



# Core Curriculum Supplement

Academic Unit / Office w

Catalog Year of Implementation 2017-2018

Course (Prefix / Number) MAS / 3342 Course Title Mexican Immigration to the United States

### Core Proposal Request

- Add course to Core Curriculum
- Revise course already in Core Curriculum

	<b>Current Core Categorization</b> <small>(Fill out this column completely)</small>	<b>Proposed Changes to Categorization</b> <small>(For this column, only fill out the fields being REVISED)</small>
Foundational Component Area (must select one)	N/A (Not currently a Core course)	Language, Philosophy & Culture
Component Area Option (optional)	N/A (No Component Area Option)	Writing in the Disciplines
Category Listing: Single or Double?	N/A (Not currently a Core course)	List under Component Area Option ONLY.

### Core Proposal Rationale

The very nature of this course hits at the issue of the human condition and experience. Mexican immigration to the US has always been controversial and almost always opposed by individuals that can be described as xenophobic. The conditions faced by Mexican immigrants in their places of employment have always almost been described as oppressive and certainly with the lowest salaries. Living conditions in barrios where many live have generally been quite poor with sub-standard houses, poor health, and segregated communities. The current immigration debate as witnessed in the Presidential debates and campaigns has been said by some as a continuation of anti-Mexican sentiment that has been part of American history for many decades. Other groups such as the Irish and Jews also faced similar attacks in our history. On the other hand, some of the Presidential candidates have embraced Mexican immigrants and have called for humane immigration reform. These candidates and their supporters see another side of the immigration debate and recognize the contributions that Mexican immigrants have played in the development of society in the United States. The course is a natural for challenging students to take a critical view of our immigration policies and to delve into the human condition of the immigrants themselves. It will challenge students to ask whether or not they should take more of a personal responsibility in speaking out on behalf of immigrants and whether they should embrace the social responsibility of getting involved in the debate themselves along with others. The presentation by students in the course is intended to improve their ability to understand the social circumstances of immigrants and their public speaking skills. The class discussions will also be geared towards challenging students to communicating more effectively by taking a position on the course material. Being able to present in front of the class and to take a stand in support of or against specific public policies will be encouraged.

### Core Objectives

- Critical Thinking
- Communication
- Empirical & Quantitative Skills
- Teamwork

Social Responsibility

Personal Responsibility

Critical Thinking:

Students will take a take-home final exam where they will demonstrate critical thinking.

Communication:

Students will demonstrate their ability to communicate effectively on the take home exam above.

Social Responsibility:

In the second exam, students will describe the relationship between social responsibility and communicating successfully with others.

Personal Responsibility

In the second exam above, students will describe how the material they learned in the class enhanced their understanding of their personal responsibilities for communicating successfully with others.

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When submitting this form, please remember to attach a syllabus, learning objectives, and/or sample lesson(s).

# MEXICAN IMMIGRATION TO THE U.S.

## MAS 3342

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**Day/Time:** Mondays, 5:30-8:30 PM  
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### Description of the Course

Welcome! This course will cover the causes, magnitude, patterns, nature of, benefits, and consequences of Mexican immigration to the United States. The course material, films, and lectures will provide information explaining the economic, social, and political impact that Mexican immigration has had, and is currently having in the United States. The course will review the social and economic conditions in Mexico and the United States that influence Mexican immigration. The course will also cover anti-immigrant sentiment and how this has played out in different ways over the years. The course will include discussions regarding the current immigrant rights movement in the United States and its various manifestations and will clarify many of the myths associated with Mexican immigration to the United States. Important aspects of the course will be to examine how film makers have captured the human struggle of undocumented Mexican immigrants in their struggle to provide for their families.

Although the primary focus of the course is on Mexican immigrants, other groups will be discussed such as immigrants from El Salvador and Guatemala. Immigrants from El Salvador, for example, have a significant presence in Houston, Washington D.C., and Los Angeles. Guatemalans have increased their numbers in Houston and Los Angeles within the past 20 years and can be found throughout the country. In some cases, these groups have moved into traditional Mexican and Mexican American barrios as well as areas that have had no prior significant representation of Latinos.

