

[COURSE #]: IMMIGRATION AND IMMIGRANT POLITICAL INCORPORATION
[Semester, Year]

Course time: []

Course Location: []

Course Website: []

Office Hours: [], and by appointment

Instructor: Abigail Fisher Williamson

Office: []

Phone: []

E-mail: []

COURSE DESCRIPTION

Demographers predict that within the next decade, immigrants and their children will comprise more than a quarter of the U.S. electorate. As the immigrant proportion of the U.S. population grows, it becomes increasingly important to consider the policies that bring immigrants to the United States, the processes through which they become a part of the polity, and the ways in which these transformations affect the broader politics of national identity in the United States. This course aims to introduce students to the history of U.S. immigration and equip them to participate in on-going debates over comprehensive immigration reform.

COURSE OVERVIEW

The course will consist of three units, each concluding with a writing assignment that asks you to reflect on what you have learned and craft an argument about how U.S. policies toward immigrants should remain the same or change. In the first unit, we will consider the history of immigration to the United States and changes in immigration policy over time. The writing assignment will ask you to draw on your own experience and information from the course to support or oppose an aspect of contemporary U.S. immigration policy. The second unit focuses on contemporary immigrant assimilation, asking whether today's immigrants are adopting American practices and traditions, and whether current assimilation trends resemble or diverge from historical processes. At the close of the unit, you will submit a paper that considers the extent to which immigrant assimilation is necessary or desirable. The third unit will focus on the extent to which immigrants are becoming involved in politics over time and how this phenomenon intersects with the broader politics of race in America. For your final assignment, you will write a policy memo advising a policymaker of your choice on whether and how she should involve immigrants in her efforts to make change.

REQUIRED MATERIALS

The following assigned texts can be purchased at [the university bookstore]. Additional readings will be available on-line via the course website at [URL] and in the course packet, which can be purchased at [].

- Bloemraad, Irene. 2006. *Becoming a Citizen: Incorporating Immigrants and Refugees in the United States and Canada*. University of California Press.
- Massey, Douglas S., Jorge Durand, and Nolan J. Malone. 2003. *Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration*. New York: Russell Sage Foundation.
- Portes, Alejandro and Ruben G. Rumbaut. 2001. *Legacies: The Story of the Immigrant Second Generation*. Berkeley, CA: University of California Press.
- Waters, Mary C. 1999. *Black Identities: West Indian Immigrant Dreams and American Realities*. Cambridge: Harvard University Press.

ASSIGNMENTS

The course requires regular submission of discussion questions prior to each class and three papers.

Discussion Questions: Prior to each class session, I ask that you submit two discussion questions that demonstrate that you have read and thought about the assigned work for the upcoming class. Discussion questions should focus on items from the assigned readings that you find interesting and worth discussing with your colleagues. They may relate the readings to current events, question/criticize the conclusions authors draw, consider the policy solutions offered by the authors, and/or pursue some other line of relevant questioning. The discussion questions need only be a couple of sentences each, but they should be written formally and proofread. You should expect that I might call upon you to explain why your question arose and how you might answer it. *Discussion questions are to be submitted by e-mail to me by [] p.m. on the day before class.* If, in addition to the discussion questions, you have clarifying questions regarding points of confusion from the readings, please also send these so that I can prepare responses.

All three papers must be type-written, double-spaced, in a traditional 12-point font, with one-inch margins, page numbers, proper citation, and a list of sources on the final page. Printed copies of papers are due prior to the start of class on the assigned due date. Please arrive a few moments early to submit your paper.

Paper #1: (4-5 page essay) – Reflecting on (a) readings and class discussions and (b) your own family’s history of migration (whether within the United States, to the United States, or elsewhere in the world), identify an aspect of U.S. immigration policy that you support or oppose. Make an argument for why this element of U.S. immigration policy deserves to be sustained or changed. Carefully consider and respond to counterarguments.

Paper #2: (5-7 page essay) –Drawing on evidence from course readings and discussions, take a position on the following statement: *Immigrant assimilation is essential to sustaining the American way of life.* You may agree or disagree with the statement wholly or in part, but your paper should reflect (a) your understanding of term assimilation and (b) a clear argument about the desirability of immigrant assimilation in the contemporary United States. In your analysis, consider the different forms of assimilation we discussed in class. For instance, what is the relative importance of different forms of assimilation (e.g. linguistic, spatial, etc)? To what extent does segmented assimilation provides an acceptable or preferable alternative to traditional straight-line assimilation?

