

Ethnic Studies 135AC
Contemporary U.S. Immigration
Summer 2006, Session D
Tuesday, Wednesday, Thursday (10:30am-1pm)
279 Dwinelle

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Course Description:

Immigration to the United States has included migrants from every part of the globe. More recently, the majority of post-1965 immigrants have come from Asia, Latin America and the Caribbean. It is estimated that if the “new” immigrants from these countries continue to account for the larger share of immigration, the population of the U.S. will acquire an additional 80 million as a direct or indirect consequence of immigration by 2050.¹ Immigration, then, plays the dominant role in our future population growth as the number of immigrants and their offspring continues to grow. Thus, the arrival of immigrants from these particular parts of the globe has and will continue to change the racial and ethnic composition of the American population, and thereby redefine the social meanings of race and ethnicity and American identity. Furthermore, this “new” immigration has also raised questions about the impacts on the economic and political institutions of the U.S. In order to understand the causes and consequences of migrations of this magnitude, the course will provide a historical, political, economic, and social context for understanding contemporary U.S. immigration.

We will first review the political and social responses of the American public toward immigration, which have come in the form of immigration policy and reform and anti-immigrant sentiment and nativist attitudes toward immigrants, in order to provide a historical and political context for understanding contemporary U.S. immigration. Next, we will review the major theoretical paradigms of international migration to understand why people migrate across international boundaries and to the U.S. in particular. We will then analyze the limitations of these migration theories in explaining the dynamics of contemporary U.S. immigration. We will also explore the major debates that revolve around the economic costs and benefits of immigration. In particular, we will examine the key arguments for understanding the impacts of immigrants on the U.S. economy, as well as the impact of immigrant utilization of state sponsored and supported social programs.

Lastly, we will examine the lives of several immigrant groups within a comparative framework, to explore how contemporary immigrants have changed after their arrival. We will explore the “new” literature on immigrant adaptation that developed in response to doubts raised about the assimilability of post-1965 immigrants, who are predominantly of Asian, Latin American and Caribbean descent. In particular, we will examine three important aspects of immigrant life: social networks, gender and generational relations, to understand how these immigrants have adapted, assimilated and become incorporated into American society. Particular attention will be given to how the processes of assimilation and incorporation, which are influenced by social, political, and economic forces, affect the lives of contemporary immigrants. In doing so, we will gain a deeper understanding of how race, class, and gender interplay with and affect the lives of immigrants. We will conclude with an analysis of the current literature on the second generation and explore what the future will hold for the children of today’s immigrants.

¹ Smith, James P. and Barry Edmonston, eds. *The New Americans: Economic, Demographic, and Fiscal Effects of Immigration*. (Washington, D.C.: National Academy Press, 1997), p.95.

Course Requirements:

a) **Attendance** is required for the course. You will not pass this class if you are absent, for any reason, for more than three class periods. Please be on time.

b) **Class Participation (15%)**: There will be weekly class activities/assignments that you will be expected to participate in and prepare for in advance, by utilizing the assigned readings. Also, you are expected to prepare for lecture and class discussion by completing all assigned readings. (Your active participation in class is strongly encouraged so that you and your classmates can experience the most effective and engaging discussion of the readings.)

c) **Response Papers (30%)**: You will be required to write 2 response papers (**4-5 pgs each**). I will give you a question or set of questions about the readings, which you will be asked to respond in a concise and analytical manner.

d) **Presentations (20%)**: You will be asked to present your final paper (your proposal on immigration reform) with your evaluation of the texts and readings that support your position on immigration policy reform. When you present, you are responsible for 1) summarizing and evaluating the readings and research you will be using; 2) preparing questions you may have to refine your proposal; and 3) providing a visual component to support your stance on immigration reform. This is your opportunity to ask questions and get feedback on your proposal (ie. What will work or what is ineffective with what you propose? How will this affect immigration and the lives of immigrants? What matters to you in regards to reforming immigration? Why should this be important to everyone else?)

e) **Final Paper (35%)**: You will be asked to write your own proposal on immigration policy reform that reflects the current debates on immigration (**6-8 pgs; 4-5 readings/texts required**). In this proposal, you will be expected to evaluate the texts and readings of the course that are most relevant and support your position on immigration policy reform. In your evaluation of the texts and readings, you should engage the readings or authors in some dialogue about the current debates on immigration.

