

Immigration, Incorporation and Citizenship

Fall 2008

Thursdays, 2-4pm

180 Barrows

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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:

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.

Smith, Robert Courtney. 2005. *Mexican New York: Transnational Lives of New Immigrants*. University of California Press.

In addition, choose **one** of:

Bloemraad, Irene. 2006. *Becoming a Citizen: Incorporating Immigrants and Refugees in the United States and Canada*. University of California Press.

OR

Koopmans, Ruud, Paul Statham, Marco Guigni and Florence Passey. 2005. *Contested Citizenship: Immigration and Cultural Diversity in Europe*. Minneapolis: University of Minnesota Press.

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

Alba, Richard and Victor Nee. 2003. *Remaking the American Mainstream*. Cambridge, MA: Harvard University Press.

Bean, Frank D. and Gillian Stevens. 2003. *America's Newcomers and the Dynamics of Diversity*. New York: Russell Sage Foundation.

Borjas, George J. 1999. *Heaven's Door: Immigration Policy and the American Economy*. Princeton, NJ: Princeton University Press.

Hirschman, C., P. Kasinitz and J. DeWind (eds.). 1999. *The Handbook of International Migration: The American Experience*. New York: Russell Sage Foundation.

Jones-Correa, Michael. 1998. *Between Two Nations: The Political Predicament of Latinos in New York City*. Ithaca, NY: Cornell University Press.

Menjívar, Cecilia. 2000. *Fragmented Ties: Salvadoran Immigrant Networks in America*. Berkeley and Los Angeles: University of California Press.

Messina, Anthony A. 2007. *The Logics and Politics of Post-WWII Migration to Western Europe*. Cambridge University Press.

Ramakrishnan, S. Karthick. 2005. *Democracy in Immigrant America: Changing Demographics and Political Participation*. Palo Alto, CA: Stanford University Press.

Reitz, Jeffrey G. 1998. *Warmth of the Welcome: The Social Causes of Economic Success for Immigrants in Different Nations and Cities*. Boulder, CO: Westview Press.

Soysal, Yasemin Nuhoglu. 1994. *Limits of Citizenship: Migrants and Postnational Membership in Europe*. Chicago, IL: University of Chicago Press.

Tichenor, David J. 2002. *Dividing Lines: The Politics of Immigration Control in America*. Princeton: University of Princeton Press.

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.

* 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.

* Sassen, Saskia. 1998. America's Immigration 'Problem.' Pp. 31-53 in Saskia Sassen, *Globalization and Its Discontents: Essays on the New Mobility of People and Money*. New York: New Press.

* Menjívar, Cecilia. 2000. *Fragmented Ties: Salvadoran Immigrant Networks in America*. Berkeley and Los Angeles: University of California Press. Introduction, Ch.1 & Ch. 3.

Piore, Michael J. 1979. *Birds of Passage : migrant labor and industrial societies*. Cambridge/ New York : Cambridge University Press.

Hatton, Timothy J. and Jeffrey G. Williamson. 1998. *The Age of Mass Migration: Causes and Economic Impact*. Oxford University Press.

Massey, Douglas S., Joaquin Arango, Graeme Hugo, Ali Kouaouci, Adela Pellegrino, and J. Edward Taylor. 1998. *Worlds in Motion: Understanding International Migration at the End of the Millennium*. New York: Oxford University Press.

Pessar, Patricia R. 1999. The Role of Gender, Households, and Social Networks in the Migration Process: A Review and Appraisal. Pp. 53-70 in *The Handbook of International Migration: The American Experience*, edited by C. Hirschman, P. Kasinitz and J. DeWind. New York: Russell Sage Foundation.

Castles, Stephen and Mark J. Miller. 2003. *The Age of Migration, Third Edition: International Population Movements in the Modern World*. Guilford Press.

Brettell, Caroline and James Hollifield. 2007. *Migration Theory: Talking Across Disciplines*, 2nd ed. New York : Routledge.

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?

