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SANTA BARBARA • SANTA CRUZ

DEPARTMENT OF SOCIOLOGY
264 HAINES HALL
BOX 951551
LOS ANGELES, CALIFORNIA 90095-1551

April 18, 2013

Scott Chandler, Chair
General Education Governance Committee
A265 Murphy Hall
Los Angeles, CA 90095

Dear Dr. Chandler:

I am submitting the materials for a new General Education course, Sociology 51, Sociology of Migration. This course introduces students to fundamental theories, themes, debates and research methods used in sociological research through the comparative study of international migration. By examining the causes and consequences of international migration across societies, relations among them and social organization that transcends national boundaries, this class exposes students to issues related to race, ethnicity, social networks, economic development, citizenship and the state.

Since international migration shows no signs of slowing down, it serves as one of the most important and pervasive topics in scholarly and policymaking communities of the 21st century. Providing students with a deeper understanding of migratory processes and of how they affect and are affected by social organization and governing helps to create a more educated and informed student-body and citizenry.

Given the current policy debates surrounding comprehensive immigration reform and the meanings of political community and as well as UCLA's location in Los Angeles, the most robust immigrant destination city in the United States, this course will be both timely and of widespread interest. This new course will augment the Department of Sociology's lower division courses and lower division general education courses and, hopefully, attract a broader range of students to the sociology major.

As this course introduces students to some principal theoretical approaches, research design and empirical methods common to social inquiry across the social sciences, students will come away with a general understanding of the subject matter (international migration) and various ways in which social scientists conduct research.

Please let us know if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Stefan Timmermans", written over a white background.

Stefan Timmermans

General Education Course Information Sheet

Please submit this sheet for each proposed course

Department & Course Number Sociology 051
 Course Title Sociology of Migration
 Indicate if Seminar and/or Writing II course Lecture Course

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis _____
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis _____
- Social Analysis _____

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

This course introduces students to major theories, concepts and research methods in sociological research through the study of international migration. We examine issues related to race, ethnicity, gender, transnational processes, social networks, economic development, political institutions and the state as they relate to international migration paying careful attention to the ways in which the causes and consequences of migratory processes are different across societies, and affect geopolitical relations among them and social organization that transcends national boundaries.

3. "List faculty member(s) who will serve as instructor (give academic rank):

Lauren Duquette-Rury, PhD, Assistant Professor of Sociology

Do you intend to use graduate student instructors (TAs) in this course? Yes No

If yes, please indicate the number of TAs 1 Winter,
2 Spring

4. Indicate when do you anticipate teaching this course over the next three years:

2011-2012	Fall	_____	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____
2012-2013	Fall	_____	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____
2013-2014	Fall	_____	Winter	<u>√</u>	Spring	<u>√</u>
	Enrollment	_____	Enrollment	<u>75</u>	Enrollment	<u>150</u>

5. GE Course Units

Is this an **existing** course that has been modified for inclusion in the new GE? Yes No

If yes, provide a brief explanation of what has changed. N/A

Present Number of Units: _____

Proposed Number of Units: 05

6. Please present concise arguments for the GE principles applicable to this course.

 General Knowledge

Students will learn how societies are organized and governed across contemporary societies by studying the causes and consequences of a pervasive social phenomenon of the 21st century: international migration. The course examines the ways in which migratory processes affect and are affected by race, gender, ethnicity, labor markets, social networks, community membership and political institutions, for e.g. Students will also become informed citizens capable of critically engaging current debates and policies surrounding transnational migration.

 Integrative Learning

The course material combines theoretical approaches and empirical evidence to provide students a more complete understanding of how social scientists study population movements as a subject of social inquiry. Also, course readings are organized such that students grapple with causes and effects of migration in both countries of origin and destination in a comparative context.

