

Department: HIST/ LAMS

Course No.: 233W

Credits: 3

Title: History of Migration in *Las Américas*

Contact: Nancy Shoemaker

Content Area: CA4 4 Diversity and Multiculturalism

Diversity: CA4 Non-International

WQ: W

Catalog Copy: HIST LAMS 233W. History of Migration in *Las Américas*. Either semester. Three credits. Open to sophomores or higher. Recommended Preparation: LAMS 190, ANTH 227, HIST 280, HIST 282, or HIST 278/PRLS 220. Spanish useful, but not required. Consent of Instructor. *Overmyer -Velázquez*. Applies broad chronological and spatial analyses of origins of migration in the Americas to the experiences of people of Latin American origin in Connecticut. Addresses a range of topics from the initial settlement of the Americas to 21st century migrations.

Course Information: The course moves from broad chronological and spatial analyses of origins of migration in the Americas to a specific case study of Mexican migrants in Connecticut. In order to address this wide-ranging transition, students will study a range of topics from the initial settlement of the Americas to the 21st century migrations. Following the examination of general trends in migration in the Americas, students will explore the cultural constructions of race and ethnicity in the context of the development of nation-states, the relationships between land and labor, and the impact of migration on social dynamics. By the end of the semester, students will have a strong understanding of contemporary Latin American migration in general and with specific reference to Connecticut.

This course simultaneously encourages the acquisition of critical judgment, moral sensitivity, and awareness of their era and society by requiring students to critically examine the history of the Americas from the initial human settlement to the present. Student learning will be measured through quizzes and written assignments on the course content. The quizzes will be self-administered through WebCT. Students will proceed through the content quizzes by specified deadlines in the course syllabus. The course will foster students' careful articulation in both oral and written formats through the completion of several short (2 page) revised review essays and a medium-sized (5-10 page) revised research paper, and regular individual and group presentations. Moreover, structured daily class discussion will challenge students to articulate their ideas in a more extemporaneous manner.

Students will select their own topics for the final research paper. They will be required to develop a problem statement and a hypothesis about the problem, and, in a non-ethnocentric manner, defend and substantiate various perspectives on the problem drawn from scholarly literature. One draft will be submitted for grading by the middle of the semester. The second and final draft will be the final paper. The corrected final research papers will be made available in pdf format on-line through the Center for Latin American & Caribbean Studies (CLACS) website to illustrate student research on migration. Students will also have the opportunity to present their research at the year-end CLACS Student Research Symposium.

Course Objectives and Outcomes:

1. Define and explain global citizenship in historical and cultural perspective through the lens of transnational migration.
2. Explain how the parameters of migration are defined by and define the nation-state.
3. Critically analyze culturally constructed definitions of race and ethnicity in the historical context of the Americas.
4. Analyze how migration has historically altered social dynamics at both macro and micro (e.g., gender, generation, sexuality) levels.
5. Identify and challenge one's cultural preconceptions in the construction of knowledge.
6. Characterize the dynamic relationship between land and labor and identify the impact of this relationship on migration.
7. Formulate conceptual frameworks in order to evaluate the dimensions of Latin America's long history with the United States .

Meets Goals of Gen Ed.: As well as satisfying the writing (W) competency, this course integrates all of the broad goals of the general education program. The inter- and transnational subject matter and multidisciplinary source material for this course will require the students to expand their intellectual breadth and versatility and develop new analytical frameworks. Furthermore, examining how historical questions have been approached differently across time, geographic location, and by individuals with different backgrounds (gender, racial/ethnic, generational, etc.) will encourage students to inspect their own notions of the production of knowledge. Encouraged to develop an empathetic and moral sensitivity to the interrelated historical experiences and actions of both elites and commoners, students also will be asked to assess the dimensions of Latin America's long history with the United States . Historical issues treated in this course that demand these types of analyses will include migration, human and labor rights, colonialism, cultural and economic imperialism, racism, and citizenship.

