

SYLLABUS

MAS 175--HUMAN MIGRATIONS: GLOBAL REACH

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MAS 175

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T/Th 12:00-1:15 pm

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And by appointment

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DESCRIPTION: This course is designed to give you an overview of the study immigration within the context of global movements both historical and contemporary. We will explore views from interdisciplinary perspectives with a distinct sociological bent addressing social, cultural, political, and economic forces that shape/influence immigration. This course takes a Chicana and Chicano Studies approach to this study. The purpose of this course is to introduce you to a variety of theoretical orientations, past and present, with an emphasis on the strengths and weaknesses of each approach paying particular attention to dominant views of immigration and the impact of these on the livelihood of ordinary people engaged in this process. We will examine a variety of topics in immigration (e.g., types of immigration-single, family, community; types of immigrants-workers, family members, women, men, children; statuses-permanent residents, visa holders, unofficial (aka undocumented), etc.). My hope is that you will develop a critical and dynamic view (i.e., analytical) toward immigration discourse, theory, policy, and social interaction in general. Consider immigration as something in which people engage for diverse structural and intimate reasons. We will use Mexican immigration as a core example; however, we will explore other regions of the world as both sending and host spaces.

TEXTBOOKS:

DeGenova, Nicholas and Natalie Peutz. 2010. **The Deportation Regime: Sovereignty, Space, and the Freedom of Movement.** Durham, NC: Duke University. ISBN: 9780822345763.

Nevins, Joseph. 2005. **Operation Gatekeeper.** New York, NY: Taylor & Francis Group. ISBN: 0-415-93105-3.

Zloniski, Christian. 2006. **Janitors, Street Vendors, and Activists: The Lives of Mexican Immigrants in Silicon Valley.** Berkeley, CA: University of California Press. ISBN: 0520246438.

These are available at Spartan Bookstore and other locations. You are expected to keep up with all the assigned readings as the course progresses. *This is a major reading course*, because of the urgency of the topic!

There will also be readings placed on Reserve at King Library and available as digital files which I will make available on-line at my website while being respectful of copyright.

University Policies

ACADEMIC HONESTY STATEMENT: All students have the responsibility to know and abide by the standards of intellectual honesty expected in an academic community. Please refer to your college handbook for the exact policy statement. Note that faculty members are required to report all infractions to the office of Judicial Affairs. The policy can be found at: <http://sa.sjsu.edu/judicial/inde.html>.

COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT: If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me the first week of classes, or see me during my office hours. Presidential directive 97-03 requires that students with disabilities **register** with the Disability Resource Center (DRC) to establish a record of their disability.” The DRC is found at: Administration Building Room 110. Telephone: (408) 924-6000 (Main Office), (408) 924-6542 (Deaf and HoH), and (408) 808-2123 (ATC).

Course Requirements: Assignments and Grading

Attendance: Your attendance at all class sessions is expected. If for some unforeseen reason you miss a class, it is your responsibility to get class notes from a friend. I will not provide you my notes—please do not ask. However, I invite you to come to my office hours to discuss the topics of class (whether you are present or not).

Preparation and Participation: 10% of Course Grade

You are expected to complete assigned reading as requested, and actively participate in class discussion. You are also required to communicate by email where you have the opportunity to pose questions about lectures, readings, general issues pertinent to our class. I will lecture, but only to encourage class discussion. I hope you will bring questions about reading assignments or topics presented in class, please feel free to ask questions or make comments at any time. Points will be earned for a combination of discussion in class, group postings, and possibly pop-quizzes. **100 Points.**

Tests: 30% of Course Grade

There will be three short tests of which you may drop the lowest grade-however you must take them all. Each exam will consist of questions in both objective and subjective formats covering the material for both readings and lectures assigned during that portion of the course. Each exam will be given equal weight and will count for one half of your final course grade. **150 Points. Test 1: March 8, Test 2: March 22, Test 3: April 19.**

FINAL: 20% of Course Grade. Wednesday, May 23-9:45-12:00

There will be a final that draws on all course materials focusing on actions and/or solutions to issues in immigration. The final will be a take-home which you will be asked to bring to class on the regularly scheduled final time so that you may share your thoughts and proposals. **200 Points.**

Research Project: 40% of Course Grade.

