

# **IDS 3932: Honors Interdisciplinary Critical Inquiry Seminar**

## **Immigration Politics and History: American Dreams, Myths, and Realities**

Wilkes Honors College/ FAU / Fall, 2010  
Tuesday, 9:30-12:20 in AD 205

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### **I. Course Content and Objectives**

This course challenges students to undertake an interdisciplinary examination of the history, process, politics, economics, and sociology of immigration. In the course of the semester, we will evaluate the stereotypes, myths, and realities surrounding the process of immigration with a particular focus on immigration history and law, debates about assimilation, reception, immigration as a policy issue, and the local, national, and transnational factors related to immigration. We will utilize a variety of media to address these issues, including popular films, primary texts, secondary sources, and documentary videos. We have constructed the course with the following goals in mind for ourselves and our students:

- 1) To systematically and critically analyze the similarities and differences between the different patterns of migration to the United States over time.
- 2) To analyze the current immigration debate and events in terms of a coherent political and historical framework. We should be able to read and critically evaluate news and reports on the issue of immigration with a deeper understanding of the historical background and precipitating factors.
- 3) To understand and utilize the key sociological, historical, and political concepts that frame academic analysis of immigration (such as transnationalism, assimilation, reactive ethnicity, globalization, and others).
- 4) To better understand the aspirations, dreams, and lived realities of successive waves of American immigrants; that is, to understand immigration as a personal, human event--as well as a policy issue with attendant political, sociological, and economic implications. We will thus focus on the roles that race, ethnicity, gender, migration goals, class, religion, timing, area of settlement, and other factors have played in shaping the experiences of immigrants in the United States.
- 5) To examine and compare the ways that immigrants have been received by Americans. We will explore the historical development of American nativist movements and efforts to restrict immigration in a comparative context.

## II. Course Requirements

Classes will consist of lectures and discussion with some guest speakers. Many of the required films for this course will be shown during class, but some may be assigned for viewing outside of class.

### Required Reading for Class:

You should complete all readings before the date for which they are assigned and be ready to discuss the material. **We will assign weekly quizzes, discussion questions or short writing assignments based on the readings or films.**

### Required Reading for Films:

Much of the reading should be done before you watch the films or videos to provide background. However, we generally suggest that you wait to read any reviews of the films until after you have seen them.

### Writing Assignment:

You will be required to write a reaction/analysis/research paper (6-8 pages) on films or readings for this course. Potential topics and questions for the papers will be assigned over the course of the semester. Your papers should follow the guidelines in Kate Turabian's *Manual for Writers of Term Papers, Theses, and Dissertations*. Papers should be double-spaced, with 12-point font and 1-inch margins. Papers will be graded for both style and content. Present your thesis clearly and provide evidence to support your arguments. You are encouraged to start the paper early and hand it in at any point after the midterm (although it is not formally due until the last class).

### Class Presentations:

Each student in the class will be paired with a classmate and required to do a class presentation of approximately 15 minutes explaining and analyzing additional readings on the topic of immigration. This is a collaborative project and part of your grade will be based on your ability to work together. You may do a PowerPoint presentation or prepare notes to hand out to the rest of the class. Your goal is to convey the arguments/debates/analyses in readings to the rest of the class and generate questions for discussion. As much as possible, you should make your presentation interactive with the goal of engaging your classmates in the readings.

### Plagiarism:

Plagiarism is the use of another person's ideas or texts without giving him/her credit. To prevent plagiarism, please provide adequate documentation of the sources you used or paraphrased (including films, the novels, and the articles used in class).

Students agree to adhere to the Honors College Honor Code. The text can be found at [www.fau.divdept/honcol/students/honorcode](http://www.fau.divdept/honcol/students/honorcode). Please write the following statement on your papers and exams: "I have adhered to the Honors College Honors Code," and sign it.

