

Sociology 146: Contemporary Immigration in Global Perspective

Fall 2014 ~ MWF, 11am-noon, 210 Wheeler

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Course Description:

Over the last four decades, immigration has again transformed the United States. It is also producing significant changes elsewhere, from the European nations that sent people to the United States a century ago, to oil-rich Middle Eastern states and developing nations. Why do people migrate across international borders? Can states control migration, including “unwanted” migrants? How do we understand the politics of immigration? We begin with these questions and examine the policies that let some people in, while keeping others out.

We then consider incorporation, the process by which foreign “outsiders” become integrated in their new home. Are immigrants and their children becoming part of the mainstream in their adoptive countries? What is the mainstream? How do social scientists evaluate and theorize immigrant integration? We start with socio-economic integration and then move to broader questions of membership, belonging and citizenship. Throughout, we draw on research by sociologists, political scientists, demographers, economists and anthropologists.

With no sign that international migration is slowing down, the causes and consequences of immigration will be a critical topic for the 21st century. California, in particular, stands at the leading edge of these transformations – more than one of every four residents in the state was born outside the US. The course is anchored in the US case, but we also consider other Western nations and the lessons they provide. The class is open to anyone with an interest in migration and a willingness to examine issues that raise difficult moral, political and academic questions.

Course Goals and Requirements:

This is a demanding, but rewarding, class. I expect you to devote considerable time and energy to the course. Those unable to make the commitment should not enroll. In return, I will share my passion for immigration studies and help you gain a deeper understanding of immigration and how to do and evaluate social science research. By the end of the course, you will have:

- (1) a solid understanding of basic immigration patterns, legal structures & academic debates;
- (2) hands-on experience gathering, organizing & analyzing different types of empirical data.

To this end, your grade will be based on the following:

Statistical profile of an immigrant group	15%	DUE: Fri Sept 26
Reflection essays on readings & lecture (2 essays)	5%	DUE: Mon Oct 20 Mon Nov 17
Draft interview questionnaire	5%	DUE: Fri Oct 31
Transcript of interview & discussion	10%	DUE: Fri Dec 5
Section participation	10%	Over semester
Short quizzes (5 will count)	10%	Over semester
Final take-home exam	40%	DUE: by 3pm, Mon, Dec 15

LATE POLICY: Letter grade assignments are marked down a third of a grade for each day late, e.g., an A- becomes a B if two days late. Pass/ not pass assignments become “not pass” if a day late or more.

Statistical profile. On your own or with a partner, you will write a statistical profile of one or two immigrant group(s) in the United States or another country. Individual projects will examine one group in one country and be 5-8 pages, including figures. Partner projects will be 7-10 pages, comparing two groups in the same country or the same migrant group living in two different countries. For further details, see the end of the syllabus. I will also provide some data sources. **DUE at the start of lecture, Friday, September 26.**

Reflection papers: After major course sections, you will hand in a reflection paper of 3-6 double-spaced pages. (The questions are in the syllabus.) I expect you to synthesize and reflect on readings and lecture material to build your paper’s argument. You can draw on material from outside of class, but it is not necessary. These memos will be graded on a pass/ fail basis. Solid, college-level papers will earn a pass. These papers are first drafts of the same questions on the take-home final; do not throw the papers away! Reflection memos are **DUE at the start of lecture on Monday October 20 and Monday November 17.**

Interview project: Working on your own, you will do an oral history with someone who migrated to the United States before 2009. This person may be a relative, an acquaintance or a stranger. You will construct a well-conceived interview questionnaire that probes migration, integration and membership experiences. The questionnaire is worth 5% and must be cleared by the instructor or GSI **before** conducting the interview. The questionnaire is **DUE at the start of lecture on Friday October 31.** The remaining 10% of your grade will be based on your transcription of the interview and your discussion of one major theme from it, as related to course readings. This assignment will also motivate one essay question on the take-home final. See the end of the syllabus for further details. **DUE at the start of lecture, Friday, December 5.**

Section participation: We cover a lot of material and I ask you to tap into a wide set of skills for the class assignments. In addition, this class has been selected as one of the Sociology department’s writing improvement courses. For all these reasons, the course has a GSI and mandatory sections. Since your active participation will improve your learning and that of your peers, 10% of your final grade will be based on section participation.

