

or interdisciplinary (or ideological) perspective, and how that makes a difference in terms of the theoretical, empirical or methodological lenses we choose to examine this vast topic.

Course Goals and Requirements:

This is a graduate and upper-level senior course. It is a demanding but also rewarding class. It is based on participatory pedagogy, the premise of which is that teaching and learning are collective processes which require our active and interactive participation. That means we are ALL expected to do ALL the weekly readings, be ready to participate in class discussions and group dynamic exercises, do all the assignments and devote considerable time and energy to this course. In return, I hope that you gain a deeper understanding of the immigration phenomena and, particularly how it interacts with globalization as well as racial and ethnic divisions at home and abroad. By the end of the course you should have:

- ✓ A solid understanding of the fundamental approaches and major debates in the study of immigration
- ✓ Acquired hands-on experience doing some qualitative research and community engagement on the topic of immigration
- ✓ Improved your critical, synthesizing and public-speaking skills
- ✓ Improved your capacity to gather and analyze data from government sources
- ✓ Developed a capacity to work collaboratively
- ✓

author and date at the top of the page and to include citations and references according to one of the acceptable editing styles (ASA preferable). Writing quality and content will be graded. Reflection papers allow you additional time to synthesize, find the theoretical, argumentative and methodological differences and similarities among an interrelated set of readings. It also contributes to your cumulative knowledge about a particular theme or topic within the larger field of migration. You should remember key authors, arguments and data from here on out. This assignment is due Thursday, September 24, by 10:00 am. You must submit it through the “Assignments” function on blackboard. Papers submitted after 10:00 am will not be accepted and you will likely be locked out by blackboard after that time. It is worth 15% of your grade.

Graduate students must sign up by the fourth week of class to do **an additional** reflection paper based on one set of the weekly readings assigned between Oct 29 and the end of the class. The paper must be no longer than three, single space, pages and include the entire week’s readings. The chosen discussant [see above] will be given five minutes at the start of class to summarize your colleague’s argument about the readings and then to elaborate the ways you agree and/or disagree with your colleague’s assessment of those readings. You may also raise questions or issues for class discussion. Additional instructions will be provided under “Tasks” on Blackboard. This assignment contributes to the acquisition of skills mentioned above, as well as begins to prepare you to present or be a discussant at conferences such as the Midwest Sociological Association, OLLAS’ Cumbre 2010, UNO’s Research Fair, or any others. For graduate students, both reflection papers are worth 15% of the grade.

Assignment #2. You must sign up early (by the fourth week of class) to do **one** of the following two assignments:

Team presentation and short comparative summary of a U.S. and a non-U.S immigration policy. Select a partner and divide the task between you as you wish [one may wish to work on the U.S. policy and the other on the non-U.S. policy]. Together, you will prepare a short 7-10 minute oral presentation and write up a brief, three to four-pages, comparative overview of a similar area of the chosen immigration law or regulation affecting the U.S.’ and another country’s immigrants. More details will be posted under “Assignments” on Blackboard. You will each make clear during the presentation what each of you contributed to the paper. This exercise allows you to acquire the skills needed to become a ‘public sociologist,’ or ‘citizen-scholar’ as OLLAS’ and UNO’s mission encourages us to do (see the Fall 2009 Sociology and Anthropology Department newsletter) This assignment is due on October 29 by 10:00 am via the “Assignments” function of Blackboard. You will be locked out after that time and no papers will be accepted. You will present at the beginning of class on October 29. It is worth 15% of your grade.

Or:

Team presentation and short comparative summary of an immigrant group’s statistical profile. Select a partner and divide the labor similar to above. Write up a short statistical profile (3-4 pages) of an immigrant group that has a presence in, both, the United States and in another country. If you choose this assignment, you are particularly encouraged to attend the census and data sources workshop that will be facilitated by OLLAS research assistant, Yuriko Doku, during class time, on October 22. Your report should include basic socio-demographic information (number, age and gender breakdown, educational attainment, poverty status, racial and ethnic diversity, occupation or employment concentration, points and modes of entry, places of settlement within the country and why, and citizenship status). You need to make sure the

categories used by each country, and as adapted by you, are more or less comparable so you are not talking about apples and oranges. Further details will be posted under “Assignments” on Blackboard. This assignment is due on October 29 by 10:00 am via the “Assignments” function of Blackboard. You will be locked out after that time and no papers will be accepted. It is worth 15% of your grade. Your presentation will be on November 5.

