### KU CORE NOMINATION – SOC 342 – Sociology of Immigration - GOAL 4, LEARNING OUTCOME 1

<table>
<thead>
<tr>
<th>Name</th>
<th>Brian Donovan</th>
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<tbody>
<tr>
<td>Email</td>
<td><a href="mailto:bdonovan@ku.edu">bdonovan@ku.edu</a></td>
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<tr>
<td>Preferred Phone Number</td>
<td>(785) 760-6431</td>
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<tr>
<td>Submitting School/College</td>
<td>CLAS</td>
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<tr>
<td>Submitting Department</td>
<td>Sociology</td>
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<tr>
<td>Has the department approved the nomination of this course to the KU Core?</td>
<td>Yes</td>
</tr>
<tr>
<td>Name of person giving departmental approval</td>
<td>David Smith</td>
</tr>
<tr>
<td>Date of departmental approval</td>
<td>Wednesday, February 4, 2015</td>
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<tr>
<td>Course Title</td>
<td>Sociology of Immigration</td>
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<tr>
<td>Course Subject Code and Number</td>
<td>SOC 342</td>
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**Current Course Description**

International migration reshapes politics, economics, social relations, and racial/ethnic identities. Using the United States and other countries as case studies, students will explore the variations among immigrant groups and their experiences in social institutions such as the family, religion, education, labor market, and government. Students will consider the influence of national origin, gender, class, and culture on immigration and reception experiences, as well as issues of assimilation, transnationalism and identity. In the unit on immigration policy, students will read history, sociology, law, and ethnic studies about the historical and ideological underpinnings of
immigration policy as well as the motivations for and consequences of immigration.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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</thead>
<tbody>
<tr>
<td>Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)? *</td>
<td>Yes</td>
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<tr>
<td>Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcomes(s)? *</td>
<td>Yes</td>
</tr>
<tr>
<td>Is the course cross-listed? *</td>
<td>Yes</td>
</tr>
<tr>
<td>List any cross-listing and/or honors courses associated with the course you are nominating. Please specifically note when approval was given and who gave approval in the other department(s). *</td>
<td>none</td>
</tr>
<tr>
<td>Do all cross-listed</td>
<td>Yes</td>
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</tbody>
</table>
departments and honors program partners agree to develop and save direct evidence that students have met the learning outcomes(s)?

Is the course No also a degree requirement? *

Does the No course require any prerequisites? *

Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcome. *

International migration reshapes politics, economics, social relations, and racial/ethnic identities. Using the United States and other countries as case studies, students will explore the variations among immigrant groups and their experiences in social institutions such as the family, religion, education, labor market, and government. Students will consider the influence of national origin, gender, class, and culture on immigration and reception experiences, as well as issues of assimilation, transnationalism and identity. In the unit on immigration policy, students will read history, sociology, law, and ethnic studies about the historical and ideological underpinnings of immigration policy as well as the motivations for and consequences of immigration.

1. State what assignments, readings, class discussion, and lectures will devote a majority of course content to ensure student understanding of basic human diversity within the United States, such as biological, cultural, historical, linguistic, social, economic, sexual, and ideological diversity. (Please limit responses to 1000 characters.) *

The course readings and videos will cover diverse communities. For instance, many readings and videos describe the living conditions abroad, and the larger impetus to migrant transnationally (and even separate families) in the name of securing employment, an education, or safety. These lived experiences of so many emigrants in less-industrialized nations must be understood in order to fully appreciate the migrants’ investment in transnational migration. While this course focuses on the experience of migrants in the United States, it also describes the migrant networks beyond the United States, their experience of mobility in their sending country, their arrival in the US, and the development of migration streams. Studying migration fits squarely within the
broader conversation of unfamiliar social settings. The unfortunate realities that many in the
developing world face—namely, deterritorialization and deracination in the context of a global
economy—are all probed in this course.

2. Explain how your course or educational experience will generate discussion among students,
leading to examination of students’ own value assumptions in the context of various value
systems within the United States. (Please limit responses to 1000 characters.) *

This topic will be flushed out in the first classes. Understanding the reasons for migration takes
sophisticated contemplation of social scenarios that require far more than common sense. I will
outline the theories of migration in the opening lectures and readings before engaging other
subjects. This initial theoretical overview of migration will let students discuss their
preconceptions, and learn about ethnocentrism, thinking sociologically about social structure and
agency, and the complex processes of prioritizing jobs, socioeconomic status, obtaining an
education, fleeing conflict and environmental hazards, and connecting families. By tracing the
decision-making processes and different social structures of migrant groups, students will be able
to identify with groups outside of the United States, which should give them a familiarity with
non-US cultures. Simply put, the instructor uses theory to challenge students’ assumptions abou t
migrants and give them a broader perspective.

