Course Objectives

This course emphasizes research from sociology but also draws from other social scientific disciplines to meet the following objectives:

- Introduce students to a multidisciplinary approach to the study of international migration.
- To acquaint students with methodological issues and theoretical perspectives associated with the field of international migration.
- Learn theories of immigrant incorporation such as acculturation and assimilation.
- Introduce students to the study of transnationalism and how social constructions of race cross international boundaries.
- To explore the issues shaping immigrant integration such as labor markets, legal system, and politics.
- To examine how surveillance of Latinxs and migrants extends well beyond the international boundary and infiltrates the public sphere.
- Highlighting how young undocumented Mexicans navigate through capitalism, migration, and racial conflict to live their lives creatively.

Texts


*Journal articles are electronically accessible through your UTEP library. In the case of book chapters, I will make copies and upload them to the Blackboard.*
Weekly Critiques: Students will be required to write critiques integrating the required reading for each week. Every other week students will be required to write an essay. The written essay should be 3 pages in length double-spaced. Remember you can visit the writing center for assistance with your writing. Please follow Chicago style referencing (author-date style) (http://www.chicagomanualofstyle.org/tools_citationguide.html). On alternative weeks, students will write a well-thought-out critical thinking question(s) of at least 300 words based on the readings. I have prepared a handout with a more detailed description of the objectives of these weekly assignment and directions on how to successfully complete it.

Weekly critiques will be emailed via Blackboard by Wednesday at 10:00 a.m. each week. I will deduct 10 points for submitting paper late (Wed. after 10:00 am) but papers will NOT be accepted on Tuesday unless you have a family or medical emergency.

Discussion: Students are required to actively participate in class discussions. The evaluation of the discussions will be based on the thoroughness of the review of the readings, ability to engage the course material with classmates and the instructor, and applying the concepts in the course to real life situations. To connect course material to current events some reputable sources include New York Times, The Washington Post, El Paso Times, Diario de Juárez, among others. The instructor will take note of students who are establishing these connections.

Course Project

To enhance your learning experience on this course you will be required to choose one of the following options for your course project. Each project will be pre-approved and evaluated for its ability to extend our knowledge on issues of migration. To ensure feasibility and success of the project students are required to discuss their option with Dr. Morales by January 25, 2024.

Option 1: Term Paper: An individual research paper of at least 8 pages, drawing on at least ten scholarly sources including books and/or journal articles from Sociological Abstracts (https://0-search-proquest-com.lib.utep.edu/socabs/advanced?accountid=7121). Use the Chicago citation style (see: https://www.chicagomanualofstyle.org/tools_citationguide.html) for examples of how to cite accordingly. The purpose of this project is to gain further understanding of one of the topics discussed in class, to learn how to search for academic materials, and strengthen your writing skills.

Option 2: Applied Community Project. Students will work closely with a community partner that is focused on migration issues. A minimum of 25 community engagement hours are required by the end of April and a 5-page autoethnography of your experiences at the community organization. Each project will be pre-approved. Remember that you are not only representing yourself but the Department of Sociology and Anthropology at UTEP.
Option 3: Research Proposal: Students who elect this option are required to select a research topic related to migration. The proposal should be 8-10 pages in length and include the following sections: 1) introduction, 2) literature review, 3) hypotheses and/or objectives, and 4) a methodological approach.

Option 4 Photovoice: Photovoice methodology asks participants to take photographs and then reflect upon the reasons, emotions, and experiences on the images they selected. Photovoice is based on the tradition of health promotion but can be extended to the study of migration. The main objectives of photovoice is a) to enable participants to record and reflect on their community’s concerns and strengths and b) to promote knowledge about individual and community issues through large and small group discussions of photographs.

Course Technology

The content for this course is on Blackboard. The University of Texas at El Paso offers technical assistance at helpdesk@utep.edu. You may also use the Blackboard chat for help. Blackboard support is available 24/7 at https://www.utep.edu/technologysupport/

Illness Precautions

Please stay home if you have symptoms of a communicable illness. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations.

