Sociology 122
Immigration Studies
California State University, Sacramento
Fall 2013

Professor: Manuel Barajas, Ph.D.
Class: TR 9:00–10:15p.m.
Office Hrs: TR 12:00–1:30 p.m. and by appointment
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Course Description
Examines the social phenomenon of labor migration, immigration, and transnationalism, and places their origins and development in the context of political-economic national inequalities; Advances an understanding of why societies experience migration, immigration, and transnationalism, and evaluates competing and complementary theoretical frameworks explaining these migratory processes, particularly as they relate to the United States. Special attention will be given to how race, gender, and class relations shape migration processes.

Some themes of this course are socially sensitive, and we need to remain open-minded and respectful towards one another’s points of view. Your cooperation is essential, if this is not possible please take this class in the future when you are ready. Some goals of this course are to connect your life experiences within the larger historical social structure, and to understand why your life might be different from/similar to that of other “immigrant” group members in the United States. A mission of this course, then, is to advance a critical perspective of migration/immigration processes that can challenge/transform the institutions and ideologies that maintain social inequalities, e.g., racism, patriarchy, and class oppression.

Course Objectives
Among the learning goals of this course are for students to be able to:

1. Demonstrate understanding about migration, immigration, and transnationalism within a global context of economic, political, and cultural inequalities.

2. Evaluate competing sociological theories/views and methodologies on labor migration and related processes.

3. Examine the impacts of immigration on race/ethnic, class, and gender relations within the U.S. and globally from various perspectives.

4. Connect immigrant biographical experiences to the larger historical social structure, and explain why our lives differ from that of other racial/gender/class group members in the United States and world.

5. Advance a critical perspective of labor migration that will lead to informed and just immigration policies and to improved inter-ethnic/racial relations.

Grade
Mid-term Exam 1/3
Participation 1/3
Final Exam 1/3
Evaluation

Participation/Class Reports [1/3] includes attendance/discussions (70%), class report (15%), and policy report (15%). Students will assess theories/arguments and interpret data reflecting on historical context, power inequalities, and interaction of self and social location. Oral and written exercises will be used to evaluate students' learning. [Course Objectives 2, 4, 5]

Participation is essential in this class, and students will be encouraged to be active in both class and group discussions. Participation will be assessed in both quantitative and qualitative terms. Quantitative terms consists of involvement in class activities and attendance, while qualitative includes showing understanding of class material, contributing important course-related insights, and cooperating in creating a positive learning environment.

Midterm [1/3] consists of an in-class exam. Understanding of key concepts, theories/methodologies, and social processes is tested with short/long essay questions and identification terms. This test measures the content and construct validity of students' comprehension of concepts and processes of labor migration and related course material. [Course Objectives 1, 2, 3]

Final Paper [1/3] involves one 6-8 page paper. The first part of the paper will integrate class readings, demonstrate analytical understanding of migration-related themes [global economy, cultural diversity, racial/gender/class experiences], and the second part (based on the immigrant policy report) advance recommendations for informed/just immigration and social policies and for improved inter-ethnic/-racial relations. This paper measures (1) students' understanding and sensitivity to migrants/immigrants experiences and (2) their ability to inform programs/policies dealing with immigrant communities. [Course Objectives 2, 3, 5]

No make-up exams without a medical excuse, and no written assignments via internet.

Required Readings

Read all assigned material. About 50-75 pages of reading per week will be done, and the weekly topics on the syllabus are subject to time change in case we move faster or slower in covering the class topics. New readings may be assigned and made accessible through SacCt.

