

**MIGRATION, DEVELOPMENT, CITIZENSHIP**  
(LLS 4910-001/099 and SOC 4800/8806-001 Merged)  
Wednesdays 2:00-4:40pm. AS 104 (OLLAS conference room)  
Fall 2013

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**[Second DRAFT. Created on 09/04/2013- subject to revisions after week 2]**

**ALWAYS BRING SYLLABUS TO CLASS**

**Office Hours:**

MONDAYS 2:00-4:00 pm at AS102 and by appointment

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**Course Description:**

The course focuses on the relationships between migration, development and citizenship. Among the central questions we will seek to answer this semester are: How does a particular country's development history and policies help determine whether they will be primarily an emigration or an immigration country? Expressed differently, why do nations tend to expel certain types of native and immigrant populations at some point in their history while recruiting the same or different types at a different moment in their "development"? How do migrants in turn contribute to the development of origin and destination countries? What is the meaning of membership and citizenship in the current context of increased human mobility and global interconnectedness? On what bases do migrants move from being "outsiders" to recognized "members" or citizens in the country they left behind and in the communities where they settled? What roles do social agents such as corporations, the state, migrants, business brokers of migration and civil society organizations play in assisting or halting migration and in the constant social construction of citizenship—or inventing criteria as to who belongs and who does not? How does the global political economy insinuate itself constantly, in the form of impersonal forces, to shape all of these processes and linkages among migration, development and citizenship?

After a brief survey of the theories and changing patterns of migration and immigration policies in the U.S. and other nations, we will delve into a more in-depth exploration of the linkages between development and migration.

Next, we will delve into the question of membership and citizenship. We start off by reviewing the highly varied and contested ways in which citizenship is defined and enforced, especially as globalization and human mobility have forced governments and peoples to reconsider. Who belongs as members of our national community? How are the boundaries between citizen and non-citizen constructed in everyday practices for different migrant groups and countries of origin? How is illegality determined and what are its consequences for families, children, and

communities? How important is legal status for considering others as full members of the citizenry? Or forever aliens? How does legal status interact with race, national origin, and socio-economic status to expand or contract certain group's access to social, cultural and political citizenship? Which is most determining of immigrants' experiences of membership in the end?

I encourage you to use this opportunity to learn about the global-local connections between Omaha and its immigrant and refugee population. The course attempts to introduce case studies and comparative analyses from various parts of the world and immigrant groups. My expertise, however, is on Latino migration but I encourage you to go beyond the readings, and maybe focus your presentation and final paper on a group and part of the region, nation, the world you are interested in examining. This is a vast subject that we must continue to learn about every day and it is richer if we share our knowledge.

This course is taught in seminar style. This means no long lectures but lots of discussion. That means that you must [Partially based on Bloemraad's seminar at U.C. Berkeley]:

- ***Read and reflect on the assigned reading before class.*** This is not skimming or reading in a mechanical fashion. Rather, you need a conceptual and analytical understanding of the material. This requires, at a minimum, good highlighting of the text. Better yet, write up summaries or diagram the reading. (See pp. 13-18 in the 2nd edition of "Writing in Sociology."). For each week, I provide guiding questions. I expect you to think about these carefully.
- ***Be prepared to contribute to class discussion.*** Research shows that people learn and retain much more when they are active learners rather than listening passively to a lecture. I expect everyone to participate, even those who are shy. The quality of your comments is more important than the quantity.
- ***Devote sufficient time and effort to class assignments.*** Many students are forced, at some point, to complete an assignment at the last minute; balancing all your class work and outside obligations is not easy! Be forewarned, however, that you cannot do these assignments at the last minute. They will take substantial amounts of time, and you should plan accordingly. The assignments are part of the learning process – something you cannot do the night before an assignment is due.

***Important hints:*** Your syllabus is your guide to a successful semester and you must read it carefully and ask for clarifications on a timely basis whenever assignments are not clear. Check blackboard and your email frequently for important updates, additional information or changes in the class schedule. Email me anytime or make an appointment to see me if you are experiencing legitimate issues preventing you from understanding or completing the assignments.

