San José State University
Sociology and Interdisciplinary Social Sciences Department
SOCI 160: Immigration and Identity, Spring 2022

Course and Contact Information
Instructor: Dr. DuCros (pronouns: she/her/hers)
Office Location: Zoom Meetings Only (Normally in DMH 212)
Telephone: (408) 924-5325
Email: faustina.ducros@sjtu.edu
Office Hours: Monday 11:00AM-12:00PM via Zoom
Class Days/Time: Asynchronous
Classroom: Fully Online via Canvas Learning Management System
Prerequisites: SOCI 1 or equivalent

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 Format
This course will be conducted entirely asynchronously and online. You will need a computer, internet connectivity, access to Google Chrome browser, ability to submit Word files, PDF reading software, computer/phone video camera for recording videos, and ability to access the Canvas Learning Management System through one.sjsu.edu. Though online, we will engage in electronic discussions that require your active participation as we closely examine the course readings, lecture material, documentary films, podcasts, and other content. All materials, assignments, and assessments 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 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 at https://www.sjsu.edu/ecampus/software-tools/teaching-tools/canvas/student-
**Please use only regular email to message me at faustina.ducros@sjsu.edu, which allows for message threads to be kept together. Include a subject line that has the course name (SOCl 160) and the topic of your email. All emails should have SOCl 160 and the topic of your email in the subject, for instance: “SOCl 160 Question about assignment” or “SOCl 160 Emergency.” You should write formally (i.e., an opening like, “Hello Dr. DuCros” and a closing line like, “Thank you, [your name].”

**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 mainly concentrate on contemporary immigration, with a focus on a case study of Salvadoran immigration. 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 (CLOs)**
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 media
CLO 3: Describe and think sociologically about the historical, social, political, and economic processes shaping immigration patterns and experiences

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, lecturettes, media blog posting assignment, reflection and analysis papers, virtual class discussion participation, reading questions, and quizzes.

**Required Texts/Readings/Materials**
**Textbook**
Available for purchase at the Spartan Bookstore and through online vendors. Available physically and online through SJSU's MLK Library.

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

Other equipment/material requirements
All course material and assignments will be administered online through Canvas so you must have access to a computer and internet.

Library Liaison
Michael Aguilar, michael.aguilar@sjsu.edu.

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

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 exam period is on Thursday, 5/19/22 at 7:45PM to 10:00PM. There is no in-class final but you will turn in your final paper assignment (Paper 2) by the end of that period via Canvas.

Participation (35%)
5% Introduction Vlog
This assignment will introduce you to your classmates and help create an engaged community. It is assessed on a complete/incomplete basis. More details are found in Canvas.


25% Discussion Board Participation and Class Engagement (CLO 1, 2, 3)

Students are expected to be engaged learners. Points for this category are earned for weekly class engagement exercises embedded in the modules, including reading-related questions and online discussion activities. You will be placed in small discussion groups that change three times throughout the semester; the quality of class online discussions rests in large part with your commitment to be prepared and to share your ideas with your classmates! If you don’t read and participate actively, the discussion activities will not be engaging. The discussion board posts are worth 3 points each and are assessed on originality and development of thought as well as engaging with classmates. There are also 1 to 2-point class engagement exercises tied to the lecture videos that are graded based on completion. More details on instructions and the rubrics are found in Canvas.

Be prepared to dig into the material. You are expected to do the following:

- Read and annotate texts before the dates 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 unless otherwise noted.
- Actively take notes on your class materials. Research also shows that handwritten note taking is the most effective method (vs. typing and reviewing posted notes). I encourage you to exchange notes and study with classmates for additional engagement. If you need assistance with note-taking strategies, please see me and/or contact the Accessible Education Center (http://www.sjsu.edu/aec/).

Please read the Do’s and Don’ts of Online Posts by the SJSU Writing Center for best practices in online discussion board participation at https://www.sjsu.edu/writingcenter/docs/handouts/Dos%20and%20Donts%20of%20Online%20Posts.pdf.

NOTE: I will automatically drop 3 of the weekly online discussion participation assignments to account for times you cannot participate. However, keep in mind the more you miss, the less you'll learn.

