

Soc 190: Immigration, Incorporation and Citizenship

Fall 2005
Wednesdays, 2-4pm
402 Barrows Hall

Professor Irene Bloemraad
442 Barrows Hall, ph. 2-4287
Office Hours: 2-3:30, Mondays
bloemr@berkeley.edu

Course Description:

One in ten residents of the United States was born outside the country. In California, one in four is foreign-born. These people include international students, temporary workers, refugees, asylees, permanent residents, naturalized American citizens and illegal migrants (those entering the United States without proper documents or overstaying temporary visas). The arrival of these newcomers affects the cultural, economic, political and social dynamics of the country. Since immigration shows no signs of slowing down—in the United States or in many other nations of the world—the causes, consequences and repercussions of immigration will be one of the most important topics of the 21st century.

We begin the class by looking at why people move and the policies that let some people in while keeping others out. We then consider the process by which foreign “outsiders” become integrated in their new home. Of particular interest are debates around “straight-line” and “segmented” assimilation. Finally, the large-scale movement of people raises questions about membership and belonging, especially in the context of citizenship. We will end the course by looking at transnationalism and models of postnational citizenship, paradigms that challenge an integrationist reading of migration.

Some caveats: This course focuses mostly on receiving countries and the lives of immigrants, not the impact of migration on those left behind. Our readings will concentrate on the United States, although we will touch on other nations.

Course Goals and Requirements:

This is a demanding, but also rewarding, class. I expect you to do the readings every week, participate actively in seminar discussions, do all the assignments and devote considerable time and energy to this course. Those unable to make the commitment should not enroll. In return, I hope that you gain a deeper understanding of immigration and its consequences. In particular, by the end of the course, you should have:

- (1) a solid understanding of major debates in the study of immigration, and
- (2) hands-on experience doing some empirical research on the topic of immigration.

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

- regular participation in seminar discussions (15%)
- one reflection memo on the weekly readings (10%)
- group oral presentation on a U.S. immigration policy (15%)
- group statistical profile of a U.S. immigrant community (15%)
- individual interview project with an established immigrant (15%)
- take-home final exam (30%)

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's readings are accompanied by a reflection question. You will sign up to do one reflection paper during the semester. These memos should be no longer than four double-spaced pages. I expect you to summarize the theoretical arguments of the readings and reflect on that week's question, drawing your own conclusions and interpretations of the readings. Reflections papers are due by email or in my mailbox (410 Barrows) by 10:00am the day of class. I will use the reflection papers to start class discussion. No paper submitted after 10:00am will be graded.

Group oral presentation on a U.S. immigration policy or document. With a partner, prepare a short 5-7 minute oral presentation and a short two-page written overview of a key law or regulation affecting U.S. immigration policy. In your presentation and overview you should outline the main features of your policy and discuss the main reasons for its importance. (More details are found at the end of the syllabus.) Each group will report to others in the class, and I will combine your reports to make a small booklet for each student so you have a reference document about U.S. migration policy. DUE at the start of class, Wednesday October 5, 2005.

Group statistical profile. With a partner, you will write a short statistical profile (3-4 pages) of an immigrant group in the United States. I will provide some suggestions for statistical data sources. Your report should include information on the number of the group in the United States, where they live and the main way(s) of entry into the U.S. Beyond these core data, you may investigate three other items you find of interest (e.g., gender or age composition, educational attainment, poverty status, racial diversity, family structure, occupation and income distribution, citizenship status, etc.). For further details, see the end of the syllabus. DUE at the start of class, November 2, 2005.

Individual interview project. Working on your own, you will do an oral history of someone who migrated to the United States before 2000. This person may be a distant relative, although you are encouraged to interview someone you do not know well. Based on the readings you have done, you need to construct a well-thought interview guide that considers migration, integration and membership. This will be worth 5% of your grade, and must be cleared by the instructor. DUE at the start of class, November 16, 2005. The remaining 10% will be based on your transcription of the interview and your discussion of major themes. See the end of the syllabus for further details. DUE at the start of class, Wednesday December 7, 2005.

Take-home final: A final exam will be distributed on the last day of class, and it will be DUE at 3pm Wednesday, December 14, 2005 in my mailbox in 410 Barrows Hall, or via email. This will be an essay-style exam that draws on the semester's readings, the reflection questions and the assignments that you did.

Course Materials:

Please buy the three books listed below as well as a course reader. Course readers are available from ZeeZee Copy, 2431-C Durant Ave (in Sather Lanes); tel. 510-705-8411.