**The course will partially examine *indigenous transnational migrants*.** Few individuals associate Mexican international migration with non-Spanish speaking peoples or to individuals that identify strongly with their indigenous linguistic and cultural roots. The increasing number of Mixtics, Zapotecs, Maya, and other indigenous people from Mexico and Central America warrant that they be included and discussed in the class.

### Learning Outcomes

1. Demonstrate awareness of the scope and variety of works in the arts and humanities.

The course will use literature, films and journalistic works that deal with the experiences of Mexican immigrants in the United States. For example, the film, *La Ciudad*, captures the “human” condition and aspirations of Mexican and Latino immigrants.

2. Understand those works as expressions of individual and human values within an historical and social context.

The contextualization of the Mexican immigrant experience will be discussed within the framework of U.S. history and society. Students will be exposed to the voices of Mexican immigrants as they struggle to gain equality and acceptance in the U.S. The film, *The Sixth Section*, demonstrates how Mexican immigrants attempt to help out their communities of origin through public works projects with the money they make in the United States. The history of Mexican immigration in the Massey book provides an excellent framework to see this phenomenon from a historical and social context. Students will be exposed to the struggles of these individuals and how they cope with legal, economic, and political structures of power that undermine their right to work and live in the United States.

3. Respond critically to works in the arts and humanities.

Students will discuss the pros and cons of the films, literature, and other material as they explain the Mexican immigrant experience in the U.S. Students will do this through small group discussions, class discussions, and in written form. Issues like the right to migrate beyond national borders will be a topic of discussion in light of the forces that produce international migration. Students will focus on the issue of human rights and how it differs from that of civil rights within the context of the films and class readings. A film on the Bracero Program, for example, exposes the incredibly rough conditions faced by Mexican workers in terms of their living and working conditions in the United States between 1943 and 1964. The film offers students the opportunity to engage actively in discussing these issues.

### **Format of Class**

The course will incorporate lectures, films, reading assignments from textbooks, handouts, the internet, and class discussions. It should be noted that **pro-active class discussions** will be the norm. Students should come prepared to discuss the reading material and other sources of information designated for each class.

### **Community Event and Related 3 page Paper**

Students will be expected to attend a community event that deals with the issue of Latino immigrants. This could be a meeting, conference, film screening, or other event where the issues of Latino immigrant rights, conditions, and future are discussed. The instructor will inform the class about these events as they come up during the semester. Students

will write a 3 page paper describing the event and what they learned from it. The three page paper will be due in class the week following the event.

### **Classroom Décor**

Students should turn off laptop computers, tablets and cell phones during class. Students are not permitted to record any of the class lectures or discussions other than taking hand-written notes. In the event a cell phone inadvertently rings it should simply be turned off and put away. This can happen to anyone, including the instructor.

Students should feel comfortable expressing their opinions during class, even if those views may be perceived to differ from those of the instructor or other students. It should be noted, however, that individual views are best presented after the appropriate class material has been read and reviewed.

### **Importance of Course**

The growth and increasing complexity of the global capitalist economy has witnessed a parallel rise in the levels of international migration. Much of international migration is from Third World countries to more economically dynamic countries. This is no coincidence but part of the consequences of the economic penetration of the capitalists economy and the dislocation of workers and their families. The magnitude of transnational migration to the United States during the last 15 years of the 20<sup>th</sup> century to the early part of the 21<sup>st</sup> century is often compared to the great migration to the United States during 1880 – 1918. The immigrants that came during this earlier period were overwhelmingly from Southern and Eastern Europe. Historically, migration from Mexico has contributed to the economy in the U.S. and should continue to be a positive factor for the foreseeable future. However, punitive immigration policies and practices have increased over the years leading to higher levels of immigration enforcement and violations of labor, family, and human rights. Although these policies have largely failed to significantly curtail undocumented immigration to the U.S. they continue to be supported by different sectors of U.S. society and opposed by others. Many current public policies and practices work against legalization, amnesty, and the improvement of the quality of life of undocumented immigrants. How this will continue to play out will be dependent upon immigrant political tactics and strategies and the ability to maintain *critical mass* and solidarity with other supportive groups. The mass mobilizations by immigrant rights leaders and supporters in 2006 were a move in this direction but a growing number of anti-Mexican immigrant organizations and elected officials have called for more deportations and the continued extension of a border fence and border enforcement. Many in the immigrant community, as well as their supporters, are calling for immigration reform that will respect the human and family rights of immigrants in light of their numerous contributions to U.S. society. The debate continues in the U.S. Congress, in the mass media and within immigrant rights organizations and their supporters.

