SOCI 125: Sociology of Immigration
Course # 593749, Fall 2024, 4 units
https://canvas.ucsd.edu/courses/59943
University of California, San Diego
PODEM 1A19, MWF 11am-11:50am

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Office Hours: By appointment Only

Course Description
Immigration from a comparative, historical, and cultural perspective. Topics include factors influencing amount of immigration and destination of immigrants; varying modes of incorporation of immigrants; immigration policies and rights; the impact of immigration on host economies; refugees; assimilation; and return migration. ***Prerequisites:*** upper-division standing. Will not receive credit for SOCI 125 and SOCB 125.

Academic Integrity
All papers will be submitted electronically via TurnItIn (TII), which will detect plagiarism, including self-plagiarism (meaning you already submitted that paper for another course) and failure to cite your sources, including page numbers. No other means of submission will be accepted. Your TII score should be under 20%. Scores between 30%-50% is an automatic D grade, anything above 50% is an automatic F. Write in your own words! Papers without citations or references will not receive higher than a C grade. Acts of academic dishonesty, from plagiarism, utilizing AI software like ChatGPT to cheating on exams, will receive an F grade and be reported to the Academic Honesty committee. Dishonesty in all forms undermine any institution's ability to certify students' knowledge and abilities. If you're unsure about your writing, you can utilize the writing resources on campus, or simply visit the instructor during office hours and share what you've written up to that point via the Share Screen function on Zoom. For more, visit the academic integrity office: https://academicintegrity.ucsd.edu/.

Photo and Audio/Video Recording Policy
Taking pictures or audio/video recording in class without the consent of *everyone* in the class violates the UCSD Code of Conduct 10.25 Privacy Policy: "Making a video recording, audio recording, taking photographs, or streaming audio/video of any person in a location where the person has a reasonable expectation of privacy, without that person's knowledge and express consent…of all recorded parties."

Grading (all assignments submitted via Canvas)[1]

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[1] The Gradebook on Canvas only calculates combined assignments submitted. Late assignments that receive a zero aren't automatically graded, and are often late. To better calculate your current grade, add the points you received

Survey due second Friday, 5pm	10%
4/5 quizzes via Respondus Lockdown Browser	20%
Writing two 800-1000 word essays (submit to Turn It In)	40%
Participation	10%
Final Exam Online (no fault)	20%
Totals	100%
Mid-Quarter Evaluation via Canvas	2% (extra credit)
SET Evaluation	3% (extra credit)

Letter of Recommendation Statement
If you anticipate needing a letter of recommendation, please be mindful that as a contingent faculty member, my time at UCSD may be short. Reasonably, I cannot be expected to remember former students who didn't take the time to get to know me. Letters are strictly for applications into graduate programs, social science ones in particular. Also, as a Lecturer, I have no access to the official UCSD letterhead that would give the letter a more official look. Please give me at least 30 days in advance of the application deadline so that I can write a letter with more depth.

Participation
Attendance is required. Please come to class on time. If you're late or can't attend for any reason, please be courteous and let me know in advance. It's difficult to teach when interrupted. However, there are good interruptions to have, such as asking questions in response to the teaching content/reading. Please attend and participate in order to receive full credit.

Late Work Policy
The Survey is the only non-extra credit assignment that *cannot* be submitted late. Quizzes will be held towards the end of class. You have six days to make up a missed quiz, which can be done in professor's office hours or in Triton Testing Center with account. The only excuses for missed quizzes are medical, family emergency, and proof of faulty internet connection that prevents your taking the quiz (please screen shot problem and send to instructor). Papers over one week late without valid excuse will not receive full credit.

Incomplete Policy
At the end of the quarter, if you need an Incomplete grade, only medical or other documented hardship will warrant it. That buys you ten more weeks to complete the missing assignment(s). If no work was submitted during the quarter, you will not be eligible.

