



FORT LEWIS COLLEGE
Durango, Colorado

FLC MISSION

Fort Lewis College provides an integrated and formative liberal arts and professional education to a diverse student population, preparing global citizens to work in and contribute to a complex world.

COURSE INFORMATION

“One of the things that Mexico had never acknowledged about my father –I insist that you at least entertain this idea- is the possibility that my father and others like him were the great revolutionaries of Mexico. Pocho pioneers. They, not Pancho Villa, not Zapata, were heralds of the modern age in Mexico. They left for the United States and then they came back to Mexico. And they changed it forever.”

-Richard Rodriguez, 2009

SOC 321: Mexican Immigration in the 21st Century

CRN: 30812

Fall 2018: 3 Credits

Course Format: Traditional Classroom Lecture and Experiential Learning

Semester Dates: 01/07/2018-04/26/2018

Day and Time : T/R; 2:30pm-3:55pm

Room: SFH 710

Professor:

Dr. Benjamin James Waddell

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Office Hours:

M 9:00-10:00am (El Centro de Muchos Colores)

TWRF 9:00-10:00am (Reed 073)

*Or by appointment.

1. COURSE DESCRIPTION AND LEARNING OUTCOMES

Course Description

During the 20th century, Mexican migration to the US represented the largest cross-national migration in the world. The mass movement of Mexican nationals in and out of the United States fundamentally changed the course of both countries for the foreseeable future. In this course, we will analyze the social, cultural, and economic roots of Mexican migration to the US. In addition to learning about the history of migration between Mexico and the US, we analyze factors that push people out of Mexico, such as poverty and violence, as well as factors that pull people to the US, such as higher wages and family reunification. Taken together, this course provides students with the opportunity to understand migration from a socio-historical standpoint as oppose to one defined by partisan politics.

Course Learning Objectives

- To learn about the socio-historic roots of Mexican migration.
 - To analyze “push” and “pull” factors related to migration.
 - To apply knowledge of migration to current issues related to Mexico-US relations.
 - To inspire students to explore policy solutions for migration that go beyond the typical “contain and detain” policies currently pursued by politicians in the US and Mexico.
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2. ACADEMIC INTEGRITY AND CREDIT HOUR

Academic Integrity

Academic dishonesty includes all forms of unethical or illegal behavior which affects a student’s academic standing, including, but not limited to, cheating on exams, plagiarism, forgery of academic documents, falsification of information on academic documents, or unauthorized access to computer files containing academic information. Academic dishonesty may result in sanctions ranging from a lowered grade on a particular assignment to an “F” in the class and report submitted to the Office of the Vice President of Academic Affairs. The policy on academic dishonesty by students can be found at <http://www.fortlewis.edu/Portals/12/Docs/PART-III-Academic-Dishonesty.pdf>

Academic Credit Hour

One credit hour is equivalent to one hour of guided instruction (50 minute class) and a minimum of two hours of out-of- class student work each week for approximately 15 weeks for one semester. The typical student in this 3-credit course should expect to spend at least 6 hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/ exams, problem solving, developing and completing projects, and other activities that enhance learning.

3. ABOUT THE SOCIOLOGY DEPARTMENT

Why Study Sociology

Sociology seeks to explore how our individual and collective biographies intersect history within society. The relationships between social structure and individual consciousness, historical processes and everyday life, and collective interests and individual prerogatives provide the sociological substance by which we become self-conscious. It is through the study of sociology that we learn how our lives and ideas are shaped by the larger social world. Additionally, sociology helps us recognize how we participate in the construction of the social world. In order to cultivate critical consciousness and active participation in processes of development and change in society, the Sociology and Human Services curriculum is organized to facilitate the integration of theory (reflection) and practice (action).