Books to purchase:

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

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

Waters, Mary C. 1999. *Black Identities: West Indian Immigrant Dreams and American Realities*. Cambridge: Harvard University Press.

Readings and Seminar Schedule:

August 31: Course Introduction

A. MIGRATION

September 7:

Explaining International Migration: Why do People Move?

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.

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.

International migration is 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, which do you find most convincing and why?

September 14:

Understanding Immigration Policy, and Its Limits, in the US

Aleinikoff, T. Alexander, David Martin and Hiroshi Motomura. 2003. A Brief History of Immigration to the United States. Pp. 145-169 in *Immigration and Citizenship: Process and Policy, 5th Edition*. Thompson West.

Bean, Frank D. and Gillian Stevens. 2003. *America's Newcomers and the Dynamics of Diversity*. New York: Russell Sage Foundation. Chapter 2, 3.

Andreas, Peter. 2000. *Border Games: Policing the US-Mexico Divide*. Ithaca: Cornell. Preface (vii-xi) and Chapter 5.

For those interested in knowing about other countries, look at:

Cornelius, Wayne A., Takeyuki Tsuda, Philip L. Martin, and James F. Hollifield. 2005. *Controlling Immigration: A Global Perspective (2nd Ed.)*. Palo Alto: Stanford University Press.

What factors do we need to take into account in order to understand why countries enact the immigration policies that they do? What are the main themes in the development of U.S. immigration policy? The issue of illegal immigration has dominated U.S. debate over immigration policy in the past 20 years. Why does this issue raise so many emotions? What is the best way to address illegal migration?

September 21:

**Library Session – Using the library to do Immigration Research
350C Moffitt library (northwest corner on 3rd floor)**

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

September 28:

The Benefits and Limits of Social Ties: From Migration to Integration

Menjívar, Cecilia. 2000. *Fragmented Ties: Salvadoran Immigrant Networks in America*. Berkeley and Los Angeles: University of California Press. Chapters 4-8.

What are the pros and cons of social ties for migration and integration? (You might want to think back to the Massey reading, too.) When are social ties particularly helpful to immigrants? When are they harmful? Are there ways to avoid the problematic aspects of social ties?

October 5:

U.S. Immigration Policy Overview – Class Presentations

- **Policy presentations DUE.** Each group will present information on a U.S. immigration policy or law.

B. INTEGRATION

October 12:

Theories of Integration and Debates over Assimilation

Bean, Frank D. and Gillian Stevens. 2003. *America's Newcomers and the Dynamics of Diversity*. New York: Russell Sage Foundation. Chapter 5.

Zhou, Min. 1999. "Segmented Assimilation: Issues, Controversies, and Recent Research on the New Second Generation." Pp. 196-211 in *The Handbook of International Migration: The American Experience*, edited by C. Hirschman, P. Kasinitz and J. DeWind. New York: Russell Sage.

In evaluating how worthwhile immigration is, both for the receiving society and for immigrants, we often talk about whether migrants successfully “assimilate” or “integrate”. An assimilation approach was prevalent in the early 20th century, but it lost favor after World War II. Now it is seeing a comeback among some academics, while others talk about “segmented assimilation.” What does integration mean? In what way does segmented assimilation challenge an integration approach? Do you think assimilation or integration is the proper way to evaluate immigrants’ progress? Why or why not? If not, what alternative do you propose?

October 19:

Challenges to Integration: Race and Ethnicity

Waters, Mary C. 1999. *Black Identities: West Indian Immigrant Dreams and American Realities*. Cambridge: Harvard University Press. Read Introduction and Chapters 1, 3, 4. Skim Chapter 2.

In what ways do the Caribbean immigrants in Water’s book provide examples of positive immigrant integration? What helps these migrants integrate? In what ways does she provide examples of segmented assimilation? To what extent are integration outcomes a function of the resources, skills and attitudes of immigrants, and to what extent is it a function of the society they enter?

October 26:

The Case for Segmented Assimilation

Waters, Mary C. 1999. *Black Identities: West Indian Immigrant Dreams and American Realities*. Cambridge: Harvard University Press. Read Chapters 7-9.

Foner, Nancy. 2000. *From Ellis Island to JFK: New York's Two Great Waves of Immigration*. New Haven, CT: Yale University Press and Russell Sage Foundation. Chapter 5.

Bean, Frank D. and Gillian Stevens. 2003. *America's Newcomers and the Dynamics of Diversity*. New York: Russell Sage Foundation. Chapter 10.

