

Immigration, Race and Globalization

**Undergraduate and Graduate course merged under:
IMMIGRATION, RACE & GLO GR&UN (LLS4910001.20093.MERGED)**

FALL 2009

R 4:30-7:10 PM

AS 344

Professor Lourdes Gouveia

Syllabus

(Prepared by September 1, 2009)

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Course Description

Around 200 million people today make their home and work in a country other than their country of origin. Globalization of the economy and of culture is implicated in the migration process in complex and, often, un-examined ways. Mounting global-local inequalities exacerbate processes of exclusion. Some are more likely to be excluded from their means of livelihood, from the better goods that society has to offer, from the higher ranks of citizenship hierarchies and the rights that they confer upon its citizens--whether at home or abroad. Often, the excluded are clustered around particular class, ethnic, racial, and gender backgrounds. This course intends to take you on a journey to try to explore the relationship between these phenomena of globalization, human mobility and social groupings along the migration experience. The title is already too long, so 'race' is in part a proxy for ethnicity and other social distinctions that form, or are hardened, along that migration journey. The role of the state, migrants, non-governmental organizations, churches, corporations and other social actors must be carefully considered if we are to figure out how these three phenomena interact every step of the way. Among the questions we hope to address are: Why do immigrants leave and who leaves and who stays? Where do migrants tend to settle and work and why? What influences their opportunity structures to make it in their new destinations? Where are they placed in their countries of origin or destination race, ethnic and class hierarchies and with what consequences? What happens to communities, families, children and countries left behind? What is the impact of current global economic agendas, anchored on free trade agreements and other institutions, on sending and receiving countries? What is the role of migrants in those agendas? In the US? In Europe or Asia? In Nebraska? How do different countries and localities treat immigrants? How do policies vary or resemble each other? What is our role as academics or 'public intellectuals' in these debates? The course is both a sociology and a Latino/Latin American Studies course. This is a powerful and necessary interdisciplinary approach to the subject. We should be always aware of who is writing, from which disciplinary

or interdisciplinary (or ideological) perspective, and how that makes a difference in terms of the theoretical, empirical or methodological lenses we choose to examine this vast topic.

Course Goals and Requirements:

This is a graduate and upper-level senior course. It is a demanding but also rewarding class. It is based on participatory pedagogy, the premise of which is that teaching and learning are collective processes which require our active and interactive participation. That means we are ALL expected to do ALL the weekly readings, be ready to participate in class discussions and group dynamic exercises, do all the assignments and devote considerable time and energy to this course. In return, I hope that you gain a deeper understanding of the immigration phenomena and, particularly how it interacts with globalization as well as racial and ethnic divisions at home and abroad. By the end of the course you should have:

- ✓ A solid understanding of the fundamental approaches and major debates in the study of immigration
- ✓ Acquired hands-on experience doing some qualitative research and community engagement on the topic of immigration
- ✓ Improved your critical, synthesizing and public-speaking skills
- ✓ Improved your capacity to gather and analyze data from government sources
- ✓ Developed a capacity to work collaboratively
- ✓ Developed a new perspective and sensitivity to a much-misunderstood or poorly understood subject
- ✓ In general, improved the knowledge and credentials necessary to work in today's globalized and diverse environments

Attendance: If you miss more than three classes in the semester you will suffer a one-grade reduction in your final grade. Talk to me if you are having problems or medical emergencies.

Class participation: I expect you to have done all the assigned readings and allowed time to reflect upon them before you come to class. That means you cannot be finishing your readings just before you come to class. You need to schedule them within a block of time and then schedule time before class to reflect upon them one more time. Everyone is expected to contribute to the group dynamics as well as join in all class discussions. You are encouraged to review related media stories and additional materials on a particular immigrant group you may be interested in studying further but which we cannot adequately cover in class. The quality of your comments is more important than the quantity. Group dynamics will generally consist of dividing the class into several groups to briefly discuss your interpretations of that week's readings, summarize those reflections and share them with the rest of the class. Reflection questions for each class will be posted in Blackboard, under "Tasks," a day or two before class so that you may begin to prepare your in-class comments for your group. However, you should feel free to comment on other aspects of the readings not addressed by the question. Some discussions will be "virtual," through Blackboard's "Discussion Board." As part of their participation grade, *Graduate students* are asked to sign up to be a discussant for a reflection paper written by their peers between October 29 and the end of class. These class participation methods allow you to hone in your critical thinking, synthesizing and public speaking skills. Class participation is worth 10% of your grade.

