

# Sociology 3741.090: Immigrants & Communities (online)

Instructor: Prof. Kim Korinek  
Department of Sociology  
Office: BEHS 430, Phone: 801-581-7112  
Office hours: Online by appt; in person (BEHS 430) on  
Thursdays, 1:00-2:00  
instructor email: [kim.korinek@soc.utah.edu](mailto:kim.korinek@soc.utah.edu)



## Course Introduction & Objectives

*Why do immigrants attempt death-defying journeys across the Mediterranean Sea from western Africa to ports in European countries, despite the drownings of so many migrants and the inhospitable climate that often greets them upon arrival? Why do Central Americans make journeys across Mexico and the southern US border that are similarly dangerous?*

*Are immigrants more likely than native-born citizens to commit crime? Why or why not?*

*Why do immigrants send over \$550 billion in remittances to their origin countries every year, an amount that often surpasses official development assistance? What happens with all of that money?*

*Does an undocumented teen brought by her parents to the US as a young child consider herself American? Mexican-American? Latinx? Or Mexican? What influences immigrants' identity formation?*

These are just a few of the questions we will examine in *Sociology 3741: Immigrants and Communities*, as we explore immigration and its power to transform societies, communities, families and individuals. Over the course of the semester we will critically analyze the causes and consequences of immigration, and the transnational experiences of immigrants, refugees and other mobile populations. As a course that meets the General Education International Requirement (IR), a key aim is to explore the motivations, journeys and lives of immigrants and thereby to gain knowledge about issues of globalization and about our own social lives and society in global perspective.

In this course you will investigate the social, political and economic forces that influence transborder movements. You will develop perspectives to comprehend the forces, rooted in global economies and geopolitics, which lead migrants and refugees to depart their homelands, cross borders, settle in new communities, and establish transnational ties. Through viewing diverse film and media, and reading critical and influential texts from sociology, other social science disciplines, and popular media, I hope that you will develop a critical framework for examining the immigrant experience and forces of conflict, violence, deprivation and disaster that compel such individuals to leave their homelands. We will also critically analyze the resources and barriers met by immigrants as they attempt to integrate and succeed in host societies.

## Course Structure & Navigation:

### Course Modules

This asynchronous online course follows 10 themed modules, beginning with Introductions & Overview (Module 1) and ending with a Student Perspectives module (Module 10) at the end of the term. Each module contains a group of required readings, links to lectures, video and other media files, several short orientation videos created by the instructor, and assignment(s). The assignments range from brief quizzes, discussion boards, and other exercises that relate to the module's theme.

The modules are set up for chronological completion, meaning that you should complete Modules 1-10 in chronological order, and within each module, you should ideally complete the reading, viewing and assignment tasks in the order in which they are outlined. This will provide a logical flow of information, and ensure that you have the necessary information/background to contribute to a discussion board, answer quiz questions, etc.

### **Timing of module completion & assignment due dates**

In order to accommodate students' busy and diverse schedules, but also to keep some cohesion to the course so that we can all 'be on the same page,' there is some flexibility for completing course assignments. Some assignment deadlines -- specifically the mid-term exam and final paper -- have fixed deadlines. The mid-term will be open for 24 hours on Tuesday October 5th, and the final paper/report may be turned in any time between December 7th and December 17th. Students are also required to upload a presentation to the course Canvas page to share with classmates insights from their class project. Instructions & links to detailed assignment guidelines are posted below. The project presentation can be uploaded anytime between November 27th and December 6th.

Course module assignments required for your participation grade, i.e., links to discussion boards, quizzes, and other assignments, will be open for the duration of the Module. For example, during Module 1 there are 3 brief assignments, the completion of which will count toward your participation grade. You may complete these assignments at any time between August 23 & midnight on August 29. Deadlines for completing participation assignments & other assignments with fixed deadlines are clearly indicated on the syllabus schedule & within the module pages.

Please note these dates carefully! No late work will be accepted!

### **Required Readings**

There is one required book for this course and a set of required articles & chapters that will be posted to Canvas. The required book is by Seth Holmes (2013), titled Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States (New York: Random House). It is available for purchase at the campus store, and can also be accessed as an e-book through Marriott Library.

