SOCI 133: Immigration/Comparative Perspective
(#837983, 4 Credits, Spring 2025)
https://canvas.ucsd.edu/courses/65741
TTh 2-3:20pm, CSB 004
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Course Description
Societies across the world are confronting new immigration. In this course, we will focus on
Europe, Asia, and North America, and examine issues of nationalism, cultural diversity and
integration, economic impacts, and government policy. Prerequisites: Upper-Division standing.
Will not receive credit for SOCI 133 and SOCB 133.

Academic Integrity
All papers will be submitted electronically via TurnItIn (TII), which will detect plagiarism,
including self-plagiarism (meaning you already submitted that paper for another course) and
failure to cite your sources, including page numbers. No other means of submission will be
accepted/read. Your TII score should be under 20%. Scores between 30%-50% is an automatic D
grade, anything above 50% is an automatic F. Write in your own words! Papers without citations
or references will not receive higher than a C grade. Acts of academic dishonesty, from
plagiarism, utilizing AI software like ChatGPT to cheating on exams, and signing the sign-in
sheet for other students will receive an F grade and be reported to the Academic Integrity Office
(AIO). Dishonesty in all forms undermine any institution's ability to certify students' knowledge
and abilities. If you're unsure about your writing, you can utilize the writing resources on
campus, or simply visit the instructor during office hours and share what you've written up to
that point via the Share Screen function on Zoom. For more, visit the academic integrity office:
https://academicintegrity.ucsd.edu/

Photo and Audio/Video Recording Policy
Taking pictures or audio/video recording/transcribing in class without the consent of *everyone* in
the class violates the UCSD Code of Conduct 10.25 Privacy Policy: "Making a video recording,
audio recording, taking photographs, or streaming audio/video of any person in a location where
the person has a reasonable expectation of privacy, without that person's knowledge and express
consent…of all recorded parties." That includes AI transcription—also prohibited!

Grading (all assignments submitted via Canvas)[1]

Survey due third Monday of quarter, 5pm	10%
4/5 quizzes via Respondus Lockdown Browser	20%

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[1] The Gradebook on Canvas only calculates combined assignments submitted. Late assignments that receive a zero
aren't automatically graded, and are often late. To better calculate your current grade, add the points you received
from completed assignments and divide them by the amount of points the assignments were worth—use this grading
scale as your guide.

Writing two 800-1000 word essays (submit to Turn It In)	40%
Participation	10%
Final Exam Online (no fault)	20%
Totals	100%
Mid-Quarter Evaluation via Canvas	2% (extra credit)
SET Evaluation	3% (extra credit)

Participation

Attendance is required. Please come to class on time. If you're late or can't attend for any reason, please be courteous and let me know in advance. It's difficult to teach when interrupted. However, there are good interruptions to have, such as asking questions in response to the teaching content/reading. Please attend and participate in order to receive full credit. Do not sign in for other students—all students listed in the sign-in sheet with the same signature will be marked absent and reported to the Academic Integrity Office (AIO).

Late Work Policy

The Survey is the only non-extra credit assignment that *cannot* be submitted late. Quizzes will be held towards the end of class. You have six days to make up a missed quiz, which can be done in professor's office hours or in Triton Testing Center with account. The only excuses for missed quizzes are medical, family emergency, and proof of faulty internet connection that prevents your taking the quiz (please screen shot problem and send to instructor). Papers over one week late without valid excuse will not receive full credit.

Incomplete Policy

At the end of the quarter, if you need an Incomplete grade, only medical or other documented hardship will warrant it. That buys you ten more weeks to complete the missing assignment(s). If no work was submitted during the quarter, you will not be eligible.

Prompt Questions/Two Essays

For the writing assignment, you can respond to as few/many prompt questions as you like per paper, so long as you have written 800-1000 words by the end of Week 5 and a *combined* 1750-2000 words by the end of the quarter. Write in Times New Roman font size 12, double-spaced with 1" margins. If you prefer to write a family history project or something else pertaining to nationality/citizenship, please seek permission from me no later than the second Friday of the quarter. The first paper is due the Saturday of Week 5, at 11:59pm. Second papers are due Friday of Week 10, at 11:59pm.

