

## LACS 497 (Winter 2021): IMPACTS OF MIGRATION IN LATIN/O AMERICA

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Office hours: by appointment

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This course is intended for students in the LACS program and serves as a forum to exchange with others in the same program. Students will be able to explore the topic of the seminar from their own perspective through the preparation of an extensive research project. The two principal objectives of this course are: 1) to expose students to a variety of approaches to a general topic of academic research in the area of Latin American and Caribbean Studies, in this case, the impact of migration on peoples, cultures, resources and the environment; and 2) for students to prepare a substantial research project in an area of interest to them related to this topic.

### Required Readings

All readings and films are available on My Courses

### Requirements

Participation	20%
Presentation	15%
Abstract and bibliography	15%
Final Paper (rough draft 15%; final 35%)	50%

Students are expected to prepare each week's assignments carefully and to **participate** actively in the discussion activities on My Courses and during weekly Zoom meetings. The participation grade is a large percentage because we have six invited lecturers who will put an extra effort into visiting and presenting for the class, and students are expected to be welcoming and engaged for their presentations. Participation will be graded in the following ways:

- Discussions on My Courses: relevant topic threads will be initiated by the instructor each week. Lively discussion is encouraged, but students must always maintain a respectful attitude and tone. For full participation points for the online discussion, students are expected to **post twice every week**—one of these posts **must be a reply** to another student's intervention.
- Online meetings via Zoom will occur on Fridays during the time assigned to this course: 10:00-11:30, Montreal time. They will be recorded and posted on My Courses. To better imitate a classroom environment, students are expected to keep the video function turned on throughout the sessions. If for some reason students cannot attend the meetings, or cannot use the video function, please contact the instructor to make other arrangements.
- In-person meetings: The last two days of class are scheduled as on-campus sessions: April 9 and April 16, 9:30-11:30am. Alternative arrangements will be available for those students who cannot attend these sessions. Please see McGill's statements on in-person meetings that are included in the syllabus below.

Abstract and bibliography: On February 19<sup>th</sup>, students will hand in a 4-page **abstract** (double-spaced, 1" margins, 12-point *Times New Roman* font) or description of their final research projects. At this time, students will also hand in a working **bibliography** for their project.

### Presentation:

During the final two classes, students will present their semester's research to the class. These sessions have been scheduled to be **in person at McGill**. These presentations should be engaging; the use of visuals is encouraged.

### Final Paper:

The **rough draft** of the final paper is due on or before Thursday, March 25<sup>th</sup>. This draft will be treated as a completed version of the paper, including formatting, and will be assessed as 15% of the grade. Two classmates and the professor will read and evaluate the paper during Week XII, and exchange comments with each other. \*\*Because failure to hand in the paper on March 25<sup>th</sup> will affect the class preparation for the following week, late papers will lose two letter grades per day.

The **final paper** (16-20 pages) is due after the final day of class: April 19<sup>th</sup>. This paper should be a source of pride for the students after the extensive research, thought and revisions that have served to shape it.

### **ACADEMIC HONESTY**

McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/)) for more information).

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### **IN-PERSON ACTIVITIES**

This course includes an in-person teaching activity. This activity has been carefully designed and planned such that they will be carried out safely while providing a rich learning experience for all students. Should health directives or the overall situation connected to COVID-19 change over the course of the Winter term, a back-up plan for remote delivery is in place to ensure that the course will continue and to minimize disruption to the student experience.

### **PREVENTING THE SPREAD OF COVID-19 ON CAMPUS**

The University has planned all on-campus activities for the Winter 2021 term in a manner that follows strict safety protocols that adhere to all public health directives. Because this course contains some in-person components, students are reminded of the [University's health guidelines](#). All individuals on our campuses are required to wear a mask or face covering at all times when in any indoor shared space, including, but not limited, to classrooms, Teaching and Study Hubs, labs, hallways, elevators, and bathrooms. There are a very few exceptions to this rule – [learn more on the Health Guidelines page](#). It is also essential that individuals practice physical distancing, good hand hygiene, and cough etiquette. You are not to come to class or campus if you have any of the symptoms described on the following [website](#). Students will also need their McGill ID card to enter the teaching spaces.

### **HEALTH AND WELLNESS RESOURCES AT MCGILL**

Student well-being is a priority for the University. All of our health and wellness resources have been integrated into a single Student Wellness Hub, your one-stop shop for everything related to your physical and mental health. If you need to access services or get more information, visit the Virtual Hub at [mcgill.ca/wellness-hub](http://mcgill.ca/wellness-hub) or drop by the Brown Student Services Building (downtown) or Centennial Centre (Macdonald campus). Within your faculty, you can also connect with your Local Wellness Advisor (to make an appointment, visit [mcgill.ca/lwa](http://mcgill.ca/lwa)).

