

Sociology 324: Sociology of Immigration
Spring 2017
MWF 12:00-12:50 pm
Classroom: Baldy 110

Instructor: Aysegul Balta Ozgen

E-mail: aysegulb@buffalo.edu

Office: 452 Park Hall

Office Hours: Wednesdays 1:00-2:00 p.m., Fridays 11:00-11:50 a.m., or by appointment

Required Reading: There is no textbook that you need to purchase. All required and additional readings are provided through the course website on UBlerns.

Course Description: This course provides a sociological framework for exploring historical and contemporary immigration, primarily (but not exclusively) to the United States. We use theories of international migration to understand how and why people move from one country or region to another; to explore the immigrant experience in terms of social, economic, and spatial adaptation; and to consider racial and ethnic experiences of migration past, present, and future.

Course Objectives and Assessment:

By the end of the semester, students should be able to...	Methods of assessment...
Understand what sociological thinking is and apply it to a variety of problems about immigration	Quizzes and Final Exam
Identify the major concepts, theories and methods of the sociology of immigration	Quizzes and Final Exam
Understand major topics of immigration such as immigration law, policy, citizenship, integration, work/immigrant labor, attitudes towards immigrants, and refugees.	Quizzes and Final Exam
Demonstrate the ability to apply sociological thinking and observation	Writing assignment 1
Read and analyze text to synthetically summarize and critique the author's argument	Writing assignment 2

Course Evaluation

Course Grade: Your grade in this course will be determined as follows:

1. **7 Quizzes (each worth 3% of the course grade - in total 21%):** There will be several pop-quizzes at the beginning of the class throughout the semester. Each one is worth 3% of your final grade. The purpose of the quizzes is to make sure that you come to class having done the readings. Read the assigned readings to prepare for the quizzes. Quizzes will take place at the beginning of classes for about 10 minutes, therefore always come to class on time. If you miss a quiz, there is no make-up for it. However, I will give 10 quizzes and calculate the best 7 for your final grade.
2. **2 Writing Assignments (20% each):** You will write two essays for this course. Each essay is worth 20% of your final grade. I will post the detailed instructions and a grading rubric on UBlerns. The purpose of the writing assignments is to encourage you to apply sociological insights to everyday experiences. You will be able to choose media resources and academic articles you want to use. You will submit the **electronic** copy of your typed assignment to UBlerns **and** bring a **hard** copy to class on the due date **by the beginning of the class period**. 25% is deducted for each 24 hour period of late submissions.
3. **Attendance and Participation (10%):**
Attendance and participation is both necessary and expected to perform well in this course. I will take attendance at the beginning of each class, therefore you need to be on time. You can have 3 unexcused absences without penalty. After that, I will take 1 percent off from your grade for each absence. Documented and excused absences for emergencies or illness will not result in a point reduction as long as you provide written appropriate proof. If you were absent, it is your responsibility to obtain the material you missed from your peers. Please do not email me and ask me to review via email what you missed in class.
4. **Final Exam (29%):** There will be one cumulative final exam in this course. The exam will contain multiple choice, true/false, and short answer questions. If you review the quizzes that will take place throughout the semester, you will have enough preparation for the exam. We will have review sessions at the end of Week 5, Week 10 and Week 15; these will be helpful for the final exam as well.

Do not miss the exam! The exam date is fixed, and a missed exam will result in a zero. If you know you will not be able to take the exam on the fixed date, please let me know 48 hours before the exam date or sooner. If there is an emergency on the day of the exam, contact me within 24 hours after the exam. I may ask for documentation to prove your claim, so be prepared to provide it. Make-up exams will be given on a case-by-case basis. Again, make-up exams will only be given in emergency situations at my discretion.

Receiving Grades: Grades for the exams will be posted on UBlerns. Scores will not be communicated via email or telephone. I will return your graded papers in class with comments. You may find an excel workbook on UBlerns which you can use as a tool to calculate your final grade. I formatted it using a formula to calculate the grade weights described above, therefore please do not change or delete the formula.

