

Spring 2005

Justice Studies 350: Immigration and Justice

Instructor: Dr. Menjívar
Office Hours: M 1:30-3 pm & by appt.

Office: Wilson Hall 324
Phone: 965-7631
e-mail: menjivar@asu.edu

This course will focus on the diversity of contemporary issues of U.S. immigration. Although we will start with a historical overview, the emphasis will be on contemporary issues, such as the origins and destination of (past and present) immigrants, conditions under which immigration takes place, politics of admission and immigration law, undocumented immigration, the labor force participation of immigrants, gender, family, and the children of immigrants. These materials will be conveyed through academic readings, films, and class discussions.

Course Outline and Participation. All students are expected to come to class prepared, as this is a course that requires active participation. Doing the readings assigned for a particular class *before* that class period will help in class participation, but more importantly, it will result in a better performance overall. Failure to do the assigned readings before class will hinder comprehension of lecture materials and impede participation in group and in other classroom discussions, which in turn, will seriously affect your overall grade. And importantly, this course will require a considerable amount of reading and writing. If you think you will be unable to dedicate the time necessary to complete these assignments, you might want to consider taking a different course.

Required Readings:

*Yen Le Espiritu. 2003. *Home Bound: Filipino American Lives Across Cultures, Communities, and Countries*. Berkeley: University of California Press.

*Douglas S. Massey, Jorge Durand, and Nolan J. Malone. 2002. *Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration*. New York: Russell Sage Foundation.

*Cecilia Menjívar. 2000. *Fragmented Ties: Salvadoran Immigrant Networks in America*. Berkeley: University of California Press.

*One book to choose from attached list (books not ordered but they are easily obtainable).

Calendar and Outline of Readings:

Week 1. 1/19. Introduction and course overview.

Week 2. 1/24. Theories of Immigration (Massey, Chapters 1 and 2).

Week 3. 1/31. Immigration in Historical Perspective (Massey, Chapter 3)

Week 4. 2/7. Immigration Law & citizenship (Massey, Chapters 4 and 5)

- Week 5. 2/14. Undocumented immigration (Massey, Chapter 6)
- Week 6. 2/21. Cont. Undocumented Immigration and Exam 1 (2/25)
- Week 7. 2/28. Filipino Migration—History and Transnational Ties (Espiritu, 1 and 2)
- Week 8. 3/7. Filipino Migration—Incorporation and Differential Inclusion. (Espiritu, 3 and 4)
- Week 9. 3/21. Filipino Migration—Community and Work. (Espiritu, 5 and 6)
- Week 10. 3/28. Filipino Migration—Gender and Generation. (Espiritu, 7, 8, 9).
- Week 11. 4/4. Salvadoran Migration—Background, Networks (Menjívar, Introduction & 1, 2)
- Week 12. 4/11. Salvadoran Migration—Journey and Incorporation (Menjívar, 3, 4)
- Week 13. 4/18. Salvadoran Migration— Social Networks (Menjívar, 5, 6)
- Week 14. 4/25. Salvadoran Migration—Social Networks and Religious Life (Menjívar, 7, 9)
- Week 15. 5/2 Immigration Policy (Massey, Chapter 7).

Grading:

1 Exam	20% (or 20 points)
2 papers	20% (or 20 points) each for a total of 40%
Book critique	15% (or 15 points)
In-class activities	15% of overall grade
4 Reflection (mini) papers	2.5% each (for a total of 10% of overall grade)

Exam: There will be no make-up exams or incompletes unless there is a documented medical emergency (see the instructor for what “documented” means).

1st paper (due: 3/28): (Approximately 5-7 pages.) For this paper you will write about your family’s immigration history. You will carry out interviews with family members, as well as engage in secondary research into the history of the country from which your family comes, and the setting into which they arrived and lived. Thus, in addition to the interviews, you will read academic research conducted about your family’s ethnic/immigrant group and then compare your family’s case to what has been written about their group. The objective is for you to understand the social and historical context in which your ancestors came to the United States. This is an opportunity for you to reflect on your own family history and, thus, the assignment will require much thought and must be carefully documented. You will receive further instructions with plenty of time in advance.

2nd paper (due on the day the final exam is scheduled): (About 7-10 pages.) This assignment can be undertaken individually or in groups of up to five people. Group projects are encouraged, but individual projects are acceptable. Students working in groups will all receive the same grade. Remember, the earlier the projects get started, the better the final product will be.

Book Critique (due any time during the semester but no later than April 25th): (No more than 5 pages.) You will select a book from the attached list and write a book critique. At the end of the list you will find the specific questions you need to address in writing it.

In-class group activities: There will be several of these, and they will be based on the materials covered in class and in the readings. They will be spread throughout the semester. These will be based on questions that you will write about the readings. The questions will be due on Mondays, but not every Monday; ONLY when I announce them.

Reflection (mini) papers (due any time but no later than May 2): There will be FOUR of these (each worth 2.5%) and you may choose which topic you want to “react” to and write no more than 2 typed pages (see below for specifications on the format for written material for the class. These are NOT summaries of the readings but rather your reactions or reflections on the readings. You are to engage the readings, films, class discussions, and write your views, reactions, and reflections. You have all semester to do these, but try to space them out so that you do not end up doing them all at the end. You cannot turn in more than one of these reflection papers per week of assigned readings (only one per week), and you must turn them in the week after we have covered the readings you want to reflect on so you can have an opportunity to think about what you want to write.

