



## **Immigration and Transnationalism**

**INTRL-GA 1778. 4 points.**

Time: Friday, 4:55pm-7:25pm

Location: Washington Square, [Bldg GCASL Room 265](#)

Instructor: Orsolya Lehotai

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Available for consultation: before and after class, and by appointment

Zoom link: <https://nyu.zoom.us/j/96055051850>

Meeting ID: 960 5505 1850

## **SYLLABUS OVERVIEW**

### **Course Description**

This course explores some of the many historical and contemporary challenges, changes and opportunities associated with the movement of people across borders. We will explore questions about why and how people migrate, how states manage immigration, why anti-immigrant backlash is on the rise globally, how immigration policies affect vulnerable bodies, and how emigration impacts development in low- and middle-income countries. We will also think about borders as sites of political struggle and resistance, and we will analyze these sites of struggle through a transnational analytical lens. The course focuses largely on migration from Latin America to the United States, migration from Africa and the Middle East to Europe, and migration from Eastern Europe to Western Europe. Students enrolled in Immigration and Transnationalism will also meet with activists and practitioners from the field to more deeply engage in multi-layered conversations about migration issues, border politics, and questions around transnationalism.

## **Learning Outcomes:**

In specific, the objectives of the course are to

1. introduce critical scholarly approaches to the study of migration, transnationalism, and immigration policies.
2. critically investigate contemporary border politics from a comparative, transnational, and intersectional perspective.
3. understand the methodological and conceptual dilemmas relating to methodological nationalism.
4. introduce core concepts in migration studies and international relations with particular focus on transnationalism, the politics of asylum and solidarity, the Sanctuary Movement and various cross-border and transnational movements.
5. explore the gendered and racialized aspects of contemporary migration and border regimes.

*Note: The course is designed to take place in-person, but due to COVID-19 and the surge of the Omicron variant, I acknowledge the importance of flexibility, especially in the first few weeks of the semester. I will be flexible in accommodating students who may not be able to attend particular class sessions in person. Please do not hesitate to reach out to me with any questions or concerns. I am here to help and guide you through the semester.*

\*The syllabus is a living entity. It may be subject to changes throughout the semester. I will announce any changes on NYU Brightspace and in class.

## **Structure of Sessions**

Part 1 (4:55pm-5:20pm) — Lecture

Part 2 (5:20pm-6:15pm) — Seminar

Short Break (6:15pm-6:25pm)

Part 3 (6:25pm-7:25pm) — Seminar

## Assessable Assignments

### Grading:

Class participation and Attendance: 30%

Attendance: 10%

Informed participation and media monitoring: 20%

Class presentation: 20%

Writing Assignments: 50%

2 Reaction Papers: 30%

Final Paper: 20%

### 1. Attendance

Attendance is required as much of the course will come from seminar discussions. Please let me know in advance if you have to miss a session and reach out anytime if any travel, pandemic related or other emergency arises. If you have to miss more than one class session or for some reason have difficulties attending in-person class meetings, please send me an email so we can come up with a plan to manage the course load and set up alternatives for your course participation. I understand and acknowledge the multifaceted challenges that we all face regarding the COVID-19 pandemic and I am here to support you during the semester. I encourage you to check-in with me in person or via Zoom during office hours so we can discuss the progress that you make during the semester and I can also guide you with further feedback on the class assignments and class materials. I also support you to use this class to move forward with your own graduate projects and research interests.

### 2. Informed Participation and Media Monitoring: Bringing 5 news pieces to seminar

This class is both theoretically and empirically driven. In order to facilitate the application of the analytical skills and theoretical concepts that you learn during the semester, you are required to regularly follow world news with particular focus on the topics and issues relevant to this class. As part of the participation grade, this class assignment requires you to bring **five (5) news pieces** to our class. This includes relevant stories, news coverage, opinion pieces, podcasts or other related analysis that you have read/listened/watched before our relevant class session **between Weeks 2 and 14**. You should post the link of these news pieces for the relevant week **in NYU Brightspace by Friday 10:00 AM EST** along with a **short summary (6-7 sentences)**, where you connect the content with the weekly theme of the class.

Try to think about this assignment as a journaling exercise and a brainstorming session where you can connect with your peers' and your own ideas and you can share your own weekly research progress.

### **3. Individual presentation**

Students will do one individual presentation during the semester between the **Weeks of 3 and 14**. This will allow you to choose a topic or a set of themes, research it and investigate a particular issue through a critical analytical lens. You should prepare to present the recent debates on this issue in the media or elsewhere and map the general state of affairs related to this issue. You are encouraged to engage with both the readings and your own research. The presentation should be about **15-20 minutes but you are also responsible for initiating and leading some discussion afterwards based on your own questions and interests**.

