

University of California
Santa Cruz
Latin American and
Latino Studies
Summer 2024

LALS 151

Race and Mobility

Professor Patricia Pinho

Email: ppinho@ucsc.edu

[Office Hours: Wed. 9 am – 11 am](#)

(and by appointment)

Course offered online
and asynchronously

Course Description

One of the consequences of the COVID-19 pandemic and its disruptions was the recognition of the intensely mobile character of the world, where people, objects, images, ideas, and information have been constantly and increasingly on the move. The growing importance of movement for social processes, practices, and identities has generated a “mobilities turn” in the social sciences, challenging the long-held paradigm of territorially fixed bodies, cultures, and societies. These interdisciplinary studies analyze the interconnections between different forms of travel (migration, displacement, tourism, etc.) and the different scales of mobility (body, region, nation, local, global, etc.), recognizing that movements across space are deeply unequal. Bodies, for example, do not move neutrally; bodily movement is differently impacted according to one’s race, gender, sexuality, dis/ability, nationality, religion, and other social markers. This course focuses on the intersection between mobility and race, examining both how mobility is racially informed and how differential mobilities inform the construction of racial identities, the production of racial processes, and the representation of racialized spaces. Examining different facets of mobility—movement, meaning, and practice—as produced by and productive of power, course topics include: the mutual constitution between mobility and racial identities (blackness, whiteness, Latinidad, and Indigeneity); white control over the mobility of “Others”; bodily movements (walking, dancing, etc.) as sites of both policing and resistance; prototypical whiteness and the surveillance of non-white mobile bodies; border crossing; and the intersections between racial mobility politics and gender and class dynamics.



Left to right: Protesting Arizona's immigration law, CNN, 2010; Rally against racial profiling, AP Photo/Steve Yeater, 2000; Migrant caravan from Central America gather with supporters at the U.S./Mexico border wall, Meghan Dhaliwal/*The New York Times*, 2018.

Course Format for Online Learning

This course is offered online and asynchronously; thus, **time management is crucial for your success.**

Weekly Structure:

This is what a regular week in this course looks like:

Each week covers two topics, as follows:

Topic 1:

- Readings
- Lecture posted by Prof. Pinho on Canvas on Monday morning
- Quiz based on Prof. Pinho's lecture
- Discussion Board Post due by Wednesday, 11:59 pm
- Comment on Peers' Discussion Board Posts due by Sunday, 11:59 pm

Topic 2:

- Readings
- Lecture posted by Prof. Pinho on Canvas on Wednesday morning
- Quiz based on Prof. Pinho's lecture
- Discussion Board Post (or Short Paper) due by Sunday, 11:59 pm
- Comment on Peers' Discussion Board Posts due by the following Wednesday, 11:59 pm

Readings:

- Ideally, you should do the assigned readings for each topic before watching the recorded lectures.
- To ensure that you have access to course materials available electronically via UCSC Libraries, particularly when off campus, you should download and install the university's Virtual Private Network (VPN) Client (<https://its.ucsc.edu/vpn/installation.html>)

Assignments:

- In total there will be 10 Quizzes, 8 Discussion Board Posts, 8 Comments on Peers' Discussion Board Posts, and 2 Short Papers in this course. A Discussion Board Post is due every Wednesday. A Discussion Board Post or a Short Paper is due every Sunday (**except for Week 5, when the short paper is due on Friday, August 30**). See more detailed information on how to prepare the assignments below, in the respective section of the syllabus.

Office Hours:

- Every student should try to attend office hours at least once during the term either with Prof. Pinho or the TA.
- Prof. Pinho will have virtual office hours offered in real time via Zoom on Wednesdays, 9 am – 11 am (and by appointment).
- Students should sign up [here](#) for office hours. The sign-up sheet is also available on Canvas.

