

## Syllabus<sup>1</sup>

EWS 3500: Immigration, Race and Gender Studies

Ethnic & Women's Studies

California State Polytechnic University Pomona

Day (Time): Monday's (5:30pm to 8:15pm)

Class Location: 5-214

Professor: Dr. Alvaro Huerta

Email: [amhuerta@cpp.edu](mailto:amhuerta@cpp.edu)

Office: 3-1413 (outside corner of building)

Phone: 909.869.2710

Office Hours: Monday's & Wednesday's (3:00pm to 5:00pm)

### Course Description:

This course focuses on the history and theories of ethnic immigration/incorporation in the U.S., particularly the 20<sup>th</sup> Century to the present. Large-scale movement of people raises questions and issues about traditional understandings of nationality, loyalty, place and identity. This includes the examination of competing theories of immigration, as well as transnationalism, etc. This also includes paradigms that challenge integrationist reading of migration. In addition, this course focuses on how immigrants become incorporated into the receiving society, including the examination of dynamics of migration, integration, and citizenship, both from perspective of receiving society and lived experiences of immigrants. Moreover, this course examines the role of migrant networks in both the sending and receiving countries. Lastly, this course will discuss and analyze current national debates on comprehensive immigration reform, such as the border wall, the case of the DREAMERs and the caravan from Central America. In addition, we'll discuss past and current events, such as anti-immigrant rhetoric and racism occurring during the last presidential election and beyond.

### Class Structure / Style:

Given the small class size, this course will function like as a seminar, where all students will be regularly presenting their readings, reflections and class assignments to the entire group and in smaller groups.

### Class Attendance and Participation:

Given that we have a limited number of classes, attendance is very important. A pattern of unexcused absences will result in a lower grade (e.g., a student may receive a "C" instead of a "B"). Or, a student may fail the class for too many absences. Students are expected to be familiar with the required readings, stay on top of the assignments and contribute to class discussion. Everyone is encouraged to participate in class, even those who are normally shy. The professor will provide a "safe" and conducive space for everyone to participate. The quality of your comments is more important than the quantity. Also, try not to monopolize class discussions. Each individual is expected to contribute his or her ideas during class.

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<sup>1</sup> Subject to change, where the professor will provide advanced notice to changes. Updated on January 27, 2020.

### Policies on Absences, Late Assignments, Tardiness and Misconduct:

For every absence (with the exception of documented medical/family emergencies<sup>2</sup>), there will be a 5-point deduction, starting with participation points. Work is not a legitimate excuse.<sup>3</sup> (Being late 3X = 1 absence.) Missing two or more classes will also have a negative impact on grade.

For late reflection papers, there's a .5-point deduction per day. For other assignments, there's a 2-point deduction per day. Regarding the research papers, late papers are not accepted, unless you have a documented medical/family emergency.

### Communications:

When absent or if something unexpectedly arises which interferes with the course, the student should email the professor. Overall, good practice.

### “No In-class Computer” Policy

Unless informed/approved by the professor, computers are not allowed in the classroom for taking notes, etc. A simple notebook paper and pen/pencil for taking class notes will suffice. *Also, students shouldn't text, chat or answer phones during class. No Facebook, etc. Moreover, students shouldn't be working on other classes during class sessions.* Put phones on silent/vibrate mode and exit class to answer phones, in case of emergency.

### Academic Integrity & Dishonesty:

Cheating and plagiarism (i.e., the copying of or use of other people's work and submitting it as your own without proper citation) will result in negative consequences for the student. See Cal Poly's Judicial Affairs Office policy: <http://www.cpp.edu/~studentconduct/>. For further information on cheating / plagiarism and how to appropriately cite sources go to: <http://owl.english.purdue.edu/owl/resource/589/01/>.

### Respect:

This course is an academic safe space designed for everyone to explore complex and, sometimes, sensitive issues related to class topics. Thus, racist, sexist, classist and homophobic language or related behavior will not be tolerated. Students exhibiting this type of behavior will be asked to leave class and meet with the professor and/or CPP staff/administration. Moreover, students must conduct themselves according to university policies. At no time, for example, should any student become verbally or physically abusive towards fellow students and professor and vice versa. This type of behavior will result in a lower-grade for the student, in addition to other negative consequences, as outlined under the university's student conduct policies for said behavior.

