HIST 404-001 “Women’s Work” and Migration in the Americas
(Course #25810)

TR 2:00-3:15
Holton Hall 180
Dr. Hernandez
Office: Holton 387
Office Hours: MWR 12:30-1:30, or by appointment
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Course Syllabus

Course Description
This course examines the internal (between the island and the mainland in the case of Puerto Rico) and international migration of women workers from the south to the north (and back again) in the Americas, predominantly for jobs in the mainland United States. Although transnational labor migration between the Caribbean and Latin America and mainland U.S. is a historical phenomenon, the increasing feminization of this labor migration and increasing demand for their labor in a host of industries considered “women’s work” is relatively new, accelerating in pace over the past few decades. This course will analyze the historical and contemporary contexts of this labor migration and consider ways in which migration, work, and expectations workers have for themselves and their families intersect with global economic trends, U.S. immigration policy and enforcement, specific jobs considered to be not only “women’s work” but immigrant women’s work in the United States, and the transnational experience for the women, their families, and their communities.

Required Texts
Douglas Massey, Jorge Durand, and Nolan Malone Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration (Russell Sage, 2002)

Additional readings posted to our course D2L

Highly Recommended
Diana Hacker, A Writer’s Reference

Class Format
This class is structured to incorporate a mix of lecture, reading and film analyses, peer-led discussion, independent research, and sharing research findings. Your active participation is essential to maintaining an engaging, dynamic classroom experience and to maximizing the quantity and quality of your and your colleagues’ learning. Your participation grade (15% of the overall grade) will be based on the quality of your sustained engagement informed by the readings, films, and your own research.

There will be four written reading responses, which will comprise 20% of your overall grade. Written responses must be typed/word processed and turned in at the end of class on the day the reading is discussed. Refer to the course schedule to maintain your reading and written response work. Content knowledge will be assessed by your written reading responses, in-class participation, and a final exam. There will also be four current event assignments related to topics raised in the readings and coverage in class. These are designed to help us connect the present to the past. You will have wide latitude in exploring topics and issues of the day and sharing how you see them connected to what we’ve learned. Current event responses comprise 20% of your overall grade.

Additionally, you will write an 8-pg. term paper (worth 25% of your overall grade), in which to explore one or more of the topics raised in class more fully, and to develop a compelling analysis. In addition to outside scholarship and resources, sources accessed in class, your responses, and your current event assignments can be used to inform this larger assignment. We will aid one another in completing this assignment with draft reviews and feedback during research presentations.

My late policy for written assignments is down 1/3 grade per calendar day assignment is late. For example, one day late on an A assignment (95%) would result in a grade of A- (92%); two days late would result in a grade of B+ (89%). Save and backup your work (in more than one place) frequently. “My computer crashed” is not an acceptable excuse for not having your paper ready to turn in on the day it is due.

The final exam will be comprised of T/F, multiple choice questions; terms to identify; and an essay question. You will receive an exam study guide ahead of time, which will include potential essay questions as they will appear on the exam. We will also take time in class for review in preparation for the exam.

Grade Breakdown
Participation 15%
Reading Notes/Responses 20%
Current Event Responses 20%
Term/Final Paper 25%
Final Exam 20%
Grade Guide
All work will be graded on an A-F scale. Work of “A” and “A-” quality demonstrates full mastery of the facts and interpretations found in the readings, lectures, and class discussion plus your analysis—your assessment and evaluation. Work in the “B” range demonstrates a sound understanding of the readings and lectures but fails to thoroughly analyze that material. Work in the “C” range demonstrates a working knowledge of the material and a minimum of interpretation. Work failing to reach this minimal level will receive a “D” or “F.”

The grade scale is as follows:

A 97-100% = A+
93-96% = A
90-92% = A-
B 87-89% = B+
83-86% = B
80-82% = B-
C 77-79% = C+
73-76% = C
70-72% = C-
D 67-69% = D+
63-66% = D
60-62% = D-

Anything below 60% is a failing grade.

