

Sociology of Immigration

Autumn 2025 SOC 3200 LECTURE Class number: 27420

Instructor: Akanne Torres Beltran
Please call me: Akanne (Uhh-kahn-neh), Miss Torres, Miss Beltran, Professor, etc.
E-mail: torresbeltran.2@osu.edu
Class Times: Mondays, Wednesdays, & Fridays **9:10am – 10:05am; in-person.**
Class Location: Lazenby Hall 002
Office Hours: Mondays & Tuesdays from 10:30am – 12:30pm (Or by appointment; ZOOM option available)
Instructor's Office Location: Townshend Hall Room 165

COURSE DESCRIPTION:

In this course, we will explore contemporary migration from a (critical) sociological perspective. We will begin with a demographic overview of recent trends in international migration with a specific focus on contemporary migration flows to the United States. We will also survey some of the main theories and debates concerning the causes and consequences of migration, and the diverse experiences of migrants, with an emphasis on the post-1965 immigration to the United States. The second half of the course will adopt a more critical approach examining the relationship between capitalist globalization, state efforts to control the movement of people across borders and its implications for racialized and gendered subjects, and debates surrounding the ongoing "migration invasion crisis."

The main objectives of this course are to help students:

1) be familiar with some of the key debates in the sociology of immigration
2) be able to contextualize post-1965 immigration to the US with an eye towards the historical context
3) gain a critical perspective on contemporary migration policies and politics, and
4) be able to speak intelligently about contemporary news headlines concerning migration

Sociology 3200 meets the GE Diversity: Social Diversity in the U.S. The expected goal of the Diversity GE is for students to, "understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens." The associated learning outcomes are, "to describe and evaluate the roles of such categories as race, ethnicity, and nativity in the pluralistic institutions and cultures of the United States and to recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others." Sociology 3200 will satisfy the stated learning outcomes via the course objectives, course topics, readings, and written assignments.

This is an intensive reading course, and students are expected to complete the assigned readings for each week that they are assigned. We will be reading between 20-40 pages per week. The readings are made up of a mix of chapters from edited books, research reports and briefs from different policy institutes, and academic articles. In-class discussions are also a big part of this class so be prepared to form groups of 2 to 3 people and discuss a given topic with your peers and with the whole class.

COURSE MATERIALS:

Students will need:

→ **Laptop**: Mac (current MacOS) or PC (Windows 10) with high-speed internet connection → **Mobile device** to use for BuckeyePass authentication.

→ **NO required Textbook; All required readings, articles, documentaries, videos, and other materials will be linked/posted to Carmen in their respective modules.** Some readings will be in a PDF form, while others will have links to appropriate websites where you should be able to access the materials easily.

COURSE POLICIES:

Syllabus

This syllabus is posted on Carmen and will guide us through the semester. You should consult it regularly, making note of assignments, dates, and deadlines. I reserve the right to alter the syllabus if needed. If changes are made, I will upload a new version and make an announcement to Carmen to notify you of this change. Any additional changes, or updates will be provided on Carmen, which links to your university email account. Please keep your email information up to date to ensure you receive all updates. You may also wish to turn on push notifications for Carmen.

Instructor Communication

For short questions or notifications, you can send your messages via email or Carmen. For more in-depth or sustained conversation, please set up an appointment for office hours to chat. Please reach out to me with any questions or concerns. I am here to help, and I enjoy doing so! However, please ensure that your question has not already been answered in the syllabus before reaching out.

If you send an email during business hours (M-F, 9-5) you can generally expect a reply within 24 hours. Emails sent on Friday evening, or the weekend will typically not receive a response until the work week resumes. However, do not wait until the last minute if your question is time sensitive. **If you are contacting me about a time sensitive matter, please include "Time Sensitive SOC 3200" in the subject line of your message.**

Office Hours Request

When requesting office hours visit (OUTSIDE OF SCHEDULED TIME SLOTS) via email/message, please make sure to include the following information:

- Reason for inquiry (e.g. question about content, grad school, exams, final project, etc.)
- Preferred format (in-person at my office or through ZOOM)
- include YOUR availability with dates and times ("I am available Friday, September 5th from 12pm to 2pm.")

