

SOCY 2091 - 4131: Special Topics**Current Policies and Sociological Implications of Immigration**

MWF 9:00-9:50 a.m.

Hale Science (HALE) 230

Spring 2018 Course Syllabus

Instructor: Bertha Alicia Bermúdez Tapia**E-Mail:** Bertha.BermudezTapia@colorado.edu**Office:** Ketchum 481C**Office Hours:** Mondays 10:30 a.m. - 12:30 p.m. and by appointment**Course Overview:**

We are in a crucial moment in the history of the United States. The current U. S. administration presents a unique set of challenges to the study of Contemporary Migration from a sociological perspective. During the course, we will examine why people choose to leave their places of origin and the recent history of immigration to better understand how the politics of immigration have developed over time. Additionally, we will examine the major theories in the literature on immigration and the formation of immigration policy, particularly focused on Mexican and Central American immigrants. The course will closely study the current politics surrounding policies on immigration, including policy towards undocumented immigrants, mixed status families, and deportation.

The challenge of this course is to review migration from a sociological/historical perspective, at the same time that legislation and administrative changes occur. Consequently, I envision this course based on an organic perspective which will lead to a more comprehensive understanding of migration as a social process.

Required Texts:

Golash-Boza, Tanya Maria. 2012. *Immigration Nation: Raids, Detentions, and Deportations in post-9/11 America*. Paradigm Publishers. ISBN: 978-1594518386

Kivisto, Peter and Thomas Faist. 2010. *Beyond a Border: The Causes and Consequences of Temporary Immigration*. Pine Forge Press. ISBN: 978-1412924955

Suggested texts: (Chapters assigned can be found in PDF format on Canvas in the “Class Readings” tab)

Chavez, L., 2013. *The Latino threat: Constructing immigrants, citizens, and the nation*. Stanford University Press.

Golash-Boza, Tanya Maria. 2018. *Forced Out and Fenced In: Immigration Tales From The Field*. Oxford University Press.

Jacobson, D., 1998. *The immigration reader: America in a multidisciplinary perspective*. Blackwell Publishers.

Massey, D.S., Durand, J. and Malone, N.J., 2002. *Beyond smoke and mirrors: Mexican immigration in an era of economic integration*. Russell Sage Foundation.

Menjívar, C. and Kanstroom, D. eds., 2013. *Constructing Immigrant 'Illegality': Critiques, Experiences, and Responses*. Cambridge University Press.

Romero, M., 2015. *Living Together, Living Apart: Mixed Status Families and US Immigration Policy*. University of Washington Press.

Canvas:

We will be using Canvas for nearly all aspects of this class. I will use Canvas on a frequent basis to post announcements, documents, and important information, thus all students will be expected to check our course site on a daily basis to remain informed and aware of this content. For access, go to <https://canvas.colorado.edu> You should automatically be granted access to the Canvas component of the class if you are officially enrolled in the course. If you have problems with Canvas, please see: <https://oit.colorado.edu/services/teaching-learning-tools/canvas> and/or contact Information Technology Services (ITS) at (303) 735- HELP or help@colorado.edu. You can find news posts, announcements, readings and an electronic copy of the syllabus on Canvas. I will also use Canvas to post reading reflection grades and feedback. Unless otherwise indicated, you will need to turn in all class assignments via Canvas's Assignments.

***All assignment files (essays, reflections, etc.) uploaded to Canvas MUST be in a compatible .doc or .pdf file extension. Please be aware that other file types (e.g., .pages files created on Macs) may be incompatible with Canvas and I will not accept late work based on submitting an incompatible file type.**

Grading and Assessment:

Your overall grade will be based on participation, short weekly reading quizzes, a group project on migration, two short answer exams (a midterm and a non-cumulative final), and take-home essays (see below for more detail):

Canvas Reading Quizzes:	10% of final grade
Participation:	20% of final grade
Group Migration Project:	20% of final grade
Short Answer Exams:	30% of final grade
Take-Home Essay:	20% of final grade

Percentage Grade**94% to 100%A****90% to 93%A-****87% to 89%B+****84% to 86%B****80% to 83%B-****77% to 79%C+****74% to 76%C****70% to 73%C-****67% to 69%D+****64% to 66%D****60% to 63%D-****Below 60%F****Grades:**

