

**International Migration and Ethnicity**  
**GEOG 342/742 Fall 2009**

In this course we will examine both the processes and impacts of international migration on the host community as well as on the immigrant community in the US and selected global cities around the world. We will compare the effects of differing immigration policies and attitudes toward immigrants in several receiving countries. We will also be comparing and contrasting the experiences of various ethnic and racial groups here in the U.S, selected European cities, Toronto and Sydney. This course will run along the model of a British tutorial in that it will involve weekly readings, reading responses, discussions, fieldwork and a research paper.

Instructor: Prof. Ines M. Miyares  
email: imiyares@hunter.cuny.edu

Office Hours: Mondays 1-3, plus via email regularly

Texts: **Contemporary Ethnic Geographies in America** edited by Ines M. Miyares and Christopher A. Airriess, 2007

Can be ordered directly from Rowman and Littlefield:

[http://www.rowmanlittlefield.com/Catalog/SingleBook.shtml?command=Search&db=^DB/CATALOG.db&eqSKUdata=0742537722&thepassedurl=\[thepassedurl\]](http://www.rowmanlittlefield.com/Catalog/SingleBook.shtml?command=Search&db=^DB/CATALOG.db&eqSKUdata=0742537722&thepassedurl=[thepassedurl])

**Landscapes of the Ethnic Economy** edited by David Kaplan and Wei Li, 2006.

Can be ordered directly from Rowman and Littlefield:

[http://www.rowmanlittlefield.com/Catalog/SingleBook.shtml?command=Search&db=^DB/CATALOG.db&eqSKUdata=0742529487&thepassedurl=\[thepassedurl\]](http://www.rowmanlittlefield.com/Catalog/SingleBook.shtml?command=Search&db=^DB/CATALOG.db&eqSKUdata=0742529487&thepassedurl=[thepassedurl])

Class Hours: Log on weekly and post reading responses and initial posts on discussion boards by 11 pm EDT Tuesday unless otherwise noted. Revisit DBs and respond to fellow students throughout the week. I will check the postings on Wednesdays and post grades by Friday each week. I recognize some of you work late and/or live in other time zones, so I am requiring postings by 11 pm. There will not be sessions when we all need to log on at the same time since this course has had students as spread out as Sarajevo to the Galapagos in the same semester.

Course Requirements:

Weekly Readings Postings	25%
Field Notes	20%
Online discussions	35%
Research Paper	20%

### **Weekly Readings:**

Beginning on the second week of class, you will be required to post a **readings response** by Tuesday 11 pm. This is a formal essay responding to the assigned readings for the week. You need to refer to the readings by name or author, not book editor. I have posted a list of suggested questions to help you develop the responses. I encourage you to read each other's postings and even respond to them. This will help inform your own ideas and future postings. However, you are not obligated to respond to them. Reading responses are graded on a scale of 0 to 10. To earn a 10, you need to write a well-thought-out response that responds to all the readings assigned that week. It needs to be well written, with good grammar and spelling. It needs to be posted by 11 pm on Tuesday unless otherwise noted. It should be at least 500 words long. Do not post them as an attachment. Start a new thread and then write your response out either in the text box or copy and paste it from a Word document into the text box.

The readings should challenge you and lead you to write a substantial response. Think about how the readings relate to one another. I strongly encourage you to buy your books early or at least immediately. It is very easy to fall behind.

### **I deduct points for each of the following for reading responses:**

It is posted late without an excellent excuse.

It is too brief.

One or more assigned articles or chapters are not discussed.

It is a mediocre or even weak discussion of the articles that makes me question whether you actually read them. (Trust me—I've been teaching this class for a while. I can tell.)

If a posting is more than a week late and you have not contacted me to explain why, you will receive 0 points for the assignment.

### **Discussion Questions:**

Each week I will also post a **theme or question for discussion** based on the week's readings. Responses to discussion questions should be at least a paragraph long, should refer to the readings, and need to be on topic. You need to post an initial response by Tuesday at 11 pm. I will leave the discussion open for one week. This gives you a chance to read other students' postings and respond to each other. These will be graded on a scale from 0 to 10. A great initial posting to the discussion question is not enough for full credit for these discussion boards. You must also engage with your fellow students with well-thought-out responses to receive full credit. As with reading responses, begin a new thread for your initial response. Once a discussion question is graded, the discussion is closed and I will not give credit for attempts at joining a discussion in order to avoid getting a 0 for the week. Please note that the weekly thematic discussions comprise **35% of your grade**. This means that you should be active on the boards with thoughtful responses to your fellow students. I will primarily be an initiator of the week's theme and will only jump in as necessary. Since this is a readings seminar and not a lecture course, you will learn the most if you keep up with the readings and actively participate in weekly discussions.