Code of Conduct: You may bring a personal computer to the classroom as long as it does not disturb your classmates. If you need to arrive late or leave early, you must notify the instructor in advance. Newspapers and magazines will need to be put away during the class period. And, importantly, if you need to speak with the person sitting next to you, it will be most appreciated if you step outside of the classroom to do so and return only when you have finished your conversation. Most important, class etiquette involves respecting your peers’ opinions. In order to provide a space for fruitful discussion and exchange, this class needs to be a comfortable environment where everyone can participate. Thus, hostility, rudeness, and disrespectfulness will not be tolerated. In this way, everyone will be able to share their opinions (and sometimes experiences) in a comfortable environment. Also, to avoid any misunderstandings regarding the required work in this course, please consult the University Academic Integrity Policy (www.asu.edu/studentlife/judicial/integrity.html).

A note on papers that you will submit:

- Papers are to be typewritten, in a 12pt. font, and have one-inch margins.
- Papers must bear a standard title page, and be stapled in the upper left hand corner.
- No plastic paper covers, please.
- Other than the title page, each page must be numbered.
- Footnotes and a bibliography are required, if you use books and/or resources I have not assigned, and the format should be in Chicago style (no APA or MLA please).
- Spelling counts. Use spell-check on your computer, or get someone to proofread for you.

List of Books for JUS 350

Choose ONE for your book critique

Alvarez, Julia. 1991. *How the García Girls Lost Their Accents*. New York: Plume Contemporary Fiction. (Dominican Republic)

Andreas, Peter. 2000. *Border games: Policing the U.S.-Mexico divide*. Cornell University Press.

Bencastro, Mario. 1998. *Odyssey to the North*. Houston, TX: Arte Público Press. (El Salvador)

Dow, Mark. 2004. *American Gulag: Inside U.S. Immigration Prisons*. Berkeley: University of California Press

Dunn, Timothy J. 1996. *The Militarization of the U.S.-Mexico Border, 1978-1992*. Austin, TX: Center for Mexican American Studies, University of Texas.

Fadiman, Anne. 1997. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. New York: Farrar, Straus and Giroux.

Gold, Steven J. 1995. *From the Worker's State to the Golden State: Jews from the Former Soviet Union in California*. Boston: Allyn and Bacon.

Hamilton, Nora and Norma S. Chinchilla. 2001. *Seeking Community in a Global City: Guatemalans and Salvadorans in Los Angeles*. Philadelphia: Temple University Press.

Hart, Diana Walta. 1997. *Undocumented in L.A.: An Immigrant's Story*. Wilmington, DE: Scholarly Resources.

Hirsch, Jennifer S. 2003. *A Courtship after Marriage: Sexuality and Love in Mexican Transnational Families*. Berkeley: University of California Press.

Hondagneu-Sotelo, Pierrette. 1994. *Gendered Transitions: Mexican Experiences of Immigration*. Berkeley: University of California Press.

Hondagneu-Sotelo, Pierrette. 2001. *Doméstica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence*. Berkeley: University of California Press.

Koltyk, Jo Ann. 1998. *New Pioneers in the Heartland: Hmong Life in Wisconsin*. Boston: Allyn and Bacon.

Lessinger, Johanna. 1995. *From the Ganges to the Hudson: Indian Immigrants in New York City*. Boston: Allyn and Bacon.

Levitt, Peggy. 2001. *The Transnational Villagers*. Berkeley: University of California Press.

Limon, Graciela. 1993. *In search of Bernabé*. Publisher Houston, Tex.: Arte Público Press.

Margolis, Maxine L. 1998. *An Invisible Minority: Brazilians in New York*. Boston: Allyn and Bacon.

Magaña, Lisa. 2003. *Straddling the Border: Immigration Policy and the INS*. Austin: University of Texas Press.

Martinez Jr., Ramiro. 2002. *Latino Homicide: Immigration, Violence, and Community*. New York: Routledge.

Martinez, Ruben. 2001. *Crossing Over: A Mexican Family on the Migrant Trail*. New York: Picador

Min, Pyong Gap. 1998. *Changes and Conflicts: Korean Immigrant Families in New York*. Boston: Allyn and Bacon.

Stepick, Alex. 1998. *Pride Against Prejudice: Haitians in the United States*. Boston: Allyn and Bacon.

Suro, Roberto. 1998. *Strangers Among Us: How Latino Immigration is Transforming America*. New York: Alfred A. Knoff

Wong, Bernard. 1998. *Ethnicity and Entrepreneurship: The New Chinese Immigrants in the San Francisco Bay Area*. Boston: Allyn and Bacon.

Zhou, Min and Carl L. Bankston III. 1998. *Growing Up American: How Vietnamese Children Adapt to Life in the United States*. New York: Russell Sage Foundation.

Questions for the Book Critique

1. Write a summary of the book (about one page) that highlights (succinctly, of course) the main points covered.
2. Provide your own critique of the book (about 2 pages). Both, “negative” and “positive” aspects should be included. Are there any points with which you disagree/agree? What are the strengths and weaknesses of the book? What’s missing? What’s important in your view?
3. Importantly, make connections to the assigned books for the class and/or to class discussions. Are there any points of convergence? Divergence? (about 2 pages)