If you feel that you have been given an unfair grade on an exam or paper, you need to write up a two-page response as to why you would like to appeal the grade and hand it to me no more than one week after you received the grade. When appealing the grade, you need to be aware that the grade can be raised or lowered. Therefore, I only advise you to appeal grades if you feel that there is a clear miscalculation. I will not negotiate final course grades, only grades on specific papers or exams. You are responsible for keeping all materials that have been graded and returned to you. If you cannot provide these materials, your grades cannot be appealed

Canvas Reading Quizzes: 10%

On most weeks, you will be required to take a short (5-10 minute) reading quiz on Canvas that will cover general reading comprehension from that week's readings. All reading quizzes will be completed prior to 11:59 p.m. on the Monday night of that particular week. **YOU ONLY HAVE TO COMPLETE 8 OF THE 10 QUIZZES FOR FULL CREDIT.**

Participation: 20% (Attendance and Interactive Participation)

One-fifth of your overall grade will be determined by your level of participation in our class, both in and out of the classroom. Due to the relatively small size of our class this semester, I feel strongly that consistent attendance by each of us will be integral to the learning environment that is created in our classroom. Thus, attendance is mandatory for our class and each student will be allowed a total of three (3) excused absences during the semester without penalty.

Otherwise, an excused absence must relate to one of the following circumstances: A) major health emergencies with official documentation; B) jury duty, court appearances, or other documented legal proceedings; or C) university-sanctioned events for which students are excused at the institutional level (such as NCAA-sanctioned athletic competitions). Any absences in excess of those which are excused will incur a five percent deduction from your participation grade, i.e. one percent of your overall course grade.

Group Migration Project: 20%

Throughout the semester, each student will work in a group of (preferably) 4 students on a project related to the process of “the social construction of migration”. For this project, your group will choose a specific topic for the purpose of your research. For example, your group may collectively agree that you would like to do your project on “Refugees and Forced Displacement: Human Vulnerability and Immigration Policies”, or instead to study “The Criminalization of Immigration: The Post 9/11 effect”. Then, your group will conduct outside research in order to produce a written paper and a multimedia presentation about your chosen topic. More detailed information about this project will be made available in class and on Canvas throughout the semester.

Two Short Answer Exams: 30% (15% each)

Two short answer exams will be given in-class during the semester; one on Friday of week 8 which will cover the first half of the course materials, and a second exam during Friday of week 14 which will cover the second half of the course materials. Each exam will pose 5-10 short answer questions, and you will be given an entire class period to complete the exam. More detailed information about these exams will be made available one week prior to the exam date.

Take-home Topical Essay: 20%

Twenty percent of your grade will be determined by your performance on **ONE 4-6 pages** essay for 2091 students and **TWO 5-7 pages** for 4131 students (plus bibliography). There are four possible essays throughout the semester, and you can choose any one of these topics to complete the essay requirement. The essay topics and due dates are as follows:

The State and Immigration control
The social construction of Illegality
Mixed Status Families
Deportation policies

Due Sunday, Feb 25 by 11:59 p.m.
Due Sunday, Mar 18 by 11:59 p.m.
Due Sunday, Apr 15 by 11:59 p.m.
Due Sunday, Apr 22 by 11:59 p.m.

To be eligible for full credit, submit your essay to the appropriate Canvas assignment prior to the due date listed above. I will not accept late papers or papers that are not submitted through Canvas. My only exception to the late-paper policy is if you provide written proof of the reason for your delay (e.g. letter from your doctor) and notify me at least a week in advance (when applicable) that you will not be able to turn the paper in on the due date. You need to come and discuss the circumstances with me and I will let you know if I feel it to be a reasonable justification for lateness. If you do not notify me at least a week ahead of time about your case (unless it is an unexpected event), I will not accept the late work. I will not receive any form of late work more than once in a semester.

