

The Immigrant City

Urban Studies 270

Sociology 270

Latin American and Latino Studies 273

Spring 2021

Monday 2:00-4:50pm (we will not take the entire time every week)

All class meetings will take place online via Zoom teleconference

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Office hours: by appointment – generally available in the morning on M/W/R/F

Course Description and Goals

Migration is among the most important phenomena shaping neighborhoods, cities, regions, and communities. Understanding migration and migrant communities is fundamental to understanding cities and society.

This course focuses on immigrant, migrant, and refugee communities in United States cities and suburbs. We survey migration and community experiences among a broad range of ethnic groups in different city and suburban neighborhoods. Class readings, discussions, and assignments explore topics including labor markets, commerce, housing, civil society, race and ethnic relations, neighborhood change, refugee resettlement, integration, and transnational communities. The class introduces students to a variety of social science approaches to studying social groups and cities, including readings in sociology, geography, anthropology, social history, and political science. For most of the semester, we alternate between a week focused on particular migrant groups, and a week focused on broader social science frameworks and the topics noted above.

Assignments include: one very short (3-page) paper; and three short (5-7 page) papers reflecting on the readings, class discussions/lectures/guests, and a small number of activities in which students will explore and compare diverse immigrant neighborhoods and communities. Activities will involve at least one in-person (outdoors) and/or online observation of neighborhoods, depending on what is feasible for each student.

Ultimately, the class aims to help students develop:

- 1) a broad knowledge of migration and its impacts on U.S. cities and regions;
- 2) a comparative understanding of diverse migrant communities and neighborhoods; and
- 3) familiarity with social and community institutions in immigrant destinations.

Society Sector

This course counts as a general elective in the Society sector, which (per the College) “focuses on the structure and norms of contemporary human societies.... While historical materials may be studied, the primary objective of Society courses is to enable students to develop concepts and principles, test theories and perfect tools that can be used to interpret, explain and evaluate the behavior of human beings in contemporary societies. ...the emphasis in each course should be on developing in students a general capacity for social analysis and understanding.”

This course does these things through 1) readings in sociology and allied social sciences, including anthropology, political science, social geography, and social history; 2) class discussions, meetings with community organization leaders, and exploring neighborhood environments online and perhaps in-person; and 3) paper assignments in which students develop frameworks of comparative analysis of immigrant communities, using readings to interpret the groups, institutions, and neighborhoods that we explore.

Reading

Course readings provide the foundations for class discussion and are intended to introduce students to a variety of social science perspectives and tools for understanding migration, communities, cities, and neighborhoods. All students are expected to come to class having thoroughly explored the material and well prepared to discuss it in detail. You are expected to spend about 2 hours doing the assigned readings each week.

All readings (and assignments) are available on Canvas (<https://upenn.instructure.com/>), where you should use the HOME page to access all materials. On the page for each class meeting, please read the brief notes at the top of the page, plus occasionally other instructions for reading or browsing.

Zoom Meeting Expectations:

Unless you have communicated with the instructor about this beforehand, you are expected to keep your video on during our weekly class meetings, except during breaks. We will regularly use the break-out rooms on Zoom to have small group discussions, in addition to our full-class discussions and presentations. We will sometimes use Screen Share or other functions on Zoom to share results of activities we do together during class meetings, as well as the neighborhood observation exercise. We will take at least one break each week; some meetings may not last the full 2 hours and 50 minutes.

Per Penn policy: To facilitate access for all class members, these sessions, including your participation, are being recorded and the recordings will be made available to the class, for the duration of the semester. These recordings are made available solely for your personal, educational use and may not be shared, copied or redistributed without the permission of Penn and the instructor. Note also that you are NOT allowed to record class sessions yourselves.

The recordings of our class meetings on Zoom will be posted to Canvas after each meeting, as will PowerPoint slides shown in class.

You are expected to devote your full attention to our discussions, presentations, and activities during our weekly class meetings. Please do your best to not be distracted by your phone, or other things on your computer screen. You are welcome to take notes related to our class meeting on your computer or another device, especially if that helps your own learning process and/or preparation for the papers you write in this class.

