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Sociology 3710/540– Sociology of Immigration
Spring 2017
Mon/Wed 4:00-5:30pm

Course Description

A review of theoretical and empirical research on how and why people migrate across international borders, and the consequences of international migration for immigrants and natives in the United States. While immigration is one of the most controversial issues in the contemporary United States, these contentious debates are not new. Americans once voiced the same concerns about the economic and social impact of Southern and Eastern European immigrants that today are aimed at immigrants from Latin America, Asia, Africa and the Caribbean. In this course we will compare historical (1880-1920) and contemporary (1965-present) waves of immigration to the United States. We will explore why and how people migrate, immigrant integration, the impact of immigration on native-born Americans, and how government policies—at the national, state, and local level—shape immigrant assimilation and what it means to be considered truly “American,” in a social as well as a legal sense.

Prerequisite: completion of an introductory sociology course or consent of the instructor.

Course Requirements

All students are required to complete all readings listed in the syllabus and to attend class. This course has a high reading load and you are expected to plan ahead accordingly. The readings and lectures may deal with controversial topics. You should respect the views and opinions of your classmates, and approach these topics with an open mind. Final grades will be based on the following course requirements (weight of each requirement in parentheses):

1. Reflection Memos (20%): Each student is required to complete two (2) papers of 3-4 pages (double spaced, 12pt font). The question prompts for these papers are included in the ‘Assignments’ section of the syllabus (see below). Papers should include an introduction with a clearly stated thesis, a body section that draws on course readings and lectures to support the argument, and a conclusion. Reflection Memos are due at the start of class on the days they are due. Memos must be uploaded to the course website.
2. Statistical Comparison (30%): Each student is required to compare the statistical profiles of two immigrant groups. You are NOT expected to conduct original statistical analyses; rather, you will draw from existing sources. Your project will be graded based on how well you answer the four questions listed in the ‘Assignments’ section of the syllabus, the clarity of your presentation of data and writing, and the comparisons you draw between the two groups. This assignment is broken into two parts. You will receive written feedback—but no grade—on the first part of the assignment prior to completing the second part. Your final grade on this assignment will reflect your initial efforts for part one, your incorporation of the feedback you receive, and the overall quality of the final comparison.

3. Final Paper (40%): Each student is required to write a final paper of 8-10 pages (double spaced, 12pt font). The final papers will use secondary sources, both from readings/lecture, as well as at least two additional academic sources not listed on the syllabus, to identify similarities and differences in the experiences of two immigrant groups. You may use the same immigrant groups as your Statistical Profile (and are encouraged to do so), and you can incorporate statistical comparisons as part of your evidence, but you may also select one or more new immigrant group(s) for this paper. See full description in the 'Assignments' section. We will use one class meeting as a workshop/help session for final papers. Students are also encouraged to attend office hours.
4. Participation (10%): The quality of the course will depend on active student engagement and participation. All students are required to attend and participate in all class meetings, but everyone has one free pass: you can miss one class, no questions asked, without penalty. ****Missing class on the day an assignment is due does not excuse you from submitting the assignment by the deadline, unless an alternative due date has already been granted.**** Any other absences must be cleared ahead of time or they will negatively impact your participation grade. A few times throughout the semester short 'Participation Assignments' are listed in the syllabus. These short assignments will ensure that you are completing the readings and actively participating in class discussions. These assignments will be graded on a simple pass/no-pass basis. If students are not actively participating in class discussions or not doing the readings, pop-quizzes may also be incorporated into participation grades.
5. *Graduate students enrolled in Soc. 540: In order to receive graduate-level credit for this course, you will be expected to complete additional readings and an extended/adapted final paper assignment. This work will be somewhat individualized based on your graduate program and course goals, and will be agreed upon in writing at the beginning of the semester. Graduate students are responsible for getting in touch with me to discuss these additional expectations.*

Major Assignment Due Dates (all assignments are due at beginning of class)

Monday, 2/20: Reflection Memo 1

Monday, 3/6: Statistical Comparison Part 1

Monday, 3/27: Final Statistical Comparison

Monday, 4/10: Reflection Memo 2

Final Paper: Due during scheduled course final; date/time TBA

****This syllabus is a work in progress and may change between now and the beginning of the semester****

Late Work and Extensions

All deadlines in this course are firm. Late work will be docked ½ a letter grade per 24-hour period it is late. So if an assignment is due at the beginning of class on Monday and you submit it on Monday night, the highest possible grade you can receive is an A-.