### Disability Accommodation:

Students with disabilities who need modifications, special assistance or accommodations should promptly direct their request to the professor. You may also contact a staff member at the Disability Resource Center (DRC), who can directly address the matter with professor. The DRC is located in building 9, Room 103, (909) 869-3333, (909) 869-3271 (TTD/TTY): <http://www.cpp.edu/~drc/index.shtml>

### Reflection Papers:

Students will write reflection papers throughout the semester based on selected readings. Reflections should be typed. (One page and double spaced.) What's the author's main point or points? How does she or he support point or points? What do you think? Agree? Disagree? Unlike the research paper, they should be informal. I'm not looking for right or wrong answers. Part of assignment is to ensure that students read assigned articles so that they can discuss them in classroom, etc. The other part is for students to express their viewpoints as critical thinkers on an array of topics.

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<sup>2</sup> Contact the professor directly, regarding any medical/family emergencies. Proof is required. Special circumstances will be handled on an individual basis.

<sup>3</sup> For exceptions, contact the professor. Once again, proof is required.

### Writing Assignments:

Refer to below weekly schedule.

### Class Materials:

The professor will discuss assigned readings on first day of class. Assigned readings will be kept to a minimum, especially since students will be required to select their own readings (e.g., academic articles, books) for research papers. Students are encouraged to use or integrate assigned books into research papers.

### Final Research Paper (for instructions, refer to last page):

Each student is responsible for a final research paper addressing a topic relevant to the course. To avoid last minute delays in the preparation of final papers and, more importantly, to benefit from the climate of intellectual discussions, papers will be formulated in stages and discussed in class on an ongoing basis.

### Presentations:

Students will present a power point presentation to the entire class. The professor will consider exceptions under special considerations. The professor will discuss details during class.

### Exams:

There's a short exam during final's week. The professor will discuss details during class.

### Pop Quiz:

To ensure that students attend class and read assigned articles, there's a potential for a pop quiz. Missing or not being ready for potential pop quiz will result in a 5-point deduction from participation.

### Grading Points:

- Attendance, Class Participation and Conduct: 20 points
- Reflection Papers: 10 Points
- Research Proposal 5 Points
- Bibliography: 5 Points
- Literature Review: 10 Points
- Methods: 5 Points
- Outline: 5 Points
- Writing Assignment: 5
- Midterm: 5
- First Draft: 5 Points
- Power Point Presentation: 5 Points
- Final Exam: 5 Points
- Final Paper: 15 Points
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- Total: 100 points

### Grading Scale:

- A = 93 – 100
- A - = 90 – 92
- B+ = 88 – 89
- B = 83 - 87
- B- = 80 – 82
- C+ = 78 – 79
- C = 73 - 77
- C- = 70 – 72
- D+ = 68 – 69
- D = 63 - 67
- D - = 60 – 62
- F < 60

### Books, Articles and Class Assignments

Books are available at the Bronco Book Store (<http://www.broncobookstore.com>). *Required books must be purchased during first week of course.* Given the affordability of assigned books, there are no exceptions. Also, the professor will distribute some articles via Blackboard to students. However, in lieu of purchasing an expensive reader, students are expected to seek articles (free of charge) via their university library privileges.

- Huerta, Alvaro. 2013. *Reframing the Latino Immigration Debate: Towards a Humanistic Paradigm.* San Diego: San Diego State University Press.
- Huerta, Alvaro. 2019. *Defending Latina/o Immigrant Communities: The Xenophobic Era of Trump and Beyond.*

### Research Resources:

Library Resources

Urban and Regional Planning: <http://libguides.library.cpp.edu/urp>

Ethnic and Women's Studies: <http://libguides.library.cpp.edu/ews>

The Purdue Writing Lab

<https://owl.purdue.edu>

Research Writing Sources/Links by Professor

<https://sites.google.com/site/alvarohuertaside/links-academic-more>

<https://sites.google.com/site/alvarohuertaside/recommended-books>

## Research Paper Assignments

### **Research Proposal (1/2 page)**

While in small groups for mutual support, each one of you will be responsible for your own topic or paper. Devise an interesting research question(s) that you would like to answer. While the research question represents the driving force behind the research you will be conducting, keep in mind that as research progresses (and you discover more about your subjects), this research question might change or be modified. A good way to approach this is to think of answering the question: Why does this matter?

### **Bibliography of books, academic articles (mostly), newspaper articles (1-2 pages)**

Create a bibliography. Include between 10-15 journal articles, newspaper articles and books (1-2).

