FALL 2015

Class Meets in LaLumiere Hall 292
Tuesdays and Thursdays from 3:30-4:45

COURSE TEXT

Additional required readings and handouts will be distributed or posted on the course D2L website.

COURSE DESCRIPTION
This course examines historic and contemporary US immigration policies and the social patterns and economic trajectories of immigrants, refugees, and their second-generation children. It looks at the ways in which their lives are shaped by government policies, the communities that receive them, their human and social capital, and dominant discourses and contemporaneous ideas about race, gender, culture, and assimilation. We then examine a range of recent and proposed changes to US immigration policy and law and consider how these affect immigrant communities and American society overall. This course qualifies for a University Core of Common Studies diverse cultures credit.

COURSE OBJECTIVES
1. Students will understand and be able to apply central sociological theories, concepts, and methods to describe and compare variations in U.S. immigrant experiences.
2. Students will be able to identify the assumptions and values that lie at the foundation of American immigration policies and understand some of their intended and unintended consequences.
3. Students will recognize that the immigrant and second generation experience is shaped by many factors, including federal policies; dominant ideas about culture, gender, race, and religion; immigrant human and social capital; and the local context in which immigrants live.
4. Students will be able to identify differences and similarities in communication, values, practices, and beliefs between their own culture and persons from other cultural backgrounds.
5. Students will critically reflect on their assumptions about immigrants and about the integrity of the varying social and cultural worlds in which they live.
6. Students will heighten their awareness of unintentional micro-aggressions and micro-invalidations that are commonly experienced by immigrants and their children.
Social Justice: Students completing this course will have a deeper understanding of the complex issues involved in current policy debates pertaining to immigrants and their children. They will possess basic skills to articulate immigrant needs and strengths in a service environment. They will know the importance of local context and activism to immigrant well being, while also understanding the ways in which current and proposed federal immigration policies and current ideas about “race” enhance or deny social justice.

ASSESSMENT
Your will be graded based on: attendance, class participation, assignments, a mid-term exam, a second exam (not cumulative), and a peer reviewed project. The mid-term grade is based on the mid-term exam only.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Attendance and Class participation</td>
<td>10%</td>
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<tr>
<td>Assignments, including 2 Question Development tasks</td>
<td>20%</td>
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<tr>
<td>Mid-term exam</td>
<td>30%</td>
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<tr>
<td>Exam 2</td>
<td>20%</td>
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<tr>
<td>Peer reviewed presentation [policy or oral history]</td>
<td>20%</td>
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GRADING CRITERIA
Attendance will be taken in most classes. To insure credit for participation, say your name before speaking. This is a large class.

Assignments must be typed and will be graded +, /, or -. If submitted late they will be downgraded. Students are responsible for following up on late submissions. I provide feedback in face-to-face meetings only. Please meet with me for feedback on your work.

+ Completed assignment and showed strong effort to understand and apply course material. Original contribution.

/ Completed assignment and showed some effort to understand and apply course material. Original contribution.

- Did not complete assignment and/or completed assignment but did not apply course material and/or completed assignment but contribution not original.

Final Grading for participation & assignments is based on a mathematical computation of scores as follows: [This metric assumes all assignments are submitted on time.]


[Deductions are taken for missing assignments.]

Extra Credit opportunities are welcomed. Full 2pt. credit requires attendance and submission of a 2 page double-spaced paper explaining a relationship between the event and course material, and opening a discussion in class. You may suggest events to me. 4-pts maximum.

GRADING SCALE for Mid-Term and Late-Term Exams, as well as Final Grades
D:60 – 67    F:<60
A = Indicates comprehensive mastery of course material; A/B = Between A & B.
B = Indicates high level of performance in meeting course requirements; B/C = Between B & C.
C = Indicates satisfactory level of performance; C/D = Between C & D.
D = Indicates lowest passing grade; F = Indicates failure.

**Peer Reviewed Presentation**
You may choose between 1] Analyzing a current or proposed immigration policy based on a set of questions I provide, or 2] Conducting and analyzing an interview with an immigrant based on a set of questions / terms I provide. Presentations should be worked on jointly, with at least 2 persons per interview presentation and three per policy presentation.

A grading rubric for the presentations is posted. You may accept your peer-reviewed grade as the project grade OR you may, in consultation with the professor, make changes to improve your presentation. In the case of the latter, your final presentation grade will be the average of the peer review and professor grade.

**D2L and Online classes**
Much reading material for this course is posted online. Some assignments must be posted online. There are a number of online meetings for this class with assignments that will be discussed in subsequent classes.

**Question Development Tasks**
You are required to develop two questions for the class’ immigrant interview instrument. You will have five opportunities to complete these two questions. They are identified on the syllabus. You will post your question to a google doc located on D2L under “Question Development Assignments.” Your question must be unique for credit, so read all of those already posted. Write your question in the most generic, generalizable, and simple manner, because you do not know the education level, English language skills, or other background of the person being interviewed. I am training you in sensitive communication with limited English speakers. Think of the way you might wish to be communicated with in another country where people speak a language in which you are not fluent. Do not use scholarly terms like assimilation, or colloquialisms like “feel at home”?

