Soc 146AC: Contemporary Immigration in Global Perspective (Spring 2018)

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Office Hours: Tuesdays, 1–3pm ⎮ sign up at http://wejoinin.com/bloemr@berkeley.edu

Lecture: T/Th, 11am-12:30pm, Barrows 110
Sections: (101) – 1-2pm, Barrows 475 ⎮ (102) 2-3pm, Barrows 475
GSI: Boroka Bo

Course Description:

Immigration is again transforming the United States. It is also transforming other countries, from the European nations that sent people to the Americas 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 and the policies that let some people in, but keeping others out? We probe these questions to evaluate theories of migration and explanations for what drives migration politics.

We then consider incorporation, the process by which immigrants become integrated in their new home, and changing notions of membership in contemporary nation-states. Are immigrants and their children becoming part of the mainstream? 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, economists, demographers, and anthropologists. The course is anchored in the US case, but we also consider other Western nations and the lessons they provide. We will move between levels of analysis, considering variation among people, between migrant groups and across countries.

Across the globe and within the US, migration has become highly politicized. Understanding the causes and consequences of migration is crucial for informed debate, irrespective of political or moral viewpoints. Social science can and should play a key role in providing empirical evidence to inform the public. We will thus spend considerable time also learning how to collect data on migration, evaluate it, and share it.

Course Goals and Requirements:

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

(1) a solid understanding of basic immigration patterns, legal structures & academic debates;

(2) hands-on experience gathering, analyzing & communicating different types of data.

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

Statistical profile of an immigrant group	15%	DUE: Tues Feb 20
Wikipedia project	10%	Over semester
Draft interview questionnaire	5%	DUE: Thurs March 15
Transcript of interview & discussion	10%	DUE: Thurs April 19
Section participation	10%	Over semester
Short quizzes (5 will count)	10%	Over semester
Final take-home exam	40%	DUE: by 11am, Th May 10

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. Statistics can be powerful, but for some, there are "lies, damned lies, and statistics." This assignment teaches you to gather and present descriptive statistics. On your own or with a partner, you will write a profile of one or two immigrant group(s) in the United States or another country using high-quality statistical data. 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. I will provide some data sources. For further details, see the end of the syllabus. **DUE at the start of lecture**, Tuesday February 20.

Wikipedia project. All too often, the work you do for college assignments ends up in recycling. This semester we'll do something different: we will share your migration data with the world. Over the semester, we'll work with the Wiki Education Foundation to edit and add information to Wikipedia pages related to migration, drawing primarily on your statistical profiles. You'll receive further details in lecture, section and through the Wiki on-line educational portal. The course's Wiki dashboard is at: https://dashboard.wikiedu.org/. An evaluation of your experience with this assignment will be part of your take-home final exam.

Interview project. Numbers sometimes poorly convey the nuances of immigrants' experiences or their thoughts and feelings. Indepth, semi-structured interviews—what some call testimonials—tend to do a better job. Working on your own, you will do an oral history with someone who migrated to the United States before 2012. This person may be a relative, an acquaintance or a stranger. You will construct a well-conceived interview questionnaire that probes experiences of migration, integration and membership. The questionnaire, DUE **at the start of section on Thursday March 15,** is worth 5% and must be cleared by the instructor or GSI **before** conducting the interview. Another 10% of your grade is based on your transcription of the interview and your discussion of one major theme from it, as related to course readings. **DUE at the start of lecture, Thursday, April 19**. This assignment will also motivate an essay question on the take-home final. See the end of the syllabus for details.

Section participation: Immigration can be a contentious issue that requires everyone to engage in thoughtful, respective dialogue. Also, we cover a lot of material and learn a wide set of skills for the class assignments. For all these reasons, the course has a GSI and mandatory sections.

Your active participation will improve your learning and that of your peers, so 10% of your final grade will be based on section participation.

Short quizzes: This class has no mid-term. To keep you on track with the readings and check that you understand the material, there will about 7 quizzes given during the semester. I 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 a quiz.

Take-home final: The take-home final exam will consist of five essay questions. One will draw on your Wikipedia experience and a second will draw on your oral history interview. The other three will be essay questions synthesizing important themes from across the course: theories of why people migrate, explanations of what drives immigration politics and policy, theories to explain variation in integration, and arguments about the sources or barriers to membership and belonging in modern nation-states. The take-home final will be distributed the last day of class. It is due in the Sociology office (410 Barrows) by 11am, Thursday May 10.

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 submitting assignments on time.

