

**Immigrants in the United States:
Patterns of Migration, Incorporation, and the Future
SOCI 355 (71487 D)
M/W, 2:00 PM, KAP 134**

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Course Objectives

More people migrate to the United States than to any other country in the world. In fact, 12% of the population is foreign-born and 11% is native-born with at least one foreign-born parent, making one in five people in the United States first or second-generation U.S. residents. Hence, immigrants and their children comprise more than 68 million people, or nearly a quarter of the U.S. population. This class examines the following questions. Who migrates and why do they make the journey to the United States? What external forces and societal mechanisms shape pathways to mobility and patterns of socio-economic incorporation into American society? How will immigrants and their descendants affect the social, economic and political landscape of the U.S. in years to come?

In addition to extensive analyses of these topics, students will engage in hands on projects that will help to hone their critical thinking skills and analytical abilities and to practice their oral delivery. Class projects will also take advantage of the natural social laboratory that is Los Angeles and will provide students with an opportunity to engage in the community and with the immigrant generation in order to understand how class concepts and theories are relatable to everyday life.

Writing skills are an **essential** component of successfully completing course requirements. Students are expected to think critically and analytically and must be able to develop links between theory, concepts, empirical research and outcomes relating to migration, immigrant incorporation, and social structures when completing assignments and exams.

Class Policies

As with any class, students should behave in a professional and respectful manner. Below are the class policies.

-Arrive on time.

-Cell phones should be turned completely off. If you use a computer it should be employed for taking course notes only. In other words, Facebooking, tweeting and email checking are not allowed. Repeated incidents of Facebooking or email will result in a low attendance/participation grade as it is distracting to other students and disrespectful to the professor. If this causes problems I will ask you to leave class.

-Talking with other students during class and other disruptive behavior will not be tolerated—it is disrespectful to your classmates and the Professor, and detracts from our goal of mastering course material.

-Respect others' opinions and comments. This is integral to the class as this course deals with controversial topics about which people have strong views and assumptions. This course is about facts, theories, and arguments drawn from cutting edge, peer-reviewed research. I welcome discussion and but I expect you to be courteous, respectful, and professional in your conduct at all time. I will work to make sure that all students enjoy a distraction-free, civil, and supportive environment in which to learn and express their ideas—this means listening to others' ideas and addressing them respectfully.

Academic Integrity

Academic honesty is fundamental to the activities and principles of a university and this class. The professor is required to uphold and enforce the rules against cheating, dishonest conduct, plagiarism and collusion (working secretly in groups). Students who submit work that is not entirely their own will be subject to the University's academic dishonesty policies. The guide for avoiding plagiarism can be found here: <http://www.usc.edu/student-affairs/SJACS/forms/tig.pdf>. Please read the guide so that you are aware of what counts as academic honesty and plagiarism, and/or ask your TA or the Professor for clarification.

Communication

It is the student's responsibility to frequently check their e-mail and Blackboard for any class communications. Do not contact your TA or the Professor with last minute questions about exams and assignments or other matters relating to the class. Such matters should be resolved during your sections or office hours. We will not answer substantive questions via email.

Absolutely no assignments will be accepted via e-mail.

Course Expectations

-You read and reflect on the assigned reading before class. This means reading for conceptual and analytical understanding, not skimming.

-You must be prepared to contribute to class discussion. I expect all to participate, even those who are shy. Research shows that active participants learn and retain much more information than passive listeners. Quality, not quantity of comments, matters most.

-You must devote sufficient time to assignments. The assignments are part of your learning process. Be forewarned that you cannot complete the class assignments the night before at the last minute. They will take substantial amounts of time and you should plan accordingly.