**General Rules**
👩‍🏫 I will discuss any matters related to assessment, grading, and attendance in person only (not on e-mail).
📧 E-mail communications to me should be followed up with face-to-face communication.
📝 Please do not send assignments or reports by e-mail.
📅 Follow up on late assignments to make sure I have graded them.
⏰ More than two unexcused absences from this class will significantly affect your final grade, reducing it by 5 points.
CLASS SCHEDULE

T 9/1  Introduction to the Course
Assignment #1 Before class on Thursday take the Perceptions Survey [on D2L]. In addition to completing the survey, note your responses by question number in a document and bring to the next class. For bonus credit, submit typed document to Dropbox before class.

Th 9/3  Lecture: Global Migration Overview: Maps and Charts
Discussion: Perceptions and Realities about Immigrants
HANDOUT: BASIC TERMS

T 9/8  Key Elements of the Immigrant Story
Variations and Commonalities among Immigrants to the U.S.
Skill Building: Asking questions of others
Resource: Pitfalls in question wording
Before class READ PORTES AND RUMBAUT, CHAPTER 1, “Nine Immigrant Stories”

Assignment #2: Due in class today. Find 4 common themes/characteristics that are shared across these immigrant narratives and 4 themes/characteristics that vary across these immigrant narratives. Type and bring to class for discussion and submission.

Question development 1: Themes What questions might we ask of an immigrant based on one of these themes? **Post 1 unique question on D2L Discussion before midnight Sunday.

Watch Foreign Born in the US over History.


Th 9/17  Lecture: A Sociological Typology of Immigrants to the United States
Context of Reception, Human and Social Capital, Legal Status
HANDOUT: Forms of Capital
American Ancestries
Before class READ PORTES AND RUMBAUT, CHAPTER 2, “Who They Are and Why They Come.” Context of Reception, Human and Social Capital, Legal Status

Question development 2: Forms of Capital What questions might we ask of an immigrant based on this knowledge? Post 1 unique question on D2L Discussion before midnight Sunday.

T 9/22  CLASS BEGINS AT 4. MEET IN WEHR Life Sciences 111.
BORDERLANDS
Ruben Garcia, Director of the Annunciation House in El Paso, Texas
Th 9/24  Contexts of Reception: Immigrant Communities and Immigrant Gateways
Before class  READ PORTES AND RUMBAUT, CHAPTER 3, “Patterns of Movement”

T 9/29  Contexts of Reception: WATCH New Faces on Main Street (57 min)
At the turn of the 20th Century, during the period of the Great Migration, immigrants settled mainly in large cities. Now they can be found just about everywhere. How does local context impact immigrant quality of life? Do small towns have immigrant enclaves? Do you think there is a difference between enclaves in large cities and small towns, in traditional immigrant gateways and new immigrant gateways?

Question development 3: Place /Local Context What questions about place might we ask of an immigrant based on this knowledge? Post 1 unique question on D2L Discussion before midnight Sunday.

Th 10/1   Discussion: Moving, Immigrant Gateways, and New Faces on Main Street
Lecture: Occupational & Socio-Economic Mobility — Human and Social Capital Factors
Before class  READ PORTES AND RUMBAUT, CHAPTER 4, “Making it in America: Occupational & Economic Adaptation” Individual Factors (high and low skill) and (social) Contexts of Reception. Network-driven occupations.
Discussion  Contexts of Reception: Which types of immigrants tend to live in ethnic enclaves? Which types tend to live in mixed or majority white neighborhoods? What are the positives and negatives of ethnic enclaves versus mixed neighborhoods for immigrants and their children. How do social and cultural capital intersect with place?

T 10/6  Oral History as Selective Life Narrative. Applying the P&R Model.
HANDOUTS: BARS TO IMMIGRATION; GROUNDS FOR DEPORTATION
SIGN-UP FOR AN IMMIGRANT INTERVIEW OR IMMIGRATION POLICY PRESENTATION
Before class  READ “Nothing is Monolithic” Chapter 2 of Cainkar, Homeland Insecurity. [on D2L]
Assignment #3 Select 2 of these 5 oral histories and apply P&R’s theoretical typology to the immigrant generation. USING the chart located under homework [D2L] where does the immigrant family fit on their three main categories of analysis? What information is missing that you would need to know? What makes determining the category difficult? How are immigrant parents and second-generation children different when it comes to the typology? Type your responses on the chart, submit to the Dropbox, and bring a copy to class for discussion.