Classroom Expectations/ Learning Environment

- Laptops/tablets/web-enabled mobile devices could be necessary in the classroom. Due to the fact that much of our class will rely on access to the internet our daily in class activities will often necessitate the use of your laptop, tablet, or comparable internet ready device.
- No personal computer or smartphone use in class. I know this may be difficult for some considering the fact that the above bullet point tells you to have your device with you at all times, but there will be strict penalties (in the form of deductions from your participation grade) if you are found to be messaging, Facebooking, Tumblring, Instagraming, Pinteresting, etc. on your laptop or smartphone during our class. It is a matter of trust and accountability that you are permitted (and required) to have an internet-ready device in class each day; I will assume that each of you has enough respect for the sacred learning environment of our classroom to remain engaged 100% with the class materials, and not be tempted to update statuses, check personal email, etc. while we are in class together. I may even ask you to leave the classroom if I observe you repeatedly violating this norm. **IF IT AIN'T AN EMERGENCY, IT CAN WAIT UNTIL LATER!!**
- You are expected to bring your copy of each week's texts to class each day that we are covering a particular book, article, or chapter. This would be either the actual physical textbooks or the PDF files that are found on Canvas.
- We will begin class on time each day and use the entire class period to discuss material. Arriving late or leaving early without prior approval affects the learning environment of the class as a whole and doing so will be reflected in your participation grade. If you consistently show up late to class, please do not complain at the end of the semester when your participation grade is lower than you expected.
- Academic dishonesty will not be tolerated on any level. Please know that a plagiarism detection tool will be used to review all of your written assignments for originality. For definitions and University regulations regarding academic dishonesty, familiarize yourself with—and adhere to—the University Honor Code: www.colorado.edu/academics/honorcode and the University's Policy on Classroom Behavior: www.colorado.edu/policies/classbehavior.html.

The topic of migration/immigration is one which can evoke strong and emotional responses during discussions and debates surrounding our class. The ubiquity of immigration discourse and the salience of this issue in local and national politics creates a situation in which all of us likely have formed some feelings or opinions on this issue. I will demand that each and every person, including myself, respect the positions, views, and subjectivities of their classmates. Hateful, discriminatory, or insensitive remarks will not be tolerated on any level and may result in an embarrassing situation in which I will have to ask someone to dismiss themselves from the classroom. Please keep this in mind and always remain aware of how impactful our words can be.

Discrimination and Harassment

The University of Colorado policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment within the university setting based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the OIEC, the above referenced policies and the campus resources available to assist

individuals regarding discrimination or harassment can be obtained at <http://hr.colorado.edu/dh/Pages/default.aspx>

The CU-Boulder Office of Victim Assistance (OVA) offers free confidential information, support, advocacy, and short-term counseling to students at CU, including their significant others. OVA is a separate office, not connected to the police department. The OVA primarily focuses on situations involving traumatic events, including, but not limited to physical assault and hazing, bias motivated incidents, death, discrimination and harassment including sexual harassment, intimate partner violence, serious accidents, sexual assault, and stalking. If you are experiencing trauma or psychological/emotional difficulty of any type, I highly recommend reaching out to the OVA at 303-492-8855, or visit them in person at C4C S440 on the fourth floor. Their website can be found at <http://cuvictimassistance.com>

Disabilities/Accommodations

If you qualify for accommodations due to disability, please let me know during the first two weeks of the semester. It is your responsibility to contact Disability Services and obtain documentation. The Disability Services Office is in Willard 322 and can be contacted at (303) 492-8671 or through <http://www.colorado.edu/disabilityservices>.

Weekly Calendar of Topics, Readings, and Assignments

All readings marked with an asterisk* can be found in PDF format on Canvas in the “Class Readings” tab. ***PLEASE RECALL THAT 2091 students should choose ONE essay and 4131 students should choose TWO essays.***

Class Dates	Topic and Readings	Assignments
Week 1: Jan 17-19	Introduction	
Week 2: Jan 22-26	Theories of Migration <ul style="list-style-type: none"> Beyond a Border: p. 33-45 Beyond Smoke and mirrors: Chapter 2* <p>Suggested for 2091, mandatory for 4131:</p> <ul style="list-style-type: none"> Theories of International Migration: A Review and Appraisal* 	Reading Quiz due Jan 22 by 11:59 p.m.
Week 3: Jan 29- Feb 2	History of Immigration to the United States <ul style="list-style-type: none"> Immigration reader: Chapters 1 and 3* 	Form groups for migration project Friday, Feb 2 in-class
Week 4: Feb 5-9	History of Immigration to the United States <ul style="list-style-type: none"> Immigration Nation: Chapter 1 Beyond Smoke and mirrors: Chapter 3* 	Reading Quiz due Feb 5 by 11:59 p.m.
Week 5: Feb 12-16	The State and Immigration control <ul style="list-style-type: none"> Beyond a border: Chapter 7 Impacts of border Enforcement: Chapter 1* 	