You have the freedom to come up with a presentation topic that later on you can use as part of your final paper. This assignment could help you to think about a potential final project and develop ideas on your own, as well as to receive more extensive feedback from the full class and me. The presentation of this assignment aims to facilitate a collaborative, supportive, and critical space, where students can get and provide helpful feedback to one another on their projects.

### **4. Presentation feedback**

To support each other's projects, you are required to give a short—about **300 words**— written feedback after each person's presentation. These feedbacks should be posted on NYU Brightspace under the relevant section. The point of this exercise is to learn how to provide short, helpful, productive, and thoughtful comments in a way that everyone can incorporate those considerations into their final papers.

### **5. Two response papers**

Reading responses should be **3-4 pages (800-1000 words)**. You are required to write **2 response papers** during the semester. These responses **should not be summaries** of the readings but thoughtful and critical reflections on the texts for the given class session. You should try to contextualize the readings, identify key and shared elements of the assigned texts, elucidate concepts, and analyze the used methods and evidence presented.

Through this assignment students will learn how to use the class readings and particular case studies to critically investigate topics in immigration and transnationalism, and how to do a shorter but meaningful argumentative paper on a particular idea, concept or a case study that you found compelling from the syllabus. I ask you to submit these response papers **in NYU Brightspace** the latest **by Week 13, on Friday 10:00 AM EST**. That will allow me to give you more feedback and mentor you with your final paper.

## 6. Final paper proposal

You should submit a **short paragraph** detailing your chosen topic and general interest for the final paper. The proposal is due on **March 11th, 10:00 AM EST**.

## 7. Final paper

There will be a final paper that will allow you to demonstrate what you have learned about the issues, concepts and case studies that we discussed in class. You will be asked to identify and explain key concepts and issues of the texts that we covered in relation to your chosen research topic. The expected length of the research paper is about **4000 words** including references and bibliography. You have the freedom to choose a topic of your interest, you should directly draw on and engage with readings from the class. Make sure to structure the final paper around a core thesis/argument, discuss the relevant literature and context on this issue, and provide an in-depth analysis on your empirical material based on which your argument and conclusions lie.

You must clear your topic with me in advance. Time has been allocated for individual meetings with students in **Week 9** (or before) in order to discuss your plans for the final paper. The final paper submission deadline is **May 13, 12:00 AM EST via NYU Brightspace**.

## Readings

All readings will be accessible in PDF format in NYU Brightspace. You are not required to purchase any of the books for this course.

## Course Structure

This course will primarily follow a synchronous in-person learning mode with assignments requiring asynchronous engagement with the class material. Please follow the directions in NYU Brightspace and complete all readings prior to our weekly scheduled meetings. If for some reason you would not be able to meet a particular deadline, please write me an email and we can discuss extensions.

This class will meet in-person every week on **Friday [4:55-7:25pm EST]**. I plan to have abridged lectures with predominantly seminar-style class discussions. There will be regular full-class seminar-style discussions and smaller group discussions to work through the class material and workshop individual projects as well as to regularly check in with one another.

This class will also have asynchronous components so it is expected that students follow the weekly schedule of assignments listed in the syllabus and in NYU Brightspace.

## Course Expectations and Policies

This is a graduate course, where an active and informed participation is an essential part of class. This includes: keeping up with readings, contributing meaningfully to class discussions, active participation in group work, and attending class sessions on time. Students are expected to keep up with class activities, assignments, and reading requirements each week, even if they are absent. Late papers, failure to complete the readings assigned for class discussion, and lack of preparedness for in-class discussions and presentations will jeopardize your successful completion of the course. If you have any difficulties with a deadline or an assignment, please always reach out to me so we can discuss how to proceed.

If a student is unable to join our in-person session, they can access the reading materials and the questions covered during the session in NYU Brightspace so they can keep up and “make-up” their absence. We can also schedule a Zoom meeting during office hour to discuss the relevant materials.

### *Academic Integrity*

Compromising your academic integrity may lead to serious consequences, including (but not limited to) one or more of the following: failure of the assignment, failure of the course, academic warning, disciplinary probation, suspension from the university, or dismissal from the university.

Students are responsible for understanding the University’s policy on academic honesty and integrity and must make use of proper citations of sources for writing papers, creating, presenting, and performing their work, taking examinations, and doing research. It is the responsibility of students to learn the procedures specific to their discipline for correctly and appropriately differentiating their own work from that of others.

