



SOCIOLOGY OF MIGRATION
SOCI 4490: Spring 2017
Kennesaw State University
CRN: 10148
Friday 2:00 – 4:45 pm
SO 2025

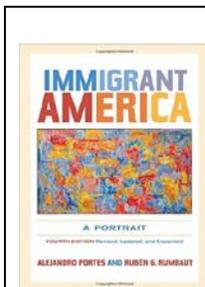
Darina Lepadatu, PhD
 Associate Professor

Social Science 4067
 Office phone: 470 578 6953
 Office hours: Friday 1-2 pm
 E-mail: dlepadat@kennesaw.edu
 For course related questions, email me in D2L

Nikki Junker, MA
 Teaching Assistant

E-mail: njunker@kennesaw.edu
 Office hours by appointment

Required Readings:



Portes, Alejandro, Rumbaut, Ruben. 2014. *Immigrant America: A Portrait*. University of California Press. 4th edition.

Course Description and Pre-requisites:

Prerequisite: SOCI 1101.

An exploration of major social forces that are shaping global migration and migration to the US and Georgia. Examines theoretical debates and contemporary policies, as well as the intersectionality of migration with gender, race and ethnicity, age, social class, work and economy, social change, crime, health, politics, education etc.

Course Overview:

Immigration had shaped the American society for centuries to the extent that almost every citizen can trace back one or more immigrant ancestors in their family history. US accept the highest number of immigrants in the world (more than 1 million immigrants per year) and currently 12% of its population is foreign-born. Over the past 10 years, Atlanta had also become a new immigrant gateway doubling its foreign-born population. In this course, we will explore timely questions related to the immigration process: What immigrant groups are moving to the US? What are the different dynamics associated with voluntary vs. non-voluntary migration (slavery, refugees, asylum seekers), or low -skilled vs. high-skilled migration? How does marginalization/ separation/ integration/ assimilation occur? How do different generations of immigrants shape their transnational identities? What happens with their families left behind or the new immigrant/ interracial families formed in the US? What do we mean by the feminization of migration? How to immigrants experience social mobility? Etc.

Aligned with the KSU vision for community engagement, this course includes a service learning component that encourages students to volunteer a minimum of 15 hours (or 2 full days) for an organization working with immigrants. This assignment helps students understand not only the inner working of an organization providing social services, but also to have direct contact with immigrants, and learn about their experiences and challenges. Ultimately, the immersion experience facilitates KSU students to connect with various multicultural communities in the metropolitan Atlanta area and ultimately, prepares them for careers in the field of immigration with organizations providing services for immigrant families, or government agencies, such as USCIS (US Citizenship and Immigration Services), ICE (Immigration and Citizenship Enforcement), US Customs and Border Protection, Homeland Security, law offices etc.

Course Objectives. At the end of this class, the student should be able to:

- 1) To understand historical and contemporary patterns of global migration
- 2) To understand theoretical debates about processes and outcomes of migration
- 3) To understand how American society is shaped by historical and contemporary forms of migration
- 4) To develop critical thinking about issues and policies associated with migration
- 5) To understand the interaction of migration with gender, race and ethnicity, age, social class, work and economy, social change, crime and delinquency, health, politics, education etc.

Course requirements:

Reading. Reading represents the major assignment for this class. I expect each of you to come to class prepared to discuss, question and clarify the day's reading

assignment. While I do not expect you to have mastered all of the readings before coming to class, I do expect you to have read the texts, and to be prepared to discuss them.

Exams (2 exams * 15 points): 30%

a. Strategy

Exams are the assignments with the highest weight towards your grade (30 points), so please make a note of the exam schedule and plan accordingly. The exam will have approximately 60 questions (multiple-choice format) with an allotted time of 75 minutes and can be taken only on the day they are scheduled. The questions asked on exams will primarily cover the major issues and concepts covered in the text and on the discussion boards, as opposed to obscure dates, individual places and names, or the most briefly discussed concepts.

b. “Make-Ups”

Please make sure you will be available to take the exam on the days scheduled. “Make-up” exams are allowed only for excused absences.

Immigrant Interview Assignment: 15%. The purpose of this assignment is two-fold: to give you experience developing an interview guide and conducting an in-depth interview, and to connect academic discussions to real life experiences. You will choose one person to interview about their experience of migrating to and settling to the US. The interviewee must be: at least 18 years old (no minors) and born in a country other than Canada or the United States. The interviewee may be a friend, a relative, a neighbor, a classmate or other acquaintance. You must follow ethics for informed consent, get a signed consent form, and permission to audio-record the interview.

Service Learning Paper: 25%.

