

ANTH 3333: The Immigrant Experience - Latina/o im/migrants in the U.S.

Fall 2019, M/W/F 10:00-10:50a, Harold Simmons Hall 317



Professor: Jennifer A. Cook, PhD
Postdoctoral Fellow, [Tower Center for Political Studies](#)
Office Hours: Weds 11:15a-12:15p Heroy Hall 423
(or email for appointment)
Contact: Jacook@smu.edu

Introduction

In this course, students will use interdisciplinary sources to examine Latino immigration to the United States. The course is divided into four main thematic sections: 1) Intro to Latinos in the U.S. – History and Demographics; 2) Race and Latino Immigration; 3) Immigrant incorporation, the economy, and beyond; and 4) Immigration Policy and I/legality. Students will explore some of the most important contemporary questions about Latina/o immigration to the U.S., including: Why do people migrate? What does race have to do with Latino immigration? Why is Latino immigration such a hot-button political issue? How does Latino immigration impact the U.S.? What is the life of a Latino immigrant like? What are the causes of illegal immigration? How does our immigration policy work? What should we do about immigration law?

This course counts towards the following UC student learning outcomes:

2012 Historical Context I
2012/2016 Ways of Knowing
2012/2016 Writing
2016 Historical Context

Please Note: This syllabus is a working document. As your professor I reserve the right to amend the syllabus throughout the semester. Any amended syllabi will be uploaded to Canvas. Please check Canvas regularly for the current, most updated version of the syllabus.

Course Overview

This course will be taught in a seminar style. This means that we will spend much of our class time engaging in discussions about the readings, key concepts, our research projects, and other topics of interest. In order to minimize distraction, I request that students **minimize the use of laptops in the classroom** except where necessary for a class activity. Students who require the use of a laptop or strongly prefer it for taking notes may opt to use a laptop during class as long as it does not inhibit their participation in discussion (I reserve the right to ask you to put laptops away – if you require the laptop due to a learning difficulty please let me know at the beginning of the semester). I also request that students put their **cell phones out of sight** at the beginning of the class period and not take them out until 10:50 when the period is over, unless otherwise instructed. **Please do not pack up your belongings before the class period is over.** If for some reason it is 10:50 and I have not noticed (which sometimes happens when we get into interesting conversations!), please feel free to raise your hand and let me know the time.

There are three main components to this course:

1. Weekly readings: ungraded (but essential to your success in this course!)
2. In-class activities and assignments: 50%
3. Writing Assignment: 50% (see break-down in separate assignment handout)

Additional notes:

- There are no quizzes, midterms, or final exams in this course.
- There is no guaranteed extra credit in this course. Students who are concerned about their grades should meet with the professor **immediately**, either during office hours or by appointment.
- As a participant in this course, you are expected to attend every class meeting, and you are responsible for engaging with the course materials and with your classmates.

How to be successful in this class

In general, a good rule of thumb for college coursework is that you should expect to study/do work outside of class for about 2-3 hours for each unit of credit. This is a 3-credit course, which means that you should expect to spend an average of 6 to 9 hours per week studying for this course outside of class. This course is designed such that students should be able to pass the course if they put in this much time and effort throughout the semester.

You should also note that this is a writing class, which means that a major aspect of this course will be writing instruction, practice, revision, and evaluation. Writing courses often require a greater time investment than students are used to in lecture/exam-based courses.

Here are some other helpful tips:

1. Read the syllabus. Use the syllabus as your first resource when you have a question about the course!
2. Bring a notebook or pad of paper and writing implement to class every day. (You will often be asked to write something on a piece of paper to be handed in and evaluated.)
3. Check your SMU email and Canvas regularly.
4. This class moves quickly. If you feel you are falling behind, come talk to me in my office hours ASAP. In general, if you have (legitimate) extenuating circumstances, ie. family emergency or severe illness, that cause you to miss class or turn in late work, please let me know **beforehand** as much as possible, so that we can work together to keep you on track.
5. Write down/mark all the course deadlines in your planner/device the first week of class, and make note of any times when you have exams/assignments/other responsibilities that overlap (this will help you with time management).
6. Come to class every day, be an active listener, and engage in class discussions and lectures by making comments, asking questions, and participating in in-class activities.
7. Read all of the assigned readings prior to class each week. As you read, jot down a few notes to help facilitate your participation in our in-class activities and discussions. **I strongly encourage you to print your readings, mark them up with notes as you read, and bring them to class each week.**
8. If you are having trouble understanding any of the readings, write down your questions and bring them to class. Alternatively, feel free to drop in to my office hours to discuss these or any other questions you may have.
9. Complete all assignments according to assignment guidelines.

