

Baruch College, CUNY

**The Peopling of New York City:
Immigration and Immigrant Integration in the Big Apple**

IDC 3001H, Section FMWH
Spring 2013

M&W 4:10-5:25pm
VC 4-214



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★ Overview

New York City is the quintessential immigrant gateway city, which has long been—and continues to be—the traditional point of entry for immigrants coming to the United States. Today, New York City is home to 3 million residents who were born outside the United States. These foreign-born individuals, who make up 37 percent of the city's population, include international students, temporary workers, refugees, asylees, permanent residents, naturalized American citizens, and undocumented immigrants. The arrival of these newcomers affects the social, economic, and political dynamics of the city. Since immigration to New York City shows no sign of slowing down, the causes, consequences, and repercussions of immigration will continue to affect every fiber of city life.

In this course we will examine—through academic texts, newspaper articles, video clips, political cartoons, and empirical research—how immigrants have shaped New York City and how the city in turn has shaped them. The course consists of two parts:

In **Part 1** of the course, we focus on **immigration** to the United States and New York City. After we discuss what are theorized to be the leading causes of international migration and why there are borders, we will review the most important immigration laws that have let some people into the United States while keeping others out. We concurrently examine two large waves of immigration to New York City: the wave of mostly European immigrants who arrived between 1880 and 1924 and the wave of immigrants from Asia, Latin America, and the Caribbean who came after 1965.

In **Part 2**, we focus on the **integration** of immigrants in New York City today. We first review the major theoretical debates on immigrants’ integration into U.S. society more broadly and how race and ethnicity as well as undocumented status challenge successful integration. We next consider how well (or poorly) today’s immigrants are integrating into various aspects of New York City life as well as key factors that influence immigrants’ societal integration. In particular, we will discuss immigrants’ experiences with learning English, education, jobs, American citizenship and identity, and civic engagement and politics in the United States as well as abroad.

★ Course Goals, Grading, and Requirements

This is a demanding, but also rewarding course. I expect you to complete all assigned readings, participate actively in seminar discussions, and devote considerable time and energy to this course. In return, I hope that you gain a better understanding of, and greater appreciation for, New York City’s experiences with immigration and immigrant integration. By the end of the course, you should have:

- A solid understanding of how immigrants, past and present, have shaped New York City and vice versa.
- Hands-on experience doing some empirical research on immigration and integration dynamics in New York City today.
- Better critical thinking, writing, and public speaking skills.

Your grade will be based on the following:

	Due/Exam Date	Percentage
➤ Attendance and regular participation in seminar discussions		10%
➤ Personal immigration and integration essay	M 2/25	20%
➤ Statistical profile on an immigrant group in NYC	M 3/18	20%
➤ Interview project with an established immigrant	M 4/15	20%
➤ Website development	M 5/20	10%
➤ Final exam	M 5/20	<u>20% +</u>
		100%

I expect all of you to do well in this course, but I assign grades as follows. Do not expect an “A” grade unless you complete *consistently* excellent work.

A	<i>Excellent work.</i> Shows near perfect understanding and excellent analysis of the course materials, as well as originality and analytical rigor in writing.
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B	<i>Good, competent work.</i> Shows a strong grasp of the course materials, as well as some analytical rigor, but there are some errors. Not the most original or thought-provoking work.
C	<i>Average work.</i> Serious errors or misunderstanding of the course materials and limited analysis of the assigned course readings. Hard to discern what the student is arguing or trying to say.
D	<i>Poor work.</i> The student appears to have made little effort and produces below average work. Very serious errors or misunderstanding of the course materials. Unclear what the student is arguing or trying to say.
F	<i>Unacceptable or no work.</i> The student either did not turn in work or what was turned in showed no effort to keep up with the course materials.

Class attendance and seminar participation. You are expected to attend every class, complete the required readings before class, and contribute to class discussions. Everyone should join the discussions, even those who are naturally shy. The quality of your comments is more important than the quantity. Please know that Baruch policy requires an instructor to drop from the course, and assign a “WU” grade, any freshman who has unexcused absences for more than four classes. Read Baruch’s policy on absences at www.baruch.cuny.edu/bulletin, p. 40 of the Undergraduate Bulletin.

