

Sociology 146: Contemporary Immigration in Global Perspective

Spring 2012 ~ MWF, 11am-noon, 3108 Etcheverry

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Office Hours: Mondays, 12:30am – 2pm

~ sign up at <http://www.wejoinin.com/sheets/siaab>

Course Description:

Over the last four decades, immigration has again transformed the United States. It is also producing significant changes elsewhere, from the European nations that sent people to the United States 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? We begin with these questions and we examine the policies that let some people in, while keeping others out.

We then consider incorporation, the process by which foreign “outsiders” become integrated in their new home. Are immigrants and their children becoming part of the mainstream in their adoptive countries? What is the mainstream? How do sociologists evaluate and theorize immigrant integration? We start with socio-economic integration and then move on to broader questions of membership, belonging and citizenship.

International migration shows no signs of slowing down so the causes and consequences of immigration will be a critical topic for the 21st century. California, in particular, stands at the leading edge of these changes – more than one of every four residents in the state was born outside the US. The course is anchored in the US case, but we will consider other nations and the lessons they provide. It is open to anyone with an interest in immigration and a willingness to examine issues that raise difficult moral, political and academic questions.

Course Goals and Requirements:

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

- (1) a solid understanding of basic immigration patterns, legal structures & academic debates;
- (2) hands-on experience gathering, organizing & analyzing different types of empirical data.

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

Statistical profile of an immigrant group	15%	DUE: Wed Feb 22
Reflection essays on readings & lecture (2 essays)	5%	DUE: Mon March 12 Mon April 16
Draft interview questionnaire	5%	DUE: Fri March 23
Transcript of interview & discussion	10%	DUE: Fri April 28
Section participation	10%	In section, over semester
Short quizzes (5 will count)	10%	In section, over semester
Final take-home exam	40%	DUE: by noon, Wed May 9

Statistical profile. 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 another country. 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. For further details, see the end of the syllabus. I will also provide some data sources. **DUE at the start of lecture, Wednesday, February 22.**

Reflection papers: After major course sections, you will hand in a reflection paper of 3-6 double-spaced pages. (The questions are in the syllabus.) I expect you to synthesize and reflect on readings and lecture material to build your paper's argument. You can draw on material from outside class, but it is not necessary. These memos will be graded on a pass/ fail basis. Solid, college-level papers will earn a pass. These papers are first drafts for questions that will appear on the take-home final; do not throw the papers away! Reflection memos are **DUE at the start of lecture on Monday March 12 and April 16.**

Interview project: Working on your own, you will do an oral history with someone who immigrated to the United States before 2006. This person may be a relative, an acquaintance or a stranger. You will need to construct a well-conceived interview questionnaire that probes migration, integration and membership experiences. The questionnaire must be handed in **before** you do the interview; it is worth 5% of your grade, and must be cleared by the instructor or GSI before conducting the interview. The questionnaire is **DUE at the start of lecture on Friday March 23.** The remaining 10% of your grade will be based on your transcription of the interview and your discussion of one major theme from the interview as it relates to course readings. This assignment will also motivate one of the essay questions on the take-home final. See the end of the syllabus for further details. **DUE at the start of lecture, Friday, April 28.**

Section participation: We cover a lot of material and I ask you to tap into a wide set of skills for the class assignments. This class has also been selected as one of the Sociology department's writing improvement courses. To help you with all of this, the course has GSIs and mandatory sections. Since your active participation will improve your learning, and that of your peers, 10% of your final grade will be based on section participation.

Short quizzes: This class has no mid-term exam or sit-down final exam. To keep you on track with the readings and check that you understand the material, there will be 8 quizzes given during sections. We 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 on the quiz, 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 section the day of a quiz.

Take-home final: The take-home final exam will consist of four essay questions. Two will be revised drafts of your reflection memos; we will be looking for improved writing and argumentation, as well as the substance of your answer. A third question will draw on your oral history interview. The final question will be an essay synthesizing important themes from across the entire course. Each of these questions counts for 10% of your final grade.

