SYLLABUS
SOC 3612: Sociology of Immigration
Tues/Thurs, 12:00-1:50am, Meiklejohn Hall, Room 4083
Winter Quarter 2018

Professor: Dr. Duke Austin, PhD, AKA “Dr. Duke”
Office: Meiklejohn Hall 3066
Office Hours: Tuesdays: 2:00-3:50pm, Thursdays: 4:00-4:50pm (beginning January 18), and by appointment
Email: duke.austin@csueastbay.edu
Office Phone: 510-885-4127 (Call during office hours only.)
Faculty Website: http://www.csueastbay.edu/directory/profiles/soc/austinduke.html

COURSE DESCRIPTION AND GOALS

This course probes the dynamics of immigrant politics, examining questions of identity and loyalty among newcomers. With a focus on Mexican and Asian immigration to the U.S., we explore the consequences of varying modes of migration and acculturation, look at patterns of settlement in America, discuss the problems of English-language acquisition and bilingual education, explain how immigrants incorporate themselves into the American economy, and examine the trajectories of immigrant children from adolescence to early adulthood.

In addition, this course increases mastery of the following Student Learning Outcomes (SLOs) specific to the Sociology Program:

- SLO1: Through the immigration ethnography assignment, this course helps students understand and analyze data, with the ability to critically examine the veracity of “knowledge claims” by mastering an understanding, identification, and application of appropriate ethnographic methods of data collection and tools for ethnographic data analysis.
- SLO2: Through the daily reading journals, the ethnographic essay, and the final exam, students will demonstrate oral and written abilities to effectively communicate and engage in educated, open-minded discussions of diverse sociocultural beliefs, perspectives, and norms.
- SLO3: With its focus on immigration, this course helps students understand social diversity with the ability to read and understand academic studies on and critically analyze cultural representations of populations subordinated by race/ethnicity, social class, gender and sexuality.
- SLO4: Through the class’s partnership with an international high school, this course establishes community relationships with the ability to work collaboratively with community partners.
- SLO6: With its focus on numerous theories of immigration, this course helps students understand theoretical issues with the ability to read, interpret, integrate, and synthesize abstract sociological arguments and theories.
REQUIRED COURSE MATERIALS


NOTE: The books are available in the Pioneer Bookstore and on reserve for free at the library. Do not purchase them online. They will not arrive in time. Instead, purchase them at the bookstore. The bookstore will match any online price, and you don’t have to worry about shipping. Alternatively, you may check out the books for free at the library reserves.

In addition, you will need:

- A computer with access to CSUEB Online/Blackboard (bb.csueastbay.edu).
- Microsoft Word. As a CSUEB student, you may download Microsoft Office for free by following the links on the following website: [http://www.csueastbay.edu/news/2015/06/06102015.html](http://www.csueastbay.edu/news/2015/06/06102015.html)
- Activate your free New York Times subscription and subscribe to immigration email alerts.

**CSUEB Online/BLACKBOARD**

bb.csueastbay.edu

Course materials can be found on CSUEB Online (also known as Blackboard). You can access Blackboard at [https://bb.csueastbay.edu](https://bb.csueastbay.edu). Take the time to familiarize yourself with the resources the professor has posted to the course site.

ASSIGNMENTS & GRADES

Your final grade will reflect your success in demonstrating your critical comprehension of the material. To do well in this class, most students will need to work hard and apply sustained effort throughout the course. That said, working hard does not guarantee an “A.” The final grade is based on the grades you have earned throughout the course. Grades will not be curved.

Your grade will be composed of the following weighted components:

- Reading Journal Average: 25%
- Quiz Average: 20%
- Attendance Average: 10%
- Field Notes & Transcripts: 5%
- Interview Coding: 5%
- Immigration Research Paper: 35%
- Extra Credit: up to 4%
**Reading Journals**

The weekly reading journals help students complete, comprehend, and assess the general content of the readings. In addition, they allow the professor to gauge students’ progress in those areas. Complete instructions for the daily assignments can be found on Blackboard in the Course Materials tab.

Submit the reading journals via Blackboard before class on the day they are due. Submission links can be found in Course Materials > Weekly Journals. Late assignments are not accepted for any reason. However, your lowest (1) weekly journal grade will be dropped.

**In-Class Quizzes**

There will be four vocabulary quizzes throughout the quarter. Each quiz will contain 10 multiple choice and fill-in-the-blank questions. The terms on the quiz come from the vocabulary on your reading journals. I will not schedule make-up quizzes. However, your lowest (1) quiz grade will be dropped.

**Attendance**

Attendance will be taken each class period. If you arrive to class 0 to 9 minutes late or leave 0 to 9 minutes early, you will forfeit 2 out of 10 points on your daily attendance grade. If you arrive ten or more minutes late or leave 10 or more minutes early, you will receive a 0 for the day. Your lowest 2 attendance grades will be dropped.