**No late papers or assignments** will be accepted unless convincing evidence of extenuating circumstances is provided. Points will be deducted for each day the paper is late if evidence only partially justifies the granting of additional time. Incompletes will not be granted except in extremely deserving circumstances.

**Plagiarism** will not be tolerated and will result in a failing grade. If you are not sure whether you are plagiarizing, visit the UNO website for student integrity rules:

<http://www.unomaha.edu/graduate/studentrights.php?p=integrity&t=c> and the UNO writing center: <http://www.unomaha.edu/writingcenter/resources.php>

**Immigration and immigrant integration are vast subjects.** We can only scratch the surface in each of these classes and give students the foundation, as well as critical thinking and writing skills, to continue their research in these topics. Your own initiative as an active learner is the key to success. I have provided you with a number of resources, both in the syllabus and on the OLLAS website, to assist you further in your quest for knowledge.

**Evaluation:**

If you meet the expectations above, you will do well in this class.

Your grade will be based on:

Participation in class discussion	25%	Entire semester!
Written statistical profile - individual assignment	15%	DUE: October 9
Draft of final paper	10%	DUE: November 26
Oral presentation of imm. groups – possible team assignment –each graded separately	15%	DUE: December 11 & 18
Final seminar paper	35%	DUE: December 18

## Schedule of Readings and Class Assignments

Readings will be available on Blackboard and/or E-reserve.  
[keep up with blackboard for changes, deletions or substitutions]

### August 28. Week 1: Introduction to the course

#### Readings:

1. Gouveia, Lourdes. 2013. "Latin America: Migration Flows to the United States." Pp. 1-11 in *The Encyclopedia of Global Human Migration*, edited by I. Ness. NY: Wiley.
2. Peruse the following websites for recent demographics, patterns on migration:

From the Migration Policy Institute (MPI):

<http://www.migrationinformation.org/datahub/>

From Pew Hispanic Center:

<http://www.pewhispanic.org/2013/01/29/statistical-portrait-of-the-foreign-born-population-in-the-united-states-2011/>

Lopez, Mark Hugo and Ana Gonzalez-Barrera. 2013. "If they could, how many unauthorized immigrants would become U.S. citizens?"

<http://www.pewresearch.org/fact-tank/2013/06/27/if-they-could-how-many-unauthorized-immigrants-would-become-u-s-citizens/>

**Assignment:** Be ready to share, and critically discuss, at least two facts or issues that piqued your interest in above readings

### September 4. Week 2: Why do people move and pursue membership away from home?

#### Readings:

1. United Nations. 2009. Chapter 2. "People in Motion: Who Moves Where, When and Why." Sections 2.1 and 2.2. Pp. 19-33 in *Human Development Report. Overcoming Barriers: Human Mobility and Development*. Full report available at: <http://hdr.undp.org/en/reports/global/hdr2009/>.
2. Sassen, Saskia. 1998. "America's Immigration 'Problem.'" Pp. 31-53 in *Globalization and Its Discontents: Essays on the New Mobility of People and Money*. New York: New Press. [on Blackboard]
3. 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. [on Blackboard]

### **Assignment:**

Read the above in order and outline the causes of migration each author or article proposes – why do people leave their countries of origin? In what ways is Sassen’s perspective the same as, or different from, the UN report? Moving on to Massey’s synthesis of migration theory, for your own benefit and to discuss in class, draw up a table or a diagram of the different theories he presents and identify how they differ or resemble each other. Last two questions: take a step back and consider all three readings. What seems to be the most persuasive argument to account for migration? Are there arguments or other forces of migration missing from this debate? [Assignment created with contributions from Irene Bloemraad]

POST YOUR COMMENTS ON THE LAST TWO QUESTIONS ON BLACKBOARD BY TUESDAY, SEPTEMBER 3 AT 7:00 am. BE READY TO CRITICALLY DISCUSS IN CLASS.

