remarks and Student Presentations</u>		
Date	Daily Reading Schedule	Important Dates / Assignments Due
December 6 (Tu)	1. Students' Presentations	
December 8 (Th)	1. Students' Presentations 2. Final Remarks	
I reserve the right to amend this syllabus		

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ⁱ Please note: The reading material and structure of this syllabus was highly improved by borrowing ideas from other colleagues' syllabi. These include: Emir Estrada, Sociology 142: Social Trends and Social Problems, Fall 2014; William I. Robinson, Sociology 130SG: Sociology of Globalization, Fall 2007; Jennifer Spohrer, History 230: Europe since 1945, Spring 2010; and Hae Yeon Choo, Sociology 425: Gender in Global Context, Winter 2014.