 Ethical Implications

 Cultural Diversity

Students will contemplate how immigration challenges concepts of political membership and citizenship in culturally diverse, multi-racial, multi-ethnic destination societies and the ways in which diverse immigrant groups achieve (or challenge) socio-cultural assimilation. A major theme students will tackle in the course is the normative implication(s) of foreign-born settlement for multi-cultural societies.

 Critical Thinking

Students are encouraged to complete the readings and assignments as active, critical consumers of information. Through guided discussion questions and assignments that require critical assessment and persuasive writing, students will become more capable of understanding persuasive arguments and claims, while also reflecting, analyzing and interpreting ideas and data to arrive at reasoned critiques and judgments of their own, which they will practice defending and refining through written and oral communication and feedback.

 Rhetorical Effectiveness

Students will complete a critical response memo that requires them to read, analyze, synthesize and critically assess a piece of scholarly writing in light of the assigned readings. Students active participation in discussion section and discussion of weekly guided reading questions gives them an opportunity to practice oral communication and debating skills in a respectful classroom environment.

 Problem-solving

Through weekly readings accompanied by guided research questions, written assignments, and quizzes, students are consistently asked to answer questions, consider the implications of different lines of argumentation, digest and analyze data and observations to arrive at answers to puzzles motivating social inquiry.

 Library & Information Literacy

Students gain hands-on experience doing some empirical research by conducting either a qualitative semi-structured interview with an immigrant or archival, primary source research on an immigrant profile. The latter project requires students to conduct archival-based research of primary documents by researching and referencing information available in the public domain and in library collections.

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

1. Lecture:	<u>4</u>	(hours)
2. Discussion Section:	<u>1</u>	(hours)
3. Labs:	<u>N/A</u>	(hours)
4. Experiential (service learning, internships, other):	<u>N/A</u>	(hours)
5. Field Trips:	<u>N/A</u>	(hours)

(A) TOTAL Student Contact Per Week **5** **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

1. General Review & Preparation:	<u>1</u>	(hours)
2. Reading	<u>4</u>	(hours)
3. Group Projects:	<u>N/A</u>	(hours)
4. Preparation for Quizzes & Exams:	<u>1</u>	(hours)
5. Information Literacy Exercises:	<u>1</u>	(hours)
6. Written Assignments:	<u>2</u>	(hours)
7. Research Activity:	<u>1</u>	(hours)

(B) TOTAL Out-of-class time per week **10** **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week **15** **(HOURS)**

SOC 51: Sociology of Migration

General Education (GE) Course Proposal Syllabus – Winter 2014

Professor Lauren Duquette-Rury
Department of Sociology, UCLA
Office Hours/Location: TBD
Lduquette@ucla.edu

Course Description:

About 215 million people currently live in countries outside of their country of birth and one in ten residents in the United States is foreign-born. Since international migration shows no signs of slowing down, understanding the causes, consequences, and effects of migration will remain one of the most important and pervasive topics of the 21st century in scholarly and policymaking communities alike. This course does just that. It assesses the many important social, economic, political and demographic consequences of population migrations in countries of origin and destination. It also examines important themes in sociological research, including race, ethnicity, gender, transnational processes, social networks, development, political institutions and the state.

We begin the course examining why people leave their places of origin and surveying different immigration policies that regulate the entry and exit of foreign-born populations. The next part of the course considers how immigrants become socially, economically and politically incorporated into the destination country. This part of the course draws on theories of “straight-line” and segmented assimilation and queries challenges to immigrant integration into the host society. In the remaining weeks, we shift our attention to the consequences of emigration on countries of origin. We study migrant transnationalism theories, concepts and debates, the migration-development nexus, models of post-national and transnational citizenship and analyze how migrants’ cross-border engagement in their places of origin shapes meanings of social and political membership.

