This course will explore immigration and patterns of immigrant incorporation in the United States. The course begins with a brief history of U.S. immigration and then covers thematic topics such as border enforcement, citizenship, assimilation, and social mobility and their relationship to the immigrant experience. International migration is an inherently political phenomenon. As a result, we will concentrate on the development and implementation of policies designed to control movement across U.S. borders and efforts to regulate who can become a member of the American political community. In this course, our goal is to gain a multifaceted understanding of the sociological underpinnings of international migration and ongoing debates over citizenship and rights in American society.

**Required Readings:**

Daniels, Roger: *Guarding the Golden Door: American Immigration Policy and Immigrants Since 1882*

Alba, Richard: *Rethinking the American Mainstream*

Romero, Mary: *The Maid’s Daughter: Living Inside and Outside the American Dream*

Portes, A. & Rumbuat, R. *Legacies: The Story of the Immigrant Second Generation*

Bon Tempo, Carl: *Americans at the Gate: The United States and Refugees During the Cold War*

**Course Requirements:**

1. Come prepared to discuss the assigned readings and offer constructive/critical comments on the course materials. Attendance is mandatory. Unexcused absences will count against your final grade.

2. There will be two essays (10-12 pages). The paper will make up 80 percent of your final grade.

3. Students will write a weekly response essay from a designated reading in syllabus (The assigned readings are denoted with an *). Your response should assess the strengths and/or weaknesses of the author’s argument. These responses will be due at the beginning of class each Friday and we will discuss your reactions during class time. The response essays should be between 250-400 words. You will be graded on your in-class participation and your ability to demonstrate your command of the course materials during our class sessions. Your in-class participation will make up 20 percent of your final grade.

---

**Week 1) Introduction: Key Concepts in the Study of Immigration**


**Week 2) People on the Move**

Feb 13: R. Daniels, *Guarding the Golden Door*, chapters 1-5
Week 3) Constructing Borders

Week 4) Boundaries of Citizenship

Week 5) Assimilation and Americanization
March 5: R. Alba and V. Nee, *Remaking the American Mainstream*, whole book

Week 6) The New Nativism

Week 7) Dilemmas of Enforcement
*M. Dow “Designed to Punish: Immigration Detention and Deportation” in *Social Research* 2007, pp. 533-46

March 26: Spring Break

Week 8) Managing Refugees
April 2: C. Bon Tempo, *Americans at the Gate*, chapters 1-6

Week 9) Does Race Still Matter for Immigrants?

Week 10) Second Generations

Week 11) Mobility and Belonging
*P. Schuck “The Disconnect Between Public Attitudes and Policy Outcomes in Immigration” in C. Swain, Debating Immigration, pp. 17-31

Week 12) Twenty-First Century Dividing Lines

Week 13) Future Directions
May 7: R. Daniels, Guarding the Golden Door, chapters 11-12

Final Paper: Due Date TBA

Honor Code: This course will follow the policies described in the Oberlin College Honor Code and Honor System. Please contact me if you have any questions about citation, or the relationship of the Honor Code to your work in this course. For more information on the Honor Code, see http://www.oberlin.edu/students/student_pages/honor_code.html.

Use of Technology in the Classroom:

Access to the Internet can be a valuable aid to the classroom learning environment. Students may use laptops, smart phones, and other devices in order to explore concepts related to course discussions and topics. Students are discouraged from using technology in ways that distract from the learning community (e.g. Facebook, texting, work for other classes, etc.) and if found doing so, will be asked to leave the classroom for the day and will not get credit for attendance that class period. Students must respect the classroom environment. In class, all cell phones should be turned off. Unless specifically directed by the instructor, students shall refrain from sending email and instant messages, or from engaging in other activities (reading non-course materials, engaging in private conversations and so on) that disrespect the classroom environment and learning conditions for others.