Short quizzes: This class has no mid-term or sit-down final exam. To keep you on track with the readings and check that you understand the material, there will be 7-9 quizzes given during section or lecture. We will only count the best five scores. Each of these five quizzes is worth 2% of your final grade. If you score 80% or above, you receive the full 2%. If you score 60-79%, you receive 1%. No credit is given for grades below 60%. There are no make-up quizzes for those who miss class the day of a quiz. You will find practice questions on the class website.

Take-home final: The take-home final exam will consist of four essay questions. Two will be revised drafts of your reflection memos; we will look for improvement in argumentation and writing as well as the substance of your answer. A third question will draw on your oral history interview. The final question will be an essay synthesizing important themes from across the course. Each of these questions counts for 10% of your final grade. The take-home final will be distributed the last day of class, **DUE Monday, December 15, by 3pm.**

Accommodations:

Come speak to me as early as possible about accommodations related to disabilities, religious observances or events that will prevent you from attending class. In all cases, you are responsible for class material and getting assignments in on time.

Course Materials:

Electronic copies of all course readings can be found via bCourses; for some readings, live URL addresses are found below, as well as on bCourses. <https://bCourses.berkeley.edu>

****TIP:** Use the “Modules” tab to navigate the course materials. All readings are divided into class sections, in the order they appear below. I’ve also created practice quizzes so you can test your knowledge. The questions will be similar to the in-class quizzes that count for your final grade.

About the Readings:

For each lecture, I assign one or two readings. These are usually research articles, theoretical pieces or overviews of a topic. All lecture readings are **required**. I provide reflection questions to guide your reading. Quiz questions will be drawn from readings and lecture material.

Use the reading sheet on bCourses to summarize readings, and consult Chapter 1 & 2 of the *Writing Guide for Sociology* for tips on effective college-level reading. This *Guide* is online at <http://sociology.berkeley.edu/undergraduate-writing-resources>.

In some sections of the syllabus, I include additional readings that provide more background. They might give statistics on migration flows, public opinion data on attitudes toward migration, or evidence about immigrant integration. These readings are not required, but available to further supplement class material. They are also good resources for writing reflection memos. This material will not be tested in quizzes. If a particular topic interests you, let me know – I’m always happy to suggest other resources.

INTRODUCTION:

Friday, Aug. 29

Explore the following articles. Skim them and follow up on items that interest you.

Migration Policy Institute. 2013. "Top 10 Migration Issues of 2013." Washington, DC: Migration Policy Institute. <http://www.migrationpolicy.org/programs/migration-information-source/top-10-migration-issues-2013>

Nwosu, Chiamaka, Jeanne Batalova, and Gregory Auclair. 2014. "Frequently Requested Statistics on Immigration in the United States." Washington, DC: Migration Policy Institute. <http://www.migrationpolicy.org/article/frequently-requested-statistics-immigrants-and-immigration-united-states>

Transatlantic Trends: Immigration 2011. <http://trends.gmfus.org/immigration/key-findings/>

PART A: THEORIZING MIGRATION: WHY DO PEOPLE MIGRATE?

Why do People Migrate? Economics and Social Networks

Read the UN report first. Based on this report, what are the causes of migration – why do people leave their countries for other nations? Next, read Portes & Rumbaut and Sassen. In what ways are their perspectives the same as the UN report, and in what ways do they differ? Now read Massey's synthesis of migration theory. Draw up a table or a diagram of the different theories he presents and identify how they differ or resemble each other. Consider the key actors, motivations and mechanisms in each theory. Now take a step back and consider all the readings. What seems the most persuasive argument to account for migration? Are there arguments missing from this debate?

Wednesday Sept. 3

UN Human Development Report, 2009, Chapter 2, sections 2.1 and 2.2. Full report available at: <http://hdr.undp.org/en/reports/global/hdr2009/>.

Portes, Alejandro and Rubén. G. Rumbaut. 2006. *Immigrant America: A Portrait, 3rd Edition*. University of California Press. (Ch. 1 & Ch. 2 – pages 12-34)

Friday Sept. 5

Sassen, Saskia. 1998. America's Immigration 'Problem.' Pp. 31-53 in *Globalization and Its Discontents: Essays on the New Mobility of People and Money*. New York: New Press.

