

San José State University
Sociology and Interdisciplinary Social Sciences Department
SOCI 160: Immigration and Identity, Spring 2020

Course and Contact Information

Instructor:	Dr. DuCros (pronouns: she/her/hers)
Office Location:	DMH 212
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Email:	faustina.ducros@sjsu.edu
Office Hours:	Tuesday/Thursday 2:00-4:00PM
Class Days/Time:	Tuesday/Thursday 12-1:15PM
Classroom:	DMH 226A
Prerequisites:	Upper Division standing; SOCI 1 or equivalent

Course Format

This course will be conducted as a seminar-style class, where discussions will require your active participation as we closely examine the course readings, lecture material, and documentary films. To enhance participation, some in-class activities will require the use of free clicker technology. Quizzes will be administered online through Canvas.

Faculty Web Page and MySJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, announcements, and quizzes, etc., can be found on the Canvas Learning Management System course website at <http://sjsu.instructure.com>. You are responsible for regularly checking the Canvas messaging system via MySJSU on [Spartan App Portal](#) at <http://one.sjsu.edu> and your email to learn of any updates. Please make sure that your email settings in Canvas are adjusted to receive class messages at your current email immediately after they are posted. For help with using Canvas see the Canvas Student Resources page (http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources).

**Please use only regular email to message me at faustina.ducros@sjsu.edu. Include a subject line that has the course name (SOCI 160) and the topic of your email.

Course Description

The catalog description of Sociology 160: Examination of topics related to immigration and population movements. Includes the historical context of major migrations, legal, political and social issues and debates, opportunities, prejudices, immigrant communities, intergenerational tensions, and social and personal identity pressures.

Course Goals: We will study key theories, debates, and empirical examples related to immigration and identity, including examining racialization, prejudice, and discrimination against immigrants; media representations; various sites of inequality and privilege (e.g., generation, documentation status, gender); and identity negotiation. The course will focus mainly on contemporary immigration, with a focus on a case study of Salvadoran immigration and on how immigration is represented in news media. The themes described here are only a sampling of those relevant to this broad field, but they will be a starting point for your exploration of the subject. Throughout the course we will develop and exercise the skills necessary for critical examination of the field of immigration. In addition, your participation in the course will help you develop your skills in effective research, writing, and public communication.

Course Learning Outcomes

Upon successful completion of this course, students will be able to:

CLO 1: Critically read and analyze primary source research about immigration issues

CLO 2: Critically analyze immigration issues in news media

CLO 3: Conduct, write-up, discuss, and present research project that applies course concepts about immigration

CLO 4: Describe the historical, social, political, and economic processes shaping immigration patterns

We will accomplish the goals and learning outcomes through the following activities and assignments:

Course readings (peer-reviewed journal articles, book chapters), documentary film analysis, library workshop, writing lecturettes, media posting assignment, content analysis paper and presentation, peer reviews, active small group and whole class discussion participation, discussion leadership, clicker reading questions, and quizzes.

Required Texts/Readings/Materials

Textbook

Abrego, Leisy J. 2014. *Sacrificing Families: Navigating Laws, Labor, and Love Across Borders*. Stanford: Stanford University Press. ISBN 978-0-8047-9057-4

Available for purchase at the Spartan Bookstore and through online vendors. On hold at Library Course Reserves.

Other Readings

A selection of journal articles, book chapters, and news articles available online through Canvas.

Other equipment/material requirements

Quizzes will be administered online through Canvas so you must have access to a computer and internet.

Clicker Technology:

In this course, we will be using **FREE** clicker technology to collect student responses to questions posted in class. Points will be awarded based on participation and performance.

There are two options available to participate in clicker sessions. Clicker technology is **FREE**. Please **DO NOT BUY** any clicker technologies.

1. iClicker REEF Polling App: Allows you to use your smart phone, tablet, or laptop as a clicker to participate in class activities.
2. Clicker Remote: You can request to borrow a Clicker remote from eCampus (eCampus@sjsu.edu) for free. Remotes are to be returned to eCampus at the end of the semester. You must let me know ahead of time if you are using a remote so I can have the appropriate equipment in class.