### Exams and Grading:

Class participation	15%
Quizzes/discussion questions	15%
Paper (Due November 29)	30%
Class presentation	10%
Midterm Exam	30%

You must notify your professors at least 24 hours in advance if you cannot take the exam or participate in a class assignment. Unexcused absences from an exam or assignment will result in a grade of "zero" for the exam or assignment. Absence due to illness, death in the family, court appearance, etc. will only be excused upon valid documentation, provided the absences are not excessive.

We will use the following system for translating number grades into letters:

93-100 = A  
90-92 = A-  
87-89 = B+  
83-86 = B  
80-82 = B- etc.

### III. Required Readings

Reed Ueda, *Postwar Immigrant America: A Social History* (1994) -- PIA  
Tamar Jacoby, ed., *Reinventing the Melting Pot: The New Immigrants and What It Means to Be American* (2004) -- RMP  
Marquardt, Steigenga, Williams, and Vasquez *Living Illegal: The Human Face of Unauthorized Immigration* (2011) –*Living Illegal*

All further readings will be distributed on the MYFAU system. **You must utilize your FAU account for this course as emails will be distributed via MY FAU.**

### IV. Course Schedule:

Week 1 (August 23): **Introduction**

Richard Whitt, Gayle White, and Mark Bixler, "Immigration Nation," *Atlanta Journal-Constitution* (April 24, 2004)

Week 2 (August 30): **Immigrations, Old and New**

*RMP*, 3-32, 167-179.

*PIA*, 1-17.

Film: *Gangs of New York*

Web-based readings:

<http://hnn.us/comments/6212.html>

<http://www.historycooperative.org/journals/cp/vox-pop/200304.shtml>

Week 3 (September 6): **Stirring the Melting Pot: Competing Views on Assimilation**

*PIA*, 83-116; *RMP*, 33-98, 211-220

Samuel P. Huntington, "The Hispanic Challenge," *Foreign Policy* (March/April 2004); available at:

<http://cyber.law.harvard.edu/blogs/gems/culturalagency1/SamuelHuntingtonTheHispanicC.pdf>

*Living Illegal*, Introduction.

Film: *Becoming American* (Program 3) with Bill Moyers

Week 4 (September 13): **Assimilation and Its Discontents: Academic Research on Assimilation**

*RMP*, 139-166

Rubén G. Rumbaut, "Assimilation and Its Discontents: Ironies and Paradoxes," *The Handbook of International Migration: The American Experience*, edited by C. Hirschman, P. Kasinitz and J. DeWind (New York: Russell Sage, 1999): 172-195

Alejandro Portes and Lingxin Hao, "The Price of Uniformity: Language, Family and Personality Adjustment in the Immigrant Second Generation," *Ethnic and Racial Studies* 25 n 6 (2002): 889-912

**Readings for class presentations:**

Tomas R. Jimenez: "Immigrants in the United States: How Well are they Integrating into Society?" <http://www.migrationpolicy.org/pubs/integration-Jimenez.pdf> (Dawn Adolphson and Celeste Corrales)

Richard Alba and Victor Nee, *Remaking the American Mainstream: Assimilation and Contemporary Immigration* (Harvard University Press, 2003) Chapter 7: Conclusion. (PDF). (Geiger, Megan A. and Guizerix, Jaquelyn)

Week 5 (September 20): **The Evolution of U.S. Immigration Policy and Debating the American Dream**

*Living Illegal*, 46-56

*PIA*, 18-82, 117-148

*RMP*, 99-121, 235-260

Lisa Magaña, *Straddling the Border Chapter 6* (PDF)

**Reading for class presentation:**

Lisa Magaña, *Straddling the Border*, Chapters 1 and 2 (Sarah Harris and Natalie Harrison)

Week 6 (September 27): **Migration Theory: Who Migrates and Why?**

*Living Illegal*, 15-45.

Illegal Migration and US Immigration Reform: A Conceptual Framework Author(s): Michael P. Todaro and Lydia Maruszko Source: *Population and Development Review*, Vol. 13, No. 1 (Mar., 1987), pp. 101-114 Published by: Population Council Stable URL: <http://www.jstor.org/stable/1972122>.