Prompt Questions/Two Essays
For the writing assignment, you can respond to as few/many prompt questions as you like per paper, so long as you have written 800-1000 words by the end of Week 5 and a *combined* 1750-2000 words by the end of the quarter. Write in Times New Roman font size 12, double-spaced with 1" margins. If you prefer to write a family history project or something else pertaining to immigration, please seek permission from me no later than the second Friday of the term. The first paper is due the Saturday of Week 5, at 11:59pm. Second papers are due Friday of Week 10, at 11:59pm.

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from completed assignments and divide them by the amount of points the assignments were worth—use this grading scale as your guide.

Writing Rules/Guidelines, aka "Checklist"

- Each Paper is 800-1000 words (not including headings, titles, and works cited).
  - For the first paper, choose *among* prompt questions 1-5.
  - For the second paper, choose *among* questions 6-10.
- You can choose up to three questions to answer, so long as you reach the word count of 800-1000 words (words in titles and works cited not included).
- Write prompt question that you're responding to *as your title*
  - Papers that don't follow this rule automatically lose 10% of points
  - Your thesis is your response to the question
- Cite facts and figures whenever you enter them in the text
  - Citation Format: (author last name year: page number(s))
- Write in your own words
  - Quotes should be no more than one sentence
- List all sources you cited in your Works Cited
  - Have at least two in-class reading sources if you only respond to one prompt, otherwise have at least three in-class reading sources for the entire paper. If you want, you can also add scholarly sources that are not on the syllabus on top of the quota for in-class reading sources.
  - **Reference readings, not lectures**. Prove that you read!
  - **Works Cited formats**:
    - Article format: Author last name, first name. Year. "Article Title." *Journal Title* Volume.Number: page range of entire article
      - Example: Calderón-Zaks, Michael. 2022. "Technological Change *before* Globalization: Race and Declining Employment for Mexicans on Railroads, 1945-1970." *Journal of World-Systems Research* 28.1(Winter/Spring): 77-97.
    - Book format: Author last name, first name. Year. *Title*. Publisher home location: publisher.
      - Example: Ngai, Mae. 2003. *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton, NJ: Princeton University Press.
    - Anthology Chapter *must be complete*. Format: Author last name, first name. Year. "Chapter title." Ed(s). Name(s). *Anthology title.* Publisher.
      - Example: Calderon-Zaks, Michael. 2021. "The First Wave of Mexican Migration to the US: Rail Construction and Maintenance's Contribution to World System Development, 1890-1929." Eds. Denis O'Hearn and Paul Ciccantell. *Migration, Racism and Labor Exploitation in the World-System*. Routledge.
- Your TurnItIn score should be under 20%. Scores between 30%-50% is an automatic D grade, anything above 50% is an automatic F
- If all of the above criteria are met and you make sound arguments, you can get the full points.

Readings

The readings (and films, too) can be found online while your Virtual Private Network (VPN) is on. If you do not have UCSD's VPN app, you can download it here: https://blink.ucsd.edu/technology/network/connections/off-campus/VPN/index.html
You may also have to login to the UCSD Library for some sources.

Schedule

Week Zero: Friday, September 27: Introductions

Week One: September 30, October 2, 4: Sociology of Immigration
- David Fitzgerald. 2014. "Sociology of International Migration." Eds. Caroline Bretell and James Hollifield. *Migration Theory: Talking Across Disciplines*. New York: Routledge, pp. 115-147
- Tanya Golash-Boza. 2016. "International Migration." Eds. David Brunsma, Keri Iyall Smith, and Brian Gran. *Movements for Human Rights: Locally and Globally*. New York: Routledge
- Film: *Carved into Silence* (1988): https://www.kanopy.com/en/ucsd/watch/video/268046
- ***Prompt: What are key similarities/differences between immigration today and immigration a century ago?***

Week Two: October 7, 9, 11: Why People Migrate
- Survey due Tuesday, October 8, 5pm
- Stephen Castles. 2003. "Towards a Sociology of Forced Migration and Social Transformation." *Sociology* 37.1: 13–34
- Saskia Sassen. 1992. "Why Migration?" *Race, Poverty & the Environment* 4.2: 15-20
- Film: *The New Immigrants: A New America* (2015): https://www.kanopy.com/en/ucsd/video/167765
- Quiz 1 Friday, 11:30am-11:50am
- ***Prompt: Contrary to what you've heard about why people migrate, what are some of the most understated or understood reasons for migration?***