- * 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.
- * Tichenor, David J. 2002. *Dividing Lines: The Politics of Immigration Control in America*. Princeton: University of Princeton Press. Chapter 1 & 2.
- * Light, Ivan. 2006. *Deflecting Immigration*. New York: Russell Sage Foundation. Ch 1.
- * Money, Jeannette. 1997. No Vacancy: The Political Geography of Immigration Control in Advanced Industrial Countries. *International Organization* 51: 685-720.
- * 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.)
- Zucker, Norman L. and Naomi Flink Zucker. 1992. "From Immigration to Refugee Redefinition: A History of Refugee and Asylum Policy in the United States." *Journal of Policy History* 4(1):54-70.
- Freeman, Gary P. 1995. "Modes of Immigration Politics in Liberal Democratic States." *International Migration Review* 29(4, Winter): 881-902. (and ensuing debate with Brubaker, pp. 903-13)
- Massey, Douglas S. 1999. "International Migration at the Dawn of the Twenty-First Century: The Role of the State." *Population and Development Review* 25(2, June):303-22.
- Gimpel, James G. and James R. Edwards, Jr. 1999. *The Congressional Politics of Immigration Reform*. Boston: Allyn and Bacon.
- Aleinikoff, T. Alexander, David Martin and Hiroshi Motomura. 2003. *Immigration and Citizenship: Process and Policy, 5th Edition*. Thompson West.
- Cornelius, Wayne A., Takeyuki Tsuda, Philip L. Martin, and James F. Hollifield. 2004. *Controlling Immigration: A Global Perspective (2nd Ed.)*. Palo Alto: Stanford University Press.
- Ngai, Mae. 2005. *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton: Princeton University Press.
- Zolberg, Aristide. 2006. *A Nation by Design: Immigration Policy in the Fashioning of America*. Cambridge: Harvard University Press and Russell Sage Foundation.

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?

- * Carens, Joseph H. 1987. Aliens and Citizens: The Case for Open Borders. *The Review of Politics* 49(2):251-73.
- * 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.
- * Messina, Anthony A. 2007. *The Logics and Politics of Post-WWII Migration to Western Europe*. Cambridge University Press, Chapter 1.
- * Stanton Russell, Sharon. 1995. Migration Patterns of U.S. Foreign Policy Interest. Pp. 39-87 in *Threatened Peoples, Threatened Borders: World Migration and U.S. Policy*, edited by Michael S. Teitelbaum and Myron Weiner. New York: W.W. Norton and Company.
- * Cornelius, Wayne A. 2005. Controlling 'Unwanted' Immigration: Lessons from the United States, 1993-2004. *Journal of Ethnic and Migration Studies* 31(4): 775-794.
- * Greenblatt, Alan. 2008 (February 1). The Immigration Debate. *CQ Researcher* 18(5): 97-120.
- Andreas, Peter. 2000. *Border Games: Policing the US-Mexico Divide*. Ithaca: Cornell. Preface (vii-xi) and Chapter 5.
- Torpey, John. 2000. *The Invention of the Passport: Surveillance, Citizenship, and the State*. New York: Cambridge University Press.
- Massey, Douglas S., Jorge Durand and Nolan J. Malone. 2003. *Beyond Smoke and Mirrors: Mexican Immigration In an Era of Economic Integration*. New York: Russell Sage Foundation.
- Joppke, Christian. 2007. "Beyond National Models: Civic Integration Policies for Immigrants in Western Europe." *West European Politics* 30(1): 1-22.

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?

