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Sociology 151: Comparative Immigration
Fall 2013

<u>Syllabus</u>

This is the first part in a sequence of two courses, focusing on the causes and consequences of international migration, with a principal focus on the United States. This first installment is divided, roughly, in two parts. We begin with an effort to first identify the phenomenon, then try to understand why and how people leave their homes from a different country, and last, compare the eras of mass migration of the turn of the 20th and 21st centuries. The second part of the course focuses on those features that distinguish *international* migration from other population movements: namely, the fact that international migration involves movement across territories boundaries, with foreigners entering a state, the citizenry of which they don't belong. This second half of the course focuses on the political sociology of cross-border migration, citizenship, and rights.

Level of difficulty: This course is deliberately pitched at a high level, largely because I am a believer in the "Pygmalion effect". This hypothesis, suggested by the title of George Bernard Shaw's play, suggests that students change their behavior to respond to the expectations that the instructor or teacher sets. In a school like UCLA, with its extremely selective student body, there is every reason to think that students are indeed capable of meeting the high standards that excellence demands.

Consequently, this course involves lots of reading, all of it stimulating, I believe, much of it challenging, I am sure. You will need to complete seven 300-500 word essays, described below. You will also have to write a take-home midterm and a take-home final; the questions in those exams will ask you to synthesize the issues that we will have explored in the first and second halves of this course.

In sum, this class is likely to be significantly more difficult than the average class at UCLA. But do not lose heart: past experience suggests that my expectations lie well within the reach of

UCLA students. And in return for asking you for more, I will try hard to give you good money on the dollar.

Sections and teaching assistants: Sections will be led by Eli Wilson and Emily Yen graduate students in Sociology and both well-versed in the immigration literature. Attendance in section is mandatory; the sections will provide opportunity for in-depth discussion of the readings and lectures. To assist you in preparing for sections, I will post a weekly discussion guide, drawing your attention to key aspects of the readings.

Communicating with me: I encourage you to contact me. I will hold office hours on Tuesdays, 11-12, Haines 253. You may also send email to me at walding at soc.ucla.edu. I respond to email **very** quickly; however, please do **not** leave messages on my voicemail.

Readings: Most of the readings consist of articles and chapters from books, which you can access via the library or the course web page.

There are two required books, both available for purchase from the ASUCLA store:

Daniel Tichenor, *Dividing Lines: The Politics of Immigration Control in America*, Princeton: Princeton University Press, 2002, chapter 2

Irene Bloemraad, *Becoming a Citizen: Incorporating Immigrants and Refugees in the United States and Canada*, Berkeley: UC Press, 2006

Course Requirements and Organization:

This course has several requirements. They include:

- attendance and participation;
- completion of assigned readings;
- completion of seven 300-500 word essays (full description below);
- take-home midterm and final exams.

I will now detail each requirement.

Attendance. You *must* attend every lecture. You are allowed three unexcused absences; a doctor's note will be required for *each* additional absence. Each unexcused absence beyond the allowed three will lower your final grade by half a point (e.g., from A to A-). Attendance will be taken via the clicker (more below)

Participation: As I have come to understand it, learning is an active process, requiring active engagement with texts and ideas. While section will give you ample opportunities for participation, I will encourage further participation throughout the lectures.

Clickers: I will use clickers in *each* class: a click will serve as an attendance check; clicking once in a class will also add .5 points to your grade, for a maximum of 10 for the quarter. Pedagogically, I will use the clickers to survey the class and then use the results of the survey, often in comparison to surveys of the broader public, as the basis for discussion. I will often ask you to engage in brief discussion with the person next to you prior to engaging the issue with the entire class.

I will be using the i-clicker, which will be available for sale in the bookstore. The price of the i-clicker + is \$38.95 new and \$29.25 used, (however the bookstore only has a very few used available). The price of the i-clicker 2 is \$44.95 new and \$33.75 used. The bookstore will buy back the i-clicker 2 at the end of this term, but cannot yet provide a firm price. It will probably be around 50% of the price at which it is sold. You may be able to find the i-clicker at a lower price on eBay or some other internet outlet.

Students are required to bring their clickers beginning Monday, September 30. You can use either the iClicker+ or iClicker2 for participation. The web-based app (iClickerGO) can also be used if you have a SMART Device; make sure to use the 14 day trial before purchasing the app subscription. If you purchase a clicker then you need to register your iClicker ID on the CCLE course website. There is a link on the left panel below the weekly folders. If you are using the app you need to register online when you buy the app. Make sure you are using zip code 90095 when you are searching for UCLA. Each day is worth .5 (half) a point (all or nothing) towards your participation score; you are not awarded points based on correct/incorrect answers. You will be given three “free” days of participation points. This should account for any technical difficulties, absences, or forgetting your clicker. You cannot receive more than the 10 points awarded for participation i.e. if you have perfect attendance the points for the “free days” will not be added to your final score. I will be uploading scores after each day for participation. It is your responsibility to make sure that your clicker is registered and you are receiving credit for each day’s participation. If there are any problems you need to notify me by Wednesday of third week. Excuses for not having the clicker – forgetting it, having your batteries die, or any other clicker malfunction – will not be accepted.

