

SOC 342 SOCIOLOGY OF IMMIGRATION

Instructor | Dr. Daniel Alvord
Email | dalvord@ku.edu
Office | Fraser 708
Hours | T/R 1:00pm-3:00pm

Semester | Spring 2020
Time | T/R 9:30am-10:45am
Place | Fraser 107
Course | #53773

COURSE DESCRIPTION

Migration is a fundamental social process of importance to sociology and American society. This course explores the causes and consequences of international migration, the incorporation of immigrants into society, and how states have responded to immigration. This course draws on a broad sociology of immigration literature to focus primarily on historical and contemporary immigration to the U.S.

COURSE INFORMATION

Required Text: Required readings will be provided on Blackboard.

Learning Outcomes: This course satisfies one KU Core Goal:

Goal 4.1 (Culture and Diversity): Upon reaching this goal, students will be able to investigate the diversity of human experience within the United States, considering, for example, age, culture, disability, ethnicity, gender, language, race, religion, sexual orientation, and social class, and appreciate the contributions of different social groups.

GRADING INFORMATION

Assignments: For this course you will be expected to complete the following:

Final Paper (20%): For this course you will complete a final paper. The final paper will be 7-10 pages double-spaced in length and will be worth 20% of your final grade. The essay must also be uploaded to Blackboard's SafeAssign function, a plagiarism detecting software. You are encouraged, but not required, to meet with me prior to the essay's due date so that I can address any questions or concerns. You are also encouraged to take advantage of the KU Writing Center (writing.ku.edu).

Exams (30%): You will have **two** exams that will cover the readings and the lectures. Exams will be completed online through Blackboard. You will have the full day to take the quiz at your convenience, but it must be completed before 11:59pm. Exams will be a combination of multiple choice and short answer. Each quiz will be worth 15% of your final grade.

Immigrant Group Statistical Abstract (20%): For this assignment you will choose an immigrant group to the U.S. Using online demographic sources, such as the

Census and Pew, you will write a descriptive summary of the group. The summary will be approximately 5-pages double-spaced. It will be worth 20% of your final grade.

Discussion Leader (15%): Throughout the semester, students will present an overview and a range of discussion questions for the class. You will sign up in advance for a week and a reading to present. These presentations will consist of a synthesis and overview of the week’s readings. Write a 2-page summary of the readings. You will then act as a discussion leader by posing questions to the class. The presentation and discussion will be worth 15% of your final grade.

Attendance and Participation (15%): Attendance and participation are important components of any course. Attendance will be marked each class period. You are granted two “free” absences during the semester. After the second absence, you will begin to lose attendance points. The only exceptions will be for religious holidays, documented illness (after the second absence) or a death in the family (after the second absence).

Grade Scale: Your grade will be determined using the CLAS plus/minus grading system:

<u>Assignment</u>	<u>Percentage</u>	<u>Percentage</u>	<u>Letter Grade</u>
Attendance	15%	93-100	A
Discussion	15%	90-92	A-
Midterm	15%	88-89	B+
Final Exam	15%	83-87	B
Stat. Abstract	20%	80-82	B-
Final Paper	20%	78-79	C+
	<u>100%</u>	73-77	C
		70-72	C-
		68-69	D+
		63-67	D
		60-62	D-
		0-59	F

The following is a breakdown of the marking system and an indication of the quality of work that roughly corresponds to each grade:

A: Displays a thorough understanding of material and expresses original, text-supported opinions; clear, organized and thoughtful writing; consistent and intelligent contributions and insights. Has completed all required assignments and they have been among the best in class.

B: Displays a good factual understanding of material; very good preparation for class; ability to communicate ideas logically and clearly. Has completed all required assignments and they have been of good quality.

C: Displays an understanding of the basic points of all material, although the presentation may be unclear or disorganized; may also denote sporadic participation in class. Has completed all or most required assignments, which might suffer from small issues, but generally have been free of significant problems.

D: Displays incomplete work; slight grasp of basic ideas; disorganized, poorly presented or communicated ideas; little participation in class. Has failed to complete all required assignments and they have often suffered from problems.

F: Displays incomplete work; unclear and/or inaccurate presentation of the main themes of the course; poor written communication of ideas; numerous absences, and/or little or participation in class. Has failed to complete required assignments and they have routinely suffered from serious problems.

Except in the case of a possible calculation error, please do not contact me to change the grade that you earned.

