**SOCL 520- Immigrant America**

Fall Term 2013

Information Commons 105

Tuesday 7:00-9:30pm

**Instructor- Dr. Edward Flores**

Office- Coffey Hall 432

Office Hrs- Tue 1-2pm, Wed 10am-12pm

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**Course Objective**

How is the United States a classical country of immigration? Are contemporary immigrants different from those of before? How do public discourses shape national immigration policy? How should we facilitate the integration of immigrants? This class will survey the range of relevant literature in the field of the sociology of immigration, placing focus on critical ethnography, tying in critical ethnography with classics in the field, and looking towards newly emerging scholarship.

Immigration debates today are rife with the questions above, but this is not new in the history of American immigration. Contemporary immigration discourse has deep roots in 19th and early 20th century waves of immigration, as well Chicago School scholarship that emerged as a progressive force. This class will examine Chicago School–influenced approaches (i.e. assimilation, segmented assimilation), highlighting the structural processes shaping American immigration, and go beyond the Chicago School by unpacking how immigration has reshaped structural processes. We will examine the salience of race, gender, labor and citizenship, in the reception of immigrants, as well as how immigrants have reshaped the American institutional landscape by contesting exclusionary forces.

**Required Readings**

Motomura, Hiroshi. 2007. *Americans in Waiting: The Lost Story of Immigration and Citizenship in the United States*. Oxford University Press. ISBN-13: 9780195336085

Ngai, Mae, William Chafe and Gary Gerstle. 2005. *Impossible Subjects: Illegal Aliens and the Making of Modern America. Princeton University Press*. ISBN-13: 9780691124292

Portes, Alejandro and Ruben G. Rumbaut. 2001. *Legacies: The Story of the Immigrant Second Generation*. University of California Press. ISBN-13: 9780520228481

Hondagneu-Sotelo, Pierrette. 1994. *Gendered Transitions: Mexican Experiences of Immigration. University of California Press*. ISBN-13: 9780520075146.

Milkman, Ruth. 2006. *L.A. Story: Immigrant Workers and the Future of the U. S. Labor Movement.* Russell Sage Foundation. ISBN-13: 9780871546357

Golash-Boza, Tanya Maria. 2012. Immigration Nation: Raids, Detentions, and Deportations in Post-9/11 America. Paradigm Publishers. ISBN-13: 9781594518386.

Light, Ivan. 2008. Deflecting Immigration: Networks, Markets, and Regulation in Los Angeles. Russell Sage Foundation. ISBN-13: 9780871545374.

Smith, Robert Courtney. 2005. Mexican New York: Transnational Lives of New Immigrants. University of California Press. ISBN-13: 9780520244139.

Jimenez, Tomas. 2009. Replenished Ethnicity: Mexican Americans, Immigration, and Identity. University of California Press. ISBN-13: 9780520261426.

Alba, Richard and Jennifer Holdaway. 2013. The Children of Immigrants at School: A Comparative Look at Integration in the United States and Western Europe. New York University Press. ISBN-13: 9780814760253.

Myers, Dowell. 2008. Immigrants and Boomers: Forging a New Social Contract for the Future of America. Russell Sage Foundation. ISBN-13: 9780871546241.

**Course Requirements**

*Class Participation*

Participation requires buying the required readings, setting aside time to do them, and coming to class prepared—with notes and questions—for discussions.

*Presentations, Short Paper, Questions*

There are three major components to class participation in this class. A) Students must sign up to give a short presentation, and lead discussion twice. B) In preparation for presenting, students must turn in a short, written paper (3-4 pages) no later than Saturday to the professor. C) Students must also turn in a set of questions to guide discussion no later than Saturday to the professor—as well as email them out to all students no later than Sunday afternoon. (Although it may seem excessive to set deadlines during the weekend, it is imperative that class discussions are not planned the night before.)

*Seminar Paper*

At the end of the semester, students will turn in a 20-page paper on immigration. The purpose of the paper is to weave together sociological theory, by drawing upon some key concepts in the sociology of migration through close examination of a particular topic. It is preferable that the papers tie together class themes as well as one’s own research interests. The professor will communicate with students about ideas for seminar papers well before the end of the semester.

