

Global Mobility, Inequality and Social Change

Sociology 571

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Office Hours: Mondays, 1:00-2:00 pm or by appointment.

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Course ID: Soc 571

When: Thursdays (9:30-12:00)

Where: Boardroom

Course Description:

What are the human dimensions of globalization? The concept of globalization is often invoked to describe the cross-border inter-connectivity between nation-states with respect to manufacturing, trade, finance, and technology. Indeed, over the past five decades, we see a softening of international borders so that capital, trade, and production can freely circulate (though the isolationist spirit of BREXIT and the Trump administration may signal something new). The cross-border mobility of people is a key consequence of globalization. Yet, the migration of people across international borders continues to be exclusively controlled by nation-states and framed around perceived threats to national security, economic livelihoods, cultural traditions/values, and public safety. International migration is certainly transforming the social, economic, cultural, and political landscapes of immigrant-receiving societies and the places immigrants' leave behind. Today, immigrants comprise at least ten percent of the national populations of the USA, Canada and most countries across Western Europe. In places like New York, California, London and Paris, one in three residents is an immigrant or child of an immigrant. Consequently, sociological inquiry into the causes and consequences of global mobility features prominently in top academic journals—garnering the attention of multiple social science disciplines, research institutes/foundations, civil society actors, policy makers, and unfortunately, opportunistic politicians.

In this course, we conceptualize global mobility as a multi-dimensional process comprised of international migration, immigrant incorporation, and transnational engagement. Accordingly, the course is divided into three sections that will explore these three inter-related processes. Through a series of lectures, readings and class discussions, I aim to present these three inter-processes of global mobility as representative of a key social transformation that is embedded and re-making various structures of inequality. My underlying goal with the course is to showcase how the field of international migration reflects what sociologist Robert Merton referred to as a 'strategic research site', and how social scientists can develop, test, and revise 'theories of the middle range' to explain migration-related phenomena. Indeed, processes of

international migration coupled with the lived experiences of immigrants reveal important insights into many key areas of sociological inquiry such as:

Globalization
Social Networks and Social Capital
Entrepreneurship and Precarious Work
Citizenship and Belonging
Politics and Collective Action
Civil Society and Organizations
Race, Ethnicity, and Ascriptive Stigma
Gender and Patriarchy
Terrorism and Securitization
International Development
Global Governance and Public Policy

Throughout the course, I will demonstrate how empirical research on international migration, immigrant integration, and/or transnationalism offers opportunities to formulate original and innovative concepts that can help you develop a theoretically interesting research agenda. At the same time, since the field of international migration is already quite rich theoretically, this course may introduce you to a set of concepts or ideas that may be useful in empirical applications that are not necessarily associated with international migration. In this sense, I hope this course will offer you something to advance your own research interests and ideas regardless of whether you are planning to study the topics covered in the course.

Course Learning Goals:

- To understand some of the most fundamental theories/concepts concerning international migration, immigrant incorporation, and transnationalism.
- To develop a sense of how theory and empirical research in the field of international migration challenges or confirms key assumptions within sociology more generally.
- To learn how sociologists used ethnographic and advanced quantitative methods to investigate and explain processes of global mobility
- To cultivate your own research interests with the aim of developing ideas of qualifying papers, dissertations or secondary research areas.
- To develop your oral and written communication skills through critical discussion, intellectual debate, and writing.

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. That being said, this class will deal with controversial topics and theories that may generate strong emotions and opinions. I welcome an intellectual exchange from all perspectives that maintains a standard of respect and dignity for our collective intellectual space. This department celebrates 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.

Course Requirements:

- Two (2-Page) Written Reflection Essays (20%)
- Class Attendance, Weekly Discussion Questions and Leading 2 Class Discussions (20%)
- One Final 20-25 Page Written Assignment or Oral Examination (60%)

Two Reflective Argumentative Essays

Each of you will be required to write **two** essays (2 single-spaced pages) in response to a given week's readings. This will help you practice writing a concise argumentative essay where you can display your ability to engage with theories, arguments, and weaknesses in assigned readings. These are not summaries of the readings. Rather they should be critical or argumentative where you take issue with the authors as a whole or pit two authors against one another. You will be free to choose the two weeks in which you wish to write your essays. However, **you may not** write in the same week you are scheduled to serve as the discussion leader. **Reflection Essays are due at 5pm on the Wednesday for the week you choose to write.**

Attendance, Class Participation, and Weekly Discussion Questions

Graduate courses are (or should be) the highlight of your time in graduate school. It is a time and place to read and immerse yourself in sociological literature, learn the art of critical engagement, and intellectual debate, and to cultivate your oral/written communication skills. These skills are mandatory doctoral training and mastery is often required to secure employment (in both academia and beyond). I will strive to make each of our meetings interesting and engaging! It goes without saying that I expect you to attend all of our meetings and to contribute to our discussions. To help facilitate this, each of you will be required to submit **ONE** thought-provoking sociological question concerning one or more readings every week.

