

**Immigrant America:  
Migration, Incorporation and the New Second Generation  
SOCI 155gm (61430) – Fall 2010**

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Class Schedule: Monday and Wednesday 10:00 – 11:20 A.M.  
Location: GFS 106

**Teaching Assistants:**

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**Course Objectives**

More people migrate to the United States than to any other country in the world. In fact, 12.5% of the population is foreign-born and 27% of California's inhabitants are born outside the country. By the year 2008, the U.S. foreign-born population exceeded 38 million, and the U.S.-born second generation was nearly as large, accounting for another 11% of the population million. Hence, immigrants and their children comprise nearly a quarter of the U.S. population. Who migrates and why do they make the journey to the United States? How will immigrants and their children affect the social, economic and political landscape of the U.S. in years to come? What external forces shape pathways to mobility and patterns of incorporation into American society?

Unlike the immigrants who arrived at the turn of the twentieth century, today's immigrants are notably non-European. The shift in national origins—from Europe to Latin America, Asia, and the Caribbean—is the single most distinctive aspect of the “new immigration” in the United States since the late 1960s. Today, 85% of the country's immigrants arrive from Asia, Latin America, or the Caribbean. The new immigrants have transformed the United States from a largely black-white society to one now consisting of multiple racial and ethnic groups. We will closely examine these dimensions of diversity and the ways in which they affect, and are affected by, American society and institutions

We begin this course by examining why people migrate to the United States. We will then focus on how Asian, Latino, and Black immigrants, and their children, are incorporating socioeconomically into the United States' core social structures. This course will cover such theoretical and empirical topics as theories of migration, immigration and public policy,

assimilation, language and bilingualism, racial and ethnic identities, education, bicultural conflicts, upward mobility, interracial marriage, and America's changing color lines.

This course fulfills the Diversity Requirement by focusing on several forms of difference: race/ethnicity and to a lesser extent, class and language. Students will learn about race/ethnicity and racism in several ways including institutionalized racism, educational attainment, residential segregation, symbolic ethnicity, self-identification, interracial marriage and the labor market. We will also discuss how learning about and living in a diverse society can function as a form of enrichment.

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

### **Course Requirements**

- Class attendance & active participation in seminar discussions (10%)
- Attendance at discussion sections (10%)
- In-class Quizzes (5%)
- Newspaper article reflection paper (10%) – *Due September 27*
- Individual interview project with an immigrant or JEP Service Learning Opportunity (for qualified students) (15%) – *Final Project Due December 1*
- In-class midterm (20%) – *October 13*
- Take home final exam (30%) – *Due December 13*

***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**. 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. It is your responsibility to make sure you sign the roll sheet. Do not sign the roll sheet for your classmates.

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. Things that will bring your grade down are disruptive behavior, disrespect towards your professor, TA's, or peers, comments that reveal a lack of preparation and sleeping in class. Do not assume that you will receive full participation credit merely for showing up to class. You must also thoughtfully participate in class discussions.

***Attendance at Discussion Sections*** – Attendance at and active participation in discussion sections is mandatory and accounts for 10% of your grade. The TA will take attendance.

***In-Class Quizzes*** – In-class quizzes will be administered randomly and will test your knowledge of the week's readings. They will be given at the start of class and no make-ups will be allowed for those who are late or who miss class.

***Assignments*** – All assignments are to be uploaded to Blackboard via Turnitin which will generate an originality report to guard against plagiarism. A hard copy is also required. **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. \*\*\*Nitpicking over points is discouraged as this reflects the prioritization of the grade over learning. No late assignments are accepted.