Why Study Sociology at Fort Lewis College

At Fort Lewis College, you can work for change while you're in school. In the Sociology & Human Services program, you'll learn to think critically about the world you live in and the daily events you read about in the news. It is through the study of sociology that we learn how our lives and ideas are shaped by the larger social world. Additionally, sociology helps us recognize how we participate in the construction of the social world. You'll also find ways to work for the welfare of others and to create change. And you won't just be learning how to do this from books: You'll be in the community making it happen. The experiences you gain through Block Internship, Mexico, Community Services, and Service Learning programs will help you find meaningful employment or get admitted into graduate school.

Sociology majors complete a common core of Sociology classes which incorporate theory, writing, and service learning courses. Students are also able to choose from a variety of classes that emphasize their interests. Throughout your studies, our small classes also mean you get an individualized education from our expert faculty. Because our faculty's focus is on teaching, they work closely with their students, taking pride in keeping their office doors open, being involved in their students' progress, and tailoring their assistance to each learner's needs.

Fort Lewis College Department of Sociology

The Fort Lewis College Department of Sociology is unique among sociology departments nationally because all our teachers strategically and deliberately foster a liberatory educational experience grounded in social justice and activism. This empowering, active, reflective approach nurtures the mind, body, soul, and collective.

4. WRITING CENTER

The Writing Center is staffed by trained and certified peer tutors. We are strong writers in different disciplines, and work at the WC because we are interested in supporting other student writers! The purpose of the Writing Center is to give you a place where you can get one-on-one help with any writing assignment or project. You can visit the WC at any point in your writing process: from generating ideas, to establishing an organizational structure, to polishing a final draft. Our goal is to collaborate with you as you develop new skills, and to support you in becoming a confident, independent writer.

Where Are We and How Does It Work?

We are located in Jones 105 C. Half-hour appointments are available by signing up online. We will also take drop-in appointments as long as the tutor on duty is free.

What Can You Do to Prepare for an Appointment?

Our service is absolutely free, so simply bring the assignment guidelines that were provided by your instructor. The text(s) you are using can also be helpful--the books, readings, or other materials you're working with. If possible, come with specific questions about your work. But if you aren't even sure where those questions start, that's okay.

5. DISABILITY SERVICES

Disability Services promotes equal opportunity for students with disabilities in pursuing higher education and achieving academic goals. Disability Services hopes to play a role in your college journey as you develop independence and the ability to effectively self-advocate. We hope you use us as a resource during your time at Fort Lewis. Please keep in mind that collaboration with Disability Services is student-driven and student-initiated. Feel free to contact us with questions, concerns, or feedback. All students apply to Fort Lewis College through the Office of Admissions regardless of whether or not there is a disability present. "Fort Lewis College is committed to providing all students a liberal arts education through a personalized learning environment. If you think you have or you do have a documented disability which will need reasonable academic accommodations, please contact, Dian Jenkins, the Director of Disability Services, 280 Noble Hall, 970-247-7383, and/or jenkins_d@fortlewis.edu for an appointment as soon as possible.

6. COURSE REQUIREMENTS AND GRADING POLICY

- **Assignments:**
 - Interview with a migrant: 20%
 - Poetry assignment: 20%
 - Midterm exam: 15%
 - Final essay: 30%
 - Final exam: 15%
- **Written work:** All written work must be typed, double-spaced, 12-point font (Garamond or Times New Roman preferred), with 1" margins on all sides. In general students should follow American Sociological Association (ASA) guidelines. (See link on course website for specifics.) Hard copies of papers should be during class unless I request a digital copy. Late papers will be penalized with a 10-point deduction for *each day* after the deadline.
- **Extra Credit:** For each essay, if you utilize the writing lab I will increase your final grade, for that particular assignment, by 5 percent. You will need to provide edited drafts with your final essay.
- **Making up work:** If you ask me to make up work, including quizzes, due to an illness or an accident or a death in your family, please provide a doctor's note, emergency room paperwork, police report, or some other form of documentation to corroborate the reason for your absence. This needs to be presented in the next class session you attend.