Course Materials:

Electronic copies of most 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. For the Wikipedia assignment, go to: https://dashboard.wikiedu.org/.

Readings: *[**I might change readings during the semester in consultation with you**]*

Class readings include research articles, theoretical pieces and book chapters. Some are dense and will take time to understand. 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: http://sociology.berkeley.edu/undergraduate-writing-resources.

For each set of readings, I provide reflection questions to guide your reading. These reflection questions will give you a good idea of the type of questions I'll ask on the take-home final exam. Quiz questions will be drawn from required readings *and* lecture material.

Beyond required readings, I sometimes offer recommendations for additional readings. This material will not be tested in quizzes. Some additional readings provide statistics on migration flows, information on immigration law, or evidence about immigrant integration. Although not required, they are good resources your final exam questions.

Tuesday January 16

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

Migration Policy Institute. 2017. "Top 10 Migration Issues of 2017." Washington, DC: Migration Policy Institute. https://www.migrationpolicy.org/programs/migration-information-source/top-10-migration-issues-2017

Zong, Zie and Jeanne Batalova. 2017. "Frequently Requested Statistics on Immigration in the United States." Washington, DC: Migration Policy Institute. https://www.migrationpolicy.org/article/frequently-requested-statistics-immigrants-and-immigration-united-states

Bowman, Karlyn. 2017. "Reading the Polls: Welcome to America? What Americans Say about Immigration." Forbes.com. https://www.forbes.com/sites/bowmanmarsico/2017/02/14/reading-the-polls-welcome-to-america-what-americans-say-about-immigration/#77a2bec224e6

Thursday January 18

The introduction to Age of Migration was published in 2014. How would you update it? Consider both factual data presented, and analysis of trends. What questions do you have?

Castles, Stephen, Hein de Haas and Mark J. Miller. 2014. Read pp. xiv, 1-20 from "Introduction." *The Age of Migration: International Population Movements in the Modern World*. Palgrave Macmillan.

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 Sassen. In what ways are her perspectives the same as the UN report, and in what ways do they differ? What are the empirical expectations for migration flows from these theories? Between which countries should we see migration flows, and who within a country is most likely to migrate? Now read Massey's synthesis. Draw a table or diagram of the theories he presents and identify how they differ or resemble each other. Consider the key actors, motivations and mechanisms in each theory. Next, read Garip's account of US-Mexican migration. In what ways does she adopt Massey's approach and how does she deviate from it? Finally, take a step back and consider all the readings. Do you feel that there are any arguments missing from these accounts? How dependent are these theories—which are supposed to be general—on studies of Mexico-US migration in paritcular?

Tuesday January 23

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/.

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.

Thursday January 25

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.

Garip, Filiz. 2017. *On the Move: Changing Mechanisms of Mexico-US Migration*. Princeton University Press. Introduction & Ch.1.

Additional information (recommended, not required):
- Adam McKeown. 2004. "Global Migration: 1846-1940." *Journal of World History* 15(2): 155-189.

Why Do People Migrate? Violence, Law and the State System

Compare and contrast the readings in this section with those above. What is the key difference in the approach to explaining international migration? More specifically, on what basis does Zolberg criticize Massey's theoretical synthesis? What does Neumayer add? How do these readings change the way we should approach economic or social network considerations? Finally, consider the article by Menjívar. How does she try to bring together economics, social networks and approaches attentive to law and the state system? Do you find it convincing? Why or why not?

Tuesday January 30

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.

Neumayer, Eric. 2005. "Bogus Refugees? The Determinants of Asylum Migration to Western Europe." *International Studies Quarterly* 49(3): 389–409.

Thursday February 1

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.

PART B: MIGRATION POLICY AND CATEGORICAL INEQUALITY:
CONTROLLING BORDERS, CHOOSING PEOPLE, AND CONSTITUTIVE LEGAL STATUS

In this class, we only touch on the vast research studying the politics of immigration through the Hampshire reading. Read it carefully to make sure you understand the four dimensions he highlights and what fits under each to drive "exclusionary" or "inclusionary" tendencies. For example, where would he place public opinion, foreign policy considerations, the court system, liberal democratic ideals, political parties, and business interest groups as drivers of policy? With this framework in mind, read the overviews of US policy (Martin) and European policy (Messina). Do they bring up political actors or dynamics missing from Hampshire? Which of Hampshire's factors seem most important? Draw a table and compare US policy with that of one or two European countries from about 1880 to the present. You might also want to consult additional resources to sketch out Australian or Canadian policy.