**Grading**

*Grades for the class will be weighted as follows:*

Participation- 10%

Short Papers- 10%

Presentations- 20%

Seminar Paper- 60%

*The final grade will follow this scale:*

A 93+ A- 90-92 B+ 87-89

B 83-86 B- 80-82 C+ 77-79

C 73-76 C- 70-72 D+ 67-69

D 63-67 D- 60-62 F <60

**Class Policies**

*Etiquette*

As with any class, I expect students to behave in a courteous and respectful manner. Talking with other students during class will not be tolerated. Much of the process of intellectual growth takes place during class discussions, and this is not possible without an open environment in which to share ideas.

*Electronic Devices*

Cell phones should be turned completely off at the beginning of class. Using a computer to surf the internet will not be allowed. These behaviors distract everyone from the process of learning. I will deduct points from one’s attendance & participation if I feel distractions are occurring.

*Late Policy*

Students should arrive on time to class, everyday. If you cannot attend on a particular day, please notify the teaching assistant, or me, prior to your absence. I will accept written documentation (i.e. doctor’s note, etc.) in the rare event that an unforeseen emergency occurs.

*Communication*

It is the student’s responsibility to frequently check his/her e-mail or Blackboard for any class communications. Do not contact me last minute about missing class, or to ask questions about assignments. I encourage you to notify me of any questions or time conflicts well ahead of time, and to get started or turn in assignments in advance, in order to prevent any last-minute miscommunication.

*Academic Integrity*

I expect students to act in accordance with Loyola University Chicago’s Honor Code. In failing to uphold academic standard, students cheat themselves and others out of learning, and degrade the value of their education. When in doubt, check with the teaching assistant or instructor!

**Conceptual Foundations in the study of American Immigration**

**Week 1- Citizenship (August 27th)**

This week we begin with some foundational texts in the study of whiteness, citizenship and immigration. How did European immigrants experience settlement in late 19th/early 20th century America? How did citizenship help secure privilege, and for whom? We also examine how citizenship is an unstable category, shaped through political contests. How have democratic states restricted citizenship to new immigrants? How has the right to citizenship expanded? Do we witness a continuation, or a sharp departure, from historial trends in immigrants’ acquisition of rights?

Jacobson, “Anglo-Saxons and Others: 1840-1924.”

Marshall, “Citizenship and Social Class.”

Motomura, *Americans in Waiting: The Lost Story of Immigration and Citizenship in the United States*.

**Week 2- Immigration Control and Labor (September 3rd)**

Last week we began to interrogate how immigration refracts meanings of race and citizenship, but also how race and citizenship shape processes of immigration control. This week we more closely examine the 20th century social construction of the “illegal” immigrant, as well as how the immigration experience has been tightly bound with labor needs. How do macro, meso or micro processes generate anti-immigrant sentiment, such as the construction of the “illegal?” How does citizenship shape labor force hierarchies? How do labor force hierachies shape gendered processes? How are these hierarchies resisted? How do these contests, in turn, shape notions of citizenship?

Ngai, Chafe and Gerstle (eds.), *Impossible Subjects: Illegal Aliens and the Making of Modern America*.

Espiritu, “Stretching Gender, Family, and Community Boundaries, 1840s-1930s.”

Glenn Nakano, “Mexicans and Anglos in the Southwest 1840-1930.”

**Week 3- Assimilation and its Disconents (September 10th)**

The past two weeks have examined how the immigrant settlement experience is undergirded by race and citizenship—both of which are unstable, decentered complexes shaped by political struggle. This week we begin to entertain the idea that the tumultuous experience of immigrant settlement is temporary, and that successive generations (second generation, third generation, etc.) might simply be American. What are the powerful ideological currents that have shaped our understandings of immigrant settlement? What is the argument against “assimilation,” and what is the argument for it? How does race scholarship reject both assimilationist and pluralist models? How does a Marxist perspective inform critical race scholarship?

Gordon, “Assimilation in America: Theory and Reality.”

