
SPRING 2003

**CSERW2002 RACE, GENERATION, AND IMMIGRATION: FACTORS AFFECTING
ASIANS, BLACKS AND LATINOS IN THE U.S.**
COLUMBIA UNIVERSITY

Professor Khyati Y. Joshi

Office Hours: Wednesday 1-3pm (by appointment)

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Time: W 11-12:50pm

Location: 222 Pupin Laboratories

COURSE DESCRIPTION

The post-1965 wave of immigration – the largest in U.S. history – has brought an infusion of color that is challenging our views of race and ethnicity and re-shaping America's racial taxonomy. The U.S. Census identifies five races: Asian, White, Black, Hispanic, and Native/Eskimo. Although these terms are used in daily social and educational contexts, they do not always correctly identify individuals, nor do they reflect the experiences of many immigrant, 1.5- and second-generation people.

Immigrants and the “1.5” and second generation often experience a bicultural gap, on many different levels, between the family and “American” culture. Conversations among members of the 1.5 and second generation about being American usually focus on the intersection of race, religion, and language; for many, these three inextricable and sometimes interchangeable identifiers mark one as American or not American. Racism and discrimination are a part of immigrants’ and second-generation students’ lives. Often it is difficult to recognize racism because it is not understood in the home: parents and other family members who are immigrants may be unfamiliar with American-style racism, or even with the phenomenon of “race” as it is seen, felt and understood in the United States. For immigrants, a persistent question is whether or not the path to being American is really open to them. This raises vexing questions for the 1.5 and second generation: What does it mean to be “American”? What is “American”? Is it something we aspire to be? Are there multiple ways of defining “American” in our 21st century world?

The fact that is too often lost because of American emphasis on race as a marker of difference is that Asian, Latino and Black immigrant and second generation Americans very often have more in common with each other than with others of their racial or ethnic backgrounds who are not immigrants or their offspring. One of the primary objectives of this class is for students to understand that generational cohorts of different ethnicities and races have parallel experiences of Americanization. From this realization can grow coalitions that cross American racial/ethnic lines and focus on the needs and experiences of the newest Americans.

TEXTS

- Cordero-Guzman, H., Smith, R. C., & Grossfoguel, R. (Eds.). (2001). *Migration, Transnationalization, and Race in Changing New York*. Philadelphia: Temple University Press.
- Ebaugh, H. R., & Chafetz, J. S. (Eds.). (2000). *Religion and the new immigrants: Continuities and adaptations in immigrant congregations*. Walnut Creek, CA: Altamira Press.
- Olsen, L. (1997). *Made in America: Immigrant students in our public schools*. New York: The New Press.
- Spring, J. (2001). *Deculturalization and the struggle for equality: A brief history of the education of dominated cultures in the United States*. Boston: McGraw Hill.
- Mini Course Packet*

COURSE EXPECTATIONS

This seminar depends heavily on the input and perspectives of each member of the class; therefore it is important and expected that everyone will participate. Learning is an active process of exploring, interpreting, analyzing, discussing, and writing; and the grading criteria for this course reflect the importance of both process and product. I recognize that students have different comfort levels in large groups and different learning styles/needs. Because of this, I will utilize a variety of vehicles to create class discussion and participation. In addition to participation, this class also relies on risk-taking and strong, active listening skills. One of the most valuable aspects of the class is the information we share with each other, and unless we take the risk to share it, and in turn make the effort to really listen, your experience in this class will fall short of its potential.

COURSE REQUIREMENTS

ATTENDANCE/ PARTICIPATION (30%)

Students are expected to attend all class sessions and be on time. Repeated absences and/or tardies will severely lower your grade. Should an emergency arise (illness, accidents, etc.) that prevents you from attending a session, it is your responsibility to contact the professor. Different types of assignments will be given each week to help you synthesize the readings with your own experiences. Sometimes you will be given questions for critical reflection to prepare in advance of the next session. Other weeks, you will be presented with questions upon arriving in class and given time to think and synthesize concepts from the reading. Students are expected to participate responsibly in the seminar discussions. Oral contributions in the course will be judged according to the following criteria:

- * the degree to which they manifest genuine interest in, and understanding of, the material being discussed;
- * the degree to which they succeed in advancing the discussion by responding meaningfully to what others have said; and

* the degree to which they articulate coherent, interesting, thoughtful, plausible, and original claims, questions, and arguments.

It is very important to recognize that the seminar sessions are not meant to be bull sessions. You will not be rewarded for ill-formed or ill-informed remarks. While reading an assignment, keep asking: "What does the author mean by that?", "Why should I believe that?", and "So what?". When you find something in the readings that seems vulnerable to criticism, try to formulate the criticism precisely, but then try to imagine how the author might want to respond to your question or objection.

