

# LTNS/ETHS 470: Latina/o Immigration to the United States



Profesor: Federico Castillo  
Class: Mondays: 4:10 to 6:55 pm  
Location: CA 106  
Office hours: M 3:00-4:00 pm

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*This course partially satisfies the requirement for GE Segment III in two clusters: the Raza Immigrant Community in the Bay Area Cluster and the new Globalization and Citizenship in the Americas Cluster.*

## **OVERVIEW:**

This class examines the current debates on Latino immigration to the United States from a multidisciplinary perspective. The class will be divided in four sections: immigration, adaptation, impacts, and policy. In the first section we learn about Latino immigration and explore the causes for international migration and the history of Latino immigration to the United States. The second section examines immigrant adaptation. We discuss the different perspectives on immigrant adaptation and examine the social, economic, and political progress of Latino immigrants and their decedents. The third section examines the impact of immigration to the United States. We discuss economic and fiscal impacts, as well as racial and ethnic relations. The last section scrutinizes U.S. immigration policy. We examine the history of U.S. immigration policy and the current debates. Along the way we will discuss topics associated with environmental and health issues as they relate to the immigration process and phenomena. Specific issues will be discussed in terms of current debates at particular moments during the semester.

## **COURSE OBJECTIVES:**

1. To read and critically evaluate the academic literature on Latino immigration;
2. To gain an understanding of immigration theory and recognize the links between theory and policy;
3. To learn about the political debates on immigration and immigrant policy;
4. To explore contemporary immigration issues;

## **COURSE MATERIALS**

### **Required Materials:**

**LTNS 470/ETSH 470 Course Reader** contains all required reading for the course.

### **Required Book:**

Chavez, Leo, *Latino Threat: Constructing Immigrants, Citizens and the Nation*, Stanford University Press, 2008

**Additional material:** Material will be posted on iLearn and once posted there it becomes part of the required material.

## **COURSE REQUIREMENTS:**

The course will consist of lectures, discussions, readings, research, group presentations, and exams.

**Fifty percent of the grade will be based on exams.** Twenty percent on class participation, community service learning, and special projects. **The group presentation counts for 30 percent of the grade.** Below are due dates and the grading scheme for the course:

### ***THERE ARE NO MAKE-UP EXAMS***

### **GRADING SCHEME:**

- |                                      |              |
|--------------------------------------|--------------|
| • Midterm (25%) and Final Exam (25%) | 50% of grade |
| • Group Presentation                 | 30% of grade |
| • Attendance and Participation       | 10% of grade |
| • Special Projects, CSL              | 10% of grade |

## **PARTICIPATION AND ATTENDANCE**

**Attendance in this class is mandatory and counts for 10% of the grade.** You will be graded on attendance and participation. There are no excuses for missing sessions. You are expected to keep up with the materials, ask questions, and participate in class.

## **SPECIAL PROJECTS**

You would be expected to participate in seminars, films, or community events outside the classroom. Each event you participate on and write about counts 25 points, for a total of 100 points. I will send announcement about events, but other events could be counted once you let me know which event and if it is in accordance with class material.

You can also satisfy the 100 points by participating in community service learning (CSL). The faculty member in charge of CSL for this class is Brigitte Davila, her email is: [lawobjefa@gmail.com](mailto:lawobjefa@gmail.com). Please contact her regarding your option to replace special projects with CSL. Space for LNTS 470 students on CSL is limited, please contact Brigitte as soon as possible if you are interested.

What is a special project? A special project consists of two elements. A) You need to attend an event, participate at an event, watch a movie, read a poem, read a book chapter, interview someone or any other activity. And, B) You need to write about that event, book, movie, etc. How much do you need to write? TWO pages maximum! No more, no less. Failing to turn in your special reports on or before the following dates will result in loss of points. NO exceptions

The following dates are important to remember:

- **February 27<sup>th</sup>, 2012:** Deadline to turn in special project reports Nos. 1 and 2
- **April 2, 2012:** Deadline to turn in special project reports Nos. 3 and 4.

**Final Exam:** The final exam is comprehensive (i.e. includes all the material from the start of the semester). The final exam is scheduled for **Monday, May 14<sup>th</sup>, 2012**. Please take note of this date.

### **COMMUNITY SERVICE LEARNING**

In order to connect what we learn in the class to the reality of the Latino community in the United States, students are encouraged to participate in community service learning (CSL). **In addition to getting credit for it in this class, students could get additional credit for the CSL by enrolling in the 3-unit RAZA 694 Service Learning Course in conjunction with this class.**

There are many examples of service learning opportunities in the greater SF Bay Area with agencies and individuals who have expressed an interest in working with SFSU students from this class. Students already involved in community service can talk to me about using their activity as a service learning module. You can find out about service learning opportunities by visiting the class *ilearn* site (<https://ilearn.sfsu.edu>).