If you have extenuating circumstances (family or medical emergency), you need to contact me as soon as possible so that we can work out an alternative schedule. While I am generally not inclined to give extensions, I am much more willing to do so if you come to me (days) **BEFORE**

an assignment is due. Except in the rarest of cases, I do not grant last-minute or retroactive extensions.

Required Books

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

Haney López, Ian. 2006. *White by Law: The Legal Construction of Race*. New York: NYU Press.

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

Motomura, Hiroshi. 2006. *Americans in Waiting: The Lost Story of Immigration and Citizenship in the United States*. New York: Oxford University Press.

Waters, Mary C. 1990. *Ethnic Options: Choosing Identities in America*. Los Angeles: University of California Press.

All other readings available on course website or JSTOR.

Course Schedule

NOTE: Readings and Assignments are due on the dates they are listed.

PART 1: MIGRATION AND CITIZENSHIP

Course Introduction- Wednesday 1/18

Demographic and Policy Overview- Monday 1/23

Skim Pew Reports:

<http://www.pewhispanic.org/2015/09/28/statistical-portrait-of-the-foreign-born-population-in-the-united-states-1960-2013-key-charts/>

<http://www.pewhispanic.org/2015/09/28/modern-immigration-wave-brings-59-million-to-u-s-driving-population-growth-and-change-through-2065/>

<http://www.pewhispanic.org/2015/09/28/selected-u-s-immigration-legislation-and-executive-actions-1790-2014/>

Participation Assignment 1: Be prepared to contribute one interesting fact that you learned from these reports to our class discussion. Make sure you have more than one fact ready in case of overlap with classmates!

Why do People Migrate?- Wednesday, 1/25

Massey, Douglas S. 1999. "Why Does Immigration Occur? A Theoretical Synthesis." Pp. 34-52 in *The Handbook of International Migration: The American Experience*, edited by C. Hirschman, P. Kasinitz and J. DeWind. New York: Russell Sage Foundation.

Portes, Alejandro and Rubén. G. Rumbaut. 2006. *Immigrant America: A Portrait, 3rd Edition*. Berkeley: University of California Press. Ch. 1 & Ch. 2 – pages 12-34

How do People Migrate?- Monday 1/30

Menjívar, Cecilia. 2000. *Fragmented Ties: Salvadoran Immigrant Networks in America*. Berkeley: University of California Press. Ch. 3

Hernández-León, Rubén. 2008. *Metropolitan Migrants: The Migration of Urban Mexicans to the United States*. Berkeley: University of California Press. Ch. 1

Controlling Immigration- Wednesday 2/1

Massey, Doug, Jorge Durand and Nolan J. Malone. 2002. *Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration*. New York: Russell Sage Foundation.
All students: read Ch. 1 & 3

Participation Assignment 2: In class on 1/30 you will be assigned one additional chapter from *Beyond Smoke and Mirrors*. Create a one page (double-spaced) outline of the chapter and post to course website by 5pm on 1/31. You are responsible for skimming the outlines of the other chapters created by your classmates before class on 2/1.

Immigration and Citizenship- Monday 2/6

Motomura, Hiroshi. 2006. *Americans in Waiting: The Lost Story of Immigration and Citizenship in the United States*. New York: Oxford University Press. Pgs 1-79.

Restricting Access to Citizenship: Race- Wednesday 2/8

Haney López, Ian. 2006. *White by Law: The Legal Construction of Race*. New York: NYU Press. Chs. 2-5

Cybelle Fox and Irene Bloemraad. 2015. "Beyond 'White by Law': Explaining the Gulf in Citizenship Acquisition between Mexican and European Immigrants, 1930." *Social Forces* 94(1):181-208.

Restricting Access to Citizenship: Legal Status- Monday 2/13

Ngai, Mae. 2003. "The Strange Career of the Illegal Alien: Immigration Restriction and Deportation Policy in the United States, 1921-1965". *Law & History Review* 69: 1-32

Cornelius, Wayne A. 2005. "Controlling 'Unwanted' Immigration: Lessons from the United States, 1993-2004". *Journal of Ethnic and Migration Studies* 31(4): 775-794.