- * Gans, Herbert. 1979. “Symbolic Ethnicity: The Future of Ethnic Groups and Cultures in America.” *Ethnic and Racial Studies* 2(1):1-19.
- * 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):173-90.
- * Portes, Alejandro and Min Zhou. 1993. “The New Second Generation: Segmented Assimilation and Its Variants.” *Annals of the American Academy of Political and Social Science* 530:74-96.
- * Alba, Richard and Victor Nee. 2003. *Remaking the American Mainstream*. Cambridge, MA: Harvard University Press. Chapters 1-2.
- Gordon, Milton M. 1964. *Assimilation in American Life: The Role of Race, Religion and National Origins*. New York: Oxford University Press.
- Glazer, Nathan and Daniel Moynihan. 1969. *Beyond the Melting Pot*. Cambridge, MA: MIT Press.
- Yancey, William, Richard Juliani, Eugene Erikson. 1976. Emergent Ethnicity: A Review and Reformulation. *American Sociological Review*. 41(3): 391-403.
- Alba, Richard. 1990. *Ethnic Identity: The Transformation of White America*. New Haven, CT: Yale University Press.
- Waters, Mary C. 1990. *Ethnic Options: Choosing Identities in America*. Berkeley, CA: University of California Press.
- Zhou, Min and Carl L. Bankston III. 1998. *Growing Up American: How Vietnamese Children Adapt to Life in the United States*. New York: Russell Sage Foundation.
- Rumbaut, Rubén G. 1999. Assimilation and Its Discontents: Ironies and Paradoxes. Pp. 172-195 in *The Handbook of International Migration: The American Experience*, edited by C. Hirschman, P. Kasinitz and J. DeWind. New York: Russell Sage.
- Waters, Mary C. 1999. *Black Identities: West Indian Immigrant Dreams and American Realities*. Cambridge: Harvard University Press.
- Bean, Frank D. and Gillian Stevens. 2003. *America's Newcomers and the Dynamics of Diversity*. New York: Russell Sage Foundation.
- Perlmann, Joel. 2005. *Italians Then, Mexicans Now: Immigrant Origins And Second-generation Progress, 1890 to 2000*. New York: Russell Sage Foundation.
- Telles, Edward and Vilma Ortiz. 2008. *Generations of Exclusion: Mexican Americans, Assimilation, and Race*. New York: Russell Sage Foundation.

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.

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.

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)?

- * 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.
 - * 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.
 - * Thomson, Mark and Maurice Crul. 2007. The Second Generation in Europe and the United States: How is Transatlantic Debate Relevant for Further Research on the European Second Generation? *Journal of Ethnic and Migration Studies* 33(7): 1025-1041.
 - * Crul, Maurice and Jeroen Doornik. 2003. The Turkish and Moroccan Second Generation in the Netherlands: Divergent Trends between and Polarization within the Two Groups. *International Migration Review* 37(4): 1039-1064.
 - * Simon, Patrick. 2003. France and the Unknown Second Generation: Preliminary Results on Social Mobility. *International Migration Review* 37(4): 1091-1119.
- Favell, Adrian. 2001. *Philosophies of Integration: Immigration and the Idea of Citizenship in France and Britain (2nd Edition)*. New York: St. Martin's Press.

Boyd, Monica. 2002. Educational attainments of immigrant offspring: success or segmented assimilation? *International Migration Review* 36(4): 1037-1060.

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?

* Carter, Susan B. and Richard Sutch. 1999. Historical Perspectives on the Economic Consequences of Immigration to the United States. Pp. 319-41 in *The Handbook of International Migration: The American Experience*, edited by C. Hirschman, P. Kasinitz and J. DeWind. New York: Russell Sage.

* Borjas, George J. 1999. *Heaven's Door: Immigration Policy and the American Economy*. Princeton, NJ: Princeton University Press. Chapters 1, 2, 6 & 11.

* Reitz, Jeffrey G. 1998. *Warmth of the Welcome: The Social Causes of Economic Success for Immigrants in Different Nations and Cities*. Boulder, CO: Westview Press. Chapter 1, 6.

* Bean, Frank D. and Gillian Stevens. 2003. *America's Newcomers and the Dynamics of Diversity*. New York: Russell Sage Foundation. Chapter 4.

Chiswick, Barry. 1977. The Effect of Americanization on the Earnings of the Foreign-born. *Journal of Political Economy*, 86 (October): 897-92

Portes, Alejandro and Robert L. Bach. 1985. *Latin Journey: Cuban and Mexican Immigrants in the United States*. Berkeley, CA: University of California Press.

Chiswick, Barry. 1986. Is the new immigration less skilled than the old? *Journal of Labor Economics*, 4: 168-92.

Sanders, Jimmy and Victor Nee. 1987. The Limits of Ethnic Solidarity in the Enclave Economy. *American Sociological Review* 52: 745-73.

Jasso, Guillermina and Mark R. Rosenzweig. 1995. Do Immigrants Screened for Skills do Better than Family Reunification Immigrants? *International Migration Review*, 29(1): 85-111.