### **September 11. Week 3: Enter other agents of migration: The state (government)**

#### **Readings:**

1. 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. [on Blackboard]
2. “Everything you know about immigration is wrong”—[about Massey]-Washington Post. [http://www.washingtonpost.com/blogs/wonkblog/wp/2013/08/10/everything-you-know-about-immigration-is-wrong/?tid=pm\\_business\\_pop](http://www.washingtonpost.com/blogs/wonkblog/wp/2013/08/10/everything-you-know-about-immigration-is-wrong/?tid=pm_business_pop) [on Blackboard and active link]
3. Fitzgerald, David. 2006. “Inside the Sending State: The Politics of Mexican Emigration Control.” *IMR*. 40(2): 259–293. Summer. [on Blackboard]

#### *Recommended:*

1. Related to Zolberg’s point about the role of the state; but moving toward the citizenship and membership issue: Battisti, Danielle. 2012. “The American Committee for Italian Migration, Anti-Communism, and Immigration Reform,” *The Journal of American Ethnic History*. 31(2):11-40. [assigned later here]
2. A case we know little about: Endoh, T. 2009. *Exporting Japan: Politics of Emigration to Latin America*, Urbana and Chicago: University of Illinois Press.

### **Assignment:**

Read in order. Zolberg’s article is a direct critique of Massey. Why does Zolberg find Massey’s account inadequate? What is Zolberg’s argument about the mechanisms that drive migration? How does the blog from the Washington Post approach the same question as it reviews Massey’s work? Now read Fitzgerald. What is his contribution to the question of how governments shape migration? From whose perspective does he address this issue? Having read all three, what can you conclude about the role that government policies and practices play in shaping emigration and immigration?

POST YOUR COMMENTS ON THE LAST TWO QUESTIONS ON BLACKBOARD BY TUESDAY, SEPTEMBER 10 AT 7:00 am. BE READY TO CRITICALLY DISCUSS IN CLASS.

## **September 18. Week 4: The development-migration nexus**

### **Readings:**

1. Portes, Alejandro. 2007. Chapter 2. "Migration and Development: A Conceptual Review of the Evidence." Pp. 17-41 in *Migration and Development: Perspectives from the South*, edited by Stephen Castles and Raúl Delgado-Wise. Switzerland: International Organization for Migration (IOM). [On Blackboard]
2. Delgado-Wise, Raúl and Humberto Márquez Covarrubias. 2007. Chapter 6. "The Mexico-United States Migratory System: Dilemmas of Regional Integration, Development, and Migration." Pp. 113-142 in *Migration and Development: Perspectives from the South* edited by Stephen Castles and Raúl Delgado-Wise. Switzerland: International Organization for Migration (IOM). [on Blackboard]

### *Recommended:*

An illustration from Africa of how governments are trying to capitalize on migrant remittances: Migration and Development Nexus – Integrating Migration into National Development Processes. <http://www.africa-eu-partnership.org/newsroom/all-news/migration-and-development-nexus-integrating-migration-national-development>

### **Assignment:**

Read in order. Portes and Delgado-Wise and Marquez Covarrubias present a perspective "from the South" which has been highly critical of Newland (assigned for next week) and international organizations promoting migration as the solution to poverty and economic development. What is Portes' contribution to the debate and to what extent is his "perspective from the South" more similar or different to that of Delgado Wise and Marquez Covarrubias? How persuasive do you consider the argument presented by either article and why? What unique perspectives do they bring to the debate, about which you may have had little knowledge? I recommend a brief visit to the website on African-EU partnerships and that you think about how this kind of cooperation between less and highly developed regions is shaped by particular interests on both sides—not necessarily those of migrants???

*Also recommended:* Start paying attention to how the "new migration narrative" of immigrants as job creators in the U.S., presented by those promoting immigration reform in the White House, Congress and even large advocacy groups and centers such as OLLAS, finds it necessary to emphasize this issue of migrants' contributions to the economy, at times at the expense of any other criteria as to why immigration reform is important.

