Soc 490: Senior Seminar in Sociology

Spring 2015 Instructor: Dr. Gonzalo Santos

Class meets: 5:20pm-7:45pm Room: DDH 100F
Dr. Santos' Office: DDH-AA205 Phone: 661 654-2191
Office Hours: 12:15 - 2:00 pm TuTh.
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Textbooks:

- Aristide R. Zolberg, 2008. *A Nation by Design: Immigration Policy in the Fashioning of America*. Harvard University Press: ISBN-13: 9780674030749.
- Louis DeSipio, Rodolfo O. de la Garza, 2015. *U.S. Immigration in the Twenty-First Century: Making Americans, Remaking America*. ISBN-13: 9780813344737.
- Alfonso Gonzales, 2013. *Reform Without Justice: Latino Migrant Politics and the Homeland Security State*. Oxford University Press: ISBN-13: 9780199342938.

Course Content: In this section of the Senior Seminar in Sociology we will focus on the historical and contemporary issue of immigration to the United States. First, using the Zolberg book, we trace the origins, evolution, and central role of immigration in the design of the nation-state, a history of the immigration policies and the political and social factors that produced them, from colonial times to the present. We demonstrate how immigration policy has always been contested, how a variety of social forces and the political establishment have continuously struggled to shape the immigration process to construct the kind of population each desires for the country. Next, using the DeSipio & de la Garza book, we examine the legislative and legal debates waged over immigration and settlement policies today, and look at the continuing challenges of achieving immigration reform, and also discuss the issues facing U.S. immigrants, from their reception within the native population to their relationship to established ethnic communities. Lastly, within the context of the past decade's war on terror and emergent Latino migrant movement, we address, using the Gonzales book, the issue of state violence against migrants in the United States, identify what forces are driving draconian migration control policies and why it is that, despite its success in mobilizing millions, the Latino migrant movement and its allies have not been able to more successfully defend the rights of migrants.

Course Structure: The course will be run as a seminar, meaning that students will take turns introducing and analyzing the assigned readings for each seminar session, followed by class discussion under the direction of Dr. Santos. Given the restricted enrollment, this will allow students to present at least once during the quarter. Attendance is mandatory (please, no tardiness or early departures). *All*students must come prepared to discuss the readings. To that end, when students are not presenting, they must write and turn in a Reading Assessment for each of the assigned readings for the day. The students will also produce a research project on a topic related to the course.

Class Presentations: Every class, a different student will make a full presentation on the assigned readings, on a rotational basis. Students shall do their presentations in Power Point. Class discussion will follow the presentations. Time allotted for each presentation should be about 15 minutes. Each presenting student will introduce, describe, highlight, and summarize the assigned readings, and raise a few questions for subsequent discussion. As a precaution, presentors should bring their presentations in a USB-type memory stick *and* email them to their own email account. When it's your turn to present, please show up early to set it up & test it. The presentations will be graded for *clarity & organization, accuracy and analytical strength, duration, and communication skills*.

Reading Assessments: To ensure that everybody come to every class prepared to discuss the assigned readings, students who are not presenting must bring to class (and *previously* upload to Blackboard, in Word format) one written "reading assessment" per chapter assigned for that class, each one-to-two pages in length, double-spaced, one-inch margins, font 12 text. Dr. Santos may randomly select students to read their assessments and/or questions in the discussion period. PLEASE DO NOT SEND YOUR READING ASSESSMENTS BY EMAIL, as they will not be accepted and will simply be deleted. NOTE: No late reading assessments will be accepted either in class or on Blackboard, unless the student has a pre-authorized absence from Dr. Santos.

Note: Students presenting on a given day do not need to submit ANY reading assessments FOR THAT DAY.

R.A. content: Please always write on top of your reading assessments, single spaced, your name, the date, and the title of the chapter/book you are assessing. In contrast to the presentations, these "reading assessments" must **not** summarize or describe the readings, but must critically respond to them: express what you think about them; identify the areas of strong agreement & disagreement with the author, or surprise, or even confusion. The reading assessment cannot and should not cover every issue found in the assigned readings for the day; you must be selective and demonstrate judgment in the choices of issues or arguments you respond to (by the way, "first-page topics" are always suspect!). A *bad* assessment will reveal the student read very little or very superficially, just to do the assignment (it's called "just going through the motion" - don't do it!). A *good* assessment will demonstrate the student really read the material and did a serious effort to select and critically grapple with some of the main issues raised. At the end of each reading assessment, students should always write an intelligent question that demonstrates you read well, for possible class discussion.

Research Paper: Each student do a research paper on a topic related to immigration. The papers need to be submitted to Blackboard (in Word format) by Tuesday, June 9, and brought printed to class, to present and discuss. All paper topics must be pre-approved by Dr. Santos no later than May 14. Papers should include a title page and an abstract, then between 7 and 10 pages of full text (excluding the bibliography), a bibliography, and finally any appendix for charts, maps, and figures to be included. The text should be double-lined, except for paragraph-long quotes, which should be indented and single-lined. Page margins should be 1 inch all around, and the font size 12. Cite all quotes like this (Smith, 2003: 126).

Papers will be graded for *length; clarity of language and paper organization; quality & accuracy of analysis & critical thinking; quality & choices of actual quotes; quality & choices of bibliographical sources, and quality & relevance of assembled data.*

Extra Points: A way to get extra credit is for students to attend those campus events Dr. Santos announces in class and write up a two-page report on each of them. Also, there are two general studies courses that students are strongly encouraged to take if they wish to develop their research skills, and if they do (either or both) will receive **extra credit** in this course: These courses will enable students to develop the necessary competencies to navigate their way around the complexities of researching print and electronic sources. To ensure students develop independent research skills, course instructors do not conduct the research for the students.

