

International Migration in the 21st Century

Course Director: Professor Dwaine Plaza

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Course Outline

The primary objective of this course is to provide students with an overview of international migration to the United States from a socio-historic perspective. Immigration continues to be one of the most important forces in American society today often altering racial dynamics, influencing families, putting pressure on education systems, and influencing culture. This course will examine how successive waves of immigrants have influenced American society from the earliest groups of Europeans in the 19th century to the most recently arriving immigrants from Asia, Latin America and the Caribbean. The course will examine the predominant theories of international immigration and study the relationships between the historical and contemporary context. The course will answer such questions as: Why do people leave their homelands? Where do newcomers to the United States settle? What kinds of jobs do they hold? How do their children (the second generation) fare? What "race", gender, and social class issues immigrants face? What is acculturation and segmented assimilation and how do they operate within immigrant communities in the United States today?

Required Course Text:

Martinez, Ruben (2004) *The New Americans: Seven Families Journey to Another Country*. New York : The New Press.

Dudley William (2003) *Illegal Immigration*. San Diego Thompson Gale.

Dinnerstein, Leonard, Roger, Nichols and David Reimers (2003). *Natives and Strangers A Multicultural History of Americans*. New York: Oxford University Press.

Course Requirements:

Each student will be responsible for completing four research assignments, participating in the threaded discussions, carrying out a book review and keeping a video journal. Graduate students will have to complete an additional policy research paper. The format for class will be on line lectures, readings, and threaded group discussions. A sociologically relevant video will be used as a supplement to the major themes covered in the course.

Learning Outcomes

After completing this course students will have achieved the following:

- (a) Understand the historic flows of immigrants to the United States from the turn of the 20th century to the present.
- (b) Understand the predominant theories of international immigration.
- (c) Understanding the major immigration policy shifts and how these affected the flow of migrants to the United States from a “race” gender and social class perspective.
- (d) Understand why people leave their homelands to move to the United States.
- (e) Understand where newcomers settle in the United States and the jobs they do.
- (f) Understand the transnational lifestyles that the newer waves of immigrants to the United States tend to lead.
- (g) Understand how the second generation does in terms of the schooling, employment, acculturation and segmented assimilation.

Summary of Final Grade Calculation for 499 Students

Book Review			20 percent
Assignments (4)	*	15	60 percent
Participation in threaded discussions			5 percent
Video Reflection Journal			15 percent

Summary of Final Grade Calculation for 599 Students

Book Review			15 percent
Assignments (3)	*	15	45 percent (select only 3 assignments)
Participation in threaded discussions			5 percent
Immigration Policy Paper			25 percent
Video Reflection Journal			10 percent

Extra Credit:

Throughout the next ten weeks of the course you are encouraged to attend special events on campus or off campus which have a sociological content related to migration (guest speakers, colloquia, theatrical plays, special lectures, gallery openings, movies etc..). After attending the event you will need to write up a one page commentary. In the write up you need to indicate the time, place and the title of the event. You will need to provide a brief synopsis of what took place at the event. You will need to apply your “sociological imagination” to theorize/analyze the event and link it to the content of the course text books. Finally, in the write up, you need to tell me what you learned from having attended this event and how it changed your consciousness vis-à-vis sociology. It is possible to get a maximum of 3 percent in extra credit for attending special events outside of class. Each event attended and written up will be worth **one percent**. All write ups for extra credit need to be submitted to the course director.

Important Notes:

All assignments must be submitted in **TYPED** form.

During the course there may be some unforeseen circumstances which arise that alter the schedule below. In this case it will be **YOUR** responsibility to be in class to find out what those adjustments might be.

If you are experiencing problems with this course, its content, the readings, my teaching style, I want to strongly encourage you to raise your concerns at the earliest possible moment. You can do this by visiting me during my office hours.

Student Conduct:

To fully understand student conduct expectations (definitions and consequences of plagiarism, cheating, etc.) see: <http://oregonstate.edu/admin/stucon/achon.htm>.

Students with Disabilities:

Accommodations are collaborative efforts between students, faculty and Services for Students with Disabilities (SSD). Students with accommodations approved through SSD are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through SSD should contact SSD immediately at 737-4098.

