

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

Spring 2013

Professor Cynthia Feliciano
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Class Schedule: Tuesday/Thursday, 12:30-1:50pm, HIB 100

Teaching Assistants and Discussion Sections:

Mariam Ashtiani
Discussion sections 5 & 6: Tuesdays, 4-4:50 & 5-5:50
Office: SSPB 2263
Office Hours: Tuesdays, 3-4pm
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Sean Drake
Discussion sections 2 & 3: Wednesdays, 2-2:50 & 3-3:50
Office: Phoenix Grill
Office Hours: Tuesdays, 2-3pm
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Monique Kelly
Discussion sections 1 & 4: Tuesdays, 3-3:50 & Wednesdays, 1-1:50
Office: SST 693
Office Hours: Mondays, 12-1pm
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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 forty 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, racial and ethnic identities, immigrant families, gender, language and bilingualism, and education.

Course Goals:

By the end of the course I 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) develop an awareness and appreciation of ethnic/racial differences and inequities in U.S. society

Course Requirements:

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

NOTE: MAKE-UP EXAMS WILL NOT BE GIVEN.

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 consisting of short answer and multiple choice questions related to the previous lectures and/or readings. Half of your grade on the quizzes will be based on participation alone, and half based on your answers.

Grading:

- 80% Exams (30%, 25%, 25% - highest grade counts for 30%)
- 15% Section attendance and participation
- 5% Lecture participation & quizzes

Course Materials and Other Information:

- All readings will be posted on the class website: <https://eee.uci.edu/13s/61100>
- Password = EthAmer
- Top Hat Monocle: We will be using this new web-based software program for quizzes and participation in lecture. You should bring a smart phone, laptop, or tablet computer to lecture every day if you have one. If you do not have a web-enabled portable device, you can participate using text messaging on your cell phone. If you do not have a cell phone or any other device available to you, please let me know immediately so that we can make other arrangements for you. You will have to purchase a subscription to Top Hat Monocle for the quarter for \$20. The course website for Top Hat Monocle is: <https://www.tophatmonocle.com/e/068834>
- A number of required films and guest lectures will also be announced in class
- Schedule is subject to change

Course Readings and Schedule:

Week 1: Overview of Immigration and the New Second Generation

April 2, April 4

Discussion Sections: Not meeting this week

Suarez-Orozco, Carola and Marcelo M. Suarez-Orozco. 1995. "Civilization's New Discontent", chap 1, pp 11-46 in *Transformations: Immigration, Family Life, and achievement motivation among Latino adolescents*. Stanford, Calif.: Stanford University Press.

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

April 9, April 11

Discussion Sections: Readings from Week 1 (above) due

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

April 16, April 18

Discussion Sections: Readings from Week 2 (above) due

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

Gandara, Patricia. 2002. "Learning English in California: Guideposts for the Nation," in *Latinos: Remaking America*, edited by Marcelo M. Suárez-Orozco and Mariela M. Pérez, Chapter 17, pp. 339-358.

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: Review & EXAM

April 23, April 25

Discussion Sections: Readings from Week 3 (above) due

EXAM #1 - April 25

Week 5: Race and Ethnicity

April 30, May 2

Discussion Sections: Readings from **Week 5** (below) due

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

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 6: Gender

May 7, May 9

Discussion Sections: Readings from **Week 6** (below) due

Lopez, Nancy. 2003. "Homegrown: How the Family Does Gender" in *Hopeful Girls, Troubled Boys: Race and Gender in Urban Education*, Chapter 6, pp. 113-140.

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.

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.

Week 7: Immigrant Families & EXAM

May 14, May 16

Discussion Sections: TBA

EXAM #2 - May 16

Week 8: Education of Immigrant Youth

May 21, May 23

Discussion Sections: Readings from **Week 8** (below) due

Kao, Grace and Marta Tienda. 1995. "Optimism and Achievement: The Educational Performance of Immigrant Youth," *Social Science Quarterly*, 76(1): 1-19.

Conchas, Gilberto Q. 2001. "Structuring failure and success: Understanding the variability in Latino school engagement." *Harvard Educational Review* 71:475-504.

Romo, Harriett D. and Toni Falbo. 1996. "Immigrant and Second-Generation Students," in *Latino High School Graduation: Defying the Odds*, Chapter 6, pp. 119-143.

Week 9: Variability in Educational Outcomes

May 28, May 30

Discussion Sections: Readings from **Week 9** (below) due

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.

Zhou 2009. "How Neighborhoods Matter for Immigration Children: The Formation of Educational Resources in Chinatown, Koreatown and Pico Union, Los Angeles" *Journal of Ethnic and Migration Studies*. 35(7): 1153-1179.

Feliciano, Cynthia. 2006. "Another Way to Assess the Second Generation: Look at the Parents" *Migration Information Source*.

Week 10: The Undocumented 1.5 Generation

June 4, June 6

Discussion Sections: Readings from **Week 10** (below) due

Abrego, Leisy. 2006. "'I can't go to college because I don't have papers': Incorporation Patterns of Latino Undocumented Youth." *Latino Studies*. 4: 212-231.

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.

Finals Week:

EXAM #3: Monday, June 10, 1:30-3:30pm