This course uses theoretical and empirical tools from the social sciences to study migration flows between Mexico and the U.S. from the 1970’s to the present. We will draw from scholarship in sociology, economics, political science, child development, and education studies. The course will rely on ethnography as much as econometrics and demography; in all cases study design and data interpretation will be emphasized.

The course has three learning objectives:
(1) Students will become familiar with micro-level and macro-level patterns in Mexico-U.S. migration and be able to analyze these patterns through the application of theory in the social sciences.

(2) Students will engage major theoretical debates in migration scholarship. Why do people (not) move? How are migration decisions made? What effect does migration have on (a) receiving societies, (b) sending societies, and (c) migrants themselves? How is migration organized by gender? What differentiates forced and unforced migration? How are immigrants incorporated into new societies?

(3) Students will (a) competently interpret representations of data and (b) critically analyze study design in published scientific research on Mexico-U.S. migration.

**Evaluation.** Grades will consist of weekly memos (35%), class participation (10%), a midterm (25%) and a final paper (30%).

The standard UW grading scale will be used:
>93 (A), 87-92.99 (AB), 83-86.99 (B), 77-82.99 (BC), 70-76.99 (C), 60-69.99 (D), <60 (F).

Memos (35%). Each week students will compose a short memo (150-250 words) in response to the reading. **Students are expected to complete 10 of the 12 possible memos; 2 memos may be missed without penalty.** These should not summarize the readings, but should instead synthesize ideas and critically consider the questions, methods, and conclusions found in the readings. **Memos must be posted to the class webpage by Sunday evening.** On occasion, a guiding question will be provided. Memos may end with one or two lingering questions the student finds confusing or feels remain unanswered in the texts (questions can exceed the word count if needed).

Final paper. Research paper, response paper, or review paper addressing an extension of material covered in class or an aspect of Mexico-US migration not covered in class. Max word count: 2,800.
Paper due dates:
October 20: one-paragraph summary of paper question or argument (2%)
November 10: annotated bibliography. At least ten scientific sources required (5%)
November 23: paper outline due (5%)
December 20: paper due (18%)

Course Outline. Readings will be made available online at this course’s Learn @ UW site:
https://learnuw.wisc.edu/. After logging in and clicking on “Sociology 470” or “CLS 470” in the
“Courses” section of the home page, readings can be found by clicking on the “Content” tab located on
the far left of the navigation bar at the top of the screen. Readings will be located under the following
headlines:

Week 0: Introduction, Theories of migration
No posting. Seminars September 6

Week 1: What causes migration? Why do people move?
Posting September 11. Seminars September 8, 13

Chapter 2.

Week 2: Emigration and immigration policy
Posting September 18. Seminars September 15, 20

121(5):1557-1600.
Optional: De Genova N. 2013. “Immigration ‘Reform’ and the Production of Migrant ‘Illegality.’”
Chapter 2 in Constructing Immigrant ’Illegality’: Critiques, Experiences, and Responses

Week 3: Who moves?
Posting September 25. Seminars September 22, 27

Riosmena F, Jochem WC. 2012. Vulnerability, Resilience, and Adaptation: The Health of Latin
Americans During the Migration Process to the US. Real Datos Espacio 3(2): 14–31
Economics of the Brain Gain.
**Week 4: Economic implications of migration**
Posting October 2. Seminars September 29, October 4

Wage War: who are the main economic losers from low-skilled emigration? *The Economist* August 27, 2016.


Optional:


**Week 5: Linking individual decisions and social patterns**
Posting October 9. Seminars October 6, 11


**Week 6 +: Migration as an intergenerational process**
Posting October 16. Seminars October 13, 18, 20


October 20:


Optional:

Chavez, L., & Menjívar, C. 2010. Children without borders: A mapping of the literature on

**Week 7: Review and Midterm**
No posting. Review October 25. **Midterm October 27**

**Week 8: Migration, race, and ethnicity**
Posting November 1. Seminars November 1, 3

Optional:

**Week 9: Migration and gender**
Posting November 6. Seminars November 8, 10

Optional:

**Week 10: Contexts of reception: “assimilation” and divergent trajectories**
Posting November 13. Seminars November 15, 17


**Week 11: Paper outline**
No posting. Paper outline November 22. **No class November 24: UW Thanksgiving Holiday**

**Week 12-13: Documentation, authorization**
Posting December 4. Seminars November 29, December 1, December 6


**Week 13-14: Return migration, forced migration**
Posting December 11. Seminars December 8, 13, 15


Final paper due: December 20

**Accommodations.** Please send the instructor an email by the end of the second week of the course if you are eligible for special arrangements or accommodations for testing, assignments, or other aspects of the course. This may be the case if English is your second language or you experience a physical or psychological condition that makes it difficult for you to complete assignments and/or exams without some modification of those tasks. Accommodations are provided for students who qualify for disability services through the McBurney Center. Their website has detailed instructions about how to qualify: [http://www.mcburney.wisc.edu/](http://www.mcburney.wisc.edu/). Provide a copy of your accommodations request (VISA) to the instructor by the end of the second week of class. We try to reserve rooms and proctors by the third week in class, so we must know of all accommodations by then.

If you wish to request a scheduling accommodation for religious observances, send an email by the end of the second week of the course stating the specific date(s) for which you request accommodation; campus policy requires that religious observances be accommodated if you make a timely request early in the term. See the university’s web page for details: [https://kb.wisc.edu/page.php?id=21698](https://kb.wisc.edu/page.php?id=21698)

**Academic honesty.** As with all courses at the University of Wisconsin, you are expected to follow the University’s rules and regulations pertaining to academic honesty and integrity. The standards are outlined by the Office of the Dean of Students at [http://www.students.wisc.edu/doso/academic-integrity/](http://www.students.wisc.edu/doso/academic-integrity/)

According to UWS 14, academic misconduct is defined as:

- seeks to claim credit for the work or efforts of another without authorization or citation
- uses unauthorized materials or fabricated data in any academic exercise
- forges or falsifies academic documents or records
- intentionally impedes or damages the academic work of others
- engages in conduct aimed at making false representation of a student's academic performance
- assists other students in any of these acts.
For a complete description of behaviors that violate the University’s standards as well the disciplinary penalties and procedures, please see the Dean of Students website.

**Departmental notice of grievance and appeal rights.** The Department of Sociology regularly conducts student evaluations of all professors and teaching assistants near the end of the semester. Students who have more immediate concerns about this course should report them to the instructor or to the chair, 8128 Social Science.

**Department learning objectives.** Beyond the specific substantive and methodological content described above, the course is designed to achieve the following instructional objectives designated as priorities by the Department of Sociology:

*Critically Evaluate Published Research.* Sociology graduates will be able to read and evaluate published research as it appears in academic journals and popular or policy publications.

*Communicate Skillfully:* Sociology majors write papers and make oral presentations that build arguments and assess evidence in a clear and effective manner.

*Critical Thinking about Society and Social Processes:* Sociology graduates can look beyond the surface of issues to discover the "why" and "how" of social order and structure and consider the underlying social mechanisms that may be creating a situation, identify evidence that may adjudicate between alternate explanations for phenomena, and develop proposed policies or action plans in light of theory and data.