

Sociology 244

THE SOCIOLOGY OF IMMIGRATION

Course Information

Professor	C.N. Le Department of Sociology, UMass Amherst
Office Location Office Hours	Thompson 508 Generally before and after class, and by appointment
Class Info	Spring 2010 Mon., Wed., & Fri. 12:20pm - 1:10pm :: Machmer W-15

Summary Description

This course examines the many histories, experiences, and cultures that shape and define the immigration process and population in American society. Using readings, class discussions, films & videos, and student-designed projects, the course explores who, why, and how different groups immigrate to the U.S. and what happens once they arrive -- how they are received by the dominant society and how they adjust to their new country. We will also explore themes and specific issues such as settlement, legal status, education, identity, assimilation, employment, languages, marriage, and political participation.

The issue of immigration has become one of the most hotly-debated and controversial issues in recent years. Within this context, this course seeks to both inject some empirical data and objectivity to inform the political debates while also demonstrating that individual beliefs and experiences can be useful and valid tools in the sociological analysis of this issue.

Readings and Grading Criteria

Grading Scale

▪ Attendance & Participation	30 pts.	(10.0%)
▪ Three In-Class Midterms (54 pts. each)	162 pts.	(54.0%)
▪ Weekly Small Group Discussions	38 pts.	(12.7%)
▪ Research Project	70 pts.	(23.3%)
Total:	300 pts.	

300 - 270 pts. ($\geq 90.0\%$): A	239 - 230 (79.7% - 76.7%): B-	199 - 190 (66.3% - 63.3%): D+
269 - 260 (89.7% - 86.7%): A-	229 - 220 (76.3% - 73.3%): C+	189 - 180 (63.0% - 60.0%): D
259 - 250 (86.3% - 83.3%): B+	219 - 210 (73.0% - 70.0%): C	< 180: F
249 - 240 (83.0% - 80.0%): B	209 - 200 (69.7% - 66.7%): C-	

Readings

New copies of the course textbook are available at *Food for Thought Books*, 106 N. Pleasant St. in Amherst Center -- *not* at the Textbook Annex. Two copies are also on reserve at the library (two hour, no overnight).

- Jacoby, Tamar (Ed.). 2004. ***Reinventing the Melting Pot: The New Immigrants and What It Means To Be American***. Basic Books Publishing. ISBN: 046503635X or 978-0465036356.

Attendance

Attendance and participation are important parts of your grade. Starting Feb. 3 (after the last day to drop without a 'W'), you will receive **20 points** and will be allowed *two* unexcused absences during the course of the semester. Excused absence are a death in the family, court appearances, travel or athletic competition under University auspices, officially recognized religious observances, and illness. In the case of illness, verification that the student either has been seen at University Health Services or has consulted a private physician *on the day in question or on the previous day* and a description of the illness are required. Any other absence is considered unexcused. After your two allowed absences, three points will be deducted for each unexcused absence.

Participation

In this course, some of the best learning that you'll get will not be from me -- rather, it will come from listening to and talking with your classmates. Therefore, in order to facilitate class discussions, you need to keep up with the readings and come to class prepared with comments and questions. At the end of the course, students who consistently participate in class discussions will earn **10 points**; those who occasionally participate will earn 5 points, and those who rarely if ever participate will not earn any points.

In-Class Midterms

As the Course Schedule describes, the course is divided into three sections and there will be a midterm at the end of each section. Each in-class midterm will consist of four "long answer/short essay" questions (1.5-3 bluebook pages each), of which you can choose which three to answer (however, one question will be designated as required). Each of the three questions you answer will be worth **18 points** for a total of **56 points** on each midterm. You will not be able to use your notes or books during the midterms. I will give you a list of eight questions beforehand, two questions for each sub-section, and will pick one of those two questions from each sub-section to include on the midterm.

Weekly Small Group Discussions

Starting with the third topic of the course ('Motivations & Incorporation'), on the third day of each topic, students will meet in assigned small groups of five students each. Each week, one student will rotate being the facilitator (each student will be a facilitator twice during the semester). The facilitator will prepare and lead some activity or discussion within his/her group -- it can be a short writing assignment, or a discussion of the readings for that week's topic, or some other current events article/news story. Students receive 10 points for each facilitation turn with the other 18 points determined by a confidential vote of his/her groupmates at the end of the course.

Research Project

Finally, you will conduct a research project relating to immigration where you either (1) collect and analyze your own data that can be statistical or ethnographic or (2) you conduct an intergenerational immigrant history interview with either your family/relatives or another immigrant family. You will then write a seven- to ten-page research paper in which you (a) discuss and analyze your research data; (b) incorporate at least one reading from the textbook and at least one outside source (articles from the Internet, magazines, newspapers, academic journals, or books) that relates to your project; and (c) relate the project to your own personal experiences and views.

You can either work independently or with up to three other students on a group project. The research requirements will be the same but if you work within a team, (a) each of you only have to write a five- to eight-page report on your project and (b) as a group, do a 15 minute presentation to the class on your project. Your grade for this entire assignment (70 points) will divided into 50 points possible for the written report and 20 points possible for the group presentation. More details on this the research project will follow.

