

LATINO MIGRATION AND INTEGRATION GR&UN

(LLS 4910-001/099 and SOC 4800/8806-001 Merged)

Thursday 4:30-7:10pm

A Service Learning Course

Spring 2011

Prof. Lourdes Gouveia

Professor of Sociology and Director,

Office of Latino/Latin American Studies (OLLAS)

University of Nebraska at Omaha

[Updated for January 20, 2011—subject to revisions]

PRINT AND BRING TO CLASS EACH TIME

- **Office Hours:**
- Wednesdays 2:00-4:00
- 106 ASH
- And by appointment
- lgouveia@unomaha.edu
- 554-3835

Course Description

Latin America has transitioned from an immigrant to an emigrant region in the past 30 years or so. The largest number of these migrants has come to the United States. Today, Latin American immigrants represent about 53% of the 38 million foreign born residing in this country. The demand for low-wage labor in the United States has been a historical constant and labor migrants have been the most numerous up to day; as have men. However, both the direction and composition of Latin American migration are changing rapidly. The U.S. is no longer the only or even most preferred destination and the composition of migrants is quite diverse in terms of gender, skills, and socio-economic status. The course begins by introducing students to these changing trends and their root causes.

The majority of the course, however, will focus on understanding the opportunities and barriers associated with the successful integration of Latin American immigrants into U.S. society. The paths toward integration, and the outcomes such paths produce, are significantly shaped by the particular historical events surrounding each of the immigrant generations that have come to make up what is the United States today. Today it is the “rise of ant-immigrant times” as Massey and Sanchez (2010) refer to it, which constitutes one of the most influential factors determining the integration paths of immigrants, their children and later generations here and abroad. At least two other sets of factors appear to be driving views toward immigrants and, consequently, becoming potential hurdles to successful integration. One is the severe economic crisis that began at the end of 2007. The other is a growing discontent, and at times intolerance, with policies, governmental officials, groups or views different from one’s own as evidenced by

public opinion polls, academic studies and the ‘eliminationist’ language and threats of violence that are increasingly visible in the conventional and new media. Immigration is at the center of this discontent and an increasingly hostile climate compels us to consider the impact of such climate for past and future immigrant generations.

In this course, we will pay special attention to those events and will focus most intently on the causes and consequences of the movement of immigration enforcement and policy-making from the federal to the state and local government levels. The introduction of an Arizona-style bill in the Nebraska Legislature (LB 48) on January 6, 2011, the expected introduction of additional bills aimed at repealing Nebraska’s in-state tuition benefits for unauthorized immigrant students and supporting the repeal of birthright citizenship granted by the 14th amendment of the U.S. constitution, provide us with a ready-made laboratory to learn and engage with these historical phenomena first-hand.

Geography also matters, and we will have an opportunity to compare cities, old and new destinations, rural and urban areas, as the contexts within which immigrants and older residents engage in what is ultimately a bidirectional process of integration.

This is a service learning course and the readings will be front-loaded, toward the first part of the semester, while the service learning project will occupy most of our time during the second part.

Because many of the events with which we will be dealing with are very fluid, this syllabus is subject to change without too much advanced notice. It is the student’s responsibility to keep track, daily and weekly, of where we are in the syllabus. Blackboard announcements, announcements in class, and group emails will be the main vehicles for communicating changes, assignments, updates, and any other course-related information.

Course Objectives

1. Review the roots and make-up of contemporary migration trends.
2. Examine theories and conceptual debates about the forces shaping integration, assimilation, the changing definitions and practices of citizenship, and the outcome of these various processes for different Latin American migrant groups and generations.
3. Review evidence about how immigrants are reshaping various dimensions of American society and the state of Nebraska, and vice versa.
4. Examine how states and municipalities are addressing their changing demographics. What are the successful integration practices and positive impacts emerging from communities across the country?
5. Understand why states and local governments are increasingly involved in immigration policy. What is the nature of those policies? (e.g. enforcement or

integration)? What are their potential consequences for migrants, our communities, the U.S.?

6. What does an uncertain fiscal environment mean for integration efforts?
7. How can civically-engaged students contribute to the education and responsible civic participation practices of our communities? [SL project]
8. Improve analytical writing and critical thinking skills.

