

SOC 182: Topics in Immigration
Dr. Tanya Golash-Boza, Sociology
Fall 2015 – UC Merced

Meeting Time and Place

Class Location: CLSSRM 265
Fridays, 12:30-3:15pm

Professor Contact Information

email: professorboza@gmail.com
Office: SSM 232
Office Hours: Fridays, 3:15-4:15pm

Teaching Assistant Information

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Course Description

There are a quarter of a million international migrants in the world. About 45 million of them live in the United States. About ten million of the immigrants in the United States are undocumented. Why do people migrate? What happens to them when they move to the United States? How does being undocumented affect immigrants' lives? What has been the US policy response to undocumented immigration? How have immigrants responded? How does immigration policy affect us all? These are some of the questions we will address in this course as we learn about immigration through the lenses of globalization, human rights, and immigration policies.

Required Books Available for Purchase

Golash-Boza, Tanya. 2012. *Immigration Nation: Raids, Detentions and Deportations in Post-9/11 America* Paradigm Publishers

Gomberg-Muñoz, Ruth. 2010. *Labor and Legality: An Ethnography of a Mexican Immigrant Network* Oxford University Press.

Required reading available for electronic download.

Many of the readings for this class are available electronically, through CatCourses, under the "Files" tab. Others are available for you to download directly online via the links that appear in the syllabus.

****Bring your assigned readings each day as we will refer to them in class.****

Course Learning Goals

1. *Understanding human rights, immigration, and globalization.* The primary goals of this class are to learn about globalization, human rights, and immigration. Specifically, this entails that you develop an understanding of the following processes and concepts:
 - a. What human rights are, and what a human rights perspective entails.
 - b. What globalization means for human rights, in terms of how human rights are being met (or not), in the United States and abroad.

- c. How the World Bank and the International Monetary Fund operate, and what their role has been in promoting globalization.
 - d. How U.S. participation in the global economy and in global politics is related to immigration to the United States.
 - e. How immigrants are treated in the United States, specifically in terms of the fulfillment of their human rights. What is the human face of migration?
 - f. How immigrants become undocumented and how illegality affects their daily lives.
 - g. How the United States government has responded to increased immigration flows, and how these policies affect all people in the United States.
2. *Critical thinking.* One of the central goals of the course is for you to further develop your analytic abilities so that you evaluate the social construction of social practices and beliefs rather than take them for granted. We will work on critical thinking through reading, class discussion, and writing exercises.
 3. *Writing.* The assignments in this class are designed to help you build your writing skills. There will be two 5-page papers in addition to weekly in-class writing assignments.

Course Learning Outcomes (CLOs)

By the end of this course, students are expected to:

1. Describe the processes and concepts related to human rights, immigration, and globalization with attention to entities and policies that impact and/or influence each one (ie. The World Bank and U.S. immigration policies).
2. Write descriptions and analyses of assigned topics that reflect the standards set in the course.

To support student success coherently across Sociology coursework, these CLOs help students to reach the expectations of the Sociology Program Learning Outcomes 1 and 4:

1. Think critically about the causes and consequences of social inequality.
4. Communicate orally and in writing about sociological concepts.

This course is relevant to UC Merced's Guiding Principles by teaching students:

Scientific Literacy: Students will work with narratives related to human rights, immigration, and globalization. Course readings, in-class discussions, and writing assignments require students to exercise critical analyses of the narratives.

Decision Making: To appreciate the diverse factors bearing on decisions and the know-how to assemble, evaluate, interpret and use information effectively for critical analysis and problem-solving. Students will participate in in-class discussions and complete writings related to decision-making.

Self and Society: To understand and value diverse perspectives in both the global and community contexts of modern society in order to work knowledgeably and effectively in an ethnically and culturally rich setting. Students will learn about diverse perspectives in the course readings, through in-class discussion, and by writing essays based on these topics.

Attendance

I will not ask for nor accept any excuses for missing class. If you miss a class for an emergency, you will have the opportunity to make up your absence by participating in an extra credit activity. Attendance is vital in this class, and I expect you to come to class prepared each time class meets.

