

FINAL ESSAY

Greetings and good luck. Word up: This exam looks deceptively long – the length is mostly to insure that you have four choices in terms of essays and lots of guidance in writing your final essay.

Please answer *one* of the questions below, writing a coherent **essay** of *five to six pages* (double-spaced, regular-size font, normal margins). Your answer is an essay: it should be *well-written*, have an *argument or interpretation*, and *make good use of the relevant reading and lectures*. As it is a final essay, it should also be *integrative*; you'll notice that you're asked to thread together material from lectures and reading and so this is a time for your imagination and opinions.

You may do this final with *at most* one other student. If you do choose to write with another student, you will each receive the same evaluation for the entire exam. The exam is due on **Tuesday, March 20th**, by **3:00 p.m.** at **Merrill College Faculty Services** (a box will be available for depositing the exams). Late papers are not accepted but early papers are welcome. **Be sure to write your TA's name on the essay; if the essay is done by two students from different sections, put down both TA names and turn in two copies, one for each TA.**

Note: Be sure to link the reading and your analysis. While you should only use readings from the course itself, you need not confine yourself to the course readings explicitly mentioned in each question. Moreover, you do not need to confine yourself to the required reading; indeed, you'll see that some of the *recommended readings* are explicitly referenced below in the questions and might be very helpful for particular questions (you can also refer to videos or other materials seen in class). In your answers, give a quick cite for sources used (e.g., Martinez 2001, p. 21) and provide full citations for the sources used at the end of the essay. These bibliographic references do not count against the 5-6 page target for your answer. You may also refer to discussions or activities in your sections.

There are four choices below. REMEMBER: Answer only ONE question.

1. While the Cuban revolution seems to have unraveled and Central America has shifted from an era of revolutionary wars, there is also a new "pink tide" in Latin America. That is, certain countries have taken a turn to the left – witness the collapse of neoliberalism in Argentina and elsewhere; the rise of Lula in Brazil, Hugo Chavez in Venezuela, and Evo Morales in Bolivia; and the steady drift toward progressive politics in the region. Why this turn to the left arise and what does it signal about the legacy of revolution and the future of social change in Latin America? Does the Cuban revolution remain an example or is there a different frame for social change that is emerging? How does this "pink tide" reflect the role of, or rejection of, the United States?

In your answer, you may wish to make reference to relevant chapters in Winn, as well as the articles by Zimbalist (on Cuba), Oxhorn, Villas, Chincilla and Haas, and others as you deem appropriate, as well as class lectures.

2. While the media's portrayal of the Los Angeles uprising of 1992 presented it as a conflict between black and white, the unrest also marked the beginning of a new Latino identity, at least in California, around issues of labor, immigration, and political power. How and why did this event lead to the formation of a new identity and a new common agenda, and how is this playing out in the contemporary California politics, culture, and economy? Is there really a Latino agenda – and if so, does it potentially create tensions with other ethnic groups or can such an agenda build toward common ground?

In your answer, you might want to refer to Pastor, Winn, Martinez, Valle and Torres, Bacon, the interview with Klor de Alva and Cornell West, the article by Van Jones, the Shulman-Pastor debate on immigration, etc.

3. The immigration marches of spring 2006 marked an important entrance into mainstream U.S. politics of what Jonathan Fox calls "Mexican migrant civil society," that is, migrant communities willing to take civic leadership in both the U.S. and in their home countries. What does this trend portend for the future of Latino communities and the future of immigration reform? Can such a Mexican migrant civil society create the bonding mechanisms of an enclave economy that served Cuban-Americans in their economic advance? Do such transnational ties strengthen or weaken domestic U.S. Latino politics and society?

In your answer, you might want to consider the Bada, Fox, and Selee reading, the Suro, et al., piece, the Shulman-Pastor debate on immigration's effects, Martinez's *Crossing Over*, Jonas on immigration, the various comparative pieces with other Latinos, Zavella on transnational communities, etc.

4. "Transnationalism" refers to several different things – the border-crossing lives of many migrants, the tendency of new issues (like drugs, security, and migration) to require solutions in multiple locales, the extensive economic connections between the hemispheres, and the tendency of popular culture to flow both North and South (as shown in *Crossing Over*). While some celebrate these new "crossings" of issues, culture, and people, others worry that the United States is "losing" its identity as a result of these new migrations and socio-cultural change. Is this set of phenomena cause for celebration or concern – or both? How could it change the way we approach issues such as security, the defense of human and labor rights, and even the concept of immigrant incorporation?

In your answer, you might want to consider the debate about the "Hispanic challenge" (see Huntington and Chavez), the analysis of the "engendering" of transnationalism in Watsonville and Mexico by Zavella, Winn, the lives portrayed in Martinez, the articles by Bacon, Brysk, Andreas, etc.