The Writing Center

The Writing Center provides students with a **FREE** consulting service for their writing assignments. The Center is located at **123 Waldo Hall**. The service operates from **Monday to Thursday 9-7 pm, and Friday 9-4 pm**. You can make an appointment to discuss your writing with a peer writing assistant (**737-5640**). Another option available through the Center is to use email to get online answers to brief writing questions (**writingQ@mail.orst.edu**).

Course Content

The course begins by introducing immigration to the United States from a socio-historic perspective. This includes an overview of immigration policy both past and present. The subject matter then becomes more varied with topics like immigrant settlement patterns, employment within the United States, immigrant families struggles with schooling, health care and housing, an examination of issues of acculturation and assimilation, an examination of the issues of adjustment faced by the second generation, the plight of undocumented workers and finally an examination of the current attitudes towards immigrants in the United States.

Week 1. An introduction to immigration and immigrants

Theories of International Migration. *Natives and Strangers*. Chapter 1-3 pp. 1-60. Read Lecture Notes 1.

Week 2. Immigration policy: past and present.

Read PDF Article: Immigrant and the American Century—Charles Hirshman. Read Lecture Notes 2. Read: *Natives and Strangers*. Chapters 4-6 pp. 68-142.

Week 3. Patterns of Immigrant Settlement and Mobility in the United States.

Read PDF article: Immigrant Job Quality and Mobility in the United States—Frank Bean. *Natives and Strangers*. Chapters 7-9 pp 145-212. Read Lecture Notes 3.

Assignment Number 1 Due

Week 4. Making it in the United States: Occupation, Schooling and Economic Adaptation.

Read PDF article: Gendered Paths: Education and Occupation Expectation and Outcome among adult children of Immigrants—Feliciano & Rumbaut. *Natives and Strangers* Chapters 10-11 pp 215-273. Read Lecture Notes 4.

Week 5. Immigrant families.

Read PDF article: Benefits and Burdens Work in New York City—Nancy Foner. Read *The New Americans* Chapter 1-2. Read Lecture Notes 5. **Assignment number 2 Due**

Week 6. Immigrant Ethnic communities and Enclaves.

Read PDF article: Ethnic foundations of economic transitions: Mexican and Korean Immigrant Entrepreneurs in Chicago—Raijman & Tienda. *The New Americans* Chapter 3-4. Read Lecture Notes 6.

Week 7. Acculturation/Segmented Assimilation/Integration.

Read PDF article: Segmented Assimilation on the Ground: The New Second Generation in early adulthood—Alejandro Portes. Read *The New Americans* Chapter 5 and Epilogue. Read lecture Notes 7.

Assignment 3 Due

Week 8. Identity Issues, Transnational Identities and the Second Generation.

Read PDF article: The Transnational Dimension of Identity formation: Adult Children of Immigrants in Miami—Haller & Landolt. Read Lecture Notes 8. Read *Illegal Immigration*—Dudley pp. 1-26.

Week 9. Undocumented migrants.

Read PDF article: Controlling Unwanted Immigration: Lessons from the United States 1993-2004. Wayne Corenelius

Read *Illegal Immigration*—Dudley pp. 27-57.

Visit the web site: http://www.immivasion.us/cartoons/cartoons_slide_show.html

Screen the video: Distorted Image. Read Lecture Notes 9

Assignment Number 4 Due

Week 10. Immigrants Pursing the Mobility Dream & Attitude towards Immigrants

Read PDF article: One and a half generation Mexican youth in Oregon: Pursing the mobility dream—Gonzales-Berry, Mendoza & Plaza. Read Lecture Notes 10.

Immigration Policy Paper due from graduate students.

Video Reflection Journal due from all students.