3. Detail how your course or educational experience will integrate other-cultural readings and
academic research on cultural competency to define and analyze issues and other-cultural key
words and concepts, and practices within the United States. (Please limit responses to 1000
characters.) *

No course on migration would be complete without seriously discussing communities and
national or ethnic identity. Migrant communities are unique sites of cultural preservation and
assimilation that researchers have studied in close detail, and students in this class will engage
recent research that describes the boundaries that migrant communities construct in order to
preserve their heritage while also adopting practices that facilitate their success in the receiving
country. Immigrants have been shown to transport cultural markers (e.g., food, language, and
holidays) from one cultural context to another. Therefore, migrants can be seen as cultural
incubators who “carry” unfamiliar cultural practices to the United States. Students in migration
classes are therefore exposed to a diverse array of lifestyles that may or may not blend into the
American mainstream. By studying the macro- and micro-sociology of migration, students will
be exposed to diverse cultures.

4. State what assignments, readings, class discussion, and lectures your course or educational
experience will use to evaluate student work that documents and measures their
grasp of diverse cultures and value systems within the United States through reflective written or
oral analysis. (Please limit responses to 1000 characters.) *

Students will complete two group presentations over books engaging the themes of separation,
assimilation, race, and migration—both in a historical and contemporary context. Students will
present and discuss how the experiences of migrants from Asia and Latin America have changed
both historically and recently. Furthermore, the midterm and final essays will require students to
select a migrant group of their choice and reflect on the group’s social structure, migration
stream(s), the theories of migration applicable to that group, and the processes of assimilation
and racialization for that group. These last categories are particularly important because they allow students to engage the cultural distinctions replicated by their migrant group in order to feel connected to their heritage while also acclimating to the United States. Students will write about the hegemonic and counterhegemonic forces that surround a distinct group of transnational migrants in a globalized world.

Attach a copy of the syllabus

* soc_342_immigration_syllabus.docx

This is the syllabus for Sociology of Immigration—SOC 342, Summer 2015

MTWRF 10:20 – 12:30 PM, 107 Fraser Hall

Brock Ternes bternes@ku.edu Office: Fraser 754

Office Hours: Thursdays after class until 2:00 PM, and by appointment

Sociology Main Office: 754 Fraser Hall, socdept@ku.edu, 785-864-4111

Course Description

How have migrants influenced the discussion and construction of race in the United States? Why did the migrants arriving at Ellis Island have a remarkably different welcome than those arriving at Angel Island? What did Chinese immigrants have to do with the formation of migration streams in Mexico?

International migration reshapes politics, economics, social relations, and racial/ethnic identities. Using the United States and other countries as case studies, students will explore the variations among immigrant groups and their experiences in social institutions such as the family, religion, education, labor market, and government. Students will consider the influence of national origin, gender, class, and culture on immigration and reception experiences, as well as issues of assimilation, transnationalism and identity. In the unit on immigration policy, students will read history, sociology, law, and ethnic studies about the historical and ideological underpinnings of immigration policy as well as the motivations for and consequences of immigration.

Learning Objectives

(1) Become familiar with the ideas and concepts related to sociology and immigration; (2) demonstrate an understanding of key theoretical paradigms used by immigration writers and different immigration
discourses; (3) understand different ways to conceptualize the relationship between people and place; (4) appreciate the value of thinking sociologically about migration; (5) grasp the complexities and problems related to immigration; and (6) demonstrate an ability to discuss immigration issues from a variety of perspectives.

Additionally, this course fulfills KU CORE: Goal 4, Outcome 2 (Respect human diversity and expand cultural understanding and global awareness) by making visible relevance, reality, and impact of immigration on policy, race relations, identities, communities, and everyday life. Upon completion of the course, students will be able to identify: (1) the influence of immigration on the history of inequalities in the United States, as well as in the sending nations; (2) the linkages between diverse, emerging migrant communities, fluid racial categories, and assimilation; and (3) the consequences of immigration policies (especially those enforced via raids and deportations) on migrant communities and families.