**Newspaper Article Reflection** – Immigration issues are always in the news!!! The purpose of this assignment is for you to develop your ‘Sociological Imagination’ and critical thinking (core objectives of USC’s GE program) by applying what you have learned in class to the world around you. You must find an article published in a major newspaper (such as the *Los Angeles Times*, *New York Times*, *Washington Post*, *Wall Street Journal*, etc. blogs, foundation websites and the like are not allowed) that pertains to any substantive issue of migration, immigration policy, and/or the socioeconomic incorporation of a specific immigrant group. The article must be no more than 21 days old from the date you turn it in. The article, and your reflection, may be used to start or spur class discussion. The reflection paper should be no more than three double-spaced pages. You must:

- a. Include the title of the article, author, date published, newspaper and html address of article if accessed on-line.
- b. Include a one page summary of the article detailing:
  - i. The question/issue that the author is addressing and/or investigating
  - ii. The evidence/method that the author employs (i.e. demographics, statistics, interviews).
- c. Respond to the author’s argument and main points by linking AT LEAST one theoretical framework from the class (i.e. theories of migration, straight-line assimilation, segmented assimilation, etc.) and one empirical class reading to the article. How do class theories/concepts relate to the article? If the author is making an argument, do you agree with him/her? Could the author have used class concepts and theories to make a stronger case or to help explain the outcome? You must link class concepts correctly in order to receive full credit.

This assignment should be uploaded via Turnitin on Blackboard, which will generate an originality report to guard against plagiarism, and a hard copy should also be date stamped and placed in your TA’s mailbox located in 352 KAP before the due date, alternatively, you may bring a hard copy of the assignment to class on the due date. This assignment can be turned in at any time during the semester before 10:00 AM, **Monday, September 27, 2010**. Assignments that arrive late will not be accepted.

**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
3. Their racial/ethnic identification.

The interview guide is worth 5% of your grade and must be cleared by your teaching assistant and/or the professor. The interview guide is due at the start of class on **Wednesday, November 3, 2010**. The final 10% of your grade will be based on your transcription of the s and **how well you integrate major themes from the interview with class materials**. You must **correctly** apply at least two theories/concepts from class. The final interview transcript and analytical reflection is due **Wednesday, December 1, 2010**. 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 and an information sheet has been uploaded to Blackboard.

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

**Extra Credit** – You may attend one of the following to earn one extra credit point:

- a. Dr. Vallejo has organized a screening of the movie, *The Neo-African Americans*, on October 14, which features a Q&A with the director. Time and Location TBA.
- b. You may also attend a College Commons event, the schedule of which can be found here. <http://college.usc.edu/the-college-commons/>.

You must sign in at each event and write a 1 page summary of the event and how it relates to the class. Your write-up is due in Dr. Vallejo's mailbox by one week after the event.

### **Class Policies**

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

1. Arrive on time.
2. 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.
3. Talking with other students during class will not be tolerated—it is disrespectful to your classmates and the Professor, and detracts from our goal of mastering course material.
4. Respect others' opinions and comments. The Professor 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. 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. **Absolutely no assignments will be accepted via e-mail.**

### *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 (not your TA) 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 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 work, the grade in the grade book stands.

**Required Texts** – All books are available at the USC bookstore

Lee, Jennifer, and Min Zhou (Eds.). 2004. *Asian American Youth: Culture, Identity, and Ethnicity*. New York: Routledge.

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.

**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. 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: International Migration & Why People Move**

*Monday, August, 23*

Introduction

*Wednesday, August 25*

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

*We address issues of diversity by examining the racial/ethnic composition of today's new immigrants and why they migrate to the United States*

#### **Week 2: Understanding Immigration Policy**

*Monday, August 30* – 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

*Wednesday, September 1* -- MOVIE: *Crossing Arizona*

*Week 2 & 3 address issues of diversity by examining how historical and contemporary policies relating to immigrants achieve their intended goals, how such policies criminalize particular racial/ethnic groups and how they relate to nativism and have historically resulted in tighter social boundaries between the native-born population and immigrants.*

#### **Week 3: Understanding Immigration Policy Cont.**

*Monday, September 6*— NO CLASS: Labor Day Holiday

*Wednesday, September 8* -- Massey et al. Chapter 7: Repair Manual: U.S. Immigration Policies for a New Century and Class Discussion of *Crossing Arizona*

## **Week 4 –Understand Immigration Policy & Theories of Assimilation and Incorporation**

*Monday, September 13*

\*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.