A 5-page essay on your family’s immigration history and integration experiences. You will write a personal immigration and integration essay. You will discuss where you/your family came from, why you/your family immigrated to the United States, and where you/your family have settled since. You will also write about your/your family’s integration experiences, including those with learning the English language, education and schools, jobs, religion, identity formation, and civic and political life in the United States and abroad. In particular, I want you to think about how well you think you and your family have integrated and what has made the integration process difficult or easy. A more detailed description of this assignment is included at the end of the syllabus. **DUE DATE: M 2/25—at the beginning of class.**

A 5-page statistical profile on an immigrant group in NYC. You will write a statistical profile of one immigrant group in New York City using, among others, data from the U.S. Census Bureau. Your profile will integrate graphical displays of numerical data (tables or graphs) with a narrative explaining the most important points from the figures. The goal is for you to learn to interpret statistical information and to experience first-hand both the benefits and drawbacks of using quantitative data to learn about immigration and immigrant integration. In preparation for this assignment, I will conduct a workshop on finding, reading, and presenting immigration statistics. For more information, see the end of the syllabus. **DUE DATE: M 3/18—at the beginning of class.**

Interview project with an established immigrant. You will conduct one interview (of about 35-45 minutes) with an immigrant adult about his/her immigration and integration experiences. You will construct an interview guide, conduct and record the interview, transcribe the entire interview, and then write an analytical memo that highlights key themes from the interview and compares how well the theories and topics discussed in class match the immigration and integration experiences of your respondent. In preparation for this assignment, I will hold a workshop on conducting interviews. For more information, see the end of the syllabus. **DUE DATE: M 4/15—at the beginning of class.**

Class website. You will develop a class website, which will display—in an attractive and creative format—the key findings of the research that you have undertaken in the course of the semester. I

have set aside class time for you to work on the website, but you will also have to work on the website outside of class time. **COMPLETION DATE: M 5/20.**

Final exam. There will be a closed-book, in-class final exam that covers the course materials from the *entire* semester. **TENTATIVE EXAM DATE & TIME: M 5/20, 3:30-5:30pm.**

POLICY FOR LATE ASSIGNMENTS. You must inform me prior to a due date (via e-mail) and offer a valid excuse with documentation if an extension on a due date is to be provided. If you miss a due date and do not give prior notice, or if you do not have a valid excuse, your written work is subject to a late penalty of 1/3 of a full letter grade for each day (or part thereof) that your assignment is late. I do not like penalizing students for late assignments, but I have a lot of grading to complete in a timely fashion. Please help me stay on track with my grading by submitting your assignments on time.

NO RE-WRITES OR EXTRA CREDIT. You will not be allowed to re-write your assignments, and there will be no extra credit assignments to boost your grade. This means that you have to make sure that the work you hand it is your very best. You can always talk to me during office hours to make sure you are on the right track and get feedback on your work *before* you had it in.

★ Readings, Blackboard, and Class Website

The course has a website posted on Blackboard, the college's on-line course management system that will play an important role in the course. To access Blackboard, you must login via the CUNY Portal at www.cuny.edu and create a CUNY Portal account. Also, if you do not already have a Baruch e-mail account, please get one as soon as possible and have this added to your Blackboard profile. The e-mail messages I send via Blackboard are delivered ONLY to Baruch e-mail addresses.

On Blackboard, you will find many materials useful to you in this class. They include:

- Updates regarding the course schedule and relevant due dates ("My Announcements");
- A copy of the course syllabus ("Syllabus");
- My slides, posted *after* each class ("Seminar Slides");
- Required course readings ("Required Readings");
- Additional recommended readings and video clips ("Additional Materials");
- Course assignments ("Assignments");
- Grades posted after each assignment and the final exam ("Grade Center").

Students should check Blackboard (and their Baruch e-mail account) at least twice a week, especially for "My Announcements" on the opening page.

Class website address: <http://macaulay.cuny.edu/eportfolios/degrauw13/>.

★ Writing Support, Tutoring Services, and Disability-Related Accommodations

Students who want or need to improve their writing skills should take advantage of the free services that the Baruch College Writing Center offers. For more information about how to make an appointment and how to prepare for a session with one of the Center's writing consultants, please see www.baruch.cuny.edu/writingcenter.