Th 10/8  The New Americans: The Mexican Laborer
Prepare for discussion in next class. Some questions to think about are below; the full discussion guide is on D2L.
Discussion of “The Mexican Laborer”
Milwaukee Immigration Trends
American Ancestries
[See full set of questions on D2L]
What do we know about Pedro Flores? Why did he come to the US? Where does he fit on the legal and the sociological typology? What human capital does he have? What social capital did he utilize? What is his cultural capital? What barriers to immigration did he face? How was his family received? How did Pedro’s life change once his family arrived? How did the family’s social context (neighbors, community) change when they moved? How do you see as the trajectory of the Flores children in American society?

Mid-Term Exam Prep

Th 10/15
Mid-Term Exam

10/ 20-22
Mid-Term Break

T 10/27
Gendered Issues among Immigrants
Film: Maid in America

Before class
READ “Introduction” to Global Women by Barbara Ehrenreich and Arlie Hochschild & “Love and Gold” by Arlie Hochschild [posted on D2L].
The history of immigrants has largely been written as a male history, even though women have been the greater share of immigrants for decades. What matters of importance may have been missed by this approach? Think about occupations, reproducing culture, ethnic foods, nurturing children, the ethnic home, and love. How is “love” gold in the labor market?

Question development 4: Gendered Roles
What questions might we ask of an immigrant / refugee that removes the male bias in immigration history? Post 1 unique question on D2L Discussion before midnight Sunday.

Th 10/29
The Second Generation and Segmented Assimilation Theory
Children of Immigrants Speak
The children of immigrants face challenges of race, place, and social class. What are their trajectories and what role do parents play in these? Some, especially non-white children, must contend with micro-aggressions. They also face the challenge of identity in an increasingly transnational world.

Before class
READ “Surviving Monoculturalism and Racism” by Dr. Derald Wing Sue.
**Assignment #4** DUE TODAY. After reading Dr. Sue’s article, think about your life experience. Have you ever experienced microaggressions or microinvalidations? If so, identify and talk about one or two of them. Microaggressions and microinvalidations are usually unconscious and unintentional. Thinking about your life experience, have you ever unintentionally committed a microaggression or microinvalidation? If so, identify and talk about one or two of them. Bring typed assignment to class for discussion and submission.

**Question development 5: Immigrant Child-Rearing** What questions might we ask of an immigrant about their children, based on this knowledge? Post 1 unique question on D2L Discussion by midnight Sunday.

**T 11/3** Immigrant Policy Presentations: Enforcement
Priority Enforcement Program & Secure Communities
State Laws intended to Enforce Immigration Law [e.g., Arizona Law, South Carolina Law]
Removing Birthright Citizenship

**Th 11/5** Immigrant Policy Presentations: Administrative Relief and Legal Reform
The Dream Act
Deferred Action for Undocumented Youth [DACA]
Deferred Action for Parents of Americans and Lawful Permanent Residents
Comprehensive Immigration Reform: Border Patrol & New Admission Priorities

**T 11/10** “Non-Immigrants”
H1-B, Talented Professionals, & The Bracero Program
*Film: The New Americans*: Dominican Baseball Players & the American Baseball Enterprise.

**Before class** REVIEW: List of Non-Immigrant Visas posted on D2L.

**Th 11/12** REFUGEES: THE LETTER

**Assignment #5:** Select your response to the following question and then explain in a paragraph or two why you think it is the case. Bring to the next class for discussion and then turn in.

The film *The Letter* is **MAINLY** about:

1. Refugees
2. Somalis
3. Race and Racism
4. A small town in Maine that was “invaded” by Somali refugees,
5. The Failure of Leadership,
6. Hatred and its trajectory: what happens when hatred is allowed to brew and begins to have a life of its own.

**T 11/17** US Refugee Policy and Refugee Resettlement
The Global Refugee Crisis
Discussion of The Letter
Discussion, if time, of low skill immigrants and impacts of Race thinking

Before class READ Global Refugee Crisis on D2L.
Turn in Assignment #5.

TH 11/19 Mental Health/Physical Health of Immigrants and Refugees
The Immigrant Health Paradox: Becoming American
Exam 2 review

Before class READ PORTES AND RUMBAUT, CHAPTER 6, “A Foreign World: Immigration, Mental Health, and Acculturation”

T 11/24 Exam 2

TH 11/26 No Class  Thanksgiving Break

T 12/1 Undocumented Immigrants
Massey “Why Does Migration Occur”

Before class Watch the Film Dying to Leave [on D2L]
Read the three short documents posted on D2L:
^Five Facts about Undocumented Immigrants
^Apprehensions of Children and Families
^Net Migration from Mexico Below Zero

Th 12/3 Immigrant Oral History Presentations

T 12/8 Immigrant Oral History Presentations

Th 12/10 Immigrant Oral History Presentations

Overflow presentations to be scheduled after classes end.
Presentations may be submitted after class or revised. At the latest, they are due by 3pm, December 16th.