

## Soc 146AC: Contemporary Immigration in Global Perspective (Spring 2020)

Professor Irene Bloemraad | [bloemr@berkeley.edu](mailto:bloemr@berkeley.edu)  
442 Barrows Hall | ph. 510-642-4287 [*landline – leave voice mail*]  
Lecture: T/Th, 11-12:30pm, Barrows 110  
Sections: (101) – 9-10am, Barrows 587 | (102) 10-11pm, Hearst Annex B1  
GSI: Nadia Almasalkhi

**Office Hours:** TH 1-3pm sign up: <http://wejoinin.com/bloemr@berkeley.edu>

### **Course Description:**

Political controversies over immigrants and migration dominate news headlines, whether in the United States or in other countries in the world, from Hungary and the United Kingdom to Japan and Kuwait. This course will teach students the social science evidence that can inform these debates, and the research skills necessary for students to produce their own data-driven evaluations of immigration in Bay area communities. To help you acquire these research skills and knowledge, the course has been selected for extra support by Sociology and awarded a campus-wide Collegium grant to “narrow the gap between teaching and research at Berkeley.”

The course is divided into three parts. Each part centers on a key question that motivates the readings and a major hands-on assignment to teach basic research skills. The questions we tackle are: (1) Why do people migrate across international borders? (2) Are immigrants and their children becoming integrated into the societies that receive them? (3) What support and what barriers exist for immigrants’ civic and political integration in Bay area communities? The parallel assignments will teach you how to generate a statistical profile of an immigrant group, conduct and analyze an oral history interview with an immigrant, and prepare a policy brief and poster on citizenship services for immigrants in the region. Throughout the course, we draw on research by sociologists, political scientists, economists, demographers, and historians. The course is anchored in the US case, but we also consider other Western nations and the lessons that they provide. We will move between levels of analysis, considering variation among people, between migrant groups and across countries.

Across the globe and in 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. I’m excited to share this journey in learning and research with you!

### **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 to 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:

Section participation	10%	Over semester
Statistical profile of an immigrant group	15%	DUE: Tues Feb 25
Draft interview questionnaire	5%	DUE: Tues March 17
Transcript of interview & discussion	10%	DUE: Thurs April 9
Short quizzes (5 will count)	15%	Over semester
Final Project (group policy brief + poster)	20%	DUE Thurs April 30
Final Project (personal reflection)	5%	DUE with final exam
Final take-home exam (2 essay questions)	20%	DUE: by 11am, Th May 14

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.

**Section participation (10%):** We cover a lot of material and learn a wide set of skills for the class assignments. In addition, immigration can be a contentious issue that requires everyone to engage in thoughtful, respectful dialogue. 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.

**Statistical profile (15%):** 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 key data sources. For more details, see the end of the syllabus. **DUE at the start of lecture, Tuesday February 25.**

**Interview project (5+10%):** Numbers at times convey poorly the nuances of immigrants’ experiences or their thoughts and feelings. In-depth, 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 2015. This person may be a relative, an acquaintance or a stranger. You will put together a well-conceived interview questionnaire that probes experiences of migration and integration. The questionnaire, **DUE at the start of section on Tuesday, March 17**, is worth 5% and must be cleared by the instructor or GSI before doing 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 9.** You will also draw on this assignment for one or both of the essay questions on the take-home final. For more details, see the end of the syllabus.

**Short quizzes (15%):** This class has no midterm. To keep you on track with the readings and check that you understand the material, there will 7 on-line quizzes during the semester. I will

only count the best five scores. Each of the five quizzes is worth 3% of your final grade. If you score 85% or above, you receive the full 3%. If you score 70-85%, you receive 2%, and if you score 60-70%, you receive 1%. No credit is given for grades below 60%. There are no make-up quizzes for those who miss a quiz.