Drawing on class readings and discussions conduct a bibliographic search that allows you to examine one aspect of immigration for which you wish to propose a solution or action within the scope of the class- Mexican immigration, global immigration, labor, familial migration, immigrant students, health care access, legal status, higher education, or some other closely related subject. For the paper you must identify additional a minimum of 10 sources and integrate course readings. Your paper must include the following parts: 1) a description of the problem/issue you are exploring, 2) a scholarly discussion of the topic, 3) a clearly delineated action plan focusing on the conclusions you have drawn from your readings and reflections. 4) Bibliography. To help you with the project we will have a library search instruction given by our liaison, Kathy Blackmer. To begin the research please prepare a one-page statement of the problem or issue with at least three citations from either the class readings or other references as indicated below. Once you have done some reading and thought about your paper and action, please submit a draft outline and four pages of your paper.

Deadlines: One-page Statement of Problem/Issue with Citations—February 21. (50 points)

Draft: April 3. (50 points)

Final revised paper is due the last day of class-May 15. 300 Points.

GRADING: I will not round up for your grade, so please insure you earn all points possible.

A+ = 1000 - 970	B+ = 899 - 870	C+ = 799 - 770	D+ = 699 - 670	F = 599 - 0
A = 969 - 950	B = 869 - 850	C = 769 - 750	D = 669 - 650	
A- = 949 - 900	B- = 849 - 800	C- = 749 - 700	D- = 649 - 600	

TENTATIVE COURSE OUTLINE

Week One: January 26 --Introductions

Objectives and goals and topical overview. Discuss readings. Go over syllabus. Fill out student information form. Identify class buddies who can share notes, work with you on projects, and generally be your community contact during the course. I will introduce myself and speak about my training on this day. I invite you to introduce yourselves and to tell us why you are in this class. Burning questions. Active discussion of issues you bring/want to address/ learn in this class. Before you leave class today make sure you sign in and provide me with an email address which we will use to build our email group.

Begin discussion about global migrations, U.S. as immigrant magnet, and some current issues (especially immigration reform and research).

Readings: For Next Week

Please begin reading the electronic documents listed for next week. As a general rule readings are indicated for the following week. You will receive electronic messages with citations and information on how to access course readings on a weekly basis. Please be certain to check your email regularly. All messages will include the subject heading: MAS 175 plus information on the particular message.

Nevins: Introduction & Chapters 1 and 2, pages 12-49.

Week Two: January 31 & February 2--Historical overview of global immigration.

Why do people move? How do they choose destinations? Terms Immigration, Global, Transnational, Diaspora, Exile, Migrant, Refugee.

Readings: Chapters and articles available as pdf files.

Stephen Castles and Godula Kossack, Immigrant Workers and Class Structure in Western Europe
Portes & Rumbaut, Immigrant America

Bustamante, Jorge,

Week Three: February 7 & 9--Demographic Issues

General introduction of the immigration in the United States focusing on Mexican contributions to immigration. (Socio-economic factors, community accomplishments, and scholarly efforts).

Readings:

Using the library catalogue please get a copy of the U.S. Bureau of the Census report on Global Migration and US Immigration. You may also wish to explore the Roper center, Rand California and PEW Hispanic to identify issues for our class. Some useful resources:

<http://factfinder.census.gov/>

<http://ca.rand.org.libaccess.sjlibrary.org/cgi-bin/homepage.cgi>

www.pewhispanic.org

www.E4FC.org

www.IJLRC.org

Week Four: February 14 & 16--Assumptions about Immigration and Immigrants.

Who is an immigrant, why do people immigrate?
Sending, Host, Receiving Regions-how do these get defined?

Readings:

Nevins: Chapters 3-4, pages 50-101

Video: *Uneasy Neighbors*

Week Five: February 21 & 23—U.S./Mexico Relations and the Making of Immigrant Paths.

What role do host nations have in creating “pull” factors? How does territorial proximity or historical annexation affect immigration?

