

Interdisciplinary Perspectives on the New Immigration
E53.2545001 (same as E52.0531001; V18.0807001; G10.154500)

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Mondays 2:00pm to 4:30pm

For arguably the first time in human history, all countries in the world are deeply involved in the massive movement of people: as countries of immigration, emigration, or as transit countries – and sometimes as all three at once. In these times of economic crisis, immigration has become civilization's new discontent. In virtually all-major postindustrial democracies few topics are as unsettling as immigration and the economy, immigration controls, the fate of growing numbers of undocumented immigrants, and the adaptation problems of the children of immigrants. Likewise, in countries of emigration, similar heated debates are taking place: the problem of "Brain Drain," the issue of remittances from overseas workers, the political influence of absentee citizens residing in the Diaspora. With approximately 214 million transnational immigrants and some 15 million refugees worldwide, immigration is the human face of globalization and has become a defining feature of the new transnationalism.

COURSE OBJECTIVE

The objective of this course is to introduce students to a sampling of recent research, in various academic disciplines, dealing with immigration. We will achieve this objective by examining research in comparative and interdisciplinary perspectives with a particular focus on the emerging Inter American migration system. Students will learn about the most recent trends of Latin American, Caribbean and to a lesser extend Asian migration to the U.S., and will compare the nature of current immigration scholarship in the U. S. to developments in other countries. An examination of the comparative materials will highlight isomorphic conditions --as well as differences-- in immigration debates, policies, processes, and outcomes.

This course will be interdisciplinary. We shall examine recent data and theoretical work in a variety of fields such as economics, education, law, policy, psychology, sociocultural anthropology, sociolinguistics, and sociology.

COURSE STRUCTURE

The course will be structured around three analytical "currents." The first current will examine recent empirical and theoretical developments in the social science literature dealing with immigration. These materials will be discussed during our scheduled lectures.

The second current will involve analysis, discussion, and writing on literary representations of the immigrant experience (see The Literature of Immigration: Required Books). These materials will be examined in the context of student-led discussions of narratives of immigration.

The third current will be a "Film Festival" devoted to cinematographic representations of the immigrant experience. Students will view and write about a number of films dealing with various aspects of immigration. Students can choose to view a variety of films such as: *America, America, American Me, The Class, Dirty Pretty Things, Eastern Promises, El Norte, East is East, Grand Torino, Joyluck Club, La Ciudad (The City), La Tragedia de Macario, Lone Star, Mississippi Masala, My Family/Mi Familia, New Yorican Dreams, The Namesake, The Ballad of Gregorio Cortez, Romántico, The Three Burials of Melquiades Estrada, The Visitor, Under the Same Moon, The Wedding Banquet, Zoot Zoot*, and others.

GRADES

Grades will be based on 1) a Term Paper (no more than 15 pages) due on Monday May 3rd – for a total of 45 percent of the final grade. All students are required to turn in a thorough Term Paper Outline consisting of a-Title, b-hypothesis or main scholarly arguments and/or claims, c-a list of between five and ten lightly annotated scholarly sources such as books, journal articles, and the like, d- a plan of work indicating the needed steps to complete the Term Paper. The Term Paper Outline is due on Monday March 8th and will count for 20 percent of the total grade for the Term Paper; 2) three reviews of books discussed on the Literature of Immigration (no more than 3 pages each – due the day we discuss the book– for a total of 30 percent of the final grade); and 3) two film reviews (no more than 3 pages each – due the meeting after you view the film– for a total of 20 percent of the final grade) and, 4) student leadership and participation in discussion (5 percent of the final grade). Students should meet with Professor Suárez-Orozco during the first month of classes to discuss a suitable topic for their term papers.

OFFICE HOURS

Professor Suárez-Orozco will have office hours every week on Mondays.
11:00am to 1:00pm -- 726 Broadway, 5th Floor.

SOCIAL SCIENCE: REQUIRED BOOKS

Carola and Marcelo M. Suárez-Orozco. 2001. *Children of Immigration*. Cambridge, MA: Harvard University Press.
ISBN: 0674008383

Carola Suárez-Orozco, Marcelo M. Suárez-Orozco, and Irina Todorova. 2008. *Learning a New Land: Immigrant Students in American Society*. Cambridge, MA: Harvard University Press.
ISBN: 0674026756

THE LITERATURE OF IMMIGRATION:
REQUIRED BOOKS

Guène, Faiza. 2006. *Kiffe Kiffe Tomorrow*. New York: Harvest Books.
ISBN: 0156030489

Rodriguez, Richard. 1982. *Hunger for Memory: The Education of Richard Rodriguez*. Boston: D. R. Godine.
ISBN: 0553382519

Tan, Amy. 1989. *The Joyluck Club*. New York: Penguin.
ISBN: 9780143038092

Course readings and class meetings will be centered on specific themes within the study of immigration. Below you will find the progression of the course broken down by class meetings. Please note that you should complete all required readings for each specific date before attending class that day.

INTRODUCTION TO THE COURSE

January 25

No Required Readings

WHY DO PEOPLE MIGRATE?

February 1 & February 8

February 1

Children of Immigration, Introduction & Chapter 1
Learning A New Land, Introduction & Ch 1

February 8

Learning A New Land, Ch 2

IMMIGRANT AGENCY: ASSIMILATION AND BEYOND

February 22

February 15
President's Day No Class

February 22
Children of Immigration, Chapter 2
Read *Kiffe Kiffe Tomorrow*. PAPER DUE on February 22

LANGUAGE
March 1 and March 8

March 1

On March 1 we will screen the documentary film *Fear and Learning at Hoover Elementary* in class.

Read 1st half of *Hunger for Memory: The Education of Richard Rodriguez*.

March 8

Read 2nd half of *Hunger for Memory: The Education of Richard Rodriguez*. PAPER DUE on March 8

TERM PAPER OUTLINE DUE ON MARCH 8, 2010

Spring break March 15th to March 19th

IDENTITIES
March 22 and March 29

March 22

Children of Immigration, Ch. 3

The New Immigration: An Interdisciplinary Reader, Ch. 7 in Blackboard

March 29

On March 29th we will watch documentary *AKA Don Bonus* in Class

PSYCHOCULTURAL THEMES: IMMIGRANT FAMILIES RESPOND TO
CHANGE
April 5 & April 12

April 5

The New Immigration: An Interdisciplinary Reader, Ch. 10 in Blackboard

Read 1st half of *The Joyluck Club*.

April 12

Read 2nd half of *The Joyluck Club*. PAPER DUE on April 12

EDUCATIONAL THEMES

April 19, April 26, May 3

April 19

Learning A New Land, Ch 3

April 26

Learning A New Land, Ch 4 & 5

May 3

Learning a New Land, Ch 6, 7, 8 & Conclusion

TERM PAPERS DUE ON MAY 3, 2010