Douglas S. Massey, "Why Does Immigration Occur? A Theoretical Synthesis," *The Handbook of International Migration: The American Experience*, edited by C. Hirschman, P. Kasinitz and J. DeWind (New York: Russell Sage Foundation, 1999): 34-52

**Readings for class presentations:**

Alejandro Portes and Ruben G. Rumbaut *Immigrant America: A Portrait* Chapter 2, "Who They Are and Why They Come" (PDF) (Hollingsworth, Douglas A. Johnson, Elizabeth A.)  
MPI (Migration Policy Center) Brief on circular Migration. (Kinzbrunner Bloom, Bradley J. and Lack, Tina M.)

Week 7 (October 4): **Midterm Exam**

Week 8 (October 11): **Transnationalism and Migration**

*Living Illegal*, Chapter 2  
Philip Williams, Timothy J. Steigenga, and Manuel A. Vasquez, *A Place to Be: Brazilian, Guatemalan, and Mexican Immigrants in Florida's New Destinations* (2009) Chapter 1(PDF).  
Film: *Crossing the Border*

**Readings for Class Presentations:**

Philip Williams, Timothy J. Steigenga, and Manuel A. Vasquez, *A Place to Be: Brazilian, Guatemalan, and Mexican Immigrants in Florida's New Destinations* (2009) Chapter 5(PDF).( Mcguire, Megan N. and Metzner, Michael J.)

Week 9 (October 18): **Race, Ethnicity, and the Politics of Reception**

*Living Illegal*, Chapter 3

Jennifer Lee and Frank D. Bean, "America's Changing Color Lines: Immigration, Race/Ethnicity, and Multiracial Identification," *Annu. Rev. Sociol.* 30 (2004): 221–42

Mickineal and Stephanie A. Bohon, "The Dixie Diaspora: Attitudes Toward Immigrants in Georgia," *Sociological Spectrum* 23 (2003): 181–212

Robert Putnam, "Diversity and Community in the 21st Century," *Scandinavian Political Studies* 30 n 2 (2007): 137-174, available at:  
<http://www.humanities.manchester.ac.uk/socialchange/aboutus/news/documents/Putnam2007.pdf>

**Readings for Class Presentations:**

George J. Sanchez, "Face the Nation: Race, Immigration, and the Rise of Nativism in Late Twentieth Century America," *International Migration Review* 31 n 4, Special Issue: Immigrant Adaptation and Native-Born Responses in the Making of Americans (Winter 1997): 1009-1030 <http://www.jstor.org/stable/2547422> (Murphy, Nicole E. Norcini, Hannah C.)

James H. Johnson, Jr., Walter C. Farrell, Jr., Chandra Guinn, "Immigration Reform and the Browning of America: Tensions, Conflicts and Community Instability in Metropolitan Los Angeles," *International Migration Review* 31 n 4, Special Issue: Immigrant Adaptation and Native-Born Responses in the Making of Americans (Winter 1997): 1055-1095 <http://www.jstor.org/stable/pdfplus/2547424.pdf?acceptTC=true>( Paez, Rafael Pruzansky, Rita M.)

Mary C. Waters, "Ethnic and Racial Identities of Second-Generation Black Immigrants in New York City," *International Migration Review* 28 n 4 (1994): 795-820, available at: <http://links.jstor.org/sici?sici=0197-9183%28199424%2928%3A4%3C795%3AEARIOS%3E2.0.CO%3B2-W> (Radaker, Brooke A. and Rouse, Sarah I.)

Week 10 (October 25): **Immigration, Religion, and Social Capital**

*Living Illegal*: Chapter 4.

Philip Williams, Timothy J. Steigenga, and Manuel A. Vasquez, *A Place to Be: Brazilian, Guatemalan, and Mexican Immigrants in Florida's New Destinations* (2009) Chapter 7(PDF).

