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Office hours:

Office hours will be held remotely, Tuesdays, 3-5 pm, and by appointment.

<https://ucla.zoom.us/j/97763960506?pwd=UEN6TURkM1RYUE1ZMVZna21mNm0xZz09>

Meeting ID: 977 6396 0506. Passcode: 935601

Sociology 151: Comparative Immigration

Fall 2023

Syllabus

This is the first part in a sequence of two courses, focusing on the causes and consequences of international migration, with a principal focus on the United States. This first installment is divided, roughly, in two parts. We begin with an effort to first identify the phenomenon, then try to understand why and how people leave their homes from a different country, and last, compare the eras of mass migration of the turn of the 20th and 21st centuries. The second part of the course focuses on those features that distinguish *international* migration from other population movements: namely, the fact that international migration involves movement across territories boundaries, with foreigners entering a state, the citizenry of which they don't belong. This second half of the course focuses on the political sociology of cross-border migration, citizenship, and rights.

Level of difficulty: This course is deliberately pitched at a high level, largely because I am a believer in the "Pygmalion effect". This hypothesis, suggested by the title of George Bernard Shaw's play, suggests that students change their behavior to respond to the expectations that the instructor or teacher sets. In a school like UCLA, with its extremely selective student body, there is every reason to think that students are indeed capable of meeting the high standards that excellence demands.

Consequently, this course involves lots of reading, all of it stimulating, I believe, much of it challenging, I am sure. You will need to complete a 1,000 word paper, a take-home midterm and a take-home final; the questions in those exams will ask you to synthesize the issues that we will have explored in the first and second halves of this course. The exams are entirely customized and are designed exclusively for this year's version of the course.

In sum, this class is likely to be significantly more difficult than the average class at UCLA. But do not lose heart: past experience suggests that my expectations lie well within the reach of UCLA students. And in return for asking you for more, I will try hard to give you good money on the dollar.

Sections and teaching assistants: Sections will be led by Valentina Floegel Olivares and Nicholas Tinoco, graduate students in Sociology and both well-versed in the immigration literature. Attendance in section is mandatory. You will receive .5 points for attendance and .5 points for participation for each section meeting. The sections will provide opportunity for in-depth discussion of the readings and lectures. The midterm and final will both build directly on issues discussed in section. To assist you in preparing for sections, I will post a weekly reading guide, drawing your attention to key aspects of the readings as well as providing a focal point for sections.

Communicating with me: I encourage you to contact me. I will send you instructions as to how to make a remote appointment with me. You may also send email to me at waldinger at soc.ucla.edu. I respond to email **very** quickly. Please make sure that every email contains the following words on the subject line: Sociology 151 2023, student query.

Readings: The readings consist of articles and chapters from books, all of which you can access via the library or the course web page. In addition, every week contains at least one migration-related newspaper or media story; the selections generally complement the week's topic and can be cited in exams.

Films: For virtually unit, readings are supplemented by a relevant short film, which you can access by clicking the hyperlink. The films add a human dimension to readings and lectures; relevant examples from the films can be cited in exams and the required essay.

Course Requirements and Organization:

This course has several requirements. They include:

- attendance in lecture
- attendance and participation in section;
- completion of assigned readings;
- completion of one 1000 word essay on naturalization (description below)
- take-home midterm and final exams.

I will now detail each requirement.

Attendance. You *must* attend every lecture. You are allowed two unexcused absences; a doctor's note will be required for *each* additional absence. Each unexcused absence beyond the allowed two will lower your final grade by half a point (e.g., from A to A-). Attendance will be taken via the clicker (more below). To allow for any difficulties in obtaining clickers, the mandatory attendance/clicker count will not begin until October 9: all eight clicker points can be obtained by attending/clicking 18 of the 20 lectures. An additional .5 point can be obtained by attending/clicking in any lecture beyond the mandatory 18.

Participation: As I have come to understand it, learning is an active process, requiring active engagement with texts and ideas. While section will give you ample opportunities for participation, I will encourage further participation throughout the lectures.

