SOCIOLOGY T240z (#9684)  
Contemporary Immigration & the Second Generation  
Spring 2017  
Tues/Thurs 11:45AM-1:05PM  
BA215

Instructor: Professor Angie Y. Chung  
Office Hours: Tues: 10:40-11:40AM, 2:45-3:45PM, Thurs: 10:40-11:40AM  
Office: Arts and Sciences Building, Room 304  
Telephone: None  
E-mail: aychung@albany.edu (best way to reach me)

COURSE DESCRIPTION

Prerequisites: Enrollment in the Honors College  
General Education: This course meets the following General Education requirements: 1) lower-level writing intensive course; 2) Social Sciences; 3) Challenges for the 21st Century. [Refer to end of syllabus for more information on Gen Ed courses, requirements, and learning objectives.]

With the rise of the global economy, we are seeing contemporary immigration to the U.S. has been characterized by tremendous diversity in terms of race, class, gender, migration contexts, transnational linkages, and incorporation into American society. This course focuses on various aspects of immigration from Asia, Latin America and the Caribbean since 1965, including migration processes, community and identity, race/class/gender intersections, socio-economic and residential mobility, transnationalism, and assimilation into “mainstream” America. The course will explore the social, economic, cultural and political contexts within which immigrants and their children have been incorporated into American society and the various theoretical perspectives that have been proposed to explain their possible future.

The main objectives of the course are as follows: 1) to familiarize the student with the different theoretical, methodological, and disciplinary approaches within the field of migration; 2) to develop a comprehensive understanding of the key issues and problems on contemporary immigration and assimilation; 3) to be able to apply your knowledge and critically analyze migration policies and academic work on diverse topics within this field; 4) and to develop your overall writing and oral communication skills through independent research papers and projects.

Based on weekly writing activities and creative discussions on related current issues, we will explore the diverse social, economic, cultural and political contexts within which immigrants and their children have been incorporated into American society and the various theoretical perspectives that have been proposed to explain their possible future. Questions we will seek to answer include: Why do immigrants migrate? What kinds of advantages and disadvantages do these different immigrant groups face and why are some better able to adapt than others? How do the identities and communities they create enable them to navigate the changing world around them? How do the presence of immigrants and their children shape the neighborhoods, institutions, and social structures they occupy in the U.S. and their sending countries? How is all of this becoming complicated by globalization, transnationalism, and economic restructuring?

The course will be rigorous in its requirements and will call for consistent effort, participation, and diligence on the part of the student. Because this is a writing-intensive Honors-level course, there is a

1 DISCLAIMER: Any of the requirements and descriptions below are subject to change at the discretion of the instructor.
significant amount of work and participation required. Students who are unwilling or unable to commit the
time and the quality of effort that this course demands should not be in this class.

REQUIRED READING

  University of California Press. [referred to as “P&R” below]

The two required textbooks can be found at the campus bookstore. The remainder of the readings may be
accessed on Electronic Reserves (ERes) through Blackboard under “Readings” (ERes password: Soc240z)
(**see title list on the last page of the syllabus). You must sign on with your personal netid and password. I
will also make the readings available in a course packet through Mary Jane upon request. The Blackboard
course website where you can access all syllabus, handouts, online activity, and anything else related to the
course is located at https://blackboard.albany.edu. This is also where you will be uploading your writing
assignments and other submissions. Instructions on how to log-in can also be found on that page. Call the
Computing Help Desk (2-3700) if you are having any problems.

