

# Promised Lands and Immigrants

RSHR 8427

Instructor: Hugo Córdova Quero

Contact: hugo.cquero@gmail.com

## Syllabus

### Course Description:

This course encompasses the study of **racial/ethnic**, **gender** and **religious** identity negotiations of Latina/o **migrants** both from theoretical literature as well as case studies. The many issues entailed in migratory patterns such as those of Latina/o migrants are examined through an interdisciplinary approach. Given that the literature on these topics from the many disciplines involved in their study is vast, you are expected to be familiar with the main themes as viewed in class. Therefore, the main goal of this course is to provide the student/s with the basic knowledge on the many issues present in the migratory pathways of Latina/o migrants under study: the U.S. and Japan.

Upon completion of this course you should be able to:

- (1) Be familiar with the different conceptions of racial formations and ethnic relations in the U.S. and Japan as the wider context where Latina/o migrations are inserted;
- (2) Identify the pivotal theoretical concepts that allow us to understand broader Latina/o migration experiences according to different geographical, social and historical realities; and
- (3) Locate the particular experiences of race/ethnicity; gender; and faith in the daily life of Latina/o Im/Migrants within the context of the U.S. and Japan.

As aforementioned, the literature on race/ethnicity, gender, religion, and migration is extensive, especially when those themes are examined throughout varied disciplines such as ethnic studies, sociology, anthropology, cultural studies, gender studies, migration studies, and religious studies. In this course we are able to just glimpse at the surface of the manifold realities of the intersection of those axis. We will select representative authors from those various disciplines in order to understand the issues at best. By contrasting two cases of migration destinations, namely the United States and Japan, you will discover familiar trends as well as particularities that may guide you, either in further studies, research, fieldwork, or pastoral work, to understand the experiences of Latina/o migrants.

Japan and the United States share a relatively short history of modern Latina/o migration, around 30 years for Japan and around 150 years for the U.S. People from Latin American

countries have intermittently migrated back-and-forth to and from them. In this course we will not concentrate on experiences of migrations related to colonial times. That would require a different approach, which is not the aim of this course. The period study in this class is from the late 1800s to the present time in the case of the US and from the early 1900s to the present time for the case of Japan.

The first section of the course will focus on general theoretical themes that cut across the course's cases. It will provide you with tools to analyze the experiences of Latina/o migrants in general. The second section will focus first on the case of the United States and then on the case of Japan. We will also locate the particular understandings of race/ethnicity, gender and religion in every case in order to understand the nuances of identity negotiations of Latina/o migrants in both contexts. The third and last section of the course deals with commonalities and disparities among the two migration experiences as a way to provide for further reflection on glocal identity negotiations.

## **Course Materials:**

All the course materials will be available on Moodle. The reading materials will be available mainly in PDF format. Audio-visual materials will be posted when technical means make this possible.

## **Course Requirements:**

1. **Commitment to the character of the course:** This course will be taught as an on-line course. Students are expected to have both the desire and the motivation to participate in a style that differs from that of a regular classroom. As the class relies in technological elements, students should be able to feel comfortable communicating through chat, webcam, internet phone, and/or email. Students will also be required to post their course assignments through the web. Although students are not required to have any previous background in educational technology, their motivation constitute a core element for the advance of the whole class.

2. **Completion of all course requirements.** Those requirements include:

a) Reading/viewing/listening to the weekly materials posted on Moodle. These materials are divided in two categories, namely required and optional. You must complete the work on the required materials in order to obtain your grade. Optional materials are kept to a minimum but for students who would like to expand their knowledge of a topic, the instructor can provide more optional materials upon request.

b) Posting reflections on the discussion board (equivalent to one page) every week based on the assigned materials (mainly the required materials but elaborations on the optional materials are welcomed). These are a kind of **reflection** papers, which means we are not interested in summaries of readings or materials but the own elaboration of ideas by the student/s. This reflections could also be replaced with video-messages, paintings, photographs, or any other mean that would convey the reflection of the student/s on the assigned materials.

c) Interacting with the other students by responding to their interventions on the discussion board. Respect and politeness are **expected** on these responses. You are expected to interact a minimum of three times per week on the discussion board.

d) Developing a course project consisting on a blog owned, created and updated by the student. The blog should be able to show the experiences and reflections of the student on the topic as a way to contribute to the web communities.