In order to participate in clicker activities and earn points you must set up the technology. Students are responsible for creating a free student account at www.iClicker.com, and adding this course to their account. Detailed instructions are available on the [SJSU eCampus website](http://www.sjsu.edu/ecampus/teaching-tools/iclicker/) at <http://www.sjsu.edu/ecampus/teaching-tools/iclicker/>.

Questions or issues about this technology should be sent to eCampus@sjsu.edu.

Library Liaison

Jane Dodge, jane.dodge@sjsu.edu, 408-808-2321

Course Requirements and Assignments

The class sessions will be a combination of discussion-oriented sessions, mini-lecture material, and documentary film analysis tied to the readings. There are a range of in-class activities and out-of-class assignments that will contribute to your successfully completing the course. If you choose not to turn in the assignments or if you miss several classes, you run the risk of not being able to pass the course with your desired grade. Your success in the class will be based on completing the following elements. I reserve the right to adjust the syllabus as needed, but I will always give you advance notice via class announcements and/or Canvas.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload

expectations as described in the syllabus.

Final Examination or Evaluation

The final is on Wednesday, 5/13/20 in DMH 226A at 9:45AM to 12:00PM. You will turn in hard copies of your final paper along with accompanying research materials that day.

Participation (15%)

10% *Class Participation*

Students are expected to be engaged learners during class. The quality of in-class discussions rests in large part with your commitment to come to class prepared, and to share your ideas with the class! If you don't read and participate, the discussions will not be engaging. Please see me if you are concerned about your ability to contribute to discussions and we can work on strategies to improve your participation.

Come to class prepared to dig in to the material. You are expected to do the following:

- Read and annotate texts before the class meeting for which they are assigned on the syllabus. Research shows that reading and annotating hard copy texts is the most effective method for increasing learning. All of the readings on the syllabus are required.
- Bring the assigned readings to class each day because we will refer to them often.
- Ask and answer questions in class discussions.
- Actively take notes. Research also shows that handwritten note taking in class is the most effective method (vs. typing and reviewing posted notes). The instructor will not post lecture notes or PowerPoint slides. Please do NOT record or take pictures of PowerPoint slides during lecture. I encourage you to exchange notes and study with classmates to increase your coverage if need be. If you need assistance taking notes please see me and/or contact the Accessible Education Center (<http://www.sjsu.edu/aec/>).

Breakdown of participation grade:

Participation points are earned for contributing to small group work; completing in-class, take-home, or discussion board writing assignments; and peer-reviewing student presentations during the last four class sessions.

We will also use clicker polling as a student response system in class. Clicker polling helps me to understand what you know and gives everyone a chance to participate in class. Your clicker participation will include in-class polling and reading questions that will require a clicker remote, smart phone, tablet, or computer equipped with clicker software. Clicker points will be awarded based on general participation on randomly assigned "pop" questions about the readings.

You are responsible for bringing a functioning clicker device to every class meeting. You should arrange to make sure your device is charged, registered properly, and/or have a backup method of participating with clicker technology (e.g., charger/batteries, laptop, tablet) so that you can earn applicable points for that day. If you have technical difficulties during a clicker activity, you must let me know immediately (same day) so we can assess the problem and you have a chance to earn points.

NOTE: In-class participation credit cannot be made up. If you miss many classes (including extreme tardiness or leaving early) or don't have a functioning clicker, you will have fewer opportunities to participate, you will miss important material, and your grade may reflect the missed opportunities. However, I will drop at least 2 days of participation scores to account for times you do not participate.

5% Discussion leadership for selected class readings

You are expected to play an active role in the class by sharing with your peers and the instructor the responsibility for directing the weekly discussions and writing a two-page (double-spaced) reading journal one time during the semester. You will sign up for discussion leader days on Canvas and the reading journal is due on Canvas before the class meeting the day you serve as leader. You may not make up this assignment if you are absent and miss your assigned leadership day unless you arrange to switch with another student who is scheduled for a future date and alert me the day before your scheduled assignment. If you have an emergency and will miss the assignment, you must contact me before class AND you must have a legitimate reason for being absent (e.g., documented illness, family emergency, etc.). Vacations, weddings, or other non-emergencies are not grounds for exception.

