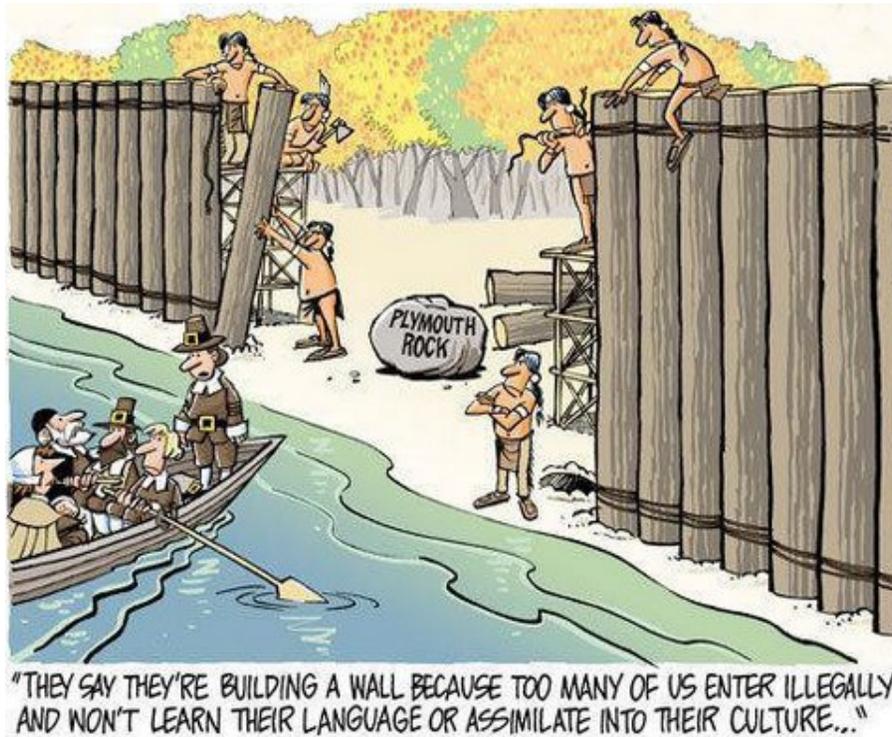


IMMIGRATION AND AMERICAN SOCIETY

Tufts University
Sociology 70
Spring 2014



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Office: Eaton Hall 116 (in the basement)
Office hours: Tuesdays 4:30-5:30pm and Thursdays 1:30-2:30pm
(a weekly sign-up sheet is posted on my office door)

Course time: Tuesdays/Thursdays 3:00-4:15pm (I/I+ Block)
Course location: Eaton 206
Course blog: <http://sites.tufts.edu/soc70spring2014/>
Prerequisites: None

Course Description

No other phenomenon is remaking contemporary societies more than international migration. According to the United Nations, in 2008 there were 214 million international labor migrants (10-15% of them unauthorized) and 15.2 million officially-recognized refugees worldwide. In the United States alone, there were roughly 38 million foreign-born individuals in 2008 (roughly one third of them unauthorized), and together with their children, they made up almost a quarter of the total U.S. population. The movement of people across nation-state boundaries and their settlement in various receiving societies – from the European nations that used to send their citizens to the United States more than a century ago, to oil-rich Middle Eastern states and developing nations – has the potential to alter the nature and significance of fundamental institutions and organizing categories, such as citizenship, the nation-state, race, ethnicity, gender, and class.

This course provides an introductory look into the topic of, and the major debates surrounding, international migration, using the United States as a local lens for understanding important phenomena that are occurring in other countries, too. We begin by asking questions such as: Why do people migrate across international borders? Can nation-states control migration, especially “unwanted” or “unauthorized” migration? What are the policies that the United States has developed to let some people in while keeping others out?

We then consider assimilation and incorporation, the processes by which foreign “outsiders” become integrated into their new societies and homes, as well as resistance to foreign outsiders by natives. Here, we ask questions such as: Are immigrants and their children becoming part of or assimilating into the U.S. mainstream? What is the mainstream? How do sociologists theorize, measure, and evaluate immigrant incorporation? Of particular interest are debates around “straight-line” assimilation, “segmented” assimilation, and “transnationalism”, and we will examine the experiences of the immigrants themselves, as well as their children (the second generation), as we navigate among these theories. We will also pay attention to how immigrant incorporation is shaped not only by immigrants’ own characteristics and efforts, but more importantly, by the characteristics and efforts of their receiving countries and communities.

Finally, we end the course by looking at how arrival of immigrant newcomers affects the economic, cultural, social, and political dynamics of the countries and communities that receive them. Here we will pay special attention to topical debates about how international migration both challenges and reshapes two traditional types of membership in the United States: (a) race and ethnicity and (b) citizenship and national belonging. Parallels to debates about these questions in other countries will be highlighted, but the focus is primarily on the United States.

There are no prerequisites for taking this course. It is open to anyone with an interest in immigration and a willingness to examine the difficult moral, political, and academic questions that immigration raises in the 21st century. Understanding why people move and what happens to them; what happens to the societies that receive immigrants; and how international migration helps to connect new people and places in a globalizing world is one of the critical policy issues of the new millennium.

Course Objectives

In keeping with the learning objectives outlined by the Department of Sociology, the primary objectives for this course are that all students:

- Acquire in-depth knowledge, and develop a broad understanding of the historical and theoretical development, of the sociological sub-field of immigration
- Develop an ability to examine the processes involved in international migration, and the socioeconomic trajectories of different immigrant groups in the United States, analytically, critically, and comparatively
- Develop an understanding of how various social constructs (such as national origin, nativity, generation, length of time spent in the United States, citizenship, legal status,

- class, race, ethnicity, gender, and religion) influence immigrants' social positions and organize their daily lives
- Develop and hone critical your thinking skills by reading and discussing original research published by sociologists
 - Cultivate your critical writing skills through several take-home writing assignments
 - Cultivate an early interest in quantitative sociological research by gathering and analyzing statistical data on two contemporary national origin immigrant groups in the United States
 - Cultivate an early interest in qualitative sociological research by collecting original interview data to explore the competing theories of migration, and the processes of reception, assimilation, and identity formation, in the life story of a first-generation immigrant to the United States

Course Format

This is an introductory course, broken down into two 75-minute classes per week. Each class will involve some combination of lecture presentation, class discussion, small-group projects and exercises, and the occasional video and multimedia presentation. There will be 10 required responses to the weekly readings; a quantitative statistical profile assignment; a take-home video essay assignment; a qualitative interview assignment; and a take-home final exam.

Course Website on Trunk / Keeping Your Email Address Current

Your very first responsibility for this course is to visit our course website on Trunk (<http://trunk.tufts.edu>) and browse the content areas. Also, if you do not check your Tufts University email account very regularly, be sure that you are having its mail forwarded to an account that you do. I will periodically send messages to your email address not only via regular email but also via the "Messages" feature on the Trunk course website, and I will always assume that you receive them. Other students may also try to contact you via Trunk or your Tufts email account, and it is not their fault if they cannot reach you.

Note: All students who register for the course via ISIS will be automatically granted access to our course website on Trunk by a Tufts system administrator. Access is updated daily through the first four weeks of the semester; therefore, you should not need to contact me personally to obtain access to the course website.

I will post .pdf copies of my powerpoint lectures on the Trunk course website, which you can view and download there. This is intended to reduce your anxiety about taking notes in class, by making key points from the material we discuss available online.

Course Blog / Current Events

To allow you to engage in the course more creatively and informally, I have also created a new course blog this year, located at <http://sites.tufts.edu/soc70spring2014/>. (There is also a link to the blog via our official Trunk course website, but the blog is separate from Trunk). Around week 2 in the course, I will give access to this blog to all students who are enrolled in the course. Once you have been given access, you can go there and login using your Tufts UTLN and password. Instructions for posting your thoughts in text, as well as for posting any links to current events or other online resources you find sociologically interesting, are located in the right sidebar of the blog. All students are encouraged to comment on and discuss your fellow students' posts, and to do so respectively and in the spirit of intellectual learning. Posting and commenting is voluntary, but doing so can count toward your course participation, so have fun! To get you started, I have put links to a few websites that I like and that have interesting immigration-related content on

Trunk, under “Resources→Useful News/Immigration/Statistical Data Websites”. Feel free to explore them and others.

