

Department of Geography
University of Oregon

GEOG 4/510:
North American Immigrant Gateways



Winter term, 2015 - MW 2-3:20 p.m. in Gerlinger 246
CRNs: Geog. 410/26534, Geog. 510/26535

Instructor

Prof. Susan W. Hardwick, Professor of Geography

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Office hours: MW 10 am-11 am - and by appointment (in Condon 107)

Required Materials

Class discussions in this course will be based on (1) *21st Century Gateways: Immigrant Incorporation in Suburban America* available in the Duck Store and on reserve in Knight Library; and (2) other assigned readings posted on Blackboard.

Course Description

This class is designed to provide graduate and advanced undergraduate students with a deeper understanding of the ‘geography of immigration.’ Readings and class discussions begin with a foundational look at the socio-spatial patterns of foreign-born populations in North America in the past and present. Of particular importance is focusing on some of the challenges faced by immigrants and refugees in the U.S. in recent years. We will also be discussing some of the key research methods, data sources, and migration theories useful for conducting research on immigration topics to provide you with mentoring and guidance for the completion of an

original research project. Throughout the term, the centerpoint of class discussions and assigned readings is an ongoing examination and critique of the Brookings Institution's proposed typologies of various kinds of 'immigrant gateways.'

Requirements/Grading:

There are no exams scheduled for this class. Instead, you will be required to complete three 2-3 pp. 'think pieces' and three in-class quizzes on assigned readings; participate regularly and actively in class discussions; complete a field-based exercise on 'immigrant landscapes' in our local community; and conduct an original research project on immigration in a gateway city of your choice (or another topic related to U.S. immigration) during the term. These final research projects may be completed individually or with a partner if you wish. Total points for each of these activities include:

*Submission of "think pieces" on 3 readings - 5 X 10 pts each:	50 pts
*Completion of 3 in-class quizzes – 3 X 10 pts each:	30
*Participation in class discussions about assigned readings:	20
*Field exercise on local immigrant landscapes (due Wk. 3)	50
*Abstract for research project (due Wk. 5):	25
*Preliminary research project bibliography due (due Wk. 7):	25
*Project presentation: (Weeks 9 and 10):	50
*Final research paper, poster, or other project (due Wk. 11)	100

Total points possible in class: 350 pts.

Ethics of our learning environment: The use of tablets and laptops is discouraged in this class (unless you have prior permission to use one for note-taking). Please also plan to turn off your cell phones before entering the classroom each Wednesday afternoon. In addition, it's important for everyone to respect our class discussion as a place for learning – for all of us individually and for everyone else enrolled in class. Maintaining a respectful, supportive learning process will be a top priority while we work through challenging ideas and different viewpoints. Showing respect for your peers, especially during our discussion of sensitive topics, is absolutely essential for a positive group learning process. This includes tolerance of differing opinions, using your listening skills (in addition to your talking skills), and refraining from personal attacks. Please value and respect the ways in which people in our class come from diverse backgrounds, experiences, and identities.

Academic Misconduct: The University Student Conduct Code (available at: conduct.uoregon.edu) defines academic misconduct at the University of Oregon. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. If there is any question about whether an act constitutes misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at www.libweb.uoregon.edu/guides/plagiarism/students. Suspected violations will be reported to the UO Director of Student Conduct and Community Standards. If that office finds the student to be guilty of a violation, it may result in a grade of F for the course.

Discussion Topics and Reading Assignments:

Week 1: Introduction to the study of urban/suburban immigration patterns, issues, and opportunities from a geographic perspective.

1/5: Introducing the geography of immigration and plans for this class; clarification of first paper assignment (Field Exercise) and other course requirements. Please read Chapter 1 in our primary text for the class, *21st Century Gateways: Immigrant Incorporation in Suburban America* before the first day of class. Note that this paperback book is available in the Duck Store and on reserve in Knight Library. You might also be able to find a cheaper used copy on Amazon and/or at Smith Family Books, etc.

1/7: Assigned readings: (1) Chap. 2 in *21st Century Gateways*; and (2) this cool mapping website on US migration: <http://www.forbes.com/special-report/2011/migration.html>

Week 2: Conducting research on North American immigration: Methods, data sources, approaches.

1/12: No class – Martin Luther King Day holiday

1/14: Clarification of field exercise and research project assignment: Please read any article of your choice published in the *Geographical Review's* special issue on “Fieldwork in Geography” (available on reserve in Knight Library and on the web). Note that one of your three “Think Pieces” for this course must focus on whatever *Geographical Review* article you select to read for today’s class. And if you’re planning to work on a research project for our class that involves cartography or GIS, you may also want to read “Visualizing linguistic diversity through cartography and GIS” by C. Luebbering et al, *Annals of the Association of American Geographers* 2014: 1-14 – on Blackboard.

Week 3: Immigration research in the field

1/19: No class (Martin Luther King holiday).

Field assignment on local immigrant landscapes due (50 pts)

1/21: Class discussion of completed field assignments.

