

## **LALS 174: Immigration & Citizenship - A Global Perspective**

Winter 2013, Tues/Thurs 6:00-7:45pm, Earth & Marine B210

Professor Shannon Gleeson, [sgleeson@ucsc.edu](mailto:sgleeson@ucsc.edu)

Office Hours by sign-up: Thursdays 3:30-5:30pm in Merrill 15

<http://www.wejoinin.com/sheets/soahy>

### ***Course Description:***

This course examines migration patterns to the United States, in comparison to other major destinations. The majority of our discussion will focus on migration to the Global North (e.g. to the United States, Canada, Australia, and the European Union). However, “South-South” migration patterns (e.g. Nicaragua to Costa Rica, Zimbabwe to South Africa, Bangladesh to India), which constitute nearly half of all migrant flows worldwide, will also be examined. In each of these contexts, we will examine not only the socio-economic and political factors driving these migration flows, but also the various citizenship paradigms present in across host countries. Readings will draw on a range of disciplinary foci, and include both quantitative and qualitative analyses of these phenomena.

### ***Learning Goals/Objectives***

- Identify and apply theories of citizenship and immigration policy across political regimes
- Examine the historical and political factors that have shaped the legal status for various immigrant sub-populations in the United States and in other immigrant destinations.
- Assess the individual, organizational, and contextual factors that facilitate immigrant integration
- Evaluate the empirical evidence supporting various positions within the immigration debate
- Learn basic skills to conduct a qualitative interview of an immigrant, and to create a statistical profile of an immigrant-receiving country

### ***Required Texts for Purchase/Download***

- Course Reader – available on eCommons (hardcopies also available from BWP).
- Ngai, Mae M. 2004. *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton: Princeton University Press.

### ***Assignments:***

- 10% Participation and Attendance
- 25% Midterm I (Week 4)
- 25% Midterm II (Week 8)
- 20% Statistical Profiles (500 words each)
  - Migrant group WITHIN the U.S. (10%) (Week 6)
  - Migrant group OUTSIDE the U.S. (10%) (Week 10)
- 20% Oral History Exercise (transcript + 1000 word memo)
  - Questionnaire (5%)
  - Transcription and Analysis (15%)

**Grading System:**

- A = Excellent analysis demonstrating an outstanding grounding in all course material
- B = Above average analysis but missing some key points
- C = Limited analysis, seriously lacking major points
- D = Below average
- F = Failure to produce even a below average essay

**Statistical Profiles #1 & 2 (for each: 5 tables/graphs + 500 word memo)**

Quantitative data is often used to assess the stock and flow of migrants, the effect of their presence in host countries, and the effect of their departure on sending communities. In these 2 exercises, you will be asked to address the following questions for 1) a migrant community in the United States, and 2) a migrant community outside the United States.

1. What is the total number of migrants for this group? How many leave and arrive each year? Be sure to distinguish between STOCK and FLOW, as DISTRIBUTION and SHARE.
2. What is the legal framework for this migrant group, and how are what proportion migrate through these different categories? (Be comprehensive.)
3. Where do these migrants go, and where are they coming from? Discuss the top three sending and receiving regions. Focus on broad sub-national geographies for, ex: states (for the U.S) and prefectures (for Japan.)
4. What is the migration history of this group? Use data over time to demonstrate the major time periods for this group's migration, and situate it in the legal and political context that influenced the push and pull factors.
5. Take a look at three demographic or socio-economic characteristics for this group (ex: gender, race/ethnicity, poverty, education, etc.) and contextualize the patterns you uncover through course readings, lectures and class discussion

The purpose of this exercise is to familiarize yourself with the available data on migration, and to practice presenting these data to support an argument you are advancing. You must use at least two sources of data (ex: United Nations and U.S. Census), and produce at least 1 table/graph for each of these question areas. You should draw on readings we have done in class, but are free to access other sources if you want. If you need assistance with Excel, seek out assistance from me, your peers or computer lab staff ASAP. All tables/graphs should be your original work. Cite ALL sources.

