

SOCY 2091: Special Topics
Sociological Perspectives on Migration: Gender, Race, and the State
MWF 1:00-1:50 p.m. Eaton Humanities (HUMN) 135
Spring 2015 Course Syllabus

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Office Hours: Wednesdays 11:00 a.m. - 1:00 p.m. and by appointment

Course Overview:

Historically, the movement of people from one place to another has influenced societies at various levels. This course will take an international, interdisciplinary approach to examine the issues of assimilation, gender, and race/ethnicity in the context of migration. The role of the State in shaping patterns and experiences of migration will also be examined.

Required Texts/Materials:

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

Desire2Learn (D2L):

We will be using D2L for nearly all aspects of this class. I will use D2L 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://learn.colorado.edu/>. You should automatically be granted access to the D2L component of the class if you are officially enrolled in the course. If you have problems with D2L, please see: <http://oit.colorado.edu/d2l> 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 D2L. I will also use D2L to post reading reflection grades and feedback. Unless otherwise indicated, you will need to turn in all class assignments via D2L's Dropbox.

****All assignment files (essays, reflections, etc.) uploaded to D2L MUST be in a compatible .doc or .pdf file extension. Please be aware that other file types (e.g., .pages files created on Macs) tend to be incompatible with D2L and I will not accept late work based on submitting an incompatible file type.***

Twitter:

In order to engage with social media technologies to aid in our learning, we will be using Twitter on a regular basis. Twitter will serve as a general tool to facilitate the sharing of ideas and information pertaining to our course. In addition, 5% of your overall course grade will be based on activities that will necessitate the use of Twitter.

Each student will be required to possess a Twitter account with a photo of yourself in the profile, and be able to use Twitter in order to satisfy certain course requirements. If you are unfamiliar with Twitter and need help setting up an account, please communicate with me directly and I will be happy to assist you. If you already have a personal Twitter account, it may be useful to set up a separate account to use specifically for the purpose of our class if you would not like to associate your personal account and its tweets with our class.

By the end of the first week, I will ask that all students provide me with the Twitter account name they will use for the class, by email or by tweeting me your name. In addition, by the beginning of week two you will be required to follow the instructor's Twitter account **@LePreeSOCY**. We will employ the general hashtag **#SOCY2091** in all of our posts for our class discussions and content, which identifies the tweeted content as pertaining in general to our class. At times, a second and more specific tag may be added to identify the topic/reading/assignment to which the specific tweet refers.

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 one take-home essay (see below for more detail):

<i>D2L Reading Quizzes:</i>	<i>10% of final grade</i>
<i>Participation:</i>	<i>20% of final grade</i>
<i>Group Migration Project:</i>	<i>20% of final grade</i>
<i>Short Answer Exams:</i>	<i>30% of final grade</i>
<i>Take-Home Essay:</i>	<i>20% of final grade</i>

D2L Reading Quizzes: 10%

On most weeks, you will be required to take a short (5-10 minute) reading quiz on D2L 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% (5% Twitter; 15% 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. Of this, 5% will be composed of the projects and assignments that you conduct via Twitter. Additionally, 15% will come from your daily attendance and interactive participation in 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 nation-state as well as a temporal period for the purpose of your research. For example, your group may collectively agree that you would like to do your project on “The Representation of African-Origin Immigrants in Italy during the 21st Century”, or instead to study “The Influence of Scientific Racism in the Making of the U.S. Johnson-Reed Immigration Act of 1924”. Then, your group will conduct outside research in order to produce a multimedia presentation about your chosen topic. More detailed information about this project will be made available in class and on D2L 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 7 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, along with a study guide to help you prepare.

One Take-home Topical Essay: 20%

Twenty percent of your grade will be determined by your performance on one 4-6 page essay (*minimum* 1500 words; max word count 2000). 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:

CHOOSE ONE:

Topic: Assimilation

Due Sunday, Feb 15 by 11:59 p.m.

Topic: The State

Due Sunday, Mar 8 by 11:59 p.m.

Topic: Race

Due Sunday, Apr 5 by 11:59 p.m.

Topic: Gender

Due Sunday, May 3 by 11:59 p.m.

To be eligible for full credit, submit your essay to the appropriate D2L dropbox prior to the due date listed above. Unexcused late work will be accepted with a penalty of one letter grade (10%) per day; i.e. if you submit an essay at any time the following Tuesday your essay will be penalized 20% of the overall possible total. Essay prompts will be posted to D2L approximately 7-10 days before the due date.

