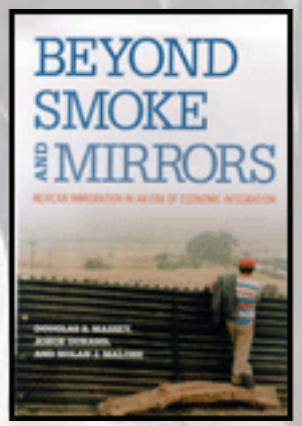
SOCIOLOGY 4800:
Crossing Borders, Crossing Boundaries:
The Sociology of Immigration

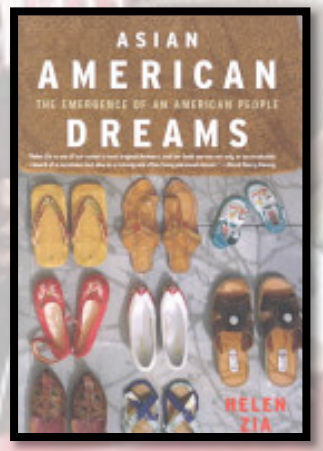
Professor Duke W. Austin, Student Assistant Meleana Akolo

Winter Quarter 2014, M/W: 2-3:50pm

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.

Assignments: Students in SOC 4800 will serve as college mentors for immigrant high school students and will write an ethnographic research paper about the high school students' immigrant experience. Other assignments include a daily reading journal and one essay exam.





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SYLLABUS

SOC 4800: Crossing Borders, Crossing Boundaries:
The Sociology of Immigration
M/W, 2:00-3:50pm, Meiklejohn Hall, Room 4083
Winter Quarter 2014

Professor:	Dr. Duke W. Austin
Office:	Meiklejohn Hall 3066
Office Hours:	Mondays 12:30-1:30pm, Wednesdays 10:30-11:30am
Email:	Duke.Austin@csueastbay.edu
Office Phone:	510-885-4127 (Call during office hours.)
Student Assistant:	Ms. Meleana Akolo
Email:	meleana.akolo@csueastbay.edu
Office Hours:	By appointment only.

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: 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.
- SLO2: Through the immigration ethnography assignment (described below), 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.
- SLO3: Through the class's partnership with the Oakland International High School (described below), this course establishes community relationships with the ability to work collaboratively with community partners.

- SLO4: 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 TEXTS

Gerber, David A. 2011. *American Immigration: A Very Short Introduction*. Oxford University Press.

Massey, Douglass S., Jorge Durand, and Nolan J. Malone. 2003. *Beyond Smoke and Mirrors: Mexican Migration in an Era of Economic Integration*. Russell Sage Foundation.

Zia, Helen. 2001. *Asian American Dreams: The Emergence of an American People*. Farrar, Straus and Giroux.

CLASSMATE INFORMATION

Classmates are an important source of information and aid for the class. Should a student miss a class, the student is required to obtain the missed notes and assignments from a classmate. The professor will not supply missed material. In addition, students should ask their classmates to peer-edit their papers and to form study groups. Please take a moment to get the contact information of at least two classmates.

Name: _____ Email: _____ Phone: _____

Name: _____ Email: _____ Phone: _____

ASSIGNMENTS & GRADES

Your grade will be comprised of following components, broken down by weight:

Daily Reading Journal	30%
Community Partnership	10%
Immigration Ethnography	30%
Final Exam	30%
Extra Credit	up to 4%

Daily Reading Journal

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.

A written summary of the assigned reading is due at the beginning of every class period except on exam days and the first day of the course. Reading journals MUST BE SUBMITTED IN PERSON AT THE BEGINNING OF CLASS ON THE DAY THEY ARE DUE.

Late assignments will not be accepted under any circumstances. However, the lowest two reading journal grades will be dropped. (Three reading journal grades will be dropped if you complete the final learning journal at the end of the course.) If you must be absent from class for *any* reason, plan to use one of your drop grades for that absence.

One-half of the reading journal grade is for being *present,* and the other half is for being *prepared* (i.e., having done the reading). Therefore, you may earn half credit if you are in class but were unable to complete the reading journal. However, you must be honest to receive half credit. Write your name and an honest statement of what you completed on a piece of paper, and turn it in at the beginning of class.

Fabricating a journal entry for an assignment you did not read is dishonest and is a form of cheating. If it appears you did not complete the reading but you turn in a reading journal with fabricated summaries, you will receive a zero and you will have to speak with the professor about academic honesty. If it happens more than once, you will be expelled from the class and university-wide disciplinary action will be taken.

A complete rubric for the reading journals can be found on Blackboard. The rubric should be studied prior to submission of the first reading journal.

Community Partnership and Immigration Ethnography

During the month of February, you will be paired with several high school students from Oakland International High School, a 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.

Your grade for the community partnership will be based on a one-page (200 word) write-up of the experience and the short evaluations that the high school students will be asked to write about you.

In exchange for your mentorship, you will be allowed to conduct ethnographic interviews of your mentees. Then, you will write a 1000-word or less ethnographic account of their immigration experiences. The ethnography should heavily incorporate and apply immigration theory from the course.

