Professor: Richard Wright  
Office: 118 Fairchild  
Office Hours: Thursday 12-2pm or by appointment

Course Description:
This course examines immigration to the United States. We can’t do this thoroughly without 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, all the while thinking reflecting on how different groups become racialized. We 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. You must upload your three questions to the Canvas website by 9pm 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 impacts of immigration on US demography, culture, economy, and society.
• Understand both migration theory and critical race theory.
• Be able to critically assess the efficacy of past and current US immigration policy.
• Have shared in the intellectual excitement of conducting research on immigration.

* Modified 10A means that the class usually meets 3 times per week for 70-75 minutes: Tuesday and Thursday at 1010 and Wednesday at 330 for 50 minutes.
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 28: Introduction to the course
The Mechanics of Current US Immigration Policy
Reading Questions for April 5
The First Quiz
Visualizing Flows 1
Speaking of 2050 or 2042 whatever

Wednesday March 29: 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.
Visualizing Flows 2

Thursday, March 30: Who comes to the United States II?
Golden Door (Chapters 4, 5, 6, 7)
1965 Immigration Act: Fifty Years On
Interactive map of undocumented populations

Tuesday, April 4: Why come to the United States I?
Samers (Website). Focus on pp. 54-94.

Wednesday, April 5: Why come to the United States II?

Thursday, April 6: Racial Formations, Racial Identities, and Racialization in the US
Assessment 1
Omi and Winant (Website)
Constructing a Conversation on Race
What is Race?
Pigments of our Imagination

Tuesday April 11: “Becoming” White
Guest Speaker from Migrant Justice
Has Caucasian Lost Its Meaning?
Not American Enough

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

Thursday, April 13: Old and New Destinations

Tuesday, April 18: Immigration and Gender
**Assessment 2**
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 19: Transnationalism
Mountz and Wright (Website)
Remittances for Collective Consumption and Social Status Compensation: Variations on Transnational Practices among Chinese International Migrants
International Migration Review · April 2016 DOI: 10.1111/imre.12268

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

View in your own time: *Lost in Detention* (Frontline 2011)

Tuesday, April 25: Refugees
Daniels Ch 10
*Wyoming's Muslim Tamale King*
Recent Syrian Resettlement in the US

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

Thursday, April 27: Deportation
Recidivism and Reintegration Among Deportees in Jamaica
CNN: Arresting Undocumented Immigrants
http://www.migrationpolicy.org/article/obama-record-deportations-deporter-chief-or-not
Pardoned Immigrant Eligible for Deportation

Tuesday, May 2: The Border is everywhere
Assessment 3
Maldonado (2014)
Flores (2014)
Costing Out The Wall

Wednesday, May 3: Border Militarization Effects
Dispatches from the US-Mexico Border
Border Life

My Life as an Undocumented Immigrant
Should I use the term “illegal immigrant”? by Jeffrey Toobin
DACA at 3
DACA and liminally legal youth in two locations

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 9: Immigration and Economic Restructuring
Assessment 4
Wednesday, May 10: 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 11: 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 16: Assimilation and Pluralism
Assessment 5
Healey (2005) Ch.2 pp. 43-53. (Website)

Wednesday, May 17: Segmented Assimilation
Best of Friends, Worlds Apart

Thursday, May 18: Residential Segregation and Spatial Assimilation

Tuesday, May 23: Marital Assimilation

Wednesday, May 24: Citizenship and Belonging
Assessment 6
Naturalization Trends in the US
Thursday, May 25: Student Presentations

Tuesday, May 30: Student Presentations and Wrap Up

Research Papers Due Wednesday May 31 at 432pm

Grading

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<th>Component</th>
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<td>Class participation/daily reading questions</td>
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<tr>
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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. Students requiring disability-related academic adjustments and services must consult the Student Accessibility Services office (205 Collis Student Center, 646-9900, Student.Accessibility.Services@Dartmouth.edu). Once SAS has authorized services, students must show the originally signed SAS Services and Consent Form and/or a letter on SAS letterhead to me. As a first step, if you have questions about whether you qualify to receive academic adjustments and services, you should contact the SAS office. All inquiries and discussions will remain confidential.

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.