

**Sociology 122: Labor Migration, Immigration, and
Transnationalism in the Modern World**
California State University, Sacramento
Spring 2006

Professor: Manuel Barajas, Ph.D.
Class: M, W, F 9:00-9:50 a.m.
Office Hrs: M, W 11:00a.m.-12:00 p.m. and by appointment
At Amador Hall 454B
Phone: (916) 278-7576
E-mail: mbarajas@csus.edu

Course Description:

Examines the social phenomenon of labor migration, immigration, and transnationalism, and places their origins and development in the context of political-economic national inequalities; Advances an understanding of why societies experience migration, immigration, and transnationalism, and *evaluates competing and complementary theoretical frameworks* explaining these migratory processes, particularly as they relate to the United States. Special attention will be given to race, gender, and class relations as impacted by labor migration processes.

Some themes of this course are socially sensitive, and we need to remain *open-minded and respectful* towards one another's points of view. Your *cooperation is essential*, if this is not possible please take this class in the future when you are ready. Some goals of this course are to connect your life experiences within the larger historical social structure, and to understand why your life might be different from/similar to that of other "immigrant" group members in the United States. A mission of this course, then, is to advance *a critical perspective* of migration/immigration processes that can challenge/transform the institutions and ideologies that maintain social inequalities, e.g., racism, patriarchy, and class oppression.

Course Objectives:

Migration/immigration are placed within a context of national political-economic inequalities that impact diverse societies in very different and lasting ways. Among the learning goals of this course are for students to be able to:

1. Demonstrate understanding about migration, immigration, and transnationalism within a global context of economic, political, and cultural inequalities.
2. Evaluate competing sociological theories/views and methodologies on labor migration.
3. Examine the impacts of immigration on race/ethnic, class, and gender relations within the U.S. and globally from various perspectives.
4. Connect immigrant biographical experiences to the larger historical social structure, and explain why our lives differ from that of other racial/gender/class group members in the United States and world.
5. Advance a critical perspective of labor migration that will lead to informed and just immigration policies and to improved inter-ethnic/-racial relations.

Evaluation: [See Attached Assignment Guides]

Participation/Class Report [1/3] includes attendance/discussions (1/3), quizzes (1/3), class report (1/3). Students will assess theories/arguments and interpret data and link them to their individual experiences and biography. Oral and written exercises will be used to evaluate students' learning. [Course Objectives 2 and 4]

Participation is essential in this class, and students will be encouraged to be active in both class and group discussions. Participation will be assessed in both quantitative and qualitative terms. Quantitative terms consists of involvement in class activities and attendance, while qualitative includes showing understanding of class material, contributing important course-related insights, and cooperating in creating a positive learning environment. Quizzes will check to see if you are reading [check] and if you understand [check plus], or if neither [check minus].

Midterm [1/3] consists of an in-class exam. Understanding of key concepts, theories/methodologies, and social processes is tested with short/long essay questions and identification terms. This measurement approach gets at the content and construct validity of students comprehension of concepts and processes of labor migration and related course material. [Course Objectives 1, 2, 3]

Final Paper [1/3] involves a 6-8-page paper. [Will not accept final papers through internet.] Paper will integrate class readings, demonstrate analytical understanding of migration-related themes [global economy, cultural diversity, racial/gender/class experiences], and advance recommendations for informed/just immigration and social policies and for improved inter-ethnic/-racial relations. This last component attempts to measure students' sensitivity to disadvantaged migrants/immigrants and students' ability to inform programs/policies dealing with immigrant communities. [Course Objectives 3 and 5]

No make-up exams without a medical excuse. Will not accept any written assignment via internet.

Required Readings:

Read all assigned material. About 50-75 pages of reading per week will be done, and the syllabus is subject to change in case we move faster or slower in covering the class topics.

1. Levitt, Peggy, and Mary C. Waters [LW]. (2002) *The Changing Face of Home: The Transnational Lives of the Second Generation*. New York: Russell Sage Foundation.
2. Espiritu, Yen Le [YLE]. (2003) *Home Bound: Cultures, Communities, and Countries*. UC Press.
3. Class Reader [CR]. Can purchase at Village Copy & Print, 446 Howe Ave., Sacramento, 95825. [Corner of Fair Oaks and Howe Ave. (916) 929-6147] A copy is on reserve at CSU Sacramento Library.

Other Recommended Readings: [Optional]

1. Hondagneu-Sotelo, Pierrette. (2003) *Gender and U.S. Immigration: Contemporary Trends*. UC Press.
2. Chang, Grace. (2000) *Disposable Domestic: Immigrant Women Workers in the Global Economy*. Cambridge, Massachusetts: South End Press.
3. Nevins, Joseph. (2002) *Operation Gatekeeper*. New York: Routledge.
4. Perea, Juan. (1997) *Immigrants Out!* New York: New York University Press.
5. Portes, Alejandro, and Rumbaut, Rubén G. (2001) *The Story of the Immigrant Second Generation: Legacies*. New York: Russell Sage Foundation.
6. Portes, Alejandro, and Rumbaut, Rubén G. (1996) *Immigrant America: A Portrait*. UC Press.