Additional details about the community partnership and the immigration ethnography can be found on Blackboard.

Final Exam

The final exam will be in essay format. Unlike multiple-choice exams that tend to only test memorization and regurgitation, the exam is meant to test higher levels of

learning including comprehension, assessment, and application of the material to new scenarios. In addition, the exam is meant to be learning experiences because it requires students to synthesize and analyze material from various parts of the course.

The final exam will contain 4 concept identification questions and 1 essay question. An exam review guide containing approximately 30 concept identification questions and approximately 6 essay questions will be posted on the course website one week before the exam. The exact questions for the final exam will be contained within the review guide. Therefore, students have no excuse for not being properly prepared for the exam. Given that there is only one exam, it is comprehensive.

The exams will be taken at home and submitted to Turn-It-In via Blackboard.

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. I will announce current events that pertain to course themes via the course website. Students may also suggest events or articles for instructor approval as possibilities for extra-credit.

Students may complete up to 2 extra-credit assignments, each of which has the potential to earn the student up to two percentage points (2%) on the overall course grade. To complete an extra-credit assignment, students must attend an approved current event. Then, the student must write an analysis of the event using and referencing at least two required readings. Extra-credit assignments should not exceed 2 pages, and are due within one week of the event.

A complete rubric for the extra-credit assignment can be found on Blackboard. The rubric should be studied prior to submission of the first reading journal. Failure to adhere to the rubric will result in zero extra credit points.

Grading Scale

Grades will be based on the following scale:

Letter Grade	Grade	Description
A	90-100%	Exceeds all required elements of an assignment, and the quality of the work is considerably greater than what is satisfactory for college-level work.
B	80-89%	Meets all required elements of an assignment, and the quality of the work is better than what is satisfactory for college level work.
C	70-79%	Meets all required elements of an assignment, no more, no less. Quality of assignment is satisfactory for college-level work.
D	60-69%	Fails to meet all required elements of an assignment, and/or the quality of the assignment is less than satisfactory for college-level work.
F	1-59%	Only meets some of the required elements of an assignment, and/or the quality of the assignment is considerably lower than satisfactory. At this level points are only given if some elements of the assignment are met. If not, very low percentages are likely.
Zero	0	Fails to meet any of the required elements of an assignment, and/or the quality of the assignment is well below basic standards of writing, comprehension, and/or the ability to follow instructions; assignment is late or incomplete; assignment is not turned in at all; assignment shows signs of plagiarism or other forms of academic dishonesty. If the later is the case, the professor will file a formal accusation of academic dishonesty.

Average	0%	60%	64%	67%	70%	74%	77%	80%	84%	87%	90%	94%
Letter Grade	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A
GPA	0.00	0.07	1.00	1.30	1.70	2.00	2.30	2.70	3.00	3.30	3.70	4.0

Grades will not be curved. 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. If you find that you are not doing as well as you would like please come talk to the professor as soon as possible.

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 of that grade. The appeal must outline why you believe your grade does not accurately reflect the quality of your work given the

requirements of the assignment. Appeals must be submitted with the original assignment within 1 week of receiving the grade. Handwritten appeals will not be accepted. When appealing the grade, you need to be aware that the grade may be raised or lowered. Therefore, appeal grades only if you feel there is a very clear miscalculation.

The professor will not negotiate final course grades (unless, of course, he has made a technical error), only grades on specific assignments or exams. 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.

ADDITIONAL UNIVERSITY AND COURSE POLICIES

Academic Integrity

By enrolling in this class, students agree to uphold the standards of academic integrity described at http://www20.csueastbay.edu/academic/academic-policies/academic-dishonesty.html.

Attendance

Part of a college education serves the function of professionalization. As such, students are expected to arrive to class on time and stay for the duration of the class. Arriving late or leaving early will result in a deduction of 2 points from the daily reading journal grade. If you are going to be more than 5 minutes late to class, please do not enter the classroom. Entering late disrupts other students. Students who miss 6 or more class periods, regardless of the reason, will automatically fail the course.

Classroom Behavior

Students and faculty each have the responsibility to maintain an appropriate learning environment. Students who do not adhere to behavioral expectations will be asked to leave the class. Severe or repeated infractions of behavioral expectations will be subject to further discipline, including grade reductions and/or dismissal from the class.

Professors have the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. If you feel the professor is not meeting these obligations, please speak to him directly. Otherwise, you may contact the Chair of the Sociology Department, Dr. Pat Jennings, Pat.Jennings@csueastbay.edu.

Communication with the Professor

As an official means of communication, email correspondence addressed to the professor should be written in a professional tone and with correct spelling and grammar. 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.

Disability Accommodations

If you have a documented disability and wish to discuss academic accommodations, or if you would need assistance in the event of an emergency evacuation, please contact the professor as soon as possible. Students with disabilities needing accommodation should speak with Accessibility Services. http://www20.csueastbay.edu/af/departments/as/

Emergency Information

Information on what to do in an emergency situation (earthquake, electrical outage, fire, extreme heat, severe storm, hazardous materials, terrorist attack) may be found at: http://www20.csueastbay.edu/af/departments/risk-management/ehs/emergency-management/index.html.