COURSE POLICIES

Classroom Conduct: Students are expected to behave in a respectful manner during class. Disruptive behavior will not be tolerated in this class. Students who behave in any manner that interferes or has the potential to interfere with other students' opportunity to benefit from this course will be subject to the relevant University policies and procedures. Per the Electronic Devices policy, do not explore the Internet or play games on your portable computing device during class. It draws others' attention and is rude.

Email Conduct: Email is a very convenient and useful means of communication. Indeed, it is the best way to get in touch with me. However, its convenience often translates into a lack of formality. There are a few email guidelines that should be adhered to during this course. First, I do not discuss grades over email. Any discussion of grades should be done during office hours. Second, unless otherwise noted, I do not read early drafts of papers or answer substantive questions by email. I am more than happy to read drafts, provide comments, and give clarification for concepts covered in class during office hours, but not by email. Finally, I am not "on call" with my email. Do not email me late at night or the night before a paper or quiz is due and expect an immediate reply. I respect that all of you will have many things going on at one time this semester, and that your time is incredibly valuable to you. I ask that you please respect that my own time is valuable as well and that I also have plenty going on in my own schedule.

Office Hours: Office hours are a time to come meet with me to discuss the material in class or to discuss other interests you may have. You may ask for extra help or for clarification. You may also come and just talk about aspects of the class you find really

interesting or compelling. Office hours are not lesson plans and student should come to office hours prepared to drive the conversation.

Academic Misconduct & Plagiarism: Academic misconduct includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give unfair advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or the attempt to commit such an act. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit. Any form of cheating or academic dishonesty will be actively investigated and punished. The University defines academic misconduct in Section 6 of the University Senate Rules and Regulations: “Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work. . .” Cheating will possibly result in an F in the course and the filing of academic misconduct charges. As ignorance of the rules is not an acceptable excuse for academic misconduct, please consult the KU Student Handbook for further information:

http://www.writing.ku.edu/~writing/instructors/guides/academic_misconduct.shtml

For more information on what constitutes plagiarism and how to avoid it, please consult the following KU website: <http://www.writing.ku.edu/~writing/guides/>.

Make-up Work: Make-up work will only be given to students with excused absences. In accord with university policies, students will be allowed to take a make-up exam if they can document that they were ill or if they had a death in the family. Absences which result from participation on a university athletic team and which are documented by the university athletic office will also be excused. Transportation problems do not qualify as a valid excuse. Students without a valid and documented excuse will receive a 0 on any missed exam. Students wishing to schedule a make-up exam must contact me by e-mail within 24 hours of the time at which the original exam was scheduled. Students must be prepared to present me with documentation explaining their absence prior to scheduling a make-up exam. Exams must be taken within a week of the original exam date. It is up to students who have missed an exam to contact me, to provide documentation and to set up a time to make up the exam.

Late Assignments: Unless otherwise noted, all assignments must be submitted by the beginning of class on the assigned due date. Late submissions will be penalized at the rate of 10%, or one letter grade, per day (including weekends).

Extra Credit: There will be no extra credit opportunities in this course.

Electronic Devices: The use of any handheld electronic devices will not be tolerated. Cell phones and other mobile devices are to be silenced and stowed away during all 75

minutes of class. The use of laptop computers will be allowed only in situations where the student can provide documentation from the Academic Achievement and Access Center (<http://www.achievement.ku.edu/>) attesting to their need for the device in class. Research shows that using a laptop during class impedes both your learning and the learning of students around you (see, e.g., Sana et al. 2013, and Dynarski 2017). If you must use one, or insist on using one, students may sit in a “laptop zone” if they feel, for any reason, that you would benefit from using a laptop to take notes. Students using laptops or cellphones for purposes other than note taking will be asked to leave and be counted as absent for the class.

Recording & Auditing: As per the Electronic Devices policy, the use of handheld personal recorders will only be allowed in class in situations where the student can provide documentation from the Academic Achievement and Access Center (<http://www.achievement.ku.edu/>) attesting to their need for the device. Any student wishing to record lecture must consult with me before class. Additionally, course attendance is exclusively restricted to members of the class, and you need explicit permission from the instructor to attend any class sessions if you are not formally enrolled in the course.

Religious Holidays: Attendance is required for every class session. If class requirements conflict with religious holidays that you observe, this needs to be discussed with me in advance. Notification after the fact is not acceptable and will count as an unexcused absence.

Diversity and Inclusion: It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Illness: If you are sick, please do not come to class. If you must miss a deadline because of illness, please contact me by email.