Disputing Grades: If you wish to dispute a grade on an exam or paper, please email me to set up an appointment to discuss it. Please be prepared to explain your specific academic reasons for disputing your grade.

Calculating Final Grade: Your final grade for the course will be calculated as follows:

Grade	Percentage	Grade	Percentage
A	94 - 100 %	C	74 - 76.99
A-	90 - 93.99	C-	70 - 73.99
B+	87 - 89.99	D+	67 - 69.99
B	84 - 86.99	D	60 - 66.99
B-	80 - 83.99	F	0 - 59.99
C+	77 - 79.99		

Course Policies

Syllabus: This syllabus is a contract between you and me. Please read it carefully after our first class. The syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. With the exception of the exam date, the schedule is subject to change to accommodate the possibility that some chapters could require more time, class cancellations due to snow, etc. In case of a change I will notify you by email and upload the revised syllabus to UBLearn. If you have a question about the course first read the syllabus carefully before asking me. It is highly likely that you will find the answers to your questions in the syllabus.

Class Expectations: Students are expected to attend all class sessions, read all assigned readings prior to the class session in which they are discussed, actively participate in class discussions and activities, and complete all required assignments in accordance with established guidelines. For readings, you are expected to take notes on the main ideas, bring questions to class if you do not understand something, and think about how the reading is applicable to your own life, to current events, or to the current political/social context. Reading the syllabus and handouts and keeping track of dates for tests and assignments is your responsibility. **Check your e-mail and UBLearn regularly.**

Contacting the Instructor: You can reach me by email at aysegulb@buffalo.edu. I will check my email regularly and you can expect a response within 24 hours on weekdays. You can also come to my office hours listed at the top of this syllabus or set up an appointment to meet. Remember that email is an official form of university communication. I am much more likely to respond to your email if you offer me the same kind of respect as you would in person. You are emailing an instructor, not texting a friend. I expect you to use proper grammar, spelling, and punctuation in an e-mail.

Electronics: Use of phones, laptops, tablets or similar electronic devices is **not allowed** in class. Experience shows that electronics become a distraction rather than an aid, therefore I no longer allow them in the classroom. Doing things like checking facebook or shopping online during class is rude and distracting to other people around you and me. You must turn off your cell phones and put them out of sight during class. I will allow use of electronics only for note-taking

purposes if you have a disability documented by the Accessibility Resources. International students may use electronic dictionaries with my permission. Otherwise, each time I see you using your electronic devices I will deduct 1 percent of your participation grade.

Lecture Slides: I will put the lecture slides on Ublearns before each class but not in their entirety. Visuals, maps, graphs etc. that you cannot reproduce in your notes will be on Ublearns. However, you will not be able to understand what we discussed in class only by looking at the posted slides in case you miss classes. This is not an online course, so it is still your responsibility to attend class and to take hand-written notes during lectures. Taking pictures of the slides during lectures is not allowed.

Class Participation: I expect you to perform in this class to the best of your ability. This means participating in discussion in ways that reflect that you have done the readings, paid attention to the lectures and discussions, and listened to other students. Please ask clarifying questions if you are confused. Please raise thoughtful questions for conversation. Please stay awake and tuned in.

Reading assignments: Research shows that we learn best when we read actively - holding a pen in our hands, underlining important passages, making comments in the margins, taking notes on notepaper, sketching outlines, etc. Therefore I strongly recommend that you print out the readings on Ublearns to read closely. As you read, you should take hand-written notes. In your notes, you should try to identify the main argument that runs throughout the reading and some specific examples that support the argument. You also should try to identify and define the key concepts. For a useful study guide: www.cse.buffalo.edu/~rapaport/howtostudy.html

I also suggest you read this short article on Ublearns to figure out ways of becoming a successful student: Putnam, Adam L., Victor W. Sungkhasettee, and Henry L. Roediger, III. 2016. "Optimizing Learning in College: Tips From Cognitive Psychology." *Perspectives on Psychological Science* 11(5): 652–660.