Laptops and Other Electronic Devices

Laptops, cell phones, and similar electronic devices are not permitted in the classroom except when they are needed for specific class-related activities. Otherwise, the temptation to check email, surf the web, etc., is just too great for most of us. Please take handwritten notes during class. If a disability requires you to use a laptop to take notes, please provide written documentation within the first week of the course. If you need to leave your phone on for emergency reasons, please notify me at the beginning of class.

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.

Religious Holidays

If you need to miss class for a religious holiday please submit a letter to the professor by the end of the first week of class.

COURSE CALENDAR
SOC 4800: Crossing Borders, Crossing Boundaries:
The Sociology of Immigration
Winter 2014

MON, 1/6
- Introductions

WED, 1/8
- *American Immigration*, Introduction (14 pages)
- *American Immigration,* Ch. 1: Unregulated Immigration and Its Opponents from Colonial America to the Mid-Nineteenth Century (8 pages)

MON, 1/13
- *American Immigration*, Ch. 2: Regulation and Exclusion (20 pages)
- *American Immigration*, Ch. 3: Removing Barriers and Debating Consequences in the Mid-Twentieth Century (20 pages)

WED, 1/15
- *American Immigration*, Ch. 4: Mass Population Movements and Resettlement, 1820-1924 (13 pages)
- *American Immigration*, Ch. 5: Mass Population Movements and Resettlement, 1965 to the Present (25 pages)

MON, 1/20: UNIVERSITY CLOSED FOR MLK DAY

WED, 1/22
- *American Immigration*, Ch. 6: The Widening Mainstream (16 pages)
- *American Immigration*, Ch. 7: The Future of Assimilation (13 pages)

MON, 1/27 (Meleana Teaching)
- *Beyond Smoke and Mirrors*, Ch. 1: Ghost in the Machine: Interventions in the Mexico-U.S. Immigration System (6 pages)
- *Beyond Smoke and Mirrors*, Ch. 2: Principals of Operation: Theories of International Migration (17 pages)

WED, 1/29
- *Beyond Smoke and Mirrors*, Ch. 3: System Assembly: A History of Mexico-U.S. Migration (28 pages)

MON, 2/3
- *Beyond Smoke and Mirrors*, Ch. 4: System Specifications: Empirical Parameters and Constants in the U.S.-Mexican Immigration System, 1965-1985 (21 pages)
- Oakland International High School Class Visit

WED, 2/5

- *Beyond Smoke and Mirrors*, Ch. 5: A Wrench in the Works: U.S. Immigration Policies after 1986 (32 pages)

MON, 2/10

- *Beyond Smoke and Mirrors*, Ch. 6: Breakdown: Failure in the Post-1986 U.S. Immigration System (37 pages)

WED, 2/12

- *Beyond Smoke and Mirrors*, Ch. 7: Repair Manual: U.S. Immigration Policies for a New Century (23 pages)

MON, 2/17

- *Asian American Dreams*, Ch. 1: From Nothing, a Consciousness (20 pages)
- No More Deaths Guest Lecture

WED, 2/19

- *Asian American Dreams*, Ch. 2: Surrogate Slaves to American Dreamers (34 pages)
- Transcriptions and Ethnographic Notes Due

MON, 2/24

- *Asian American Dreams*, Ch. 5: Gangsters, Gooks, Geishas, and Geeks (30 pages)

WED, 2/26

- *Asian American Dreams*, Ch. 7: Lost and Found in L.A. (34 pages)

MON, 3/3

- *Asian American Dreams*, Ch. 8: For Richer, For Poorer (32 pages)

WED, 3/5

- *Asian American Dreams*, Ch. 9: Out on the Front Lines (25 pages)

MON, 3/10

- *Asian American Dreams*, Ch. 10: Reinventing Our Culture (30 pages)

WED, 3/12

- *Asian American Dreams*, Ch. 11: The Last Bastion (30 pages)
- *Asian American Dreams*, Ch. 12: Living our Dreams (10 pages)

WED, 3/19

- FINAL EXAM: Class does not meet. The take-home exam will be posted to Blackboard at 1:00pm. It will be due to Blackboard by 5:00pm.

SOC 4800: Crossing Borders, Crossing Boundaries
Oakland International High School (OIHS) Campus Visit

Dr. Austin partnered with Oakland International High School (OIHS) to bring recent immigrant high school students to the CSUEB campus for a mutually beneficial collaboration. Each student in Dr. Austin's SOC 4800: Crossing Borders, Crossing Boundaries class served as a college mentor to two or three recent immigrant high school students during a one-day campus visit. The CSUEB students gave their mentees a tour of campus, accompanied them to a college class, and provided them with a personal perspective about being a college student. In exchange, the CSUEB students interviewed their mentees and wrote an ethnographic research paper that links the high school students' immigration experiences to macro-level sociological phenomenon.

OHIS administrators paid BART fees to get their students to the Hayward BART station. In exchange, Dr. Austin rented a bus with DSJ funds to transport the high school students from the Hayward BART station to the CSUEB campus. Twenty-four CSUEB students and sixty-five OIHS students participated in the one-day campus visit.