*** I will post any last-minute, important announcements about the course (e.g. snowdays), assignments,
or papers via email so be sure you check your email regularly, especially on the morning before class. ***

GRADING

Your final grade will be based on the following requirements:

- Class participation and in-class reading-based activities 20 points
- Short Writing Assignment #1 (Theory-based research memo) 25 points
- Short Writing Assignment #2 (Student interviews) 25 points
- Final Research Paper 30 points
- Guest lecture (Justice Sotomayor or Prof. Small) -0.5 points
- Attendance deduction or extra credit +/- 1 point

As part of the writing discourse requirement, the course will devote half the time to lectures (Tuesdays) and
the other half to reading-based discussions and writing activities (Thursdays). Thus, a significant
percentage of the grading distribution will be based on CLASS PARTICIPATION and IN-CLASS
ASSIGNMENTS (20 PTS). Class participation can include regular and timely attendance, speaking up in
class or discussion groups, paying attention, being respectful to your instructor and peers, and minimizing
disruptive behavior. Your in-class assignments will be randomly selected from various reading-based
activities and written memos which you will be expected to complete on Thursdays. You will not know
which assignments will be graded so the long and the short of it is that you must take care to keep up with
the readings every week. There are no makeup assignments, but you will not be penalized for one absence.

In addition, there will be three required WRITING ASSIGNMENTS, the details of which will be
provided separately. In general, the first two writing assignments will each be 6-7 pages long and must
include a bibliography and references to course material (more details TBA). Writing assignment #1 will
be a short literature review that requires you to provide a critical and original analysis of theories
introduced throughout the course based on outside research (4-5 outside academic sources). Writing
assignment #2 due will be based on pilot interviews with four first-, second- or third-generation
interviewees from countries outside of North America. For the Final Paper, you will take one of the two writing assignments, revise and extend it into a larger research paper on a course-related topic of your choice (subject to approval by the professor). The grade for the final paper will include an abstract with bibliography, an oral presentation, and a 15-17 page paper plus legitimate outside references. Students have the option of submitting an early draft of their papers for brief comments and suggestions on Blackboard (see deadline below). Papers received after this time will be considered final drafts. The final paper itself will be due on Blackboard Monday, May 15th before 5PM. You will lose 5 (writing assignment) to 10 (final paper) points per day for any late papers.

I will provide substantive feedback on the first two writing assignments. You will have the opportunity to revise the first two graded writing assignments (not the final paper), should you choose to do so, but you must submit them before the next writing assignment and there is no guarantee that you will get higher marks depending on the extent and quality of revisions.

As part of your reading-based activities, all students will be required to attend one of two outside guest lectures. The first is a visit by Supreme Court Justice Sonia Sotomayor who will speak on her experiences as a 2nd generation Puerto Rican on Tuesday, April 4th (time TBA) at the SEFCU arena. The other option is to attend a lecture by Harvard Professor Mario Small who will speak on social networks/support on Friday, April 7th at 12 noon (location TBA). Time/locations are subject to change so be sure to check Blackboard announcements. You will be asked to write a short 1-page memo briefly summarizing the lecture, and then your critical thoughts on the content, drawing on things you have learned throughout the course. If you do not attend, you will be required to attend a substitute guest lecture arranged with me in advance or be penalized 0 to 5 points on your participation grade. More information is forthcoming.

MISSING PAPER DEADLINE

Students who miss, or plan to miss a paper deadline for legitimate reasons must inform the professor BEFORE the expected date of absence or in emergency cases, as soon as possible. Students MUST secure both the instructor’s permission and official written documentation from the DEAN’S OFFICE in order to get an extension on the paper without penalty. Legitimate reasons include only MAJOR extenuating circumstances, such as a death in the family, a serious accident or illness that requires hospitalization, etc. I will not offer makeups/ extensions because of student negligence (e.g. oversleeping) or pre-planned vacations, or accept any unofficial documentation (e.g. from parents). There will be no makeups for in-class writing assignments.

ATTENDANCE/ PARTICIPATION

Again, students are expected to attend class meetings regularly and on time, complete the readings prior to the class meeting, and participate actively in class discussions. Major legitimate absences backed by formal documentation will be reviewed by the instructor. After one freeby absence, each unexcused absence thereafter will result in a 1-point deduction from your final grade. Students who have perfect attendance will receive a 1-point extra credit added to the final grade. Text-messaging excessively or being otherwise disruptive in class will also be marked as an unexcused absence. Students are responsible for any announcements or materials presented during class whether or not their absence is excused.