Course Requirements

--Class attendance & active participation in seminar discussions (10%)

--Immigrant Statistical Profile and Presentation (15%)

--Midterm Quiz (20%)

--Individual interview with an immigrant or JEP Service Learning Opportunity at CARACEN (for qualified students) (20%) –

-- Interview Guide Due March 28

-- Final Demographic profile, reflection, transcription due April 25

-- In-Class Presentations April 23 and 25

--Take home final exam (35%) – Due Monday, May 7, at 10:00 AM (date may be adjusted pending final exam schedule)

Attendance and In-Class Participation – This class is based on active student participation in class discussions. You are expected to attend every class meeting **prepared to discuss the assigned reading**. Attendance, in-class participation and presentations account for 10% of your grade and include: (1) active and informed in-class participation that demonstrates a thoughtful reading of the course material; (2) a short presentation of your interview project during the last weeks of class. It is your responsibility to read all course materials prior to class. Attendance will be taken at the *beginning* of each class.

Do not overlook the importance of participation and attendance in calculating your grade. This grade is based on the number of class meetings you attend and will increase or decrease depending on your active participation and/or behavior in class. Things that will bring down your grade are disruptive behavior; disrespect towards your professor or peers; comments that reveal a lack of preparation; sleeping in class; excessive tardiness, excessive absences, and web surfing. Excessive absences and constant disruptive behavior will result in a failing class participation grade. Do not assume that you will receive full participation credit merely for showing up to class. You must also thoughtfully participate in class discussions.

Assignments – All assignments are to be uploaded to Blackboard via Turnitin which will generate an originality report to guard against plagiarism. A hard copy must also be placed in my mail box on or before the due date. **All assignments are to be double-spaced (excluding the interview transcript) with one-inch margins, 12 point font and stapled.** All assignments should have your name, email, student ID and assignment title in the heading. Include page numbers. Hard copies may be printed front and back in order to save paper. Deviating from these specifications will result in point deductions

*****Nitpicking over points is discouraged as this reflects the prioritization of the grade over learning. No late assignments are accepted and I do not accept assignments via email.**

Statistical Profile and Presentation – Working with a partner, you will write a statistical profile of an immigrant group in the United States of about 4-5 pages, including figures. You will use existing and publicly available data to present the information in a clear manner. You will present the information to the class. I will go over this assignment further in class. See the end of the syllabus for more information.

Individual Interview Project with an Established Immigrant --You will conduct an interview with an established immigrant who migrated to the United States prior to 2000 or with a second-generation adult. You are encouraged to interview someone you do not know well. You may not interview your parents, siblings, or cousins. You must construct an interview guide that considers three main themes:

1. When and why the person migrated
2. Their settlement experiences/incorporation (education, labor market, language, etc.)
3. Their racial/ethnic identification.

The interview guide is worth 5% of your grade and must be cleared by the professor. The interview guide is due at the start of class on **Wednesday, March 28, 2011**. The final 15% of your grade will be based on your transcription of the interview, your short demographic profile and reflection, and how well you conducted the interview/probed for information. The final

interview transcript is due **Wednesday, April 25, 2011** before class commences. You must upload your interview to Turnitin before class begins and bring a hard copy to class. No late interview projects will be accepted. *More details are provided at the end of the syllabus.*

******An alternative assignment is available for students who are bilingual in Spanish and wish to volunteer with JEP. An announcement will be made in class. Students in the past find this service-learning experience to be intellectually stimulating and personally rewarding.

Note: *Please be aware that any papers, assignments or exams handed in after the due date will not be accepted or graded.*

Appealing Your Grade

If you feel that an evaluation of an assignment or exam does not fairly reflect its quality and you wish for the professor to reconsider it, you will need to submit: 1) your graded assignment and 2) a typed letter explaining point by point why you believe the grade you received does not accurately reflect the quality of your work given the requirements of the assignment. You must submit these items to the Professor's mailbox within **one week** of the date the graded assignment was handed back to you. Please note that if you ask the professor to reevaluate your work, your new grade may stay the same or be lower than the original. Keep all returned work in the event that you have a grade dispute. If you cannot provide a copy of the returned and graded work, the grade in the grade book stands.

