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:**

- Jiménez, Tomás: *Replenished Ethnicity: Mexican Americans, Immigration and Identity*
- Waters, Mary: *Black Identities: West Indian Immigrant Dreams and American Realities*
- Motomura, Hiroshi: *Immigration Outside the Law*

**Course Requirements:**

1. Come prepared to discuss the assigned readings and offer constructive/critical comments on the course materials. Attendance is mandatory. Having more than 2 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 about 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
Sept 7: R. Daniels, Guarding the Golden Door, chapters 1-2
M. Frye Jacobson, Barbarian Virtues, The United States Encounters Foreign Peoples at Home and Abroad, pp. 179-219

Week 3) Policing Borders

Week 4) Politics of Exclusion
R. Baldoz, “Get Rid of All Filipinos or We’ll Burn this Town Down” The Third Asiatic Invasion: Empire and Migration in Filipino America 1898-1946, pp.

Week 5) Assimilation and Americanization
Sept 28: T. Jimenez, Replenished Ethnicity, whole book

Week 6) Managing the National Community
M. Waters, Black Identities, chapters 1-2

Week 7) Race and Belonging
Oct 12: M. Waters, Black Identities, chapters 3-9

Oct 19: Fall Break

Week 8) Labor and Mobility
Oct 26: P. Hondagneu-Sotelo, Paradise Transplanted, whole book

Week 9) The Second Generation

Week 10) The Human Rights Frame
Week 11) The Homeland Security State  

Week 12) Public Attitudes and Immigration Policy  

Week 13) Contested  
Nov 30: H. Motomura, *Immigration Outside the Law*, chapters 1-6  

Week 14) Twenty First Century Border Lines  
M. Dow “Designed to Punish: Immigration Detention and Deportation” in *Social Research* 2007, pp. 533-46

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](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.