### **Assessment (Grading)**

Your final grade will be based on the following 4 elements:

1) Participation points (35% of final grade) - interspersed through all of the course modules are a series of brief assignments that you will be expected to complete - these will provide a means for meaningful interaction with the course content, and with your classmates. The assignments range from short quizzes, posts and responses to group discussion boards, and creative contributions, such as sharing media stories with the class. The time demands of each assignment are not too onerous - perhaps 30 minutes to one hour of your time. But be aware that we will be assessing the content, originality and quality of your contributions - so do be thoughtful, careful in composing and

writing posts/short essays, and be sure to cite anything that is not your original thought/writing. It is fine & good to draw upon the work of authors you are reading for the course, and more broadly, and to build on the ideas of your classmates, but always be sure to give credit where credit is due (see Student Code below).

Regarding grading of Participation Point exercises: Each participation exercise will be scored on a 10 point or 20 point scale, depending on the level of effort required. Also, you are allowed two "freebies" over the semester - meaning you can skip two of these participation assignments without penalty. If you do not miss any we will drop the two assignments on which you received your lowest scores.

2) Midterm exam (20% of final grade) – There is one exam in this course, it will consist of approximately 40-50 multiple choice, True-False and other objective questions. The questions will test familiarity, comprehension and application of information presented in readings, media and lectures during the first 6 weeks of class. The **midterm will be available on canvas for 24 hours, from 12:01 am to 11:59 pm, on Tuesday, October 5**. Further details and instructions will be given in the week prior to the exam.

3) Reflection and analysis paper: Immigrants, Inequality and Health (20% of final grade). This paper will draw upon your reading, analysis and synthesis of Seth Holmes' book, *Fresh Fruits, Broken Bodies*. The expected length of the completed paper is 4-5 double-spaced pages, to be submitted using Turnitin.com software on Canvas. Detailed instructions for the paper, including questions to address in your essay, are provided [here](#). The analysis paper can be turned in anytime between October 11 and 29. The final deadline for submission is **Friday, October 29 at midnight (11:59 pm)**.

4) Understanding Contemporary Immigration Creative Project (UCICP) (25% of final grade) – The options for this project are many, and this is an opportunity to put your talents and creativity into action. You will prepare an end of term project of your own design in which you document your efforts to understand contemporary immigration as a force for social transformation through a socially-engaged research and reflection project. The goal of the UCICP is to provide a fresh perspective on immigration in Salt Lake City, Utah, or the US more broadly, and to gain and impart novel information to your classmates. Here are just a few suggestions for projects: interview a refugee or international student in Salt Lake City about the trials and tribulations of immigrant life; create an audio diary on the life of an immigrant or a worker in the immigration services sector; make a mini-documentary of an immigrant-owned business, ethnic neighborhood or artistic production; volunteer with a refugee resettlement organization and make a photo essay reflecting on your experiences and interactions; conduct and present a social media content analysis on immigration attitudes; design & implement a public opinion poll among U students on an immigration-related issue - then create an infographic from your findings; volunteer to teach English to immigrants or to mentor newly arrived refugees. The options are many - please contact the instructor early with your ideas; you will be expected to **submit a proposal describing your project plans no later than Friday November 5 at midnight (11:59 pm)**.

Presentations of your work will be shared with the class during the last week of the semester and thus **must be uploaded to Canvas no later than midnight (11:59 pm) on Monday, December 6**. Your final project report, which will consist of the presentation that you share with the class by December 6, as well as a written analysis to accompany the work, will be due during finals week. You can submit your final written analysis paper for the UCICP at any time between December 14

and December 17. **The final project report (including presentation file & written analysis pages) must be uploaded to Canvas no later than December 17 at midnight (11:59 pm).**

The mid-term, analysis paper, UCICP project, and final grades will be scored on a 100 point scale as indicated below. Exercises for participation points will be worth 10 or 20 points, with point deductions as indicated on the assignment rubric above.

<b>A</b> (100-93 points)	<b>A -</b> (90-92 points)	
<b>B +</b> (89-87 points)	<b>B</b> (86-83 points)	<b>B -</b> (80-82 points)
<b>C +</b> (79-77 points)	<b>C</b> (76-73 points)	<b>C -</b> (70-72 points)
<b>D +</b> (69-67 points)	<b>D</b> (66-63 points)	<b>D -</b> (60-62 points)
<b>E</b> (< 60 points)		

\*\*\*Please note: I will not accept late work except in the case of University-sanctioned absences (e.g., travel for University athletics) which conflict with class schedules, or dire emergencies!