Completion of readings: I have designed this course rigorously, challenging you to read both classic works, as well as the latest in this field. Since you are all familiar with the workings of the quarter system, you know how deadly it can be if you fall behind in your readings. In this class, falling behind will be fatal, since the quantity of readings is considerable, and the exams will be designed so as to test your knowledge of *all* of the readings.

Exams: There will be two take-home exams, a midterm, and a final. The midterm will be due on November 4; the final will be due on the day that our final is scheduled. Each exam will ask you to write a number of essays, synthesizing readings and lectures. I will specify length later, though I am likely to ask you to write a total of 10-12 typed pages for each exam. I will distribute the midterm exam on October 28; I will post the final exam on December 2. Exams will be due on Friday, December 13, 4 PM.; your grade per exam will drop half a point (e.g., from A to A-) for each day that any particular exam is late. *The midterm will be worth 34 points toward your final grade; the final will be worth 35 points toward your final grade.*

Written assignments: You will be asked to write 7 essays, each responding to questions specified at the end of the syllabus. Please respond to each question with a coherently organized, logically argued essay of 300-500 words in length. Each question can be adequately answered, relying on assigned readings and lectured; no outside reading is required. However, please make sure to accurately cite any source that you use. *Each essay will be worth 3 points toward your final grade.*

Grade breakdown:

Participation/Attendance: 10

Written assignments: 21 (3 each)

Midterm: 34

Final: 35

Paper and exam submission: To avoid any problems with lost or "ghost" papers and exams, I will establish the following procedure:

First: you *must* make two copies of any paper or exam that you submit to me or TA. In the event that a paper gets lost or misplaced, or should you claim to have submitted a paper or exam for which I do not have a record, *you are responsible for submitting your second copy.*

Second: to avoid problems, The TAs and I will make a written record of all papers and exams that we have received on the day that they were due. For the midterm, I will distribute that list at the very next class meeting; I will ask you to sign off next to your name on that list, acknowledging that you submitted a paper. Should you have submitted your exam and find that your name is not on that list, this will be your opportunity to submit your second copy. For the final, I will post a similar list on my door; it will be *your* responsibility to review the list and acknowledge submission of your exam.

Pop quiz: I reserve the right to hold a surprise quiz, *at any time during the quarter, and without any advance notice.* I will only hold a surprise quiz if I conclude that you are not keeping up with the work, not doing the reading, not participating in lecture or section. The surprise quiz will count for 5 points toward your final grade; students not present for the surprise quiz will receive a 0; no excuses will be accepted. Past experience suggests that the probability of holding a surprise quiz is low; but I do reserve the right to do so, should I deem it necessary.

Plagiarism: Learning is an interactive process, involving discussions with me, with your section leader, and with your peers. But in the end, you have to work out your ideas on your own; I expect that *all* of your work will be original. *Plagiarism is strictly prohibited.* Should I find that you have plagiarized *any* piece of work submitted for a grade, *I will give you an F for the course, and will pursue any other punishment or penalty available.*

Schedule

September 30 & October 2: Topic 1: Democracy, community, and freedom of movement

Walzer, Michael, 1983, *Spheres of justice : a defense of pluralism and equality*. New York: Basic

Joseph Carens, "Aliens and Citizens: The Case for Open Borders," *Review of Politics*, 49 (2), 1987: 251-73 (**available online through UCLA library**)

Lant Pritchett, *Let Their People Come: Breaking the Gridlock on Global Labor Mobility* (Washington: Center for Global Development, 2006), Introduction, pp. 1-5, 7-10 (rest of chapter optional, but strongly recommended); Chapter 3, 77-82; (82-86 optional but high, but highly recommended); downloadable from: <http://www.cgdev.org/content/publications/detail/10174>

United Nations Development Program, *Overcoming Barriers: Human Mobility and Development* (2009), pp. 1-5 ; downloadable from: http://hdr.undp.org/en/media/HDR_2009_EN_Complete.pdf

October 7 & 9- Topic 2: Theories of Migration

(Discussion October 9)

Timothy Hatton and Jeffrey G. Williamson, *Global Migration and the World Economy: Two Centuries of Policy and Performance*. Cambridge, MIT Press, 2005, pp. 51-62; 225-9

Douglas Massey, Jorge Durand, and Nolan Malone, *Beyond Smoke and Mirrors*, New York: Russell Sage Foundation, 2002, Chapter 2

Lant Pritchett, *Let Their People Come*, Chapter 1, 13-27; 30; 34-49; downloadable from: <http://www.cgdev.org/content/publications/detail/10174#Chpt>

October 14 – 23: Topic 3: Mechanisms of Migration and Cross-border connections

Douglas Massey, et. al., 1987, Return to Aztlan, Berkeley: University of California Press, Chapter 6;

Donna Gabaccia, *Italy's Many Diasporas*, Chapter 4

Peri L. Fletcher, *La Casa de Mis Suenos: Dreams of Home in a Transnational Mexican Community*, Westview, 1999, 24-27; 32-61 (27-32 recommended); chapter 3 recommended

Joanna Dreby, *Divided by Borders: Mexican Migrants and their Children*, Berkeley: University of California Press, 2009, Chapter 3, pp 62-77, rest of chapter recommended

Jacqueline Maria Hagan. 1998. "Social Networks, Gender and Immigrant Settlement: Resource and Constraint." *American Sociological Review* 63(1):55-67; ((available online through UCLA library)

Ruben Hernandez-Leon, *Metropolitan Migrants: The Migration of Urban Mexicans to the United States*, UC Press, Chapter 4, pages 109-112; 119-128; 134-52 (rest of chapter recommended, but optional).

