



College of Liberal Arts and Sciences
Department of Sociology and
Criminology & Law

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SYA4930 - Migration in a Global Context Spring 2024

Class and Instructor Information

Instructor: Dr. Yiorgo Topalidis

Section: 30718, 30719

Email: ytopalidis@ufl.edu

Meets: Online

Office Hours: On Teams by appointment

The best way to contact me is via email (allow 24 - 48 hours for a response) or during office hours.

Readings: Select readings will be made available via Canvas.

Class Description

Migration is one of the most hotly contested issues in contemporary politics. It is also an enduring feature of the history of mankind. In this course, you will gain social and historical perspectives on migration, addressing the long-term effects of environmental, economic, political, and sociocultural causes and the influence of class, gender, and in historical and contemporary contexts. We will consider the spectrum of forced and free forms of migration, study the rise of the modern system of international migration control since 1880, and compare recent responses to the possibilities and challenges of migration in select contexts in Africa, the Americas, Asia, and Europe. Through a creative set of assignments that cultivate sociological inquiry, this course gives you a forum to explore multiple migration stories, including your own.

Student Learning Objectives

1) Introduce students to the basic concepts, theories, and methods used by sociologists studying migration. Course materials and activities allow students to see how social scientists collect information about migration using varied methods.

- 2) Provide students with course activities that will allow them to apply critical thinking skills to evaluate debates about historical and contemporary migration and the evidence needed to participate in such debates.
- 3) Encourage students to understand how the social forces that engender historical and contemporary migration impact their lives and how those forces emerge.

Class Format - Student Responsibilities

1. This class is held online in its entirety. Students must read each week's reading assignment and watch the weekly lecture video.
2. All assignments are due by 11:59 pm on the Sunday of each week.
3. If students know they will miss the submission deadline, they must email the professor 24 hours in advance to discuss plans for the missed assignments.
4. **There is no extra credit. There are no make-up assignments.**
5. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies:
<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

Assignments

Short Essays (SEs): 25% of a student's final grade

The short essays are written responses to short videos that require students to interpret and apply theoretical concepts from each week's lecture.

The short essays need to be at least 300 words long.

They need to be grammatically correct and must include at least one in-text citation in APA format.

For guidance on APA format, see:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

The citation must support the application of a theoretical concept from the lecture and, or, the text to describe a relevant subject from each week’s videos.

The lectures cannot be used as a reference or for an in-text citation.

Plagiarism is using ideas, facts, opinions, illustrative material, data, direct or indirect wording of another scholar and/or writer—professional or student—without giving proper credit through AI-generated text or other means. Expulsion, suspension, or any lesser penalty may be imposed for plagiarism.

The unauthorized copying, sharing, or distribution of copyrighted material is prohibited. It is a violation of the Copyright Act, Academic Ethics, and the Code of Student Conduct. Students who violate copyright are subject to discipline.

Short essays are graded on a sliding scale. This means that I will grade assignments leniently at the beginning of the semester and will provide students with feedback on the improvements needed for the following weeks’ essays. If the student does not comply with this feedback, they will gradually lose more points each week for not making the required improvements in each of the required areas of the essay (see Table 1).

Table 1. Weekly Short Essay Rubric

Item	Points
Spelling & Grammar	10
Citations	10
Topic Description	35
Theoretical Context	45
Total	100

Weekly Short Video Presentations (SVs): 35% of a student’s final grade.

Every week, students will be responsible for uploading a short video (no more than 10 minutes long) that provides an overview of the week’s reading. This overview must include the following elements.

1. A description of the reading’s topic, including the main research question(s) or argument.
2. A discussion of the data and methods used.

3. A discussion of the major findings.
4. A critical discussion of the author(s) conclusions by the student.

Students not presenting are responsible for responding to the short video.

It is recommended that students record these video presentations on either Zoom or TEAMS but any video software will suffice. For guidance on recording videos on Zoom or TEAMS see links below.

[How to Record Yourself on Zoom](#)

[How To Record Yourself with Content Using Microsoft Teams](#)

Final Paper

This class requires the composition of a term paper. The paper must focus on a particular migrant group and summarize established scholarship about the group. The paper has to be structured using the following sections:

1. Title Page
2. Abstract - a summary of the paper's elements
3. Introduction - a summary of the topics and main argument(s) or research question(s) included in the referenced sources. A summary of the main concepts or theories cited by the referenced sources.
4. Data and methods - a summary of the data and methods used by the referenced sources.
5. Results - a summary of the results discussed by the referenced sources.
6. Discussion/Conclusion - a summary of the conclusions discussed by the referenced sources and a critical assessment of the conclusions by the student.
7. References - an APA style reference section.

