

## **Immigration and Membership: Theory and Practice**

Sociology 190AC ~ Fall 2012

Wednesdays, 10-12 noon

Professor Irene Bloemraad

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442 Barrows Hall

Office hours (Mondays): <http://www.wejoinin.com/sheets/qzzkj>

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### **What is this course about?**

This course asks how foreign-born “outsiders” become members of a new society. It examines how legal status – as a refugee, permanent resident ‘alien’, unauthorized migrant or citizen – shapes people’s experiences and their sense of belonging. We also examine how legal status and immigration affect the ways that institutions such as schools and nonprofit organizations frame membership. Sociologists often study inequalities based on race/ethnicity, gender, and socio-economic status. Is migration an additional and distinct basis of differential treatment and life experience? How do community-based organizations affect migrants’ lives?

### **Engaged Scholarship and Service learning:**

This seminar is part of the American Cultures Engaged Scholarship initiative, a collaboration of the American Cultures Center and the Cal Corps Public Service Center. ACES views the communities that surround the university as potential co-educators. This course consequently combines the academic study of immigration and membership with a service-learning component in a local community-based organization. Students must devote about 26 hours to community work during the semester, in addition to weekly seminar attendance. Community work will be done off-campus, at locations accessible by public transportation. Class readings and discussion will also expose students to the theoretical underpinnings of service-learning.

### **What is a Sociology “capstone seminar”?**

This course is also a capstone seminar, restricted to undergraduate students majoring in Sociology. Unlike lecture courses, a seminar requires extensive discussion and debate by all participants in the class. The instructor facilitates and helps elaborate these discussions, but the success of the class rests on the engagement of every person. It is also a “capstone” experience since, rather than just read about other people’s studies, you will generate knowledge through analysis of your community engagement. You will analyze the value of service learning in a college setting, and you will use your community work to produce an academic paper that brings your experiences into conversation with the published scholarship.

**Evaluation:**

I hope that the benefits of this course go far beyond a grade for your GPA. Nevertheless, we need to submit a grade. This will be based on:

Participation in class discussion	20%	Entire semester!
Service learning hours	10%	Entire semester!
5 reflection memos & field notes	15%	DUE: 9/12(19), 9/26, 10/10, 11/7, 11/21
Written statistical profile of Oakland	10%	DUE: October 24
Short service-learning essay (2-5 pages)	15%	DUE: November 28
Final seminar paper (8-12 pages)	30%	DUE: December 14

Seminar participation: You are expected to attend class and actively participate **every week**. Active participation means having read and thought through the readings *before* class meets. You need a conceptual and analytical understanding of the material, which requires, at a minimum, good highlighting of the text or, better yet, writing up summaries or diagramming the reading. (See pp. 13-18 in the 2<sup>nd</sup> edition of “Writing in Sociology.”) Active participation also means discussing readings and service learning experiences during class. Research shows that people learn and retain much more when they are active learners rather than passive listeners. I expect everyone to participate, even those who are shy.

Service Learning Hours: This seminar requires that you travel off-campus and work with a community-based organization. We hope that your engagement will help connect course concepts and themes with the lived experiences of immigrants and the organizations that serve them. Students must complete about 26 service hours at the community partner location (roughly two hours per week over 13 weeks). This does not include travel to and from the site, which might add another 13 to 26 hours of commuting.

\*\*\* Students must understand that our community partner is counting on us.  
By enrolling in Soc 190AC, you are committing to fulfilling all service-learning hours,  
in addition to all on-campus work and class meetings.  
If you cannot fit this commitment into your schedule, you should not take this course. \*\*\*

Statistical profile: You will write a short 3-4 page demographic profile of Oakland, comparing it to the state of California and the entire United States. You will present some basic data (e.g., residents’ ethno-racial background, percent foreign-born, median income, etc.) and highlight a few features relevant to understanding immigrant communities (e.g., main countries of birth, educational level of immigrants compared to native-born residents, etc.). The profile will include one or two main summary tables, and one or two graphs of features you find of

particular interest. You will write up key findings in a short narrative to accompany the figures. (For further details, see bSpace. We'll also hold a tutorial on assembling these statistics in class.)

*Reflection memos & field notes:* At five points in the semester, you will submit either a reflection memo (1-2 pages) or field notes (3-8 pages) detailing and reflecting on your experiences at the service learning site. This work serves multiple goals: it provides space to process experiences and emotions, it provides a starting point for class discussion, it allows you to see how your understanding and reaction to people and institutions change over the semester, and it provides material for your final essays. The topic of each memo is in the syllabus the week it is due; these assignments are due at the **beginning of class** so they can help guide class discussions.