Classroom Etiquette: You are expected to be polite and respectful to your instructor and fellow students at all times. This includes being respectful when someone asks a question or expresses an opinion, even if you disagree with that opinion. This also means arriving to class on time and being attentive during class so you do not distract others. Please do not arrive late, or pack up or leave early. If you get to class late, or must leave early, please do so very quietly. Please do not eat and drink during class time.

Trigger Statement: "In this class, we will be dealing with controversial issues that might make some students uncomfortable. We will read some texts, complete some assignments, and watch some video clips that may use explicit language and that will definitely explore controversial topics. While I understand that at times you may feel discomfort, I expect that you will keep an open mind and be willing to think critically. **This means that you should appreciate the process of scientific inquiry and understand how this process is distinct from defending or promoting personal beliefs. A climate of respect for all persons and groups is expected in course work and classroom behavior.** If you anticipate being unable having strong political,

religious, or other objections that will prohibit you from interacting with course material in an academic manner, you should see me or re-consider your enrollment.”¹

Showing Up Late for Exams: No student will be allowed to take an exam if they show up after a student has already completed the test and left the room. Please come on time!

Academic Integrity Policy: I have no tolerance for cheating and plagiarism. If you are caught cheating or plagiarizing on an exam or an assignment, this will result in a minimum of a zero on the assignment, and I will formally report you to the University. I reserve the right to use plagiarism detection software on all coursework submitted to me.

Please see the university's policy on academic integrity: "The University at Buffalo takes very seriously its commitment to principles of academic integrity. Our academic community expects the highest ethical behavior on the part of our students in the completion and submission of academic work. Students should assume that no assistance or aid is allowable on exams or homework, unless explicitly outlined by the instructor. Even when the instructor allows consultation or collaboration, the student is expected to explicitly footnote the source, extent, and nature of the contribution. Written works must be the complete and original effort of the student, with all ideas and words of others duly attributed according to the appropriate style manual. Furthermore, students should not recycle work in subsequent courses, nor should they facilitate any act of academic dishonesty by another person. If in doubt, the student should err on the side of caution and consult the instructor for additional guidance. In cases of academic integrity violations, the University will pursue appropriate sanctions subject to official policy, as outlined in the Undergraduate Catalog." <http://academicintegrity.buffalo.edu/policies/index.php>

Accessibility Resources Policy: If you require classroom or testing accommodations due to a disability, please contact Accessibility Resources, located at 60 Capen Hall. AR can be reached by phone at (716) 645-2608 or by email at stu-accessibility@buffalo.edu. Please inform me as soon as possible about your needs so that we can coordinate your accommodations. <http://www.buffalo.edu/accessibility/index.php>

Incomplete Policy: A grade of incomplete (“I”) indicates that additional course work is required to fulfill the requirements of a given course. Students may only be given an “I” grade if they have a passing average in coursework that has been completed and have well-defined parameters to complete the course requirements that could result in a grade better than the default grade. An “I” grade may not be assigned to a student who did not attend the course. Prior to the end of the semester, students must initiate the request for an “I” grade and receive the instructor’s approval. Assignment of an “I” grade is at the discretion of the instructor.

Thinking about a Major or Minor in Sociology?: To major in sociology, you must: (a) earn a “C” or better in four required courses: SOC 101 (Introduction to Sociology), SOC 293 (Social Research Methods), SOC 294 (Basic Statistics for Social Sciences), and SOC 349 (Sociological Theory); and (b) complete eight sociology electives. To minor in sociology, you must: (a) earn a “C” or better in SOC 101 (Introduction to Sociology); and (b) complete five additional sociology electives, four of which must be at the 300- or 400-level. More information about the

¹ Cited from Dr. Ashley Barr's SOC362 syllabus

undergraduate program can be obtained on our website:
<http://sociology.buffalo.edu/undergraduate/>

Course Calendar

WEEK 1 GLOBAL PICTURE/MAPS/NUMBERS

Monday, January 30

Introduction

Wednesday, February 1

Castles, Stephen, Hein de Haas, and Mark J. Miller. 2014. *The Age of Migration: International Population Movements in the Modern World*, 5th Ed., New York: The Guilford Press. (Ch1: Introduction)