Course Textbooks

The following 3 required textbooks can be purchased in the Tufts University Bookstore or in used form online or at used bookstores. Copies of each have also been placed on reserve in the Tisch library; if you access them there, just be sure to plan well in advance, since demand for them may run high at certain times:

1. Golash-Boza, Tanya. 2011. *Immigration Nation: Raids, Detentions and Deportations in Post-9/11 America*. Boulder, CO: Paradigm Publishers.
2. Cainkar, Louise A. 2009. *Homeland Insecurity: The Arab American and Muslim American Experience After 9/11*. New York: Russell Sage Foundation.
3. Marrow, Helen B. 2011. *New Destination Dreaming: Immigration, Race, and Legal Status in the Rural American South*. Stanford: Stanford University Press.

Course Evaluation

Course Participation:	30% total
10 Written Responses to the Assigned Readings (1 page each)	20%
Other Contributions (i.e., to class discussion and activities, posting current events on the course blog, etc.)	10%
Statistical Profile and Essay Assignment (6 pages)	15%
Video Essay Assignment (5 pages)	20%
Immigrant Interview and Essay Assignment (6 pages)	15%
Take-Home Final Exam (1 short essay, 5 pages)	20%
TOTAL:	100%

Minimum Requirements to Pass: You must complete each section of the above evaluation list to pass the course as a whole, regardless of what grade you earn on each one.

Calculating Grades: Each of your assignment grades will be assigned based on the following scale. To calculate your final course grade, all of the points that you have earned on each assignment will be tallied into a grand total, and weighted accordingly:

A+ 98-100	C 74-76
A 94-97	C- 70-73
A- 90-93	D+ 67-69
B+ 87-89	D 64-66
B 84-86	D- 60-63
B- 80-83	F 0-59
C+ 77-79	

Because one assignment involves 10 written responses to the assigned readings, each one will be graded along the following continuum, with your total grade for this assignment being the sum of all 10 (and therefore corresponding to the main grading scale above):

A+ 9.9	C 7.5
A 9.6	C- 7.2
A- 9.2	D+ 6.8
B+ 8.8	D 6.5

B 8.5	D- 6.2
B- 8.2	F 0-5.9
C+ 7.8	

In general, “C” means “Average”. A grade of a “C” indicates that you have completed the assignment in an ordinary manner. In all likelihood, the assignment probably does not meet all requirements but is not so deficient as to warrant a “D”, which is of course below average. In contrast, “B” signifies that you completed the assignment sufficiently and that all requirements were fulfilled. (Yes, even though “all requirements were fulfilled,” this does not automatically lead to an “A”.) A grade of an “A” on any assignment means that you went beyond the requirements to present an interesting sociological insight, or a high level of synthesis of course material which reflects a sophisticated analysis.

Do not ask me to give you a higher grade than you earned because you are on academic probation, need it to maintain your scholarship, feel that you should earn a good grade in an introductory course, or for any other special circumstance. Likewise, do not ask me for a higher grade because you need it to get into business or medical school. I do not give grades; you earn the grade that you receive.

Helpful Hints on Reading: Reading is essential to your comprehension and participation in class. Some questions to ponder for each reading assignment include: What methodology is employed by the author? What is the central argument of the selection? What claims are being made by the author? What are the strengths and weaknesses of the author’s argument? Does the author make suggestions or arguments with which you disagree (and if so, why)? How does the reading relate to the lecture material? Or to specific concepts, topics, theories, or methods we have been discussing? How does it relate to current events or public opinion? Thinking about and answering these questions will help prepare you for class discussions and written assignments.

10 Written Responses to the Readings (1 page each): These are 1-page responses to the assigned readings listed for that class day (each one should be single-spaced, written in Times New Roman 11-font, and include your name clearly printed at the top). In other words, if I wanted to submit a response on *Thursday, January 23*, I would need to submit 1 page of single-spaced material responding to Zolberg (1999) as well as the video *Which Way Home* (2006), since those are the two readings and video viewings that are assigned for *that class day*. In this assignment, the primary goal is for you to provide your own reflections and thoughts on the assigned readings for that day before we have a chance to engage and discuss them as a group. Do remember, however, that because these are formal responses, I want more than a personal opinion. Instead, you should formalize your reflections and reactions using the “food for thought” questions I pose in the syllabus, plus the sociological concepts and information you have been learning along the way, to the extent that you can. As you progress through the course, you are of course welcome to draw connections from later readings, concepts, and responses back to earlier ones. Above all, remember this is your place to shine individually. What catches your eye in one or more of these reading assignments? What strikes you the most when reading them? How do they move you, both intellectually and emotionally? Do you agree or disagree – and why? What is sociologically relevant here? Consider the **Helpful Hints on Reading** (see above) as you go.

All students may decide for yourselves which 10 days/sets of assigned readings you would like to submit responses for, and you are completely in charge of making sure you submit all 10 by the end of the course. Responses will be collected in hardcopy at the beginning of each class; no responses will be accepted after the start of class. Responses will be graded and returned to you

on an ongoing basis as is possible. Each response is worth up to 10 points, for a total of 100 points by the end (see rubric above).

The Take-Home Final Exam:

Toward the end of class I will distribute a set of short essay questions, and you will have the option of choosing one to complete. This take-home exam is “open book”, but you must complete it on your own and without consulting anyone else (remember that the normal standards for academic integrity always apply). You will be expected to write 5 pages total (no more, no less). The final exam will be due in hardcopy and online on Turnitin.com on Wednesday, May 7 by 3:00pm.

- The first three options will be standard essay questions. Each will require a brief, 5-page synthesis of the assigned readings, lecture material, and in-class discussions related to one of the major themes of the course. You can pick which one you prefer to answer.
- Or, you can choose the fourth option, which will be less traditional. Toward the end of the course, we will be hosting a guest speaker (Matthew Jose) from the Greater Boston Citizenship Initiative to one of our classes on immigrant political incorporation. Together with Roy Davis, the Community Outreach Coordinator from the United States Citizenship and Immigration Services (USCIS), he has scheduled a special naturalization ceremony to be held at 1:30pm in Fanueil Hall in downtown Boston on Thursday, April 24 (more details tba). Since this is such a unique and special opportunity, I am strongly encouraging any and all of you who can possibly attend to do so if there is any way you can – both for your own experience, and also if you are interested in completing this fourth associated option for your Take-Home Final Exam. This exam option will involve writing up a 5-page essay based on your experience observing the naturalization ceremony, and possibly also any notes you take from participating in one of GBCI’s naturalization training clinics beforehand (dates/locations tba) – which you may also do – setting them within the context of our written material in Part III of the course on immigrants’ civic and political incorporation. Again, if you would like to engage in either or both of these activities, I consider them “active civic engagement in the community” and strongly encourage you to do so. To facilitate, please note that I am moving our last class to the Tuesday of reading period instead, and I will also provide any of you who have other course conflicts on April 24 with a formal letter asking your professors for permission to miss their classes that day. (They might agree, they might not, so ask ahead of time and make your decision accordingly.) Please let me know by February 27 if you plan on attending the naturalization ceremony so I can give a headcount to USCIS ahead of time to reserve your seats.

Getting Feedback on Your Written Work: I am happy to meet with you to discuss the best ways to navigate your statistical profile, video essay, and interview assignments, to offer helpful ways to improve your written responses to the assigned readings, or to answer any questions you may have as you prepare for the final exam. In the past, I have found it most helpful to discuss your ideas and writing in person and not in written form; therefore, I will not be giving any feedback to you, whether on an outline or a first draft of your writing, via email. Instead, if you want to meet, contact me to make a face-to-face appointment, and do so sooner rather than later. You can sign up for a 20-minute appointment with me during my regular office hours. I have scheduled some extra office hours before various assignment deadlines. If you don’t plan enough in advance – for example, if our office hours have already filled up, which they tend to do before major assignment deadlines – you may not be able to get the feedback you desire. In that case, you are always encouraged to seek out help with your writing from tutors available (for free!) at the Tufts’ Academic Resource Center (ARC) (<http://ase.tufts.edu/arc>). Finally, please note that

coming to see me and working on an assignment does not guarantee you an A or even a B. It may even be that the assistance I provide ensures that you earn a C and therefore saves you from earning a D.

Policies on Attendance, Participation, Illness, and Work that is Submitted Late: No excuses! Your contract as a student enrolled in one of the leading universities in the world is to attend class regularly, work seriously, and be an active class participant. Each of these things helps us all by creating a dynamic course environment, and I will evaluate your performance accordingly. That said, I also regard you as adults who make your own choices. Therefore, you do not need to ask my permission to miss class, to leave class early if you have a scheduling conflict, or to submit an assignment late. However, you should know that there are negative consequences to doing each of these things, as follows.

Attendance and Participation: For example, by missing class, your participation grade could obviously falter. You may miss in a homework assignment or group activity that could count toward your total participation grade. That's just the way it is. To compensate, you could plan to increase your participation on other class days. You should also find alternate ways of accessing information presented that does not involve coming to my office hours and asking me to re-cap it for you (e.g., you might wish to access the .pdf copies of the powerpoint lectures online, talk to one of your fellow students, review the relevant literature, etc.).