Finally, you should assume that there will not be opportunities for extra credit in this course.

Policies & Expectations

Completion of Assignments

Make-up exams and extensions for handing in the research and writing assignment will only be given if there is written documentation of an appropriate excuse from an acceptable source. Appropriate excuses are a death in the family, court appearances, travel or athletic competition under University auspices, and illness. In the case of illness, verification that the student either has been seen at University Health Services or has consulted a private physician *on the day in question* or *on the previous day* and a description of the illness are required.

Academic Honesty

Academic dishonesty, in any form, will not be tolerated. More on this later, especially as it relates to term paper. Please review the University's policy on academic honesty at www.umass.edu/umhome/policies/honesty.html.

Classroom Matters

All official university correspondence is sent to your UMass email, so be sure to check it regularly for class announcements and handouts. To minimize disruptions to me and your classmates, (1) please come to class on time, (2) please do not leave and reenter the room if at all possible, and (3) please turn off your cell phone or put them into silent mode. Finally, I do not give out copies of my lecture notes to anybody for any reason.

What You Can Expect From Me

Many professors claim to practice total objectivity in their research and teaching. Other professors think that it is virtually impossible to keep one's personal beliefs completely separate from one's research or teaching. I agree with the latter group. I feel that you as the student deserve to know what kinds of personal beliefs I may have. Specifically, my political and social views tend to be liberal in nature.

However, I will present the course material as straightforwardly as possible. The goal of the course is not for me to convince you that my beliefs are 'correct' or for me to get you to agree with everything I say. Rather, my job is to introduce you to tools and resources that you can use to make sense of the course material and to encourage you to use it to critically examine our society, the important social issues of today, and your personal experiences.

About the Issues and Course Material

In this course, we will read some texts that may include explicit language and explore sensitive topics. At times, these materials, issues, and our discussions may make you uncomfortable. However, it is important that you allow the material to challenge you. This is the first step in venturing beyond the safe, comfortable, and isolated -- toward new understandings and new knowledge.

The issues involved in this course will frequently be controversial in nature as well. Nonetheless, students are expected to show respect to all opinions and viewpoints, without exception. Inappropriate or derogatory language or behavior will not be tolerated. We all share in the responsibility of creating an environment where critical but constructive discussion and analysis of these issues can take place in a comfortable and civilized manner.

Tenative Course Schedule

I. History and Context

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|--------------------------|---|--|
| 1. Jan. 20, 22, & 25 | The Racialized Framework of American Immigration | <ul style="list-style-type: none">▪ Jacoby, p. 3▪ Steinberg, p. 257 |
| 2. Jan. 27, 29, & Feb. 1 | Historical Patterns of Entry & Restriction | <ul style="list-style-type: none">▪ Gans, p. 33▪ Massey, p. 111 |

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| 3. | Feb. 3, 5, & 8 | Motivations & Incorporation:
Past & Present | <ul style="list-style-type: none"> ▪ Jacoby, p. 17 ▪ Nee and Alba, p. 87 |
| 4. | Feb. 10, 12, & 16 | The Global Context | <ul style="list-style-type: none"> ▪ Waldinger, p. 75 ▪ Thernstrom, p. 47 |

Exam #1 (Wed. Feb. 17)

II. Unauthorized Immigration

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| 5. | Feb. 19, 22, & 24 | Basic Concepts of
Unauthorized Immigration | <ul style="list-style-type: none"> ▪ Salins, p. 99 ▪ Etzioni, p. 211 |
| 6. | Feb. 26, Mar. 1,
& 3 | Nativism & Xenophobia | <ul style="list-style-type: none"> ▪ Borjas, p. 199 ▪ Skerry, p. 221 |
| 7. | Mar. 5, 8, & 22 | Immigration Reform | <ul style="list-style-type: none"> ▪ Hamill, p. 167 ▪ Shteyngart, p. 285 |
| 8. | Mar. 24, 26, & 29 | Women, Gender, & Family | <ul style="list-style-type: none"> ▪ McWhorter, p. 249 |

Exam #2 (Wed. Mar. 31)

III. Becoming American: Socioeconomic Attainment & Mobility

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| 9. | Apr. 2, 5, & 7 | Socioeconomic Mobility &
Resettlement Patterns | <ul style="list-style-type: none"> ▪ Zhou, p. 139 ▪ Kotkin, p. 183 |
| 10. | Apr. 9, 12, & 14
(No Class 4/16) | Assimilation & Ethnic Identity | <ul style="list-style-type: none"> ▪ Glazer, p. 61 ▪ Rodriguez, p. 125 |
| 11. | Apr. 21, 23, & 26 | Language, Religious, &
Political Incorporation | <ul style="list-style-type: none"> ▪ Portes, p. 155 ▪ Barone, p. 261 |
| 12. | Apr. 28 & 30 | Emerging Issues & A Changing
National Identity | <ul style="list-style-type: none"> ▪ Crouch, p. 271 ▪ Jacoby, 293 |
| | May 3 | Group Presentations | |

Exam #3 (During Finals Week)