Over the last four decades, immigration has again transformed the United States. It is also producing significant changes in other countries, from the European nations that used to send their citizens to the United States more than a century ago, to oil-rich Middle Eastern states and developing nations. Why do people migrate across international borders?

We consider the following issues in the course:

→ What is the nature of contemporary migration in the U.S.? Why have the numbers of immigrants increased to record highs over the last four decades? Where do immigrants live? Where do immigrants work?

→ The U.S. has adopted much more aggressive measures to prevent undocumented immigration. Can states control migration, especially “unwanted”? Should states control migrants? What are the ethical arguments for and against “immigration”?

→ There is a lot of evidence that the descendants of European immigrants of the 19th and 20th centuries have largely assimilated into U.S. society. Are the post-1965 immigrants and their children becoming part of the U.S. mainstream?

→ How is “race” and “ethnicity” relevant to understanding immigrant incorporation? How does the growth of the Latino and Asian populations impact the U.S.? Why is this important? How does “race” impact incorporation?

→ The U.S. now deports a record number of immigrants. Why? What are the impacts of deportation on families and communities?

<table>
<thead>
<tr>
<th>Course Grades will be based on the following assignments:</th>
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<tr>
<td>Class Presentation and Write Up</td>
<td>15%</td>
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<tr>
<td>Mid-Term--March 3rd</td>
<td>15%</td>
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<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Empirical Project and presentation:</td>
<td>30%= (20% paper &amp; 10% presentations)</td>
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Required BOOKS-- Get these Books! order online, buy at bookstore or get at the library.
5. Articles → Unless indicated, most of the articles will be placed ARES. The sources that have a web address are not on ARES, since you may access these by pasting the web address into a browser.

**Class Calendar & Readings, Assignment Due Dates**

**Jan. 21 Class 1: Introduction**

http://fortune.com/2015/12/20/donald-trump-barack-obama-immigration/

Singer, What Everyone is Missing About the Immigration Debate

**Jan. 25 Class 2: Introduction to Immigration** (26p.)

Portes & Rumbaut, Chp. 2 “Who They Are and Why They Come” (12p)

Sassen, Saskia. “Foreign Investment: A Neglected Variable” in Messina and Lahav (14p.)

**Jan. 28 Class 3: Introduction to Immigration II** (43p.)

(book) Thomas, Chp. 1 “Race, Ethnicity and African Immigration to the U.S.” (18p.)

(book) Iceland, Chp. 2 “Historical Overview/Theories Spatial Incorporation” (25p.)

**Feb. 1 Class 4: Migration Policy: An Introduction** (15p.)

(book) Iceland, Chp. 3, Immigration, Diversity and Patterns of Racial and Ethnic Segregation, p. 31-37

Hwang and Parrenas, “Not Every Family: Selective Reunification In Contemporary U.S. Immigration Laws” (9p.)

Browse: DHS, Yearbook of Immigration Statistics

http://www.dhs.gov/yearbook-immigration-statistics

**Feb. 4 Class 5: Special Categories of Migrants: High skilled, college educated Immigrant workers, foreign students, health care workers**


http://www.migrationinformation.org/Feature/print.cfm?ID=324

The Emigration of Health Care Workers: Malawi’s Recurring Challenge


http://www.migrationinformation.org/Feature/display.cfm?ID=571


http://www.migrationinformation.org/USFocus/display.cfm?ID=702

Feb. 8, Class 6: Undocumented Migration
(Possible) Film: Crossing Arizona or Which Way Home
Read, They Never Go Back, Chps. 1-4 (48p.)

Feb 11 Class 7: Undocumented Immigration
(book) They Never Go Back, Chapters 5-12 (75p.)

Feb. 15, 18 Class 8-9: Refugee Migration

http://www.migrationinformation.org/USFocus/display.cfm?ID=734

Singer & Wilson, “From There to Here: Refugee Resettlement in Metropolitan America,”


“How one German town copes with its migrants,” PRI, Dec. 31, 2015:

http://fortune.com/2015/12/20/angela-merkel-migrants-syria/

Film: Well Founded Fear
Well Founded Fear is a 2000 documentary film that takes its name from the formal definition of a refugee under the UN Convention Relating to the Status of Refugee, as a person who deserves protection, "owing to a well-founded fear of persecution for reasons of race, religion, nationality, membership of a particular social group, or political opinion.”The film analyzes the US asylum process by following several asylum applicants and asylum officers through actual INS interviews.

