



## **Comparative Immigration Studies**

Sociology 225

FALL 2018

TUESDAYS & FRIDAYS

Time: 10:55 AM to 12:15 PM

Building: CDL (Douglass) Room: 109

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Office Hours Tues/Fri 2:30-3:30pm, or by appointment

Please Sign-Up for Office Hours at <https://www.wejoinin.com/sheets/plnul/>

### **Course Description:**

What are the drivers and consequences of international migration? How does the U.S. immigration experience compare with similar industrialized countries such as Canada, Britain, France, and Germany? How do immigration policies vary across North America and Western Europe? Are these policies effective at curbing immigration? Is immigrant integration a process that should be managed by governments? How are immigrant-receiving societies such as the US, UK, and other European countries managing immigrant integration? Tensions surrounding immigration on both sides of the Atlantic precipitated two major political events in 2016. The British Referendum to leave the EU (BREXIT) and the 2016 Presidential campaign and subsequent election of Donald Trump. In both cases, political pundits and the news media sensationalized immigrants as representing existential crises for Western democratic security and public safety. And while a sense of moral panic around immigration works brilliantly as a political strategy, it does not help us understand the causes and consequences of international migration today. This course serves as a corrective to the popular myths and misinformation surrounding immigration and immigrants in both North America and selected countries in Western Europe.

In this course, we go beyond the news headlines and political rhetoric (from the left and right), in order to understand three fundamental dimensions of international migration. First, what are the factors that cause people to immigrate in the first place? Second, what are the consequences of immigration for immigrant-receiving and immigrant-origin societies? Third, how does the U.S. immigration approach compare with Canada, France, Germany, and the United Kingdom? To provide you with some answers to these questions, this course introduces a set of theories, perspectives, and empirical scholarship on the causes and consequence of immigration. After covering theories of why people migrate, we examine how the United States compares with

Canada and some European countries with respect to immigrant integration processes and outcomes. We then look at how immigrants and diaspora communities seek to foster development and social change in their home countries while living abroad. By employing a comparative lens, you will get a better sense of the global scope of immigration. In addition, the comparative focus on the course will help you appreciate the areas in which the United States succeeds and where it could improve vis-à-vis immigration and immigrants. We conclude by considering whether a global migration policy or coordinated migration management is possible or even desirable in the current era of rising protectionism and nationalist populism.

The academic study of immigration is a multidisciplinary enterprise and accordingly, this course draws on theories and perspectives from sociology, economics, geography, political science, anthropology, public policy, and international development. Nevertheless, the course emphasizes a sociological perspective with an emphasis on the need to understand immigration across national contexts by focusing on social structures, power, networks, institutions, and inter-group conflicts. By the end of this course, you will have a thorough understanding of the many complex factors involved in immigration and immigrant integration across the U.S., Canada, France, Germany, and the U.K. Together these countries contain the largest immigrant populations across the globe. One in three New Yorkers and Londoners are either an immigrant or the second-generation child of a recent immigrant. Whether you are planning a career in computer science, business, medicine, law, government, civil society, criminal justice, or academia, your professional careers will undoubtedly be impacted by immigration in one way or another. By understanding the causes, consequences, and cross-national impacts of immigration, the information you learn in this course may help you thrive professionally and personally in diverse metropolitan area such as NYC, Paris, Amsterdam, Berlin, London, Dubai, Singapore, Mumbai, and Tel-Aviv, among others.

### **Required Texts:**

Castles, S., H. De Haas., and M. Miller. (2014) *The Age of Migration: International Population Movements in the Modern World* (5<sup>th</sup> Edition) Guildford Press.  
ISBN: 9781462513116

Hoskin, Marily (2017). *Understanding Immigration: Issues and Challenges in an Era of Population Movement*. SUNY Press. ISBN: 9781438466880

Additional Readings Are Available on the Course Sakai Site.

### **Learning Objectives:**

1. Apply a broad, sociological perspective to understand the causes and consequences of international migration in comparative perspective.
2. Analyze how forms of immigration can shape a person's experience of and perspectives on contemporary issues.
3. Examine key immigrant integration perspectives/theories and how they affect immigrants' participation in the labor market, electoral politics, and civil society.

