Course Description:

Almost one in eight residents in the United States was born outside the country. In California, one in four is foreign-born. Some are illegal, arriving without proper documents or overstaying temporary visas. The majority are legal, including international students, temporary workers, refugees, asylees, permanent residents and naturalized U.S. citizens.

Why do people move? Can governments and policy control migration, especially “unwanted” migrants? These questions animate the start of the course.

We then move to questions of incorporation. International migrants affect the cultural, economic, political and social dynamics of the receiving society. How do migrants become incorporated into the receiving society? What is the effect on the host society? The bulk of the course focuses on the United States, but we also consider other nations: traditional immigrant-receiving societies such as Canada and Australia, new countries of permanent immigration such as France and Germany, and importers of temporary foreign labor such as Switzerland and Kuwait.

Finally, the large-scale movement of people raises questions about understandings of nationality, social cohesion, place and belonging. Do foreigners become members of place where they live? On what terms and according to what criteria? We end the course by examining models of citizenship & membership, including multiculturalism, transnationalism and postnationalism, paradigms that challenge a traditional assimilation view of migration.

Caveats: We look briefly at migration policy, but this course does not offer an in-depth review of immigration and refugee law, nor does it cover important topics such as health or crime. We also do not spend much time the effects of migration on sending countries, although massive emigration clearly affects those left behind.

Students should be aware that this is an extremely reading-intensive course. You are expected to read and discuss between 120 to 500 pages EACH week, in addition to small class assignments. If you don’t read, you will get little out of the class, and the quality of discussion for all will suffer. Those unable to commit to reading should not take the class.
Course Goals and Requirements:

By the end of the course, I hope that you will:

(1) have a solid understanding of the major debates in immigration, largely from the viewpoint of sociologists, but also as seen by demographers, economists, political scientists and philosophers;

and

(2) have made substantial progress in developing an immigration-related research project by either (a) writing a polished, thorough research proposal, suitable for a grant application, OR (b) writing a good (but not necessarily final) version of a research paper, suitable for submission to a peer-reviewed journal.

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

- regular participation in discussions, including a comment on a reflection paper (15%)
- one reflection paper on the weekly readings (15%)
- one short descriptive overview of a migration policy/ legal document OR one short descriptive statistical overview of a particular migrant group or overall migration in a particular receiving country (15%)
- one short “evaluation of evidence” memo (15%)
- one final research proposal OR research paper (40%)

Seminar participation: I expect you to be familiar with the required readings and contribute to class discussion. Everyone should join in, even those who are naturally shy; the quality of your comments is more important than the quantity. Each participant will also be assigned to be a discussant for one reflection paper. As a discussant, you will be given 5 minutes at the start of class to summarize your colleague’s argument about the readings and then to elaborate the ways you agree and/or disagree with your colleague’s assessment. You may also raise questions or issues for class discussion.

Reflection paper: Each week of readings is accompanied by a reflection question. You will sign up in advance to do a reflection paper for one week in the semester. These papers should be no longer than four pages, double-spaced. I expect you to summarize the main theoretical arguments of the week’s readings using the week’s question(s) to reflect on the readings (about 2-3 pages). This should not just be a descriptive summary of the reading(s), but a synthesis and analysis. Consider the debates between the readings and identify the source of differences and similarities. You might think about the underlying theoretical orientations of the authors, the particularity of the subject (e.g., group, country, time period), the methodology or data employed, etc. Finish your memo with a few specific suggestions for how to advance the field (e.g., do we need to employ a different theoretical lens, study a different group or place, gather different data?), and explain why this is a promising avenue (about one page). Reflections papers must be uploaded to the class bSpace website by noon on Wednesday so that everyone in the class can read them for Thursday’s meeting.
**Policy or Statistical overview paper:** You have a choice to either do a short descriptive overview of a particular immigration policy/ law OR a short descriptive statistical overview of a particular migrant group/ particular migrant-receiving country. Both should be no longer than 3 single-spaced pages of text, plus tables or graphs, as necessary. See the end of the syllabus for further information on these assignments. The policy/ law overview is due in class, October 2nd. The descriptive statistical overview is due in class, October 23rd.

**Evaluation of Evidence memo:** You will be expected to find some sort of empirical “evidence”—a statistical dataset, legal documents, legislative debates, oral histories, archival material, etc.—and analyze its usefulness and limitations for immigration research. Ideally, you want to consider evidence that you plan to use in your research proposal or research paper. The memo should be no more than four pages in length, double-spaced. See the end of the syllabus for further information. Due in class on November 20th.

