

**Sociology 3741: Sociology of Migration - Global & Local Perspectives (3 cr)**  
**SYLLABUS- Spring 2014**



**Time: MWF 9:40-10:30**

**Location: BEH S 112**

***Instructor: Martha Munezhi***

Department of Sociology

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**Course Overview & Objectives:**

Population migrations have the power to transform societies—at the global and local level, in origins and destinations. This course will examine the transnational journeys of migrants and refugees and provide an interdisciplinary perspective for understanding the diverse causes, consequences and contexts of contemporary international immigration.

Over the course of the semester we will investigate the diverse global processes that encourage cross-border mobility, including massive international exchanges of money and information; the experience of economic deprivation and political conflict within and across nation-states; and the creation of social and technological linkages that lower barriers to long-distance communication and movement. Students will be given the tools to form an interdisciplinary theoretical framework for comprehending the forces, rooted in global economies and geopolitics, which lead migrants and refugees to depart their homelands, cross borders, settle in new communities, and establish transnational ties. Furthermore, we will inquire how each act of migration, and aggregate migration streams, contribute to the transnationalization of social relations, alter existing livelihoods, transform production and social support relations, and recreate racial-ethnic and national identities. We will also adopt a critical framework to examine the vulnerabilities experienced by vast numbers of humans being trafficked across borders or compelled to leave their homes by violence, conflict, deprivation and disaster.

We need not depart Salt Lake City to encounter the global actors and migration processes that transform communities, organizations and institutions such as labor markets and families. Utah is a “new immigrant gateway,” experiencing a doubling of its foreign-born population in the last decade. We will ask how these immigrants and their children are integrating in local institutions and how immigration policies impact citizens' and immigrants' livelihoods. Engaging at the global and local level, we will address the following questions throughout this course to develop an understanding of migrants and the migration experience:

- From where do the world's migrants originate and what motivates their movements?

- What are prominent locations of settlement for immigrants, & why has Utah become a new immigrant gateway?
- In what ways are immigrants and refugees made vulnerable to exploitation and human rights violations? What can be done to better protect the human rights of immigrants, while at the same time ensuring rule of law and social cohesion?
- How do migrants integrate and adapt within destinations? How have acts of migration transformed notions of family, identity, & community in origin communities?
- What happens to the families, communities & nations that migrants leave behind? How does migration influence social & economic development; family & gender relations in origin communities?
- What factors shape the incorporation of immigrants and their children in US society? How do immigration policies influence incorporation processes?

### **Required Readings**

There are three required texts for this course; they are all available for purchase at the Campus Bookstore. There is also a set of required articles from scholarly journals – these will be posted on the course Canvas site. **A schedule of readings is attached to the syllabus – it is essential that you follow it closely, keep on schedule & come to class prepared for discussion.** Be sure to bring the day's text to class to refer to in discussion.

- 1) Bowe, John. 2007. Nobodies: Modern American Slave Labor and the Dark Side of the New Global Economy. New York: Random House.
- 2) Fadiman, Anne. 1997. The Spirit Catches You and You Fall Down. Farrar, Straus & Giroux.
- 3) Courtney Smith, Robert. 2006. Mexican New York: Transnational Lives of New Immigrants. Berkeley: University of California Press.

### **Evaluation & Assessment:**

Your final grade in the course will be based, proportionately, upon your performance on the following five requirements (I will circulate additional information on the paper assignments). I will not accept late assignments except in the case of dire emergencies!

- 1) Test 1 – Wednesday, February 19 (25% of final grade)
- 2) Reflection and Analysis Papers on 2 of 3 Course Texts – you choose which two of the three to complete (that is, two papers, 2-3 double-spaced pages in length). More detailed instructions will be posted on Canvas. You must, however, read all 3 books as all will be tested on the exams! (15% each, 30% of final grade):
  - *Nobodies* – paper due Friday, January 31
  - *The Spirit Catches You and You Fall Down* – paper due Monday, March 17
  - *Mexican New York* – paper due Friday, April 11
- 3) Researching Contemporary Migration Project – Written report & in-class presentation on migrant interview *or* service learning project (choose 1 option) – due on or before Friday, April 18 (20% of final grade)
- 4) Final Exam – Friday, April 25, 8:00-10:00 am (25% of final grade)

### **Expectations for Students:**

I believe that we learn a great deal from one another's reflections on course materials, lived experiences, and reflections on current events, public policies, and their coverage in the mass media. To meet this goal I expect that all students will follow a few rules to help create a participatory & respectful class environment:

- ❖ To arrive to class on time, and on a regular basis. It will be impossible to do well in this course without attending regularly (please inform me if you have university-sanctioned responsibilities, or a medical, family or other emergency that prevents your attendance).
- ❖ To complete the assigned readings and assignments for the day.
- ❖ To participate in classroom activities & discussions—as active & respectful listeners, discussants & classmates.
- ❖ To show courtesy & respect to fellow students and others participating in the course at all times.
- ❖ To prevent disruptions by turning off mobile phones, ipods, etc. & putting away extraneous reading materials. Use of laptop computers in class is not allowed without my prior consent.
- ❖ To follow the University of Utah code for student conduct (see below).