***NOTE:** NO LATE WORK WILL BE ACCEPTED!!!

REQUIRED TEXTS (Available at the ASUC Bookstore)

Borjas, George J. *Heaven's Door: Immigration Policy and the American Economy*. Princeton, NJ: Princeton University Press, 1999.

Bean, Frank and Gillian Stevens. *America's Newcomers and the Dynamics of Diversity*. New York: Russell Sage Foundation, 2003.

A course reader will also be available at University Copy Service, 2425 Channing Way

America's Response to Immigration: A Historical and Political Context for Understanding Contemporary Immigration

American response to immigration has taken two distinct forms: a political response and a social response in the form of immigration policies and anti-immigrant sentiment or nativism. We will first explore current nativist or anti-immigrant attitudes that are helping to fuel the debates over contemporary immigration. Then, we will conduct a historical overview of U.S. immigration policy to understand the ways in which anti-immigrant sentiment and nativist attitudes toward immigrants have affected U.S. immigration policy. More importantly, we will examine U.S. immigration history and policy with American social responses to immigration in order to provide a historical, political and social context for understanding contemporary migration. By the end of this section, you should be able to 1) identify the major periods of U.S. immigration policy 2) explain the major immigration laws of each period and 3) analyze the historical, social, political, and economic contexts of immigration policy formation during each period to understand the current economic, social and political context for today's immigrants.

Wednesday, July 5

Course Introduction

Thursday, July 6 (Social Responses: Nativism and Anti-Immigrant Sentiment)

Readings:

- 1) Huntington, Samuel. 2004. "The Hispanic Challenge." *Foreign Policy* :30-45.
- 2) Johnson, James H. Jr., Walter C. Farrell Jr. and Chandra Guinn. 1999. "Immigration Reform and the Browning of America: Tensions, Conflicts, and Community Instability in Metropolitan Los Angeles." Pp. 390-411 in Charles Hirschman, Philip Kasinitz, and Josh DeWind, eds., *The Handbook of International Migration: The American Experience*, New York: Russell Sage Foundation.

Tuesday, July 11 (Political Response: Immigration Policy and Reform)

Readings:

- 1) Tichenor, Daniel J. "Chapter 1: Introduction", in *Dividing Lines: The Politics of Immigration Control in America*. Princeton, N.J.: Princeton University Press, 2002, pp.1-15.
- 2) Dinnerstein, Leonard & David M. Reimers. "Chapter 4: Ethnic Conflict and Immigration Restriction," in *Ethnic Americans: A History of Immigration*. New York: Harper Collins Publishers, 1988, pp.63-84.
- 3) Dinnerstein, Leonard & David M. Reimers. "Chapter 5: Post-World War II, A New Wave of Immigrants," in *Ethnic Americans: A History of Immigration*. New York: Harper Collins Publishers, 1988, pp.85-106.

Wednesday, July 12 (Political Response: Immigration Policy and Reform) cont'd

Readings:

- 1) Tichenor, Daniel J. "Chapter 9: Two Faces of Expansion: The Politics of Immigration Reform", in *Dividing Lines: The Politics of Immigration Control in America*. Princeton, N.J.: Princeton University Press, 2002, pp.242-288.

*CLASS ACTIVITY

Theories of Migration

Immigration scholars have long debated the question of what factors cause people to migrate across international borders. In this section, we will review the major schools of thought on migration: neoclassical economics, the new economics of migration, segmented labor market theory, world systems theory, social capital theory, and cumulative causation. Specifically, we will utilize the major theories of international migration to understand why people migrate across international boundaries and to the U.S. in particular. Finally, we will analyze the limitations of these migration theories in explaining the dynamics of contemporary U.S. immigration. By the end of this section, you should be able to 1) identify the major schools of thought on migration and understand how each differs in its explanation of the movement of people and 2) analyze the strengths and weaknesses of the various migration theories in explaining contemporary U.S. immigration.