Monday Sept. 8

Massey, Douglas S. 1999. "Why Does Immigration Occur? A Theoretical Synthesis." Pp. 34-52 in *The Handbook of International Migration: The American Experience*, edited by C. Hirschman, P. Kasinitz and J. DeWind. New York: Russell Sage Foundation.

Additional information:

Poros, Maritsa V. 2011. "Migrant Social Networks: Vehicles for Migration, Integration, and Development." Migration Policy Institute. <http://www.migrationinformation.org/Feature/display.cfm?ID=833>

Can People Migrate? Government Policy and Politics

Compare and contrast the readings in this section with those above. What is the key difference in the approach to explaining international migration? How does this alternative emphasis change the way we should approach economic or social network considerations, as in Menjívar's study? Next, compare and contrast arguments made by Zolberg, Martin, Messina and Freeman to explain immigration policy. Try to apply these explanations to policy evolution and current debates in the United States (Martin) and Europe (Messina).

Wednesday Sept. 10

Zolberg, Aristide R. 1999. "Matters of State: Theorizing Immigration Policy." Pp. 71-93 in *The Handbook of International Migration: The American Experience*, edited by C. Hirschman, P. Kasinitz and J. DeWind. New York: Russell Sage Foundation.

Friday Sept. 12

Menjívar, Cecilia. 1997. Immigrant Kinship Networks and the Impact of the Receiving Context: Salvadorans in San Francisco in the Early 1990s. *Social Problems* 44(1): 104-123.

Monday Sept. 15

Martin, Philip L. 2014. "United States." In *Controlling Immigration: A Global Perspective*, 3rd edition, edited by James Hollifield, Philip L. Martin and Pia Orrenius. Stanford, CA: Stanford University Press. Also read the two commentaries.

Messina, Anthony A. 2007. *The Logics and Politics of Post-WWII Migration to Western Europe*. Cambridge University Press, Chapter 2: read pp. 19-39.

Wednesday Sept. 17

Freeman, Gary. 1995. "Modes of Immigration Policies in Liberal Democratic States." *International Migration Review*. 29(4): 881-902.

Friday Sept. 19

No required readings. We will review Part A of the course and discuss the statistical assignment. Make sure you understand all the readings thus far.

Additional information:

Key US immigration laws, 1790-2006: <http://www.migrationpolicy.org/research/timeline-1790>

Key US laws & policy debates, 1986-2013: <http://www.migrationpolicy.org/research/timeline-1986>

PART B: IMMIGRATION POLICY: CHOOSING MIGRANTS/ CONTROLLING BORDERS

Difficult Decisions: Human Rights vs. "Fake" Refugees

Skim the UNHCR publication first. According to UNHCR who is as a refugee or someone of concern –on what basis does someone count as a refugee? Look at the photo depictions of refugees. Now read Zucker and Zucker. According to them, what factors influence who gets into the United States as a refugee or asylee? Next, read the article by Rottman, et al. What explanations do they consider for 'who gets in and why'? Based on their evidence, which explanations receive the most support? Considering Messina, how were refugee and asylee flows similar or different in the European context? Finally, take a step back. The Zucker & Zucker piece is twenty-five years old; many things

have changed in the world, including the end of the Cold War. Given the other readings, in this section and the previous one, is their analysis a historical artifact of another time, or still relevant today? Why?

Monday Sept. 22

[**skim this & UNHCR website**] UNHCR. 2012. *State of the World's Refugees: In Search of Solidarity*. <http://www.unhcr.org/4fc5ceca9.html>

Zucker, Norman L. and Naomi Flink Zucker. 1989. "The Uneasy Troika in US Refugee Policy: Foreign Policy, Pressure Groups, and Resettlement Costs." *Journal of Refugee Studies* 2(3): 359-372.

Wednesday Sept. 24

Rottman, Andy J., Christopher J. Fariss and Steven C. Poe. 2009. "The Path to Asylum in the US and the Determinants for Who Gets In and Why." *International Migration Review* 43(1): 3-34.

Additional information:

U.S. Office of Immigrant Statistics, DHS. Refugees and Asylees, 2012:

<http://www.dhs.gov/publication/refugees-and-asylees-2012>

The documentary *Well-Founded Fear* (2000) provides a behind-the-scenes view of how the federal bureaucracy decides who receives political asylum. (Media Resources Center: VIDEO/C 7297)

Friday Sept. 26

No required readings.