Researchers have been asking whether the U.S. will remain a society with a racial "color line" or whether it will evolve to something else. This color line has historically been a white/non-white line, though who is "white" and who is "non-white" has shifted over time. Today some speculate that the color line might be moving to a dichotomy of black versus non-black. What do you think? Why?

November 2:

Challenges to Segmented Assimilation: Socio-Economic Integration

Alba, Richard and Victor Nee. 2003. *Remaking the American Mainstream*. Cambridge, MA: Harvard University Press. Chapter 6.

Bean, Frank D. and Gillian Stevens. 2003. *America's Newcomers and the Dynamics of Diversity*. New York: Russell Sage Foundation. Chapter 6.

Huntington, Samuel P. 2004. "The Hispanic Challenge." *Foreign Policy* March/April: 30-45.

What are some of the ways researchers try to measure whether immigrants are "assimilated" or "integrated"? How convincing do you find these measures? Are there other measures you would propose? Do you think the evidence presented this week favors an assimilationist or segmented view of integration? Is Huntington right to be worried about Hispanic integration?

- **Statistical profiles are DUE at the beginning of class. We will discuss them briefly in relation to the readings on immigrant integration.**

November 9:

Citizenship, Naturalization and Immigrants' Political Integration

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.

Bloemraad, Irene. In press. *From Foreigner to Full Citizen*. Introduction and Chapter 2.

Jones-Correa, Michael. 1998. "Different Paths: Gender, Immigration and Political Participation." *International Migration Review* 32(2):326-49.

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 how individual versus more structural or institutional constraints and opportunities interact to explain why immigrants might (or might not) participate in the political system.

November 16:

C. MEMBERSHIP AND BELONGING IN A GLOBAL WORLD

Transnationalism

Levitt, Peggy. 2001. *The Transnational Villagers*. Berkeley: University of California Press. Read Introduction and Chapter 2.

Waldinger, Roger and David Fitzgerald. 2004. "Transnationalism in Question" *American Journal of Sociology* 109(5): 1177-1195.

Where does transnationalism fit into the assimilation/segmented assimilation debate? Do you think that transnationalism is "new"? Why or why not? What are the theoretical implications of accepting a transnational view of immigration?

- **Drafts of interview schedules are DUE at the start of class. You may not conduct an interview until your questionnaire has been approved.**

November 23:

No class before Thanksgiving holiday. Work on your interview.

November 30:

Nation-State versus Postnational Citizenship

Soysal, Yasemin Nuhoglu. 1994. *Limits of Citizenship: Migrants and Postnational Membership in Europe*. Chicago, IL: University of Chicago Press. Chs. 1, 7 & 8.

Brubaker, William Rogers. 1990. "Immigration, Citizenship, and the Nation-State in France and Germany: A Comparative Historical Analysis." *International Sociology* 5(4):379-407.

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).

Why does Soysal believe that traditional citizenship is being eclipsed by a new postnational model of belonging? Would Brubaker agree or disagree? Why? Do you think citizenship and membership increasingly derive from global processes rather than national policies and ideologies? Along which paths do you think membership and belonging will go in the 21st century -- national, transnational or global (postnational)? Why do you think this?

December 7:

- **Interview projects are DUE at the beginning of class. We will discuss your interviews in relation to the readings from the whole semester. I will also hand out the final exam.**

***** FINAL EXAM DUE Wednesday, December 14, 2005. *****

U.S. immigration policy – Group Presentation

Early in the semester you will sign up to prepare a short 5-7 minute oral presentation on one particular piece of legislation or policy that has influenced U.S. immigration. You will also write up a 1-2 page overview of the policy. I will collect, copy and circulate these summaries so that each of you will have a reference document on U.S. immigration law.

You will need to research your policy in advance. Begin with the class readings, then use the resources introduced during our library session. You will probably gather lots of information, but remember that the oral and written presentations are *short*. Identify the key points. Use succinct sentences or bullet points to address the following:

1. *Main Provisions* – What are the key provisions of this policy? (In other words, what regulations were changed, what new laws were instituted, what change in focus did the policy bring about?)
2. *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?
3. *Impact* – What were the main effects of the policy? Who benefited and who was hurt? Can you provide concrete examples of how the policy accomplished, or failed to accomplish, its goals?

