COMPARATIVE IMMIGRATION

1. Course Description

This course surveys and compares the immigration of Europeans, Asians, and Latin Americans to the United States since the late nineteenth century. To a large extent, this comparison focuses on European immigration of the period 1880-1924 in comparison with the Mexican, Central American, Middle Eastern, and Asian immigration since 1965, hoping thereby to command the major policy issues. However, the course also offers some comparative coverage of current world immigration as well. The purpose of this course is to provide a factually grounded survey of immigration experience of ethno-racial groups that migrated voluntarily to this country with some comparison to contemporary immigration to Europe. The criterion of voluntary migration distinguishes whites, Asians, and Latin Americans from African Americans, whose "immigration" was involuntary. However, the course will pay some attention to the relationship of African Americans to various immigrant groups.

The course addresses current and past immigration policy, a topic of great public concern. Classrooms like ours are virtually the only place in the United States where honest and fair discussion of tough immigration issues can be expected. We will all be polite to one another to guarantee that this discussion is possible. Unfortunately, the surprise attacks of Sept. 11, 2001 pushed the policy debate about immigration way toward restriction and moved immigration to the top of the domestic policy agenda. The 9-11-01 terrorists were Saudi Arabian and Dubai citizens some of whom were in the United States illegally. Had they been excluded from the United States by immigration law and enforcement policy, they could not have carried out their murderous enterprise. Possibly others like them are even now plotting new crimes. Therefore, liberal immigration policy is increasingly seen as a Trojan horse that permitted hate-crazed religious fanatics to attack the United States. The changed policy debate even carries over to the history of immigration policy, which revisionist historians now approach from conservative points of view that were not heard in the past. The required book by Otis Graham is an example of this new trend.

This course deals with immigrants and with immigration's immediate consequences. It contrasts and compares cultural backgrounds, the context and causes of migration, the migration process, immediate settlement issues, and immigrant generation conflict and accommodation with American society. However, it does not extensively deal with assimilation issues among the descendants of immigrants. The Sociology Department has a course called “comparative acculturation and assimilation” that does this. In this course, Sociology 151, we try to balance discussions of the historic past and the present, avoiding narrowly technical discussions of legislative details or research methodology while sketching the causes and immediate consequences of the migrations.
treated. We also try to balance treatments of Europeans, Asians, Middle Easterners, Mexicans and Central Americans so that the course contains exposure to each region's emigrants.

Nothing will be posted on the web except this syllabus. If you want to find out what happened in class, you need to attend class. Copies of review questions will, however, be posted on the bulletin board adjacent to the instructor’s office, Haines 255, after they have been released to class meeting.

2. Administrative Details
Instructor: Ivan Light, PhD, Professor of Sociology
Mailing Address: Department of Sociology, Box 951551 UCLA, Los Angeles CA 90095
Office Hours: TBA
Telephone: 310-825-4229
Email: light@soc.ucla.edu
Instructor’s Office: Haines 255A
Class Meetings: 11:00 to 12:15pm, Tuesday and Thursday
Classroom: Public Policy Bldg 1234
Teaching Assistant: Pilar McKay
TA office: TBA

3. Required Reading
You are not required to buy any reading. You are only required to read it. All reading is on reserve in the Reserve Service of the Powell Library. You can read it there without having to purchase it. Starred (*) books are also for sale in the ASUCLA book store. Double starred (**) Xerox edition is the Sociology 151 reader that Course Reader Material sells. To buy it, go to 1141 Westwood Blvd., or call 310-443-3303. Students can buy required and recommended books on line from www.amazon.com. These companies will deliver books ordered in three days to you by ordinary mail. Requisition number: 207159, 3-3-06.


Pt 1: From the Founders to . . . a System of Limitation, pp. 3-56
Pt 2: Benefits and Erosion of the National Origins System, pp. 57 - 86
Pt 3: Second Great Waves and the Return of Mass Migration, pp. 87-152

*Frank D. Bean and Gillian Stevens. 2003. America’s Newcomers and the Dynamics of Diversity. NY: Russell Sage Foundation. This is our basic text. It is centrist and empirical in character. Main problem: it stresses Latinos, and tends to ignore Asians and Middle Easterners.
Chapter 2
Migration Flows, Theories, and Contexts

Chapter 3
Mexico and Unauthorized Migration

Chapter 4
Immigrant Welfare Receipt: Implications for Policy

Chapter 5
The New Immigrants and Theories of Incorporation

Chapter 6
Immigrant Economic Incorporation

Chapter 7
Linguistic Incorporation among Immigrants

Chapter 8
Patterns of Marriage

Chapter 9
The Economic and Fiscal Consequences of Immigration

*Min, Pyong Gap, ed. 2002. Mass Migration to the United States: Classical and Contemporary Periods. Walnut Creek: Altamira. In this collection, the authors compare current immigration with the new immigration of 1880 to 1924.