Required Texts – All books are available at the USC bookstore

Massey, Douglas, Durand, Jorge and Nolan Malone. 2003. *Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration*. New York: Russell Sage Foundation

Waters, Mary C. 1999. *Black Identities: West Indian Immigrant Dreams and American Realities*. Cambridge, MA: Harvard University Press.

Optional Texts

Waters, Marry. 1990. *Ethnic Options: Choosing Identities in America*. Berkeley: University of California Press.

Hondagneu-Sotelo. 2000. *Domestica: Immigrant Workers Cleaning & Caring in the Shadow of Affluence*. Berkeley: University of California Press.

Peer Reviewed Journal Articles: Links to peer reviewed journal articles are included when available. *You must establish a USC VPN account to download some journal articles from non USC computers. The VPN Client can be downloaded here: <http://www.usc.edu/its/vpn/>* Course readings marked with an asterisk are available for download via Blackboard.

Course Outline

Week 1 – Immigration, Old and New

Monday, January 9--Introduction

Wednesday, January 11

Massey et al., Chapter 2 -- Principles of Operation: Theories of International Migration

*Alba, Richard and Victor Nee. 2003. "The Background to Contemporary Immigration," Chapter 5 in *Remaking the American Mainstream: Assimilation and Contemporary Immigration*. Harvard University Press

Week 2 – Demystifying International Migration: Why do People Move?

Monday, January 16 – NO CLASS—Observe Martin Luther King's birthday by watching *Democracy Now's* coverage of MLK's last speech, "I've Been to the Mountaintop."
<http://www.drmartinlutherkingjr.com/ivebeentothemountaintop.htm>

Wednesday, January 18 – Massey et al., Chapters 3& 6 – System Assembly: A History of Mexico-U.S. Migration; and Breakdown: Failure in the Post 1986 U.S. Immigration System

Week 3 – Understanding Immigration Policy in the U.S. and Its Limitations

*Monday, January 23– Movie: *The Other Side of Immigration**

Wednesday, January 25

Repair Manual: U.S. Immigration Policies for a New Century and class discussion of *The Other Side of Immigration*

Week 4 – Becoming a Citizen: Who Gets In and Why/Welfare Policies

Monday, January 30- – Balbuena, Carola and Jeanne Batalova. December 2011. "Green Card Holders and Legal Immigration to the United States." U.S. in Focus: Migration Policy Institute.
<http://www.migrationinformation.org/USfocus/display.cfm?id=872>

Wednesday, February 2

*Bean, Frank and Stevens, Gillian. 2003. Chapter 4: "Immigrant Welfare Receipt: Implications for Policy" in *America's Newcomers and the Dynamics of Diversity*. Russell Sage Foundation

Week 5 – Immigrant Assimilation/Economic Incorporation

Monday, February 6—Theories of Assimilation

Portes, Alejandro and Min Zhou. 1993. "The New Second Generation: Segmented Assimilation and its Variants." *Annals of the American Academy of Political and Social Science* 530: 74-96.
<http://ann.sagepub.com/cgi/content/short/530/1/74>

Neckerman, Kathryn M, Prudence Carter, and Jennifer Lee. 1999. "Segmented Assimilation and Minority Cultures of Mobility." *Ethnic and Racial Studies* 22 (6): 945-965.

<http://www.ingentaconnect.com/content/routledg/rers/1999/00000022/00000006/art00001>

Wednesday, February 8—Low-Wage Immigrant Workers

Sotelo, Chapter 1: 'New World Domestic Order' and Chapter 2: 'Maid in L.A.'

Week 6 – Economic Incorporation: Immigrant Networks and Ethnic Communities

Monday, February 13 – Work and Immigrant Networks

Waters, *Black Identities*, Chapter 4: West Indians at Work

Hondagneu-Sotelo, Chapter 3: It's Not What You Know

Wednesday, February 15 – Economic Incorporation and Ethnic Communities

*Kim, Dae Young. 2004. "Leaving the Ethnic Economy: The Rapid Integration of Second-Generation Korean Americans in New York," Chapter 6 in *Becoming New Yorkers: Ethnographies of the Second Generation*, Philip Kasinitz, John H Mollenkopf and Mary C. Waters, eds. New York: Russell Sage Foundation

Agius Vallejo, Jody. 2009. "Latina Spaces: Middle-Class Ethnic Capital and Professional Associations in the Latino Community" *City & Community*.