*Service learning essay:* You will hand in a short 2-5 page essay that engages with the following statement: "Service learning has no place in the college classroom: universities should focus on academic instruction and leave community service to students' volunteer time." In reacting to this assertion, you will draw on your experiences and the class readings on service learning.

*Final seminar paper:* Using your service learning as ethnographic data, you will write an academic paper that engages key debates in the academic literature on immigration. This paper will integrate your participant observation, data from your statistical profile and class readings to develop an original contribution to scholarly knowledge. I expect the paper to be 8-12 pages, double-spaced. Your paper should follow the standard format of an academic article: statement of purpose [with research question and thesis statement], literature review, discussion of methodology, data analysis & discussion, conclusion.

We will talk more about the paper in class and I'll provide further instructions during the semester. Also see the Sociology's department's *Writing for Sociology, 2nd Edition*: [http://sociology.berkeley.edu/sites/default/files/documents/student\\_services/writing\\_guide/Writing%20for%20Sociology%20Guide%20Second%20Edition.pdf](http://sociology.berkeley.edu/sites/default/files/documents/student_services/writing_guide/Writing%20for%20Sociology%20Guide%20Second%20Edition.pdf)

### **Ethical Considerations in Social Science Research:**

All social scientists must be aware of their ethical and professional obligations. We will discuss research ethics throughout the semester. Students should become familiar with the American Sociological Association's Code of Ethics (<http://www.asanet.org/ecoderev.htm>) and the rules of Berkeley's Committee for Protection of Human Subjects (<http://cphs.berkeley.edu/>).

### **Course Materials:**

All course materials (readings, timesheets, etc.) are on the course bSpace site. Important announcements will be sent via bSpace to the email address that the university has on file for you. Check your email or the course bSpace site multiple times per week.

## Readings and Seminar Schedule:

August 29

### Week 1: Introduction – A World of Migration

McCabe, Kristen and Doris Meissner. 2010. "Immigration and the United States: Recession Affects Flows, Prospects for Reform." Washington, DC: Migration Policy Institute.  
<http://www.migrationinformation.org/Profiles/display.cfm?ID=766>

→ Also check out other articles and the "Policy Beat" at the Migration Information Source:  
<http://www.migrationinformation.org/>

September 5

### Week 2: The American Immigration System

Lee, Erika. 2006. "A Nation of Immigrants and a Gatekeeping Nation: American Immigration Law and Policy." Pp. 5-35 in *A Companion to American Immigration*. Edited by Reed Ueda. Oxford, UK: Blackwell Publishing.

Stanton, T.K. 2008. "New Times Demand New Scholarship: Opportunities and Challenges for Civil Engagement at Research Universities." *Education, Citizenship and Social Justice* vol. 3.

**RECOMMENDED:** *To understand current immigration policy, skim:*

Congressional Budget Office. 2006. Immigration Policy in the United States. Washington, DC. <http://www.cbo.gov/ftpdocs/70xx/doc7051/02-28-Immigration.pdf> AND Dec 2010 update: [http://www.cbo.gov/ftpdocs/119xx/doc11959/12-03-Immigration\\_Chartbook.pdf](http://www.cbo.gov/ftpdocs/119xx/doc11959/12-03-Immigration_Chartbook.pdf)

September 12 ~ **MEMO #1 DUE**

### Week 3: Migration Status as Resource and Stigma when Negotiating Membership

Horton, Sarah. 2004. "Different Subjects: The Health Care System's Participation in the Different Construction of Cultural Citizenship of Cuban Refugees and Mexican Immigrants." *Medical Anthropology Quarterly* 18(4): 472-489.

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

Memo #1: *First impressions*. What were your first impressions of the neighborhood and the kinds of people who live there? What were your first impressions of the center and the staff? How did your impressions match up with what you imagined based on the website? Based on your own background and experiences?

September 19 **MEMO #1 DUE** [only for those who start late with their community partner]  
Week 4: **Community Engagement & Social Science Methods: Sources of Knowledge**

Mitchell, T.D. 2008. "Traditional vs. Critical Service-Learning: Engaging the Literature to Differentiate Two Different Models." *Michigan Journal of Community Service Learning*: 50-65.

Adler, Patricia A. and Peter Adler. 2003. "The Promise and the Pitfalls of Going into the Field." *Contexts* Spring: 41-47.

Emerson, Robert M., Rachel I. Fretz and Linda L. Shaw. 1995. *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press. [Selections].

September 26 ~ **MEMO #2 DUE**  
Week 5: **Organizations and Membership: the case of refugees**

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

Solari, Cinzia. 2006. "Professionals and Saints: How Immigrant Careworkers Negotiate Gendered Identities at Work." *Gender & Society* 20:301-331.