4. Compare and contrast immigration policies and experiences of the U.S., Canada, France, Germany and the United Kingdom.
5. Gain a broader view of how international migration is transforming the advanced immigrant-receiving societies.
6. Gain a multidisciplinary perspective on pressing contemporary challenges confronting academics, policy-makers, and communities across the globe.
7. Write a sociological paper comparing two different national immigration policy approaches/experiences and present an argument in favor or against them.

### **Contacting Me**

My email, office hours and the link to my office hours sign-up site are listed above. If you are not able to make these hours, please contact me and we can arrange to meet at another time. The best way to reach me is by email. I check email throughout the week (not on weekends), and I will do my best to respond within 24 hours. **For all email messages, you must have “Soc 225” at the start of your subject heading or I may not open your message.**

**Pre-Requisites:** None (but an introductory sociology or social science course is recommended)  
**Course Cross-Listings:** Latin American and Caribbean Studies; Geography

### **Fulfillments:**

This course counts towards the major and minor in Sociology

This course counts as an Environment and Development track course in the International and Global Studies minor in Geography

### **Attendance and Class Participation**

Attendance is required for all lectures. Excused absences include those in which written documentation is provided as in the case of illness/injury, school-related travel, Rutgers athletics-related travel or observance of religious holidays. Active participation and attendance are vital to learning the course material. I will post my lecture slides the day after lecture on Sakai, but your own notes from my lectures are essential for maximizing your abilities to learn and process the material. **NOTE THAT I DO NOT PERMIT AUDIO OR VIDEO RECORDING OF MY LECTURES.** Students with a documented disability must seek special permission from me to record lectures during the first week of class. If you miss multiple classes because of medical issues or personal problems, talk to me and contact the Dean of Students.

<http://deanofstudents.rutgers.edu/>. This office can help you manage these issues and stay on top of your schoolwork. If you are struggling to keep up with the material in this course because of factors outside of your control (e.g. illness, financial aid, personal problems), I will try to accommodate as much as I reasonably can. I can also direct you to services at the University that can assist you.

### **Laptops, tablets, and phones**

While I am presently allowing the use of laptops and other electronic devices during lectures, I strongly advise against it. If you want to learn as much as you can and get good grades at Rutgers, you would be wise to heed all of the research that shows students who take notes by hand tend to retain and understand material much better than students who take notes on

laptops/tablets. If you insist on bring electronic devices to class, understand that these devices are permitted note-taking purposes only. If used for other purposes (e.g. watching videos, looking at photos, online shopping, checking Facebook, texting etc.), not only will this distract you, but it will distract students seated near you. I have assigned a piece called “The Science of Us” on the benefits of taking notes by hand the old fashioned way. Please take a moment to read this short piece as I believe laptops/tablets/phones are hindering your capacities to thrive in university classrooms. I hope it will change how you think about note taking for all of your classes. Note that this advice does not apply to students with documented learning disabilities or other issues that complicate taking notes by hand,

### **Disabilities**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where they are officially enrolled, participate in an intake meeting, and provide documentation:

<https://ods.rutgers.edu/students/applying-for-services> If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with me as soon as possible, and discuss the accommodations with me as early as possible.

### **Student Parents & Caregivers**

If you are a student parent, are pregnant, or have significant caregiving responsibilities for a child or relative, please notify me at the beginning of the semester, so I am aware of your situation. If notified in advance, we can make arrangements for missed classes related to your responsibilities. For student parents, consider connecting with the group Rutgers Students with Children: [facebook.com/](https://www.facebook.com/rutgersstudentswithchildren/)

### **Code of Classroom Conduct**

I expect students to be on time for class and to stay for the duration of the lecture. The classroom should be a place for the free exchange of ideas where students act with civility, dignity, and an awareness of respect for one another. I welcome all viewpoints and perspectives that are not consistent with “HATE SPEECH”. In other words, conservative or “liberal” perspectives on immigration are welcomed and encouraged. What I will not tolerate is reducing discussions to baseless or purely anecdotal statements (i.e. immigrants are rapists, drug dealers, terrorists, etc.). This class deals with a very controversial topic and I expect to have class discussions that may at times become emotionally charged. These kinds of discussions that are necessary for intellectual growth and what you should expect at a Research 1 university that pre-dates the Declaration of Independence and the formation of the United States of America. All classroom conduct must be consistent with the Rutgers Code of Student Conduct (see the code here:

<https://slwordpress.rutgers.edu/studentconduct/wp-content/uploads/sites/46/2017/05/UCSC2016.pdf> 3)

### **Academic Integrity and Plagiarism**

I take cheating on tests and plagiarism very seriously. I refer all suspected cases of cheating and plagiarism to the Rutgers Office of Student Conduct. All students must review the Rutgers University Academic Integrity Policy. Refer to:

[https://slwordpress.rutgers.edu/academicintegrity/wp-content/uploads/sites/41/2014/11/AI\\_Policy\\_2013.pdf](https://slwordpress.rutgers.edu/academicintegrity/wp-content/uploads/sites/41/2014/11/AI_Policy_2013.pdf).

