SOCI 4580: IMMIGRATION & RACE, SPRING 2022

BASIC INFORMATION
Instructor: Ronald Kwon
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Office hours: Thursday 1:00-3:30 pm (please email me a confirmation you are coming)
Meeting Time: Tues/Thursday 11:00-12:20 pm Gateway 131
Course Number: SOCI 4580

COURSE DESCRIPTION AND OBJECTIVES
Welcome to Immigration & Race (Sociology 4580)! This class focuses on the structural, global, and cultural components of immigration and race, with an emphasis on the U.S. We will discuss how government institutions, societal actors, and socio-political processes have shaped and responded to immigration in the US. Students will examine the dynamics of immigration, the major theories behind why people immigrate, who migrates, the policies that have shaped immigration, the social construction of race, attitudes towards immigration, and the generalized processes associated with assimilation. In doing so, we will explore key domains that scholars often consider as markers of integration ranging from residential segregation, educational, and labor market outcomes across ethnic/racial categories. Alongside these markers, there are ethical debates related to immigration control, the politics, determinants of immigration policy, and the political and cultural inclusion and/or exclusion on immigrants. The aim of this course to offer empirical evidence and critical perspectives on immigration policy to give students the analytical tools to compare the relevant issues, actors, institutions, and processes highlighted in American immigration policy debates. While immigration is a core part of the American socio-political system, it is also a structural feature of many rich democracies. In this class, we will spend some time comparing the US experience with other countries. At the end of the course, students should understand the following:

1) Immigration is multifaceted
2) What are some of the standard sociological domains and measures to gauge integration
3) How host countries are reliant on immigration in multifaceted ways
4) Race is not biological
5) Racism is built into the structural components of society and not simply a problem of individual attitudes
6) Race is dynamic and takes different forms in different historical contexts
7) Immigration/Race is complicated by overlapping systems of inequality

REQUIRED TEXTBOOKS

Other required readings will be made available on Canvas. They are available under the “Readings” folder that is located under files. Occasionally, the readings will be start or end in the middle of a chapter and/or have omitted sections. Please only read the sections that are complete. My expectation is that students to read. The readings are designed to preview,
overlap, as well as reinforce lectures. The amount of reading is manageable and necessary to perform well in the class.

COURSE GRADING BASIS

Quizzes (15%)
Students are expected to finish the readings before the start of class. I expect students to attend lectures, participate in in-class assignments, and use topics from reading materials to engage in class discussions. These are given to students on random lectures and there are no makeups. They are low stakes and to ensure that students are following core ideas in the lecture and keeping up with the readings.

Presentations (15%)
This class examines immigration from a comparative perspective. Students will do presentations on the immigration policies of another country outside of the U.S. Then students will do a 15 minute powerpoint presentation that highlights their key findings. Specific types of answers they should provide is what is the immigration policies of the country in question? Is it based on jus soli or sanguinis definitions of citizenship? What are the major immigration channels in the country? What factors shape why those immigration channels and not others? What major theoretical perspectives can be applied to understand channels or policies? At the end of the presentation, a short Q & A session will ensue, and student presenters will field questions. Further instructions will be posted on Canvas closer to the presentation due date near the end of the semester.

Video assignments (20%)
Three short videos will be shown in class. The purpose is to provide students with an opportunity to think about and comment on particular issues that are being covered. You are required to submit a one-page typed-written (font size =12) double-spaced reaction paper of the video (300 words) via canvas by that closing Friday @ midnight. Please PROOF-READ your work before submitting it as your grades will be partially based on the clarity of your writing. The upload will open on Tuesday at 2:30 pm. You will submit your responses online as a doc, docx, or pdf file and will be provided a grading rubric on Canvas. Each will be weighted equally.

Midterm Examination (25%):
The midterm will cover topics covered in lecture, the assigned readings, and class-assigned videos and audio. The test will be composed of 35 multiple-choice questions. A study guide will be provided to facilitate student preparation for the exam.

Final Exam (25%)
The final exam will consist of 35 multiple-choice questions in a format that resembles the midterm and quizzes. Topics for the exam will predominantly focus on the latter part of the course. Students will be provided a study guide priorly to prepare for the exam.

Missing and/or rescheduling the exams will require extreme circumstances and must be discussed with me before the exam date. I do not accept late assignments without prior notification and a good reason of why it is late. Without these, I will not consider extensions at all.

The grading breakdown is as follows below:

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<tr>
<th>Grade Range</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
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<tr>
<td>80-89%</td>
<td>B</td>
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<tr>
<td>70-79%</td>
<td>C</td>
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</table>
60-69%    D  
Below 60%    F

It is important for students to stay up with assignments and complete them on time. You CANNOT procrastinate. I will do my best to be straightforward and fair. Please feel free to approach me if you encounter any difficulties. **However, final grades are final and are NOT OPEN FOR DEBATE. Please do not ask for makeup assignments, extra credit, or a grade bump up once final grades are posted.**

I calculate grades at the end of the course. If you have a pressing desire to know what your grade is after each assignment, you can easily calculate your grades by weighting the posted grades. For example:

if quizzes are worth 15% and you have an average grade of 100% on quizzes, you will get 15 points.

if the video assignments are worth 20% and you received a 90%, you will get 18 points.

if the midterm is worth 25% and you received a 100%, you will get 25 points.