Writing Rules/Guidelines, aka "Checklist"

- Each Paper is 800-1000 words (not including headings, titles, and works cited).
  - For the first paper, choose *among* prompt questions 1-5.
  - For the second paper, choose *among* questions 6-10.
- You can choose up to two questions to answer, so long as you reach the word count of 800-1000 words (words in titles and works cited not included).
  - For a solo prompt, cite at least two course-assigned sources
  - For two prompts, cite at least three course-assigned sources
  - The strength of the source will affect your grade

- More intense reads will weigh more heavily than the lightest reads
- Write prompt question that you're responding to *as your title*
  - Papers that don't follow this rule automatically lose 10% of points
  - Your thesis is your response to the question
- Cite facts and figures whenever you enter them in the text
  - Citation Format: (author last name year: page number(s))
- Write in your own words
  - Quotes should be no more than one sentence
- List all sources you cited in your Works Cited
  - Have at least two in-class reading sources if you only respond to one prompt, otherwise have at least three in-class reading sources for the entire paper. If you want, you can also add scholarly sources that are not on the syllabus on top of the quota for in-class reading sources.
  - **Reference readings, not lectures**. Prove that you read!
  - **Works Cited formats**:
    - Article format: Author last name, first name. Year. "Article Title." *Journal Title* Volume.Number: page range of entire article
      - Example: Calderón-Zaks, Michael. 2022. "Technological Change *before* Globalization: Race and Declining Employment for Mexicans on Railroads, 1945-1970." *Journal of World-Systems Research* 28.1(Winter/Spring): 77-97.
    - Book format: Author last name, first name. Year. *Title*. Publisher home location: publisher.
      - Example: Ngai, Mae. 2003. *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton, NJ: Princeton University Press.
    - Anthology Chapter *must be complete*. Format: Author last name, first name. Year. "Chapter title." Ed(s). Name(s). *Anthology title.* Publisher.
      - Example: Calderon-Zaks, Michael. 2021. "The First Wave of Mexican Migration to the US: Rail Construction and Maintenance's Contribution to World System Development, 1890-1929." Eds. Denis O'Hearn and Paul Ciccantell. *Migration, Racism and Labor Exploitation in the World-System*. Routledge.
- Your TurnItIn score should be under 20%. Scores between 30%-50% is an automatic D grade, anything above 50% is an automatic F
- If AI is detected via GPTZero, you will receive an F
- If all of the criteria are met and you make sound arguments, you can get the full points.

Readings
The readings (and films, too) can be found online while your Virtual Private Network (VPN) is on. If you do not have UCSD's VPN app, you can download it here: https://blink.ucsd.edu/technology/network/connections/off-campus/VPN/index.html
You may also have to login to the UCSD Library for some sources.

Schedule
Week 1: April 1-3: Introductions and Immigration in Comparative Perspective

- Stephen Castles. 2018. "Social Transformation and Human Mobility: Reflections on the Past, Present and Future of Migration." *Journal of Intercultural Studies* 39:2: 238-251
- Luis Jimenez. 2019. "The US Immigration in Comparative Perspective." *American Political Science Association-Comparative Politics*, 29.1: 53-59
- **Prompt question: As you enter this course this quarter, how do Castles and Jimenez challenge your understanding of immigration both here in the US and elsewhere?**

Week 2: April 8-10: Diaspora Agency in Comparative Historical Perspective
- Jose C. Moya. 2005. "Immigrants and Associations: A Global and Historical Perspective." *Journal of Ethnic and Migration Studies* 31:5: 833-864
- Robert C. Smith. 2003. "Diasporic Membership in Historical Perspective: Comparative Insights from the Mexican, Italian and Polish Cases." *International Migration Review* 3 (Fall): 724-759
- Quiz 1, Thursday 3-3:20pm
- **Prompt question: How do Moya and Smith challenge your understanding of immigrants' agency today compared to the past?**