### **GROUP PRESENTATION AND PAPER:**

Students are expected to form groups, write a paper, and be part of 30 minute (this could change to a shorter presentation as needed) group presentation. This project represents a major time commitment and counts for 30 percent of the grade. There are three options on this project: (1) you could do a research project where you review the literature and collect data to present your evidence; (2) you could develop a multi-media project, where you present your evidence on films, paintings or documentary; or (3) you could do your project based on your work on a CSL site. You will develop a research question, a clear thesis statement, review the literature on the topic, collect data or develop a multi-media project, and submit written reports throughout the semester. Below are some examples of potential topics:

1. The challenges and opportunities of union organizing within the immigrant community.
2. The impact of raids on families and children.
3. Guest worker programs from an international perspective.
4. Seasonal Migrant Labor Force and Immigration.
5. Guest worker programs - benefits and challenges.
6. The educational progress of immigrant children.
7. Border Controls and their impact on immigration.
8. Latino/a business opportunities
9. State and/or local efforts to address immigrants (i.e. sanctuary cities)
10. Challenges facing Latina immigrants

- Group Presentations

- |                                  |                    |
|----------------------------------|--------------------|
| ○ Integrate groups               | February 6         |
| ○ Turn in topic                  | February 20        |
| ○ Thesis statement due           | March 5            |
| ○ List of References             | March 19           |
| ○ Argument for Presentation      | April 2            |
| ○ Presentation                   | April 30 and May 7 |
| ○ PAPER DUE THE DAY OF THE FINAL | May 14             |

The 30 minute presentation is a summary of the research. The presentation should include:

- **Motivation – Why the topic was chosen for investigation**
- **Research Question – Clearly stated research question under investigation**
- **Research Methodology – What research methods were used? The “how” you did your work.**
- **Results – The results of your research. Are they supported by solid theory and data?**
- **Conclusion/Policy Recommendations – In addition to your research conclusion, you need to include specific policy recommendations along with the institutions or stakeholders that should consider them.**

The paper should be an extensive evaluation of the issue. In the paper you should present a description of the problem, for instance, you could look at immigrant entrepreneurship. You could look at the language issue, access to credit, training and information or any other host of issues dealing with businesses. You could present evidence of the increases in the numbers of immigrant businesses and their potential for rebuilding Latino communities. You could end with a discussion of policy alternatives to improve conditions for immigrant businesses.

**Format of the Paper (about 10-12 double spaced pages)**

Your final paper will consist of the following elements:

**Statement of the Problem (1-2 pages)**

In this first section you discuss the issue you are examining and provide a concise thesis statement describing the question you wish to explore.

**Presentation of Evidence (6-7 pages);**

The second section reviews the literature and evidence about this problem -- why is it happening? What is known and what is not known about the issue? Using data from the reading or additional data you should document the empirical evidence about this issue.

**Implications (policy & others) (2-3 pages).**

What are the implications of this issue for the Latino community? What are ways to address the issue? Policy implications need to be specific actions that you recommend an institution (governmental, non-governmental, etc) to undertake or act on. What you propose to these institutions need to be clear and directly addressing the issue you are addressing. Also, remember to position yourself as the expert.

**For example,** if you are looking at business ownership, what is the number of Latino owned businesses? Are they increasing or declining in the state? What are the challenges facing this business getting funding? Securing contracts? Those doing CSL could talk about the available programs to help these businesses. You could describe the program where you worked and conversations you had with participants and others at the site. You can make your case about the needs of Latino business by sharing what you saw and heard at your CSL cite combined with a review of the academic literature in the subject. You could also talk about some of the issues not address by you CSL site and potential areas for improvements in their services. Those doing a multi-media presentation would describe the concept of their presentation in this section and how their work illuminates on this issue.

**Other requirements:**

- Research projects need a minimum of 10 academic references.
- Multi-media presentation or a CSL project require a minimum of 5 references.
- Academic references are found by doing library searchers not solely on web-searchers.
- You need to clearly document each source.

**Note: All research papers MUST be submitted in hard copy AND in digital format. Submissions in both formats (digital and hard copy) are considered your official submissions. One is not a substitute of the other.**

**UNIVERSITY AND COURSE RULES**

There are some basic rules of conduct that we should all follow to help facilitate social interaction and learning. These are some examples of rules for this course:

1. Cell phones should be turn off.
2. No headphones, except when needed.
3. No emailing or messaging during class.
4. Class discussion must be conducted in a respectful and supportive matter.
5. All views are encouraged and appreciated.
6. Assignments turned in after the dateline will be penalized.
7. People caught cheating are subject to disciplinary action.
8. Plagiarism is illegal and could lead to termination from SFSU.