Students will also benefit from the free one-to-one and group tutoring services provided by both peers and professionals through the Student Academic Consulting Center (SACC). SACC also provides instructional support materials such as videos, software, reference books, and handouts that will help you with course content, study skills, and learning strategies. For more information, see www.baruch.cuny.edu/sacc.

It is the policy of Baruch College to provide reasonable accommodations to students with disabilities. Students, however, are responsible for registering with the Disability Services Office, in addition to making requests for accommodations known to me in a timely manner. If you require accommodations in this class, please come see me during office hours as soon as possible, so that appropriate arrangements can be made. For more information, contact the Disability Services Office at (646) 312-4590; VC 2-271.

★ Class Policies – Do’s and Don’ts





- **Office hours.** I encourage you to come to my office hours to ask questions about the course materials. In particular when you have any difficulty with the readings, seminar discussions, or assignments, you should confer with me immediately. My office hours are time I set aside specifically for you. Take advantage of it. You need to sign up for office hours online, which is easy: <http://www.wejoinin.com/sheets/dhtjm>. If you signed up for a slot and cannot make it, please remove yourself from the online roster so another student may sign up instead.
- **Student feedback.** I welcome students’ feedback on the seminar discussions, reading materials, and assignments, both positive and negative. So, please do not be shy in sharing your thoughts; you have a voice in improving your own learning experience. If you want, you can share your feedback anonymously by leaving a typed note in my mailbox in the Political Science office (VC 5-280).
- **Punctuality.** Please come to class on time (i.e., be ready to start taking notes at 4:10pm) and do not leave early (i.e., not before 5:25pm). Students who are habitually late to class or habitually leave early will see this reflected in their attendance and participation grade.
- **Responsibility.** I expect all of you to act as responsible adults and communicate with me if something is going on in your life that affects your school performance. If you have trouble comprehending the course materials, talk to me. If you are struggling with personal issues that affect your school work, let me know. If I send you an e-mail about the fact that you are missing too many classes, do not ignore my e-mail. I have many students and it can be difficult for me to identify those students who might need a little extra help or accommodation. You can help by letting me know what is going on.
- **Academic integrity.** Plagiarism and cheating—such as copying work (including published materials) in your assignments without proper citation, having your work done by someone else, copying answers from someone else during exams—will absolutely NOT be tolerated. My policy is to give a failing grade for the entire course if you plagiarize any assignment or cheat on any exam. In addition, I am required by Baruch College to submit a report of suspected academic dishonesty to the Dean of Students Office. This report becomes part of your permanent file, and you may be expelled from Baruch. For details on what constitutes academic dishonesty—including cheating and plagiarism—please see the school website:





www.baruch.cuny.edu/academic/academic_honesty.html. If questions remain, ask me. Ignorance is not an acceptable excuse.





- **Electronics.** Students may use their laptop computer/tablet in class for note taking. However, if I discover that students are surfing the web and not engaging with the seminar discussions, I will make laptops/tablets off limits during class time. Also, please turn off all cell phones and texting devices when in class.





★ Seminar Topics and Reading Assignments

PART 1 ★ Immigration to the United States and New York City	
M 1/28	Course Introduction and Logistics
W 1/30	Explaining International Migration: Why Do People Move? <ul style="list-style-type: none"> ▪ Massey, Douglas S. 1999. "Why Does Immigration Occur? A Theoretical Synthesis." Pp. 34-52 in <i>The Handbook of International Migration</i>, edited by Charles Hirschman et al. New York: Russell Sage Foundation Press.
M 2/4	Explaining Migration Control: Why Do We Have Borders? <ul style="list-style-type: none"> ▪ Wilcox, Shirley. 2009. "The Open Borders Debate on Immigration." <i>Philosophy Compass</i> 4(1): 1-9.
W 2/6	Workshop #1: Technology Workshop with ITF Ben Miller <ul style="list-style-type: none"> ▪ Be sure to bring your laptop computers to class.
M 2/11	Immigration Until 1880: Open Doors <ul style="list-style-type: none"> ▪ Binder, Frederick M., and David M. Reimers. 1995. "Diversity in Action: Irish and German Immigrants in a Growing City, 1789-1880." Pp. 59-92 in <i>All the Nations Under Heaven: An Ethnic and Racial History of New York City</i>. New York: Columbia University Press. ▪ Riis, Jacob A. 1890. "Preface," "Introduction," "Genesis of the Tenements," "The Awakening," "The Mixed Crowd," and "Chinatown" in <i>How the Other Half Lives</i>. New York: Charles Scribner's Sons.
W 2/13	<i>No class</i> – To compensate for Tenement Museum visit on Tu 2/26
M 2/18	<i>No class</i> – Presidents' Day
W 2/20	Immigration Between 1880 and 1924 (part 1): The Door Closes