Thursday, July 13 (The Major Theories of Migration)

Readings:

- 1) Massey, Douglas S., "Why Does Immigration Occur?: A Theoretical Synthesis," in Charles Hirschman, Philip Kasinitz, and Josh DeWind, eds., *The Handbook of International Migration: The American Experience*, New York: Russell Sage Foundation, 1999: pp.34-52.

Tuesday, July 18 (The Limitations of Migration Theories)

Readings:

- 1) Pessar, Patricia R, "The Role of Gender, Households, and Social Networks in the Migration Process: A Review and Appraisal," in Charles Hirschman, Philip Kasinitz, and Josh DeWind, eds., *The Handbook of International Migration: The American Experience*, New York: Russell Sage Foundation, 1999: pp.53-70.
- 2) Zolberg, Aristide R, "Matters of State: Theorizing Immigration Policy." in Charles Hirschman, Philip Kasinitz, and Josh DeWind, eds., *The Handbook of International Migration: The American Experience*, New York: Russell Sage Foundation, 1999: pp.71-93.
- 3) Saskia Sassen, "America's Immigration 'Problem,'" in Saskia Sassen, *Globalization and Its Discontents: Essays on the New Mobility of People and Money*, New York: The New Press, 1998: pp.31-53.

The Economic Debates

The "new" immigrants have raised questions about the economic impacts on native workers and the welfare state. However, much of the research and discussion about these impacts have been dominated by economists. These scholars tend to emphasize immigrant restriction and immigration policy reform that will benefit the native worker and citizen and lessen the economic impacts on the welfare state. Consequently, their work explores only the economic aspects of immigration and has no focus or discussion over other aspects of immigrant life, such as gender, social capital, and so on. Thus, economic perspectives dominate much of our understanding of the immigration debates and have in turn led to a primary focus on the economic consequences of immigration. In this section, we will explore the major debates that revolve around the economic costs and benefits of immigration. Thus, in this section, you should be able to examine the strengths and weaknesses of the key arguments regarding the impacts of immigrants on the U.S. economy, as well as the impact of immigrant utilization of state sponsored and supported social programs.

Wednesday, July 19 (The Unskilled Immigrants)

Readings:

- 1) Borjas, George J., *Heaven's Door* (Ch. 1, 2)

***CLASS ACTIVITY**

Thursday, July 20 (Labor Market Impacts)

Readings:

- 1) Borjas, George J., *Heaven's Door* (Ch. 4)
- 2) Card, David. "Is the New Immigration Really So Bad?" (January 2005).

Tuesday, July 25 (Immigration and the Welfare State)/Policy Recommendations

Response Paper #1 Due

Readings:

- 1) Borjas, George J., *Heaven's Door* (Ch. 6, 11)
- 2) Bean, Frank and Gillian Stevens. *America's Newcomers and the Dynamics of Diversity* (Ch. 4, 11)

Immigrant Adaptation and Incorporation

Although much of the immigration literature has been dominated by an economist perspective, there is growing literature that is exploring various aspects of immigrant life to extend economic explanations of the causes and consequences of immigration. For instance, this growing literature has approached a study of immigrants through a sociological lens to explore the dynamics of immigrant life such as social networks, gender and generational relations. In particular, these studies explore how immigrants have changed after their arrival by examining how immigrants adapt, assimilate and become incorporated into American society. In their efforts to understand the social and cultural integration and structural assimilation of immigrants, these studies are able to illuminate the complexities of the immigrant experience and immigrant life, and in turn provide greater understanding about the consequences of immigration. Furthermore, this literature has also embarked on a study of the second generation in an effort to understand the extent and the circumstances under which immigrants experience the process of assimilation that determine their full incorporation or lack of it, into the American social, economic and political life. By the end of this section, you should be able to 1) develop a deeper understanding of how contemporary immigrants adapt, assimilate and become incorporated into American society that allows you to view the immigration experience outside the economist framework of understanding immigration on solely economic terms, 2) comprehend the complexities of the immigrant experience and the dynamics of immigrant life and 3) understand how immigrants will fare after subsequent generations, based on the immigrant adaptation literature that focuses on the experiences of the second generation.