**Research Proposal or Paper:** These may be on a topic of your choice, but should be migration-related and approved by the instructor. If you take the proposal option, I will expect a very polished proposal—something you could use to get a Dissertation Improvement Grant from the NSF. (I will provide examples on bSpace.) If you chose to do the paper option, I expect a solid second draft which, with more work, could be turned into an MA paper, dissertation chapter or a submission to a peer-reviewed academic journal. Due by 3:00pm, Monday December 15, 2008 in my mailbox, 410 Barrows Hall. I will give no incompletes.

**Course Materials:**

I strongly recommend that you buy the following books to build your immigration library, but they will be available at graduate reserves in Doe library. I separate out books that you should purchase (no photocopied materials will be available), from books you might purchase (electronic copies of chapters will be available.) Articles are available through bSpace, or through Berkeley’s electronic resources. Some materials will also be in the Sociology office (410) to copy. You may wish to get together and copy materials in bulk.

To help create a reading list if you plan to take qualifying exams in immigration or a related field, I list reading required for this class, and recommended readings for those with an interest in the topic. Required readings are marked with an asterisk (*). Note that the suggested (non-required) readings only touch on the tip of the proverbial iceberg. Come see me if you want to build a reading list in a particular area.

**Books Required for Purchase:**


In addition, choose one of:


OR


Books Recommended for Purchase (selected chapters read during the semester):


**READINGS AND SEMINAR SCHEDULE:**

Required readings are marked with an asterisk (*).

August 28 – Introduction to class, no readings

A. **Explaining International Migration**

1. **Why Do People Migrate? Economics, Culture and Social Networks**

   September 4:

   *No reflection question.*


2. Why Do People Migrate: Law, Politics and the State

September 11:

International migration is clearly a multi-causal phenomenon, the product of many different forces. However, it seems reasonable to believe that some causal forces exert more influence than others. Taking into account the readings for this week and last week, which do you find most convincing and why? Where must the field go in the future?


* Familiarize yourself with the key moments and pieces of legislation in US immigration history. Ideally, make time to compare and contrast this history to other countries. (Some decent overviews are found, for example, in the Cornelius, et al. 2004 book, listed below.)


3. Can (and Should) Migration Be Controlled?

September 18:

Can states control migration? Should they? These empirical and normative questions animate much of the policy and political debate around migration today. Messina provides some terms and analytical frames to consider the disjuncture between state control over immigration and the reality of contemporary migration. Consider this week’s readings (and the past two weeks’ readings and discussion). What is your scientific assessment about the ability of countries to control borders? Why do you come to this conclusion? On what normative basis should states control (or open) borders?


* Greenblatt, Alan. 2008 (February 1). The Immigration Debate. CQ Researcher 18(5): 97-120.


B. Explaining Integration

1. Theories of Integration and Debates over Assimilation in the US

September 25:

Segmented assimilation is presented as a challenge to traditional theories of integration. Outline the grounds on which proponents of segmented assimilation disagree with the old
models and then evaluate their argument. Next consider the “new assimilation” model: Is it convincing? Overall, what do you see as the most appropriate theoretical way of understanding immigrant integration?


2. Debating “Assimilation” – the 2nd generation in NYC

October 2:

* Policy/ law overview DUE in class, for those who choose to do this assignment.*

Write a book review, similar to what one might find in Contemporary Sociology or another top academic journal. Your review should highlight where the book fits into the sociological literature, the contribution it makes (if any), and any major problems (theoretical, methodological, etc.). Also consider how the book contributes to future research and theorizing.


3. Understanding Integration – Beyond the United States

October 9:

The debate about immigrant “assimilation” among U.S. scholars relies exclusively on the American experience and has, historically, been quite parochial. An emerging literature tries to theorize and investigate immigrant integration outside the United States. Is it possible to build a general theory or common approach to immigrant integration? What would such an endeavor look like? Or is the US experience unique? Why (not)?


Other country cases in the IMR 2003 special edition on the second generation in Europe.