	<ul style="list-style-type: none"> ▪ Daniels, Roger. 2005. "The 1920s: The Triumph of Old Nativism." Pp. 27-58 in <i>Guarding the Golden Door: American Immigration Policy and Immigrants Since 1882</i>. New York: Hill and Wang. ▪ Chang, Iris. 2003. "The Chinese Exclusion Act." Pp. 130-156 in <i>The Chinese in America: A Narrative History</i>. New York: Penguin Books. <p> In-class video: <i>Paper Sons: Chinese American Illegal Immigrants</i> (8 min.)</p>
M 2/25	<p>Immigration Between 1880 and 1924 (part 2): The Door Closes</p> <ul style="list-style-type: none"> ▪ Binder, Frederick M., and David M. Reimers. 1995. "Jews and Italians in Greater New York City, 1880 to World War I." Pp. 114-148 in <i>All the Nations Under Heaven: An Ethnic and Racial History of New York City</i>. New York: Columbia University Press. ▪ Foner, Nancy. 2000. "The Sting of Prejudice." Pp. 142-168 in <i>From Ellis Island to JFK: New York's Two Great Waves of Immigration</i>. New York: Russell Sage Foundation Press. <p> In-class video: <i>Island of Hope, Island of Tears</i> (29 min.)</p> <p> Due: Personal Immigration and Integration Essay</p>
Tu 2/26	Visit of the Tenement Museum – "Irish Outsiders" tour, 6:30-7:45pm
W 2/27	<p>Workshop #2: Finding, Reading, and Presenting Immigration Statistics</p> <ul style="list-style-type: none"> ▪ Be sure to bring your laptop computers to class.
M 3/4	<p>Workshop #3: Technology Workshop with ITF Ben Miller</p> <ul style="list-style-type: none"> ▪ Be sure to bring your laptop computers to class.
W 3/6	<p>Immigration Between 1965-2001 (part 1): The Rebirth of Immigration</p> <ul style="list-style-type: none"> ▪ Daniels, Roger. 2005. "Lyndon Johnson and the End of the Quota System." Pp. 129-144 in <i>Guarding the Golden Door: American Immigration Policy and Immigrants Since 1882</i>. New York: Hill and Wang. ▪ Audio file: "1965 Immigration Law Changed Face of America." ▪ Cave, Damien. 2010. "A Generation Gap over Immigration." <i>New York Times</i> (May 17). <p> In-class videos: <i>Refugee Act of 1980</i> (8 min.); <i>Immigration Reform and Control Act of 1986</i> (2 min.)</p>
M 3/11	<p>Immigration Between 1965-2001 (part 2): The Rebirth of Immigration</p> <ul style="list-style-type: none"> ▪ Percy Kraly, Ellen, and Ines Miyares. 2001. "Immigration to New York City: Policy, Population, and Patterns." Pp. 33-79 in <i>New Immigrants in New York</i>, edited by Nancy Foner. New York: Columbia University Press.