***Final Project – policy brief and poster (10+10%):*** Working with 2-3 other students, you will do an assessment of a Bay area county to evaluate the citizenship services available to immigrants. You will write a 5-page policy brief (10% of your final grade) and produce a poster (10%) to share in a public symposium on the 2020 Presidential elections and the political integration of immigrants in the Bay area. (We will invite local stakeholders to the symposium.) The policy brief and poster will include statistical information on your county, an assessment of the services and resources available in the community (which may involve interviews with local experts), and a set of policy recommendations.

***Final Project - reflection (5%):*** You will also write, individually, a reflection on the experience of producing the report. This reflection will be due with your take-home final exam.

***Take-home final (20%):*** The take-home final exam will consist of two essay questions. One question will focus on explaining why people migrate. The second will center on the processes of integration. Both will require that you synthesizing readings and lecture material from across the course, and that you incorporate data from the individual assignments (the statistical profile and your in-depth interview). The take-home final will be distributed after the poster symposium. It is due in the Sociology office (410 Barrows) by 11am, Thursday, May 14.

### **Accommodations:**

Please speak to me as early as possible about accommodations related to disabilities, religious observances or events that will prevent you from attending class (e.g., athletic activities). In all cases, you are responsible for class material and submitting assignments on time.

### **Course Materials:**

Electronic copies of 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>.

### **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 quizzes and 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. Some additional readings provide statistics on migration flows, information on immigration law, or evidence about immigrant integration. This material will not be tested on quizzes but could provide useful resources for assignments or the final exam.

## INTRODUCTION:

Tuesday January 21

*Explore the following short pieces. Read the first two, and skim the 3<sup>rd</sup>.*

Van Hook, Jennifer. 2018 (February 22). "Why the 2020 census shouldn't ask about your citizenship status." *The Conversation* <http://theconversation.com/why-the-2020-census-shouldnt-ask-about-your-citizenship-status-91036>

Hellerstein, Erica. 2019 (November 26). "Cost of citizenship would rise 60% under Trump plan." *CalMatters* <https://calmatters.org/california-divide/2019/11/cost-of-citizenship-would-rise-60-under-trump-plan/>

Zong, Jie, Jeanne Batalova and Micayla Burrows. 2019 (March 19). "Frequently Requested Statistics on Immigrants and Immigration in the United States." Washington, DC: Migration Policy Institute. <https://www.migrationpolicy.org/article/frequently-requested-statistics-immigrants-and-immigration-united-states>

Thursday January 23

*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? WHO CAN STAY?

### 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 Garip's synthesis of migration theories. Draw a table or diagram of all the theories 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 existing theories 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 the case of Mexico-US migration in particular?*

Tuesday January 28

*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 30

Garip, Filiz. 2017. *On the Move: Changing Mechanisms of Mexico-US Migration*. Princeton University Press. Read Introduction (pp. 1-9), then Appendix B (pp. 184-194), then Ch. 1.

**Additional information (recommended, not required):**

- 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.
- Adam McKeown. 2004. "[Global Migration: 1846-1940.](#)" *Journal of World History* 15(2): 155-189.

## Why Do People Migrate? Violence, Policy and the State System

*Compare and contrast the readings in this section with those above. What are the key differences in the approach to explaining international migration? What role do violence, immigration policy and the international state system play in these readings? How do the readings change the way we should approach economic or social network considerations?*

Tuesday February 4

Massey, Douglas S., Karen A. Pren, and Jorge Durand. 2016. "[Why border enforcement backfired.](#)" *American Journal of Sociology* 121(5): 1557-1600.

Thursday February 6

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

**Additional information (recommended, not required):**

- Zolberg, A. 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 & J. DeWind. NY: RSF.