POST YOUR BRIEF CONCLUSION FROM YOUR INTEGRATED READINGS/VIDEOS FOR THIS WEEK, AND AS AIDED BY ABOVE QUESTIONS, BY TUESDAY, SEPTEMBER 17 AT 7:00 am. BE READY TO CRITICALLY DISCUSS IN CLASS.

**In-class tutorial: finding, reading and presenting immigration statistics by Dr. Lissette Aliaga-Linares**

**September 25. Week 5: Still on the migration-development nexus.**

**Readings:**

1. Glick Schiller, Nina. 2010. "A Global Perspective on Migration and Development." Pp. 22-62 in *Migration, Development and Transnationalization* edited by Nina Glick Schiller and Thomas Faist. NY and Oxford: Berghahn Books. [on blackboard or library]
2. Newland, Kathleen. 2011. "Migration and Development Policy. What Have We Learned?" Washington D.C.: Migration Policy Institute (MPI). [On Blackboard and on the Migration Policy Institute Website]
3. White House video on the economic advantages of immigration:  
[https://www.youtube.com/watch?v=mSYR6Z-RTT0&feature=player\\_embedded](https://www.youtube.com/watch?v=mSYR6Z-RTT0&feature=player_embedded)

*Recommended:* "The 'Dark Side' of the Migration-Development Nexus in Latin America." By Professor Nicola Phillips (University of Sheffield, UK): <http://vimeo.com/51195943>

**Assignment:**

Read and view in order. The article by Newland, and others by her associates, at MPI present what you may say is the perspective "from the North" as to how migrants contribute to development in their origin and receiving countries. In their view, government policies about development and migration should be capitalizing on migrant remittances and other forms of contributions much more intently than they do. How do her views resemble or differ from the "perspective from the South" presented by authors read in the previous week? How does Glick Schiller's global perspective serve to critique the work of some of the authors read in these last two weeks? What are some of her unique contributions to the debate? What other factors does she bring into the analysis (race is just one of them) of how state and economic powers access and control immigrant labor while denying them of full citizenship rights that may endanger their low-cost? (I recommend you watch the video "The Dark Side of the Migration-Development Nexus for additional help in thinking through these issues). How does the White House's video about its stand on immigration illustrate some of the points made by the authors read in these last weeks? Is the U.S. government involved in procuring cheap and skilled labor for example? How do we reconcile the reality that immigrants are indeed 'job creators' with the perverse tendency to use of this line in order to prolong exploitation and limit rights within immigration policy proposals?

**POST YOUR BRIEF CONCLUSION FROM YOUR INTEGRATED READINGS/VIDEOS FOR THIS WEEK, AND AS AIDED BY ABOVE QUESTIONS, BY TUESDAY, SEPTEMBER 24 AT 7:00 am. BE READY TO CRITICALLY DISCUSS IN CLASS**

## October 2. Week 6: Legality and who belongs: U.S. Immigration Law and Current Proposals for Reform

### Readings:

1. Menjivar, Cecilia. 2006. "Liminal Legality: Salvadoran and Guatemalan Immigrants' Lives in the United States." *AJS*, 111(4): 999–1037. January.
2. Brown, Donathan L. 2013. "Manufacturing Fear, Creating the Threat: The State of American Immigration Policy." *Journal of Latino/Latin American Studies (JOLLAS)* 2013, 5(1), 57-67.
3. Video: Ya Basta Movement: <http://www.youtube.com/watch?v=WvdJtAMQcX8>
4. Peruse websites from US government and MPI
  - (a) USCIS web page on citizenship and naturalization: <http://www.uscis.gov/portal/site/uscis>
  - (b) White House On Earned Citizenship: <http://www.whitehouse.gov/issues/immigration/earned-citizenship>
  - (c) MPI Chart Comparing Proposals: <http://www.migrationpolicy.org/pubs/CIRbrief-2013SenateBill-Side-by-Side.pdf>

### Guest speaker: Emiliano Lerda, Esq. Executive Director, Justice for Our Neighbors (JFON)

### Assignment:

What have we learned about the precarious legal status of Salvadorians and Guatemalans in the United States? How does a narrative of fear contribute to the prolongation of such vulnerable statuses according to the JOLLAS article by Donathan L. Brown? Now peruse the websites: what does the US government seem to expect from immigrants wishing to obtain citizenship or legal status? How are the different immigration proposals being discussed in Washington benefit immigrants versus employers, others? Be ready for a great discussion with Emiliano Lerda who can answer your questions about immigration law and current reforms, including the so-called "Dreamers" executive action by President Obama. Catch up with the press on these issues before class.