Migration Policy Institute (MPI): Maps of Immigrants and Emigrants Around the World:
<http://www.migrationpolicy.org/programs/data-hub/maps-immigrants-and-emigrants-around-world>

Friday, February 3

Zong, Jie and Jeanne Batalova. 2016. *Frequently Requested Statistics on Immigrants and Immigration in the United States*. Migration Policy Institute:
<http://www.migrationpolicy.org/article/frequently-requested-statistics-immigrants-and-immigration-united-states>

WEEK 2 THEORY AND HISTORY

Monday, February 6

Massey, Douglas, S., Joaquin Arango, Graeme Hugo, Ali Kouaouci, Adela Pellegrino, and J. Edward Taylor. 1993 "Theories of International Migration: A Review and Appraisal." *Population and Development Review* 19(3): 431-466.

Quiz 1: Syllabus

Wednesday, February 8

Portes, Alejandro and Ruben Rumbaut. 2006. Chapter 2: "Introduction: Who They Are and Why They Come" in *Immigrant America: A Portrait* (Third Edition).

Friday, February 10

Alba, Richard. 2011. "Sacco and Vanzetti and the Immigrant Threat." *Contexts* 10(2): 30-35.

Quiz 2: Map

WEEK 3 IMMIGRATION LAW

Monday, February 13

Aleinikoff, T. Alexander, David A. Martin, Hiroshi Motomura, and Maryellen Fullerton. 2012. *Immigration and Citizenship: Process and Policy*. West Group: 7th ed. (Chapter 1: Immigration and Citizenship Law in Historical Context)

Wednesday, February 15

De Genova, N. P. 2002. "Migrant 'Illegality' and Deportability in Everyday Life." *Annual Review of Anthropology* 31: 419-447.

Friday, February 17

no new reading

WEEK 4**Monday, February 20**

Academic Socialization Session I: How to Read and Write?
(See the package on UBlerns)

Wednesday, February 22

- Ackerman, Edwin F. 2013. "The Rise of the 'Illegal Alien.'" *Contexts* 12(3): 72-74.
- Stillman, Sarah. 2015, April 27. "Where Are the Children?" *The New Yorker*. 40-53.

Friday, February 24 POLICY

Bloemraad, Irene and Els de Graauw. 2012. "Immigrant Integration and Policy in the United States: A Loosely Stitched Patchwork." Pp. 205-231 in *International Perspectives: Integration and Inclusion*, edited by James Frideres and John Biles. Montreal: McGill-Queen's University Press.

WEEK 5**Monday, February 27**

Interview with Douglas Massey: "Measuring the Effects of US Policy on Latin American Migration Patterns": <http://www.aapss.org/news/interview-with-douglas-massey-measuring-the-effects-of-us-policy-on-latin-american-migration-patterns/>

Toobin, Jeffrey. 2015, July 27. "American Limbo." *The New Yorker*. 30-35.

Wednesday, March 1

Review and Recap - no new reading

Friday, March 3 CITIZENSHIP

Castles, S. 1997. "Multicultural citizenship: a response to the dilemma of globalisation and national identity?" *Journal of Intercultural Studies* 18: 15-22.

***** Writing Assignment 1 is due**

WEEK 6**Monday, March 6**

no new reading

Wednesday, March 8 INTEGRATION

Alba, Richard D. and Victor Nee. 2003. *Remaking The American Mainstream: Assimilation And Contemporary Immigration*. Cambridge, MA : Harvard University Press. (Chapter 1: Rethinking Assimilation)

Friday, March 10

Kasinitz, Philip, John H. Mollenkopf, Mary C. Waters, and Jennifer Holdaway. 2008. *Inheriting the City: The Children of Immigrants Come of Age*. (Chapter 1: Introduction p. 1-24).

WEEK 7**Monday, March 13**

Kasinitz, Philip, John H. Mollenkopf, Mary C. Waters, and Jennifer Holdaway. 2008. *Inheriting the City: The Children of Immigrants Come of Age*. (Chapter 11: Conclusion p.342-369).

Wednesday, March 15

Telles, Edward E. 2010. "Mexican Americans and Immigrant Incorporation." *Contexts* 9(1): 28-33.