Week Three: October 14, 16, 18: After their Arrival
- Stephen Steinberg. 2014. "The Long View of the Melting Pot." *Ethnic and Racial Studies* 37.5: 790-794
- Catherine Ramirez. 2020. "The Paradox of Assimilation." In *Assimilation: An Alternative History.* Oakland: University of California Press, pp. 1-28
- Kevin J.A. Thomas. 2023. "African Immigration and the Black Immigrant Paradox." *Footnotes* 51.3
- Summin Kim. 2023. "Heterogeneity in 'Asian American.'" *Footnotes* 51.3
- Molly Dondero. 2023. "Climates of Exclusion and Immigrants' Health Throughout the Life Course." *Footnotes* 51.3
- Film: *Assimilation: An Alternative History.* https://www.youtube.com/watch?v=WVTGUItD400
- ***Prompt: Based on the assigned readings, is assimilation more about how immigrants adjust or more about society's acceptance of them? Please explain.***

Week Four: October 21, 23, 25: Nativism/Xenophobia
- Douglas Massey. 2020. "The Real Crisis at the US-Mexico Border: A Humanitarian and not an Immigration Emergency." *Sociological Forum* 35.3: 787-805
- David Embrick et al. 2020. "Capitalism, Racism, and Trumpism: Whitelash and the Politics of Oppression." *Fast Capitalism* 17.1: 203-224
- Film: *Xenophobia in America: How We Got Here and What's at Stake? Erika Lee.* https://www.youtube.com/watch?v=9iybtxQqLqU
- Quiz 2 Friday, 11:30am-11:50am
- ***Prompt: When did immigration exclusion laws develop? What were the contradictions in their development?***

Week Five: October 28, 30, November 1: Constructing Illegality
- Mae Ngai. 2007. "Birthright Citizenship and the Alien Citizen." *Fordham Law Review* 75.5: 2521-2530
- Mae Ngai. 2010. "The Civil Rights Origins of Illegal Immigration." *International Labor and Working Class History* 78: 93-99
- Douglas Massey. 2015. "A Missing Element in Migration Theories." *Migration Letters* 12.3: 279-299
- Asad L. Asad. 2023. "The Everyday Surveillance of Undocumented Immigrants." *Footnotes* 51.3
- Film: *On the Line* (2021): https://www.youtube.com/watch?v=_MfI4VPUkJE
- **First paper is due Friday, 11:59pm**
- **Mid-Quarter Evaluation due Saturday, November 4, 11:59pm**
- ***Prompt: Based on the readings, what really prompted the labeling of people as illegal, and what were the consequences?***

Week Six: November 4, 6, 8: Deportations
- Tanya Golash-Boza. 2017. "Structural Racism, Criminalization, and Pathways to Deportation for Dominican and Jamaican Men in the United States." *Social Justice* 2-3: 137-162
- Tanya Golash-Boza. 2019. "Punishment Beyond the Deportee: The Collateral Consequences of Deportation." *American Behavioral Scientist* 63.9: 1331-1349
- Film: *Lumpkin, GA: The Hidden Heart of the American Immigration Crackdown* (2019). https://www.kanopy.com/en/ucsd/watch/video/10888480
- Quiz 3 Friday, 11:30am-11:50am
- ***Prompt: What have the readings revealed that contradict popular beliefs about deportations?***

Week Seven: November 11 (no class-Veterans Day), 13, 15: Refugees
- Jens Manuel Krogstad and Jynnah Radford. 2017. "Key Facts about Refugees to the US." *Pew Research* 30 January
- David FitzGerald and Rawan Arar. 2018. "The Sociology of Refugee Migration." *Annual Review of Sociology* 44: 387-406
- _____. 2023. "Mapping (Im)Mobility: How a Syrian Family Faced Coercion and Movement." *Footnotes* 51.3