Planning for the project included: contacting and establishing rapport with OIHS, getting approval from CSUEB's risk management department, scheduling the bus, finding 24 CSUEB faculty members who would allow visitors in their classes and then scheduling students to visit those classes, scheduling a large meeting room on the CSUEB campus, scheduling a campus tour with the CSUEB Welcome Center, getting CSUEB IRB approval for the interviews, getting OIHS parent consent and OIHS student assent for the interviews, training the CSUEB students to conduct interviews, and coaching CSUEB students with their ethnographic papers.

Department of Communication

Oakland International High School Visit
How To List

- Class Visits
  - We had the CSUEB students accompany the high school students to numerous classes across campus.
  - In order to garner professor support for the project, we used MyCSUEB to find all of the professors who were teaching classes during the time allotted for class visits. We then contacted each of those professors and asked if we could send a group of 4 to 5 students to sit quietly in their classes and observe. The CSUEB professors were very open to having visitors in their classes.
  - We also gathered information from the CSUEB students in SOC 4800 about their class schedules. If a CSUEB student already had class during the allotted class visit time, that student took 3 or 4 high school students to his or her own class.
  - We scheduled the remaining CSUEB students in SOC 4800 to accompany 3 or 4 high school students to the classes of the professors who had agreed to let us visit.

- Daily Schedule
  - The daily schedule follows this how-to list. For future visits, we recommend ending the visit at 2:30 so that the high school students will be back in Oakland by 3:30. We learned that the high school students normally end their school day at 3:30. They were unhappy to learn that we were keeping them past their normal departure time.

- Institutional Review Board (IRB)
  - We needed IRB approval to interview the high school students.
  - Professor Kevin Brown is currently the director or CSUEB's IRB. He can be reached at kevin.brown@csueastbay.edu.
  - OIHS distributed the consent forms to the parents prior to the campus visit, and brought the signed consent forms with them.
  - OIHS students signed assent forms just prior to their interviews.

- Lunches
  - OIHS brought bag lunches for the high school students from their cafeteria.
  - CSUEB students were asked to pack their own lunch. Some CSUEB students requested that we provide bottled water for everyone in the future.

- Oakland International High School Contact Information
  - Carmelita Reyes and Sailaja Suresh, Co-Principals
  - 4521 Webster St, Oakland, CA 94609
  - (510) 879-2142

- Risk Management
  - We secured approval from the CSUEB Risk Management Department to host the high school students on campus.

- Professor Austin consented to a criminal background check in order to obtain risk management approval to supervise the high school visit.
- Contact: Nyassa Love, nyassa.love@csueastbay.edu.

- Room Scheduling
  - We booked the El Dorado Room and accompanying BBQ area as a meeting place for the CSUEB and high school students. The closing activities were held in the El Dorado Room. It also provided some recreation such as billiards and ping pong for the groups that finished their interviews early.
  - Contact: Joenavee, 510-885-7444, conferencehousing@csueastbay.edu.

- Transportation
  - OIHS paid for BART tickets to get the students to the Hayward BART station. PEIL/DSJ funds rented a shuttle to transport the students from the BART station to the CSUEB campus.
  - TransMetro Shuttle provided the transportation.
    - Contact Fred Kahn, 408-210-8304, or fred@transmetro.org.

- Welcome Tour
  - Enrolment Services provided a campus tour.
    - Contact: Jessie: 510-885-2556.

Oakland International High School (OIHS) Campus Visit
Monday, February 3, 2014

9:20-10:00 Two Shuttles from Hayward BART Station to CSUEB Welcome Center
- There will be 1 TransMetro bus that makes two trips.
- *CSUEB student attendance not mandatory*

10:00-11:00 Campus Tour – Leaves from the CSUEB Welcome Center
- OIHS students meet with Enrollment Services and take a campus tour.
- *CSUEB student attendance not mandatory*

11:00-11:30 Lunch – Pioneer Heights Student Housing, El Dorado Hall
- OIHS students eat a sack lunch provided by OIHS.
- *CSUEB student attendance not mandatory*

11:30-12:00 OHIS and CSUEB Students Meet and Form Groups
– At Pioneer Heights Student Housing, El Dorado Hall
- ***CSUEB STUDENT ATTENDANCE IS REQUIRED***

12:00-1:50 Class Visit – At Multiple Classrooms around Campus
- CSUEB students escort OIHS students to a college classes.
- If the class ends before 1:50pm, begin ethnographic interviews.
- CSUEB students may choose to leave class at 1:10.
- ***CSUEB STUDENT ATTENDANCE IS REQUIRED***

1:50-3:15 Ethnographic Interviews – At Multiple Locations around Campus
- Ask OIHS students to sign the assent forms.
- Record the interviews so that you may transcribe them later.
- ***CSUEB STUDENT ATTENDANCE IS REQUIRED***

3:15-4:00 Dr. Austin's Immigration Class
- At Pioneer Heights Student Housing, El Dorado Hall
- Dr. Austin will lead some group activities and wrap up the day.
- ***CSUEB STUDENT ATTENDANCE IS REQUIRED***

4:00-4:40 OIHS Students Return to Hayward BART Station

Ha Hoang

Ethnographic Research Paper

Some may believe that the only way to understand immigration and immigrants is by studying these different groups and cultures individually, but a better way to understand migration is to study these immigrants as a whole. Whether these people come from different countries or at different decades and times, they all have a common goal, which is to leave their home country in search of something new. Although immigrants may not have the same migration story, they do share similarities (Austin, 2014). Immigration becomes a factor of solution because people believe that they will have a better opportunity of life in another country (Gerber, 2011).