SERVICE LEARNING OPTION: A small number of students will be chosen to participate in a community service-learning pilot project. Selected students will work about 20 hours over the semester with a community-based immigrant organization and they will enroll in an extra hour-long seminar (Soc198) about engaged scholarship, for which they receive one extra credit. Students who participate in service-learning will not do the statistical or in-depth interview assignment; 30% of their grade will instead come from their community work and additional seminar work. Students will also have an alternative question on the take-home final asking them to integrate their experiences with the immigration and service-learning readings.

Course Materials:

HARDCOPY: You can buy a course reader at ZeeZee Copy, 2431-C Durant Ave (in Sather Lanes); tel. 510-705-8411. Note that readings with a URL address are **not** in the course reader and can be read on-line through the links below or on bSpace.

E-COPIES: You can also access electronic copies of course readings via bSpace; for some readings, live URL addresses are found below.

About the Readings:

For each lecture, I assign one or two readings. These are usually research articles, theoretical pieces or broad overviews. All lecture readings are **required**. I provide reflection questions to guide your reading. Quiz questions will be drawn from readings and lecture material.

I encourage you to use the reading sheet on bSpace to summarize readings, and to consult Chapter 1 & 2 of the department's *Writing Guide for Sociology* for tips on effective and analytical college-level reading. This *Guide* can be purchased at Copy Central or is online at http://sociology.berkeley.edu/documents/student_services/Writing%20for%20Sociology%20Guide%20Second%20Edition.pdf.

In most sections of the syllabus, I include additional short, informational readings that provide further background information. They might provide statistics about migration flows, public opinion data on attitudes toward migration, or evidence about immigrant integration patterns. These readings are there to help you further understand class material. They are also good resources for writing reflection memos. This material will not be tested in quizzes.

INTRODUCTION:

Wednesday, 01/18

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>

Additional information:

Cave, Damien. 2010. A Generation Gap over Immigration. *New York Times* (May 17, 2010).

<http://www.nytimes.com/2010/05/18/us/18divide.html>

Public Policy Institute of California. 2008. "Immigrants in California." San Francisco: PPIC.

http://www.ppic.org/content/pubs/jtf/JTF_ImmigrantsJTF.pdf

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 Portes & Rumbaut and Sassen. In what ways are their perspectives the same as the UN report, and in what ways do they differ? Now read Massey's synthesis of migration theory. Draw up a table or a diagram of the different theories he presents and identify how they differ or resemble each other. Consider the key actors, motivations and mechanisms in each theory. Finally, take a step back and consider all the readings. What seems the most persuasive argument to account for migration? Are there arguments missing from this debate?

Friday 01/20

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/>.

Portes, Alejandro and Rubén. G. Rumbaut. 2006. *Immigrant America: A Portrait, 3rd Edition*. University of California Press. (Ch. 1 & Ch. 2 – pages 12-34)

Monday 01/23

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.

Wednesday 01/25

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.

Additional information:

Poros, Maritsa V. 2011. "Migrant Social Networks: Vehicles for Migration, Integration, and Development." Washington, DC: Migration Policy Institute.

<http://www.migrationinformation.org/Feature/display.cfm?ID=833>

Can People Migrate? Government Policy and Politics

Compare and contrast the readings in this section with those above. What is the key difference in the approach to explaining international migration? How does this alternative emphasis change the way we should approach economic or social network considerations, as in Menjivar's study? Next, focus specifically on the arguments made by Zolberg, Messina and Freeman to explain immigration policy. Compare and contrast their approaches and explanations. (Skim the CBO reading for legal definitions, the contours of US immigration law and current numbers.)

Friday 01/27

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.

Monday 01/30

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

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.

Wednesday 02/01

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

Friday 02/03

Freeman, Gary. 1995. Modes of Immigration Policies in Liberal Democratic States. *International Migration Review*. 29(4): 881-902.