Reflection and Analysis Assignments (45%)

5% Media Blog Post Using Adobe Spark (CLO 1, 2, 3)

20% Paper 1: Census Profile of Immigration in Hometown/Current City (CLO 1, 3)

20% Paper 2: Immigration and Media (CLO 1, 2, 3)

This semester you will complete one short Adobe Spark analysis assignment and two 4-page assignments on issues related to immigration patterns, statistics, and media representations. The media blog post will be assessed on original and developed thought, creativity and presentation, and engagement with classmates. The papers will be assessed on completing all
components of the assignment, demonstrating thorough understanding of course concepts, and clear and persuasive writing. More detailed instructions and rubrics for the assignments will be provided in Canvas.

Quizzes (25%)

25% 3 Multiple choice/fill in blank/short answer quizzes (CLO 1, 2, 3)
Quizzes on the readings will be administered through Canvas throughout the semester. Quizzes are worth 10 points each and answers are assessed on accuracy. One quiz with the lowest score will be dropped.

Grading Information

Determination of Grades

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A-grades</td>
<td>A-grade = 93 to 100%, A-minus = 90 to 92.99%</td>
</tr>
<tr>
<td>B-grades</td>
<td>B-plus = 88 to 89.99%, B = 83 to 87.99%, B-minus = 80 to 82.99%</td>
</tr>
<tr>
<td>C-grades</td>
<td>C-plus = 78 to 79.99%, C = 73 to 77.99%, C-minus = 70 to 72.99%</td>
</tr>
<tr>
<td>D-grades</td>
<td>D-plus = 68 to 69.99%, D = 63 to 67.99%, D-minus = 60 to 62.99%</td>
</tr>
<tr>
<td>F-grade</td>
<td>F = 0 to 59.99%</td>
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- The weights of individual assignments are provided above in the Course Requirements section.
- Grades are not rounded up or down.
- 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, require an appointment, 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 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 office hours.

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 the first paper up to 1 week late without giving a reason or penalty. This option does not apply to time-sensitive assignments including quizzes, class activity assignments that other students are relying on (such as discussion participation assignments), or final assignments. You must obtain approval from me first if you are turning in late work due to emergency/extraordinary
circumstances. Once the late-turn in period elapses, unexcused 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 3% grade reduction (e.g. 83% 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 approved submitted late work is 50% and no comments. In sum, if you will turn in a late assignment, you must contact me before the due date AND you must have a legitimate reason for turning the assignment in late (e.g., illness, family emergency, etc.) to avoid a late penalty. Vacations, weddings, other classes’ deadlines, extracurricular activities, or other non-emergencies are not grounds for exception. Points for some time-sensitive 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 an emergency or extenuating circumstances, as noted above. Please plan your internet access accordingly.

**Covid-19 and other personal impacts:** With that said, we are in the midst of a global pandemic as well as social unrest that is affecting groups of color and other marginalized communities in our world. Many of us may be experiencing issues that impact our health, children, families, employment, access to technology, and overall well-being. **If you are encountering challenges that are affecting your ability to complete your coursework, please contact me as soon as possible.** I am happy to provide assistance so that you can work towards completing the course assignments.

**Extra Credit**
There are no planned extra credit assignments at this time. If opportunities arise, they would be worth one point added to the participation grade. Extra credit opportunities will be posted on Canvas if they become available. Completing an assignment may help if you have a borderline grade.

**Class Protocol and Netiquette**
Respectful and professional participation is expected of everyone. This includes

- Preparing the readings and actively participating
- Being respectful to everyone in the class when they are “speaking” virtually or in writing, including fellow students, the professor, and guest speakers
- 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. Racist, sexist, homophobic, victim-blaming, bullying/harassment, or similar types of comments will not be tolerated.

- Read “The Core Rules of Netiquette” at http://www.albion.com/netiquette/corerules.html to understand how to respectfully engage in the course online.

Sharing or posting of lecture videos, PowerPoint slides, or any other course material is NOT allowed, per University Policy S12-7 at http://www.sjsu.edu/senate/docs/S12-7.pdf. This also applies to materials posted by fellow classmates.

I really appreciate it when students read the syllabus. If you have read this far, congratulations! Once you’ve completely read the entire syllabus, please email me a picture of your favorite thing to eat, your favorite restaurant, or a recipe you would recommend by Monday, January 31, 2022 (11:59PM) to demonstrate your completion of the syllabus review. Again, read through the entire syllabus before sending your picture. Please do not tell any current classmates or possible future students about this, let them discover it on their own.