Videos to be screened during Class (on Line or at the Valley Library)

Distorted Image (personal copy)
They came to America (E184.a1T49 2003)
Go West Young Man (E184.N6 G6 1992)
Home is Struggle (E184 S75 B381 1991)
America the New Immigrants (E184. A1 A491 1993)

Participation in threaded discussions

You will be assigned to read in detail one of the nine PDF readings for the course. After reading the article you will then summarize the main points for your class mates. Once you have completed the summary you will need to send it to instructor for approval before it is posted to the group. Once posted your class mates will read your summary and then have a chance to carry out an online discussion about the topic you have summarized. Students will be required to add their insights or reflections on the topic summarized. Individual participation in this exercise will be both as summarizer and active reviewer. Your participation in this ongoing series of discussions will be worth **5%**. I will monitor the threaded discussion group to determine the active participation of **all** class members.

Assignment Number 1

Visit the Peopling of America time line at the Ellis Island Web site which shows the forces behind immigration and their impact on the immigrant experience in the United States 1790 to 2000. Once you have read through the entire set of hot links from pre- 1790, 1790, 1820, 1880, 1930, 1965 and 2000, I would then like you to write a **three page paper** which summarizes the history of immigration to the United States. In this paper you must discuss the major transformations in immigration to the United States by providing a detailed explanation for these changes in terms of ethnic group preferences, policy changes, or ideological shifts on the part of the United States government. How was “race” gender and class biases reflected in the policy for who was allowed into the United States and who was excluded? How did some of these policy changes reflect the growing need of the economy for ever new sources of cheap labor.
http://www.ellisland.org/immexp/wseix_4_3.asp?

Assignment Number 2

Visit the web site for an online immigrant newspaper produced in the United States in order to conduct a content analysis of its coverage. For example the Asian Reporter produced in Portland.
<http://www.asianreporter.com/> or El Hispanic News produced in Portland
<http://www.elhispanicnews.com/> Read at least 5 recent editions of the on line newspaper and pay particular attention to the main issues the immigrant community is facing in the United States today. What kinds of articles tend to consistently appear in the newspaper? What examples of transnationalism do you notice in the newspaper? What types of businesses are members of this ethnic community engaged in? (See the advertisements). What ethnic “racial” gender or class divisions seem to exist in this immigrant community? What are the religious practices of this immigrant community and how important does it seem to be? How well is this immigrant community assimilating or acculturating in the United States? Are there any issues the second generation from this immigrant community are facing in the United States? (education, jobs, racism segmented assimilation). Are there any apparent gender issues this immigrant community has had to deal with in terms of their move to the United States? Write a **three to four page**

paper which applies the concepts and themes discussed in the readings and in lecture to theorize your analysis of the contents of the newspaper.

Assignment Number 3.

Life history interviewing is the recording of first hand accounts about the past from people who can give eye-witness information about events which transpired in their lifetime. Life history interviews provide us with an opportunity to recognize and understand the significant but often ignored contributions of individuals to their families, work places, and communities.

Informant: Find an older person (at least 10 years older) who is comfortable discussing her or his experiences of immigrating to the United States with you. This may be someone in your family or religious organization, a neighbor, or someone with whom you work. Face-to-face contact is a better interview technique than over the telephone. You may choose to make several briefer contacts rather than one extended interview. Multiple contacts allow you to develop a better rapport with your key informant. You should assure your informant that you will keep their identity and interview data confidential.

Methods: It is a good idea to use a tape recorder in addition to taking notes during the interview. People are usually comfortable with recording if you explain that you want to be accurate and the tape recorder will make it easier for you to concentrate on the conversation. You can take some notes and revise them later while listening to the tape.

Essential Themes: A pool of sample questions follows. You do not have to ask all of these questions, but you should address the broad areas of their migration history and their transnational connections to their home country during your interview and summary paper.

Interview Schedule

Where were you born?

What was life like in the old country?

What were some of your childhood memories?

Can you describe the school that you attended when growing up (primary/ high school/ college)

Can you describe the house you lived in before immigrating

What occupation did you have in the old country?

What was your parents' occupations? How well off would you classify your family compared to everyone else in your neighborhood?

Tell me about moving to the United States—what was involved in that process?

Was there a specific reason why you immigrated?

How and where did you get the money to travel?

When you first immigrated, did you do so alone or did you arrive with others?

Who received you when you first arrived in the United States?

Where did you move to first in the United States? Why did you move there? Did you move around? How did you end up where you are today?