Readings:

Nevins, Chapters 5-7, pages 102-156.

Video: *Mountain's mist & México*

Topic & References Due: Tuesday, February 21.

Week Six: February 28 & March 1--Cultural Hegemonies—Exporting Dreams & Social Control.

Contradictions in host communities-come, but don't stay. Come but don't have rights. Assimilate or ?

Readings:

DeGenova and Peutz, Pages 1-100.

Week Seven: March 6 & 8 –Structural Considerations: Politics, Economics, and Social Development.

Readings:

DeGenova and Peutz, Pages 101-165

Test 1: Thursday, March 8.

Week Eight March 13 & 15—*Research Week*

We will not hold class this week. Instead you may use this week to work on your research projects, finalizing your bibliography, etc.

I will be attending the annual meetings of the National Association for Chicana and Chicano Studies so there will be no office hours either. However, you may contact me by email during this week.

Week Nine: March 20 & 22-- Structural Considerations: Politics, Economics, and Social Development (continued).

Readings:

DeGenova and Peutz, Pages 166-244

Test 2: Thursday, March 22.

Week Ten --SPRING BREAK ---March 26-31

Week Eleven: April 3 & 5-- Immigration Policies: Local and Global Implications.

Readings:

DeGenova and Peutz, Pages 245-294.

Zloniski, Introduction & Chapter 1.

Paper Draft Due: Tuesday, April 3

Week Twelve: April 10 & 12--Immigrants are People—addressing human migrations.

Readings:

DeGenova and Peutz, Pages 295-350

Zloniski, Chapter 2

Video: *Fear and Learning at Hoover Elementary*

Week Thirteen: April 17 & 19—Segmenting Groups in Immigration

Not all immigrants are created equal. Status matters.

Readings:

DeGenova and Peutz, Pages 351-412

Zloniski, Chapter 3.

Test 3: Thursday, April 19

Week Fourteen: April 24 & 26-- US Economics and Immigrant Socialization

Readings:

DeGenova and Peutz, Pages 441-442

Davila, Arlene-article.

Week Fifteen: May 1 & 3--Global Relations and National Boundaries

Readings: No new readings—but prepare some issues to address based on your assigned readings.

Week Sixteen: May 8 & 10—Immigrant Dilemmas and Triumphs

Readings:

Zloniski, Chapters 4 through Epilogue.

Week Seventeen: May 15--Marginality and affirmation –beyond the national divide.

Conclusions/Beginnings: Reflections

- Course Evaluation
- Last day of class--Course Wrap-up
- **Final Paper Due In Class.**
- Study Questions for final exam distributed.

Final Exam: Wednesday May 23 9:45-12:00 noon.

My promise to you: I will make every effort to help you complete the assignments required for this class. I invite you to come to my office hours, send me e-mail inquiries, or speak to me at individualized appointment times. I expect you to do your part as well. Read, do the assignments, ask questions, and whenever possible prepare a draft of any assignment (early enough to get feedback). Come to class for every session.

To assist us with communication I will set up a group mail for our class members. I invite you to join the group posting questions, opportunities, and furthering discussion. We will have access to class files, a class calendar, and a discussion space only for our group. I will attempt to set up a virtual communication page for us...just be patient I was great with Yahoo and Google Groups-but they now have many limitations.

Note: This semester I will be organizing two Saturday Symposia which may be of interest to you. April 21 and 28—I have not finalized which date will be used for which Symposia, but here is the plan. We will have an AB540 Resources & Allies focusing on new policy directions. I serve as the faculty adviser for SAHE-Student Advocates for Higher Education and have been working on making SJSU accountable to AB540 Students (aka “Dream” and “Dream Eligible Students”) since 2002. The second Symposium is the Third Annual for Mexican American Studies-we will have two speakers addressing pressing issues pertaining to the state of Ethnic Studies (focusing on Chicana & Chicano Studies). Tentative Speakers are: Rhonda Rios-Kravitz-Dean, Los Rios Community College, Rudy Acuña-CSUN, Horacio Roque Ramirez, Professor, UCSB Chicano Studies Department. Please block these dates on your calendars April 21 & April 28.