Course Objectives

Carrying the Textual Analysis General Education designation, the major goal of this course is to offer students an understanding of the intersection between mobility and race through the interpretation and analysis of written and visual texts. The course seeks to prepare students to:

1. Understand, through the development of higher-order reading skills, race and mobility as mutually constitutive and produced in relations of power;
2. Identify and comprehend, through the rigorous and analytical reading of written and visual texts, concepts and arguments that productively explain the intersections between race and mobility in the Americas and beyond;
3. Navigate in the interdisciplinary fields of Mobility Studies, Latin American and Latino Studies, and Critical Race and Ethnic Studies;
4. Improve critical thinking and interpretive skills in order to more effectively intervene in the world.

Course Assignments and Grade Distribution

Students are required to read ALL the assigned material. Final grades will be calculated according to the following assignments:

1. Ten Quizzes (1 point each) = 10% of the final grade.
2. Eight Discussion Board Posts (5 points each) = 40% of the final grade.
3. Eight Discussion Board Comments on Peers' Posts (2.5 points each) = 20% of the final grade.
4. Two Short Papers (15 points each) = 30% of the final grade.

Note that there will be no extra credit will be available in this course.

Instructions for your Discussion Board Posts (DBP) and your comments on your peers' DBPs are available [here](#) and on Canvas. Prof. Pinho will post the prompt for the 1st DBP of the week on Canvas on Monday morning, and the prompt for the 2nd DBP of the week (or short paper) on Canvas on Wednesday morning. Students' DBPs should be **approximately 300-words long**. The first DBP of the week is due on Wednesday at 11:59 pm, and the second DBP of the week is due on Sunday at 11:59 pm, always on Canvas.

Instructions for the Short Papers will be posted on Canvas at least one week in advance. Each paper should be **between 1,000- 1,500 words long**.

Both the Discussion Board Posts and the Short Papers are "open book" assignments, which means that you can freely consult the readings. Keep in mind, however, that you are allowed to paraphrase but **not quote** the author(s).

Grading Scale

A = 94-100%	A- = 90-93	B+ = 87 - 89%	B = 83 – 86%	B- = 80 – 82%
C+ = 77 - 79%	C = 74 - 76%	C- = 70 - 73	D = 60 – 69%	F = 59 and below

Prof. Pinho is available to discuss your grades and how to improve your work. If you wish to contest a grade, you must provide Prof. Pinho with a one-page justification explaining what grade you believe you deserve and why you believe you deserve it within one week of receiving your grade. Prof. Pinho's reevaluation may lead to a grade increase, decrease, or no change.

Course Policies for Online Learning

Late submission

Except for DRC accommodations, late submissions will receive a grade zero.

Syllabus Acknowledgement Quiz

Students are required to fill out Quiz # 1 (Syllabus Acknowledgement Quiz) by July 31st, 11:59 pm, on Canvas, so as to confirm that they understand and will comply with the course policies. Students who fail to complete Quizzes #1 and #2 and DBP #1 by the deadline will be dropped from the course.

Intellectual Property

Online teaching raises new issues with regards to preserving intellectual property. Intellectual property refers to the years of education and research professors have undergone to become experts in our fields and to teach these subjects. With online instruction, privacy matters for professors are critical so that we feel secure in knowing our intellectual property is being protected. Selling, preparing, or distributing course lecture notes, including notes created independently by students, is considered an unauthorized sale and can result in disciplinary action. Please do not share/download/copy lecture notes, handouts, or other course materials, which is a violation of campus policies as well as state law. Violation by distribution to the public may also constitute copyright infringement subject to legal action.

Academic Integrity (Language below borrowed from the Teaching and Learning Center):

Integrity – other people’s perception of your word as true – is one of the most valuable assets you can cultivate in life. Being attentive to integrity in academic settings allows others to trust that you have completed work for which you are taking credit. This is symbolic of the public trust from which you will benefit in your future occupation and activism after you graduate from UCSC. The creativity of your words, expression, understanding, and knowledge matters a great deal in your work as a student, and it matters to me. This course takes academic integrity very seriously. Use of the ideas, words and/or written work of another person without giving credit to the original author is academically dishonest and constitutes plagiarism. Please remember that you must give credit if you are using another person’s ideas, whether or not it is a direct quote. UCSC takes plagiarism cases seriously and they will be addressed according to university policy. For more information on academic integrity see: <https://advising.ucsc.edu/success/integrity.html>

