

ETHNIC AND IMMIGRANT AMERICANS
Chicano/Latino Studies 65 * Sociology 68A

Fall 2017

Professor Cynthia Feliciano
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Class Schedule: Tuesday/Thursday, 3:30-4:50, SSL 270

Teaching Assistant:

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Course Overview:

This course will focus on the children of contemporary immigrants who have migrated to the United States in growing numbers in the past fifty years. According to the U.S. Census Bureau, more than one in five people in the United States are immigrants or children of immigrants. Most children of immigrants have origins in Latin America, Asia, or the Caribbean. This course will focus on these groups' experiences growing up in the United States, with a particular emphasis on children of Latin American immigrants. The course will cover topics such as assimilation, language and bilingualism, legal status, immigrant families, gender, racial and ethnic identities, education, and work.

Course Goals:

By the end of the course we hope that you will:

- 1) develop an understanding of some of the major theoretical debates concerning children of immigrants
- 2) develop an understanding of the approaches social scientists use to evaluate competing theories in the immigration field
- 3) have had some hands-on experience doing some empirical sociological research on the experiences of children of immigrants
- 4) demonstrate knowledge of the culture, history, and development of one or more historically underrepresented or marginalized groups in California and/or the U.S.

- 5) demonstrate knowledge of differences in experiences and inequities encountered by under-represented or marginalized groups in CA and/or the US.

Course Requirements:

Exams: There will be two exams. These will be in-class and will include a combination of multiple choice and essay questions.

NOTE: MAKE-UP EXAMS WILL ONLY BE GIVEN IN EXCEPTIONAL CIRCUMSTANCES, WITH APPROPRIATE DOCUMENTATION (SUCH AS ILLNESS).

Short Interview Paper: You will need to find a person who has either immigrated to the United States as a child or who was born in the United States of immigrant parents and arrange to interview them. We will provide a list of questions, but you may modify and add to them. You should record and transcribe the interview or take extensive notes. Then, you will need to analyze the person's experience given what you have learned in the course. The paper should be about 5-6 pages (approximately 1500 words) and will be due from each student on (or before) the last day of class. We will hand out more detailed instructions during the quarter.

Section Attendance and Participation: You are expected to attend discussion sections, be prepared to discuss the readings for that week, and complete any additional assignments your TA requests.

Lecture Participation and Quizzes: There will be pop quizzes in lecture related to the previous lectures and/or readings as well as requests for participation. For the quizzes, half of your grade will be based on participation alone, and half based on your answers.

Grading:

- 55% Exams (30%, 25% - *highest grade counts for 30%*)
- 25% Paper
- 15% Section attendance and participation
- 5% Lecture quizzes & participation

Course Materials:

- All readings will be posted on the class website.
- Quizzes and participation in lecture will be implemented through in-class responses with the "iclicker" classroom response system. iclicker helps me to understand your knowledge of the material and gives everyone a chance to participate in class. You will need to purchase an iclicker from the bookstore if you don't already have one. **You may purchase one of the following models:** The original iclicker, iclicker +, iclicker 2. Please note the mobile application, REEF Polling will NOT be allowed.
 - To receive credit for the responses you submit with iclicker, you must register by the drop/add deadline, October 13. Students who register after this time will not receive credit.

- You must register your clicker on the i>clicker website: <http://www1.iclicker.com/register-clicker/>. Use your **8-digit UCI student ID #** in the student ID field. This will allow me to match your responses with your name. If you're using a pre-owned clicker, there is no need for the previous owner to unregister, but there is a one-time fee of \$6.99 to register the used remote under your name. If you make a mistake registering, just register again - the correct information will take precedence and you will not be required to pay the fee again. If you have an issue and believe you should not have been charged, please email support@iclicker.com and they will make sure no one pays who should not.

Clicker frequencies:

You may need to change your clicker frequency to match the base receiver in the classroom. Please be familiar with the directions located here:

https://macmillannv.desk.com/customer/en/portal/articles/2549555-how-do-i-change-the-frequency-on-my-i>clicker-remote-?b_id=10299

- The i>clicker base receiver must be plugged in, and often a session must be started before you will be able to change your frequency.
- An original i>clicker remote always defaults to frequency AA when first turned on, so do not turn it off during your class once you have turned it on and set your frequency.
- An i>clicker2 remote automatically turns off after 10 minutes of inactivity, but when you turn it back on it will remain on the last used frequency.

Batteries:

It is recommended that you use Energizer, Rayovac, Eveready or another brand name battery in your clicker. Duracell (and some generic brand) batteries cause a problem in the device due to differences in the dimensions on the inside of the remote and the positive battery terminal that keep the two from making contact. Good batteries should last around 200 hours of class time.

Cheating

We consider bringing a fellow student's i>clicker to class to be cheating and a violation of the University Honor Code. If you are caught with a remote other than your own or have votes in a class that you did not attend, you will forfeit all clicker points and may face additional disciplinary action.

Other Information:

- A number of required films will also be announced in class
- Schedule is subject to change

Note-taking/Laptops/Mobile Devices

Powerpoint slides will not be posted on-line or distributed. Therefore, taking photos of powerpoint slides is not allowed. While you may use a laptop or tablet to take notes in class, it is discouraged. If

you wish to use laptops or mobile devices to take notes, you must sit in the first 3 rows of the lecture hall and use these devices *only* for note-taking. Unfortunately, I have to institute this policy after complaints from students that fellow students' browsing of websites etc... was distracting in class.

