



**THE UNIVERSITY OF CHICAGO**  
**HARRIS SCHOOL**  
**OF PUBLIC POLICY**

**PPHA 38760: The Racialization Experiences of Immigrants and the Second Generation**

**T/Th 2:00-3:20 PM**

**Keller 1002**

**Instructor:**

Dr. Karen Okigbo

[kokigbo@uchicago.edu](mailto:kokigbo@uchicago.edu)

**Virtual Office Hours:**

Wednesdays 11:00-12:00 Noon,

**Zoom Meeting ID:** 999 0843 2359

**Passcode:** 111581

**Teaching Assistant:**

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**COURSE DESCRIPTION**

Public narratives often portray immigrants as outsiders. In the current environment of a global pandemic, economic recession, hyper-surveillance, and protests against police brutality, immigrants are continually constructed as the “Other”. While the public is unlikely to recognize the distinctions between various immigrant groups, in reality, immigrants undergo a unique racialization process as they adjust to life in the United States. It is therefore important to understand the racialization experiences of immigrants and their U.S.-born children. In light of the current political debate about immigration policy, which directly affects immigrants and the second generation, this course will cover this often-overlooked group. Although the course will focus on the United States as a whole, the experiences of immigrants in Chicago will also be highlighted.

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**COURSE MATERIALS**

All required readings will be made available on the course Canvas page

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**COURSE POLICIES**

**Attendance:**

Students are expected to attend all classes, be prepared to discuss assigned readings, and participate fully in class activities. Attendance is mandatory, will be taken during each class, and considered in the determination of final course grades. If you anticipate missing a lecture, please arrange to receive the material that you missed *from a fellow classmate*.

***DO NOT attend in-person class if you feel unwell, have COVID-19 related symptoms, or if you know you have been exposed to the virus.***



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**Class Participation and Expectations:**

Classroom learning is a group activity that depends upon everyone's full participation to succeed. Students are expected to: be prepared to begin class on time, refrain from cellphone and internet use during class, read and be prepared to discuss assigned materials, submit assignments on time, participate fully in class activities, and maintain a **respectful** and **inclusive** classroom atmosphere.

**Video/Audio Recordings:**

Given the sensitive nature of course content, students will not record, share, or disseminate course sessions, videos, transcripts, audio, or chats. Course recordings, content, and materials may be covered by copyrights held by the University, the instructor, or third parties. Any unauthorized use of such recordings or course materials may violate such copyrights. Any violation of this policy will be referred to the Area Dean of Students.

**Electronic Communication:**

This course has an accompanying Canvas website. Please check this website frequently as all announcements, assignments, lectures, and additional readings will be posted here.

In addition to posting all course information on the class website, the primary means of communication outside of regular class hours is through Canvas. It is important that you check your email account regularly, particularly the email associated with your Canvas account. An excuse of "I didn't get that email" will never be a sufficient reason or explanation.

**Readings and Assignments Submission:**

All assignments and due dates are listed in the syllabus and posted on the class Canvas site. Assignments are ***due before the beginning of class***. Make and keep a copy of anything that you submit. The attached course calendar indicates a projected timeline, but the exact due dates may change based on our progress. Any changes will be announced in class, via email, or on Canvas.

**Policy on Academic Integrity:**

Cheating, plagiarism, or the misappropriation of work is completely unacceptable. Students are expected to conduct themselves in a manner consistent with University of Chicago and Harris School's policies on academic integrity, which presents standards regarding plagiarism, multiple submissions, and other actions. The policies can be found at the following website:

<https://studentmanual.uchicago.edu/academic-policies/academic-honesty-plagiarism/>

**Diversity and Inclusion:**

Consistent with the University of Chicago's commitment to open discourse and free expression, Harris encourages members of the leadership, faculty, student body, and administrative staff to respect and engage with others of differing backgrounds or perspectives, even when the ideas or insights shared may be viewed as unpopular or controversial. We foster thought-provoking discourse by encouraging community members not only to speak freely about all issues but ***more importantly*** to listen carefully and respectfully to the views of others.



