

Prof. David FitzGerald, dfitzgerald@ucsd.edu

Reader: Catherine Potmesil, cqpotmesil@ucsd.edu

Class: T/Th 3:30-4:50pm in Center Hall 222

Office hours: T/Th 5-6pm in SSB 462

WHY TAKE THIS CLASS?

This class is an introduction to how immigration and ethnoracial processes have influenced each other over the last two centuries. Most of the class will be spent discussing the United States, including a focus on California, as it compares to Europe and the United Arab Emirates. We will discuss how racial categories such as “white,” “Latino,” and “Asian” emerged; the extent to which different immigrant groups are integrating into their host societies; host reactions toward immigrants; and ethnic features of the economy. One of the goals of the course is to adopt a researcher’s mindset: In an era of “fake news” and “alternative facts,” what are the empirical questions we have to explore to adequately discuss the claims made in the political sphere or by scholars?

READINGS:

You are expected to read all of the sources listed (about 25-50 pages per class). All of the readings without a hyperlink are on Canvas.

WRITING ASSIGNMENTS AND EXAM:

Eleven times during the quarter, you will write in-class 5-minute essays reacting to our readings, films, and discussion. There is no make-up for missed mini-reactions, but the lowest grade will be automatically dropped.

The mid-term will take place in class on Feb. 13.

If you would like Extra Credit, you can earn up to 5 points added to your final grade by giving an oral presentation to the class on March 11 in which you discuss a contemporary news article using the analytical tools developed in this class.

The final paper is a “Linking Biography and Social Structure” assignment to interview two immigrants and relate their experiences to the themes developed in this course. You will develop a semi-structured interview guide, conduct two original anonymous interviews, and write a paper that links the biography of these individuals to the social structures we have discussed in class and assesses how typical or atypical their experiences are of other people who are similarly situated.

You will only be graded on your written work. Academic integrity is an integral part of being a student and a scholar. You must do your own work and credit others for their work. UCSD regulations on academic integrity will be strictly enforced. If you have questions about what constitutes plagiarism, please ask before turning in the assignment. See <https://academicintegrity.ucsd.edu/> for details.

GRADES:

- 30%: 10 discussion reactions (worth 3 points each)
35% Midterm
35% Linking Biography and Social Structure Assignment
- 2% semi-structured interview guide
 - 3% uploaded interviews
 - 30% final paper

If you are struggling, please contact me as soon as possible.

CLASS DISCUSSION:

Immigration is often an emotionally and politically-charged topic. Opinions from all points of view are welcomed. Please express them in ways that are respectful of all of us. Do not record or distribute material from anyone in class (including fellow students, guest speakers, or the professor) without their permission.

COURSE OUTLINE:

Jan 7. Overview

Introduction and syllabus review

Jan 9. The Social Construction of Race/ Ethnicity

Read:

Davenport, Lauren. 2020. "The Fluidity of Racial Classifications." *Annual Review of Political Science* 23 (1): 221–40.

Jan 14. Ethnic boundaries

Read:

Wimmer, Andreas. 2008. "The Making and Unmaking of Ethnic Boundaries: A Multilevel Process Theory." *American Journal of Sociology* 113:970-1022.

Jan 16. Whiteness

Read:

Barrett, James R., and David Roediger. 1997. "How White People Became White." In *Critical White Studies*, edited by Richard Delgado and Jean Stefancic, 402–6. Temple University Press.

Jan 21. Belonging in the UAE? * Synchronous Zoom class at <https://u-tokyo-ac-jp.zoom.us/j/89868068093>

Guest speaker: Hee Eun Kwon, Postdoctoral fellow, Tokyo College

Fargues, P. (2011). Immigration without inclusion: non-nationals in nation-building in the Gulf states. *Asian and Pacific Migration Journal*, 20(3-4), 273-292.

Jan 23. Migration and the University. * Synchronous Zoom class at <https://ucsd.zoom.us/j/93128510759>

Guest speaker: Karina Shklyan, PhD, UCSD

Read:

Migration Policy Institute 2021, “International Students in the United States,” Washington DC, <https://www.migrationpolicy.org/article/international-students-united-states>

American Immigration Council 2023, “Undocumented college students,” Washington DC, https://www.americanimmigrationcouncil.org/sites/default/files/research/undocumented_students_in_higher_education_2023.pdf.

Jan 28. Pan-ethnicity

Read:

Okamoto, Dina, and G. Cristina Mora. 2014. "Panethnicity." *Annual Review of Sociology* 40(1).

Jan 30. U.S. selection

Read:

FitzGerald, David and David Cook-Martin. 2014. “The United States: Paragon of Liberal-Democracy and Racism” in *Culling the Masses: The Democratic Origins of Racist Immigration Policy in the Americas*. Cambridge: Harvard University Press.

