

Sociology 575
 Pierrette Hondagneu-Sotelo
 Tuesdays 10-1pm
 KAP 355

Spring 2012
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SOC 575: Seminar in Immigration

Course Description

As pundits noted, the twenty-first century began much as the twentieth century did for the United States, with high levels of immigration. This has affected not only the nation, but the discipline of sociology. Just as early twentieth century Chicago School sociology focused on immigration and settlement issues, so too the first decade of the twenty-first century shows a flurry of sociological imagination devoted to immigration scholarship. But now there are new topics that were not part of the canon a hundred years ago, including transnational life, racial identities, gender and sexuality, border policy, the immigrant rights movement, and second generation dynamics. This course centers on the key texts, issues and approaches coming out of this renovated sociology of immigration, but we will also include approaches to the study of immigration from history, anthropology, and ethnic studies. While we will consider comparative and historical approaches, our focus will be on the late twentieth century through the present, and we will spend a good deal of time focusing on the longest running labor migration in the world, Mexican immigration to the U.S. Graduate students with an interest in contemporary U.S. immigration will be exposed to a survey of key theoretical approaches and relevant issues in immigration studies in the social sciences. Current themes such as globalization, transnationalism, gendered migration, immigrant labor markets, the new second generation and segmented assimilation, and citizenship will be included. Sociology graduate students will gain a strong foundation to prepare for the qualifying exam in immigration.

Required Texts

1. Impossible Subjects: Illegal Aliens and the Making of Modern America, Ngai
2. From Ellis Island to JFK: New York's Two Great Waves of Immigration, Foner
3. Fragmented Ties, Cecilia Menjivar (2000)
4. Migration Miracle, Jacqueline Hagan (2008)
5. Immigrant Families in America: Across Generations, Nancy Foner ed. (2011)
6. Mexican New York, Robert C. Smith (2005)
7. Gender and U.S. Immigration, Hondagneu-Sotelo, ed. (2003)
8. Homeward Bound, Yen Le Espiritu (2003)
9. Inheriting the City, Kasinitz et. al. (2008)
10. Illicit Flirtations, Parrenas (2005)
11. Beyond Smoke and Mirrors, Massey and Durand (2002)
12. A Nation of Emigrants, Fitzgerald (2009)
13. A series of journal articles or chapters by Dowell Myers, Jody Aguis Vallejo, Jennifer Lee, Min Zhou, Gloria Gonzalez-Lopez, Peggy Levitt, Patricia Pessar, Steve Gold, Luin Goldring, Leisy Abrego, Joanna Dreby, Mary Waters, Pierrette Hondagneu-Sotelo, Hernan Ramirez, Emir Loy and others.

Course Format: Typical class sessions will begin with a 30-40 minute mini-lecture by the instructor. This will provide context for the particular topic or approach taken in the assigned reading. The second half of each seminar session will center on a discussion of the readings. At each session, two students will give short presentations (10-20 minutes) on the assigned reading, and arrive prepared to lead a discussion on the assigned readings for that day. Students will be responsible for circulating, via email, the discussion questions to all class participants at least 24 hours in advance of the seminar meeting.

Course Requirements: In addition to attendance, participation, and completion of assigned readings, students will be required to write the following:

1. Two short (3-4 page) reaction papers and 2 sets of discussion questions. Twice during the semester, each student will be required to hand in a short paper that reacts to the week's readings, and to distribute discussion questions designed to facilitate discussion of that reading. These are not summaries, but rather papers that raise questions, criticisms, and make connections with previous readings. Your oral presentations will focus on the same readings.
2. Depending on class enrollment, students will be expected to take responsibility for organizing discussion for two or three class sessions. A sign-up sheet will be passed around on the first day of class. On the day before you lead discussion, you must circulate by noon, via email, a list of the discussion questions.
3. A 20 page research paper addressing a topic or issue relevant to immigration. This paper, and a discussion of it, are due on the last day of class. To avoid last minute delays in the preparation of papers, and more importantly, to benefit from the climate of intellectual effervescence which we are sure to collectively create in this seminar, papers will be formulated in stages and discussed in class. The following are deadlines for the paper:

January 24	One paragraph proposal describing paper you intend to write.
Feb 21	List of references consulted.
April 10	Draft of paper to be exchanged with class peer.
April 17	Written and verbal comments due to class peer.
May 1	Final paper due, in my office box, by 2 pm

Course Evaluation:

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| 10% | Class Participation |
| 10% | Preparation and Conduct as Discussion Leader |
| 30% | Reaction Papers |
| 50% | Research Paper |