AI Policy:

- In this class, I ask that you complete your work *without* using AI-generated sources to augment, think through, or write your assignments.
- The only exception is that you can use AI tools for pre-submission editing (spell-check and grammar-check) as long as you do not use them for thinking or drafting.
- If you submit work that appears to have been written using AI sources, I will ask you to meet with me to discuss your thinking and writing process. If, after our conversation, I conclude it’s more likely than not that you did not personally complete an assignment you submitted under your name, I may report you to your College Provost and/or Dean of Undergraduate Studies.
- If you have questions about AI use and/or proper attribution of other people’s work, please come ask me.

Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript. For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Misconduct page](#) at the [Division of Undergraduate Education](#).

Principles of Community

The University of California, Santa Cruz expressly prohibits students from engaging in conduct constituting unlawful discrimination, harassment or bias. In keeping with the UCSC Principles of Community, we expect students to refrain from any acts or behaviors that are directed at other members of the campus community, and that result in unlawful discrimination, harassment or bias for an individual or group, and/or that substantially disrupt University operations or interfere with the rights of others. I am committed to providing an atmosphere for learning that respects diversity and supports inclusivity. I ask all members of this class to:

- be open to and interested in the views of others
- consider the possibility that your views may change over the course of the term
- be aware that this course asks you to reconsider some "common sense" notions you may hold
- honor the unique life experiences of your colleagues
- appreciate the opportunity that we have to learn from each other
- listen to each other's opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature
- ground your comments in the texts we are studying. Refer frequently to the texts and make them the focus of your questions, comments, and arguments. This is the single most effective way to ensure respectful discussion and to create a space where we are all learning together.

Canvas Course Site and Email

You should plan to check your UCSC email account and Canvas every day for important class information as we will rely very heavily on these resources to pass on information pertaining to the class. The professor usually responds within 24 hours to a message. Recorded lectures will also be available through Canvas. You should be automatically registered for Canvas.

Instructor Feedback

My TAs and I will use Speedgrader in Canvas to provide direct comments and feedback on your assignments. [Please click here to learn how to access our comments in Canvas.](#) For major assignments, I will include a grading rubric that will be available to you prior to submitting your work. [Please click here to learn how to access grading rubrics for assignments.](#)

Student Feedback

At the end of the quarter, you will be asked to complete a Student Experience of Teaching survey for this course. SETs provide an opportunity for you to give valuable feedback on your learning that is honest and constructive. This anonymous feedback will help me consider modifications to the course that will help future students learn more effectively.

Student Support Resources

Counseling & Psychological Services (CAPS)

If you need psychological support, please contact CAPS at 459.2628 (24-hours) and visit <http://caps.ucsc.edu> for additional resources.

Campus Mobile Crisis Team

If you are concerned about yourself or someone around you and feel they may be having a behavioral health crisis, do not hesitate to call the Campus Mobile Crisis Team. Behavioral Health concerns can include mental health or substance use related situations where you or someone around you may be a danger to self or others. Dial [831-502-9988](tel:831-502-9988) to reach the team.

Slug Support Program

Slug Support can give help with everything from basic needs (housing, food, or financial insecurity) to getting the technology you need. To get started with SLUG Support, please contact the [Dean of Students Office](#) at 831-459-4446 or you may send the an email at deanofstudents@ucsc.edu.

Equal Access for Students with Disabilities

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please affiliate with the DRC. I encourage all students to benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu. For students already affiliated, make sure that you have requested Academic Access Letters, where you intend to use accommodations. You can also request to meet privately with me during my office hours or by appointment, as soon as possible. I would like us to discuss how we can implement your accommodations in this course to ensure your access and full engagement in this course.

Title IX Reporting Responsibilities

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the Campus Advocacy Resources & Education (CARE) Office by calling (831) 502-2273. In addition, Counseling & Psychological Services (CAPS) can provide confidential, counseling support, (831) 459-2628. You can also report gender discrimination directly to the University's Title IX Office, (831) 459-2462. Reports to law enforcement can be made to UCPD, (831) 459-2231 ext. 1. For emergencies call 911. Faculty and Teaching Assistants are required under the UC Policy on Sexual Violence and Sexual Harassment to inform the Title IX Office should they become aware that you or any other student has experienced sexual violence or sexual harassment.