Classroom Conduct Expectations

Class expectations are that we all will be respectful of our classmates while consuming any class content or media and that we will create a safe space for each other. Throughout this course we will discuss contentious and politically charged topics and ideas. Sociology is a particular way of thinking about the social world and to succeed in this course you will need to engage with the topics we discuss sociologically. This does not mean you must agree with everything I, your readings, or your classmates say. **It does mean you must be respectful of your classmates, myself, and our collective learning environment.**

To ensure that our classroom is an open and accessible learning environment for everyone we will abide by the following guidelines:

Be respectful in your questions and comments. When possible, use the language outlined in your textbook and class lectures to describe a particular group, concept, or idea. No deliberately hurtful or discriminatory language on the basis of sex, gender, race, ethnicity, class, sexuality, ability, or other identity will be tolerated.

Listen carefully to what others say. Your comments should reflect your appreciation for others' comments and an engagement with their points. Sociology is a social science – when engaging in discussion, we will discuss 'social facts' first and opinions second.

There are no "dumb" questions. Be willing to accept when you do not know an answer or acknowledge the limitations of your viewpoints – very little in the social world is black and white. Likewise, do not get down on yourself if you do not know something. This is a collective enterprise. We are all learning and growing. Be willing to update your perspective and show compassion to others doing the same.

Be curious. We all are coming to this class with our own ideas, values, and beliefs about how the world works. When faced with an idea, fact, or concept that confuses you or seems counter to what you "know" approach that mismatch with curiosity. My goal of this course is to help you develop your sociological imagination – the ability to ask "why" about things that seem self-explanatory or "obvious."

Course Format

This course will be organized around weekly lectures, readings, in-class activities and discussion, and projects. Weekly Carmen modules will include lecture slides, assigned readings, and assignment due dates.

Before Week 2, I expect you to complete the weekly assigned readings before class on the Monday the topic is listed next to in the Course Schedule. This means that the article annotations (described below) will be due the Tuesday night before the topic is reviewed in class. On Mondays and Wednesdays, we will have lectures and time for small and large group discussions. For most of the Fridays we will leave time for the midterm group presentations (described below).

Attendance Policy

I expect everyone to be engaged and participate in class the three days a week we are scheduled for this semester. However, I understand that emergencies may happen. Throughout the semester you are allowed 7 no-questions-asked absences (that you DO NOT HAVE TO EMAIL ME ABOUT ☺). If this number of absences is exceeded, then you will start to lose participation points. These absences will automatically be counted if you are not present when attendance is taken; no documentation is required. If you miss class, you are responsible for reaching out to a classmate for notes on what you have missed.

Additional absences will affect your grade. Please communicate with me if you have extenuating circumstances or serious emergencies. Documentation may be required at my discretion.

Please bring your digital devices (e.g., laptops and iPads) to class for in-class activities. For some in-class activities, you need to use your devices to review your annotations with your group, do data challenges, or for collecting resources.

Late/Missed Assignments

If you anticipate a late submission or have an extenuating circumstance that requires an extension, please reach out to me before the assignment's due date. Life happens! I aim to be flexible and will work with you to create a new timeline for submission. Assignments are considered late if they have not been completed and submitted by

the due date and time. **Assignments submitted after the due date will be docked 5% for each day; however, any assignments that are turned in a week or more late without any explanations will NOT be graded.**

Grading System & Policies

It's important to note that your grade will reflect your efforts, understanding, and mastery of the course material. Assignments, assessments, and projects are designed to provide you with various creative opportunities to showcase your comprehension and learning. The objective is not just to test your knowledge, but to encourage critical thinking, problem-solving, and innovative approaches to learning. The grade you receive in this class is the grade you earn; **I will not be rounding up grades at the end of the semester, so please do not ask**. If you're concerned about your grade, I encourage you to attend office hours and/or meet with me as soon as possible. No further regrading will be allowed after one week from the date on which the assignment or exam is returned to you.

Please note, the university does not allow A+ grades, but if I could give you one, I totally would! Please note the grading scale for the class:

Grading Scale:

94 – 100.00	A
90 – 93.99	A-
87 – 89.99	B+
84 – 86.99	B
80 – 83.99	B-
77 – 79.99	C+
74 – 76.99	C
70 – 73.99	C-
60 – 69.99	D
Below 60	E

Course Requirements:

In-Class Participation/ Attendance	15 pts
Article Annotations	45 pts (9 graded; 5 pts each)
Midterm Group Project	20 pts
Final Project	20 pts
	Total 100 pts

In Class Participation: Attendance will be taken daily. You are allowed 7 excused absences. I will also be grading based on overall discussion and class participation. Class time will incorporate both lecture and small-group discussions. Thus, your routine engagement will make the class successful. Participation is not evaluated by frequency, but rather the quality of participation. I understand that it is easier for some to participate than others, and I will structure our sessions to encourage contributions from everyone. If you are hesitant to participate, I encourage you to push yourself outside of your comfort zone, when you can. For those who find it easy to speak a lot, I invite you to be mindful of your own voice in the class and help create space for everyone. Participation is also not just about speaking in class. Other ways to participate include active listening, participating in small-group activities, or coming to office hours. This portion of the grade is based on my evaluation and not subject to negotiation.