Minor Illness: If you miss a regular class for a minor and short-term illness, such as a cold or weak flu, you do not need to notify me or to submit any further documentation of your illness. Even though there are "Illness Notification Forms" available via ISIS, I do not require them because they are based only on your own self-reports of illness and therefore, provide no way for me to verify them with external medical personnel. As mentioned above, simply plan to increase your participation on other class days, find alternate ways of accessing information presented on the day you were absent, and stay on top of your written assignments. With the take-home assignments and written responses to the readings, you have been given enough advance notice such that a short-term illness will not jeopardize your ability to complete your work on time and you should therefore not request an extension on either.

Serious Illness or Emergency: However, if your illness is major or becomes more serious over time or you experience a major emergency, such that you have to miss several classes or your ability to work on a take-home assignment becomes compromised, you should notify me of your situation immediately. In the case of serious illness, you will be asked to provide medical documentation of your situation from a medical provider. (Tufts' Health Service provides "Medical Notes" to students who are too ill to take in-class midterms or final exams. To receive similar documentation related to the take-home final exam, you must be seen at Health Service prior to its due date, and you must also notify me prior to its due date). No extensions on any written assignments will be granted without such documentation.

Finally, please note that I do not grant extensions for written assignments without penalty for nonemergencies (including family obligations, sports events, or alarm clocks that have failed to ring). Likewise, I do not grant them for emergencies that do not involve you personally (such as your close high school friend's hospitalization). If you miss an assignment deadline and are unable to provide adequate documentation for a serious illness or dire personal emergency, your grade will decline accordingly.

Work that is Submitted Late: It is expected that you will submit all take-home writing assignments in hardcopy and on time. If you cannot be in class on the day that your work is due, it should be submitted in hardcopy in advance to the department staff in the Sociology department office (Eaton 102B, which is normally open 9AM-5PM M-F), carefully marked with your full name, the name of the assignment, my name (Professor Helen Marrow), and the name of the course (Sociology 70). If you absolutely must turn in late work, give it directly to me or ask the department staff to date stamp the work and place it in my mailbox. By submitting a take-home assignment late, you will be docked one third of a letter grade for each business day (M-F) that it is late (calculated in 24-hour increments).

Miscellaneous Stuff

The best way to reach me is by signing up for a 20-minute appointment during my regular office hours. The second best way is to contact me via email, but be sure to plan ahead. On top of teaching, I have extensive childcare and research duties, which means I cannot always get back to you immediately, and I am usually not accessible on weekends. To the extent possible, I will always try to respond to your message within 48 hours, but if I lag, know that it is for good reason (usually because I am caring for a sick child).

Technology: Laptops, cell phones, pagers, whatever else you have that beeps/rings/sings should be turned off during class. Even laptops, you ask? Yes, even laptops. Most of us find them distracting and cannot effectively multi-task with them, even though we like to think we can. Please know that I do not set this policy because I am a technology-phobe. Quite the opposite; I also like to multi-task during my own meetings and colleagues' presentations. But I know that I learn less when I do. I also have enough experience sitting behind college students who say they "need" laptops to write up their class notes, when in fact they are checking their Fantasy Football scores, emailing, or texting, so I know that allowing you to use laptops and other mobile technological devices in my classes detracts more from your learning experience than it adds. There is even emerging research to show that multi-tasking lowers college students' grades, perhaps by as much as two thirds of a letter grade (see, for example, <http://www.theglobeandmail.com/life/parenting/back-to-school/laptops-in-class-lowers-students-grades-canadian-study/article13759430/>). So I'm doing this partly for your own benefit and not just mine or that of fellow students around you. If you have written documentation of a need for using a laptop, let me know and I will allow you to use your laptop while sitting in the front row. For the rest of you, old-fashioned notetaking is a long-lost skill you are about to rediscover!

Video Viewings: All videos for have been digitized by Tisch Media Library, which is located on the 3rd floor of Tisch Library. Links to them have been provided through the Trunk course website. Therefore, if for any reason you miss viewing one during a class period, you can access it via digitized electronic screening. You can also view it in person in the Tisch Media Center, where a copy of each assigned video has been placed on reserve.

Academic Integrity: Cheating, fabrication, plagiarism, academic misconduct, dishonesty, or misuse of computing resources will not be tolerated. All such incidents will be reported directly to the Dean of Student Affairs Office to be vigorously pursued in accordance with Tufts University's Code of Conduct on Academic Integrity. A guide to these policies is available online at <http://uss.tufts.edu/studentAffairs/documents/HandbookAcademicIntegrity.pdf>. It is every student's responsibility to become familiar with these standards. Claims of ignorance, accidental error, or of academic/personal pressures do not justify violations of academic integrity.

Religious Observances: I have done my best to take religious observances into account in the planning of this course; no exams or take-home assignment due dates are scheduled to fall on any

of the major holy days that occur during the semester. I may, however, have missed something. If so, please let me know two weeks in advance so we can make alternative arrangements if necessary.

Student Accessibility: Any student needing academic adjustments or accommodations because of a documented disability is requested to present his or her documentation from the Tufts University Office of Student Accessibility Services (<http://uss.tufts.edu/arc/disability/index.asp>) and speak with me by the end of the second week of the term. Failure to do so may result in my inability to respond in a timely manner. Most importantly, do not inform me of any need for adjustments or accommodations related to an in-class exam less than two weeks prior to the exam. Failure to do so may result in my inability to respond. All discussions of documented disabilities will remain confidential, although the Office of Student Accessibility Services Services may be consulted to discuss appropriate implementation.

Additional Help: If you are having trouble in this course, please come see me sooner rather than later. *Sooner:* There is a chance we can work together to make things better. *Later:* There is an excellent chance that you will be stuck with a lower grade than you would like.

If you ever want additional help in comprehending lecture or assigned reading material, studying for in-class exams, or writing your written assignments, free tutors are available to help improve your writing, public speaking, and time management skills at Tufts' Academic Resource Center (ARC) (<http://ase.tufts.edu/arc>). I strongly encourage you to make use of this resource. Learning how to navigate ARC early on in your Tufts career can provide huge benefits down the road.

Finally, if there are any other issues in your life that are not going well or that are otherwise affecting your performance in this course and elsewhere, there are a range of people and resources at Tufts designed to help you. You might try contacting your advisor, Associate Dean, or Dean of Student Affairs. Or you might seek help for managing stress and other health-related concerns at the Tufts University Counseling and Mental Health Service (<http://ase.tufts.edu/counseling/>).

Most of all, don't be afraid to seek help. Whether you want improve your performance academically, socially, or emotionally, seeking out support to take care of yourself is critical. You are a budding sociologist, after all – one who is (I hope!) learning that no one goes it alone, and that complex support systems lie beneath every person's "individual" success.

Course Schedule

Part I: The Fundamentals of International Migration

<p>CLASS DATE</p>	<p style="text-align: center;">IN-CLASS PLAN *** READING ASSIGNMENTS (to be completed <u>before</u> class begins) *** IMPORTANT DUE DATES</p>
<p><u>Class 1</u> Thurs. Jan. 16</p>	<p><i>Overview of the Course and Course Requirements</i> <i>Questions, Concerns, and Myths about Immigration</i></p> <p><u>Reading Assignments:</u> Huntington, Samuel P. 2004. “The Hispanic Challenge.” <i>Foreign Policy</i> 141 (March/April): 30-45. (Trunk) Vargas, José Antonio. 2011. “My Life as an Undocumented Immigrant.” <i>New York Times</i> (June 22). (Trunk) Cave, Damien. 2010. “A Generation Gap over Immigration.” <i>New York Times</i> (May 17). (Trunk)</p> <p><i>Food for thought:</i> The first of today’s readings sounds a strong alarm about a new and grave “threat” to U.S. society and democracy: immigrants, especially “Hispanics/Latinos”, who “do not want to assimilate”. What are your initial reactions to this reading? Does anything in it ring true, false, familiar, or worrisome to you? Why? Then, after reading the second and third readings, what do you think? Which reading(s) do you connect more with? Finally, why have you come to this course – what have you heard or learned about immigration before, and what would you like to learn more about?</p> <p><u>In-Class:</u> Personal Introductions and Pass around Personal Background Survey</p> <p>Homework Exercise #1: First, please take the (1) Class Immigration Poll online via the Trunk course website – by clicking on “Polls” in the left sidebar and answering each of the questions listed – <u>prior to class on Tues., Jan. 23</u>. Please do NOT look any answers up! Answers and results will only be used anonymously, so I would prefer that you fill out these questions based simply on what you imagine is the case or using your best guess. This will help us better understand why many Americans think the way they do about immigration today as we start off our course. Second, please fill out the (2) Personal Background Survey I will be handing out in class today and <u>return it in hardcopy in class sometime prior to Tues., Jan 28</u>. **All answers in this survey are voluntary. They are only to help me gain a better sense of who you are, and so I can gear my teaching and our class discussions toward topics that might be of interest to you.</p>

