

Sociology/Ethnic Studies 446: Sociology of Immigration

Section: 34299/34175

Spring 2019: March 26th-May 31st, 2019

Central Washington University, Samuelson 108

Dr. Sandra Y. Galta
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Required Material:

Castles, Stephen, Hein De Haas, and Mark J. Miller. 2014. *The Age of Migration: International Population Movements in the Modern World*. ISBN-13: 978-1462513116.

Golash-Boza, Tanya Maria. 2015. *Deported: Immigrant Policing, Disposable Labor, and Global Capitalism*. ISBN-13: 978-1479843978.

Other articles and book chapters will be available on canvas.

Course Description

This course is an examination of immigration, its impact on the people immigrating as well as the citizens of the country they are immigrating to. While immigration is one of the most controversial issues in the contemporary United States, these contentious debates are not new. Americans once voiced the same concerns about the economic and social impact of Southern and Eastern European immigrants that today are aimed at immigrants from Latin America, Asia, Africa and the Caribbean. We will discuss gendered experiences of immigration, policing of men of color, queer migrations, immigrant rights' movements, and transnational theory/globalization.

Class members are expected to read assigned material **prior to** its listing on the course outline, to be prepared for daily participation in class with small group discussion and classroom discussion. Attendance is expected and monitored. In this class, you will learn sociology by doing sociology; therefore your active participation is crucial. Most class sessions will include a short lecture and discussion, some sessions will also include reading group work. The course will incorporate multi-media materials, such as film and news clips. We will be covering topics that may be socially sensitive; therefore, it is crucial that we remain respectful of one another's points of view during the course. This is also a hybrid course, where many assignments will be assigned and turned in on canvas.

Course Outcomes

Students will be able to

- Identify the various factors (economic, social, political) affecting immigration to the U.S. in modern age (post-1965).
- Identify the unique factors that compelled varying ethnic/racial and religious groups that immigrate to the U.S.
- Identify how the sociological perspective addresses the issue of immigration in modern U.S.

Class Requirements and Policies

Canvas: It is the student's responsibility to check canvas (i.e., multiple times per week) throughout the course for supplemental readings, course updates, assignments, and course scores. You should check the Canvas site *regularly* so that you are aware of any course changes.

Communication: you may contact me via email, on my office phone during office hours, or in person during my office hours or by appointment.

Email: my email address is: Sandra.galta@cwu.edu. When using email to communicate (with me or any other instructor) please use the following guidelines:

- Use the proper form of address: Professor. This title applies to anyone who instructs college, regardless of level of degree. Do not refer to an instructor by his/her first name, Mr., Mrs., Miss, or Ms. unless he/she asks you to do so.
- Use your college email account. This insures that the instructor can be sure of whom you are, and that you are a student at Central.
- Include your full name and the class you are in somewhere in your email, preferably the subject line. Every quarter instructors have as many as 150 students to keep track of. Regardless of how often you have communicated, do not assume your professor remembers who you are or what class you are in.
- Allow at least 24 hours for a response during the week, 48 hours on weekends. Do not expect responses on Sundays or over holidays.
- Check Canvas and/or the syllabus for the information first. Do not be surprised if you get a response that simply says: see syllabus for information.

Phone: My office number is: 509-963-3424. That line goes directly into my office. I will answer during my office hours, or if I am in the office doing other work, and not occupied with another student. If I do not answer, please leave a complete message (full name, class enrolled, phone number, reason for call) and I will return your call when I am back in the office. You may wish to do a follow up email, or arrange in advance via email to speak with me.

Office hours: I will be available for communication after class each day. I enjoy meeting with and talking to students, particularly one-on-one. Office hours provide time for you to discuss questions and comments you have about the material, your status in the course, strategies to improve your performance in the course, or other issues relevant to the course. Please do not hesitate to use these times. I will always have time to discuss your thoughts and questions about the course. I will also be glad to discuss strategies to improve your performance in the course. I am also available by appointment. I encourage e-mail communication and will reply with timeliness. Be proactive!

Late assignments: It is important to complete assignments on time. Due dates can be found on the syllabus and on Canvas. It is up to you to keep on top of when things are due, and to submit them properly. Having said that, I know things occasionally happen that prevent on-time submissions. An unfortunate event can happen to anyone; however, being consistently late indicates a larger issue. I accept late work under the following provisions. Late assignments will be penalized 10% for each day past due, but no later than a week late.