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## COURSE OUTLINE

- Week I.           **Introduction**  
Zoom class: Friday, January 8<sup>th</sup>, 10:00am
- Week II.           **Topic: Some Conceptual Approaches**  
Readings:
  - Poblete, Juan. "The Transnationalist Turn." *New Approaches to Latin American Studies: Culture and Power*. Ed. Juan Poblete. New York: Routledge, 2018. 32-49.
  - Beasley-Murray, Jon. "Latin American Studies and the Global System." *The Companion to Latin American Studies*. Ed. Philip Swanson. New York: Taylor and Francis, 2003. 222-238.
  - Waldinger, Roger. *The Cross-Border Connection: Immigrants, Emigrants, and Their Homelands*. Cambridge: Harvard University Press, 2015. 1-36.Zoom class: January 15, 10:00am
- Week III.           **Marie-Ève Monette (Ph.D. Independent Scholar and Director of [Creating Puentes](#))**  
**Topic: Indigenous Migrants and Language Access in the United States**  
Readings:
  - Jimenez, Carlos. "Antenna Dilemmas: The Rise of an Indigenous-Language Low-Power Radio Station in Southern California." *Journal of Radio & Audio Media*, vol. 26, no. 2, 2019, pp. 247-269.
  - Camacho, Sayil, and Gaspar Rivera-Salgado. "Lost in Translation 'en el Fil': Actualizing Structural Humility for Indigenous Mexican Farmworkers in California." *Latino Studies*, vol. 18, 2020, pp. 531-557.Zoom class: January 22, 10:00am
- Week IV.           **Topic: Performing Identities at the U.S./Mexico Border**  
Readings:
  - Gloria Anzaldúa *Borderlands/La frontera* (1987)
  - Guillermo Gómez-Peña and Coco Fusco "Couple in the Cage" (1992) <https://www.youtube.com/watch?v=qv26tDDsuA8>
  - Taylor, Diana. "A Savage Performance: Guillermo Gómez-Peña and Coco Fusco's 'Couple in the Cage.'" *TDR* 42.2 (Summer 1998): 160-175.Zoom class: January 29, 10:00am
- Week V.           **Cecily Raynor (Hispanic Studies, McGill)**  
**Topic: Brazil's Lost Decade: 1980s Economic Stagnation and Migration**  
Readings:
  - Film: *I was in Lisbon and I remembered you* ([Estive em Lisboa e Lembrei de Você](#)) Dir. José Barahona (2015)
  - Valença Márcio Moraes. "The Lost Decade and the Brazilian Government's Response in the 1990s." *The Journal of Developing Areas*, vol. 33, no. 1, 1998, pp. 1-52.
  - Raynor, Cecily. "Testing Regionalism, Transnationalism and the Construction of Brazil: An Interview with Luiz Ruffato." *ellipsis*. Vol. 13. 2015.Zoom class: February 5, 10:00am

- Week VI. **Manuel Balán (ISID and Political Science, McGill)**  
 Topic: TBA  
 Readings: TBA  
 Zoom class: February 12, 10:00am
- Week VII. **Topic: Histories of Migration in Chile**  
 Readings:
  - Documentary film: Patricio Guzmán *The Pearl Button* (2015)
  - Radisoglou, Alexis. "Ethnoplanetarity: Contemporaneity and Scale in Patricio Guzmán's *Nostalgia de la luz* and *El botón de nácar*." *Other Globes: Past and Peripheral Imaginations of Globalization*. Ed. Simon Ferdinand, Irene Villaescusa-Illán and Esther Peeren. Cham: Palgrave Macmillan, 2019. 195-212.
 Zoom class: February 19, 10:00am  
 \*\*Abstract and bibliography due before February 19<sup>th</sup> at 11:30pm
- Week VIII. **Kregg Hetherington (anthropology, Concordia)**  
**Topic: People, plants and populations**  
 Readings:
  - Hartigan, John. 2013. "Mexican Genomics and the Roots of Racial Thinking." *Cultural Anthropology* 28 (3).
  - Hetherington, Kregg. 2020. *The Government of Beans: Regulating Life in the Age of Monocrops*. Excerpt (pages 18-42). Durham: Duke University Press.
 Zoom class: February 26, 10:00am
- Reading Week: March 1-5
- Week IX. **Yann le Polain de Waroux (ISID and geography, McGill)**  
**Topic: Migrations, Land and the Environment**  
 Readings:
  - le Polain de Waroux, Yann. "Capital Has No Homeland: The Formation of Transnational Producer Cohorts in South America's Commodity Frontiers." *Geoforum* 105 (October 1, 2019): 131-44.  
<https://doi.org/10.1016/j.geoforum.2019.05.016>.
  - le Polain de Waroux, Y., Neumann, J., O'Driscoll, A., and Schreiber, K. (in press), "Pious Pioneers: the expansion of Mennonite colonies in Latin America". *Journal of Land Use Science*. <http://dx.doi.org/10.1080/1747423X.2020.1855266>
  - Jokisch, Brad D., Claudia Radel, Lindsey Carte, and Birgit Schmook. "Migration Matters: How Migration Is Critical to Contemporary Human-Environment Geography." *Geography Compass* 13, no. 8 (2019): e12460.  
<https://doi.org/10.1111/gec3.12460>.
 Zoom class: March 12, 10:00am
- Week X. **Laura Clemens (linguistics, University of Albany) and Jessica Coon (linguistics, McGill)**  
**Topic: Linguistic Research with Diaspora Communities**  
 Readings:
  - Holmes, Seth. 2013. *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*. Berkeley, CA: University of California Press.
 Zoom class: March 19, 10:00am

Week XI. Zoom class: March 26, 10:00am  
**\*\*Rough Drafts due: March 25<sup>th</sup> before 11:30pm**

April 2: Good Friday

Week XII. Writing Workshop online  
Presentation of Final Papers in class  
**In-person class: April 9, 9:30-11:30am**

Week XIII. Presentation of Final Papers  
**In-person class: April 16, 9:30-11:30am**  
**Final Papers due: April 19 before 11:30pm.**

**\*\*In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.**