

**Department of Sociology  
Dartmouth College  
Fall 2020**

**Immigration, Race, and Ethnicity (Sociology 48)**

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**Course Description:**

This course focuses on three closely related topics: 1) the movement of people across national borders; 2) the way population movement transforms categorization of people; and 3) the political dynamics around such transformations. The American sociology of immigration has traditionally focused on the life trajectories of immigrants, documenting why they migrate and how they adapt to their newfound homeland. However, recent trends in immigration policy and discourse call for a different approach, one that focuses not just on the lives of immigrants but also on the way political dynamics structure our understanding of immigration. Responding to this challenge, this course centers on the political sociology of immigration. That is, rather than taking immigration and immigrants as a given, I highlight immigration as a focal point upon which the power dynamics of a host society are projected. In order to survey those dynamics, we will venture through three analytical modules. First, we study how the state categorizes certain people as immigrants and subjects them to restrictions, often causing much pain and suffering. The consequences of new policies, such as increased enforcement and changes in the asylum process, will be considered in detail. Second, we look at how individual immigrants creatively respond to these restrictions and continue to cross the border amid intense scrutiny. Third, we review how social scientists and historians have portrayed these dynamics through theories of assimilation, racialization, whiteness, and transnationalism. After taking this course, students should be able to understand the contemporary social context of international migration. Students should also be able to appreciate the changing landscape of American racial hierarchy, as well as the political dynamics surrounding immigration policy and enforcement.

**Disclaimer for Remote Learning (Fall 2020 only--hopefully)**

This course was NOT originally designed as a course for remote learning, and therefore has room for improvement in delivery for an online venue. Given the exceptional circumstances that we are in, I humbly ask everyone to be patient and understanding. I do recognize that many of us are going through tough times and I have tried to do my part by relaxing unrealistic demands on assessment and grading. Please feel free to get in touch and discuss any issue that may prevent you from participating in the learning process.

## **Course Requirements and Grading:**

**Attendance (30 points):** Students are expected to participate in all lecture sessions and discussions throughout the term, with both audio and video functions in Zoom activated. In other words, no black screens except for brief moments. Participating in all class sessions will give you 30 points. Missing one session will result in 2 points deducted out of 30. Students who miss more than four sessions will automatically fail the course. You should contact me if you experience any extenuating circumstances preventing you from attending Zoom sessions.

**Reading (0 points):** As you may infer from the reading list below, this course relies much on assigned books and articles. I have, in most cases, kept the amount of reading required to lower than 150 pages per week. **YOU MUST READ ALL OF THE ASSIGNED READINGS BEFORE EACH CLASS SESSION.** My lecture, as well as class discussion, will suppose the fact that you have read all of the readings beforehand. It is okay to not understand them completely. We will clarify things together through discussion. No points will be assigned to reading and I will not check to see whether you finished the assigned readings, mainly because reading is the basic first step for taking this course. However, you will not receive points in other assignments if you skipped the assigned readings.

Articles will be available to download in the course CANVAS website. The book chapters not available through CANVAS will be accessible through the library website.

**Discussion Leading (10 points):** Each student should choose a course session in which they will lead a discussion after the lecture. The discussion leader should briefly summarize the assigned readings for the day and pose three critical questions related to them. The questions can be clarifying questions (i.e., “What did the author really mean?”) or critical commentary (i.e., “Is it really the case? How about this issue?”). You will be graded pass or fail on this assignment. If you present three questions, you automatically receive 10 points.

### **Assignment 1: Immigrant Life History (20 points) due on October 8<sup>th</sup>**

For this assignment, students should interview immigrant(s) and collect their immigration stories. The interviewee can be family members, friends, professional acquaintances and/or yourself. The interviewee should be notified of the class assignment and give consent. The format of interview is open, but students may want to consider introducing creative questions to explore not just how the interviewee arrived where they are now but also how they see American society. Properly executing and documenting an interview will result in 5 points. A high-quality interview encompassing creative questions and detailed answers will give you another 5 points.

After the interview, students should analyze the resulting data *in relation to* the major immigration policy developments we covered in the class. Use your sociological imagination and connect the personal with the social. Here are some questions to start with: What push factors impelled this person to migrate? How was the movement related to immigration policy at the time? Under what context of reception did this person engage with their newfound homeland? How did the experience of immigration shape their perspective on American society? Question, analysis, and writing will be graded on the scale of 10 points.

