Immigrants in America
SOC 446
Spring 2017 Syllabus

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Course Description

It is a cliché with considerable basis that the United States is a nation of immigrants. The U.S. has a higher absolute number of immigrants than any other nation in the world. Millions of immigrants have come to the U.S. to seek religious freedom, family reunification, political asylum, and economic prosperity. Immigrants play a significant role in enriching American culture and fueling economic growth. At the same time, they are regarded as an “unsettling force” and a burden on taxpayers. Over history we see cycles of immigration and cultural and political backlash. As the numbers of authorized and unauthorized immigrants climbed precipitously since the 1970s, another backlash emerged against immigration. With the election of President Trump, this backlash is being further institutionalized in policy with promises to build a wall on the U.S. Mexican border, bans on immigrants from some predominantly Muslim countries, barring entry to refugees, and heightened deportation (legally now called “removal”) of many immigrants.

The movement of people across borders is a central political issue throughout the world. In both the Global North and Global South the issue of migration generates controversy and at times violent contention. While the mobility of goods and capital are widely considered central to the functioning of a global economy, the mobility of labor—the majority of which occurs not between the Global North and Global South but within the Global South—is also an integral part of the global economic system. The mobility of labor—and of people more broadly—however, is regulated and controlled very differently from that of goods and capital. In the midst of highly contentious immigration debates and refugee crises, it is important to remember that the movement of people, both as workers and as refugees, and the controversy surrounding it is not a new phenomenon.

This course is devoted to understanding controversial issues around immigration to the U.S. We will read and discuss social science research on demographics of immigrants, immigration policy, immigrant incorporation, the impacts of immigration on receiving societies, and more.

Some of the topics we will discuss include: Why do immigrants come to the U.S.? How does population movement affect the migrants themselves and the local communities where they live? What are the economic and sociocultural impacts of immigration on the U.S. society? How are new immigrants assimilating or integrating into host societies? What are the impacts of the militarization of borders?

Books- Required

Course Structure

This class does not have any quizzes or tests. Instead, this is a reading and writing intensive course. Students will be evaluated on their rigorous engagement with the readings and their critical and sophisticated analysis of the material. Students are expected to thoroughly and critically read and take reading notes on every assigned reading & videos and then engage their peers through writing discussion prompts and responding thoughtfully and critically in online discussions. Students must demonstrate a thorough and critical understanding of the material through each of these online activities, and they will be graded on each. Students will also complete weekly fact lists, two short research papers, and one final research paper.

As an online course it is imperative that students read all materials and watch all videos closely and engage with each piece of the weekly learning modules and assignments. Each week new material will be available Monday at 12:00am. Students must post weekly discussion questions by Thursday at 11:59pm and post discussion responses and submit weekly facts and weekly reflection papers by Sunday at 11:59pm. All assignments will be submitted online via D2L (no hardcopies). This weekly structure may not be consistent with other online courses, so be sure to note this schedule and plan accordingly.

Required online activities are described in the weekly modules, which are accessible in D2L's Course Content area.

Each weekly module includes:

1. Reading and Video Assignments
   - Students are required to read the assigned readings and videos, which will include chapters from the required books and/or materials that will be posted or can be accessed online. Students are expected to take reading notes and notes on the videos.
   - Supplemental information may be posted each week. The supplemental information is not required, but it may be helpful for Weekly Reflections.

2. Dr. Stepick’s Lecture
   - Students are expected to read and/or watch all of the written and/or video material posted and take notes.

3. Weekly Reflections (30% of grade)
   - Each week, students are required to write a 1.5-2 page response paper in which they reflect on posted discussion prompts based on that week’s readings and videos.
   - Reflections are due on D2L each Sunday by 11:59, which is when each week’s module officially closes. No late posts will be accepted.
   - These are posted in D2L under Activities, then Dropbox, then Weekly Reflections for the appropriate week.
   - Format: 1.5 to 2 pages, double spaced, 12pt font, 1”-1.25” margins, Times New Roman, full heading including name, course name and number, assignment name, and date, and full references in ASA format. Word or PDF files only.
In the weekly reflections follow Dr. Stepick’s Hierarchy of Knowledge in writing. This hierarchy is also discussed in the online lecture for Module 1. The more advanced the reflection is in the hierarchy, the more points it will earn. An example is posted on D2L.