Class 2
Tues. Jan. 21

Initiating and Sustaining Migration: Economic and Social Approaches to Why People Move

Reading Assignments:

Massey, Douglas S. 1999. "Why Does Immigration Occur? A Theoretical Synthesis." Pp. 34-54 in *The Handbook of International Migration: The American Experience*, edited by Charles Hirschman, Philip Kasinitz, and Josh DeWind. New York: Russell Sage. (Trunk)

Food for thought:

International migration is a multi-causal phenomenon – the product of many different forces. However, it seems reasonable to believe that some causal forces exert more influence than others. According to Massey, what economic, social, cultural, organizational, and political factors work to *initiate* international labor migration streams (that is, ones comprised of economic migrants and not necessarily of refugees/asylees)? Now, what economic, social, cultural, organizational, and political factors work to *sustain* international labor migration streams after they have been started? Which factors do you find most convincing and why?

In-Class: Pass around Personal Background Survey

Homework Exercise #1: If you have not already done so, please take the (1) Class Immigration Poll online via the Trunk course website, and also fill out the (2) Personal Background Survey and return it in hardcopy in class sometime prior to Tues., Jan 28.

Class 3
Thurs. Jan. 23

Initiating and Controlling Migration: Political Approaches to Why People Move

Reading and Viewing Assignments:

Zolberg, Aristide. 1999. "Matters of State: Theorizing Immigration Policy." Pp. 71-93 in *The Handbook of International Migration: The American Experience*, edited by Charles Hirschman, Philip Kasinitz and Josh DeWind. New York: Russell Sage. (Trunk)

View *Which Way Home* (2006). Directed by Rebecca Cammisa. (83 min.) before coming to class (available for online video streaming via the Trunk course website under "Resources", or in the Tisch Library Media Center)

Food for thought:

Massey and Zolberg disagree about the influence that political factors (especially national laws and policies) have in initiating international labor migration flows, and even more so in controlling and regulating them once they have begun. How and why do they disagree? Which perspective do you find most convincing, and why? What is the importance of having a true "counterfactual" with which to compare? In the film *Which Way Home* – which chronicles the lives of Mexican and Central American children who are left behind by their migrant parents and who then attempt to migrate themselves – how many of the economic, social, cultural, organizational, and political factors from this and the last class are you able to see at work? How do they interact? Finally, what is your overall scientific assessment about the ability of the nation-state to control "unwanted" immigration based on these readings and this movie? What key players and factors are involved in determining whether or not they can do so effectively?

Statistical Profile and Essay Assignment Distributed

Homework Exercise #1: If you have not already done so, please take the (1) Class Immigration Poll online via the Trunk course website, and also fill out the (2) Personal Background Survey and return it in hardcopy in class sometime prior to Tues., Jan 28.

Class 4
Tues. Jan. 28

Overview of U.S. Immigration History, Law, and Policy: 1776 to 1924

Reading Assignments:

pp. 15-35: GOLASH-BOZA, CHAPTER 1 "Roots of Immigration to the United States"
pp. 167-174: Richard Alba and Victor Nee. 2003. "The Background to Contemporary Immigration." Chapter 5 in *Remaking the American Mainstream: Assimilation and Contemporary Immigration*. Cambridge, MA: Harvard University Press. (Trunk)

Skim through year 1924: Mary C. Waters and Reed Ueda with Helen B. Marrow (Eds.). 2007. "Appendix: Immigration and Naturalization Legislation." Pp. 687-699 in *The New Americans: A Guide to Immigration since 1965*. Cambridge: Harvard University Press. (Trunk)

Skim through year 1924: Mark Overmyer-Velazquez (Ed.). 2011. "Appendix: Chronology of Mexican Migration." Pp. 267-285 in *Beyond la Frontera: The History of Mexico-U.S. Migration*. New York: Oxford University Press (Trunk)

Food for thought:

Over this and the next class, we will learn about how U.S. immigration law and policy has developed over the last three centuries. What are the main themes you see in this historical development? What factors do we need to take into account in order to understand why countries enact the immigration policies that they do?

<p>Class 5 Thurs. Jan. 30</p>	<p>Overview of U.S. Immigration History, Law, and Policy: 1776 to 1924</p> <p><u>Reading Assignments:</u> Fox, Cybelle and Thomas A. Guglielmo. 2013. "Defining America's Racial Boundaries: Blacks, Mexicans, and European Immigrants, 1890-1945." <i>American Journal of Sociology</i> 118(2): 327-79. (Trunk)</p> <p><i>Food for thought:</i> While we review the major historical immigration laws and policies in class, I want to use this reading assignment as an opportunity to show you new, state-of-the-art research that can “take you back” and describe what the social and racial boundaries between native whites, new European immigrants, African Americans, and Mexican Americans looked like at the turn of the 20th century. Fox and Guglielmo take such an “historical sociological” approach, grounded in the sociology of boundaries, that will become useful again when we get to the topic of assimilation. This article is dense, so try to read it for the main themes and focus on the following questions: How do Fox and Guglielmo argue that “race” was distinct from “color” for new Southeastern European immigrants (SEEs) during this time period? (Challenge yourself—in the U.S. today we often think of race as skin color!) Even though native whites saw SEEs as “racially” inferior to NWEs, how did the fact that SEEs were always considered legally and socially white in “color” shape their trajectory and position in the U.S.? (Think here, too—Fox and Guglielmo are arguing that SEEs never “became white”, because they always were white!) How were the boundaries drawn against these SEEs different from those drawn against African Americans? What about Mexican Americans? How were the boundaries drawn against African Americans and Mexican Americans different from each other, too?</p> <p><u>In-Class:</u> 15-minute Introduction to Joshua Quan (Sociology Data Librarian, Tisch Library) and our Research Guide for your Statistical Profile Assignment</p>
<p>Class 6 Tues. Feb. 4</p>	<p>Overview of U.S. Immigration History, Law, and Policy: 1924 to 1965 Contexts of Reception</p> <p><u>Reading Assignments:</u> Portes, Alejandro and Rubén Rumbaut. 2006. “Making It in America: Occupational and Economic Adaptation.” Chapter 4 (pp. 67-116) in <i>Immigrant America: A Portrait [3rd ed.]</i>. Berkeley: University of California Press. (Trunk)</p> <p><u>Skim years 1924-1965:</u> Mary C. Waters and Reed Ueda with Helen B. Marrow (Eds.). 2007. “Appendix: Immigration and Naturalization Legislation.” Pp. 687-699 in <i>The New Americans: A Guide to Immigration since 1965</i>. Cambridge: Harvard University Press. (Trunk)</p> <p><u>Skim years 1924-1965:</u> Mark Overmyer-Velazquez (Ed.). 2011. “Appendix: Chronology of Mexican Migration.” Pp. 267-285 in <i>Beyond la Frontera: The History of Mexico-U.S. Migration</i>. New York: Oxford University Press (Trunk)</p> <p><i>Food for thought:</i> Portes and Rumbaut (2006) argue that the “context of reception” or “mode of incorporation” that an immigrant group encounters is just as important as its members’ human capital characteristics in determining how they will fare in the United States. What factors constitute “context of reception” or “mode of incorporation” according to Portes and Rumbaut’s model? How do they matter? Do you find them persuasive, and why or why not?</p>