Course Requirements:

Attendance: This is a highly interactive course and learning is not solely and individual, but a group, process. Thus not attending, or being ill prepared for class, not only affects your individual grade but you classmates' opportunities for learning based on your contributions. In addition to short lectures, group dynamics will be introduced to facilitate such learning. If you miss more than three classes in the semester you will suffer a one-grade reduction in your final grade. Talk to me if you are having problems or medical emergencies.

Class participation: I expect you to have done all the assigned readings and allowed time to reflect upon them before you come to class. That means you cannot be finishing your readings just before you come to class. You need to schedule a block of time days before, and then schedule time before class to review your notes and reflect upon them one more time. Everyone is expected to contribute to the group dynamics as well as join in all class discussions. You are encouraged to review related media stories and additional materials on a particular immigrant group you may be interested in studying further but which we cannot adequately cover in class. The quality of your comments is more important than the quantity. Group dynamics will generally consist of dividing the class into several groups to briefly discuss your interpretations of that week's readings, summarize those reflections and share them with the rest of the class. Reflection questions will be posted on Blackboard, under "Tasks," some time before class so that you may begin to prepare your in-class comments for your group. However, you are encouraged to comment on any other aspect of the readings not addressed by the question. Some discussions or lectures may be "virtual," through Blackboard's "Discussion Board" or newer technologies.

Reflection Papers: There will be two reflection papers. These papers will be based on a reflection question (or questions) which will be posted ahead of time via the 'Assignments' function of blackboard. The papers should be no longer than three pages (single-spaced). They should not be a descriptive summary of the readings but an analytical and critical synthesis of the main arguments advanced by each reading. They must have a title, author (you) and date at the top center of the page

and include citations and references according to one of the acceptable editing styles (American Sociological Association is preferable). Points will be deducted if citations are inadequate. Writing quality and content will be graded as well. Reflection papers allow you to master the art of critical analysis and synthesis. That is, to identify the theoretical, argumentative and methodological differences and similarities among an interrelated set of readings. They also contribute to your cumulative knowledge about a particular topic by, among other things, forcing you to re-examine against the best possible evidence and rigorous analysis, deeply held assumptions, values and normative judgments. You should remember key authors, their central theories and arguments and data about immigrants from reliable sources and from here on out.

Wikipedia and internet sources that are not subject to the review of academics, professional editors and recognized experts will not be considered reliable sources to support your arguments. You may use them to illustrate how bloggers or web sources are treating the subject. When in doubt, ask the librarian, the writing center [which I suggest you use profusely] or me.

Reflection papers due dates: The first reflection paper is due Thursday, February 17. The second is due Thursday, April 21. You must submit both papers via the “Assignments” function on blackboard. Papers submitted after 10:00 am on the due date will not be accepted and you will be locked out by blackboard after that time.

Service Learning Project and Presentations:

There will be two opportunities for service learning:

1) Developing and disseminating educational materials, or providing vehicles for the community to learn about the nature of state and local efforts to control immigration, and their impact on the integration of Latinos in Nebraska. Organizations such as the ACLU will partner with us to organize a community forum at the end of the project. Students from the “Leadership and Citizenship” at South High School will be our partners under the Service Learning Academy P-16 Initiative.

2) Capturing the histories of Latina immigrant women who are members of the “Intercultural Senior Center.”

You must sign up to one of these two projects by the week of February 3. Final Presentations will take place between the weeks of April 28 and May 5 and will be determined in consultation with our South High and community partners.

Graduate students must submit a critical review of a journal article on immigration or integration chosen from a leading immigration or social science journal on April 6 by midnight. A list of such journals and suggestions for writing the review will be provided separately later on in the semester.

Student Evaluations and grading scale:

Class participation	50 points
Reflection paper #1	100 points
Reflection paper #2	100 points
Service Learning Project (Includes journals, presentations, production of information materials, site visits, team evaluations)	150 points
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TOTAL	400 Points
Graduate Students critical review (Worth 50 points. Any points deducted in the grading of this review will be deducted from the total grade)	no additional points

Final grades will follow straight percentages (100% =A, 90=B and so forth). Pluses will be granted to students who score at least 97% within a particular grade range and minus to students who score 92% or below within each grade category.

Additional Ground Rules [to be discussed and revisited in class as necessary]

No late papers or assignments will be accepted unless convincing evidence of extenuating circumstances is provided. Points will be deducted for each day the paper is late if evidence only partially justifies the granting of additional time. Incompletes will not be granted except in extremely deserving circumstances.

