Course Syllabus

Course Information

SOC 6353 Immigrants and Immigration in U.S. Society

Section 501

Spring 2012

Professor Contact Information

Bobby C. Alexander, Ph.D.

Office Phone: 972-883-6898
E-mail: bcalex@utdallas.edu. PLEASE use regular UTD e-mail instead of eLearning to reach me. Thank you.

Office: GR 2.532
Office Hours: Thursdays 2:15-3:00 p.m., 9:45-10 p.m., and by appointment

Course Pre-requisites, Co-requisites, and/or Other Restrictions

No pre-requisites or co-requisites.

Course Description

This course focuses on the “newest” U.S. immigrants – those arriving after 1965 – and their U.S.-born children, particularly the two largest immigrant groups: Latin Americans and Asians, who include Middle Easterners. The course examines, among other topics: factors in U.S. society, including the economy, that influence immigration; assimilation of these immigrants into U.S. society and its main social institutions, such as the economy; and U.S. immigration policy, or law. The course gives special attention to immigration policy.

Student Learning Objectives/Outcomes

The course objectives are to gain a sociological understanding of factors in U.S. society and its institutions influencing immigration and assimilation of the newest immigrants. The sociological perspective will give students insight about this influence that will enable them to engage in discussion of and debate about immigration more knowledgeably, particularly in regard to public policy.
Required Textbooks and Other Readings

Three texts are required: 1) Strangers among Us: Latino Lives in a Changing America, by Roberto Suro (Vintage Books), 2) The Contemporary Asian American Experience: Beyond the Model Minority, by Timothy P. Fong (Pearson/Printice Hall), and 3) Americans in Waiting: The Lost Story of Immigration and Citizenship in the United States, by Hiroshi Motomura (Oxford University Press). All are available at the UTD Bookstore and Off Campus Books. Other readings, available through the UTD Library’s Electronic Reserve, will supplement these texts. Students will do further reading in peer-reviewed journals and other scholarly sources in preparation for the literature review assignments.

Assignments & Academic Calendar

Students will write two take-home exams. Both will be in essay format. Exam questions will be handed out in class one week before the exams are due.

Students also will write five three-to five page literature reviews of scholarly (academic) sources, including peer-reviewed journal articles, on a single topic related to immigrants and immigration in U.S. society students will choose. Students will select topics that have significance in U.S. society.

Students will make informal class presentations of their literature reviews and recommendations to address issues brought out by researchers.

Instructions for all course assignments will be available on eLearning. Students will download and print the instructions and bring them to class. The instructor will go over all instructions in class.

January 19
Orientation to the Course

January 26
Sociological Overview of U.S. Immigration


Social Factors Behind Latino Immigration

Read: Strangers among Us:
Chapter 1, “Children of the Future,”
Chapter 2, “Looking North,” and
Chapter 3, “From One Man, a Channel”

Assimilation of Latino Immigrants

Read: Strangers among Us:
Chapter 4, “Day People, Night People, Madres,”
Chapter 5, “Living by American Rules,”
Chapter 6, “Branding the Babies,” and
Chapter 7, “Save Our State”

**Topic for literature review due January 26th**

**February 2**

**Four Case Studies of U.S. Cities and Latino Immigrants**

Read: *Strangers among Us:*
- Chapter 8, “Los Angeles: People in Motion,”
- Chapter 9, “Houston: Cantina Patrol,”
- Chapter 10, “New York: From Stickball to Crack,” and
- Chapter 11, “Miami: A Barrio Without Borders”

**Four Contrasting U.S. Cities and Latino Immigrants**

Read: *Strangers among Us:*
- Chapter 12, “New York: Teetering on the Heights,”
- Chapter 13, “Los Angeles: From the Churn to the Burn,”
- Chapter 14, “The City That Worked,” and
- Chapter 15, “From the Burn to the Backlash”

**February 9**

**Public Policy and Latino Immigrants and Their U.S.-Born Children**

Read: *Strangers among Us:*
- Chapter 16, “Closing the Doors,”
- Chapter 17, “After the Earthquake,” and
- Chapter 18, “Accept the Fear”

**First Literature Review due February 9th**

**February 16**

**Changing Social Reality for Asian Immigrants and Asian Americans**

Read: *The Contemporary Asian American Experience:*
- Introduction, “Changing Asia America”
- Chapter 1, “The History of Asians in America,” and
- Chapter 2, “Emerging Communities, Changing Realities”