Week 4: Urban Typology # 1: *Emerging Immigrant Gateways* (and a focus on transnational immigration)

1/26: Four examples of emerging gateways: Please read any two of the following chapters in *21st Century Gateways: Immigrant Incorporation in Suburban America*: chapters on Dallas, Phoenix, Atlanta, and/or Washington.

1/28: A focus on transnational immigration: Please read (1) “(Re) producing Salvadoran transnational geographies” by A. Bailey, R.A. Wright, A. Mountz, and I. Miyares (in) *The Annals of the Association of American Geographers* 92: 125-144 (2002) – on Blackboard.

Week 5: Urban Typology # 2: *Re-Emerging Immigrant Gateways* (and a focus on refugee settlement and identity)

2/2: Re-emerging gateways: Please read the chapters on Sacramento and Minneapolis in the *21st Century Gateways* book.

2/4: A focus on refugees in the U.S.: Please read: (1) Chapter 9 on Portland as a refugee gateway in *21st Century Gateways*; and (2) William Finnegan, “New in town: The Somalis of Lewiston,” *The New Yorker*, Dec. 11, 2006: 46-58 – on Blackboard.

Abstracts for research projects due (25 pts)

Week 6: Urban Typology # 3: *Pre-Emerging Immigrant Gateways* (and a focus on critiquing various models of immigrant assimilation)

2/9: Pre-emerging gateways: Please read the chapters on Austin and Charlotte in *21st Century Gateways*.

2/11: Revisioning (or discarding?) old models of immigrant incorporation: To prepare for this discussion, please read (a) the Canadian *Globe and Mail* newspaper article by M. Jimenez - “Do Ethnic Enclaves Impede Integration?” and (b) A. Portes, “Children of Immigrants: Segmented Assimilation and its Determinants,” (in) *The Economic Sociology of Immigration: Essays on Networks, Ethnicity, and Entrepreneurship*, A. Portes, ed. (New York: Russell Sage, 1996) - on Blackboard.

Week 7: Immigration, race, and place in Oregon

2/23 Oregon immigration patterns and issues (Why is Oregon so white?): To prepare for our class discussion today, please read “A very prejudiced state: Discrimination in Oregon from 1900-1940,” by Elizabeth McLagan – on Blackboard; and (b) be ready to discuss what happened when you tried out the interactive migration mapping web site at: <http://www.forbes.com/special-report/2011/migration.html>

2/25: Latino immigrants in Oregon: Please read: “Latin American immigration in rural Oregon,” by L. Stephen, M. Mendoza, and M. Magana (in) *Understanding the Immigrant Experience in Oregon* (Labor Education and Research Center, University of Oregon, 2009) - on Blackboard.

Preliminary bibliography for research projects due (25 pts).

Week 8: Immigrant patterns, issues, and contributions in the early 21st Century

3/2: Contributions of immigrants to U.S. cities today: Please read “The Campaign for new immigrants in urban regeneration: Imagining possibilities and confronting realities” by J. Goode (from) *Locating Migration: Rescaling Cities and Migrants* (N. Glick Schiller and A. Caglar, eds., 2011) – on Blackboard.

3/4: Surviving a global recession: Please read ““Vulnerability, resilience, and adaptation: Immigrants over the US economic crisis” by D. Papademetriou and A. Terrazas (in) *Migration and the Great Recession* (D. Papademetriou, M. Sumption and A. Terrazas, eds., 2011); and (b) Immigration to U.S., After dip is back Up” by S. Tavernse, (in) *The New York Times*, Dec. 16, 2010: 1-2 – on Blackboard.

Week 9: Constructing immigrant identities and Student research project presentations

3/5: North American identity, immigration, and place: Please read A. Kobayashi and V. Preston, “Being CBC: The ambivalent identities and belonging of Canadian-born children of immigrants,” *Annals of the Association of American Geographers* 104 (2), 2014: 329-337 – on Blackboard.

3/7: Student Research Projects – final presentations.

Week 10: Immigration policies, advocacy, and citizenship

3/9: Student research projects – final presentations as needed.

3/11: U.S. immigration policies – past and present (??): To prepare for this final discussion in our class, please read: H. Leitner and C. Strunk, “Spaces of immigrant advocacy and liberal democratic citizenship,” *Annals of the Association and American Geographers* 104 (2), 2014: 348-356 – on Blackboard.

Final projects to be submitted by noon on Friday, 3/13/15.

About the Instructor: Susan W. Hardwick is an urban geographer interested in the ‘geography of immigration’ and the evolution of cities in North America. Her research focuses on the construction of immigrant identities and their impacts on local places. Professor Hardwick’s most recent books include *Transnational Borders, Transnational Lives* (2014); *Geography of North America: Environment, Political Economy, and Culture* (2nd ed., 2012); and *Twenty-First Century Immigrant Gateways: Immigrant Incorporation in Suburban America* published by the Brookings Institution in 2008. She is currently working on a new book project on race, immigration, and the Ku Klux Klan in the Pacific Northwest.