**Oral History Exercise (transcript + 1000 word memo)**

While quantitative data is a great resource for understanding broad patterns of migration and its effects, qualitative data is a much better tool for uncovering the mechanisms that drive these patterns and experiences of migrants themselves. In this exercise, I am asking you to conduct a 30-45 minute interview with 1 migrant (must be 18+) to explore the themes we are addressing in class. You will be asked to do prepare a FORMAL interview guide (or questionnaire) to guide you through the interview, record this interview (with the respondent's consent), transcribe this interview, and write up a short analysis of your findings. Though you are free to structure your interview questions as you like, you should follow basic principles of interviewing (which we will discuss in class) and be sure to address:

- The process of migration (push and pull factors)
- Experience as a migrant (barriers and opportunities to integration)
- Connection to home country (transnational activity, remittances, travel)

You should schedule the interview and make arrangements for recording equipment ASAP. An iPod is one option, or you can check out the free Pamela Recorder (which will let you record in 15 minute segments for free via Skype.) Media Services also has equipment available, but you need to get my signature on a Faculty Authorization form <http://its.ucsc.edu/classrooms/faculty-auth-form-web-version.pdf>.

The free program JetAudio is a great tool for moving back and forth through an audio file. It can take up to five hours to transcribe an hour of audio, so do not wait until the last minute. You will then use this transcript to craft a 2-page analytical memo that highlights quotes that address the questions above.

Both the transcript and memo need to be submitted ONLINE via eCommons by the deadline. If you conduct the interview in a language other than English, Spanish, or French (i.e. those are the only languages I can read!), please see me to discuss transcript translation arrangements.

## Course Policies

- Class attendance is a required aspect of this course. Your grade will be affected if you fail to regularly attend, and miss more than 2 class sessions.
- This class will operate in a PAPERLESS environment. You will be *required* to upload an electronic copy of each assignment to eCommons. (Upload as a “.doc” file.) The timestamp of your upload will serve as proof that you submitted the assignment on time, and hard copies will not be accepted as substitutes. Late assignments will not be accepted. If you need more information on how to use eCommons, come see me in office hours, or refer to: <https://ecommons.ucsc.edu/xsl-portal>
- If you will be absent due to a university activity on an exam day, or on a day that an assignment is due, you must make arrangements with me *beforehand* to complete these assignments before you leave. Exams must be taken at the stated time and place. No exceptions
- I will rely on email communication, so it is your responsibility to check your UCSC email account regularly for updates. Keep in mind that it may take up to 72 hours for me to respond to your emails. Note: I will not respond to your email if it entails information already listed on the course syllabus or other handouts.
- However, do not rely on email as an alternative to office hours. If you cannot make office hours, you should get in touch so we can find an alternative. Office hours, however, should not be used as a substitute for lecture. If you have to miss class, you should get notes from a classmate.
- Please note that I am happy to discuss your grade with you. However, keep in mind that if I am asked to re-evaluate an assignment or exam, but reassessment may result in either an increase, or decrease, in the grade.
- We will do course evaluations at the end of the course, but you should feel to come talk to me at any time about any concerns you may have. If you prefer to voice a concern anonymously, you can leave a note in my box in Merrill Faculty Services.
- You should come prepared to class with the readings in hand *every day* (electronic or hard copy). You will need to refer to them often during lecture and group activities.
- I do not post reading notes or power point slides.
- You will be asked to do a substantial amount of writing in this course. Written work should be typed, double spaced, have 1” (one-inch) margins, and use Times New Roman font, size 12-point. Please number your pages. You can refer to the following guide for reference and formatting style: [http://people.ucsc.edu/~sgleeson/ASA\\_Style\\_Guide.pdf](http://people.ucsc.edu/~sgleeson/ASA_Style_Guide.pdf) (American Sociological Association.)
- It is imperative that you become familiar with proper citation guidelines. Plagiarism, cheating on exams and any other forms of academic dishonesty will not be tolerated, and all instances will result in a failing grade for the course, without exception. See the UCSC policy at: [http://www.ucsc.edu/academics/academic\\_integrity/undergraduate\\_students/](http://www.ucsc.edu/academics/academic_integrity/undergraduate_students/)
- Disability accommodations are to be made in accordance with the Disability Resource Center policy. For more information, see: <http://drc.ucsc.edu/>
- Final Paper extensions will ***not be granted***, and papers will be docked a full letter grade for each 24 hours they are late, or fraction thereof.

*....and please turn off your phone, don't text in class, browse the web, etc etc!*

I will ask you to leave if you abuse this policy.