A Note on the Readings

I will provide most readings, and several of the books will be available online through KU libraries. You do not have to buy a textbook, but you will need to purchase or otherwise procure the following books:

Angel Island: Immigrant Gateway to America by Erika Lee and Judy Yung

Immigration Nation: Raids, Detentions and Deportations in Post-9/11 America by Tanya Golash-Boza

Mexican Americans Across Generations: Immigrant Families, Racial Realities by Jessica Vasquez

We will have a number of selected passages from roughly seven books in addition to online articles. Most readings’ PDFs and hyperlinks are available on blackboard. This is a reading-intensive class, so please keep up with the schedule and have the assigned readings completed by the date they are listed. I have also scheduled class time to show a few enlightening, informative films that elucidate the experiences of transnational migrants, and the struggles of migration (particularly of the impoverished).

Class Conduct and Expectations

You are expected to read the material on time and make it to class before it starts. If you have to arrive late or leave early, please inform me. If you have a condition that requires special consideration in regard to your functioning in this class, please let me know ASAP so that appropriate measures can be taken. Any student who is eligible for accommodations should reach the Services for Students with Disabilities (SSD), 22 Strong Hall, 785-864-2620, which coordinates accommodations and services for KU courses. If you have an accommodation need, learning need, or any other questions please reach them.
Information about their services can be found at http://disability.ku.edu, and if you have any special needs for this course please discuss them with me privately.

The Federal Education Rights and Privacy Act (FERPA) protects all student records. Under the law I cannot release your Student ID, grades, or other personal information to anyone but you.

Plagiarism is an act of fraud that may violate both university policy and federal law. Any student found responsible for plagiarism and academic dishonesty in general will be subject to academic penalty and/or university disciplinary action including possible expulsion from the university.

**Attendance, Participation, and Group Presentations**

Your attendance is crucial. Let me know of any upcoming scheduling conflicts that will impact your attendance ahead of time. Rarely will absences be excused after the missed class, and I do not allow unexcused make-ups. **If you arrive late or do not stay for the entire class without getting it approved in advance, you will not receive credit for (partially) attending that class.** I allow one unexcused absence throughout the semester. Further unexcused absences will result in a reduction of your grade: two absences carry a 20-point penalty, three carry a 40-point penalty, four will result in no attendance points, and **five or more unexcused absences result in course failure.** Perfect attendance (no unexcused absences) will be rewarded with 10 points extra credit. You must also participate! Participation includes listening, taking notes in class, asking/answering questions, raising points, and engaging in a sociological dialogue. BUT participation in this class is not only limited to the classroom setting, your participation beyond the class is also important. I recommend emailing me on a consistent basis. High levels of participation will receive full credit; consistent (but lighter) participation will receive 80/100 points; mediocre participation will receive 60/100 points. Students who do not consistently participate in class will receive 40/100, minimal participation carries a 20/100 grade, and **failure to participate will result in no participation points.** Furthermore, students responsible for Classroom Incivilities (CIs) will face further discipline. On the other hand, excellent participation will receive 10 points extra credit. Finally, you will lead two discussions with other students as a group presentation, which will be worth 50 points each. Attendance, the group presentations, and participation are worth 250 points combined. Please take these dimensions of your grade seriously. Be ready to share your interpretations and questions. I find that some of the best sessions are those in which the teacher can feed off the energy of the students, and the students feed off each other’s energy in discussion. If you have something on your mind, do not hesitate to ask or stop me from windbagging. A class with flowing discussions is much more exciting than an instructor’s monologue with no feedback.

**Essay Assignments**
You will write four short essays over the readings, videos, and the material covered in class. These responses (600-1200 words, 50 points each) require you to trace the dialogues of multiple readings and videos, and connect them to other course material. Be prepared to discuss these assignments in class with your classmates, as these short writing assignments could be used to share perspectives to spark conversation and class discussion. Every essay should be submitted in blackboard as a word document. The midterm and final will also be essays. Essay responses will be graded with the rubric posted in blackboard.

**Grading Scale**

I use the KU CLAS standard grading scale (a plus/minus system, shown below)

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Evaluation</th>
<th>Points Worth</th>
</tr>
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<tbody>
<tr>
<td>557-600</td>
<td>A</td>
<td>Attendance</td>
<td>50 points</td>
</tr>
<tr>
<td>540-556</td>
<td>A-</td>
<td>Participation</td>
<td>100 points</td>
</tr>
<tr>
<td>522-539</td>
<td>B+</td>
<td>2 Group Presentations, 50 points each</td>
<td>100 points</td>
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<tr>
<td>497-521</td>
<td>B</td>
<td>4 Essay Assignments, 50 points each</td>
<td>200 points</td>
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<tr>
<td>480-496</td>
<td>B-</td>
<td>Midterm Essay</td>
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<tr>
<td>462-479</td>
<td>C+</td>
<td>Final Essay</td>
<td>75 points</td>
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<td>437-461</td>
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<tr>
<td>420-436</td>
<td>C-</td>
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<tr>
<td>402-419</td>
<td>D+</td>
<td></td>
<td></td>
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<tr>
<td>377-401</td>
<td>D</td>
<td>Remember that extra credit will be awarded to students with</td>
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perfect attendance records and outstanding participation. Since I
offer extra credit, no grades will be rounded up.

