POLI 150A: The Politics of Immigration
Quinney Spring 2012

LEAD INSTRUCTOR: Dr. Kimber Quinney / kquinney@ucsd.edu
Office Hours: Monday, 2:00-3:00 PM and by appointment

TEACHING ASSISTANTS: Michael Plouffe / mplouffe@ucsd.edu
Office Hours: Monday, 11:45AM-12:45 PM / SSB 351

Adam Tyner /atyner@ucsd.edu
Office Hours: Wednesday, 2:00-3:00 PM / The Loft

WHEN AND WHERE: MWF 1:00-1:50 Center Hall 119

COURSE CATALOG DESCRIPTION
150A. Politics of Immigration (4)
Comparative analysis of attempts by the United States and other industrialized countries to initiate,
regulate and reduce immigration from Third World countries. Social and economic factors shaping
outcomes of immigration policies, public opinion toward immigrants, anti-immigration movements, and
immigration policy reform options in industrialized countries. **Prerequisites:** upper-division standing
required.

COURSE GOALS
We will begin the course by tracing the history and identifying patterns and waves of global migration
from less industrialized to the more highly industrialized nations—and, in some cases, regions. Our path
will narrow thereafter to focus more carefully on the phenomenon of globalization in recent decades and
its impact on migration patterns in specific areas of the world, including to the United States. We will
aim to gain a clearer understanding of why people move from familiar homeland to foreign hinterland,
and what they hope to achieve by doing so. To the extent that we are able, our goal will be to explore
the individual and communal experience of the immigrant. At the same time, however, we will consider
the responses and concerns of the receiving state government and of its citizens to the influx of new
migrants in order to better understand popular sentiments, immigration legislation, and policy reforms.

REQUIRED READING
Cornelius, Wayne, Takeyuki Tsuda, Philip Martin and James Hollifield. *Controlling Immigration: A

(Please bring this book to every class meeting)

University Press, 2002).

2009 (available at TED)

PLUS additional on-line readings and videos posted to TED.
**Grading**

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Engagement</td>
<td>10%</td>
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<td>Midterm Exam</td>
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<td>Final Exam</td>
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<td>Global Migration Case Study</td>
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<td>New Americans Project</td>
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**Academic Integrity**

UCSD has a strict Academic Integrity Policy that is taken seriously by the university and by your professors: “Integrity of scholarship is essential for an academic community. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind.” Academic dishonesty is an especially serious offense that puts you at risk for probation, suspension and even expulsion from the university. It is your responsibility to maintain academic integrity in all your coursework. *It is the responsibility of your instructors to report all incidents of student dishonesty to the Office of the Dean of Students.* If you have any questions about the meaning of plagiarism please visit one of your instructors outside of class. For further clarification, refer to the [UCSD Policy on Integrity of Scholarship](#).

**Academic Accommodation**

Students with disabilities who require academic accommodations must be approved for services by providing appropriate and recent documentation to the Office for Students with Disabilities (OSD). This office is located in University Center 202, and can be contacted by email (osd@ucsd.edu) or phone at 858.534.4382 / TTY 858.534.9709. Students authorized by OSD to receive accommodations should meet with me in a private setting in order to ensure confidentiality.
### SCHEDULE OF LECTURES, READINGS, AND DISCUSSION

#### WEEK ONE: IMMIGRANTS ARE PEOPLE

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Mon. 4/2</td>
<td>Introduction to Course Themes and Goals</td>
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<tr>
<td>Wed. 4/4</td>
<td>One Story</td>
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<tr>
<td>Fri. 4/6</td>
<td>What’s Your Story?</td>
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**READING:**  
Tichenor, *Dividing Lines*, Ch. 1  
Portes and Rumbaut, “Learning the Ropes: Language and Education,” in *Immigrant America: A Portrait*

#### WEEK TWO: THEORIES OF MIGRATION

<table>
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<tr>
<th>Day</th>
<th>Topic</th>
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<tr>
<td>Mon. 4/9</td>
<td>Economic and Institutional Theories of Migration</td>
</tr>
<tr>
<td>Wed. 4/11</td>
<td>Historical and Interdisciplinary Theories</td>
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<tr>
<td>Fri. 4/13</td>
<td><strong>NO LECTURE</strong>—complete online assignment at TED</td>
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**READING:**  
Tichenor, *Dividing Lines*, Ch. 2