Menjívar, Cecilia. 2006. "Liminal Legality: Salvadoran and Guatemalan Immigrants' Lives in the United States." *American Journal of Sociology* 111(4): 999-1037.

Controlling Borders: The Moral Dilemmas of Migration- Wednesday 2/15

Carens, Joseph H. 1987. Aliens and Citizens: The Case for Open Borders. *The Review of Politics* 49(2): 251-73.

Macedo, Stephen. 2007. The Moral Dilemma of U.S. Immigration Policy: Open Borders Versus Social Justice? Pp. 63-84 in *Debating Immigration*, edited by Carol Swain. Cambridge University Press.

****Reminder: Reflection Memo 1 due at Start of Next Class****

PART 2: IMMIGRANT ASSIMILATION AND INTEGRATION

Introduction to Assimilation- Monday 2/20

(short!) reading: <http://www.migrationpolicy.org/article/assimilation-models-old-and-new-explaining-long-term-process/>

Reflection Memo 1 due at start of class. See Assignment Description.

Classic Assimilation Theory- Wednesday 2/22

Alba, Richard and Victor Nee. 2003. *Remaking the Mainstream: Assimilation and Contemporary Immigration*. Cambridge, MA: Harvard University Press. Ch. 1-2

In class: introduction of Statistical Profile Project & Final Papers

The 'Old' Immigrants- Monday 2/27

Alba and Nee *Remaking the Mainstream*, Ch. 3

Foner, Nancy. 2005. In a New Land: A Comparative View of Immigration. New York, NY: New York University Press. (Ch. 1, pages 11-42)

Roediger, David R. 2004. "Making New Immigrants "In between": Irish Hosts and White Panethnicity, 1890-1930." Pp. 167-196 in *Not Just Black and White: Historical and Contemporary Perspectives on Race and Ethnicity in the United States*, edited by N. Foner and G. M. Frederickson. New York, NY: Russell Sage Foundation.

The 'Old' Immigrants Today- Wednesday 3/1

Waters, Mary C. 1990. *Ethnic Options: Choosing Identities in America*. Los Angeles: University of California Press.

All students: read Ch. 1-3

Participation Assignment 3: In class on 2/27 you will be assigned one additional chapter from *Ethnic Options*. Create a one page (double-spaced) outline of the chapter and post to course website by 5pm on 2/28. You are responsible for skimming the outlines of the other chapters created by your classmates before class on 3/1.

****Reminder: Statistical Profile Part 1 due at Start of Next Class****

From 'Old' to 'New'- Monday 3/6

Alba and Nee *Remaking the Mainstream*, Ch. 4

Cybelle Fox. 2010. "Three Worlds of Relief: Race, Immigration, and Public and Private Social Welfare Spending in American Cities, 1929." *American Journal of Sociology* 116(2):453-502.

Statistical Profile Part 1 due at start of class. See Assignment Description

The 'New' Immigrants- Wednesday 3/8

Alba and Nee *Remaking the Mainstream*, Ch. 5-7

(Skim) National Academy of Sciences Report: <http://www.nap.edu/catalog/21746/the-integration-of-immigrants-into-american-society>

Monday 3/13 and Wednesday 3/15: Spring Break

Segmented Assimilation- Monday 3/20

Portes, Alejandro and Min Zhou. 1993. "The New Second Generation: Segmented Assimilation and its Variants." *ANNALS of the American Academy of Political and Social Science* 530(1): 74-96.

Portes, Alejandro and Rubén Rumbaut. 2001. *Legacies: The Story of the Immigrant Second Generation*. Berkeley: University of California Press. Ch 1-2

The Mexican-American Experience- Wednesday 3/22

Telles, Edward and Vilma Ortiz. 2008. *Generations of Exclusion: Mexican Americans, Assimilation, and Race*. New York: Russell Sage Foundation. Ch.1, 2 and 11

Jiménez, Tomás. 2008. "Mexican Immigrant Replenishment and the Continuing Significance of Ethnicity and Race." *American Journal of Sociology* 113(6): 1527-1567.

Reminder: Final Statistical Profile due at Start of Next Class

The Asian-American Experience- Monday 3/27

Tuan, Mia. 1999. "Neither Real Americans nor Real Asians? Multigeneration Asian Ethnics Navigating the Terrain of Authenticity." *Qualitative Sociology* 22:105-125.