Feb. 22 Class 10: Where do Immigrants live and how segregated are they? (55p.)
Singer, “Contemporary Immigrant Gateways in Historical Perspective”
http://www.brookings.edu/research/articles/2013/09/05-immigrant-gateways-singer (17p.)

Feb. 25 Class 11: How do we Make Sense of Restrictive Immigration Policies?
Massey, “International Migration at the Dawn of the 21st Century” (19p.)
Feb. 29 Class 12: Prince William County: Case Study of Migration Politics
Singer, Prince William County Case Study: Immigrants, Politics and Local Response in Suburban Washington (20p.)
Film: 9500 Liberty
9500 Liberty is a 2009 documentary film about the struggle over immigration in Prince William County, Virginia. The film chronicles an eight-week period wherein an Arizona-style crackdown was implemented and quickly repealed (82 minutes).

Mar. 3 Class 13: Mid-Term (Multiple Choice and Short Answer)

Mar. 7 Class 14: Is it Ethical to Restrict Immigration? (40p.)
Carens, “Aliens and Citizens: The Case for Open Borders” (22p.)

Mar. 10 Class 15: Intergroup Relations
(book) Structuring Diversity: Intergroup Relations
Presentations

Mar. 14 Class 16: Intergroup Relations II
(book) Read: Structuring Diversity: Intergroup Relations
Presentations
** SPRING BREAK **

Mar. 31 Class 17: Race/Ethnicity and Immigrant Integration
(book) Thomas, Chp. 2 “Theoretical Perspectives” (16p.)

Apr 4, April 1: Class 18/19: Measuring Integration (78p.)
(book) Thomas, Chps. 3-6 Diverse Pathways
Presentations

Apr 7 Class 20: Race/Ethnicity, Immigrant Integration and Place (31p.)
Kasinitz, “Becoming American, Becoming New Yorkers” (16p.)
Presentations

April 11, 14 Class 21/22: Deportation in the U.S. and Its Impacts (55p.)
Donato & Sisk, “Children’s Migration to the U.S. from Mexico and Central America” (20p.)
Dreby, “The Burden of Deportation on Children in Mexican Families” (15p.)
Hagan, “U.S. Deportation Policy, Family Separation and Circular Migration” (20p.)
Presentations

April 18 Class 23: Can We Make Things Better?
(book) Schryer, Chp. 13, “The System is Broken” (17p.)

Apr 21 Class 24: Review Final

April 25 Class 25: Empirical Paper Due--Student Presentation
April 28 Class 26: Student presentations
May 2 Class 27: Remaining Presentations, Review and Evaluations
Final Exam: to be announced

Bibliography


Overview of Dates, Presentations
Class 1: Introduction
Class 2: Introduction to Immigration
Class 3: Introduction to Immigration -- Incorporation
Class 4: U.S. Migration Policy: An Introduction
Class 5: Special Categories of Migrants: High skilled, college educated Immigrant workers, foreign students, health care workers
Class 6-7 Undocumented Immigration -- 2 Presentations
Class 8-9: Refugee Migration-- 2 Presentations
Class 10: Where do Immigrants live and how segregated are they?
Class 11: How do we Make Sense of Restrictive Immigration Policies?
Class 12: Is it Ethical to Restrict Immigration? --2 Presentations
Class 13: Mid-Term
Class 14: Prince William County: Case Study of Migration Politics —
Class 15: Intergroup Relations --3 Presentations
Class 16: Intergroup Relations II --3 Presentations
Class 17: Race and Ethnicity and Immigrant Integration
Class 18/19: Measuring Integration--2 Presentations
Class 20: Race/Ethnicity, Immigrant Integration and Place--2 Presentations
Class 21/22: Deportation in the U.S. and Its Impacts --3 Presentations
Class 23: Can we Make Things Better?
Class 24: Review Final
Class 25: Empirical Paper Due--Student Presentations
Class 26: Student presentations
Class 27: Remaining Presentations, Review and Evaluations