#### WEEK THREE: PATTERNS OF MIGRATION BEFORE 1945

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<tr>
<th>Day</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Mon. 4/16</td>
<td>North America</td>
</tr>
<tr>
<td>Wed. 4/18</td>
<td>Within Europe</td>
</tr>
<tr>
<td>Fri. 4/20</td>
<td>Non-Western World Migration</td>
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**READING:**  
Tichenor, *Dividing Lines*, Ch. 3  
King, *People on the Move*, Part One

#### WEEK FOUR: PATTERNS OF MIGRATION AFTER 1945

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<tr>
<th>Day</th>
<th>Topic</th>
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<tr>
<td>Mon. 4/23</td>
<td>North America and Europe</td>
</tr>
<tr>
<td>Wed. 4/25</td>
<td>Latin America and the Caribbean</td>
</tr>
<tr>
<td>Fri. 4/27</td>
<td>Asia-Pacific</td>
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**READING:**  
King, *People on the Move*, Part Two  
Tichenor, *Dividing Lines*, Ch. 4  
WEEK FIVE: PATTERNS OF MIGRATION AFTER 1945 (CONT’D)

Mon. 4/30  Sub-Saharan Africa
Wed. 5/2  Middle East and North Africa
Fri. 5/4  MIDTERM EXAM

READING:  Cornelius, et al. *Controlling Immigration*, Ch. 3-4
King, *People on the Move*, Part Two
Tichenor, *Dividing Lines*, Ch. 5

WEEK SIX: THE STATE AND INTERNATIONAL MIGRATION

Mon. 5/7  Legislation and Policies
Wed. 5/9  Refugees and Asylum
Fri. 5/11 Migration and Security

READING:  Cornelius, et al. *Controlling Immigration*, Ch. 5-6
Tichenor, *Dividing Lines*, Ch. 6
Rosenblum, “Congress, the President and the INS: Who’s in Charge of U.S. Immigration Policy?”

WEEK SEVEN: GLOBALIZATION, DEVELOPMENT, AND IMMIGRATION

Mon. 5/14  Globalization
Wed. 5/16  Migration and Development
Fri. 5/18  Social and Cultural Transformations
Global Migration Case Study due to TED

READING:  Cornelius, et al. *Controlling Immigration*, Ch. 7-8
King, *People on the Move*, Part Three
Tichenor, *Dividing Lines*, Ch. 7
Munck, “Globalisation, Governance and Migration” *Third World Quarterly* 2008

WEEK EIGHT: GLOBALIZATION, DEVELOPMENT, AND IMMIGRATION (CONT’D)

Mon. 5/21  Migrants in the Labor Force
Wed. 5/23  Internal Migrations
Fri. 5/25  Anti-Immigrant Movements

READING:  Cornelius, et al. *Controlling Immigration*, Ch. 9-10
King, *People on the Move*, Part Three
Tichenor, *Dividing Lines*, Ch. 8
Huntington, “The Hispanic Challenge,” *Foreign Policy* March/April 2004
**WEEK NINE: MIGRATION AND MOBILITY IN THE 21ST CENTURY**

| Mon. 5/28 | NO LECTURE: Memorial Day |
| Wed. 5/30 | Human Smuggling and Trafficking |
| Fri. 6/1  | Legal Migration and Integration |

*New Americans Project due to TED*

**READING:**
- Cornelius, et al. *Controlling Immigration*, Ch. 11-12
- Tichenor, *Dividing Lines*, Ch. 9-10
- “The ‘New American’ Fortune 500” June 2011

**WEEK TEN: GLOBAL CITIZENSHIP?**

| Mon. 6/4  | International Cooperation and Global Governance |
| Wed. 6/6 | Cosmopolitanism |
| Fri. 6/8 | Global Citizenship |

**READING:**
- Newland, “The Governance of International Migration,” *Global Governance* 2010

**FINAL EXAM:** Thursday, June 14   11:30 a.m. – 2:30 p.m.