

Development Sociology 275
Immigration and a Changing America
Fall 2006 [November 6th revision]

Instructor: Douglas T. Gurak, 234 Warren Hall [dtg2]
Class Time: Tuesday and Thursday, 2:55-4:10 pm (145 Warren Hall)
Office Hours: Gurak - Tuesday & Thursday, 4:15-5:00 or by appointment

Course Website: <http://www.blackboard.cornell.edu>

The CU Blackboard (BB) course website will be used extensively in the course for announcements, readings and communications. All students need to enroll for the course at the Blackboard website.

Course Description: The United States is the largest country of immigration in the world and receives immigrants from almost every country in the world. Over 35 million immigrants now live in the United States and 1 in 12 persons is an immigrant. Who are these immigrants? Where do they come from and why do they come to the United States? Where do they live and what work do they do? What contributions do immigrants make to American society and economy? How are immigrants changing America? There are no simple or definitive answers to these questions. The causes and consequences of the resurgence of U.S. immigration in the past two decades are complex and a topic of considerable debate in the media, policy circles and academic literature. The course objective is to provide students with a foundation for understanding immigration debates and discussing them in an informed way. In the first part of the course the historical and policy context that shaped contemporary immigration trends will be examined. Then the course will look at who the new immigrants are and the impacts that immigrants have or may be having on U.S. society, economy and polity. Theories of immigration and the diversity of immigrant experiences in America will be emphasized throughout the course.

Course Requirements: Students will be evaluated and graded based on four activities: written exams, debate paper, short lab assignments, and class participation. The weights associated with each class assignment are:

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| Examinations | 50% (2 exams: 25% each) |
| Debate Paper and class presentation | 30% |
| Class participation | 20% |

Exams: There will be two in-class prelims consisting of short essay questions and some “objective” questions. The exams will evaluate students’ knowledge of arguments and facts covered in course readings and also evaluate students’ understanding of other material presented by the instructors in class. Makeup exams will be given only in the case of a University documented emergency (documentation for health problems should be obtained from Gannett and submitted to the instructors). A death in the family should be documented by an obituary.

Research Debate Paper: Students are expected to prepare a 9-10 page research paper for the course (additional pages will be needed for the bibliography and for tables and figures, if those are used) that focuses on one of the debate topics listed below. Each proposition has a “pro” side and a “con” side. Supporting arguments for each side can be found in the academic literature. In the debate papers, students are expected to show familiarity with the research literature and present the arguments and reasoning used by proponents who argue in favor of the proposition and those who

argue against it. After summarizing arguments for and against, students can develop their own argument, pointing to fallacies or problems with existing arguments and describing what further evidence would be needed to resolve the debate.

The group format will be used for a class presentation on each debate topic. Since the ideal size for the class presentation will be 6-8 students per topic, the instructors will make the final topic assignments. During the first three weeks of the semester, students should submit their topic preferences by email to me (dtg2). In the email the three topics should be ranked from one (top preference) to 4. Topic and group assignments will be made as student preferences are received. Students who register late or submit their requests late will be assigned to a debate topic that still has slots open. Students are welcome to turn their papers in before the deadline but late submissions will not be accepted because all papers have to be submitted at least a week before the class presentation to allow the instructors sufficient time to read them in advance of the class presentation.

Each student in the debate group will be expected to read the book listed below that presents the affirmative side of the proposition and then to do independent research to identify other academic literature that supports the pro and con sides. Each student works on the topic individually and prepares her/his own debate paper. Half of the students in each group are expected to speak in favor of the proposition and half to speak against the proposition. Students in each group can decide who would speak for/against the proposition. If the group cannot agree, the instructors will make those assignments randomly.

Students will be graded for this assignment based mainly on their written paper and the extent to which that paper meets the following criteria: it follows the debate structure format and presents both sides of the issue; it shows familiarity with the substantive and policy arguments used by proponents and opponents in the debate; it draws on readings beyond the assigned book; and it is well written and edited.