American Immigration: A Very Short Introduction, explains that the United States is a nation that was built from its founding fathers that emigrated from Europe, but has continuously grown throughout these decades by people coming in from all over the world (Geber, 2011). By 1882, the United States' population was increasing and so was the diversity of its people. Soon the U.S. started implementing legislations to restrict its borders to control immigration (Austin, 2014). Even with restricted border policies, people are still applying for immigration.

In an interview of recent immigrant high school students, it was predicted that these high school students' immigration process was caused by push and pull factors that led them to leave their country and journey to the U.S. As mentioned above, most immigrants share common reasons for migrating. These similarities are the macro-level and micro-level phenomena which causes push and pull factors for these students and their families. Push factors are reasons that

causes people to leave their home country and pull factors are reasons that attract people to want to come in to another country. Macro-level phenomena are the public problems that affect society as a whole and the micro-level phenomena are the consequences that affect the private lives of these individuals and their families (Austin, 2014). This macro-level and micro-level phenomena research concentrates on two Karen students' immigration experience; first from Burma to Thailand and then from Thailand to the United States. Karen is an ethnic group within the country of Myanmar; its territory is located on the hills in the eastern region of Burma (Neiman, 2008).

The Republic of the Union of Myanmar, also known as Burma, is a Southeast Asian country that is bordered by China, India, Bangladesh, Thailand, and Laos (Central Intelligence Agency, 2014). During the 1850's, Britain had control over Burma, but by the late 1940's, Britain decided to give Burma its independence through the Panlong Agreement. However, during Britain's control, Britain had set up independent and self-governed ethnic territories within Burma. These ethnic groups are the Arakan, Chin, Kachin, Karenni, Mon, Shan, and Karen. Part of the Panlong Agreement was that these ethnic groups and Burmese people had to cooperate within a federal union. On July 19, 1947, some of Burma's independence leaders were murdered which resulted in a new written constitution that had weak ethnic group and territory laws. This caused a civil war within the country between the Burmese and these ethnic groups (Milbrandt, 2012). The macro-level phenomena is Britain's agreement of the Panlong Agreement of giving Burma its independence which caused another macro-level phenomena, a civil war between the Burmese and ethnic groups.

One of the first groups to retaliate against the new Burmese central government was an armed oppositional group of Karens. Since the beginning of this civil conflict during the late

1940's between Burma and Karen, it has led to many continuous and lingering inflictions on the Karen people (Milbrandt, 2012). The macro-level phenomena of the Karen oppositional group's retaliation against the Burmese government during the 1940's has led to a micro-level phenomenon of Karen people being mistreated inhumanly by the Burmese.

According to lecture, one of the macro-level phenomena that causes a push factor leading immigration is the problems that have emerged in the origin country. This public issue results to a micro-level phenomenon that causes people to leave their country and immigrate to another country (Austin, 2014). For example, when problems erupt in one's home country, such as war or genocide, one of the solutions is leaving the origin country and immigrating in to another country (Austin, 2014). According to two different interviews of Karen immigrant students, both replied that they left Karen because of issues that were occurring in Burma. Respondent 1 and 2 are from two different parts of Karen, but both reported that due to Burma and Karen's issues, they had to leave in order to survive. The Burmese people would consistently come into the Karen's villages and set fire to their houses or kill them. In an open discussion interview, both gave a brief explanation of why they had to immigrate to Thailand Refugee Camp:

R1: We, went to the refugee camp because of Burmese and Karen problem. They are our enemy.
R2: We like, we, I remember when I was a little kid, my dad had to carry me on a basket when he try to escape, yeah.
R2: Before, before my family move to uh, uh, Thailand Refugee Camp, they have to always run away.
R1: They burn our house.

Burma is the push factor due to the civil war and Thailand is the pull factor because of its country's acceptance of refugees. The macro-level phenomena is the issues among the Karen and Burmese people, which results in the micro-level phenomena of both of these families having to immigrate out of Burma to refugee camps in Thailand for safety.

One of the most common reasons for immigration is due to the want of labor. For instance, a macro-level can be that a country's economy may not have enough jobs for everyone so, it causes a micro-level phenomena and a push factor of people deciding to leave the country and a pull factor of people immigrating to another country where the economy and living standard of labor is better than the situation they are living in (Austin, 2014). For example, respondent 1 & 2 both replied that the reason why their family immigrated to the U.S. was because of jobs. In both of the Thailand Refugee Camps where they resided, jobs were very limited and most of the time, there wasn't any work at all. Respondent 1 reported that his father, if there was any work, would sometimes go in to a village to work. Respondent 2 reported that her parents didn't have degrees so, they couldn't work at all. In this situation, the macro-level is Thailand Refugee Camp's lack of labor opportunities for its refugees which cause a push factor and the micro-level phenomenon that result in refugees applying for immigration to the U.S. The pull factor that is perceived by these immigrant students' families is that the U.S. will have jobs available for them. Although the camp assisted both of their families with shelter and food, both families wanted and decided that another migration to the U.S. would open doors of labor opportunities for them.