Assignment #1: Reflection paper on the first weeks of readings. This paper will be based on a reflection question to be provided separately via the 'Assignments' function of blackboard. The paper should be no longer than three pages (single-spaced). It should not be a descriptive summary of the readings but a synthesis and analysis of the main arguments advanced by each. They are expected to have a title,

author and date at the top of the page and to include citations and references according to one of the acceptable editing styles (ASA preferable). Writing quality and content will be graded. Reflection papers allow you additional time to synthesize, find the theoretical, argumentative and methodological differences and similarities among an interrelated set of readings. It also contributes to your cumulative knowledge about a particular theme or topic within the larger field of migration. You should remember key authors, arguments and data from here on out. This assignment is due Thursday, September 24, by 10:00 am. You must submit it through the “Assignments” function on blackboard. Papers submitted after 10:00 am will not be accepted and you will likely be locked out by blackboard after that time. It is worth 15% of your grade.

Graduate students must sign up by the fourth week of class to do **an additional** reflection paper based on one set of the weekly readings assigned between Oct 29 and the end of the class. The paper must be no longer than three, single space, pages and include the entire week’s readings. The chosen discussant [see above] will be given five 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 of those readings. You may also raise questions or issues for class discussion. Additional instructions will be provided under “Tasks” on Blackboard. This assignment contributes to the acquisition of skills mentioned above, as well as begins to prepare you to present or be a discussant at conferences such as the Midwest Sociological Association, OLLAS’ Cumbre 2010, UNO’s Research Fair, or any others. For graduate students, both reflection papers are worth 15% of the grade.

Assignment #2. You must sign up early (by the fourth week of class) to do **one** of the following two assignments:

Team presentation and short comparative summary of a U.S. and a non-U.S immigration policy. Select a partner and divide the task between you as you wish [one may wish to work on the U.S. policy and the other on the non-U.S. policy]. Together, you will prepare a short 7-10 minute oral presentation and write up a brief, three to four-pages, comparative overview of a similar area of the chosen immigration law or regulation affecting the U.S.’ and another country’s immigrants. More details will be posted under “Assignments” on Blackboard. You will each make clear during the presentation what each of you contributed to the paper. This exercise allows you to acquire the skills needed to become a ‘public sociologist,’ or ‘citizen-scholar’ as OLLAS’ and UNO’s mission encourages us to do (see the Fall 2009 Sociology and Anthropology Department newsletter) This assignment is due on October 29 by 10:00 am via the “Assignments” function of Blackboard. You will be locked out after that time and no papers will be accepted. You will present at the beginning of class on October 29. It is worth 15% of your grade.

Or:

Team presentation and short comparative summary of an immigrant group’s statistical profile. Select a partner and divide the labor similar to above. Write up a short statistical profile (3-4 pages) of an immigrant group that has a presence in, both, the United States and in another country. If you choose this assignment, you are particularly encouraged to attend the census and data sources workshop that will be facilitated by OLLAS research assistant, Yuriko Doku, during class time, on October 22. Your report should include basic socio-demographic information (number, age and gender breakdown, educational attainment, poverty status, racial and ethnic diversity, occupation or employment concentration, points and modes of entry, places of settlement within the country and why, and citizenship status). You need to make sure the

categories used by each country, and as adapted by you, are more or less comparable so you are not talking about apples and oranges. Further details will be posted under “Assignments” on Blackboard. This assignment is due on October 29 by 10:00 am via the “Assignments” function of Blackboard. You will be locked out after that time and no papers will be accepted. It is worth 15% of your grade. Your presentation will be on November 5.

