Professor: Richard Wright  
Office: 118 Fairchild  
Office Hours: Monday 1-3 or by appointment  

Course Description:  
This course examines immigration to the United States paying special attention to issues of race and racialization. We begin with a history of US immigration, and ask why people migrate across international borders, and then thematically cover specific topics such as economic impacts, immigration and gender, transnationalism, and assimilation. Throughout, the course examines socially constructed differences between groups such as white and other, immigrant and native born, “legal” and “illegal”. We spend time unpacking these identities to consider their ambiguities, fluidity, and the power they contain. The course also highlights differences within and among Latino, Asian, and European immigrant groups and their offspring.  

The class is a combination of lectures, discussions, and video/film presentations. Class members are expected to have read the material thoroughly and be prepared to discuss readings in class. Reading Questions (three non-rhetorical questions you have about the reading) are due almost every class. Please upload your three questions to the Canvas website by 8pm the evening before the next class.  

Required Texts:  

Other materials:  
Available on the Canvas website (where indicated) or through via your own digging online/in BakerBerry.  

Course Objectives:  
By the end of this course, you will:  
• Understand some of the major forces that have shaped immigration to the United States.  
• Be conversant with the effects of immigration on US demography, culture, and society.  
• Understand both migration theory and critical race theory.  
• Be able to critically assess the efficacy of past and current US immigration policy.  
• Share in the intellectual excitement of conducting research on immigration.  

* Modified 10A means that the class usually meets 3 times per week for 65 minutes: Tuesday and Thursday at 10 and Wednesday at 3.
Part 1: Immigration, Race, and Ethnicity

Immigration law offers a “magic mirror” that reflects domestic race relations.
( Kevin Johnson 1998: 1114)

Immigration and people's responses to it are complex beyond words: they test just about every article of faith across the political spectrum.
( John Harris 2014)

**Tuesday, March 29:** Introduction to the course
*The First Quiz*
*Visualizing Flows*
*Speaking of 2050 or 2042 whatever* -AND-
*Who comes to the United States I?*
*Golden Door* (Chapters 1, 2, 3)
*Note: Don't get bogged down in the details. Read Daniels for the big picture."

**Wednesday March 30:** No Class

**Thursday, March 31:** Who comes to the United States II?
*Golden Door* (Chapters 4, 5, 6, 7)
*1965 Immigration Act: Fifty Years On*

**Tuesday, April 5:** Why come to the United States I?
*Samers (Website). Focus on pp. 54-94. Skim the rest.*

**Wednesday, April 6:** **Assessment 1 No reading questions due**
… Why come to the United States II?

**Thursday, April 7:** Racial Formations, Racial Identities, and Racialization in the US
*Omi and Winant (Website)*
*Constructing a Conversation on Race*
*What is Race?*
*Pigments of our Imagination*

**Tuesday April 12:** “Becoming” White
*Has Caucasian Lost Its Meaning?*
*Not American Enough*

**Wednesday, April 13:** Who comes to the United States III?
*Golden Door* (Skim Chapters 8, 9: Read Chapters 11 and 12)

**Thursday, April 14:** **Assessment 2 No reading questions due**
Old and New Destinations
Singer (2013) doi:10.1162/DAED_a_00220
Skim: Kandel and Parrado (Population and Development Review 31: 3, 447-471

Tuesday, April 19: Immigration and Gender
Hondagneu-Sotelo (Website).

Part 2: Borders and Boundaries

The US–Mexico border runs “down the length of my body, staking fence rods in my flesh” (Gloria Anzaldúa 1988: 2).