Disabilities: Any student in this course who has a disability that may prevent him/her from fully demonstrating her/his abilities should contact me personally as soon as possible so that we can discuss accommodations necessary to ensure full participation and facilitate educational opportunity. To do this you must first be registered with the Disability Resources office (22 Strong Hall, 785-864-2620), which coordinates accommodations and services for KU courses. *No special needs will be accommodated without proper documentation and recommendations supplied by this office.* For further information and contact information, please consult the Disability Resources website: <http://www.disability.ku.edu/>.

COURSE SCHEDULE

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Readings</i>	<i>Due</i>
One	January 21	Syllabus	Syllabus	N/A
	January 23	NO CLASS	N/A	N/A
Two	January 28	Why, How, and Where Do People Migrate?	Portes and Rumbault – Chapter 2 Golash-Boza and Menjivar – Causes and Consequences of International Migration	
	January 30	Why, How, and Where Do People Migrate?		
Three	February 4	Immigration Laws and Policies	Massey, Durand, Malone – Chapters 4, 5 Portes and Rumbault – Chapter 1 Tichenor – Chapter 2	
	February 6	Immigration Laws and Policies		
Four	February 11	Borders and Immigration Enforcement	How Border Creates Illegality Massey, Pren, and Durand – Why Border Enforcement Backfired	
	February 13	Borders and Immigration Enforcement		
Five	February 18	How Laws Create Legality	Ngai – The Strange Career of the Illegal Alien Menjivar, Gomez Cervantes, Alvord – The Expansion of Crimmigration, Mass Detention, and Deportation	

	February 20	How Laws Create Legality		
Six	February 25	Assimilation and Immigrant Incorporation	Alba and Nee – Rethinking Assimilation Theory Zhou – Segmented Assimilation Portes and Zhou – The New Second Generation Pettus – End of the Melting Pot?	
	February 27	Assimilation and Immigrant Incorporation		
Seven	March 3	Nativism and Anti-Immigrant Sentiment	Massey and Sanchez – Chapter 3 Denvir – All American Nativism	
	March 5	Nativism and Anti-Immigrant Sentiment		
Eight	March 10	NO CLASS – SPRING BREAK	N/A	N/A
	March 12	NO CLASS – SPRING BREAK	N/A	N/A
Nine	March 17	Context of Reception and Immigration Federalism	Menjivar – Immigrant Criminalization in Law and Media Brown and Jones – American Federalism and Racial Formation in Contemporary Immigration Policy Møller – Restoring Law and (Racial) Order to the Old Dominion Flores – Living in the Eye of the Storm	

	March 19	Context of Reception and Immigration Federalism		
Ten	March 24	Racialization and Inter-Ethnic Relations	Brown, Jones, and Becker – The Racialization of Latino Immigrants in New Destinations Roediger – Working towards Whiteness, Ch. 1 Flores and Schachter – Who are the ‘Illegals?’	
	March 26	Racialization and Inter-Ethnic Relations		
Eleven	March 31	Gender	Schmalzbauer – Temporary and Transnational Schmalzbauer – Doing Gender, Ensuring Survival	
	April 2	Gender		
Twelve	April 7	Generations and the Children of Immigrants	Gonzalez – Learning to be Illegal Yoshikawa – Immigrants Raising Children Mary Waters – Inheriting the City	
	April 9	Generations and the Children of Immigrants		
Thirteen	April 14	Immigration and the Role of Religion	Cecilia Menjivar – Religion and Immigration in comparative perspective Hondagneu-Sotelo – God’s	

			Heart Has No Borders	
	April 16	Immigration and the Role of Religion		
Fourteen	April 21	Immigrants and the City	J. Matthew Hoyle – Sanctuary Cities and Republican Liberty Huang and Liu – Welcoming Cities O’Brien, Collingwood, and El-Khatib – The Politics of Refuge	
	April 23	Immigrants and the City		
Fifteen	April 28	Immigration Reform	Watch <i>Immigration Battle</i>	
	April 30	Immigration Reform	Watch <i>Immigration Battle</i>	
Sixteen	May 5	Immigrant Organizing and Social Movements	Bloemraad, Voss, and Lee - The Protests of 2006 Nicholls – The DREAMers, Ch. 1 Nicholls - The Immigrant Rights Movement, Ch. 1	
	May 7	Immigrant Organizing and Social Movements		
Seventeen	May 11- 15			

****I reserve the right to alter or amend the course syllabus during the semester within reason.***