Tuesday February 6

Hampshire, J., 2013. *The Politics of Immigration: Contradictions of the Liberal State*. Polity. Chapter 1.

Thursday February 8

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.

Additional information (not required):
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

Tuesday February 13

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

Additional information (not required):
Canada: https://www.migrationpolicy.org/article/canadas-immigration-policy-focus-human-capital
Germany: https://www.migrationpolicy.org/article/new-reality-germany-adapts-its-role-major-migrant-magnet
Italy: https://www.migrationpolicy.org/article/emigration-asylum-destination-italy-navigates-shifting-migration-tides
Scandinavia: https://www.migrationpolicy.org/article/overwhelmed-refugee-flows-scandinavia-tempers-its-warm-welcome
United Kingdom: https://www.migrationpolicy.org/article/united-kingdom-reluctant-country-immigration

Forced Migration: Human Rights or "Fake" Refugees?

Consider whether the dynamics driving immigration politics outlined by Hampshire might differ if we consider "forced" or humanitarian migration. Make sure you understand the difference between a "refugee" and an "asylum-seeker." Hunt for some recent data on humanitarian migrants – in which countries are the largest populations located? Finish the Messina chapter and then bring the European story up-to-date by reading the <u>Economist</u> article and the one by Connor. What explanations do they seem to advance for 'who gets in and why'? Next, read Hamlin and Rottman, et al. What do they add to our understanding of humanitarian migration and, especially, the factors that determine who can stay? Consider the legal and symbolic importance of being labelled a "refugee." Brown argues that this particular designation can be advantageous, even for those who might face hardship due to poverty or racial minority status. Do you find her research convincing? Why or why not?

Thursday February 15

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

The Economist. 2015. "Looking for a home: Asylum-seekers, economic migrants and residents of all stripes fret over their place."

Connor, Phillip. 2017. "Still in Limbo: About a Million Asylum Seekers Await Word on Whether They Can Call Europe Home." Pew Research Center.

Statistical Profile Assignment DUE Tuesday, February 20, at the start of lecture.
See the instructions at the end of the syllabus and materials on bCourse.

Tuesday February 20

Hamlin, Rebecca. 2012. "International law and administrative insulation: a comparison of refugee status determination regimes in the United States, Canada, and Australia." *Law & Social Inquiry* 37(4): 933-968.

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.

Thursday February 22

Brown, Hana E. 2011. "Refugees, Rights, and Race: How Legal Status Shapes Liberian Immigrants' Relationship with the State." *Social Problems* 58(1): 144-163.

Additional information (not required):

U.S. Office of Immigrant Statistics, DHS. Refugees and Asylees, 2016: https://www.dhs.gov/immigration-statistics/refugees-asylees

Creating and Living (il)Legality: Law, Status and Race

Traditionally, sociologists have studied inequality through the lens of class, race and gender, and more recently they consider sexuality. The study of migration raises another possible basis of inequality: legal status. We start our exploration into this topic by revisiting the history of U.S. immigration law to see how race and legal status have been mutually constitutive. Lee, for example, shows how racial exclusion led to border control and the idea of illegality. Ngai then documents how the idea of illegal in turn affected migrant groups differentially, arguably leading to its particular racialization. Finally, Basok outlines how the intersection of temporary labor migration, citizenship ideals and relations to employers can shape the experience of migration in distinct ways. The readings for this week are rich in historical detail. Do not worry about absorbing everything. Identify the broad themes in each. Write them down, and then consider how things are similar or different today, in the 21st century.

Tuesday February 27

Lee, Erika. 2002. "Enforcing the Borders: Chinese Exclusion Along the U.S. Borders with Canada and Mexico, 1882-1924." *Journal of American History* 89(1):54-86

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

Thursday March 1

Basok, Tanya. 2000. "He Came, He Saw, He Stayed. Guest Worker Programmes and the Issue of Non-Return." *International Migration* 38(2): 215-236.

We will also do an in-class tutorial: Preparing and conducting an in-depth interview
- Also see resources on bCourses site.

In their conversations with other social scientists, migration scholars increasingly underscore how legal status matters, creating "categorical inequality," as Massey has termed it. The way legal status is constitutive of experiences and identities is central to the articles by Gonzales and Sigona. 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? Compare and

contrast these readings to last week's article by Brown about the implications of holding refugee status. Then read Menjívar's article on "liminal legality" and Temporary Protected Status. Pay attention to how the force of law is not just a question of (il)legality, but also distinctions such as permanent or temporary migration; humanitarian, economic or family migration; and high-skilled or low-skilled. What sort of message of inclusion (or exclusion) are people sent by legal status and how is this substantiated in their daily lives? Investigate a temporary work visa scheme such as the high-skilled H1-B visas (for academics, tech workers and other highly educated migrants in the US), the Live-in Caregiver Program in Canada (for domestic workers), or similar arrangements in other Western countries. To what extent would you expect their experiences to be the same or different from the immigrants Menjívar profiles?

