Course Description:

One in ten residents of the United States was born outside the country. In California, one in four is foreign-born. Some are illegal, arriving in the United States without proper documents or overstaying temporary visas. The majority are legal, including international students, temporary workers, refugees, asylees, permanent residents and naturalized American citizens. The arrival of these newcomers affects the cultural, economic, political and social dynamics of the receiving society. By focusing on how migrants become incorporated into the receiving society, this course examines the dynamics of migration, integration and citizenship, both from the perspective of the receiving society and from the lived experiences of migrants.

The bulk of the course will focus on the United States, but we will also touch on other nations. Countries ranging from traditional immigrant-receiving societies (e.g., Canada and Australia) to importers of temporary foreign labor (e.g., Switzerland and Kuwait) all face challenges and opportunities stemming from international migration. Indeed, the large-scale movement of people raises questions about traditional understandings of nationality, loyalty, place and identity. We will end the course by looking at transnationalism and models of postnational citizenship, paradigms that challenge an integrationist reading of migration.

Some caveats: We will look briefly at migration policy, but this course does not offer an in-depth review immigration and refugee law. Nor do we spend much time on sending countries, although the movement of peoples clearly affects those left behind. The focus is on processes of immigrant integration. Students should be aware that this is an extremely reading-intensive course. Seminar participants are expected to be prepared for every class. Those unable to make this commitment should not take the class.

Course Goals and Requirements:

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

1. have a solid understanding of the major debates in the sociology of immigration,
   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 seminar discussions (20%)
- two reflections on the weekly readings (10% each)
- one short “evaluation of evidence” memo (10%)
- one final research proposal OR research paper (40%)

**Seminar participation:** You are expected 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.

**Reflection papers:** Each week of readings is accompanied by a reflection question. You may choose to do a reflection paper for any two weeks of the semester. These should be no longer than three pages. I expect you to summarize the main theoretical arguments of the week’s readings while you reflect on that week’s question (about two pages). Finish your memo with a suggestion for what sort of future research needs to be done to advance the field, for example, suggest a specific research project, or speculate how things might differ/be confirmed if researchers’ looked at a specific group, country, variable, etc. (about one page). Reflections papers are due by email or in my mailbox (410 Barrows) by 9:30am the day of class. I will use the reflection papers to start class discussion. No paper submitted after 9:30am will be graded.

**Evaluation of Evidence memo:** You will be expected to find some sort of “evidence”—a statistical dataset, legal documents, oral histories, 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 three pages in length. I’ll circulate more detailed instructions during the seminar. **Due IN CLASS on March 9, 2004.**

**Research Proposal or Paper.** These may be on a topic of your choice, but should be immigrant 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, for example. (I hope to provide examples in class.) If you chose to do the paper option, I expect a solid second draft which, with more work, could be turned into a submission to a peer-reviewed academic journal. **DUE by 3:30pm, Monday, MAY 18, 2004 in my mailbox, 410 Barrows Hall.**
Course Materials:

I strongly recommend that you buy the following books to build your own library of immigration-related reading, but they will also be available at graduate reserves in Doe library. Many of the articles are available on-line through Berkeley’s electronic resources. Where possible, I provide a web address directly to the article. All remaining materials will be available in a course reader from ZeeZee Copy, 2431-C Durant Avenue (off Sather Lane, ph. 510-705-8410).


In addition, you should purchase TWO of the following four books:


OR


AND


OR

Readings and Seminar Schedule:

Required readings are marked with an asterisk (*); other readings are recommended for those interested in the subject or those considering an oral examination in the field.

A. Explaining International Migration

1. Economics, Culture and Social Networks

January 20:


2. Immigration and the State

January 27:

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?

http://links.jstor.org/sici?sici=0197-9183%28199524%2929%3A4%3C881%3AMOIPIL%3E2.0.CO%3B2-%23

http://links.jstor.org/sici?sici=0197-9183%28199524%2929%3A4%3C903%3ACO%22OIP%3E2.0.CO%3B2-3

http://links.jstor.org/sici?sici=0197-9183%28199524%2929%3A4%3C909%3A%5BOIPIL%3E2.0.CO%3B2-0


http://links.jstor.org/sici?sici=0098-7921%28199906%2925%3A2%3C303%3AIMATDO%3E2.0.CO%3B2-%23


B. Explaining Integration

1. Theories of Integration and Debates over Assimilation

February 3

Segmented assimilation is presented as a challenge to traditional theories of integration. Outline the grounds on which proponents disagree with
the old models and then evaluate their argument. What do you see as the promise and limits of this approach?


