

**Syllabus**  
**SOCI 3173**  
***Service Learning Section: Latina/os, Migration, and the U.S. South***  
**Department of Sociology and Criminal Justice**  
**Latin American and Latino Studies Program**  
**University of Arkansas**

**Session** 9:30-10:45am Tuesday and Thursday  
**Fall 2016** Location: Gearhart Hall 104

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**The Framework**

This course delves closely into the social, economic, and population changes that have taken place in the U.S. South. It focuses on issues associated with the shift of Latinos' settlement patterns, from historical places – e.g. Mexicans in the Southwest, Puerto Ricans in the Northeast, Cubans in Florida, and Central Americans in California – to the South as a relatively new destination. To understand this subject, a theory that situates structure as constraint and individual action as human agency remains relevant. It encourages social scientists to consider structure and individual action as two mutually shaped and affected – but opposing – systems. The principles of this approach help distinguish the roles larger social structures play in terms of the context of reception – *immigration policies, labor prospects, and ethnic community resources* – on shaping migrant life in the U.S. South, and help identify the mechanisms immigrants use – based on available options – in adapting to a new place.

**Course Description**

Given this understanding, this course is designed to broaden students' understanding of society as it relates to everyday life, large global issues, and the many concepts that lie within this spectrum. As an applied sociological class, students benefit from the service learning nature of this course as the experiential and fieldwork exploration promotes more *understanding* of how larger social structures affect the life context of local social actors. Most importantly, it also affords communities a unique position to advance positive social change vocalized by stakeholder initiatives. This is accomplished by organizing this class around a service-method format in which students put into practice the basic sociological concepts, appropriated methods of data collection, and technologies learned in class. In fact, as a way of building a link between classroom and community/civic activities, this model makes students participate more and thus benefit from community-based collaborations by drawing on research, educational, and experiential data to implement a learning style based on a service process that goes beyond the intellectual engagement of classroom activities. This happens by placing emphasis on field activities that are relevant to the community-partner mission, having policy/research applications, and building on a service/research focused educational environment.

## Setting and Venues

As an ideal venue for a service learning initiative, Northwest Arkansas, as one of the southern most concentrated Latino areas offers a window of opportunity to examine, first, how social institutions have adapted to this demographic transformation over the last 20 years. Second, it prompts scholars to explore the social, economic, and political context of the specific actions that institutions and policy makers have taken to adapt and serve these newcomers and, specifically, to understand how these approaches affect social actors' decision-making, adaptation, and identity processes. In the spirit of the U.S. land-grant universities mandate and following the University of Arkansas traditional mission of service to people, my efforts to foster a connection between students and the field rely on a two-fold, community-based participatory, service approach. *The first* builds on collaborations with local community organizations to establish community-based research partnerships – e.g. Northwest Arkansas Workers Justice Center (NWAJWC); Arkansas United Community Coalition (AUCC); OMNI Center for Peace, Justice, and Ecology. The critical component of these collaborative efforts, however, is to think of this method not just as a model that benefits my scholarship, but also as one that also places particular emphasis on giving back to the communities where we conduct research. *The second* builds on my commitment to serve students of diverse backgrounds within and outside of the university environment. As a way of building a link between the classroom and community engagement, my commitment is to introduce students to a wide array of service-learning opportunities.

## Course Requirements

Since the purpose of this class is to introduce a learning approach that fosters analytical skills, promotes critical inquiry and incorporates student scholarship and research, I have organized the course in a three-fold format. In the first part, we cover in class the historical context of Latina/os and migrants presence in the U.S. South, as well as themes relevant to the concepts of race/ethnicity, citizenship, and international migration. Most importantly, the course places a strong emphasis on the most appropriate methodological approaches and ethical protocols to better serve the communities where students are placed. In doing so, I utilize a constructivist method that helps students examine the Latino and migrant community firsthand, through the lens of sociology and fieldwork. In order to take full advantage of this model, though, each student enrolled in this section of the class is expected to participate in class discussions by articulating and expressing ideas, thoughts, and questions as they relate to the material on weekly basis.

In the second section, students are responsible to dedicate at least **two (2) service hours** of regular contact with the community partner on weekly basis from week three (3) and on – this means attaining a minimum of 30 service hours for the entire semester. Once placement has taken place – NWAJWC, AUCC, or OMNI, students are required to collect and analyze data from their service learning experience and to conduct interviews with key informants and stakeholders on a major social issue that affect community stakeholders. Then, based on the data gathered from the first two weeks of fieldwork, students are asked to formulate a research question that addresses a relevant social issue

that affects community stakeholders. Why is it important? Who are the social actors impacted by this social issue? Are there any particular *themes* that transpire from these observations and interviews? In this context, the class relies substantially on student exploration activities such as participating and gaining service/ethnographic research skills, contacting participants, conducting interviews, and participating in community organizations.