<p>Class 7 Thurs. Feb. 6</p>	<p><i>Overview of U.S. Immigration History, Law, and Policy: 1965 to 1996</i> <i>The Creation, Growth, and Enforcement of Unauthorized Migration</i></p> <p><u>Reading Assignments:</u> pp. 35-40: GOLASH-BOZA, CHAPTER 1 “Roots of Immigration to the United States” pp. 174-184: Richard Alba and Victor Nee. 2003. “The Background to Contemporary Immigration.” Chapter 5 in <i>Remaking the American Mainstream: Assimilation and Contemporary Immigration</i>. Cambridge, MA: Harvard University Press. (Trunk)</p> <p>Massey, Douglas S. 2011. “The Past and Future of Mexico-U.S. Migration.” Epilogue (pp. 251-265) in <i>Beyond la Frontera: The History of Mexico-U.S. Migration</i>, edited by Mark Overmyer-Velazquez. New York: Oxford University Press. (Trunk)</p> <p>Cave, Damien. 2011. “Better Lives for Mexicans Cut Allure of Going North.” <i>New York Times</i> (July 6). (Trunk)</p> <p><u>Skim years 1965-the present:</u> Mary C. Waters and Reed Ueda with Helen B. Marrow (Eds.). 2007. “Appendix: Immigration and Naturalization Legislation.” Pp. 687-699 in <i>The New Americans: A Guide to Immigration since 1965</i>. Cambridge: Harvard University Press. (Trunk)</p> <p><u>Skim years 1965-the present:</u> Mark Overmyer-Velazquez (Ed.). 2011. “Appendix: Chronology of Mexican Migration.” Pp. 267-285 in <i>Beyond la Frontera: The History of Mexico-U.S. Migration</i>. New York: Oxford University Press (Trunk)</p> <p><i>Food for thought:</i> The nation-state bestows legal membership through citizenship, but also provides a more limited membership status through various types of visas and legal permanent residency. There are also those who reside inside the state’s borders without the state’s explicit permission. These individuals – “unauthorized,” “illegal,” “undocumented” – are recognized by the state as intruders. Not only has their presence has dominated U.S. debate over immigration policy in the past 25 years, but their numbers have grown substantially since the mid-1960s and then again since the late-1980s (even though Massey shows that the rates of new Mexican migrants crossing the border illegally <i>did not change</i> before the mid-2000s, and in fact have <i>gone down</i> since the late-2000s and even <i>reached zero</i> in 2008). What factors does Massey say have led to this growth, and do they come as a surprise to you given what you have heard or might be inclined to assume about unauthorized immigration? Why does this issue raise so many emotions? How important do you find it?</p>
<p>Mon., Feb 10 Extra Office Hours 3:30-5:00pm</p>	<p><i>I have scheduled some extra office hours today in preparation for tomorrow’s statistical profile and essay assignment deadline. You may sign up on my office door.</i></p>

Class 8
Tues. Feb. 11

Overview of U.S. Immigration History, Law, and Policy: 1996 to the present
The Creation, Growth, and Enforcement of Unauthorized Migration, cntd.: Raids, Detentions, and National Security

Reading and Viewing Assignments:

GOLASH-BOZA, CHAPTER 2 (pp. 45-80) “The Department of Homeland Security and the Immigration Enforcement Regime of the Twenty-First Century”

View *Enemy Alien* (2009). Directed by Konrad Aderer. (82 min.) before coming to class (available for online video streaming via the Trunk course website under “Resources”, or in the Tisch Library Media Center)

View *Lost in Detention* (2011). Produced by *PBS Frontline* (54 min.) before coming to class (available for online video streaming via the Trunk course website under “Resources”, or in the Tisch Library Media Center). May also be available for direct viewing at <http://www.pbs.org/wgbh/pages/frontline/lost-in-detention/>.

Food for thought:

Restrictive policies against immigration and immigrants, especially unauthorized ones, are on the rise. Among them are federal, state, and local policies that bar immigrants from obtaining driver’s licenses, going to college, working, accessing health care, and so on – all activities associated with the benefits of citizenship and membership. Also among them are raids, detentions, and deportations, all of which have increased dramatically since the creation of the Department of Homeland Security (DHS) in 2002. What are immigration raids, and what different types of them are there? What is immigration detention? Is detention prison?

Statistical Profile and Essay Assignment due in class in hardcopy no later than 3:00pm. In addition, submit a copy online via Turnitin.com, preferably before coming to class and certainly by the end of the day.

Homework Exercise #2: Other countries also socially construct migrants’ (il)legality. One currently making headlines is the Dominican Republic, who in 2013 has just rescinded Dominican citizenship from its Haitian migrants and their Dominican-born children, retroactive back to 1929. Take a look at the following two links and come to class Thursday, Feb. 13 and Tuesday, Feb. 18 prepared to discuss. What strikes you emotionally or intellectually about this new development? What are the parallels with U.S. history and experience? Do you think any differently about the situation of “illegals” in the U.S. or our own government’s actions after reading about the Dominican Republic? Why or why not? Finally, how might the transnational “voice” of Dominican migrants abroad have an impact on future citizenship policy-making in the Dominican Republic?

García-Peña, Lorgia. 2013. “Suddenly, Illegal at Home.” *New York Times* (December 12). (Trunk)

We are All Dominican. 2013. “Open Letter to Dominican President Danilo Medina: Voices from the New York Diaspora.” *Latino Rebels* blogsite (December 14). (Trunk)

Class 9
Thurs. Feb. 13

***The Creation, Growth, and Enforcement of Unauthorized Migration, cntd.:
Deportations Past and Present***

Reading Assignments:

GOLASH-BOZA, CHAPTERS 3 (pp. 81-107) “Racism and the Consequences of U.S. Deportation Policy” AND 4 (pp. 109-138) “The Impossible Choice: Family versus Citizenship in U.S. Immigration Policies”

View *Sentenced Home* (2006). Directed by David Grabias and Nicole Newnham. (76 min.) before coming to class (available for online video streaming via the Trunk course website under “Resources”, or in the Tisch Library Media Center)

View the two online video clips “Return to Sender” (**links are also on Trunk**) at <http://www.youtube.com/watch?v=4Bc9oWFvUQs> (8 min.) and “My Asian Americana” (3 min.) and http://www.youtube.com/watch?feature=player_embedded&v=YQxtfCz4B1o before coming to class

Food for thought:

What is deportation? Who gets deported, and why? What is “retroactive” deportation? What protections are given to immigrants facing deportation? Do legal immigrants or refugees deserve due process? What about unauthorized immigrants? What happens to deported immigrants once they get sent “home”? Finally, even though illegal immigration is widely considered to be a “Mexican” problem today, unauthorized immigrants have come from a range of sending countries, including European ones, Asian ones, and Canada. How do our notions of illegal membership intersect with other sorts of membership (cultural, racial, ethnic, etc.)? How do our rates of deportation illustrate these intersections?

In-class: [Discuss Homework Exercise #2](#)

<p><u>Class 10</u> <u>Tues. Feb. 18</u></p>	<p><i>Debating the Policy Solutions for Unauthorized Migration: From Temporary Guestworker Programs to Comprehensive Immigration Reform (CIR)</i></p> <p><u>Reading and Viewing Assignments:</u> Massey, Douglas S., Jorge Durand, and Nolan Malone. 2002. "Repair Manual." Chapter 7 (pp. 142-164) in <i>Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration</i>. New York: Russell Sage. [**Note: The figures in this reading are somewhat dated, but his discussion of alternative policy paths and important factors to consider while moving forward remains relevant.] (Trunk) View <i>The Guestworker</i> (2006). Produced and directed by Cynthia Hill and Charles Thompson. (53 min.) before coming to class (available for online video streaming via the Trunk course website under "Resources", or in the Tisch Library Media Center) Cohen, Elizabeth. 2013. "Should Illegal Immigrants Become Citizens? Let's Ask the Founding Fathers." <i>Washington Post</i> (February 1). (Trunk) Batalova, Jeanne, Sarah Hooker, and Randy Capps with James D. Bachmeier and Erin Cox. 2013. "Deferred Action for Childhood Arrivals at the One-Year Mark: A Profile of Currently Eligible Youth and Applicants." Issue Brief No. 8. Washington, DC: Migration Policy Institute (August). (Trunk)</p> <p><i>Food for thought:</i> What <i>should</i> – and what <i>can</i> – the nation-state do about unauthorized immigration (immigration policy)? What <i>should</i> – and what <i>can</i> – it do about unauthorized immigrants who live within its borders (integration policy)? Do you have any concerns about the alternative immigration policy paths that Massey proposes – particularly his and others' call for a temporary guestworker program, perhaps similar to or different from the current H2-A program featured in <i>The Guestworker</i>? If so, why? What alternative policy paths can you think of? Do you have any concerns about the current DACA program that is offering temporary deferral from deportation to certain undocumented immigrant youth? What are the possible political alternatives? Finally, how does developing a binational or a transnational lens – that is, looking as much at the perspectives of the sending countries or the migrants themselves as at the perspective of the U.S. – change our analysis about what needs to be done?</p> <p>In-class: Discuss Homework Exercise #2</p>
<p><u>NO CLASS</u> <u>Thurs. Feb. 20</u></p>	<p><i>Substitute Monday's schedule on Thursday</i></p>