- Bertha A. Bermúdez Tapia. 2023. "Migrant Camps, the Worsening of Violence, and the Erasure of Asylum." *Footnotes* 51.3
- Film: *Mainstream, USA:* https://www.kanopy.com/en/ucsd/watch/video/453825
- ***Prompt: How does the assigned literature explain the difference between refugees and migrants and why?***

Week Eight: November 18, 20, 22: Immigration Enforcement and the Carceral State
- Cecilia Menjivar, Andres Gomez Cervantes, and Daniel Alvord. 2018. "The Expansion of 'Crimigration,' Mass Detention, and Deportation." *Sociology Compass* 12: 1-15
- Alissa Ackerman and Rich Furman. 2013. "The Criminalization of Immigration and the Privatization of Immigration Detention: Implications for Justice." *Contemporary Justice Review* 16.2: 251-263
- **Film:** *AbUSed: The Postville Raid* (2010): https://www.kanopy.com/en/ucsd/video/154275
- ***Prompt: Based on the reading, how has crimigration developed and evolved? What are its origins?***
- Quiz 4 Friday, 11:30am-11:50am

Week Nine: November 25, 27, 29 (no class-Thanksgiving): Labor and Migration
- Payal Banerjee. 2006. "Indian Technology Workers in the United States: The H-1B Visa, Flexible Production, and the Racialization of Labor." *Critical Sociology* 32.2-3: 425-445
- Jill Lindsey Harrison and Sarah Lloyd. 2012. "Illegality at Work: Deportability and the Productive New Era of Immigration Enforcement." *Antipode* 44.2: 277-253
- Stephanie Canizales. 2023. "Latin American Child Migrant Labor in the U.S., Past, Present, and Future." *Footnotes* 51.3
- ***Prompt: How does the state facilitate the exploitation of immigrant workers?***

Week Ten: December 2, 4, 6: Migrant Justice
- Veronica Terriquez. 2015. "Intersectional Mobilization, Social Movement Spillover, and Queer Youth Leadership in the Immigrant Rights Movement." *Social Problems*, 62.3: 343–362
- Paul Almeida et al. 2018. "Immigrant Rights and Social Movements." *Sociology Compass*: 1-20
- Eileen Traux. 2024. "The Dreamers of a Decade Ago are today's teachers, nurses, journalists, lawyers—but still lack US citizenship."*El País*, 10 June, https://english.elpais.com/usa/2024-06-10/the-dreamers-of-a-decade-ago-are-today-teachers-nurses-journalists-lawyers-but-still-lack-us-citizenship.html?utm_source=pocket-newtab-en-us
- Film: "Mass ICE Raids in Mississippi After Workers Fought for Better Conditions Leave Kids Without Parents." *Democracy Now!* https://www.youtube.com/watch?v=UVFr7x_MNRU
- Quiz 5, Friday, 11:30am-11:50am
- ***Prompt: How has the immigrant rights movement utilized prior social movement practices against state actions (or vice versa)?***
- Second papers are due Friday 11:59pm

No Fault Final: Tuesday, December 10, 11:30am-2:29pm

Student Resources
<u>Learning Resources</u>
o The Writing Hub: https://writinghub.ucsd.edu/
o LATS at OASIS: https://oasis.ucsd.edu/academic-services/lats-folder/index.html
o Supplemental Instruction (i.e., study groups): https://aah.ucsd.edu/supplementalinstruction-study-group/index.html
o Chat with a Librarian for Research and Library Help: https://library.ucsd.edu/askus/index.html