Course Objectives and Requirements:

In return for your regular class attendance and attention, active participation in lecture and discussion section, and completion of readings and assignments, you will be rewarded with a deeper understanding of the causes and consequences of migratory processes. Specifically, by the end of this course, you should:

- (1) display a solid understanding of the major theories, concepts and debates in the study of immigration and transnationalism
- (2) develop a familiarity with different research design and methodological strategies used in sociological research investigations of immigration and emigration
- (3) gain hands-on experience doing some empirical research by conducting either a qualitative semi-structured interview with an immigrant or archival, primary source research on an immigrant profile
- (4) become a critical consumer of social science literature

(5) practice analytic thinking skills through persuasive writing and oral discussion

To this end, your grade in the course will be based on the following:

- Attendance and participation in lecture and discussion section (10%)
- Quiz 1 (10%)
- Quiz 2 (10%)
- Critical Response Memo (20%)
- Individual Empirical Analysis: interview with an immigrant or archival research on an immigrant profile and written report of findings (20%)
- Take-home Final Exam (30%)

Class attendance and participation: You are expected to attend lecture and discussion section, complete and critically assess the required readings (use the weekly discussion questions distributed in lecture to guide you) and contribute to class discussion. Everyone should join in, even those who are naturally shy. The quality of your comments is more important than the quantity. Students will sign up to present individual responses to weekly discussion guide questions at the start of discussion section. This short presentation will count for 5% of your participation points. We will take attendance in every discussion section. Your participation grade will be penalized for missing more than one lecture or discussion without prior approval from your instructor.

Quizzes: Quizzes test your comprehension of assigned readings in short, multiple-choice question format. Three quizzes are scheduled in weeks three, six and nine. We will drop the lowest quiz score and use your two best quiz scores for your final grade (20%).

Critical response memo: This is a written assignment in which you will critically assess an article written by Samuel Huntington entitled, “The Hispanic Challenge,” a widely-read and polemical piece published in *Foreign Affairs*. In this assignment, I want you to analyze the author’s central argument in light of the readings from weeks 3-5. Your task is to make ONE claim in response to Huntington (you should feel free to agree or disagree) using the literature you have read and persuasive reasoning and argumentation to support your claim. The response memo should be no more than three, typed, double-spaced pages. Please turn in your memos at the beginning of discussion section during week 6. No paper turned in after discussion section will be graded. You will receive a handout in week 5 that will serve as a guide to writing a successful response memo.

Individual empirical analysis: You will conduct an oral history or archival research on someone who migrated to the United States. The interviewee may be someone you know (a friend, relative or classmate) or someone who you do not know well. In lieu of conducting an interview, you may choose instead to research an immigrant profile through primary source documents (your TA and I can help provide recommendations). For option #1: Based on the readings you have done, construct an interview guide that considers questions addressed by migration and incorporation theories. You will write a short report of the interview in which you discuss major themes covered in your discussion and how they relate to the assigned readings (no more than 3-4 typed, double-spaced pages; include the interview guide in your submission). For option #2: Identify

and research an immigrant's experience migrating to the U.S. through primary source documents including newspapers articles, memoirs, letters, autobiographies, oral interviews, and journal entries (or blogs). Write a short report of the individual's experience migrating to the U.S. and the ways in which the individual incorporated into the U.S. host society and/or the challenges they confronted to integration considering questions addressed by incorporation theories (no more than 3-4 typed, double-spaced pages; include a separate document that includes the primary source document citations used to compile your immigrant profile). A detailed handout describing project requirements and point distribution will be handed out in lecture during week 2. Due at the start of discussion section in week 5.

Take-home final: A final exam will be distributed at the end of the last lecture. This is an essay-style exam that draws on the assigned readings, the assignments, and the weekly discussion questions. Due date: TBD.

Course Schedule and Readings:

-PART 1: THEORIES OF INTERNATIONAL MIGRATION & IMMIGRATION POLICY-

Week 1 - Explaining International Migration: Why do people leave?

Massey, Douglas S., Joaquin Arango, Graeme Hugo, Ali Kouaouci, Adela Pellegrino, and J. Edward Taylor. 1998. *World's in Motion: Understanding International Migration at the End of the Millennium*. New York: Oxford University Press, Ch 1 & 2.