Research Project (65%)

20% Data Analysis

5% In-Class Peer Review

10% Research Presentation

30% Completion of 6 to 7-page report of findings (Final Paper)

This semester you will complete a newspaper media content analysis research project on an issue related to immigration. You will turn in data analysis of your newspaper sources, a peer review draft of the research report based on that analysis along with review of your classmates' work (you must be present to earn credit), and a completed research report. (More detailed instructions for the project will be provided.)

You will also report on your research at the end of the semester by creating an in-class presentation (such as PowerPoint or Prezi). You must upload your presentation by 5PM the day

before your presentation. If you miss your presentation slot, you may not be able to earn credit for the assignment because we will not have additional time allotted.

Quizzes (20%)

20% 3 Multiple choice/fill in blank/short answer quizzes

Timed quizzes will be administered through Canvas throughout the semester. Quizzes are worth 10 percent each. One quiz with the lowest score will be dropped.

Grading Information

Determination of Grades

Grading Scale	
A grades	A = 93 to 100%, A-minus = 90 to 92.99%
B grades	B-plus = 88 to 89.99 %, B = 83 to 87.99%, B-minus = 80 to 82.99%
C grades	C-plus = 78 to 79.99%, C = 73 to 77.99%, C-minus = 70 to 72.99%
D grades	D-plus = 68 to 69.99%, D = 63 to 67.99%, D-minus = 60 to 62.99%
F grade	F = 0 to 59.99%

- The weights of individual assignments are provided above in the Course Requirements section. Grades are not rounded up.
- Please keep all graded work until final grades have been issued. Any appeals of the grade of any assignment must be submitted to me in writing within 3 days specifying how an error was made in the assignment of points. Grade re-evaluations are not done over e-mail or in the classroom and take into account previous unnoticed strengths and weaknesses; your grade may be increased or lowered as a result.
- Please make an appointment to discuss grades in office hours—I cannot discuss grades over email.
- If you need a grade verification filled out, please contact me via email prior to class to arrange a time to complete it and provide the paperwork ahead of time—I will not be able to sign it on the spot during class meetings.

Late Work

It is your responsibility to ensure that the correct assignment file is uploaded to Canvas and is turned in on time. Assignments are due on the dates noted below and on Canvas. You may turn in selected written assignments up to 1 week late (by the designated class period on that date) without penalty during the semester. This does not apply to time-sensitive assignments including quizzes, participation, in-class work/assignments that culminate in an in-class activity (such as Discussion Leadership or Peer Review), or final assignments. You must obtain approval from me first if you are turning in late work. Once the late-turn in period elapses, late work will have an impact on your grade and the amount of feedback you receive. Each day the

assignment is late will result in a 5% grade reduction (e.g. 85% reduced to 80% for one day late). The grade deduction applies to late assignments up to 10 calendar days (including weekends) past the due date. After this time, the highest grade you can receive for submitted late work is 50% and no comments. If you will turn in a late assignment, you must contact me before the due date AND you must have a legitimate reason for being absent and turning assignment in late (e.g., documented illness, family emergency, etc.) to avoid a late penalty. Vacations, weddings, other class work, extracurricular activities, or other non-emergencies are not grounds for exception. Points for in-class participation, assignments, and exercises cannot be made up.

Online Canvas quizzes must be taken by the due date and cannot be made up unless there is a documented emergency, as noted above. Please plan your internet access accordingly.

Extra Credit

There will be at least one opportunity for extra credit this semester worth one point added to the participation grade. Extra credit assignments involve attending an event on campus and writing a 2-page (double-spaced) reflection within 1 week of the event. Extra credit opportunities will be posted on Canvas. Completing an assignment may help if you have a borderline grade.

Classroom Protocol

Respectful participation is expected of everyone. This includes

- Being on time and staying for the whole class period
- Preparing the readings, and bringing materials needed to actively participate
- Being *attentive* to everyone in the class when they are speaking, including fellow students, the professor, and guest speakers
- Staying awake
- Only using computers, phones, and other devices to take notes, participate with the clicker, or display course readings. Using these items for other purposes is disruptive.
- Most importantly, this means showing fellow members of our learning community a level of professional courtesy that facilitates an open environment where the potentially difficult and sensitive ideas that are a part of this course can be explored fully. This does not mean that members of the class community always have to agree with one another. But you must be thoughtful and respectful about the way you challenge someone's *argument* by grounding the discussion in readings and without attempting to invalidate the individual's experiences, statuses, or memberships.