Duleep, Harriet Orcutt and Mark C. Regets. 1996. Admission Criteria and Immigrant Earnings Profiles. *International Migration Review*, 30(2): 571-590.

National Research Council. 1997. *The New Americans*. Washington: National Academy Press.

- Barrett, James R. and David Roediger. 1997. Inbetween Peoples: Race, Nationality and the “New Immigrant” Working-Class. *Journal of American Ethnic History* 16(3): 3-44.
- Raijman, Rebeca and Marta Tienda. 1999. Immigrants’ Socioeconomic Progress Post-1965: Forging Mobility or Survival? Pp. 239-256 in *The Handbook of International Migration: The American Experience*, edited by C. Hirschman, P. Kasinitz and J. DeWind. New York: Russell Sage.
- Sanders, Jimmy, Victor Nee and Scott Sernau. 2002. Asian Immigrants’ Reliance on Social Ties in a Multiethnic Labor Market. *Social Forces* 81(1): 281-314.
- Fix, Michael and Jeffrey Passel. 2002. *The Scope and Impact of Welfare Reform’s Immigrant Provisions*. Discussion paper from *Assessing the New Federalism* project. No. 02-03. Washington, DC: The Urban Institute.
- van Tubergen, Frank, Ineke Maas and Henk Flap. 2004. “The Economic Incorporation of Immigrants in 18 Western Societies: Origin, Destination, and Community Effects.” *American Sociological Review* 69(5): 704-27.
- Kloosterman, Robert and Jan Rath, eds. 2003. *Immigrant Entrepreneurs: Venturing Abroad In The Age Of Globalization*. New York: NYU Press.
- Kesler, Christel. 2006. Social Policy and Immigrant Joblessness in Britain, Germany and Sweden. *Social Forces* 85(2): 743-770.
- Myer, Dowell. 2007. *Immigrants and Boomers: Forging a New Social Contract for the Future of America*. Russell Sage Foundation.

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.

* Ramakrishnan, S. Karthick. 2005. *Democracy in Immigrant America: Changing Demographics and Political Participation*. Palo Alto, CA: Stanford University Press. Chapter 1, 4, 5. I recommend the whole book.

* Jones-Correa, Michael. 1998. *Between Two Nations: The Political Predicament of Latinos in New York City*. Ithaca, NY: Cornell University Press. Chapter 3-5, 8 & 9. I recommend the whole book.

- * Messina, Anthony A. 2007. *The Logics and Politics of Post-WWII Migration to Western Europe*. Cambridge University Press. Chapter 7.
- Breton, Raymond. 1964. Institutional Completeness of Ethnic Communities and the Personal Relations of Immigrants. *American Journal of Sociology* 70:193-205.
- Erie, Steven P. 1988. *Rainbow's End: Irish-Americans and the Dilemmas of Urban Machine Politics, 1840-1985*. Berkeley: University of California Press.
- Kasinitz, Philip. 1992. *Caribbean New York: Black Immigrants and the Politics of Race*. Ithaca, NY: Cornell University Press.
- Fennema, Meindert and Jean Tillie. 1999. Political participation and political trust in Amsterdam: civic communities and ethnic networks. *Journal of Ethnic and Migration Studies* 25(4): 703-726.
- Cho, Wendy K. Tam. 1999. Naturalization, Socialization, Participation: Immigrants and (Non-) Voting. *The Journal of Politics*, 61(4): 1140-1155.
- Mollenkopf, John Hull. 1999. Urban Political Conflicts and Alliances: New York and Los Angeles Compared. Pp. 412-422 in *The Handbook of International Migration: The American Experience*, edited by C. Hirschman, P. Kasinitz and J. DeWind. New York: Russell Sage.
- DeSipio, Louis. 2001. Building America, One Person at a Time: Naturalization and the Political Behavior of the Naturalized in Contemporary American Politics. Pp. 67-106 in *E Pluribus Unum? Contemporary and Historical Perspectives on Immigrant Political Incorporation*, edited by G. Gerstle and J. Mollenkopf. New York: Russell Sage.
- Lee, Taeku, S. Karthick Ramakrishnan and Ricardo Ramirez, eds. 2006. *Transforming Politics, Transforming America: The Political and Civic Incorporation of Immigrants in the United States*. University of Virginia Press.
- Wong, Janelle. 2006. *Democracy's Promise: Immigrants and American Civic Institutions*. University of Michigan Press.
- Ramakrishnan, Karthick S. and Irene Bloemraad. 2008. *Civic Hopes and Political Realities: Immigrants, Community Organizations, and Political Engagement*. New York: Russell Sage Foundation Press.