Article Annotations: Reading in an integral part of this course. Each week, you must submit annotations of one reading assigned for that week using the Hypothes.is tool. There are 13 weeks in the course with readings. To make grading easier, all of the readings for the week will be uploaded in a single PDF file, but you will only need to annotate for one of the articles, while still making sure you read the others for class discussion. ***You may skip or drop 4 weeks; except for the assignment on Week 4.*** Because of this flexibility, late and backdated submissions will not be accepted for any reason. Annotations should be completed by Tuesday at 11:59 pm, in time for Wednesday's class for group discussions. Annotations are timestamped, so I will be making sure students are making annotations ***before class*** and not during class. Grades will be updated according to submission rules and timestamps.

Everyone will be split into groups of 6. These will be your reading groups for the entire semester, and they will be able to read your posted annotations. For more information about using Hypothes.is, please check out the following video: The Basics of Annotating with Hypothesis for Students.

How to complete:

As you read the text, add at least 4 annotations of at least 2-3 sentences, to text that you highlight. Here are some ideas for what you might highlight:

- → A point, argument, idea, or concept that you find confusing. Explain what is confusing about it.
- → A major takeaway and why it is important to you
- → A connection, for example to other readings, lecture material, other academic work you have encountered in other courses, your observations of deal life, etc.
- → A challenge or critique of the text
- → A response to a classmate

For full credit, your annotations must be relevant to the highlighted portion, demonstrate that you have completed the reading and given your submission some thought, and be clearly written with minimal/no grammatical errors. Submissions that "phone it in," are irrelevant, or are generically written will not receive credit.

Midterm "Statistical Portrait" Group Project: In groups of 3-4, you will choose an immigrant group and report their statistical profile to the class through a PowerPoint Presentation. These presentations will be occurring throughout the semester; therefore, a list will be provided for everyone to choose their group and which Friday they would like to present on. Your presentations should, through a mix of words, figures, and graphs, include the migration history of your group, population trends over time, modes of entry, most common migration chains, and description of two or three demographic or socio-economic characteristics of the group (e.g., their geographic residential patterns, gender or age composition, educational attainment, poverty, racial diversity, family structure, citizenship status, etc.). The reference page should include statistical sources from any of the following lists:

1. U.S. Census (Census.gov)
2. Department of Homeland Security (DHS)
3. Population Reference Bureau
4. Migration Policy Institute
5. Pew Hispanic Center
6. Social Explorer

You will be evaluated on how well you use statistical data to profile your group and your ability to integrate the numerical data within a narrative account. The profile should be comprehensible and presentable. You will be graded as a group and individually (survey each other for accountability).

Final Project: Students will not have a final exam, instead students will be asked to produce a critical review of a film dealing extensively with the phenomenon of immigration. Note that a critical review is not the same as a summary. The point of this assignment is for you to use the knowledge you have gained throughout this course to analyze the film and the themes that it portrays. How do the concepts covered in class help you better understand the film?

You have the freedom to use any of the following media for your submission: podcast-style recording (~10 minutes), a photo exhibit or PowerPoint presentation with oral descriptions (~10 minutes), a written paper (approximately 8-10 pages, double-spaced), or any other creative medium you find suitable.

Regardless of the format you choose to engage in, you should engage with immigration concepts and theories we have learned and reference class material. You will need to cite at least 5 readings from the course, and these readings must be drawn from at least 2 different weeks. Your project should include an introduction, brief summary of the film, why you chose it, your critique, theories that helped you understand the film, and a conclusion. Be sure to use in-text citations throughout your essay or presentation and include a "works cited" page. Follow the ASA guidelines as posted on Carmen. Your presentation will be uploaded and submitted to the Carmen system.

At the mid-point of the semester, you will be asked to share your proposed film and medium with me. Further guidance, including a short list of films to choose from and a more detailed rubric for the assignment, will be posted on Carmen and further discussed later in the semester.