3. **Interaction with the instructor:** Students are expected to use either email, or chat with the instructor on a regular basis. If the students decide, all-class sessions about the topics can be organized (even once a week) depending on the possibilities of the students to do so. This all-class sessions could also allow us to have visitors to the class (such as film directors, artists, photographers, immigrants, or other researchers whose work is relevant to the class topic). The instructor is also available by telephone, online phone, video-conference call and telephone conference call.

## Final Grade:

Class Participation through Reflection Papers posted on the discussion board (30%)

+

Interaction with the classmates by responding to their Reflection Papers on the discussion board (30%)

+

Communicating with the instructor (20%)

+

Class project: Creating and updating a blog on the web (20%)

=

Success in the class! (100%)

## Academic Conduct:

Throughout the course you are expected and encouraged to maintain an academic spirit. Respect for the opinion and right of expression of your fellow classmates is mandatory. Inclusive and non-discriminatory language is expected in spoken and written formats whenever is possible.

Your ideas and work as well as others' are valued in this class. Taking words, graphics, and/or ideas from any other sources without full attribution constitutes an academic offense. Proper citation must be given to all formats of production (written, visual, auditive). Many students cut-and-paste directly from the internet. Although there is no reason to dismiss citation from the internet -when authorship, URL address and date of accessing the website is properly given-, lack of these element **also** constitute plagiarism. Whenever in doubt on how to proceed on this issue, please contact the instructor **before** you submit your materials to the

web board. To learn the basis for appropriate academic conduct is an ongoing process, and as your instructor I will always be willing to assist you.

## **Reading Assignments and class schedule:**

Virtual exposition: Carlos Kajiwarra, *Dream Visions* (1994-2009), 16 works.

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## **Section I: Theoretical Tools and Intersections**

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### **Week 1 (Feb 1-7): Race and Ethnicity: Basic Concepts**

Required materials:

- ✓ Wsevolod W. Isajiw. 1993. "Definition and Dimensions of Ethnicity: A Theoretical Framework." In *Challenges of Measuring an Ethnic World: Science, politics and reality: Proceedings of the Joint Canada-United States Conference on the Measurement of Ethnicity April 1-3, 1992*, eds. Statistics Canada and U.S. Bureau of the Census. Washington, D.C.: U.S. Government Printing Office, pp. 407-427.
- ✓ Stephen Jay Gould. 1994. "The Geometer of Race," *Discover* (November). <<http://discovermagazine.com/1994/nov/thegeometerofrac441>> [Accessed June 10, 2009].

Optional materials:

- ✓ Ramón Grosfoguel. 2004. "Race and Ethnicity or Racialized Ethnicities? Identities within Global Coloniality." *Ethnicities* 4, No.3, pp. 315-336.

### **Week 2 (Feb 8-14): Race: Biological Fact or Social Construction?**

Required materials:

- ✓ Roger Sanjek. 1996. "The Enduring Inequalities of Race." In *Race*, eds. Steven Gregory, and Roger Sanjek. New Brunswick, NJ: Rutgers University Press, 1996, pp. 1-17.
- ✓ Audrey Smedley. 1998. "'Race' and the Construction of Human Identity." *American Anthropologist (New Series)* 100, No. 3 (September), pp. 690-702.

Optional materials:

- ✓ Jared Diamond. 1994. "Race without Color." *Discover* (November) <<http://discovermagazine.com/1994/nov/racewithoutcolor444>> [Accessed June 10, 2009].

### **Week 3 (Feb 15-21): Constructing Ethnic Identities and Culture**

Required materials:

- ✓ Abner Cohen. 1974. "Introduction: The Lesson of Ethnicity." In *Urban Ethnicity*, ed. A. Cohen. London: Tavistock, 1974, pp. ix-xxiv.
- ✓ Jimmy M. Sanders. 2002. "Ethnic Boundaries and Identity in Plural Societies." *Annual Review of Sociology* 28, pp. 327-357.

Optional materials:

- ✓ Joane Nagel. 1997. *American Indian Ethnic Renewal: Red Power and the Resurgence of Identity and Culture*. Oxford: Oxford University Press, pp. 19-59.