IMPORTANT NOTE: I do not intend to entertain complaints about your assignment partner. You are adults and you should find a fair, democratic and honest resolution to any disagreements that may arise. I will, however, assign separate grades based on each of your contributions and presentations. In academia, our social worlds, and in our workplace we are expected to collaborate as co-author or team members and as a way of enhancing social organization and learning capacities. That means that you must be aware of cultural impulses such as hyper-individualism, as well as of any gender, class, racial or other biases or subconscious remnants of your socialization that may get in the way of completing the assignment and acquiring this important ‘collegiality’ skill. You should be able to do some or much of the work “virtually.” However, I strongly encourage you to meet at least once at the beginning and once at the end of your assignment as you get ready for the presentation and craft your collective and comparative conclusions about your two sets of data or policies.

Assignment #3. By the fourth week of class, you must sign up to do **one** of the following two assignments (you are given time off to off from class to off-set part of the time you will need to spend in this partially off-campus assignment). Spanish is not required for either one. However, those who are bilingual should volunteer for projects where you can use those skills. You are expected to spend a minimum of six hours of volunteering or observation. You will be asked to write a brief report, no longer than three-page, single-space. More information will be provided under “Assignments” in Blackboard. The reports are due on December 10 by 10:00 a.m. via the “Assignments” function of Blackboard. Late or longer papers will not be accepted. It is worth 20% of your grade.

Mini-Service learning/volunteer project with the Heartland Workers Center or the Douglas County Correctional Facility (DCC)/OLLAS faculty team. You may be able to do work in other organizations with my and the organization’s prior approval as well as a clear work plan. The earlier you sign up for the DCC project the better as you will need security clearance to get into the DCC and we may not be able to accommodate everyone. Lucy Garza, OLLAS Project Coordinator, will help you process the clearance. **The whole class will be meeting with the Director of the Workers’ Center on October 8 in South Omaha. Be sure you arrange your time, ride or car-pooling way ahead of time for that day.**

Or:

Field observation of either a) immigrant-related events such as legislative or city council hearings, pro- or anti-immigrant demonstrations, court proceedings, conferences, cultural programs, special meetings with policy-makers; and/or b), immigrant spaces of work, worship or leisure. Must be pre-approved by instructor.

IMPORTANT NOTE: Each and every one of the reports or papers associated with all of the assignments must ultimately provide some reflection about the major theme of the course: the interrelation between migration, race/ethnicity and globalization. Omaha is one local site of global networks that link corporations, workers, jobs, cultural expressions, and prisons. Discover those

connections and the social and power hierarchies that they help configure. You are also expected to include course and non-course materials and citations in your assignments.

Take-home final exam or Research Paper

Students may choose to do either a take-home final or a research and reflection paper. You are strongly encouraged to decide by the 4th week of classes so that you have time to plan ahead for either option. Either option is worth 40% of your grade.

Or:

Take-home final: A final exam will be distributed on the last day of class, and it will be DUE by 5:00 pm on Thursday, December 17, 2009 via the “Assignments” function of Blackboard. This will be an essay-style exam that draws on the semester’s readings, the reflection questions, films, lectures and course assignments.

Research Paper: These may be on a topic of your choice, but related to the general topic or topics of the class and approved by the instructor. I expect a solid second draft of approximately 20 pages, double space, which, with more work, could be turned into one of the chapters for your MA thesis or a conference paper. You should plan early so you can use the other class assignments to begin to build your final paper. You must develop an outline of your paper and make individual appointments with me at least four weeks before the paper is due. Be aware that you will need to plan for Inter-library loan and other time-consuming data gathering tasks. Students who will be going on to academic careers are strongly encouraged to choose this option. The paper is DUE by 5:00 pm on Thursday, December 17, 2009 via the “Assignments” function of Blackboard.