Wednesday, July 26 (Patterns of Incorporation)

Readings:

- 1) Bean, Frank and Gillian Stevens. *America's Newcomers and the Dynamics of Diversity*. (Ch. 6, 7, 8)

*CLASS ACTIVITY

Thursday, July 27 (Assimilation Theories)

Readings:

- 1) Alba, Richard and Victor Nee, "Rethinking Assimilation Theory for a New Era of Immigration," in Charles Hirschman, Philip Kasinitz, and Josh DeWind, eds., *The Handbook of International Migration: The American Experience*, New York: Russell Sage Foundation, 1999: pp. 137-160.

Tuesday, August 1 (The Forces that Shape the Processes of Settlement and Incorporation)

Response Paper #2 Due

Readings:

- 1) Menjivar, Cecilia. "Chapter 4: The Context of Reception in the United States," in *Fragmented Ties: Salvadoran Immigrant Networks in America*. Berkeley: University of California Press, 2000, pp.77-114.
- 2) Waters, Mary C, "Chapter 3: Racial and Ethnic Identity Choices," in *Black Identities: West Indian Immigrant Dreams and American Realities*. Cambridge: Harvard University Press, 1999, pp.44-93.
- 3) Hondagneu-Sotelo, Pierrette, "Chapter 4: Gendered Transitions," in *Gendered Transitions: Mexican Experiences of Immigration*, Berkeley and Los Angeles: University of California Press, 1994, 53-97.

*Presentation of Proposals

Wed., August 2 (The Lives of Immigrants and their Process of Settlement and Incorporation)

Readings:

- 1) Menjivar, Cecilia. "Chapter 5: The Dynamics of Social Networks," in *Fragmented Ties: Salvadoran Immigrant Networks in America*. Berkeley: University of California Press, 2000, pp. 115-156.
- 2) Waters, Mary C, "Chapter 5: Encountering American Race Relations," in *Black Identities: West Indian Immigrant Dreams and American Realities*. Cambridge: Harvard University Press, 1999, pp. 140-191.
- 3) Pierrette Hondagneu-Sotelo, "Chapter 6: Women Consolidating Settlement," in *Gendered Transitions: Mexican Experiences of Immigration*, Berkeley and Los Angeles: University of

California Press, 1994, 1-18

*Presentation of Proposals

Thursday, August 3 (The Second Generation)

Readings:

1) Zhou, Min, "Segmented Assimilation: Issues, Controversies, and Recent Research on the New Second Generation," in Charles Hirschman, Philip Kasinitz, and Josh DeWind, eds., *The Handbook of International Migration: The American Experience*, New York: Russell Sage Foundation, 1999: pp.196-211.

2) Rumbaut, Ruben and Alejandro Portes, "Ethnogenesis: Coming of Age in Immigrant America," in Ruben Rumbaut and Alejandro Portes, eds., *Ethnicities: Children of Immigrants in America*, Berkeley: University of California Press, 2001: pp. 1-19.

*Presentation of Proposals

Tuesday, August 8 (The Second Generation)

Readings:

1) Zhou, Min, "Straddling Different Worlds: The Acculturation of Vietnamese Refugee Children," in Ruben Rumbaut and Alejandro Portes, eds., *Ethnicities: Children of Immigrants in America*, Berkeley: University of California Press, 2001: pp. 187-227.

2) David E. López and Ricardo D. Stanton-Salazar, "Mexican Americans: A Second Generation at Risk," in Rubén G. Rumbaut and Alejandro Portes, eds., *Ethnicities: Children of Immigrants in America*, Berkeley and Los Angeles: University of California Press and New York: Russell Sage Foundation, 2001: 57-90.

*Presentation of Proposals

Wednesday, August 9

*Presentation of Proposals

Thursday, August 10

Course Conclusion

***Final Paper Due**