

Immigration Politics and Ethnic Relations
POSC 555.01/SOC 455.01

Spring 2009

W 12:00-3:50

AC 209

Office Hours: MWR 4:00-5:00
and by appointment

Joel Fetzer

RAC 157

506-6250

joel.fetzer@pepperdine.edu

http://seaver.pepperdine.edu/academics/faculty/member.htm?facid=joel_fetzer

Course Description: This course examines immigration politics and relations between immigrants and the native-born in the United States, France, and Germany. Major topics include immigration history since the 1880s, immigration and citizenship policy, and public attitudes toward immigration. The class also covers the economic and ethical aspects of immigration and political asylum. Counts as one of the core courses for the Ethnic Studies Minor.

Prerequisites: None.

Objectives: This class aims to increase students' understanding of the history of modern immigration and immigration policy in three representative countries of the industrialized world and to teach one to evaluate critically various claims put forward about immigration and immigrants. The course should also help explain the causes of public attitudes toward immigration and familiarize students with the tools needed for further research in the field. Finally, the material should stimulate participants to think about immigration policy as a moral issue.

Requirements: Successful completion of this course will require attending class regularly and participating actively in class discussions and oral presentations (10% of grade), reading the assigned texts, performing creditably on the midterm (25% of grade) and final (35% of grade) examinations, and completing a 10-12 page research paper (30% of grade; due in class on Wednesday, April 22). In addition, students will participate in two required, all-day field trips to immigration-related sites in Los Angeles and the Central Valley. Readings for a given week should be completed by the beginning of Wednesday's meeting. The midterm will be given in class on Wednesday, February 18, and the final will take place Tuesday, April 28, from 1:30 to 4:00 p.m.

Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact the Disabilities Services Office (TCC 264, 506-6500) as soon as possible. Students needing to be absent during a religious holiday should also notify the instructor beforehand.

Academic dishonesty is inexcusable! Examples include writing notes on one's extremities and consulting said notes during a closed-book exam, forging the professor's signature,

down-loading term papers from the Internet, copying a paper from another student, hiring a graduate student to

write your term paper for you, and submitting the same term paper for two classes without having previously obtained the permission of both instructors. If you are caught cheating in this class, I will do my best to see that you at least receive an F for the course. The Seaver College Academic Integrity Committee may impose additional sanctions, including suspension from Pepperdine. In short, don't even think about it!

A student requesting a grade change on substantive grounds (e.g., the number of points given for a particular answer on an exam; substantive grounds do not include errors in adding up the total number of points for an exam) must submit her or his request to me in writing within one week of the date I returned the graded assignment to her or him. My response will be in writing and is subject to review by and carbon-copying to the chair of the Social Science Division.

Readings: The following works are *required* and may be purchased at the campus bookstore:

- Daniels, Roger. 2002. *Coming to America: A History of Immigration and Ethnicity in American Life*, 2nd ed. New York: HarperCollins.
- Ellingwood, Ken. 2005. *Hard Line: Life and Death on the U.S.-Mexico Border*. New York: Vintage.
- Fetzer, Joel S., and J. Christopher Soper. 2005. *Muslims and the State in Britain, France, and Germany*. Cambridge: Cambridge University Press.
- Gonzalez, Juan. 2000. *Harvest of Empire: A History of Latinos in America*. New York: Penguin.

Schedule:

Week 1 (Jan. 7): Scope and causes of international migration; Immigration in the United States (sources of immigration; the immigrant experience)
- Reading: Daniels, pp. 3-29, 66-100 & 121-158.

Week 2 (Jan. 14): American immigration and citizenship policy (Chinese Exclusion Act; Quota Acts of 1921 and 1924; Bracero program)
- Reading: Daniels, pp. 159-184 & 238-284; Ellingwood, pp. 3-92.

Week 3 (Jan. 21): American immigration and citizenship policy, cont. (Immigration Act of 1965; Illegal Immigration Reform and Immigrant Responsibility Act of 1996; jus soli; Patriot Act); Immigration Politics in California (sources of immigration, Los Angeles Chinatown Riots, Zoot-Suit Riots, César Chávez and the United Farm Workers, Prop. 187, Prop. 209, Prop. 227, 2005-2006 immigrant-rights marches)
- Reading: Daniels, pp. 101-118; Gonzalez, pp. ix-xx, 27-78 & 96-116; Ellingwood, pp. 93-164.

- Week 4 (Jan. 28): No class: compensation for LA field trip
 - Reading: Daniels, pp. 206-211, 214-232, 307-360 & 388-451.
- Week 5 (Feb. 4): Americans= reception of immigrants (Anti-Japanese Movement, Anglo/Latino relations; Sanctuary Movement; Determinants of public attitudes toward immigrants); Economic consequences of immigration; Midterm Review
 - Reading: Ellingwood, pp. 165-235; Gonzalez, pp. 129-148, 167-227 & 269-273.
 - **Note:** The latter part of class will be devoted to review for the midterm exam. Be sure to come prepared with questions about the previous weeks= material.
- Week 6 (Feb. 11): Tentative date for field trip to Los Angeles (Chinese American Museum, Chinatown dim sum restaurant, Japanese American National Museum, Islamic Center of Southern California)
- Week 7 (Feb. 18): Midterm exam
- Week 8 (Feb. 25): No class: compensation for Central Valley field trip
 - **Note:** No class March 4: Spring Break.
- Week 9 (March 11): Tentative date for field trip to migrant farm worker sites in Central Valley (National Chavez Center in Keene, United Farm Workers in Delano)
- Week 10 (March 18): Immigration in France (Modern French history in a nutshell; Sources of immigration since 1880s [Italians; German refugees of Nazi era; North Africans])
 - Reading: Fetzer and Soper, pp. 1-61.
- Week 11 (March 25): French immigration and citizenship policy (Wartime refugee policy; Recruitment during the ATrente Glorieuses@; Algerian War; Recruitment stop of 1974; Code of nationality; jus soli/jus sanguinis)
 - Reading: Fetzer and Soper, pp. 62-97.
- Week 12 (April 1): French reception of immigrants and refugees (Anti-Italian riots; Le Pen and Mégret; Islam in France; *la banlieue*; 2005 race riots)
 - Reading: Fetzer and Soper, pp. 98-129.
- Week 13 (April 8): Modern German history in a nutshell; Sources of immigration since 1880s (Polish migrant workers; Slave laborers under National Socialism; Turkish AGuest Workers@; Asylum seekers; Ethnic Germans); German Aforeigner@ and citizenship policy (Seasonal rotation; Post-WWII recruitment; Recruitment stop of 1973; Revision of asylum provisions; jus sanguinis and Schröder revisions; AKinder statt Inder@; Zuwanderungsgesetz); Germans= reception of Aforeigners@ (AÜberfremdung@; Slave labor under Nazis)

- Reading: Fetzer and Soper, pp. 130-145.

Week 14 (April 15): Germans= reception of Aforeigners,@ cont. (Working conditions of Guest Workers; Republikaner; Neo-Nazi violence; Islam in Germany; Kirchenasyl)
- Reading: Fetzer and Soper, pp. 146-157.

Week 15 (April 22): Ethics of Immigration and Refugee Policy; Presentation of Student Research Papers
- **Note:** Research paper due in class. Each student summarizes findings in a brief oral presentation and fields questions from the class.

Final examination takes place on Tuesday, April 28, from 1:30 to 4:00 p.m.