<http://www3.interscience.wiley.com/journal/122428832/abstract>

Week 7 – Immigrant Languages: Persisting or Perishing?

Monday, February 20-NO CLASS President's Day

Wednesday, February 23

*Huntington, Samuel P. 2004. "The Hispanic Challenge." *Foreign Policy* 141 (March) 30-46

Alba, Richard. 2004. "Language Assimilation Today: Bilingualism Persists More Than in the Past, But English Still Dominates." Research Report, Lewis Mumford Center for Comparative Urban and Regional Research, University at Albany. Page 1-15

Week 8 – Racial/Ethnic Identities Part 1 – Symbolic Ethnicity

Monday, February 27

Waters, *Ethnic Options*, Chapters 2, 3, 7

Wednesday, February 29

Tomas, Jimenez 2008. "Mexican Immigrant Replenishment and the Continuing Significance of Ethnicity and Race." *American Journal of Sociology* Volume 113 Number 6 1527-67

<http://www.journals.uchicago.edu/doi/abs/10.1086/587151>

Tuan, Mia. 1999. "Neither Real Americans or Real Asians? Multigeneration Asian Ethnics Navigating the Terrain of Authenticity." *Qualitative Sociology*. 22: 105- 125

Week 9—Ethnic Identities, Part 2 – Replenished and Instrumental Ethnicities

Monday, March 5 – Class Presentations: Statistical Analyses of Immigrants

Wednesday, March 7—Class Presentations Cont., Mid-term quiz

Monday, March 12—March 17 –SPRING RECESS

Week 10 – Immigrant Entrepreneurship: Race, Class and Gender

Monday, March 19

*Valdez, Zulema. 2011. *The New Entrepreneurs*. Palo Alto: Stanford University Press. Chapter 2 and 4

Wednesday, March 21

*Lee, Jennifer. 2002. *Civility in the City: Blacks, Jews, and Koreans in Urban America*. Cambridge: Harvard University Press (Chapter 2 and 6).

*Ramirez, Hernan; Hondagneu-Sotelo, Pierrette. 2009. "Mexican Immigrant Gardeners: Entrepreneurs or Exploited Workers?" *Social Problems*, 56(1), pp. 70–88

Week 11 – EDUCATION: Inequality, Selective Acculturation and Selective Migration

Monday, March 26

Waters, *Black Identities*, Chapter 7

Wednesday, March 28

Kao, Grace. 1995. "Asian Americans as Model Minorities? A Look at Their Academic Performance." *American Journal of Education* 103 (2): 121-159.

<http://www.jstor.org/stable/1085574>

Feliciano, Cynthia. 2005. "Does Selective Migration Matter? Explaining Ethnic Disparities in Educational Attainment among Immigrants' Children." *International Migration Review* 39 (4) 841-871

<http://www3.interscience.wiley.com/journal/119919860/abstract>

DUE: Preliminary Interview Questionnaire

Week 12 – Intergenerational Relationships, Individualism, and the American Dream

Monday, April 2

Waters, *Black Identities*, Chapter 6: Intergenerational Dynamics

Agius Vallejo, *Barrios to Burbs*, Chapter 4, forthcoming

Wednesday, April 4

Lee and Zhou, Chapters 13 and 14: A Shortcut to the American Dream? & Lost in the Fray

Week 13: Mobility Pathways and Future Prospects: Pessimism or Optimism?/Interview Tutorial

Monday, April 9

Zhou, Min; Lee, Jennifer, Agius Vallejo, Jody; Tafoya-Estrada, Rosie and Xion, Yang Sao.