The debate propositions and books that students can choose for their paper topics are:

Debate 1 Proposition: High levels of Hispanic immigration threaten to disrupt the political and cultural integrity of the United States. The pro side for this debate is presented by Harvard political scientist, Samuel P. Huntington in *Who Are We?: The Challenges to America's Identity*, 2004. (Papers due 27 Oct; class debate 31 Oct)

Debate 2 Proposition: IRCA and other U.S. immigration policies are the primary cause of the upsurge of Mexican labor migration in the 1990s. The pro side for this debate is presented by Princeton sociologist, Douglas S. Massey and colleagues (Jorge Durand of Mexico, and Nolan Malone, University of Pennsylvania), *Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration*, New York, Russell Sage Foundation, 2002. (Papers due 6 Nov; class debate 7 Nov)

Debate 3 Proposition: Does Selective Acculturation Offer America the Best Model for Integrating the Children of Immigrants? The pro side for this debate is presented by the authors of one of your texts, Alejandro Portes and Rubén Rumbaut, in a more recent book: *Legacies: The Story of the Immigrant Second Generation*, 2001, Berkeley and New York: U. of California Press and Russell Sage Foundation. (Papers due 10 Nov; class debate 14 Nov)

Debate 4 Proposition: The experiences of recent immigrants in the United States are more similar to of U.S. immigrants 100 years ago than they are to those of immigrants in England?

This topic is treated in a number of ways by Nancy Foner (In a New Land: A Comparative View of Immigration. 2005. New York University Press) and this book provides the raw materials for both the Pro and Con sides of this debate (Papers due 17 Nov; class debate 21 Nov)

Class Participation: Students are expected to do reading assignments in advance of class sessions so that they can contribute to the discussion. The Instructors will regularly introduce discussion questions based on readings and students will be evaluated based on their contributions to the class.

Course Readings

There are 3 required books and reports. These can be purchased at the Campus Book Store or borrowed through Mann Library Reserve.

Isbister, John (1996), *Immigration Debate: Remaking America*, West Hartford, CT: Kumarian Press.

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

Farley, Reynolds and John Haaga (eds.). 2005. *The American People: Census 2000*. New York: Russell Sage Foundation.

Several short course readings are available online (web address listed in syllabus). Course Reserves <http://campusgw.library.cornell.edu/> a listing of books on reserve for the course and articles that can be obtained electronically.

Course Outline and Readings

August 24 Course overview and procedures.

August 29 Immigration: What are the issues?
Isbister, Ch. 1, "The Debate" Pp. 5-30.

August 31 – Historical context of U.S. immigration to 1965
Kritz & Gurak, pp 259-265 in Farley and Haaga.
Isbister, Ch. 2, pp. 31-57.

September 5 – Globalization wave immigration

Kritz & Gurak, pp 265-268 in Farley and Haaga (up to "The New Immigrants:...").

MPI Staff, updated by Kevin Jernegan, (Feb. 2005), "A New Century: Immigration and the U.S.", <http://www.migrationinformation.org/Profiles/display.cfm?ID=283>

September 7 - The Contemporary Policy Context

Batalova, Jeanne. "Spotlight on Temporary Admissions of Nonimmigrants to the United States." Migration Policy Institute: July 1, 2005.

<http://www.migrationinformation.org/USfocus/display.cfm?id=319>

Batalova, Jeanne. "Spotlight on Legal Immigration to the United States" Migration Policy Institute: August 1, 2006.

<http://www.migrationinformation.org/USfocus/display.cfm?ID=414>

Davy, Megan, Deborah W. Meyers, and Jeanne Batalova. "Who Does What in US

Immigration. “ Migration Policy Institute: December 1, 2005.
<http://www.migrationinformation.org/USFocus/display.cfm?ID=362>

Passel, Jeffrey S. Pew Hispanic Center. “Unauthorized Migrants: Numbers and Characteristics.” June 14 2005. <http://pewhispanic.org/files/reports/46.pdf>

September 12: Migration Data and Measures

September 14: Who are the New immigrants?

Isbister, Ch. 3, “Where Today’s Immigrants Come From?” pp. 70-76.

Kritz & Gurak, pp. 268-275 (in Farley & Haaga, up to “Where Immigrants Live”)

Foner, Ch. 1, pp. 9-35

September 19: Where do immigrants settle?

Kritz & Gurak (in Farley & Haaga) pp. 275-280 (up to “Adjusting to America”)

Foner, Ch. 2, pp. 36-69.

September 21: Debate Groups Planning Sessions.

Sept 26 & 28 – Why does International migration occur?

Isbister, Ch. 4, “Why they come” (pp 92-118)

Massey, D., J. Arango, G. Hugo, A. Kouaouci, A. Pellegrino and J. Taylor (2003), “Theories of International Migration: A Review and Appraisal” *Population and Development Review*, Vol. 19, Issue 3 (Sept) pp. 431-433 and 454-463). CU e-journal available online or at JSTOR <http://www.jstor.org> (click “search journals;” find journal; and then specific issue)

October 3 – 1st Prelim

October 5 & 12: Points of contact & conflict: Farmingville

Oct. 5: Video in class

Oct. 12: Discussion of video with excerpts (→ Oct 17)

October 10: Fall Break

October 17: What human capital do immigrants bring to America?