IMPORTANT NOTE: I do not intend to entertain complaints about your assignment partner. You are adults and you should find a fair, democratic and honest resolution to any disagreements that may arise. I will, however, assign separate grades based on each of your contributions and presentations. In academia, our social worlds, and in our workplace we are expected to collaborate as co-author or team members and as a way of enhancing social organization and learning capacities. That means that you must be aware of cultural impulses such as hyper-individualism, as well as of any gender, class, racial or other biases or subconscious remnants of your socialization that may get in the way of completing the assignment and acquiring this important ‘collegiality’ skill. You should be able to do some or much of the work “virtually.” However, I strongly encourage you to meet at least once at the beginning and once at the end of your assignment as you get ready for the presentation and craft your collective and comparative conclusions about your two sets of data or policies.

Assignment #3. By the fourth week of class, you must sign up to do **one** of the following two assignments (you are given time off to off from class to off-set part of the time you will need to spend in this partially off-campus assignment). Spanish is not required for either one. However, those who are bilingual should volunteer for projects where you can use those skills. You are expected to spend a minimum of six hours of volunteering or observation. You will be asked to write a brief report, no longer than three-page, single-space. More information will be provided under “Assignments” in Blackboard. The reports are due on December 10 by 10:00 a.m. via the “Assignments” function of Blackboard. Late or longer papers will not be accepted. It is worth 20% of your grade.

Mini-Service learning/volunteer project with the Heartland Workers Center or the Douglas County Correctional Facility (DCC)/OLLAS faculty team. You may be able to do work in other organizations with my and the organization’s prior approval as well as a clear work plan. The earlier you sign up for the DCC project the better as you will need security clearance to get into the DCC and we may not be able to accommodate everyone. Lucy Garza, OLLAS Project Coordinator, will help you process the clearance. **The whole class will be meeting with the Director of the Workers’ Center on October 8 in South Omaha. Be sure you arrange your time, ride or car-pooling way ahead of time for that day.**

Or:

Field observation of either a) immigrant-related events such as legislative or city council hearings, pro- or anti-immigrant demonstrations, court proceedings, conferences, cultural programs, special meetings with policy-makers; and/or b), immigrant spaces of work, worship or leisure. Must be pre-approved by instructor.

IMPORTANT NOTE: Each and every one of the reports or papers associated with all of the assignments must ultimately provide some reflection about the major theme of the course: the interrelation between migration, race/ethnicity and globalization. Omaha is one local site of global networks that link corporations, workers, jobs, cultural expressions, and prisons. Discover those

connections and the social and power hierarchies that they help configure. You are also expected to include course and non-course materials and citations in your assignments.

Take-home final exam or Research Paper

Students may choose to do either a take-home final or a research and reflection paper. You are strongly encouraged to decide by the 4th week of classes so that you have time to plan ahead for either option. Either option is worth 40% of your grade.

Or:

Take-home final

How to find your course in Blackboard and E-Reserves: Because students are enrolled under different course numbers, for purposes of accessing Blackboard and E-Reserves, the course title is as listed at the top of this syllabus: LLS 4910: IMMIGRATION, RACE & GLO GR&UN

E-Reserves: Students may access E-Reserves at <http://eres.unomaha.edu/eres/default.aspx>, or through the “Course Reserves” section of the UNO Library homepage. Password for this course is: gouveia49

To find you must look. To be a researcher you must research. To be an active learner you must actively seek the information, alone or with your peers.