	<ul style="list-style-type: none"> ▪ Semple, Kirk. 2010. "In an Italian Enclave in the Bronx, Signs of Mexico Begin to Show." <i>New York Times</i> (July 7). ▪ Fessenden, Ford, and Sam Roberts. 2011. "Then and Now: New York's Shifting Ethnic Mosaic." <i>New York Times</i> (January 22). <p> In-class video: <i>Deeply Dominican in Upper Manhattan</i> (6 min.)</p>
W 3/13	<p>Workshop #4: Preparing and Conducting Interviews</p> <ul style="list-style-type: none"> ▪ Be sure to bring your laptop computers to class.
Sat 3/16	<p>Walking Tour of Chinatown, 10am-12pm</p>
M 3/18	<p>Immigration Since 9/11: Concerns over Terrorism and National Security</p> <ul style="list-style-type: none"> ▪ Mittelstadt, Michelle, Burke Speaker, Doris Meissner, and Muzzafar Chishti. 2011. <i>Through the Prism of National Security: Major Immigration Policy and Program Changes in the Decade Since 9/11</i>. Washington, DC: Migration Policy Institute. ▪ Immigration Policy Center. 2004. <i>Targets of Suspicion: The Impact of Post-9/11 Policies on Muslims, Arabs, and South Asians in the United States</i>. Washington, DC: Immigration Policy Center. <p> In-class videos: <i>New York Muslims Recall 9/11 Backlash</i> (3 min.); <i>NY Muslims Angered by FBI Surveillance</i> (4 min.); <i>As New York Debates Secure Communities Program, Study Challenges Controversial Policy to Deport Immigrant Prisoners</i> (13 min.)</p> <p> Due: Statistical Profile</p>
W 3/20	<p>Immigration Since 9/11: DREAMers and DACA</p> <ul style="list-style-type: none"> ▪ Batalova, Jeanne, and Margie McHugh. 2010. <i>DREAM vs. Reality: An Analysis of Potential DREAM Act Beneficiaries</i>. Washington, DC: Migration Policy Institute. ▪ National Immigration Law Center. 2012. "The Obama Administration's Deferred Action for Childhood Arrivals." Los Angeles: National Immigration Law Center. <p> In-class videos: <i>Obama's Dreamers: 'I want to be in this country. I have so much potential to give'</i> (6 min.); <i>Ju Hong, UC Berkeley Undocumented Student</i> (4 min.); <i>Obama DREAM Act Prosecutorial Discretion Remarks</i> (9 min.)</p>
M 3/25	Spring Recess – <i>No class</i>
W 3/27	Spring Recess – <i>No class</i>
M 4/1	Spring Recess – <i>No class</i>

W 4/3	No class – To compensate for Chinatown walking tour on Sat 3/16
PART 2 ★ Immigrant Integration and Exclusion	
M 4/8	<p>Theorizing Immigrant Integration and Exclusion</p> <ul style="list-style-type: none"> ▪ Brown, Susan K., and Frank D. Bean. 2006. “Assimilation Models, Old and New: Explaining a Long-Term Process.” Washington, DC: Migration Policy Institute. ▪ Bloemraad, Irene, and Els de Graauw. 2012. “Immigrant Integration and Policy in the United States: A Loosely Stitched Patchwork.” Pp. 205-232 in <i>International Approaches: Integration and Inclusion</i>, edited by John Biles and James Frideres. Montreal and Kingston: Queen’s Policy Studies Series, McGill-Queen’s University Press. <p> In-class videos: <i>Tancredo on Immigration and ‘Cultural Assimilation’</i> (5 min.); two videos on <i>Multiculturalism in Canada</i> (6 min. total)</p>
W 4/10	<p>Challenges to Integration: Race and Ethnicity</p> <ul style="list-style-type: none"> ▪ Steinberg, Stephen. 2004. “The Melting Pot and the Color Line.” Pp. 235-247 in <i>Reinventing the Melting Pot: The New Immigrants and What It Means to Be American</i>, edited by Tamar Jacoby. New York: Basic Books. ▪ Rogers, Reuel. 2001. “Black Like Who?” Afro-Caribbean Immigrants, African Americans, and the Politics of Group Identity.” Pp. 163-192 in <i>Islands in the City: West Indian Migration to New York</i>, edited by Nancy Foner. Berkeley: University of California Press. <p> In-class videos: <i>Hate Crime Against Ecuadoran Immigrant in Suburban New York</i> (3 min.); <i>LA Riots 20 Years Later</i> (5 min.)</p>
M 4/15	<p>Challenges to Integration: Documentation Status</p> <ul style="list-style-type: none"> ▪ Gonzalez, David. 2009. “A Family Divided by Two Words: Legal and Illegal.” <i>New York Times</i> (April 26) – including <u>slide show</u>: “Without Papers Looking for a Future.” ▪ Abrego, Leisy Janet. 2006. “I Can’t Go to College Because I Don’t Have Papers: Incorporation Patterns of Latino Undocumented Youth.” <i>Latino Studies</i> 4(3): 212-231. ▪ Gonzales, Roberto G. 2007. <i>Wasted Talent and Broken Dreams: The Lost Potential of Undocumented Students</i>. Washington, DC: Immigration Policy Center. ▪ NYC Executive Order 41 (2003): “City-wide Privacy Policy and Amendment of Executive Order No. 34 Relating to City Policy Concerning Immigrant Access to City Services.” <p> In-class videos: <i>Undocumented Dreams</i> (10 min.); <i>Undocumented Immigrants Struggling in New York After Sandy</i> (3 min.)</p> <p> Due: Interview Transcription and Analysis</p>