Campus Advocacy Resources and Empowerment (CARE)

The CARE program provides support, advocacy, resources and violence prevention education to the UC Santa Cruz community. They respond to the needs of students, staff, faculty and non-affiliates impacted by stalking, dating/domestic violence and sexual assault by providing free and confidential services. CARE also works collaboratively with students, faculty and staff to educate the campus community about the vital role that each of us has in preventing violence and creating social justice locally and globally.

Undocumented Student Services (USS)

Students dealing with legal concerns related to immigration status can contact the USS office at eopab540@ucsc.edu. USS advocates for undocumented students to dismantle systemic barriers, uncover the hidden curriculum, and cultivate a space of belonging at UC Santa Cruz.

Overall support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Slug Support. Students dealing with legal concerns related to immigration status (either for themselves or family members) can contact the Undocumented Student Services office. Furthermore, feel free to notify me (Prof. Pinho) about challenges that are disrupting your studies, if you are comfortable in doing so. This will enable me to connect you with any resources that I may know and to discuss ways to further support your learning and success in the course.

Course Material and Preparation for Class

All the readings are mandatory. We will read several articles from the Special Issue on "Race and the Politics of Mobility" of the journal *Transfers* as well as other journal articles, plus Ulla Berg's *Mobile Selves: Race, Migration and Belonging in Peru and the US* (New York University Press, 2015) as well as other book chapters. Berg's book is available electronically via the University Library and the other readings are available as PDFs in the respective weekly modules on Canvas. On average, you will dedicate approximately 30 hours per week for this course, including the time spent watching the recorded lectures, reading, researching, and writing the assignments.



How to succeed in this course

Make a plan for managing your time:

- Have clear expectations. Expect to spend 30 hours a week for a five-week course.
- Set aside small blocks of time to do work for each course throughout the week. All-nighters and cramming sessions are the *least* effective ways to learn and retain new information.
- Add major assignments to your calendar and work on them a little each week, rather than trying to complete them all at once.
- Start working on your weekly assignments early in the week, and leave time to edit and proofread them.

Program

Week 1 (July 29 – August 4)	
Learning Outcome - Foundational knowledge: Students will be able to recall the major topics of study of mobilities' research and explain the historical intersection between mobility and race.	
Week 1 - Topic 1: Introduction to Mobility Studies	
Readings	Mimi Sheller, "Mobility", <i>Sociopedia.isa</i> . 2011, 1-12. Mimi Sheller, "Theorising Mobility Justice." <i>Tempo Social</i> 30 (2), 2018, 17-34.
Assignments due on Wed, July 31	Quiz #1 (Syllabus Acknowledgement Quiz) Quiz #2 DBP #1

Week 1 - Topic 2: Racializing Mobility, Mobilizing Race	
Readings	<p>Michael Omi and Howard Winant, "The Theory of Racial Formation." In <i>Racial Formation in the United States</i> (3rd edition), 105-136.</p> <p>Judith A. Nicholson and Mimi Sheller, "Race and the Politics of Mobility: Introduction." <i>Transfers</i> 6 (1), 2016, 4-11.</p> <p>Cotten Seiler, "Mobilizing Race, Racializing Mobility: Writing Race into Mobility Studies." <i>Mobility in History: The State of the Art in The History of Transport, Traffic and Mobility</i>, edited by Gijs Mom, Gordon Pirie, and Laurent Tissot, 229-233.</p>
Assignments due on Sunday, August 4	<p>Quiz #3</p> <p>DBP #2</p> <p>Comment on one of your peers' DBP #1</p>