Additional information:

On US laws from 1789-1940 <http://ocp.hul.harvard.edu/immigration/timeline.html>

"Heading into the 2012 Elections, Republican Presidential Candidates Walk the Immigration Policy Tightrope." Washington DC: Migration Policy Institute:

<http://www.migrationinformation.org/Feature/display.cfm?ID=867>

Difficult Decisions: Human Rights vs. “Fake” Refugees

Skim the UNHCR publication first. According to UNHCR who is as a refugee or someone of concern –on what basis does someone count as a refugee? Now read Zucker and Zucker. According to them, what are the factors that influence who gets into the United States as a refugee or asylee? Based on Messina, how were refugee and asylee flows similar or different in the European context? Next, read the article by Rottman, et al. What explanations do they consider for ‘who gets in and why’? Based on their evidence, which explanations receive the most support? Finally, take a step back. The Zucker & Zucker piece is more than twenty years old; many things have changed in the world, including the end of the Cold War. Given the other readings, in this section and the previous one, is their analysis a historical artifact of another time, or still relevant today? Why?

Monday 02/06

UNHCR. 2008. *Protecting Refugees*. <http://www.unhcr.org/4034b6a34.html> [skim this]

Zucker, Norman L. and Naomi Flink Zucker. 1989. “The Uneasy Troika in US Refugee Policy: Foreign Policy, Pressure Groups, and Resettlement Costs.” *Journal of Refugee Studies* 2(3): 359-372.

Wednesday 02/08

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

Friday 02/10

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:

Martin, Daniel. May 2011. “Refugees and Asylees: 2010.” Office of Immigrant Statistics, DHS. http://www.dhs.gov/xlibrary/assets/statistics/publications/ois_rfa_fr_2010.pdf

UNHCR Statistical Yearbook 2010, 10th edition: <http://www.unhcr.org/4ef9cc9c9.html>

The documentary *Well-Founded Fear* (2000) provides a behind-the-scenes view of how the federal bureaucracy decides who receives political asylum. (Media Resources Center: VIDEO/C 7297)

What to Consider in Crafting Immigration Policy? Economic and Cultural Fears

What goals should guide a country’s immigration policy? In the previous section, readings debated human rights, foreign policy and domestic politics as critical factors. Many contemporary debates, however, center on the economic benefits of migration; consider the case of Canadian immigration policy. However, others raise economic concerns –for the countries migrants leave behind or the native-born workers where migrants settle. Finally, some suggest that anti-immigrant sentiment is not rooted in economic considerations but driven by feelings of cultural threat. For the readings below, identify what factors influence public opinion and actual policy – are they the same? What goals should guide immigration policy? Begin to formulate your answer to the first reflection question.

Monday 02/13

Challinor, A.E. 2011. "Canada's Immigration Policy: A Focus on Human Capital." Washington, DC: Migration Policy Institute.

<http://www.migrationinformation.org/Profiles/display.cfm?ID=853>

Sriskandarajah, Dhananjayan. 2005. "Reassessing the Impacts of Brain Drain on Developing Countries." Washington, DC: Migration Policy Institute.

<http://www.migrationinformation.org/Feature/print.cfm?ID=324>

Additional information:

Batalova, Jeanne. 2007. "The "Brain Gain" Race Begins with Foreign Students." Washington, DC: Migration Policy Institute. <http://www.migrationinformation.org/Feature/display.cfm?ID=571>

Interactive maps of migration & remittances:

http://www.nytimes.com/ref/world/20070622_CAPEVERDE_GRAPHIC.html#

World Bank. 2011. Migration and Development Brief 17, Migration and Remittances Unit.

<http://siteresources.worldbank.org/INTPROSPECTS/Resources/334934-1110315015165/MigrationandDevelopmentBrief17.pdf>

Wednesday 02/15

MPI. 2011. "Economic Malaise Makes Immigrants a Target for Restrictive Legislation, Public Backlash." Washington, DC: Migration Policy Institute.

<http://www.migrationinformation.org/Feature/display.cfm?ID=863>

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.

Friday 02/17

Thomas, Elaine. 2006. Keeping Identity at a Distance: Explaining France's New Legal Restrictions on the Islamic Headscarf. *Racial and Ethnic Studies* 29(2): p. 237-259.