Lastly, the class requires assessment activities that help students appreciate the service, research, and pedagogical components of the course. The critical element of this service effort however is to think of a final assignment not just as a model that benefits students and instructor's scholarship, but as one that also places particular emphasis on giving back to the communities we serve. Thus, expected deliverables from students' service learning participation and fieldwork/research include a research paper and an individual presentation.

1. A *research paper* of 12 pages in length produced in incremental steps – see course outline for further instructions. This individual assignment, based on data gathered from the student service learning experience, must be well organized and articulated in a way that clearly demonstrates college level work.
2. A *presentation* at the community partner location. As a way of giving back to our community-partners, each student is required to produce a Power Point presentation of no more than 15 slides about the data they collected in the community setting. Maximum time allowed is 25 minutes for the presentation and 15 minutes for questions. This event will take place outside of the University of Arkansas campus, at the main location of our community partner. The instructor is responsible for the presentation scheduled. Grading in this assignment weighs heavily on the development of exposition and argument regarding: quality, originality, control of the topic, logic, coherence, critical thinking, and technical proficiency. Students may include visual aids – e.g. photos, videos, vignettes, etc – for the presentation.

### **Required Texts**

1. Marrow, Helen. 2011. *New Destination Dreaming: Immigration, Race, and Legal Status in the Rural American South*. Stanford: Stanford University Press.
2. Schwab, William. 2013. *Right to Dream: Immigration Reform and America's Future*. Fayetteville, AR: University of Arkansas Press
3. Readings (E-Library Reserve, Provided)

### **Grading Procedures and Scale**

1. Participation service hours with the community partner: 150 points
2. Fieldnotes records: 60 points, 6 reports worth 10 points each
3. Interviews: 60 points, 3 interviews worth 20 points each

4. Paper: 120 points
  - Introduction: 20 points
  - Theory/Method: 25 points
  - Narrative: 50 points
  - Discussion/Conclusion: 25 points
5. Presentation: 60 points
6. Attendance: 30 points total

TOTAL POINTS: **480**

Grading Scale

A = 90-100% (432+ points)

B = 80-89.99% (384-431 points)

C = 70-79.99% (336-383 points)

D = 60-69.99% (288-335 points)

F = <= 59.99% (< 287 points)

**Incremental Steps and Deadlines for the Final paper**

I. *Introduction*. This section is where you state your *thesis*.

- a. Based on your service-learning placement, formulate a question where you see a major social issue to be examined. Why is it important? Who are the people impacted by this social issue?

**Paper # 1 Due 9/15, class time, one (1) page**

II. *Theory/Methods*. Given the purpose of this research paper, share what other scholars have written about this specific topic. What method(s) was/were used to collect the data – e.g. interviews, fieldwork, and participant observations?

**Paper # 2 Due 10/13, class time, 4 to 5 pages**

III. *Narrative*.

- a. What did you find from your data collection and analysis that you considerer relevant? Are there any particular *themes* that transpire from your analysis of the data? Include some vignettes of the interviews you conducted in order to contextualize your narrative

**Paper # 3 Due 11/10, class time, 7 pages**

#### IV. *Major Conclusions.*

- a. What are your conclusions? What did you find from your data collection and analysis that you consider relevant? Are your findings consistent with those discussed by other scholars? Are there policy, social, economic, and health implications dealing with the social issue?

Paper # 4 Due 12/01, class time, 1 to 2 pages

**\*\*Final Paper Due: 12/08-class time – Hard Copy**

#### **Attendance**

Class attendance is mandatory.

#### **Information Technology**

This class requires the student to be computer literate. The student must be familiar at least with the Office software (Power Point) and the Blackboard utility. All discussions/debates are entailed to use Power Point and other visual aids (photos, videos, etc).

Be sure to be in Blackboard (<https://learn.uark.edu>) and look at the hyperlink for my class, otherwise you will not be able to participate in the discussion boards. Also be sure the operating systems you use have the latest Java software version.

#### **Cellular Phones Etiquette**

For teaching purposes, **no smartphone** use is allowed during this course. Computers are allowed with instructor consent. The instructor will explain the **basket rule** in class.

#### **Students with Special Needs:**

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit <http://cea.uark.edu> for more information on registration procedures).

#### **Academic Honesty:**

“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.”

(Source: <http://provost.uark.edu/245.php>.)

