

SYLLABUS

Sociology 3741.001: Immigrants & Communities

Time: T & TH 10:45-12:05

Location: SFEBB 180

Instructor: *Dr. Kim Korinek*

Department of Sociology

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Course Overview & Objectives:

Population migrations have the power to transform societies, at the place of origin and in destinations that receive immigrants. This class explores the transnational experiences of contemporary migrant populations, including immigrants, refugees, displaced persons and individuals involved in human trafficking. This course meets the General Education International Requirement (IR) and, by exploring the motivations, journeys and lives of immigrants through theoretical frameworks and social science research, aims to give students a broad base of knowledge about global issues and about global perspectives.

In this course students will investigate the social, political and economic forces that influence trans-border movements, including international flows 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, as well as efforts by states to manage immigration flows and stifle border crossings. Students will develop perspectives to comprehend 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, students will develop an understanding of how each act of migration, and aggregate migration streams, build transnational social relationships, alter existing livelihoods, transform production and social support relations, and recreate racial-ethnic and national identities. Students will also build a critical framework for examining the vulnerabilities experienced by immigrants, including humans being trafficked across borders or compelled to leave their homes by violence, conflict, deprivation and disaster.

The following are some of the questions we will address throughout this course to develop an understanding of migrants and the migration experience:

- From where do the world's migrants (immigrants & refugees) originate and what motivates their movements?
- How do U.S. social and economic institutions and laws work to integrate or marginalize immigrants and their children?

- In what ways are immigrants, those trafficked into coercive labor, and refugees made vulnerable to exploitation and human rights violations? What can or should be done to better protect the human rights of immigrants?
- 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 immigrants leave behind? How does immigration influence social & economic development; family & gender relations in origin communities?

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 & chapters that will be posted on the course WebCT 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 a copy of the day's assigned reading(s) to class to refer to in discussion.

- 1) Holmes, Seth. 2013. Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States. New York: Random House.
- 2) Fadiman, Anne. 1997. The Spirit Catches You and You Fall Down. Farrar, Straus & Giroux.

Evaluation & Assessment:

Your final grade in the course will be based, proportionately, upon your performance on two critical analyses of the required course texts, one researching contemporary migration project and associated paper & presentation, and one exam. I will not accept late assignments except in the case of University-sanctioned absences which conflicts with class schedules, or dire emergencies!

- 1) Reflection and Analysis Papers on course texts. Papers are to be handed in at the beginning of class on the due dates. The expected length is 3-4 double-spaced pages. Detailed instructions for the paper, including questions to address in your papers, will be provided in class and posted on WebCT.

Broken Bodies – paper due Thursday September 23rd (20% of final grade)

The Spirit Catches You and You Fall Down – paper due Tuesday December 2nd (20% of final grade)

- 2) Researching Contemporary Migration Project – Written report & in-class presentation on migrant interview *or* community engaged learning project (choose 1 option) – due on or before Thursday, November 13 (30% of final grade)
- 3) Exam: This in-class exam will consist of multiple choice, short-answer and essay questions that draw from lectures, guest lectures and assigned readings. December 11, 10:45-12:05 (30% 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 instructor approval.
- ❖ 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.