Plagiarism will not be tolerated and will result in a failing grade. If you are not sure whether you are plagiarizing, visit the UNO website for student integrity rules. <http://www.unomaha.edu/graduate/studentrights.php?p=integrity&t=c> and the UNO writing center: <http://www.unomaha.edu/writingcenter/resources.php>

Immigration and immigrant integration are vast subjects. We can only scratch the surface in each of these classes and give students the foundation, as well as critical thinking and writing skills to continue their research in these topics. Your own

initiative as an active learning is the key to success. I have provided you with a number of resources, both in the syllabus and on the OLLAS website, to assist you further in your quest for knowledge.

Immigration and immigrant integration/assimilation are hotly contested issues in the realms of public opinion and the media. I don't intend for you to agree with my views or anyone else's in the class. My hope is that, together, we open a space for enthusiastic learning, and even spirited discussions, respecting the rules of engagement we would have agreed to at the beginning of the semester.

IMPORTANT NOTE: I do not intend to entertain complaints about your assignment partners. You are adults and you should find a fair, democratic and honest resolution to any disagreements that may arise. Your adult status will be particularly important as we work with High School students for whom you inevitably become mentors and leaders.

Class Readings and other class and research resources: Your assigned readings will be placed on blackboard at the beginning of the course and soon after will be located on E-Reserve.

In addition, a list of suggested websites, journals and other readings can be located under "Course Information" on Blackboard and on the OLLAS website

<http://www.unomaha.edu/ollas/readings.php> **How to find your course in Blackboard and E-Reserves:** Because students are enrolled under different course numbers, for purposes of accessing Blackboard and E-Reserves, the course title is as listed at the top of this syllabus: LLS 4910-001 MERGED: Latino migration and integration GR&UN

E-Reserves: Students may access E-Reserves at <http://eres.unomaha.edu/eres/default.aspx> , or through the "Course Reserves" section of the UNO Library homepage. **Password for this course is: gouveia49.**

Films and videos will be part of the class as time permits.

Web resources on syllabus: make sure you copy and paste the web pages, browse by title if cannot find them, and test the browser on your computer early in the week so you are not surprised by not being able to locate the page. Let me know if you encounter any problems after doing all you can to find it.

To find you must look. To be a researcher you must research. To be an active learner you must actively seek the information, alone or with your peers. My time is limited and you must utilize other resources on campus when appropriate (e.g. reference librarian, writing center). Keep up with the news! Visit reputable web-sites, read newspapers daily, peruse the latest updates on immigration and related issues from specialized think tanks. You can read anywhere, anytime. Write constantly!!

Tentative Schedule of Readings and Class Assignments

First Part

(Be sure to keep track of changes on a regular and daily basis)

Jan 13 Topics: Brief introduction to: Latino migration and integration
Demographic shifts and profile of Latinos and the
Foreign born

Readings: Latinos in the United States 2010 by Rogelio Saenz. **Population Reference Bureau** (December 2010 [on Blackboard and OLLAS website])

Required attendance to lecture by Professor Saenz. 5:00-7:15 pm CPACS 132

Jan 20 Topics: Review of Syllabus [must read carefully and be ready for questions] and review of Professor Saenz reading and lecture. Historical roots of ‘illegal’ and U.S. policies

Readings:

Jorge Durand and Douglas S. Massey New World Orders: Continuities and Changes in Latin American Migration The ANNALS of the American Academy of Political and Social Science July 2010 630: 20-52, doi:10.1177/0002716210368102 [Can be found on blackboard or through UNO library data bases].

Mae M. Ngai, Impossible Subjects: Illegal Aliens and the Making of Modern America. Princeton: Princeton University Press, 2005. Chapters 2, 4 [on Blackboard]

Migration Policy Institute: More than IRCA: US Legalization Programs and the Current Policy Debate By Donald M. Kerwin, Migration Policy Institute. On MPI Website: <http://www.migrationpolicy.org/pubs/legalization-historical.pdf>

Additional Resources: <http://pewhispanic.org/files/factsheets/59.pdf>

Part II

Jan 27 Topic: Integration in anti-immigrant climates: Immigration policies and attitudes

Readings:

“The Rise of Anti-Immigrant Times” by Massey and Sanchez in Brokered Boundaries. [On blackboard]

“Theoretical Framework: Social Structure, Group Threat, Racism, & Self Interest” (Ch.2) and “Conclusion” (Ch. 8) by Michael Sobczak in American Attitudes Toward Immigrants and Immigration Policy [On Blackboard]

“Illegal Immigration Backlash Worries, Divides Latinos. Executive Report” by Mark Hugo Lopez, Associate Director, Rich Morin and Paul Taylor. Pew Hispanic Center. On PEW: <http://pewhispanic.org/reports/report.php?ReportID=128>

“Weighing the Costs and Benefits of Mexican Immigration: The Mexican- American Perspective” by Tomas R. Jimenez in Social Science Quarterly. [On Blackboard]

Feb 3 Topic: Immigration policies move to local and state levels.
Meeting with South High School Students and SL partners

Readings: background for Service Learning projects –mostly brief articles.