Borderline grades, curves, and other grade inflators: Grades for this course will not be curved. I do not grade on the basis of need. If you need a particular grade in this course, please pay close attention to the total number of points necessary to earn your desired grade and make

every effort, through attendance and participation, quizzes, papers, assignments, and exams to earn that grade.

Extra credit: There may be extra credit opportunities throughout the semester, and I will notify you about these opportunities as they come to my attention. For example, I will post any events or speakers occurring on campus or the community via canvas that relates to sociology and social justice work. *Write 2 pages (double-spaced) summary of the event (including topic, organization, date, and time), how does it relate to sociology (by relating to sociological concepts), and what did you take away from the event (5 points each).*

Course Evaluation

Point System

Office Hour Visits	50 points
Exams	100 points
Blogs	100 points
Discussion Boards	150 points
Class Participation	150 points
Discussion Questions	150 points
Paper	300 points
Total Points	1000 points

A=93%-100%, A-=90%-92%, B+=87%-89%, B=83%-86%, B-=80%-82%, C+= 77%-79%, C=73%-76%, C-=70%-73%, D+=67%-69%, D=63%-66%, D-=60%-62%, F=0%-59%

Assignments and Grading

Office Hour Visits (25 points X 2= 50 points)

It is mandatory for each student to visit me during office hours for at least 15 minutes. One office hour visit will focus on your immigration research paper. The second can be more of a check-in about how the course and/or your quarter is going. This is a way for me to get to know all the students as well as teach important college habits about visiting your professors during their office hours every quarter.

Exams (50 points X 2=100 points)

There will be a midterm and final. Both exams are online on canvas. There will be 5 essay questions; each worth 10 points. You'll have three hours to work on the exam. The purpose is to show your comprehension with the articles and in-class discussions.

Blogs (20 points X 5=100 points)

There are 5 blogs due in total, one every other week. Use your blog to post one relevant item, relating to immigration, such as films, YouTube videos, scholarly articles, and newspaper articles. My suggestion is to use wordpress.com, but there are other options. Blogs are free; you should not pay anything to create a blog. This will be the space to keep up with current events related to contemporary immigration social problems. Comment on how each of those outside resources relates to the reading and what you learned from it. Hence, each blog post will consist of, at least overall, 400 words by summarizing and reflecting on the relevant item and using an outside resource to engage and enhance your connection to the reading(s). My suggestion is one, strong paragraph on the summary and reflection on the source (200 words), and a second

paragraph on the week's reading and how it connects to your source (200 words). Please make sure to insert your word count at the end of the blog entry and the relevant item link is posted. Each week you'll submit your blog website onto canvas. I provide examples on canvas of blog sites and blog entries.

Discussion Boards (30 points X 5=150 points)

There are 5 discussion boards, one due every other week. In the week that there are not blogs due, there are discussion boards due. The message board posts will focus on the readings. I pose several questions each week in the discussion board on canvas that you must answer. This is your space to reflect on the week's readings, where you should summarize the point of the reading. You should also bring in any outside academic articles or my lectures and video clips. The discussion board should be 300 words per question, which equals 600 words per discussion board. You must also respond to the posts of others to your classmates for full points (at least 2). Your post must add to the discussion – just posting something like “I agree,” “cool idea,” or “way to go” is not going to earn you credit. Each response should be at least 5 sentences long to show your engagement. Please make sure to insert your word count at the end of the discussion board. The discussion board will open during the week and due Fridays at 11:59 pm, and you'll have until Sundays at 11:59 pm to respond to your classmates.

