

IMMIGRATION, CRIME, AND ENFORCEMENT (Spring 2021)

Sociology / Chican@ and Latin@ Studies / Legal Studies 443

Monday / Wednesday 2:30 – 3:45pm

Sewell Social Sciences Building 6210

University of Wisconsin, Madison



Instructor: Michael Light, PhD, Associate Professor of Sociology

Office: 8144 Sewell Social Sciences Building

Office Hours: Monday 1-2pm & appointment (via Skype @ michael.t.light)

Email: milight@ssc.wisc.edu

Instructional Mode: Face-to-Face and Online

Canvas site: <https://canvas.wisc.edu/courses/243838>

Credits: 3. This class meets for two 75-minute class periods each week over the fall/spring semester and carries the expectation that students will work on course learning activities (reading, writing, studying, etc) for about 3 hours out of classroom for every class period. The syllabus includes more information about meeting times and expectations for student work.

Course Description

Few topics in contemporary society have more sociological significance and public policy salience than the study of immigration, crime, and border enforcement. Drawing from research in law and the social sciences, this course engages both historical and present-day debates surrounding immigration and crime, with specific emphasis on (1) theories of migration and criminal behavior that inform these debates; (2) the motivation for, and effectiveness of, immigration enforcement; (3) the increasing use of criminal justice tools (e.g. the police and the prison) in border enforcement, and; (4) the experiences of living undocumented in the United States. Given that Hispanics comprise the largest group of foreign-born residents in the United States and the majority of undocumented immigrants in the US are from Mexico, a significant focus of this course will be on Latino immigration and the U.S.-Mexico border.

Learning Objectives

1. Students will develop an empirically grounded understanding of the trends in immigration, crime, and border enforcement in recent decades and be able to analyze these patterns through the application of theory in the social sciences.
2. Students will engage major theoretical, social, and political debates surrounding immigration and crime. Is immigration linked to crime? If so, how and what types of crime? Why do people migrate and how does this inform our understanding of criminal behavior? Does deportation affect crime? How has border enforcement changed in recent decades?
3. Students will develop a broader understanding of border enforcement through critical analysis of immigration policies and practices from an international perspective. That is,

students will ask and answer if the recent trends in border enforcement are unique to the United States?

4. Through engagement with course readings and class discussion, students will establish a foundation for critically assessing the often controversial issues surrounding immigration enforcement.

Required Materials

All course readings are either available on canvas or are hyperlinked in the syllabus. It is VERY important that you do the readings and participate in class. The class size is ideal for generating good discussions and I will count on you all to be able to speak knowledgeably about course materials.

PARTICIPATING IN CLASS

In line with UW-Madison's [Smart Restart](#) protocols, this class will meet both in-person and online to ensure social distancing. Students have been randomly assigned to attend in-person lecture on either Monday **or** Wednesday (see Canvas for your group assignment). Each lecture will be live-streamed at 2:30pm at the following link: <http://go.wisc.edu/4v0b92>. For those who cannot attend the synchronous online class, **I will also be recording these lectures and posting them to Canvas**. To access the recorded lectures, click on the "Kaltura Gallery" tab in Canvas (they will be organized by date).

Regarding in-person teaching, we will be using the **Acadly** to take attendance. This is a free app you will need to download to your phone. **The join code is Y931A3.**

****Participating IF in-person classes are suspended***

In the case of a suspension of in-person classes at UW-Madison, classes will be held entirely via **BlackBoard Collaborative Ultra**. When you go on Canvas, there is a tab on the left side that says "BBCollaborative Ultra." There you will see our planned sessions. Information about joining a session is available [here](#). To avoid a cacophony of voices and so people don't talk over each other, please mute your microphones. If you have questions throughout the lecture, please type them in the "chat" function in the lower right hand side of the screen. For those who cannot attend the synchronous class, **I will also be recording these lectures and posting them on Canvas**.

PRIVACY OF STUDENT RECORDS and the USAGE of AUDIO RECORDED LECTURES

See information about [privacy of student records and the usage of audio-recorded lectures](#).

Usage of Audio Recorded Lectures Statement

Lecture materials and recordings for SOC 443 are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class,

including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Course Grading

Your grade is based two exams and two written evaluations of articles published in peer-reviewed journals.