W 4/17	<p>New York’s Tower of Babel: Learning a New Language</p> <ul style="list-style-type: none"> ▪ López, David, and Vanesa Estrada. 2007. “Language.” Pp. 228-242 in <i>The New Americans: A Guide to Immigration Since 1965</i>, edited by Mary C. Waters and Reed Ueda (with Helen B. Marrow). Cambridge: Harvard University Press. ▪ NYC Executive Order 120 (2008): “City-wide Policy on Language Access to Ensure the Effective Delivery of City Services.” <p> In-class videos: <i>Translating Health Care</i> (7 min.); <i>City of Endangered Languages</i> (5 min.)</p>
M 4/22	<p>Working Towards a Better Life: Going to School and Finding Work</p> <ul style="list-style-type: none"> ▪ Foner, Nancy. 2000. “Going to School.” Pp. 188-223 in <i>From Ellis Island to JFK: New York’s Two Great Waves of Immigration</i>. New York: Russell Sage Foundation Press. ▪ Wright, Richard, and Mark Ellis. 2001. “Immigrants, the Native-Born, and the Changing Division of Labor in New York City.” Pp. 81-110 in <i>New Immigrants in New York</i>, edited by Nancy Foner. New York: Columbia University Press. <p> In-class videos: <i>A High School on the Front Line</i> (6 min.); <i>Immigrant Entrepreneurs</i> (5 min.); <i>Dollars and Dreams: West Africans in New York</i> (10 min.)</p>
W 4/24	<p>Workshop #5: Class Website</p> <ul style="list-style-type: none"> ▪ Be sure to bring your laptop computers to class.
M 4/29	<p>New Yorkers Become Americans: Citizenship and Identity</p> <ul style="list-style-type: none"> ▪ Schildkraut, Deborah J. 2011. “Defining American Identity in the Twenty-First Century.” Pp. 34-62 in <i>Americanism in the Twenty-First Century: Public Opinion in the Age of Immigration</i>. New York: Cambridge University Press. ▪ United States Citizenship and Immigration Services. “Civics Flash Cards for the Naturalization Test.” <p> In-class videos: <i>Becoming American: The Chinese Experience</i> (7 min.); <i>Naturalization Ceremony in New York City</i> (8 min.)</p>
W 5/1	<p>Participating in American Democracy: Immigrant Voting</p> <ul style="list-style-type: none"> ▪ Minnite, Lorraine C., and John H. Mollenkopf. 2006. “Between White and Black: Asian and Latino Political Participation in the 2000 Presidential Election in New York City.” Pp. 103-119 in <i>Black and Latino/a Politics: Issues in Political Development in the United States</i>, edited by William E. Nelson, Jr. and Jessica Lavariega Monforti. <p> In-class videos: <i>New York’s Immigrant Vote</i> (5 min.); <i>Asian American Voters and Immigrant Voter Turnout</i> (5 min.)</p>

M 5/6	<p>Feet in Two Worlds: Transnational Ties</p> <ul style="list-style-type: none"> ▪ Foner, Nancy. 2000. "Transnational Ties." Pp. 169-187 in <i>From Ellis Island to JFK: New York's Two Great Waves of Immigration</i>. New York: Russell Sage Foundation Press. ▪ Sengupta, Somni. 1996. "Immigrants in New York Pressing Drive for Dual Nationality." <i>New York Times</i> (December 30). ▪ Semple, Kirk. 2010. "Immigrant Sets Sights on the Mayor's Office, Back Home in Mexico." <i>New York Times</i> (June 1). ▪ Berger, Joseph. 2009. "Salvadoran Immigrants Turn Attention Back Home." <i>New York Times</i> (February 15). ▪ Zezima, Katie. 2010. "Running for President in Haiti, but Stumping in the U.S." <i>New York Times</i> (November 12). <p> In-class videos: <i>In Harlem, Voting for Guinea</i> (5 min.); <i>The Jamay Jalisco Club</i> (5 min); <i>With Reverse Migration, Children of Immigrants Chase 'American Dream' Abroad</i> (11 min.)</p>
W 5/8	<p>Workshop #6: Technology Workshop with ITF Ben Miller</p> <ul style="list-style-type: none"> ▪ Be sure to bring your laptop computers to class.
M 5/13	<p>The Second Generation: The Integration of the Children of Immigrants</p> <ul style="list-style-type: none"> ▪ Kasinitz, Philip, John Mollenkopf, Mary Waters, and Jennifer Holdaway. 2006. "Becoming American/Becoming New Yorkers: The Second Generation in a Majority Minority City." Washington, DC: Migration Policy Institute.
W 5/15	<p>Final Exam Review</p>
M 5/20	<p>FINAL EXAM TENTATIVE TIME: 3:30 - 5:30pm</p>

