

Migration

ANTH /SOCIO 3326

16657/16652

Professor: Dr. Maria Cristina Morales
Email: mcmorales@utep.edu

TA: Jigme Choden

Email: jchoden2@miners.utep.edu

Course Objectives

There are two general objectives in this course. First, we will trace immigration history and explore the current conditions surrounding the causes of migration to the United States. To reach this goal students will learn the history and theoretical approaches to the study of migration. Second, we will examine immigrant incorporation by using the theoretical tools of assimilation, acculturation, and inequality. In particular, we will examine incorporation in the labor market, citizenship law, and transnationalism.

Texts

Mobasher, Mobsen M. and Mahmoud Sadri. 2004. *Migration, Globalization, and Ethnic Relations*. Pearson Prentice Hall. ISBN: Upper Saddle River, New Jersey.

Brief Description: This is an edited book with excerpts from the work of distinguished scholars in the field of migration. Despite being published in 2004 it is the only book of its kind in migration studies that compiles the work of some of the leading scholars in one book. This book is a good tool for students to learn about migration via the gathering of a wide range of insights from key migration scholars.

Abrego, Leisy. 2014. *Sacrificing families: Navigating laws, labor, and love across borders*. Stanford University Press, 2014.

Brief Description: This is a case study about Salvadoran transnational families, where one or both of the parents migrate and the children stay behind in the home country. Dr. Abrego's book highlights the role of gender and the law in determining the well-being of Salvadoran transnational families separated by migration.

Expectations

- While we all have opinions about migration, I expect students to offer an evaluation of the course readings through a social scientific framework. Therefore, the focus of discussion is based on the readings and connecting the relationship between individual and public issues on migration affecting society at large.
- Students are responsible for keeping up-to-date with any changes or additional information on course matters. Such information will be posted on Blackboard. Therefore, please make sure to read my announcements and emails as I will convey important information for the course.
- Make sure to read the class lectures. These lectures clarify the weekly content and/or introduce material that is not found in the readings.
- I, and the TA, are available for consultation on your progress in the class. Do not wait until the end of the semester.
- Although this is an online course, it is not self-paced. Reasonable deadlines have been set to insure that you have adequate time to complete all assignments. Please check the **course schedule** to keep up with all deadlines.
- **No late work will be accepted** unless you have a university excused absence (signed doctor's note, documentation of a family emergency, or you are involved in a university sponsored extra-curricular activity that prevents participation)! If you have an emergency contact Dr. Morales as soon as possible.
- I advise you to complete the assignments before the due date just in case you encounter technical difficulties.

Respect

Controversial topics will be discussed in this course. Discussion with the instructor and your classmates is a crucial factor necessary to enhance the learning experiences but please assure that your comments and actions are respectful. This will help us to create a comfortable learning environment for you and your classmates.

Communication Policy

- Email Dr. Morales through the blackboard email for our course. I have about 150 students and get about 100 emails a day at the UTEP email. Additionally, the UTEP email nests the conversations and therefore it is very easy to miss an email.
- Calling via phone is not a reliable way to communicate. If you will like to have a conversation in some format other than email, such as via skype, please let me know.
- You should allow 48 hours for response to an e-mail Monday through Friday.
- Please be respectful on your emails addressed to Dr. Morales, the TA, and all of your classmates.
- Dr. Morales will be available regarding questions about the content or any issues about the material. If you are having technical difficulties please contact the UTEP help desk.

Grading & Evaluation

	Percentage of Final Course Grade
Reading Quizzes	25
Discussions	15
Other Assignments (syllabus quiz, video quizzes, and visual project)	20
Exams 1	10
Exam 2	15
Exam 3	15
	100

Final Letter grades System:

	<u>Percent</u>
<u>A</u>	<u>90-100</u>
<u>B</u>	<u>80-89</u>
<u>C</u>	<u>70-79</u>
<u>D</u>	<u>60-69</u>
<u>F</u>	<u><60</u>

Course Work

Course work will consist of reading, writing discussions and posting them on discussion boards, reading quizzes, visual sociology assignments, and exams.

Course Content

The course content is designed to enhance the reading material, guide you in completing assignments, and provides additional material. The course content takes the place of a lecture from the instructor. This content is crucial to assist you in the assignments and reading quizzes.

The quizzes will cover assigned readings and course content material for that week. To successfully perform on the reading quizzes students must complete the readings and course content material beforehand (see Course Schedule).

Discussions

To develop your critical thinking skills, be an active reader, and prepare for the exams you are to discuss the course materials with your group. The deadlines for discussion postings are listed on the course schedule. There are a total of 9 discussions, including introductory postings. For the weeks with discussions assigned, there are two deadlines per week: one for individual responses ("Discussion Question Due") and one for posting responding to at least one of your group members ("Reply Postings Due"). In order to get the full points for the discussion each of the following steps must be successfully completed:

1st each student is required to write at least a 200 word response to a question or set of questions. Questions will be provided by the instructor at the top of each discussion forum.