Assignments and Grading

Family history paper (max. 3 pages double-spaced)	5%
Three (3) reflection papers on readings (each 5-7 pages double-spaced)	60% (20% ea.)
Class participation and attendance	35%

Class participation grades are based on your willingness to participate and ability to synthesize, critically analyze, and otherwise engage with assigned readings and other course material in discussions during our weekly class meetings. Participation also includes your engagement in our discussions with guest speakers; and in occasional exercises we do together. Good class participation consists of contributing to our full-class discussions (i.e., speaking up), ideally more than once in each class meeting, in addition to discussions in smaller groups – making substantive comments that often engage in some depth and detail with our readings and guests. Students are expected to attend all class meetings, and should email the instructor in advance if they cannot attend; or email the instructor as soon as possible in cases of unexpected absence (reasons of health or personal/household/family emergency are considered “excused” absences). If you have more than 3 unexcused absences during the semester, you will not pass this class.

Late Work and Extensions:

Unless you contact the instructor in advance of the assignment deadline, or have a last-minute emergency, no written work will be accepted late. Please try to plan ahead and ask for an extension in advance if you need one. I am very accommodating about extensions, and do not mark grades down for late work if you ask for an extension before the due date (or if you have a last-minute personal emergency, health or otherwise). If you do not ask for an extension before the due date (or have a last-minute emergency), late work will be marked down one full grade (e.g., A to B).

Grading: numbers – to – letters

A+	98 – 100	A	94 – 97.9	A-	90 – 93.9
B+	87 – 89.9	B	84 – 86.9	B-	80 – 83.9
C+	77 – 79.9	C	74 – 76.9	C-	70 – 73.9
D	65 – 69.9				
F	Below 65				

Schedule – overview

- January 25: Introductions
- February 1: Migration in History
* *Paper due*: family history
- February 8: Great Migrations
Guest (invited): Israel Colon, former dir., Phila. Mayor's Office of Multicultural Affairs
- February 15: Geographies of Migration
- February 22: Old and New Migrations
Guest: Carmen Guerrero, Coalición Fortaleza Latina
- March 1: Institutions: Labor Markets, Housing, Civil Society
- March 8: Chinatown
Guest: Yue Wu, Philadelphia Chinatown Development Corporation
- Friday, March 12 * *Paper due*: institutions and group experiences
- March 15: Neighborhood Change
In-class exercise: neighborhood observation (walking or online)
- March 22: Refugee Resettlement
Guest: Nasr Saradar, Nationalities Service Center
- March 29: African Diasporas
Guest: Voffee Jabateh, African Cultural Alliance of North America
- Friday, April 2 * *Paper due*: neighborhoods
- April 5: Integration
Guest: Michael Jones-Correa, Penn Political Science and CSERI
- April 12: [No class meeting]
- April 19: Arab America
Guest: Nora Elmarzouky, Friends Peace and Sanctuary Journal
- April 26: Migration and Development
- Friday, April 30 * *Paper due*: politics, integration, development

SCHEDULE – detailed (note: full citations for readings are on Canvas)

January 25: Introductions

- *Reading:*
 - Spend at least 30 minutes reading about migration – see Canvas.

February 1: Migration in History

- *Reading:*
 - Matthew Frye Jacobsen, *Barbarian Virtues*, pp.59-97.
 - Xiaojian Zhao, “Immigration to the United States after 1945.”
 - Other readings suggested as reference for the assignment.

Short paper due: Family history. See Canvas for details.

February 8: Great Migrations

- *Reading:*
 - Michael Katz, *The Price of Citizenship*, chapter 2.
 - Schomburg Center, “In Motion” – see Canvas for what to read.
 - Carmen Whalen, *From Puerto Rico to Philadelphia*, chapter 1.
 - Kathryn Wilson, “Building el Barrio.”
 - Judith Goode and Jo Anne Schneider, *Reshaping Ethnic and Racial Relations in Philadelphia*, introduction and chapter 3.
- **Guest** (invited): Israel Colon, board chair, Taller Puertorriqueño

February 15: Geographies of Migration

- *Reading:*
 - Arlie Hochschild, “The Nanny Chain.”
 - Audrey Singer, “Twenty-First Century Gateways.”
 - Michael Jones-Correa, “Reshaping the American Dream.”
 - Barbara Smith and Jamie Winders, “New Pasts.”
 - Willow Lung-Amam, *Trespassers*, chapter 3.