Accommodations Policy

The University is committed to providing reasonable accommodations to students with documented disabilities. Students who become pregnant may also request reasonable accommodations, in accordance with state and federal laws and regulations and University policy. Accommodations that constitute undue hardship are not reasonable. To make a request, please register with the UTEP Center for Accommodations and Support Services (CASS). Contact CASS at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

Scholastic Integrity

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones’ own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.
Guidance on Artificial Intelligence

AI prohibited Use of AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, is not allowed for assignments in this class. Each student is expected to use critical and creative thinking skills to complete tasks and not rely on computer-generated ideas. Any direct use of AI-generated materials submitted as your own work will be treated as plagiarism and reported to the Office of Student Conduct and Conflict Resolution (OSCCR).

AI allowed only with prior permission from instructor Use of AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, is only allowed with approval from the instructor BEFORE being used. Without permission, you will be expected to think creatively and critically to complete assignments without assistance from these tools.

If given permission to use any of these tools, students must properly cite and give full credit to the program used upon submission of every relevant assignment. For example, text generated using ChatGPT must be cited:


A short paragraph describing how the tool(s) was/were used for the assignment must be included.

AI allowed with proper acknowledgement Use of AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, is only allowed with proper attribution given for its use.

Students must properly cite and give full credit to the program used upon submission of every relevant assignment. For example, text generated using ChatGPT must be cited:


A short paragraph describing how the tool(s) was/were used for the assignment must be included.

Using AI for brainstorming Some AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, can be beneficial during the early brainstorming stages of an activity, and you are welcome to explore them for that purpose. However, keep in mind that AI-generated ideas are not your own and may hinder your ability to think critically and creatively about a problem. It is also important to remember that these technologies often “hallucinate” or produce materials and information that are inaccurate or incomplete—even providing false citations for use.

That said, you are not allowed to submit any AI-generated work in this course as your own. If you use any information or materials created by AI technology, you are required to cite it like you would any other source. Consider how this will affect your credibility as a writer and scholar before doing so. Any direct use of AI-generated materials submitted as your own work will be treated as plagiarism and reported to the Office of Student Conduct and Conflict Resolution (OSCCR).
Free use of AI without acknowledgement Use of AI technologies or automated tools, including generative AI such as ChatGPT or DALL-E, is permitted in this class. Students must include a short paragraph, with each relevant assignment, explaining how the tool was used.

**Course Resources**

UTEP provides a variety of student services:

![QR Code](image)

**Data Sources**

While we all have opinions on migration, the study of migration is based on data. The conclusions that scholars arrive at are scientifically based. Below is a list of some of the data sources that are used in the study of migration:

- **The New Immigrant Survey**
  Internet Location: [http://nis.princeton.edu/](http://nis.princeton.edu/)
- **Latin America Migration Project (LAMP)**
  Internet Location: [http://lamp.opr.princeton.edu/](http://lamp.opr.princeton.edu/)
- **Mexican Migration Project.** Mexican Migration Project. [Also see related data bases.] Philadelphia: University of Pennsylvania. Internet location: [http://www.pop.upenn.edu/mexmig/](http://www.pop.upenn.edu/mexmig/).
Final Comments

I am glad that you have chosen this course. Given the importance of migration in today’s society, it is necessary that we learn about it academically. I hope you find that sociology to be very useful in both your daily lives and careers. Please feel comfortable to give me any comments and suggestions about the course.