**Immigration Research Paper**

This quarter, you will be paired with several high school students from San Francisco International High School, a public school in which all of the students are recent immigrants to the U.S. You will serve as a college mentor for the high school students by giving them advice to help prepare them for college. In addition, you will be asked to show your high school mentees around the CSUEB campus and take them to one of your classes.

In exchange for your mentorship, you will conduct interviews of your mentees. Your grade for the transcripts and field notes will be based on submitting the transcripts and field notes of your interviews. You will also receive grades for coding the transcripts and submitting the final paper.

Your research paper will be a 1500-word or less qualitative account of the students’ immigration experiences. The research paper should heavily incorporate and apply immigration concepts and theory from the course. Additional details about the community partnership and the immigration ethnography can be found on Blackboard.

NOTE: If you do not feel comfortable working with high school students, there is an alternative assignment that involves reading a biography about an immigrant and writing a paper based on the biography. Please speak with the professor during the second week of class if you prefer to read the biography. The biography and paper will replace the high school visit and transcripts, but you will still need to code other students’ transcripts and write the research paper.

**Extra-Credit**

In addition to helping students earn their desired grade, the extra-credit for this course is meant to help students apply course material to current events. The professor will announce current events that pertain to course themes via Blackboard. Students may also suggest events or articles for professor approval as possibilities for extra-credit. Students may complete up to 2 extra-credit assignments, each of which has the potential to earn up to 2 percentage points of the overall course grade. Instructions for extra credit assignments can be found on Blackboard.
ADDITIONAL COURSE POLICIES

Appealing Your Grade

If you feel that you have been given an unfair or incorrect grade on an assignment or exam, you may submit a written appeal within 10 days of receiving the grade. You are responsible for keeping all materials that have been graded and returned to you. If you cannot provide these materials, your grades cannot be appealed.

Missing Class

See the sections above for penalties for arriving to class late or leaving early. If you must miss class, contact a fellow student for class notes or read the class notes posted to the discussion board. Students who receive a 0 for 8 more class periods, regardless of the reason, will automatically fail the course.

Discussion Board

Use the discussion board to ask general course questions, current events, lecture notes, and extra credit. First, if you cannot find the location for the readings, ask your question on the discussion board. If you know the answer to someone else’s question, please answer it. Second, please post articles, videos, etc. that pertain to class topics to the discussion board, and feel free to post responses to other peoples’ posts. Third, you must post your lecture notes to the discussion board for the benefit of everyone if you have been given permission to use your laptop to take notes. Finally, you may also post possible extra-credit events to the discussion board. If approved by the professor, these events are available to everyone as extra-credit opportunities.

Take a moment to subscribe to discussion board email notifications. That way you will be informed when a post has been made to the discussion board. Perhaps someone else has already answered that question that you have been trying to solve!

Equitable Participation Structure

Unlike most classes, I do not call on volunteers to answer questions and participate in the discussion. I find that this results in a few students contributing to the bulk of the discussion while the majority of students stay out of the discussion. In order to empower a more democratic and equitable learning environment where everyone is asked to be a part of the discussion and to help everyone stay focused during the class, I use an equitable participation structure. This means that I will call on students randomly using notecards that I have shuffled. That way, everyone has the same probability of being called upon during the class. If I call on you, and you are able to contribute to the discussion, your card will go to the bottom of the deck. If you cannot answer the question or you pass, I’ll put you back in the middle to be called on again.

Sometimes, you may wish to participate in the discussion even though you have not been called upon. However, I ask you to limit yourself to raising your hands no more than 3 times during any class period. This will ensure that everyone has a chance to join the conversation.

Email

Email is the official means of communication for the university. You need to check your CSUEB email account every business day. Only email your professors using your CSUEB account, not your personal account. Keep in mind that the professor may not be able to respond to email for up to 2 business days. The professor does not respond to email on the weekends.
**Laptops and Other Electronic Devices**

Laptops, cell phones, and similar electronic devices must be silenced and placed in your bag (not on your desk or lap) except when they are needed for specific class-related activities. If you need to leave your phone on for emergency reasons, please notify me at the beginning of class.

To receive permission for using your laptop to take notes, you must email the professor with an explanation of how your laptop-generated notes will improve your performance in the course. You must also promise not to check email, social media, or other non-course related material during the class. If granted permission, you must post your lecture notes to the discussion board each and every class period in which you use your laptop.

Students who must be asked more than once to put away their phone or other electronic device will be asked to leave the classroom and will receive a zero on their daily reading journal grade.