Part II: Immigrant Assimilation and Incorporation

<p>CLASS DATE</p>	<p style="text-align: center;">IN-CLASS PLAN *** READING ASSIGNMENTS (to be completed <u>before</u> class begins) *** IMPORTANT DUE DATES</p>
<p><u>Class 11</u> Tues. Feb. 25</p>	<p><i>Classic Assimilation Theories</i></p> <p><u>Reading Assignments:</u> pp. 124-130: Richard Alba and Victor Nee. 2007. "Assimilation." In <i>The New Americans: A Guide to Immigration since 1965</i>, edited by Mary C. Waters, Reed Ueda with Helen B. Marrow. Cambridge, MA: Harvard University Press. (Trunk)</p> <p><i>Food for thought:</i> "Assimilation" has had many lives. The idea has been used as a sociological theory, a prescriptive ideology, and as an insult hurled at individuals who forsake one way of life for another. As we return to its foundation, what exactly are we talking about when we discuss "assimilation"? What did it mean under classic assimilation theory (or theories), which were prevalent in the early 20th century but then lost favor after World War II?</p> <p><u>In-class:</u> Pass around Mid-term Course Evaluations for students to fill out</p>
<p><u>Class 12</u> Thurs. Feb. 27</p>	<p><i>Segmented Assimilation Theory</i></p> <p><u>Reading Assignments:</u> Portes, Alejandro and Min Zhou. 1993. "The New Second Generation: Segmented Assimilation and Its Variants." <i>Annals of the American Academy of Political and Social Science</i> 530: 74-96. (Trunk)</p> <p><i>Food for thought:</i> Now, what does assimilation mean under segmented assimilation theory – one of the main challengers to classic assimilation theory since the 1960s? What factors does segmented assimilation theory say help to explain the different ways in which contemporary immigrant groups and their descendants are likely to become "assimilated" into the United States over time? Why was it that classic assimilation theorists largely forgot to pay attention to such factors? Which contemporary immigrant groups are deemed to the most at risk for downward mobility over time, and why?</p> <p>** If you have not already done so, let me know by today if you would like to plan to attend the USCIS naturalization ceremony in Fanueil Hall on Thurs., Apr. 24, at 1:30pm. I need to give an approximate headcount to USCIS ahead of time.</p>
<p><u>Class 13</u> Tues. Mar. 4</p>	<p><i>Revised Assimilation Theory</i></p> <p><u>Reading Assignments:</u> pp. 130-136: Richard Alba and Victor Nee. 2007. "Assimilation." In <i>The New Americans: A Guide to Immigration since 1965</i>, edited by Mary C. Waters, Reed Ueda with Helen B. Marrow. Cambridge, MA: Harvard University Press. (Trunk)</p> <p>Nee, Victor and Hilary Holbrow. 2013. "Why Asian Americans are Becoming Mainstream." <i>Dædalus: The Journal of the American Academy of Arts & Sciences</i> 142(3): 65-75. (Trunk)</p>

<p><i>Wed. Mar. 5</i></p>	<p><u>Food for thought:</u> As more studies emerge about the trajectories of the contemporary second generation, sociologists have begun to question the segmented assimilation perspective, particularly the pessimistic predictions it generates about the fate of the non-white second generation. Thus, assimilation theory is now seeing a comeback, at least in a revised form. Revised assimilation theory argues that the old ways of thinking about assimilation, with some modification, can still help sociologists understand the contemporary situation. Indeed, Alba and Nee argue that assimilation is still the “master trend” describing what has happened (and what will happen) to immigrants over generations, despite recent challenges to classic assimilation theory by various scholars. How do Nee and Holbrow see today’s Asian immigrants’ prospects for assimilation? What factors do they say are promoting their assimilation? In general, do you think the idea of assimilation still serves us in understanding what is happening to immigrants and their offspring, or is it too optimistic? Why, or how so?</p> <p><i>Ash Wednesday (Christian)</i></p>
<p>Class 14 Thurs. Mar. 6</p>	<p><i>Transnationalism</i></p> <p><u>Reading Assignments:</u> Foner, Nancy. 2005. “Transnationalism: Old and New.” Chapter 3 (pp. 62-88) in <i>In a New Land: A Comparative View of Immigrants</i>. New York: New York University Press. (Trunk) Levitt, Peggy. 2009. “Roots and Routes: Understanding the Lives of the Second Generation Transnationally.” <i>Journal of Ethnic and Migration Studies</i> 35(7): 1225-42. (Trunk)</p> <p><u>Food for thought:</u> Assimilation may not simply involve migrants uprooting their life in one locale and transplanting it in another. Now, more than ever, migrants stay connected to both sending and receiving countries. Where does transnationalism fit into the assimilation debates we have been discussing – whether for first-generation adult immigrants, old and new, or their second-generation U.S.-born children? Does maintaining ties with family members, societies, and institutions abroad impede or support the integration of immigrants and their children in the United States? How so and why? Do these enduring connections render assimilation irrelevant, or do they merely change what it means to assimilate in the 21st century?</p> <p><u>In-Class:</u> Pass around Assimilation Evidence Chart and Study Sheet</p> <p>Homework Exercise #3: Please work on filling out as many of the blanks in the Assimilation Evidence Chart and Study Sheet as you can and bring your answers to class on <u>Tues., Mar. 11</u> and <u>Thurs., Mar. 13</u> prepared to discuss them together as a group. The Study Sheet will not be graded, but it is designed to assist you in comparing these evidence readings to each other and in preparing for your Video Essay Assignment.</p>
<p>Class 15 Tues. Mar. 11</p>	<p><i>Debating the Evidence: Are Post-1965 Immigrants and their Descendants Assimilating?</i></p> <p><u>Reading Assignments:</u> Richard Alba and Victor Nee. 2003. “Evidence of Contemporary Assimilation.” Chapter 6 (pp. 215-270) in <i>Remaking the American Mainstream: Assimilation and Contemporary Immigration</i>. Cambridge, MA: Harvard University Press. (Trunk)</p>

	<p><i>Food for thought:</i> How do Alba and Nee see their revised version of assimilation theory as applying to the most advantaged – and disadvantaged – contemporary immigrant groups? What are the patterns of assimilation by race and class? Why do some groups do better than others? What are some of the ways Alba and Nee measure whether immigrants are “assimilated” or “integrated”, and how convincing do you find these measures? Are there other measures you would propose instead? What kind of data do Alba and Nee draw on to make their analyses, what are their geographic scope, and what are their pros and cons? Finally, how do Alba and Nee’s findings relate to the Huntington reading assignment from our first day of class? What would you tell Huntington – and the general public – based on these data?</p> <p>In-class: Discuss Homework Exercise #3 in preparation for the Video Essay Assignment</p> <p>Video Essay Assignment Distributed</p>
<p><u>Class 16</u> Thurs. Mar. 13</p>	<p><i>Debating the Evidence: Are Post-1965 Immigrants Assimilating?, ctned</i></p> <p><u>Reading Assignments:</u> Portes, Alejandro and Rubén Rumbaut. 2006. “Growing Up American: The New Second Generation.” Chapter 8 (pp. 244-284) in <i>Immigrant America: A Portrait [3rd ed.]</i>. Berkeley: University of California Press. (Trunk) Zhou, Min, Jennifer Lee, Jody Agius Vallejo, Rosaura Tafoya-Estrada, and Yang Sao Xiong. 2008. "Success Attained, Deterred, and Denied: Divergent Pathways to Social Mobility in Los Angeles' New Second Generation." <i>Annals of the American Academy of Political and Social Science</i> 620(1): 37-61. (Trunk)</p> <p>In-class: Discuss Homework Exercise #3 in preparation for the Video Essay Assignment</p> <p><i>Food for thought:</i> Now we turn to new readings in the segmented assimilation perspective. What are the patterns of assimilation by race and class presented in Portes and Rumbaut? Why do some groups do better than others, and what is the role of culture in these patterns? In what ways do Portes and Rumbaut and Zhou et al. measure whether immigrants are “assimilated” or “integrated” similarly or differently than Alba and Nee do? How convincing do you find these measures? What kind of data do these authors draw on to make their analyses, what are their geographic scope, and what are their pros and cons? Do these readings make you rethink any of the “traditional” measures or data sources that sociologists have used in the study of assimilation and mobility, and if so, why? Finally, in what ways to the Portes and Rumbaut and Zhou et al. readings <i>differ</i>, not just <i>agree</i>?</p>
<p><u>NO CLASS</u> Sat.-Sun. Mar. 15-23</p>	<p>Happy Spring Break!</p>
<p><u>Class 17</u> Tues. Mar. 25</p>	<p><i>Debating the Evidence: Are Post-1965 Immigrants Assimilating?, ctned</i></p> <p><u>Reading Assignments:</u> Kasinitz, Philip, John Mollenkopf, Mary C. Waters, and Jennifer Holdaway. 2008. “Conclusion: The Second Generation Advantage.” Pp. 342-369 in <i>Inheriting the City: The Second Generation Comes of Age</i>. Cambridge and New York: Harvard University Press and Russell Sage. (Trunk) Jiménez, Tomás R. and David Fitzgerald. 2007. “Mexican Assimilation: A Temporal and Spatial Reorientation.” <i>Du Bois Review</i> 4(2): 337-354. (Trunk)</p>