Clickers: I will use clickers in *each* class: a click will serve as an attendance check; clicking once in a class will also add .5 points to your grade. Credit for mandatory use of clickers will begin to accumulate starting with the October 9 class. Pedagogically, I will use the clickers to survey the

class and then use the results of the survey, often in comparison to surveys of the broader public, as the basis for discussion. I will often ask you to engage in brief discussion with the person next to you prior to engaging the issue with the entire class. To download the iclicker software: <https://mhe.my.site.com/iclicker/s/article/How-Students-Create-an-iClicker-Account-Through-a-Campus-Portal?r=62&ui-knowledge-components-aura-actions.KnowledgeArticleVersionCreateDraftFromOnlineAction.createDraftFromOnlineArticle=1#Top> . Please just follow the instructions. For further information: <https://coe.bruinlearn.ucla.edu/academic-tech-tools/iclicker-cloud>

Completion of readings: I have designed this course rigorously, challenging you to read both classic works, as well as the latest in this field. Since you are all familiar with the workings of the quarter system, you know how deadly it can be if you fall behind in your readings. In this class, falling behind will be fatal, since the quantity of readings is considerable, and the exams will be designed so as to test your knowledge of *all* of the readings.

Exams: There will be two take-home exams, a midterm, and a final. Each exam will ask you to write a number of essays, synthesizing readings and lectures. I will specify length later, though I am likely to ask you to write a total of 10-12 typed pages for each exam. Each exam will be worth 40 points towards your final grade.

Midterm: The midterm will be due on Friday, November 10, by no later than 5 pm PST ; the midterm must be submitted online I will post the midterm exam on October 25.

Final: The final will be due on Friday, December 15 by no later than 11:59 pm PST . I will post the final exam on December 4.

Your grade on each exam will drop half a point (e.g., from A to A-) for each day that the exam is late. Both the midterm and the final must be submitted online.

Written assignments:

Short paper on naturalization: Based either on your own experience or that of someone else whom you interview, write a short report (approximately, 1000 words in length) about the process of the acquisition of U.S. Citizenship. *This paper will be worth ten points.* Details on this assignment follow below.

Paper and exam submission: All papers and exams are to be submitted online, via the course website. The link is located on the left-hand side of the course website, just below the rows for the weeks. All of the assignments are due at 11:59 pm PST of the due date.

Point distribution summary:

- Midterm: 35 points
- Final: 35 points
- Citizenship paper: 13 points
- Lecture: 9 points, 18 mandatory meetings
 - .5 point per clicker use
- Section: 8 mandatory meetings
 - attendance: 4 points; .5 point per section meeting
 - participation: 4 points; .5 point per section meeting

Plagiarism: Learning is an interactive process, involving discussions with me, with your section leader, and with your peers. But in the end, you have to work out your ideas on your own; I expect that *all* of your work will be original. *Plagiarism is strictly prohibited.* Should I find that

you have plagiarized *any* piece of work submitted for a grade, *I will give you an F for the course, and will pursue any other punishment or penalty available.*

Use of laptops and cell phones: Research has demonstrated that use of laptops in lecture halls proves distracting to students. *Consequently, use of laptops in lecture, study sessions, and section is not allowed.* Cell phone use is also strictly forbidden. If I see you using a laptop or cell phone I will ask you to immediately put it away.

Disabilities

I will make every effort to accommodate students with disabilities; please contact me at your nearest convenience. However, please also follow university procedure if you need an academic accommodation based on a disability: contact the Center for Accessible Education (CAE) at (310)825-1501 or in person at Murphy Hall A255. In order to ensure accommodations, you need to contact the CAE within the first two weeks of the term. For more information, please visit www.osd.ucla.edu

Title IX and Psychological Health, Well-being, and Resilience

- UCLA prohibits gender discrimination, including sexual harassment and violence. Many resources are available to you should you have been affected. I am also available to discuss these issues with you. However, I do want to note that I am a mandatory reporter.
- There are also a range of services for psychological health and financial resources you can turn to. See: <http://www.ucla.edu/campus-life/student-support>