### **Brief literature review on selected articles (3 pages)**

Review the key arguments other scholars have made about your topic. You should read reviews of books (some found on JSTOR, Google Scholar, etc.) and academic articles related to the topic. Write a brief literature review which sums up the past research.

### **Methods (1/2 page)**

Provide a brief summary of types of research methods to be utilized to complete research paper, along with primary and secondary sources.

### **Outline (2 pages)**

Provide a detailed outline of research paper.

### **First draft research paper (5 pages or 50% of final paper)**

Write first draft of research paper. Includes areas to be improved, gaps and plan of action to complete final assignment by due date.

### **Class presentation (about 5 slides)**

Draft short power point and provide a class presentation based on findings of research paper. Some of the themes and/or questions that you might wish to share with the class for your presentation include: What were the obstacles you faced while conducting research? How does the data answer your original research question? What other research would you suggest be done if the project were continued? Did your data corroborate or refute the major "conflicts" imbedded in the academic debate over your topic? What does your data tell you about public policy responses to your topic?

### **Final research paper (for instructions, refer to final page)**

This assignment is the culmination of this class and is therefore worth a larger percentage of your course grade. Please take this part of the course very seriously. Writing a research paper will not be easy; however, keep in mind that by the time of your presentation, you should have all the major components (e.g., research question, literature review, data analysis, findings, analysis, etc.) of your research paper. The key will be to put it all together into a thoughtful and coherent research paper.

### **Writing Assignment (800 words)**

Students have three options to **select one** from: (1) **Personal essay** or personal narrative, where students interview someone and reflect on their own experiences related to course topics or research topic. Students are encouraged to interview individuals they know and utilize photographs, etc.;; (2) **Op-Ed**, where students write a social commentary on any issue related to course topics or research topics; and (3) **Policy paper**, where students analyze a public policy related to course topics or research topic.

## Weekly Schedule

### Week 1 (1/20: No Class): Course Overview / Research Design and Methods

No class due to MLK Holiday

Also, glance at the following online sources...

<http://libguides.library.cpp.edu/urp>

<https://owl.purdue.edu>

### Week 2 (1/27): Research Methods & Sources

Dr. Ann Forsyth. "On Writing Research Papers"

Dr. Rick Lopez. "Guide to Reading: How to Get to Know a History Book."

Note: For both articles, refer to professor's Google home page, under writing and research PDF links:

<https://sites.google.com/site/alvarohuertaside/site/links-academic-more>

*Due:* Assignment (Proposal)

### Week 3 (2/3): Immigration Theories

Massey, Douglas, Joaquin Arango, Graeme Hugo, Ali Kouaouci, Adela Pellegrino and J. Edward Taylor. 1993. "Theories of International Migration: A Review and Appraisal." *Population and Development Review* 19 (3): 431 – 466.

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.667.4527&rep=rep1&type=pdf>

Fitzgerald, David. "Towards a Theoretical Ethnography of Migration." *Qualitative Sociology* 29 (1, Spring): 1 – 24.

<http://escholarship.org/uc/item/8v57004h>

*Due* Reflection # 1 on Massey, et. al

### Week 4 (2/10): Defending Latina/o Immigrants

In lieu of going to classroom, go to library...

Huerta, Alvaro. 2019. *Defending Latina/o Immigrant Communities: The Xenophobic Era of Trump and Beyond*.

*Due:* Reflection Paper # 2 on Huerta

### Week 5 (2/17): On Fieldwork and Research Methods

Small, Mario. 2009. "How Many Cases do I need?: On science and the logic of case selection infield-based research." *Ethnography* 10 (1): 5 – 38.

<https://scholar.harvard.edu/mariosmall/methods>

Armenta, Amada. 2009. "Creating Community: Latina Nannies in a West L.A. Park" *Qualitative Sociology* 32(3): 279-292.

Chavez, Christina. 2008. "Conceptualizing from the Inside: Advantages, Complications, and Demands on the Insider Positionality." *The Qualitative Report* 13 (3): 474 – 494.