Statistical Profile Assignment DUE Friday September 26, at the start of lecture.

See the instructions at the end of the syllabus and materials on bCourse.

Monday Sept. 29

Messina, Anthony A. 2007. *The Logics and Politics of Post-WWII Migration to Western Europe*. Cambridge University Press, Chapter 2: read pp. 39-53.

What to Consider in Crafting Immigration Policy? Economic and Cultural Concerns

What goals should guide a country's immigration policy? In the previous section, readings debated human rights, foreign policy and domestic politics as critical factors. Many contemporary debates, however, center on the economic benefits of migration; consider the case of Canadian immigration policy and commentary on the earlier Martin reading about US immigration. Others raise economic concerns in advocating restrictions on immigration, and emigration, including worries about "brain drain" from developing countries. Finally, some research suggests that anti-immigrant sentiment is not rooted in economic considerations but driven by feelings of cultural threat. For the readings below, identify what factors influence public opinion and actual policy – are they the same? What goals should guide immigration policy? Begin to formulate your answer to the first reflection question.

Wednesday Oct. 1

Reitz, Jeffrey. 2014. "Canada." In *Controlling Immigration: A Global Perspective*, 3rd edition, edited by James Hollifield, Philip L. Martin and Pia Orrenius. Stanford, CA: Stanford University Press. Also read the two commentaries.

[skim] Clemens, Michael A. 2013. "What Do We Know about Skilled Migration and Development?" *MPI Policy Brief*, No. 3. Washington, DC: Migration Policy Institute. <http://www.migrationpolicy.org/research/what-do-we-know-about-skilled-migration-and-development>

Additional information:

Batalova, Jeanne. 2007. "The "Brain Gain" Race Begins with Foreign Students." Washington, DC: Migration Policy Institute. <http://www.migrationinformation.org/Feature/display.cfm?ID=571>

Interactive maps of migration & remittances:

http://www.nytimes.com/ref/world/20070622_CAPEVERDE_GRAPHIC.html#

World Bank. 2011. Migration and Development Brief 17, Migration and Remittances Unit.

<http://siteresources.worldbank.org/INTPROSPECTS/Resources/334934-1110315015165/MigrationandDevelopmentBrief17.pdf>

Friday October 3

Mudde, Cas. 2012. "The Relationship between Immigration and Nativism in Europe and North America." Pp. 79-123 in *Rethinking National Identity in the Age of Migration*. Germany: Transatlantic Council on Migration.

Sides, John and Jack Citrin. 2007. "European Opinion about Immigration: The Role of Identities, Interests and Information." *British Journal of Political Science* 37: 477-504.

Additional information:

Beck, Roy and Steven A. Camarota. 2002. "Elite vs. Public Opinion: An Examination of Divergent Views on Immigration." Washington, DC: Center for Immigration Studies.

<http://www.cis.org/ElitevsPublicOpinion-ImmigrationViews>

Chishti, Muzaffar, and Claire Bergeron. 2014. "Hazelton Immigration Ordinance That Began with a Bang Goes out with a Whimper." *Policy Beat*. Washington, DC: Migration Policy Institute.

<http://www.migrationpolicy.org/article/hazleton-immigration-ordinance-began-bang-goes-out-whimper>

Can States Control Borders? Unauthorized Migration

Ngai provides historical context about the construction of the category of "illegal alien." Massey & Pren evaluate post-1965 US attempts at controlling migration. Compare and contrast the accounts of migration control today and in the past. How do these readings differ from or support prior readings' accounts of state control? Abrego considers some of the consequences of being "illegal" for young people. Note in particular Abrego's discussion of being undocumented for theories of assimilation, a topic we take up in more depth later in the semester.

Monday October 6

Ngai, Mae. 2003. The Strange Career of the Illegal Alien: Immigration Restriction and Deportation Policy in the United States, 1921-1965. 21 *Law & History Review* 69: 1-32.

Wednesday October 8

Massey, D. S. and Pren, K. A. 2012. "Unintended Consequences of US Immigration Policy: Explaining the Post-1965 Surge from Latin America." *Population and Development Review* 38: 1-29.