## **Assignment 2: Immigration Policy Brief (20 points) due on November 12<sup>th</sup>**

For this assignment, students should write a policy brief pertaining to immigration issues. The brief should not be longer than 2,000 words or four single-spaced pages. A policy brief should contain following sections. First, there should be an executive summary succinctly summarizing everything in the brief (less than one page). Second, there should be a clear policy recommendation, which often takes the form of a sentence or two. Third, there should be a survey of the problem remedied by the policy. This section should persuasively argue that a certain issue is a problem that requires policy intervention. Lastly, there should be a section containing necessary facts gleaned from the relevant literature, which would support the policy recommendation. For the literature, students are encouraged to draw from the works discussed in the class but they can draw from their own research into the issue if necessary. Each of the sections will be graded for 5 points out of the total of 20 points.

For an example of a policy brief, refer to [Migration Policy Institute](https://www.migrationpolicy.org/research/policy-briefs) (<https://www.migrationpolicy.org/research/policy-briefs>). However, a policy brief can take many forms, including the power point slide format. The goal of a brief is to aid a decision maker, often an elected official, in enacting a policy intervention. Students are welcome to experiment with the format with this goal in mind.

## **Final Exam (20 points): questions revealed on November 17<sup>th</sup>; answers due by November 24<sup>th</sup>**

The final exam will consist of four questions. The questions will speak to the entirety of the course content and examine whether you hold a comprehensive understanding of the course material. Instead of focusing on a narrow subject and taking points off on details, I will provide broad questions to which you can respond in a liberal manner. However, rather than making assumptions and projecting opinions, you should think carefully about what we read throughout the course and reference some of the facts and arguments presented in those readings. Specific citations are unnecessary, but you should at least mention the last name(s) of the author(s). Each of the four questions will be graded as pass or fail, and a pass will equal 5 points. Below are a few candidates for the questions.

- How did the Hart-Cellar Act transform the way we think about race and ethnicity?
- Why do people migrate across national borders? How do they do it?
- Who are white people and what is whiteness?
- What is assimilation? Should we strive for it? If not, what is the alternative?
- Why do some politicians love to hate immigrants?
- What does one mean by open borders? Is the idea plausible?
- Who is getting deported, and why? What are the political dynamics behind increased deportations?
- What are some of the main forces behind the making of American immigration policy, and how do they line up on issues such as temporary work visa programs?

The questions will be shared with you on the last day of lectures (November 17<sup>th</sup>). You should submit your answers to me by e-mail within a week, before the midnight of November 24<sup>th</sup>. If you would like the feedback on your answers, you should ask beforehand.

### **Grading Scale:**

A 94-100  
A- 90-93.99  
B+ 87-89.99  
B 83-86.99  
B- 80-82.99  
C+ 77-79.99  
C 73-76.99  
C- 70-72.99  
D 60-69.99  
F <60

I follow Dartmouth's Scholarship Ratings:

[http://www.dartmouth.edu/~reg/transcript/grade\\_descriptions.html](http://www.dartmouth.edu/~reg/transcript/grade_descriptions.html)

Earning an "A" entails the following:

*Excellent mastery of course material*

*Student performance indicates a very high degree of originality, creativity, or both Excellent performance in analysis, synthesis, and critical expression, oral or written Student works independently with unusual effectiveness*

### **Office Hour Meeting**

I will hold Zoom office hour sessions every Tuesday from 1:30PM to 2:30PM by appointment. You should sign up at: <https://www.wejoinin.com/sheets/laojf/>. You should sign up for at least one session throughout the term, and I encourage you to meet with me early on in the term so we can get to know each other. If you are unable to make it to available slots, please write to me.

### **Accessibility:**

Go to Student Tech Check at

<https://services.dartmouth.edu/TDClient/1806/Portal/KB/ArticleDet?ID=101369> for general information. You can ask for a specific form of support (ex., equipment, bandwidth...) in the link.