“Immigration Enforcement by State and Local Police: The Impact on the Enforcers and their Communities” by Michelle Waslin in Taking Local Control. [E-Reserve or Blackboard].

Legislative bill 48: [on Nebraska Legislature website and blackboard]-
<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB48.pdf>

“The Demographic Impacts of Repealing Birthright Citizenship.” Migration Policy Institute website: <http://www.migrationpolicy.org/pubs/BirthrightInsight-2010.pdf>

“Corn and Country: Nebraska, Mexico, and the Global Economy” by **Julie Greene** in Dissent. Website: <http://www.dissentmagazine.org/article/?article=3677>

“Aging immigrants could strain 2 countries” by Eduardo Porter and Elisa Malkin. New York Times. Thursday, August 4, 2005.
<http://www.nytimes.com/2005/08/03/business/worldbusiness/03iht-retire.html>

Recommended: 1) CNN on Fremont’s ordinance: http://articles.cnn.com/2010-06-22/us/nebraska.immigration_1_immigration-policy-farmers-branch-ordinance?_s=PM:US. 2) Review press articles about Senator Janssen’s bill on an Arizona-style law; Fremont, Nebraska’s ordinance; and other potential bills repealing citizenship and in-state tuition in Nebraska.

Feb 10 Topic: Theoretical perspectives and comparative research on assimilation/integration

Readings:

“Assimilation’s Bumpy Road: the Melting and the Pots” by Rubén G. Rumbaut in American Democracy and the Pursuit of Equality. [Blackboard or E-Reserve]

“Evaluating Migrant Integration: Political Attitudes across Generations in Europe” by Rahsaan Maxwell, International Migration Review. [E-reserve]

“Trying for the American Dream: Barriers to Making the United States Home” (Ch. 2) by Fraga et al in Latino Lives in America. [E-reserve]

Resources: 1) “Realms of Integration: Family, Education, Work and Health.” By Marta Tienda et al in Multiple Origins, Uncertain Destinies: Hispanics and the American Future <http://www.ncbi.nlm.nih.gov/books/NBK19810/pdf/TOC.pdf>

2) Migration Policy National Center on Immigrant Integration Policy <http://www.migrationinformation.org/integration/Institute>

Feb 17 Reflection paper # 1 due

Topic: Political power, civic engagement and redefining citizenship

“The Omaha Site: Migrant Civil Society Under Construction by Gouveia. Et al. OLLAS website: <http://www.unomaha.edu/ollas/pdf/The%20Omaha%20Site.pdf>

“New homes in New Communities: Living in Rural America” Ch. 5 by Fraga et al in Latino Lives in America.” [E-Reserve or Blackboard]

“Civic and Political Engagement.” Ch. 9 by Kasinitz et al in Inheriting the City. [E-Reserve or Blackboard].

Resources: 1) PEW study on redistricting and Latino political power: <http://pewhispanic.org/files/reports/132.pdf> 2) People’s Global Action statement in Mexico City: <http://www.accionglobalmexico.org/doc/PGA-FinalStatement.pdf>. 3) National Alliance of Latin American and Caribbean Communities (NALACC): <http://www.nalacc.org/index.php?id=68&L=1>

Feb 24 Topic: jobs, the economy and impacts on migration and integration

Readings:

“Introduction” (Ch. 1) and “Coping with *La Crisis*.” (Ch.2), 2010. In Mexican Migration and the U.S. Economic Crisis by Wayne Cornelius et al. [E-Reserve or Blackboard]

Working in the Shadows by Gabriel Thompson–selective chapters. [E-Reserve or Blackboard]

“The Worlds of Fathers and Mothers,” (Ch. 2) in Inheriting the City . [E-Reserve or Blackboard]