Class Participation (10 points X 15= 150 points)

Class participation is mandatory. There will be group discussion for a major part of each class. Participation during these discussions are required for you to earn full participation points. Each participation activity is worth 10 points, with 150 possible points, total. Points are obtained in two ways. **One**, speaking up in class (verbally), asking meaningful questions, answering meaningful questions, adding to class discussion, etc. A participation sheet will be available after every class period. If you participated verbally, you must sign the participation sheet at the end of class in order to get points. **Two**, asking or commenting a meaningful and thought-provoking paragraph (at least 5 sentences) in writing via email immediately after. This is not the space to repeat what I taught in class. This is a space for you to engage in the material, where you can and should relate it to your life. This is how I push your critical thinking skills. Lastly, make sure you write your full name, student ID, date, and course. Taken together, you have two methods of gaining participation points both verbally and non-verbally. There are 17 class meetings and thus 17 opportunities to gain these points. Therefore, you have 2 class opportunities for freebies. **You will need 15 total participation activities to get the full 150 points, so plan accordingly.**

Discussion Questions (10 points X 15=150 points)

In order to facilitate discussion and engagement with the readings, students will submit one question through Canvas by 9 pm the day before each class (Sunday and Tuesday). You must turn in a total of 15 questions, which means you can choose 2 days during the quarter during which you will not turn in a question. Your questions must relate to the readings. Questions could, for example, address concepts from one of the readings, parallels or contrasts between the readings, or connections between one or more of the readings and current events. Questions that are submitted on time and demonstrate an engagement with the readings will get full credit, and late, non-submission, or submission of questions that do not reflect any of the readings will result in zero points.

Immigration Research Paper (25 points (Ideas) + 50 points (Annotated Bibliography) + 75 points (Outline)+50 points (Peer Review Comments)+ 100 points Final Paper =300 points)
Students are expected to write 6-10 paged final paper on any aspect of immigration. There are five parts to this assignment. First, students will submit an idea proposal, where you must submit two (2) ideas for the topic on your immigration paper with at least one paragraph each. Second, you must turn in annotated bibliography with eight (8) scholarly articles on your immigration topic. Three, students must submit a detailed outline of the final paper. Four, students will bring their immigration research paper rough draft to class to exchange with one person in class. You will take it home and review it. Then, type up your feedback and comments for them and one copy for me. Finally, you must turn in your final immigration research paper. In this paper, students will highlight one aspect of immigration scholarly articles. Make sure to cite your textbooks and articles from the syllabus. A handout will be distributed with further details.

Total= 1000 points

NOTE: Writing for all of the assignments should have correct spelling, grammar, composition, organization, and general writing skills. I will provide feedback to you for the first written assignment. I suggest everyone to seek additional help through me or campus resources, such as the writing center or tutoring. These resources are free and accessible to all students.

University Policies

Academic Integrity: Academic Integrity is a standard set for this course. Students are expected to complete all of their coursework and assignments using their original words and ideas and will properly cite the words and ideas of others. Students are also expected to be honest in their interactions with the instructor. A student found to have not upheld these expectations is subject to failing this course and shall be subject to disciplinary action or sanction.

Sexual Harassment: As much as I hope that you will never have to deal with sexual harassment, it's important to recognize that it does happen, and as a university community we need to address it. University policy, state law, and federal law prohibit sexual harassment between faculty members and students, between students, and between students and staff. The university defines sexual harassment as follows: unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when a) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or career advancement; b) submission to or rejection of such conduct by an individual is used as a basis for employment decisions or academic decisions affecting such individual; or c) such conduct has the purpose or effect of unreasonably interfering with an individual's work or creating an intimidating, hostile or offensive work or academic environment. For further information or help, contact the Equal Opportunity Office at (509) 963-2205 or oeo@cwu.edu.

Accessibility and Accommodations: *Central Washington University is committed to creating a learning environment that meets the needs of its diverse student body.* If you have a disability that may prevent you from meeting course requirements, contact the instructor immediately to file a Student Disability Statement and to develop an Accommodation Plan. Course requirements will not be waived but reasonable accommodations will be developed to help you meet the requirements. You are expected to work with the instructor and the CWU Disability Support

Specialist to develop and implement a reasonable Accommodation Plan. For contact information at Center for Disability Services (CDS) please visit ds@cwu.edu

Policy on Children in Class: Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own beliefs and commitments to student, staff and faculty parents. It is my belief that if we want women in academia that we should also expect children to be present in some form. 1) All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. You and your nursing baby are welcome in class anytime! 2) For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing classes to stay home with a child. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable. 3) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. 4) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status. Non-parents in the class, please reserve seats near the door for your parenting classmates. *I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance. Thank you for the diversity you bring to our classroom!

Copyright Notification

Copyright 2019 (Sandra Galta), as to this syllabus and all lectures. During this course, students are prohibited from selling notes to or being paid for taking notes by any person or commercial firm without the express written permission of the professor teaching this course. You must obtain explicit, written permission from the professor teaching this course prior to recording (audio or/and video) any portion of this course.