*Wednesday, September 15*

\*Bean & Stevens, Chapter 5: The New Immigrants and Theories of Incorporation

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>

*Week 4 relates to diversity by presenting the main theoretical constructs used throughout the course to hypothesize what segment of society today’s new immigrants are incorporating into based on their race/ethnic backgrounds, class and language.*

## **Week 5: Economic Incorporation**

*Monday, September 20*

Waters, Chapter 4: West Indians at Work

*Wednesday, September 22*

\*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>

*In week 5 we examine whether immigrants are incorporating economically and the various paths different immigrant ethnic groups follow to economic mobility. We also use West Indians as a case study to examine interethnic conflict among Black Immigrants, native-born blacks and whites in the workplace.*

## **Week 6: Language Assimilation**

*Monday, September 27*

\*Portes, Alejandro and Ruben Rumbaut. 2001. “Lost in Translation: Language and the New Second Generation,” Chapter 6 in *Legacies: The Story of the Immigrant Second Generation*. Berkeley: University of California Press

### **➤ NEWSPAPER ARTICLE REFLECTION DUE**

*Wednesday, September 29*

\*Huntington, Samuel P. 2004. “The Hispanic Challenge.” *Foreign Policy* 141 (March/April): 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

<http://repositories.cdlib.org/ccis/papers/wrkg111/>

*In Week 6 we carefully examine one dimension of difference—language. We will discuss why English language monolingualism is a critical component of America’s national identity. We read an essay which argues that the Spanish language threatens to bifurcate the U.S. into two nations and two languages: American and Latino and English and Spanish. We carefully deconstruct this argument using representative data from a number of sources.*

### **Week 7: Racial/Ethnic Identities Part 1**

*Monday, October 4*

Waters, Chapters 3 and 8: Racial and Ethnic Identity Choices & Identities of the Second Generation

*Wednesday, October 6*

Jimenez, Tomas. 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>

Lee & Zhou, Chapter 16: Performing Race, Negotiating Identity: Asian American Professional Actors in Hollywood

*During Week 7 & 9 we discuss in-depth the history of racial/ethnic categories and identity construction in the United States. We also examine how today’s new immigrants identify racially/ethnically and how identity changes over the generations and as immigrants experience upward mobility, demonstrating that race is a social, rather than biological, concept. We also discuss the dialectical nature of ethnic identity and how interactions with native-born Americans in everyday lead to reactive ethnicities among immigrants and their descendants.*

### **Week 8: Midterm Review and Exam**

*Monday, October 11*

In-Class Midterm Review

*Wednesday, October 13*

In-Class Midterm – Bring a pencil and a BLANK blue book to class. Do not write on the cover or in your blue book.

\*\*\*\***EXTRA CREDIT OPPORTUNITY:** Thursday, October 14 -- Movie Screening with Kobina Aidoo, the director of the *Neo African Americans*. Time and Location TBA

### **Week 9– Racial/Ethnic Identities Part 2**

*Monday, October 18 – Movie-RACE—The Power of an Illusion*

*Wednesday, October 20-- Movie-RACE—The Power of an Illusion*

### **Week 10: Education**

*Monday, October 25*

Waters, Chapter 7: Segregated Neighborhoods and Schools



Wednesday, October 27

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>

*This week we discuss how education is touted as the great equalizer in American society yet educational opportunities in America are unequal which poses lasting consequences for upward mobility. First, we deconstruct the stereotypes that Asians are a model minority and that Latinos do not value education.. Second, we examine the educational selectivity of immigrants which slots them into different class positions upon arrival. Finally, we discuss the types of schools immigrant children and their descendants attend with a focus on segregated neighborhoods, white flight, concentrated poverty and subpar schools.*