### **Copyright Information:**

*State common law and federal copyright law protect my syllabus and lectures. They are my own original expression and I record my lectures at the same time that I deliver them in order to secure protection. Whereas you are authorized to take notes in class thereby creating derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use. **You are not authorized to record my lectures, to provide your notes to anyone else or to make any commercial use of them without expressed, prior permission from me.***

*Persons authorized to take notes for the Center for Educational Access, for the benefit of students registered with the Center, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, you are permitted to reproduce notes for a student in this class who has missed class due to authorized travel, absence due to illness, etc. However, to be clear, any class notes must not be sold or made available for any commercial use.*

### **Inclement Weather Policy (IWP):**

In the event that driving or walking become unsafe and hazardous, the university may post inclement weather information according to the IWP 2100, “The Chancellor, or his designee, will instruct the Office of University Relations to post appropriate inclement weather information to the University’s web site – <http://www.uark.edu/>- via the RazALERT emergency communications system – <http://emergency.uark.edu/> - and through notification of local and regional media” (P, 3). Including KUAF Radio (91.3 FM) as well as local radio and television stations. Regarding class cancellation, the instructor will inform students via University of Arkansas E-mail of any further instructions. For additional information check the Class Cancellation Policy. 1858.10.

### **Emergency Procedures:**

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at [emergency.uark.edu](http://emergency.uark.edu)

### **Severe Weather (Tornado Warning):**

- Follow the directions of the instructor or emergency personnel
- Seek shelter in the basement, interior room, or hallway on the lowest floor, putting as many walls as possible between you and the outside
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
- Stay in the center of the room, away from exterior walls, windows, and doors

### **Violence / Active Shooter (CADD):**

- **CALL-** 9-1-1
- **AVOID-** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.

- **DENY-** Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe.
- **DEFEND-** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

### **Course Outline:**

#### **Week 1**      **“A Historical Context:”**

- 08/23      Syllabus, Introduction, and the Sociological Perspective
- 08/25    1.      Reading [E-Reserve]: Gomez, Rocío. 2010. "Braceros in the Arkansas Delta." *The Ozark Historical Review* 39:1-18. [E-Reserve]
2.      Reading [E-Reserve]: Mohl, Raymond A. 2003. "Globalization, Latinization, and the Nuevo New South." *Journal of American Ethnic History* 22(4):31-66.

#### **Week 2**      **“Fieldwork and Ethical Guidelines”**

- 08/30    3.      Reading [E-Reserve]: Adler, Patricia and Peter Adler. 1987. "Observational Techniques." in *The Handbook of Qualitative Research*, edited by N. K. Denzin and Y. S. Lincoln. Thousand Oaks: Sage.
- 09/01    4.      Reading [E-Reserve]: Baca Zinn, Maxine. 2001. "Insider Field Research in Minority Communities." Pp. 159-66 in *Contemporary Field Research: Perspectives and Formulations*, edited by R. Emerson. Prospect Heights, Ill: Waveland Press.
5.      Gold, Steven. 2004. "Using Photography in Studies of Immigrant Communities." *American Behavioral Scientist* 47(12):1551-72.

#### **Week 3**      **“Ethnicity and Citizenship:”**

- 09/06    Brief Video, BBC, What Does It Mean to be Mexican?
6.      Reading [E-Reserve]: “Hispanic,” from Rodriguez, Richard. 2003. *Brown: The Last Discovery of America*. New York: Penguin Books.
7.      Reading [E-Reserve]: Bustamante, Jorge, Guillermina Jasso, Edward J Taylor and Paz Trigueros Legarreta. 1998. "Characteristics of Migrants: The Process of Acquiring Citizenship at Birth in Mexico and the United States." Vol. *Migration Between Mexico and the United States: a Binational Study (Vol 2)*. Mexico City and Washington DC: Mexican Ministry of Foreign Affairs and U.S. Commission on Immigration Reform.
- 09/08    8.      Readings: “These Children Are Blameless” and “Immigration 101” from Schwab, William. 2013. *Right to Dream: Immigration Reform and America’s Future*. Fayetteville, AR: University of Arkansas Press.

#### **Week 4**      **“New Waves of Migration”**

- 09/13    9.      Reading: “Introduction: Immigration Incorporation in Rural New

Destinations” from Marrow, Helen. 2011. *New Destination Dreaming: Immigration, Race, and Legal Status in the Rural American South*. Stanford: Stanford University Press.