Evaluation: I will evaluate you on how clearly and completely you communicate the importance of a particular piece of policy. I want to provide you with an opportunity to practice public speaking in a non-threatening environment and to create “executive summaries” of complex material. Both activities take years to perfect. For the oral presentation, *both* partners should present some of the material. Think of the presentation as more of a conversation than a speech. DON'T just read your written summary—everyone will receive a copy the following week. Consider using visual materials to help your explanation.

Your written policy overviews are due at the start of class, Wednesday October 5, 2005. That day each group will do their presentation on their particular U.S. immigration policy or law.

I expect partners to contribute equally to group assignments. You are adults; I will not entertain complaints about workload sharing. Both partners will receive the same grade.

Statistical Profile of a U.S. Immigrant Group – Group Assignment

You will sign up to do a short statistical overview (3-4 pages, including tables) of one group that has migrated to the United States. Your report will largely be factual information, but I encourage you to relate the numbers to the immigration policies we have discussed, as well as to the 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?

I expect you to consult, at a minimum, the following sources of statistical data. You must provide proper referencing for the source of all your statistical data. You may consult other sources if you find them helpful and reliable.

Department of Homeland Security (and before, INS) statistical publications on immigrant, refugee and illegal entries. Available in hardcopy in the library or on-line at: <http://uscis.gov/graphics/shared/aboutus/statistics/ybpage.htm> (scroll to bottom).

U.S. Census Bureau reports and tables on the “Foreign-born”:
<http://www.census.gov/population/www/socdemo/foreign.html>

Migration Policy Institute (a non-partisan think tank in Washington, DC) data center:
<http://www.migrationinformation.org/DataTools/>

Use these resources to answer the following questions. Summarizing your data in tables. When using tables or figures, highlight key points in your written discussion.

1. What is the total number of foreign-born of your immigrant group in the United States? What is their percentage of the total foreign born? How do they compare to other groups?
2. What are the predominant means of entry for your group, i.e., migration to the United States 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 states of residence of your group as a percentage of the total group? Speculate on why those states are particularly attractive.
4. Investigate three other items of interest such as 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: I will evaluate you on how well you use statistical data to profile your group. Be aware of proper referencing and clear presentation. I also hope to see some thoughtful speculation on the reasons for the numbers. Due November 2, 2005.

Interview with an Established Immigrant – Individual Assignment

Working on your own, you will do an oral history of someone who migrated to the United States before 2000. You may interview any adult who was not born in the United States and did not have U.S. citizenship at birth. This person may be a distant relative, but I encourage you to interview someone you do not know well.

This assignment has a number of goals. First and foremost, I want you to reflect on the concepts and theories that we have studied by considering them in the life of a real person. Second, I want you to try your hand at collecting sociological data through an interview format. Finally, one of the final exam questions will ask you to apply course material to your interview data.

Based on the readings you have done, you need to construct an interview guide that considers migration, integration and membership. Your interview will be *semi-structured*, that is, it is guided by a questionnaire, but carried out like a conversation through “prompting”. You should encourage your respondent to tell you about his or her experiences with examples and anecdotes.

Decide on one or two major themes that you want to explore in each interview section.

1. *Migration* – the actual process of migration (who helped pay for it, how was it done, etc.); the “push” factors that led to migration; the “pull” factors that made the U.S. the respondent’s destination; the help or hindrance of social ties, etc.
2. *Integration* -- experiences with economic integration (getting a job, learning about American work norms, etc.), experience with racial prejudice (self-perceptions of minority status, others’ perceptions, markers of being different – phenotype, accent, dress, etc.); experiences learning English; experiences with political incorporation (going to vote for the first time; reasons not to vote), etc.
3. *Membership* – attitudes to U.S. citizenship (did the person naturalize? Why? Why not?); ties to the home country (frequency of trips back, contact with back home); attitudes to dual citizenship; feelings of membership in American society; feelings of being a “citizen of the world”, etc.

The draft interview schedule will be worth 5% of your grade, and must be cleared by the instructor. It is due at the start of class, November 16, 2005.

Once accepted, you will use your questionnaire to interview one person for 30-90 minutes. Request permission to tape the interview. Explain that the interview is confidential – no one other than you will know their name. Type up the *entire* interview. At the end of the interview, on an extra page, reflect on some of the most interesting parts of the interview, given the class readings. The interview transcript, with reflections, is due at the start of class, Wednesday December 7, 2005.

Evaluation: You will be evaluated on how well you thought out your questionnaire, how well you gathered information from the respondent (that is, providing them with a pleasant interview experience that also provides lots of data), and the thoughtfulness of your reflections.