“Success Attained, Deterred, and Denied: Divergent Pathways to Social Mobility in Los Angeles’ New Second Generation.” *The Annals of American Academy of Political and Social Science* 620: 37-61

<http://ann.sagepub.com/cgi/content/abstract/620/1/37>

Agius Vallejo, *Barrios to Burbs*, Chapter 3, forthcoming

Wednesday, April 11

*Myers, Dowell. 2007. .Immigrant Upward Mobility: Support for a More Hopeful Future.. Pp. 102-120 in *Immigrants and Boomers: Forging a New Social Contract for the Future of America*. New York: Russell Sage Foundation.

*Hermanowicz, Joseph. 2002. “The Great Interview: 25 Strategies for Studying People in Bed.” *Qualitative Sociology*. 25: 479-499.

Week 14 – Interracial Marriage & Multiracial Identities

Monday, April 16: *Lee and Bean, *The Diversity Paradox*, Chapters 5, 6, pp. 83-120

**Wednesday, April 18* – *Lee and Bean, *The Diversity Paradox*, Chapters 2, 7

Week 15 – Race Relations/Class Presentations

Monday, April 23 -- Hochschild, Jennifer. 2007. “Pluralism and Group Relations,” Pp. 164 – 175 in *The New Americans: A Guide to Immigration Since 1965*. Mary Waters and Reed Ueda, Eds. Harvard University Press.

Class Presentations

Wednesday, April 25 – *Class Presentations:*

Transcribed interviews DUE. Be prepared to discuss the results from your interview.

Take Home Final Distributed

Statistical Profiles of an Immigrant Group

The purpose of this assignment is to familiarize you with some of the statistical resources available to researchers studying immigration, for you to practice writing about and presenting statistical data, and for you to connect data to class concepts and theories.

With a partner, write a statistical profile of 4-5 pages, including tables, of one immigrant group. Groups will be chosen at random in class. Your profile should integrate graphical displays of numerical data (tables or graphs), with a narrative explaining the most important points from the figures. Answer the following questions:

1. Broadly describe the migration history of your group. When did your group begin arriving in significant numbers? Have there been spikes and dips in your group's migration? Speculate about the specific patterns you find.
2. What is the total number of foreign born of your group? What is their proportion of all foreign born residents? What is the percentage of second and later generations (if you can find this information).
3. How does your group predominantly enter the United States? For example, family sponsored migration, refugee migration, high-skilled employment immigrants, etc.
4. Investigate two demographic features of this group, such as age and gender, education, occupational status, racial/ethnic diversity, citizenship status, regional concentration, etc. Use at least three concepts and readings from the course to explain these patterns.

You must use at least two sources of reliable statistical data and you may use more. You must also properly reference your data.

You will translate this paper into a seven to eight minute presentation for the class.

Interview with an Immigrant

This assignment requires you to conduct an interview with either an established immigrant who migrated to the United States prior to 2000 or with a second-generation adult. You may not interview a close family member. In fact, I encourage you to interview someone you do not know well. The assignment has several goals.

1. I want you to apply the theories and concepts we have learned in class to the life experiences of a real person.
2. I want you to gain experience conducting research, gathering and analyzing sociological data.
3. One of the final exam questions will ask you to apply course material to your interview data.

Using the readings, lectures and discussions as a resource, you will construct an interview guide that asks questions under three main themes: migration, incorporation and racial/ethnic identity. Your interview will be semi-structured. This means that the questionnaire is a guide, but the interview will be carried out like a conversation where you will ask questions and prompt your participant for further information.

You must ask questions that illuminate ALL of the three concepts outlined below. Below are some guiding suggestions.

1. The Migration Experience:

- a. The process of migration (who financed it, how was the journey made, etc.)
- b. The 'push' and 'pull' factors that led to migration
- c. If the person is second generation, what do they know about their parents' migration experiences?