## United States: Controlling Borders & Choosing People – Law, Policy, Administration

*Immigration law – what is on the books – seems straightforward, but the process of producing policy, implementing it and enforcing it (through courts or administration) is highly complex. The dynamics of controlling borders and choosing who enters and can stay may involve public opinion; foreign policy considerations; the court system; normative ideals about democracy, equality and human rights; political party competition; the interests of government employees (such as border control unions); as well as pressure by business and other interest groups. With all of these elements in mind, read the overviews of US policy (Martin) and European policy (Messina). Consider the case of unanticipated migration: refugee flows and asylum-seeking (Rottman, et al., Lucassen). Which factors seem most important in driving policy and political responses? Why might the influence of a factor – or an actor – change over time or depending on the migrant group? Draw a table and compare US policy with that of one or two European countries from about 1880 to the present. What might explain differences across countries in their policies and actions around migration?*

Tuesday February 11

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

**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>

**Additional reading (not required):**

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 February 13

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 (not required):**

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

## Europe: Emigration, Immigration & Forced Migration

Tuesday February 18

Messina, Anthony A. 2007. *The Logics and Politics of Post-WWII Migration to Western Europe*. Cambridge University Press. Chapter 2: read pp. 19-53.

**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>

Thursday February 20

Lucassen, Leo. 2018. "[Peeling an onion: the "refugee crisis" from a historical perspective.](#)" *Ethnic and Racial Studies* 41(3): 383-410.

**Statistical Profile Assignment DUE Tuesday, February 25, at the start of lecture.**

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

## PART B: 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 2<sup>nd</sup> and 3<sup>rd</sup> generations (the children and grandchildren of migrants). First, read the Syed and Hartmann reading for an overview of key frameworks used by American scholars of immigrant integration (and, if you aren't clear about the theories, skim the short Brown and Bean on-line reading for another overview). Next read Gans, who uses a comparison of Europeans' multigenerational integration over the 20<sup>th</sup> century to theorize about the prospects for children of post-1965 immigrants. The following two readings, by Portes, et al. and Kasinitz, et al., both focus on second-generation educational trajectories but draw somewhat different conclusions on how to understand integration. 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. Evaluate how these scholars assess 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? Your reflections should inform your semi-structured interview questionnaire.

Tuesday February 25

Syed, Ali and Doug Hartmann. 2015. *Migration, Incorporation, and Change in an Interconnected World*. Routledge. Pp. 91-100 of Chapter 2: “Assimilation of Second-Generation Immigrants.”

#### **Additional reading (not required):**

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>

Thursday February 27

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.

We will also do an in-class tutorial: Preparing and conducting an in-depth interview

- Also see resources for conducting oral history interviews on the bCourses site.

Tuesday, March 3

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 5

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.

**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](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](http://www.manhattan-institute.org/pdf/cr_59.pdf)

National Academies of Sciences, Engineering, and Medicine. 2015. *The Integration of Immigrants into American Society*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/21746>.

## **A Helping Hand: Networks, Organizations, Public Policy & Multicultural Contexts**

*The integration readings thus far outline theories largely developed by US scholars centered on the US 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. (Even though they would agree that being Catholic or Jewish was a source of discrimination a century ago.) Consider the arguments by Syed and Hartmann. How different are they from existing frameworks? Bloemraad, in her comparison between the US and Canada, emphasizes how public policies affect immigrants' integration, both directly, and by channeling the availability of community-based organizations to help immigrants. Make sure you understand her model of "structured mobilization," especially compared with other approaches we have read so far.*

*The readings by Crul and Jiménez underscore how 'context' changes due to migration. Much of the US integration or assimilation debates center on whether immigrants are being incorporated into the 'mainstream' of society. In Europe, some politicians and other observers worry about immigrant communities that are 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 places where immigrants settle. Crul and Jiménez take on this question from a perspective of "super-diversity" or "relational" integration. (As we'll see later, Jiménez believes a relational approach might produce re-ordered racial hierarchies in places like Silicon Valley.) Outline the explicit or implicit explanation for how immigrants create change in each reading. Next consider the data that each author brings to bear and the type of evidence presented. Finally, evaluate the claims. Are they persuasive or not? Why (not)?*

### **Tuesday March 10**

Syed, Ali and Doug Hartmann. 2015. *Migration, Incorporation, and Change in an Interconnected World*. Routledge. Pp. 100-120 of Chapter 2: "Assimilation of Second-Generation Immigrants."

Bloemraad, I. 2013. "["The Great Concern of Government:" Public Policy as Material and Symbolic Resources.](#)" Pp. 195-208 in *Outsiders No More? Models of Immigrant Political Incorporation*, edited by Jennifer Hochschild, Jacqueline Chattopadhyay, Claudine Gay and Michael Jones-Correa. New York: Oxford University Press.