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**Disability Accommodations:**

The University's policies regarding students with disabilities are available [here](#). Students who have disability accommodations awarded by the University Student Disability Services Office should inform the Harris Dean of Students office by the end of the first week of class. The Harris Dean of Students Office will work with the student and instructor to coordinate the students' accommodations implementation. Harris students are not required to submit their accommodations letter to the instructor. Students from other divisions in the University must submit their accommodations letter to either the instructor or the Harris Dean of Students Office.

**Student Resources:**

If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, remote counseling services are available. Student Counseling Service (SCS) urges you to attend to your mental wellbeing and to reach out to them for support during these challenging times. All SCS services are covered by the Student Life Fee, and there is no additional cost for students to access their services (Click [HERE](#) for more information). Students seeking new services/resources can call (773)702-9800 during business hours (Monday–Friday 8:30 a.m.–5 p.m.) and ask to speak with a clinician. Students needing urgent mental health care can speak with clinicians over the phone 24/7 by calling the SCS at (773)702-3625.

**COVID-19 Policies:**

All students on campus are required to adhere to the guidelines in the UChicago Health Pact in order to promote a safe environment in the classroom. This means students should: wear secure face coverings at all times while in university buildings, maintain a distance of 6 feet from others, and do not attend an in-person class if you feel unwell or have COVID-19 related symptoms

**COURSE GRADING**

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Your final course grade will be based on a composite score reflecting your participation in class, performance on the course assignments, and the final project. Students have to pass ALL components of the course to attain a passing grade.

Students who wish to take the course pass/fail rather than for a letter grade must use the Harris Pass/Fail request form (<https://harris.uchicago.edu/form/pass-fail>) and must meet the Harris deadline. Students who take the course pass/fail must attend class meetings and turn in all assignments, achieving marks on assignments that are overall commensurate with at least a C-letter grade.

*Grading Appeals:* If you believe that you have been graded unfairly, you may appeal your grade. This appeal must be submitted in writing within one week to the instructor and state clearly what and why you find to be graded unfairly. Any appeals submitted later than one week of your receipt of the grade will not be honored. If an item is submitted for a re-grade, the entire item will be re-graded. The final grade may increase, decrease, or remain the same.



The grading scale for this class is as follows:

Grade	Range	Grade	Range
A	93–100	C	74-76
A-	90–92	C-	70-73
B+	87–89	D+	67-69
B	84–86	D	64-66
B-	80–83	D-	60-63
C+	77–79	F	59-below

### **Class Participation: 10%**

In-class participation is a core component of the course. We will learn from each other and rely on each other's engagement in class to make this an interesting, intellectually stimulating, and rewarding class. Quality is more important than quantity when it comes to class participation. Above all, we will **respect and encourage each other** as we consider the value basis of our ideas, the empirical evidence supporting them, and their relevance for theory, policy, and people on the ground.

### **Reading Responses and Discussion Questions: 10%**

Understanding that some students find it harder to participate in classroom discussions, each student has the opportunity to prepare questions and lead class discussions. Each week, students will sign up to write a reflection on the readings and end the reflection by posing *three* thoughtful questions. This should be submitted on Canvas **before 8:00pm CST** the day before class. Classmate responses will be due **by 11:59pm CST** the day of class. During class, students will lead the discussion on the assigned readings. ***Makeup discussion dates are not offered.***

### **Elevator Pitch Assignments: 30%**

The objective of these assignments are simple – convince me. In a maximum two-minute audio recording, students are charged with delivering a persuasive policy recommendation. This assignment aims to familiarize students with the importance of persuasive rhetoric, oral language, and effective public speaking. Students must complete three elevator pitches before the end of the semester. All assignments should be submitted on Canvas. ***Late assignments are not accepted.***