Do not exceed page limits. Be succinct. Edit all papers for grammar and clarity before submitting. See the writing center for assistance if needed, prior to the due date of all assignments. http://www.writingcenter.pdx.edu/

4. **Weekly Facts (5% of grade)**

- Each week a list of questions will be posted. Students must research the answers to *all* of these questions and provide the factual responses. These will be in the form of short facts, not opinions or arguments (there is space for that in discussion and research papers).
- The factual answers may be found in some cases in the assigned readings and in other cases students must research them in other texts or online. Please refer to the list of fact-based webpages on immigration on D2L as a starting place.
- These Weekly Facts posts are due on D2L by 11:59 pm Sunday, which is when each week’s module officially closes. No late responses will be accepted.
- These are posted in D2L under Activities, then Dropbox, then Weekly Facts for the appropriate week.
- Students must provide citations for Weekly Facts! If the source is a website, a course or outside text, or a course lecture please follow ASA reference guidelines: http://www.asanet.org/sites/default/files/quick_tips_for_asa_style.pdf
- Format: List, double spaced, 12pt font, 1”-1.25” margins, Times New Roman, full heading including name, course name and number, assignment name, and date, and full references in ASA format
- These Weekly Facts are the kind of information that in many classes would be part of quizzes or tests. But we have neither quizzes nor tests in this course.
- For example:
  - What does DACA stand for, when was it passed and when was it enacted, and what is an impact studies have found of DACA?
    - Sample Answer: **DACA stands for Deferred Action for Childhood Arrivals. It was passed on June 15, 2012 and enacted on August 15, 2012. Studies have found that DACA has led to increased labor force participation. Source:** undocu.berkeley.edu/legal-support-overview/what-is-daca/.

5. **Online Group Discussions (15% of grade)**

- Each week students must post a discussion question in the discussion forum for that week based on the readings and/or lecture by Thursday at 11:59pm.
- Students must then post at least two responses to other students’ discussion questions also by Sunday at 11:59 pm.
- Both questions and responses are to be posted in D2L under Activities, then Discussions, then Discussion Forum, then the appropriate week, e.g. Week 1.
- Responses should reflect engagement with the material, not just an opinion. Further, students must follow the guidelines described in Etiquette and Communicating Online. In particular students must be: **Be polite and respectful; Be tolerant of views expressed by others; When reacting to someone else's message, address the ideas, not the person; and, Be careful when using sarcasm and humor, and do not include any obscenities.**
6. Additional Writing Assignments:

❖ Short Paper (different from Weekly Reflections) (20% of grade)

- Students are required to research and write one 5-7 page paper.
- Format: 5-7 pages, double spaced, 12pt font, 1”-1.25” margins, Times New Roman, full heading including name, course name and number, assignment name, and date, and full references in ASA format. Word or PDF files only.
- For each paper students must connect their research to the course materials.
- The paper will be one of the following:
  - Researching via interviews or archival analysis the migration history of the student's own family, another immigrant's migration history, or an historical figure, and relating this history to the course readings.
  - Researching a proposed or passed immigration policy and writing a policy position paper.
- Due: Sunday April 22nd @ 11:59pm

❖ Final Research Paper (30%: 5% Topic & Sources + 5% Outline + 20% Final Paper)

- Students are required to research and write a 12-15 page final paper based on one of the core course topics of their choosing.
- This paper must demonstrate critical engagement with the readings and connections drawn between the course readings, but must also engage with at least 3 outside scholarly sources and at least 2 more popular sources (such as news media articles, videos, art, or organizational materials).
- This assignment includes three deadlines to help keep students on track:
  - A paragraph discussing the topic and a list of sources, including those from the syllabus and the 5 outside sources, with full citations and 1-2 sentence explanations of each source. Due: Week 4 Sunday, April 29th by 11:59pm via D2L.
  - A detailed outline of the final research paper (a sample outline will be posted on D2L). Due: Week 7 Sunday, May 20th by 11:59pm via D2L.
  - Final paper. Due: Week 11 Finals Week Thursday, June 14th by 11:59pm via D2L.
- Students are highly encouraged to meet with the Professor or TA in the first half of the term to discuss their proposed topics and sources.
- Format: 12-15 pages, double spaced, 12pt font, 1”-1.25” margins, Times New Roman, full heading including name, course name and number, assignment name, and date, and full references in ASA format. Word or PDF files only.
- Please refer to the fuller description of the assignment, including the deadline on D2L.
- Due: due Thursday, June 14th 11:59 pm
Weekly Checklist:
- Read and/or watch lecture and take notes.
- Read posted required readings and videos. Take reading notes.
- Submit Weekly Facts document (with sources!) by 11:59pm Sunday.
- Submit Weekly Reflections on reading by 11:59pm Sunday.
- Post a discussion question to the discussion forum by 11:59pm Thursday.
- Post at least two responses to other students’ discussion questions on the discussion forum by 11:59pm Sunday.
- Ongoing: Work on short papers: data collection (interviews and/or archival analysis, policy research), writing.