Friday October 10

Abrego, Leisy Janet. 2006. "I can't go to college because I don't have papers: Incorporation Patterns of Latino Undocumented Youth." *Latino Studies* 4(3): 212-231.

[skim] ICE Immigration Removals, 2013: <https://www.ice.gov/removal-statistics/>

Should Nation-States Control Borders? The Moral Dilemmas of Migration

Most course readings evaluate theories that explain actual experiences and events using empirical evidence. This week's readings, however, touch on normative and moral questions. Wilcox and Macedo articulate arguments for why states should or should not control migration. Carefully deconstruct the logic of these arguments. Who is the key person or group of people of concern? What motivations should drive who and how many people migrate, and on what basis they should be chosen? After you identify the structure of the moral arguments, evaluate whether you agree with the assumptions and logic behind the arguments. Next, consider some of the debates in Europe, where there is a limited type of free movement as envisioned by open border proponents. The case of Switzerland – which is not an EU member – provides some empirical evidence on ordinary citizens' preferences regarding would-be fellow citizens. Also consider earlier readings (e.g., Sides & Citrin) on public preferences. How should existing citizens' preferences be weighed against the preferences of those who would like to migrate and join the country?

Monday October 13

Wilcox, Shelley. 2009. "The Open Borders Debate on Immigration." *Philosophy Compass* 4(1): 1-9.

Macedo, Stephen. 2007. "The Moral Dilemma of U.S. Immigration Policy: Open Borders Versus Social Justice?" Pp. 63-84 in *Debating Immigration*, edited by Carol Swain. Cambridge University Press.

Visit the Center for Immigration Studies website (www.cis.org), a DC think tank that advocates "low immigration," and the Center for American Progress (www.americanprogress.org/tag/immigration-reform/view/), a think tank of "progressive ideas," to see how two opposing groups articulate arguments for and against migration.

Wednesday October 15

Benton, Meghan and Milica Petrovic. 2013. "How Free is Free Movement? Dynamics and Drivers of Mobility within the European Union." Washington, DC: Migration Policy Institute.

<http://www.migrationpolicy.org/research/how-free-free-movement-dynamics-and-drivers-mobility-within-european-union>

Friday October 17

Hainmueller, Jens and Dominik Hangartner. 2013. "Who Gets a Swiss Passport? A Natural Experiment in Immigrant Discrimination." *American Political Science Review* 107(1): 159-187.

Reflection Memo #1 **DUE MONDAY October 20**, at the start of lecture:

Can states control migration? Should they?

Consider all the readings so far this semester and outline your academic assessment about the ability of countries to control borders. (In formulating your assessment, consider *why* migrants move and *how* states can or cannot control this movement.) Then outline a normative argument for why states should control or open borders, & to whom.

PART C: IMMIGRANT INTEGRATION: ECONOMIC, SOCIAL AND CULTURAL INCLUSION

Debating “Assimilation” in the US: Straight-line, Segmented, or Something Else?

The readings this week debate the dynamics of immigrant integration, including the incorporation of the 2nd and 3rd generations (the children and grandchildren of migrants). For each, identify the definition of “integration” used. What do the authors see as indicators [measures] of integration? What do the authors say (or imply) about “successful” integration – how would we know it has been achieved? Next, outline how each author theorizes integration dynamics. What are the key factors driving integration? Given these factors, is integration happening? Does it happen in the same way for everyone? If not, on what basis can we expect differences?

Monday October 20

Brown, Susan K. and Frank D. Bean. 2006. “Assimilation Models, Old and New: Explaining a Long-Term Process” Washington, DC: Migration Policy Institute.

<http://www.migrationinformation.org/Feature/display.cfm?ID=442>

Wednesday October 22

Gans, Herbert. 1992. Second-generation decline: scenarios for the economic and ethnic futures of the post-1965 American immigrants. *Ethnic and Racial Studies* 15(2): 173-192.

Portes, Alejandro, Patricia Fernández-Kelly and William Haller. 2009. The Adaptation of the Immigrant Second Generation in America: A Theoretical Overview and Recent Evidence. *Journal of Ethnic and Migration Studies* 35(7): 1077-1104.

Friday October 24

In class tutorial: Preparing and conducting an in-depth interview

- Also see resources on bCourses site.