GST 126 - Researching the Electronic Library (2 units)
Introduces students to effective research techniques using Library electronic resources. Emphasis will be placed upon skills necessary for the identification, retrieval, and evaluation of information for general and specific topics. Students will acquire the competencies necessary to develop an effective search strategy and find research materials, including references to journal articles, full text articles in electronic format, government publications, books, and Internet resources.

GST 153 - Research on the Internet (2 units)
Introduces students to the information resources available on the Internet for research purposes Students will develop general knowledge of the Internet, navigation skills, effective search strategy skills, familiarity with Internet finding tools, evaluation methodologies and other Internet research skills.

Plagiarism: To prevent students from wittingly or unwittingly engaging in plagiarism, Dr. Santos strongly recommends students create a TurnItIn account to check for possible plagiarism prior to submitting their research papers, and to carefully read and abide by the document CSUB Classifications of Plagiarism found at: http://www.csub.edu/tlc/options/resources /turn_it_in_help_page.shtml . Anyone found guilty of engaging in plagiarism will automatically fail the course and be reported to the Office of Student Discipline and Judicial Affairs for further disciplinary action.

Grading: The research paper is worth 40% of the final grade. The reading assessments are worth, all together, 40%. The class presentation is worth 20%. Also: Perfect attendance - no unexcused absences, tardiness, or early departures - will be rewarded with 5 extra points; un-excused absences and tardiness/leaving early will be penalized with 2 and 1 point per instance, respectively. The final letter grade will be assigned, on a scale of 0 to 100, as follows:

94-100 = A	87-89 = B+	77-79 = C+	65-69 = D
90-93 = A-	84-86 = B	74-76 = C	< 65 = F
	80-83 = B-	70-73 = C-	

Office Hours & Communications with Dr. Santos: All students are encouraged to visit Dr. Santos regularly during posted office hours (see above), especially to ensure their research paper topics are approved and well focused (no

emails on this topic, please), or to discuss any question from the class lectures, the textbooks, or their class presentations. Dr. Santos much prefers students either come to his office during office hours or call him by phone, rather than to receive e-mail messages that require more than a one-line reply. This is due to his large email traffic and the ease of talking, as opposed to typing. But if you wish to send Dr. Santos a brief, to the point, personal message, you may do so at his address above.

Schedule of Reading Assignment

Week	*Tuesday*	*Thursday*
1 Mar 31, Apr 2	*HOLIDAY* *Cesar Chavez Day*	*INTRODUCTION TO CLASS*
2 April 7, 9	**DR SANTOS - PRESENTER** **ZOLBERG:** 1. Introduction: Themes and Perspectives	**STUDENT PRESENTERS:** _____ _____ **ZOLBERG:** 2. From Empire to Republic 3. An Acquisitive Upstart
3 April 14, 16	**STUDENT PRESENTERS:** _____ _____ **ZOLBERG:** 4. The American System 5. Tocqueville's Footnote	**STUDENT PRESENTERS:** _____ _____ **ZOLBERG:** 6. Seward's Other Follies 7. "An Intelligent and Effective Restriction"
4 April 21, 23	**STUDENT PRESENTERS:** _____ _____ **ZOLBERG:** 8. A Nation Like the Others 9. The Ambiguitites of Reform	**STUDENT PRESENTERS:** _____ _____ **ZOLBERG:** 10. The Elusive Quest of Coherence 11. Why the Gates Were not Shut
5 April 28, 30	**DR SANTOS - PRESENTER** **ZOLBERG:** 12. Conclusion: Natural Design in a Globalizing World	**STUDENT PRESENTER:**_____ **DISIPIO & DE LA GARZA:** 1: Current Immigration and Immigrant Incorporation Debates: How Did We Get Here?
6 May 5, 7	**STUDENT PRESENTER:**_____ **DISIPIO & DE LA GARZA:** 2: Defining Who We Will Be: The History of U.S. Immigration Policy	**STUDENT PRESENTER:**_____ **DISIPIO & DE LA GARZA:** 3: Immigrants and Natives: Rights, Responsibilities, and Interaction
7 May 12, 14	**STUDENT PRESENTER:**_____ **DISIPIO & DE LA GARZA:** 4: From Immigrant to Citizen: U.S. Naturalization Policy	**STUDENT PRESENTER:**_____ **DISIPIO & DE LA GARZA:** 5: Immigrant Civic and Political Engagement.
8 May 19, 21	**STUDENT PRESENTER:**_____ **DISIPIO & DE LA GARZA:** 6: Conclusion: U.S. Immigration Policy for the 21st Century	**STUDENT PRESENTER:**_____ **GONZALES:** 1: The State-Civil Society Nexus and the Debate Over the Border Protection, Antiterrorism, and Illegal Immigration Control Act of 2005

9 May 26, 28	**STUDENT PRESENTER:_____** **GONZALES:** 2: The 2006 Mega-Marches in Greater Los Angeles: A Counterhegemonic Moment and the Limits of Mass Mobilization	**STUDENT PRESENTER:_____** **GONZALES:** 3: Race, Globalization, and Migration Control in Riverside County
10 June 2, 4	**STUDENT PRESENTER:_____** **GONZALES:** 4: The Geo-Politics of the Homeland Security State and Deportation in El Salvador	**DR. SANTOS & STUDENT PRESENTER:_____** **GONZALES:** 5: Resisting "Passive Revolution": The Migrant Rights Movement in Washington, DC, and New York City 6: Beyond "Immigration Reform": The Latin Americanization of Latino Politics, Authoritarian Statism, and Democracy from Below
11 June 9	*ALL RESEARCH PAPERS DUE IN CLASS AND UPLOADED TO BLACKBOARD*	