

Northwestern University
SOCIOL 322/LATINO 392

Sociology of Immigration: Latinx

Fall 2019

T –Th 9:30 – 10:50 AM, Kresge 2-415

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Office hours: Monday 4-5 PM or by appointment

COURSE DESCRIPTION

At a time when borders between nations are so heavily defended, how do we understand the flow of people across those divides? This course considers the recent sociological literature on immigration, with a particular emphasis on the transnational movement of Latin Americans. We will examine how sociological scholarship has incorporated changing understandings of Latinx migration, based on consideration of immigrants' demographics and motivations for relocating, the factors in sending and receiving countries that foster or hinder migration, and the processes of incorporation (or rejection) of immigrants at their destinations. We will take up the literature on transnationalism and examine the social mechanisms that make it possible for immigrants to maintain close ties with their countries of origin while simultaneously participating in the social life of their new locations. We will link migration to a wide range of related issues, including the global circulation of culture and economic resources, the growing facility of international travel and the barriers imposed by international borders, the technological innovations that facilitate instant contact with far-away places, and the global dissemination of information. Finally, we will discuss these various issues in the broader context of shifting U.S. immigration policies and politics.

GOALS:

- To understand the social, economic, cultural and economic forces that propel or hinder immigration across international borders, including the effects of social inequality and racialization.
- To discuss current issues in the sociological study of immigration, with a particular focus on Latin American immigrants and Latinx communities.
- To analyze how attitudes about transnational migration are formed and how they influence immigration policy.

COURSE REQUIREMENTS:

Students will be expected to:

- Do all **required readings** prior to each class session.
- Write **critical summaries of four sets of readings**. Each summary should be 1 to 2 pages long (following the format specified below). The readings you must summarize are listed below. The summaries are due on **Monday, October 14; Wednesday, October 30; and Monday, November 11**. Students must submit an electronic copy of the summary via Canvas and Turnitin before midnight on the due date. Further instructions for these assignments will be posted on Canvas.
- Write **two critical review essays**, due **Sunday, October 20** and **Tuesday, November 26**. Students must submit an electronic copy of the critical review essay via Canvas and Turnitin before midnight on the due date. Further instructions for these assignments will be posted on Canvas.
- **Attend** class on a regular basis and participate in class discussion. Participate in an in-class deconstruction exercise.
- Use the following **format** for all written assignments (except for the midterm): one-inch margins, double spaced, font: Times Roman 12. Include page numbers on all pages, and don't forget to write your name on the first page.

POLICIES AND PROCEDURES:**Grading:**

In this class you will earn a grade by completing the following assignments:

Class attendance and participation	30% of the final grade
Critical summary of three sets of readings	15% of the final grade
Critical review essay #1	25% of the final grade
Critical review essay #2	25% of the final grade
In-class deconstruction exercise	5% of the final grade

Please note that there is no excuse for failing to keep electronic backups of your data (for example, on flash drives, CDs, external hard drives, or other computers) in case your primary computer fails or your hard drive crashes.

Attendance and participation:

You are expected to attend class. Attendance will be taken. Students are responsible for all material presented in the readings, films, lectures, and sections. You must come to class having already read the assigned readings for that day. Please bring your copies of the readings to lectures and sections so that you can refer to them during class. I strongly encourage you to ask questions and offer opinions and comments, both in lectures and during section. I see class discussion as an important component of adult learning.

I will make available some class materials on Canvas, but students are expected to attend class in order to learn the course material. Students are also expected to be not just physically present in the classroom but also mentally present. Students should not be otherwise occupied with email, texting, computer games, or other online activities that are not part of the class goals and activities.

Diversity of opinions:

In this course we will discuss several topics that can be controversial. Please keep in mind that you may be exposed to opinions that differ considerably from your own. Disagreement with the instructor or other students is fine, as long as you are respectful in how you present your own points of view.

Communication:

This course will use the [Canvas course management system](#). You are responsible for logging in, checking regularly for posted announcements, and obtaining readings and assignments from the site. You will receive course announcements that will be sent to the students' registered campus email address. You are responsible for checking your registered email accounts regularly.

Safety and Security

Students can find useful resources for safety and security, academic support, and mental and physical health and well-being at the [NUhelp website](#) and [app](#).