I encourage you to take notes on the main points made in the slides/lecture rather than aim to copy the slides verbatim. *Studies show that students who take notes in class by hand have a better understanding of the material and better academic outcomes than those who type notes on a computer* because you must process the material as you write notes on key points, rather than mindlessly copy words from a slide.

Academic honesty:

University policy and unfortunate experiences compel the following statement of principle: students who engage in plagiarism or cheating as defined by official university policy will automatically receive a ZERO as their grade on the assignment on which they plagiarized or the quiz or test on which they cheated, and will be reported to the Dean. No exceptions. The university may take other actions when deemed appropriate.

Course Readings and Schedule:

Week 0: Intro

September 28

Week 1: Overview of Immigration and the New Second Generation

October 3, October 5

Chavez, Leo R. 2013. "The Latino Threat Narrative," chapter 1, pp 23-47 in *The Latino Threat: Constructing Immigrants, Citizens, and the Nation, Second Edition*. Stanford: Stanford University Press.

Week 2: Assimilation

October 10, October 12

Yancey, George. Chapter 2, "How to Become White" in *Who is White? Latinos, Asians, and the New Black/Nonblack Divide* pp 27-50.

Portes, Alejandro and Min Zhou. 1993. "The New Second Generation: Segmented Assimilation and its Variants," *Annals of the American Academy of Political and Social Science* 530: 74-96.

Telles, Edward. 2010. "Mexican Americans and Immigrant Incorporation." *Contexts* 9(1): 28-33.

Week 3: Assimilation and Language

October 17, October 19

Huntington, Samuel. 2004. "The Hispanic Challenge." *Foreign Policy*. March/April. Issue 141. (pp 30-46)

Kao, Grace, Elizabeth Vaquera, and Kimberly Goyette. 2013. "Language and Educational Success," Chapter 6, pp. 140-169 in *Education and Immigration*. Cambridge: Polity Press.

Zhou, Min and Carl L. Bankston. 1998. "Language and Adaptation," Chapter 5, pp. 108-129 in *Growing up American : How Vietnamese children adapt to life in the United States*. New York: Russell Sage Foundation.

Week 4: The Undocumented 1.5 Generation and (Il)legality

October 24, October 26

Gonzales, Roberto G. 2011. "Learning to Be Illegal: Undocumented Youth and Shifting Legal Contexts in the Transition to Adulthood." *American Sociological Review*. 76(4): 602-619.

Enriquez, Laura. *Forthcoming*. "Gendering Illegality: Undocumented Young Adults' Negotiation of the Family Formation Process." *American Behavioral Scientist*.

Dreby, Joanna. 2012. "The Burden of Deportation on Children in Mexican Immigrant Families." *Journal of Marriage and Family*, 74: 829-845.

Week 5: Immigrant Families and Gender

October 31, November 2

Estrada, Emir. 2012. "Changing household dynamics: Children's American generational resources in street vending markets." *Childhood*, 20(1), 51-65.

Espiritu, Yen Le. 2001. "We Don't Sleep Around Like White Girls Do": Family, Culture and Gender in Filipina American Lives." *Signs*, 26:415-440.

Week 6: EXAM

November 7 - TBD, November 9: **EXAM #1**

Week 7: Racial and Ethnic Identities

November 14, November 16

Jiménez, Tomás. 2008. "Mexican Immigrant Replenishment and the Continuing Significance of Ethnicity and Race." *American Journal of Sociology*. 1527-1557.

Tovar, Jessica and Cynthia Feliciano. 2009. "Not Mexican-American, but Mexican': Shifting ethnic self-identifications among children of Mexican immigrants." *Latino Studies*, 7(2): 197-221.

Ocampo, Anthony C. 2014. "Are second-generation Filipinos 'becoming' Asian American or Latino? Historical colonialism, culture and panethnicity." *Ethnic and Racial Studies*, 37(3): 425-445.

Week 8: The U.S. Racial Structure

November 22, November 23 (HOLIDAY)

Lee, Jennifer C. and Frank D. Bean. 2003. "Beyond Black and White: Remaking the Race in America." *Contexts* 2:26-33

Bonilla-Silva, Eduardo. 2004. "From bi-racial to tri-racial: Towards a new system of racial stratification in the USA." *Ethnic and Racial Studies* 27:931-950.

Week 9: Education

November 28, November 30

Lopez, Nancy. 2003. Chapter 3. "'Urban High Schools': The Reality of Unequal Schooling (pp. 39-65) in *Hopeful Girls, Troubled Boys: Race and Gender Disparity in Urban Education*. New York & London: Routledge.

Smith, Robert C. 2002. "Gender, Ethnicity, and Race in School and Work Outcomes of Second-Generation Mexican Americans" chapter 5 (pp. 110-125) in *Latinos: Remaking America* edited by Marcelo M. Suarez-Orozco and Mariela M. Paez.

Enriquez, Laura E. 2011. "'Because we feel the pressure and we also feel the support': Examining the Educational Success of Undocumented Immigrant Latina/o Students." *Harvard Educational Review*. 81(3): 476-499.

Week 10: Work

December 5, December 7: **PAPERS DUE**

Flores, Glenda M. and Pierrette Hondagneu-Sotelo. 2014. "The Social Dynamics Channeling Latina College Graduates into the Teaching Profession." *Gender, Work, and Organization*. 21(6): 491-515.

Agius Vallejo, Jody and Jennifer Lee. 2009. Brown picket fences: The immigrant narrative and 'giving back' among the Mexican-origin middle class. *Ethnicities*, 9(1), 5-31.

FINALS WEEK:

Exam #2: Tuesday, December 12, 4-6pm