Exam I	25%
Exam II	25%
Article Eval. I	25%
Article Eval. II	25%

Grading: The standard UW grading scale will be used.

Total Percent	Grade	Total Percent	Grade
93-100	A	70-76.99	C
87-92.99	AB	60-69.99	D
83-86.99	B	<60	F
77-82.99	BC		

Exams: There will be two exams in this course. You are responsible for all material from lectures (including media) and the assigned readings for the exams. The exams will be some combination of multiple choice, short answer, and essays. The exams will not technically be cumulative, but there are concepts that will carry over from the previous parts of the course for which you will be responsible. There will be *no makeup exams* without a valid, documented excuse.

Exam #1 will be distributed on **March 17, 2021** on Canvas at 2:30pm (Central Time) as a word document on. You will complete your exam in word, save it, and then upload it to Canvas before 4pm (Central Time). Please remember to put your name on it. There will be a folder on Canvas that says "Exam #1" where you will upload your exam. During the exam, I will be on skype and have my email open in case there are any questions. If you need an alternative testing set up, please contact me via email.

Exam #2 will be distributed on **May 3, 2021** on Canvas at 7:45am (Central Time) as a word document. You will complete your exam in word, save it, and then upload it to Canvas before 10am (Central Time). Please remember to put your name on it. There will be a folder on Canvas that says "Exam #2" where you will upload your exam. During the exam, I will be on skype and have my email open in case there are any questions. If you need an alternative testing set up, please contact me via email.

Article Evaluations: The ability to evaluate evidence is a central and necessary skill. In these assignments your goal is to systematically evaluate the strengths and weaknesses of two peer-reviewed articles, both of which examine critical issues in race, ethnicity, and justice. These written evaluations should be approximately 3 **single-spaced** pages and contain the following sections:

- 1) *Research Question:* what is the research question(s) being examined?
- 2) *Research Gap:* Explain the research gap that this article seeks to fill? How do they plan to do that?
- 3) *Evaluation:* what do they conclude? Do they offer convincing evidence for their conclusion? The question to ask yourself is this: do you buy it? If so, why? If not, tell me why you think that? (**note:** this should be the biggest section of the essay)
- 4) *Further Research:* what is left unanswered? How could this study be improved?

Evaluation I: due March 1, 2021

Ousey, Graham C., and Charis E. Kubrin. 2018. "Immigration and Crime: Assessing a Contentious Issue." *Annual Review of Criminology* 1: 63-84.

Evaluation II: due April 14, 2021

Fazel-Zarandi, Mohammad M., Jonathan S. Feinstein, Edward H. Kaplan. 2018. "The number of undocumented immigrants in the United States: Estimates based on demographic modeling with data from 1990 to 2016." *PLoS ONE* 13:e0201193.

Capps, Randy, Julia Gelatt, Jennifer Van Hook, and Michael Fix. 2018. Commentary on "The number of undocumented immigrants in the United States: Estimates based on demographic modeling with data from 1990 to 2016." *PLoS ONE* 13:e0204199.

Extra Credit: Students have the opportunity to earn extra credit by completing a third article evaluation (citation below). The format is identical to the required article evaluations detailed above. This assignment is worth an additional 2 percentage points towards your final grade. It will be graded on a "pass/fail" rubric, so there is no partial credit for subpar work. **It must be turned in no later than April 26, 2021 to receive credit.**

Eagly, Ingrid V. 2013. "Criminal Justice for Noncitizens: An Analysis of Variation in Local Enforcement." *NYU Law Review* 88:1126-1223.

STUDENTS' RULES, RIGHTS & RESPONSIBILITIES

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community. Please download the [Safer Badgers App](#) for current COVID-19 resources and policies.

UW-MADISON BADGER PLEDGE

UW-MADISON FACE COVERING GUIDELINES

While on campus all employees and students are required to wear appropriate and properly fitting face coverings while present in any campus building unless working alone in a laboratory or office space.

Face Coverings During In-person Instruction Statement (COVID-19)

Individuals are expected to wear a face covering while inside any university building. Face coverings must be worn correctly (i.e., covering both your mouth and nose) in the building if you are attending class in person. If any student is unable to wear a face-covering, an accommodation may be provided due to disability, medical condition, or other legitimate reason.