October 28 & 30: Topic 4: The current age of migration:

Hatton and Williamson, *Global Migration*, chapter 10

Massey et al, *Beyond Smoke and Mirrors*, Chapter 3

Douglas Massey, et al. *Worlds in Motion*: Oxford University Press, 1998, pp. 62-9

October 28: Midterm questions posted on web

November 4 & 6: Topic 5: Immigration and the state (1): Immigration policy

Aristide Zolberg, "Matters of State: Theorizing Immigration Policy," in C. Hirschman, et. al., *The Handbook of International Migration*, New York: Russell Sage, 2000: 49-51; 59-69

Gary Freeman, "Modes of Immigration Policies in Liberal Democratic Societies," *International Migration Review*, 1995 (available online through UCLA library)

Daniel Tichenor, *Dividing Lines: The Politics of Immigration Control in America*, Princeton: Princeton University Press, 2002, chapter 2

November 4: Midterm Due

November 11: No class – Veteran’s Day

November 13 & 18: Topic 6: U.S. Immigration Policy: The Advent of Restriction

Daniel Tichenor, *Dividing Lines*, Chapters 3-5

November 20 & 25: Topic 7: U.S. Immigration Policy: A new selection regime, 1945-

Daniel Tichenor, *Dividing Lines*, Pages 168-75; 207-218; 221-24; chap 9 & conclusion

Mark Rosenblum, U.S. Immigration Policy Since 9/11: Understanding the Stalemate over Comprehensive Immigration Reform, Migration Policy Institute working paper, <http://www.migrationpolicy.org/pubs/RMSG-post-9-11policy.pdf>

November 27 – December 4: Topic 8 : Immigration and the state (2): Citizenship, rights and multiculturalism

Rogers Brubaker (1992) *Nationhood and Citizenship in France and Germany*, ch.1

Irene Bloemraad, *Becoming a Citizen: Incorporating Immigrants and Refugees in the United States and Canada*, Berkeley: UC Press, 2006, Chapters 1 & 3

Greta Gilbertson and Audrey Singer, “The emergence of protective citizenship in the USA: naturalization among Dominican immigrants in the post-1996 welfare reform era,”. *Ethnic and Racial Studies*, Volume 26, Number 1, January 2003, pp. 25-51(27) (available on line via UCLA library)

Bloemraad, Chapter 4 and conclusion

Take-home final distributed/posted on web: Dec 2

Final Due: Friday, December 13, 4 PM

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Sociology 151

Fall 2013

Writing assignments

Please respond to each question with a coherently organized, logically argued essay of 300-500 words in length. Each question can be adequately answered, relying on assigned readings and lectured; no outside reading is required. However, please make sure to accurately cite any source that you use.

Each essay must be typed and properly edited (such that spelling and grammar are correct).

Each essay must be handed in to your Teaching Assistant on the date specified. *One* of the seven essays may be emailed to the TA for provisional credit; that essay must arrive by the deadline for the week; grading will be based on the electronic copy, which must be followed up with hard copy, by the next section meeting. No late essays will be accepted.

Each essay, combined with discussion questions posted on the website, will provide the basis for discussions during section. All students will be expected to contribute to section discussions.

1. Memo due Oct 7

Joseph Carens begins his essay by asking about the moral grounds of which affluent western democracies can exclude poor immigrants, just seeking to cross borders in order to get ahead. Michael Walzer tries to develop just such a moral case: summarize one of his arguments in favor of immigration restriction.

2. Memo due Oct 14

What does the concept of “migrant selectivity” mean? What factors influence migrant selectivity and how might migrant selectivity change over time.

3. Memo due Oct 21

How do weak ties differ from strong ties? Why and how do migrants use strong ties? How might greater access to weak ties make a difference?

4. Memo due Oct 28

What factors enable migrants and stay-at-homes to maintain close connections despite distance and separation? What are the factors weakening those ties?

Midterm due November 4: No memo

5. Memo due November 13

Why are immigration coalitions (“pro” and “anti”) so unstable and so difficult to assemble?
How does this factor promote stasis in immigration policy making?

6. Memo due November 25:

Efforts at restricting immigration to the United States began in the first half of the 19th century.
Why did it take until the 1920s for these efforts to reach fruition?

7. Memo due December 4:

How did the 1986 Immigration Reform and Control Act respond to the demands of both
“immigrationists” and “restrictionists?” Why did the restrictions that it impose prove
unsuccessful?