4. Class Reader. Can purchase at Village Copy & Print, 446 Howe Ave., Sacramento, 95825. [Corner of Fair Oaks and Howe Ave. [CR]
5. Sac CT. Online readings for Sociology 118 Fall 2012. [SacCT]

Important Dates

Exams: Midterm on Thursday, October 24, and Final Paper on Tuesday, December 17th
Holidays: Labor Day (September 3); Veterans Day (November 11); and Thanksgiving (November 28-29)
Last day of class is December 12
# Immigration Studies

(* - optional)

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Introduction: Concepts and Theories</th>
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| **Week 1** | PR Portes & Rumbaut. (2006) “Nine Stories.” Chapter 1  
| | *Simon & Sikich. (2007) “Public Attitudes toward Immigrants...” |
| | MB Barajas (2009) “Theoretical Perspective of Labor Migration” Chapter 2 or |
| | Documentary: Business of Hunger |

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<tr>
<th>Topic 2</th>
<th>History of US Immigration Policy</th>
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<th>Topic 3</th>
<th>Theorizing Race/Ethnic Relations and Immigration</th>
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<td><strong>Week 4</strong></td>
<td>CR Hanson (2003) “Old Simplicity that Worked.”</td>
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<td></td>
<td>MB “A Social-Historical Context of Xaripu’s Land Displacement and Labor Migration” Chapter 3</td>
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<tr>
<th>Topic 4</th>
<th>Global Displacements</th>
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| | Martinez & Garcia (2000) “What is Neo-Liberalism?”  
| | Documentary: “The Global Assembly Line.” [50 minutes] |

Week 7  MB  Barajas (2009) “The Logic of Colonialism in Modern Labor Relations.” Chapter 4  


—— (2002) “Nationalism, the Territorial State, and the Construction of Boundary-Related Identities.” Chapter 7

Video: “Bread and Butter” (90 minutes)

Midterm Review (October 22 and Exam (October 24)
Topic 9
Racist and Ethnocentric Nativism

Week 12
(No class on Veterans Day, November 12)

    Chapter 2 in Immigrants Out!
Chavez (1997) “Immigration Reform and Nativism: The Nationalist Response to the
    Transnationalist Challenge.” Chapter 4
Kanstroom (1997) “Dangerous Undertones of the New Nativism: Peter Brimelow and the
    Decline of the West.” Chapter 16

SacCt  See Supplementary Readings Folder: ‘Racist and Ethnocentric Nativism’

Documentary: “Fear and Learning at Hoover Elementary”

Topic 10
Immigration and Social Policy

Week 13
CR  Roberts (2001) “Immigration Should be Restricted.” Chapter 8
    Recent Reform Efforts.” Chapter 5
    Globalization.”


SacCt  See Supplementary Readings Folder: ‘Immigration and Social Policy’

Topic 11
Student Policy Reports

Weeks 14-15
CLASS REPORT

An Immigrant Experience: Narratives [Stories] about Migration, Settlement, and Relations

This assignment encourages self-awareness about one's own history/biography in this society as affected by your family's immigration experience to [or within] the United States. In addition, you will develop research skills (e.g., asking parents, reading books/essays, interviewing experts) and teaching experience.

The presentation should be about 8-10 minutes and allow 3 minutes for questions. You can work by yourself or in a group of up to two students. Individual presenters need to turn in a 3-page report and group presenters a 5-page report. You have to use visual or/and auditory aids, for example, transparency film, posters/collages, home videos, music, and other creative methods to convey information about your selected group. Your presentation will be evaluated on the basis of your written/oral report’s organization, clarity, integration of class material, and discussion of themes below.

1. Focus on a migration and/or settlement experience in the United States or within the United States. Briefly describe where they came from, when they came, how they came, and why they came. Consider the following questions: (a) Were they voluntary or involuntary migrants/immigrants? (b) Were they pioneer immigrants? (c) What social linkages [family, friends, or sponsors] may have helped? (d) *What structural factors [war, economy, policies/laws...] may have contributed to their coming/moving? Research the historical period: what was happening in the U.S., the sending country, and connections between both nations that may have encouraged the migration?