Assignments

For important information regarding the professor's policy regarding final grades and percentage to letter grade conversion, see Course and University Policies below.

Readings (required each week)

Each week you will have some assigned readings. **Although readings are not "graded," completing them is an essential component of this course, for two reasons:**

- 1) You will be using evidence from the weekly readings to construct the argument in your writing assignment, which constitutes 50% of your final grade.
- 2) You will use the readings to facilitate your participation in in-class activities and assignments, which constitute the other 50% of your grade.

Please read all assigned readings before class on Monday of each week. For example, the readings for Week 2 should be completed before class on Monday, 9/2.

Also, please read the assigned readings **in the order in which they are listed on the syllabus.** I have put them in this order intentionally.

Most weeks, assigned readings will be found on Canvas, or will be accessible via links in the syllabus. In addition, you are required to purchase, rent, or otherwise procure the following books:

- *The Columbia History of Latinos in the United States since 1960* (2006), ed. by David G. Gutierrez. (Columbia University Press)
 - [Will be referred to as “CHL” throughout the rest of the syllabus]
 - <https://www.amazon.com/Columbia-History-Latinos-United-States/dp/0231118090>
- *Labor and Legality: An Ethnography of a Mexican Immigrant Network* (2010), by Ruth Gomberg-Munoz. (Oxford University Press)
 - <https://www.amazon.com/Labor-Legality-Globalization-Contemporary-Anthropology/dp/0199739382>

Both books are available through the bookstore and are also widely available (and inexpensive) online. They are also available on 3-hour reserve in the library.

In-class activities and assignments (50%)

Students will be asked to complete a variety of individual and group activities and assignments during class meetings over the course of the semester. At the discretion of the professor, a sample of these assignments will be collected and evaluated.

In order to be successful in this component of the course, you should make sure that you have read the week’s assigned readings carefully, prior to class on Monday of each week. I strongly recommend printing out the readings and taking notes in the margins to help you prepare for class discussions. You should also bring a notebook or pad of paper and a writing implement to class every day. Finally, participate actively in group activities and class discussions (ie. make comments, ask questions, and engage in dialogue with your peers). Students who do not do the readings, or who do not engage in dialogue with classmates, will struggle with this component of the course.

To enrich our classroom experience, I have invited several **guest speakers** to visit our classroom to discuss course topics. Attendance to these sessions is mandatory and will be counted towards your participation grade.

Writing Assignment (50%)

There will be one writing assignment in this class, which will be submitted in stages. The final paper must be 12-15 pages long, in 12 pt Times New Roman font, double-spaced, with standard 1-inch margins.

More information about the details of the writing assignment will be provided on a second handout. Please see the deadlines for the writing assignment phases below.

Writing Assignment Deadlines:

- Fri, 9/13, 11:59 pm: Outline 1 (graded)
- Fri, 9/27, 11:59 pm: Submission 1 (ungraded)
- Fri, 10/11, 11:59 pm: Outline 2 (graded)
- Fri, 10/25, 11:59 pm: Submission 2 (ungraded)
- Fri, 11/8, 11:59 pm: Outline 3 (graded)
- Fri, 11/22, 11:59 pm: Submission 3 (ungraded)
- Mon, 12/9, 11:59 pm: Final Submission (graded)
 - All submissions must include tracked changes in Microsoft Word and cover letters (see assignment handout for more information).