Tuesday March 6

Roberto Gonzales. 2011. "Learning to be Illegal: Undocumented Youth and Shifting Legal Contexts in the Transition to Adulthood." *American Sociological Review* 76(4): 602-619.

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.

Thursday March 8

Menjívar, Cecilia. 2006. "Liminal legality: Salvadoran and Guatemalan immigrants' lives in the United States." *American Journal of Sociology* 111(4): 999-1037.

PART C: IMMIGRANT INTEGRATION AND MEMBERSHIP IN DIVERSIFYING SOCIETIES

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

The readings for the next two weeks debate the dynamics of immigrant integration, including the incorporation of the 2nd and 3rd generations (the children and grandchildren of migrants). First, read the Brown and Bean reading for an overview of key frameworks used by American scholars of immigrant integration. Next read Gans, who uses a comparison of Europeans' multigenerational integration over the 20th century to theorize about the prospects for children of post-1965 immigrants. Draw a chart and identify, for each reading, 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? Try to distinguish between levels of analysis: the characteristics of individual migrants, factors related to migrant groups, and the context of reception. Add to this chart after reading Kasinitz, et al, the theoretical framework outlined in Portes, et al, the work by Abrego, and the article by Lee & Zhou. Now, identify how these scholars evaluate the evidence for 'integration' (or its failures). What data do they use? Given the data, (1) Is integration happening? (2) What factors are most important in shaping integration trajectories? Finally, develop your own definition of integration. How would you measure it? Why these indicators and not others?

Tuesday March 13

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

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.

Draft In-Depth Interview Questions DUE Thursday, March 15, in section.

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

Thursday March 15

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.

Tuesday March 20

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.

Thursday March 22

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.

Zhou, M., & Lee, J. 2017. Hyper-selectivity and the remaking of culture: Understanding the Asian American achievement paradox. *Asian American Journal of Psychology, 8*(1): 7-15.

Immigrant Integration in Cross-national Perspective: Is the US Unique?

The readings in the last section outlined theories developed 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? For example, many contemporary US scholars of immigrant integration have not paid much attention to the impact of immigrants' religion for incorporation. (Though they agree that being Catholic or Jewish was a source of discrimination a century ago.) Zolberg and Woon even make an argument for why religion is much more relevant in Europe than in the United States. Evaluate their argument, and make sure you understand their "boundary" approach to integration, and how it differs from the straight-line or segmented assimilation models we already discussed. Next read Syed and Hartmann. Based on their discussion, would they agree with Zolberg and Woon? Bloemraad, in her comparison between the US and Canada, emphasizes how public policies affect immigrants' integration. Make sure you understand her model of "structured mobilization." Finally, Alba and Foner articulate diverse "grand narratives" to explain variation in integration across countries. Ensure that you understand each of these grand narrative, especially the national- or societal-level variables they claim affect immigrant integration in different countries. Finally, take a step back and evaluate the various claims against data on the integration of immigrants and their children. If you were a policy maker, what recommendations would you make for producing the best immigrant integration outcomes?

Tuesday April 3

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.

Thursday April 5

Syed, Ali and Doug Hartmann. 2015. *Migration, Incorporation, and Change in an Interconnected World.* Routlege. Chapter 5: "Maligned Migrants: Muslims in the United States and Western Europe."

Tuesday April 10

Bloemraad, Irene. 2006. *Becoming a Citizen: Incorporating Immigrants and Refugees in the United States and Canada.* UC Press. Introduction, Chapter 2, 3.

Thursday April 12

Alba, Richard, and Nancy Foner. 2014. *Strangers No More: Immigration and the challenges of integration in North America and Western Europe.* Princeton: Princeton University Press. Chs 1, 8.