Service: For this part of the class, you are expected to perform 15 hours of service in the community. For this project, you will be expected to:

- Select an organization with which to work (see below for suggestions).
- You must engage in true “service”
- A supervisor/contact person at the agency *must be willing* to sign off on the hours you work *and* write a letter at the end of the 15 hours.
- Before you begin the work, you must inform me of the agency you are working with and your supervisor/contact person’s contact information (i.e. phone number, e-mail, address).
- You will turn in the information regarding where you are performing your work. You must provide me with the location, contact information (phone number, email address, physical address) and the name of your supervisor where you are performing your 15 hours of service. It is imperative you research the organization thoroughly before giving me this information, because **once you**

select an organization with which to work, you CANNOT change your organization.

Service Learning Paper

You are going to write a 5 page (minimum) typed (12 point font, double spaced) paper discussing your experiences with the organization and volunteering. Your paper should be organized in the following manner and listed below is information you must have (but is not limited to) in your paper:

Section I. The Agency

- Discuss the agency (history of the agency, purpose of the agency, how the organization receives funding, etc.)
- In your opinion, how effective is the agency in reaching its goal/s?
- Recommendations as to how the agency could improve addressing the social problem?
- What is agency doing that is good?
- How does your agency compare with equivalent agencies in the nation you discussed above?

Section II. Your Experience

- Describe in detail your experience performing this volunteer work.
- What was your reaction to working with people who may differ from you in race/ethnicity, social class, sexual orientation, health, etc.?
- What did you learn that was new?
- What did you learn about yourself?
- Has your thinking about immigration has been changed since you performed this work? How?
- What will you take away from this experience that will endure long after this class is over?
- Did this experience relate to things we learned in class? If so, how? If not, how?
- What major sociological/ migration theories you may apply to understand the issues you have dealt with during your volunteer experience?
- In your opinion, what could be done on a micro-level to assist with this social problem?
- In your opinion, what could be done on a macro-level (including global solutions) to assist this social problem?

**Remember, you must cite and reference properly throughout the body of the paper, as well as on your reference page.*

Research project: 25%. Teams of 3 students will work together on a research project to be presented in class. Each presentation will last 30 minutes. The topics of your research project can be anything related to migration to Georgia, US and the world. Teams should use diverse mass media in order to present their project: videos, interviews, newspapers, tables, statistics, drawings, Power Point, projectors, books, articles etc. Attendance during the presentation of all the research projects is mandatory. The grading criteria for the team projects will be known in advance. Team members will work and prepare together

their presentations in three consecutive team meetings (15 minutes each) during class times. Team members can be expelled from their teams if they do not show up to meetings or do not pull their share of work. Please notify me asap if you encounter any difficulties communicating with your team members.

Refugee Crisis Simulation: 10%. This activity has the objective to prepare government agencies, NGOs and communities to face a refugee crisis and will take place in class. More instructions will be provided.

Final Presentations: 10%. Students will be invited to present the major findings from their Interview and Service Learning Assignments with the class. Each student will have 10 minutes available for these final presentations.

Discussion leaders: 10%. Although any student has to read and come prepared to class on a daily basis, two students will be assigned as discussion leaders each class. They should try to find different ways to engage their fellow colleagues in discussions. They should come prepared to ask them questions on the major ideas, debates, and troublesome findings of the text. Each discussion leader should prepare at least two case studies/ articles on migration related to the topic of the day and raise two questions for the class. The articles should be printed out from any leading newspapers. These cases/ news will help you understand better the concepts that we learn in class. The instructor will help to facilitate the discussions, to explain thoroughly what the students will present in class, to bring additional readings, information and examples etc.

Participation and Attendance: 10%. Attendance is mandatory!! You cannot have more than 2 unexcused absences in this class. Please keep in mind that grades are almost always positively related to class attendance. All the assignments are connected to the material covered in class and readings, so you might not want to miss a class. Low participation in this class will affect your grade (you will get a B instead of A, a C instead of B etc). Participation points can be earned as follows: 0-3 points (low participation; the student had rarely contributed to class discussions); 4-6 points (moderate participation; the student had contributed on average to half of the class discussions); 7-10 points (high participation; the student had contributed to almost all the class discussions).

Grading:

2 Exams (2 * 15 points)	30 points
Immigrant Interview	15 points
Service Learning Paper	25 points
OR Research Project	
Refugee Crisis Simulation	10 points

Discussion Leading	10 points
Participation and Attendance	10 points
Total	100 points

Final grades will be appointed as follows:

90 -100 points A

80 -89 points B

70-79 points C

60-69 points D

less than 60 points

Class Policies:

Cell-phones and laptops are allowed only for doing in class research! Since our class is debate-oriented, I expect you to respect and listen to everybody's opinions and perspectives. Our class is a space free of sexist, racist or other offensive comments.