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 at https://www.sjsu.edu/curriculum/courses/syllabus-info.php, 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 (including excerpts from those assignments), not submitting the same work to more than one class simultaneously, or other similar practices. Doing so will result in not receiving a passing grade for the assignment and you will be reported to the Student Conduct and Ethical Development office. If you’re uncertain about what constitutes plagiarism, please come see me and I can guide you and/or check out this online tutorial at https://libguides.sjsu.edu/plagiarism. 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 2022, COURSE SCHEDULE

(Subject to change with fair notice via Canvas/Email)

<table>
<thead>
<tr>
<th>Week</th>
<th>Week Start Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Module 1</strong></td>
</tr>
<tr>
<td>1</td>
<td>1/26 (First day of classes)</td>
<td><strong>Unit 1: Welcome to SOCI 160</strong>&lt;br&gt;Introductions and Course/Syllabus Overview&lt;br&gt;&lt;br&gt;<strong>Unit 1 Participation Assignments Due on 1/31/22</strong></td>
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<td><strong>Module 2</strong></td>
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| 2    | 1/31            | **Immigration History, Definitions, and Theories**

**Unit 2: Immigration History**

Film: “Race the Power of an Illusion” excerpt on immigration

| 3    | 2/7             | **Unit 3: Theories of Immigrant Incorporation: Assimilation and Critiques**


| 4    | 2/14            | **Unit 4: Negotiating Second-Generation Immigrant Identities**


<p>| 5    | 2/21            | <strong>UNIT 5: QUIZ # 1 ASSIGNED 2/21/22. REVIEW MATERIALS AND COMPLETE ON CANVAS BY 2/28/22.</strong> |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Week Start Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>6</td>
<td>2/28</td>
<td><strong>Module 3</strong></td>
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</table>
|      |                | **Unit 6: Representing and Criminalizing Immigrants**  
**Mass Media and Immigration Blog Adobe Spark Page Due on 3/7/22** |
| 7    | 3/7            | **Unit 7: Representing and Criminalizing Immigrants Continued**  
Film: “Harvest of Empire” excerpt  
Film: “The State of Arizona” |
| 8    | 3/14           | **Unit 8: Criminalizing Undocumented Immigrants**  
Film: “Documented” or to be determined |
<p>| 9    | 3/21           | <strong>UNIT 9: QUIZ # 2 ASSIGNED ON 3/21/22. REVIEW MATERIALS AND COMPLETE ON CANVAS 4/4/22.</strong> |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Week Start Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>10</td>
<td>3/28</td>
<td><strong>SPRING BREAK</strong></td>
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<td><strong>Module 4</strong></td>
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</tbody>
</table>
| 11   | 4/4            | Unit 10: Case Study: Migration from El Salvador and *Sacrificing Families* Chapters 1 and 2  
Film: “Harvest of Empire” excerpts  
Abrego, Chapter 1, “Salvadoran Transnational Families,” pp. 1-24  
| 12   | 4/11           | Unit 11: *Sacrificing Families* Chapters 3 and 4  
Abrego, Chapter 3, “Journeys and Initial Settlement,” pp. 47-67  
Film: “De Nadie”  
Abrego, Chapter 4, “The Structure of Trauma through Separation,” pp. 68-100 |
| 13   | 4/18           | Unit 12: *Sacrificing Families* Chapter 5 and 6  
Abrego, Chapter 5, “Gendered Opportunities, Expectations, and Well-Being,” pp. 101-132  
Abrego, Chapter 6, “How Children Fare,” pp. 133-158 |
| 14   | 4/25           | Unit 13: *Sacrificing Families* Chapter 7 and 8  
Abrego, Chapter 7, “The Consequences of Long-Term Family Separation,” pp. 159-182  
| 15   | 5/2            | **UNIT 14: QUIZ # 3 ASSIGNED 5/2/22. REVIEW MATERIALS AND COMPLETE ON CANVAS BY 5/9/22.** |
| 16   | 5/9            | Work on Papers, Come to Office Hours |
| 17   | 5/16           | Final Exam: Thursday, 5/19/22 from 7:45PM to 10:00PM  
*PAPER 2 DUE AT THE END OF PERIOD* |