Another macro-level and micro-level phenomena that emerges in the lives of immigrants wanting to come in to the U.S. is the number cap of how many people the U.S. will accept in. The novel, *Asian American Dreams: The Emergence of an American People*, states that the U.S.

congress passed the Indochina Migration and Refugee Act of 1975 and the Refugee Act of 1980 which indicated who and how many immigrants could gain entrance in to America as a refugee (Zia, 2000). This has caused continuous Asian immigration into the U.S. In correlation with these Karen students, the macro-level phenomenon of the U.S. immigration policy of only allowing a certain number of refugees to enter per year caused a micro-level phenomenon in which both of these students and their family have to stay in the Thailand Refugee Camp for a few years. According Martin, the U.S. had a ceiling cap of 80, 000 refugee admissions in both 2010 and 2011 (2012). In 2010, 22.8% of 73, 293 (the total number of refugees) and 30.1% of 56,384 in 2011 was from Burma (Martin, 2012). Respondent 1 reported that he lived in the camp for 13 years and immigrated to the U.S. in 2010 and respondent 2 reported that she lived in the camp for 8.5 years and immigrated in 2011. The macro-level is that the U.S. has a number cap emplaced which results to a micro-level phenomenon of these immigrant students having to wait for years in order to step onto U.S. soil.

In conclusion, although both of these students are Karen immigrants and their experiences or paths were different, their reasons are very similar. The macro-level and micro-level phenomenon are the reasons that pushes and pulls them in to their present residency. The push and pull factors that caused both of these families to leave their country of origin can also be parallel to other immigrants from other nations.

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Marco Paz

Professor Duke Austin

Sociology 4800-Topic Seminar-The Sociology of Immigration

March 5, 2014

Ethnographic Paper

On February 3, 2014 many ethnographic interviews were conducted on immigrants from Oakland International High School. One of the students interviewed was a young woman from Burma (A 2014), and the other student was a young man from Mexico (George 2014). These two interviews resulted in a great deal of sociological information that could be analyzed to understand the topic of immigration. While the interviews contain a great deal of information, one must utilize academic sources in combination with the interviews in order to better understand the sociological machinations taking place. David Gerber's American Immigration: A Short Introduction (2011) and Massey, Durand, and Malone's Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration (2002) provide the necessary macro social phenomena to help better understand what is going on. This paper will use both academic resources together with the two interviews to try to show that macro level social phenomena directly influences the micro level experiences of immigrants.

The 1965 Immigration and Nationality Act is a macro level social phenomena that directly influenced the life of Student A. By describing the piece of legislation and making connections on how this law affected Student A on an individual level, one can better understand how a law can strongly affect the immigration experience. The 1965

Immigration and Nationality Act “created a generous ordering of preferences in the distribution of visas with seven categories of desirable qualifications: family reunification; refugee status; professionals, artists, and scientists.....” (Gerber 2011 P. 51). This law opened the doors for people with refugee status to get visas ahead of a lot of people. Student A describes in her interview how her family fled to Malaysia from Burma because of the political upheaval in the country (A 2014 P.1). Once in Malaysia, the United Nation Refugee Agency helped them get Visas into the United States (A 2014 P. 1). Student A says that “From Burma we go to Malaysia and than we live there for four years. Than there was an organization that is part of the U.N. It's called UNCHR. Than through that organization we came to the United States” (A, 2014 P.1). It than becomes clear that Student A's immigration into the United States was helped by her status as a refugee and may have not been possible if the United States did not allow immigration from refugees. In other words, the 1965 immigration law basically opened up a path for Student A to come to American when she became a refugee. Furthermore, she was put ahead of other people waiting for Visas because of her status as a refugee.

If one uses the concept of Sociological Imagination, one can see how the macro large scale phenomena that is the 1965 immigration law and the private trouble of Student A being able to avoid a persecuted life in Burma by immigrating to the United States have a direct relationship. This direct relationship exists not only for her, but for other refugees who are waiting to immigrate as well. Student A mentions that there are thousands of people waiting for Visas in Malaysia because they had to run away from Burma to survive (A 2014 P. 1). Student A describes in her interview how Burmese

refugees are mistreated in Malaysia while waiting to get their United States Visas (A 2014 P. 5). She says that the only reason that they are able to stay out of jail in Malaysia is because of their United Nations identification cards that they must carry (A 2014 P. 5). None of these things would be possible if the United States did not have legislative acts that protected refugees and than led them to immigrating. It is clear how the 1965 immigration law can help refugees come to the United States.