Students with disabilities or medical conditions who are unable to wear a face covering should contact the McBurney Disability Resource Center or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the Office of Student Conduct and Community Standards and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.

QUARANTINE OR ISOLATION DUE TO COVID-19

Student should continually monitor themselves for COVID-19 symptoms and get tested for the virus if they have symptoms or have been in close contact with someone with COVID-19.

Student should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

Digital Course Evaluation (AEFIS)

UW-Madison now uses an online course evaluation survey tool, AEFIS. In most instances, you will receive an official email two weeks prior to the end of the semester when your course evaluation is available. You will receive a link to log into the course evaluation with your NetID where you can complete the evaluation and submit it, anonymously. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

- See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>

ACADEMIC INTEGRITY STATEMENT

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES STATEMENT

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

DIVERSITY & INCLUSION STATEMENT

[Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

COURSE OUTLINE

Readings are either hyperlinked in the syllabus or available online at this course's Canvas site: <https://canvas.wisc.edu/courses/243838>. Readings can be found by clicking on the tab for that week in the semester. It is expected that readings will be done **prior to** the first meeting each week.

Week 1: Introduction (Jan. 25th & 27th)

Presidential Executive Orders from Jan. 20, 2021

- *Proclamation on the Termination Of Emergency With Respect To The Southern Border Of The United States And Redirection Of Funds Diverted To Border Wall Construction*
- *Preserving and Fortifying Deferred Action for Childhood Arrivals (DACA)*
- *Executive Order on Ensuring a Lawful and Accurate Enumeration and Apportionment Pursuant to the Decennial Census*
- *Executive Order on the Revision of Civil Immigration Enforcement Policies and Priorities*

Week 2: Overview and Empirical Reality (Feb. 1st & 3rd)

Budiman, Abby, Christine Tamir, Lauren Mora, and Luis Noe-Bustamante. 2020. *Facts on U.S. Immigrants, 2018 Statistical portrait of the foreign-born population in the United States*. Pew Research Center. Washington DC.

Gramlich, John. 2020. *How border apprehensions, ICE arrests and deportations have changed under Trump*. Pew Research Center. Washington DC.

Morgan, R.E. and J.L. Truman. 2020. *Criminal Victimization, 2019*. Bureau of Justice Statistics. Washington DC.

Week 3: Why do People Migrate? (Feb. 8th & 10th)

Massey D, Durand J, Malone N. 2002. *Beyond Smoke and Mirrors*. New York: Russell Sage Foundation. Chapter 2.

Massey, Douglas S., Joaquin Arango, Graeme Hugo, Ali Kouaouci, Adela Pellegrino, and J. Edward Taylor. "Theories of International Migration: A Review and Appraisal." *Population and Development Review* 19: 431-466.

Week 4: Living in the Shadows (Feb. 15th & 17th)

Abrego, Leisy J. 2014. "Latino Immigrants' Diverse Experiences of 'Illegality.'" Chapter 6 in *Constructing Immigrant 'Illegality': Critiques, Experiences, and Responses* (Menjívar and Kanstroom, Eds). Cambridge: Cambridge University Press

Gonzales, Roberto G. 2011. "Learning to be Illegal: Undocumented Youth and Shifting Legal Contexts in the Transition to Adulthood." *American Sociological Review* 76: 602-619.

Durand, Jorge, Douglas S. Massey, and Karen A. Pren. 2016. "Double Disadvantage: Unauthorized Mexicans in the US Labor Market." *The ANNALS of the American Academy of Political and Social Science* 666(1): 78-90.

Chavez, Leo R. 2013. *Shadowed Lives: Undocumented Immigrants in American Society* (3rd Ed). Wadsworth Press. Chapter 9. (recommended)

Week 5: The Politics of Immigration Enforcement (Feb. 22nd & 24th)

