

**Ethnic Studies 135:
Contemporary U.S. Immigration**

Summer 2004

Mon, Tue, and Wed, 1:00-3:30 PM, 121 Wheeler

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COURSE OVERVIEW

One in four Californians and one in ten Americans nationwide were born outside of the United States. The reasons for migration are varied; many immigrants come to the United States to find work, others to join their families, and still others flee persecution in their homelands. Nearly every aspect of life in the United States, from work to entertainment, has been affected by immigration. Immigration to the United States has included migrants from every part of the globe, and this course will address only a small handful of the various immigrant groups who have arrived in the United States. It is my hope, however, that this course will provide you with the theoretical and analytical tools to continue to learn about immigration and immigrant groups outside of this class. The course is divided into five units, each covering a major topic in the study of immigration:

- Immigration History and Policy
- Theories of Migration
- Immigrants in the Workplace
- Immigrant Networks
- The Second Generation

Within each unit, we will examine several immigrant groups within a comparative framework. Because of the importance of understanding the historical context of contemporary migration, as well as the importance of immigration policy in shaping the experiences of migrant groups, we begin with a discussion of U.S. immigration history and policy. Next, we survey the major theories of migration that scholars have developed to explain international migration. Then, we examine two important aspects of immigrant life: work and social networks, utilizing the theoretical and policy frameworks developed earlier in the course to link immigrants' everyday experiences with broader social, political, economic, and historical processes. We conclude with a discussion of the recent literature on the immigrant second-generation. What will the future hold for the children of today's immigrants?

Disability-Related Accommodations

If you need disability-related accommodations in this class, if you have emergency medical information you wish to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately. Please see me privately after class or at my office.

Students who need academic accommodations (for example, a notetaker), should request them from the Disabled Students' Program, 260 César Chávez Center, 642-0518 (voice or TTY). DSP is the campus office responsible for verifying disability-related need for academic accommodations, assessing that need, and for planning accommodations in cooperation with students and instructors as needed and consistent with course requirements.

REQUIRED TEXTS

Required books for the course can be purchased from Eastwind Books of Berkeley, located between Shattuck and Milvia at 2066 University Avenue (open Mon-Sat 10:00am-6:00pm and Sun 12noon-5:00pm). There are two required texts:

1. Roger Daniels and Otis L. Graham, *Debating American Immigration, 1882-Present*, New York: Rowman & Littlefield, 2001

2. Cecilia Menjívar, *Fragmented Ties: Salvadoran Immigrant Networks in America*, Berkeley and Los Angeles: University of California Press, 2000

or

Nazli Kibria, *Family Tighrope: The Changing Lives of Vietnamese Americans*, Princeton, New Jersey: Princeton University Press, 1993

Additional readings can be found in a course reader, available at University Copy Service, 2425 Channing Way.

Always bring your texts to class.

COURSE REQUIREMENTS

There is a total of 140 points possible in the class. The grading scale is as follows:

A +	120-140	B+	92-95	C+	80-83	D+	69-71
A	100-119	B	88-91	C	76-79	D	66-68
A -	96-99	B-	84-87	C-	72-75	D-	63-65

In other words, while there is a large number of assignments for this course, it is not necessary to complete every assignment to pass the class, or even to receive an "A." You should think of each assignment as one of many opportunities to earn points toward your final grade. Satisfactory completion (10 points or higher) of all four response papers is required of all students, however.