POST YOUR CRITICAL COMMENTS BY TUESDAY, OCT. 1 by 7:00 am. Be ready with questions for Emiliano Lerda and to discuss the readings before his arrival.



## October 9. Week 7: Work, labor rights and citizenship

### Readings:

1. Gleeson, Shannon. 2010. "Labor Rights for All? The Role of Undocumented Immigrant Status for Worker Claims-Making" *Law & Social Inquiry*, 35(3):561-602.
2. Southern Poverty Law Center: <http://www.splcenter.org/get-informed/news/human-rights-commission-urged-to-examine-dangerous-work-conditions-in-us-poultry-m>
3. Heartland Workers Center: <http://www.heartlandworkerscenter.org/>  
And on wage theft: <http://www.heartlandworkerscenter.org/2013/01/public-hearings-for-wage-theft-bills-set-for-monday-in-nebraska-legislature/>

### Assignment:

Read the article by Gleeson first. If workers contribute to US business and economic development—not to mention affordable restaurant prices, what kinds of recognition and rights do we afford such workers? Whose work from previous readings in the semester is again relevant here for interpreting the structural forces and motivations creating this “cheap and unprotected global labor force”? To what extent do workers feel entitled but politically-impotent or empowered to exercise those rights? Now read the pieces on the two websites for some examples of work and rights issues close to home. The latter should prepare you slightly for our guest speaker who has become an expert on the phenomenon now called “wage theft.”

**Guest Speaker: Abbie Kretz. Sociology graduate student and community organizer for the Heartland Workers Center.**

Statistical Profile Due Here

## October 16. Week 8. Unpacking the notion, practices and narratives of citizenship and exclusion.

### Readings:

1. Joppke, Christian. 2010. Chapter 1. “The Concept of Citizenship.” Pp. 1-33 in *Citizenship and Immigration*. Malden, MA: Polity Press.
2. Chavez, Leo. 2013. Introduction and Chapter 1, Pp. 1-47 in *The Latino Threat: Constructing Immigrants, Citizens and the Nation*. Stanford, CA: Stanford University Press.

### Assignment:

The questions, different types, and changing notions of citizenship and belonging are addressed by both Joppke and Chavez. The first through a conceptual and historical examination of the notion of citizenship, and the second by calling attention to how ideological narratives enter into what we otherwise may think is a “natural” concept of citizenship. Write a critical review about the evolving definitions and types of citizenship

posed by each of these authors and based on previous scholarship from Marx. To what extent do they arrive to similar conclusions? How does Leo Chavez' introduction of the notion of the "Latino Threat" speak to the broader notion of exclusion from belonging and different types of citizenship? What is he calling "non-citizenship" (a concept recently coined by Goldring and Landolt below)? How does it relate to the previous reading by Donathan Brown? What was the ultimate lesson you drew from these readings?

POST YOUR CRITICAL COMMENTS BY TUESDAY, OCT. 15 at 7:00 am.

## **OCTOBER 21-22 SEMESTER BREAK**

### **Oct 23. Week 9: Seeking and Conferring Social and legal citizenship on the bases of political interests, ideology and constructed ethnic hierarchies**

#### **Readings:**

1. Joppke, Christian. Chapter 3. "Rights." Pp.73-110 in *Citizenship and Immigration*. Malden, MA: Polity Press.
2. Battisti, Danielle. 2012. "The American Committee for Italian Migration, Anti-Communism, and Immigration Reform," *The Journal of American Ethnic History*, 31(2):11-40.
3. Horton, Sarah. 2004. "Different Subjects: The Health Care System's Participation in the Different Construction of Cultural Citizenship of Cuban Refugees and Mexican Immigrants." *Medical Anthropology Quarterly* 18(4):472-489.