Memo #2: *Field notes*. Write up detailed field notes from the last site visit this past week. Include at least a page of description of the neighborhood and center, and a page of description of the people with whom you interacted. Include descriptions of events and conversations or exchanges that stand out. If your field notes get particularly long, hand in 5-8 representative pages. Don't worry about careful writing – just your record your observations & reactions.

October 3  
Week 6: **Unauthorized Status & Membership – Effects on Children and Young Adults**

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

Dreby, Joanna. 2012. "The Burden of Deportation on Children of Mexican Immigrant Families." *Journal of Marriage and Family* 74: 829 – 845.

October 10 ~ **MEMO #3 DUE**

**Week 7: Community Engagement & Social Science Methods: Sources of Knowledge (Part II)**

Takacs, D. 2002. "Positionality, Epistemology and Social Justice in the Classroom." *Social Justice* 29(4).

Hand-outs on reading & writing with statistics – check on bSpace

**In-class tutorial: finding, reading and presenting immigration statistics**

- Please bring a laptop or arrange to share one with a friend. There will be an in-class tutorial to help you with the statistical profile assignment.
- Also consult the resources on bSpace.

Memo #3: *Knowledge creation*. Reflect on the production, transfer and use of different sorts of knowledge in your community site. How is an engaged scholarship approach different from standard knowledge production in the university? You are observing – the most basic methodological approach in science – but you are also engaged. What, if anything, is different as you engage with our community partners? Do you feel any ethical dilemmas?

October 17

**Week 8: Citizenship: Nation-building and Belonging**

Aptekar, Sofya. Forthcoming (2012). "Naturalization Ceremonies and the Role of Immigrants in the American Nation." *Citizenship Studies* 16(7).

Bloemraad, Irene. Forthcoming. "Being American/Becoming American: Birthright Citizenship, Inequality and Immigrants' Sense of Belonging." *Studies in Law, Politics and Society*.

October 24 ~ **Statistical Assignment DUE**

**Week 9: Theorizing Incorporation and "Assimilation"**

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>

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.

**October 31 ~ Happy Hallowe'en!**

**Week 10: Theorizing Incorporation: "Segmented" Assimilation**

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.

Critique and rebuttal on assimilation debates in *Social Forces* (2011): Alba, Kasinitz & Waters vs. Haller, Portes & Lynch.

**November 7 ~ MEMO #4 DUE**

**Week 11: Doubly Segmented? Undocumented Youth and Workers**

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.

Gleeson, Shannon. 2010. "Labor Rights for All? The Role of Undocumented Immigrant Status for Worker Claims-Making" *Law & Social Inquiry*, Vol. 35(3): 561-602.

Memo #4: *Field notes*. Write up detailed field notes from your last site visit this past week. Include a detailed description of what you did, conversations you had or other events and exchanges you witnessed. If your field notes get particularly long, hand in 5-8 representative pages. Don't worry about careful writing – just record your observations and reactions.

**November 14**

**Week 12: Community Groups and Mobilization: Possibilities and Inequalities**

Bloemraad, Irene. 2006. *Becoming a Citizen: Incorporating Immigrants and Refugees in the United States and Canada*. Berkeley, CA: University of California Press. Chapter 5: "Community Organizations and Political Mobilization."

[READ intro and conclusion; SKIM rest.] Gleeson, Shannon and Irene Bloemraad. 2012. "Assessing the Scope of Immigrant Organizations: Official Undercounts and Actual Underrepresentation." *Nonprofit and Voluntary Sector Quarterly*.

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

November 21 ~ **MEMO #5 DUE**

**Week 13: Preparation of final presentations and papers**

- ➔ No readings this week. We will plan our oral presentations, to be held with community partners after the Thanksgiving break. We will also discuss your short essay on the value of service-learning. Prepare to attend the class!

Memo #5: *Exits*. You will be ending your community engagement soon. Look back to memo #1 and reflect on how you see and feel about the neighborhood, people and center now. Consider feelings such as disappointment, optimism, frustration, attachment or any others that you feel. Take at least one paragraph to outline how you plan to leave the site, especially saying good-bye to people with whom you have forged a bond.

November 28 - **Service-learning Essay DUE**

**Week 14: Presentations to Partners & Wrapping Up: Gracious Exits, Lessons Learned**

- ➔ No reading this week; students will do oral presentations and interact with visitors from our community partner sites. We will also share emerging themes for the final paper.

**FINAL SEMINAR PAPER: Due Friday, December 14**

Hand in a hardcopy of the paper to my mailbox in 410 Barrows Hall by 3:30pm.