**Sociology 3741-001: Sociology of Migration - Global & Local Perspectives**

Spring 2013

T,H 2:00 – 3:00 P.M.

BEH S 110

Instructor: Pete Loebach, M.S.

Department of Sociology

Office: 412 BEH S

Office hours: Th 1:30-2:00 PM or by appointment email: peter.loebach@soc.utah.edu

**Course Overview & Objectives:**

Human migration has been and continues to be an essential part of the development of societies. The current era has been referred to as “the age of migration” due to new patterns of international migration flows and the sheer scale of these flows. Population migrations have the power to transform societies—at the global and local level, in origins and at 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 international migration, including: massive international exchanges of money and information; the experience of economic deprivation within and across countries; political conflict within and across countries; and the creation of social and technological linkages that lower barriers to long-distance communication and movement. We will use sociological development theory to understand how countries have come to define citizenship and who should be allowed to enter the country. Students will be given the tools to comprehend the forces that 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 alters existing livelihoods, transforms local economies and social support relations, and recreates 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.

Salt Lake City is a dynamic context for observing the global actors and migration processes that transform communities, organizations and institutions such as labor markets and families. Far from being a homogenous unchanging population, Utah is one of about a dozen of this country’s “new immigrant gateways”. In the last decade, the foreign-born population of Utah has more than doubled. We will ask how these immigrants and their children are integrating in local political and how immigration policies impact citizens' and immigrants' livelihoods.

We will address the following questions throughout this course to develop an understanding of migrants and the migration experience:

• What is the historical basis of nation-hood and citizenship?

* From where do the world’s migrants originate and what motivates their movements?
* How does migration relate to international political-economy?

• 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?

• How do migrants integrate and adapt within destinations? How have acts of migration transformed notions of family, identity, & community in their 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?

**Required Readings**

There are two 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 WebCT site. A schedule of readings is attached to the syllabus. Be sure to bring the day's text to class to refer to in discussion.

1) Fadiman, Anne. 1997. *The Spirit Catches You and You Fall Down*. Farrar, Straus & Giroux.

2) Courtney Smith, Robert. 2006. *Mexican New York: Transnational Lives of New Immigrant*s. 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 – Tue Feb 19 (25% of final grade)

2) Reflection and Analysis Papers on the course texts. These papers will be two papers, 2-3 double-spaced pages in length and will each cover 12.5% of the final grade, for a total of 25% of final grade. More detailed instructions will be posted on Canvas.

* Mexican New York – paper due Mar 7
* The Spirit Catches You and You Fall Down – paper due Apr 4

3) Researching Contemporary Migration Project – Written report & in-class presentation on migrant interview or service learning project (choose 1 option) – due on or before Apr 18 (15% of final grade)

4) Quiz – (10% of final grade)

5) Final Exam – May 1, 1-3 PM (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. 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 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, “includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information…It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.” For detailed definitions and possible academic sanctions please see: http://www.admin.utah.edu/ppmanual/8/8-10.html.

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.

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Topic** | **Readings** | **Tests, Quizzes, Papers** |
|   |   |   |   |
| Week 1 | Current Migration in Historical Perspective | Jan 10 - Hirschmann, "The Impact of Immigration on American Society: Looking Backward to the Future” |   |
| Jan 8, 10 |   |  |   |
|   |   | Jan 15 - Castles, "Migration & Community Formation Under Conditions of Globalization" |   |
| Week2 | Globalization and Theories on the Initiation & Perpetuation of International Migration | Jan 17 - Massey. "Theories of International Migration: A Review & Appraisal"  |   |
| Jan 15, 17 |   |   |   |
|   |   | Jan 22 - Cornelius, "Controlling 'Unwanted' Immigration" |   |
| Week3 | Border Enforcement, Immigration Policy & the Undocumented | Jan 24 - Bernstein, NY Times article City of Immigrants Fills Jail Cells with Its Own | Quiz #1Jan 24 |
| Jan 22, 24 |   | Jan 24 - Portes, "The Fence to Nowhere" |   |
|   |   | Jan 29 - Pessar, "The Role of Gender, Households & Social Networks in Migration" |   |
| Week4 |  Feminization of Migration & the Rights of Migrant Women | Jan 31 - UNFPA, "A Mighty but Silent River Women & Migration" |   |
| Jan 29, 31 |   | Jan 31 - Anderson, "Just Another Job?" |   |
|   |   | Feb 5 - Hochschild, "Love & Gold" |   |
| Week5 | Immigrant Domestic Workers & the Creation of Transnational Families | Feb 5 - Hondagneu-Sotelo & Avila, "I'm *Here,* but I'm There"  |   |
| Feb 5, 7 |   | Feb 7 - Parrenas, "Migrant Filipina Domestic workers"  |   |
| Week6 | Love, Sex & Work in a Globalized World- Human Trafficking, Migrant Sex Workers & Mail-Order Brides | Feb 12 - Skinner, "A Nation within a Nation" |   |
| Feb 12, 14 |  | Feb 14 - Wonders & Michalowski, "Bodies, Borders & Sex Tourism" |   |
|   |   |   |   |
|   |   |  |   |
| Week7 | Refugees, Asylum-Seekers & Human Rights | Fadiman, *The Spirit Catches You* & *You Fall Down,* Chapters 1-8 | Exam #1, Tue Feb 19 |
| Feb 19, 21 |   |  |   |
|   |   |  |   |
| Week8 | War, Displacement & Other Causes of Forced Migration | Fadiman, *The Spirit Catches You* & *You Fall Down,* Chapters 9-19 |  |
| Feb 26, 28 |   |  |   |
|   |   |   |   |
| Week 9 |   |  |   |
| Mar 5, 7 | The Impact of Migration on Origin Communities, Remittances & the Exodus of Workers | Smith, *Mexican New York,* Chapters 1-4 | Reflection paper #1 due Mar 7 |
|   |   |  |   |
| Week 10 | SPRING BREAK |  SPRING BREAK |   |
|   |   |  |   |
|  |  | Mar 19 - Portes, "Migration, Development & Segmented Assimilation" |   |
| Week 11 |  Citizenship, Incorporation & the Place of Immigrants in Society | Smith, *Mexican New York,* Chapters 5-6 |   |
| Mar 19, 21 |   |   |   |
|   |  |   |   |
| Week 12 | Immigrant Transnationalism and New Immigration Destination | Smith, *Mexican New York,* Chapter 7-8 |   |
| Mar 26, 28 |   |   |   |
|   |  |   |   |
| Week 13 |   |   |   |
| Apr 2, 4 | Gender, Crime and Criminalization of Immigrants | Smith, *Mexican New York,* Chapter 9-10 | Reflection paper #2 due April 4 |
|   |   |  |   |
|   |   |   |   |
| Week 14 |   | Apr 9 - Durand et al. "The New Geography of Mexican Immigration" |   |
| Apr 9, 11 | New Destinations of Immigration-- Utah and Beyond | Apr 11 - Kandel, "Restructuring Meat Processing & New Immigrant Destinations" |   |
|   |   | Apr 11 - O'Neil & Tienda, "A Tale of Two Counties" |   |
| Week 15 |   |   |   |
| Apr 16, 18 | Migration and Development; Course Presentations | No additional reading |   |
|   |   |   |   |
|  |   |   |   |
| Week 16 |   | No additional reading |   |
| April 23 | Course Wrap-up & Presentations |   |   |
| **Final Exam May 1, 1:00 -3:00 PM** |   |