### **Course Communication Policies**

**Keeping in Contact with your Professor:** As this is an online course, it is important to attend closely to all instructor communication, in the form of the course syllabus, course announcements, email messages, and other modes of communication. I will strive to be clear and concise, but adequately detailed, in all my communication with you. I request that you please contact me ASAP if there are any questions, doubts or problems with the course, such as accessing materials, deadlines, etc. However, when it comes to problems with CIS, Canvas or other computing needs, please contact the campus helpdesk directly (801-581-4000).

If you reach out to the instructor for feedback or clarification, it is my policy to provide a response to you within 48 hours of receiving your message. In most cases the response will be quicker than this, but 48 hours is the longest you should have to wait to hear from me in response to your queries.

In addition to ongoing communication over email, I will hold office hours by appointment or you can reach me through Canvas Chat. Please take advantage of office hours if you would like to have a chat about the content of the course, as well as any academic issues with which you require assistance.

### **Student-student and Group Communication.**

As the semester begins, I will ask that all students to introduce themselves to me and to each other. I hope that over the course of the semester we will get to know aspects of everyone's personalities, interests and perspectives, rather than remaining unidimensional online personas. I welcome you, in this first week, to share with us some interesting facts about yourself, your interests and hobbies, and pertinent to the course, your personal migration history -- this is assignment #1. I'm excited to get to know you all and learn from you all over these next 15 weeks.

When it comes to communication among one another for course assignments, dialogue and discussion, let's do our best to be good citizens and netizens. I have adopted Peter Connors' *Ground*

Rules for Online Discussions (<http://teaching.colostate.edu/tips/tip.cfm?tipid=128> (Links to an external site.)) as a guide to follow for our class:

### *Ground Rules for Online Discussions*

**Participate:** *This is a shared learning environment. No lurking in the cyberspace background. It is not enough to login and read the discussion thread of others. For the maximum benefit to all, everyone must contribute.*

**Report Glitches:** *Discussion forums are electronic. They break. If for any reason you experience difficulty participating, please call, email, or otherwise inform me of the issue. Chances are others are having the same problem.*

**Help Others:** *You may have more experience with online discussion forums than the person next to you. Give them a hand. Show them it's not so hard. They're really going to appreciate it!*

**Be Patient:** *Read everything in the discussion thread before replying. This will help you avoid repeating something someone else has already contributed. Acknowledge the points made with which you agree and suggest alternatives for those with which you don't.*

**Be Brief:** *You want to be clear—and to articulate your point—without being preachy or pompous. Be direct. Stay on point. Don't lose yourself, or your readers, in overly wordy sentences or paragraphs.*

**Use Proper Writing Style:** *This is a must. Write as if you were writing a term paper. Correct spelling, grammatical construction and sentence structure are expected in every other writing activity associated with scholarship and academic engagement. Online discussions are no different.*

**Cite Your Sources:** *Another big must! If your contribution to the conversation includes the intellectual property (authored material) of others, e.g., books, newspaper, magazine, or journal articles—online or in print—they must be given proper attribution.*

**Emoticons and Texting:** *Social networking and text messaging has spanned a body of linguistic shortcuts that are not part of the academic dialogue. Please refrain from **emoticons** and **c u l8r's**.*

**Respect Diversity:** *It's an ethnically rich and diverse, multi-cultural world in which we live. Use no language that is—or that could be construed to be—offensive toward others. Racists, sexist, and heterosexist comments and jokes are unacceptable, as are derogatory and/or sarcastic comments and jokes directed at religious beliefs, disabilities, and age.*

**No YELLING!** *Step carefully. Beware the electronic footprint you leave behind. Using bold upper-case letters is bad form, like stomping around and yelling at somebody (**NOT TO MENTION BEING HARD ON THE EYE**).*

**No Flaming!** *Criticism must be constructive, well-meaning, and well-articulated. Please, no tantrums. Rants directed at any other contributor are simply unacceptable and will not be tolerated. The same goes for profanity. The academic environment expects higher-order language.*

**Lastly, Remember: You Can't Un-Ring the Bell.** *Language is your only tool in an online environment. Be mindful. How others perceive you will be largely—as always—up to you. Once you've hit the send button, you've rung the bell.*

*Review your written posts and responses to ensure that you've conveyed exactly what you intended. This is an excellent opportunity to practice your proofreading, revision, and rewriting skills—valuable assets in the professional world for which you are now preparing.*

*Hint: Read your post out loud before hitting the send button. This will tell you a lot about whether your grammar and sentence structure are correct, your tone is appropriate, and your contribution clear or not.*

Let's try our best to keep the lines of communication open, civil, and geared toward enhancing everyone's learning in the class!