7. GRADING SCALE

Letter Grade	GPA	Percentage
A	4.0	94-100%
A-	3.7	90-93%
B+	3.3	87-89%
B	3.0	83-86%
B-	2.7	80-82%
C+	2.3	77-79%
C	2.0	73-76%
C-	1.7	70-72%
D+	1.3	67-69%
D	1.0	60-66%
F	0.0	0-59%

8. REQUIRED TEXTBOOK(S)

Required Text

-*Beyond Smoke and Mirrors* by Douglas Massey, Jorge Durand, and Nolan Malone (ISBN: 978-0871545909)

-Additional readings are available as links and PDFs on my website: benjaminjameswaddell.com

9. COURSE OUTLINE AND TOPICS

Date	Topic	Reading	Assignments
01/08	Intro to Course	-Syllabus (benjaminjameswaddell.com) -"Tips for being a successful student." (Website.) -Overview of assignments	*Get to know the course.
01/10	El Norte	-Watch <i>El Norte</i> in class	
01/15	Race and Immigration	-Ngai, Chapter 1	
01/17	History of Mex Migration	-Massey, Chapter 1, 2, & 3	
01/22	Farwell Homeland	-Mandeel, "The Bracero Program." -Sánchez, Chapter 1 and 2 -Discuss interview assignment in class	

01/24	Braceos and Boundaries	-Massey, Chapter 4 -Watch <i>The Other Side of Immigration</i> in class	
01/29	Assimilation	-Huntington, The Hispanic Challenge -Pew Research, “Net Migration from Mexico Falls to Zero.”	
01/31	Assimilation	-Portes, Segmented Assimilation -Telles, “Mexican Americans and Immigrant Incorporation.”	
02/05	Immigration and Crime	-Sampson, “Rethinking Crime and Immigration.” - Kurbin, et al. “Immigration and Crime.” -In class presentation on return migration and crime	-Interview due
02/07	Immigration and Crime	-Watch <i>Cartel Land</i> in class.	
02/12	Transnational Communities	-Fox and Bada, “Migrant Civic Engagement.” -Discuss poetry assignment in class	
02/14	Transnational Communities	-Smith,	
02/19	Gender and Mig	-Hondagneu-Soltelo, <i>Domestica</i> , Chapter 1 -Romero, <i>Nanny Diaries</i>	
02/21	Gender and Mig	-What <i>Roma</i> in class	
02/26	Indigenous Mig	-Midterm review	
02/28	Indigenous Mig	-Midterm exam in Canvas	-Midterm exam
03/05	-Spring Break	-No class	
03/07	-Spring Break	-No class	
03/12	Migration and Health	Rocha-Jimenez, “He invited me and didn’t ask anything in return.” - Latino Paradox in 4 Charts -In class video, <i>The Latino Paradox</i>	-Poetry assignment due
03/14	Migration and Health	-Poetry reading in class	-Poetry reading
03/19	Citizenship	-Massey, Chapter 5 & 6	
03/21	Illegality and Citizenship	-Watch <i>Who is Dayani Cristal</i> in class.	
03/26	Illegality and Citizenship	-Gonzalez, “Learning to be Illegal.” -Tory, “Estranged in America.” -Semadeni, “Bayfield business owner deported to Honduras.”	
03/28	Illegality and Citizenship	-Guest lecture by director of <i>Compañeros</i>	
04/02	Illegality and Citizenship	-Guest lecture by DACA recipient	
04/04		-Watch <i>Harvest of Empire</i> in class	
04/09		-Massey, Chapter 7 -Summary and overview of presentations	
04/11	Presentations	-Final presentations of interviews	Final presentations
04/16	Presentations	-Final presentations of interviews	Final presentations
04/18	Presentations	- Final presentations of interviews	Final presentations
04/23	-Final exam	-Final exam in Canvas -Tamales!	-Final Exam (Canvas)