Schedule

Topic 1: October 2 & 4: Democracy, community, and freedom of movement

Betts, Alexander and Paul Collier: *Refuge: Transforming a Broken Refugee System*, Chapter 4 (website)

Carens, Joseph "Aliens and Citizens: The Case for Open Borders," *Review of Politics*, 49 (2), 1987: 251-73 (**available online through UCLA library: JSTOR**)

Walzer, Michael, 1983, *Spheres of justice : a defense of pluralism and equality*. New York: Basic (website)

Film: [Borders Question](#)

New York Times, "[Stateless, she became the face of a largely invisible plight](#)," *New York Times*, 12/25/2020

Maha Mamo (profiled in NYT article above) [Ted Talk on experience of statelessness](#)

Topic 2: October 9 & 11: Emigration: Economic and Social Dimensions

Hanson, Gordon, Pia Orrenius, and Madeline Zavodny. "US Immigration from Latin America in Historical Perspective." *Journal of Economic Perspectives* 37, no. 1 (2023): 199-213. (online via ucla library)

Hatton, Timothy and Jeffrey G. Williamson, *Global Migration and the World Economy: Two Centuries of Policy and Performance*. Cambridge, MIT Press, 2005, pp. 51-62; 225-9 (WS)

Massey, Douglas Jorge Durand, and Nolan Malone, *Beyond Smoke and Mirrors*, New York: Russell Sage Foundation, 2002, Chapter 2 (WS)

Le Cam, Morgane, "In Mali, in the villages of young people who dream of going to Europe," *Le Monde*, 12/26/2018 (on course website only)

Semple, Kirk, "[Migrants' emotional ties to U.S. expressed in flags, tombs, and fancy homes](#)," *New York Times*, September 9, 2018

Film: [Migration: Development's Missing Agenda](#)

Topic 3: October 16-18: Mechanisms of Migration

Hagan, Jacqueline Maria. 1998. "Social Networks, Gender and Immigrant Settlement: Resource and Constraint." *American Sociological Review* 63(1):55-67; ((available online through **UCLA library**)

Hernández-León, Rubén, *Metropolitan Migrants: The Migration of Urban Mexicans to the United States*, UC Press, Chapter 4, pages 109-112; 119-128; 134-52 (rest of chapter recommended, but optional); available online via the library

Hernández-León, Rubén. "Conceptualizing the migration industry." In *The migration industry and the commercialization of international migration*, pp. 42-62. Routledge, 2013

Massey, Douglas et. al., 1987, *Return to Aztlan*, Berkeley: University of California Press, Chapter 6; online via UCLA library

Film: [My town](#)

Afroyo, Lorena and Andrea Patino Contreras, "The Great Guatemalan Migration Industry,"

https://www.univision.com/especiales/noticias/2018/the-great-guatemalan-migration-industry/?utm_source=Migratory+Notes+Pop-Up+Newsletter&utm_campaign=e45ca65df9-EMAIL_CAMPAIGN_2018_12_20_10_23&utm_medium=email&utm_term=0_084466b101-e45ca65df9-514998658

New York Times, "[An agonizing wait for a migrant worker's final journey home](#)," *New York Times*, December 1, 2022

Topic 4: October 23-25: Cross-border connections

Duquette-Rury, Lauren. *Exit and Voice: The Paradox of Cross-Border Politics in Mexico*, Introduction; Chapter 3 (online via UCLA library)

Waldinger, Roger, *The Cross-Border Connection: Immigrants, Emigrants, and their Homelands*, Chapter 3, online via UCLA library

Film: [The Sixth Section](#)

New York Times, "[Even when they lost their jobs, immigrants sent money home](#)", September 24, 2020

October 25: Midterm posted

Topic 5: October 30-Nov 1: Immigration and the state (1):

Hampshire, James *The Politics of Immigration*. Cambridge: Polity Press. 2013, chapter 1 ((website)

Hansen, R. (2014) 'State Controls: Borders, Refugees and Citizenship', in Fiddian Qasmiyeh, Loescher, Long and Sigona (eds) *The Oxford Handbook of Refugee and Forced Migration Studies*, Oxford University Press: 253-264 (online via UCLA library)

