**Immigration and Families**

070:345:01
Fall 2018

Armitage Hall, Room 109
Tuesdays and Thursdays, 2:00-3:20pm

**Professor Cati Coe**405-407 Cooper Street, Room 203
Office hours: Tuesdays, 3:30-4:30pm, Thursdays, 10:00-11:00, or by appointment
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**Course Description**How does migration affect families and family life, for both those who migrate and those who do not? We explore this question with a particular focus on new forms of immigration to the US since 1965, but we will draw briefly on historical studies of immigration to help us make sense of what is currently going on. We will examine why people migrate, how the US economy has changed due to globalization and the work immigrants find in it, how US immigration law affects immigration patterns, how people create transnational ties across countries, and the effects of immigration on the second generation and beyond.

**Learning Goals**

* To understand the major reasons why people move and to analyze the reasons for a particular immigrant group’s migration (first paper)
* To understand and apply the concept of “transnationalism” in relation to an immigrant group’s settling in a particular location (second paper)
* To write organized, argument-driven papers based on empirical evidence (all papers)
* To appreciate some of the ins and outs of US immigration law in relation to immigration streams and family separation
* To understand how immigration to the US is linked to US foreign policy, the global economy, and the outsourcing of US industries and services.

**General Education: US in the World**This course meets the following goals of the new general education requirement of US in the World:

* Describe the political, diplomatic, social, economic, cultural, scientific and/or environmental interactions between the United States and the world (first paper)
* Identify major practices, institutions, and ideas of the United States as well as how those constructions are applied and contested (ideas of race, immigration policy)
* Evaluate evidence and create their own arguments in relation to existing arguments (all three papers, all critical response papers)

**Course Readings**There is one required book, Deborah Boehm’s *Returned: Going and Coming in an Age of Deportation* (2016), available for purchase at the University District Bookstore and also on reserve at Robeson Library. The other readings are available electronically on reserve: <https://www.libraries.rutgers.edu/course_reserves>

**Course Schedule**

**September 4 Introduction**Personal connections to migration; how to have good discussions; what group will you study?
*Class Resources:* <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>,<https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml>

To do by Thursday, September 6th at the latest:

* **Obtain a NetID** if you don’t already so that you can access library resources online and from home: <https://netid.rutgers.edu/index.htm>
* **Know how to access your Rutgers scarletmail account*,*** as all messages from me about the course will go to this email address.
* **Obtain a Student Photo ID** (available from the [Impact Booth](https://campuscenter.camden.rutgers.edu/impact-booth) in the Campus Center) if you don’t have one.
* **Obtain the book**, from the [University District Bookstore](https://universitydistrict.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=65132&catalogId=10001&langId=-1) or through other avenues.
* **Print out all the readings on reserve** so that you have them for the whole semester, from <https://www.libraries.rutgers.edu/course_reserves>
* **Review** Rutgers’s [policy on academic integrity.](https://academicintegrity.rutgers.edu/)

**PART ONE: WHY DO PEOPLE MIGRATE?**

**September 6***Reading:* Portes, A., & Rumbaut, R. G. (1996). Introduction. In *Immigrant America: A Portrait* (pp. 1-27). Berkeley: University of California Press. (on reserve)

**September 11**Look through these resources to help you figure out which group to study.
1) American Factfinder, https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml##
2) Fels Institute of Government. (2004). Recent Trends in Immigration to Philadelphia, Pennsylvania: Who Came and Where do They Live? Philadelphia: Fels Institute of Government, University of Pennsylvania. (on reserve)
3) Katz, M. and M. J. Creighton. (n.d.) Philadelphia Migration Project. Powerpoint presentation. (on reserve)
**Due:** Which immigrant group are you going to study?
**Meet at the library electronic classroom in the lower level at Robeson Library to look at resources for research**

**September 13 The World Connected Politically***Reading:* Sassen, S. (1998). America’s Immigrant ‘Problem.’ *Globalization and its Discontents* (pp. 31-53). New York: New Press. (on reserve)

**September 18 The World Connected in the Imagination***Reading:* Schielke, S. (2012). Engaging the World on the Alexandria Waterfront. In K. Graw and S. Schielke (eds), *The Global Horizon: Expectations of Migration in Africa and the Middle East* (pp. 175-191). Leuven: Leuven University Press (on reserve)

**September 20 The World Connected Economically: A Marxist Perspective***Readings:*1) Marx, K. (1953). Letter from Karl Marx to S. Meyer and A. Vogt, London, April 9, 1870. In *Karl Marx and Frederick Engels on Britain* (pp. 504-508). Moscow: Foreign Languages Press. (on reserve)
2) Lappé, F. M., & Collins, J. (1978). Why Can’t People Feed Themselves? and Isn’t Colonialism Dead? In *Food First: Beyond the Myth of Scarcity* (pp. 99-117). New York: Ballantine Books. (on reserve)