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:

* Bloemraad, Irene. 2006. *Becoming a Citizen: Incorporating Immigrants and Refugees in the United States and Canada*. University of California Press.

and

* Koopmans, Ruud, Paul Statham, Marco Guigni and Florence Passey. 2005. *Contested Citizenship: Immigration and Cultural Diversity in Europe*. Minneapolis: University of Minnesota Press. Chapter 1.

OR

* Koopmans, Ruud, Paul Statham, Marco Guigni and Florence Passey. 2005. *Contested Citizenship: Immigration and Cultural Diversity in Europe*. Minneapolis: University of Minnesota Press.

and

* Bloemraad, Irene. 2006. Becoming a Citizen in the United States and Canada: Structured Mobilization and Immigrant Political Incorporation. *Social Forces* 85(2): 667-696.

Brubaker, William Rogers. 1992. *Citizenship and Nationhood in France and Germany*. Cambridge, MA: Harvard University Press.

Ireland, Patrick R. 1994. *The Policy Challenge of Ethnic Diversity: Immigrant Politics in France and Switzerland*. Cambridge, MA: Harvard University Press.

Joppke, Christian. 1999. *Immigration and the Nation-State: The United States, Germany, and Great Britain*. Oxford: Oxford University Press.

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.

* Smith, Robert Courtney. 2005. *Mexican New York: Transnational Lives of New Immigrants*. University of California Press.

Basch, Linda, Nina Glick Schiller, and Cristina Szanton Blanc. 1994. *Nations Unbound: Transnational Projects, Postcolonial Predicaments and Deterritorialized Nation-States*. Langhorne, PA: Gordon and Breach.

- Basch, Linda, Nina Glick Schiller, and Cristina Szanton Blanc. 1995. From Immigrant to Transmigrant: Theorizing Transnational Migration. *Anthropological Quarterly*, 68(1): 48-63.
- Foner, Nancy. 1997. What's New About Transnationalism? New York Immigrants Today and at the Turn of the Century. *Diaspora* 6(3):355-75.
- Smith, Michael Peter and Luis Guarnizo (eds.). 1998. *Transnationalism from Below (Comparative Urban and Community Research, Vol 6)*. Transaction.
- Ong, Aihwa. 1999. *Flexible Citizenship: The Cultural Logics of Transnationality*. Durham: Duke University Press.
- Portes, Alejandro, Luis Eduardo Guarnizo, and Patricia Landolt. 1999. "Introduction: Pitfalls and Promise of an Emergent Research Field." *Ethnic and Racial Studies* 22(2): 217-37. (This whole journal issue is dedicated to transnationalism.)
- Portes, Alejandro. 1999. "Conclusion: Towards a New World--the Origins and Effects of Transnational Activities." *Ethnic and Racial Studies* 22(2): 463-77.
- Levitt, Peggy. 2001. *The Transnational Villagers*. Berkeley: University of California Press.
- Levitt, Peggy and Mary C. Waters, eds. 2002. *The Changing Face of Home: The Transnational Lives of the Second Generation*. New York: Russell Sage Foundation.
- Morawska, Ewa. 2003. "Immigrant Transnationalism and Assimilation: A Variety of Combinations and the Analytical Strategy It Suggests." In *Toward Assimilation and Citizenship: Immigrants in Liberal Nation-States*, edited by C. Joppke and E. Morawska. New York: Palgrave.
- Bloemraad, Irene. 2004. Who Claims Dual Citizenship? The Limits of Postnationalism, the Possibilities of Transnationalism, and the Persistence of Traditionalism. *International Migration Review* 38(2): 389-426

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?

