

**University of Southern California**  
**Fall 2013**  
**IMMIGRANT AMERICA:**  
**Migration, Incorporation and the New Second Generation**  
**SOCI 155gm (61420R)**  
**MW10:00 a.m. -11:50 a.m. (THH 102)**

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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. Hence, immigrants and their children comprise more than 68 million people, or 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 descendants affect the social, economic and political landscape of the U.S. in years to come? What external forces and societal mechanisms shape immigrants’ pathways to mobility and patterns of socio-economic incorporation into American society?

Unlike the immigrants who arrived at the turn of the twentieth century, today’s immigrants are notably non-European. Today, 85% of the country’s immigrants arrive from Asia, Latin America, or the Caribbean. The shift in national origins—from Europe to Latin America, Asia, and the Caribbean—is the single most distinctive aspect of the “new immigration” to the United States, a transition which began in the late 1960s. 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 begin this course by examining why people migrate to the United States. We will then focus on how the majority of today’s new immigrants—comprised of Asian, Latino, and Black immigrants--and their descendants, 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/incorporation, language and bilingualism, racial and ethnic identities, education, bicultural conflicts, upward mobility, interracial marriage, and the question of 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, self-identification, interracial marriage and the labor market. We will closely examine these dimensions of diversity and the ways in which they affect, and are affected by,

American society and institutions. 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 critically and analytically and must be able to develop links between theory, concepts, empirical research, and outcomes relating to immigrant incorporation, diversity, and society 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.

1. **Arrive on time.** Excessive tardiness is a major disruption and will decrease your class attendance grade.
2. **Cell phones should be turned completely off.** Texting is prohibited and will decrease your class participation grade.
3. **Computers should be used only for taking notes.** If you use a computer it should be employed for taking course notes only. In other words, Facebooking, tweeting, shopping on Amazon, watching sports highlights, and email checking are not allowed. Repeated incidents of Facebooking, emailing, and web surfing will result in a low attendance/participation grade as it is distracting to other students and disrespectful to the professor. The repeat, unauthorized use of computers will lower your class participation grade and ultimately, your cumulative grade. If this causes problems I will ask you to leave class.
4. **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. Incessant chatter will decrease your class participation grade.
5. **Respect others' opinions and comments.** Respect 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 but I expect you to be courteous, respectful, and professional in your conduct at all times. 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. You will be asked to leave class if you are disrespectful to the professor, the TA's, or your colleagues.

### ***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 or that is improperly cited 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 via email 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 related to tests or assignments via email. **Absolutely no assignments will be accepted via e-mail.**

### **Course Requirements**

Attendance and active in-class participation in seminar discussion.....	10%
Attendance and assignments at discussion section .....	10%
In-class pop quizzes (5).....	5%
Assignment 1:Newspaper article reflection paper.....	10%
Assignment 2:Individual interview project with an immigrant.....	15%
<i>--Interview Guide</i>	
<i>-- Final Project (transcript, recording and reflection)</i>	
In-class midterm.....	20%
Take home final exam .....	30%

***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. It is your responsibility to make sure you sign the roll sheet. Do not sign the roll sheet for your classmates. You will not receive full attendance points if you are tardy, if you sign the role sheet late, or you are not present for the entire 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. You are allowed two excused absences. Beyond this, absences totaling 3 meetings will result in a direct penalty of one point off of your participation grade and 4 meetings will result in a penalty of two points off of your grade, and so on. Absences totaling more than two weeks' worth of meetings will undermine the participation/attendance mark, resulting in a severe reduction in the final grade. Absences in excess of three weeks' worth of classes will not only further reduce the final grade but may well necessitate withdrawal from the course, since at that point it is unlikely that benefit may be derived from the class.

***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*** – Five in-class pop 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. You may not receive credit for a pop quiz if you arrive late to class after the quiz has begun.