### **Final Project: 50%**

You will complete one final project at the end of the quarter. For this project, you will create a policy brief and an accompanying memo that addresses a topic or key idea discussed in class. You get to determine how you want to present your material, what key ideas you want to emphasize, and who is the intended audience. You can draw on all course materials, however, you will likely need outside materials to effectively complete your project. The final project should be 8-10 single-spaced pages (the brief should be 6-8 pages, and the accompanying memo 1-2 pages), with appropriate in-text citations and a final bibliography (see [Chicago Manual of Style](#)). ***Late projects are not accepted.***



**COURSE SCHEDULE**

WEEK	TOPIC	DATE	READINGS
Week 1	Intro and Course Description	Mar. 29 (T)	<ul style="list-style-type: none"> <li>• Course Introduction</li> <li>• Syllabus Review</li> <li>• Whyte, David. 2018. “Just Beyond Yourself” in <i>The Bell and the Blackbird</i>.</li> </ul>
		Mar. 31 (Th)	<ul style="list-style-type: none"> <li>• Lukianoff, Greg and Jonathan Haidt. 2018. <i>The Coddling of the American Mind: How Good Intentions and Bad Ideas are Setting Up a Generation for Failure</i>. [Introduction, Chapters 1-3]. ---</li> <li>• Woolley, Kaitlin and Ayelet Fishbach. <i>Forthcoming</i>. “Motivating Personal Growth by Seeking Discomfort.” <i>Psychological Science</i>.</li> </ul>
Week 2	Immigration and the Transformation of America’s Color Line	Apr. 5 (T)	<ul style="list-style-type: none"> <li>• Massey, Douglas et al. 1993. “Theories of International Migration: A Review and Appraisal.” <i>Population and Development Review</i>, 19(3):431-466. (<i>Skim</i>)</li> <li>• Jimenez, Tomas. 2017. <i>The Other Side of Assimilation: How Immigrants Are Changing American Life</i>. Berkeley: University of California Press. [Introduction]</li> <li>• Lee, Jennifer and Frank Bean. 2004. “America’s Changing Color Lines: Immigration, Race/Ethnicity, and Multiracial Identification.” <i>Annual Review of Sociology</i>, 30: 221-242. ---</li> <li>• Foner, Nancy. 2022. <i>One Quarter of the Nation: Immigration and the Transformation of America</i>. Princeton, NJ: Princeton University Press.</li> </ul>
		Apr. 7 (Th)	<ul style="list-style-type: none"> <li>• Omi, Michael and Howard Winant. 2015. <i>Racial Formation in the United States. Third Edition</i>. New York: Routledge. [Introduction, Chapter 4]</li> <li>• Rodriguez-Lonebear, Desi. 2021. “The Blood Line: Racialized Boundary Making and Citizenship among Native Nations.” <i>Sociology of Race and Ethnicity</i>, 7(4): 527-542.</li> </ul>



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Week 3	<b>The Changing Boundaries of Whiteness</b>	<b>Apr. 12</b> (T)	<ul style="list-style-type: none"><li>A Bill to Establish a Uniform Rule of Naturalization, and Enable Aliens to Hold Lands under Certain Conditions; 3/4/1790; (SEN1A-C1) [<i>1790 Naturalization Act</i>]</li><li>An Act Concerning Aliens, July 6, 1798; Fifth Congress [<i>1798 Alien and Sedition Acts</i>]</li><li>Cabaniss, Emily and Abigail Cameron. 2017. "Unassimilable and Undesirable: News Elites' Discursive Construction of the American Immigrant During the Ellis Island Years." <i>Discourse &amp; Society</i>, 28(6): 614-634.</li><li>Moss, Otis. 2022. "<a href="#">Love, Justice, and Looking Toward the Future</a>" Harris School of Public Policy (The Keller Center).</li></ul>