Student Evaluation:

1. <i>Class participation</i> –individual and group dynamics	10%	40 pts
2. <i>Assignment #1.</i> Reflection paper (s) on the weekly readings (Undergraduate students must do one reflection paper; graduate students must do two reflection papers for same number of pts)	15%	60 pts
3. <i>Assignment #2.</i> Oral presentation and summary of immigration policies or of comparative statistical profiles	15%	60 pts
4. <i>Assignment #3.</i> Service learning or observations	20%	80 pts
5. <i>Take-home exam OR research paper</i>	40%	160 pts
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Total	100%	400 pts

Final grades will follow straight percentages (100% =A, 90=B and so forth). Pluses will be granted to students who score at least 97% within a particular grade range and minus to students who score 92% or below within each grade category.

Other class and research resources: A list of suggested websites, journals and other readings can be located under “Course Documents” in Blackboard.

Keep up with the news! Visit reputable web-sites, read a newspaper, peruse the latest updates on immigration and related issues from specialized think tanks [Visit your “Course Information” in Blackboard for suggested resources]. You can read anywhere, anytime.

How to find your course in Blackboard and E-Reserves: Because students are enrolled under different course numbers, for purposes of accessing Blackboard and E-Reserves, the course title is as listed at the top of this syllabus: LLS 4910: IMMIGRATION, RACE & GLO GR&UN

E-Reserves: Students may access E-Reserves at <http://eres.unomaha.edu/eres/default.aspx>, or through the “Course Reserves” section of the UNO Library homepage. Password for this course is: gouveia49

To find you must look. To be a researcher you must research. To be an active learner you must actively seek the information, alone or with your peers.

Course schedule and readings

Immigration is a fast-moving phenomena and classes click at different paces. Changes to the syllabus will be avoided but we may need to adjust it from time to time. Regardless, you must do the readings as scheduled below and come to class to know where we are and if any adjustments have been made for the next week or weeks. As the Director of OLLAS, and active ‘citizen-scholar,’ I must engage in lots of meetings and travel. The best way to make sure I meet with you is to make an appointment, even during office hours. I do want to hear from you often.

Aug. 27: Introductions: Course expectations and how to meet them. Group dynamic.

Gouveia, Lourdes. 2009. “Living life on the Border: Latino/Latin American Studies, Sociology and American Universities.” Sociology/Anthropology dept. website.

Sept. 3: Historical and Theoretical Contexts for Understanding the Intersection between Migration and Globalization [Blackboard and/or E-Reserve]

Course Syllabus. Read carefully before class and be ready to ask and answer questions.

Castle, Stephen and Mark J. Miller. 2008. Chapter 1: “Introduction.” The Age of Migration. (fourth edition, 2008).

Munck, Ronaldo. 2005. “Globalization—Threat or Opportunity?” In Munch, Ronaldo (Ed) Globalization and Social `Exclusion. Bloomfield, Ct: Kumarian Press.

Massey, Douglas. 2006. “Patterns and Processes of International Migration in the 21st Century: Lessons from South Africa.” In Marta Tienda, et.al (eds.), African Migration and Urbanisation in Comparative Perspective. Johannesburg, South Africa: Wits University Press.

Sept. 10: Historical and Theoretical Perspectives: Immigration Meets Race [and Ethnicity] [E-reserve]

Munck, Ronaldo. 2005. “Race, Migration and Citizenship.” In Globalization and Social Exclusion. Bloomfield, Ct: Kumarian Press.

Saenz, Rogelio, María Cristina Morales and María Isabel Ayala. 2004. “The United States: Immigration to the Melting Pot of the Americas.” In. Maura I. Toro-Morn and

Marixsa Alicea (eds.) Migration and Immigration: A Global View. Westport, CT: Greenwood Press.

King, Desmond. 2001. "Making Americans: Immigration Meets Race." In Gary Gerstle and John Mollenkopf (eds.) E Pluribus Unum? Contemporary and Historical perspectives on Immigrant Political Incorporation. New York: Russell Sage Foundation.

Recommended: Kevin R. Johnson. Race, The Immigration Laws and Domestic Race Relations: a "Magic Mirror" into the Heart of Darkness, *73 Indiana Law Journal* .1111-1159, 1112-1148 (Fall, 1998).