NOTE: Please use APA citation format for all citations in this course. See style guide here: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html and https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_basic_rules.html. You can also review some helpful examples here: http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch09_o.html

Course Schedule

UNIT I: Intro to Latinos in the U.S. – History and Demographics

Guiding Questions:

- Who are “Latinos” in the U.S.?
- Why do people migrate from Latin American countries to the U.S.?
- What factors explain the demographics and distribution of the Latino population in the U.S.?

Week 1: Aug 26, 28, 30 - Introducing Latina/o im/migrants

To read/review by Thursday, 8/29

1. This syllabus
2. Facts on U.S. Latinos –
 - <https://www.census.gov/prod/cen2010/briefs/c2010br-04.pdf>
 - <http://www.pewhispanic.org/2017/09/18/facts-on-u-s-latinos/>
 - <https://www.census.gov/quickfacts/TX>
3. Holloway, “What’s in a name?”
4. Flores, “The Latino Imaginary”

Week 2: Sept 4, 6 - History and Heterogeneity part I

[Mon, Sept 2: No Class – Labor Day]

- “YOU PICK TWO” (pick two of the three readings listed below)
 - CHL Ch 1 - Gutierrez, “Globalization, Labor Migration, and the Demographic Revolution: Ethnic Mexicans in the Late 20th Century”

- **NOTE: If you wish, you may skip/skim pp. 52-60**
- CHL Ch 2 – Santiago-Valles and Jiménez-Muñoz, “Social Polarization and Colonized Labor: Puerto Ricans in the United States, 1945-2000”
 - **NOTE: If you wish, you may skip/skim pp. 98- top of 103, pp. 110-112, p. 114, and p. 121.**
- CHL Ch 3 - García, “Exiles, Immigrants, and Transnationals: The Cuban Communities of the US”

Week 3: Sept 9, 11, 13 - History and Heterogeneity part II

- “YOU PICK TWO” (pick two of the three readings listed below)
 - CHL Ch 4 - Stoltz Chinchilla and Hamilton, “Central American Immigrants: Diverse Populations, Changing Communities”
 - CHL Ch 5 - Levitt, “Transnational Ties and Incorporation: The Case of Dominicans in the United States”
 - CHL Ch 6 - Espitia, “The ‘Other Hispanics’ South American-Origin Latinos in the United States”

****Fri, 9/13, 11:59 pm: Outline 1 due****

UNIT II: Race and Latino Immigration

Guiding Questions:

What is race?

What does race have to do with Latino immigration?

Week 4: Sept 16, 18, 20 - Introduction to Race

1. Graves, “The race myth” excerpts
2. Omi and Winant, “Racial Formation”

Week 5: Sept 23, 25, 27 - Race, Immigration, and Latinos in the U.S.

1. Kibria excerpts from Chs 1 and 2
2. Cobas, Introduction
3. Rumbaut, “Pigments of our Imagination” (excerpt)

****Fri, 9/27, 11:59 pm: Submission 1 due****

Week 6: Sept 30, Oct 2, 4 - Nativism, Racism, and Anti-Immigrant Sentiment

1. Feagin, “Old Poison in New Bottles”
2. Chavez, *The Latino Threat* excerpt

UNIT III: Immigrant incorporation, the economy, and beyond

Guiding Questions:

What is the economic impact of immigration?

How does the economy impact immigration?

What are the experiences of im/migrant workers in the U.S. economy?

Week 7: Oct 7, 9, 11 - Immigrant Incorporation and Transnationalism

Guest speaker this week - TBA

1. Suarez-Orozco, "Everything you ever wanted to know about assimilation but were afraid to ask"
2. Lima, "Transnationalism: A New Mode of Immigrant Integration"

****Fri, 10/11, 11:59 pm: Outline 2 due****

Week 8: Oct 16, 18 - Immigration and the Economy

[Mon, Oct 14: No Class – SMU Fall Break]

1. Hanson, "The Economics and Policy of Illegal Immigration in the United States"
2. Bacon, *Illegal People* Ch 3: "Displacement and Migration"
3. Additional reading TBD
4. Optional:
 - Greenstone and Looney, "Ten Economic Facts about Immigration"
 - Wharton, "The Effects of Immigration on the United States' Economy"

Week 9: Oct 21, 23, 25 – "Good" and "bad" immigrants?