### 4. Economic Integration – Costs and Benefits

October 16:

* In policy circles, the costs and benefits of immigration are frequently outlined as a balance between the economic advantages of migrant labor and investment versus the fiscal outlays and increased labor competition introduced by newcomers. This debate becomes particularly intense when considering the nexus between immigrants and the welfare state. How should we think about and understand immigrants’ incorporation into the economic system of the receiving country? What factors come into play, and which appear most important in understanding the dynamics of economic incorporation?*


C. Understanding Membership and Community in the Context of Diversity

1. The Determinants of Immigrants’ Citizenship and Participation: Micro and Meso Approaches

October 23:

* Statistical overview DUE in class, for those who choose to do this assignment. *

The field of immigrant political incorporation is rapidly evolving. The traditional political science model of political participation, especially prevalent in the United States, focuses on individual citizens’ interests and skills in politics. A more sociological approach, with greater traction in Europe and Canada and gaining ground in the US, considers the role of social networks, community organizations and local environments in facilitating or hindering political integration. Discuss these different analytical lenses as seen through the readings, and outline where (and why) you think the field should go in the future.


## 2. The Determinants of Immigrants’ Citizenship and Participation: Macro Approaches

October 30:

> Write a book review, similar to what one might find in *Contemporary Sociology* or another top academic journal. Your review should highlight where the book fits into the sociological literature, the contribution it makes (if any), and any major problems (theoretical, methodological, etc.). Also consider how the book contributes to future research and theorizing.
Choose ONE of the following two pairs:


and


OR


and


3. Transnational Membership and Participation

November 6:

_In the 1990s, sociologists and anthropologists increasingly criticized existing migration studies for only considering the immigrant experiences within the context of the receiving country, as if migrants closed off all communication and interaction with their homeland once they crossed the border. This led to an explosion of studies on transnationalism, and ensuing debates about whether this was a new phenomenon (or just old wine in new bottles), whether it was extensive (or only the exceptional case) and whether it was consequential (e.g., do transnational attachments affect migrants’ integration?). Do a book review of Smith (as outlined in earlier), including a discussion of whether (and how) a transnational lens challenges the theories of migration and integration we have read thus far._


### 4. Postnational Citizenship

November 13:

*Why do Soysal and Bosniak believe that traditional citizenship is being (and should be) eclipsed by a new postnational or denationalized model of belonging? What is Messina’s response? What might Smith say? (And, for those who read the book, Koopmans, et al.?)* What is your assessment? Do you agree that citizenship and membership increasingly derive from global processes and human rights? If not, what is the basis of citizenship and membership, empirically, and what do you think it should be normatively?


5. Diversity, Democratic Virtues and Public-Mindedness

November 20:

**Evaluation of evidence memo DUE in class.**

A great deal of recent academic and public debate asks about the negative consequences of “too much” immigration and diversity for democratic vitality and collective projects, from nationalistic feeling to support for redistribution. What are the underlying theoretical models or assumptions behind these debates? How does this research intersect (or not) with the integration/assimilation literature?


**November 27: NO CLASS – Thanksgiving Holiday**

**December 4: Whither Im/Migration Studies?**


Wrap up and discussion of final projects.

**December 15: *** Class paper due in 410 Barrows Hall, 3:00pm *****
**A Note about Grading:**

I believe that grades are quite secondary in graduate school. Your goal should be your own development as an independent researcher and scholar.

Nonetheless, grades matter for fellowship applications and they serve as a feedback mechanism to give you a sense of your understanding and progress. In terms of the former, I expect final grades to fall in the A to B+ range. In terms of the latter, I use my own idiosyncratic system with a high standard of evaluation. It reflects my (somewhat skewed) experience of grading as an undergraduate, and it provides me with more latitude to evaluate your progress than a narrow A/B+ range. For some of you, these numerical grades might seem low, so I provide letter equivalents with the regular Berkeley system.

**Please do not concentrate on the grade itself, but rather engage with my comments and those of others to improve your thinking and research.**

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ASSIGNMENTS

Policy/ Legal document overview

You may choose to do a short overview of a particular policy, legislative act or legal document that relates to immigration. This overview should be related in some way to your overall research interests, either as background information or as a central piece of your research. Potential documents might include the 1882 U.S. Chinese Exclusion Act, the U.S. Voting Rights Act’s linguistic provisions, the new German citizenship and naturalization law, the Canadian Prime Minister’s 1971 pronouncement on multiculturalism, the UN Convention on refugees, etc.

My goal in this assignment is to have you examine a primary source and consider its meaning—both the manifest purpose and repercussions of the document, but also potentially its latent purpose or implicit framing of an issue. This overview should be short (3 single spaced pages, bullet points okay). Unless you explicitly decline, please post your overview to the class website so that others in the class can benefit from your research.