Course Outline & Required Readings & Videos Schedule

Please note: All required readings can be found in the required books, on D2L, or via the included webpage link.

1. Week 1 April 2-8 – Why do immigrants come?
   - Felciano, Cynthia (2005) Are immigrants positively selected or are they “the worst”? Demography 42:131-152.
   - Video: The New Immigrants: A New America. This film is available online via the PSU Library. To view it, you must be either on campus or go to Library.pdx.edu and sign-in as a student. The link is: http://psu.kanopystreaming.com.proxy.lib.pdx.edu/video/america-gilded-age-and-progressive-era-new-i

2. Week 2 April 9-15 – (Trying) to Cross Borders
   - Portes, Alejandro and Ruben G. Rumbaut (2014). Immigrant America: A Portrait, University of California Press: Chapter 3, Moving: Patterns of Immigrant Settlement and Spatial Mobility,
   - What is DACA, UC Berkeley undocu.berkeley.edu/legal-support-overview/what-is-daca/
- PolitiFact: Dreamers and Background Checks. www.politifact.com/truth-o-meter/article/2016/dec/12/context-dreamers-and-background-checks/
- Video: In the Shadows: Undocumented Immigration in America, This film is available online via the PSU Library. To view it, you must be either on campus or go to Library.pdx.edu and sign-in as a student. The link is: http://psu.kanopystreaming.com.proxy.lib.pdx.edu/video/shadows-risk-it-all

3. Week 3 April 16-22 – Family
   - Video: Life on the Line. This film is available via the PSU Library. To view it, you must be either on campus or go to Library.pdx.edu and sign-in as a student. The link is: http://psu.kanopystreaming.com.proxy.lib.pdx.edu/video/life-line

*Short Paper DUE Sunday, April 22nd @ 11:59pm*

4. Week 4 April 23-29 – Labor Market:

*Final Research Paper Topic & Sources DUE Sunday, April 29 11:59pm via D2L.*

5. Week 5, April 30-May 6 – Taxes and Social Services:
6. Week 6, May 7-13 – Social Mobility

7. Week 7, May 14-20 – Ethnic Enclaves
   - Stepick, Alex (1989) Informal Economies Cubans and Haitians in Alejandro Portes, Manuel Castells, and Lauren A. Benton, eds.

* Final Research Paper Detailed Outline DUE Sunday, May 20th 11:59pm via D2L.

8. Week 8 May 21-27 – Assimilation, Integration, Incorporation
   - Stepick, Alex. (1998) Pride against Prejudice: Haitians in the United States. Allyn and Bacon: Chapter 4, Just Comes and Cover-Ups: Haitians in High School
   - Rey, Terry and Stepick, Alex . (2011) Introduction: Haitian Religion in Miami, Crossing the Water and Keeping the Faith: Haitian Religion in Miami. NYU Press. PDF on D2L
   - Ismail, Aymann (2017) What Assimilation Problem, Donald? The White House’s beliefs about Muslim assimilation are completely bogus. I know because of how I assimilated. Slate, March 7,

10. Week 10, June 4-10 – Inter-ethnic Relations
   - Stepick, Alex, Guillermo Grenier, Max Castro and Marvin Dunn. (2003) Making It Work: Interaction, Power, and Accommodation in Inter-Ethnic Relations in This Land Is Our Land, University of California Press. PDF on D2L
   - Video: http://sites.nationalacademies.org/dbasse/dbasse_171451 Mary Waters on War on Crime and War on Immigrants
   - Video: The Caretaker + The Mayor. This film is available via the PSU Library. To view it, you must be either on campus or go to Library.pdx.edu and sign-in as a student. The link is: http://psu.kanopystreaming.com.proxy.lib.pdx.edu/video/caretaker-mayor

   *No Weekly Facts. Work on Final Paper.

11. Week 11, June 11- 17 Finals Week
*Final Paper due Thursday, June 14th 11:59 pm via D2L.

**Grades & Policies**

Please note: NO late assignments of any kind will be accepted. This is without exception. Each student’s two lowest grades for weekly reflections will be dropped to account for absences, illness, and other extenuating circumstances.