Chapter 1
Charles Jaret, “Anti-Immigrant Attitudes and Actions During Two Eras of Mass Migration.” Pp. 21-65

Chapter 2

Chapter 4
Chapter 5

Chapter 6

** “Revisiting the New Immigration, 1880-1920: Documents and Commentary” edited by Ivan Light. Los Angeles: Course Reader Materials, 1141 Westwood Blvd., or call 310-443-3303. This text assembles 19th and early 20th century authors, including experts on immigration, to expose you to what informed discussion contained in this period. Read pages: 3-113

4a Suggested Readings, not Required

4b. Sequence of Topics
Meetings
4/4. Instructor’s introduction

Part 1: Documents of the New Migration, 1880-1924
4/06. Light, ed. Revisiting the New Immigration, pp. 3-67
4/11. Light, ed. pp. 68-113

Part 2: Immigration Law and Policy
4/13. Graham, pt. 1
4/18. Graham, pt. 2
4/20. Graham, pt. 3

Part 3: Current Immigration to the USA
4/25. Bean and Stevens, ch. 2
4/27. Midterm Examination: parts 1, 2 only

5/02. Bean and Stevens, ch. 3
5/04. Bean and Stevens, ch. 4
5/09. Bean and Stevens, ch. 5
5/11. video on immigrant criminality
5/16. Bean and Stevens, ch. 6
5/18. Bean and Stevens, ch. 7
5/23. Bean and Stevens, ch. 8
5/25. Bean and Stevens, ch. 9

Part 4: Comparative Immigration, Old and New
5/30. Min, ed. Ch 1 by Jaret
6/01. Min, ed. Ch 2 by Zhou
6/06. Min, ed. Ch 4 by Min
6/08. Min, ed. Ch. 6 by Beveridge

6/14. Final Examination: Parts 3, 4 Only
       12:30 to 2:30

5. Grading
Instructor awards final letter grade on the basis of total points earned on the scale below. There are 10 extra-credit points available. No one need fail, but some always manage to accomplish it. From time to time, the instructor will announce opportunities for students to earn an additional extra credit point by attending a campus lecture on the topic of immigration. Be sure to get checked in when you do this if you want the 1 point credit.

Students earn one point per section meeting attended up to a maximum of five. Students write a midterm examination based on parts 1 and 2 only. They write a final examination based on the required reading and lectures in parts 3 and 4. They also complete an external written assignment with the option of either (a) a book review or (b) a life history.

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<th>Grade</th>
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<tr>
<td>A+</td>
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<td>A</td>
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<td>A-</td>
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<td>60-64.4</td>
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<td>F</td>
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Book Review | Life History
Option | Option
Final Examination | 55 | 55
Review questions for the final examination and midterm examination will be handed out in class on April 20, and June 8. Review questions will list all the questions that could possibly appear on the examination. Usually there are four times as many questions on the review sheet as will in fact be asked on the test. You are expected to be able to answer all the questions on the review sheet; and there is no choice on either exam. One answers all the questions on the test. There will be ten short-answer questions and three essay questions on the final examination; no short answer questions and two essay questions on the midterm. Students should bring blue books to the examinations, and write in blue or black ink only.

6. Writing Assignment Options

A. Book Review Option
Students must complete a written assignment of up to 10 typewritten pages. They have a choice of how to complete the assignment. They may either write a book review or they may write up an immigrant's life history from a personally conducted interview, following the stipulated format in their write-up.

Please follow this format for the required reviews as well as for the extra credit reviews. Format is important. Papers should be double-spaced, typewritten, and submitted on 8.5 x 11 inch white paper. Number pages. None should exceed 10 pages including title page and list of references. All students should keep copies of their papers on disk. Do not fail to label each section:

1) **Title page** should contain your name and the title, plus bibliographical details (author's name, title of book, publisher, place of publication, date of publication, and date of first publication if different) of what you are reviewing. You do not need to footnote references to course texts.

2) **Description of contents** explains the book's orienting problem, its methods, data, and research design, if any. The orienting problem is the big question at issue, which the book seeks to answer. Try to define in your own mind what that big question is — if there is one. This task requires you to synthesize. Methods, data and research design refer to the manner by which authors obtained the information necessary to reach sound conclusions. Sometimes methods, data, and design are not clear in the text, and you have to characterize them on your own. In such cases, just explain how authors know about their subject if, in fact, they do know anything about it. Sad but true, authors sometimes don't know enough about their subject. The instructor wants you to ask how the author knows what he or she claims to know, and to evaluate the likelihood that the author's information and conclusions are correct. This section should be 2-4 pages long.
3) **Analysis.** This is the main section. It describes the author's results and compares these results with what you learned in class and from prior readings about the same or similar problems. This is the most important part of your review. Example: does the book you reviewed say something different than anything you read or heard in class? If so, was the lecture/text book/section wrong? If not, does your book amplify or expand the aforesaid without contradicting same? If so, how? (4-6 pages long). The instructor wants you to relate the contents of the book you read to the general course content, and to explain what you learned from it that you did not know or know so well from other reading.