Course Outline and Reading Assignments

- Jan 10: Course Introduction**
Highly recommended: Mae Ngai lecture, Leavey Aud., 2-3:30 pm
- Jan 17: No Class**
- Jan 24: NYC, yesterday and today; Economic Incorporation;**
What does a comparison of Russian Jews and Italian immigrants in early 20th century NYC with contemporary Caribbean and Asian immigrants teach us?
Foner, *From Ellis Island to JFK*, pp. 1-107, 142-243
Bring short proposal for paper, and be prepared to discuss it.
- Jan 31: Immigration Policy; Theories of Citizenship**
What citizenship and immigration policies have prevailed? What are the limits of policy and laws in the face of structural economic integration?
*Gary P. Freeman, "Modes of Immigration Politics in Liberal Democratic States," *International Migration Review*, xxix(4):881-1995, pdf available at
<http://www.jstor.org/stable/pdfplus/2547729.pdf?acceptTC=true>
*Massey et. al, *Beyond Smoke and Mirrors*, Chapters 1-5
*Fitzgerald, *A Nation of Emigrants*, Ch 1 and Conclusion
- Feb 7: Immigrant Social Networks; Precarious Economic and Legal status**
*Menjívar, *Fragmented Ties*, entire book
*Menjívar, "Liminal Legality: Salvadoran and Guatemalan Immigrants' Lives in the United States," *American Journal of Sociology*, 111(4):999-1037, 2006.
<http://mundoacademico.unb.br/users/rachelmoraes/12402296371702741112141704181.pdf>
*Ch. 7 by Ngai, *Impossible Subjects*
- Feb 14: Race/Ethnic Identity in Transnational Context**
*Espiritu, *Homebound*, entire book
*Ch. 3 in Ngai, *Impossible Subjects*
- Feb 21: The Second Generation, Intergenerational Dynamics & Identities**
Countering Segmented Assimilation
*Kasinitz et. al., *Inheriting the City*, chapters 1-6, 11

*Estrada and Hondagneu-Sotelo (2011) "Intersectional Dignities: Latino Immigrant Street Vendor Youth in Los Angeles," *Journal of Contemporary Ethnography*, 40: 102-131.

<http://jce.sagepub.com/content/early/2010/11/28/0891241610387926.abstract>

Bring list of references you will consult for your paper.

- Feb 28: Prospects for Immigrant and 2nd Generation Upward Mobility**
 *Dowell Myers, Ch 6, "Immigrant Upward Mobility: Support for a More Hopeful Future," in *Immigrants and Boomers* (distributed as pdf via email)
 *Zhou, Min, Jennifer Lee, Jody Aguis Vallejo, Rosie Tafoya-Estrada, and Yan Sao Xion, "Success Attained, Deterred, and Denied: Divergent Pathways to Social Mobility in Los Angeles' New Second Generation," *The Annals of American Academy of Political and Social Science* 620:3761,
<http://ann.sagepub.com/cgi/content/abstract/620/1/37>
 *Hernan Ramirez and Pierrette Hondagneu-Sotelo (2009), "Mexican Immigrant Gardeners in Los Angeles: Entrepreneurs or Exploited Workers?" *Social Problems* 56(1):70-88.
<http://caliber.ucpress.net/doi/pdf/10.1525/sp.2009.56.1.70>
- March 6: The Second Generation, Gender and Transnational Life**
 *Smith, *Mexican New York*, chapters 1, 5, 6, 7, 8
 *Ch 12 by Thorne et al. in *Gender and U.S. Immigration*
- March 12-16 Spring Break
- March 20: Gender and Migration**
 Chs 1, 2, 5, 7, 15, 16 and 17 in Hondagneu-Sotelo, ed. *Gender and US Immigration*
- March 27 Families Across Borders**
 Chs 1, 3, 4, 7, 8 in Foner, ed. *Across Generations*
 Ch 11 by Gonzalez-Lopez in *Gender and U.S. Immigration*
 Ch 13 by Espiritu in *Gender and U.S. Immigration*
- April 3: Coerced Trafficking or Sex Work Labor Migration?**
 *Parrenas, *Illicit Flirtations*, entire book
- April 10: Immigrant Rights and the Religious Challenge to State Borders**
 *Hagan, *Migration Miracle*, entire book
 *Ch 3 in Fitzgerald, *A Nation of Emigrants*
--Bring draft of your paper, exchange paper for peer-review
- April 17: Class devoted to workshop on papers**

--Bring 2 copies of your verbal comments prepared for peer, and be prepared to discuss both your paper and the paper you read

April 24: Presentation of Course Papers and Class Potluck at my home

May 1, Tuesday: Final papers due by 2pm, in my box