APA style in-text referencing is mandatory. The paper cannot fall short of 2,500 words in length, excluding the reference section, title page, and abstract. The abstract should not be less than 200 words. Formatting should be Times New Roman, font size 12. The paper must be double-spaced and page enumerated. Citations should follow APA style guidelines (ex., in-text, and footnotes). The paper must include a minimum of 10 references. Wikipedia articles, encyclopedias, working papers, dissertations, masters thesis papers, honors thesis papers, and blog posts **are not allowed as references**. During the semester, progress on the paper will be measured at three points. The topic is due by midnight at the end of the

third week. The 10 references are due in APA style by midnight at the end of the fifth week, and the final draft is due by midnight on the final day of class. **Every day these progress metrics are late, 10 points will be deducted from the total possible points of the paper.** Email me with any questions.

Grade Range

A = 93-100 %	B = 83-86%	C = 73-76 %	D = 63-66 %
A- = 90-92 %	B- = 80-82%	C- = 70-72 %	D- = 60-62 %
B+ = 87-89 %	C+ = 77-79 %	D+ = 67-69 %	F = Below 59.9 %

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Incomplete grades:

The College of Liberal Arts and Sciences has a specific policy and procedure regarding incomplete grades. Please see the following documents:

<http://www.clas.ufl.edu/forms/incomplete-grade-policy-clas.pdf>

<http://www.clas.ufl.edu/forms/incomplete-grade-contract.pdf>

Class Schedule

Important Dates

Class Start: 1/8

Add/Drop period: 1/8 - 1/12 (No fee liability)

Springbreak: 3/9 - 3/17

Last Day to Withdraw: 4/12

Class End: 4/24

Date	Topic	Assignment	Assessment	Due Date
Week 1	<p>Lecture Topic:</p> <p>Introduction to Historical Sociology of US Migration</p>	<p>Weekly Readings:</p> <p>Skocpol, Theda. 1987. "Social History and Historical Sociology: Contrasts and Complementarities." <i>Social Science History</i> 11(1):17–30.</p> <p>Goodman, A. (2015). Nation of Migrants, Historians of Migration. <i>Journal of American Ethnic History</i>, 34(4), 7–16.</p>	<p>SV 1: Introduction to Historical Sociology of US Migration (See Lecture)</p> <p>SE 1: "No, where are you really from?" Mapping your transgenerational migration journey.</p>	1/14 11:59 pm
Week 2	<p>Lecture Topic:</p> <p>Migration to Colonial America</p>	<p>Weekly Readings:</p> <p>Fur, G. (2014). Indians and Immigrants-Entangled Histories. <i>Journal of American Ethnic History</i>, 33(3), 55–76.</p>	<p>SV 2: Migration to Colonial America</p> <p>SE 2: The Reckoning: Native American Boarding Schools</p>	1/21 11:59 pm
Week 3	<p>Lecture Topic:</p> <p>The Beginnings of Racialized Migration</p>	<p>Weekly Readings:</p> <p>Fox, C., & Bloemraad, I. (2015). Beyond "White by Law": Explaining the Gulf in Citizenship Acquisition between Mexican and European Immigrants, 1930. <i>Social Forces</i>, 94(1), 181–207.</p>	<p>SV 3: The Beginnings of Racialized Migration</p> <p>SE 3: Primary source analysis - An Oral History With Ms. Daphney Towns</p>	1/28 11:59 pm
Week 4	<p>Lecture Topic:</p> <p>The Rise of Nativism and The First Migration Wave</p>	<p>Weekly Readings:</p> <p>Kenny, K. (2003). Diaspora and Comparison: The Global Irish as a Case Study. <i>Journal of</i></p>	<p>SV 4: The Rise of Nativism and The First Migration Wave</p> <p>SE 4: Primary source analysis - Passenger List statistical analysis</p>	2/4 11:59 pm

		American History, 90(1), 134–162.	Term Paper: Topic and Main Argument Due	
Week 5	Lecture Topic: Restrictionism and the Second Migration Wave	Weekly Readings: Lee, E. (2011). A Nation of Immigrants and a Gatekeeping Nation: American Immigration Law and Policy. In R. Ueda (Ed.), A Companion to American Immigration. John Wiley & Sons. Pages 5 -35.	SV 5: Restrictionism and the Second Migration Wave SE 5: Yellow Peril: Then and Now	2/11 11:59 pm
Week 6	Lecture Topic: Assimilation and Its Antagonists	Weekly Readings: Fox, C., & Guglielmo, T. A. (2012). Defining Americas Racial Boundaries: Blacks, Mexicans, and European Immigrants, 1890-1945. American Journal of Sociology American Journal of Sociology, 118(2), 327–379.	SV 6: Assimilation and Its Antagonists SE 6: Primary source analysis - Oral History - Carl Calò, Frank Calò and Salvatore Civitello. Bronx Italian American History Project	2/18 11:59 pm
Week 7	Lecture Topic: Impact of World War II and the Cold War on US Immigration	Weekly Readings: Shew, D. O., & Kamp-Whittaker, A. E. (2013). Perseverance and Prejudice: Maintaining Community in Amache, Colorado’s World War II Japanese Internment Camp. In H. Mytum & G. Carr (Eds.), Prisoners of War: Archaeology, Memory, and Heritage of 19th- and 20th-Century Mass	SV 7: Impact of World War II and the Cold War on US Immigration SE 7: Injustice Forever: The Story of Amache Term Paper: Ten Source Bibliography in APA Format Due	2/25 11:59 pm