TENTATIVE Course Schedule:

Dates	Lecture Topic & Book Chapters	Assignments
PART I. Migration Trends & Policies		
Week 1 Aug. 27th Aug. 29th	Course & Syllabus Review Identifying Scholarly Articles	
Week 2 Sept. 1st Sept. 3rd - Sept. 5th	NO CLASS ON MONDAY – LABOR DAY U.S. Migration Trends	Week 2 Article Annotations due THURSDAY, SEPT 4TH 11:59pm
Week 3 Sept. 8th Sept. 10th – 12th	International Migration Trends *Create Midterm Groups of 3*	Week 3 Article Annotations due THURSDAY, SEPT 11TH 11:59pm
Week 4 Sept. 15th Sept. 17th – 19th	Immigration Policies: Who is an Immigrant? NO CLASS WEDNESDAY AND FRIDAY ** EVERYONE MUST DO THIS ASSIGNMENT **	Week 4 Article Annotations due THURSDAY, SEPT 18TH 11:59pm
PART II. Theories of Migration		
Week 5 Sept. 22nd – 26th	Why People Migrate	Week 5 Article Annotations due THURSDAY, SEPT 25TH 11:59pm
Week 6 Sept. 29th – Oct. 3rd	Why People Migrate	Week 6 Article Annotations due THURSDAY, OCT 2ND 11:59pm

	**Group Presentations on WEDNESDAY **	
Week 7 Oct. 6th – 10th	Theories Of Immigrant Incorporation **Group Presentations on WEDNESDAY **	Week 7 Article Annotations due THURSDAY, OCT 9TH 11:59pm
Week 8 Oct. 13th – 15th Oct. 17th	The Second (and plus) Generations NO CLASS ON FRIDAY – FALL BREAK	Week 8 Article Annotations due TUESDAY, OCT 14TH 11:59pm
	FINAL PROJECT SURVEY DUE BY OCT 19TH	
PART III. Social Institutions		
Week 9 Oct. 20th – 24th	Migrant Neighborhoods and Communities **Group Presentations on WEDNESDAY **	Week 9 Article Annotations due THURSDAY, OCT 23RD 11:59pm
Week 10 Oct. 27th – 31st	Dimensions of (Il)legality **Group Presentations on WEDNESDAY **	Week 10 Article Annotations due THURSDAY, OCT 30TH 11:59pm
Week 11 Nov. 3rd - 7th	Immigrant Racialization **Group Presentations on WEDNESDAY **	Week 11 Article Annotations due THURSDAY, NOV 6TH 11:59pm
Week 12 Nov. 10th – 14th	Immigrant Families **Group Presentations on WEDNESDAY **	Week 12 Article Annotations due THURSDAY, NOV 13TH 11:59pm
Week 13 Nov. 17th – 21st	Criminal (In)Justice & Immigration **Group Presentations on WEDNESDAY**	Week 13 Article Annotations due THURSDAY, NOV 20TH 11:59pm
Week 14 Nov. 24th	Criminal (In)Justice & Immigration Guest Speaker: Andrea Constant	

Nov. 26th - 28th	NO CLASS WEDNESDAY & FRIDAY	
Week 15 Dec. 1st – 5th	Immigrants' Rights Movement	Week 15 Article Annotations due THURSDAY, DEC 4TH 11:59pm
Week 16 Dec. 8th – 10th	Wrap up & Workshop	
		***** FINAL PROJECTS DUE BY DEC. 15TH*****

****READING LIST AVAILABLE ON CARMEN****

ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

The Committee on Academic Misconduct is responsible for investigating or establishing procedures for all reported cases of student academic misconduct. The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, submitting AI-generated writing as your own, and possession of unauthorized materials during an examination. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Class Artificial Intelligence Program Policy

I consider the use of any sort of artificial intelligence program as plagiarism and will follow university academic integrity policies in reporting instances of artificial intelligence technologies used to complete class assignments.

OTHER IMPORTANT UNIVERESITY POLICIES:

Disability Services
The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.
SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Grievances And Solving Problems

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Mental Health Services
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life's Counseling and Consultation Service (CCS)** by visiting ccs.osu.edu or calling 614--292--5766. CCS is on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614--292--5766 and 24-hour emergency help is also available 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Diversity & Title IX
The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age,

color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at Sexual Misconduct and Title IX Reporting and Non-Discrimination, Harassment, and Sexual Misconduct Policy FAQs. For Title IX questions or concerns, please contact Title IX Coordinator Melissa Mayhan: titleIX@osu.edu or 614-247-5838.

Religious Accommodations
It is Ohio State's policy to reasonably accommodate religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Please let me know of any conflicts and we will make any necessary arrangements.

Land Acknowledgement
We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and many other Indigenous peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. As a land grant institution, we want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.