4) **Evaluation.** Is this book/set convincing or unconvincing? Is it important or trivial? Does it represent a worthwhile contribution to your knowledge? (1-2 pages long) The instructor wants you to reach a conclusion about how good a book this was. You are not required to like the book you evaluate, but you are asked to have thoughtful reasons for rejecting or praising it.

**B. Life History Option**

Instead of a book review, students find and interview an immigrant who is at least 31 years of age. Interview should last at least two hours. Then they write up that immigrant's life history following the 3-section guidelines below. Students have the responsibility for finding a qualifying immigrant who is willing to be interviewed; instructor does not provide an interviewee.

(1) The interviewee must have entered the United States as an adult, e.g. must have been 21 years of age or older when he or she entered the USA for the first time. Additionally, interviewees must have resided in the USA for at least ten years at the time of the interview. Therefore, the immigrant must be at least 31 years of age. The intent here is to guarantee that interviewees have an adult perspective on their experience and enough experience in this country to have a story to tell.

(2) The interviewee should be of a different race or ethnicity or gender (any one is enough) from the student interviewer. Reason: objectivity. Student interviewers will identify overmuch with people too much like them; and they will lose their objectivity.

(3) Interview reports must follow these guidelines. Papers should not exceed 12, including section 1. Number your pages. Include all sections below.

Section 1: One page. Contains: the full name of your interviewee, his/her age, date of immigration, country of origin, and the date(s) when you interviewed that person, interviewee's telephone number.

Section 2: 5-6 pages. Interviewee's Life History. What the interviewee told you about (a) his/her overseas household's reasons for emigration, and how they made the decision to emigrate; (b) how the international travel was arranged for the interviewee and others of his/her household; (c) initial settlement experience in the USA including occupations, residences, community, and hardships. (d) Interviewee's current socio-economic status in the USA compared to status in country of origin (e) Interviewee’s current satisfaction with her/his decision to come to the United States.
Section 3: 4-5 pages. Analysis. This is the hardest section. You should analyze the life history in terms of the sociology of immigration, pointing out any points of compatibility and incompatibility between what you learned from course lectures and texts and what this person's life history taught you. The idea is to see your immigrant's story in the context of theoretical knowledge about immigration, not just as someone's idiosyncratic story. Anyone can do the latter; it takes training to do the former.

C. Extra Credit Book Report
Regardless of which one chose above, interview or book review, any student can earn up to 10 points extra credit by reviewing a book from the accredited list below. If you have already done one book report, this will be your second. If you selected the Life History option, this review will be your first. Follow the format indicated in section A above.

7. List of Books for Review
This is a list of approved books for review and extra credit. Several books have been ordered in small quantities at the UCLA book store, which lists them as “not required.” You may choose to buy any of these books to review. Otherwise, if none of the books below suits you, and none of the books at the ASUCLA book store suits you, you can suggest a book for review. If you have a book you would prefer to review it may be OK. You are at liberty to introduce books of your own choice and preference here, but they must first be approved by the instructor. Please obtain written permission, and submit same, stapled, with your book review. No permission, no credit for the review.


Ueda, Reed. *Postwar Immigrant America*. Boston: Bedford Books, 1994. Chs. 1-6. Good survey of immigration in the context of civil rights issues and legislation history. This was once used as a text in this course. Compare with Otis Graham to see how the perspective has shifted to the right in ten years.


Alejandro Portes and Reuben Rumbaut. *Immigrant America, 2d edition*. Los Angeles: Univ. of California, 1990. Chs 1-7. This used to be textbook for this course.


Clark, William A. V. *Immigrants and the American Dream: Remaking the Middle Class*. New York: Guilford, 2003. Good on Asians and California. Clark is Professor of Geography at UCLA. This is an excellent book.


Peter Brimelow, *Alien Nation*. This is a suggested book just because, although polemical, it is timely and controversial. It makes a vigorous political case against immigration, and it attracted much debate because of racist passages. Reading Brimelow, and dealing with his arguments, will certainly sharpen your views, pro or con immigration.


President Kennedy’s ghost-written book promoted a liberal and compassionate immigration policy that is now under attack from restrictionists like Otis Graham.


Macro-level review of American and world immigration since 1970


8. **Classroom Good Manners**

Please observe the following decorum for everyone's comfort. The teaching assistant will monitor infractions.

- Shoes and shirts with sleeves are required attire.
- No pets, except seeing-eye dogs
- No smoking, drinking, sleeping, or eating during class.
- If you must leave early, please sit near the door to minimize distraction.
- Please fill in the front rows when empty.
- No disruptive infants are permitted.
- Be polite during class discussions.

*END SOCIOLOGY 151 SYLLABUS*