***Class Schedule***

<u>WK</u>	<u>Readings</u>
1-T 1/8	<p><b>Fundamentals of Migration</b></p> <p>Castles, Stephen, and Mark J. Miller. 2003. <i>The Age of Migration: International Population Movements in the Modern World</i>. New York: Guilford Press. (CHAPTERS 1-2, p.1-49)</p>
1-R 1/10	<p>Meyers, Eytan. 2000. "Theories of International Immigration Policy: A Comparative Analysis." <i>International Migration Review</i> 34 (4): 1245-1282. (37 pages)</p>
2-T 1/15	<p><b>Understanding Migration to the United States</b> FROM: Ngai (2004)</p> <p>Introduction: Illegal Aliens A Problem of Law and History (1-14) Ch. 1: "The Johnson-Reed Act of 1924 and the Reconstruction of Race in Immigration Law" Ch. 2: "Deportation Policy and the Making and Unmaking of Illegal Aliens"</p>
2-R 1/17	<p>Ch. 3: "From Colonial Subject to Undesirable Alien: Filipino Migration in the Invisible Empire" Ch. 4: "Braceros, 'Wetbacks', and the National Boundaries of Class"</p>
3-T 1/22	<p>Ch. 5: "The World War II Internment of Japanese Americans and the Citizenship Renunciation Cases" Ch. 6: "The Cold War Chinese Immigration Crisis and the Confession Cases"</p> <p><b>Questionnaire Due</b></p>
3-R 1/24	<p><b>Fast Forward: Post-1965 Immigration Policy in the United States</b></p> <p>Zolberg, Aristide R. 2007. "Immigration Control Policy: Law and Implementation." Pp. 29-42 in <i>The New Americans: A Guide to Immigration Since 1965</i>, edited by Mary C. Waters and Reed Ueda. Cambridge: Harvard University Press.</p> <p>DeLaet, Debra L. 2000. "Appendix A: Major Developments in U.S. Immigration Policy." Pp. 119-128 in <i>U.S. Immigration Policy in an Age of Rights</i>. Westport: Praeger.</p> <p>Greenblatt, Alan. 2008. "Immigration Debate: Can Politicians Find a Way to Curb Illegal Immigration?" <i>CQ Researcher</i> 18(5):97-120.</p> <p><b>FILM: <i>Snakeheads</i>, 1996 (VT6805, 27min)</b></p>

4-T 1/29	<p><b>U.S. Immigration Policy and “National Security”</b></p> <p>Andreas, Peter. 2002. "The Re-Bordering of America After 11 September." <i>Brown Journal of World Affairs</i> 8(2):195-202. (7 pages)</p> <p>Rodriguez, Robyn M. 2008. "(Dis)unity and Diversity in Post-9/11 America." <i>Sociological Forum</i> 23(2):379-389. (10 pages)</p> <p>Coleman, Mathew. 2008. "Between Public Policy and Foreign Policy: U.S. Immigration Law Reform and the Undocumented Migrant." <i>Urban Geography</i> 29(1):4-28. (24 pages)</p> <p><b>FILM: The Ballad of Esequiel Hernandez, 2008 (DVD8247, 82min)</b></p>
4-R 1/31	<p><b>MIDTERM #1</b></p>
5-T 2/5	<p><b>Refugee and Asylum Policy</b></p> <p>Hamlin, Rebecca, and Philip E Wolgin. 2012. "Symbolic Politics and Policy Feedback: The United Nations Protocol Relating to the Status of Refugees and American Refugee Policy in the Cold War." <i>International Migration Review</i> 46 (3) (September 1): 586–624. (38 pages)</p>
5-R 2/7	<p><b>Beyond the U.S.: Canada, Australia, &amp; the European Union</b></p> <p>Gibney, Matthew J., and Randall Hansen. 2003. <i>Asylum Policy in the West: Past Trends, Future Possibilities</i>. United Nations University: World Institute for Development Economics Research. (20 pages)</p> <p>Hamlin, Rebecca. 2012. "International Law and Administrative Insulation: A Comparison of Refugee Status Determination Regimes in the United States, Canada, and Australia." <i>Law &amp; Social Inquiry</i> 37 (4) (September 1): 933–968 (34 pages)</p> <p><b>AUDIO: This American Life, episode 253, Act One: “No Island Is an Island” (aired December 7, 2007), on the relocation of Australian asylum seekers to the island of Nauru [http://www.thislife.org/Radio_Episode.aspx?episode=253] (30 minutes)</b></p>
6-T 2/12	<p>Reitz, Jeffrey G. 2005. "Tapping Immigrants' Skills: New Directions for Canadian Immigration Policy in the Knowledge Economy." <i>Institute for Research on Public Policy</i> 11(1): (18 pages)</p> <p>Bloemraad, Irene. 2006. "Becoming a Citizen in the United States and Canada: Structured Mobilization and Immigrant Political Incorporation." <i>Social Forces</i> 85: 667-695. (18 pages)</p> <p><b>Statistical Profile #1 (within U.S.)</b></p>