- * Soysal, Yasemin Nuhoglu. 1994. *Limits of Citizenship: Migrants and Postnational Membership in Europe*. Chicago, IL: University of Chicago Press. Chapter 1, 7, 8. I recommend the whole book.
- * Bosniak, Linda. 2000. Citizenship Denationalized. *Indiana Journal of Global Legal Studies* 7:447-509.
- * Messina, Anthony A. 2007. *The Logics and Politics of Post-WWII Migration to Western Europe*. Cambridge University Press, Chapter 4.
- Bauböck, Rainer. 1994. *Transnational Citizenship: Membership and Rights in International Migration*. E. Elgar.

Stasiulis, Daiva K. 1997. "International Migration, Rights, and the Decline of 'Actually Existing Liberal Democracy'." *New Community* 23(2):197-214.

Bosniak, Linda. 2006. *The Citizen and the Alien: Dilemmas of Contemporary Membership*. Princeton: Princeton University Press.

Spiro, Peter J. 2007. *Beyond Citizenship: American Identity After Globalization*. Oxford University Press.

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?

- * Huntington, Samuel P. 2004. The Hispanic Challenge. *Foreign Policy* March/April: 30-45.
 - * Alba, Richard. 2006. Mexican Americans and the American Dream. *Perspectives on Politics* 4: 289-296.
 - * Citrin, Jack, Amy Lerman, Michael Murakami and Kathryn Pearson. 2007. Testing Huntington: Is Hispanic Immigration a Threat to American Identity? *Perspectives on Politics* 5: 31-48.
 - * Banting, Keith and Will Kymlicka. 2006. Introduction - Multiculturalism and the Welfare State: Setting the Context. Pp. 1-45 in *Multiculturalism and the Welfare State: Recognition and Redistribution in Contemporary Democracies*, edited by Keith Banting and Will Kymlicka. Oxford University Press.
 - * Putnam, Robert. 2007. E Pluribus Unum: Diversity and Community in the Twenty-first Century, The 2006 Johan Skytte Prize Lecture. *Scandinavian Political Studies* 30:137-74.
 - * Kesler, Christel and Irene Bloemraad. 2008. Do Immigrants Hurt Civic and Political Engagement? The Conditional Effects of Immigrant Diversity on Trust, Membership, and Participation across 19 Countries, 1981-2000. (Unpublished paper.)
- Marshall, T.H. 1950. *Citizenship and Social Class and Other Essays*. Cambridge: Cambridge University Press.
- Kymlicka, Will. 1996. *Multicultural Citizenship: A Liberal Theory of Minority Rights*. Oxford University Press.
- Miller, David. 1997. *On Nationality*. Oxford University Press.
- Kymlicka, Will. 2001. *Politics in the Vernacular: Nationalism, Multiculturalism, and Citizenship*. Oxford University Press.

- Barry, Brian. 2001. *Culture and Equality*. Cambridge, MA: Harvard University Press.
- Alesina, Alberto, and Edward Glaeser. 2004. *Fighting Poverty in the US and Europe: A World of Difference*. Oxford University Press.
- Pinkus, Noah. 2005. *True Faith and Allegiance: Immigration and American Civic Nationalism*. Princeton: Princeton University Press.
- Song, Sarah. 2005. Majority Norms, Multiculturalism, and Gender Equality. *American Political Science Review* 99(4):473-489.
- Motomura, Hiroshi. 2006. *Americans in Waiting: The Lost Story of Immigration and Citizenship in the United States*. Oxford University Press.

November 27: NO CLASS – Thanksgiving Holiday

December 4: Whither Im/Migration Studies?

* Carens, Joseph H. 1996. Realistic and Idealistic Approaches to the Ethics of Migration. *International Migration Review* 30(1): 156-170.

Fong, Eric and Erik Chan. 2006. Immigration Research in Canada and the United States. Manuscript.

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.

Numerical Evaluation (reflection papers, assignments)	Grade Equivalent
10	A++
9	A+
8/8.5	A
7/7.5	A-
6.5	B+
6	B
5.5	B-
5	C
under 5	unacceptable

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 choose 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.