Another macro level social phenomena that can influence immigrants are the Free Trade agreements between the North American countries. Specifically, the North American Free Trade Agreement that is a free market trade agreement between the United States, Mexico, and Canada. In Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration, the authors argue that the integration of goods and services between markets will eventually lead to the integration of labor as well because the economic forces created by opening up the markets to trade also influence the movement of labor (Massey, Durand, & Malone, 2002). This macro level phenomena influences many Mexicans and Americans on a personal level because the opening up of goods and services can take away jobs from Mexicans and Americans. In his interview, George mentions that his father works in the United States and that his family immigrated to the United States so that they could all be together with his father who is an American citizen and worked in America before the rest of the family immigrated (George 2014 P.3). As George's father is an American citizen it makes sense for him to work in the United States because he can make more money.

George admits that he is not an American citizen and his opportunities are limited

in the United States because he was born in Mexico (George 2014 P. 4). The reason that NAFTA connects with George's story is because NAFTA's connection of markets influences immigration from Mexico into the United States. The authors write, “in practical terms, the issue is not whether Mexico and the United States will integrate-we are already well down that road. The only real issue is how the integration will occur” (Massey, Durand, & Malone, 2002 P. 158). His father could have chosen to work in Mexico or the United States. George admits that his family's prospects are better in the United States. NAFTA being an agreement that favors corporations in the United States more than workers in Mexico or the United States, influences Mexicans to come to the United States to compete for jobs that were lost in Mexico. In other words part of economic integration is the integration of labor markets. Since economic forces are so powerful, if you integrate some sections of the economy the others will follow. NAFTA-the macro level social phenomena directly influences the micro level immigration experienced by George and his family.

By using the examples of NAFTA and the 1965 Immigration and Nationality Act as macro level phenomena that have micro level social results, it becomes clear that public issues like large legislative acts can have huge affects on how and why people immigrate to the United States. Whether one is talking about legal immigration like in Student A's situation or illegal immigration coerced by economic forces like in George's situation, the evidence points to the fact that large legislative acts influence people's immigration experiences. While the ethnographic interviews provide a wealth of information on their own, it is extremely important to recognize that outside forces

heavily influence the things that can happen in immigration. In conclusion, personal immigration experiences are part of bigger macro level forces in the immigration world.

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SOC 4800: Crossing Borders, Crossing Boundaries
Guest Speakers

Cicily Cooper is a volunteer with No More Deaths. No More Deaths is an organization operating in the Sonora Desert of Arizona whose mission is to end death and suffering on the U.S./Mexico border through civil initiative. No More Deaths volunteers work openly and in community to uphold fundamental human rights by providing humanitarian assistance to migrants crossing the border. Ms. Cooper and one of her colleagues visited Dr. Austin's SOC 4800: *Crossing Borders, Crossing Boundaries* class during the Winter 2014 quarter to provide their personal perspectives about providing aid to migrants in the Sonora Desert. During the Winter 2014 quarter, funds from PIEL's Diversity and Social Justice Fellowship paid Ms. Cooper a modest honorarium for speaking in Dr. Austin's class.

Agent Jim Hernandez serves as a U.S. Border Patrol Agent along the California/Mexico border. Students in Dr. Austin's SOC 4800: *Crossing Borders, Crossing Boundaries* study issues of border security from multiple perspectives. During the Winter 2014 quarter, Agent Hernandez visited the class via video chat to discuss his personal experiences patrolling the U.S./Mexico border.

Helen Zia, PhD (Honorary), is an American journalist and scholar who has covered Asian American communities and social and political movements for decades. She is the author of *Asian American Dreams: The Emergence of an American People* (2001), a book that students in Dr. Austin's SOC 4800: *Crossing Borders, Crossing Boundaries* class are required to read. During the Winter 2014 quarter, funds from PIEL's Diversity and Social Justice Fellowship paid Dr. Zia a modest honorarium for speaking in Dr. Austin's class.

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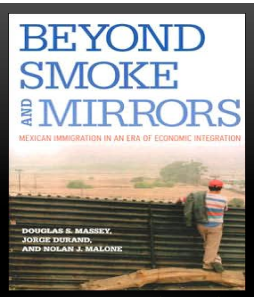
SOC 4800: Crossing Borders, Crossing Boundaries
Guest Lecture by Meleana Akolo

On January 7, 2014, Student Assistant Meleana Akolo gave a guest lecture on several of the theories of immigration presented in the book *Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration* (2002), by Massey, Durand, and Malone. The guest lecture was well prepared and informative, and it gave Ms. Akolo an opportunity to teach a college classroom. Later in the quarter, Ms. Akolo also led one of the activities from the book *Teaching for Diversity and Social Justice* (2007), edited by Adams, Bell, and Griffin.

Ms. Akolo has considered becoming a college professor. When she applies to graduate school, Dr. Austin will write her a letter of recommendation that highlights her skills in the classroom.



WEEK 4, 1/27/2014

Readings: *Beyond Smoke and Mirrors*, Ch. 1 & 2

Lecturer: Meleana K. Akolo

QUICK QUIZ? TRUE OR FALSE

- One in five children in the U.S. is the native-or foreign-born child of an immigrant.

  True
- Immigrants from the the following 10 countries constitute 50% of documented people coming to the U.S.: Mexico, India, Philippines, China, El Salvador, Dominican Republic, Vietnam, Colombia, Guatemala, and Russia.