**February 23**

**Social Opportunity and Barriers for Asian Immigrants and Asian Americans**

Read: *The Contemporary Asian American Experience:*
- Chapter 3, “The Right to Excel: Asian Americans and Educational Opportunity,”
- Chapter 4, “Workplace Issues: Beyond Glass Ceilings”

**Asian American Political Power**
Read: *The Contemporary Asian American Experience*:
Chapter 8, “The Final Frontier: Asian American Political Empowerment”

**Second Literature Review due February 23rd**

March 1
**Asian American Families**

Read: *The Contemporary Asian American Experience*:
Chapter 7, “More Than ‘Family Values’: Asian American Families and Identities”

**Asian American Responses to Prejudice and Discrimination**

Read: *The Contemporary Asian American Experience*:
Chapter 5, “Anti-Asian Violence: Breaking the Silence,” and
Chapter 6, “Charlie Chan No More: Asian Americans and the Media”
Conclusion, “Coming Full Circle”

**Muslim American Immigrants and Muslim Americans**

Read: Choose **ONE** of the readings (one of the chapters) that follow.
On Electronic Reserve: *Muslims in the West After 9/11*, edited by Jocelyne Cesari:
Chapter 1, “Islam in America”
Chapter 8, “American Muslims at the Dawn of the 21st Century”
On Electronic Reserve: *Religion and Immigration*, edited by Yvonne Yazbeck Haddad, Jane I. Smith, and John L. Esposito:
Chapter 9, “Islam in America: The Mosaic”
Chapter 10, “Constructing the American Muslim Community”

**First Exam Questions handed out March 1st**

March 8
**Immigration Policy**

Read: *Americans in Waiting*:
Introduction, “Immigrants in America” and
Chapter 1, “Contract and Classical Immigration Law”

**First Exam due March 8th**

**No Class March 15: Spring Break**

March 22
**Immigration Policy Continued**

Read: *Americans in Waiting*:
Chapter 2, “Promises, Promises”

**Third Literature Review due March 22nd**
March 29
Immigration Policy Continued

Read: *Americans in Waiting*:
Chapter 3, “All Persons Within the Territorial Jurisdiction” and
Chapter 4, “Alienage and the Ties That Bind”

April 5
Immigration Policy Continued

Read: *Americans in Waiting*:
Chapter 5, “The Most Tender Connections” and
Chapter 6, “The Lost Story of Americans in Waiting”

Fourth Literature Review due April 5th

April 12
Immigration Policy Continued

Read: *Americans in Waiting*:
Chapter 7, “Transition at a Crossroads”

April 19
Immigration Policy Continued

Read: *Americans in Waiting*:
Chapter 8, “The Meaning of Transition” and
Chapter 9, “Race, Belonging, and Transition”

Fifth Literature Review due April 19th

April 26
Immigration Policy Continued

Read: *Americans in Waiting*:
Chapter 10, “Taking Transition Seriously” and
Conclusion, “The Idea of Americans in Waiting”

May 3
Class Presentations

Second Exam Questions handed out May 3rd

May Date TBA

Second Exam due

Note: Students will turn in their exams in the instructor’s office (GR 2.532) during the regularly scheduled class time (7:00 p.m.).
Grading Policy

The percentage distribution for each of the graded assignments (total equals 100%) for the course grade follows.

50%: the two exams combined
45%: the three literature reviews combined
5%: class presentation

The grading scale follows.
A+ = 97-100
A  = 94-96
A- = 90-93
B+ = 87-89
B  = 84-86
B- = 80-83
C+ = 77-79
C  = 74-76
C- = 70-73
D+ = 67-69
D  = 64-66
D- = 60-63
F  = 59 and below

Course & Instructor Policies

Students must submit hard copies of all assignments in class on the due dates; late papers will not be accepted without the prior approval of the instructor. No electronic submissions will be accepted, unless the student is absent from class and has a legitimate reason for being absent. This requirement is intended to help students turn in their work on time and to promote fairness, since students work hard to submit work on time.

University Policies

To view university policies on Student Conduct, Grade Appeals, Disability Services, Religious Holy Days, and others, please go to the link that follows.

http://go.utdallas.edu/syllabus-policies