

Geography 28/LATS 40/Sociology 48
Immigration, Race, & Ethnicity in the United States
Winter 2015—10A Modified*

Professor: Richard Wright
Office: 118 Fairchild
Office Hours: Monday 2-4, or arranged

Course Description:

This course examines immigration to the United States paying 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, immigration and gender, transnationalism, and assimilation. Throughout, the course examines socially constructed differences between groups such as white and other, immigrant and native born, “legal” and “illegal”. We spend 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 immigrant groups and their offspring.

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

Required Texts:

1. Roger Daniels 2004. *Guarding the Golden Door*. Hill and Wang.
2. Reyna Grande 2012 *The Distance between Us*. Atria Books.

Other materials:

Available on the Canvas 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.

* Modified 10A means that the class usually meets 3 times per week for 65 minutes: Tuesday and Thursday at 10 and Wednesday at 3.

Part 1: Immigration, Race, and Ethnicity

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

Immigration and people's responses to it are complex beyond words: they
test just about every article of faith across the political spectrum.
([John Harris 2014](#))

Tuesday, January 6: Introduction to the course (and [PBS Immigration Quiz](#))
[Immigration Knowledge \(Global\)](#)
[Immigration/Race Timeline](#)
[Speaking of 2050 or 2042](#) whatever

Wednesday, January 7: Who comes to the United States I?
Golden Door (Chapters 1, 2, 3)
Note: Don't get bogged down in the details. Read Daniels for the big picture.

Thursday, January 8: Who comes to the United States II?
Golden Door (Chapters 4, 5, 6, 7)

Tuesday, January 13: Why come to the United States I?
Samers (Website). Focus on pp. 54-94. Skim the rest.

Wednesday, January 14: **Assessment 1 No reading questions due**
... Why come to the United States II?

Thursday, January 15: Racial Formations, Racial Identities, and Racialization in the US
Omi and Winant (Website)
[Constructing a Conversation on Race](#)
[What is Race?](#)
[Pigments of our Imagination](#)

Tuesday January 20: “Becoming” White
Gualtieri (*Journal of American Ethnic History* 20: 4, 29-58 2001)
Waterson (*Transforming Anthropology*, 14, 2, 133–150)
[Has Caucasian Lost its Meaning?](#)
[Not American Enough](#)

Wednesday, January 21: Who comes to the United States III?
Golden Door (Skim Chapters 8, 9: Read Chapters 11 and 12)

Thursday, January 22: **Assessment 2 No reading questions due**
Old and New Destinations
Singer (2013) doi:10.1162/DAED_a_00220
Skim: Kandel and Parrado (*Population and Development Review* 31: 3, 447-471
DOI: 10.1111/j.1728-4457.2005.00079.x 2005)

Tuesday, January 27: Immigration and Gender
Hondagneu-Sotelo (Website)

Wednesday, January 28: Refugees
Daniels Ch 10

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).

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

Tuesday, February 3: Transnationalism
Mountz and Wright (Website)

Golash-Boza, T. (2013), Forced transnationalism: transnational coping strategies and gendered stigma among Jamaican deportees. *Global Networks*. doi: 10.1111/glob.12013

-and-

Term Paper Discussion. **One page research proposal due**

Wednesday, February 4: **Assessment 3 Only**

Thursday, February 5: Guest Lecture: Yolande Pottie-Sherman

Tuesday, February 10: The Border is everywhere
[Maldonado \(2014\)](#)
[Flores \(2014\)](#)

Wednesday, February 11: Borderlands and “Illegal” Identity
Nevins *Operation Gatekeeper* (Chapters 1 and 6) (website)
[Dispatches from the US-Mexico Border](#)
[Border Life](#)

Thursday, February 12: What would you do? Discussion of “Illegal” Immigration.
[My Life as an Undocumented Immigrant](#)
See also the comments. And see [this](#)
<http://www.theatlanticwire.com/national/2012/09/looking-first-use-term-illegal-immigrant/57424/>

Roberto G. Gonzales and Leo R. Chavez. 2012. “Awakening to a Nightmare”: Abjectivity and Illegality in the Lives of Undocumented 1.5 Generation Latino Immigrants in the United States. *Current Anthropology* 53 (3) 255-281.

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.

Tuesday, February 17: **Assessment 4 No reading questions due**

Immigration and Economic Restructuring

Parrado E. and W. Kandel. 2011. Industrial change, Hispanic immigration, and the internal migration of low-skilled native male workers in the United States, 1995–2000. *Social Science Research*, 40 (2) 626-640.

Wednesday, February 18: Labor Market Segregation and the “ Ethnic Enclave”

[Light et al.](#)

[At a Slaughterhouse, Some Things Never Die](#)

Thursday, February 19: Not Making It: Always playing catch up

Hall et al. (2011)

Massey D.S. and J. Gellat “What happened to the wages of Mexican immigrants? Trends and interpretations” *Latino Studies* 8, 3, 328–354.

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)

“I became an American by refusing to assimilate.” Arthur Hertzberg

Tuesday, February 24: **Assessment 5 No reading questions due**

Assimilation and Pluralism

Healey (2005) Ch.2 pp. 43-53. (Website)

Wednesday, February 25: Segmented Assimilation

[Portes et al 2009](#)

[Best of Friends, Worlds Apart](#)

Thursday, February 26: Residential Segregation and Assimilation

Wright et al. (2005) (Website)

Tuesday, March 3:

Citizenship and Belonging

<http://www.thedailyshow.com/watch/thu-november-15-2012/it-was-the-best-of-times--it-was-the-best-of-times>

Croucher, Sheila. 2010. "The Case for Global Citizenship." *The Civic Arts Review* 23 (2): 4-8.
[Time and Citizenship—Back to the Future?](#)
[Expanded Non-citizenship rights?](#)
[Ted Cruz's panic](#)

Wednesday, March 4: **Assessment 6 No reading questions due**
Research Paper Workshop

Thursday, March 5: Student Presentations

Tuesday, March 10: Student Presentations
Research Papers Due After Class

Grading.

Assessments:	42%
Book reaction:	8%
Research paper proposal:	5%
Research paper:	35%
Class participation/daily reading questions:	10%

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 conducts and correctly referenced. Please refer to [Sources and Citation at Dartmouth College](#) for a code of scholarly ethics. The [Institute for Writing and Rhetoric'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/>
[Snapshot of Global Migration](#)
[Immigration Policy Timeline](#)