*Student Accessibility Needs:* Students requesting disability-related accommodations and services for this course are encouraged to schedule a phone/video meeting with me as early in the term as possible. This conversation will help to establish what supports are built into my online course. In order for accommodations to be authorized, students are required to consult with Student Accessibility Services (SAS; [student.accessibility.services@dartmouth.edu](mailto:student.accessibility.services@dartmouth.edu); SAS website; 603-

646-9900) and to email me their SAS accommodation form. We will then work together with SAS if accommodations need to be modified based on the online learning environment. If students have questions about whether they are eligible for accommodations, they should contact the SAS office. All inquiries and discussions will remain confidential.

### **Course Schedule and Assigned Readings:**

#### **9/15 Introduction**

#### **9/17 The Immigration Debate: Cultural, Ethical, and Economic Concerns**

- Huntington, Samuel. 2004. *Who Are We? The Challenges to America's National Identity*. Simon and Schuster (p. 37-49; 53-61).
- Caplan, Bryan, and Zach Weinersmith. 2019. *Open Borders: The Science and Ethics of Immigration*. First Second (p. 1-80).
- Macedo, Stephen. 2007. "The Moral Dilemma of U.S. Immigration Policy: Open Borders Versus Social Justice?" p. 63-84 in *Debating Immigration*, edited by Carol Swain. Cambridge University Press.
- Wilcox, Shelley. 2009. "The Open Borders Debate on Immigration." *Philosophy Compass* 4(1): 1-9.

#### **9/22 The State: Immigration Policy (1)**

- Tichenor, Daniel. 2002. *Dividing Lines: The Politics of Immigration Control in America*. Princeton University Press (p. 1-45).
- Fitzgerald, David, and David Cook-Martin. 2014. *Culling the Masses: The Democratic Origins of Racist Immigration Policy*. Harvard University Press (p. 1-46).

#### **9/24 The State: Immigration Policy (2)**

- Lee, Erika. 2002. "Enforcing the Borders: Chinese Exclusion Along the U.S. Borders with Canada and Mexico, 1882-1924." *The Journal of American History* 89(1): 54-86.
- Ngai, Mae. 2004. *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton University Press (p. 17-55).

#### **9/29 The State: Enforcement (1)**

- Goodwin, Adam. 2020. *The Deportation Machine: America's Long History of Expelling Immigrants*. Princeton University Press (p. 37-72; 107-133).
- Golash-Boza, Tanya Maria. 2015. *Deported: Immigrant Policing, Disposable Labor, and Global Capitalism*. New York University Press (p. 1-25).

#### **10/1 The State: Enforcement (2)**

- Hernández, Kelly Lytle. 2010. *Migra! A History of the U.S. Border Patrol*. The University of California Press (p. 45-69).

- Briggs, Laura. 2020. *Taking Children: A History of American Terror*. University of California Press (p. 128-166).
- Vega, Irene. 2019. "Empathy, Morality, and Criminality: The Legitimation Narratives of U.S. Border Patrol Agents." *Journal of Ethnic and Migration Studies* 44(15): 2544-2561.

### **10/6 Discussion: Immigrant Biography**

### **10/8 The State: Unaccompanied Minors and Legible Suffering**

*A special guest lecture by Dr. Chiara Galli, a postdoctoral fellow at Cornell University. Dr. Galli is an expert on the sociology of asylum-seeking and has worked extensively with unaccompanied minors from Central America. For more information, see her [website](#).*

- Shrag, Philp. 2020. *Baby Jails: The Fight to End the Incarceration of Refugee Children in America*. University of California Press (p.11-29).
- Terrio, Susan. 2015. *Whose Child Am I? Unaccompanied Undocumented Children in US Immigration Custody*. University of California Press (chapter 2).
- Galli, Chiara. 2019. "The Ambivalent U.S. Context of Reception and the Dichotomous Legal Consciousness of Unaccompanied Minors." *Social Problems*

### Immigrant Life History due on 10/8

### **10/13 Migrant: Who Migrates? (1)**

- Douglas Massey. 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. Russell Sage Foundation.
- Torpey, John. 1998. "Coming and Going: On the State Monopolization of the Legitimate Means of "Means of Movement." *Sociological Theory* 16(3): 239-259.
- Emily Ryo. 2013. "Deciding to Cross: Norms and Economics of Unauthorized Migration," *American Sociological Review* 78(4):574-603.