★ Formatting Requirements for All Assignments

Make sure that all your assignments conform to the following formatting requirements:

- Papers need to be typed and double-spaced, use 12-point letter size and Times New Roman font, have margins of at least 1" all around, and have the pages numbered at the bottom.
- Include your name and e-mail address in the top right corner of the first page.
- Include a descriptive title for your personal essay, statistical profile, and interview memo.
- Do NOT include a separate cover page and do NOT stick your paper in a plastic folder.
- Staple the pages together (NO paper clips, NO folding the ears of pages together, etc.).
- Properly cite the sources (including statistical data sources, attribute quotes to your interview respondents, etc.) of your data and ideas. Avoid plagiarism.

The goal of this assignment is to get you thinking, from a personal perspective, about the many issues we will treat in a more academic fashion throughout the semester.

Write a 5-page, double-spaced essay in which you discuss your personal (if you migrated) or your family's (if your parents or grandparents migrated) immigration history and integration experiences in the United States and New York City. I encourage you to talk to relatives about these issues and integrate these conversations into your essay.

Please consider all of the following questions:

1. Where did you/your family immigrate from? When?
2. Why did you/your family immigrate to the United States?
 - (a) What factors "pulled" you/your family to the United States?
 - (b) What factors "pushed" you/your family from your native country?
 - (c) Was migration voluntary or forced?
3. What have your/your family's integration experiences been like?
 - (a) Where have you/your family settled in the United States? Why there?
 - (b) How easy or difficulty has it been for you/your family:
 - To learn English? What language do you speak at home?
 - To get along in American schools?
 - To find work in the United States?
 - To maintain traditions and rituals associated with your/your family's native country?
 - (c) Do you/your family participate in civic organizations in the United States? Back in the home country?
 - Are you/your family members of a church/synagogue/temple/etc.?
 - Are you/your family members of labor unions?
 - Do you/your family volunteer with community-based organizations?
 - (d) Do you/your family participate in political affairs in the United States? Back in the home country?
 - If you/your family were born abroad, have you/your family acquired American citizenship? Why or why not?
 - Do you/your family vote in American elections? Elections back home?
 - Do you/your family follow American political news (for example, in newspapers or on the radio and internet)? Political events in the home country?
 - (e) Have you/your family experienced prejudice because of your origins, accent, race/ethnicity, and/or documentation status?
 - (f) In what other ways (if any) do you/your family maintain ties with the home country?
4. Overall, how well do you think you/your family has integrated into U.S. society?
5. What factors have made the integration process easy or difficulty for you/your family?
 - (a) Personal factors? For example: knowledge (or lack of knowledge) of English, educational skills, help from family and friends, etc.
 - (b) Societal factors? For example: encounters with prejudice or discrimination, help from community-based organizations, help from (city) government agencies, etc.

Evaluation: I will evaluate you on how well you integrated answers to these questions into a coherent, well-structured, and well-written essay. I will also evaluate you on your ability to bring your personal immigration and integration experiences in conversation with the course materials.

Hand in a copy at the beginning of class AND e-mail me the Word file by 10pm.

The goal of this assignment is to familiarize you with some of the statistical resources available to researchers of immigration and to practice presenting numerical data.

On your own, you will write a statistical profile of one of the following immigrant groups in the New York City: (a) Dominicans, (b) Chinese, (c) Mexicans, (d) Haitians, or (e) Russians. Statistical profiles should be about 5 pages and double spaced, including figures, tables, and references.