Class participation can take many forms including a question, a well-informed guess, a comment or response so don’t let your doubts or fear of “sounding stupid” hinder your participation. Disruptive behavior (e.g. text-messaging, talking when someone else is speaking, sleeping during class, making unnecessarily derogatory or belligerent comments toward others) will not be tolerated.
ACADEMIC DISHONESTY

Academic dishonesty in any form will NOT be tolerated! Students are expected to do their own work. Students caught plagiarizing a paper will receive a failing grade for the project (or the entire course depending on the extent of the transgression) and will be promptly referred to the University Judicial Conduct Committee.

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<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING DUE</th>
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<tr>
<td>January 24-26 (Tues/ Thurs):</td>
<td>INTRODUCTION/ OLD IMMIGRATION</td>
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<td></td>
<td>• Course overview and introduction</td>
<td>*Roediger</td>
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<td>• Old immigration (pre-1965)</td>
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<td>January 31-February 2 (Tues/ Thurs):</td>
<td>CONTEMPORARY IMMIGRATION</td>
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<td>• The intermediary years</td>
<td>P&amp;R-Ch.1</td>
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<td>• Contemporary immigration (post-1965)</td>
<td>*Bean/ Stevens</td>
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<td>February 7-9 (Tues/ Thurs):</td>
<td>THEORETICAL PERSPECTIVES: MIGRATION</td>
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<td>• Reasons for migration</td>
<td>Massey et al.-Ch.1-3</td>
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<td>• The dynamics of migration</td>
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<td>• WRITING WORKSHOP #1: Library Session on Academic Sources and Writing a Sociology Paper (Meet @Library B48)</td>
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<td>February 14-16 (Tues/ Thurs):</td>
<td>MAKING &amp; ENFORCING IMMIGRATION POLICY</td>
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<td></td>
<td>• The History of Immigration Policy</td>
<td>Massey, et al.-Ch.5-6</td>
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<td>• The Debate on Documentation, Walls and Borders</td>
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<td>• FILM &amp; DISCUSSION: La Ciudad (2/16)</td>
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<td>February 21-23 (Tues/ Thurs):</td>
<td>THEORETICAL PERSPECTIVES: IMMIGRANT ADAPTATION</td>
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<td></td>
<td>• Immigrant adaptation trajectories and outcomes</td>
<td>P&amp;R-Ch.2</td>
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<td>• Theories on immigrant incorporation</td>
<td>Massey, et al.-Ch.7</td>
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<td>February 28 (Tues):</td>
<td>THEORETICAL PERSPECTIVES: SECOND GENERATION</td>
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<td></td>
<td>• Theoretical perspectives on second generation assimilation/ acculturation</td>
<td>P&amp;R-Ch.7</td>
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<td>**March 2 (Thurs): [No in-class meeting]</td>
<td>Watch Professor Chung’s lecture Saving Face and discuss on Blackboard (1 paragraph comment/ 2 responses).</td>
<td>*Chung</td>
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<td>Link can be found at: <a href="https://www.youtube.com/watch?v=1OzCujmqkGo">https://www.youtube.com/watch?v=1OzCujmqkGo</a></td>
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********** WRITING ASSIGNMENT #1 due Thursday, March 2nd @ 11:59PM **********

March 7-9 (Tues/ Thurs): THEORETICAL PERSPECTIVES: SECOND GENERATION

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<td></td>
<td>• Critical perspectives on assimilation theory</td>
<td>P&amp;R-Ch.4</td>
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<td>• Segmented assimilation and other alternatives</td>
<td>*Waters</td>
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<td>• WRITING WORKSHOP #2: Doing Interviews &amp; Developing your Final Paper</td>
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*************** SPRING BREAK (3/11-3/19) ***************

March 21 (Tues): EDUCATION
• Theories on educational achievement
• Structural obstacles today
• Capital and education

March 23 (Thurs): [No in-class meeting] Office Consultation Hours on WA#2 and Abstract

March 28-30th (Tues/ Thurs): ETHNIC ENCLAVE AND THE GHETTO
• Debates on the ethnic enclave/ barrio
• Ethnic entrepreneurship