- Simes, Jessica T. and Mary C. Waters. 2014. "The Politics of Immigration and Crime." Pp. 457-483 in *The Oxford Handbook of Ethnicity, Crime, and Immigration*.
- Esbenshade, J. B. Wright, P. Cortopassi, A. Reed., and J. Flores. 2010. "The 'Law-and-Order' Foundation of Local Ordinances: A Four-Locale Study of Hazleton, PA, Escondido, CA, Farmers Branch, TX, and Prince Williams County, VA." Pp. 255-275 in *Taking Local Control: Immigration Policy Activism in U.S. Cities and States*.
- Massey, Douglas S., Karen A. Pren, and Jorge Durand. 2016. "Why Border Enforcement Backfired." *American Journal of Sociology* 121(5): 1557-1600.
- De Genova N. 2013. "Immigration 'Reform' and the Production of Migrant 'Illegality.'" Chapter 2 in *Constructing Immigrant 'Illegality': Critiques, Experiences, and Responses* (Menjívar and Kanstroom, Eds). Cambridge: Cambridge University Press. (optional)

Week 6: Immigration and Crime (I) (March 1st & 3rd)

- Sampson, Robert. 2008. "Rethinking Crime and Immigration." *Contexts* 7:28-33
- Hagan, John, and Alberto Palloni. 1999. "Sociological criminology and the mythology of Hispanic immigration and crime." *Social Problems* 46(4): 617-632.
- Berardi, Luca and Sandra M. Bucerius. 2014. "Immigrants and their Children: Evidence on Generational Differences in Crime." Pp. 551-583 in *The Oxford Handbook of Ethnicity, Crime, and Immigration*. (read pp. 560-566).

Week 7: Immigration and Crime (II): Contemporary Debates (March 8th & 10th)

- Light, Michael T. 2017. "Re-examining the Relationship between Latino Immigration and Racial/Ethnic Violence." *Social Science Research*.
- Lyons, Christopher J., María B. Vélez, and Wayne A. Santoro. 2013. "Neighborhood Immigration, Violence, and City-Level Immigrant Political Opportunities." *American Sociological Review* 78: 604-632.
- Light, Michael T., Jingying He and Jason Robey. 2020. "Comparing crime rates between undocumented immigrants, lawful immigrants, and native-born U.S. citizens in Texas." *Proceedings of the National Academy of Sciences*.
- Miles, Thomas J., and Adam B. Cox. 2014. "Does Immigration Enforcement Reduce Crime: Evidence from Secure Communities." *Journal of Law and Economic* 57(4): 937-973. (recommended)
- Light, Michael T. and Ty Miller. 2018 "Does Undocumented Immigration Increase Crime?" *Criminology* 56: (370-401). (recommended)

Week 8: Catch up and Mid-Term (March 15th & 17th)

No Readings!

Exam #1 is on Wednesday March 17th!

Week 9: Crimmigration in the United States (March 22nd & 24th)

- Stumpf, Juliet P. 2006. "The Crimmigration Crisis: Immigrants, Crime, and Sovereign Power." *American University Law Review* 56: 367-419.
- Bosworth, Mary, & Emma Kaufman. 2011. "Foreigners in a Carceral Age: Immigration and Imprisonment in the United States," 22 *Stanford Law & Policy Rev.* 429–54.
- Meissner, Doris, Donald M. Kerwin, Muzaffar Chishti, and Claire Bergeron. 2013. "Immigration enforcement in the United States: The rise of a formidable machinery." *Washington, DC: Migration Policy Institute. (read Executive Summary)*
- Capps, Randy, Muzaffar Chishti, Julia Gelatt, Jessica Bolter, and Ariel G. Ruiz Soto. 2018. "Revving Up the Deportation Machinery: Enforcement under Trump and the Pushback." *Washington, DC: Migration Policy Institute. (read Executive Summary)*

Week 10: Punishing Immigrants (March 29th & 31st)

- Light, Michael T., Michael Massoglia, and Ryan D. King. 2014. "Citizenship and Punishment: The Salience of National Membership in U.S. Criminal Courts." *American Sociological Review* 79: 825-847.
- Stumpf, J.P. 2013. "The Process is the Punishment in Crimmigration Law." Pp. 58-75 in *The Borders of Punishment: Migration, Citizenship, and Social Exclusion*.
- Eagly, Ingrid V. 2013. "Criminal Justice for Noncitizens: An Analysis of Variation in Local Enforcement." *NYU Law Review* 88:1126-1223. (skim)
- Katherine Beckett and Heather Evans. 2015. "Crimmigration at the Local Level: Criminal Case Processing in the Shadow of Deportation." *Law and Society Review* 49, 1: 241-277. (optional)

Week 11: Detention and Deportation (April 5th & 7th)