## **Class Presentation**

Students will make a 15 minute presentation over designated chapters in the book by Fox, Indigenous Mexican Migrants. These presentations will be made through a power-point format, and will essentially describe and analyze the material in the individual chapters. Students will be graded on their knowledge and analysis of the material in the chapter and their ability to critically assess the material in the chapters. Students will also be graded on the organization and clarity of the power point itself.

Knowledge & critical analysis of material	75%
Organization/clarity of power point	25%

Students will select one of the following chapters from the **Fox book** for the presentation by signing up with the instructor: Chapters 4, 5, 6, 7, 8, 9, 12, 13, 14, 15, 17, (19 & 20)

All students should be prepared to comment on all of the chapters being reported on by their classmates.

## **Determination of Course Grade**

First Exam	20%
Second Exam	20
Community event & 3 page paper	20
Class Presentation	20
Final Exam	20

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100%

Exams will be a combination of short essay and long essay questions and will challenge students to take a stand on the issues surrounding undocumented and documented Mexican immigration to the US. The final exam will challenge student's critical thinking skills. They will be expected to demonstrate creative thinking, innovation, inquiry, and analytical skills. They will be graded on their ability to synthesize the material regarding the pros and cons of immigration to the United States.

## **Required Textbooks**

Massey, Douglass S., Durand, Jorge and Malone, Nolan J. 2003. *Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration*. Russell Sage Foundation, New York.

Fox, Jonathan and Rivera-Salgado, Gaspar. Editors. 2004. *Indigenous Mexican Migrants in the United States*. Center for U.S. Mexican Studies, UCSD.

The instructor will also provide class handouts as well as ask students to obtain additional material in the internet. **The instructor reserves the right to modify the course at any time throughout the semester as circumstances warrant.**

## **COURSE MEETING SCHEDULE**

Course material should be read on the date it appears.

### **Class 1**

Introduction to the course. Discussion over Mexican immigration. Information over the number of foreign born Mexicans residing in the U.S. Also, the categories considered in forming immigration policy.

### **Class 2**

Chapter 1 in the Massey book.

### **Class 3**

Theories of International Migration. Chapter 2 in Massey book. **Video** of Jorge Bustamente presentation.

### **Class 4**

Patterns in the Migratory Career of Mexicans. Chapter 4 in the Massey book.

Also, the remittance market-place and Mexican immigrants in the U.S. **Film**, The Sixth Section.

### **Class 5**

Chapter 5 in the Massey book. U.S. immigration policies after 1986.

### **Class 6**

First Exam.

### **Class 7**

Chapter 6 in the Massey book. Failure in border enforcement. **Film**, The 800 Mile Wall.

### **Class 8**

Mexican migration to New York. Chapter 16 in the Fox book. **Film**, La Ciudad.



**Class 9**

Guest Speaker

**Class 10**

Indigenous Mexican Migrants. Chapter 1 in the Fox book. Also, NAFTA and the Mexican Economy. **Film**, Suenos Binacionales.

**Class 11**

**Second Exam in class today.**

**Class 12**

Begin power-point presentations. All students should be ready to present.

**Class 13**

Class power point presentations starting with the last chapters first (going backwards)

**Class 14**

Complete class power point presentations.

**Class 15**

**Final Exam in Class.**