### **Week 11 - Intergenerational Dynamics, Bicultural Conflicts, and Delinquency**

Monday, November 1

Waters, Chapter 6: Intergenerational Dynamics

Wednesday, November 3

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

- INTERVIEW GUIDE DUE at beginning of class. You may not conduct an interview until your interview guide has been approved

*We address issues of diversity by examining why some marginalized groups engage in delinquent behavior and seek alternative routes to the American dream.*

### **Week 12 – Prospects for Mobility & Incorporation**

Monday, November 8

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, Jody and Jennifer Lee. 2009. "Brown Picket Fences: The Immigrant Narrative and 'Giving Back' among the Mexican Origin Middle-Class" *Ethnicities* 9: 5-31

<http://etn.sagepub.com/cgi/content/abstract/9/1/5>

Wednesday, November 10

Meyers, Dowell. 2008. "Thinking Ahead About Our Immigrant Future: New Trends and Mutual Benefits in Our Aging Society."

<http://csii.usc.edu/publications.html>



*This week we examine issues of diversity by examining the structural and contextual factors that lead to divergent mobility trajectories among today's new second generation. The readings integrate a number of concepts we have learned, such as racial discrimination, class inequalities and structural mechanisms that promote or block socioeconomic attainment. We also examine an understudied segment of the Mexican-origin population, the middle-class. Finally, we discuss why immigrant integration is important for the nation's future, the ways in which immigrants enrich society and we discuss how to promote the integration of immigrants.*

### **Week 13 – Interracial Marriage, Multiracial Identities & The Future of America's Color Line**

Monday, November 15

Lee and Zhou, Chapters 3 and 18: Intermarriage and Multiracial Identification & Marriage Dilemmas

Wednesday, November 17

Lee, Jennifer and Frank D. Bean. 2007. "Reinventing the Color Line: Immigration and America's New Racial/Ethnic Divide." *Social Forces* 86 (2) 561-586

[http://muse.jhu.edu/journals/social\\_forces/v086/86.2lee.html](http://muse.jhu.edu/journals/social_forces/v086/86.2lee.html)

*Intermarriage is considered the lynchpin of assimilation and examining patterns of intermarriage provide insight into where immigrants, and the native-born, draw racial/ethnic boundaries.*

### **Week 14 — Immigration and American Race Relations**

Monday, November 22

\*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.

Wednesday, November 24 – NO CLASS: Work on your interview project

*The dimension of difference we discuss is intergroup conflict and the prospect of future intergroup relations. We also strategize how to promote more positive group relations.*

### **Week 15 – Immigration and American Race Relations**

Monday, November 29

MOVIE—*Recalling Orange County*

Wednesday, December 1

Interview Project DUE at the beginning of class

We will discuss your interview in the context of the class readings and lectures

Take Home Final will be distributed

Final Exam Due Monday, December 13, by 10:00 AM. You **must upload** your final via TURNITIN and also place a time-stamped hard copy in your TA's box by the due date. Both of these conditions must be met in order to receive a grade. **Late exams will not be accepted or graded.**

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## 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. If you are interviewing an immigrant, 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 schedule 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, November 3, 2010.

Once accepted, you will use your interview schedule to interview one person for 30-90 minutes. Request permission to tape the interview. 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 and 1-2 paragraphs analyzing some of the most interesting parts of the interview using at least two class theories and concepts. Then launch into the transcription. The interview transcript, along with your one page data analysis, is due at the start of class, Wednesday

December 1, 2010. You must upload the interview transcript and reflection via the Turnitin link on Blackboard **AND** place a hardcopy in your TA's box by 9:00 AM on April 28 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 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 transcription and reflection is worth a total of 10 points. The demographic profile and transcription is worth 5 points. 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. The remaining 5 points are allotted for the one page response. You must **correctly** apply at least two theories/concepts from class in your write-up. You will be evaluated on how well you analyze the data you have collected and whether you integrate class concepts and theories correctly.

### **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.