*I want to acknowledge that this land that we have the privilege to live on is traditional and unceded territory of Yakama Nation. I want to pay respects to the citizens of the Yakama Nation, both past and present, and their continuing relationship to their ancestral lands. This is important to express gratitude and appreciation for the land we currently reside on. It is a way to honor the Indigenous people past, present, and future.

*Given this is an immigration course, I want to also note that we will not be using the term illegal immigrants. We will not contribute to the dehumanization of people. We will refer to immigrants with citizenship papers as undocumented.

What Can You Expect From Me?

As your teacher, it is my job to maintain a respectful and safe learning environment within our classroom. Throughout the semester, I will help you approach our coursework with intellectual rigor, and attempt to empower you by challenging your beliefs, values, and worldviews. And as an equally responsible member of our class together, I will also grade assignments in a timely manner (i.e., usually within two weeks).

Tentative Schedule

* Coverage of topics, examinations, and assignments due dates are subject to change. It is your responsibility to stay apprised of changes to the course schedule by keeping in contact with your classmates. If you miss a class, please contact your classmates about what happened in class.

*Don't forget to send me your discussion questions, based on the articles you read, on Sundays and Tuesdays nights by 9 pm for your full points. Therefore, it is important to stay on top of your readings every week.

Week One: Introduction

March 27th: Introduction to the course

Review syllabus, discuss blog, icebreaker, and watch Adam Ruins Immigration and Why We Should Drop the I-Word.

Assignments: Blog 1 due March 29th by 11:59 pm

Week Two: Migration Theory/Why People Migrate?

April 1st: Immigration and Theory

Read: Castles, De Haas, & Miller. 2014. *The Age of Migration*. Chapter 1: Introduction and Chapter 2: Theories of Migration.

April 3rd: Child Migrants

Lorenzen, Matthew. 2017. "The Mixed Motives of Unaccompanied Child Migrants from Central America's Northern Triangle." *Journal of Migration and Human Security* (5)4: 744-767.

Amuedo-Dorantes and Puttitanun. 2016. "DACA and the Surge in Unaccompanied Minors at the U.S.-Mexico Border." *International Migration* 54(4): 102-117.

Assignments: Discussion Board 1 due April 5th at 11:59 pm

Reponses due April 7th at 11:59 pm

Week Three: Neoliberalism/Globalization

April 8th: Neoliberal Policies

Golash-Boza. 2015. *Deported*. Introduction: Neoliberal Cycle and Chapter 1: Yearning for a New Life.

April 10th: Globalization

Laws, Glenda. 1997. "Globalization, Immigration, and Changing Social Relations in U.S. Cities." *The Annals of the American Academy of Political Science and Social Science*.

Chacon, Oscar. 2011. "Globalization, Obsolete and Inhumane Migratory Policies, and Their Impact on Migrant Workers and Their Families in the North and Central America/Caribbean Region." *Journal of Poverty* (15): 465-474.

Assignments: Blog 2 due April 12th at 11:59 pm

Immigration Research Paper Ideas due April 12th at 11:59 pm

Week Four: Policing

April 15th: Border Security and Policing

Golash-Boza 2015. *Deported*. Chapter 2: Facing Border Security and Chapter 3: The Impact of Policing.

April 17th: Criminal Justice System

Golash-Boza 2015. *Deported*. Chapter 4: The War on Drugs and Chapter 5: Deportation Policy.

Assignments: Discussion Board 2 due April 19th at 11:59 pm

Reponses due April 21st at 11:59 pm

Week Five: Controlling Immigration

April 22nd: Detentions

Golash-Boza 2015. *Deported*. Chapter 6: Behind Bars and Chapter 7 Global Apartheid. Controlling Immigration

April 24th: Control and Security

Kivisto and Faist. 2010. *Beyond A Border*. Chapter 7: The State and Immigration Control.

Castles, De Haas, & Miller. 2014. *The Age of Migration*. Chapter 9: Migration and Security & 10: The Quest for Control.