- Hernandez, D. M. 2008. "Pursuant to Deportation: Latinos and Immigrant Detention." *Latino Studies* 6: 35-63.
- Kanstroom, Daniel. 2007. *Deportation Nation: Outsiders in American History*. Harvard University Press. Chapter 6.
- Dingeman-Cerda, M. K. and S.B. Coutin. 2012. "The Ruptures of Return: Deportation's Confounding Effects." Chapter 6 in *Punishing Immigrants: Policy, Politics, and Injustice*.
- Rozo, S.V. S. Raphael, and T. Anders. "Deportation, Crime, and Victimization." (March 23, 2020) (recommended)
- King, R. M. Massoglia, and C. Uggen. 2012. "Employment and Exile: U.S. Criminal Deportations, 1908-2005." *American Journal of Sociology* 117: 1786-1825. (optional)

Week 12: Immigrant Rights and National Emergencies (April 12th & 14th)

- Eagly, I. and S. Shafer. 2015. "A National Study of Access to Counsel in Immigration Court." *University of Pennsylvania Law Review* 165. (skim)
- Cole, David. 2003. "Are Foreign Nationals Entitled to the Same Constitutional Rights As Citizens?" *Thomas Jefferson Law Review* 25: 367-388.

- Ramji-Nogales, A. Schoenholtz, and P. G. Schrag. 2008. "Refugee Roulette: Disparities in Asylum Adjudication." *Stanford Law Review*. (skim)
- Chacon, J. M. 2013. "The Security Myth: Punishing Immigrants in the Name of National Security." Chapter 3 in *Governing Immigration Through Crime*. (optional)

Week 13: Crimmigration Abroad (April 19th & 21st)

- Melossi D. 2012. 'The Processes of Criminalization of Migrants and the Borders of 'Fortress Europe' in Pickering S. (ed) *Borders and Crime: Pre-crime, Mobility and Serious Harm in an Age of Globalization*. London: Palgrave. 17-30.
- Light, Michael T. and Hilde Wermink. 2020 "The Criminal Case Processing of Foreign Nationals in the Netherlands." *European Sociological Review*.
- Bosworth, M. 2011. "Deportation, detention and foreign-national prisoners in England and Wales." *Citizenship Studies* 15:583-595.
- Piatkowska, Sylwia, Andreas Hovermann, Tse-Chuan Yang. 2020. "Immigration Influx as a Trigger for Right-Wing Crime: A Temporal Analysis of Hate Crimes in Germany in the Light of the 'Refugee Crisis'." *British Journal of Criminology* 60:620-641. (recommended)
- Aikousaa, Riham. 2018. [*Violent crime rises in Germany and is attributed to refugees*](#). Reuters. (recommended)
- Huang, Yue and Michael Kvasnicka. "Immigration and Crimes Against Natives: The 2015 Refugee Crisis in Germany." IZA Discussion Paper. (recommended)

Week 14: Catch up and Final Review (April 26th & 28th)

No Readings!

Final Exam is on Monday May 3rd at 7:45am!

Course Policies and Friendly Reminders

- **Classroom Civility**. The study of immigration and crime requires discussing sensitive and often controversial topics that may be uncomfortable for some students. I encourage both good discussions and critical assessment of issues, however, I require that students will respect their peers. The University of Wisconsin is committed to fostering diversity and inclusion and welcomes individuals of all ages, religions, sex, sexual orientations, races, nationalities, languages, military experience, disabilities, family statuses, gender identities and expressions, political views, and socioeconomic statuses. Behaviors that threaten, harass, discriminate or that are disrespectful of others will not be tolerated. Inappropriate behaviors will be addressed with disciplinary action, which may include being referred to the Dean of Students Office. Please visit UW's Nondiscrimination policy for more information: <https://oed.wisc.edu/statement-of-non-discrimination.htm>.
 - 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.
- **Other Issues.** It is important that YOU stay on top of issues as it relates to the class. The worst thing you can do is come to me at the end of the semester and bring up issues that happened weeks and months earlier.

HELPFUL RESOURCES

- [University Health Services](#)
- [Undergraduate Academic Advising and Career Services](#)
- [Office of the Registrar](#)
- [Office of Student Financial Aid](#)
- [Dean of Students Office](#)

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.