After you arrived in the United States how was contact maintained with the old country? Were there letters, telephone calls, emails to family left behind--- what was the frequency? How responsible did you feel for family left behind?

Were you the first person in your family to migrate? Tell me about the order of your families

migration? Why did it happen in that order?

Were you responsible for sending back money or help to family remaining behind?

What occupations did you do when you first arrived as an immigrant. How did that change over time? Give me a history of the jobs you have done from the beginning to the present.

Did you upgrade your schooling qualifications since you arrived? Why did you have to do that?

Did anyone from your home country also live near you? Did you know them? What kinds of friends did you have in the first few years of arrival? What are your friendship networks like now?

Did you belong to any hometown organizations, churches, or other groups that were connected to the place you migrated from? Probe—sports teams?

How assimilated did you become as you lived in the United States? Do you feel like you are an American? Why?

Do you still feel that your place of birth is still your “home” or has United States become your home?

Do you make any return visits to your “home” country since you immigrated? How many and why so often/ or infrequently?

Since arriving in the United States have you felt any sense of being discriminated against? Do you feel that you are treated like a foreigner?

Do you have any children? If yes what do you tell them about your ancestry? How important is it for your children to learn about your ancestors? What have you done to keep your family traditions alive? Do your children know your ancestors home language? Have they made any return visits to meet family and kin left behind?

Have you helped any family or kin to immigrate to the United States since you have arrived?

Once you have completed the interview you need to listen to the whole tape and read over your notes in order to complete a **3-4 page write** up of the immigrant experience. Do some background reading on the interviewees ethnic background and the immigration history of his/her ancestors to the United States. Select some interesting facts from the individuals life history interview to write a short narrative of the events as they were told to you. Apply as many concepts and themes discussed in the class readings and in lecture to theorize the interviewees experience in immigrating to the United States. Pay particular attention to the issues of “race” gender and social class that this person may have come from. Also try to determine how closely the interviewees immigration experience has been compared to his/her ancestors who might have arrived in earlier waves to the United States. For example you can use theoretical concepts like assimilation, acculturation, transnational life style, racism, living in ethnic enclaves etc. as areas to discuss the interviewees experiences.

Assignment 4. Illegal Immigration

Watch the video [Distorted Image](#), read the book [Illegal Immigration](#) edited by William Dudley and visit the web site for Illegal Immigration:

http://www.immivasion.us/cartoons/cartoons_slide_show.html

After examining all three of these sources, I would like you to write a **3-4 page** paper on the shifting image of the “illegal” immigrant in the United States. Starting from the earliest period to the most recent period examine the ways in which the popular media (newspapers) have tended to construct the image of the “illegal” immigrant. Find evidence in the cartoons which shows that “illegal” immigrants have been blamed for our social, economic and cultural downfalls. In your

paper you can include down loaded images of cartoons to make your case for the distorted images of “illegal” immigrants. Focus on the issues of jobs, welfare cheats, economic drain, health care issues, or broken borders. I would suggest you start with the Irish, Italians, Eastern Europeans or Chinese, and work your way forward to the current images of Mexicans.

Video Reflection Journal

One of your central learning activities during this course will be keeping a personal video reflection journal. You should think of this writing as talking out loud or thinking out loud about the videos which are shown in class. You should realize that some of your most interesting (to you, I mean) and productive journal entries may well begin with questions or notions that you haven't really thought about much. They might also be observations of the way in which race, gender, social class or other issues are presented to you in the popular media and how this has influenced your consciousness about difference. The video journal can and should be your place to continue our class discussions and your conversations. It can and should be your place to record your reactions to the readings as they relate to the videos screened. The point is that you're using the video journal to become fully involved in all the issues the course raises. Finally, use your journal to draw connections between this course and the other life experiences you have had. The journal when its finally submitted to the instructor should be typed out. The journal is due in the final week of class.

Grading of Video Reflection Journal

The reflection journal counts for **15/10 percent** of your grade. It will be evaluated according to three criteria: commitment, ambition and engagement with the videos screened. **Note**, I expect that you will have at least **3 pages** of commentary in your video journal by the time you submit it for grading.