Week 3: April 15-17: Power Relationships
- Survey Due Monday, April 14, 5pm
- Ramon Grosfoguel. 2003. *Colonial Subjects: Puerto Ricans in Global Perspective*. UC Press, Chapters 5-6 (144-191)
- Saskia Sassen. 1992. "Why Migration?" *Race, Poverty & the Environment* 4.2: 15-20
- Nicholas de Genova. 2016. "The 'European' Question: Migration, Race, and Post-Coloniality in 'Europe.'" *Social Text* 34.3: 75-102
- **Prompt question: In response to Grosfoguel, Sassen, and de Genova, what ways would you compare/contrast the racialized social hierarchies and immigration experiences between the US and elsewhere?**

Week 4: April 22-24: Transnational Labor
- Ulbe Bosma. 2007. "Beyond the Atlantic: Connecting Migration and World History in the Age of Imperialism, 1840-1940." *International Review of Social History* 52: 116-123
- Stephen Castles. 2011. "Migration, Crisis, and the Global Labour Market." *Globalizations* 8.3: 311–324
- Raul Delgado Wise. 2013. "The Migration and Labor Question Today: Imperialism, Unequal Development, and Forced Migration." *Monthly Review* 1 February
- J.A. Perry. 2012. "Barely Legal: Racism and Migrant Farm Labour in the Context of Canadian Multiculturalism." *Citizenship Studies* 16.2: 189–201
- Walden Bello. 2021. "'Going Home is Not an Option:' Filipino Domestic Workers in the Middle East." Eds. Denis O'Hearn and Paul Ciccantell. *Migration, Racism and Labor Exploitation in the World-System*. Routledge.
- *Al Jazeera*. 2021. "Japan mulls indefinite stay for blue-collar foreign workers." 18 November.
- Quiz 2, Thursday 3-3:20pm
- **Prompt Question: Compare and contrast migrant labor experiences between the US, Canada, and Western Europe. What's the most critical difference or similarity to you?**

Week 5: April 29-May 1: Social Construction of Illegal Immigration
- Mae Ngai. 2014. *Impossible Subjects: Illegal Aliens in the Making of Modern America*. Princeton, Chapter 1 (pp. 1-14)
- Corrie van Eijl. 2008. "Tracing back Illegal Aliens in the Netherlands, 1850-1940." Eds. Marlou Schrover et al. *Illegal Migration and Gender in a Global and Historical Perspective*. Amsterdam University Press, pp. 39-58
- Nicholas de Genova. 2013. "Spectacles of Migrant 'Illegality': The Scene of Exclusion, The Obscene of Inclusion." *Ethnic and Racial Studies* 36:7: 1180-1198
- Mae Ngai. 2025. "Trump's Executive Order to Curtail Birthright Citizenship is part of a Long History of 'Alien Citizenship' in the US." *LSE Blogs* 22 January
- Midterm Evaluation Due, Saturday 11:59pm
- **Prompt question: Before this week, what was your impression of illegal immigration and what do Ngai, van Eijl, and de Genova write to change your mind (if anything)?**
- Papers due Saturday 11:59pm

Week 6: May 6-8: Assimilation/Integration
- Ernesto Castañeda, Maria Cristina Morales & Olga Ochoa. 2014. "Transnational Behavior in Comparative Perspective: The Relationship between Immigrant Integration and Transnationalism in New York, El Paso, and Paris." *Comparative Migration Studies* 2.3: 305-332
- Richard Alba. 2005. "Bright vs. blurred boundaries: Second-generation assimilation and exclusion in France, Germany, and the United States." *Ethnic and Racial Studies* 28:1: 20-49
- Quiz 3, Thursday 3-3:20pm
- **Prompt question: How does the literature on assimilation/integration differ from what is often said, say, on television? How different/similar is the process in each setting? Please explain.**

Week 7: May 13-15: From Ghettos to Banlieues
- Ray Hutchinson and Bruce Haynes, Eds. 2018. *The Ghetto: Contemporary Global Issues and Controversies*. New York: Routledge
    - Loic Wacquaint. "A Janus-Faced Institution of Ethnoracial Closure: A Sociological Specification of the Ghetto," Chapter 1 (pp. 1-30)
    - Ernesto Castañeda. "Places of Stigma: Ghettos, Barrios, and Banlieues," Chapter 7 (pp. 158-189)
- **Prompt question: Just how has your understanding of the meaning of the ghetto changed, and how similar and different are the banlieues from it?**