### **I deduct points for each of the following for discussion questions:**

It is posted late without an excellent excuse.

It is too brief.

The posting is off topic.

You do not respond to any other postings, no matter how good your initial posting is.

Your responses are mediocre or even weak, simply agreeing or posting an opinion that does not reflect that you have engaged with the readings for the week.

If you have not posted by the time I grade the discussion (one week after opening the discussion) and you have not contacted me to explain why, you will receive 0 points for the assignment.

### **Field Notes:**

Over the semester, you will be responsible for exploring four *designated* neighborhoods. I will post the neighborhood and suggest ways to get there via public transportation. For some of the neighborhoods, there will be a supplemental reading to help you get more familiar with the place, and others will be linked to the assigned readings. Post your observations on the Field Notes DB. I have selected three sites in New York City (accessible by subway and bus) and one on Long Island, also accessible by bus. You are welcome to post photos to supplement your field notes, but not as a substitute for them. These are also graded on a scale from 0 to 10.

### **Field Notes for Non-New Yorkers:**

If you live a significant distance from New York (outside the Tri-State region), you must, within 48 hours of the assignment being posted, suggest a neighborhood in your area where you can complete a comparable assignment. As I stated above, I have had students in multiple states and countries, and most have been able to identify comparable field projects. Those who did not did not really try.

### **I deduct points for each of the following for Field Notes:**

It is posted late without an excellent excuse.

It is too brief.

The posting is off topic.

Your field notes are mediocre or even weak, making me wonder if you even went to the neighborhood.

If you have not posted by the time I grade the field notes and you have not contacted me to explain why, you will receive 0 points for the assignment.

### **Research Paper:**

Each person must also complete an individual research project. The paper *must be* about the *geography* of immigration and/or ethnicity of a group or a place, *not history or sociology*. An explanation of the themes of geography and the difference between geography and history can be found in Course Documents. I have posted an FAQ document concerning the requirements for the final paper in Course Documents. Papers are due by 11 pm Tuesday of final exam week. **I do not give incompletes, and only those people who have done everything, including every posting, qualify for Credit/No Credit.**

1. **Research paper:** This must be a well-researched paper focused on a topic of immigration, race, or ethnicity. It does not need to be about the United States. All topics must be approved ahead of time and are due on Tuesday December 15<sup>th</sup> via SafeAssign

2. **Grad students:** Your paper is expected to be longer and more in-depth. Also, I am serious about not giving incompletes. You will receive the grade you earn by December 15<sup>th</sup>.

Readings:

The three books listed above are required. There will also occasionally be extra readings as noted posted by week in Course Documents. They are all available through the Shakespeare bookstore across the street from Hunter College. I have also posted the link for ordering two of the books directly from the publisher.

**Readings:**

Week 1: Introduction

Readings: Course Documents

Week 2: Defining Ethnicity and Historical Overview:

Readings: Miyares and Airriess Ch. 1, readings in Course Documents.

Week 3: Historical Overview

Readings: Miyares and Airriess Ch. 2; Kaplan and Li Ch 1.

Week 4: Expressing Ethnicity

Readings: Miyares and Airriess Ch 16, 17, Readings in Course Documents

Week 5: Indigenous Communities

Readings: Miyares and Airriess Ch 3, Readings in Course Documents

Week 6: African American Communities

Readings: Miyares and Airriess 4; Kaplan and Li Ch 5, Readings in Course Documents

Week 7: Historical and Contemporary Mexican Communities, the Portuguese experience in Toronto

Readings: Miyares and Airriess Ch 5, Kaplan and Li Ch. 4, 10, Readings in Course Documents

Week 8: Historical and Contemporary Hispano and Caribbean Communities

Readings: Miyares and Airriess Ch 6, 7, 18; Kaplan and Li Ch. 3

Week 9: Transnationalism, Heterolocalism and New Latin American Immigration

Readings: Miyares and Airriess Ch 8, 9, Readings in Course Documents

Week 10: Historical and Older Asian Communities

Readings: Miyares and Airriess Ch 10; Kaplan and Li 6, 8, 12

Week 11: New Asian Communities I

Readings: Miyares and Airriess Ch 11, 12, 14; Kaplan and Li 2, 9,

Week 12: Readings:	New Asian Communities II Miyares and Airriess Ch 13, 15; Kaplan and Li 7, 11, 13
Week 13: Readings:	Issues in Assimilation Readings in Course Documents
Week 14:	Discussion Question Only
Week 15:	Post paper summaries/abstracts
December 15:	Final papers due

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Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures. Plagiarism, dishonesty, or cheating in any portion of the work required for this course will be punished to the full extent allowed according to Hunter College regulations.