If you are sleeping, talking to classmates, texting, web browsing, using social media, etc. during class, I reserve the right to ask you to stop, and this activity may negatively affect your participation grade.

Recordings of lectures or taking pictures of PowerPoint slides are NOT allowed, per University Policy S12-7 at <http://www.sjsu.edu/senate/docs/S12-7.pdf>.

University Policies

Per University Policy S16-9 at <http://www.sjsu.edu/senate/docs/S16-9.pdf>, university-wide policy information relevant to all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc., and available student services (e.g., learning assistance, counseling, and other resources) are listed on the [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>, which is hosted by the Office of Graduate and Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

Academic Integrity

In addition to University Policies, please remember that academic integrity includes not using other people's work as your own, properly citing other people's work (including professor's notes and the internet), not re-using your own papers or assignments from other courses, not submitting the same work to more than one class simultaneously, or other similar practices. If you have a topic overlap with another course, you must see me to arrange for an appropriate solution.

Writing Assistance and Tutoring

Since you will have writing assignments that make up a significant portion of your grade, it is advisable to take advantage of the various sources of writing assistance on campus, including the SJSU Writing Center in Clark Hall, Suite 126 (<http://www.sjsu.edu/writingcenter>), the ACCESS Success Center for College of Social Science students in Clark Hall, Room 240 (socsci.access@sjsu.edu), and Peer Connections (<http://peerconnections.sjsu.edu>).

Health and Wellness

Supporting student health and wellness is an important factor in academic success. SJSU has resources on campus for various aspects of wellness at the Health and Wellness page at <http://www.sjsu.edu/campus-life/health-and-wellness>. Resources for general health can be found at the Student Health Center page at <http://www.sjsu.edu/studenthealth/>. Resources for mental health can be found at the Counseling and Psychological Services page at <http://www.sjsu.edu/counseling/>. Resources for accessible education can be found at the Accessible Education Center page at <http://www.sjsu.edu/aec/>.

Letters of Recommendation

If you anticipate needing faculty letters of recommendation, please see the information posted on my website at <https://www.sjsu.edu/people/faustina.ducros/> for advice on how to go about this process.

SOCI 160 IMMIGRATION AND IDENTITY, SPRING 2020, COURSE SCHEDULE
(Subject to change with fair notice via Canvas/Email)

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/23	Introductions and Syllabus Overview
2	1/28	Immigration: History, Basic Concepts, Theories, and Definitions Immigration in America 1880-1970 Portes, Alejandro and Ruben Rumbaut. 2014. "The Three Phases of U.S.-Bound Immigration." Pp. 1-23 in <i>Immigrant America: A Portrait</i> . Oakland: University of California Press.
2	1/30	Contemporary Immigration Portes, Alejandro and Ruben Rumbaut. 2014. "The Three Phases of U.S.-Bound Immigration." Pp. 23-47 in <i>Immigrant America: A Portrait</i> .
3	2/4	Immigration and News: Framework and Research Skills for Critically Examining News Media Jenkins, Cheryl D. and Donyale R. Griffin Padgett. 2013. "Race and Objectivity: Toward a Critical Approach to News Consumption." Pp. 232-248 in <i>Race and News: Critical Perspectives</i> , edited by Campbell, LeDuff, Jenkins and Brown. New York and London: Routledge.
3	2/6	Content Analysis Project Lecture Chavez, Manuel, Scott Whiteford, and Jennifer Hoewe. 2010. "Reporting on Immigration: A Content Analysis of Major U.S. Newspapers' Coverage of Mexican Immigration." <i>Norteamerica</i> 5(2):111-125.
4	2/11	Van Dijk, Teun A. 1993. "Media Discourse." Pp. 241-266 in <i>Elite Discourse and Racism</i> . Newbury Park, CA and London: Sage Publications. -Participation Homework Due: Complete search for project news articles, bring Data and Lit Sources sheet filled in along with article files (printed or electronic)
4	2/13	Van Dijk (Continued) -Participation Homework Due: Bring coding sample, in-class discussion of data exercise
5	2/18	Theories of Immigrant Incorporation: Assimilation and Critiques Bashi Treitler, Vilna. 2015. "Social Agency and White Supremacy in Immigration Studies." <i>Sociology of Race and Ethnicity</i> 1(1):153-165. Portes, Alejandro and Min Zhou. 2011. "The New Second Generation: Segmented Assimilation and Its Variants." Pp. 355-362 in <i>The Structure of Schooling</i> , edited by Richard Arum, Irene R. Beattie, and Karly Ford. Los Angeles: Sage.
5	2/20	Criminalizing Immigrants Chavez, Leo. "The Latino Threat Narrative." Pp. 23-47 in <i>Latino Threat: Constructing Immigrants, Citizens, and the Nation</i> . Film: "Harvest of Empire"