Week 8: May 20-22: Refugees/Forced Migrations
- David FitzGerald and Rawan Arar. 2018. "The Sociology of Refugee Migration." *Annual Review of Sociology* 44: 387-406
- Saskia Sassen. 2016. "A Massive Loss of Habitat: New Drivers for Migration." *Sociology of Development* 2.2: 204-233
- Karen Musalo and Audrey Macklin. 2023. "Now Trump's Cruel Border Policy is Spreading in Canada." *Los Angeles Times*, 29 March. https://www.latimes.com/opinion/story/2023-03-29/safe-third-country-policy-at-canada-united-states-border-hurts-asylum-seekers
- Quiz 4, Thursday 3-3:20pm

- **Prompt question: How does the assigned literature explain the difference between refugees and migrants and why? Please explain.**

Week 9: May 27-29: Migration Deterrence, Deportation, and Unintended Consequences
- David FitzGerald. 2020. "Remote Control of Migration: Theorising Territoriality, Shared Coercion, and Deterrence." *Journal of Ethnic and Migration Studies* 46.1: 4-22
- Cecilia Menjivar, Andres Gomez Cervantes, and Daniel Alvord. 2018. "The Expansion of 'Crimigration,' Mass Detention, and Deportation." *Sociology Compass* 12: 1-15
- Harsha Walia. 2021. *Border & Rule*, Chapter 4 (pp. 77-92)
- **Prompt question: Just how old is our deportation apparatus and what are some of the more recent unintended consequences? Please explain.**

Week 10: June 3-5: Reactionary Nationalism against Immigrants
- Richard Alba and Nancy Foner. 2017. "Immigration and the Geography of Polarization." *City & Community* 16.3: 1-5
- Gurminder Bhambra. 2017. "Brexit, Trump, and 'methodological whiteness': on the misrecognition of race and class." *British Journal of Sociology* 68: 214-232
- Amanuel Elias et al. 2021. "Racism and Nationalism during and beyond the COVID-19 Pandemic." *Ethnic and Racial Studies* 44.5: 783–93
- Walia, *Border & Rule*, Chapter 11 (pp. 196-211)
- Quiz 5, Thursday 3-3:20pm
- **Prompt question: Does the assigned reading for the week make you more optimistic or pessimistic in the face of fascism? Please explain.**
- Papers due Friday, 11:59pm

Final (no fault): Tuesday, June 10, 3-5:59pm

Student Resources
- Learning Resources
  - The Writing Hub: https://writinghub.ucsd.edu/
  - LATS at OASIS: https://oasis.ucsd.edu/academic-services/lats-folder/index.html
  - Supplemental Instruction (i.e., study groups): https://aah.ucsd.edu/supplementalinstruction- study-group/index.html
  - Chat with a Librarian for Research and Library Help: https://library.ucsd.edu/askus/index.html
- Technical Support
  - For help with accounts, network, and technical issues: https://blink.ucsd.edu/technology/help-desk/service-desk/index.html
  - For help with electronic library resources: https://library.ucsd.edu/computing-andtechnology/connect-from-off-campus/
  - For help installing Zoom for virtual office hours: https://blink.ucsd.edu/technology/filesharing/zoom/index.html
  - EdTech Support: service@ucsd.edu or 858-246-4357
  - Canvas Tools Student Guide: https://community.canvaslms.com/t5/Student-Guide/tkbp/student
- Links to an external site.