		<p><b>Apr. 14</b> (Th)</p> <p><b>*Assignment #1</b> <b>Due</b></p>	<ul style="list-style-type: none"><li>• Bashi Treitler, Vilna. 2013. <i>The Ethnic Project: Transforming Racial Fiction into Ethnic Factions</i>. [Chapter 4]</li><li>• Horsman, Reginald. 1997. "Race and Manifest Destiny: The Origins of American Racial Anglo-Saxonism" in <i>Critical White Studies</i>, edited by Richard Delgado and Jean Stefancic, 139-144. Philadelphia: Temple University Press.</li><li>• Mahoney, Martha. 1997. "The Social Construction of Whiteness" in <i>Critical White Studies</i>, edited by Richard Delgado and Jean Stefancic, 330-333. Philadelphia: Temple University Press.</li><li>• Barrett, James and David Roediger. 1997. "How White People Became White" in <i>Critical White Studies</i>, edited by Richard Delgado and Jean Stefancic, 402-406. Philadelphia: Temple University Press.</li><li>---</li><li>• Roediger, David. 2005. <i>Working Toward Whiteness: How America's Immigrants Became White: The Strange Journey from Ellis Island to the Suburbs</i>. New York: Basic</li></ul>
<p><b>Week 4</b></p>	<p><b>Anti-Semitism and the Legacies of the Holocaust</b></p>	<p><b>Apr. 19</b> (T)</p>	<ul style="list-style-type: none"><li>• Browning, Christopher. 2003. "Initiating the Final Solution: The Fateful Months of September – October 1941." <i>United States Holocaust Memorial Museum, Center for Advanced Holocaust Studies</i>. Washington DC.</li><li>• The Displaced Persons Act of 1948, Public Law 774, 80<sup>th</sup> Congress (62 Stat. 1009).</li><li>• Displaced Persons Act of 1948, Amendment. 62 Stat. 1010. 50 U. S. C. J 1962(a)</li></ul>



		<b>Apr. 21</b> (Th)	<ul style="list-style-type: none"><li>• Sartre, Jean Paul. 1944. <i>Anti-Semite and Jew: An Exploration of the Etiology of Hate</i>. New York: Schocken Books. [Chapters 1,2] (<i>Skim</i>)</li><li>• Foner, Nancy and Richard Alba. 2010. “Immigration and the Legacies of the Past: The Impact of Slavery and the Holocaust on Contemporary Immigrants in the United States and Western Europe.” <i>Comparative Studies in Society and History</i>, 52(4): 798-819.</li><li>• Sacks, Karen Brodtkin. 1997. “How Did Jews Become White Folks?” in <i>Critical White Studies</i>, edited by Richard Delgado and Jean Stefancic, 395-401. Philadelphia: Temple University Press.</li><li>• Holtzblatt, Lauren. 2022. “In the Jewish Tradition, the Words We Choose Matter.” <i>New York Times</i>, February 11.</li></ul>
<b>Week 5</b>	<b>Racialized Assimilation of Asian Americans</b>	<b>Apr. 26</b> (T)	<ul style="list-style-type: none"><li>• The Page Act of 1875 (Immigration Act). 43rd Congress. Session II. Ch. 141.</li><li>• An Act to Execute Certain Treaty Stipulations Relating to Chinese. 47<sup>th</sup> Congress. Session I. Ch. 126. [The Chinese Exclusion Act 1882]</li><li>• 1942 Executive Order 9066 Authorizing the Secretary of War to Prescribe Military Areas [Japanese Internment]</li><li>• Georgetown Immigration Law Journal Panel with Erika Lee, Gisela Perez Kusakawa, Naznin Saifi, and Ellen Wu. Available <a href="#">HERE</a></li><li>---</li><li>• Order 9066: Chapter 1 – The Roundup. <i>APM Reports</i>. American Public Media. Available <a href="#">HERE</a></li></ul>