Nancy Foner. 2000. *From Ellis Island to JFK*. New Haven: Yale University Press, Ch 1.

Cornelius, Wayne (1998) "The Structural Embeddedness of Demand for Mexican Immigrant Labor: New Evidence from California," in *Crossings: Mexican Immigration in Interdisciplinary Perspectives* ed. Marcelo M. Suárez-Orozco, Harvard University Press: Cambridge, MA, pp. 114-144.

Week 2 - Regulating Entry and Exit: Immigration Policy and the State

Tichenor, David J. 2002. *Dividing Lines: The Politics of Immigration Control in America*. Princeton: University of Princeton Press, Ch 2 & 3.

Zolberg, Aristide R. 1999. "Matters of State: Theorizing Immigration Policy," in *The Handbook of International Migration: The American Experience*, edited by C. Hirschman, P. Kasinitz and J. DeWind. New York: Russell Sage Foundation, pp. 71-93

Wayne Cornelius and Takeyuki Tsuda, "Controlling Immigration: The Limits of Government Intervention," in Cornelius, Tsuda, Martin, and Hollifield, eds., *Controlling Immigration: A Global Perspective*, Stanford U Press, 2004: pp. 3-20

-----PART II: IMMIGRANT INCORPORATION IN THE HOST SOCIETY-----

Week 3 – Assimilation, Theories and Debates

****QUIZ #1 IN CLASS ON WEEKS 1 & 2****

Alba, Richard and Victor Nee. 2003. *Remaking the American Mainstream*. Cambridge, MA: Harvard University Press, Ch 1 & 2.

Schmitter Heisler, Barbara. 1992. "The Future of Immigrant Incorporation: Which Models? Which Concepts?" *International Migration Review* 26(2): 623-45.

Portes, Alejandro and Min Zhou. 1993. "The New Second Generation: Segmented Assimilation and Its Variants." *Annals of the American Academy of Political and Social Science* 530: 74-96.

Week 4 – Immigrant Economic Incorporation

Borjas, George J. 1999. *Heaven's Door: Immigration Policy and the American Economy*. Princeton, NJ: Princeton University Press, Ch 1 & 2.

Reitz, Jeffrey G. 1998. *Warmth of the Welcome: The Social Causes of Economic Success for Immigrants in Different Nations and Cities*. Boulder, CO: Westview Press, Ch 1, 3, 4.

Week 5 – Socio-cultural Incorporation: Language, Ethnicity, Race & Intermarriage

****INDIVIDUAL EMPIRICAL ANALYSIS DUE IN DISCUSSION SECTION****

(See empirical analysis handout for assignment description)

Bean, Frank D. and Gillian Stevens. 2003. *America's Newcomers and the Dynamics of Diversity*. New York: Russell Sage Foundation, Ch 5 & 6.

Waters, Mary C. 1999. *Black Identities: West Indian Immigrant Dreams and American Realities*. Cambridge: Harvard University Press, Ch 3 & 4.

Week 6 - Immigrant Political Incorporation, Naturalization and Citizenship

****QUIZ #2 IN CLASS ON WEEKS 3, 4 & 5****

****CRITICAL RESPONSE ASSIGNMENT DUE IN DISCUSSION SECTION****

(See response memo handout on: Huntington, Samuel P. 2004. "The Hispanic Challenge." *Foreign Policy* March/April: 30-45)

Jones-Correa, Michael (2005) "Bringing Outsiders In: Questions of Immigrant Incorporation" in *The Politics of Democratic Inclusion*, eds., Wolbrecht and Hero, Philadelphia: Temple University Press, 75-102.

Ramakrishnan and Bloemraad. 2008. *Civic Hopes and Political Realities*, Russell Sage

Foundation: NY, NY, Ch 2.