**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. Deviating from these specifications will result in point deductions

**Newspaper Article Reflection Paper** – Immigration issues are always in the news!!! The purpose of this assignment is for you to develop your ‘Sociological Imagination’ and critical thinking skills (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. More details are provided at the end of the syllabus.

**Individual Interview Project with an Established Immigrant** --You will conduct an interview with an established immigrant who migrated to the United States prior to 2002 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. More details are provided at the end of the syllabus.

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 the date indicated in the course outline. The final 10% of your grade will be based on your transcription of the interview and **how well you integrate major themes from the interview with class materials.** You must **correctly** apply at least two theories/concepts from class in the interview reflection assignment. The final interview transcript and analytical reflection is due before class commences on the date indicated on the course outline. You must upload your project to Turnitin before class begins and bring a hard copy to class. No late interview projects will be accepted.

### ***In-class Midterm***

The midterm will be some combination of multiple choice, definition, short answer and essay. The exam is closed book, in-class exams for which you will need a blue book and scantron form. There will be no makeup midterm unless you have a documented medical reason, or some other (verifiable) emergency, or unless the dates conflict with a religious holiday, or military service. Please notify Prof. Estrada two weeks in advance to reschedule due to religious holiday or military service.

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

**\*\*\*Nitpicking over points is discouraged as this reflects the prioritization of the grade over learning. No late assignments are accepted.**

## Grade Rubric

95%-100%=A	87%-89%=B+	77%-79%=C+	67%-69%=D+
	83%-86%=B	73%-76%=C	63%-66%-=D
90%-94%=A-	80%-82%=B-	70%-72%=C-	60%-62%=D-

## 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. The letter must be date stamped. 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.

**Additional things that will bring down your grade** are disruptive behavior; disrespect towards your professor, TA's, or peers; comments that reveal a lack of preparation; sleeping in class; excessive tardiness, texting, facebooking, excessive absences, web surfing, and any other unprofessional or distracting behaviors. 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.

**Extra Credit** – There will be extra credit opportunities announced over the course of the semester. These typically include attending campus events related to immigration issues. You must sign in at the event and write a 1 page summary of the event and how it relates to the class. Your write-up is due in your TA's mailbox by one week after the event.

## JEP Service Learning Opportunity & LURN Internship Learning Opportunity

These are two separate extra credit opportunities. Students cannot get extra credit for both. Students who become JEP volunteers **or** LURN interns will write a three-page report of their experience. Your report is due at the beginning of the last day of class. Based on the recommendation of the JEP and LURN supervisor and your report, you will receive a grade increase. For example, if you earned a final grade of a B- for the class, your JEP service will boost your grade to a solid B. More details are provided on blackboard.

**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.

Vallejo, Jody Agius. 2012. *Barrios to Burbs: The Making of the Mexican-American Middle Class*. Palo Alto: Stanford University Press.

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

**Optional Text**

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

\*Readings from this text will be uploaded to Blackboard.

**Peer Reviewed Journal Articles:** All of the journal articles are uploaded to Blackboard.

**Weekly Reading Schedule**

The following illustrates the weekly subjects/topics and the required readings. Readings should be completed prior to the class lectures and discussion sections (i.e. preferably before Monday of each week – so that you are prepared for your discussion section). All dates are approximate and subject to change. Students will be adequately informed should any scheduling changes occur.