COURSE SCHEDULE AND READING ASSIGNMENTS

Readings are available online or on blackboard

***I may amend or make changes to the syllabus during the semester***

Important Dates

No class will be held on July 3rd in observation of Independence Day.

The first group presentations will take place on the Tuesday, Wednesday, and Thursday of week two.

The second group presentations will take place on the Wednesday, Thursday, and Friday of week three.

The midterm will be held in class on Friday the 17th. Please bring a blue book and a back-up writing utensil.

The due date for the first reading response is Monday the 20th at 10:00 pm.

The due date for the video response is Friday the 24th at 10:00 pm.

The due date for the second reading response is Wednesday the 29th at 10:00 pm.

The due date for the final essay will be Friday the 31st at 12:30 pm. We will not have class that day.

Note on course calendar: Readings are in bold.

Assignments, presentations, and exams are in bold and underlined.

Week One:

- M 7/6 Welcome to the class, and important terms to get started (basic concepts)
- T 7/7 Syllabus; Massey, “Why does Immigration Occur?” [pdf]
  Theoretical Overview of Migration
- W 7/8 Urbanization and Brain Drain
- R 7/9 Sassen, “America’s Immigration ‘Problem’” [pdf]
  Excerpts from Mexican Americans Across Generations
Week Two:

- M 7/13  *Dreby, Divided by Borders*, Chapters 2-4, Pages 46-106
  Discussion lead by group 1 (Last names A – Flanigan)
  Work on reading responses

- T 7/14  *Dreby, Divided by Borders*, Chapters 5-7 (pages 107-164)
  Discussion lead by group 2 (Last names Flowers – Mc Cartney)
  Instructional Video: *The Other Side of Immigration*

- W 7/15  *Dreby, Divided by Borders*, Chapters 9-12 (pages 183-238)
  Discussion lead by group 3 (Last names McWilliams – Z)
  Instructional Video: *The Other Side of Immigration* Part II

- R 7/16  *Bean and Stevens, Chapter 2* [pdf]
  Reflect on *Divided by Borders*

  Prep for midterm


Week Three:

- M 7/20  No mandatory readings, but try to get ahead in *Angel Island* and *Immigration Nation*

  Discuss midterms, reading responses, and halfway point of the semester

  Lecture: History, policy, and immigration

  Instructional Video: *The Namesake*

  **First Two Responses due by 10:00 pm.**

- T 7/21  (No mandatory readings) LAB DAY. Work on group projects.

- W 7/22  *Angel Island Foreword, Chapters 1-2* (pages xvii-xxi, 1-70)
  Discussion lead by group 3 (Last names McWilliams – Z)

  Reflect on first reading responses

  Instructional Video: *The Namesake*

- R 7/23  *Angel Island Chapters 3-4, (pages 71-172)*
  Excerpts from *Immigration Nation*
Discussion lead by group 2 (Last names Flowers – Mc Cartney)

History, policy, and immigration

- F 7/24
  Angel Island Chapters 5-6 (pages 173-262)
  Excerpts from Immigration Nation

Discussion lead by group 1 (Last names A – Flanigan)

Nativism and Immigration Policy

Work on remaining writing responses

Teacher Evaluations

Remaining Two Responses due by 10:00 pm.

Week Four:

- M 7/27
  A Nation by Design On Terminology, Introduction, Chapters 1, 2, 4 (pages 19-59, 83-91)
  Immigration Law and Policy

- T 7/28
  A Nation by Design Chapters 6, 7, 9 (pages 101-131, 146-160)
  Summarize Zolberg,

- W 7/29
  No Readings. Closing thoughts
  Prep for final

- R 7/30
  NO CLASS. Focus on writing your final exam.
  Final due by 12:30 pm. Submit your word document to blackboard.

Note: Portions of this syllabus were influenced by those constructed by Tanya Golash-Boza, Ebenezer Obadare, and Jessica Vasquez.