#### **Assignment:**

How do each of the readings speak to the socially- and politically-constructed notion of citizenship? How do social agencies, for example, further influence particular ideas about who belongs and who does not as part of the "citizen body" by their everyday practices? How do immigrant groups such as Italians or Latinos through marches and other actions, resist total victimhood and actively seek and demand membership? How do U.S. geopolitical and economic interests inhere in the constant construction of what is far from a fixed status of citizenship?

POST YOUR COMMENTS BY TUESDAY, OCTOBER 22, 7:00 AM

Tutorial and discussion on oral presentations and final case study on the chosen immigrant group

## **October 30. Week 10: Non-citizenship, nationality and race in comparative international perspective**

### **Readings:**

1. Landolt, Patricia and Luin Goldring. 2013. Chapter 8. "The social production of non-citizenship: The consequences of intersecting trajectories of precarious legal status and precarious work." Pp. 154-174 in *Producing and Negotiating Non-Citizenship. Precarious Legal Status in Canada*, edited by Luin Goldring and Patricia Landolt. Toronto: University of Toronto Press.
2. Mora, Claudia and Eduardo Undurraga. 2013. "Racialisation of Immigrants at Work: Labour Mobility and Segmentation of Peruvian Migrants in Chile." *Bulletin of Latin American Research*. 32(3):294-310.
3. Vives-Gonzalez, Luna. 2011. "Insiders or outsiders? Argentinean immigrants in Spain." *Citizenship Studies*, 15(2): 227-245, April.

### **Tentative field site visit to One World**

## **Nov. 6. Week 11: No class but Readings and posts due. Students must attend at least one session of Cumbre 2013 on Saturday, Nov. 9. See Save-the Date.**

### **Readings:**

1. Khadria, Binod. Chapter 5. "India: Skilled Migration to Developed Countries, Labour Migration to the Gulf". Pp. 79-112 in *Perspectives from the South*.
2. Abrego, Leisy. 2011. "Legal Consciousness of Undocumented Latinos: Fear and Stigma as Barriers to Claims-Making for First- and 1.5-Generation Immigrants." *Law & Society Review*, 45(2):337-370.

### **Assignment:**

Post brief comments (75-100 words) by Tuesday, Nov. 5 at 7:00 am. Dr. Abrego is a Cumbre 2013 speaker. Others will be noted later.

## **Nov 13. Week 12: Forced Migration, asylees, and trafficking: leaving and belonging under other precarious legal statuses and racial-ethnic distinctions.**

**Readings:** Even if you are not assigned to comment, try to at least peruse the second article.

1. **(Graduate students comment on this paper):** Rottman, Andy J., Christopher J. Fariss and Steven C. Poe. 2009. "The Path to Asylum in the U.S. and the Determinants for Who Gets In and Why." *International Migration Review* 43(1):3-34.

2. **(Undergraduate and graduate students comment on this paper):** Nyberg, Ninna. 2004. "Opportunities and pitfalls in the migration-development nexus: Somaliland and beyond." Sørensen *DIIS Working Paper 2004/21*.
3. **All:** More human trafficking lawsuits filed against Signal International:  
<http://www.splcenter.org/get-informed/news/more-human-trafficking-lawsuits-filed-against-signal-international>

### Elisha Novak's Lecture on human trafficking and refugees in Omaha

#### **Assignment:**

Post your commentaries on Cumbre 2013. What you learned, your analysis of the issues discussed in the sessions you attended. Post comments about readings as assigned above by Tuesday, Nov. 12, 7:00 am.