## **Diversity Statement for Classroom Interaction/Discussion**

The Rutgers Sociology Department strives to create an environment that supports and affirms diversity in all manifestations, including race, ethnicity, gender, sexual orientation, religion, age, social class, disability status, region/country of origin, and political orientation. This department celebrates a diversity of theoretical and methodological perspectives among our faculty and students and seeks to create an atmosphere of respect and mutual dialogue. We have zero tolerance for violations of these principles and have instituted clear and respectful procedures for responding to such grievances.

## **Learning Centers**

Learning center programs are highly recommended for any student who is looking to improve their grades and enhance their learning. The Learning Centers at Rutgers can provide support, guidance, and assistance for all aspects of your coursework, including note-taking and writing multiple-choice exams. See: <https://rlc.rutgers.edu/> Do not delay in contacting the Learning Center if you suspect that you have difficulty taking notes or writing multiple-choice exams.

## **Course Grade**

Your course grade will be based on three non-cumulative multiple-choice exams and class participation. Dates for the exams are provided in the course syllabus. If you have a time conflict with an exam date, you must contact me in the first week of class so we can make an arrangement.

### **Two Exams (30 Points Each)**

Each of these exams will assess your understanding and ability to apply the concepts, theories, and empirical cases that are presented in the readings, films, and my lectures. These exams will be multiple choice and are not cumulative.

### **Class Participation (10 Points)**

I will assess your participation in lectures by asking you to write a short reflection free-writes about course topics. While this will not happen every time we meet, the times it does happen I will ask you to turn in these free write. These will then be used to gauge presence and participation. I will also make note of who participates in class discussions.

### **Final Paper (30 Points)**

Instead of having a final exam, you are to write a final paper that compares and contrasts two to three different national policy approaches/experiences with immigration. You will also need to present an argument for which approach you believe to be most effective. The paper will need to be at least **4 double-spaced pages** (not including any references or title page). The final papers will be due at the official meeting time for our scheduled final exam:

**Friday December 21<sup>st</sup> 8AM to 11AM.**

**I will also accept papers between December 14<sup>th</sup> and December 21<sup>st</sup>.**

**Papers Must Be Uploaded To Sakai by 11AM on Dec. 21 at the latest in order to be eligible for full credit. Late papers will be penalized a minimum of one letter grade.**

### **Grade Breakdown**

Exam 1	30 Points
Exam 2	30 Points

### **Final Letter Grade Out of 100 Points**

A	90-100
B+	85-89

Final Paper	30 Points	B	80-84
<u>Class Participation</u>	<u>10 Points</u>	C+	75-79
Total	100 Points	C	70-74
		D	60-69
		F	59 or less

### **What can you do to maximize your chance for a high grade in this course?**

1. Attend class regularly. Regular attendance is a requirement for this course. It has proven to be a necessary requirement for a high grade. Students should be advised that exams draw heavily from material presented and discussed in class which may not be available from the text. As a result, those who do not attend class regularly tend to do poorly on exams. Regular attendance does not guarantee you a good grade, but failure to attend has proven to be a strong predictor of poor grades in sociology courses.
2. Take thorough notes during the lectures. It is surprising how many students just copy the outline on the lecture slides without taking detailed notes. The outline on the lecture slides is an overview of the general topics we will cover in that day's lecture. The specific details of those topics are the subject matter of the lecture and these are facts you should focus on. If I talk too fast, ask me to slow down and to repeat the parts you missed. Ask questions if you don't understand the material as presented in class. If you are too shy to speak up in class, come to office hours or see me before or after the lectures.
3. Do not try to take the exams without carefully reading all of the materials from the reading assignments. Every semester the majority of students who do poorly on exams admit that they did not do all of the reading, skimmed the material, or tried to get by after reading only summaries of chapters. The exam questions will cover both the readings and lecture materials. While there is a great deal of overlap between reading and lectures, some questions will draw only on lectures including films, guest lectures, and discussions. Together, the lectures and the reading assignments should provide a good survey of the existing sociological scholarship on the field of international migration and the particular immigration contexts of the U.S., Canada, France, Germany and the United Kingdom. There are ample copies of both texts for sale in the bookstore, on Amazon and on 2-hour reserve at the reference desk in the Douglass Library.