<b>Week 1: Introduction to Course and International Migration &amp; Why People Move</b>		
August 26	Introduction to the course	
August 28	*Alba and Nee (2003) Chapter 5 *Massey et al.(2003) Chapter 2	
<b>Week 2: Understanding Immigration Policy</b>		
September 2	LABOR DAY	
September 4	Massey et al. (2003) Chapters 3& 6	
<b>Week 3: Understanding Immigration Policy Cont.</b>		
September 9	MOVIE: <i>Crossing Arizona</i>	
September 11	Massey et al. (2003) Chapter 7	
<b>Week 4: Tales From the Field and Theories of Assimilation and Incorporation</b>		
September 16	*Bean & Stevens (2003) Chapter 5	
September 18	*Portes and Zhou (1993)	
<b>Week 5: Work and Economic Incorporation</b>		
September 23	*Estrada (2013)	
September 25	Waters (1999) Chapter 4	Newspaper Article Reflection Due
<b>Week 6: Language and Racial/Ethnic Identities</b>		
September 30	*Huntington (2004)	
October 2	*Kwon (2013)	Guest Speaker Hyeyoung Kwon
<b>Week 7: Work and Economic Incorporation Cont.</b>		
October 7	Vallejo (2013) Chapter 6	
October 9	*Kim (2004)	
<b>Week 8: Midterm</b>		
October 14	Movie- <i>RACE—The Power of an Illusion</i>	
October 16	In-Class Midterm	In-class Midterm
<b>Week 9: Race/Ethnicity</b>		
October 21	Waters (1999) Chapters 3 and 8	

October 23	*Jimenez, Tomas (2008)	
<b>Week 10: Education</b>		
October 28	Waters (1999) Chapter 7	
October 30	*Feliciano (2005) *Kao (1995)	
<b>Week 11: Intergenerational Dynamics, Bicultural Conflicts, and Delinquency</b>		
November 4	Waters (1999) Chapter 6	
November 6	*Lee and Zhou (2004) Chapters 13 and 14	Interview Guide Due
<b>Week 12: Transnational Migration</b>		
November 11	*Hondagneu-Sotelo and Avila (1997)	
November 13	*Abrego (2009)	Guest Speaker: Katharin Peter, Sociology Librarian
<b>Week 13: Prospects for Mobility &amp; Incorporation</b>		
November 18	Vallejo (2013) Chapters 3 & 4	
November 20	*Meyers (2008)	
<b>Week 14: Interracial Marriage and Multiracial Identities</b>		
November 25	Movie: <i>Roots in the Sand</i>	
November 27	*Lee and Bean (2007)	
<b>Week 15: Class Wrap Up</b>		
December 2	Movie: <i>Recalling Orange County</i>	Class Evaluations
December 4	Last day of class	Final Project Due JEP Report Due
<b>Friday December 13 by 11:00 a.m.</b>		<b>Final Examination</b>
You <b>must upload</b> your final via TURNITIN and also place a time-stamped hard copy in your TA's box by the due date and time. Both of these conditions must be met in order to receive a grade. <b>Late exams will not be accepted or graded. NOTE:</b> This due date may change depending on the final exam schedule.		
<b>*I reserve the right to amend this syllabus*</b>		

### Assignment Instructions

**Assignment #1: Newspaper Article Reflection Paper** – Immigration issues are always in the news!!! The purpose of this assignment is for you to develop your ‘Sociological Imagination’ and critical thinking skills (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 the article if accessed on-line.
- b. Include a one page summary of the article detailing:

- a. The question/issue that the author is addressing and/or investigating
- b. The method/evidence 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 (properly cite the theory and reading and include the citation at the end of your assignment). 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 and readings 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. A hard copy should also be date stamped and placed in your TA's mailbox located in 314 HSH before the due date; alternatively, you may bring a hard copy of the assignment to class on the due date. Assignments that arrive late will not be graded.

### **Assignment #2: 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 2002 or with a second-generation adult. If you are interviewing an immigrant, I encourage you to interview someone you do not know well. This means that you should not interview your parents, siblings, or other close relatives. 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 your TA. 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 on the date indicated in the course outline.

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. 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, a CD or thumb drive containing the voice file of your interview (clearly label your sound file with your name and ID number, place in an envelope, and staple to your assignment), along with your one page data analysis, is due at the start of class, **on the date indicated in the course outline**. You must upload the interview transcript and reflection via the Turnitin link on Blackboard **AND** place a hardcopy in your TA's box before class begins **on the date indicated in the course outline** 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 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.

## References

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