Labor Migration in the Modern World

Week 1 Introduction

- CR Portes & Rumbaut. (1996) "Who They Are and Why They Come." Chapter 1 in *Immigrant American: A Portrait*. University of California Press.

Morris. (12-13-05) "Study: Immigrants account 12% of U.S. population."

Massey, Durand, & Malone. (2003) "Principles of Operation: Theories of International Migration."

Bernard, William S. (1998) "Immigration: History of U.S. Policy."

Week 2 Theorizing Race/Ethnic Relations and Immigration

CR Hanson (2003) "Old Simplicity that Worked."

Blauner (2001) "A Colonized and Immigrant Minorities."

Week 3 Transnational Migration

LW Levitt & Waters (2002) Introduction
Ueda "An Early Transnationalism" Chapter 1
Rumbaut "Severed or Sustained Attachments" Chapter 2

YE Espiritu (2003) "Home making." Chapter 1

Documentary: "Death of a Shaman."

Week 4 Global Displacements

CR Sassen (2003) "Strategic Instantiations of Gendering in the Global Economy." Chapter 3

LW Kasinitz, Waters, Mollenkopf, and Anil. (2002) "Transnationalism and the Children of Immigrants in Contemporary New York." Chapter 3

YE Espiritu (2003) "Leaving Home" Chapter 2

Documentary: "The Global Assembly Line" [50 minutes]

Week 5 [Cont.] Global Displacements

LW Levitt (2002) "The Ties that Change: Relations to the Ancestral Home over Life Cycle." Chapter 4

YE Espiritu (2003) "Positively No Filipinos Allowed." Chapter 3 and
---"Mobile Homes." Chapter 4

Documentary: "Controlling Interest" [45 minutes]

Week 6 How "Immigrants" are Incorporated in the Receiving Society

CR Portes & Rumbaut (1996) "Making it in America: Occupational and Economic Adaptation." Chapter 3

Espiritu (2003) "Gender and Labor in Asian Immigrant Families." Chapter 5 in Gender and U.S. Immigration.

Menjívar (2003) "The Intersection of Work and Gender: Central American Immigrant Women and Employment in California." Chapter 6 in Gender and U.S. Immigration.

Week 7 [Cont.] How "Immigrants" are Incorporated in the Receiving Society

CR Knudson & Amezcua. (2005) "Los Pineros." Part I.

Dale, Michael D. (2006) "Pineros left without legal help."

LW Smith, R.C. "Life Course, Generation, and Social Location as Factors Shaping Second-Generation Transnational Life." Chapter 5

YE Espiritu (2003) "Making Home" Chapter 5

Video: "Bread and Butter" (90 minutes)

MIDTERM March 10, 2006

Week 8 SPRING BREAK ☺ March 13-17, 2006

Week 9 How Migrant/Immigrant Families are Transformed in a Global Context

YE Espiritu (2003) "Home, Sweet Home: Work and Changing Family Relations." Chapter 6
And "We Don't Sleep Around Like White Girls Do." Chapter 7

LW Fourn & Glick-Schiller (2002) "The Generation of Identity: Redefining the Second Generation Within a Transnational Social Field." Chapter 6

Week 10 Globalization's Impact on Immigrants' Sense of Belonging

CR Anzaldúa (1987) "La Conciencia de la Mestiza/Towards a New Consciousness."

YE Espiritu (2003) "What of the Children? Emerging Homes and Identities." Chapter 8

LW Eckstein (2002) "On Deconstructing and Reconstructing the Meaning of Immigrant Generations" Chapter 7

Week 11 [Cont.] Globalization's Impact on Immigrants' Sense of Belonging

LW Jones-Correa (2002) The Study of Transnationalism Among the Children of Immigrants: Where we are and Where We Should be Headed." Chapter 8

Foner (2002) "Second Generation Transnationalism, Then and Now." Chapter 10

Kibria (2002) "Of Blood, Belonging, and Homeland Trips: Transnationalism and Identity Among Second-Generation Chinese and Korean Americans." Chapter 12

Espiritu & Tran. (2002) "Viet Nam, Nuoc Toi" [Vietnam, My Country]: Vietnamese Americans and Transnationalism." Chapter 15

Week 12 The Social Construction of the "Alien" and National Borders

CR Nevins (2002) "The Ideological Roots of the 'Illegal': The 'Other' as Threat and the Rise of the Boundary as the Symbol of Protection." Chapter 5 in *Operation Gatekeeper*. New York: Routledge.

--(2002) "The Effects and Significance of the Bounding of the United States." Chapter 6

--(2002) "Nationalism, the Territorial State, and the Construction of Boundary-Related Identities." Chapter 7

Spagat (8-20-05) "Ad Campaigns cite risk of border-crossing deaths." Bee: A3.

Bluth (8-20-05) "Núñez: Declare Border Crisis." Bee: A3.

Associated Press. (12-13-05) "Court rejects challenge to border fence plan."