## **Course Timeline and Readings**

(AOM) = Age of Migration

(Sakai) = This means the reading is available on Sakai

### **Part I – Drivers and Dynamics of Global Migration**

**Week 1**      **What is a Migrant?**

Tu 9/4      Introductions, Expectations, and Course Overview  
 Read: Science of US (Check this out on Sakai before the first meeting if you can)

Fri 9/7            Reading: Age of Migration (AOM) Ch. 1 (Pp.1-22)  
                      Film: Vox Borders (Mexico/Guatemala & Morocco/Spain)

**Week 2            Why do People Migrate?**

Tu 9/11            Reading AOM Ch.2 (Pp. 25-53)

Fri 9/14            Reading: De Haas Feedback Loops Article (Sakai)

**Week 3            Migration in Europe and the Americas Pre and Post-WWII**

Tu 9/18            Reading: AOM Ch. 4 (Pp. 84-100)

Fri 9/21            Reading: AOM Ch. 5 (Pp.102-125)

**Week 4            Controlling Survival Migration: The Refugee “Crises”**

Tu 9/25            Reading: AOM Ch.10 (Pp.221-230)

Fri 9/28            Paynter\_Liminal Lives of Migrants (Sakai)

**Week 5**

Tu 10/2            **First Exam**

**Part II Settlement and Integration Processes**

Fri 10/5            AOM Ch. 12 (Pp.264-284)

**Week 6            Classic Assimilation and Alternative Approaches**

Tu 10/9            Reading: MPI\_Assimilation (Sakai)

Fri 10/12            Reading: MPI Multiculturalism (Sakai)

**Week 7            Labor Markets and Second-Generation Mobility**

Tu 10/16            Reading: AOM Ch. 11 (Pp.240-262)

Fri 10/19            Reading: Chaudhary\_Entrepreneurship (Sakai)

**Week 8            Transnationalism and Belonging**

Tu 10/23            Reading: Levitt\_MPI (Sakai)

Fri 10/26            Reading: Levitt\_Contexts (Sakai)

**Week 9            Diasporas and Transnational Politics**

Tu 10/30 Reading: MPI\_Diaspora Entrepreneurs and Development (Sakai)  
Fri 11/2 Reading: Voting Here and There (Sakai)

**Week 10**

Tu 11/6 **Second Exam**

**Part III - Comparing Immigration**

Fri 11/9 **Contemporary Immigration in the United States**  
Reading: Reading: Understanding Immigration (UI) Ch. 2 (Pp. 25-46)

**Week 11 Immigration in the US and Canada**

Tu 11/13 Reading: Tran\_Contexts (Sakai)

*Fri 11/16 Reading: Kymlicka\_Is Canada Unique? (Sakai)*

**Week 12 THANKSGIVING WEEK – NO CLASS**  
Tu 11/21 (NO CLASS MEETING)

Fri 11/24 (NO CLASS MEETING)

**Week 13 Contemporary Immigration in the UK and Germany**  
Tu 11/27 Reading: UI Ch. 3 (Pp.65-86)

Fri 11/30 Reading: UI Ch. 3 (Pp.86-100) & Ch.4 (Pp.100-106)

**Week 14 Contemporary Immigration in Germany and France**  
Tu 12/4 Reading: UI Ch.4 (Pp.107-137)

Fri 12/7 UI Ch. 5 (139-159), plus Beaman\_Contexts (Sakai)

**Week 15 Nationalist Populism and Policy Convergence**

Tu 12/11 Final Lecture  
Reading: UI Ch.6 (Pp.175-196)

**FINAL – PAPER DUE BY 11AM – DECEMBER 21<sup>st</sup>, 2018**

**MUST BE UPLOADED TO SAKAI OR EMAILED TO ME  
BEFORE 11AM ON FRIDAY DEC. 21<sup>st</sup>.**