- Discussions Overview (Students): https://community.canvaslms.com/t5/Video-Guide/Discussions-Overview-Students/ta-p/383515
  - • Links to an external site.
  - Connecting Off-Campus Using a VPN (to view films on Course Reserves): https://library.ucsd.edu/computing-and-technology/connect-from-off-campus/
- Basic Needs and Wellness
  - CAPS Student Health and Well-Being: https://wellness.ucsd.edu/CAPS/Pages/default.aspx
  - COVID-19 Resources: https://basicneeds.ucsd.edu/covid/index.html
  - Food Security: https://basicneeds.ucsd.edu/food-security/index.html
  - Housing Resources: https://basicneeds.ucsd.edu/housing-resources/index.html
  - Financial Wellness: https://basicneeds.ucsd.edu/financial-wellness/index.html
  - Counseling and Psychological Services (CAPS): https://wellness.ucsd.edu/caps/Pages/default.aspx#students
  - The Zone at UC San Diego: https://wellness.ucsd.edu/zone/Pages/default.aspx
  - National Suicide Hotline Number: 1-800-273-8255
  - Crisis Text Line: text HOME to 741741 (https://www.crisistextline.org
  - • Links to an external site.)
- Community Centers
  - Learn about the different ways UC San Diego explores, supports and celebrates the many cultures that make up our diverse community at Student Life Diversity: https://students.ucsd.edu/student-life/diversity/index.html
- Accessibility and Accommodations for Disability
  - Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the UC San Diego Office for Students with Disabilities (OSD) which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged. Contact the OSD for further information: https://disabilities.ucsd.edu/ osd@ucsd.edu | 858.534.4382
- Inclusion
  - I am committed to creating a learning environment that supports diversity of thought, experience, and identity, and I encourage students to participate in discussion and contribute to the course from their valuable and respected perspectives.
  - Office of Equity, Diversity, and Inclusion: 858.822.3542 | diversity@ucsd.edu | https://students.ucsd.edu/student-life/diversity/index.html
  - Sexual Assault Resource Center (SARC): https://students.ucsd.edu/sponsor/sarc/
  - Cross Cultural Center: https://ccc.ucsd.edu/
  - LGBT Resource Center: https://lgbt.ucsd.edu/
  - University of California Diversity Statement: https://regents.universityofcalifornia.edu/governance/policies/4400.html
    -
      - Links to an external site.
        The diversity of the people of California has been the source of innovative ideas and creative accomplishments throughout the state's history into the present. Diversity – a defining feature of California's past, present, and future – refers to

the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region, and more. Because the core mission of the University of California is to serve the interests of the State of California, it must seek to achieve diversity among its student bodies and among its employees. The State of California has a compelling interest in making sure that people from all backgrounds perceive that access to the University is possible for talented students, staff, and faculty from all groups. The knowledge that the University of California is open to qualified students from all groups, and thus serves all parts of the community equitably, helps sustain the social fabric of the State. Diversity should also be integral to the University's achievement of excellence. Diversity can enhance the ability of the University to accomplish its academic mission. Diversity aims to broaden and deepen both the educational experience and the scholarly environment, as students and faculty learn to interact effectively with each other, preparing them to participate in an increasingly complex and pluralistic society. Ideas, and practices based on those ideas, can be made richer by the process of being born and nurtured in a diverse community. The pluralistic university can model a process of proposing and testing ideas through respectful, civil communication. Educational excellence that truly incorporates diversity thus can promote mutual respect and make possible the full, effective use of the talents and abilities of all to foster innovation and train future leadership. Therefore, the University of California renews its commitment to the full realization of its historic promise to recognize and nurture merit, talent, and achievement by supporting diversity and equal opportunity in its education, services, and administration, as well as research and creative activity. The University particularly acknowledges the acute need to remove barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from historically excluded populations who are currently underrepresented.

- Religious Accommodation
    - It is the policy of the university to make reasonable efforts to accommodate students having bona fide religious conflicts with scheduled examinations by providing alternative times or methods to take such examinations. If a student anticipates that a scheduled examination will occur at a time at which his or her religious beliefs prohibit participation in the examination, the student must submit to the instructor a statement describing the nature of the religious conflict and specifying the days and times of conflict.
    - For final examinations, the statement must be submitted no later than the end of the second week of instruction of the quarter.
    - For all other examinations, the statement must be submitted to the instructor as soon as possible after a particular examination date is scheduled.
    - If a conflict with the student's religious beliefs does exist, the instructor will attempt to provide an alternative, equitable examination that does not

create undue hardship for the instructor or for the other students in the class.

o Discrimination and Harassment
See: Nondiscrimination Policy Statement:
https://ophd.ucsd.edu/policiesprocedures/nps_student.html
The University of California, in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition (cancer related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services.. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities.

o CARE at the Sexual Assault Resource Center
534.5793 | sarc@ucsd.edu | https://care.ucsd.edu

o Counseling and Psychological Services (CAPS)
534.3755 | https://caps.ucsd.edu