Syllabus
SOC 510: Immigrants and America

Spring 2012
Professor Alex Stepick
Thursdays 10:00—12:50
CH 265

Course Overview:
This seminar is an overview of the interdisciplinary field of international migration and refugees studies focusing on the United States, but there will be some exposure to issues and ideas from other areas, Europe in particular. The course is designed to be a foundational, core course for students who are interested in this field and may consider it for their theses or dissertations. No prior knowledge about the field is expected but students who already have some knowledge and familiarity will find new material given the entire range of topics we will cover. The course material and discussions will incorporate a balance of substantive material and theoretical approaches. The theories and theoretical frameworks appropriate to different aspects of the class material will be covered. Given this emphasis on theory as well as factual information, the course will proceed at the pace we all find desirable. That is, we may decide to extend discussion on a module beyond one week.

Class Structure:
This field is so dynamic that no one really can stay up with the material, let alone learn it in a semester. My main objective is to provide you with a "lay of the land" which means that you know about the field and the important issues within it, and you know where to get good information. To help you learn the core material, most will be available prior to class via the Web (D2L). Each class day will have its material on D2L under the appropriate module/date. Most importantly, in almost every module is an on-line lesson that students must read and learn in preparation for class in addition to required readings and assignments. The on-line lessons provide an overview but do not go into great depth (they were designed for the undergraduate version of the course but provide a foundation for this course). This allows us to use more class time for discussion than lecture. The first half of class will consist of discussions of the assigned on-line lessons and companion readings—but I want these discussions to use critical thinking and not just be dedicated to clarification.

Seminar courses only work when students to come to class having read the assigned materials critically so that we can grapple with ideas and minimize time dedicated to recapping the core material. Students are expected to participate avidly and will be graded accordingly. Your class participation will be graded each class so if you miss a class your grade will reflect your absence.

On-Line Materials:
The course is divided into modules by topics. Each module corresponds to one approximately one day of class as provided in the course schedule. You are responsible for completing the module prior to coming to the class assigned for that date. This means reading and comprehending the on-line lesson and
finishing the assigned readings or doing any other assignments listed in the module. You then come to class ready for discussion about the module materials. Note, however, that whenever we as a class feel we need more time, we will extend our discussion into the following week.

Required Texts for Purchase:

(1) Hing Ong, B. Defining America through immigration policy 2004
(2) Lubheid, E. Entry Denied. 2002
(3) Kivisto, P. Beyond a Border 2010
(4) Portes and Rumbaut. Immigrant America U California Press

Additional required and recommended readings as well as other resources are provided in PDF format in the course section modules in D2L.

Written/Oral Assignments:

**Weekly Written Overview of Readings & Question for Discussion:**
Each week each student will prepare written summaries of the readings that will be distributed by e---mail or available via D2L to everyone in the class by 9:00 pm Wednesday night before Thursday’s class. Also each week, discussion leaders will be assigned to initiate the discussion. (There will be one or two per week depending upon how many students are in the class.) To enhance class discussions, each student will submit notes on the readings and prepare a minimum of one typed question of their own from the readings. These will be submitted electronically (via D2L if it is not too difficult) by 9 pm Wednesday night before Thursday’s class.

**The Notes on Each Article**
The notes should be 1--2 paragraphs on each article. They should have the complete bibliographic reference and then a summary of the main points of the article (or book chapter). You should then include any quotes or specific facts that you want to remember.

**The Weekly Question**
The question will be for the entire week’s readings (not for each article). It should be a “deep” question that addresses the fundamental issue or issues the course is addressing in this week. Follow a set format of two paragraphs.

Paragraph One will be an overview of what you understand the fundamental issue or issues the course is addressing this week in the readings. Paragraph Two will be your question related to those issues. These Weekly submissions will be graded as will your ability to get the class to discuss and answer your question (class participation grade).

**Term Projects:**
There are two required term projects, one oral and one written. Each of these projects will be described in greater detail when they are assigned and will become available on D2L under the assignments section. For a basic description see below. Note that I do deduct for any assignments handed in late (see grading policy below). Also, I expect as graduate students that you know how to write and to cite references, so you will be evaluated not merely on the assignments’ content, but also on the quality of its presentation and its adherence to scholarly standards (e.g., no plagiarism). See additional notes on writing below. I will permit you to work on projects in teams as indicated below. If you submit jointly, you will receive the same grade.
Oral Term Project: Applying Policy and Theory:
You will give a 10-15 minute oral presentation on some current immigration policy issue. This will be as if you are presenting to some policy-making body, e.g. a city council, US Congress or the like. You will take the role of an “academic expert,” which means that you will give both (presuming there are two) sides of the issue, but at the same time indicate what you think the better approach is and why.