Lee, Jennifer. "From Undesirable to Marriageable: Hyper-Selectivity and the Racial Mobility of Asian Americans." *ANNALS of the American Academy of Political and Social Science*. 662(1): 79-93.

Final Statistical Profile due at start of class. See Assignment Description

Caribbean and African Immigrant Experiences- Wednesday 3/29

Waters, Mary C. 1999. "Explaining the Comfort Factor: West Indian Immigrants Confront American Race Relations." *The Cultural Territories of Race: Black and White Boundaries*, edited by Michele Lamont. Chicago: University of Chicago Press, 63-96.

Vang, Zoua M. 2012. "The Limits of Spatial Assimilation for Immigrants' Full Integration: Emerging Evidence from African Immigrants in Boston and Dublin." *ANNALS of the American Academy of Political and Social Science* 641(1): 220-246.

PART 3: POLICY AS A TOOL OF INCLUSION AND EXCLUSION

Can Policy Promote Integration?- Monday 4/3

Bloemraad, Irene and Els de Graauw. "Immigrant Integration and Policy in the United States: A Loosely Stitched Patchwork." In *International Approaches: Integration and Inclusion*, John Biles & James Frideres, editors. Montreal: McGill-Queen's University Press.

Nawyn, Stephanie J. 2011. 'I have so many successful stories': Framing Social Citizenship for Refugees. *Citizenship Studies* 15(6-7):679-693.

Kasinitz, Philip. 2008. "Becoming American, Becoming Minority, Getting Ahead: The Role of Racial and Ethnic Status in the Upward Mobility of the Children of Immigrants." *The Annals of the American Academy of Political and Social Science* 620: 253-269.

Can Policy Promote Integration? continued- Wednesday 4/5

Bloemraad, Irene. 2006. "Becoming a Citizen in the United States and Canada: Structured Mobilization and Immigrant Political Incorporation." *Social Forces* 85(2): 667-695.

Bloemraad, Irene. 2011. "The Debate Over Multiculturalism: Philosophy, Politics, and Policy." Washington, DC: Migration Information Source.
<http://www.migrationinformation.org/Feature/display.cfm?ID=854>

****Reminder: Reflection Memo 2 due at Start of Next Class****

Can Policy Promote Exclusion?- Monday 4/10

Bean, Frank, Susan K. Brown and James D. Bachmeier. 2015. *Parents Without Papers: The Progress and Pitfalls of Mexican-American Integration*. New York: Russell Sage Foundation. Ch 1-2

Reflection Memo 2 due at start of class. See Assignment Description.

Can Policy Promote Exclusion? continued- Wednesday 4/12

Gonzalez, Roberto. "Learning to Be Illegal: Undocumented Youth and Shifting Legal Contexts in the Transition to Adulthood." *American Sociological Review* 76(4): 602-619

Waters, Mary C, and Philip Kasinitz. 2015. "The War on Crime and the War on Immigrants: Racial and Legal Exclusion in 21st Century United States." *Fear, Anxiety and National Identity*:

Immigration and Belonging in North America and Europe, edited by Nancy Foner and Patrick Simon. New York: Russell Sage.

Final Papers Workshop- Monday 4/17

Final research paper in-class workshop. Bring your laptop, come with your questions. We will use class to make good progress on your final papers.

PART 4: NATIVE BORN REACTIONS AND FUTURE IMPLICATIONS

Implications for Health, Politics, and Neighborhoods- Wednesday 4/19

Abrajano, Marisa and Zoltan L. Hajnal. *White Backlash: Immigration, Race, and American Politics*. Princeton, NJ: Princeton University Press. Ch. 1

Flores, René D. "Taking the Law into Their Own Hands: Do Local Anti-Immigrant Ordinances Increase Gun Sales?" *Social Problems* 62: 363-390.

Crowder, Kyle, Matthew Hall and Stewart Tolnay. 2011. "Neighborhood Immigration and Native Out-Migration." *American Sociological Review* 76(1): 25-47.

Immigration and African-Americans- Monday 4/24

Waters, Mary C., Philip Kasinitz and Asad Asad. "Immigrants and African Americans." *Annual Review of Sociology* 40: 369-390.