Monday October 27

Kasinitz, Philip, John H. Mollenkopf, Mary C. Waters and Jennifer Holdaway. 2008. *Inheriting the City: The Children of Immigrants Come of Age*. Harvard University Press. Ch. 1 & 5.

Is Integration Just about Immigrants? The Importance of National Context

The readings in the last section outlined theories by American scholars centered on the American context. How well do these theories apply outside the United States? Can they be extended to other countries? In reading the authors for this section, identify which national- or societal-level variables they claim might affect immigrant integration in different countries. Can we generate a general or “grand” theory of integration?

Wednesday October 29

Zolberg, Aristide R. and Long Litt Woon. 1999. Why Islam is like Spanish: Cultural Incorporation in Europe and the United States. *Politics & Society* 27(1): 5-38.

Alba, Richard. 2005. Bright vs. blurred boundaries: Second-generation assimilation and exclusion in France, Germany, and the United States. *Ethnic and Racial Studies* 28(1): 20-49.

Additional information:

Thomas, Elaine. 2006. Keeping Identity at a Distance: Explaining France's New Legal Restrictions on the Islamic Headscarf. *Ethnic and Racial Studies* 29(2): 237-259.

Draft In-Depth Interview Questions DUE Friday, October 31, at the start of lecture.

See the instructions at the end of the syllabus and materials on bCourses.

Friday October 31

Alba, Richard and Nancy Foner. 2014. "Comparing Immigrant Integration in North America and Western Europe: How Much Do the Grand Narratives Tell Us?" *International Migration Review*.

Additional information:

Vigdor, Jacob L. 2011. *Comparing Immigrant Assimilation in North America and Europe*. New York: Manhattan Institute. http://www.manhattan-institute.org/pdf/cr_64.pdf

Vigdor, Jacob L. 2009. *Measuring Immigrant Assimilation in the United States, Second Edition*. New York: Manhattan Institute. http://www.manhattan-institute.org/pdf/cr_59.pdf

Monday November 3

Bloemraad, Irene. 2006. Becoming a Citizen in the United States and Canada: Structured Mobilization and Immigrant Political Incorporation. *Social Forces* 85(2): 667-695.

PART D: MEMBERSHIP, BELONGING AND CITIZENSHIP

Race and Immigration: The End of the Color Line or a Line Re-drawn?

One of the most enduring sources of inequality in the US has been inequality based on race. Today's immigrants challenge the traditional white/black dichotomy in the United States. For each reading, outline how and why some authors think immigration will undermine the US color line, while others think it will reaffirm the centrality of race. What data do they offer? How persuasive do you find the arguments and evidence?

Next, consider race beyond the United States. European scholars often complain that Americans focus too much on race, especially at the expense of adequate attention to class inequalities. Thinking about prior readings on Europe, as well as the Alba/Foner and Maxwell readings below, outline arguments for why race matters in Europe, and why it does not. How important is race for immigrant integration beyond the United States, based on evidence in the readings?

Wednesday November 5

Lee, Jennifer and Frank D. Bean. 2007. "Reinventing the Color Line: Immigration and America's New Racial/Ethnic Divide." *Social Forces* 86:1-26.

Friday November 7

Kasinitz, Philip. 2008. "Becoming American, Becoming Minority, Getting Ahead: The Role of Racial and Ethnic Status in the Upward Mobility of the Children of Immigrants." *The Annals of the American Academy of Political and Social Science* 620: 253-269.

Jiménez, Tomás R. and Adam L. Horowitz. 2013. "When White is Just Alright: How Immigrants Redefine Achievement and Reconfigure the Ethnoracial Hierarchy." *American Sociological Review* 78(5): 849-871.

Monday November 10

Tuan, Mia. 1999. "Neither Real Americans nor Real Asians? Multigeneration Asian Ethnics Navigating the Terrain of Authenticity." *Qualitative Sociology* 22:105-125.

Nee, Victor and Hilary Holbrow. 2013. "Why Asian Americans are Becoming Mainstream." *Daedalus* 142(3): 65-75.

Wednesday November 12

Alba, Richard and Nancy Foner. "The Problems and Paradoxes of Race." Unpublished manuscript.

Friday November 14

Maxwell, Rahsaan. 2009. "Caribbean and South Asian identification with British society: the importance of perceived discrimination." *Ethnic and Racial Studies* 32(8): 1449-1469.