February 22: Old and New Migrations

- *Reading and watching:*
 - Stefano Luconi, *From Paesani to White Ethnics*, pp.1-15, 119-157.
 - OR: Vilna Bashi Treitler, *The Ethnic Project*, pp.67-101.
 - A.K. Sandoval-Strausz, “Latino Landscapes.”
 - Domenic Vitiello et al., “Mexicans and Mexico.”
 - Roa Nixon, Pascual Sanchez and Deutsch, *El Sol Sale Para Todos*.
- **Guest:** Carmen Guerrero, Coalición Fortaleza Latina

March 1: Institutions: Labor Markets, Housing, Civil Society

- *Reading:*
 - Waldinger and Lichter, *How the Other Half Works*, pp.3-20.
 - OR: Eckstein and Peri, “Immigrant Niches...”
 - Carter and Vitiello, “Immigrants, Refugees, and Housing.”
 - Nik Theodore and Nina Martin, “Migrant Civil Society.”
 - Mark Stern et al., “Migrants, Communities, and Culture.”

March 8: Chinatown

- *Reading:*
 - Peter Kwong, *The New Chinatown*, ch. 1-3, 5, 9-10, conclusion.
 - Jennifer 8. Lee, “Waiters, Cooks to Go.”
 - Arthur Acolin and Domenic Vitiello, “Who Owns Chinatown.”
 - Michael Kimmelman, “Chinatown, Resilient and Proud.”
- **Guest:** Yue Wu, Philadelphia Chinatown Development Corporation

Fri., Mar. 12: *Paper due:* Institutions and group experiences. See Canvas for details.

March 15: Neighborhood Change

- *Reading:*
 - Robert Sampson, “Immigration and America’s Urban Revival.”
 - Katz and Ginsburg, “Immigrant Cities as Reservations...”
 - Tarry Hum, *Making a Global Immigrant Neighborhood*, ch. 2.
- **In-class exercise:** Neighborhood observation (walking or online)

March 22: Refugee Resettlement

- *Reading:*
 - Singer and Wilson, “Refugees in Metropolitan America.”
 - Tram Nguyen, “Unsettled Refugees.”
 - McWilliams and Bonet, “Refugees in the City.”
 - Melody Warnick, “The Best Cities in the U.S. for Refugees.”
 - Browse links on Canvas: UNHCR, IOM, others.
- **Guest:** Nasr Saradar, Nationalities Service Center

March 29: African Diasporas

- *Reading:*
 - Schomburg Center, “In Motion” – see Canvas for what to read.
 - Domenic Vitiello, “African Diasporas.”
 - Jonny Steinberg, *Little Liberia*, chapters 1, 26-27.
- **Guest:** Voffee Jabateh, African Cultural Alliance of North America

Fri., April 2 *Paper due:* Neighborhoods. See Canvas for details.

April 5:

Integration

- *Reading:*
 - Leonie Sandercock, *Cosmopolis II*, chapter 6.
 - Philip Kasinitz et al., *Inheriting the City*, chapter 1.
 - Brian Ray, “The Role of Cities in Immigrant Integration.”
 - Michael Jones-Correa, “All Immigration Is Local.”
 - New Yorkers for Parks, *Parks for All New Yorkers*.
 - Cities of Migration integration case studies.
- **Guest:** Michael Jones-Correa, Penn Political Science and CSERI

April 12:

No class meeting

April 19:

Arab America

- *Reading:*
 - Mattea Cumoletti and Jeanne Batalova, “Middle Eastern and North African Immigrants in the United States.”
 - Sally Howell and Amaney Jamal, “The Aftermath of the 9/11 Attacks.”
 - Sally Howell, “Rights versus Respectability.”
- **Guest:** Nora Elmarzouky, *Friends, Peace, and Sanctuary Journal*

April 26:

Migration and Development

- *Reading:*
 - Bob Davis, “Direct Deposits.”
 - Joel Millman and Amy Chozick, “In Haiti, if Someone Gets Your Goat, That's a Good Thing.”
 - Cindy Hahamovitch, *No Man's Land*, chapter 10 and conclusion.
 - Manuel Orozco and Rebecca Rouse, “Migrant Hometown Associations and Opportunities for Development.”
 - Shaila Dewan, “Scattered Emigrés Haiti Once Shunned...”
 - Bob Dolnick, “Ecuador Tries to Lure Emigrants Home.”

Fri., April 30 *Paper due:* Politics, integration, development. See Canvas for details.