### **Thursday March 12**

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.

Jiménez, Tomas. 2017. *The Other Side of Assimilation: How immigrants are changing American life*. University of California Press. Preface (xi-xiv), Introduction (pp. 1-16).



## Barriers to Integration: The Constitutive Impact of Legal Status

*Traditionally, sociologists have studied inequality through the lens of class, race and gender. The study of migration raises another possible basis of inequality: legal status. Perhaps surprisingly, migration scholars have not always been attentive to legal status, because the focus was on the second generation and, in the US, those born in the country are automatic citizens. Re-consider the prior three weeks of readings and consider how Abrego places her research in this conversation. Today her arguments are not surprising (and things have changed in California), but at the time, she and other young scholars began to change the conversation about immigrant integration. Today, migration scholars underscore how legal status matters, creating “categorical inequality.” The way legal status is constitutive of experiences and identities is central to the research by Abrego, Sigona and Menjívar. How does undocumented status affect the people they study? How does it change the dynamics of educational or political integration in prior readings?*

*Consider 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 based on legal status? How is this substantiated in their daily lives? Investigate a temporary work visa 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 who Menjívar profiles?*

**Draft In-Depth Interview Questions DUE Tuesday, March 17, in section.**

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

Tuesday March 17

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.

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.

**Additional reading (not required):**

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.

Thursday March 19

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

**\*\*SPRING BREAK (March 21-29)\*\***

**Do your oral history interview and begin to transcribe it!**

## PART C: SPOTLIGHT ON THE BAY AREA: CIVIC & POLITICAL INTEGRATION

*In this last section of the course, we will bring together the knowledge and skills you have been developing to examine whether Bay area communities have an infrastructure to facilitate the civic and political integration of immigrant residents, and to make policy recommendations to improve incorporation. The readings highlight how community-based organizations – including those located here in the Bay area -- help in integration and in advocating for immigrant residents (Bloemraad, de Graauw), but readings also underscore some of the limits of community organizations, whether because of federal policies, neoliberal pressures, local political decisions, or the norms of ‘giving back’ that these organizations communicate (de Graauw, et al., Nanyin, Gast & Okamoto). These readings should inform your policy brief by giving examples of how to write about immigrant populations and receiving communities (with words and numbers), and by providing ideas for your analysis and policy recommendations.*

### Community-based Organizations: Civic and Political Membership

Tuesday March 31

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

**Additional reading (not required):**

Bloemraad, Irene. 2006. *Becoming a Citizen: Incorporating Immigrants and Refugees in the United States and Canada*. UC Press. Introduction, Chapters 3, 5-6.

Thursday April 2

de Graauw, Els. 2016. *Making Immigrant Rights Real: Nonprofits and the politics of integration in San Francisco*. Cornell University Press. Read pp. 57-68, skim 69-81. Read chapter 1

Tuesday April 7

de Graauw, E., Gleeson, S. and Bloemraad, I. 2013. "[Funding Immigrant Organizations: Suburban free riding and local civic presence.](#)" *American Journal of Sociology* 119(1): 75-130.

Thursday April 9

- ➔ Discussion of research findings from interviews
- ➔ Discussion of research steps in final project

**Interview Transcript and Discussion DUE Thursday April 9, at the start of lecture.**

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

### Embedded Community Organizations: Economic and Legal Membership

Tuesday April 14

Nawyn, Stephanie J. 2011. "[‘I have so many successful stories’: Framing social citizenship for refugees.](#)" *Citizenship Studies* 15(6-7): 679-693.

**Additional reading (not required):**

Brown, Hana E. 2011. "[Refugees, Rights, and Race: How Legal Status Shapes Liberian Immigrants' Relationship with the State.](#)" *Social Problems* 58(1): 144-163. [*The field work done in Oakland area.*]

Thursday April 16

Gast, Melanie Jones, and Dina G. Okamoto. 2016. "[Moral or civic ties? Deservingness and engagement among undocumented Latinas in non-profit organisations.](#)" *Journal of Ethnic and Migration Studies* 42(12): 2013-2030.