2. What jobs were available to them, where they lived, what sort of reception was experienced in the receiving society/community, how has their experiences changed since their initial arrival? Share stories, e.g., crossing the border, social treatment, work experiences, etc.

3. What are the major events that define who they now are?

4. What are some of their main cultural practices and traditions? Choose a few and develop.
   For example,
   Main events: births, age rituals, marriage, and funerals...
   Unique Foods: special occasions and common dishes...
   Family: special distinguishing practices from other ethnic families...

5. How has your family changed (e.g., economically, politically, culturally) over time? What explains the changes? What are the challenges faced in our society? What are some of their accomplishments in this society?

A sign-up sheet will be passed out in the second week to schedule your presentation.
This presentation will be a collaborative project (teams of 2-3) and will consist of a short 8 minutes oral presentation on policy or legislation that deals with immigration. Policy/Act must be post 1965. This report also includes a written 1-2 page overview of the policy. Your topic must be approved by your professor before you begin. Get approval by week 7. You need to research the policy in advance, beginning with class readings and then using library sources. Although you will collect much information, your oral and written reports will be short. General guidelines:

1. Main Provisions: What are the key provisions of the policy?
2. Background: What was the context? (For example, historical, social, political, and economic circumstances) Why was the policy passed? Who supported it? Who opposed it?

Evaluation of policy report will be based on clarity, organization, comprehensiveness of your particular policy. You must use visual aides (e.g., outlines, graphs, tables). You should not read from the written report, but share knowledge in a conversational style, using your visual aides as guides. All partners will receive the same grade, and must contribute equally in all aspects of the assignment.

These policy presentations will be scheduled for the last two weeks of the semester (weeks 14 and 15).

Policy Topic Options [Choose an Act/Policy/Program post-65]
1. SB 744 [Senate Comprehensive Reform proposal]
2. Immigration Reform and Control Act 1986
3. Immigration Act of 1990
4. HR 4437 (Sennsenbrenner Bill)
5. Minute Men
6. Refugee Acts
7. Proposition 187
8. Proposition 227 [state anti-bilingual act]
9. Operation Gatekeeper
10. Illegal Immigration Reform and Immigrant Responsibility Act of 1996
11. Dream Act or AB540
12. “Wet foot, dry foot”
13. Deportations/detentions
14. Patriot Act
15. Domestic Abuse
16. Driver Licenses
17. Marrying undocumented and legalization policy
18. “Anchor Babies” and Amendment XIV [citizenship by birth]
19. H1 or H2 Guest workers
20. ICE Raids [e.g., Postville, IOWA]
21. Secure Communities
22. Border Security [Fences, officials, technology...]
23. E-Verify & Employment Eligibility Verification
24. Sheriff Joseph Arpaio and his policing in Arizona
25. Housing Ordinances
26. HB 1070 (Arizona’s bill 2010)
27. Immigration and Nationality Act Section 287(g)
28. DACA (Deferred Action for Child Arrivals)
29. Other [get faculty approval]

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1 This assignment was borrowed from Professor’s Irene Bloomead’s Sociology 190: [http://www.irle.berkeley.edu/immigration/teachers/Bloemraad_Sociology_undergrad_Fall_2005.pdf](http://www.irle.berkeley.edu/immigration/teachers/Bloemraad_Sociology_undergrad_Fall_2005.pdf).
Final Paper

Final paper assignment will be given to you three weeks before scheduled final exam day. It will be similar to the mid-term but you will take it home to do. The paper will integrate class readings from topics 6–10, demonstrate understanding of migration-related issues, and advance recommendations for informed/just immigration and social policies and for improved inter-ethnic/-racial relations. You must use our class readings (from all required sources) for references and can also include other sources from the library.

Papers should be 6 to 8 pages, double-spaced, 12-point font size, and include a title page and bibliography [choose a style and be consistent in citations (e.g., http://www.asanet.org/Quick%20Style%20Guide.pdf)].

Final exam due December 17th. Late papers will be graded down.