### **10/15 Migrant: Who Migrates? (2)**

- Paul, Anju Mary. 2011. "Stepwise International Migration: A Multistage Migration Pattern for Aspiring Migrant." *American Journal of Sociology* 116(6): 1842-86.
- Entwisle, Barbara, Nathalie Williams, and Ashton Verdery. 2020. "Climate Change and Migration: New Insights from a Dynamic Model of Out-Migration and Return Migration." *American Journal of Sociology* 125(6): 1469-1512.

### **10/20 Migrant: Membership and Belonging**

- Kim, Jaeun. 2016. *Contested Embrace: Transborder Membership Politics in Twentieth Century Korea*. Stanford University Press (p.73-125).
- Liu, Jiaqui. 2020. "Citizenship on the Move: The Deprivation and Restoration of Emigrants' hukou in China." *Journal of Ethnic and Migration Studies*.

### **10/22 Migrant: Transnationalism**

- Lopez, Sarah Lynn. 2015. *The Remittance Landscape: Spaces of Migration in Rural Mexico and Urban USA*. The University of Chicago Press (p. 1-70)
- Lu, Yao. 2019. "Empowerment or Disintegration? Migration, Social Institutions, and Collective Action in Rural China." *American Journal of Sociology* 125(3): 683-729.

### **10/27 Discourse: Assimilation (1)**

- Alba, Richard and Victor Nee. 2003. *Remaking the American Mainstream: Assimilation and Contemporary Immigration*. Cambridge: Harvard University Press (p.1-66).
- 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: 74-96.

### **10/29 Discourse: Assimilation (2)**

- Jung, Mun-kie. 2015. *Beneath the Surface of White Supremacy: Denaturalizing U.S. Racisms Past and Present*. Stanford University Press (p. 83-112).
- Jiménez, Tomás and Adam L. Horowitz. 2013. "When White is Just Alright: How Immigrants Redefine Achievement and Reconfigure the Ethnoracial Hierarchy." *American Sociological Review* 78(5):849-871.
- Kim, Clare Jean. 1999. "The Racial Triangulation of Asian Americans." *Politics and Society* 27(1): 105-138.

### **11/3 Discourse: Racialization**

- Omi, Michael and Howard Winant. 2015. *Racial Formation in the United States* (3<sup>rd</sup> edition). Routledge (p. 1-52).
- Treitler, Vilna Bashi. 2013. *The Ethnic Project: Transforming Racial Fictions into Ethnic Factions*. Stanford University Press (p. 1-17).
- Telles, Edward and Vilma Ortiz. 2008. *Generations of Exclusion: Mexican Americans, Assimilation, and Race*. Russell Sage Foundation. (p. 104-134).

### **11/5 Undocumented Lives, Documented Organizing**

*A special guest lecture by Oscar R. Cornejo Casares, a Ph.D. student at Northwestern University and a 2017 alumnus of the Dartmouth College. His research interests include the sociology of law, race, and migration. His recent research has focused on the racial intersections of young adults in the Chicagoland area.*

- Gonzales, Roberto G. 2015. *Lives in Limbo: Undocumented and Coming of Age in America*. University of California Press (p.1-34; 120-175).

### **11/10 Discourse: Whiteness**

- Roediger, David. 2005. *Working Toward Whiteness: How America's Immigrants Became White: The Strange Journey from Ellis Island to the Suburbs*. Basic Books (p. 3-34; 57-92).
- Guglielmo, Thomas. 2003. *White on Arrival: Italians, Race, Color, and Power in Chicago: 1890-1945*. Oxford University Press (p. 3-13).

### **11/12 Discourse: The Changing Color Line**

- Hamilton, Tod. 2019. *Immigration and the Remaking of Black America*. Russell Sage Foundation (p. 22-43; focus on figures and tables).
- Greer, Christina. 2013. *Black Ethnics: Race, Immigration, and the Pursuit of the American Dream*. Oxford University Press (p.1-5; 11-37)
- Rodríguez-Muñoz, Michael. 2021. *Figures of the Future: Latino Civil Rights and the Politics of Demographic Change*. Princeton University Press.

### *Immigration Policy Brief due on 11/12*

### **11/17 The Present and Future of Nativism**

- Lee, Erika. 2019. *Americas for Americans: A History of Xenophobia in the United States*. Basic Books (p.289-338).
- Miller, Todd. 2019. *Empire of Borders: The Expansion of the US Border around the World*. Verso (p.1-53).