This course will explore the diversity of las Américas , from an ethnographic study of state officials and indigenous migrants to the role of transborder performance artists in the articulation of nationhood and ethnic and gendered identities. Students will be asked to pay careful attention to shifting conceptions of national membership in different Latin American countries and the resulting migratory waves, especially following the economic and military interventions by the United States in the modern era. The lives of Latin American migrants will also figure prominently in our readings, multi-media presentations and discussions.

History of Las Américas will enable students to understand the processes by which they can continue to acquire and use knowledge. They will be exposed to divergent opinions on historical

and anthropological themes and encouraged to be active participants in the production of knowledge by examining primary sources (e.g., government and judicial documents, oral histories, film, songs, and images) as well as critically reading secondary sources. Students will be asked to consider how dynamics of social, political, and economic power are integral to the migratory experience. Students will study the social dimensions of migration and how it has affected the historical development of families and communities in the Americas and, in particular, in the State of Connecticut .

CA4 Criteria: 1. Emphasize that there are varieties of human experiences, perceptions, thoughts, values, and/or modes of creativity. This course explores a wide range of human experiences and thoughts, from an ethnographic study of state officials and indigenous activists to the role of transborder performance artists in the articulation of nationhood and ethnic and gendered identities. Students will be asked to pay careful attention to shifting conceptions of citizenship in different Latin American countries, especially following the economic and military interventions by the United States throughout the twentieth century. The lives of Latin American migrants in the United States will figure prominently in our readings and discussions.

4. Develop an understanding of and sensitivity to issues involving human rights and migration. Studying the history of modern Latin America necessarily requires students to carefully analyze issues of human rights and migration. Intra and international migration from the late nineteenth century to the present has shaped fundamentally the contours of Latin America 's history. Beginning with the large exodus of Mexican workers to the United States at the beginning of the twentieth century, this course examines the history of migrant laborers and labor rights in both regions. Students will read and discuss historical documents such as personal narratives (testimonios) of migrants and changing Latin American and U.S. governmental legislation on migration.

5. Develop an awareness of the dynamics of social, political, and/or economic power in the context of any of the above four items. Students will be asked to consider how dynamics of social, political, and economic power are integral to the issues examined in criteria 4 above. Migrant laborers leaving Latin America and living and working in the United States have been central to how both regions have understood and legislated citizenship. A key political issue, immigrant labor has been central to the economic prosperity in both regions. Students will also study the social dimension of migration as it has greatly affected the historical development of families and communities simultaneously in both regions.

W Criteria: This class enables students to utilize writing to enhance learning course material in several different ways. The course will foster students' careful articulation in both oral and written formats through the completion of a short (5 page) revised review essay and a medium-sized (10 page) revised research paper, and regular individual and group presentations. Moreover, structured daily class discussion will challenge students to articulate their ideas in a more extemporaneous manner.

Students will select their own topics for the final research paper. They will be required to develop a problem statement and a hypothesis about the problem, and, in a non-ethnocentric manner, defend and substantiate various perspectives on the problem drawn from scholarly

literature. One draft will be submitted for grading by the middle of the semester. The second and final draft will be the final paper. The corrected final research papers will be made available in pdf format on-line through the Center for Latin American & Caribbean Studies (CLACS) website to illustrate student research on migration. Students will also have the opportunity to present their research at the year-end CLACS Student Research Symposium. Students who do not demonstrate satisfactory writing in their final essays will not pass the course. The grading structure for the course is as follows:

Participation 15% / Review Essay 10% / WebCT Quizzes 40% / Research Paper and Presentation 35%

Role of Grad Students: We would like to request one graduate assistant for the course. The graduate assistant may be from History or Latin American Studies. The GA will be supervised by Dr. Overmyer -Velazquez and Dr. Gabany -Guerrero on a weekly basis and will be responsible for investigating, planning, and working out the details for an intercession, on-the-road version of the course. To help coordinate the version of the course that will require student travel with the Storrs-based course, the G.A. would also participate fully in the Storrs-based course by leading class discussions, preparing multimedia presentations and assisting students with the learning process.

Supplementary Information: This course won a PROVOST'S GENERAL EDUCATION COURSE DEVELOPMENT GRANT in 2005 and is scheduled to begin in fall of 2006.