YE Espiritu (2003) "Home, Borders, and Possibilities." Chapter 9

Documentary: "Fear and Learning at Hoover Elementary"

Week 13 Racist and Ethnocentric Nativism

CR Feagin (1997) "Old Poison in New Bottles: The Deep Roots of Modern Nativism." Chapter 2 in *Immigrants Out!*, edited by Juan F. Perea. New York: New York University Press.

Chavez, L.R. (1997) "Immigration Reform and Nativism: The Nationalist Response to the Transnationalist Challenge." Chapters in *Immigrants Out!*

Kanstroom (1997) "Dangerous Undertones of the New Nativism: Peter Brimelow and the Decline of the West." Chapter 16 in *Immigrants Out!*

Associated Press (1-8-06) "Some protests turn heated over illegal immigration issue."

Pregaman (12-12-05) "Illegal immigration foes focus on day labor."

Week 14 Immigration and Social Policy

CR Roberts, Paul Craig. (2001) "Immigration Should be Restricted." Chapter 8 in *Race Relations: Opposing Views*. San Diego, California: Greenhaven Press, Inc.

Carens, Joseph H. (1998) "Aliens and Citizens." Chapter 17 in *The Immigration Reader*. Blackwell Publishers.

Calavita, Kitty. (1998) "Gaps and Contradictions in U.S. Immigration Policy: An Analysis of Recent Reform Efforts." Chapter 5 in *The Immigration Reader*. Blackwell Publishers.

Doyle (12-17-05) "Divided House passes stringent immigration bill."

Puzzanghera (12-08-05) "Citizen-by-birth right at risk in House Proposal."

Week 15/16 (Cont.) Immigration and Social Policy and Conclusion

CR Portes & Rumbaut (1996) "Conclusion: Immigration and Public Policy." In *Immigrant America: A Portrait*. University of California Press.

Massey et al. (2003) "Repair Manual: U.S. Immigration Policies for a New Century." In *Beyond Smoke and Mirrors*. Russell Sage Foundation.

Nevin, Joseph. (2002) "Conclusion: Searching for Security in an Age of Intensifying Globalization." Chapter 8 in *Operation Gatekeeper*. New York: Routledge.

Final Paper due May 19, 2006

CLASS REPORT

An Immigrant Experience: Narratives [Stories] about Migration, Settlement, and Relations

This assignment encourages self-awareness about one's own history/biography in this society as affected by your family's immigration experience to [or within] the United States. In addition, you will develop research skills (e.g., asking parents, reading books/essays, interviewing experts) and teaching experience.

The presentation should be about 10 minutes and allow 5 minutes for questions. You can work by yourself or in a group of up to three students. Individual presenters need to turn in a *3 page report* and group presenters a *5-page report*. You have to use visual or/and auditory aids, for example, transparency film, posters/collages, home videos, music, and other creative methods to convey information about your selected group. Your presentation will be *evaluated* on the basis of your written/oral report's organization, clarity, integration of class material, *and* discussion of themes below..

1. Focus on a migration and/or settlement experience in the United States or within the United States. **Briefly** describe where they came from, when they came, how they came, and why they came. Consider the following questions: (a) Were they voluntary or involuntary migrants/immigrants? (b) Were they pioneer immigrants or part of a larger group of immigrants? (c) What social linkages [family, friends, or sponsors] may have helped? (d) *What structural factors [war, economy, policies/laws...] may have contributed to their coming/moving? Research the historical period and what was happening here in the U.S. or the sending country that may have encouraged the movement. [This part should be brief].
2. What jobs were available to them, where they lived, what sort of reception was experienced in the receiving society/community, how has their experiences changed since their initial arrival? Share stories, e.g., crossing the border, social treatment, work experiences, etc.
3. What are the major events that define who they now are?
4. What are some of their main cultural practices and traditions? Choose *a few* and develop.
For example,
Main events: births, age rituals, marriage, and funerals...
Unique Foods: special occasions and common dishes...
Family: special distinguishing practices from other ethnic families...
5. How has your family changed (e.g., economically, politically, culturally) over time and why?
6. What are the challenges [e.g., racism, nativism, economic, cultural, and/or political] faced in our society? What are some of their contributions to this society [e.g., economic, political, cultural, etc.]?

Final Paper

Topic(s) will be given to you three weeks before scheduled final exam day. Need to write a critical and theoretical paper on topics covered in class [Labor Migration, Immigration, and Transnationalism]. Paper will integrate class readings, demonstrate understanding of migration-related issues [e.g., competing views on immigration/migration's impact on sending/host societies, acculturation/assimilation, labor experiences], and advance recommendations for informed/just immigration and social policies and for improved inter-ethnic/-racial relations. Bring outlines and drafts for feedback. You can use our class readings for references and also include other sources from the library.

Articulate your paper's thesis early in the introduction, and proceed by presenting the theoretical/empirical arguments on your topic. Papers should be between 6 to 8 pages, double-spaced, 12-point font size, and include a title page and bibliography [choose a style and be consistent in citations].

Due May 19, 2005, turn in by 10:15 a.m. Late papers will be graded down.