Course Description

It is a cliche with considerable basis that the United States is a nation of immigrants. The U.S. has a higher absolute number of immigrants than any other nation in the world. Millions of immigrants have come to the U.S. to seek religious freedom, family re-union, political asylum, and most importantly, economic prosperity. Immigrants play a significant role in enriching American culture and fueling economic growth. At the same time, they are regarded as an "unsettling force" and a burden on taxpayers. As the numbers of legal and illegal immigrants climbed precipitously since the 1970s, a backlash emerged against immigration.

The movement of people across borders is a central issue throughout the world. In North and South, East and West, the issue of migration generates controversy that has at times become the focus of violence. Although most of us are aware of the mobility of goods and capital in a global economy, we tend to be less aware that the mobility of labor, too, is an integral part of the global economic system, and that most migration takes place not between North and South, but within the South. We tend to forget that the movement of people, both as workers and as refugees, is not a new phenomenon. We lose sight of the fact that the vast majority of the world's populations, including within the poorest countries, do not migrate across international borders.

This course is devoted to understanding controversial issues around immigration to the U.S. We will read and discuss social science research on demographics of immigrants, immigration policy, immigrant incorporation, impact of immigration on receiving society, and more. Below are some of the topics we will discuss—

Why do immigrants come to the U.S.? Why do the vast majority of people around the world not migrate?
How does population movement affect the migrants themselves and the local communities where they live? What is the economic impact of immigration on the U.S. society? Are new immigrants assimilating? Should the U.S. militarize the border to control illegal immigration? Should the U.S. declare English as the official language?

Books- Required

- **Stepick, Alex. Pride against Prejudice: Haitians in the United States. Allyn and Bacon, 1998.**
Assignments

• Weekly Reflections
  o Reading reflections are required for each week's required readings. Please see reading schedule attached
  o Submission to both Dr. Alex Stepick and Miro Paljevic (TA) each Monday via D2L
  o Due promptly at 5:00pm weekly on Wednesday for eight weeks (April 10th - May 29th)
  o Each video and guest speaker requires an additional one page (double-spaced, 12-font) reflection via D2L submission on the Monday following the class showing the material
  o Length: 1.5 to 2 pages, double spaced, 12pt font, 1”-1.25” Margins, Times New Roman
  o Full heading required include name, course name and number, assignment name, and date
  o Do not exceed page limits. Be succinct. Edit all papers for grammar and clarity before submitting. See the writing center for assistance if needed, prior to the due date of all assignments. http://www.writingcenter.pdx.edu/
  o Late reflections will not be accepted. This is without exception. The two lowest grades of each student will be dropped for to account for absences, illness, and other extenuating circumstances.

• Individual and Group Assignments
  o Due in class promptly at 5:30pm. Print out a copy and bring to class, work turned in after 5:30pm will be considered late. Please include all names on each assignment turned in.
  o The late assignment penalty for group work is a 10% grade reduction for every 24-hour period beyond the deadline (5:30pm Tuesday).
  o Any requests for extensions on group assignments must be made at least two days prior to the deadline, with valid reasons.
  o Deadlines TBA, Assignment descriptions will be handed out separately and are subject to revision with adequate notice.

How to succeed in this course:

Learning is an active process; if you think about the things you've learned the best, they're usually things that you haven't sat back passively and "absorbed," but rather things that you learned by actively taking part and practicing. To accomplish this you are to submit weekly reflections on the weekly readings, videos and guest lecturers, plus a few other, short assignments.

The assignments should be in Word or something compatible with Word. Identify yourself when submitting the assignment. Include your name in the filename, e.g. “Smith_Immigration_10.4.2011 Assignment.doc.” Then in the Word document itself, repeat this information on the first line, i.e. your name and the date of the assignment and anything else that you want to make sure we identify in properly.

For each reading, video or guest lecture weekly reaction, you will identify yourself, and answer the following questions: What did you learn and what did you not learn? More particularly, what did you learn with respect to the questions posed in the Course Description.

What does "brief reflection of the readings" mean? It doesn't mean just sitting down and mechanically going through the articles; that's a sure way to make even an interesting article boring. Reading is an active and
interactive process between the reader and the text. If you’re really reading a text you are also reacting to it. I’ve included a wide range of texts in order to provoke a wide range of responses from readers. Reading should also be a reflective process. To really understand an article deeply it is usually necessary to read it and think about it, and then read it again, and think about it, and discuss it with others, write about it and read it yet again. I’ve found that even after many readings, when I read a text in order to explain it to someone else I get new perspectives on the author’s arguments and assumptions, on the text’s strengths and weaknesses. So when I say, "do the readings," I mean "engage yourself with the ideas of the text." I understand that some of the texts are quite complex and that not all of them are entertaining. Struggle is part of the reading experience. If something is not clear, or is confusing, talk about it with others outside of class, and bring it up in class. As I mentioned above, taking notes on a text while you read it or re-read it is also a very good way to engage the text and to make sure you understand it.

There will also be videos and guest lecturers in class. For each one, you will also write short reflections addressing the same questions. Reflection Assignments are due weekly on Mondays at 5pm on the week indicated. Late assignments will not be accepted. Additionally, the two lowest reflection grades will be dropped, to account for extenuating circumstances and to reword those who do complete all of their assignments.