Project 2:
You will do a graduate-level (significant) scholarly research paper (min 15 max 30 double---spaced pages excluding the bibliography and the bibliography must consist of a minimum of 15 references) on a migration-related topic that interests you. This project might provide a platform for your thesis/dissertation. For example, you might be interested in a particular immigrant group and do your paper on that group's migration background or you might be interested in examining how different immigrant groups integrate into a city's economy or you might want to investigate differences in attitudes toward gender relations between first and second generation immigrants. So, you can do a review of the theoretical literature, the background to a migration that you wish to research, or some other important piece of your thesis/dissertation. I do not want any papers to involve data collection, however. There is not time to do this in a 10 week quarter. You will present your research project to the class at the end of the semester during what would be our scheduled final exam time (but there is no final exam, only final presentations). That day and time TBA. The written and oral components will be graded separately as indicated below. BIBLIOGRAPHY HINT: Most immigration policy books are in the library under JV 6000s and for immigrant groups (as well as for ethnic and minority groups) under E 184. You can do this final project individually or you can work with 1 or 2 partners.

SPECIAL NOTES ABOUT WRITTEN WORK:
(1) I grade quality of writing as well as content. Please type and double--space all assignments (except bibliographies) and pay close attention to spelling, grammar, logic and clarity of arguments/presentations of ideas.

(2) For those whose native language is not English, please allow time to have your work edited by a native English speaker (the university has a help clinic for this if you do not have a suitable friend).

(3) Citation Formats: All your in-text citations and bibliographies must follow a standard citation format. For the purposes of this class, please follow the American Journal of Sociology or American Anthropologist style guides. If your discipline uses another style guide, you may follow it once you have cleared it with me. If you use do not currently own a bibliography manager such as Citation or EndNote, the library offers an internet version of EndNote and I suggest that you learn to use it. There is no sense for graduate students to keep citations in a word processor! Citing Internet sources: You should know that the Internet is full of as much useless as valuable information. Almost none of it has been reviewed for accuracy as is done for most academic publications since they undergo the peer review process. Consequently, you should avoid web pages unless you know that the quality of their information is high. When you do use web pages, cite them according to the journal guidelines already mentioned above. In general, keep to a minimum you use of internet sources unless scholarly.

(4) Plagiarism: Plagiarism is the presenting of the work of another as if it were your own. It is a grave academic offense and can be punished by dismissal from the. Plagiarism can be intentional or unintentional. I expect you to avoid plagiarizing (unfortunately I have caught students before) by carefully citing the sources of ALL the information you write up in Projects 1 & 2. This includes proper in---text citation and a bibliography. Include citations for websites you obtain information from.
Additionally, I expect all written submissions to be ORIGNAL and thus not copied from anyone else.

<table>
<thead>
<tr>
<th>Grading:</th>
<th>% of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Project</td>
<td>25%</td>
</tr>
<tr>
<td>Written Project</td>
<td>35%</td>
</tr>
<tr>
<td>Weekly Questions</td>
<td>25%</td>
</tr>
<tr>
<td>In-Class Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Grading of In-Class Participation:**
You will be graded for your participation in each class. I use a simple two–dimension, three–level system. Thus you are graded for quality and quantity; in each case high, medium, low. The top score is a 6 (equivalent to an A) and you will given a zero if you are absent and do not have a valid excuse (car breakdowns are not valid, communicable diseases are). I will send you feedback during the first few weeks about your participation to guide you, but the key is to focus on meaningful participation (quality).

**Tardiness Policy:**
Assignments which are handed in late will be penalized unless you advise the instructor of serious extenuating circumstances (major illness, death, etc.). This is necessary to be fair to your classmates. The penalties are as follows: 1--7 days late = lose 1/2 grade; over a week late = lose 1 full grade. If you show up late to class (15 minutes late or later, your participation grade will be cut by 3 points). Why do I discount for tardiness? Because it is professional courtesy and fairness to not only me, the instructor, but to other students.

**Outline of Course Topics**
1. Introduction to Course
2. Theories of migration
3. History
4. Immigration Law
5. Economic Integration
6. Social Integration
7. Second Generation
8. Gender
9. Religion