	<p>Suggested for 2091, mandatory for 4131:</p> <ul style="list-style-type: none"> Impacts of border Enforcement: Chapter 4* 	
Week 6: Feb 19-23	<p>The State and Immigration control</p> <ul style="list-style-type: none"> Inside the State: Chapter 1* Unintended Consequences of US Immigration Policy* 	<p>Reading Quiz due Feb 19 by 11:59 p.m. Submit Essay 1. The State and Immigration control Due Sunday, Feb 25 by 11:59 p.m.</p>
Week 7: Feb 26- Mar 2	<p>Nationalism, the territorial State, and the construction of Boundaries</p> <ul style="list-style-type: none"> Beyond Borders: Chapter 8 Operation Gatekeeper: Chapter 2 and 7* 	<p>Reading Quiz due Feb 26 by 11:59 p.m. Mar 2. Midterm exam</p>
Week 8: Mar 5-9	<p>The US-Mexico border: Rise of a militarization Zone</p> <ul style="list-style-type: none"> The Geography of Border Militarization* The US-Mexican border today: Chapter 8* 	<p>Reading Quiz due Mar 5 by 11:59 p.m.</p>
Week 9: Mar 12-16	<p>The social construction of “illegality”</p> <ul style="list-style-type: none"> Constructing immigrant “illegality”: Chapter 2 and 6 <p>Suggested for 2091, mandatory for 4131:</p> <ul style="list-style-type: none"> Migrant ‘illegality’ and Deportability in Everyday Life. * 	<p>Reading Quiz due Mar 12 by 11:59 p.m. Submit Essay 2. The social construction of Illegality Due Sunday, Mar 18 by 11:59 p.m.</p>
Week 10: Mar 19-23	<p>Migration and Race</p> <ul style="list-style-type: none"> Immigration Nation: Chapter 3 The Latino Threat: Chapter 1* Racialization and Muslims* 	<p>Reading Quiz due Mar 19 by 11:59 p.m.</p>
Week 11: Mar 26-30	SPRING BRAKE, NO CLASSES	Enjoy your break!
Week 12: Apr 2-6	<p>Mixed Status Families: Family VS Citizenship</p> <ul style="list-style-type: none"> Immigration Nation: Chapter 4. Living together: Introduction, Chapter 1-2* <p>Suggested for 2091, mandatory for 4131:</p> <ul style="list-style-type: none"> Living together: Chapter 10* 	<p>Reading Quiz due Apr 2 by 11:59 p.m.</p>
Week 13: Apr 9-13	<p>Undocumented Children of Immigrants (Apr 9)</p> <ul style="list-style-type: none"> The Latino Threat: Chapter 8* Lives in limbo: Chapter 1 and 9* <p>Mass Deportation and the criminal justice system (Apr 11-13)</p>	<p>Reading Quiz due Apr 9 by 11:59 p.m. Submit Essay 3. Mixed Status Families Due Sunday, Apr 15 by 11:59 p.m.</p>

	<ul style="list-style-type: none"> • Due Process Denied: Chapter 1* 	
Week 14: Apr 16-20	Mass Deportation and the criminal justice system (Apr 16-18) <ul style="list-style-type: none"> • Due Process Denied: Chapter 3* • Targeting Latino Men* • Social effects of mass deportations* 	Reading Quiz due Apr 16 by 11:59 p.m. Apr 20. Final (non-cumulative) exam Submit Essay 4. Deportation Policies Due Sunday, Apr 22 by 11:59 p.m.
Week 15: Apr 23-27	Migration and the State: Migration policies today Apr (23-25) <ul style="list-style-type: none"> • TBD Group project presentations (Apr 27)	
Week 16: Apr 30-May 2	Group project presentations	

*I reserve the right to modify the above syllabus and schedule during the semester, so it is each student's responsibility to remain aware of any announcements in class, and/or posted on Canvas regarding changes.