- **Attendance:** Because of the interactive and collaborative nature of this class, your attendance is required. If you are absent for more than three class periods, for any reason, you will not be allowed to pass the class. If you have a medically valid reason for having missed more than three classes, you will be asked to take a medical withdrawal. Arriving more than 10 minutes late to class will count as a ¼ absence, and arriving more than 30 minutes late will count as a ½ absence.
- **Participation in Class (10 points):** Discussion of each others' ideas is crucial to the learning process; therefore, your active participation in class is strongly encouraged.
- **Immigration Policy Quiz (12 points):** This will be a short quiz covering key aspects of U.S. immigration history and policy. See study guide in reader.
- **Library Assignment (10 points):** Use the scheduled library visit to research some basic demographic information about an immigrant group of your choice. Present your findings to the class in the format of your choice (handout, poster, etc.).
- **Response Papers (4 x 15 points each):** Four times during the semester, you will be asked to write a 1200-1500 word response paper on the question posed for that week in the syllabus. You will be graded based on 1) clarity of organization and thought, 2) understanding and citation of course readings, 3) analytical thinking beyond mere description and summarization. You must include a word count on the first page of your paper. In order to receive credit for your paper, you must bring a hard copy to class as well as email me your paper by 1:00 pm on the day it is due. Late essays will be penalized one grade step for each day late (B becomes B-, etc.). Satisfactory completion of all four response papers is required in order to receive credit for the course.
- **Reaction Papers (3 x 5 points each):** Within 3 days of our class discussion of students' response papers, you will have the option to write a 500-600 word reaction paper to the student's response paper of your choice. Your reaction paper should be a shortened version of a response paper, this time "in dialogue" with the response paper you have selected. You should use this paper as an opportunity to evaluate and build on the ideas discussed in the response paper and that came out of your group discussions in class.
- **Immigration & Work Journal Article/Book Chapter Analysis (10 points):** Select an article from an academic journal or a chapter from a book that discusses the experiences of an immigrant group in the workplace. Write a 1000-1200 word paper in which you 1) briefly summarize the key points of the article, as well as the supporting evidence used by the author, 2) connect the article to course readings and concepts, and 3) evaluate the strengths and weaknesses of the article for understanding the experiences of immigrants in the workplace.
- **Immigrant Networks Skit (10 points):** In small groups, prepare a short skit that illustrates one aspect of immigrant networks. You will perform your skit for the class. More details regarding this assignment will be given out later in the term.
- **Newspaper Article Analysis (8 points):** Locate a current article from a mainstream newspaper that addresses an immigrant group's economic situation or educational attainment. Write a 800-1000 word paper in which you 1) briefly summarize the key points raised in the article and 2) analyze the strengths and weaknesses of the article utilizing a theoretical framework from the readings on immigrant networks.

- **Reading Guide (5 points):** Prepare a detailed reading guide for either *Fragmented Ties* or *Family Tigh trope*. Your guide should include a brief summary of the main idea of each chapter, key terms/concepts, and the supporting evidence/examples used by the author. You will use your reading guide to prepare for our class discussion in which students who have selected one book will explain its main ideas to students who have read the other.

The Student Learning Center, <http://slc.berkeley.edu>

Consider taking advantage of an underutilized campus resource: The Student Learning Center, located in the César Chávez Center in Lower Sproul Plaza. The Center offers by-appointment and drop-in office hours to help students with their writing. Bring a draft of your writing to your appointment, and the helpful staff will assist you in organizing your ideas more coherently, as well as with general spelling and grammar concerns.

READING AND ASSIGNMENT SCHEDULE

(Readings are expected to be completed on the days indicated.)

Immigration History and Policy

We begin the course with an overview of U.S. immigration history and policy. The national origins of America's immigrants have varied significantly over the course of U.S. history, and so have the legal frameworks for determining admission. Each period of American immigration history has been marked by debates over how many and what kind of immigrants to allow entry into the United States. By the end of this unit, you should be able to

- + explain the major periods in U.S. immigration history
- + explain the major immigration laws of each period
- + describe the historical, social, political, and economic contexts of immigration policy formation during each period

Monday, May 24

Course Introduction

Tuesday, May 25

- Roger Daniels and Otis L. Graham, *Debating American Immigration, 1882-Present*, New York: Rowman & Littlefield, 2001: 1-29, 73-75, 91-127, 197-199

Wednesday, May 26

- Roger Daniels and Otis L. Graham, *Debating American Immigration, 1882-Present*, New York: Rowman & Littlefield, 2001: 29-62, 76-79, 86-88, 134-177, 200-203
- Evelyn Nieves, "Unable To Marry, Unable To Stay: Exposing the Plight of Gay Binationals," *The Washington Post*, April 13, 2004; Pg. A17

Tuesday, June 1

* Essay #1 Due: *Based on today's readings, how would you answer the*

question, "What is a refugee?"