Teaching Methods

This class is organized around discussion, small-group work, and in-class writing. The class is reading and writing intensive. To do well in this course, you must keep up with all of the reading, attend class weekly, and turn in high-quality writing assignments. In-class work will include writing and small group projects. I include in-class writing because it encourages students to come to class prepared and ready to participate; it helps you improve your writing skills; and we get immediate feedback on whether or not the students understand class materials. Each day, discussion will be based on readings for that day's class in addition to your experiences. Topics will be explored in small groups and then return to the large group for discussion of common themes, differences, and critical engagement.

Grade Policy

We will be using the +/- grading scale, to describe intermediate levels of performance between a maximum of A+ and a minimum of F. We will use the 100-point scale below.

A+ 97-100

A 93-96.9 B- 80-82.9 D+ 67-69.9

A- 90-92.9 C+ 77-79.9 D 63-66.9

B+ 87-89.9 C 73-76.9 D- 60-62.9

B 83-86.9 C- 70-72.9 F <60

Grade Distribution

Paper 1: 35%

Paper 2 (or Community Engagement): 35%

Weekly Questions: 30%

Description of Assignments

In-Class Weekly Questions

These are one-page, in-class essays you will be responsible for completing each time class meets or watches a film. I will either present a question to you about the readings, or ask you to reflect on the readings, films, and your life experiences.

Doing well on these in-class writing assignments is dependent on you having done the reading prior to coming to class. You will be given about twenty minutes to write

down an answer. I will either use these questions for class discussion, group discussion, or have you hand them in immediately. These will be graded on a scale from 1 to 10. You will get five points just for attending class on that day, and the other five points are earned based on the quality of your response.

Grading Rubric for Weekly Questions

10 points: You present a clear and direct response to the question, and draw from examples in the reading to make your points.

9 points: You present a response to the question, and draw from examples in the reading to make your points.

8 points: You answer the question and provide at least one example from the readings.

7 points: You answer the question and allude to the readings.

6 points: You answer the question.

5 points: You write your name on the paper.

0 points: You are absent and miss the question.

You are allowed to make these questions up if you miss class – for a maximum of two make-ups. However, you can only earn a maximum of five points for make-up questions, and these must be turned in within one week of the day the question is posed. You may ask me or one of your classmates for the question.

Papers

You will be responsible for two papers in this class, each of which will be about five double-spaced pages. I expect you to engage both the readings and the class discussion in your papers. I will hand out specific guidelines for each paper as the due date approaches. If you would like technical assistance with writing your paper, I encourage you to visit the Bright Success Center and to take advantage of their writing tutor program. A tutor can help you avoid common mistakes in your writing and turn in a more polished paper. Please refer to website here: http://learning.ucmerced.edu/Tutoring_Info_Students

Community Engagement: Optional Assignment

In this class, you will have the option of helping the professor with a research project. Each student will have the option of completing this option in lieu of Paper 2.

- 1) Find an interviewee and participate in an interview: Locate a person over the age of 18 who lives within a 2-hour drive from Merced who has a family member who has been detained or deported. Family member, in this case, refers to a child, parent, spouse or romantic partner. Set up an interview with that person. Professor Golash-Boza will conduct the interview, but you will arrange the time and place and accompany Professor Golash-Boza to the interview. You will be responsible for writing a 5-page, double-spaced summary of the interview that places the interview in the context of the course readings. The interviews can be in English, Spanish, or Portuguese – so long as you can understand the language.

Deadlines associated with this option:

- i. Notify Professor Golash-Boza that you intend to select this option: Deadline: October 16, 2015.
- ii. Notify the professor that you have found a person: October 30, 2015.
- iii. Schedule an interview: November 20, 2015.
- iv. Complete the interview: Before December 11, 2015.
- v. Hand in paper based on interview – Maximum one week after completing the interview.

Special Needs:

Any student who feels he or she may need an accommodation based on the impact of a disability should contact me privately to discuss his or her specific needs. Also contact Disability Services at (209) 228-7884 as soon as possible to become registered and thereby ensure that such accommodations are implemented in a timely fashion.

CLASS SCHEDULE: Refer to this schedule weekly for readings and links. Please do the reading prior to coming to class

August 28, 2015

Class 1: Introductions and UDHR

What is the Universal Declaration of Human Rights? What is a human right?

What are cultural, social and economic rights?

What is globalization? What is immigration?

- **Class Goal 1:** Develop an understanding of the Universal Declaration of Human Rights and of the concept of human rights.
- **Class Goal 2:** Develop an understanding of globalization and immigration, and how they are related to each other and to human rights.