### **Week 4 (Feb 22-28): Racial Formation, Ethnicity and Migration**

Required materials:

- ✓ Vilna Bashi and Antonio McDaniel. 1997. "A Theory of Immigration and Racial Stratification." *Journal of Black Studies* 27, No. 5 (May), pp. 668-682.
- ✓ Kosaku Yoshino. 1997. "The Discourse on Blood and Racial Identity in Contemporary Japan." In *The Construction of Racial Identities in China and Japan: Historical and Contemporary Perspectives*, ed. Frank Dikötter. Honolulu, HI: University of Hawai'i Press, pp. 199-211.

Optional materials:

- ✓ Robin E. Sheriff. 2001. *Dreaming Equality: Color, Race, and Racism in Urban Brazil*. Piscataway, NJ: Rutgers University Press, 28-58.
- ✓ Livio Sansone. 2003. *Blackness without Ethnicity: Constructing Race in Brazil*. New York, N.Y.: Palgrave MacMillan, pp. 21-58.
- ✓ Louise H. Kidder. 1992. "Requirements for Being 'Japanese': Stories of Returnees." *International Journal of Intercultural Relations* 16, pp. 383-393.

### **Week 5 (Mar 1-7): Promised Lands: Migrations and Religion**

Required materials:

- ✓ Charles Hirschman. 2004. "The Role of Religion in the Origins and Adaptations of Immigrant Groups." *The International Migration Review* 38, pp. 1206-1233.
- ✓ Jim Cullen. 2003. *The American Dream: A Short History of an Idea that Shaped a Nation*. Oxford: Oxford University Press, pp. 11-34.
- ✓ An Youn Tae. 2008. "No longer strangers and aliens... Deleuzian reading of home as a multiple, fluid, and peripatetic space." Paper presented at the Annual Meeting of the American Academy of Religion (AAR), Chicago, IL. November 3.

*Optional materials:*

- ✓ Peggy Levitt. 2003. "You Know, Abraham was Really the First Immigrant": Religion and Transnational Migration." *International Migration Review* 37, No. 3 (Fall), pp. 847-873.
- ✓ Hugo Córdova Quero. 2009. "Promised Land(s)? Ethnicity, Cultural Identity, and Transnational Migration among Japanese Brazilian Workers in Japan." *Iberoamericana* 31, No. 1 (Primer Semestre), pp. 19-33.

**Week 6 (Mar 8-14): Ethnicity, Migrations, and Gender**

Required materials:

- ✓ Liu Tessie. 1991. "Teaching the Differences Among Women from a Historical Perspective: Rethinking Race and Gender as Social Categories." *Women's Studies International Forum* 14, No. 4, pp. 265-276.
- ✓ Christiane Harzig. 2001. "Women Migrants as Global and Local Agents: New Research Strategies on Gender and Migration." In *Women, Gender and Labour Migration. Historical and Global Perspectives*, ed. Pamela Sharpe. London: Routledge, pp. 15-28.

*Optional materials:*

- ✓ Nana Oishi. 2002. *Gender and Migration: An Integrative Approach* (CCIS Working paper No. 49). San Diego, CA: Center for Comparative Immigration Studies / University of California-San Diego.

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## Section II: Case Studies

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**(a) Case 1: Latinas/os in the United States**

**Week 7 (Mar 15-21): Migration and Ethnic/Racial Formations**

Required materials:

- ✓ Alejandro Portes. 2007. "The New Latin Nation: Immigration and the Hispanic Population of the United States." In *A Companion to Latina/o Studies*, ed. Juan Flores and Renato Rosaldo. Malden, MA: Blackwell, 2007, pp. 15-24.
- ✓ Steven Hitlin, J. Scott Brown, and Glen H. Elder, Jr. 2007. "Measuring Latinos: Racial vs. Ethnic Classification and Self-Understandings." *Social Forces* 86, No. 2 (December), pp. 587-611.

*Optional materials:*

- ✓ Patricia Zavella. 2000. "Latinos in the USA: Changing Socio-Economic Patterns." *Social & Cultural Geography* 1, No. 2, pp. 155-167.

- ✓ Jose Calderon. 1992. "Hispanic' and 'Latino': The Viability of Categories for Pan-Ethnic Unity." *Latin American Perspectives* 19, No. 4 (Spring), pp. 37-44.