2. Focusing on Segmented Assimilation

February 10 – the case for segmented assimilation

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 books:


OR


February 17 – challenges to segmented assimilation

How convincing do you find the challenges to segmented assimilation? Where should we go from here?


C. Dimensions of Integration

1. Economic Incorporation

February 24 – human capital, immigration policy and context of reception
Immigrants’ economic success—or failure—clearly depends on their skills and the state of the receiving country’s economy. What other factors come into play, and what are their relative importance?


March 2 – **welfare use and the economic impact of immigration**

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 competition introduced by newcomers. What does the academic literature contribute to this framing of the immigration policy field? What type of research is needed to advance this field?


March 9 – **the enclave debate: labor markets, entrepreneurs and ethnic ties**

The enclave debate preceded the formal introduction of segmented assimilation theory. Speculate how this literature influenced later proponents of segmented assimilation such as Portes and Zhou. Based on this debate, when do you think intra-ethnic cohesion (residential, social, etc.) is helpful, and when is it harmful?


March 16: – class and race

Pick ONE of the following books:

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 might contribute to future research and theorizing.


OR


March 23: no class; Spring Break

2. Linguistic Assimilation

March 30

Why is the use of non-English languages by migrants in the US such a contentious political and academic issue? What are the stakes? This is probably one area of immigrant incorporation that sociologists have until recently largely ignored. Where should the field go from here?

http://links.jstor.org/sici?sici=0003-1224%28199704%2962%3C288%3AAAOEPA%3E2.0.CO%3B2-E


### 3. Socio-cultural Assimilation and Intermarriage

April 6

*One’s choice of friends and marriage partners is a very personal decision, but it can have a substantial effect on ethnic communities. Explain this trade-off and discuss its importance for the theoretical debates surrounding immigrant incorporation.*


4. Political Incorporation

April 13

The field of immigrant political incorporation is rapidly evolving. The traditional political science model of political participation focuses on individual citizens’ interests and skills in politics. A more sociological approach considers the environment within which (would-be) citizens find themselves. Discuss these different analytical lenses as seen through the readings, and suggest important variables/causal processes that future researchers should keep in mind.


D. Membership and Belonging in a Global World

1. Nation-State versus Postnational Citizenship

April 20

Why does Soysal believe that traditional citizenship is being eclipsed by a new postnational model of belonging? Do you agree that citizenship and membership increasingly derive from global processes rather than national policies and ideologies?


2. Transnationalism

April 27

Where does transnationalism fit into the assimilation/segmented
assimilation debate? What are the theoretical implications of accepting
a transnational view of immigration?

Basch, Linda, Nina Glick Schiller, and Cristina Szanton Blanc. 1995. From Immigrant to
Transmigrant: Theorizing Transnational Migration. Anthropological Quarterly,
(Should be available on-line.)

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.

* Guarnizo, Luis Eduardo. 2001. "On the Political Participation of Transnational Migrants:
and Historical Perspectives on Immigrant Political Incorporation, edited by G.

* Glick Schiller, Nina. 1999. Transmigrants and Nation-States: Something Old and
of International Migration: The American Experience, edited by C. Hirschman, P.

Press.

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.


* 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.)
(Available on-line.)

* Portes, Alejandro. 1999. "Conclusion: Towards a New World--the Origins and Effects of
(Available on-line.)

Smith, Michael Peter and Luis Guarnizo (eds.). 1998. Transnationalism from Below
3. Which concepts, which models?

May 4

*While welcoming the contributions of transnationalism and postnationalism, most of this week’s readings challenge these paradigms. Have we come full circle? What models of integration and citizenship will you find most useful in your thinking and research? Why?*


(Available on-line.)

*** We will discuss class projects in the final 40 minutes of class. ***

May 11

*** Discussion of class projects. ***

May 18

*** Class paper due in 410 Barrows Hall, 3:30pm ***