Week 2 (August 5 - 11)	
Learning Outcomes - Foundational knowledge and Learning How to Learn: Students will be able to recognize how race operates as a master category and explain the process of the racialization of mobility in the Americas.	
Week 2 - Topic 1: Blackness and Mobility in the Americas	
Readings	<p>Tim Creswell, "Black Moves: Moments in the History of African-American Masculine Mobilities." <i>Transfers</i> 6 (1), 2016, 12-25.</p> <p>Paul Gilroy, "Driving While Black." In <i>Car Cultures</i>, 2001, 133-152.</p>
Assignments due on Wed, August 7	<p>Quiz #4</p> <p>DBP #3</p> <p>Comment on one of your peers' DBP #2</p>

Week 2 - Topic 2: Whiteness and the Control of Mobility	
Readings	<p>Sarah Sharma and Armond Towns, "Ceasing Fire and Seizing Time: LA Gang Tours and the White Control of Mobility." <i>Transfers</i> 6 (1), 2016, 26-44.</p> <p>Amie McLean, "'Four Guys and a Hole in the Floor': Racial Politics of Mobility and Excretion among BC-Based Long Haul Truckers." <i>Transfers</i> 6 (1), 2016, 45-61.</p>
Assignments due on Sunday, August 11	<p>Quiz #5</p> <p>DBP #4</p> <p>Comment on one of your peers' DBP #3</p>

Week 3 (August 12 -18)	
Learning Outcome - Learning How to Learn: Students will be able to identify the connections between white normativity and the control of black mobility in the United States.	
Week 3 Topic: Prototypical Whiteness and the Surveillance of Blackness	
Readings	<p>Simone Browne, <i>Dark Matters: On the Surveillance of Blackness</i>. Chapter 3 – Branding Blackness, and Chapter 4 - What did TSA find in Solange's fro?</p>
Assignments due on Wed, August 14	<p>Quiz #6</p> <p>DBP #5</p> <p>Comment on one of your peers' DBP #4</p>
Watch	<p><i>Driving While Black: Race, Space, and Mobility in America</i>, by Gretchen Sorin and Ric Burns (2020). * Content advisory: This documentary is painful to watch, especially the last 20-30 minutes, when it shows and discusses the racial profiling and killing of black drivers. Still, this is a very important documentary that helps raise awareness about the challenges, dangers, and unevenness of black mobility, a topic that, as we know, is now more urgent than ever. If you feel that you are unable to watch this documentary, contact the professor to arrange for an alternative assignment. *</p>
Assignments due on Sunday, August 18	<p>Short Paper #1</p> <p>Comment on one of your peers' DBP #5</p>

Week 4 (August 19 - 25)

Learning Outcome: Caring: Students will be able to develop interest for human migration and the plight of migrants as they move between nation-states.

Week 4 - Topic 1: Forging Mobile Selves

Readings

Ulla Berg, *Mobile Selves: Race, Migration and Belonging in Peru and the US*.
Introduction.

**Assignment
due on Wed,
August 21**

Quiz #7
DBP #6

Week 4 - Topic 2: Non-Elite Transnational Mobilities

Readings

Ulla Berg, *Mobile Selves: Race, Migration and Belonging in Peru and the US*.
Chapters 1 and 2.

**Assignments
due on
Sunday,
August 25**

Quiz #8
DBP #7
Comment on one of your peers' DBP #6

Week 5 (August 26 – August 30)

Learning Outcome: Application: Students will be able to compare domestic and international migration and explain the similarities and differences between movement within and between nation-states and their respective racial projects.

Week 5 - Topic 1: Transnational Mobility and Long-Distance Communication

Readings

Ulla Berg, *Mobile Selves: Race, Migration and Belonging in Peru and the US*. Chapters 3 and 4.

Assignments due on Wed, August 28

Quiz #9
DBP #8
Comment on one of your peers' DBP #7

Week 5 - Topic 2: Moving Within and Between Racial Projects

Readings

Ulla Berg, *Mobile Selves: Race, Migration and Belonging in Peru and the US*. Chapters 5 and 6 and Conclusion.

Watch

[*Soy Andina*](#), by Mitchell Teplitsky, 2008.

Assignments due on Friday, August 30

Quiz #10
Short Paper #2
Comment on one of your peers' DBP #8

(NOTE THE **FRIDAY** DEADLINE).