Monday 02/20 – NO CLASS [university holiday]

Statistical Profile Assignment DUE Wed February 22, at the start of lecture.

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

Wednesday 02/22

Sides, John and Jack Citrin. 2007. "European Opinion about Immigration: The Role of Identities, Interests and Information." *British Journal of Political Science* 37: 477-504.

Beck, Roy and Steven A. Camarota. 2002. "Elite vs. Public Opinion: An Examination of Divergent Views on Immigration." Washington, DC: Center for Immigration Studies.

<http://www.cis.org/ElitevsPublicOpinion-ImmigrationViews>

Additional information:

Comparative public opinions on immigration in North America and Europe can be found at:
http://trends.gmfus.org.php5-23.dfw1-2.websitetestlink.com/?page_id=2760

Can States Control Borders? Unauthorized Migration

Ngai provides historical context about the construction of the category of “illegal alien.” Cornelius evaluates contemporary, national attempts at controlling unauthorized migration while Ramakrishnan and Wong do the same at the local level. Compare and contrast the accounts of federal and local policy. How are the politics of control the same or different? (Also think about prior readings.) What about the consequences – is control easier, harder or the same at the national level vs. the local? Why? Abrego considers some of the consequences of being “illegal” for young people today. Note in particular Abrego’s discussion of being undocumented for theories of assimilation, a topic we take up in more depth later in the semester.

Friday 02/24

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.

Additional information:

On Dream Act: <http://www.migrationpolicy.org/pubs/DREAM-Insight-July2010.pdf>
DHS stats: http://www.dhs.gov/xlibrary/assets/statistics/publications/ois_ill_pe_2010.pdf
Enforcement actions : http://www.dhs.gov/xlibrary/assets/statistics/publications/ois_ill_pe_2010.pdf

Monday 02/27

Ngai, Mae. 2003. The Strange Career of the Illegal Alien: Immigration Restriction and Deportation Policy in the United States, 1921-1965. 21 *Law & History Review* 69: 1-32.

Wednesday 02/29

Cornelius, Wayne A. 2005. Controlling ‘Unwanted’ Immigration: Lessons from the United States, 1993-2004. *Journal of Ethnic and Migration Studies* 31(4): 775-794.

Friday 03/02

Ramakrishnan, S. Karthick & Tak Wong. “Partisanship, Not Spanish: Explaining Municipal Ordinances Affecting Undocumented Immigrants.” In Monica Varsanyi, ed. *Taking Local Control: Immigration Policy Activism in U.S. Cities and States*. Palo Alto, CA: Stanford University Press.

Additional information:

Chishti, Muzaffar and Claire Bergeron. 2011. “Eleventh Circuit Ruling on Alabama’s HB 56 Fuels Debate over the Limits of State Immigration Measures.” Washington, DC: Migration Policy Institute.
<http://www.migrationinformation.org/USFocus/display.cfm?ID=857>

O'Neil, Kevin. 2010. "Hazleton and Beyond: Why Communities Try to Restrict Immigration." Washington, DC: Migration Policy Institute.
<http://www.migrationinformation.org/Feature/display.cfm?ID=805>

Should Nation-States Control Borders? The Moral Dilemmas of Migration

Most course readings evaluate theories that explain actual experiences and events using empirical evidence. This week's readings, however, touch on normative and moral questions. Carens and Macedo, in particular, try to articulate a principled argument for why states should (or should not) control migration. Carefully deconstruct the logic of Carens and Macedo's arguments. Who is the key person or group of people of concern? What motivation should drive who and how many people migrate, as well as the rights they are given? How is the argument by Morris and Gimpel the same or different from Macedo's? After you identify the structure of the moral arguments, evaluate whether you agree with the assumptions and logic behind the argument. Also consider some of the debates in Europe, where there is a limited type of free movement as envisioned by Carens.

Monday 03/05

Carens, Joseph H. 1987. Aliens and Citizens: The Case for Open Borders. *The Review of Politics* 49(2): 251-73.