- Sharon Stanton Russell, "Migration Patterns of U.S. Foreign Policy Interest," in Michael S. Teitelbaum and Myron Weiner (eds.), *Threatened Peoples, Threatened Borders: World Migration and U.S. Policy*, New York: W. W. Norton, 1995: 39-87
- Fredric N. Tulsky, "Uncertain Refuge: A Mercury News Special Report," *San Jose Mercury News*, October 18, 2000
- Bernice Yeung, "Should the U.S. Give Asylum to Victims of Domestic Violence?" *San Francisco Weekly*, October 25, 2000
- Dan Eggen, "Proposal Broadens Asylum," *Washington Post*, December 8, 2000; Pg. A4
- Susan Sachs, "Reno Voids Denial of Asylum for Guatemalan Battered Wife," *The New York Times*, January 20, 2001; Pg. B4
- Dave Ford, "Homeland Insecurity," *San Francisco Chronicle Magazine*, June 22, 2003

Theories of Migration

Immigration scholars have long debated the question of what factors cause people to migrate across international borders. In this unit, we will explore the major schools of thought of migration: neoclassical economics, the new economics of migration, segmented labor market theory, world systems theory, social capital theory, and cumulative causation. By the end of this unit, you should be able to

- + identify the major schools of thought on migration and understand how each differs in its explanation of the movement of people
- + identify the strengths and weaknesses of the various migration theories

Wednesday, June 2

* Immigration Policy Quiz

- Douglas S. Massey, "Why Does Immigration Occur?: A Theoretical Synthesis," in Charles Hirschman, Philip Kasinitz, and Josh DeWind, eds., *The Handbook of International Migration: The American Experience*, New York: Russell Sage Foundation, 1999: 34-52

Monday, June 7

* Essay #2 Due: *Which theories of migration does Saskia Sassen support (both explicitly and implicitly) in her analysis of immigration to the United States? Which theories of migration does she criticize? Finally, how do you assess the strengths and weaknesses of her approach?*

- Saskia Sassen, "America's Immigration 'Problem,'" in Saskia Sassen, *Globalization and Its Discontents: Essays on the New Mobility of People and Money*, New York: The New Press, 1998: 31-53

Tuesday, June 8

Library Visit: Meet in 450C Moffitt Library. When you enter Moffitt you're on the 3rd floor; head to the 4th floor and follow the signs to the NW corner of the building. Be sure to bring your student ID card so that you can gain entry to the library.

Immigrants in the Workplace

One of the most heated aspects of the immigration debate is the role of immigrant workers in the economy. While some argue that immigrant workers take jobs that rightfully belong to U.S.-born citizens, others argue that immigrants play an indispensable role in the U.S. economy. In this unit, we examine both skilled and unskilled immigrant labor from a variety of sending regions, paying careful attention to the specific historical context of each migrant group. By the end of this unit, students should be able to

- + identify key factors affecting an immigrant's role in the labor market
- + compare and contrast the work experiences of different ethnic groups

Wednesday, June 9

- Paul Ong, Edna Bonacich, and Lucie Chung, "Chapter 1: The Political Economy of Capitalist Restructuring and the New Asian Immigration," and John M. Liu and Lucie Cheng, "Chapter 3: Pacific Rim Development and the Duality of Post-1965 Asian Immigration to the United States," in Paul Ong, Edna Bonacich, and Lucie Chung (eds.), *The New Asian Immigration in Los Angeles and Global Restructuring*, Temple University Press, 1994: 1-35, 74-99

Monday, June 14

* Essay #3: *Select two of the following readings. Compare and contrast the work experiences of two ethnic groups. How would you explain any similarities/differences?*

(You are only required to read two of the following readings for today.)

- Catherine Ceniza Choy, "Chapter 4: To the Point of No Return: From Exchange Visitor to Permanent Resident," *Empire of Care: Nursing and Migration in Filipino American History*, Durham and London: Duke University Press, 2003: 94-118
- Mary C. Waters, "Chapter 4: West Indians at Work," *Black Identities: West Indian Immigrant Dreams and American Realities*, New York: Russell Sage Foundation and Cambridge, Massachusetts: Harvard University Press, 1999: 94-139
- Alejandro Portes and Alex Stepick, "Chapter 6: How the Enclave Was Built," *City on the Edge: The Transformation of Miami*, Berkeley and Los Angeles: University of California Press, 1993: 123-149
- Leo R. Chavez, "Chapter 4: Life on the Farm," and "Chapter 8: Work," *Shadowed Lives: Undocumented Immigrants in American Society*, Second Edition, New York: Harcourt Brace, 1998: 67-85, 141-157
- Pierrette Hongadneu-Sotelo, "Chapter 2: Maid in L.A.," *Doméstica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence*, Berkeley and Los Angeles: University of California Press, 2001, 29-60