6-R 2/14	Sumption, Madeleine, and Will Somerville. 2010. <i>The UK's New Europeans: Progress and Challenges Five Years After Accession</i> . Washington, D.C.: Equality and Human Rights Commission and the Migration Policy Institute. (~35 pages of text)
7-T 2/19	<p>Guiraudon, Virginie. 2008. "Moroccan Immigration in France: Do Migration Policies Matter?" <i>Journal of Immigrant &amp; Refugee Studies</i> 6(3):366-381. (15 pages)</p> <p>Calavita, Kitty 2003. "A Reserve Army of Delinquents: The Criminalization and Economic Punishment of Immigrants in Spain." <i>Punishment and Society</i> 5:399-413. (14 pages)</p> <p><b>FILM: Submission, 2004 (10min) and Fitna, 2008 (17min). (available on YouTube)</b></p>
7-R 2/21	<p><b>Case Study: Japan, Malaysia, and China</b></p> <p>Haig, Ken. 2011. "Japanese Immigration Policy." In <i>Routledge Handbook of Japanese Politics</i>, ed. Alisa Gaunder, 223–235. New York: Routledge. (12 pages)</p> <p>Sadiq, K. 2005. "When States Prefer Non-Citizens Over Citizens: Conflict Over Illegal Immigration into Malaysia." <i>International Studies Quarterly</i> 49 (1): 101–122. (21 pages)</p> <p>Chan, Kam Wing, and Will Buckingham. 2008. "Is China Abolishing the Hukou System?" <i>The China Quarterly</i> 195:582–606.</p> <p>Kong, Sherry Tao. 2010. "China's Migrant Problem: the Need for Hukou Reform." <i>East Asia Forum</i>. January 29. <a href="http://www.eastasiaforum.org/2010/01/29/chinas-migrant-problem-the-need-for-hukou-reform/">http://www.eastasiaforum.org/2010/01/29/chinas-migrant-problem-the-need-for-hukou-reform/</a> (2 pages)</p> <p><b>FILM: Salsa in Japan (DVD8244, 25min)</b></p>
8-T 2/26	<p><b>Case Study: South-South Migration in Costa Rica and South Africa</b></p> <p>Lee, Sang E. 2010. "Unpacking the Packing Plant: Nicaraguan Migrant Women's Work in Costa Rica's Evolving Export Agriculture Sector." <i>Signs: Journal of Women in Culture and Society</i> 35(2):317-342. (25 pages)</p> <p>Paret, Marcel. 2011. "Borders and Exploitation: Migrant Labor Systems in California and South Africa." <i>Berkeley Journal of Sociology</i> 55: 57–96. (39 pages)</p>

8-R 2/28	<b>MIDTERM #2</b>
9-T 3/5	<p><b>State and Local Responses to Immigration in the United States</b></p> <p>Varsanyi, Monica W, Paul G Lewis, Doris 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. (20 pages)</p> <p>Chavez, Jorge M, and Doris Marie Provine. 2009. "Race and the Response of State Legislatures to Unauthorized Immigrants." <i>The Annals of the American Academy of Political and Social Science</i> 623 (1): 78-92. (14 pages)</p>
9-R 3/7	<p>Frasure, Lorrie A, and Michael Jones-Correa. 2010. "The Logic of Institutional Interdependency: The Case of Day Laborer Policy in Suburbia." <i>Urban Affairs Review</i> 45:451–482. (37 pages)</p> <p>De Graauw, Els. 2012. "The Inclusive City: Public-Private Partnerships and Immigrant Rights in San Francisco." In <i>Remaking Urban Citizenship: Organizations, Institutions, and the Right to the City</i>, ed. Michael Peter Smith and McQuarrie Michael, 135–150. New Brunswick, NJ: Transaction Publishers. (15 pages)</p>
10-T 3/12	<p><b>Experiences of Undocumented Immigrants</b></p> <p>Gonzales, Roberto G. 2011. "Learning to Be Illegal." <i>American Sociological Review</i> 76(4):602–619. (17 pages)</p> <p>Menjívar, Cecilia, and Leisy J Abrego. 2012. "Legal Violence: Immigration Law and the Lives of Central American Immigrants." <i>American Journal of Sociology</i> 117(5):1380–1421. (41 pages)</p> <p><b>Statistical Profile #2 (outside U.S.)</b></p>