**Student Code:**

Students should also strive to meet the goals described in the University of Utah’s Student Code, which states *“the mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the University community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship.”*

Following the Student Code, I adopt a zero-tolerance policy for academic misconduct in this course. “Academic misconduct,” according to the University of Utah Student Code, *“includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.”* For detailed definitions and possible academic sanctions please see: <https://regulations.utah.edu/academics/6-400.php>

**Americans with Disabilities Act (ADA):**

*The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability & Access (<https://disability.utah.edu/>), 162 Olpin Union Building, 801-581-5020. CDA will work with you and the instructor to make arrangements for accommodations.*

*All written information in this course can be made available in alternative format with prior notification to the Center for Disability & Access.*

~~~~~  
~~~~~

**COURSE SCHEDULE - THEMES, ASSIGNED READINGS, ASSIGNMENTS**

**Module 1 (Aug 23-29) - Migration & social transformation - course overview**

- Assignment: Introduce Yourself
- Read: United Nations, "International Migration Highlights, 2020"
- Read: Hirschman, “Immigration and the American Century”
- Assignment: Discussion board post/response - Why Does Migration Matter?
- Assignment: View & Respond to the NY Times Multimedia story, *Desperate Crossing*

## **Module 2 (Aug 30-Sep 5) - Migration Theories: Understanding Who Migrates, Where & Why**

- Assignment: Syllabus quiz
- Read: United Nations. 2009. "People in Motion: Who Moves, When, Where and Why?" (Sections 2.1 and 2.2)
- Read: Massey et al., "Theories of International Migration: A Review and Appraisal"
- Read: Sassen, "American's Immigration 'Problem'"
- Assignment: Migration Map Analysis Exercise
- Assignment: Application of Theoretical Concepts - NYT African Fishing Article
- Assignment: View & Respond to the documentary *Harvest of Empire*

## **Module 3 (Sep 6-Sep 19) - Open Borders or Build Fences? Immigration policies & their consequences**

- Assignment, Explanations for undocumented migrations in Wetback: *The Undocumented Documentary*
- Read: Lee, "The Chinese Must Go"
- Assignment: View & Respond to the documentary *Gold Mountain Dreams*
- Read: Cornelius, "Controlling 'Unwanted' Immigration"
- Read: Holmes, "Fresh Fruit, Broken Bodies," Chapters 1 and 2
- Assignment: Pair & Share, Border Crossing Experiences
- Assignment: View & respond to the Al Jazeera documentary, *Borderless: Undercover with the people smugglers*

## **Module 4 (Sep 20-Oct 3) - They 'Steal' Our Jobs? Immigrants in Post-Industrial Economies**

- Assignment: View & Respond to the Vice-HBO documentary, They Steal our Jobs?
- Read: Urbina, Sea Slaves: The Human Misery that Feeds Pets and Livestock
- Assignment: View & Respond to the Guardian documentary *on Thai fishing ships and human trafficking*
- Read: Holmes, "Fresh Fruit, Broken Bodies," Chapters 3 and 4
- Assignment: Pair & Share, Workplace hierarchies & structural violence
- Read: Eckstein & Nguyen, The Making and Transnationalization of an Ethnic Niche: Vietnamese Manicurists
- Assignment: View & respond to NY Times article on immigrant manicurists in NYC
- Assignment: Complete ungraded quiz on mid-term course feedback

## **!!MIDTERM EXAM - TUESDAY OCTOBER 5!!**

## **Module 5 (Oct 4-10) - Immigrants, Health and Healthcare**

- Read: Holmes, "Fresh Fruit, Broken Bodies," Chapters 5-7
- Assignment: Pair & Share, What is the source of Crescencio's suffering?
- Read: Jenkins et al, Health Care Access and Preventive Care among Vietnamese Immigrants