**Week 8 (Mar 22-26): Reading Week**

**Week 9 (Mar 29-Apr 4): Faith and Ethnic Identities**

Required materials:

- ✓ Orlando O. Espin. 1997. *The Faith of the People*. Maryknoll, NY: Orbis, 1997, pp. 111-155.
- ✓ C. Eduardo Siqueira and Cileine de Lourenço. 2006. "Brazilians in Massachusetts: Migration, Identity and Work." In *Latinos in New England*, ed. Andrés Torres. Philadelphia, PA: Temple University Press, 2006, pp. 187-201.
- ✓ Jorge A. Aquino. 2006. "Ni Blancitos, Ni Negritos': Race, Nation, and Identity in U.S. Latino/a Theology." Berkeley, CA: Graduate Theological Union, 2006, Doctoral dissertation, pp. 57-88.

Optional materials:

- ✓ Manuel A. Vasquez and Marie F. Marquardt. 2003. *Globalizing the Sacred: Religion Across the Americas*. Piscataway, NJ: Rutgers University Press, pp. 65-91.
- ✓ Hosffman Ospino. 2006. "Latino Catholics in New England." In *Latinos in New England*, ed. Andrés Torres. Philadelphia, PA: Temple University Press, 2006, pp. 203-221.

**Week 10 (Apr 5-11): Gender and Ethnic Identities**

Required materials:

- ✓ Frances Negrón-Muntaner. 2004. "Jennifer's Butt: Valorizing the Puerto Rican Racialized Female Body." In *Boricua Pop: Puerto Ricans and the Latinization of American Culture*. New York, NY: New York University Press, pp. 228-246.
- ✓ Maria de la Luz Ibarra. 2002. "Buscando la Vida: Mexican Immigrant Women's Memories of Home, Yearning, and Border Crossings." *Frontiers: A Journal of Women's Studies* 24, Nos. 2-3, pp. 261-281.

Optional materials:

- ✓ Patricia Zavella. 1997. "Playing with Fire': The Gendered Construction of Chicana/Mexicana Sexuality." In *The Gender/Sexuality Reader: Culture, History, Political Economy*. New York, NY: Routledge, pp. 392-408.

**(b) Case 2: Latinas/os in Japan**

**Week 11 (Ap 12-18): Migration and Ethnic/Racial Formations (I)**

Required materials:

- ✓ Roberto Maxwell (dir. and prod.). 2006. *Dekasegi*. 8 minutes 43 seconds, Tokyo, DVD.
- ✓ Takeyuki Tsuda. 2000. *Migration and Alienation: Japanese-Brazilian Return Migrants and the Search for Homeland Abroad* (CCIS Working Paper No. 24). San Diego, CA: The Center for Comparative Immigration Studies / University of California at San Diego.
- ✓ Jane H. Yamashiro. 2008. "Nikkeijin." In *Encyclopedia of Race, Ethnicity, and Society*, ed. Richard T. Schaefer. Thousand Oaks, CA: Sage, 2008, pp. 983-985.

Optional materials:

- ✓ Rafael Reyes-Ruiz. 2005. "Music and the (Re)Creation of Latino Culture in Japan." *Journal of Latin American Cultural Studies* 14, No. 2 (August), pp. 223-239.

**Week 12 (Ap 19-25): Migration and Ethnic/Racial Formations (II)**

Required materials:

- ✓ Ricardo Yamamoto. 2002-2008. *Partida* [Leaving]. Photo-documentary. Tokyo.
- ✓ Ayumi Takenaka. 2003. "Paradoxes of ethnicity-based immigration Peruvian and Japanese-Peruvian migrants in Japan." In *Global Japan The experience of Japan's New Immigrant and Overseas Communities*, ed. Roger Goodman, Ceri Peach, Ayumi Takenaka, and Paul White. London: RoutledgeCurzon, pp. 222-235.
- ✓ Ricardo Yamamoto. 2008. "Sidelight: A Visual Insight About Brazilian Immigrants to Japan from the Perspective of Another Brazilian Immigrant to Japan." In *Sociedade Japonesa e Migrantes Brasileiros: Novos Caminhos na Formação de uma Rede de Pesquisadores*, ed. Chiyoko Mita *et als*. Tokyo: Center for Lusophone Studies, Sophia University, pp. 102-110.