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		<p><b>Apr. 28</b> (Th)</p> <p><i>*Dr. Brenda Gambol Gavigan (Wed)</i></p> <p><b>*Assignment #2 Due</b></p>	<ul style="list-style-type: none"> <li>• Lee, Jennifer and Samuel Kye. 2016. “Racialized Assimilation of Asian Americans.” <i>Annual Review of Sociology</i>, 42:253-273.</li> <li>• Jiménez, Tomás and Adam Horowitz. 2013. “When White is Just Alright: How Immigrants Redefine Achievement and Reconfigure the Ethnoracial Hierarchy.” <i>American Sociological Review</i>, 78(5): 849-871.</li> <li>• Gavigan, Brenda Gambol. 2021. “Not All Asians End up on Third Base.” <i>Contexts</i>, 20(3): 28-33.</li> <li>• Minhaj, Hasan. 2017. <a href="#">Affirmative Action</a>. <i>Patriot Act with Hasan Minhaj</i>. ---</li> <li>• Dhingra, Pawan. 2020. <i>Hyper Education: Why Good Schools, Good Grades, and Good Behavior Are Not Enough</i>. New York: NYU Press.</li> <li>• Lan, Shanshan. 2011. <i>Diaspora and Class Consciousness: Chinese Immigrant Workers in Multiracial Chicago</i>. New York: Routledge.</li> <li>• Lee, Jennifer and Min Zhou. 2016. “From Unassimilable to Exceptional: The Rise of Asian Americans and ‘Stereotype Promise’.” <i>New Diversities</i> 16(1).</li> <li>• Lee, Jennifer and Min Zhou. 2014. “The Success Frame and Achievement Paradox: The Costs and Consequences for Asian Americans.” <i>Race and Social Problems</i>, 6(1): 38-55.</li> <li>• Park Hong, Cathy. 2021. <i>Minor Feelings: An Asian American Reckoning</i>. One World.</li> </ul>
<p><b>Week 6</b></p>	<p><b>Is Muslim a Race?</b></p>	<p><b>May 3 (T)</b></p>	<ul style="list-style-type: none"> <li>• Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism (USA PATRIOT ACT) Act of 2001, Pub. L. No. 107-56 (2001) (<i>Skim</i>)</li> <li>• Executive Order 13780, titled Protecting the Nation from Foreign Terrorist Entry into the United States [Muslim Ban].</li> </ul>



		<p><b>May 5</b> (Th)</p>	<ul style="list-style-type: none"> <li>• Bakalian, Anny and Medhi Bozorgmehr. 2011. "Middle Eastern and Muslim American Studies Since 9/11." <i>Sociological Forum</i> 26(3): 714-728.</li> <li>• Husain, Atiya. 2019. "Moving Beyond (and Back to) the Black-White Binary: A Study of Black and White Muslims' Racial Positioning in the United States." <i>Ethnic and Racial Studies</i>, 42(4): 589-606.</li> <li>• Maghbouleh, Neda, Rene D. Flores, and Ariela Schachter. 2022. "5 Years After Muslim Ban, Middle Eastern and North African Americans Remain Hidden." <i>Newsweek</i>. Available <a href="#">HERE</a></li> <li>---</li> <li>• Bakhtiari, Elyas and Deenesh Sohoni. 2021. "Changing Boundaries of Whiteness? Demographic and Social Determinants of Middle Eastern and North African Marriage Trends in the United States. <i>Sociology of Race and Ethnicity</i>, 7(4): 472-487</li> <li>• Maghbouleh, Neda. 2020. "From White to What? MENA and Iranian American Non-White Reflected Race." <i>Ethnic and Racial Studies</i>, 43(4): 613-631.</li> <li>• Selod, Saher. 2018. <i>Forever Suspect: Racialized Surveillance of Muslim Americans in the War on Terror</i>. Rutgers University Press.</li> </ul>
<p><b>Week 7</b></p>	<p><b>Black Immigrants and the Changing Portrait of Black America</b></p>	<p><b>May 10</b> (T)</p> <p><i>*Dr. Vadricka Etienne</i></p>	<ul style="list-style-type: none"> <li>• Civil Rights Act of 1964 § 7, 42 U.S.C. § 2000e et seq (1964) (<i>Skim</i>)</li> <li>• Moynihan, Daniel Patrick. 1965. <i>The Negro Family: The Case for National Action</i>. Office of Policy, Planning, and Research. (<i>Skim</i>)</li> <li>• Etienne, Vadricka Y. 2021. "Keeping it in the Family: Cultural Socialization among Haitian American Families." <i>Current Sociology</i>: 1-17.</li> <li>• Georgetown Immigration Law Journal Panel with Haddy Gassama, Melissa Johnson, Karla McKanders, and Breanne J. Palmer. Available <a href="#">HERE</a></li> <li>---</li> <li>• Report of the National Advisory Commission on Civil Disorders. [Kerner Commission]</li> <li>• Morgan-Trostle, Juliana, Kexin Zheng, and Carl Limpscombe. <i>The State of Black Immigrants</i>. NYU Law Immigrant Rights Clinic and Black Alliance for Just Immigration. Available <a href="#">HERE</a></li> </ul>