Book Review

Apart from the video reflection journal I want you to complete a book review of The New Americans: Seven Families Journey to Another Country. The book review can take either form: (A) an examination of the contents from the book in comparison with the themes found in the nine PDF journal articles, and the videos which are screened. Pay particular attention to the issues of “race” gender and social class issues as they are related to immigration policy issues in the United States. Or (B) Compare your migration experience to the United States with any of the families highlighted in the book The New Americans: Seven Families Journey to Another Country. Provide examples and personal reflections on the specific issues you (or your family) encountered before and since moving to the United States. Apply as many theoretical and analytic concepts from your life story experience to the nine PDF journal articles and the videos which are screened in order to make sense of your migration experience. Pay particular attention to the issues of “race” gender and social class as they related to your immigration story. I envision the book review to take into consideration: content, theme, insights, and interest in the various areas of the book. The book review is worth **20 or 15%** of your final grade. The book review should be a **minimum of 3 pages** in length. The final book review must be submitted in **TYPED** form.

Immigration Policy Paper for Graduate Students

Immigration policy in the United States has, from the start, been shaped by contending forces

advocating that the nation should serve as a refuge for the world's disposed and those who believe that immigration policy should seek to sift the wheat from the chaff—to admit the immigrants who add to the U.S economy and society and exclude those who may become a burden. The fundamental tension is evident throughout the evolution of immigration policy in the United States. In light of the shifts in United States immigration policy since the 19th Century, you are asked to select one major immigration policy shift and write a research paper which provides a critical socio-historic review of the policy. You need to choose one ethnic group and examine how the shift in immigration policy affected them (examples Mexicans, Iranians, Caribbeans, South Asians, Chinese, Japanese, Central Americans, British, Italians, Germans, Irish, Greeks, Polish ect.) You need to consult appropriate scholarly references (journal articles, published reports etc) as the backbone of the analysis. You might also examine census data, newspapers, magazines or first hand historical accounts (autobiography) to determine how immigration policy shifts affected who got in and who was blocked out from moving to the United States. The final paper should be **8-10 typed pages, double spaced**, and should include a bibliography with all the references you cite in the paper. The term paper is due on the last day of class. The following are major Immigration Act changes which I encourage you to use as your focal point for writing the policy paper.

Historic Immigration Policy Changes

The Chinese Exclusion Act 1882

The Immigration Act of 1891

The Immigration and Naturalization Act of 1924

The Immigration and Naturalization Act of 1952

The Immigration and Naturalization Act Amendments of 1965

The Immigration and Naturalization Act Amendments of 1976

The Refugee Act of 1980

The Immigration Reform and Control Act of 1986

The Immigration Act of 1990

A Selected bibliography

General Migration Issues

Alba, Richard, and Victor Nee. 2003. *Remaking the American Mainstream: Assimilation and Contemporary Immigration*. Cambridge, MA: Harvard U Press.

King, Desmond. 2005. *The Liberty of Strangers: Making the American Nation*. New York, Oxford University Press.

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

Plaza, Dwaine & Frances Henry. 2006. *Returning to the Source: The Final Stage of the Caribbean Migration Circuit*. Jamaica: University of the West Indies Press.

Portes, Alejandro and Rubén G. Rumbaut. 2001. *Legacies. The Story of the Immigrant Second Generation*. Berkeley, Los Angeles, London, New York: University of California Press and Russell Sage Foundation.

Reimers, David. 2005. *Other Immigrants: The Global Origins of the American People*. New York: New York University Press.

Rumbaut, Rubén G. and Alejandro Portes (Editors) 2001. *Ethnicities. Children of Immigrants in America*. Berkeley, Los Angeles, London, New York: University of California Press and Russell Sage Foundation.

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Migration and Family Issues

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and Second Generation Indo- and African- Caribbean Canadians.” *Identity: An International Journal of Theory and Research*. Vol. 6 (3) 207-230.

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Transnational Migration Issues

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Fouron, George., & Glick-Schiller, N. 2001. *All in the family: Gender, transnational migration, and the nation-state*. *Identities: Global Studies in Culture and Power*, 7(4), 539-582.

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