Tichenor, Daniel *Dividing Lines: The Politics of Immigration Control in America*, Princeton: Princeton University Press, 2002, chapter 2 (website)

New York Times, "[Biden says he cannot undo quickly Trump border policies](#)," *New York Times*, 12/24/2020

New York Times, "[Will lifting Title 42 cause a border crisis? It's already here](#)," December 29, 2022

The Economist, "A shortfall in immigration has become an economic problem for America," July 28, 2022 (Course website)

Midterm due: Friday, November 10, 5 pm

Topic 6: November 6-8: Immigration and the state (2): Citizenship

Bloemraad, Irene. "Becoming a citizen in the United States and Canada: Structured mobilization and immigrant political incorporation." *Social Forces* 85, no. 2 (2006): 667-695. (online via JSTOR)

Brubaker, Rogers (1992) *Nationhood and Citizenship in France and Germany*, ch.1, online via UCLA library

Gilbertson, Greta and Audrey Singer, "The emergence of protective citizenship in the USA: naturalization among Dominican immigrants in the post-1996 welfare reform era,". *Ethnic and Racial Studies*, Volume 26, Number 1, January 2003, pp. 25-51(27) (available on line via UCLA library)

Mateos, Pablo. "The mestizo nation unbound: dual citizenship of Euro-Mexicans and US-Mexicans." *Journal of Ethnic and Migration Studies* 45, no. 6 (2019): 917-938. (online via UCLA library)

Surak, Kristin. "Millionaire mobility and the sale of citizenship." *Journal of Ethnic and Migration Studies* 47, no. 1 (2021): 166-189. ((online via UCLA library)

Film: [Am I American](#)

Wessler, Seth Freed, "[Is denaturalization the next front in the Trump administration's war on immigration](#)," *New York Times*, December 19, 2018

Natasha Frost, "[The only US territory without US birthright citizenship](#)," *New York Times*, November 25, 2022.

Topic 7: November 13-15: Refugees: causes of flight and responses

Rawan Arar and David FitzGerald, *The Refugee System: A Sociological Approach*, Chapters 2 & 4 (website)

Galli, Chaira, *Precarious Protections: Unaccompanied Minors Seeking Asylum in the United States*, UC Press, 2023, chapter 2; online via UCLA library

Film: [The Long Journey](#)

Le Soir, "The baby of the Athens-Brussels Flight," 2/6/2020 (on course website)

Zolan Kanno-Youngs and Miriam Jordan, "[They forgot about us: Inside the wait for refugee status](#)," *New York Times*, October 19, 2022

Citizenship paper due November 20

Topic 8: November 20-22: Asylum

Galli, Chiara. *Precarious Protections*, Chapters 1 and 4; online via UCLA library

Ordonez, Juan Thomas "The state of confusion: Reflections on Central American asylum seekers in the Bay Area," *Ethnography* V. 9, 1, 2008 (online via UCLA library)

Miriam Jordan, "[Antiwar activists who flee Russia find detention, not freedom, in the U.S.](#)," *New York Times*, November 28, 2022

Eileen Sullivan, "[Lawyers say helping asylum seekers in border custody is nearly impossible](#)," *New York Times*, July 22, 2023

Hurubie Meko and Raul Vilchis, "New migrants have a year to apply for asylum. Many won't make it", *New York Times*, July 3, 2023

Topic 9: November 27-29: Resettlement

Blair Sackett and Annette Lareau, *Journeys to America: We Thought It Would be Heaven*, UC Press, 2023: Introduction; chapter 1; online via UCLA library

Rawan Arar and David FitzGerald, *The Refugee System: A Sociological Approach*, Chapter 7

Film: [How refugee resettlement became a survival strategy for a struggling town](#)

Film: [After the crossing: refugees in Canada](#)

Miriam Jordan, "[Biden administration invites ordinary Americans to help settle refugees](#)", January 19, 2023

Farah Stockman, "[Do right by our Afghan Allies: Pass the Afghan Adjustment Act](#)", *New York Times*, December 17, 2022