Classroom discussion of readings is also a key part of the learning process. By actively taking part you also improve your chances of doing well on the other written assignments.

Class begins on time and I expect you to be present at every session from start to finish. If you run into a one-time scheduling conflict with our class, be sure to consult with us (by email, phone, or in person) BEFORE the conflict to inquire about alternative arrangements. If you become ill or have a family emergency, then email or phone us to inquire about what you’re missing and how to compensate. Unexcused absences will adversely affect your participation grade.

Students are expected to engage in academic honesty in all forms of work for this course. Collaborating with other students is a great idea if you are exchanging rough drafts for constructive criticism, studying for an exam together, brainstorming ideas for a homework assignment, etc.; however, it is NOT okay to take ideas from other students or from their work and call them your own, or to write homework assignments or take-home exams together. It is NOT okay to take ideas from the Internet or from any source without putting them in quotations and citing them, or by paraphrasing them. The Portland State University Student Code of Conduct has been updated and takes effect on Mon, September 28, 2009. It is available at: http://www.pdx.edu/dos/codeofconduct

### Grades

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<tr>
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<th>Percentage</th>
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<tr>
<td>Attendance and Active Participation in class:</td>
<td>15%</td>
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<tr>
<td>Weekly reflections on the readings, videos and guest lectures:</td>
<td>30%</td>
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<tr>
<td>Own Family Migration History:</td>
<td>15%</td>
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<tr>
<td>Immigrant Migration History:</td>
<td>15%</td>
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<tr>
<td>Contribution to Final Group Report and Presentation on Immigration Reform</td>
<td>25%</td>
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**Meaning of grades:**
- A = excellent: intense effort and remarkable achievement.
- B = good: good effort and pretty good understanding
- C = okay: barely adequate amount of effort or effort that is somewhat misfocused or mistargeted
If you have any questions about the class, the readings, the discussions, or anything else, I will be more than happy to meet with you either during office hours (Tuesday before class) or at some other time. To schedule another time please see me after class, or contact me or the TA, Miro Paljevic, by e-mail.

### Reading and Video Schedule

Each Reading Section is DUE the following week on Wednesday AT 5:00pm in D2L.

<table>
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<tr>
<th>Week 1 April 4th</th>
<th>INTRODUCTION</th>
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<tr>
<td>- Chapters 1 &amp; 2, Portes and Rumbaut</td>
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<tr>
<td>- “Coming to Know Haitians, Stepick</td>
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<td>- Chapters 1 &amp; 2, Stephen</td>
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**Movie:** Welcome to Shelbyville (67 minutes)

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<th>Week 2 April 11th</th>
<th>ECONOMICS</th>
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<tr>
<td>- Chapter 4, “Making It in America” Portes and Rumbaut</td>
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<td>Chapters 3, Stephen</td>
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<td>- “Struggling for Survival and Success” Stepick</td>
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**Individual Assignment:** Own Family Migration History Due October 11th in Class

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<tr>
<th>Week 3 April 18th</th>
<th>FAMILY</th>
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<tbody>
<tr>
<td>- “Family Across the Seas” Stepick</td>
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<td>- Chapter 6, Stephen</td>
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**Fear and Learning at Hoover Elementary (US) JV6926.L67 F4 1997**

Choose topic for Term Report

<table>
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<tr>
<th>Week 4 April 25th</th>
<th>(Trying) to Cross Borders</th>
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<tr>
<td>- Chapter 3, “Moving” Portes and Rumbaut</td>
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<tr>
<td>- Chapters 4 and 5, Stephen</td>
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**Video:** 30 days and Illegals, available on Hulu.com

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<tr>
<th>Week 5 May 2nd</th>
<th>CULTURAL ISSUES and RELIGION</th>
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<tr>
<td>- Chapter 9 “Religion” Portes and Rumbaut</td>
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<tr>
<td>- “Haitian Culture” Stepick, Chapter from Churches and Charity</td>
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**Video: TBD**

Friday, October 28 Summary of Project at noon

**Week 6 May 9th  POLITICS and POLICIES**

- Chapter 5 and Chapter 10 in Portes and Rumbaut
  Chapter 8, Stephen
  “Politics of Coming to America” Alex Stepick

Group Assignment - (Group Outline of Final Project) Due November 8th in Class

**Week 7 May 16th  Immigration Reform**

- Chapter 6 in Portes and Rumbaut

Term Project Extended Outline due November 11th

Individual Assignment 3: Non-Family Migration History Due November 15th

**Week 8 May 23rd  The Next Generation**

- Chapter 7 “Learning the Ropes” and Chapter 8 “Growing Up American” Portes and Rumbaut
  - “Just Comes and Cover-Ups” Stepick
  - Chapters 7 & 8, Stephen

Group Assignment : Rough Draft of Final Project to be submitted for feedback *(Drop in D2L before November 23rd)*

**Week 9 May 30th**

This Week Please Prepare for Oral Group Presentations- Create PowerPoint, Turn in Project Draft, Complete Interviewing and Practice Presentation.

**Week 10 June 6th  Profile of Portland’s Immigrant Communities**

**In Class: Oral Group Presentations (15 minute time-limit per group) on December 6th**

**Week 11 Finals Week**

**Due: Final Project on Portland’s Immigrant Communities via D2L Thursday at NOON.**