Syllabus is subject to change:

This syllabus and schedule are subject to change in the event of unforeseen circumstances. I will post announcements of changes on Canvas and include them in email messages to students.

Academic integrity:

Students are responsible for reading and understanding Northwestern's Academic Integrity policies. **All suspected violations of academic integrity will be reported to the Weinberg College Dean's Office.** These include: cheating, plagiarism, fabrication, unfair advantage, unauthorized collaboration, and aiding and abetting of academic dishonesty. Students found in violation of academic integrity may receive a zero on the assignment or a failing grade for the course, **and** may be suspended or permanently expelled from the University. See the [WCAS website](#) on academic integrity and [Academic Integrity: A Basic Guide](#) for more information.

You should understand that examples of plagiarism include obtaining text from any source (including the Internet), and passing off such text as your own work, rather than citing the source of the material. In addition, while I encourage students to collaborate when studying or learning course material or when working on any group projects, it should be clear that no collaboration is permitted on written work or exams, and any collaboration in those cases constitutes academic dishonesty. If you have any questions about what constitutes plagiarism or academic dishonesty, I strongly encourage you to speak to me about it.

Turnitin

This course makes use of Turnitin, a software program that compares your work against other texts in its database in order to safeguard academic integrity. Therefore you will be required to submit your written essays electronically via Canvas and Turnitin. All student work may be analyzed electronically for violations of the university's academic integrity policy and may also be included in a database for the purpose of testing for plagiarized content. Please contact me if you have any questions about Turnitin.

Accessibility:

Any student requesting accommodations related to a disability or other condition is required to register with [AccessibleNU](mailto:accessiblenu@northwestern.edu) (accessiblenu@northwestern.edu; 847-467-5530) and provide professors with an accommodation notification from AccessibleNU, preferably within the first two weeks of class. All information will remain confidential.

My office is wheelchair-accessible via a ramp from the parking lot in the back of the building. Let me know if you plan to drop by during office hours so that I can open the door to the building for you.

Courtesy toward others:

Make sure your cell phone is turned off or set to vibrate. Don't engage in conversation with other students that is not part of the class discussion. Please keep to a minimum interruptions and distractions caused by late arrivals or early departures.

Class materials and lectures

Students are prohibited from selling (or being paid for taking) notes during this course to or by any person or commercial firm without my express written permission. No audio or video recordings of class are permitted without my permission.

READINGS:

All readings will be available in Canvas, either as a PDF file or with a link to their online location.

CLASS SCHEDULE**Week 1****Class 1 – Tuesday, September 24: Introduction**

Portes, Alejandro and Rubén G. Rumbaut. 2014. *Immigrant America: A Portrait*. **Chapter 1**. The book is available online at the NU Library.

Radford, Jynnah. 2019. “Key Findings about U.S. Immigrants.” Pew Research Center. <http://www.pewresearch.org/fact-tank/2017/05/03/key-findings-about-u-s-immigrants/>.

Radford, Jynnah and Luis Noe-Bustamante. 2019. “Facts on U.S. Immigrants, 2017: Statistical portrait of the foreign-born population in the United States.” Pew Research Center.
<https://www.pewresearch.org/hispanic/2019/06/03/facts-on-u-s-immigrants/>

Gonzalez-Barrera, Ana and Jens Manuel Krogstad. 2019. “What we know about illegal immigration from Mexico.” Pew Research Center.
<https://www.pewresearch.org/fact-tank/2019/06/28/what-we-know-about-illegal-immigration-from-mexico/>

Class 2 – Thursday, September 26: Theoretical approaches

Portes, Alejandro and Rubén G. Rumbaut. 2014. *Immigrant America : A Portrait*. **Chapter 2**. The book is available online at the NU Library.

Flores, Antonio. 2017. “How the U.S. Hispanic Population Is Changing.” Pew Research Center. <http://www.pewresearch.org/fact-tank/2017/09/18/how-the-u-s-hispanic-population-is-changing/>.

Week 2**Class 3 – Tuesday, October 1: Movement, racialization, and exclusion**

Portes, Alejandro and Rubén G. Rumbaut. 2014. *Immigrant America: A portrait*. **Chapter 3**. The book is available online at the NU Library.

