

Sociology of Migration and Urban Poverty

Professor Russell Jeung

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Office Hours:

Course Description

Sociology of Migration and Urban Poverty explores the 1) transnational; 2) demographic; and 3) sociological dimensions of contemporary, urban poverty. Using San Francisco and Oakland as our laboratory, students will conduct community-based, participatory research (CBPR report) not only to unpack the underlying factors of poverty, but also to develop solutions with low-income communities. Special attention will be paid to refugee and immigrant communities of color.

Course Learning Objectives/Activities/Assessments

By the end of the semester, students will have learned these objectives through these activities and assessments.

Objective	Activities	Assessments
1. Identify migration patterns and trends for ethnic/racial groups in the San Francisco Bay Area.	Lecture Readings Interviews with local residents	CBPR report Section 1: Demographic Trends
2. Explain the major, underlying factors and theories (Segmented Assimilation v. Post-Colonial theories) causing urban poverty, especially those impacting refugees and immigrant communities of color	Lecture Readings Interviews with local residents	CBPR report Section 2: Socioeconomic Context
3. Contrast, compare and evaluate models of urban change and community development	Lecture Readings Discussions	CBPR report Section 3 and 4: Findings Recommendations
4. Design research with a community organization/congregation and gather data	Lecture Readings Interviews with Ministers	CBPR report: Methods Appendix
5. Analyze, synthesize and report sociological data for a public audience	In-class outlines Report writing	CPBR report: Executive Summary Group Presentation
6. Empower local congregations to further God's Kingdom of peace and justice	Lecture Readings Report writing	CBPR report

Course Requirements

Students are expected to prepare for and attend all course sessions, participate fully during class sessions, and complete assignments by due dates. In addition, they will work with local congregations and organizations, and must conduct themselves with cultural humility, professionalism, and integrity. These community projects will involve group work and hours outside the classroom and in the community.

Required Texts

Karen Gonzalez. 2019. *The God Who Sees: Immigrants, the Bible and the Journey to Belong*. Harrisonberg, VA: Herald Press.

Russell Jeung. 2016. *At Home in Exile: Finding Jesus Among My Ancestors and Refugee Neighbors*. Grand Rapids: Zondervan.

Randy Stoecker. 2012. *Research Methods for Community Change: A Project-Based Approach*. New York: Sage Publications.

John Fuder and Noel Castellanos. 2012. *A Heart for the Community: New Models for Urban and Suburban Ministry*. Chicago: Moody Press.

Articles posted on course website

ATTENDANCE, ASSIGNMENTS & GRADING:

The community report is a group project but students will be graded on their individual contributions:

1. **Participation (10%):** Attendance at all class sessions is required although three unexcused absences may be allowed without penalty (Student Handbook, p. 41). One excused absence may be allowed in case of illness, official college activities (e.g., athletic activities and field trips) or other extenuating circumstances, evaluated by the professor. You are also expected to arrive on time for each class session. Excessive absences and habitual tardiness will result in the lower course grade at the end of the term. Please note that you are expected to be present in class both physically and mentally, fully engaging with the course material (see 8. Laptop policy).
2. **Community-based Participatory Research Section 1: Problem Statement and Demographic Trends (20%):** Completion of drafts on the problem statement of a community issue, as well as the demographic trends related to that issue. (2- 4 pages, single-spaced, proper citation)
3. **Community-based Participatory Research Section 2: Socioeconomic Context (20%):** Completion of drafts on the socioeconomic context of the community issue, including appropriate graphs, infographics. (2- 4 pages, single-spaced, proper citation)
4. **Community-based Participatory Research Section 3: Findings and Recommendations (20%):** Completion of drafts on the findings of the research and recommendations for next steps (2- 4 pages, single-spaced, proper citation)
5. **Community-based Participatory Research Executive Summary and Conclusion (20%):** Final version of report, including executive summary, conclusion, and formatting (2- 4 pages, single-spaced, proper citation)

6. **Group Presentation (10%):** Oral presentation of findings and recommendation with use of multimedia

Report Grading Scale:

A 95-100 C 73-76

A- 90-94 C- 70-72

B+ 87-89 D+ 67-69

B 83-86 D 63-66

B- 80-82 D- 60-62

C+ 77-79 F 0-59 Course Schedule

	Topic	Readings	Assignment Due
1/5	Introduction to Course	Stoecker	
1/13	Community-Based Research	Stoecker	Research Design Proposal
1/20	Urban Migrations: African American, Chinese American	Jeung	
1/27	Urban Migrations: Latino Refugee	Gonzalez	
2/3	Community-Based Research	Stoecker	Demographic / Historical Analysis
2/10	Urban Poverty Case Studies: Housing Employment	Fuder	
2/17	Urban Poverty Case Studies: Education Refugee Resettlement	Fuder	
2/24	Community-Based Research		Socioeconomic Analysis
3/2	Immigrant Theology	Gonzalez	
3/9	Spring Recess		
3/16	Immigrant Theology	Gonzalez	
3/23	Christian Urban Ministries	Fuder	
3/30	Community-based Research		Findings / Recommendations
4/6	Christian Community Development	Fuder	
4/13	Christian Community Organizing	Jeung	
4/20	Group Presentations		Ex Summary/ Conclusion
4/27	Finals Week		

ACADEMIC INTEGRITY:

You are advised and expected to take academic integrity seriously as stated in the Student Handbook. Any act of cheating (including giving or receiving unauthorized aid in completing any of the class assignments), plagiarism (i.e., using ideas and/or words from (un)published sources as one's own without proper citations) or falsification will not be tolerated under any circumstance and will automatically result in a failing grade in the work and may result in a failing grade in the course and a report to the Provost.

ACADEMIC ACCOMMODATIONS:

1. Academic Accommodations: Students who have been diagnosed with a disability (chronic medical, learning, physical, or psychological) are strongly encouraged to contact the Office of Disability Services (ODS) as early as possible to discuss appropriate accommodations for this course. Formal accommodations will only be granted for students whose disabilities have been verified by ODS. For more information, contact Sheri Noble, Director of Disability Services (565-6186, noble@westmont.edu) or visit the website http://www.westmont.edu/_offices/disability/. ODS is located in Voskuyl Library rooms 310A and 311.

2. Disability Statement: Any student with a documented disability (chronic medical, physical, learning, psychological) needing academic accommodations should contact the Office of Disability Services Office (Voskuyl Library, rooms 310A, 311) as early in the semester as possible. Please visit http://www.westmont.edu/_offices/disability/ or call 565-6186 or 565-6135 for additional information.

LIBRARY RESOURCES:

Westmont librarians are available to help you on-line. To identify a specific librarian and to find subject-specific resources, consult the library's research guides at libguides.westmont.edu.