After I give my opening remarks on the topic of the week, we will then move into a discussion that will be facilitated by one of you each week. **The weekly discussion questions will be posted to our course SAKAI site the Wed before we meet by 6PM.** This will give us a chance to look over the questions before our discussion the next morning. In addition, it gives the assigned discussion leader a chance to integrate some or all of the questions into his/her plan for the discussion. The art of asking a thoughtful or critical question is something that takes practice. Unfortunately, the art of asking intelligent questions in response to a reading, a conference presentation, colloquia, or job talk is a skill that is often not taught in graduate school. However, it is a critical skill one needs to master as a professional sociologist (I am still working on it myself). How one asks and more importantly, answers thoughtful/critical questions following a lecture, presentation, or job talk is almost as important as whatever you presented or argued in the written work.

Leading Class Discussion

Every week, one class member will serve as leader/facilitator of our discussion, with each class member serving as leader at least **twice** during the semester. Your job is to facilitate the discussion following my remarks. In preparation to serve as class leader, you should develop a brief 15 mini-presentation and cover the following:

1. Identify and define the three most important theories, perspectives or concepts from the week's readings (you can identify more than three if you choose)
2. Identify how concepts or findings presented in the readings may connect to something we have previously discussed in class.
3. Point out some of the limitations or problems you find with the authors' arguments, assumptions or empirical analyses.
4. Present some questions that you have in response to the readings (here you should use your own questions as well as questions posted by your classmates).

Tips: Handouts, diagrams, tables, maps, and other kinds of visual aids may be useful in organizing your points and keeping us all focused. You don't have to have such aids, but do develop them if you find them useful. Don't try to be exhaustive, as it is our collective responsibility to raise additional points and push the discussion beyond your initial presentation.

Final Course Assignment – Due May 3rd by 5PM

(Submit Hardcopy and Electronically on SAKAI)

The final paper assignment is somewhat flexible. I want the time you put into it to be useful for your current stage in the graduate program. We will discuss options for the final assignment one-on-one and come up with something that seems appropriate for the class and also benefits you in regards to your own productivity. Options include the following:

- 1) Theoretical paper that engages with one or more theories/perspectives covered in the course.
- 2) Systematic literature review of an area of research related to the fields of international migration, race/ethnicity, globalization, etc.
- 3) First draft of a qualifying paper for the sociology graduate program. Paper must engage with migration, race/ethnicity, nationalism, citizenship or group processes (at least to some extent).
- 4) Grant application or fellowship proposal (with a literature review that partially relates to course material)
- 5) Oral Examination on key theories and topics in the field of international migration (This option is reserved for students who are interested in working with me in the future as your graduate advisor, a dissertation chair/co-chair or on a collaborative project).

Note: Your final paper choice needs to be discussed with me no later than March 1st, 2017.

Course Outline and Weekly Readings

Given my interest in helping, you become proficient in writing concisely, constructing intelligent discussion questions, and leading class discussions, I will assign only **3 to 4 articles per week**, instead of the typical 6 articles or book per-week tradition that was common during my graduate training. I will also provide all readings as PDFs on our course Sakai site.

Note: An * after the Week Number indicates there will be no student discussion leader for this week.