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		<p><b>May 12</b> (Th)</p> <p><i>*Dr. Dialika Sall</i></p> <p><b>*Assignment #3 Due</b></p>	<ul style="list-style-type: none"> <li>• Bashi Treitler, Vilna. 2013. <i>The Ethnic Project: Transforming Racial Fiction into Ethnic Factions</i>. Stanford University Press. [Chapter 6] (<i>Skim</i>)</li> <li>• Waters, Mary, Philip Kasinitz, and Asad Asad. 2014. “Immigrants and African Americans.” <i>Annual Review of Sociology</i>, 40(1): 369-390.</li> <li>• Hamilton, Tod. 2020. “Black Immigrants and the Changing Portrait of Black America.” <i>Annual Review of Sociology</i>, 46(1): 295-313.</li> <li>• Sall, Dialika. 2020. “Selective Acculturation Among Low-Income Second-Generation West Africans.” <i>Journal of Ethnic and Migration Studies</i>, 46(11): 2199-2217. ---</li> <li>• Clerge, Orly. 2019. <i>The New Noir: Race, Identity, and Diaspora in Black Suburbia</i>. Berkeley: University of California Press.</li> <li>• Hamilton, Tod. 2019. <i>Immigration and the Remaking of Black America</i>. New York: Russell Sage Foundation.</li> <li>• Massey DS, Mooney M, Torres KC, Charles CZ. 2007. “Black Immigrants and Black Natives Attending Selective Colleges and Universities in the United States. <i>American Journal of Education</i>, 113:243-71.</li> <li>• Logan, John. 2007. “Who are the other African Americans? Contemporary African and Caribbean Immigrants in the United States.” In <i>The Other African Americans: Contemporary African and Caribbean Immigrants in the United States</i>, ed. Y Shaw-Taylor, SA Tuch, pp. 49-68. Lanham, MD: Rowman &amp; Littlefield.</li> </ul>
<p><b>Week 8</b></p>	<p><b>Hispanic and Latino Intergroup Heterogeneity</b></p>	<p><b>May 17</b> (T)</p>	<ul style="list-style-type: none"> <li>• Public Law 89-236. An Act to Amend the Immigration and Nationality Act, [Hart-Celler Act of 1965]</li> <li>• Executive Order 8802 on the Mexican Farm Labor Program [Bracero Agreement of 1942]</li> <li>• Glass, Ira and Miki Meek. 2017. “<a href="#">632: Out Town – Part One</a>.” <i>This American Life</i>.</li> </ul>