**Students' Rights and Responsibilities:** I expect that all students will strive to meet the goals described in the University of Utah's Student Code, which states *"the mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the University community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship."*

Following the Student Code, I adopt a zero-tolerance policy for academic misconduct in this course. *"Academic misconduct," according to the University of Utah Student Code, "Per University of Utah regulations (Policy # 6-400). "A student who engages in academic misconduct," as defined in Part I.B. and including, but not limited to, cheating, falsification, or plagiarism, "may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student's degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing." Please refer to the Student Code for full elaboration of student academic and behavioral misconduct policies (<http://regulations.utah.edu/academics/6-400.php>)."*

**Americans with Disabilities Act (ADA):** The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services (CDS), 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Spring 2014 - Reading Assignment and Exam Schedule for Sociology of Migration				
Week	Topic/ Theme	Readings	Films	Dates and Deadlines
Week 1 Jan 6, 8 & 10	Migration, Rights and Identities in a Globalizing World	Castles, "Migration & Community Formation Under Conditions of Globalization" (Canvas) Bowe, "Nobodies: Florida"		
Week 2 Jan 13, 15 & 17	Theories on the Initiation and Perpetuation of International Migration	Massey. Theories of International Migration: A Review and Appraisal" (Canvas) Bowe, Nobodies: Tulsa	Wetback	
Week 3 Jan 22 & 24	Border Enforcement, Immigration Policy and the Undocumented	Cornelius "Controlling Unwanted Immigration" (Canvas) Bernstein, NY Times article: City of Immigrants Fills Jail Cells with its Own Portes, "The Face to Nowhere" (Canvas)		
Week 4 Jan 27, 29 & 31	Feminization of Migration and the Rights of Migrant Women	UNFPA, "A Mighty but Silent River: Women and Migration" (Canvas) Pessar, "The role of Gender, Households & Social Networks in Migration" (Canvas) Anderson, "Just Another Job" (Canvas)		Reflection paper 1 Friday, 01/31 (15%)
Week 5 Feb 3, 5 & 7	Immigrant Domestic Workers and the Creation of Transnational Families	Hochschild,. "Love and Gold" (Canvas) Hondagneu- Sotello & Avila, "I'm Here, but I'm There" (Canvas) Parreñas, "Migrant Filipina Domestic Workers" (Canvas)	<i>Chains of Love</i>	
Week 6 Feb 10, 12 & 14	Love, Sex & Work in a Globalized World- Human Traffic, Migrant Sex Workers & Mail Order Brides	Skinner, "A Nation Within a Nation" (Canvas) Wonders and Michalowski, "Bodies, Borders & Sex Tourism" (Canvas)	<i>Bought and Sold</i>	
Week 7 Feb 19 & 21	Refugees, Asylum Seekers & Human Rights	Fadman, <i>The Spirit Catches You and You Fall Down</i> , Chapters 1-8		Test 1 Wednesday 02/19 (25%)
Week 8 Feb 24, 26 & 28	War Displacement and Other Causes of Forced Migration	Fadman, <i>The Spirit Catches You and You Fall Down</i> , Chapters 9-14		
Week 9 Mar 3, 5 & 7	Refugee Encounters with US Institutions- The Case of the Health Care System	Fadman, <i>The Spirit Catches You and You Fall Down</i> , Chapters 15-19	<i>Well- Founded Fear</i>	
Spring Break Mar 10, 12 & 14	Spring Break			
Week 10 Mar 17, 19 & 21	The Impact of Migration on origin Communities- Remittances and the Exodus of Workers	Smith, Mexican New York, Chapters 1-4		Reflection paper 2 Monday 03/17 (15%)
Week 11 Mar 24, 26 & 28	Citizenship, Incorporation and the Place of Immigrants in Society	Smith, Mexican New York, Chapters 5-6 Portes, "Migration, Development and Segmented Assimilation" (Canvas)		
Week 12 Mar 31, Apr 2 & 4	Immigrant Transnationalism and Political Participation	Smith, Mexican New York, Chapters 7-8 Pyke & Dang, "FOB & Whitewashed" (Canvas)		
Week 13 April 7, 9 & 11	Gender Crime and Criminalization of Immigrants	Smith, Mexican New York, Chapters 9-10	<i>Sentenced Home</i>	Reflection paper 3 Friday 04/11 (15%)
Week 14 April 14, 16 & 18	New Destinations of Immigration- Utah and Beyond	Durand et al, " The New Geography of Mexican Immigrants" (Canvas) Kandel, "Restructuring Meat Processing & New Immigrant Destinations" (Canvas) O'Neill & Tienda, "A Tale of Two Countries" (Canvas)		Interview or service project Friday 04/18 (/20%)
Week 15 April 21 & 23	Course Wrap- up	No additional readings- work on elective project		
Final Exam Friday, April 25 8.00-10.00 (25%)				