	<p><i>Food for thought:</i> In what ways might these two readings help us reconcile the different perspectives and conclusions of revised and segmented assimilation theorists? First, which second-generation groups in Kasinitz et al.'s study of New York City are doing better than others, and why? How are the second-generation groups doing in comparison to the native-born groups, and why is having a set of native "control groups" to make this comparison with important? (Note: There were no native control groups in Portes and Rumbaut's study of southern Florida and southern California.) Second, how do Jiménez and Fitzgerald reinterpret the same data differently according to different temporal and spatial orientations? Do their arguments make you rethink the findings of Alba and Nee, Portes and Rumbaut, or Zhou et al. in any way? Finally, considering all of the readings from the last three classes and continuing to draw on your Assimilation Evidence Chart and Study Sheet, do you think the available data most strongly support a segmented assimilation or a revised assimilation perspective among contemporary immigrants? Why?</p>
<p><u>Class 18</u> Thurs. Mar. 27</p>	<p><i>Economic and Social Assimilation: Geographic Dispersion and Legal Status Considerations in the First Generation</i></p> <p><u>Reading and Viewing Assignments:</u> MARROW, INTRODUCTION (pp. 1-20), "Immigrant Incorporation in Rural New Destinations", CHAPTER 1 (pp. 23-50) "I'm a Person Who Likes Tranquility a Lot", CHAPTER 2 (pp. 53-82) "The Americans Give You the Opportunity to Work and Grow", and CHAPTER 3 (pp. 83-106) "It's Not Like If You Work in a Big Place and You Can Move up the Ladder"</p> <p>Browse the Welcome Project (Somerville, MA)'s history and activities at http://www.welcomeproject.org/content/home-page (a link is also on Trunk, under "Resources→Useful News/Immigration/Statistical Data Websites"). It is a nonprofit organization that helps provide training, resources, and civic empowerment to immigrants here in Somerville.</p> <p><i>Food for thought:</i> The United States is in the midst of a major reconfiguration of immigrant settlement patterns: they are moving away from the established and traditional "immigrant gateway cities" to a variety of "new immigrant destinations". In many new destinations, immigrants are not only newly arrived, but also unauthorized. What effect is geographic dispersion having on immigrants' settlement experiences and prospects for assimilation and successful economic and sociocultural incorporation into American life? What effect is lack of legal status having them? And if we think about nonprofit institutions like The Welcome Project as part of the "context of reception" (Portes and Rumbaut) that can shape immigrant groups' assimilation trajectories over time, what might be similar or different about their presence/absence or strength in traditional "gateway cities" like urban Boston, versus "new destinations" like rural North Carolina?</p>
<p><u>Mon., Mar. 31</u> Extra Office Hours 3:30-5:00pm</p>	<p><i>I have scheduled some extra office hours today in preparation for tomorrow's video essay assignment deadline. You may sign up on my office door.</i></p>
<p><u>Class 19</u> Tues. Apr. 1</p>	<p><i>Economic and Social Assimilation: Legal Status Considerations in the Second Generation</i></p> <p><u>Reading Assignments:</u> Gonzales, Roberto. 2011. "Learning to Be Illegal: Undocumented Youth and Shifting Legal Contexts in the Transition to Adulthood." <i>American Sociological Review</i> 76(4): 602-619. (Trunk)</p>

	<p>Brown, Susan K., Frank D. Bean, Mark A. Leach, and Rubén G. Rumbaut. 2011. "Legalization and Naturalization Trajectories among Mexican Immigrants and Their Implications for the Second Generation." Pp. 31-45 in <i>The Next Generation: Immigrant Youth in a Comparative Perspective</i>, edited by Richard Alba and Mary C. Waters. New York: New York University Press.</p> <p>(Trunk)</p> <p><i>Food for thought:</i> Now, what effect is unauthorized status is having on immigrant <i>youth</i> and later-generation <i>descendants</i> of immigrants' prospects for assimilation and successful economic and sociocultural incorporation into American life? What about on their feelings of attachment to the United States? How do you reconcile these things with our previous discussions about the role of the nation-state in regulating cross-border flows and membership rights?</p> <p>Video Essay Assignment due in class in hardcopy no later than 3:00pm. In addition, submit a copy online via Turnitin.com, preferably before coming to class and certainly by the end of the day.</p>
<p>Class 20 Thurs. Apr. 3</p>	<p><i>Economic and Social Assimilation: National Security Considerations for Arab and Muslim Americans</i></p> <p><u>Reading Assignments:</u> CAINKER, CHAPTER 4 (pp. 110-152) "Whose Homeland Security?" and CHAPTER 5 (pp. 152-189) "The Security Spotlight and the Conduct of Everyday Life"</p> <p><i>Food for thought:</i> As we have learned, the United States is also in the midst of another major reconfiguration: it is putting "national security" into the center of its immigration and immigrant integration policies. According to Cainkar, who conducted her research in Chicago in the mid-2000s, what effect is our new focus on national security having on Arab and Muslim immigrants' settlement experiences and prospects for assimilation and successful economic and sociocultural incorporation into American life? What indicators of assimilation or integration appear to be most affected among these groups?</p> <p>Immigrant Interview and Essay Assignment Distributed</p>

Part III: Immigration, Race and Ethnicity, and Citizenship and National Belonging

<p>CLASS DATE</p>	<p>IN-CLASS PLAN *** READING ASSIGNMENTS (to be completed <u>before</u> class begins) *** IMPORTANT DUE DATES</p>
<p><u>Class 21</u> Tues. Apr. 8</p>	<p><i>Racial Assimilation: The Special Cases of Later-Generation East Asian and Mexican Americans</i></p> <p><u>Reading Assignments:</u> Tuan, Mia. 1999. “Neither <i>Real</i> Americans nor <i>Real</i> Asians? Multigeneration Asian Ethnics Navigating the Terrain of Authenticity.” <i>Qualitative Sociology</i> 22(2): 105-125. (Trunk) Jiménez, Tomás R. 2008. “Mexican-Immigrant Replenishment and the Continuing Significance of Ethnicity and Race.” <i>American Journal of Sociology</i> 113(6): 1527-1567. (Trunk)</p> <p><i>Food for thought:</i> Much of the East Asian and Mexican-origin population in the United States is not newly arrived, but rather third- and later-generation descendants of immigrants who arrived in the United States well over 100 years ago. Compared to contemporary East Asian immigrants, those who came here in the 1900s had much lower educational and skill levels, and also faced a much more hostile reaction from natives than they do now (refer back to Nee and Holbrow). Additionally, several characteristics set the Mexican-origin population apart from other ethnoracial groups: the past colonial relationship between the U.S. and Mexico, the close proximity of Mexico and the U.S., the large size of the contemporary immigrant population, the high proportion of this population that is unauthorized, and the continuous flow of Mexican immigrants for over a century. Given these distinguishing characteristics, are later-generation Mexicans a racialized group, an assimilating immigrant ethnic group, or something else? What about later-generation East Asians? What role does <i>immigrant replenishment</i> play in the Mexican-origin experience, and do you think it plays a similar or different role for later-generation East Asian immigrants?</p>
<p><u>Class 22</u> Thurs. Apr. 10</p>	<p><i>Racial Assimilation: Contemporary Immigrants and Color Line Controversies</i></p> <p><u>Reading and Viewing Assignments:</u> MARROW, CHAPTER 4 (pp. 113-141) “The Blacks Don’t Like Us and It’s Worse Than With the Whites” and CHAPTER 5 (pp. 209-230) “The White Americans Have Always Been Very Friendly” View <i>The Neo-African Americans</i> (2008). Directed by Kobina Aidoo. (62 min.) before coming to class (available for online video streaming via the Trunk course website under “Resources”, or in the Tisch Library Media Center)</p> <p><i>Food for thought:</i> Various researchers have been asking whether the U.S. will remain a society with a racial “color line” or whether it will evolve to something else. This binary color line has historically been a dichotomy between white and nonwhite (refer back to Fox and Guglielmo), although who is “white” and who is “nonwhite” has shifted somewhat over time. Today some researchers speculate that the color line might be moving toward a</p>

