Course Description:
This course examines immigration to the United States and pays special attention to issues of race and racialization. The course begins with a history of US immigration, asks why people migrate across international borders, and then thematically covers specific topics such as economic impacts and costs, immigration and gender, transnationalism, and assimilation. Throughout, the course looks at socially constructed differences between groups such as white and other, and immigrant and native. We spend some time unpacking these identities to consider their ambiguities, fluidity, and the power they contain. The course also highlights differences within and between Latino, Asian, and European groups.

The class is a combination of lectures, discussions, and video/film presentations. Class members are expected to have read material thoroughly and be prepared to discuss readings in class.

Required Texts:

3. Reyna Grande 2012 The Distance between Us Atria Books.

Other materials:

Available on the course website (where indicated) or through BakerBerry

Course Objectives:

By the end of this course, you will:
• Understand some of the major forces that have shaped immigration to the United States.
• Be conversant with the effects of immigration on US demography, culture, and society.
• Understand both migration theory and critical race theory.
• Be able to critically assess the efficacy of past and current US immigration policy.
• Share in the intellectual excitement of conducting research on immigration.
Part 1: Immigration, Race, and Ethnicity

Immigration law offers a “magic mirror” that reflects domestic race relations (Kevin Johnson 1998: 1114).

Migrations do not just happen; they are produced. And migrations do not involve just any possible combination of countries; they are patterned (Saskia Sassen 1998: 56).

Tuesday, January 8: Introduction to the course
"The most troubling immigration trends" LA Times
Immigration/Race Timeline

Wednesday, January 9: Who comes to the United States I?
Golden Door (Chapters 1 and 2)

Thursday, January 10: Who comes to the United States II?
Golden Door (Chapters 3 and 4)
Assessment 1

Tuesday, January 15: Why come to the United States?
Samers (Website)
Golden Door (Chapters 5 and 6)

Wednesday, January 16: Racial Formations, Racial Identities, and Racialization in the US
(http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2931357/)
Omi and Winant (Website)
Golden Door (Chapter 7)
What is Race?

Thursday, January 17: “Becoming” White
Waterson (Transforming Anthropology, 14, 2, 133–150, ISSN 1051-0559)
Zhou (Website)
Not American Enough
Assessment 2

Tuesday, January 22: Who comes to the United States III?
Golden Door (Chapters 8, 9)

Wednesday, January 23: New Destinations

Thursday, January 24: Immigration and Gender
Hondagneu-Sotelo (Website)
**Part 2: Borders and Boundaries**

The US–Mexico border runs “down the length of my body, staking fence rods in my flesh” (Anzaldúa 1988: 2).

**Tuesday, January 29:** Class Discussion of *The Distance Between Us*: Book Reaction Due

**Wednesday, January 30:** Transnationalism—Something old, something new…
Mountz and Wright (Website)

**Thursday, January 31:** Term Paper Discussion. One page research proposal due.

**Tuesday, February 5:** Discussion of Julia Alvarez *How the García Girls Lost their Accents*.

**Wednesday, February 6:** The Border is everywhere
Coleman, Mathew. Immigration Geopolitics Beyond the Mexico–US Border
(*Antipode* 39: 1, 54-76 DOI: 10.1111/j.1467-8330.2007.00506.x 2007)
Leitner and Preston (Website)

**Thursday, February 7:** Borderlands and “Illegal” Identity
Nevins *Operation Gatekeeper* (Chapter 6) (website)
Assessment 4

**Tuesday, February 12:** What would you do? Discussion of “Illegal” Immigration.
*My Life as an Undocumented Immigrant*
See also the comments

**Wednesday, February 13:** The Context of Criminalization
Welch 2003 (website)

**Part 3: Immigration, the Economy, and Immigrant Economies**

"To a large extent, the reviews can be allocated to two extreme camps: [favorable and unfavorable]. As with immigration itself, there seemed to be no middle ground, no subtleties over the type of book I had written or the types of policies I had proposed." George Borjas, reacting to reviews of his 1999 book on the economics of immigration.
The Institute for Taxation and Economic Policy (itepnet.org), a prestigious, nonprofit, nonpartisan research organization that works on federal, state and local tax policy issues found that while GE - which earned $14 billion in 2010 – paid zero in taxes (GE denies it), the undocumented paid $11 billion in state and local taxes in 2010.

**Thursday, February 14:** Immigration and Economic Restructuring  
Assessment 5

**Tuesday, February 19:** Labor Market Segregation and the “Ethnic Enclave”  
*Light et al., At a Slaughterhouse, Some Things Never Die*

**Wednesday, February 20:** Not Making It: Always playing catch up  
*Borjas (Website)*  
*Lowenstein*  

**Part 4: Becoming American: Incorporation and Pluralism**

Assimilation is “a process of interpenetration and fusion in which persons and groups acquire the memories, sentiments, and attitudes of other persons and groups and, by sharing their experience and history, are incorporated with them in a common cultural life” (Park and Burgess 1921)

**Thursday, February 21:** Assimilation and Pluralism  
*Healey (2005) Ch.2 pp. 43-53. (Website)*  
Assessment 6

**Tuesday, February 26:** Segmented Assimilation  
*Zhou and Xiong, Best of Friends, Worlds Apart*

**Wednesday, February 27:** Residential Segregation and Assimilation  
Opening Credits from *The Sopranos*--provided in class.  
*Wright et al. (2005) (Website)*

**Thursday, February 28:** Citizenship and Belonging  
*http://www.thedailyshow.com/watch/thu-november-15-2012/it-was-the-best-of-times-it-was-the-best-of-times*  
Alison Mountz (2011) The enforcement archipelago: Detention, haunting, and asylum on islands *Political Geography* 30, 3, 118–128  
*http://dx.doi.org/10.1016/j.polgeo.2011.01.005*  
Assessment 7
Tuesday, March 5: Student Presentations: 2 hours

Wednesday, March 6: Student Presentations

Thursday, March 7: Student Presentations: 2 hours

Grading.
(Almost weekly) Assessments: 35%
Take Home Final Exam: 10%
Book Report: 5%
Research paper proposal: 5%
Research Paper: 35%
Student Presentations or Movie Review: 5%
Class Participation: 5%

Special Concerns. I encourage you to visit me and discuss course issues. I also encourage students with disabilities, including “invisible” disabilities like chronic illness and learning disabilities, to discuss with me possible accommodations that might be helpful to them. Any student with a documented disability needing academic adjustments or accommodations should speak with me as early as possible in the term. All discussions will remain confidential, although the Student Accessibility Services office may be consulted to verify the documentation of the disability.

Honor Code. When studying for assessments, I encourage you to work together to discuss lecture notes, handouts, and the required readings. The in-class assessments themselves, however, are closed book and non-collaborative. The research paper must be built on research you / your team collects and correctly referenced. Please refer to Sources and Citation at Dartmouth College for a code of scholarly ethics. The Academic Skills Center’s mission is to assist students in becoming more efficient and effective learners and scholars. Use the good people there and their resources to improve your academic performance.

Some e-resources:

http://larryferlazzo.edublogs.org/2010/05/26/the-best-sites-for-learning-about-immigration-in-the-united-states/

US Immigration Statistics

Snapshot of Global Migration

Immigration Policy Timeline