### Week 6 (2/24): Publishing on Latina/o Immigrants

Listen to podcast with writer Myriam Gurba

<https://www.latinorebels.com/2020/01/26/myriamgurba/>

Writer Myriam Gurba on *American Dirt*

<https://tropicsofmeta.com/2019/12/12/pendeja-you-aint-steinbeck-my-bronca-with-fake-ass-social-justice-literature/>

*Los Angeles Times* Daniel Hernandez Writer on American Dirt

<https://www.latimes.com/entertainment-arts/story/2020-01-26/american-dirt-publishing-latino-representation>

### Week 7 (3/2) Immigration in the Context of the 2016 U.S. Presidential Election

Huerta, Alvaro. 2016. "The Hustler: Trump and the Mean Streets of East LA." *CounterPunch*, September 15.

<http://www.counterpunch.org/2016/09/15/the-hustler-trump-and-the-mean-streets-of-east-la/>

Huerta, Alvaro. 2017. "The 'War On Immigrants': Racist Policies In The Trump Era." *HuffPost*, August 1.

[https://www.huffingtonpost.com/entry/the-war-on-immigrants-racist-policies-in-the-trump\\_us\\_5980bf68e4b0d187a596909b](https://www.huffingtonpost.com/entry/the-war-on-immigrants-racist-policies-in-the-trump_us_5980bf68e4b0d187a596909b)

*Due:* Assignment (Literature Review and Methods)

### Week 8 (3/9): Theories of Integration and Debates over Assimilation

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.

Gans, Herbert. 1979. "Symbolic Ethnicity: The Future of Ethnic Groups and Cultures in America." *Ethnic and Racial Studies* 2(1):1-19.

*Due:* (1) Reflection # 3 on Portes and Zhou

(2) Assignment (Bibliography and Outline)

### Week 9 (3/16) On Immigration, Civic Engagement and Social Movements

Pardo, Mary. "Mexican American Women Grassroots Community Activists: Mothers of East Los Angeles." *The Journal of Women Studies*, 11 (1): 1 – 7.<sup>4</sup>

Huerta, Alvaro and Alfonso Morales. 2014. "The Formation of a Grassroots Movement: The Association of Latin American Gardeners of Los Angeles Challenges City Hall." *Aztlán: A Journal of Chicano Studies* 39 (2): 65 – 93.

<https://urbanresearchnetwork.org/wp-content/uploads/2015/01/Formation-of-Latino-Grassroots-Movement-Huerta-and-Morales-2014.pdf>

*Due:* (1) Reflection # 4 on Pardo

(2) Reflection # 5 on Huerta and Morales

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<sup>4</sup> When there's no link or reference to Blackboard, retrieve from CPP library account. Also, when link doesn't work or PDF not available, email professor in advance so he can post on Blackboard.

Week 10 (3/23) Chinese Americans / Immigrants, Identity and Chinatowns

Li, Chou. 2015. "Commercialism and Identity Politics in New York's Chinatown." *Journal of Urban History*, Vol. 41 (6): 1118-1134.

Viet Thanh Nguyen. "America, Say My Name." *New York Times*, March 9, 2019.  
<https://www.nytimes.com/2019/03/09/opinion/sunday/immigrants-refugees-names-nguyen.html?action=click&module=Opinion&pgtype=Homepage>

*Due:* Writing Assignment (refer to page # 5 of syllabus)

Week 11 (No Classes): Spring Break

No Classes

Week 12 (4/6): On Reframing Immigration Debate

Huerta, Alvaro. 2013. *Reframing the Latino Immigration Debate: Towards a Humanistic Paradigm*. San Diego: San Diego State University Press.

*Due:* Reflection # 6 on Huerta

Week 13 (4/13): On Latina/o Art and Gentrification

By Gary Brewer. Studio Visit: Salomon Huerta, Transcendent Identity  
<https://artandcakela.com/2018/04/02/studio-visit-salomon-huerta-transcendent-identity/>

Miranda, Carolina A. "'Out!' Boyle Heights activists say white art elites are ruining the neighborhood...but it's complicated." *Los Angeles Times*, October 16, 2016.  
<http://www.latimes.com/entertainment/arts/miranda/la-et-cam-art-gentrification-boyle-heights-20161014-snap-story.html#>

*Due:* Assignment (1<sup>st</sup> Draft): (Wednesday)

Week 14 (4/20): Xenophobia and Eugenics

Huntington, Samuel P. 2004. "The Hispanic Challenge." *Foreign Policy* March/April: 30-45.  
<https://apropus.files.wordpress.com/2011/05/the-hispanic-challenge.pdf>