Abascal, Maria. 2015. "Us and Them: Black-White Relations in the Wake of Hispanic Population Growth." *American Sociological Review* 80(4): 789-813.

Immigration and Future Race Relations- Wednesday 4/26

Lee, Jennifer and Frank Bean. 2007. "Reinventing the color Line: Immigration and America's New Racial/Ethnic Divide." *Social Forces* 86(2): 561-586.

Richard Alba, "The Likely Persistence of a White Majority" <http://prospect.org/article/likely-persistence-white-majority-0>

Final Paper Due During Exam Week: Date & Time TBA

Sociology 3710 Assignments

Reflection Memo 1: 3-4 pages double spaced

Can the United States control migration? Should it?

Consider all the readings so far this semester and outline your academic assessment about the ability of the United States to control its borders (particularly the southern border). In formulating your assessment, consider *why* migrants move and *how* the U.S. can or cannot control this movement. Then outline a normative argument for why the U.S. should control or open its borders, and to whom.

Reflection Memo 2: 3-4 pages double spaced

Are immigrants integrating into American society? Why or why not?

Consider the readings from Weeks 6-12. In formulating your assessment, outline *your* definition of 'integration' and propose an empirical strategy for how social scientists can measure integration. What do these measures suggest about the outcomes and processes behind immigrant integration in the United States?

Statistical Comparison

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.

You will write a statistical profile of two immigrant groups in the United States. One group will be from the 'Old' wave of immigration (1880-1920) and the other group will be from the 'New' wave (1965-present).

The first profile (about 4 pages, including both tables and descriptive text) will explore the 'Old' immigrant group. This profile is due at the start of class on Monday, October 17th.

After reviewing my feedback on your first profile, you will then create a profile of your second "New" immigrant group, and compare your two groups to one another (in both tables/graphs and in descriptive text). The full comparison report should be about 8 pages double spaced, including both tables/figures and descriptive text, and is due at the start of class on Monday, October 31st.

Your profiles should integrate graphical displays of numerical data (tables or graphs) with a narrative explaining the most important points from the figures. You are not expected to conduct original statistical analyses; rather, to please answer the following:

1. Describe, in broad terms, the migration history of your group(s), graphically & in words. When did your group(s) begin arriving in significant numbers? Have there been peaks and dips in the groups' migrations? Speculate about the reasons for changes over time.
2. What is the total number of foreign-born of your immigrant group(s) today? What is their percentage of all foreign born residents? What is their size relative to other groups?

3. What are the predominant means of immigrant entry for your group(s) today, i.e., migration as family sponsored immigrants, employment immigrants, temporary workers, refugees & asylees and/or illegal migrants?
4. Investigate two or three demographic or socio-economic characteristics of the group(s), e.g., their residential patterns, gender or age composition, educational attainment, poverty, racial diversity, family structure, citizenship status, etc. Speculate on why you see these patterns. In speculating about the numbers, draw on the course readings and lecture materials. You do not have to do further reading, but you may if you wish.

In putting together your report, you must use **at least three different sources of statistical data**, including one US Census source. You can use more. You must also provide **proper referencing** for your statistical data. In the write up, give some thought to the credibility of the numbers and discuss any concerns you might have.

Evaluation: You will be evaluated on how well you use statistical data to profile your groups, your ability to integrate the numerical data within a narrative account, and the quality of your comparisons of the two groups (For part 2 evaluation only). The profiles should be neat and easy-to-read.

Final Paper (8-10 pages, double spaced)

This project is an opportunity to make this class your own, by investigating the experiences of two U.S. immigrant groups of your choice. Ideally, this paper will continue with the same two groups that you chose for your Statistical Comparison, but you may select other group(s) if you wish. You will examine secondary sources with the goal of identifying the similarities and differences in the two groups' experiences: e.g., how were they received when they arrived, what kinds of skills/status did they have in their home country, how have they adapted in the United States, what particular challenges did they face, how did local and/or federal law shape their experiences? Based on the evidence you present, you will also apply your cases to answer the larger question of whether today's immigrants are faring as well as yesterday's. You are required to use at least two additional academic sources beyond those required for the course. The sources can be any combination of books, journal articles or demographic reports from history, sociology, ethnic studies or related fields. You may incorporate statistical comparisons as appropriate, but the tables/figures will not count toward the expected number of pages.