Irene Bloemraad. 2006. "Becoming a Citizen in the United States and Canada: Structured Mobilization and Immigrant Political Incorporation," *Social Forces* 85(2): 667-695.

Brubaker, William Rogers. 1989. "Membership Without Citizenship: The Economic and Social Rights of Noncitizens" in Rogers Brubaker ed. *Immigration and the Politics of Citizenship in Europe and North America*. NY: University Press of America: 145-163.

-----**PART III: MIGRANT TRANSNATIONALISM**-----

Week 7 - Migrant Transnationalism, Theories, Concepts & Debates

Glick Schiller, Nina. 1999. "Transmigrants and Nation-States: Something Old and Something New in the U.S. Immigrant Experience," in *The Handbook of International Migration: The American Experience*, edited by C. Hirschman, P. Kasinitz and J. DeWind. New York: Russell Sage Foundation. pp. 94-119.

Portes, Alejandro, Luis Eduardo Guarnizo, and Patricia Landolt. 1999. "Introduction: Pitfalls and Promise of an Emergent Research Field." *Ethnic and Racial Studies* 22(2): 217-37.

Waldinger, Roger and David Fitzgerald. 2004. "Transnationalism in Questions," *American Journal of Sociology* 109(5): 1177-95.

Week 8 – Social & Political Consequences of Migrant Transnational Engagement

Levitt, Peggy. 2001. *The Transnational Villagers*. Berkeley: University of California Press, Ch 2 & 4.

Smith, Robert. 2006. *Mexican New York*. Berkeley: University of California Press, Ch 2 & 3.

Week 9 - Migration and Development

****QUIZ #3 IN CLASS ON WEEKS 7 & 8****

Family Remittances

Durand, J., Parrado, E. and D. Massey. 1996. "Migradollars and Development: A Reconsideration of the Mexican Case," *International Migration Review* 30(2): 423-44.

Human Capital Mobility: Brain Drain or Brain Gain?

Kapur, Devesh. 2005. *Give us Your Best and Brightest*, Center for Global Development, Ch 3.

Collective Remittances (Choose two of the following three selections to read)

Gammage, Sarah. 2006. "Exporting People and Recruiting Remittances: A Development Strategy for El Salvador?" *Latin American Perspectives*, 33: 75-100.

Henry, L. and G. Mohan. 2003. "Making Homes: the Ghanaian Diaspora, Institutions and Development," *Journal of International Development* 15: 611-622.

Barkan, J., McNulty, M., and M.A.O. Oyeni. 1991. "Hometown Voluntary Associations, Local Development, and the Emergence of Civil Society in Western Nigeria," *Journal of Modern African Studies* 29: 457-480.

Week 10: Nation-State, Transnational and Post-National Citizenship

****TAKE HOME FINAL DISTRIBUTED AT THE END OF CLASS LECTURE****

Baubock, Rainer. 2003. "Towards a Political Theory of Migrant Transnationalism," *International Migration Review* 37(3): 700-723.

Fox, Jonathan. 2005. "Unpacking Transnational Citizenship," *Annual Review of Political Science* 8: 171-201.

Bloemraad, Irene. 2004. "Who Claims Dual Citizenship? The Limits of Postnationalism, the Possibilities of Transnationalism, and the Persistence of Traditionalism," *International Migration Review* 38(2): 389-426.

****TAKE HOME FINAL DUE IN HAINES HALL: LOCALTION/TIME TBD****



New Course Proposal

Sociology 51
Sociology of Migration

[Course Number](#) Sociology 51

[Title](#) Sociology of Migration

[Short Title](#) SOCIOLOGY-MIGRATION

[Units](#) Fixed: 5

[Grading Basis](#) Letter grade only

[Instructional Format](#) Lecture - 3 hours per week
Discussion - 1 hours per week

[TIE Code](#) LECS - Lecture (Plus Supplementary Activity) [T]

[GE Requirement](#) Yes

[Major or Minor Requirement](#) No

[Requisites](#) none

[Course Description](#) Examination of theoretical debates and empirical analysis of causes and consequences of transnational migration in countries of origin and destination, with focus on issues of race, ethnicity, social networks, development, citizenship and the state in a comparative context.