D'Antonio, Michael. 2017. "Trump's Move to End DACA Has Roots in America's Long, Shameful History of Eugenics." *Los Angeles Times*, 14 September 2017.  
<http://www.latimes.com/opinion/op-ed/la-oe-antonio-trump-eugenics-daca-20170914-story.html>

*Due:* (1) Reflection # 7 on Huntington  
(2) Reflection # 8 on D'Antonio

Week 15: (4/27): On the Informal Economy and the Case of Street Vendors

Mukhija, Vinit and Anastasia Loukaitou-Sideris. Introduction on the Informal City. (Blackboard)

NPR-Marketplace. "Street vending may be legal in Los Angeles by summer's end."  
(Article and audio)  
<https://www.marketplace.org/2018/06/22/economy/los-angeles-legal-street-vending>

Montes-Huerta, Joaquin and Alvaro Huerta. 2015. "No Reason to Curb Street Vending."  
*Los Angeles Business Journal*, September 21.  
<http://www.labusinessjournal.com/news/2015/sep/21/no-reason-curb-street-vendors/?page=1&>

Marquez, Liset. "Pomona mayor wants to create a path to decriminalizing street vendors."  
*Inland Valley Daily Bulletin*, June 15, 2018.  
<https://www.dailybulletin.com/2018/06/15/pomona-mayor-wants-to-create-a-path-toward-decriminalizing-street-vendors/>

Marquez, Liset. "Here's when Pomona will start cracking down on illegal street vendors."  
*Inland Valley Daily Bulletin*, June 8, 2018.  
<https://www.dailybulletin.com/2018/06/08/heres-when-pomona-will-start-cracking-down-on-illegal-street-vendors/>

*Due:* Reflection # 9 on Mukhija and Loukaitou-Sideris  
*Due:* Reflection # 10 on Joaquin Montes-Huerta and Alvaro Huerta.

Week 16: (5/4: Power Point Presentations)

Week of power point presentations, where students present research results to class.

*Due:* Assignment (Power point slides outline)

**Final: (Monday, 5/11. 5:00pm to 6:50pm)**

In-class final exam during final...

*Due:* Assignment (Final research paper) (due at start of class; mandatory attendance)

## Final Research Paper Guidelines

Organize the research paper as you would organize a paper for an academic publication. (The professor will discuss acceptable topics, during first weeks of course.) *It should be 15 pages of text, including pictures, illustrations, graphs and tables.* Also, include cover letter, table of contents, self-grade evaluation and bibliography. It should be 1.5 line spacing and 1" margins. The research paper should follow the below format, including (sub)headings.

- *Introduction: research question and why this is important*, worth studying (e.g., because it hasn't been studied before, because it will help adjudicate between two competing theories, because the case offers a challenge to accepted theories, etc.).
- *Literature Review: placement of research question and project within a broader literature.* Don't summarize the existing literature, but explain how your project is in conversation with specific literatures and how you hope to contribute to debates.
- *Methods: research design, methods, data* – a description of the overall research design, methods used and evidence brought to bear on the question. You will want to provide enough information that you make a solid case for your choices and argue that the methods and data are appropriate to the question.
- *Findings / discussion:* this should represent the bulk of the paper. Here you discuss the evidence and develop your argument. If you are engaged in a project that relies heavily on hypothesis-testing, you would lay out the hypotheses and discuss which are supported, interesting findings, etc. If you are engaged in theory or conceptual development, you would present your evidence, discussion your interpretations and build your argument.
- *Conclusion* – here you sum up the main findings, relate it back to the literature and the original question to highlight your contribution, and you might suggest future avenues for research or implications from your findings. You can also note potential limitations of the study and discuss how these might affect the argument, anticipating your critics (though you do not have to do this).

### Check List:

- Final Research Paper = 15 pages
- Don't number cover as page 1. It should be 0 and not visible.
- Spacing = 1.5"
- Margins = 1.0"
- Staple paper (this applies to all assignments)
- Cover Page includes
  - Title, student name, email, date, class name, department & name of professor
- After cover page, include a paragraph on self-evaluation for final grade
- Use headings and subheadings
- Include in-text citations
- You must cite all primary and secondary sources.
- There will be negative consequences for plagiarism. When in doubt, cite source.
- Be consistent with style, such as MLA, APA, Chicago, etc. Select any style.
- Images, graphs, charts, maps and tables should be part of appendix or addendum.
- Don't procrastinate!