Resources: 1) PEW Hispanic Center: After the Great Recession: Foreign Born Gain Jobs; Native Born Lose Jobs: <http://pewhispanic.org/files/reports/129.pdf> 2) Immigration Policy and Less-Skilled Workers in the United States. MPI website: <http://www.migrationpolicy.org/pubs/Holzer-January2011.pdf> 3) International Labour Migration: A Rights-based Approach: http://www.ilo.org/public/english/protection/migrant/download/rights_based_approach.pdf

3) “The Impact of Immigrants in Recession and economic Expansion” by Peri-MPI report: <http://www.migrationpolicy.org/pubs/Peri-June2010.pdf>

4) Presentation by author: <http://migration.ucdavis.edu/rs/files/2010/peri-immigration-economic-crisis.pdf>

March 3 Service Learning Week-Activities TBA

March 10 Service Learning Week -Activities TBA

March 17 Service Learning week-Activities TBA

March 24 No classes: Spring Break/ SL TBA

March 31 Topic: English, Crime and the media,

Readings:

“The immigration-crime nexus and post-deportation experiences: en/countering stereotypes in southern California and el Salvador” by Kathleen Dingeman and Rubén g. Rumbaut University of La Verne Law Review [Vol. 31:2]. [E-Reserve]

“Promoting Stalemate: The media and US Policy on Migration” by Roberto Suro, 2009, in Migration, Public Opinion and Politics. [Blackboard or E-Reserve]

Resources: 1) Watch Roberto Suro’s presentation at OLLAS’ conference on the OLLAS website [forthcoming]. 2) Fear and Loathing. Immigration News in Prime Time <http://mediamattersaction.org/static/pdfs/fear-and-loathing.pdf> 3) PEW: English <http://pewhispanic.org/files/reports/117.4.pdf>

April 7 Topic: migration, integration and race in old and new destinations

Readings:

“New Immigrant Destinations and the American Color Line” by Helen Marrow in Ethnic and Racial Studies [On E-Reserve]

“Rural Residence as a Determinant of Attitudes toward US Immigration Policy” by Katherine Fennelly:
http://www.hhh.umn.edu/people/kfennelly/pdf/ruralresidence_determinant.pdf

“Problem Mexicans: Race, Nationalism and Their Limits in Contemporary Immigration Policy” Plus “Conclusions” and “Epilogue” by Lina Newton. Pp.137-181 in Illegal, Alien or Immigrant. [E-Reserve or Blackboard]

April 14 Topic: Integration for the second generation and beyond

Readings:

“Immigration and Adult Transitions” by Rubén G. Rumbaut and Golnaz Komaie, 2010, in The Future of Children website:
http://futureofchildren.org/futureofchildren/publications/docs/20_01_03.pdf

“I can’t go to college because I don’t have papers: Incorporation Patterns of Latino Undocumented Youth” by Leisy Janet Abrego in Latino Studies 2006. [E-reserve or Blackboard]

April 21 **Reflection Paper # 2 Due**

Topic: Migration and integration policies and programs for the future

Readings:

“Conclusion: Immigration and Public Policy” by Portes and Rumbaut. (Ch. 10) in Immigrant America-latest edition. [Blackboard or E-Reserve]

“Good Neighbors and Good Citizens” by Pickus and Sherry in Debating Immigration, 2008, by Carol Swain. [Blackboard or E-Reserve]

Brokered Boundaries by Massey and Sanchez. Ch. 9: Identity, Integration and the Future. [Blackboard or E-Reserve]

“Immigrant Contributions in an Aging America.” by Dowell Myers. Essay published by Federal Reserve Bank of Boston.
http://csii.usc.edu/documents/myers_immigrants_contribution.pdf

April 28 Service Learning Community Forum- TBA

May 5 Final projects and presentations due [This is *Cinco de Mayo* so we will wait for the schedule of community events to determine the best format and timing for these final assignments]

Additional resources:

1) Visit and navigate the OLLAS website for a more complete list of the required and other recommended readings and other resources.

2) The New York Times and the Omaha World Herald available free to students across bins on campus. Read them and read other local papers on a regular basis. Immigration and integration are fast-moving topics and learning will depend mostly on how much you read and how much you write. See recent study here: **Student tracking finds limited learning in college:**
<http://omaha.com/article/20110118/AP09/301189919>

3) Rubén Rumbaut compiled a list of resources on the integration topic.
<http://contexts.org/articles/winter-2008/rumbaut/>