**September 25 Case Study of Marxist Perspective
*Film:*** “Bitter Cane” by Jacques Arcelin (1983), part 1

**September 27 Case Study of Marxist Perspective
*Film:*** “Bitter Cane” by Jacques Arcelin (1983), part 2

**PART TWO: HOW DOES IMMIGRATION LAW AND POLICY IN THE US AFFECT FAMILY LIFE?**

**October 2***Reading:* Paral, R. (2005) [“No Way In: US Immigration Policy Leaves Few Legal Options for Mexican Workers”](https://www.americanimmigrationcouncil.org/sites/default/files/research/IPC%20No%20Way%20In.pdf) American Immigration Law Foundation. (link)
*Class Resources:* [Immigration Law](https://caticoe.camden.rutgers.edu/files/Overview-of-US-Immigration-Law.ppt) powerpoint**,** [Jason De Leon](https://www.youtube.com/watch?v=vwhbWikqlkw)
**Due:** Annotated Bibliography

**October 4***Reading:* Kwong, P. (1997). Ineffectual Enforcement of Immigration and Labor Law. In *Forbidden Workers: Illegal Chinese Immigrants and American Labor* (pp. 161-184). New York: The New Press. (on reserve)

**October 9***Reading:* Menjívar, C. and L. Abrego. (2009). Parents and Children across Borders: Legal Instability and Intergenerational Relations in Guatemalan and Salvadoran Families. In N. Foner (Ed.), *Across Generations: Immigrant Families in America* (pp. 160-189). New York: New York University. (on reserve)
*Film:* “Sin País (Without Country)” (2010) by Theo Rigby

**October** **11**
**Due**: Paper on causes of migration

**October 16***Readings:*1) Kutsche, P. (1998). Map of a Block,
2) Danielkiewicz, H. (1998). A Changing Block in Standale and
3) Hill, E. (1998) In the Cracks. In P. Kutsche (Ed.), *Field Ethnography: A Manual for Doing Cultural Anthropology*. Upper Saddle River: Prentice Hall, 1998, pp. 14-26. (on reserve)
Neighborhood Survey assignment given
*Class resources:* [American Factfinder](https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml###)

**PART THREE: WHAT IS THE EFFECT OF TRANSNATIONALISM ON FAMILY LIFE? MEXICO AS A CASE STUDY**

**October 18 Definition of Transnationalism***Reading:* Foner, N. (2000). Transnational Ties. In *From Ellis Island to JFK: New York’s Two Great Waves of Immigration* (pp. 169-187). New Haven: Yale University Press. (on reserve)

**October 23 Case Study of Transnationalism: Deportations among Mexicans in the United States***Reading:* Boehm, D. A. (2016). *Returned: Going and Coming in the Age of Deportation.* Berkeley: University of California Press. Prologue and Chapter 1, pp. 1-25.

**October 30***Reading: Returned*, Chapters 2 and 3, pp. 26-73.
*Film:* “Los Que Se Quedan (Those Who Remain)” by Juan Carlos Rulfo and Carlos Hagerman (2010)**,** part 1

**November 1***Reading: Returned,* Chapter 4, pp. 74-96.
*Film:* “Los Que Se Quedan (Those Who Remain)” by Juan Carlos Rulfo and Carlos Hagerman (2010)**,** part 2

**November 6***Reading: Returned*, Chapters 5 and 6 and Epilogue, pp. 97-152.

**November 8 Political Activism Back Home***Reading:* Smith, R. C. (2006). The Defeat of Don Victorio: Transnationalization, Democratization, and Political Change. In *Mexican New York: Transnational Lives of New Immigrants* (pp. 76-93). Berkeley: University of California Press. (on reserve) *Film:* “The Sixth Section/La Sexta Sección” (2003) by Alex Rivera

**PART FOUR: WHAT HAPPENS WHEN PEOPLE ARRIVE IN THE US?**

* 1. **Immigrants and Race**

**November 13 American’s Racial Classification System***Readings:*1) Jacobson, M. F. (1999). “Introduction: The Fabrication of Race.” *Whiteness of a Different Color: European Immigrants and the Alchemy of Race* (pp. 1-12). Cambridge: Harvard University Press. (on reserve)
2) Laforest, M-H. (2001). Homelands. In E. Danticat (Ed.), *The Butterfly’s Way: Voices from the Haitian Dyaspora in the United States* (pp. 23-30). New York: Soho. (on reserve)