Mon, Oct 21 - Guest speaker on immigration and the economy: Dr. Pia M. Orrenius, Vice President and Senior Economist, Federal Reserve Bank of Dallas, <https://www.dallasfed.org/research/economists/orrenius.cfm>

1. Rumbaut, "Debunking the myth of immigrant criminality"
2. Farris and Mohamed, "Picturing Immigration"
3. Willen and Cook, "Health-related deservingness"

****Fri, 10/25, 11:59 pm: Submission 2 due****

UNIT IV: Immigration Policy, Il/legality, and Im/migrant Experiences

Guiding Questions:

What is "illegal immigration"? What causes illegality?

Why is "illegal immigration" associated with Mexicans?

Why don't all immigrants come "legally"? How can an "illegal" immigrant become "legal"?

What are the lives of "legal" and "illegal" immigrants like?

How does immigrant detention and deportation work?

What should be done about immigration?

Week 10: Oct 28, 30, Nov 1 - What is illegality?

1. Gomberg-Munoz, *Labor and Legality* – Preface, Ch 2
2. De Genova, "Immigration Reform and the production of Migrant Illegality"
3. Optional: Gomberg-Munoz, *Labor and Legality* – Intro and Ch 1

Week 11: Nov 4, 6, 8 - The impact of immigration policy and its' enforcement

1. Kibria, Ch 2 excerpt

2. Durand and Massey, "The Costs of Contradiction"
3. Gomberg-Munoz, *Labor and Legality* – Read Ch 3 (Also read Intro and Ch 1 if you have not yet done so)

****Fri, 11/8, 11:59 pm: Outline 3 due****

Week 12: Nov 11, 13, 15 - Life, undocumented

Mon, Nov 11 - Guest speaker on immigration law: Richard A. Gump, Jr., Immigration Lawyer, <http://www.rickgump.com/>

- Finish Gomberg-Munoz, *Labor and Legality* – Read Chapters 4-7, Epilogue

Week 13: Nov 18, 20 - Becoming "Legal"?

[No class Friday Nov 22 – Jenny at conference]

- Gomberg-Munoz, *Becoming Legal* "Four Million Families," "The Family Petition," "The Punishment," and Charts in Appendices

****Fri, 11/22, 11:59 pm: Submission 3 (full draft) due****

Week 14: Nov 25, 27 – Asylum

Mon, Nov 25 - Guest speaker on asylum: Kali Cohn, Community Education and Advocacy Director, Human Rights Initiative of North Texas, <http://hrionline.org/es/>

1. Readings TBD
2. Please review the HRI website prior to Nov 25 to familiarize yourself with the work of the organization - hrionline.org

[Nov 29: No Class – Thanksgiving Break]

Weeks 15-16: Dec 2, 4, 6, 9 Detention, deportation, the border, and the wall

1. Luan, "Profiting from Enforcement"
2. De Leon, *The Land of Open Graves: Living and Dying on the Migrant Trail* Intro and Ch 8
 - i. --(NOTE: DISTURBING/GRAPHIC CONTENT)
3. Castañeda, *Borders of Belonging* Ch 4 and Conclusion

****Mon, 12/9, 11:59 pm: Final paper due – Please include Track Changes****

Exam Period: Dec 18, 8a-11a (No exam, no class meeting)

COURSE AND UNIVERSITY POLICIES

Classroom Environment

In this class, we will be discussing some very politically-charged issues. While I welcome debate, free speech, and critical dialogue, all members of the class (including the students and the professor) must demonstrate respect for each other at all times. Disrespect, hate, and discrimination will not be tolerated. Any student who has concerns about how they are treated in the classroom should contact me immediately. Students will be held accountable to the ground rules established by the students and the professor in week 1.

Grading Philosophy, Final Grades, and Percentage to Letter Conversions

In this course, and as a general rule of thumb in undergraduate-level education, the professor does not *give* grades. Students *earn* grades based on the quality of work they produce and the evaluation standards of the course. I will not entertain any requests to alter your grades, neither during the semester nor after the course has

ended. If I have made a legitimate mathematical or clerical error, on the other hand, please let me know as soon as possible so this can be corrected.