Koikkalainen, Saara. 2011. "Free Movement in Europe: Past and Present." Washington, DC: Migration Policy Institute. <http://www.migrationinformation.org/Feature/display.cfm?id=836>

Collett, Elizabeth. 2011. "Faltering Movement: Explaining Europe's Schengen Struggle." Washington, DC: Migration Policy Institute.
<http://www.migrationinformation.org/Feature/display.cfm?ID=859>

Wednesday 03/07

Macedo, Stephen. 2007. The Moral Dilemma of U.S. Immigration Policy: Open Borders Versus Social Justice? Pp. 63-84 in *Debating Immigration*, edited by Carol Swain. Cambridge University Press.

Morris, Frank and James G. Gimpel. 2007. "Immigration, Intergroup Conflict, and the Erosion of African American Political Power in the 21st Century." *Background Series*. Washington, DC: Center for Immigration Studies.
<http://www.cis.org/articles/2007/back207.pdf>

Friday 03/09 - NO ASSIGNED READINGS

Reflection Memo #1 DUE MONDAY March 12, at the start of lecture:

Can states control migration? Should they?

Consider all the readings so far this semester and outline your academic assessment about the ability of countries to control borders. (In formulating your assessment, consider *why* migrants move and *how* states can or cannot control this movement.)

Then outline a normative argument for why states should control or open borders, & to whom.

PART C: IMMIGRANT INTEGRATION: ECONOMIC, SOCIAL AND CULTURAL INCLUSION

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

The following readings debate the dynamics of immigrant integration, including the incorporation of the 2nd and 3rd generations (the children and grandchildren of migrants). For each, identify 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 principle factors driving integration? Given these factors, will integration happen? Does it happen the same for everyone? If not, on what basis can we expect differences?

Monday 03/12

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>

Wednesday 03/14

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.

Friday 03/16

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.

Monday 03/19

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.

Is Integration Just about Immigrants? The Importance of National Context

The readings above outline theories by American scholars for the American context. How well do you think these theories apply outside the United States? Can they be extended to other countries? In reading the authors below, identify which national-level variables might affect immigrant integration in different countries. Can we generate a general or “grand” theory of integration?

Wednesday 03/21

Alba, Richard. 2005. Bright vs. blurred boundaries: Second-generation assimilation and exclusion in France, Germany, and the United States. *Ethnic and Racial Studies* 28(1): 20-49.

Friday 03/23

Entorf, Horst and Nicoleta Minoiu. 2005. What a Difference Immigration Policy Makes: A Comparison of PISA Scores in Europe and Traditional Countries of Immigration. *German Economic Review* 6(3): 355-376.

Additional information:

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

Draft In-Depth Interview Questions DUE Friday, March 23, at the start of lecture.

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

NO CLASSES – March 26-30 [spring break]

PART D: MEMBERSHIP, BELONGING AND CITIZENSHIP

**Integration, Anti-Discrimination and Multiculturalism Policies:
Helpful, Hurtful or Useless in Promoting Membership?**

Alba's "boundary" approach to theorizing cross-national differences in immigrant integration uses broad concepts or structuring factors. The readings below consider particular policies. Just like countries enact entry policies to allow immigrants in, they also enact integration policies. Some policies are directed at migrants, others are directed at native-born minorities, but benefit immigrants, too. Outline the opposing views of why integration, anti-discrimination and multiculturalism policies might have positive or negative effects. In doing so, identify the mechanisms behind claims for positive/ negative effects. Which arguments do you find convincing and why?

Monday 04/02

Bloemraad, Irene and Els de Graauw. "Immigrant Integration and Policy in the United States: A Loosely Stitched Patchwork." In *International Approaches: Integration and Inclusion*, John Biles & James Frideres, editors. Montreal: McGill-Queen's University Press.

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

Wednesday 04/04

Kasinitz, Philip. 2008. "Becoming American, Becoming Minority, Getting Ahead: The Role of Racial and Ethnic Status in the Upward Mobility of the Children of Immigrants." *The Annals of the American Academy of Political and Social Science* 620: 253-269.