Optional materials:

- ✓ Blake Seana Locklin. 2004. "Mi experiencia en el Japón': Peruvian Nikkei Creating Meaning from Transnational Experiences." *Delaware Review of Latin American Studies* 55, No. 22 (December 15) <<http://www.udel.edu/LASP/Vol5-2Locklin.html>> [Accessed December 15, 2009].
- ✓ Hirohisa Takenoshita. 2006. "The Differential Incorporation into Japanese Labor Market: A Comparative Study of Japanese Brazilians and Professional Chinese Migrants." *The Japanese Journal of Population* 4, No. 1 (March), pp. 56-77.

### **Week 13 (Apr 26-May 2): Faith and Ethnic Identities**

Required materials:

- ✓ Olmes Milani. 2008. "Brazilians and the Liturgy in Japan." *Japan Mission Journal* 62, No.2 (Summer), pp. 110-115.
- ✓ Kawaguchi Kaoru. 2007. "Toward a Multi-Cultural Church Community." *Japan Mission Journal* 61, No. 2 (Summer), pp. 93-100.

Optional materials:

- ✓ Hugo Córdova Quero. 2007. "Worshipping in (Un)Familiar Land: Brazilian *Nikkeijin* Migrants within the Roman Catholic Church in Japan." *Encontros Lusófonos* 9, pp. 25-37.
- ✓ Rafael Shoji. 2008. "The Failed Prophecy of Shinto Nationalism and the Rise of Japanese Brazilian Catholicism." *Japanese Journal of Religious Studies* 35, No. 1, pp. 13-38.

### **Week 14 (May 3-9): Gender and Ethnic Identities**

Required materials:

- ✓ Ricardo Yamamoto. 2009. *At Mid-Distance*. Photo-documentary. Tokyo.
- ✓ Keiko Yamanaka. 2003. "Feminized Migration, Community Activism and Grassroots Transnationalization in Japan." *Asian and Pacific Migration Journal* 12, Nos. 1-2, pp. 155-187.
- ✓ Keiko Yamanaka. 1993. "New Immigration Policy and Unskilled Foreign Workers in Japan." *Pacific Affairs* 66, No. 1 (Spring), pp. 72-90.

Optional materials:

- ✓ Hara Minako. 1996. "Lesbians and Sexual Self-Determination." In *Voices from the Japanese Women's Movement*, ed. AMPO – Japan Asian Quarterly Review. Armonk, NY: East Gate Books, pp. 129-132.

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## **Section III: Conclusions**

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### **Week 15 (May 10-16): Promise Lands 1: Coincidences and Divergences**

Required materials:

- ✓ Eduardo Bonilla Silva. 2004. "From Bi Racial to Tri Racial: Towards a New System of Racial Stratification in the USA." *Ethnic and Racial Studies* 27, No. 6, pp. 931-50.
- ✓ Takeyuki Tsuda and Wayne A. Cornelius. 2002. *Labor Market Incorporation of Immigrants in Japan and the United States: A Comparative Analysis* (CCIS Working Paper No. 50). San

Diego, CA: The Center for Comparative Immigration Studies / University of California at San Diego.

*Optional materials:*

- ✓ Immanuel Wallerstein. 2007. "Japan, the United States, and the World-Economy." *Agence Global* (15 October) <<http://www.agenceglobal.com/article.asp?id=1384>> [Accessed April 2, 2008].
- ✓ Sebastian Sunderhaus. 2006. *Regularization Programs for Undocumented Migrants* (CCIS Working Paper No. 142) San Diego, CA: The Center for Comparative Immigration Studies / University of California at San Diego.

**Week 16 (May 17-21): Promise Lands 2: Coincidences and Divergences**

Required materials:

- ✓ Glenda Tibe Bonifacio and Vivienne SM. Angeles. 2010. "Introduction." In *Gender, Religion, and Migration: Pathways of Integration*, ed. Glenda Tibe Bonifacio and Vivienne SM. Angeles. Lanham, MD: Lexington, pp. 1-16.
- ✓ David Carrasco. 2007. "Cuando Dios y Usted Quiere: Latina/o Studies Between Religious Powers and Social Thought." In *A Companion to Latina/o Studies*, ed. Juan Flores and Renato Rosaldo. Malden, MA: Blackwell, pp. 60-76.

*Optional materials:*

- ✓ Wayne A. Cornelius and Marc R. Rosenblum. 2004. *Immigration and Politics* (CCIS Working Paper No. 105) San Diego, CA: The Center for Comparative Immigration Studies / University of California at San Diego.