Sept. 17: Development, Labor and Migration [E-Reserve]

Focal Point: "Labour Migration and Development." *Special Edition*. Canadian Foundation for the Americas [entire issue-13 pages]. Can also be found at: www.focal.ca

Fernández-Kelly, Patricia and Douglas S. Massey. 2007. "Border for Whom: The Role of NAFTA in Mexico-U.S. Migration." The ANNALS of the American Academy of Political and Social Science; 610; 98. Also at: <http://ann.sagepub.com/cgi/content/abstract/610/1/98>

OLLAS Charla Series – Screening of *Made in L.A.*

Thursday, September 17, 2009, 5:30 – 7:10 p.m.

Arts & Sciences Hall, Room 306

Film and forum with Migration, Globalization and Race Seminar (student volunteer discussants).

Sept. 24: Using the library to do immigration research. Development, Labor and Migration continued.

Massey, Douglas S. and Chiara Capoferro. 2008. "Chapter 2: The Geographic Diversification of American Immigration." In Douglas S. Massey (Ed.). New Faces in New Places. The Changing Geography of American Immigration. New York: Russell Sage Foundation.

Assignment #1 "Reflection Paper," due by 10:00 a.m. (see above)

Note: We will meet in Room 112 at the UNO Library. Linda Parker, the librarian in charge of social sciences will introduce us to the various sources of information relative to the course and which you are expected to access for the various assignments. Be thinking of questions you will like to ask her as you look ahead to your assignments and final project.

Oct. 1: Immigration Law, Policy Theories and Debates—US and global

Cornelius, Wayne. 2005. Controlling Unwanted Immigration: Lessons from the United States 1993-2004. Journal of Ethnic and Migration Studies. Vol. 31, No. 4, July 2005, pp. 775-794.

Various authors. 2008. "A Symposium on the Politics of Immigration." Contemporary Sociology. Vol 37 (4): PP. 295-308

Benjamin-Alvarado, Jonathan and Lourdes Gouveia. 2008. "In the Balance: Immigrant Economic Contributions and the Advancement of Human Rights in Nebraska." OLLAS Policy Brief #1. [go to the OLLAS website and download: www.unomaha.edu/ollas] While there: take a look at other articles that may be of use.

Highly recommended for class discussion:

Review US and other countries' policies with the help of the websites provided in the course information section of blackboard. The Migration Policy Institute website as well as the International Network on Migration and Development are particularly useful for foreign countries' policies. Review the book "Debating Immigration". It contains debates by authors from all sides of the political spectrum.

Oct. 8: Visit to South Omaha and Conversation with immigrant community organizer and Director of the Heartland Workers' Center: Sergio Sosa.

Gouveia, Lourdes et.al. 2009. "The Omaha Site: Migrant Civil Society Under Construction." Washington D.C. Woodrow Wilson Institute.

Note: We will discuss labor and immigrant political mobilization at home and across borders among other topics. You will also explore your service-learning opportunities with the Center. We will meet at 4:30 p.m. sharp at the Plaza de la Raza. More details later.

Oct. 15: OLLAS Charla Series: Latin America & Immigration in the Obama Era

Thursday, October 15, 2009, 4:30 – 6:00 p.m.

UNO Milo Bail Student Center, U moⁿhoⁿ Room, 3rd Floor

OLLAS faculty, Dr. Arbelaez, Dr. Benjamin-Alvarado, Dr. Garcia and Dr. Gouveia will discuss recent changes in Latin America. **Note:** Attendance and participation is required.

Douglas S. Massey. 2008. "Borderline Madness: America's Counterproductive Immigration Policy" In Carol M. Swain (ed.), Debating Immigration. Cambridge, UK: Cambridge University Press.

<http://www.wola.org/> review recent events and debates.

Oct. 22: How to use the U.S. Census and other Domestic and International Migration Data Sources. (You must sign up and commit to attend).