In this course, final grades are calculated based on the weighted percentages outlined below. A student's final grade is calculated as a percentage. The percentage is then converted into a letter grade before being entered into the Registrar's system. Final percentages will be converted to final letter grades based on the following scale:

Final Grade %	Letter Grade	SMU Standard/UG Catalog
94–100%	A	Excellent Scholarship
90–93%	A-	Excellent Scholarship
86–89%	B+	Good Scholarship
83–85%	B	Good Scholarship
80–82%	B-	Good Scholarship
76–79%	C+	Fair Scholarship
73–75%	C	Fair Scholarship
70–72%	C-	Fair Scholarship
66–69%	D+	Poor Scholarship
63–65%	D	Poor Scholarship
60–62%	D-	Poor Scholarship
< 60%	F	Fail

Students whose final percentages are more than .5 percentage points from the cutoff point for a higher letter grade will NOT receive the higher letter grade. For example, the cutoff for an A is a 94%. Students whose final grades are 93.50 and above will be rounded up to an A. Students whose final grades are 93.49 or below will receive an A-. While this may differ from the procedures other SMU professors follow, this is the policy for this course.

Extra Credit

I do not guarantee that there will be extra credit opportunities in this course. If you are concerned about your performance on a particular assignment, please come see me immediately – I am happy to counsel you in how to improve your grade on the next assignment.

Late Work

Late assignments will receive a 1/3 letter grade deduction for each day they are late.

Attendance

In order to pass this class, you are expected to attend all class meetings, and to arrive on-time. Planned excused absences should be reported to the professor prior to the absence. If you must miss a class due to an unforeseen circumstance, serious illness, or other legitimate reason, please let the professor know as soon as possible. In order to be eligible to receive credit for missed assignments, students must provide credible evidence demonstrating the reason for their absence. The professor reserves the right to determine which absences constitute "excused" absences, and when students will get the opportunity to make up missed assignments.

Academic Integrity

In this course we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another's ideas, language, or syntax. You are encouraged to study together, discuss readings outside of class, share your drafts during peer review and outside of class, and go to the Writing Center with your drafts. In this course, those activities are well within the bounds of academic honesty. However, when you use another's ideas or language—whether through

direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation. **Even one occasion of academic dishonesty, large or small, on any assignment, large or small, will result in failure for the entire course and referral to the relevant SMU authorities.** For SMU policies on academic honesty, please see <https://www.smu.edu/Simmons/AboutUs/HonorCode>.

If you have any questions or concerns regarding what constitutes plagiarism and/or academic dishonesty, please come see me during office hours. Otherwise, for more information on plagiarism and proper citation, please see the following resources:

- <http://usingsources.fas.harvard.edu/icb/icb.do?keyword=k70847&tabgroupid=icb.tabgroup106849>.
- <http://www.lib.uconn.edu/instruction/PlagFac.htm>
- <http://www.lib.uconn.edu/instruction/tutorials/plagiarism.htm>

Disability and Other Accommodations

This course is intended for all SMU students. If you have a disability or a personal circumstance that will affect your learning in this course, please let me know as soon as possible so that we can discuss the best ways to meet your needs. (I also encourage any student who needs accommodation for disabilities to contact SMU's Disability Accommodations & Success Strategies office (DASS) to get a DASS accommodation letter. Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/ALEC/DASS> to begin the process.

Religious Observance

Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

HELPFUL LINKS AND CONTACTS

SMU Writing Center –

Students needing assistance with writing assignments for SMU courses may schedule an appointment with the Writing Center through Canvas. See also: <http://www.smu.edu/Provost/ALEC/WritingCenter>

Other academic support -

Students wishing support with subject-specific tutoring or success strategies should contact SASP, Loyd All Sports Center, Suite 202; 214-768-3648; <https://www.smu.edu/sasp>.

How to read academic articles (efficiently)!

<http://blizzard.cs.uwaterloo.ca/keshav/home/Papers/data/07/paper-reading.pdf>

SMU Counseling Services –

<http://www.smu.edu/StudentAffairs/HealthCenter/Counseling>