		<p><b>May 19</b> (Th)</p> <p><i>*Dr. Amanda Marin-Chollom</i></p>	<ul style="list-style-type: none"> <li>Alba, Richard, Tomás Jiménez, and Helen Marrow. 2014. “Mexican Americans as a Paradigm for Contemporary Intergroup Heterogeneity.” <i>Ethnic and Racial Studies</i>, 37(3): 446-466.</li> <li>Louie, Vivian. 2012. <i>Keeping the Immigrant Bargain: The Cost and Rewards of Success in America</i> [Chapter 7].</li> <li>Marin-Chollom, Amanda M. and Tracey Revenson. 2021. “Cultural Values as a Resilience Resource for Latino/a Adolescents and Young Adults Coping with Parental Cancer.” <i>Journal of Psychosocial Oncology</i>.</li> <li>Portes, Alejandro, Patricia Fernandez-Kelly, and William Haller. 2005. “Segmented Assimilation on the Ground: The New Second Generation in Early Adulthood.” <i>Ethnic and Racial Studies</i>, 28(6): 1000-1040. (Skim)</li> <li>---</li> <li>Portes, Alejandro and Ruben G. Rumbaut. 2014. <i>Immigrant America: A Portrait</i>. Berkeley: University of California Press.</li> <li>Smith, Robert Courtney. 2005. <i>Mexican New York: Transnational Lives of New Immigrants</i>. Berkeley: University of California Press.</li> <li>Vasquez, Jessica. 2011. <i>Mexican American Across Generations</i>. New York: New York University Press.</li> <li>Vasquez-Tokos, Jessica. 2017. <i>Marriage Vows and Racial Choices</i>. New York: Russell Sage Foundation.</li> </ul>
<p><b>Week 9</b></p>	<p><b>Refugees, Asylum Seekers, and Undocumented in the Land of the Free</b></p>	<p><b>May 24</b> (T)</p> <p><i>*Dr. Victoria Stone-Cadena</i></p>	<ul style="list-style-type: none"> <li>Varsanyi, Monica; Paul Lewis; Marie Provine; and Scott Decker. (2012) “A multilayered jurisdictional patchwork: Immigration federalism in the United States.” <i>Law &amp; Policy</i>, 34(2): 138-158.</li> <li>“How the United States Immigration System Works.” 2021. <i>American Immigration Council</i>.</li> <li><a href="#">Returned</a>. <i>San Diego Union Tribune</i>. [Parts 1 – 4]</li> <li>Glass, Ira, Aviva DeKornfeld, Molly O’Toole, and Emily Green. 2019. <a href="#">“The Out Crowd.”</a> Pulitzer Prize for audio reporting.</li> </ul>



		<p><b>May 26</b> (Th)</p> <p><b>*Final Projects Due</b></p>	<ul style="list-style-type: none"><li>• Abascal, Maria, Tiffany J. Huang, and Van C. Tran. 2021. "Intervening in Anti-Immigrant Sentiments: The Causal Effects of Factual Information on Attitudes toward Immigration." <i>The American Academy of Political and Social Science</i>, 697: 174-191.</li><li>• Del Real, Deisy. 2019. "Toxic Ties: The Reproduction of Legal Violence within Mixed-Status Intimate Partners, Relatives, Friends." <i>International Migration Review</i> 53(2): 548–70.</li><li>• Menjívar, Cecilia. 2006. "Liminal Legality: Salvadoran and Guatemalan Immigrants' Lives in the United States." <i>American Journal of Sociology</i> 111(4): 999-1037.</li><li>---</li><li>• Abrego, Leisy. 2011. "Legal Consciousness of Undocumented Latinos: Fear and Stigma as Barriers to Claims-Making for First and 1.5 Generation Immigrants." <i>Law and Society Review</i>, 45(2): 337-370.</li><li>• Bloemraad, Irene. 2006. <i>Becoming a Citizen: Incorporating Immigrants and Refugees in the United States and Canada</i>.</li><li>• García, Angela S. 2019. <i>Legal Passing: Navigating Undocumented Life and Local Immigration Law</i>. Oakland: University of California Press.</li><li>• Raff, Jeremy. 2017. "<a href="#">The 'Double Punishment' for Black Undocumented Immigrants</a>." <i>The Atlantic</i>, December 30, 2017.</li></ul>
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