Kritz & Gurak, pp. 280-284 (in Farley and Haaga)

Elizabeth Grieco (2004) “Educational Attainment of the Foreign Born in the United States (5 pages, including Table of “Educational Attainment by Nativity”) available online at <http://www.migrationinformation.org/USfocus/display.cfm?ID=234>

Saenz, pp. 368-370 (in Farley and Haaga)

Foner, pp. 188-223

October 19: Immigrants in the labor force

Kritz & Gurak, pp. 286-296 (in Farley & Haaga)

Foner, Chapter 3, pp. 70-107
Saenz, pp. 370-375 (in Farley and Haaga)

October 24: Economic competition: The Basics

Isbister, Ch 6, "Wages, Employment and the Public Finances" (pp 138-159).

1st Debate Group: papers due (October 27th)

Oct 31 (Tues) – CLASS DEBATE 1: Do high levels of Hispanic immigration threaten to disrupt u.s. political and cultural integrity?

1st Debate Group Presentation and discussion

Class background readings:

Huntington, Samuel "The Hispanic Challenge," *Foreign Policy* (March/April 2004; 14 pages; CU e-library journal and course BB assignments page)

November 2: Recent empirical studies of labor market and fiscal impacts

[October 26th class cancelled]

Isbister, Ch. 7, pp. 164-182.

2nd Debate Group: papers due (November 6th)

November 7: CLASS DEBATE 2: Were IRCA and other immigration policies the cause of the upsurge of Mexican immigration in the 1990s?

2nd Debate Group Presentation and discussion

Class background reading:

Massey, Douglas, et al (2002), "Repair Manual: U.S. Immigration Policies for a New Century, Pp 142-164, in Massey et al, *Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration*, New York: Russell Sage Foundation (On reserve: Mann Library).

3rd Debate Group: papers due (November 10th)

November 9: Are the new immigrants assimilating?

Reread: Foner, pp. 208-215

Nancy Foner and Richard Alba (10/1/2006). "The Second Generation from the Last Great Wave of Immigration: Setting the Record Straight." Migration Information Source: <http://www.migrationinformation.org/Feature/print.cfm?ID=439>.

Gillian Stevens, Mary E. M. McKillip, and Hiromi Ishizawa (10/1/06). "Intermarriage in the Second Generation: Choosing Between Newcomers and Natives." Migration Information Source: <http://www.migrationinformation.org/Feature/print.cfm?ID=444>.

Recommended but not required: Alba, Richard and Victor Nee (2003), "Conclusion: Remaking the Mainstream", Pp. 271-292 in Alba and Nee, *Remaking the American Mainstream: Assimilation and Contemporary Immigration*, Cambridge, Mass: Harvard University Press. (Mann Library Reserve)

November 14: CLASS DEBATE 3: Does selective assimilation offer America the best model for integrating the children of immigrants?

3rd Debate Group Presentation and discussion

Class background reading: Portes & Rumbaut, Chapter 7 (“Growing Up American”), pp. 232-268 (book is on reserve at Mann) or Chapter 10 in Portes and Rumbaut’s *Legacies: The Story of the Immigrant Second Generation* (Mann Library Reserve)

4th Debate Group: papers due (November 17th)

November 16: Transnationalism, Citizenship, and Racial Classifications

Kritz & Gurak, pp. 285-286 (in Farley & Haaga)

Erlich, Aaron and David Dixon. “Spotlight on Naturalization Trends.” Migration Policy Institute: November 1, 2005.

<http://www.migrationinformation.org/USFocus/display.cfm?ID=345>

Foner, Chapter 6, pp. 169-187.

Foner, Ch. 5, pp.142-168

November 21: CLASS DEBATE 4: The experiences of recent immigrants in the United States are more similar to those of U.S. immigrants 100 years ago than they are to those of recent immigrants in England?

4th Debate Group Presentation and discussion

Class background reading: Foner: Chapter 10 in *In a New Land: A Comparative View of Immigration* (Mann Library Reserve).

November 23: No Class. Thanksgiving Break

Nov 28 (Tues) – The Immigration Debate: Summing Up.

Kritz & Gurak, “Future Directions”, pp. 296-298 (in Farley & Haaga)

Foner, Ch. 8, pp. 224-243.

Isbister, Ch. 9, pp. 209-235.

Myers, pp. 160-165 (in Farley & Haaga)

Nov 30 (Thurs) – Second Prelim