ETHNIC STUDIES/MULTICULTURAL ED PRESENTATIONS (15%)

Students will work in groups to prepare presentations to the rest of the class and maybe some guests. See Handout for more information.

FINAL SUMMATION (10%)

Each student will write an individual report analyzing their respective group project, their role within the project, and what they have learned through participation in the project and the class as a whole. Due: Wed, April 30, 2003.

SEMINAR LEADERS (15%)

Students will work in pairs to prepare notes on the readings and critical discussions for seminar discussions. Such preparation should ensure lively, thoughtful, and productive discussions. Be creative. The best discussants are like good chess players in their ability to anticipate likely responses to their responses.

RESEARCH PAPER (30%)

Compose a research paper on a topic of your choice, subject to pre-approval from the instructor. The length of the paper will be 15-18 pages. Your research must include data about at least two different ethnic groups. For example, the research topic "Asian immigration to the U.S." is not an acceptable topic. However, "Asian and Caribbean immigration to the U.S." would be an acceptable topic. You should use this paper to examine the differences and/or similarities among Asian, Black and/or Latino ethnic groups by focusing on a particular issue such as immigration, family, sexuality, feminism, etc. Non-paper projects welcome. You need to have my approval on topic. Topic Deadline: Wednesday March 26, 2003. Final Paper Due: Monday May 5, 2003

CONSIDERATIONS IN GRADING

The following are some aspects of learning that strike me as important. They will affect the grade I give you. These factors are listed in roughly descending order of importance. If you think any criteria should be added or deleted in your case, please speak to me.

- 1) How much I believe you learned in this class.
- 2) Objective quality of your written work. I am interested less in how many facts you can recall than in how well you think, how you put together concepts, and how you express them in both oral and written formats.
- 3) Your oral contributions in class.
- 4) How hard you worked.
- 5) Your involvement in the class as a community--how much you helped other class members.

I reserve the right to adjust the percentages in individual cases so that each student's final grade will best reflect my judgment of how much she or he has learned in this course.

A note about writing papers:

You will be graded on content: your understanding of the class materials and the development of your critical thinking skills. I expect full pages, double spaced, font size 11 or 12 in Times New Roman or Palatino. Page margins should be no more or less than 1 inch on all sides. Your research paper must have proper documentation in the APA format (in-line citations and a bibliography). For a description of the APA format, see <http://www.liu.edu/cwis/cwp/library/workshop/citation.htm>

Week one 1/22	Introduction/ Conceptual Framework	
Week two 1/29	The Concept of Race	
	Racial formation*	
	Chance, Context, and Choice in Social Construction of Race*	
	The Black/White Binary Paradigm of Race*	
	Toward an Asian American Legal Scholarship: Critical Race Theory, Post-Structuralism, and Narrative Race*	
Week three 2/5	Oppression	
	Conceptual Foundations, Jackson and Hardiman*	
	NY chap 10	
	MIA Chap 2, 3	
Week four 2/12	History	
	<i>Deculturalization and the struggle for equality</i> (entire book)	
	Origins and destinies*	
Week five 2/19	Transnationalism	Seminar Leaders_____
	NY Chap 1, 2, 3	
Week Six 2/26	Americanization - We make ourselves Racial	Seminar Leaders_____
	MIA Chap 4, 5	
	Ethnic and racial identities of second generation Black immigrants in New York City*	
	"I really do feel I'm 1.5"*	
	Race as Process*	
Week Seven 3/5	Americanization - Religion	Seminar Leaders_____
	Religion and the New Immigrants	
Week Eight 3/12	Education	<i>DUE: Final Project Topics</i>
	TBA, article on ethnic studies*	

Nieto, S. Culture, identity and learning*
Nieto, S Solidarity, Affirmation and Critique

Week Eight **Spring Break** - No Class

Week Ten **Education** Seminar Leaders _____

3/26

Behind the model minority stereotype: Voices of high- and low-achieving
Asian American students, Lee *.
Chapters 7, 8, 9 (MIA)

Week Eleven **Presentations**

4/2

Multicultural Ed/ Ethnic Studies Presentations

Week twelve **Socioeconomics** Seminar Leaders _____

4/9

NY Chap 8,9,12
Caribbean immigrants – A Black success story?*

Week thirteen **Intragroup Relations** Seminar Leaders _____

4/16

NY Chap 13
Singh, A. African Americans and the New Immigrants*

Week fourteen NO Class

4/23

Professor attending Conference

Week fifteen **Intergroup & Race Relations**

4/30

Students will have seen "Do the right thing"
MIA Chapters 10, 11
Rodriguez, Nestor "U.S. Immigration and intergroup relations in the Late
Twentieth Century: African Americans and Latinos*
Chideya, F. A Nation of Minorities: America in 2050*