Gans, “Symbolic Ethnicity: The Future of Ethnic Groups and Cultures in America.”

Blauner, “Internal Colonialism and Ghetto Revolt.”

Bonacich, “A Theory of Ethnic Antagonism: The Split Labor Market.”

**Contemporary Trends in American Immigration**

**Week 4- Downward Assimilation (September 17th)**

We continue last week’s discussion of “assimilation,” examining post-1965 changes in immigration policy and the labor market. How is the structural context of contemporary immigration different than that of the early 20th century? How does this shape the reception of immigrants, as well as their experiences settling? What are the implications of such sweeping changes?

Gans, “Second Generation Decline: Scenarios for the Economic and Ethnic Futures of the post- 1965 American Immigrants.”

Portes and Zhou, “The new second generation: Segmented Assimilation and its variants.”

Portes and Rumbaut, *Legacies: The Story of the Immigrant Second Generation*.

**Week 5- Gender and Sexuality (September 24th)**

This week we delve into the contemporary experience of Mexican migration. How is gender a constitutive feature of immigration? How was Bracero migration gendered, and how did it reorganize gendered practices in Mexican households? How is migration a sexualized experience, and how does it challenge stereotypes of Mexican patriarchy? How does it reconstitute kinship among gay men?

Hondagneu-Sotelo, *Gendered Transitions: Mexican Experiences of Immigration*.

Gonzalez-Lopez, “Fathering Latina Sexualities: Mexican Men and the Virginity of their Daughters.”

Cantu, “A Place Called Home: Mexican Immigrant Men’s Family Experiences.” (In *The Sexuality of Migration: Border Crossings and Mexican Immigrant Men*.)

**Week 6- Labor Struggle (October 1st)**

This week we examine organized struggles as features of the American immigrant experience. How has immigration been at the core of American labor struggle, going back to the earlier wave of European immigration? How has immigration revitalized the labor movement? How have immigrants fought for greater inclusion into the American polity? In return, how can participation in labor struggle foster greater civic engagement among immigrants?

Milkman, *L.A. Story: Immigrant Workers and the Future of the U. S. Labor Movement*.

Nakano Glenn, “Constructing Citizenship: Exclusion, Subordination, and Resistance.”

Terriquez, “Schools for Democracy: Labor Union Participation and Latino Immigrant Parents’ Schools-Based Civic Engagement.

**Emerging Dynamics in American Immigration**

**Week 7- The Post-9/11 era (October 15th)**

This week we investigate post-9/11 changes in the landscape of American immigration. What changes have occurred alongside the border and inside the corrections system? How do undocumented immigrants navigate the terrain of bureaucratic institutions?

Golash-Boza, *Immigration Nation: Raids, Detentions, and Deportations in Post-9/11 America*.

Marrow, “Immigrant Bureaucratic Incorporation: The Dual Roles of Professional Missions and Government Policies.”

Armenta, “From Sheriff’s Deputies to Immigration Officers: Screening Immigrant Status in a Tennessee Jail.”

Gonzales, “Learning to Be Illegal: Undocumented Youth and Shifting Legal Contexts in the Transition to Adulthood.”

**Week 8- New Destinations (October 22nd)**

Considerable speculation of the future of post-1965 immigrants has focused on Mexican migration, their racialization and exclusion, undocumented status, low-wage labor, downward assimilation and rights organizing. How do trends in Mexican migration signal an extension, a reversal, or a departure from some of these changes? What implications does this have for our understanding of immigration? How does this build upon the canon of immigration studies?

Durand, Massey and Capoferro, “The New Geography of Mexican Immigration.” (In *New Destinations: Mexican Immigration in the United States*.)

Light, *Deflecting Immigration: Networks, Markets, and Regulation in Los Angeles*.

Marrow, “New Immigrant Destinations and the American Colour Line.”

**Week 9- Transnationalism (October 29th)**

Transnationalism is a new development in the American experience of immigration.. or is it? How do sociologists conceptualize transnationalism, and how does it relate to the field of immigration studies? What can we take from the study of transnationalism, and integrate into existing sociological paradigms on immigration?