Friday 04/06

In class tutorial: Preparing and conducting an in-depth interview

- Also see resources on bSpace site.

Monday 04/09

Joppke, Christian. 2007. Transformation of Immigrant Integration: Civic Integration and Antidiscrimination in the Netherlands, France, and Germany. *World Politics* 59(2): 243-273.

Wednesday 04/11

Koopmans, Ruud. 2010. Trade-Offs between Equality and Difference: Immigrant Integration, Multiculturalism and the Welfare State in Cross-National Perspective. *Journal of Ethnic and Migration Studies* 36(1): 1-26.

Friday 04/13

Bloemraad, Irene. 2006. Becoming a Citizen in the United States and Canada: Structured Mobilization and Immigrant Political Incorporation. *Social Forces* 85(2): 667-695.

Bloemraad, Irene. 2011. "The Debate Over Multiculturalism: Philosophy, Politics, and Policy." Washington, DC: Migration Information Source.

<http://www.migrationinformation.org/Feature/display.cfm?ID=854>

Reflection Memo #2 DUE Monday April 16, at the start of lecture

Are immigrants integrating into the societies where they live? Why or why not?

Consider the readings since the last reflection memo. In formulating your assessment, outline *your* definition of "integration" and indicate how social scientists should *measure* integration.

What do these measures suggest about the outcomes and processes behind immigrant integration in the United States and Europe?

Race, Immigration, and Legal Status: The End of the Color Line or a Line Re-drawn?

One of the most enduring sources of inequality in the US has been distinction and exploitation based on race. Today's immigrants present a challenge, however, to the traditional white/black dichotomy. Outline how and why some authors view immigration as an opportunity to undermine the US color line, while others reaffirm the centrality of race.

How important is race? European scholars frequently complain that Americans focus too much on race, especially at the expense of adequate attention to class-based inequalities. Everyone is "middle class" in America. Immigration studies raise another possible basis of inequality: legal status. Consider the Bloemraad reading and other readings this semester (Abrego, Portes, etc.). What are the key sources of inequality and differential membership for immigrants?

Monday 04/16

Lee, Jennifer and Frank D. Bean. 2007. Reinventing the Color Line: Immigration and America's New Racial/Ethnic Divide. *Social Forces* 86:1-26.

Wednesday 04/18

Tuan, Mia. 1999. Neither Real Americans nor Real Asians? Multigeneration Asian Ethnics Navigating the Terrain of Authenticity. *Qualitative Sociology* 22:105-125.

Friday 04/20

Jiménez, Tomás R. 2008. Mexican-Immigrant Replenishment and the Continuing Significance of Ethnicity and Race. *American Journal of Sociology* 113(6): 1527-1567.

Monday 04/23

Bloemraad, Irene. 2012. Being American / Becoming American: Birthright Citizenship, Inequality and Immigrants' Sense of Belonging. *Studies in Law, Politics and Society*.

Additional information:

US Census Bureau. 2011. *Overview of Race and Hispanic Origin: 2010*. Available at: <http://www.census.gov/prod/cen2010/briefs/c2010br-02.pdf>

Lee, James. 2010. "Characteristics of Persons Naturalizing in the United States between 1980 and 2008." Office of Immigration Statistics, DHS. [skim the report] <http://www.dhs.gov/xlibrary/assets/statistics/publications/ois-yon-fs.pdf>

Wednesday 04/25 – NO READINGS

➔ Lessons learned from the students doing community-engaged scholarship.

Friday 04/28 – Semester review

Interview Transcript and Discussion DUE Friday, April 28, at the start of lecture.

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

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TAKE-HOME FINAL EXAM

Distributed via email on Friday, May 4.

DUE by noon on Wednesday, May 9 in 410 Barrows Hall.

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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 illegal 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 US Dept of Homeland Security and one US Census source. You can use more. You must also provide **proper referencing** for your statistical 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 well you use statistical data to profile your group and your ability to 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 format.

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 bSpace, 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 2006 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 bSpace 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.