********** ABSTRACT/ BIBLIO due Thursday, March 30th @11:59PM **********

April 4-6 (Tues/ Thurs): GENDER AND INTERSECTIONALITY
• Gender and migration
• Gender roles within immigrant families
• Intersectionality and gendered assimilation
• Film & Discussion: The Namesake (4/4)

************ PASSOVER BREAK (TUES. 4/11) *************

**Thursday, April 13th: [No in-class meeting]
Attend either the lecture on social networks by Prof. Mario Small (Fri 4/7 @12PM, CSDA Library) or Justice Sotomayor’s talk (4/4, SEFCU Arena, time TBA) and post a 1-page summary/ critical response on Blackboard. (See Blackboard for more details on speakers.) If you cannot make any of these, please contact me about arranging an alternative speaker lecture.

********** WRITING ASSIGNMENT #2 due Thursday, April 13th @11:59PM **********

April 18-20 (Tues/ Thurs): FAMILIES AND COMMUNITIES
• Approaches to family and success
• Dynamics of the immigrant family
• The role of the community

April 25-27 (Tues/ Thurs): IDENTITY, RELIGION AND CULTURE
• Social construction of identity/ culture
• Race and ethnicity
• Religion: The case of Muslims

****** Draft Paper (optional) due Thursday, April 27th @11:59PM *****

May 2 (Tues): TRANSONATIONALISM
• Definition and dynamics of transnational identities
• Global context of transnationalism

May 4 (Thurs): ETHNIC POLITICS/ INTERETHNIC RELATIONS
• Immigrant Political Participation
• New York v. Los Angeles
• Context for understanding interethnic relations
May 9th (Tues): STUDENT PRESENTATIONS

********** FINAL PAPER DUE on MONDAY, MAY 15th before 5PM **********

References (Titles for readings on Electronic Reserves):

**Required**

P&R: Portes and Rumbaut, *Immigrant America* (text available in bookstore, not on ERes)


Portes/ Stepick: *City on the Edge: The Transformation of Miami*. Ch.6.


Hondagneu-Sotelo: Hondagneu-Sotelo, Pierette. “‘I’m Here but I’m There’: The Meanings of Latina Transnational Motherhood.”


**GENED COURSE INFORMATION**

The General Education Program as a whole has the following characteristics. Different categories within the Program emphasize different characteristics.
1. General education offers explicit understandings of the procedures and practices of disciplines and interdisciplinary fields.

2. General education provides multiple perspectives on the subject matter, reflecting the intellectual and cultural diversity within and beyond the University.

3. General education emphasizes active learning in an engaged environment that enables students to become producers as well as consumers of knowledge.

4. General education promotes critical thinking about the assumptions, goals, and methods of various fields of academic study and the interpretive, analytic, and evaluative competencies central to intellectual development.

Writing-intensive courses enable students to:
1. produce coherent texts within common college-level written forms;
2. demonstrate the ability to revise and improve such texts;
3. research a topic, develop an argument, and organize supporting details;

Social Science courses enable students to demonstrate:
1. an understanding that human conduct and behavior more generally are subject to scientific inquiry
2. an understanding of the difference between rigorous and systematic thinking and uncritical thinking about social phenomena
3. an understanding of the kinds of questions social scientists ask and the ways they go about answering these questions
4. knowledge of the major concepts, models and issues of at least one discipline in the social sciences
5. an understanding of the methods social scientists use to explore social phenomena, such as observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, employment of mathematical analysis, employment of interpretive analysis

Challenges for the 21st Century enable students to demonstrate:
1. Knowledge and understanding of the historical roots, contemporary manifestations, and potential future courses of important challenges students may encounter as they move into the world beyond the university;
2. Familiarity with these challenges in areas such as cultural diversity and pluralism, science and technology, social interaction, ethics, global citizenship, and/or others;
3. An integrated understanding of how challenges often affect individuals and societies simultaneously in many of these areas;
4. An appreciation for interdisciplinary approaches to understanding contemporary and future challenges.