[Justification](#) This course introduces students to fundamental theories, themes and research methods used in sociological research through the comparative study of international migration. By examining causes and consequences of international migration across societies, relations among them and social organization that transcends national boundaries, this class exposes students to issues related to race, ethnicity, social networks, economic development, citizenship and the state. Since international migration shows no signs of slowing down, it serves as one of the most important and pervasive topics in scholarly and policymaking communities of the 21st century. Providing students with a deeper understanding of migratory processes and how they are affected by social organization and governing helps to create a more educated and informed student-body and citizenry. Given the current policy debates, this course will be both timely and of widespread interest. Students will learn principal theoretical approaches, research design and empirical methods common to the social sciences.

[Syllabus](#) File [Soc 51 syllabus.docx](#) was previously uploaded. You may view the file by clicking on the file name.

[Supplemental Information](#)

[Grading Structure](#) Attendance and participation in lecture and discussion section (10%)
 Quiz 1 (10%)
 Quiz 2 (10%)
 Critical Response Memo (20%)
 Individual Empirical Analysis: interview with an immigrant or archival research on an immigrant profile and written report of findings (20%)
 Take-home Final Exam (30%)

[Effective Date](#) Winter 2014

Instructor	Name	Title
	Lauren Duquette-Rury	Assistant Professor

[Quarters Taught](#) Fall Winter Spring Summer

[Department](#) Sociology

Contact	Name	E-mail
	SIMBI MAHLANZA	mahlanza@soc.ucla.edu

[Routing Help](#)

ROUTING STATUS

Role: Registrar's Publications Office

Status: Pending Action

Role: Registrar's Scheduling Office - Thomson, Douglas N (dthomson@registrar.ucla.edu) - 51441

Status: Added to SRS on 4/16/2013 4:10:15 PM

Changes: Short Title

Comments: No Comments

Role: FEC School Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040

Status: Returned for Additional Info on 4/15/2013 10:05:15 AM

Changes: No Changes Made

Comments: Routing to Doug Thomson in the Registrar's Office.

Role: FEC Chair or Designee - Meranze, Michael (meranze@history.ucla.edu) - 52671

Status: Approved on 4/6/2013 10:25:10 AM

Changes: No Changes Made

Comments: No Comments

Role: FEC School Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040

Status: Returned for Additional Info on 4/4/2013 10:19:26 AM

Changes: No Changes Made

Comments: Routing to Michael Meranze for FEC approval.

Role: Dean College/School or Designee - Van Loggerenberg, Aleksandr
(avl@college.ucla.edu) - 47245

Status: Approved on 4/1/2013 2:39:01 PM

Changes: No Changes Made

Comments: Dean Duranti approved this course on 4.1.13. Aleksandra van Loggerenberg approved this course in CIMS on his behalf.

Role: FEC School Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040

Status: Returned for Additional Info on 3/14/2013 3:29:05 PM

Changes: No Changes Made

Comments: Routing to Aleks VL for Dean Duranti's approval.

Role: Department/School Coordinator - Mahlanza, Simbi Refilwe (mahlanza@soc.ucla.edu) - 51215

Status: Approved on 3/14/2013 3:09:16 PM

Changes: Instructional Format

Comments: Acting as designee for Professor Stefan Timmermans for the department of Sociology.

Role: FEC School Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040

Status: Returned for Additional Info on 3/14/2013 2:56:40 PM

Changes: No Changes Made

Comments: Routing back to Simbi for dept chair approval.

Role: Initiator/Submitter - Mahlanza, Simbi Refilwe (mahlanza@soc.ucla.edu) - 51215

Status: Submitted on 3/14/2013 2:10:01 PM

Comments: Initiated a New Course Proposal

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