Week	Date	Topics, Readings, Assignments, Deadlines
6	2/25	Golash-Boza, Tanya Maria. 2012. "Racism and the Consequences of U.S. Immigration Policy." Pp. 81-107 in <i>Immigration Nation: Raids, Detentions, and Deportations in Post-9/11 America</i> . Boulder, CO: Paradigm. Film: "The State of Arizona"
		QUIZ # 1 ASSIGNED 2/25/20 AND DUE ON CANVAS BY 2/29/20
6	2/27	Buenavista, Tracy Lachica. 2018. "Model (Undocumented) Minorities and 'Illegal' Immigrants: Centering Asian Americans and US Carcerality in Undocumented Student Discourse." <i>Race, Ethnicity and Education</i> 78–91. Film: TBD
7	3/3	Context for Case Study: El Salvador Film: "Harvest of Empire"
7	3/5	IN-CLASS WRITING DAY AND ASSIGNMENT QUESTIONS
8	3/10	Abrego, Chapter 1, "Salvadoran Transnational Families," pp. 1-24
8	3/12	Abrego, Chapter 2, "Why Parents Migrate," pp. 25-46
		DATA ANALYSIS DUE 3/12/20
9	3/17	Abrego, Chapter 3, "Journeys and Initial Settlement," pp. 47-67
9	3/19	Abrego, Chapter 4, "The Structure of Trauma through Separation," pp. 68-100
10	3/24	Abrego, Chapter 5, "Gendered Opportunities, Expectations, and Well-Being," pp. 101-132
		QUIZ # 2 ASSIGNED ON 3/24/20 AND DUE ON CANVAS 3/28/20
10	3/26	Abrego, Chapter 6, "How Children Fare," pp. 133-158
11	3/31	SPRING BREAK
11	4/2	SPRING BREAK
12	4/7	Abrego, Chapter 7, "The Consequences of Long-Term Family Separation," pp. 159-182 Abrego, Chapter 8, " <i>Valio la pena?</i> Is Family Separation Worth It?" pp. 183-196
12	4/9	Negotiating Second-Generation Immigrant Identities Maghbouleh, Neda. 2010. "'Inherited Nostalgia' Among Second-Generation Iranian Americans: A Case Study at a Southern California University." <i>Journal of Intercultural Studies</i> 31(2): 199-218.
13	4/14	Butterfield, Sheri-Ann P. 2004. "We're Just Black': The Racial and Ethnic Identities of Second-Generation West Indians in New York." Pp. 288-312 in <i>Becoming New Yorkers</i> . New York: Russell Sage Foundation.

Week	Date	Topics, Readings, Assignments, Deadlines
13	4/16	WRITING DAY FOR PRESENTATIONS AND EXTRA OFFICE HOURS
14	4/21	<i>IN-CLASS PEER REVIEW SESSION: DRAFT PAPER DUE 4/21/20 PEER REVIEW REFLECTION DUE ON CANVAS 4/24/20</i>
14	4/23	<i>-In-class Research Presentations</i>
15	4/28	<i>-In-class Research Presentations</i>
15	4/30	<i>-In-class Research Presentations</i>
		<i>QUIZ # 3 ASSIGNED 4/30/20 DUE ON CANVAS BY 5/4/20</i>
16	5/5	<i>-In-class Research Presentations</i>
16	5/7	<i>-Final Discussion</i>
Final Exam		Wednesday, 5/13/20 from 9:45 to 12:00PM DMH 226A <i>-FINAL PAPERS DUE ALONG WITH ACCOMPANYING MATERIALS</i>