  True

QUIZ

- The United States takes in only 1% of the world's immigrants.

  True
- Undocumented immigrants pay more than $300 million in federal taxes.

  True
- Documented and undocumented immigrants are entitled to constitutional rights under the law.

  True

WHAT ARE SOME REASONS FOR MEXICO-U.S. MIGRATION?

- Neoclassical Economics Theory – *This theory suggests that consumers perceive that a product has a greater value beyond the value it took to make the product, which affects the price and demand for the product. (whatiseconomics.org)*
- Applying the Neoclassical Economics Theory to the Mexico-U.S. immigrant –

"International migration stems from geographic differences in the supply of and demand for labor. Countries with large endowments of labor relative to capital have low wages, while those with limited endowments of labor relative to capital have high wages."

REASONS FOR MIGRATION

- *Unlike the* Neoclassical Economics Theory *the* New Economic of Labor Migration *doesn't look at migrants as individuals, but as families and networks who send one or more members to a country with higher wages to gain larger amounts of income in a relatively short amount of time.*

The Money Going Back To The Nation of Origin…?

- *Remittances - building a new house, money for school, food, clothes, to buy land, grow crops*

REASONS FOR MIGRATION

- World Systems Theory – *"[links] the origins of international migration not so much to the decisions of individual or households as to the changing scope and structure of global markets…the expansion of markets into peripheral, nonmarket or premarket societies creates mobile populations that are prone to migrate."*

http://youtu.be/W8Dmyk1p1Yw

REASONS FOR MIGRATION

- Segmented Labor Market Theory – *"[A] chronic and unavoidable need for low-wage workers." International migration is caused by this need for low-wage workers and unskilled laborers in developed nations. "The Intrinsic demand for inexpensive labor stems from four fundamental problems:"*

  Structural inflation – wages should reflect status

  Social constraints on motivation – job's just a way to make money

  Duality of labor and capital – demand for labor falls, jobs lost

  Demand for low wage workers, lack of domestic supply – urbanization of society, women joined the workforce, less supply of workers from rural areas

REASONS FOR MIGRATION

- Social Capital Theory – *"Social capital is the sum of the resources, actual or visual, that accrue to an individual or a group by virtue of possessing a durable network of more or less institutionalized relationships of mutual acquaintance and recognition." Networks formed between people that have similar interests and norms and encourage advantageous social cooperation from those involved seeking advantages.*
- Social capital makes it easier for people to migrate because they have a network of people waiting for them in the receiving country
- Risks of migration are lowered with social capital – cost, joblessness
- Black Market for immigrants is formed

REASONS FOR MIGRATION

- Cumulative Causation of Migration – *"The causation of migration becomes cumulative because each act of migration alters the social context within which subsequent migration decisions are made, thus increasing the likelihood of additional movement."*
- *As the migrating experience grows in sending communities more members of that community migrate into a community of the receiving country until the receiving country community has reached a threshold.*

HOW DOES MIGRATION EFFECT THE SOCIAL, POLITICAL, AND ECONOMIC STRUCTURES OF COUNTRIES?

Developing Country

- Disrupts family units
- Potential for a better life through a higher paying job
- Not effective to building the economy

Developed Country

- Provides workforce with cheap laborers
- Discriminates against immigrants from developing countries in South America and Asia
- Provides American consumers with cheap products that come at a cost to immigrants and workers in developing countries

REFERENCES

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SOC 4800: Crossing Borders, Crossing Boundaries
Daily Reading Journals

About Reading Journals

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.

Reading Journal Expectations

A written summary of the assigned reading is due at the beginning of every class period except on exam days and the first day of the course. To receive full credit, students must make a reasonable effort to correctly summarize the article.

Reading Journal Parts

Reading journals have two parts. First, students write a short paragraph for each reading assigned for that day, be it a book chapter or article. Each summary paragraph should contain two to four main points from the reading and be written in fewer than 100 words.

For the second part of the reading journal, write one short reflection on all the day's readings. Connect the day's readings to other course materials and to your own informed academic perspective of the readings. As before, write the reflection in paragraph form with fewer than 100 words.

Karen Villagomez
Soc 4800/ Reading Journal
Due February 26, 2014

Helen Zia. Chapter 7: Lost and Found in L.A

Helen brings up the riots in 1992 after the very well known case of Rodney King's beating. This case was a major because a black man had been beat badly by LAPD and when jury acquitted the white officers, all LA broke lose and people rioted in protest to the unfair justice. Koreans were greatly affected because amidst chaos, many of their businesses were affected. Helen's family was directly affected by this. Koreans refered to these days as sa-i-gu (April 2-9). After the Latasha Harlins case, tension between the black community and Koreans increased. (94 words)

Personal Reflection

When I learned about the L.A Riots I knew that businesses were affected but I just didn't know how badly. Here were two distinct "minority" communities that blamed each other in one way or another. The Asian business community became frightened, carrying weapons in their stores, while dealing with the bad impact their businesses had. Money was low and it took them a few years to get up and running smooth again. Jae Kim believes that the Asian community should stick together regardless of their differences and work in unison to be successful. (93 words)