	<p>binary dichotomy of black versus nonblack, with all immigrants without African ancestry moving “up” to become nonblacks (Marrow is one example, at least in the South). Other researchers foresee a more complex “triracial” color line developing in the United States – that is, one that pays attention not just to African ancestry, but also to other variables such as class, education, legal status, and skin color when ranking both immigrant and native groups. What do you think? Does the evidence presented in today’s and earlier classes favor an assimilationist or a racialized perspective on the incorporation of contemporary immigrant groups and their descendants? How does African ancestry intersect with other variables for new black and Hispanic immigrants?</p>
<p>Class 23 Tues. Apr. 15</p>	<p><i>Racial Assimilation: Contemporary Immigrants and Color Line Controversies, ctned.</i></p> <p><u>Reading and Viewing Assignments:</u> CAINKER, CHAPTER 3 (pp. 64-109) “The Social Construction of the Arab (and Muslim) American” and CHAPTER 7 (pp. 229-262) “Gendered Nativism, Boundary Setting, and Cultural Sniping: Women as Embodiments of the Perceive Cultural Threat of Islam”</p> <p>View the Chappelle Show’s (2004) clip “The Racial Draft” before coming to class (available through a Trunk link to http://vimeo.com/61499874, or you may also be able to find it on Youtube).</p> <p><i>Food for thought:</i> How do Arab and Muslim Americans fit into the American color line today? Are they white? Are they nonwhite? Are they black? Are they being racialized, and if so, how? Which groups do you think that their experiences are most similar to, either in the past or today?</p> <p>Homework Exercise #4: Just for fun, take the History Channel.com’s “Citizenship Quiz” available at http://www.history.com/interactives/citizenship-quiz (there is also a link to it on Trunk). I encourage you to take the longer version #2 if you can. What did you score? If you were born and educated in the U.S., were any questions difficult for you to answer? Why? How about for those of you who were born or educated elsewhere? What do you think is the value, versus the problems, of requiring immigrants who are naturalizing to take a citizenship quiz like this? Come to class on Thurs., April 17 prepared to discuss. (You do not have to share your own score if you do not want to, of course. This is just for fun and to stimulate discussion; I am not formally testing you on your knowledge of American history and civics!)</p>
<p>Class 24 Thurs. Apr. 17</p>	<p><i>Political and Civic Assimilation: Naturalization and Citizenship</i></p> <p><u>Reading and Viewing Assignments:</u> Portes, Alejandro and Rubén Rumbaut. 2006. “From Immigrants to Ethnics: Identity, Citizenship, and Political Participation.” Pp. 117-167 (Chapter 5) in <i>Immigrant America: A Portrait [3rd ed.]</i>. Berkeley: University of California Press. (Trunk)</p> <p>View <i>The Naturalized</i> (2010). Directed by Aaron Lubarsky. (74 min.) before coming to class (available for online video streaming via the Trunk course website under “Resources”, or in the Tisch Library Media Center)</p> <p><u>In-Class:</u> Discuss Homework Exercise #4</p> <p>Homework -- Final Course Evaluations: Please complete a final evaluation of this course online through ISIS. It shouldn’t take you more than 10 minutes, and I really value your positive as well as transformative feedback—thank you!</p>

<p><i>Tues.-Wed. Apr. 15-16</i></p>	<p><i>Passover (first 2 days) (Jewish)</i></p>
<p>Class 25 Tues. Apr. 22</p>	<p><i>Political and Civic Assimilation: National Variations</i></p> <p>Reading and Viewing Assignments: Bloemraad, Irene. 2006. "Becoming a Citizen in the United States and Canada: Structured Mobilization and Immigrant Political Incorporation." <i>Social Forces</i> 85(2): 667-695. (Trunk) Browse the Greater Boston Citizenship Initiative's website and activities at http://gbcinitiative.org/how-to-become-a-citizen (a link is also on Trunk, under "Resources→Useful News/Immigration/Statistical Data Websites"). It is a private organization that helps provide material and nonmaterial resources to encourage and facilitation naturalization here in the Boston area.</p> <p><i>Food for thought:</i> Among the most important dimensions of assimilation is political participation, both <i>formal</i> (e.g., voting or contributing money to a political campaign) and <i>informal</i> (e.g., protesting or joining a civic association). If immigrant-receiving countries are to flourish as liberal democracies, then the growing proportion of the populations in them that are immigrants needs to have some voice and representation in the political process. According to the readings for this and the last class, what factors facilitate the political and civic assimilation of immigrants? Do they mostly have to do with the characteristics and skills of immigrants themselves, as a traditional political science model would suggest? Or, thinking more sociologically, what kinds of government policies, institutional types, and structural arrangements found in host societies interact with immigrants' characteristics to shape their political and civic participation? How do these factors help explain why Portuguese immigrants and Vietnamese refugees are more politically and civically active in Canada than the United States? How does a private foundation like GBCI shape immigrants' political incorporation at the local level, in the ongoing absence of a federal immigrant integration policy?</p> <p><u>In-Class:</u> 20-minute presentation by special guest Matthew Jose from the Greater Boston Citizenship Initiative</p> <p><u>Immigrant Interview and Essay Assignment due (ALL elements to be submitted in class in hardcopy no later than 3pm).</u></p> <p><u>Take-Home Final Exam Distributed</u></p> <p><u>Homework -- Final Course Evaluations:</u> Please complete a final evaluation of this course online through ISIS. It shouldn't take you more than 10 minutes, and I really value your positive as well as transformative feedback—thank you!)</p>
<p>Thurs. Apr. 24 *SPECIAL EVENT!* USCIS Naturalization Ceremony 1:30pm, Fanueil Hall, downtown Boston</p>	<p><i>Together with Matthew Jose of the Greater Boston Citizenship Initiative and Roy Davis, Community Outreach Coordinator from USCIS, we have worked to schedule you a special naturalization ceremony at 1:30pm in downtown Boston this afternoon. Unfortunately, 1:30pm today is the only time we could arrange for this ceremony, since the schedule must be approved and vetted by the Court a year in advance and even USCIS has no control over the setting of its date and time. Since this is such a special opportunity, I <u>strongly</u> encourage you to attend if there is any way at all that you can – both for your own experience, and also if you would like to complete the associated fourth option of the Take-Home Final Exam. USCIS will reserve some seats for you in a special section if you can go. (more details on where to go, how to get there, and what to observe while you're there tba)</i></p>

<p>Class 26 Tues., Apr. 29 **location tba**</p> <p>**Note Date Change** <i>class will be moved so interested students can attend the naturalization on ceremony April 24**</i></p>	<p><i>Political and Civic Assimilation: State and Local Variations</i> <i>Course Wrap-Up</i></p> <p><u>Reading and Viewing Assignments:</u> MARROW, CHAPTER 6 (pp. 179-208) “We’re Here to Serve Our Residents” and CHAPTER 7 (pp. 209-230) “If I Didn’t Trust You Before, I Don’t Even Want to See You Now” View <i>9500 Liberty</i> (2010). Directed by Eric Byler and Annabel Park. (80 min.) before coming to class (available for online video streaming via the Trunk course website under “Resources”, or in the Tisch Library Media Center)</p> <p><i>Food for thought:</i> As we have been learning, in many new immigrant destinations immigrants are not only newly arrived, but also unauthorized. What effects are geographic dispersion and legal status having on immigrants’ settlement experiences and prospects for political and civic assimilation in the United States, given that only legal immigrants and refugees have the ability to naturalize and vote? What effects are they having on immigrants’ feelings of identification with and attachment to the United States and their native hosts? Vice versa, what kinds of positive and negative responses is geographic dispersion generating among native hosts? According to Marrow and <i>9500 Liberty</i>, what are some of the intended and unintended consequences of these native responses in rural and suburban areas? Why are the negative responses among host populations so controversial? Given what you have learned in this course, where <i>should</i> (and where <i>can</i>) we go from here?</p> <p>Homework -- Final Course Evaluations: Please complete a final evaluation of this course online through ISIS. It shouldn’t take you more than 10 minutes, and I really value your positive as well as transformative feedback—thank you!</p>
<p><u>Thurs., May 1</u> Office Hours 11:00am-12:00pm</p>	<p><i>Please note that my regular office hours for this date have been moved, due to a research project training session I am running. You may sign up on my office door.</i></p>

Mon. Apr. 28
Tues.-Thurs. Apr. 29-May 1
Fri.-Fri. May 2-9

Classes end
Reading Period
Final Examinations

<p><u>Wed. May 7</u></p>	<p>Take-Home Final Exam due in my office (Eaton 116) in hardcopy no later than 3:00pm. In addition, submit a copy online via Turnitin.com, preferably before coming to class and certainly by the end of the day.</p> <p>**Note: Your Interview Assignments and Final Exams will be available for you to pick up in the Sociology Department office (Eaton 102B) <u>after May 16</u>. Your final course grades will be made available on the Trunk course website as of <u>May 16</u>.</p>
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