Classroom Expectations/ Learning Environment

- ***Laptops/tablets/web-enabled mobile devices are necessary in the classroom.*** Due to the fact that much of our class will rely on access to the internet (D2L, Twitter, etc.) 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,

Pinterest, 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 D2L.
- 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 D2L in the "Content" tab.*

PLEASE RECALL THAT ESSAYS #1 and #2 ARE MANDATORY; CHOOSE TO WRITE EITHER ESSAY #3 or #4

Class Dates	Topic and Readings	Assignments
Week 1: Jan 12-16	Introduction 1. <i>Beyond a Border</i> : Pgs. 1-18 (stop at the heading "Labor in the Service of Capital")	Set up Twitter account for class Follow @LePreeSOCY
Week 2: Jan 19-23 JAN 19, MLK JR. DAY NO CLASS	Movement: Theories of Migration 1. <i>Beyond a Border</i> : Pgs. 18-84 2. Sassen 2007*	
Week 3: Jan 26-30	Settlement: Assimilation 1. <i>Beyond a Border</i> : Pgs. 85-125 2. Perlmann and Waldinger 1997*	Reading Quiz due Jan 26 by 11:59 p.m. Form groups for migration project Friday, Jan 30 in-class
Week 4: Feb 2-6	Settlement: The Assimilation Debate 1. Haller, Portes, and Lynch 2011* 2. Alba, Kasinitz, and Waters 2011* 3. Haller, Portes, and Lynch 2011 (rebuttal)*	Reading Quiz due Feb 2 by 11:59 p.m.
Week 5: Feb 9-13	Settlement: Transnationalism/Multiculturalism 1. <i>Beyond a Border</i> : Pgs. 127-191	Reading Quiz due Feb 9 by 11:59 p.m. Submit Essay #1 (Assimilation) Sunday, Feb 15 by 11:59 p.m.
Week 6: Feb 16-20	Migration & the State: Control 1. <i>Beyond a Border</i> : 195-223 2. <i>Immigration Nation</i> Introduction 3. <i>Immigration Nation</i> Chapter 1	Reading Quiz due Feb 16 by 11:59 p.m. Submit Group Project Proposals Sunday, Feb 22 by 11:59 p.m.
Week 7: Feb 23-27	Migration & the State: Control 1. <i>Immigration Nation</i> Chapter 2 2. <i>Immigration Nation</i> Chapter 4 3. <i>Immigration Nation</i> Chapter 5	Reading Quiz due Feb 23 by 11:59 p.m.
Week 8: Mar 2-6 *CU Dialogues Mar 6*	Migration & the State: Citizenship and Belonging 1. <i>Immigration Nation</i> Conclusion 2. <i>Beyond a Border</i> : Pgs. 225-256 3. Gonzales 2011*	Submit Essay #2 (The State) Sunday, Mar 8 by 11:59 p.m.

Week 9: Mar 9-13	Migration & Race: Introduction 1. Brodtkin 2013* 2. Lee and Bean 2004* 3. Cobas, Duany, and Feagin 2009 (Intro)*	Reading Quiz due Mar 9 by 11:59 p.m.
Week 10: Mar 16-20	Migration & Race: Identities on the Move 1. Waters 2013* 2. Tuan 2013* 3. Roth 2012 Ch.1*	Reading Quiz due Mar 16 by 11:59 p.m.
Mar 23-27	SPRING BREAK, NO CLASSES	Catch up on readings, and enjoy your break!
Week 11: Mar 30-Apr 3	Migration & Race in the 21st Century U.S. 1. <i>Immigration Nation</i> Chapter 3 2. Selod and Embrick 2013*	Submit Essay #3 (Race) Sunday, Apr 5 by 11:59 p.m.
Week 12: Apr 6-10 <i>*CWA panel for class*</i>	Migration & Gender: Introduction 1. Hondagneu-Sotelo 2003* 2. Menjivar 2003*	Reading Quiz due Apr 6 by 11:59 p.m.
Week 13: Apr 13-17	Migration & Gender: Identities on the Move 1. Le Espiritu 2003* 2. Lopez 2003*	Reading Quiz due Apr 13 by 11:59 p.m.
Week 14: Apr 20-24	Migration & Gender: Sexuality 1. Luibhéid 2002 Ch. 2* 2. Peña 2005* 3. Arenas 2009*	Reading Quiz due Apr 20 by 11:59 p.m.
Week 15: Apr 27- May 1 <i>Group Project Presentations</i>	Migration & the State: President Obama's Executive Action 1. TBD 2. TBD	Submit Essay #4 (Gender) Sunday, May 3 by 11:59 p.m.

***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, on Twitter, and/or posted on D2L regarding changes.**

CLASSMATES CONTACT INFO:

NAME

EMAIL/PHONE