**November 15 Segregated Neighborhoods and Schools***Reading:* Waters, M. C. (1999). Segregated Neighborhoods and Schools. *Black Identities: West Indian Immigrant Dreams and American Realities* (pp. 243-284). New York: Russell Sage. (on reserve)

* 1. **The Second Generation**

**November 20 Language***Reading:* Barnett, R. (2006). Language Ideology and Racial Inequality: Competing Functions of Spanish in an Anglo-Owned Mexican Restaurant. *Language and Society* 35: 163-204. (on reserve)

**November 22 No class, Thanksgiving**

**November 27
Due:** Neighborhood mapping exercise

**November 29:** Media assignment given
*Ted Talk:* Chimamanda Ngozi Adichie, “A Single Story” (2009)

**December 4: Identities***Reading:* Waters, M. C. (1999). Identities of the Second Generation. *Black Identities: West Indian Immigrant Dreams and American Realities* (pp. 285-325). New York: Russell Sage. (on reserve)

* 1. **Creative Ethnicity in the New World**

**December 6: The Uses of Culture as Communication***Reading:* Theophano, J. S. (1991) “I Gave Him a Cake’: An Interpretation of Two Italian-American Weddings. In S. Stern and J. A. Cicala (eds). *Creative Ethnicity* (pp. 44-54). Salt Lake City: University of Utah Press. (on reserve)

**December 11: Public Cultural Display as Political***Reading:* Cadaval, O. (1991). Making a Place Home: The Latino Festival. In S. Stern and J. A. Cicala (eds). *Creative Ethnicity* (pp. 204-222). Salt Lake City: University of Utah Press. (on reserve)
*Film:* “Look Forward and Carry On the Past: Stories from Philadelphia’s Chinatown” (2002) by the Philadelphia Folklore Project

**December 20th, 11:30-2:20 Final Exam day
Due:** Media assignment. Presentations on the assignment given.

**Course Assignments**

**Critical response papers**

At the beginning of each class, you must turn in a one-page, single-spaced paper that answers the following questions:

*About the previous class period:*1) What was the main point of the lesson of last class? What did you learn or what most engaged you?

*About the reading(s) due in the upcoming class period:*2) What is the major point that the reading makes?
3) What does the reading say about immigration and families?
4) What experiences are omitted from the text that strike you as important? If the text addresses experiences with which you are familiar, to what extent are they congruent with or contradicted by your own experiences?
5) To what extent does this text challenge or confirm existing ideas, values, and structures about immigration?

These critical response papers must address all the readings due in the upcoming class period. If there is no reading due on a particular day, then you do not need to turn in a critical response paper.  Simply writing something on a piece of paper will not give you credit for doing this assignment; you must demonstrate that you have read the reading thoroughly and answer the questions above.

You may miss two critical response papers during the course of the semester, although you are still required to do the reading for that day. If you have more than two papers missing, then you cannot earn higher than a B in this portion of your grade; if you have more than four, you cannot earn higher than a C; six, a D; and eight, you will receive an F. The critical response papers will be graded as check (adequate), check plus (excellent), check minus (marginal; very close to resulting in no credit), and no credit. Check minuses and check pluses will affect your grade within the grade range of A (90-99), B (80-89), etc; a check will put you in the middle of that range (95, 85, etc). (20%)

**Participation**A good participation grade can be achieved by coming to class on time every day and participating in the discussion, drawing on your insights and questions about the readings, in a polite and engaged way.

A definition of an excused absence is that 1) I am informed *prior* to class that you will be unable to make it; and 2) on the day that you return, you provide me with documentation for your absence. If these two conditions are not met, your absence will be considered unexcused.

This class will be run in a seminar format, in which we will learn through discussion. I will work to create an atmosphere that is respectful of different viewpoints and all students, and I hope that you will help me in that regard by coming to class prepared and on time, having done the reading and other assignments, and participating in class discussion in a respectful way. (15%)

**Paper Assignments**

You should pick an immigrant group that resides in the greater Philadelphia/Jersey region. The three papers will be about that same immigrant group.

**What group will you study?** (1%)You should have made a decision by the time we visit the library on **September 11th**. I will then discuss your choice with you and resources you might use in individual meetings the following week.

**Paper #1: Why did your immigrant group migrate to the US?**Annotated Bibliography due: October 2nd (4%)
Paper due: October 11th (20%)

**Paper #2: Neighborhood mapping exercise: What is life like for your immigrant group in the US?**Due: November 27th (20%

**Paper #3: Media Representations of your Immigrant Group**Due: December 20th, 11:30am-2:20pm (20%)