“The Next America,” Pew Research Center, April 10, 2014. <https://www.pewresearch.org/social-trends/2014/04/10/next-america/#Americas-Racial-Tapestry-Is-Changing>

Feb 4. California

Read:

FitzGerald, David and John Skrentny. 2021. “Lessons from California” in *Immigrant California*. Stanford University Press.

Colbern, Allan. 2021. "Immigration Policy" in *Immigrant California*. Stanford University Press.

Feb 6. Assimilation

Read:

Gordon, Milton M. 1961. "Assimilation in America: Theory and reality." *Daedalus* 90:263-285.

Feb 11. The second generation

Read:

Haller, William, Alejandro Portes, and Scott M. Lynch. 2011. "Dreams fulfilled, dreams shattered: Determinants of segmented assimilation in the second generation." *Social Forces* 89 (3):733-762.

Alba, Richard, Philip Kasinitz, and Mary C. Waters. 2011. "The kids are (mostly) alright: Second-generation assimilation: Comments on Haller, Portes and Lynch." *Social Forces* 89 (3):763-773.

Feb 13. Mid-Term Exam in class

Feb 18. Redefining the mainstream?

Read:

Jiménez, Tomas R., and Adam L. Horowitz. 2013. "When White Is Just Alright How Immigrants Redefine Achievement and Reconfigure the Ethnoracial Hierarchy." *American Sociological Review*.

Feb 20. Multi-ethnicity

Read: Lee, Jennifer, and Frank D. Bean. 2012. "A postracial society or a diversity paradox?" *Du Bois Review* 9 (2):1-19.

Feb 25. Historical perspectives on multi-ethnicity in San Diego & Imperial Counties

Due: Semi-structured interview guide

Read:

Leonard, Karen. 1993. "Historical Constructions of Ethnicity: Research on Punjabi Immigrants in California." *Journal of American Ethnic History* 12:3-26.

Watch:

“San Diego: Celebrating Mexipino History”. *San Diego Union Tribune*,
<https://www.youtube.com/watch?v=v6KiiQC4zSM> (26 min)

Feb 27. Unauthorized migrants and assimilation

Read:

García, Angela S. 2014. “Hidden in Plain Sight: How Unauthorised Migrants Strategically Assimilate in Restrictive Localities in California.” *Journal of Ethnic and Migration Studies* 40(12):1895–1914.

March 4. Mixed legal status families

Due: 2 uploaded interviews for final assignment

Guest speaker: Alelí Andrés, PhD student, Department of Sociology, UCSD

Read:

Menjívar, Cecilia, and Leisy Abrego. 2012. “Legal Violence: Immigration Law and the Lives of Central American Immigrants1.” *American Journal of Sociology* 117 (5): 1380–1421.

March 6. Ethnicity and the Economy

Read:

Waldinger, Roger. 2005. "Networks and niches: the continuing significance of ethnic connections." In *Ethnicity, Social Mobility, and Public Policy: Comparing the USA and UK*, edited by Glenn C. Loury, Tariq Modood, and Steven M. Teles. Cambridge: Cambridge University Press.

Listen:

“How Vietnamese Americans Took Over The Nails Business” NPR,
<https://www.npr.org/2019/05/19/724452398/how-vietnamese-americans-took-over-the-nails-business-a-documentary> (6 min)

March 11. Extra Credit Oral Presentations

March 13. Integration in Europe

Read:

Simon, Patrick. 2017. The failure of the importation of ethno-racial statistics in Europe: debates and controversies, *Ethnic and Racial Studies*, 40:13, 2326-2332.

Watch:

Chanteloup, My France <https://video.alexanderstreet.com/watch/chanteloup-my-france>
(15 min)

March 17. Final paper due 6pm on Canvas

OPTIONAL RESOURCES

- Portes, Alejandro and Ruben G. Rumbaut. 2024. *Immigrant America: A Portrait*, 5th Ed. University of California Press.
- Hein de Haas, Stephen Castles, and Mark J. Miller. 2020. *The Age of Migration: International Population Movements in the Modern World*, 6th Ed. Guilford Press.
- [Migration Policy Institute](#)
- [International Organization for Migration](#)
- [U.S. Department of Homeland Security Statistics](#)
- [Center for Comparative Immigration Studies](#) at UCSD

SERVICE OPPORTUNITIES IN SAN DIEGO

- <https://ccis.ucsd.edu/programs/service-opportunities.html>
- <https://www.rescue.org/volunteer-opportunities/san-diego-ca>
- <https://sdrefugeetutoring.com/>