Your profile should integrate graphical displays of numerical data (tables or graphs) with a narrative explaining the most important points from the figures. Please answer the following:

1. What is the total number of foreign born of your immigrant group today? What is their percentage of the total foreign born? What is their size compared to other groups?
2. What are the predominant means of entry for your group today, i.e., migration as family sponsored immigrants, employment immigrants, temporary workers, refugees & asylees and/or illegal immigrants?
3. Describe, in broad terms, the history of migration of your group. When did your group first begin arriving in significant numbers to New York City? Have there been peaks and dips in the group's migration? Speculate why.
4. Investigate at least three demographic or socio-economic characteristics of the group, e.g., gender or age composition, educational attainment, poverty, racial diversity, family structure, occupation, citizenship status, etc. How do they compare on these characteristics to other foreign born and native-born New Yorkers? Speculate on why you see these patterns and what they might mean for the prospect of successful integration. In speculating about the numbers you present, draw on the course readings and class discussions. You are encouraged to do further reading.
5. *O P T I O N A L*: What are the top two NYC neighborhoods of residence for your group? Speculate on why those neighborhoods are particularly attractive for settlement.

In putting together your report, you must use at least two different sources of statistical data. You may use more. You must also provide proper referencing for the source of all your statistical data. Give some thought as to how credible the numbers are.

Evaluation: I will evaluate your report on how well you use statistical data to profile your group and quality of writing. Be aware of proper referencing and clear presentation. I also hope to see some thoughtful speculation on the reasons for the numbers.

Hand in a copy at the beginning of class AND e-mail me the Word file by 10pm.

The goal of this assignment is to have you reflect on concepts and theories by considering the life of an established immigrant. I also want you to try collecting data using an interview format.

1. Prepare an interview guide

Construct an interview guide that considers immigration and integration. Your interview will be *semi-structured*, that is, it is guided by a questionnaire, but carried out like a conversation through “prompting.” You should encourage your respondent to tell you about his or her experiences with examples and anecdotes, rather than yes/no survey-style answers.

Decide on one or two major themes that you will explore in each interview section. For example:

- Immigration – the actual process of migration (who helped pay for it, how was it done, etc.); the “push” factors that led to migration; the “pull” factors that made the U.S. and New York City the respondent’s destination; the help or hindrance of network ties, etc.
- Integration – experiences getting a job, learning about U.S. work norms, etc.; learning English; having children go to U.S. schools; practicing one’s religion; experiences with political incorporation (going to vote for the first time; reasons not to vote), attitudes to U.S. citizenship (did the person become a citizen? Why? Why not?); feeling “American”; experience with prejudice because of origins, accent, race/ethnicity, or documentation status; ties to the home country (frequency of trips back, sending money back home, civic and political participation in the home country), etc.

2. Do the interview

You will use your questionnaire to interview one immigrant for 35-45 minutes. This person may be a relative, an acquaintance, or a stranger. The person **MUST** be an adult (18 years or older) who was not born in the United States and who immigrated to the U.S. before 2007 at 13 years of age or older. You must follow ethical standards of *informed consent*. Request permission to record the interview and explain that the interview is anonymous.

3. Transcribe (and translate into English, if necessary) the *entire* interview

Type up a written transcript of the whole interview. Include half sentences, the questions you asked, and all parts of the respondent’s answer. *W A R N I N G*: it takes 3-5 hours to type up one hour of audio recording. Do not put off transcribing your interview until the last minute.

4. Analytical Memo

In 2-3 double-spaced pages, summarize key themes from the interview. By way of analysis, you can take one theory or idea from the class readings or class discussions and reflect on how well this idea matches the experiences of your respondent. Next, identify passages from your interview that you could quote to show that the academic theory or idea was right or wrong. Then discuss why this might be the case.

Evaluation: you will be evaluated on how well you thought out your questionnaire, how well you gathered information from the respondent (that is, providing them with a pleasant interview experience that also provides lots of data through smart prompting), the thoughtfulness of your reflections, and the quality of your writing.

Hand in a copy of your interview questionnaire, interview transcript, and analytical memo at the beginning of class AND e-mail me the Word file (all files merged into 1 document) by 10pm.