- Weekly reflections on the readings: 30%
- Weekly Facts: 5%
- Active Participation in online discussions: 15%
- Short Paper (Migration History or Migration Policy): 20%
- Final Research Paper: 30%
Meaning of grades:
A = Excellent: intense effort and remarkable achievement.
B = Good: good effort and pretty good understanding
C = Okay: barely adequate amount of effort or effort that is somewhat mis-focused or mis-targeted
D = Inadequate effort or mis-targeted effort
F = Little or no effort or complete misunderstanding of expectations

Re-grading Policy:
If you wish to dispute a grade on an assignment, you must submit a written, one page statement in writing within two weeks after the assignment was returned explaining the mistake you think has been made. We will not discuss grades with students outside of office hours or appointments. If an assignment is re-graded, the entire assignment will be re-graded, not just one component. The TA and I will discuss the assignment jointly. Your grade may be raised, stay the same, or be lowered. If you simply want to understand what you can do to improve your next paper, we will be happy to help you in office hours.

Office Hours:
If you have any questions about the class, the readings, the discussions, or anything else, we will be more than happy to meet with you either during office hours (Tuesdays 1-2pm in CH 217) for Dr. Stepick and Mondays 1-2 for Sasha Bassett) or at some other time. To schedule another time please email me (Stepick@pdx.edu) or the TA, Sasha Bassett (sbassett@pdx.edu). In your subject line of the email please write SOC 446.

Email Policy:
Email stepick@pdx.edu or sbassett@pdx.edu with the subject line: SOC 446. On weekdays either of us will generally respond within 24 hours. Please do not email questions about an assignment the night before it is due. We will not be able to respond. Please be respectful and practice professional email etiquette in your correspondence, which includes addressing the recipient and signing your full name on each email. If you have larger questions please come to office hours of either Dr. Stepick or Sasha Bassett with your course materials and questions prepared. If you have questions about the papers we highly recommend you attend office hours. If you have shorter questions about the papers that can be addressed adequately via email you must contact us at least two days before they are due.

Accommodations and Disability Services:
Students with disabilities should register with the PSU Disability Resources Center (503-725-4150 TTY or Relay 503-725-4178) to document their need for accommodations and obtain support services.

Academic Integrity:
Students are expected to engage in academic honesty in all forms of work for this course. Collaborating with other students is a great idea if you are exchanging rough drafts for constructive criticism, studying for an exam together, brainstorming ideas for a homework assignment, etc.; however, it is NOT okay to take ideas from other students or from their work and call them your
own, or to write homework assignments or take-home exams together. It is NOT okay to take ideas from the Internet or from any source without putting them in quotations or paraphrasing them and citing them thoroughly. When in doubt, cite! If you use another person’s ideas or words in your writing, you must acknowledge the original source. The university defines plagiarism as “the taking of another’s words or ideas as if they were your own.” It is a serious offense, and can lead to suspension or expulsion from the university. Do not be afraid to use other people’s words or ideas – just provide proper citation for your sources. The simplest way to avoid plagiarism is to use common sense: use quotation marks where necessary and give credit where credit is due.

PSU has adopted a formal Code of Student Conduct and Responsibility that is administered by the PSU Office of Enrollment Management and Student Affairs. The Student Conduct Code (SCC), which applies to all students, prohibits all forms of academic cheating, fraud, and dishonesty. These acts include, but are not limited to: plagiarism, buying and selling of course assignments and research papers, performing academic assignments (including tests and examinations) for other persons, unauthorized disclosure and receipt of academic information, and other practices commonly understood to academically dishonor. The code of conduct also describes standards of behavior for all student members of the campus community. Violation of the SCC may lead to disciplinary action. Students may obtain copies of the Student Conduct Code by contacting the campus judicial officer or by visiting her office in the Smith Memorial Center.

**Writing Resources:**

We highly encourage you to take advantage of the resources on campus to work on writing skills. The PSU Writing Center can be found in 188 Cramer Hall, and reached by telephone at 725-3570. Their online appointment system allows you to set, change, or cancel appointments twenty-four hours a day, seven days a week. Online they also have a Guided Tour to Writing Papers, Frequently Asked Writing Questions, and Instructional Videos.

**PSU Prohibited Discrimination and Harassment Policy:**

The PSU Office of Equity and Compliance has adopted a formal Prohibited Discrimination and Harassment Policy. Discrimination or harassment on the basis of age, disability, national origin, race, color, marital status, veteran status, religion, sex, sexual orientation, genetic information or in the use of Worker’s Compensation, Federal Family Medical Leave Act, or the Oregon Medical Leave Act is strictly prohibited by PSU policy.