**Additional University Policies**

Please refer to the common CSUEB syllabus items and university policies on Blackboard.
### COURSE CALENDAR

<table>
<thead>
<tr>
<th>Topic</th>
<th>Date</th>
<th>Readings Due Before Class on the Day Assigned</th>
<th>Vocabulary To Be Defined in the Reading Journal</th>
<th>Assignments &amp; Guest Speakers</th>
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<tbody>
<tr>
<td>1: Three Phases</td>
<td>Tues, Jan 2</td>
<td>Class meets. No readings or assignments due.</td>
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<td></td>
<td>Thur, Jan 4</td>
<td>Immigrant America, Ch. 1, “The Three Phases of U.S.-Bound Immigration” Peruse Blackboard. Read the Syllabus and Dr. Duke’s Citation Guide.</td>
<td>The Chinese Exclusion Act of 1882; The Great European Wave; 1924 National Origins Act; Retrenchment; The Bracero Program; Rebound; 1965 Immigration Act; Hourglass Labor Market; 1986 Immigration, Reform, and Control Act (IRCA); Refugees; Asylees</td>
<td>Reading Journal due to Blackboard before Class Email Screenshot of NY Times Subscription before Class. Use CSUEB account. In-Class Quiz on Syllabus and Dr. Duke’s Citation Guide</td>
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<td>2: HS Campus Visit</td>
<td>Tue, Jan 9</td>
<td>Class meets. No readings or assignments due.</td>
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<td></td>
<td>Thur, Jan 11</td>
<td><em><strong>International High School Campus Visit - 9:00am-3:00pm</strong></em> Ask of work and arrange your schedule now.</td>
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<td></td>
<td>Thur, Jan 18</td>
<td>Class meets. No readings or assignments due.</td>
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<td>4: Immigration Theories, Part 2</td>
<td>Tue, Jan 23</td>
<td>Read Immigrant America, Ch. 2, “Theoretical Overview,” pages 69-79</td>
<td>Assimilation; Acculturation; Anglo Conformity; Melting Pot; Cultural Pluralism; Ethnic Resilience; Selective Acculturation; Racialization</td>
<td>Reading Journal due to Blackboard before Class Undocu-Ally Training During Class</td>
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<td></td>
<td>Thur, Jan 25</td>
<td>In-class quiz on chapters 1 &amp; 2. The quiz is 10 multiple choice questions.</td>
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<td>5: Making It</td>
<td>Tue, Jan 30</td>
<td><em>Immigrant America</em>, Ch. 4, &quot;Making it in America: Education, Occupation, and Entrepreneurship&quot;</td>
<td>Educational attainment of immigrants in the US; Occupational and entrepreneurship trends of immigrants in the US; Income levels of immigrants in the US; Salaried professional or managerial route; Entrepreneurship route</td>
<td>Reading Journal due to Blackboard before Class</td>
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<td>Thurs, Feb 1</td>
<td>Class meets. Field Notes and Transcripts due to Blackboard before class.</td>
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<td>6: Policy Reform</td>
<td>Tue, Feb 6</td>
<td><em>Immigrant America</em>, Ch. 9, &quot;Conclusion: Immigration and Public Policy&quot;</td>
<td>The relationship between the public perception of immigration; Intransigent nativism; Forced assimilation; Reactive ethnicity; The immigration policy disconnect (see figure 39 and related text); Regulated labor program; Selective acculturation</td>
<td>Reading Journal due to Blackboard before Class</td>
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<td></td>
<td>Thurs, Feb 8</td>
<td>Class Meets. In-Class Quiz on Chapters 4 and 9. The quiz is 10 multiple choice questions.</td>
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<td></td>
<td>Thurs, Feb 15</td>
<td>Class meets. No readings or assignments due.</td>
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<td>Guest Presentation by No More Deaths (Confirmed for Thursday)</td>
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<td>Topic</td>
<td>Date</td>
<td>Readings Due Before Class on the Day Assigned</td>
<td>Vocabulary To Be Defined in the Reading Journal</td>
<td>Assignments &amp; Guest Speakers</td>
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<td>Thurs, Feb 22</td>
<td>Interview coding due to Blackboard before class. Class meets.</td>
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<td>Guest Presentation by U.S. Border Security Guard (Confirmed for Thursday)</td>
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<td>Thurs, Mar 1</td>
<td>Class meets. In-Class Quiz on terms from <em>Beyond Smoke and Mirrors</em>. The quiz is 10 multiple choice questions.</td>
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<td>10: Asian American Dreams, Continued</td>
<td>Tue, Mar 6</td>
<td><em>Asian American Dreams</em>, Ch. 7, “Lost and Found in L.A.,” Ch. 11, “The Last Bastion,” and Ch. 12, “Living our Dreams”</td>
<td>Sa-i-gu; Rodney King; Black-Korean-Alliance (BKA); Soon Ja Du and Latasha Harlins; 1.5 Generation</td>
<td>Reading Journal due to Blackboard before Class</td>
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<td>Thurs, Mar 8</td>
<td>In-Class Quiz on terms from <em>Asian American Dreams</em>. The quiz is 10 multiple choice questions.</td>
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<td>Guest Presentation by Helen Zia (Confirmed for Thursday)</td>
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<td><strong>Final Exam Week</strong></td>
<td>Tues, Mar 13</td>
<td>Optional Office Hours - 1:00-2:50pm</td>
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<td></td>
<td>Thur, Mar 15</td>
<td>Research Paper due at 2:00pm</td>
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