Immigrant Networks

There has been much debate in the United States over why some ethnic groups "succeed" and others "fail." Many commentators have offered cultural explanations, arguing that group outcomes can be explained by the presence or lack of cultural values such as thrift and hard work. Sociologists studying migrant communities have challenged cultural explanations for success,

instead arguing that broader, structural factors must be taken into account in understanding differences in group outcomes. In their respective case studies of Salvadoran and Vietnamese immigrant communities, Cecilia Menjívar and Nazli Kibria examine immigrant networks as an uneven, yet crucial site of mutual aid and support. Both scholars demonstrate the importance of structural factors such as gender and generational relations, government policy, local economy, and community reception in the functioning of immigrant networks. You have the choice to read either Menjívar's or Kibria's book; each uses a similar conceptual framework to understand immigrant networks. In class, students who read one text will have the opportunity to share what they read with students who read the other text. By the end of this unit, you should be able to

- + understand the mechanisms through which structural factors impact immigrant networks
- + understand the role of gender and generational relations in the day-to-day functioning of immigrant life
- + apply the theoretical frameworks from this unit to an immigrant group discussed in a current newspaper article

Tuesday, June 15

* Library Assignment Due

- Cecilia Menjívar, "Immigrant Kinship Networks: Vietnamese, Salvadoreans and Mexicans in Comparative Perspective," *Journal of Comparative Family Studies* 28:1 (Spring 1997): 1-24

Wednesday, June 16

* Immigration & Work Journal Article/Book Chapter Analysis Due

- Cecilia Menjívar, *Fragmented Ties: Salvadoran Immigrant Networks in America*, Berkeley and Los Angeles: University of California Press, 2000, 1-36, 48-57, 77-114, 245-247

or

- Nazli Kibria, *Family Tightrope: The Changing Lives of Vietnamese Americans*, Princeton, New Jersey: Princeton University Press, 1993, 1-72

Monday, June 21

* Reading Guide Due

- Cecilia Menjívar, *Fragmented Ties: Salvadoran Immigrant Networks in America*, Berkeley and Los Angeles: University of California Press, 2000, 115-156, choose 157-193 or 194-230, 231-243

or

- Nazli Kibria, *Family Tightrope: The Changing Lives of Vietnamese Americans*, Princeton, New Jersey: Princeton University Press, 1993, 73-172

Tuesday, June 23

Film: *Bui Doi: Life Like Dust*

- Gina Masequesmay, “Emergence of Queer Vietnamese America,” *Amerasia Journal* 29:1 (2003): 117-134

Wednesday, June 24

- Immigrant Networks Skit Due

The Second Generation

Traditionally, scholars of immigration have thought of migration as leading to the eventual assimilation, or merging, of immigrants into the host society. More recently, scholars have begun to challenge this assumption, arguing that notions of assimilation based on early European immigration hold little relevance for understanding the experiences of post-1965 immigrants, the majority of whom trace their origins to Asia, Latin America, and the Caribbean. By the end of this unit, you should be able to

- + identify key challenges to the assimilation model and understand how each explains the incorporation of the immigrant second generation into U.S. society
- + assess the strengths and weaknesses of the assimilation model as well as the strengths and weaknesses of alternative models of immigrant incorporation

Monday, June 28

* Newspaper Article Analysis Due

- Alejandro Portes and Min Zhou, “The New Second Generation: Segmented Assimilation and Its Variants,” *Annals of the American Academy of Political and Social Science* 530 (1993): 74-96
- Nazli Kibria, “Chapter 1: Asian Americans and the Puzzle of New Immigrant Integration,” “Chapter 6: Ethnic Futures: Children and Inter-marriage,” and “Chapter 7: Becoming Asian American,” *Becoming Asian American: Second-Generation Chinese and Korean American Identities*, Baltimore and London: The John Hopkins University Press, 2002: 1-26, 159-206

Tuesday, June 29

- David E. López and Ricardo D. Stanton-Salazar, “Mexican Americans: A Second Generation at Risk,” in Rubén G. Rumbaut and Alejandro Portes, eds., *Ethnicities: Children of Immigrants in America*, Berkeley and Los Angeles: University of California Press and New York: Russell Sage Foundation, 2001: 57-90
- Mary C. Waters, “Chapter 8: Identities of the Second Generation,” *Black Identities: West Indian Immigrant Dreams and American Realities*, New York: Russell Sage Foundation and Cambridge, Massachusetts: Harvard University Press, 1999: 285-325

Wednesday, June 30

Course Conclusion

* Essay #4 Due: *What do you believe will be the outcome (economic, social, cultural, etc.) for the immigrant second generation(s)? What factors do you think will influence this outcome?*