Paper #3: (5-7 page policy memo) – Write a policy memo advising a political party, politician, or advocacy organization of your choosing on how they should shape their political strategy in response to the growth of U.S. immigrant populations. Drawing on readings and class discussions, your memo should outline whether, why, and how your audience should target (or ignore) immigrants in their efforts to win office or change policy. As long as you make your focus explicit, you may choose to focus on particular groups of immigrants and/or their relevance for particular policy issues.

GRADING

Grades will be based on final drafts of the three papers and class participation, including submission of discussion questions.

Paper #1 – 20 percent
Paper #2 – 30 percent
Paper #3 – 35 percent
Participation – 15 percent

Students will have ample opportunity to consult with me and their classmates on their paper ideas and writing prior to submission of final versions. Therefore, grades on these versions will be considered final.

Class participation will consist of submission of discussion questions prior to class and regular, active participation in class discussions. Students should aim to speak up at least once per class period. If you find spontaneous participation in classroom discussions challenging, please see me to discuss techniques and alternatives. Discussion questions will not receive individual grades, but I will e-mail you once each unit about the quality of your questions and whether any improvements are necessary to receive full credit.

COURSE POLICIES

Class Discussion Norms

A key goal of this course is employ class discussions to engage one another on public issues, consider alternate views, marshal evidence to support positions, and hone our persuasion skills. In order to ensure that all members of the class can participate, I suggest two guiding principles for our classroom discussions:

- *Respect for differing views:* We will discuss some sensitive issues about which reasonable people disagree. Class will be more interesting and rewarding if we allow room for respectful disagreement. I ask that you respond to the content of statements, rather than commenting on the character of individuals who hold those views. I will do my best to play both sides of the fence in order to keep discussions challenging and interesting. I will not be grading people on whether their politics match up with mine.
- *Sharing “air time”:* Ideally, classroom discussion will be a give and take in which you engage one another in conversation, rather than directing your comments solely to me. While I am requesting your active participation, we should all be mindful of ensuring that the discussion is balanced, rather than allowing a handful of students to dominate.

Attendance Policy

Students should plan to attend every class and should contact me in advance when attendance is not possible. Absences will be excused in the case of medical or family emergency (with documentation from health services or the appropriate house tutor/dean) or religious observation. After more than two unexcused absences, your participation grade will decline by a full letter grade for each additional absence. If you do miss class, you are responsible for the material you have missed.

Late Work Policy

Late papers will be penalized. If a paper is submitted on the due date, but not in hard copy prior to the start of class, it will be marked down by a half-grade (A → A-). For each day late past the due date, the paper will be marked down an additional full grade (A- → B-). Extensions will be granted only in the case of documented medical or family emergencies.

Academic Honesty

Students must abide by university policies on academic honesty, as stated here: []. Violations will be addressed in accordance with these policies. Prior to each assignment, we will discuss proper methods of citing sources and acknowledging assistance or contributions from others. Students are welcome to discuss ideas, but all writing should be organized and executed independently.

Accommodation of Disabilities

Any student who needs accommodation for a disability may contact me to discuss your needs. I will provide accommodations in line with the recommendations of the [university disability office].

OUTLINE

An outline of course topics and readings follows. I reserve the right to make changes to this schedule, but will provide students with notice of changes well in advance of due dates.

Unit 1: United States Immigration History and Policy

(Selections from the following to be determined – c. 60 pages per class session)

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

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

Foner, Nancy. 2000. *From Ellis Island to JFK: New York's Two Great Waves of Immigration*. New Haven, CT: Yale University Press and Russell Sage Foundation.

Greenblatt, Alan. 2008. The Immigration Debate. *CQ Researcher*. 18(5): 97-120.

Kennedy, David M. 1996. "Can We Still Afford to Be a Nation of Immigrants?" *The Atlantic Monthly*. 278(5): 52-68.

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.

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.

Massey, Douglas S., Jorge Durand, and Nolan J. Malone. 2003. *Beyond Smoke and Mirrors: Mexican immigration in an era of economic integration*. New York: Russell Sage Foundation.

Ngai, Mae. 2005. *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton, NJ: Princeton University Press.

Portes, Alejandro and Rubén G. Rumbaut. 1996. "Who They Are and Why They Come." Pp. 1-27 in *Immigrant America: A Portrait*. Los Angeles, CA: University of California Press.

Tichenor, David J. 2002. *Dividing Lines: The Politics of Immigration Control in America*. Princeton: University of Princeton Press.

Zolberg, Aristide R. 1999. "Matters of State: Theorizing Immigration Policy." Pp. 71-93 in *The Handbook of International Migration: The American Experience*, edited by C. Hirschman, P. Kasinitz and J. DeWind. New York: Russell Sage Foundation.