Levitt and Glick Schiller, “Conceptualizing Simultaneity: A Transnational Social Field Perspective on Society.”

Waldinger and Fitzgerald, “Transnationalism in Question.”

Smith, *Mexican New York: Transnational Lives of New Immigrants*.

**Revisiting Assimilation Theory**

**Week 10- Rejecting Downward Assimilation (November 5th)**

What are the biggest conceptual weaknesses in segmented assimilation theory? How have these been pointed out by recent work on immigrant assimilation? How does literature from scholars on the East coast differ from the West coast perspective? What might this suggest about the field of immigration studies?

Jimenez, *Replenished Ethnicity: Mexican Americans, Immigration, and Identity*.

Agius, “Socially Mobile Mexican Americans and the Minority Culture of Mobility.”

Kasinitz, Mollenkopf, and Mary C. Waters, “Worlds of the Second Generation.” (In *Becoming New Yorkers: Ethnographies of the New Second Generation*.)

Warikoo, “Explaining Youth Cultures, Improving Academic Achievement.” (In *Balancing Acts: Youth Culture in the Global City*.)

**Week 11- Debating Assimilation and Segmented Assimilation (November 12th)**

What evidence is there for straight-line assimilation? What evidence is there for downward assimilation? In rejecting straight-line assimilation, how have scholars built upon the segmented assimilation perspective? In rejecting segmented assimilation, how have current immigration scholars built upon work by earlier sociologists? What critical perspectives are missing from these debates, and how they might serve as useful?

Alba and Nee, “Rethinking Assimilation Theory for a New Era of Immigration.”

Park and Myers, “Intergenerational Mobility in the Post-1965 Immigration Era: Estimates by an Immigrant Generation Cohort Method.”

Haller, Portes and Lynch, “Dreams Fulfilled, Dreams Shattered: Determinants of Segmented Assimilation in the Second Generation.”

Alba, Kasinitz and Waters, “The Kids are (Mostly) Alright: Second-Generation Assimilation: Comments on Haller, Portes and Lynch.”

Haller, Portes and Lynch, “On the Dangers of Rosy Lenses: Reply to Alba, Kasinitz and Waters.”

**Immigrant Integration and Social Policy**

**Week 12- Access to Political Incorporation and Education (November 19th)**

The vast majority of sociological studies in immigration focus on the American case. How might this type of scholarly myopia blur our understandings of immigration? How might drawing in research from abroad better inform the field of immigration studies? What specific policies are described, and how might they better serve our efforts to facilitate immigrant integration?

Bloemraad, “Becoming a Citizen in the United States and Canada: Structured Mobilization and Immigrant Political Incorporation.”

Alba and Holdaway, *The Children of Immigrants at School: A Comparative Look at Integration in the United States and Western Europe*.

**Week 13- Taxes and the Safety Net (November 26th)**

This week we examine two dimensions of the debate over immigration: taxes and use of public services. What benefit do immigrants provide for the American tax base? Why should we care if immigrants have access to education and economic opportunities? What would it look like to expand healthcare to undocumented immigrants?

Myers, *Immigrants and Boomers: Forging a New Social Contract for the Future of America*.

Marrow, “The Power of Local Autonomy: Expanding Health Care to Unauthorized Immigrants in San Francisco.”

**Week 14- December 3rd**

We end this class by examining the relationship between immigration and religion: how how religion organizes immigrant settlement, but also how settlement reorganizes religious practices. How does religion fit with the immigrant experience, in light of the dynamics discussed in previous weeks? How does religion provide social and economic resources despite the inequalities faced by immigrants? How immigration facilitate a sense of belonging amidst exclusionary forces? In turn, how do these religious practices recreate the meaning of being an American?

Levitt, “’You know, Abraham was Really the First Immigrant’: Religion and Transnational Migration.”

Levitt, “Religion as a Path to Civic Engagement.”

Chen, “Filial Piety to Religious Piety: Evangelical Christianity Reconstructing Taiwanese Immigrant Families in the United States.”