Natalia Molina. 2014. *How Race Is Made in America: Immigration, Citizenship, and the Historical Power of Racial Scripts*. Los Angeles: University of California Press. Chapter 2.

Brockway, Claire and Carroll Doherty. 2019. “Growing share of Republicans say U.S. risks losing its identity if it is too open to foreigners.” Pew Research Center.

<https://www.pewresearch.org/fact-tank/2019/07/17/growing-share-of-republicans-say-u-s-risks-losing-its-identity-if-it-is-too-open-to-foreigners/>

Class 4 – Thursday, October 3: Nativism and racial tensions

De Genova, Nicholas. 2018. “Rebordering ‘the People’: Notes on Theorizing Populism.” *The South Atlantic Quarterly* 117, No. 2: 357-374.

Hayes, Matthew and Jesse Carlson. 2018. “Good Guests and Obnoxious Gringos: Cosmopolitan Ideals among North American Migrants to Cuenca, Ecuador” *American Journal of Cultural Sociology* 6, No. 1:189–211.

Week 3

Class 5 – Tuesday, October 8: Refugees and asylum

FitzGerald, David Scott and Rawan Arar. 2018. “The Sociology of Refugee Migration.” *Annu. Rev. Sociol* 44: 387–406.

Connor, Phillip and Jens Manuel Krogstad. 2018. “For the first time, U.S. resettles fewer refugees than the rest of the world.” Pew Research Center.

<http://www.pewresearch.org/fact-tank/2018/07/05/for-the-first-time-u-s-resettles-fewer-refugees-than-the-rest-of-the-world/>.

Vogler, Stefan. 2016. “Legally Queer: The Construction of Sexuality in LGBTQ Asylum Claims.” *Law & Society Review* 50, no.4: 856-889.

Class 6 – Thursday, October 10: Refugees and asylum: Europe and the U.S.

De Genova, Nicholas, Glenda Garelli, and Martina Tazzioli. 2018. “Autonomy of Asylum? The Autonomy of Migration Undoing the Refugee Crisis Script.” *The South Atlantic Quarterly* 117, no.2: 239-265.

Abrego, Leisy J. 2017. “On Silences: Salvadoran Refugees Then and Now” *Latino Studies* 15: 73–85.

Week 4

Monday, October 14

First reading summary due: You must summarize the Class 7 readings. An electronic copy must be submitted midnight via Turnitin on Canvas.

Class 7 – Tuesday, October 15: Lifestyle migration vs. economic migration

Benson, Michaela and Karen O'Reilly. 2009. "Migration and the Search for a Better Way of Life: A Critical Exploration of Lifestyle Migration." *The Sociological Review* 57, No.4: 608-625.

Benson, Michaela. 2010. "The Context and Trajectory of Lifestyle Migration: The Case of British Residents of Southwest France." *European Societies* 12, No.1: 45-64.

Class 8 – Thursday, October 17: Lifestyle motivations for migration: gender and sexuality

Carrillo, Héctor. 2017. *Pathways of Desire: The Sexual Migration of Mexican Gay Men*. Chicago: University of Chicago Press. Chapters 1 and 3 (pp.20-35 and 66-98).

Hondagneu-Sotelo, Pierrette. 1994. *Gendered Transitions: Mexican Experiences of Immigration*. Berkeley: University of California Press. Chapter 4 (pp. 53-97).

Week 5

Sunday, October 20: Critical review essay #1 due. An electronic copy must be submitted by midnight via Turnitin on Canvas.

Class 9 – Tuesday, October 22: Borders and movement control

Torpey, John. 1998. "Coming and Going: On the State Monopolization of the Legitimate 'Means of Movement.'" *Sociological Theory* 16, No. 3: 239-259.

Angulo-Pasel, Carla. 2019. "The Categorized and Invisible: The Effects of the 'Border' on Women Migrant Transit Flows in Mexico." *Social Sciences* 8, 144:1-19.

Class 10 – Thursday, October 24: Borders and movement control

Carrillo, Héctor. 2017. *Pathways of Desire: The Sexual Migration of Mexican Gay Men*. Chicago: University of Chicago Press. Chapters 4 and 5 (pp.99-132).

Bialik, Kristen. 2019. "Border apprehensions increased in 2018 – especially for migrant families." Pew Research Center
<http://www.pewresearch.org/fact-tank/2018/07/06/border-apprehensions-of-migrant-families-have-risen-substantially-so-far-in-2018/>.