## **Fall Break (Oct 10-17) - Enjoy!**

## **Module 6 (Oct 18-31) - Refugee Experiences: Conflict, forced migration & resettlement**

- Read: *The Displaced* NY Times multimedia presentation (intro, Hana, Oleg, Chuol)
- Assignment: View the *Children of Syria* documentary & write a reflection on the incorporation of a hypothetical refugee youth in Germany
- Read: Koser, Refugee and Asylum Seekers
- Read: Rottman et al. The Path to Asylum in the US and the Determinants for Who Gets In
- Assignment: View the documentary *Well Founded Fear* & make an Asylum Decision

**!! Reflection and analysis paper: Immigrants, Inequality and Health - Due October 29 at Midnight!!**

## **Module 7 (Nov 1-Nov 14) - Incorporation and Achievement among Immigrants and the 2nd Generation**

- Read: Portes and Zhou, The New Second Generation
- Assignment: Draw a concept map to illustrate issues influencing immigrant incorporation
- Read, Fernandez-Kelly & Portes, No Margin for Error
- Read: Gonzales, Learning to be Illegal
- Assignment: View & respond to the documentary *The Graduates*.
- Read: Lee & Zhou, Success Frames and the Asian "F"

**!! Proposal describing your UCICP due November 5 at midnight!!**

## **Module 8 (Nov 15-21) - Immigrants, Crime & Justice**

- Assignment: View & post to discussion board on the film *Sentenced Home*
- Read: Press, Do Immigrants Make Us Safer?
- Read: Golash-Boza & Hondagneu-Sotelo, Latino Immigrant Men and the Deportation Crisis

## **Module 9 (Nov 22-28) - Migration and Transnational Connections**

- Read: Parreñas, Mothering at a Distance
- Assignment: View and respond to the film *Chain of Love*

## **Module 10 (Nov 29-Dec 10) - Student Perspectives Week**

- Assignment: Share with classmates an article, blog post or short media piece on contemporary immigration; briefly comment on salience/importance of content
- Read: Select at least 3 classmate suggested readings/viewings – read, watch & respond
- Assignment: Provide feedback, ask questions & Vote on your groupmates' UCICP presentations

**!!!Presentation of Understanding Contemporary Immigration Creative Project -- post no later than Dec 6th at midnight!!**

**!! There is no final exam for this course - the written report to accompany your UCICP will be due no later than December 17 at midnight!!**



University leadership has urged all faculty, students, and staff to **model the vaccination, testing, and masking behaviors** we want to see in our campus community.

These include:

- Vaccination
- Masking indoors
- If unvaccinated, getting weekly asymptomatic coronavirus testing

### Vaccination

- **Get a COVID-19 vaccination** if you have not already done so. Vaccination is proving highly effective in preventing severe COVID-19 symptoms, hospitalization and death from coronavirus. Vaccination is the single best way to stop this COVID resurgence in its tracks.
- Many in the campus community already have gotten vaccinated:
  - More than 80% of U. employees
  - Over 70% of U. students
- Visit <http://mychart.med.utah.edu/>, <http://alert.utah.edu/covid/vaccine>, or <http://vaccines.gov/> to schedule your vaccination.

### Masking

- While masks are no longer required outside of Health Sciences facilities, UTA buses and campus shuttles, **CDC guidelines now call for everyone to wear face masks indoors.**
  - Check the CDC website periodically for masking updates—  
<https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated-guidance.html>
  - Treat masks like seasonal clothing (i.e. during community surges in COVID transmission, masks are strongly encouraged indoors and in close groups outside).

### Testing

- **If you are not yet vaccinated, get weekly asymptomatic coronavirus tests.** This is a helpful way to protect yourself and those around you because asymptomatic individuals can unknowingly spread the coronavirus to others.
  - Asymptomatic testing centers are open and convenient:
    - Online scheduling
    - Saliva test (no nasal swabs)
    - Free to all students returning to campus (required for students in University housing)
    - Results often within 24 hours
    - Visit [alert.utah.edu/covid/testing](http://alert.utah.edu/covid/testing)
- **Remember: Students must self-report if they test positive for COVID-19** via this website: <https://coronavirus.utah.edu/>.