<u>Technical Support</u>
o For help with accounts, network, and technical issues: https://blink.ucsd.edu/technology/helpdesk/service-desk/index.html
o For help with electronic library resources: https://library.ucsd.edu/computing-andtechnology/connect-from-off-campus/
o For help installing Zoom for virtual office hours: https://blink.ucsd.edu/technology/filesharing/zoom/index.html
o EdTech Support: service@ucsd.edu or 858-246-4357
o Canvas Tools Student Guide: https://community.canvaslms.com/t5/Student-Guide/tkbp/student
o Discussions Overview (Students): https://community.canvaslms.com/t5/Video-Guide/Discussions-Overview-Students/ta-p/383515
o Connecting Off-Campus Using a VPN (to view films on Course Reserves): https://library.ucsd.edu/computing-and-technology/connect-from-off-campus/
Basic Needs and Wellness
o CAPS Student Health and Well-Being: https://wellness.ucsd.edu/CAPS/Pages/default.aspx
o COVID-19 Resources: https://basicneeds.ucsd.edu/covid/index.html
o Food Security: https://basicneeds.ucsd.edu/food-security/index.html
o Housing Resources: https://basicneeds.ucsd.edu/housing-resources/index.html
o Financial Wellness: https://basicneeds.ucsd.edu/financial-wellness/index.html
o Counseling and Psychological Services (CAPS): https://wellness.ucsd.edu/caps/Pages/default.aspx#students
o The Zone at UC San Diego: https://wellness.ucsd.edu/zone/Pages/default.aspx
o National Suicide Hotline Number: 1-800-273-8255
o Crisis Text Line: text HOME to 741741 (https://www.crisistextline.org)

<u>Community Centers</u>
Learn about the different ways UC San Diego explores, supports and celebrates the many cultures that make up our diverse community at Student Life Diversity: https://students.ucsd.edu/student-life/diversity/index.html

<u>Accessibility and Accommodations for Disability</u>
Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the UC San Diego Office for Students with Disabilities (OSD) which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty (please make arrangements to contact me

privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged. Contact the OSD for further information: https://disabilities.ucsd.edu/ osd@ucsd.edu | 858.534.4382

Inclusion

I am committed to creating a learning environment that supports diversity of thought, experience, and identity, and I encourage students to participate in discussion and contribute to the course from their valuable and respected perspectives.

Office of Equity, Diversity, and Inclusion:

858.822.3542 | diversity@ucsd.edu | https://students.ucsd.edu/student-life/diversity/index.html

Sexual Assault Resource Center (SARC): https://students.ucsd.edu/sponsor/sarc/

Cross Cultural Center: https://ccc.ucsd.edu/

LGBT Resource Center: https://lgbt.ucsd.edu/

University of California Diversity Statement:

https://regents.universityofcalifornia.edu/governance/policies/4400.html

The diversity of the people of California has been the source of innovative ideas and creative accomplishments throughout the state's history into the present. Diversity – a defining feature of California's past, present, and future – refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region, and more.

Because the core mission of the University of California is to serve the interests of the State of California, it must seek to achieve diversity among its student bodies and among its employees. The State of California has a compelling interest in making sure that people from all backgrounds perceive that access to the University is possible for talented students, staff, and faculty from all groups. The knowledge that the University of California is open to qualified students from all groups, and thus serves all parts of the community equitably, helps sustain the social fabric of the State.

Diversity should also be integral to the University's achievement of excellence. Diversity can enhance the ability of the University to accomplish its academic mission. Diversity aims to broaden and deepen both the educational experience and the scholarly environment, as students and faculty learn to interact effectively with each other, preparing them to participate in an increasingly complex and pluralistic society. Ideas, and practices based on those ideas, can be made richer by the process of being born and nurtured in a diverse community. The pluralistic university can model a process of proposing and testing ideas through respectful, civil communication. Educational excellence that truly incorporates diversity thus can promote mutual respect and make possible the full, effective use of the talents and abilities of all to foster innovation and train future leadership.

Therefore, the University of California renews its commitment to the full realization of its historic promise to recognize and nurture merit, talent, and achievement by supporting diversity and equal opportunity in its education, services, and administration, as well as research and creative activity. The University particularly acknowledges the acute need to remove barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from

historically excluded populations who are currently underrepresented.