Zolberg, Aristide. 2006. *A Nation by Design: Immigration Policy in the Fashioning of America*. Cambridge, MA: Harvard University Press and Russell Sage Foundation.

Zucker, Norman L. and Naomi Flink Zucker. 1992. "From Immigration to Refugee Redefinition: A History of Refugee and Asylum Policy in the United States." *Journal of Policy History*. 4(1):54-70.

*** Paper #1 Due on [date] ***

Unit 2: Immigrant Assimilation in Contemporary America

(Selections from the following to be determined – c. 60 pages per class session)

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

Alba, Richard. 2006. "Mexican Americans and the American Dream." *Perspectives on Politics*. 4(2): 289-296.

Citrin, Jack, Amy Lerman, Michael Murakami and Kathryn Pearson. 2007. "Testing Huntington: Is Hispanic Immigration a Threat to American Identity?" *Perspectives on Politics*. 5(1): 31-48.

Gans, Herbert. 1992. "Second-Generation Decline: Scenarios for the Economic and Ethnic Futures of the Post-1965 American Immigrants." *Ethnic and Racial Studies*. 15(2):173-90.

Gordon, Milton M. 1964. *Assimilation in American Life: The Role of Race, Religion, and National Origin*. Oxford, England: Oxford University Press.

Huntington, Samuel P. 2004. "The Hispanic Challenge." *Foreign Policy*. 145: 30-45.

Kasinitz, Philip, John H. Mollenkopf, and Mary C. Waters, eds. 2004. *Becoming New Yorkers: Ethnographies of the New Second Generation*. New York: Russell Sage.

Kasinitz, Philip, John H. Mollenkopf, Mary C. Waters and Jennifer Holdaway. 2008. *Inheriting the City: The Children of Immigrants Come of Age*. Cambridge, MA: Harvard University Press.

Perlmann, Joel. 2005. *Italians Then, Mexicans Now: Immigrant Origins and Second-generation Progress, 1890 to 2000*. New York: Russell Sage Foundation.

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 Ruben G. Rumbaut. 2001. *Legacies: The Story of the Immigrant Second Generation*. Berkeley, CA: University of California Press.

Putnam, Robert D. 2007. "E Pluribus Unum: Diversity and Community in the Twenty-first Century, The 2006 Johan Skytte Prize Lecture." *Scandinavian Political Studies*. 30(2): 137-74.

Rumbaut, Rubén G. 1999. "Assimilation and Its Discontents: Ironies and Paradoxes." Pp. 172-195 in *The Handbook of International Migration: The American Experience*, edited by C. Hirschman, P. Kasinitz and J. DeWind. New York: Russell Sage.

*** Paper #2 Due on [date] ***

Unit 3: Immigration, Race, and Politics

(Selections from the following to be determined – c. 60 pages per class session)

Alba, Richard. 2005. "Bright vs. blurred boundaries: Second-generation assimilation and exclusion in France, Germany, and the United States." *Ethnic and Racial Studies*. 28(1): 20-49.

Bean, Frank D. and Gillian Stevens. 2003. *America's Newcomers and the Dynamics of Diversity*. New York: Russell Sage Foundation.

Bloemraad, Irene. 2006. *Becoming a Citizen: Incorporating Immigrants and Refugees in the United States and Canada*. University of California Press.

DeSipio, Louis. 2001. "Building America, One Person at a Time: Naturalization and the Political Behavior of the Naturalized in Contemporary American Politics." Pp. 67-106 in *E Pluribus Unum? Contemporary and Historical Perspectives on Immigrant Political Incorporation*, edited by G. Gerstle and J. Mollenkopf. New York: Russell Sage.

Horton, John. 1995. *The Politics of Diversity: Immigration, Resistance, and Change in Monterey Park, California*. Philadelphia: Temple University Press.

Kotlowitz, Alex. "Our Town." *The New York Times*. August 5, 2007.

Jones-Correa, Michael. 1998. *Between Two Nations: The Political Predicament of Latinos in New York City*. Ithaca, NY: Cornell University Press.

Ramakrishnan, S. Karthick. 2005. *Democracy in Immigrant America: Changing Demographics and Political Participation*. Palo Alto, CA: Stanford University Press.

Skrentny, John David. 2001. *Color Lines: Affirmative Action, Immigration, and Civil Rights Options for America*. Chicago, IL: University of Chicago Press.

Waters, Mary C. 1999. *Black Identities: West Indian Immigrant Dreams and American Realities*. Cambridge: Harvard University Press.

Wong, Janelle. 2006. *Democracy's Promise: Immigrants and American Civic Institutions*. Ann Arbor, MI: University of Michigan Press.

*** Paper #3 Due on [date] ***