10-R 3/14	<p><b>Debating Possibilities for the Future</b></p> <p>Chiswick, Barry R. 2009. "Top Ten Myths and Fallacies Regarding Immigration." <i>IZA Policy Papers</i> 12. (20 pages)</p> <p>From the Boston Review, <i>New Democracy Forum on Immigration</i> (about 1 page each):  <a href="http://bostonreview.net/BR34.3/ndf_immigration.php">http://bostonreview.net/BR34.3/ndf_immigration.php</a></p> <ul style="list-style-type: none"> <li>• Carens, Joseph. "The Case for Amnesty: Time erodes the state's right to deport "</li> </ul> <p>Response to Carens (read <b>1</b> according to your assigned reading assignment):</p> <ul style="list-style-type: none"> <li>• Aleinikoff, Alexander. "Legalization has its costs, but they are outweighed by the benefits; pragmatic arguments may, in the end, be the most persuasive."</li> <li>• Arash, Abizadeh. "If moral duties apply to domestic noncitizens, they apply to all noncitizens""</li> <li>• Bosniak, Linda. ""The basic rights of short-term immigrants also need protection"</li> <li>• Massey, Douglas. "Only by addressing the realities of North American economic integration can we solve the problem"</li> <li>• Neuman, Gerald L. "Amnesty should be a matter for regret, not a bonus for those who persevere"</li> <li>• Ngai, Mae M. "Historically, America both legalized and deported migrants—since 1996, it only deports"</li> <li>• Shanley, Mary Lyndon. "Enable citizen children to keep their families together"</li> <li>• Smith, Rogers M. "A more conservative proposal has a better chance of succeeding"</li> <li>• Suro, Roberto. "Compromised rights are never acceptable"</li> <li>• Carens, Joseph. (Response to Responses) "The balance of competing moral considerations falls clearly on the side of rolling amnesty"</li> </ul> <p><b>Recent Developments in U.S. Immigration Policy</b></p> <p>Secure Communities  E-Verify  Deferred Action for Childhood Arrivals  Prosecutorial Discretion for Binational Couples  U Visa: Immigration Relief for Survivors of Domestic Violence and Other Crimes</p> <p><i>Selected Policy Resources:</i></p> <p>American Immigration Lawyers Association <a href="http://www.aila.org/">http://www.aila.org/</a>  Immigrant Legal Resource Center <a href="http://www.ilrc.org/">http://www.ilrc.org/</a>  Immigration Policy Center <a href="http://www.immigrationpolicy.org/">http://www.immigrationpolicy.org/</a>  Immigration Equality <a href="http://www.immigrationequality.org/">http://www.immigrationequality.org/</a>  Center for American Progress <a href="http://www.americanprogress.org/issues/immigration/view/">http://www.americanprogress.org/issues/immigration/view/</a>  Migration Policy Institute <a href="http://www.migrationpolicy.org/">http://www.migrationpolicy.org/</a>  National Immigration Law Center <a href="http://www.nilc.org/">http://www.nilc.org/</a>  National Employment Law Project <a href="http://www.nelp.org/site/issues/category/immigrants_and_work/">http://www.nelp.org/site/issues/category/immigrants_and_work/</a>  National Council of State Legislators <a href="http://www.ncsl.org/issues-research.aspx?tabs=951,119,851#951">http://www.ncsl.org/issues-research.aspx?tabs=951,119,851#951</a></p>
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Transcription and Analysis Memo Due: **THURSDAY 3/21/13, 5pm**, upload to eCommons