Religious Accommodation

See: [EPC Policies on Religious Accommodation, Final Exams, Midterm Exams Links to an external site](#).

It is the policy of the university to make reasonable efforts to accommodate students having bona fide religious conflicts with scheduled examinations by providing alternative times or methods to take such examinations. If a student anticipates that a scheduled examination will occur at a time at which his or her religious beliefs prohibit participation in the examination, the student must submit to the instructor a statement describing the nature of the religious conflict and specifying the days and times of conflict.

For final examinations, the statement must be submitted no later than the end of the second week of instruction of the quarter.

For all other examinations, the statement must be submitted to the instructor as soon as possible after a particular examination date is scheduled.

If a conflict with the student's religious beliefs does exist, the instructor will attempt to provide an alternative, equitable examination that does not create undue hardship for the instructor or for the other students in the class.

Discrimination and Harassment

See: Nondiscrimination Policy Statement:

https://ophd.ucsd.edu/policiesprocedures/nps_student.html

The University of California, in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition (cancer related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities.

CARE at the Sexual Assault Resource Center

858.534.5793 | sarc@ucsd.edu | https://care.ucsd.edu

Counseling and Psychological Services (CAPS)

858.534.3755 | https://caps.ucsd.edu

Quick Tips for ASA Style

AMERICAN SOCIOLOGICAL ASSOCIATION

This style sheet has been provided to assist students studying sociology in properly citing and referencing their papers and essays. The information in this document is taken from the American Sociological Association *Style Guide* (4th ed., 2010). We highly encourage students who plan to major in sociology or pursue their masters degree in sociology to purchase the complete *Style Guide*, which features sections on editorial styles, mechanics of style, guidelines for organizing and presenting content, and more detailed information on referencing your scholarly sources. Information about the ASA *Style Guide* can be found at www.asanet.org/journals/guides.cfm.

Plagiarism

The ASA has a firm commitment to full and proper attribution and authorship credit, as set forth in the ASA *Code of Ethics*.

(a) In publications, presentations, teaching practice, and service, sociologists explicitly identify credit, and reference the author when they take data or material verbatim from another person's written work, whether it is published, unpublished, or electronically available.

(b) In their publications, presentations, teaching, practice, and service, sociologists provide acknowledgment of and reference to the use of others' work, even if the work is not quoted verbatim or paraphrased, and they do not present others' work as their own whether it is published, unpublished, or electronically available.

Text Citations

Citations in the text include the last name of the author(s) and year of publication. Include page numbers when quoting directly from a work or referring to specific passages. Identify subsequent citations of the same source in the same way as the first. Examples follow:

If the **author's name is in the text**, follow it with the publication year in parentheses:
…in another study by Duncan (1959).

If the **author's name is not in the text**, enclose the last name and publication year in parentheses:
…whenever it occurred (Gouldner 1963).

Pagination follows the year of publication after a colon, with no space between the colon and the page number:
…Kuhn (1970:71).
Note: This is the preferred ASA style. Older forms of text citations are not acceptable: (Kuhn 1970, p. 71).

Give both last names for joint authors:
… (Martin and Bailey 1988).

If a work has **three authors**, cite all three last names in the first citation in the text; thereafter, use et al. in the citation. If a work has **more than three** authors, use et al. in the first citation and in all subsequent citations.

First citation for a work with three authors:
…had been lost (Carr, Smith, and Jones 1962).

Later: …(Carr et al. 1962)

If a work cited was reprinted from a version published earlier, list the earliest publication date in

brackets, followed by the publication date of the recent version used.
…Veblen ([1899] 1979) stated that…

Separate a series of references with semicolons. List the series in alphabetical or date order, but be consistent throughout the manuscript.

… (Green 1995; Mundi 1987; Smith and Wallop 1989).

Reference Lists

A reference list follows the text and footnotes in a separate section headed References. All references cited in the text must be listed in the reference section, and vice versa. It is the author's responsibility to ensure that publication information for each entry is complete and correct.

- References should be **double-spaced**.
- List all references in **alphabetical order** by first author's last name