Reflection Memo #2 DUE Monday November 17, at the start of lecture

Are immigrants integrating into the societies where they live? Why or why not?

Consider the readings since the last reflection memo. In formulating your assessment, outline *your* definition of "integration" and indicate how social scientists should *measure* integration. What do these measures suggest about the outcomes and processes behind immigrant integration in the United States and Europe?

Legal Status: A New Line of Social Stratification?

Traditionally, sociologists have studied inequality through the lens of class, race and gender, and more recently they have considered sexuality and disability. Immigration studies raise another possible basis of inequality: legal status. First consider the Nanyin reading, and prior readings about refugees. What sort of welcome and integration assistance do they receive? What message of inclusion (or exclusion) are they sent? Next consider the Abrego and Sigona readings. How does undocumented status affect the people they study? Why might the undocumented be considered a single "class" of individuals, and why might they not? (That is, what sorts of internal diversity exist?) Finally, consider the Bloemraad reading and prior readings this semester. In your judgment, what are the key sources of inequality and differential membership for immigrants?

Monday November 17

Nawyn, Stephanie J. 2011. 'I have so many successful stories': Framing Social Citizenship for Refugees. *Citizenship Studies* 15(6-7):679-693.

Wednesday November 19

Abrego, Leisy. J. 2011. Legal Consciousness of Undocumented Latinos: Fear and Stigma as Barriers to Claims-Making for First- and 1.5-Generation Immigrants. *Law & Society Review* 45: 337–370.

Friday November 21

Sigona, Nando. 2012. 'I have too much baggage': the impacts of legal status on the social worlds of irregular migrants. *Social Anthropology* 20: 50–65.

Monday November 24

Bloemraad, Irene. 2014. "Ascriptive" Citizenship and Being American: Race, Birthplace, and Immigrants' Membership in the United States. In *The Nation and Its Peoples: Citizens, Denizens and Migrants*, John S.W. Park and Shannon Gleeson, editors. Routledge.

Wednesday November 26 and Friday November 28 – NO CLASS - Thanksgiving

Gridlock or Change: Immigration, Social Change and the Future

This last week will be devoted to gazing into a metaphorical crystal ball to try to predict the future of migration flows, immigrant integration, legislative politics and larger patterns of social change brought about by international migration. Given everything you have learned in this class, what are the prospects for immigration and social change moving forward? In asking this question, we will review major themes of the course. I will also share some on-going research on how US voters respond to different ways of framing the politics of immigration reform. You should be working on your oral history interview transcriptions this week.

Monday December 1

Bloemraad, I., Voss, K., Silva, F. "Framing the Immigrant Movement as about Rights, Family, or Economics: Which Appeals Resonate and for Whom." IRLE working paper, available at:

<http://www.irle.berkeley.edu/workingpapers/112-14.pdf>

Pew Research Center. 2013. "Politics and Race – looking ahead to 2060."

<http://www.pewresearch.org/fact-tank/2013/05/10/politics-and-race-looking-ahead-to-2060/>

Wednesday December 3

Wong, Tom, et al. 2013. "Undocumented No More: A Nationwide Analysis of Deferred Action for Childhood Arrivals, or DACA." Center for American Progress.

<http://www.americanprogress.org/issues/immigration/report/2013/09/20/74599/undocumented-no-more/>

Svajlenka, Nicole Prchal and Audrey Singer. 2014. "DACA Renewals Ramp Up." Brookings.
<http://www.brookings.edu/research/opinions/2014/07/08-daca-renewals-ramp-up-svajlenka-singer>

Additional information:

Bloemraad, I, Voss, K., Lee, T. 2011. The Immigration Rallies of 2006: What Were They, How Do We Understand Them, Where Do We Go? In *Rallying for Immigrant Rights*, edited by Kim Voss and Irene Bloemraad. Berkeley, CA: University of California Press.

Friday December 5 – Semester review

Interview Transcript and Discussion DUE Friday, December 5, at the start of lecture.

See the instructions at the end of the syllabus and materials on bSpace.

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TAKE-HOME FINAL EXAM

Distributed at the end of class on Friday, December 5.

DUE by 3pm on Monday, December 15 in 410 Barrows Hall.