If the presentation is worth 15% and you received an 80%, you will get 12 points

Combined this puts you at 70 points out of a possible 75 points or a 93.3% going into the final.

**CLASSROOM GUIDELINES**

**Attendance:** I cannot overemphasize the importance of regular class attendance. A substantial amount of exam questions is based on lecture materials, which may not be covered in the readings. This is still fair game for the exam. Moreover, class is (by far) the optimal time to ask questions to clarify. Please arrive to class on time. It is incredibly disruptive for other students and the instructor.

**COVID related class procedures:** If you are feeling ill or have a positive COVID test, please refrain from coming to class. UNT policy is to report symptoms or exposure to COVID@unt.edu. I will make alternative arrangements for you on assignments. I encourage students to follow CDC guidelines and wear masks in the classroom. UNT policy for the spring term is to conduct mandatory testing for all students and faculty. Students may opt out if they provide proof of vaccination. Please visit https://healthalerts.unt.edu/ for a full description of UNT’s policy.

**Electronic use:** Please keep electronic use during the class period confined to class materials. It is distracting for me as well as other students when it is not. I will ask students to leave the classroom if I see that they are using their electronic classes for non-class reasons. All students are expected to take their own notes and students are not permitted to record lectures in any format.

Please turn off all cell phones or put them on silent. In the event of a distraction, I have the authority to change a student’s seat or request a student to exit the classroom. One-day suspensions will be reported to appropriate departmental and collegiate personnel.

**Make up exams and/or incompletes:** I generally do not give make-up exams or give incomplete grades, except under the most extreme emergencies. If you encounter an emergency, you should contact me before the test is administered.
**Classroom decorum:** A great deal of this course involves class discussion. Please respect the “rules of good discussion”. In particular, please consider the following: a) be good listeners to your fellow students (a democratic and open classroom necessitates a respectful environment); b) try to focus your discussion on course material; c) discussion is usually more stimulating when many people are involved, thus I ask for your help in trying to get everyone to contribute.

Respect the UNT guidelines for academic integrity: [https://policy.unt.edu/sites/default/files/06.003.pdf](https://policy.unt.edu/sites/default/files/06.003.pdf)

I appreciate the majority of students are honest. To the few students who do not hold such ideals, I want to stress that cheating and plagiarism in any form will not be tolerated. Students are encouraged to work together and discuss problem sets. However, I expect each student to complete their own work. Failure to do so will result in a zero on the assignment in question. A second offense will result in a failure of the course.

**Accommodations:** Students with disabilities that may affect their ability to participate fully in the class or to complete all course requirements are encouraged to bring this to my attention promptly so that appropriate accommodations can be made. **Students must register with the Office of Disability Access (ODA)** to verify their eligibility. For additional information, please visit the ODA website at [http://www.unt.edu/oda](http://www.unt.edu/oda).

**Lectures and other classroom documents:** Many of the classes key materials can be found under files. Lectures will be posted after class. They will be organized by week headings and contain under FILES>LECTURES. The syllabus will also be contained under FILES>SYLLABUS. The rubric for assignments can also be found here, however, but will be posted after the class. Materials for exam reviews will be under FILES>EXAM MATERIALS.

**CALENDAR:**

**WEEK 1: INTRODUCTION, BASIC CONCEPTS AND THE ORIGINS OF RACE**

**WEEK 2: THE SOCIAL CONSTRUCTION OF RACE; TOOLS OF DOMINANCE**

**WEEK 3: PATTERNS OF ETHNIC RELATIONS; FROM JIM CROW TO COLOR-BLINDNESS**

**WEEK 4: RACIAL ATTITUDES, HOMONATIONALISM/FEMONATIONALISM, ATTITUDES AND POPULISM**

**WEEK 5: THEORIES OF IMMIGRATION, SELECTION EFFECTS, & IMMIGRATION REGIMES**

**WEEK 6: IMMIGRANT THREAT THEORIES; CONTACT THEORIES**

**WEEK 7: MIDTERM REVIEW, MIDTERM**

**WEEK 8: THE ASSIMILATION MODEL & SPATIAL ASSIMILATION; SPLIT LABOR MARKETS & OCCUPATIONAL SEGREGATION**

**WEEK 9: SPRING BREAK**

**WEEK 10: WEALTH AND INCOME GAPS; RACE/ETHNICITY AND HEALTH**
WEEK 11: GENDER AND IMMIGRATION; INTERSECTIONALITY

WEEK 12: INTERMARRIAGE/DATING; RACIAL/ETHNIC IDENTITIES

WEEK 13: RACE AND COLORISM; CULTURAL SCRIPTS AND THE CLASSROOM

WEEK 14: RACE AND ETHNICITY FROM A COMPARATIVE PERSPECTIVE

WEEK 15: STUDENT PRESENTATIONS

WEEK 16: FINAL REVIEW AND FINAL

**These are tentative dates and I reserve the right to alter assignment given sufficient notice.