Course Schedule Detailed

Week 1: International Migration Overview


Week 2: Theories and Policies of Migration (Part 1)


Week 3: Theories and Policies of Migration (Part 2)


Week 4: Presentation Immigration Attorney and Civil Rights Hero
Week 5 Forced Migration and Refugees


Week 6 Assimilation, Segmented Assimilation, and Cultural Retention


Week 7 Transnationalism and Race (Part 1)


Week 8 Transnationalism and Race (Part 2)


Week 9 Migration and Health


**Week 10 Spring Break**

**Week 11 Policing Immigration**


**Week 12 Deportability and Surveillance of Migrants**


**Week 13 Parenting and Surveillance of Migrants**


**Week 14 Migrant Labor**


**Week 15 Migrants’ Racialized Labor and Creativity**


**Week 16 Migrant Creativity and Youth Movements**
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<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Assigned Readings</th>
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<tbody>
<tr>
<td>Jan. 18th</td>
<td>Introduction to the course.</td>
<td>Brown, Bean, and Nasier (2019)</td>
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<td>Review Syllabus</td>
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<td>Who is a migrant?</td>
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<td>Push-pull theory</td>
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<td>Massey and Espinosa (1997)</td>
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<td>Saenz and Morales <em>Latinos in the U.S.</em> (Ch. 3)</td>
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<td>Feb. 1st</td>
<td>Theories and Policies of Migration</td>
<td>American Immigration Council (2021)</td>
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<td>Massey (2020)</td>
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<td>Ramirez (2023)</td>
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<td>Feb. 8th</td>
<td>Presentation from Immigration Lawyer and Chicano Civil Rights Hero</td>
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<td>Feb. 15</td>
<td>Force Migration and Refugees</td>
<td>Morales et al. (2013)</td>
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<td>Chaves-González &amp; Echevarría Estrada (2020)</td>
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<td>FitzGerald, Scott, &amp; Arar (2018)</td>
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<td>Paris-Pombo &amp; Varela Huerta (2022)</td>
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<td>Feb. 22nd</td>
<td>Assimilation, Segmented Assimilation, and Cultural Retention</td>
<td>Drouhot and Nee (2019)</td>
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<td>Chavez (2023)</td>
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<td>Karimi &amp; Wilkes (2023)</td>
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<td>Feb. 26th</td>
<td>Transnationalism and Race</td>
<td>Zamora’s <em>Racial Baggage</em></td>
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<td>Introduction, Ch.1, and Ch.2</td>
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<td>Feb. 29th</td>
<td>Transnationalism and Race</td>
<td>Zamora’s <em>Racial Baggage</em></td>
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<td>Ch. 3, Ch.4, and Conclusion</td>
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<td>Mar. 7th</td>
<td>Migration and Health</td>
<td>Abubakar et al. (2018)</td>
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<td>Brown (2018)</td>
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<td>Riosmena, Kuhn, &amp; Jochem (2017)</td>
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<td>Mar. 14th</td>
<td>Spring Break</td>
<td>Alexander (2020)</td>
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<td>Mar. 21st</td>
<td>Policing Immigration</td>
<td>Morales and Curry (2021)</td>
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<td>Rumbaut, Rubén G., Katie Dingeman, and Anthony Robles (2019)</td>
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<td>Date</td>
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<td>Mar. 28th</td>
<td>Deportability and Surveillance of Migrants</td>
<td>Asad’s <em>Engage and Evade</em> (Introduction, Ch. 1 and Ch. 2)</td>
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<td>Apr 4th</td>
<td>Parenting and Surveillance of Migrants</td>
<td>Asad’s <em>Engage and Evade</em> (Ch. 3, Ch. 4, and Conclusion)</td>
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<td>April 11th</td>
<td>Migrant Labor</td>
<td>Morales and Saucedo (2015)</td>
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<td>Parreñas, Silvey, Hwang, and Choi (2019)</td>
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<td>Reid, Ronda-Perez, &amp; Schenker (2021)</td>
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<td>April 18th</td>
<td>Migrant’s Racialized Labor and Creativity</td>
<td>Plana’s <em>Mexican State of Mind</em> (Introduction and Ch. 1 and Ch. 2)</td>
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<td>April 25th</td>
<td>Migrant Creativity and Youth Movements</td>
<td>Plana’s <em>Mexican State of Mind</em> Preface: Migrant Creativity and Part II</td>
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<td>May 2nd</td>
<td>Final project</td>
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