Week 6

Class 11 – Tuesday, October 29: Citizenship, DACA, deportation

González, Roberto G. 2016. *Lives in Limbo: Undocumented and Coming of Age in America*. Los Angeles: University of California Press. Chapter 1 (read pages 1-27).

González, Roberto G. and Stephen Raphael. 2017. "Illegality: A Contemporary Portrait of Immigration." *RSF: The Russell Sage Foundation Journal of the Social Sciences* 3, No.4: 1-17.

Wednesday, October 30

Second reading summary due: You must summarize the Class 12 reading. An electronic copy must be submitted midnight via Turnitin on Canvas.

Class 12 – Thursday, October 31: Dreamers and their segmented pathways

González, Roberto G. 2016. *Lives in Limbo: Undocumented and Coming of Age in America*. Los Angeles: University of California Press. Chapters 6 and 7 (pp. 120-175).

Week 7

Class 13 – Tuesday, November 5: Social attitudes and immigration policy

Flores, René. 2018. "Can Elites Shape Public Attitudes Toward Immigrants?: Evidence from the 2016 US Presidential Election." *Social Forces* 96, No. 4: 1649–1690.

Flores, René. 2017. "Do Anti-Immigrant Laws Shape Public Sentiment? A Study of Arizona's SB 1070 Using Twitter Data." *American Journal of Sociology* 123: 333–384.

Class 14 – Thursday, November 7: Immigration policy

Pierce, Sara, Jessica Bolter, and Andrew Seele. 2018. "U.S. Immigration Policy under Trump: Deep Changes and Lasting Impacts." Report, Transatlantic Council on Migration and Migration Policy Institute: 1-24.

Pew Research Center. August 12, 2019. "Public's Priorities for U.S. Asylum Policy: More Judges for Cases, Safe Conditions for Migrants."
<https://www.people-press.org/2019/08/12/publics-priorities-for-u-s-asylum-policy-more-judges-for-cases-safe-conditions-for-migrants/>

Week 8

Monday, November 11

Third reading summary due: You must summarize the Class 15 readings. An electronic copy must be submitted midnight via Turnitin on Canvas.

Class 15 – Tuesday, November 12: Immigrant incorporation

Waters, Mary C. and Tomás R. Jiménez. 2005. "Assessing Immigrant Assimilation: New Empirical and Theoretical Challenges." *Annu. Rev. Sociol* 31:105–25.

Jiménez, Tomás R. 2017. *The Other Side of Assimilation: How Immigrants are Changing American Life*. Los Angeles: University of California Press. Read pp 1-12 and 78-112.

Class 16 – Thursday, November 14: Multiculturalism

Bloemraad, Irene, Anna Korteweg, and Gökçe Yurdakul. 2008. "Citizenship and Immigration: Multiculturalism, Assimilation, and Challenges to the Nation-State." *Annu. Rev. Sociol* 34:153-179.

Koopmans, Ruud. 2013. "Multiculturalism and Immigration: A Contested Field in Cross-National Comparison." *Annu. Rev. Sociol* 39: 147–69.

Week 9

Class 17 – Tuesday, November 19: Transnationalism and social remittances

Boccagni, Paolo. 2012. "Rethinking Transnational Studies: Transnational Ties and the Transnationalism of Everyday Life." *European Journal of Social Theory* 15, No. 1: 117–132.

Levitt, Peggy and Deepak Lamba-Nieves. 2011. "Social Remittances Revisited." *Journal of Ethnic and Migration Studies* 37, No. 1: 1-22.

Class 18 – Thursday, November 21: Transnational practices debated

Waldinger, Roger and David Fitzgerald. 2004. "Transnationalism in Question." *American Journal of Sociology* 109, No. 5: 1177-1195.

Acedera, Kristel Anne and Brenda SA Yeoh. 2018. "'Making time': Long-Distance Marriages and the Temporalities of the Transnational Family." *Current Sociology Monograph*. 67, No. 2: 250–272.

Week 10

Tuesday, November 26: No class

Critical review essay #2 due. An electronic copy must be submitted by midnight via Turnitin on Canvas.

Thursday, November 28: Thanksgiving holiday