Additional information (not required):

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

Reconfigured Mainstreams, Membership and Legal Status

Part of the U.S. integration or assimilation debates center on whether immigrants are being incorporated into the 'mainstream' of society. In Europe, many politicians and other observers worry about immigrant communities isolated from the majority population, whether by choice or exclusion. In both cases, the conception of the majority or mainstream is quite static. Yet migration affects not just those who move, but also the communities into which immigrants settle. Social scientists have directed relatively little attention to how migration reconfigures the mainstream. The last two weeks of readings take on this question from a variety of perspectives: super-diversity, re-ordered racial hierarchies, and notions of national identity. Outline the explicit or implicit explanation for how immigrants create change in each reading. Next consider the data that each brings to bear and the type of evidence presented. Finally, evaluate the claims. Are they persuasive or not? Why (not)? Finally, the last three readings consider a recurring key theme for this course: how does immigration (and citizenship) policy affect others in society, including the lives of native-born citizen children?

Tuesday April 17

Crul, Maurice. 2016. "Super-diversity vs. assimilation: how complex diversity in majority–minority cities challenges the assumptions of assimilation." *Journal of Ethnic and Migration Studies* 42(1): 54-68.

Interview Transcript and Discussion DUE Thursday April 19, at the start of lecture.
See the instructions at the end of the syllabus and materials on bSpace.

Thursday April 19

Jiménez, Tomás and Adam L. Horowitz. 2013. "When White is Just Alright: How Immigrants Redefine Achievement and Reconfigure the Ethnoracial Hierarchy." *American Sociological Review* 78(5):849-71.

Tuesday April 24

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

Thursday April 26

Dreby, Joanna. 2015. *Everyday Illegal: When Policies Undermine Immigrant Families*. UC Press. Ch.1 & 2.

Menjívar, Cecilia, and Sarah M. Lakhani. "Transformative Effects of Immigration Law: Immigrants' Personal and Social Metamorphoses through Regularization." *American Journal of Sociology* 121.6 (2016): 1818-1855.

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Take-Home Final Exam DUE 11am, Thursday, May 10, 2018 in 410 Barrows Hall.
Further instructions at the end of the semester.

What to know more?   Here are some suggestions of for summer reading on immigration.

The Ethics of Migration Control and Entry:

Matthew J. Gibney. 2004. *The Ethics and Politics of Asylum*. Cambridge University Press

Ayelet Shachar. 2009. *The Birthright Lottery: Citizenship and Global Inequality*. Harvard.

Carens, Joseph. 2013. *The Ethics of Immigration*. New York: Oxford University Press.

Politics and Policy: Entry, Welfare, Deportation

Ellermann, A. 2009. *States Against Migrants: Deportation in Germany and the United States*. Cambridge.

Kim Voss and Irene Bloemraad. 2009. *Rallying for Immigrant Rights.* University of California Press.

Sainsbury, D. 2012. *Welfare States and Immigrant Rights: The Politics of Inclusion and Exclusion*. Oxford.

Fox, Cybelle. 2015. *Three Worlds of Relief: Race, Immigration, and the American Welfare State from the Progressive Era to the New Deal*. Princeton.

Massey, D. S., K. A. Pren, and J. Durand. 2016. "Why border enforcement backfired." *American Journal of Sociology* 121(5): 1557-1600.

T. K. Wong. 2016. *The Politics of Immigration: Partisanship, Demographic Change, and American National Identity*. Oxford.

Armenta, Amada. 2017. *Protect, Serve, and Deport*. UC Press. [Free Open Access e-version available.]

Immigrants' Lives and a Changing "Mainstream"

Myer, Dowell. 2007. *Immigrants and Boomers.* RSF.

Adrian Favell. 2008. *Eurostars and Eurocities: Free Movement and Mobility in an Integrating Europe.*

Cainkar, L.A. 2009. *Homeland Insecurity: the Arab American and Muslim American experience after 9/11.*

Marrow, Helen B. 2011. *New Destination Dreaming: Immigration, Race, and Legal Status in the Rural American South*. Stanford: Stanford University Press.

Jonathan Laurence. 2012. *Emancipation of Europe's Muslims: The State's Role in Minority Integration*.

Rahsaan, M. 2012. *Ethnic Minority Migrants in Britain and France: Integration Trade-Offs*. Cambridge.

Joanna Dreby. 2015. *Everyday Illegal: When Policies Undermine Immigrant Families*. UC Press.

R. G. Gonzales. 2015. *Lives in Limbo: Undocumented and Coming of Age in America*. UC Press.

Bean, Frank D., Susan K. Brown, and James D. Bachmeier. 2015. *Parents without Papers: The Progress and pitfalls of Mexican American integration*. Russell Sage Foundation.

Jiménez, T. 2015. *The Other Side of Assimilation: How Immigrants Are Changing American Life.* UC Press.

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 unauthorized 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 2012 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.