Ruben Hernandez-Leon and Victor Zuniga, "Mexican Immigrant Communities in the South and Social Capital: The Case of Dalton, Georgia," Working Paper 64, Center for Comparative Immigration Studies, University of California at San Diego, December 2002, available at <http://www.ccis-ucsd.org/PUBLICATIONS/wrkg64.pdf>

Orsi, Robert. 1985. *The Madonna of 115<sup>th</sup> Street: Faith and Community in Italian Harlem, 1880-1950*. New Haven: Yale University Press (excerpts)

Week 11 (November 1): **Immigration & Politics – The National Debate and the Role of the Media**

Readings: *RMP*, 199-210 (Borjas)

*Straddling the Border*, Chapter 5.

David Domke, Kelly McCoy, and Marcos Torres, "News Media, Racial Perceptions, and Political Cognition," *Communication Research* 26 n 5 (1999): 570-607 (PDF)

Steven W. Bender "Compassionate Immigration Reform" *Fordham Urban Law Journal* 2010. (PDF)

**Readings for class presentations:**

Chavez, Leo (2008) *The Latino Threat: Constructing Immigrants, Citizens, and the Nation*. Stanford, Stanford University Press (PDF) (Scerbo, Vincent J. Smith, Emily J.)

René Galindo and Jami Vigil, "Are Anti-Immigrant Statements Racist or Nativist? What Difference Does it Make?" *Latino Studies* 4 (2006): 419-447

<http://www.u.arizona.edu/~jag/POL596A/ljsantiimmig.pdf> (Urban, Cortney K. and Viller, Adrian J.)

Guest Speaker: Aileen Josephs

Week 12 (November 8): **Films: *Brother Towns and 9500 Liberty***

Gebe Martinez "Unconstitutional and Costly: The High Price of Local Immigration Enforcement" Center for American Progress Report, January 2011 (PDF).

Pro/Con. Org "Should state or local governments enforce federal immigration laws?"

<http://immigration.procon.org/view.answers.php?questionID=000800>

Week 13 (November 15) **Immigration & Politics – Local Issues and Local Responses**

*Living Illegal*, Chapter 5.  
Local immigration stories (PDF)

Guest Speaker: Jocelyn Skolnik, Director of the El Sol Center

Michelle Waslin, “The Secure Communities Program: Unanswered Questions and Continuing Concerns” Migration Policy Institute, November 2010 (PDF)

Week 14 (November 22) **Immigration in South Florida: From Miami to Immokalee**

Philip Williams, Timothy J. Steigenga, and Manuel A. Vasquez, *A Place to Be: Brazilian, Guatemalan, and Mexican Immigrants in Florida’s New Destinations* (2009)  
Chapter 4 (PDF).

“Modern Day Slavery,” Special Report, *Palm Beach Post* (December 2003), available at:  
[www.palmbeachpost.com/moderndayslavery/content/moderndayslavery/](http://www.palmbeachpost.com/moderndayslavery/content/moderndayslavery/)

Wet Foot Dry Foot Policy:

<http://www.washingtonpost.com/wp-dyn/content/article/2007/07/27/AR2007072701493.html>  
<http://www.liveabovemediocrity.com/writing/cubans-haitians-and-the-wet-footdry-foot-policy/>

Cubans and Haitians in Miami:

<http://www.clas.berkeley.edu/Events/fall2003/11-20-03-stepick/index.html>

The Farmworker is Our Hope: Organizing and Victory in Immokalee:

<http://www.sfalliance.org/resources/Rodrigues2006.pdf>

**Readings for Class Presentations:**

Malissia Lennox “Refugees, Racism, and Reparations: A Critique of the United States’ Haitian Immigration Policy” *Stanford Law Review*, Vol. 45, No. 3. (Feb., 1993), pp. 687-724. <http://links.jstor.org/sici?sici=0038-9765%28199302%2945%3A3%3C687%3ARRARAC%3E2.0.CO%3B2-Z>  
(Wood, Alyssa A. and Zahornacky, Darrin)

Guest Speaker: Marc Rodriguez: Coalition for Immokalee Workers

Week 15 (November 29) **Assimilation to What? The Future of the American Dream**

Readings: *RMP*, 261-314; *PIA*, 149-155

*Living Illegal*: Conclusion **Final Papers Due at the beginning of class**