In-class Reading and Discussion of the UDHR

In-class Film: Human Rights: <http://vimeo.com/26961893>

In-class Film: Globalization:

<http://www.youtube.com/watch?v=3oTLyPPrZE4&list=PLCAA1D8F69131A393>

In-class Film: Immigration:

<http://www.youtube.com/watch?v=lOZmqIwqur4&list=PLCAA1D8F69131A393&index=6>

Additional videos on human rights:

<https://www.youtube.com/watch?v=3L4r47WiqMw&index=7&list=PLCAA1D8F69131A393>

<https://www.youtube.com/watch?v=k0lsAYnBNaM&index=8&list=PLCAA1D8F69131A393>

Weekly Question 1: Select one of Articles of the Universal Declaration of Human Rights. Explain if it is a civil, political, cultural, or economic right. Provide an example (real or imagined) of how that the violation of that right could be related to immigration or globalization. Explain how and why the rights violation would be a violation of one's fundamental human dignity.

September 4, 2015

Class 2: What are the IMF and the World Bank?

What do the IMF and the World Bank do?

- **Class Goal 1:** Develop an understanding of the primary purposes and programs of the World Bank and the IMF.
- **Class Goal 2:** Develop an understanding of the impact of World Bank and IMF policies.

Readings:

1) "How the International Monetary Fund and the World Bank Undermine Democracy and Erode Human Rights" Online:

<http://www.globalexchange.org/sites/default/files/wbimfReport.pdf>

2) Selections from *Globalization: A Very Brief Introduction* Available online. Read Chapters 1 and 3.

In-Class Film: Life and Debt <http://www.hulu.com/watch/479811>

Weekly Question 2: What are structural adjustment policies? Describe a *structural adjustment policy* implemented in Africa, Mexico, Haiti, Jamaica, or Colombia. Explain how *this policy* is related to *globalization*.

September 11, 2015

Class 3: What are neoliberalism and globalization?

What is neoliberalism and how is it related to globalization?

What is structural adjustment?

- **Class Goal One:** Develop your understanding of globalization and neoliberalism.
- **Class Goal Two:** Develop an understanding of the roles of the IMF and the WB in promoting globalization and neoliberalism
- **Class Goal Three:** Develop an understanding of how neoliberal policies affect human rights.

Reading:

1) Shah, Anup. "Structural Adjustment—a Major Cause of Poverty." Global Issues, Updated: 20 Feb. 2010. Online:

<http://www.globalissues.org/article/3/structural-adjustment-a-major-cause-of-poverty>

2) Selections from *Neoliberalism: A Very Brief Introduction* Available online. Read Chapter 1

Weekly Question 3: Give an example of a structural adjustment policy implemented in a developing country. Explain how this policy is related to the integration of the country into the global economy and to neoliberal ideology. Define neoliberalism. Explain the extent to which this policy affects human rights. Specify which human rights are fulfilled or infringed upon.

September 18, 2015

Class 4: What are human rights and who deserves them?

What is a human rights perspective?

How does a human rights perspective differ from a cost/benefit analysis?

What is the economic cost of immigration?

- Class Goal 1: Develop an understanding of the economic impact of undocumented immigration.
- Class Goal 2: Develop an understanding of how a human rights perspective differs from a cost/benefit analysis.

Reading:

1) "Introduction" to *Immigration Nation*

2) "The Economics and Policy of Illegal Immigration in the United States," by Gordon H. Hanson Online: <http://www.migrationpolicy.org/pubs/Hanson-Dec09.pdf>

3) "The High Cost of Cheap Labor: Illegal Immigration and the Federal Budget," by Steven A. Camarota. Online at: <http://www.cis.org/articles/2004/fiscal.pdf>

Weekly Question 4: Critique one aspect of the contention that undocumented migrants cost the US economy \$10 billion in 2002, first from a cost/benefit economic perspective, and then from a human rights perspective. Cite your sources. Use human rights language

September 25, 2015

Class 5: Why Do Immigrants Come to the United States?

Why do people emigrate?

What countries send the United States immigrants?

How does globalization affect migration flows?

Goal 1: Develop an understanding of which countries send the most migrants to the United States.

Goal 2: Develop an understanding of why most immigrants to the US come from about a dozen countries.