### **Nov. 20. Week 13: Migration and underdevelopment are good for business: benefits to the state, unequal gender dynamics, prisons and migration industry agents**

#### **Readings:**

1. Mahmud, Hasan. 2013. "Enemy or ally: migrants, intermediaries and the state in Bangladeshi migration to Japan and the United States." *Migration and Development*. 2(1):1-15. <http://www.tandfonline.com/loi/rmad20>
2. Rannveig Agunias, Dovelyn and Kathleen Newland. 2012. "Engaging the Asian Diaspora." MPI/IOM November (Policy Brief).
3. Iheduru, Okechukwu C. "African states, global migration, and transformations in citizenship politics". *Citizenship Studies*, 15(2):181-203.
4. Rogelio Saenz: "The rise of the immigration industrial complex" (Blog from Cumbre 2013 speaker)

#### **Assignment:**

What do these articles have in common? What does each illustrate about the theme of the week? Post short comments (75-100 words) **by 7:00 am, Tuesday, Nov. 19**. Dr. Cogua will bring in yet another unexpected dimension of our course topic and about how agents of migration, and men, use gender and unequal development between North and South to their advantage.

### **Dr. Jasney Cogua Skype Lecture: "Gender and Migration: Colombian women and marriage tourism"**

**FIRST DRAFT OF PAPER DUE BY MIDNIGHT ON TUESDAY NOV. 26.**

November 27	Student Holiday - No classes; UNO offices open.
November 28 - December 01	Thanksgiving Vacation (Student & Staff Holiday) - University closed.
December 02	Classes resume at 6:00 a.m.

**Dec 4. Week 15: Last class before presentations: The future of citizenship and mobilizations to get it.**

**Readings:**

1. Kivisto, Peter and Thomas Faist. 2007. Chapter 6. "Future Trends," Pp. 130-140 in *Citizenship: Discourse, Theory and Transnational Prospects*. London: Blackwell Publishing.
2. Zimmerman, Arely M. 2011. "A Dream Detained: Undocumented Latino Youth and the DREAM Movement." *NACLA Report on the Americas*. Nov/Dec., pp. 14-17.
3. Rigby, Joe and Raphael Schlembach. 2013. "Impossible Protest: Noborders in Calais." *Citizenship Studies*, 17(2):157-172.

**Be ready to discuss and offer final reflections about the entire semester in class. Review of presentations and final papers.**

**Dec. 11: First part of oral presentations [half the class]**

**Dec. 18: Second part of presentations [half the class] and FINAL PAPER DUE.**

**Weekly Critical Commentaries:** At least 250, and no more than 500, words. They must address **ALL** the assigned readings, integrating them in a coherent, well-thought out, and well-written piece that is guided, but not totally constrained, by the questions posed each week on this syllabus. Your commentaries must be posted by 7:00 am every Tuesday of the week as assigned. **To write well, you must read well first.** Organize your week so that you are able to allow enough time for reading carefully, underlining, taking notes and jotting down your own reactions to the readings as building blogs for your post, writing and **editing** your posts. I will open the forum again at noon so that you can then comment on at least one of the posts written by others, ask lingering questions about the readings or share any helpful information that may enrich the discussion in class. I will not participate in the forums. This is for you all to have a chance to discuss with each other. Choose the style of writing with which you are most comfortable (blogging, analytical essay, term paper). But be sure you write in complete sentences and cite at least the author's complete name, at least the partial title of the publication and date the first

time. The second time you can just use their last name with the date in parenthesis. You must become familiar from the start with American Sociological Association Style which will be required for your statistical profile and final paper.

## **Statistical Profile of an Immigrant Group**

*The purpose of this assignment is to familiarize you with some of the statistical resources available to researchers of immigration and to practice presenting numerical data.*

Write a statistical profile of about 5-8 pages, including figures, of one immigrant group in the United States or in another country. Your profile should integrate graphical displays of numerical data (tables or graphs) with a narrative explaining the most important points from the figures.