Course schedule and readings

Immigration is a fast-moving phenomena and classes click at different paces. Changes to the syllabus will be avoided but we may need to adjust it from time to time. Regardless, you must do the readings as scheduled below and come to class to know where we are and if any adjustments have been made for the next week or weeks. As the Director of OLLAS, and active ‘citizen-scholar,’ I must engage in lots of meetings and travel. The best way to make sure I meet with you is to make an appointment, even during office hours. I do want to hear from you often.

Aug. 27: Introductions: Course expectations and how to meet them. Group dynamic.

Gouveia, Lourdes. 2009. “Living life on the Border: Latino/Latin American Studies, Sociology and American Universities.” Sociology/Anthropology dept. website.

Sept. 3: Historical and Theoretical Contexts for Understanding the Intersection between Migration and Globalization [Blackboard and/or E-Reserve]

Course Syllabus. Read carefully before class and be ready to ask and answer questions.

Castle, Stephen and Mark J. Miller. 2008. Chapter 1: “Introduction.” The Age of Migration. (fourth edition, 2008).

Munck, Ronaldo. 2005. “Globalization—Threat or Opportunity?” In Munch, Ronaldo (Ed) Globalization and Social `Exclusion. Bloomfield, Ct: Kumarian Press.

Massey, Douglas. 2006. “Patterns and Processes of International Migration in the 21st Century: Lessons from South Africa.” In Marta Tienda, et.al (eds.), African Migration and Urbanisation in Comparative Perspective. Johannesburg, South Africa: Wits University Press.

Sept. 10: Historical and Theoretical Perspectives: Immigration Meets Race [and Ethnicity] [E-reserve]

Munck, Ronaldo. 2005. “Race, Migration and Citizenship.” In Globalization and Social Exclusion. Bloomfield, Ct: Kumarian Press.

Saenz, Rogelio, María Cristina Morales and María Isabel Ayala. 2004. “The United States: Immigration to the Melting Pot of the Americas.” In. Maura I. Toro-Morn and

Benjamin-Alvarado, Jonathan and Lourdes Gouveia. 2008. "In the Balance: Immigrant Economic Contributions and the Advancement of Human Rights in Nebraska." OLLAS Policy Brief #1. [go to the OLLAS website and download: www.unomaha.edu/ollas] While there: take a look at other articles that may be of use.

Highly recommended for class discussion:

Review US and other countries' policies with the help of the websites provided in the course information section of blackboard. The Migration Policy Institute website as well as the International Network on Migration and Development are particularly useful for foreign countries' policies. Review the book "Debating Immigration". It contains debates by authors from all sides of the political spectrum.

Oct. 8: Visit to South Omaha and Conversation with immigrant community organizer and Director of the Heartland Workers' Center: Sergio Sosa.

Gouveia, Lourdes et.al. 2009. "The Omaha Site: Migrant Civil Society Under Construction."

Wonders, Nancy A. "Globalization, Border Reconstruction Projects, and Transnational Crime." *Social Justice* 34 (2): 33-46.

Recommended: "Unseen Prisoners: A Report on Women in Immigration Detention Facilities in Arizona." 2009. Southwest Institute for Research on Women, College of Social and Behavioral Sciences Bacon Immigration Law and Policy Program, James E. Rogers College of Law. January.

Nov 26 Thanksgiving break—No Class

Dec 3: Religion, Migration and Transnationalism

Fonner, Nancy and Richard Alba. 2008. "Immigrant Religion in the U.S. and Western Europe: Bridge or Barrier to Inclusion?" *International Migration Review*, 42 (2) Summer.

Recommended: PEW Hispanic Studies and "Religion and Community." OLLAS report by Arbelaez

Dec 10: Final Reflections and group evaluation on Immigration, Race, Globalization and Exclusion in the Era of National Security.

Assignment # 3 due by 10:00 a.m. (See above)

Recommended:

- 1) Chavez, Leo R. 2008. "The Latino Threat: Constructing Immigrants, Citizens, and the Nation." Stanford University Press.
- 2) The Age of Migration. 2008. Chapter on Globalization, Migration and Security

Post-class celebration and sharing stories about your mini-service learning or information projects. Place TBA after group discussion.

Dec 17 Final project due by 5:00 pm via the "Assignments" function of Blackboard.