Final posted: December 4

Topic 10 : December 4-6: Undocumented immigration

Flores, René D., and Ariela Schachter. 2018. "Who Are the 'Illegals'? The Social Construction of Illegality in the United States." *American Sociological Review* 83(5): 839–868. (online via UCLA library)

Aptekar, Sofya, and Amy Hsin. "Stratified Entry into Illegality: How Immigration Policy Shapes Being Undocumented." *Social Forces* (2022) (online via UCLA library)

Menjívar, Cecilia, and Leisy Abrego. "Legal violence: Immigration law and the lives of Central American immigrants." *American Journal of Sociology* 117, no. 5 (2012). (online via UCLA library)

Tuohy, Brian. "Health Without Papers: Immigrants, Citizenship, and Health in the 21st Century." *Social Forces* 98, no. 3 (2020): 1052-1073 ((online via UCLA library)

Film: [Two countries, no home](#)

Greisa Martinez Rosas, "[Congress has once again failed immigrant youths](#)," *New York Times*, December 22, 2022.

Jason DeParle, "[Safety net barriers add to child poverty in immigrant families](#)," *New York Times*, April 6, 2023

Final Due: Friday, December 15, no later than 11:59 pm PST

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Fall 2023

Written work

All written assignments must be submitted online via the course website: The paper is due on November 20, 2023 (papers accepted through 11:59 pm PST) No late essays will be accepted

Citizenship paper assignment:

This paper should describe and analyze an effort to acquire U.S. citizenship, whether successful or unsuccessful. The paper can be based on your own experience or that of a relative or friend who attempted (successfully or unsuccessfully) to acquire U.S. citizenship.

The paper should: (1) Discuss how and why the person decided to attempt to acquire U.S. citizenship; (2) Describe the steps that the person undertook, including any research, attendance at citizenship classes, consulting with immigrant advocates, lawyers, friends/relatives who previously underwent the experience; (3) Discuss the person's feelings about both the process and outcome (whether satisfied, frustrated; degree of anxiety, if any, during the process); (4) Based on the information you acquire, explain why the process proved successful or unsuccessful (unsuccessful either because not pursued to completion or because application was not approved) and (5) show how the person's experience was either consistent with or contradictory to material presented in lectures and in the readings on citizenship.

Among the relevant motivations (pro or con) consider the following: interest in voting in U.S. elections; preference for travel with U.S. passport; ability to stay abroad for unlimited periods of time; ability to sponsor family members to immigrate to U.S.; interest in jobs requiring U.S. citizenship; identity (pro: "feels American"; anti: betrayal of home country patriotism); length of stay in U.S.; children/family/life is in U.S., no longer in country of origin; concern about consequences of providing extensive documentation; anxiety regarding exam and/or interview.

In assessing the success/failure of the process, consider the relevance of the person's length of residence in the U.S., the person's command of and comfort with English, their knowledge of American life and civic institutions, contact with other U.S. citizens (especially family members), education and occupation.

The paper should be four pages in length. While you can use quotes for illustrative purposes, do not write a paper consistently entirely or mainly of quotes strung together. Instead, you should narrate the person's experience/thoughts in your own words, making use of quotes to add clarity, specificity, or greater forcefulness to the point you are making.

The paper should include a bibliography, listing references drawn from course readings, as well as outside sources as appropriate. Supportive references from lectures are also appropriate.

The paper should be 700-1000 words in length, typed in 12 point font and double-spaced. The paper is worth 4 points toward your final grade. The paper is due on March 4 (papers accepted through 11:59 pm PST)

Reminder regarding plagiarism: Plagiarism will not be tolerated. Taking exact wordings from lecture slides and advancing them as your own thoughts constitutes a form of plagiarism. You may, of course, rephrase information taken from lecture slides; you may also cite or quote from lecture slides, all the while appropriately referencing the lecture and/or date that the lecture was presented. Exact quotations from readings should be limited in number; you must express ideas in your own words. Please also remember that while you may discuss this assignment with another student, the paper must be an individual effort, clearly authored by you and no one else.