Friday, March 17

Academic Socialization Session: How to Avoid Plagiarism?
(See the package on Ublearns)

WEEK 8 SPRING RECESS

March 20-24 No Class

WEEK 9 TRANSNATIONALISM**Monday, March 27**

Faist, T. 2000. "Transnationalization in International Migration: Implications for the Study of Citizenship and Culture." *Ethnic and Racial Studies* 23(2): 189-222.

Wednesday, March 29

Portes, Alejandro. 2003. "Conclusion: Theoretical Convergences and Empirical Evidence in the Study of Immigrant Transnationalism." *International Migration Review* 37(3): 874-892.

Friday, March 31

Levitt, Peggy. 2004. "Salsa and Ketchup: Transnational Migrants Straddle Two Worlds." *Contexts* 3(2): 20-26.

WEEK 10 WORK/IMMIGRANT LABOR**Monday, April 3**

Waldinger, Roger, and Michael Lichter. 2003. *How the Other Half Works: Immigration and the Social Organization of Labor*. University of California Press. (Chapter 1: Introduction)

Wednesday, April 5

Video: Permanently Temporary: The Truth About Temp Labor

<https://news.vice.com/video/permanently-temporary-the-truth-about-temp-labor-full-length>

Friday, April 7

Review and Recap - no new readings

WEEK 11

Monday, April 10

Hondagneu-Sotelo, Pierrette. 2007. *Domestica: Immigrant Workers Cleaning and Caring in the Shadows of Influence.* Berkeley: UC Press. (Chapter 1 and 2).

Wednesday, April 12

EFFECT OF IMMIGRATION ON RACIAL RELATIONS IN THE US

Alba, Richard. 2009. *Blurring the Color Line: The New Chance for a More Integrated America.* Cambridge: Harvard University Press. (Chapter 1: Paradoxes of race and ethnicity in America today)

Friday, April 14

no new readings

WEEK 12

Monday, April 17

Lee, Jennifer, Frank D. Bean and Kathy Sloane. 2003. "Beyond Black and White: Remaking Race in America." *Contexts* 2(3): 26-33.

Wednesday, April 19 **ATTITUDES AND SENTIMENTS**

Jaret, Charles. 1999. "Troubled by Newcomers: Anti-Immigrant Attitudes and Action during Two Eras of Mass Immigration to the United States." *Journal of American Ethnic History* 18: 9-39.

Friday, April 21

no new readings

WEEK 13

Monday, April 24

Hainmueller, Jens, and Michael J. Hiscox. 2010. "Attitudes toward Highly Skilled and Low-skilled Immigration: Evidence from a Survey Experiment." *American Political Science Review* 104: 61-84.

Wednesday, April 26 **REFUGEES**

United Nations High Commissioner for Refugees (UNHCR). 2015. *World at War: Global Trends Forced Displacement in 2014.* 1-56.

Friday, April 28

United Nations High Commissioner for Refugees (UNHCR). 2012. *Frequently Asked Questions about Resettlement:* <http://www.unhcr.org/cgi-bin/texis/vtx/search?page=search&docid=4ac0873d6&query=role%20of%20resettlement>

WEEK 14

Monday, May 1

Schmidle, Nicholas. 2015, October 26. "Ten Borders." *The New Yorker.* 42-53.

***** Writing Assignment 2 is due**

Wednesday, May 3 REFUGEE RESETTLEMENT IN BUFFALO

Capps, Randy and Michael Fix. 2015. *Ten Facts About U.S. Refugee Resettlement*. Migration Policy Institute.

Friday, May 5

Film: *Nickel City Smiler* (Part 1)

WEEK 15

Monday, May 8

Film: *Nickel City Smiler* (Part 2)

Wednesday, May 10

- Katz, Michael B. and Kenneth Ginsburg. 2015. "Immigrant Cities." *Contexts* 14(1): 26-31.
- Readings on Buffalo (TBD)

Friday, May 12

Review and Recap - no new readings

FINAL EXAM: 5/17/2016, Wednesday at 11:45-2:45 p.m. in Baldy 110