Academic Honesty
By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Milwaukee’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. For more on UWM Academic Misconduct policy, please see:
http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/

I encourage you to work with your colleagues to get the most out of this course. Be careful, however, not to plagiarize. When you use someone else’s ideas or language, you must cite her/him using appropriate citations. When you quote a source directly, you must use quotes, attribute that quote, and provide full publishing information. When summarizing or paraphrasing, your source must also be fully cited. When in doubt, see me or refer to the Writing Center for guidance. For more information visit “Avoiding Plagiarism” at Purdue University’s Online Writing Lab (OWL):
https://owl.english.purdue.edu/owl/resource/589/01/

UWM Writing Center
The Writing Center is an excellent source for help at all types of written assignments and at all stages of your project development: http://www.writingcenter.uwm.edu; (414) 229-4339

Accessibility Resource Center
If you work with an advisor at the Accessibility Resource Center (ARC), please bring your document(s) to me within the first two weeks of class. If you are concerned that you may have a learning disability or any issues, including mental health issues, that might make it difficult or impossible to complete the course requirements, visit the ARC office in 112 Mitchell Hall. For more information, see: http://uwm.edu/arc/ or call: (414) 229-6287

Please see the following links for information regarding:
Accommodations for religious observance:
https://www4.uwm.edu/secu/docs/other/S_1.5_ACCOMMODA_OUS_BELIEFS.pdf
Accommodations for military service: http://www4.uwm.edu/academics/military.cfm
Course Schedule

Week 1 (Sept. 3&5)
Introduction to the Course
Immigration, Gendered Migration, and Immigrant Jobs in the U.S. Economy: An Overview
Reading: (posted to D2L) Fact Sheet, “The Impact of Immigrant Women on America’s Labor Force”
In-class analysis: Kulish & McIntire, “In Her Own Words: The Woman Who Bankrolled the Anti-Immigration Movement,” NYT (8/14/19)

Week 2 (Sept. 10&12)
The Geographic Economy of International American Labor
Reading: Gender & U.S. Immigration, Ch. 4; (D2L) Selections from UN IOM World Migration Report, 2018
Selections from Film: When Mother Comes Home for Christmas

Week 3 (Sept. 17&19)
Current Event Assignment #1
Written Response #1: Western Hemisphere Gendered Labor Migration to the U.S.
Discussion

Week 4 (Sept. 24&26)
New World Order Neoliberalism: Regional Effects, Root Causes for Migration
Reading Gender & U.S. Immigration, Ch. 3; (D2L) Maria de los Angeles Crummet, “A Gendered Economic History of Rural Households: Calvillo, Aguascalientes, Mexico, 1982-1991”
Frontiers: A Journal of Women Studies (2001) 22:1, 105-125. Questions to consider: How does this article connect to what we’ve learned in class about neoliberal globalization? How did men and women respond to economic crisis? How were these developments similar or different according to class status?
Selections from Films: Life and Debt; Maquilapolis

Week 5 (Oct. 1&3)
Neoliberalism “American Style”
Film Selections: Latino Americans, “Empire of Dreams” and “The New Americans”
Reading: Gender & U.S. Immigration, Ch. 6; (D2L) “Free Trade: The Final Conquest of Latin America” in Juan Gonzalez Harvest of Empire: A History of Latinos in America (Penguin Books, 2000; 2011)

Week 6 (Oct. 8&10)
Current Event Assignment #2
Written Response #2: Neoliberalism’s Effects
Week 7 (Oct. 15 & 17)
The "Preference" System and its Effects
The Immigration Act of 1965
Reading: Beyond Smoke and Mirrors, Introduction-Ch. 3

Week 8 (Oct. 22&24)
Braceros, Farmworkers, and the First "Invasion"
Selections from film: Dolores
Reading: Beyond Smoke and Mirrors, Ch. 4-5

Week 9 (Oct. 29 & 30)
Guarding the Gates: Post-1965 Amendments
Current Event Assignment #3
Written Response #3: Guarding the Golden Door
Discussion

Week 10 (Nov. 5&7)
Seeking Sanctuary
Crossings and Caravans
Reading: TBA

Week 11 (Nov. 12&14)
Navigation: Jobs, Security, Fighting U.S. Sweatshops
Reading: TBA
Film: Made in L.A.

Week 12 (Nov. 19&21)
Navigation: Seeking Self-Determination
Navigation: Transnational Families
Reading: TBA

Week 13 (Nov. 26)
Current Event Assignment #4
Written Response #4: Navigation
Discussion

Week 14 (Dec. 3&5)
Finishing Papers and Presenting Findings

Week 15 (Dec. 10&12)
Finishing Papers and Presenting Findings
Review
Papers Due Dec. 12th

Final Exam 10:00 am-12:00 noon Friday Dec. 20th