PART I – INTERNATIONAL MIGRATION

Week 1* Jan. 18th Global Migration and Social Transformation

Castles 2010 “Understanding Global Migration: A Social Transformation Perspective”
Portes 2010 “Migration and Social Change: Some Conceptual Reflections”

Week 2 Jan 25th Theories of International Migration Part I

Massey et al. 1993 “Theories of Int’l Migration”
Piore, Michael 1979 “Birds of Passage”- Book Chapter
Sassen, Saskia 1988 “Foreign Investment: a neglected variable” – Book Chapter

Week 3 Feb. 1st Theories of International Migration Part II

De Haas 2010 “Internal Dynamics of Migration Processes...”
Garip 2008 “Social Capital and Migration...”
Amersfoot & Van Niekerk. 2006 “Immigration as Colonial Inheritance:”

Week 4 Feb. 8th Migration and Development

Ratha & Mohapatra 2007 “Macroeconomic Impact of Remittances on Development”
De Haas 2010 “Migration and Development: A Theoretical Perspective”
Wise 2013 “Reframing the Debate on Migration, Development and Human Rights”

Week 5 Feb. 15th Refugees and Survival Migration

Castles 2003 “Towards a Sociology of Forced Migration and Social Transformation”
Loescher 2001 “UNHCR and World Politics”
Betts 2010 “Survival Migration”
Recommended: Ostrand 2015 “The Syrian Refugee Crisis”

PART II – IMMIGRANT INCORPORATION

Week 6 Feb. 22nd Assimilation and its Discontents

Alba and Nee 1997 “Rethinking Assimilation Theory”
Haller, Portes and Lynch 2011 “Dreams Fullfilled, Dreams Shattered...”
Waters and Jiminez 2005 “Assessing Immigrant Assimilation”
Recommended: Alba, Kasinitz and Waters 2011 “Reply to Haller, Portes and Lynch”

Week 7 Mar. 1st Ascriptive Stigma and Racialization

Saenz and Douglas 2015 “A Call for the Racialization of Immigration Studies”
Selod and Embrick. 2013. “Racialization and Muslims”
Lee, Catherine 2010 “Where the Danger Lies”
Recommended: Chaudhary 2015 “Racialized Incorporation”
Lee, E. 2002 “Chines Exclusion Act” (History piece)

*****Spring Break Mar. 15th – No Class*****

Week 8 Mar. 8th Gender and International Migration

Donato et al. 2006 “Gender in Migration Studies”
Parrenas 2000 “Migrant Filipina Domestic Workers”
Kim 2013 “Gender and Intl Marriage Migration”
Recommended: Gunduz 2013 “Feminization of Migration” (short piece)

Week 9 Mar. 22nd Entrepreneurship and Precarious Work

Chaudhary (forthcoming) “Immigrant and Ethnic Entrepreneurship”
Card, 2005 “Is the New Immigration Really so Bad?”
Halpin 2015 “Subject to Change Without Notice”

Week 10 Marc. 29th Terror and Securitization of Migration

Menjivar 2014 “Immigration Law Beyond Borders:”
Nail 2016 “ A Tale of Two Crises: Migration and Terrorism after the Paris Attacks”
Rana 2016 “The Racial Infrastructure of the Terror-Industrial Complex”
Recommended: Tirman 2006 “Immigration and Insecurity after 9/11” very short

PART III TRANSNATIONALISM

Week 11 Apr. 5th The Transnational Turn

Portes, Guarnizo & Landolt 1999 “The Study of Transnationalism”
Levitt and Schiller 2004 “Conceptualizing Simultaneity”
Baubock 2003 “Towards a Political Theory of Migrant Transnationalism”
Recommended: Levitt and Jaworsky 2007 Annual Review: “Transnational Migration Studies”

Week 12 Apr. 12th Citizenship and the State

Bloemraad and Sheares 2017 “...How Does Citizenship Matter?”
Guarnizo. 2012 “The Fluid, Multi-Scalar...”
Maarten Vink 2017 “Comparing Citizenship Regimes”
Recommended: Faist 2008 “Dual Citizenship” (Policy Report)

Week 13 Apr. 19th Electoral Politics and Collective Action

Chaudhary 2017 “Voting Here and There...”
Steil and Vasi 2014 “New Immigration Contestation...”
Chaudhary and Moss 2017 “Suppressing Transnationalism”
Recommended: Ramakrishnan 2001 “Immigrant Incorporation and Political Participation”

Week 14 Apr. 26th Nonprofits and Civil Society

Cordero-Guzman et al. 2008 “Voting with their Feet”
Portes and Zhou 2012 “Mexican and Chinese Organizations in the US”
Ramakrishnan 2010 “Civic Spaces”
Recommended: Chaudhary 2017 “Organizing Transnationalism and Belonging”

May 3rd – Final Paper Assignment Due