Workshop by Yuriko Doku, OLLAS research assistant. Good practice for assignment #2: statistical profiles.

Oct 29: Citizenship, Race and Ethnicity in Globalized Societies

Brøndsted Sejersen, Tanja. 2008. "I vow to thee my countries"- The Expansion of Dual Citizenship in the 21st Century. *International Migration Review*, Vol 42 (3): pp. 523-549.

Aleinikoff, Alexander and Patrick Weil. 2006. "Citizenship." In Demetrios G. Papademetriou (Ed.). Europe and its Immigrants in the 21st Century. Washington D.C. Migration Policy Institute.

Assignment #2 Reports due for both groups. Only one group will present at this time: Group presentation of immigration debates and policy.

Nov 5: Assimilation, Incorporation, Race, Nationality and Ethnicity in Global Perspective

Portes, Alejandro, and Maria P.Fernández-Kelly, and Haller. 2009. "The Adaptation of Immigrant Second Generation in America: A Theoretical Overview and Recent Evidence." *Journal of Ethnic and Migration Studies*. Vol. 35, (7), August. Pp. 1077-1104.

Waldinger, Roger, Nelson Lim and David Cort. 2007. "Bad Jobs, Good Jobs, No Jobs? The Employment Experience of the Mexican Second Generation." *Journal of Ethnic and Migration Studies*, 33(1) 1-35.

Assignment #2: statistical profile presentation

Visit: <http://www.urban.org/immigrants/index.cfm>

Nov 12: Trafficking, Women and Children on the Move

Kempadoo, Kamala. 2006. "Sex Work, Migration and Human Trafficking: Problems and Possibilities." In Lesser Taryn, et. al. Intra-Caribbean Migration and the Conflict Nexus. Ottawa, Ca: Human Rights Internet.

Others: TBA--Bring your own contributions and complementary materials to the discussion on women and children crossing borders at higher rates today; their numbers, the reasons, the consequences, the social actors involved.

Recommended: Colombian Refugees in Ecuador:

<http://www.coha.org/2009/08/colombian-refugees-in-ecuador-the-collateral-damage-of-a-drug-war-and-an-insurgency/>

Film: Anonymously Yours.

Nov 19 Criminalized immigrants and the Globalization of Crime

Virtual Classroom: Send reflections by 10:00 am to Discussion Board on Blackboard. Everyone must answer to at least one posting as well as posting his or her own contribution. Class time off to compensate for time in service learning or observation project.

Rumbaut, Ruben and Walter Ewing. 2007. "The Myth of Immigrant Criminality and the Paradox of Assimilation." Immigration Policy Center.

Wonders, Nancy A. "Globalization, Border Reconstruction Projects, and Transnational Crime." *Social Justice* 34 (2): 33-46.

Recommended: "Unseen Prisoners: A Report on Women in Immigration Detention Facilities in Arizona." 2009. Southwest Institute for Research on Women, College of Social and Behavioral Sciences Bacon Immigration Law and Policy Program, James E. Rogers College of Law. January.

Nov 26 Thanksgiving break—No Class

Dec 3: Religion, Migration and Transnationalism

Fonner, Nancy and Richard Alba. 2008. "Immigrant Religion in the U.S. and Western Europe: Bridge or Barrier to Inclusion?" *International Migration Review*, 42 (2) Summer.

Recommended: PEW Hispanic Studies and "Religion and Community." OLLAS report by Arbelaez

Dec 10: Final Reflections and group evaluation on Immigration, Race, Globalization and Exclusion in the Era of National Security.

Assignment # 3 due by 10:00 a.m. (See above)

Recommended:

- 1) Chavez, Leo R. 2008. "The Latino Threat: Constructing Immigrants, Citizens, and the Nation." Stanford University Press.
- 2) The Age of Migration. 2008. Chapter on Globalization, Migration and Security

Post-class celebration and sharing stories about your mini-service learning or information projects. Place TBA after group discussion.

Dec 17 Final project due by 5:00 pm via the "Assignments" function of Blackboard.