Answer the following questions in your profile:

1. Describe, in broad terms, the migration history of your group. When did your group first begin arriving in significant numbers? Have there been peaks and dips in the group's migration? Speculate about the reasons for changes over time.
2. What is the total number of foreign-born of your immigrant group today? What is their percentage of all foreign born residents? What is their size relative to other groups?
3. What are the predominant means of immigrant entry for your group today, i.e., migration as family sponsored immigrants, employment immigrants, temporary workers, refugees & asylees and/or unauthorized migrants?
4. Investigate two or three demographic or socio-economic characteristics of the group, e.g., their residential patterns, gender or age composition, educational attainment, poverty, racial diversity, family structure, citizenship status, etc. Speculate on why you see these patterns. In speculating about the numbers, draw on the course readings and seminar discussion. You do not have to do further reading, but you may if you wish.

In putting together your report, you must use **at least two different, reliable sources of statistical data**. You can use more. You must also provide **proper referencing** for your statistical data. Give some thought as to how credible the numbers are and include any concerns you might have in your narrative.

**Evaluation:** I will evaluate you on how well you use statistical data to profile your group and your ability to integrate the numerical presentation of data with a narrative account. The profile should be neat and easy-to-read. I will also be looking for thoughtful speculation about the reasons for the numbers you document.

\* \* \* \* \*

**Paper and presentations.** Later in the semester I will place you in teams and you will develop a short 5-8 minute oral presentation (with PowerPoint slides or hand-outs) comparing and contrasting your groups. At this time, you will be asked to integrate the relationship between development and migration of this group and to speak to the question of how membership is constructed for and by this group and to what extent they are included or excluded from citizenship rights based on the various factors analyzed in the course. You will present this to a general audience so you will need to think hard about effective and clear presentation of

statistical material. You will need to submit a draft of your paper about three weeks before it is due on the date of the final, **TUESDAY, NOV. 26 AT MIDNIGHT.**

### **WEB RESOURCES:**

1. MPI Migration and Development Hub:  
[http://www.migrationpolicy.org/research/migration\\_development.php](http://www.migrationpolicy.org/research/migration_development.php)
2. Princeton University Center for Migration and Development:  
<http://www.princeton.edu/cmd/>
3. Oxford University-England International Migration Institute: <http://www.imi.ox.ac.uk/>
4. Pew Hispanic Center: <http://www.pewhispanic.org/>
5. Center For Comparative Immigration Studies-UCSD: <http://ccis.ucsd.edu/>
6. International Network on Migration and Development/Red Internacional de Migración y Desarrollo:  
English: <http://rimd.reduaz.mx/pagina/indexing>  
Spanish: <http://rimd.reduaz.mx/>
7. Center for American Progress: <http://www.americanprogress.org/>
8. International Organization for Migration (IOM):  
<http://www.iom.int/cms/en/sites/iom/home.html>
9. Escalabrini Center on Migration: <http://www.smc.org.ph/>

### **SEARCH FOR THE VARIOUS UN AND OTHER INTERNATIONAL FORUMS ON MIGRATION AND DEVELOPMENT**

### **JOURNALS, SPECIAL REPORTS and HANDBOOKS ON MIGRATION, DEVELOPMENT AND CITIZENSHIP:**

OLLAS reports found on main webpage:  
[www.unomaha.edu/ollas/publications.php](http://www.unomaha.edu/ollas/publications.php)

JOLLAS:  
<http://jollas.metapress.com/content/g00k31041035/>

International Migration Review:  
[http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1747-7379](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1747-7379)

International Migration:  
[http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1468-2435](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1468-2435)

The Encyclopedia of Global Human Migration:  
<http://onlinelibrary.wiley.com/book/10.1002/9781444351071>

Bulletin of Latin American Research:  
[http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1470-9856](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1470-9856)

The Routledge International Handbook of Migration:  
<http://www.routledge.com/books/details/9780415779722/>

UN Reports on Migration and Development:  
<http://www.un.org/esa/population/migration/index.html>

Citizenship Studies:  
<http://www.tandfonline.com/toc/ccst20/current>

Journal of Ethnic and Migration Studies:  
<http://www.tandfonline.com/toc/cjms20/current>

International Sociology:  
<http://iss.sagepub.com/>