COURSE OBJECTIVES:
This course emphasizes research from sociology but also draws from other academic disciplines to meet
the following objectives:
  • Introduce students to a multidisciplinary approach to the study of international migration.
  • Acquaint students with methodological issues and theoretical perspectives associated with
    the field of international migration.
  • Orient students to historical and contemporary immigration issues (i.e., policy and law,
    race/racism, labor, crime, healthcare, and environment).
  • Explore and discuss issues shaping immigrant integration in the United States.

BOOKS / COURSE MATERIALS:
Pdfs for most of the assigned readings will be made available to via Bb.

Required books:

The grading scale for the semester is as follows:
A 90-100%
B 80-89%
C 70-79%
D 60-69%
F 59% and below

ASSIGNMENTS
Undergraduate and Graduate students class participation (5%). I am a firm believer that we learn from
each other. Your participation in class discussions is important and will be 5% of your final grade. I want to
hear from you when it comes to what you thought about the readings for the week and how you
connected key concepts/ideas together. I encourage everyone to speak at least once during each class
session.
**Undergraduate Students**

**Undergraduate student response papers (65%).** Students will be required to submit ELEVEN, 1 page single-spaced response memos over the course of the semester. A hard copy of these should be submitted at the start of class on Tuesdays or Thursdays (the day of the reading you are writing about). The memos should assume that all participants have already read the materials, thus excessive summary is unnecessary. Instead, the memos should raise questions and/or develop a critique of a conceptual, substantive, or methodological concern raised by *at least two of the required readings for that day*. Students should try to get the readings to speak to one another and to address issues of similarity and difference across the ideas and arguments raised in the readings. I encourage students to make no more than two central claims in the reaction paper in order to develop an economical argument given the page limitation. No papers required the weeks documentaries are shown in class.

**Undergraduate final reflection paper (30%).** A final 5 page (double-spaced) reflection paper is assigned for this course. I will provide you with a detailed format of the assignment in class at a later date.

**Graduate Students**

**Graduate student response papers (65%).** Students will be required to submit ELEVEN, 2 page single-spaced response memos over the course of the semester. A hard copy of these should be submitted at the start of class on Thursdays. The memos should assume that all participants have already read the materials, thus excessive summary is unnecessary. Instead, the memos should raise questions and/or develop a critique of a conceptual, substantive, or methodological concern raised by *at least three of the required readings for the week*. Students should try to get the readings to speak to one another and to address issues of similarity and difference across the ideas and arguments raised in the readings. I encourage students to make no more than two central claims in the reaction paper in order to develop an economical argument given the page limitation. No papers required the weeks documentaries are shown in class.

**Graduate student final research paper (30%).** Students are required to select a research topic related to international migration. Students are expected to submit a one-page research proposal describing their research topic by Feb 10th. The complete research paper is due the day of your scheduled final exam. Your final paper should be 15-20 pages (double-spaced) in length and include the following sections: 1) introduction, 2) literature review, 3) hypotheses and/or objectives, 4) detailed methodological approach, 5) findings, and 6) policy implications and societal impact.

**ASSIGNED READINGS:**
There is a significant amount of reading assigned for this course and you are required to complete all assigned readings. You are encouraged to keep up with readings if you expect to do well in the class.

**CLASS POLICIES:**
I expect that you are enrolled in this course because you want to learn and are interested in the topic, so I will only say that this course material and your classmates deserve the utmost respect. I want to note that the material we will discuss in this class will engage issues that often evoke deeply personal emotions. As a result, I have two major requirements for the class. I expect that you will have read all the material required for the class so that your writing and comments on each other’s work is based upon informed critical thinking.

I also expect that all discussions will be guided by the utmost respect for each other and the authors we will read. Respect does not mean that we cannot say, “I disagree with you.” But, it does mean that you cannot say, “I disagree with you, you *!@&^.” (You can fill in the blank, I thought it would be in
bad form to include a curse word on the actual syllabus). I expect this class to be fun, sometimes funny, and engaging, but it will also be challenging and often emotionally difficult. I am completely serious when I say that disrespectful comments or behavior will absolutely not be tolerated.

**ADA POLICY:**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass. CASS Staff are the only individuals who can validate and if need be, authorize accommodations for students with disabilities.

**Spring 2022 Semester Schedule**
Please note: All readings listed below are available via Bb unless otherwise noted. Changes to any part of the syllabus will be announced in-person and/or email.

**Week 1: Introduction**
Jan 18
Introductions

Jan 20
The Sociological Imagination (excerpt) by C. Wright Mills and The Forest and the Trees (chapter 1) by Allan Johnson

**Week 2: Why (Im)migration?**
Jan 25
https://www.nytimes.com/interactive/2015/09/03/magazine/migrants.html

Jan 27

**Week 3: Theories and Concepts on International Migration**
Feb 1


Feb 3

**Week 4: Law and Policy**

Feb 8


Feb 10


**Week 5: Law and Policy**

Feb 15


Feb 17


**Week 6: Migration from Latin America**

Feb 22
Watch in class the documentary Harvest of Empire: A History of Latinos in Latin America (2012)
Feb 24
Continue film & class discussion

**Week 7: Adaptation, Assimilation, and Incorporation**

**Mar 1**


**Mar 3**


**Week 8:**

**Mar 8**
Watch in class the documentary film: *The Donut King* (2020)

**Mar 10**
Continue class & class discussion

**Week 9: SPRING BREAK**

**Mar 14-17**

**Week 10: Race**

**Mar 22**

**Mar 24**

**Week 11: Race**

**Mar 29**


**Mar 31**

**Week 12: Labor**

Apr 5


Apr 7


**Week 13: Interior control, Exclusion, and Crime**

Apr 12


Apr 14


**Week 14: Healthcare**

Apr 19


Apr 21


**Week 15: Environment**

Apr 26


Apr 28
https://www.propublica.org/series/the-great-climate-migration

**Week 16: Presentations by Graduate Students**

May 3
Presentations

May 5
Presentations

**Finals Week: May 9-13**
Undergraduate Students: Final reflection paper about Im(migration)
Graduate Students: Final research paper