You have some flexibility in how you do your overview, but consider:

a. Main Provisions – What are the key provisions of this policy/law? (In other words, what regulations were changed, what new laws were instituted, what change in focus did the policy bring about?)

b. Background – What was the context (historical, social, political and/or economic) that led to this new policy (or policy change)? Why was this policy instituted? Who was in favor? Who was opposed?

c. Impact – What were/are the main effects of the policy? (Or, what might they be, for recent changes?) Who benefits and who is hurt? Can you provide concrete examples of how the policy accomplished, or failed to accomplish, its goals?

Please include, as an appendix to your memo, the sources you consulted and a photocopy of the document you examined, if feasible.
Statistical Profile of an Immigrant Group or Country of Immigration

Instead of the policy/legal overview, you may chose to do a descriptive statistical overview of a particular immigrant group (in one country or across several countries), or a profile of migration to a particular host country. The goal of this assignment is to provide an incentive to get some numerical information on a group/country that you wish to study further.

Your overview will largely be factual information, but I encourage you to relate the numbers to the immigration policies we have discussed, as well as to other class readings. For example, can you see the effect of a particular immigration policy on the number or type of immigrants who come to the U.S.? If your group has noteworthy characteristics—for example, a gender imbalance, or high levels of poverty—does the sociological literature help you explain this? I also encourage you to think about the limits of statistical data—what can it NOT tell us? The overview should be very succinct: three single-spaced pages of narrative, plus accompanying tables or figures to highlight key points or trends.

Consult the immigration resources webpage for help in finding information. You must provide proper referencing for the source of all your statistical data. Give some thought to how credible the numbers are and, if there are problems, how you might be able to compensate for them. Unless you explicitly decline, please post your overview to the class website so that others in the class can benefit from your research.

You may structure your overview in a manner most helpful to your interests, but here are some questions to consider:

1. What is the total number of foreign-born of your immigrant group in the country of reception? What is their percentage of the total foreign born? How do they compare to other groups? What might explain their relative size vis-à-vis other groups? How have migration numbers changed over time (and speculate on why)?

2. What are the predominant means of entry for your group, i.e., as family sponsored immigrants, employment immigrants, temporary workers, refugees & asylees and/or illegal immigrants? When did your group first begin arriving in significant numbers?

3. What are the top three areas of residence of your group as a percentage of the total group? Speculate on why those areas are particularly attractive.

4. Other items of interest might include: gender or age composition, educational attainment, poverty status, racial diversity, family structure, occupation and income distribution, citizenship status, etc. Speculate on why you see the patterns you do.
Evaluation of Evidence Assignment

The purpose of this assignment is to have you think critically about an immigration data source that you might use or are currently using for your research. Thinking critically means identifying the data’s useful features, including the characteristics that make it superior to alternative data, and also identifying and taking into account the limitations of the data.

You may pick any sort of data that can speak to an immigration-related research project. Examples include: UNCHR published refugee statistics, USCIS estimates of illegal immigrants, the diary of a 19th century Irish immigrant, recorded debates in US Congress over the Chinese Exclusion Act, archived oral histories with Portuguese migrants in the Central Valley, annual reports from a local community-based immigrant organization, etc. My only caveat is that the data must currently exist. If you have already conducted in-depth interviews, you may analyze their strengths and limitations; you may not talk about hypothetical interviews that you plan to do.

Your evaluation of evidence memo should be 3-4 pages, double-spaced. Include an introductory paragraph explaining the research question or project for which you would use the data. Then evaluate the strengths and weaknesses of the data as a source of evidence. The questions you need to ask will vary according to the type of data you consider, but keep in mind the following:

- In using these data, who do you include and who do you exclude? Are the exclusions legitimate? Can you compensate for them? Are there people included that you would rather not? Can you eliminate them?
- What is the relevant value of this evidence as compared to other evidence? (What other evidence is there?) What insights do these data add that might not be apparent in other sources? Are there other data sources that might compensate for limitations in your evidence?
- Who produced these data? What are the interests of these individuals or organizations? How might these interests, or the manner of production, shape the presentation and interpretation of the data?
- Are there translation or interpretation issues with these data? How have you, or the people who collected the data, dealt with translation/interpretation challenges (both linguistic and cultural)?

Finally, conclude your memo by summarizing how the strengths contribute to our academic understanding of the project/question in which you are interested, and comment on how you could compensate (at least somewhat) for the limitations of the data.