		Internment (pp. 303–317). Springer.		
Week 8	Lecture Topic: Selectionism, Multiculturalism and Pluralism	Weekly Readings: Massey, D. S., & Pren, K. A. (2012). Unintended Consequences of US Immigration Policy: Explaining the Post-1965 Surge from Latin America. Population and Development Review, 38(1), 1–29.	SV 8: Selectionism, Multiculturalism and Pluralism SE 8: 1965 Immigration Law Changed Face of America, NPR.	3/3 11:59 pm
Week 9	Lecture Topic: Transnationalism and Return Migration	Weekly Readings: Schiller, N. G., Basch, L., & Blanc-Szanton, C. (1992). Transnationalism: A New Analytic Framework for Understanding Migration. Annals of the New York Academy of Sciences, 645(1), 1–24.	SV 9: Transnationalism and Return Migration SE 9: Why Californians Are Fleeing To Mexico	3/10 11:59 pm
Week 10	Lecture Topic: Refugees and Asylum Seekers	Weekly Readings: Lew, J. (2022). Refugees and claims-making in spaces of urban marginality: Syrian refugees build alliances across racial lines for collective action. Journal of Ethnic and Migration Studies, 0(0), 1–18.	SV 10: Refugees and Asylum Seekers SE 10: How refugee resettlement became a revival strategy for this struggling town	3/24 11:59 pm
Week 11	Lecture Topic: Deportation as State Violence	Weekly Readings: Radziwinowiczówna, A. (2020). Violence that builds	SV 11: Deportation as State Violence SE 11: Young returnees start over in	3/31

		sovereignty: The transnational violence continuum in deportation from the United States. <i>Journal of Ethnic and Migration Studies</i> , 1–18.	Mexico after growing up in the U.S. GOP Governors Follow Shameful History With Cruel Stunt Abusing Migrants	
Week 12	Lecture Topic: Migration Dreams and Border Nightmares	Weekly Readings: Vargas, J. A. (2011, June 22). My Life as an Undocumented Immigrant. <i>New York Times</i> .	SV 12: Migration Dreams and Border Nightmares SE 12: DACA explained After 10 Years Of DACA The Best Passport No One Talks About (And How To Get It)	4/7 11:59 pm
Week 13	Lecture Topic: Environmental Migration	Weekly Readings: Piguet, Etienne, Pécoud Antoine, and Paul de Guchteneire. 2011. “Migration and Climate Change: An Overview.” <i>Refugee Survey Quarterly</i> 30(3):1–23.	SV 13: Environmental Migration SE 13: Which U.S. Cities Are Safest From Climate Change?	4/14 11:59pm
Week 14	Lecture: Gendered Migration	Weekly Readings: Chávez, Karma R. “Identifying the Needs of LGBTQ Immigrants and Refugees in Southern Arizona.” <i>Journal of Homosexuality</i> 58, no. 2 (January 31, 2011): 189–218.	SV 14: None SE 14: LGBTQ+ refugees Texas Targets Transgender Youth, A Family Decides to Move	4/21 11:59 pm
Week 15	Lecture: None		Term Paper: Final Draft Due	5/3 11:59 pm

University Policies and Services:

Academic Honesty: Cheating on exams or plagiarizing of any kind is not tolerated and will be dealt with accordingly. On exams or assignments, each student must produce their own

original work. All students must adhere to the UF Honor Code and standards of academic integrity found at the following link:

<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

Accommodation for students with disabilities: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting an accommodation.

Course Evaluations (End of Semester)

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Recording Lectures:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course.

A class lecture does not include: student presentations, academic exercises involving solely student participation, assessments (quizzes, tests, exams), private conversations between students in the class or between a student and the faculty or lecturer during a class session. 8 Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or

third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Helpful Links:

- Visit the Counseling and Wellness Center website or call (352) 392-1575 for information on crisis services as well as non-crisis services.
- Call (352) 392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- Visit the UF Police Department website or call (352) 392-1111 (or 911 for emergencies).
- For immediate medical care call (352) 733-0111 or go to the emergency room at 1515 SW Archer Road; Visit the UF Health Emergency Room and Trauma Center website for more information.
- Contact the UF Computing Help Desk at (352) 392-4357 or via e-mail at helpdesk@ufl.edu for Elearning technical support.
- For career assistance and counseling services visit the Career Connections Center: Reitz Union Suite 1300, (352) 392-1601.
- Library Support: Various ways to receive assistance with using the libraries or finding resources.
- For general study skills and tutoring visit the Teaching Center: Broward Hall, (352) 392-2010 or (352) 392-6420 to make an appointment.
- For help brainstorming, formatting, and writing papers visit the Writing Studio: 2215 Turlington Hall, 352-846-1138.
- On-Line Students Complaints: View the Distance Learning Student Complaint Process.