Goal 3: Develop an understanding of how globalization affects migration flows.

Goal 4: Develop an understanding of the links between economic restructuring, neoliberal reforms, and migration.

Reading:

- 1) Chapter 1 of *Immigration Nation*
- 2) Gomberg-Muñoz. "Not just Mexico's Problem" Online:
<http://dl.dropbox.com/u/12779175/gomberg.munoz.2009.pdf>
- 3) *Labor and Legality* – pp. 1-40

In-class Film: Harvest of Empire

http://www.harvestofempiremovie.com/the_film/synopsis/

- **Weekly Question 5:** Pick one country that sends large numbers of immigrants to the United States. Describe the immigrant population in the United States from that country: *How many migrants are in the U.S.? Describe their migration history.* Explain the connections between the United States and the home country of the migrants. Explain how the flow of migration from that country is related to globalization. Cite your sources.

October 2, 2015

Class 6: Living and working as undocumented migrants.

What are the working lives of undocumented migrants like?

How has U.S. immigration policy responded to migration flows?

Reading:

Labor and Legality – Pages 41-140

In class film: *The Other Side of Immigration*

Weekly Question 6: TBA

October 2: Give out guidelines for Paper 1: Human Rights, Globalization, and Immigration

October 9, 2015

Class 7: What is the US Current policy response to immigration?

What are immigration raids?

What is immigration detention?

Reading:

1) Chapter 2, *Immigration Nation*

In-class Film: abUSed: The Postville Raid: <http://www.abusedthepostvilleraid.com>

Weekly Question 7: TBA

October 16: Paper 1: Human Rights, Globalization, and Immigration DUE by 10pm. Upload to CATCOURSES

October 16, 2015

Class 8: *Abandoned*

Who gets deported and why?

What protections are given to immigrants facing deportation?

How has U.S. immigration policy changed since 1996?

Reading:

1) Chapter 3, *Immigration Nation*

In-class film: *Abandoned*: <http://www.bullfrogfilms.com/catalog/aban.html>

Available online here: <https://vimeo.com/38577859>

Weekly Question 8: Draw from the film, *Abandoned*, as well as the readings to explain how the 1996 laws affected people facing deportations. First outline the legal changes enacted in 1996, then explain how they affected at least one person either in the film or the readings.

October 23

Class 9: *Sentenced Home*

No class meeting. Watch this Film: *Sentenced Home*

(<http://www.pbs.org/independentlens/sentencedhome/film.html>)

You can watch it on Amazon.com:

http://www.amazon.com/Sentenced-Home/dp/B003MPF16I/ref=sr_1_1?ie=UTF8&qid=1358893467&sr=8-1&keywords=sentenced+home

Weekly Question 9: Use a story of a deportee or person facing deportation from *Sentenced Home* to shed light on the human rights violations created through deportations. Explain which human right was violated. Reference the human rights document directly. What are the implications of this human right violation? How should legislators respond? Why?

Submit your answer to weekly question, based on film by 9pm on October 23 to CATCOURSES

October 30, 2015

Class 10: Why do we continue to have undocumented immigration?

How do immigration laws affect families?

What is the Immigration Industrial Complex?

Who benefits from undocumented migration?

Is a human rights perspective viable?

Reading:

1) Chapters 4, 5, and 6 *Immigration Nation*

Weekly Question 10: TBA

November 6, 2015

Class 11: How is deportation related to global capitalism?

Reading:

Deported Intro, Chapter 1 (available on CatCourses)

Weekly Question 11: *TBA.*

November 13 and November 20

Class 12 and 13: Film: *Which Way Home?*

No class on these two days. Instead, use this time to watch “Which Way Home?”

<http://www.bullfrogfilms.com/catalog/wwhe.html>

The film is available online at: <http://www.hulu.com/watch/295708>

Weekly Question 12: *TBA.*

Submit your answer to CATCOURSES by November 20 at 9pm.

November 20 Post Paper 2 to CatCourses.

December 4

Class 14:

Reading:

Deported Chapters 2, 3, 4 (available on CatCourses)

Weekly Question 13: *TBA*

December 11

Class 15:

Reading:

Deported Chapters 5, 6, 7 (available on CatCourses)

Weekly Question 14: *TBA*

Paper 2 DUE: December 16 at 10pm. Submit via CatCourses