“It’s extremely difficult to get into the United States as a refugee — the odds of winning the Powerball are probably better” (David Miliband, head of the International Rescue Committee 2016)

Wednesday, April 20: Class Discussion of The Distance Between Us: Book Reaction Due

Thursday, April 21: Transnationalism
Mountz and Wright (Website)

Tuesday, April 26: Term Paper Discussion. One page research proposal due

Wednesday, April 27: Refugees I
Daniels Ch 10
Recent Syrian Resettlement in the US

Thursday, April 28: Refugees II: Detention
Martin (2013) (Website)

Tuesday, May 3: The Border is everywhere
Assessment 3
Maldonado (2014)
Flores (2014)
Costing Out The Wall

Wednesday, May 4: Borderlands and “Illegal” Identity
Nevins Operation Gatekeeper (Chapters 1 and 6) (website)
Dispatches from the US-Mexico Border
Border Life
My Life as an Undocumented Immigrant
See also the comments. And see this
The history of the term “illegal immigrant”
Another such history
Should I use the term “illegal immigrant”? by Jeffrey Toobin
DACA at 3

Part 3: Immigration, the Economy, and Immigrant Economies

"To a large extent, the reviews can be allocated to two extreme camps: [favorable and unfavorable]. As with immigration itself, there seemed to be no middle ground, no subtleties over the type of book I had written or the types of policies I had proposed." George Borjas, reacting to reviews of his 1999 book on the economics of immigration.

The Institute for Taxation and Economic Policy (itepnet.org), a prestigious, nonprofit, nonpartisan research organization that works on federal, state and local tax policy issues found that while GE - which earned $14 billion in 2010 – paid zero in taxes (GE denies it), the undocumented paid $11 billion in state and local taxes in 2010.

Tuesday, May 10: Assessment 4 No reading questions due
Immigration and Economic Restructuring

Wednesday, May 11: Labor Market Segregation and the “Ethnic Enclave”
Light et al.
*At a Slaughterhouse, Some Things Never Die*
Davis (2016) Thorny Economics of Illegal Immigration (Website)

Thursday, May 12: Not Making It: Always playing catch up
Hall et al. (2011) (Website)

Part 4: Becoming American: Incorporation and Pluralism

Assimilation is “a process of interpenetration and fusion in which persons and groups acquire the memories, sentiments, and attitudes of other persons and groups and, by sharing their experience and history, are incorporated with them in a common cultural life” (Park and Burgess 1921)
“I became an American by refusing to assimilate.” Arthur Hertzberg

**Tuesday, May 17:** **Assessment 5** No reading questions due  
Assimilation and Pluralism  
Healey (2005) Ch.2 pp. 43-53. (Website)

**Wednesday, May 18:** Segmented Assimilation  
Portes et al 2009  
*Best of Friends, Worlds Apart*

**Thursday, May 19:** Residential Segregation and Spatial Assimilation  
Wright et al. (2005) (Website)

**Tuesday, May 24:**  
Citizenship and Belonging  
The Best of Times …  
*Time and Citizenship—Back to the Future?*  
*Expanded Non-citizenship rights?*  
*Ted Cruz’s panic*

**Wednesday, May 25:**  
**Assessment 6**  
Research Paper Workshop

**Thursday, May 26:** Student Presentations

**Tuesday, May 31:** Student Presentations  
**Research Papers Due After Class**

**Grading**  
Class participation/daily reading questions: 8%  
Assessments: 42%  
Book reaction: 10%  
Research paper proposal: 5%  
Research paper: 35%

**Special Concerns.** I encourage you to visit me and discuss course issues. I also encourage students with disabilities, including “invisible” disabilities like chronic illness and learning disabilities, to discuss with me possible accommodations that might be helpful to them. Any student with a documented disability needing academic adjustments or accommodations should speak with me as early as possible in the term. All discussions will remain confidential, although the Student Accessibility Services office may be consulted to verify the documentation of the disability.

**Honor Code.** When studying for assessments, I encourage you to work together to discuss lecture notes, handouts, and the required readings. The in-class assessments themselves, however, are closed book and non-collaborative. The research paper must be built on
research you / your team conducts and correctly referenced. Please refer to Sources and Citation at Dartmouth College for a code of scholarly ethics. The Institute for Writing and Rhetoric’s mission is to assist students in becoming more efficient and effective learners and scholars. Use the good people there and their resources to improve your academic performance.