This seminar will examine the implications of international migration, migrant remittances, and transnationalism for development and politics in Latin America. The first section addresses alternative theories of migration and reviews global patterns of migration in both sending and receiving countries, including the recent exodus of Venezuelans. The second section examines the impact of international migration and remittances on economic development and politics in the countries of origin. Finally, the third section explores the recent shift toward restrictionism, forced migration, and South-South migratory flows in the region. The case materials will focus primarily on five countries: Mexico, El Salvador, Dominican Republic, Ecuador, and Peru.

**READINGS:**

Course materials, updates, email lists, and discussion boards are available on the Canvas site for this course. For information about Canvas, go to [https://canvas.tufts.edu/](https://canvas.tufts.edu/). Students should check the course site on a regular basis.

There are two required books, which can be purchased on Amazon (follow links). They will also be on reserve in Ginn Library. **Chapters from these books will not be available on Canvas.**


All the other required readings (and many of the recommended readings) for this course can be accessed on Canvas.

**REQUIREMENTS:**

As in any seminar, student participation is essential to the success of this enterprise. To encourage lively and informed discussion, there are three in-class assignments that will be graded pass/fail:

1. **Talking points** (250 - 500 words) for five of the class sessions. Each talking point should offer critical reflections on at least three of the required readings, with explicit references to the chosen texts. Instead of summarizing or synthesizing these readings, you should highlight puzzles, make comparisons, and/or identify contradictions, thereby stimulating class discussion. The talking points can be in the form of a narrative, bullet points, or a table. They must be submitted by 2 pm on the day of the relevant class session.
2. **Group Photo Essay** on a topic covered in one of the classes in Part 3. Groups of 3-5 students will prepare a photo essay to be narrated in a 15-20 minute presentation to the class. The narration can either be recorded ahead of time (as part of a slide show) or delivered live to accompany the photos. Each group must submit a log of each member’s contribution to the essay and narration. The assignment will be graded pass/fail but with critical feedback from the professor and the other students.

The other assignments are a take-home essay and a final paper. The take-home exam, which should be **2,000 to 2,500 words** (typed and double-spaced), will consist of an essay question that requires students to analyze and compare several of the major concepts and/or trends covered in the first two parts of the class. **The exam will be due on Friday, March 15.**

The final paper, which should be **20 - 25 double-spaced pages**, can take the form of a research paper or a policy memo directed at a government agency, international organization, private business, or civic association (e.g., NGO, migrant organization). A short proposal with a preliminary bibliography is due on **Friday, March 29.** The final paper is due on **Sunday, May 5.**

The following penalties will be imposed for late assignments: 1 point if received after the deadline on the due date, 2 points if received one date late, and 5 points for each weekday thereafter. No assignments will be accepted more than three days late without prior authorization.

**GRADING:**

- **Class Participation** 10%
- **Talking Points** 15%
- **Photo Essay** 10%
- **Take-Home Essay** 25%
- **Final Paper** 40%

**This course has a no-laptop policy for the class sessions.**
PART ONE: THEORIES AND PATTERNS OF MIGRATION

January 15: Why and Where People Move


**Recommended:**


January 22: NO CLASS (Monday schedule)

January 29: Latin American Migration Past and Present


Andreas Feldman et al. (2019). Introduction: New Mobility Patterns in the Americas (pp. 1-12). In Andreas Feldman, Xóchitl Bada, and Stephanie Schutze, eds., *New Migration Patterns in the Americas*.

Read at least one of the following country studies:


**Recommended:**


**February 5: Modes of Control and Incorporation**


**Recommended:**


**February 12: Case Studies of the Immigrant Experience**


**Recommended:**

Spring 2019


**PART TWO: HOME-COUNTRY IMPACTS**

**February 19: Migration and Development**


**Recommended:**


Spring 2019


February 26: Social and Political Remittances

Peggy Levitt (2001). The Transnational Villagers, Ch. 2.


Recommended:


March 5: Transnational Migrant Organizations


Spring 2019


**Take-Home Exam to be handed out in class**

**Recommended:**


**March 12: Politics from Afar**


**Take-Home Exam due on Friday, March 15, by 4 pm.**

**Recommended:**

Spring 2019


March 19: SPRING BREAK

March 26: State Outreach to Migrants

Katrina Burgess (2018). *Courting Migrants: How States Make Diasporas and Diasporas Make States*, Chapter 2 and either Chapter 5 (Turkey and DR) or Chapter 6 (Mexico and Philippines).


**Paper proposal and preliminary bibliography due by Friday, March 29, at 4 pm**

Recommended:


**PART THREE: MIGRATING DANGEROUSLY IN THE AMERICAS**

**April 2: Restrictionist Turn in United States**


**Recommended:**


**Spring 2019**


Wayne Cornelius and Jessa Lewis (2007). *Impacts of Border Enforcement on Mexican Migration: The View from the Sending Communities*. La Jolla: Center for Comparative Immigration Studies, UCSD.

**April 9: Migration Management in Latin America**


**Recommended:**


**April 16: Migrant Journeys**


Recommended:


**April 23: Permanent Transience**


Gioconda Herrera (2019). From Immigration to Transit Migration: Race and Gender Entanglements in New Migration to Ecuador. In Andreas Feldman, Xóchitl Bada, and Stephanie Schutze, eds., *New Migration Patterns in the Americas*.

Recommended:


**Final Paper due on Sunday, May 5, by midnight.**