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Statistical Profile of an Immigrant Group – individual or group assignment

The goal of this assignment is to familiarize you with some of the statistical resources available to researchers of immigration and to practice presenting numerical data.

On your own or with a partner, you will write a statistical profile of one or two immigrant group(s) in the United States or in another country. **Individual projects** should be 5-8 pages, including figures, and examine one group in one country. **Partner projects** should be 7-10 pages, comparing two groups in the same country or the same migrant group living in two different countries. Doing this as a group project will help in gathering and interpreting the statistical information, but I will expect a more sophisticated write-up comparing the groups and speculating on the reason for similarities or differences.

Your profile should integrate graphical displays of numerical data (tables or graphs) with a narrative explaining the most important points from the figures. Please answer the following:

1. Describe, in broad terms, the migration history of your group, graphically & in words. When did your group begin arriving in significant numbers? Have there been peaks and dips in the group's migration? Speculate about the reasons for changes over time.
2. What is the total number of foreign-born of your immigrant group today? What is their percentage of all foreign-born residents? What is their size relative to other groups?
3. What are the predominant means of immigrant entry for your group today, i.e., migration as family sponsored immigrants, employment immigrants, temporary workers, refugees & asylees and/or illegal migrants?
4. Investigate two or three demographic or socio-economic characteristics of the group, e.g., their residential patterns, gender or age composition, educational attainment, poverty, racial diversity, family structure, citizenship status, etc. Speculate on why you see these patterns. In speculating about the numbers, draw on the course readings and lecture materials. You do not have to do further reading, but you may if you wish.

In putting together your report, you must use **at least three different sources of statistical data**, including one from the US Department of Homeland Security and one from the US Census. You can use more. You must also provide **proper referencing** for your data. In the write up, give some thought to the credibility of the numbers and discuss any concerns you might have.

Evaluation: You will be evaluated on how accurately you use statistical data to profile your group and how well you integrate the numerical data within a narrative account. The profile should be neat and easy-to-read. If you are working with a partner, I only need one report per group; both students will receive the same grade.

Oral History with an Immigrant – individual assignment

The goal of this assignment is to have you reflect on academic theories by considering the life of a real person. I also want you to experience collecting data using an in-depth interview.

1. Prepare an interview questionnaire (must be approved prior to interview!)

Construct an interview guide that considers (1) migration, (2) integration and (3) membership. You will want to decide on one or two major themes for each of these sections to provide focus for your questionnaire. (See extra resources provided on bCourses, lecture and section.)

Your interview will be *semi-structured*, that is, it is guided by a questionnaire, but carried out like a conversation through “prompting”. You will need to write up and submit the questionnaire in the form you would use during the interview. This includes probes that you might use during the interview to encourage your respondent to tell you about his or her experiences with examples and anecdotes, rather than yes/no survey-style answers.

2. Do the oral interview

Once accepted, you will use your questionnaire to interview an immigrant for 40-90 minutes. This person may be a relative, an acquaintance or a stranger. The person **MUST** be an adult (18 years or older) who was not born in the United States and who immigrated to the U.S. before 2009 at 13 years of age or older. You must follow ethical standards of *informed consent*. Request permission to record the interview and explain that the interview is confidential.

3. Transcribe (and translate into English, if necessary) the *entire* interview

Type up a written transcript of the whole interview. Transcribe everything that is said, by the respondent and you, including partial sentences, small digressions, grammatical mistakes, etc. Include non-verbal information (e.g. respondent pounds the table, laughs, cries, etc.). [See bCourses for more information.] At the top of the transcript, include a short paragraph about the interview: where it took place, how you found the respondent, whether it went well, etc. **WARNING:** It usually takes 3-5 hours to type up one hour of audio recording. Don't do the transcript at the last minute.

4. Thematic memo

In one or two extra pages at the end of the transcript, take one theory or idea from the class readings and reflect on how well this idea matches the experiences of your respondent. If you were writing an academic paper, which parts of the interview would you quote to show that the academic theory or idea was right or wrong? Discuss why this might be the case.

Evaluation: Hand in BOTH the interview transcript and the thematic memo. You will be evaluated on (a) how you handled the interview (did you probe? listen well?); (b) the completeness of your transcript; and (c) the thoughtfulness of your thematic memo, notably how you identify & discuss quotes and examples from the interview in relation to readings.