2. Incorporation:

- a. Economic: finding a job, employment.
- b. Language: Did the person speak English prior to migration? If not, how did they learn? If they are second generation, do they speak multiple languages currently? What is the main language spoken at home?
- c. Education: What is their highest level of education? How much education did they want to achieve? What type of schools did they attend?
- d. Intergenerational dynamics

3. Racial/Ethnic identification:

- a. Is the person a citizen? Did they naturalize?
- b. How do they identify racially and ethnically? Do they feel American? Have they ever been made to feel like they are foreigners?
- c. How do people identify them when they see them?
- d. Have racial/ethnic stereotypes affected them in any way?

The draft interview guide will be worth 5% of your grade, and must be cleared by the instructor. You must also list the name (a pseudonym is fine), age, generational status, national origin and your sampling method (how you obtained your interview) of the person you interviewing. The draft schedule is due at the start of class, Wednesday, March 28, 2011.

Once accepted, you will use your interview guide to interview one person for 30-90 minutes. Request permission to tape the interview. **Do not** use a cell phone to record the interview, but a tape recorder (please let me know if it will be difficult for you to obtain a tape recorder). Explain that the interview is confidential – no one other than you will know their name. Type up the *entire* interview. On the first page, list all demographic information about your respondent (age, national origin, education, occupation, education of parents, occupation of parents, etc.). Write one paragraph describing your experience, then launch into the transcription. The interview transcript, and a CD containing the voice file of your interview, is due at the start of class, Wednesday April 25, 2011. You must upload the interview transcript and reflection via the Turnitin link on Blackboard **AND** place a hardcopy in my box before 2:00 PM on Wednesday, April 25, or bring your assignment to class. Please note that no late assignments will be accepted.

****PLEASE NOTE:** Even if you receive a high grade on your interview guide, this does not mean that you will conduct an A+ interview. The questionnaire is A GUIDE and it is up to you to

make your respondent feel comfortable and to get your respondent to open up by probing thoughtfully and asking follow-up questions to unearth the mechanisms that illuminate the three main themes.

Evaluation: The interview guide is worth 5 points. The demographic profile and transcription is worth 5 points. Your presentation of the interview data during the last week of class is worth 10 points, for a total of 20 points overall. You will be evaluated on your demographic profile, how well you thought out your questionnaire, how well you gathered information from the respondent (that is, providing them with a pleasant interview experience that also provides lots of data), and how well you probed and followed up for information. For the presentation, you must **correctly** apply at least two theories/concepts from class to discuss your subject's incorporation experiences. You will be evaluated on how well you analyze the data you have collected and whether you integrate class concepts and theories correctly. We will discuss this more thoroughly in class.

Please keep in mind that it takes 3-4 hours to transcribe one hour of interview data.

Alternative Assignment – JEP Service Learning Opportunity

Students who become JEP volunteers will write a final paper about their experiences in lieu of conducting an interview with an immigrant.

An alternative to the interview project is to volunteer with the Central American Resource Center (CARACEN) Citizenship Resource Center. The Center was founded in 1983 by Salvadoran refugees and human rights activists whose mission was to secure legal status for the thousands of Central Americans fleeing the torture and brutality of civil war. Today, CARECEN's mission is to empower Central Americans by defending human and civil rights, working for social and economic justice and promoting cultural diversity. The organization fulfills its mission by providing low-cost, immigration legal services, educational programs and civic participation resources to the low-income Latino community in Pico-Union and greater Los Angeles County.

JEP volunteers will work a maximum of three hours per week in the CRC, performing the following duties (division of labor reflected in the percentages):

- Answering students' questions about civics requirements for naturalization exam (40%)
- Assisting students with ESOL software (20%)
- Conducting mock interviews with students scheduled to attend their naturalization interview (20%)
- Refer students to ESOL classes in their neighborhoods (10%)
- Taking student attendance (5%)
- Enrolling new students in CRC and verifying their eligibility (5%)

Students must enroll in JEP no later than the second Friday of the Fall semester, and must commit to working at least three hours a week at CRC.

At a minimum, JEP volunteers must be proficient in written and spoken Spanish. All tasks can be competently managed by undergraduate students with moderate supervision