**Being and Becoming American: Membership and Belonging**

*Our last readings bring together themes we have examined this semester to consider the content and contours of being "American" in the 21<sup>st</sup> century. The writers consider immigrant demographics, immigration and citizenship law, immigrants' culture and social networks, race, and the reactions of non-immigrants. Do you think that the children of immigrants are accepted as American or consider themselves American? What does it mean to be American? Do the experience of immigrants in the United States inform membership and belonging in other countries? Or is there something particular about the US? How might your answers change in forty years? What would cause change?*

Tuesday April 21

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.

Jiménez, Tomás R., and Adam L. Horowitz. 2013. "When white is just alright: How immigrants redefine achievement and reconfigure the ethnoracial hierarchy." *ASR* 78(5): 849-871.

Thursday April 23

- Class presentations of draft policy posters.

Tuesday, April 28

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 30

- Final preparations for the public symposium, plus discussion of the final exam.

**Policy Brief & Poster DUE Thursday April 30, at the start of section.**

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

\* \* \*

**Take-Home Final Exam DUE 11am, May 14, 2020 in 410 Barrows Hall.**

*Further instructions at the end of the semester.*

## 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, charts, graphs) with a narrative explaining the most important points from the figures. 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 migrants, temporary workers, refugees & asylees and/or unauthorized migrants?
4. Investigate 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, etc. One characteristics must be citizenship status. Speculate on why you see these patterns. In speculating about the numbers, draw on 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 that derives from the US Census (e.g., American Community Survey). 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. Consult the additional resources on bCourses.

**Evaluation:** You will be evaluated on how accurately you use statistical data to profile your group according the questions above 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 and (2) integration (including civic/political integration). Decide on one or two major themes for each of these two sections to 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 for approval BEFORE you conduct the interview. This includes a consent script, and probes that you might use to encourage your respondent to share examples and anecdotes, rather than yes/no survey answers.

### **2. Do the oral interview** – *I highly recommend doing this during Spring break!*

Once accepted, you will use your questionnaire to interview an immigrant for 45-90 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 2015 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.

## Community Assessment – Policy Brief and Poster

*The goal of this assignment is to build on the research skills you have gained this semester to assess integration resources immigrant citizenship in a Bay area count. You will also provide policy recommendations, based on your research and learning in this class.*

This final project is a group assignment with 3-4 students. You will be assigned a county in the Bay area, and produce a **policy brief** about that county, its immigrant population, and the organizational and service resources available for acquiring citizenship and civic integration. Based on your research, you will also make policy recommendations. From the policy brief you will create a **poster** that summarizes your findings and recommendations. I plan to invite local stakeholders at the end of the semester to a symposium where you will share your findings.

We will provide more information on the final project mid-semester, but broadly, imagine that your group has been contracted by a Bay area county to produce a 5-page policy brief that evaluates what services and community support are available to the specific immigrant communities in the county to facilitate citizenship and/or engagement in the 2020 election, and which offers recommendations to policy makers and service-providers.

Your policy brief will include:

- 1) statistical information on the immigrant populations in your county;
- 2) an assessment of services and organizational resources around citizenship;
- 3) interviews with two stakeholders to better understand the local context; and
- 4) policy recommendations based on your research.

From your policy brief, you will create a poster that summarizes your findings and recommendations to present to your peers and the public at an end-of-the-semester symposium.

After your team has completed the policy brief and poster, you will write an individual reflection about the experience of researching and creating the policy brief. This reflection will be due at the same time as the final exam.

(For a detailed look at what a policy brief looks like: <https://writingcenter.unc.edu/policy-briefs/>)

**Evaluation:** Your team will be evaluated on your executive summary, your discussion of the context and scope of the issues (using statistics, interview &, organization data), the degree to which your policy recommendations flow from the research and what you have learned in class, the professionalism of the brief, and the completeness and clarity of the poster.