2nd each student must also reply to the entry of at least one other students. Replies need to be at least 100 words or more. It is not enough to simply say "good job" or "I agree" or to simply restate someone else's post.

Note: The instructor has access to all postings.

Evaluation of Discussions

- For every discussion each student will receive a grade based on both: 1) evaluation of your individual posting, and 2) your reply posting.
- Discussion postings must be in English to ensure mutual communication among participants. Words/phrases in Spanish can be use but should be translated in parentheses.
- Discussions must demonstrate that you have read the material. I suggest including key quotes or paraphrasing.
- While a short and concise summary is necessary, you must also display critical thinking. Some examples of critical thinking entail raising follow-up questions, comparing and contrasting to other readings or contexts, applying the readings to a contemporary issue, discussing if the author is leaving something out, and questioning whether the data can be interpreted in another way, among others issues. Note, you do not need to do all of these.
- Late post will NOT be read unless a university excuse absence has been provided or you have made prior arrangements with Dr. Morales.
- Each discussion session is worth 100 points as follows: 100-90 points are given for extensive, knowledgeable, and thoughtful discussion; 89-80 points for capable knowledge with less evidence of critical or deep thinking; 79-70 points for mostly correct, but incomplete, knowledge, partial mistakes, or incompletely thought-out

discussion; 69-below points for minimally correct and involved discussion; and zero points for completely unprepared discussion or no discussion

- **Important:** If you only post individual posting and do not reply to the entries of other students you will only receive a partial grade.
- If you have any question about your discussion grade please contact Dr. Morales.

Exams

There will be three exams in this class. Exams will be a combination of definitions, multiple choice, true/false, and short answer. They will be based off of readings and course content material. A review handout will be made available by the instructor. You will have one and half hours to complete each exam. The final exam will not be comprehensive.

Visual Projects

Following the tradition of Visual Sociology and Visual Anthropology we will have 2 visual projects. The premise of these assignments is that the world that is photographed is different than world represent through words and numbers. Consequently, visual assignments lead to new understandings and insights of our society. While there are many tools that can be used in visual sociology/anthropology in this course we will use the camera. Detailed instructions on these visual projects will be placed in weeks 5 and 7._

Video Quizzes

Research has highlighted the use of videos for educational instruction. Videos help to retain information and understand complex concepts. Throughout the course Dr. Morales assigned videos that captures the voices and expertise of scholars in the filed, an immigration story, and explore the multiple sides of the immigration debate. After viewing the video, students will be required to take a video quiz.

Technical Support

Technical Support:

The University of Texas at El Paso offers complete technical information and help desk support at: <http://issweb.utep.edu/techsupport/>. You may also contact the UTEP Helpdesk during UTEP business hours at 915.747.4357 or call toll-free 1.866.747.5256. Business hours are Monday - Friday, 7:00am to 8:00pm and Saturday, 9:00am to 1:00pm.

How do I pass this class?

Actively read the material. For example, identify the subsections in the chapters/articles and design a question that you would ask for each and answer it. Write summaries of each chapter in your own words and keep a journal of entries to form a study guide for the quizzes. Also, use the review sheet to prepare for the exams.

Other Important Information

Please be aware that the Disabled Student Services (Union East, room 106, Tel. 747-5148) provides a program of support and advocacy services to students with disabilities. Talk with the professor if you need additional support because of a disability.

Any form of cheating is academic misconduct. Attribute the source of actual words and the information used in your writing. Fabrication of material and copying/plagiarism is prohibited, including the use of unattributed excerpts from articles, news releases, reports, handouts, journal articles, other student work, web sites, encyclopedias, etc. Penalties for plagiarism are severe, even for unintentional failure to cite sources. If you have questions about proper attribution, please consult me before turning in an assignment in question. Students should review UTEP sites on plagiarism [Here](#).

This class has been designated as a Liberal Arts Honors Program [LAHP] course. It has received this designation because it features at least five of the Honors course criteria, which include student leadership, advanced readings and/or reviews, opportunities for intensive writing, opportunities for intensive research, opportunities to utilize technology, opportunities to make extensive use of campus resources, community-based experiences, pre-professional opportunities, and development of critical thinking. In broader terms, this course is honors-designated because of its creativity and/or intellectual rigor, both of which are integral components of the Liberal Arts Honors Program. No additional coursework is necessary for this course to count towards the LAHP Honors minor. If you are not a member of the LAHP, and are interested in the program, please visit the LAHP website at <http://academics.utep.edu/lahp>.

Addition Sources: Data

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/>

Latin America Migration Project (LAMP)

Internet Location: <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/>.

U.S. Census Bureau. *5-Percent Public Use Microdata Sample (PUMS) Files*. Washington, DC:

U.S. Census Bureau. Internet location: <http://www.census.gov/main/www/pums.html>

U.S. Census Bureau. American Community Survey. Washington, DC: U.S. Census Bureau.

Internet location: <http://www.census.gov/acs/www/>.

United Nations Demographic Yearbook.

<http://unstats.un.org/unsd/demographic/sconcerns/migration/default.htm>