Assignments: Blog 3 due April 26th at 11:59 pm

Immigration Annotated Bibliography due April 26th at 11:59 pm

Week Six: Race and Ethnicity in Immigration

April 29th: Europe and Americas

Castles, De Haas, & Miller. 2014. *The Age of Migration*. Chapter 5: Migration in Europe since 1945 and Chapter 6: Migrations in the Americas.

May 1st: Asia and Africa

Castles, De Haas, & Miller. 2014. *The Age of Migration*. Chapter 7: Migration in the Asia-Pacific Region and Chapter 8 Migration in Africa and the Middle East.

Assignments: Online Midterm due May 3rd due 11:59 pm

Discussion Board 3 due May 4th at 11:59 pm

Reponses due May 5th at 11:59 pm

*You should have already met with me for your first check-in during my office hours. If you have not, then e-mail me as soon as possible.

Week Seven: Gender in Immigration

May 6th:

Salcido & Adelman. 2004. "He has me Tied with the Blessed and Papers": Undocumented-Immigrant Battered Women in Phoenix, Arizona." *Human Organization* 63(2): 162-170.

Falcón. 2001. "Rape as a Weapon of War: Advancing Human Rights for Women at the U.S.-Mexico Border." *Social Justice* 28(2):31- 47.

May 8th: Men and Mass Deportations

Das Gupta. 2014. "Don't Deport our Daddies": Gendering State Deportation Practices and Immigrant Organizing." *Gender and Society* 28(1): 83-109.

Golash-Boza. 2015. "Targeting Latino men: mass deportation from the USA, 1998-2012." *Ethnic and Racial Studies* 38(8): 1221-1228.

Doering-White, Horner, Sanders, Martinez, Lopez, and & Delva. "Testimonial Engagement: Undocumented Mothers Navigating a Gendered Deportation Regime." *International Migration & Integration* 17(1): 325-340.

Assignments: Blog 4 due May 10th at 11:59 pm

Immigration Research Paper Outline due May 10th at 11:59 pm

Week Eight: Queer Migrations

May 13th: Queer Migration Theory

Luibheid & Cantu. 2005. *Queer Migrations: Sexuality, U.S. Citizenship, and Border Crossings*. Introduction: Queering Migration and Citizenship.

Chávez. 2013. *Queer Migration Politics*. Introduction.

May 15th: UndocuQueer

White. 2014. "Documenting the undocumented: Toward a Queer Politics of no borders." *Sexualities* 17(8): 976-997.

Ochoa. 2015. "Shine Bright like a Migrant: Julio Salgado's Digital Art and its use of Jotería." *Social Justice* 42(3-4): 184-195.

Assignments: Discussion Board 4 due May 17th at 11:59 pm

Responses due May 19th at 11:59 pm

Week Nine: Immigration and Politics

*Immigration Research Paper Rough Draft should be done and be prepared to bring a hard copy to class on Wednesday for exchanges

May 20th: Immigration and Politics

Castles, De Haas, & Miller. 2014. *The Age of Migration*. Chapter 13: Immigration and Politics.

Steil & Vasi. 2014. "The New Immigration Contestation: Social Movements and Local Immigration Policy Making in the U.S., 2000-2011." *American Journal of Sociology* 119(4): 1104-1155.

May 22nd: Activism

Carrasco & Seif. 2014. "Disrupting the dream: Undocumented Youth Reframe Citizenship and Deportability through Anti-Deportation Activism." *Latino Studies* 12(2): 279-299.

Terriquez, Veronica. 2015. "Intersectional Mobilization, Social Movement Spillover, and Queer Youth Leadership in the Immigrant Rights Movement." *Social Problems* 62(1): 343-362.

Assignments: Blog 5 due May 24th at 11:59 pm

Immigration Peer Review Comments due May 24th at 11:59 pm

Week Ten: DREAMers

May 27th: No Class

May 29th: Birth of the DREAMers

Nicholls, Walter. 2013. *The DREAMers: How the Undocumented Youth Movement Transformed the Immigrant Rights Debate*. Introduction, Chapter 1: Finding Political Openings in a Hostile Country and Chapter 2: The Birth of the DREAMer.

Assignments: Final Immigration Research Paper due in-class/hard copy on May 29th

Discussion Board 5 due May 31st at 11:59 pm

Responses due June 2nd at 11:59 pm

*This is your last week to meet with me for your office hour visit points. Please make sure to come by and visit me!

Finals Week:

Online Final TBA