“A Local Reading of the 2010 U.S. Census,” Population Change, Distribution, and Age and Sex Structure (1)

09/15 “A Local Reading of the 2010 U.S. Census,” Population Change, Distribution, and Age and Sex Structure (2)

**Paper # 1 Due, class time, one (1) page**

**Week 5**      **“Economy and the Labor Market”**

09/20 10. Reading: “The Americans Give You the Opportunity to Work and Grow” from Marrow, Helen. 2011. *New Destination Dreaming: Immigration, Race, and Legal Status in the Rural American South*. Stanford: Stanford University Press.

09/22 11. Reading: “It’s Not Like If You Work in a Big Place and You can Move up the Ladder” from Marrow, Helen. 2011. *New Destination Dreaming: Immigration, Race, and Legal Status in the Rural American South*. Stanford: Stanford University Press.

12. Reading: “Spend a Trillion Dollars a Year and You Are a Tax Burden” from Schwab, William. 2013. *Right to Dream: Immigration Reform and America’s Future*. Fayetteville, AR: University of Arkansas Press.

**Week 6**      **“Race”**

09/27 13. Readings: “The Blacks Don’t Like Us, and It’s Worse Than with the Whites” and “The White Americans Have Been Always Friendly” from Marrow, Helen. 2011. *New Destination Dreaming: Immigration, Race, and Legal Status in the Rural American South*. Stanford: Stanford University Press.

09/29 14. Readings: “Salsa, America’s Number-One Condiment” and “The Melting Pot, Mixed with Just a Few New Ingredients” from Schwab, William. 2013. *Right to Dream: Immigration Reform and America’s Future*. Fayetteville, AR: University of Arkansas Press.

**Week 7**      **“Education”**

10/04 15. Reading [E-Reserve]: Wainer, Andrew. 2006. "The New Latino South and the Challenge to American Public Education." *International Migration* 44(5):129-65.

10/06      **Special Academic Event, Workday**

**Week 8**

10/11 16. Readings: “The DREAM Act: Nuts and Bolts” and “Meet two Dreamers” from Schwab, William. 2013. *Right to Dream: Immigration Reform and America’s Future*. Fayetteville, AR: University of Arkansas Press.

10/13 17. Reading: “We’re Here to Serve Our Residents” from Marrow, Helen. 2011.



*New Destination Dreaming: Immigration, Race, and Legal Status in the Rural American South*. Stanford: Stanford University Press.

**Paper # 2 Due, class time, 4 to 5 pages**

**Week 9**

10/18 Fall Break, **No Class**

10/20 18. Reading [E-reserve]: Crowley, Martha and Daniel T. Lichter. 2009. "Social Disorganization in New Latino Destinations?" *Rural Sociology* 74(4):573-604.

**Week 10**      **“Health Care”**

10/25 19. Reading [E-Reserve]: Drever, Anita I. and Sarah A. Blue. 2011. "Surviving Sin Papeles in Post-Katrina New Orleans: An Exploration of the Challenges Facing Undocumented Latino Immigrants in New and Re-Emerging Latino Destinations." *Population, Space and Place* 17(1):89-102.

10/27 Documentary: “The Fence”, HBO

**Week 11**      **“Law Enforcement”**

11/01 20. Reading [E-Reserve]: Erwin, Deborah. 2003. "An Ethnographic Description of Latino Immigration in Rural Arkansas: Intergroup Relations and Utilization of Health Care Services." *Southern Rural Sociology* 19(1):46-72.

11/03 21. Reading: “If I Didn’t trust Before, I Don’t Even Want to See You Now” from Marrow, Helen. 2011. *New Destination Dreaming: Immigration, Race, and Legal Status in the Rural American South*. Stanford: Stanford University Press.

**Week 12**      **“Social Change”**

11/08 22. Reading: “Next Steps: Where We Go from Here” from Schwab, William. 2013. *Right to Dream: Immigration Reform and America’s Future*. Fayetteville, AR: University of Arkansas Press.

11/10 23. Reading: “Promises and Pitfalls in the Rural America South” from Marrow, Helen. 2011. *New Destination Dreaming: Immigration, Race, and Legal Status in the Rural American South*. Stanford: Stanford University Press.

**Paper # 3 Due, class time, 7 pages**

**Week 13**

11/15 **Presentation # 1**

11/17 **Presentation # 2**

**Week 14**

11/22 **Workday, Research Paper**

11/24 **Thanksgiving – No Class!**

**Week 15**

11/29

**Presentation # 3**

12/01

**Presentation # 4**

**Paper # 4 Due class time, 1 to 2 pages**

**Week 16**

12/06

**Presentation # 5**

12/08

**Presentation # 6**

**\*Final Paper Due—in class, hard copy**

Have a nice holiday break!