Useful resources on Migration:

- Department of Homeland Security (DHS). www.dhs.gov.
- U.S. Citizenship and Immigration Services (USCIS, formerly called INS). www.uscis.gov.
- Customs and Border Protection (CBP). www.cbp.gov.
- Immigration and Customs Enforcement (ICE). www.ice.gov.
- The U.S. Department of State (DOS). www.travel.state.gov.
- The U.S. Department of Labor (DOL). www.dol.gov.
- International Organization for Migration (IOM). www.iom.int

Campus Policies:

Academic Honesty/Integrity Statement: <http://scai.kennesaw.edu/codes.php>. All students are responsible for knowing the information, policies and procedures outlined in the Kennesaw State University Codes of Conduct, especially the following types of academic misconduct (p. 18):

1) **Cheating.** Receiving, attempting to receive, knowingly giving or attempting to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations,

laboratory reports, essays, themes, term papers, etc.) is considered cheating, as is engaging in any behavior that a professor prohibits as academic misconduct in the syllabus or class discussion. Unless specifically authorized, using and/or having access to electronic devices during an examination, quiz, test or other assessment is automatically considered cheating, regardless of the student's reason for using/accessing the device;

2) **Plagiarism.** Including direct quotations from other sources into work required to be submitted for credit without indicating them as such by quotation marks, block quotes or other appropriate formatting.

Incorporating the work of someone (e.g. ideas, theories, data, figures, graphs, programs, electronic based information, illustrations, etc.) into a paper or project without due acknowledgement;

3) **Self-Plagiarism.** Submitting any work for credit which was not authored specifically and originally for the assignment in question without the prior permission of the professor receiving that assignment. Most commonly, this means submitting the same, or substantially the same, paper or other assignment for credit in more than one class.

Confidentiality and Privacy Statement (FERPA):

<http://enrollmentservices.kennesaw.edu/training/ferpa.php>. Please read more about your FERPA rights in the Student Handbook.

University – Student Rights Statement

<http://catalog.kennesaw.edu/content.php?catoid=27&navoid=2263>

Ethics Statement: <http://scai.kennesaw.edu/codes.php>

Sexual Harassment Statement: <http://scai.kennesaw.edu/codes.php>

Course Accessibility Statement (ADA statement):

<http://sss.kennesaw.edu/sds/institutional-policies.php>. If you are a student with special needs, please notify me as soon as possible to accommodate your needs.

Useful Campus Resources:

The Writing Center: <http://writingcenter.kennesaw.edu/>

Academic Support Services: http://www.kennesaw.edu/stu_dev/msrs/academic.html

Student Disability Services: http://www.kennesaw.edu/stu_dev/dsss/welcome.html

ESL Study and Tutorial Center:

http://uc.kennesaw.edu/academicinitiatives/docs/Guide_to_the_ESL_Center.pdf

Career Services: <http://careers.kennesaw.edu/>

Counseling and Psychological Services:

<http://www.kennesaw.edu/studentssuccessservices/cps/services.php>

Center for Health Promotion and Wellness: <http://wellstarcollege.kennesaw.edu/wellness/>

Student Health Services: <http://studenthealth.kennesawstateauxiliary.com/>

Tentative Schedule of Classes

Date	IMMIGRANT AMERICA	Discussion Leader
January 13	Welcome to SOCI 4490!! Introduction to the course US Immigration Policies	
January 20	Ch. 1: The 3 Phases of US-Bound Migration	
January 27	Ch. 2: Theoretical Overview	
February 3	Ch. 3: Patterns of Immigrant Settlement and Spatial Mobility	
February 10	Ch. 4: Making it in America: Education, Occupation and Entrepreneurship Exam 1 Review	
February 17	Ch. 5: From Immigrants to Ethnics: Identity, Citizenship and Political participation Exam 1 (last hour of class)	
February 24	Ch. 6: Language: Diversity and Resilience	
March 3	Ch. 7: Growing Up American: The New Second Generation Refugee Simulation I	Immigrant Interview Due
March 10	Ch. 8: Religion: The Enduring Presence Refugee Simulation II	
March 17	Migration & Health: <i>Fresh Fruit, Broken Bodies</i> Ch. 4: How the Poor Suffer Ch. 5: “Doctors Don’t Know Anything” Exam 2 Review	Chapters will be uploaded in D2L

March 31	Immigration & Crime: Ch. 4: Immigration and Incarceration Ch. 9: The War on the Border Ch. 10: Daily Laborers Exam 2 (last hour of class)	Chapters will be uploaded in D2L
April 4-10	Spring Break	
April 14	Immigration Documentary	
April 21	Final Presentations Deadline for Service Learning Papers or Research Projects	
April 28	Final Presentations Deadline for Service Learning Papers or Research Projects	
May 11	Final Grades posted	