Resources regarding what plagiarism is and how to avoid it can be found on <https://gsas.nyu.edu/content/nyu-as/gsas/about-gsas/policies-and-procedures/gsas-statement-on-academic-integrity.html>

Grading policies: <https://gsas.nyu.edu/content/dam/nyu-as/gsas/documents/policies-and-procedures-and-forms/PP%20Manual%20Final%202021.pdf>

### *Resources:*

The university provides many resources to help students achieve academic excellence. These resources include:

University Libraries: <https://www.nyu.edu/academics/libraries.html>

The Writing Center: <https://www.nyu.edu/students/academic-services/writing-center.html>

*The Moses Center for Student Accessibility:*

If you are a student with a disability, or believe you might have a disability that requires accommodations, please contact the Moses Center for Student Accessibility (CSA) to coordinate all reasonable accommodation requests. You can find more information here: <https://www.nyu.edu/students/communities-and-groups/student-accessibility.html>

It is important to me that the course be accessible to all students. In keeping with the university's policies of providing equal access for students with disabilities, any student with a disability who needs accommodation is welcome to meet with me privately. All conversations will be kept confidential. Students requesting any accommodations will also need to contact the Moses Center (CSA). CSA will conduct an intake and, if appropriate, the Center will provide an academic accommodation notification letter for you. Once I receive a letter from Moses Center, I will review the letter with you and discuss these accommodations in relation to this course.

*Respect for one another and creating a safe learning space:*

This course will provide you with the opportunity to learn more about global politics and a wide variety of issues. I encourage you to make use of the opportunities to express your views and engage in discussions, and I request that you also respect other people's perspectives. If you have concerns about what is being discussed in class, please let me know.

*Mask Wearing Policies:*

According to the University's decision, we are completely in-person this semester, which poses various opportunities and challenges. The mask wearing guideline is meant to help you and your fellow students to get the most out of this class and to keep all of us safe and healthy during the semester. This expectation is aligned with University policy and non-compliance will be addressed immediately to protect everyone's health.

- Please wear a properly adjusted (covering both the nose and mouth) face mask in the classroom for the whole duration of the class.
- Please maintain social distancing from each other, whenever it is possible.
- With the exception of bottled water, please do not bring any food or drink to class.
- Please stay home if you are feeling sick.
- Please follow all health protocols and guidelines while being on campus. You can find more information on these guidelines here: <https://www.nyu.edu/life/safety-health-wellness/coronavirus-information/safety-and-health.html>

## **Schedule of Readings**

### **Week 1: January 28**

#### **Course Orientation and Discussion of Syllabus**

There is no assignment for this session. We will get to know each other and discuss the syllabus, course requirements, course structure, and course policies.

### **Week 2: February 4**

#### **Theorizing Migration, Migration Studies, and the Nation-State**

Readings:

Brettell, B. Caroline and James F. Hollifield. 2015. Introduction. *Migration Theory: Talking Across Disciplines*. New York and London: Routledge, 1-36.

Kearney, Michael. 1995. "The Local and the Global: The Anthropology of Globalization and Transnationalism." *Annual Review of Anthropology* 24: 547-565.

Malkii, Liisa. 1995. Refugees and Exile: From "Refugee Studies" to the National Order of Things." *Annual Review of Anthropology* 24: 495-523.

Ashutosh, Ishan and Alison Mountz. 2011. "Migration management for the benefit of whom? Interrogating the work of the International Organization for Migration." *Citizenship Studies* 15(1): 21-38.

### **Week 3: February 11**

#### **Theorizing Illegalization**

Yarris, K.E. and Castañeda, H. 2015. "Discourses of Displacement and Deservingness: Interrogating Distinctions between 'Economic' and 'Forced' Migration." *International Migration* 53(3): 64-69.

De Genova, Nicholas P. 2002. "Migrant 'Illegality' and Deportability in Everyday Life." *Annual Review of Anthropology* 31: 419-447.

Fassin, Didier. 2011. "Policing Borders, Producing Boundaries: The Governmentality of Immigration in Dark Times." *Annual Review of Anthropology* 40: 213-226.

Nevins, Joseph. 2010. *Operation Gatekeeper and Beyond: The War on Illegals and the Remaking of the U. S. - Mexico Boundary*. London: Taylor & Francis Group. Chapters 5 & 6.



## **Week 4: February 18**

### **The Porousness of Borders: The Entanglement of Sovereignty, Cross-Border Movements and Transnationalism**

Squire, Vicki. 2020. "Migration and the Politics of 'the Human': Confronting the Privileged Subjects of IR." *International Relations* 34(3): 290–308.

Corey Johnson, Reece Jones, Anssi Paasi, Louise Amoore, Alison Mountz, Mark Salter, Chris Rumford, 2011. "Interventions on rethinking 'the border' in border studies." *Political Geography*, 30(2): 61-69.

Ticktin, Miriam. 2017. "Invasive Others: Toward a Contaminated World." *Social Research* 84(1): xxi-xxxiv.

Doty, Roxanne Lynn. 1999. "Racism, Desire, and the Politics of Immigration." *Millennium* 28(3): 585–606.

Plessis, Gitte du. 2018. "When Pathogens Determine the Territory: Toward a Concept of Non-Human Borders." *European Journal of International Relations* 24(2): 391–413.

Anzaldúa, Gloria. 2015. *Light in the Dark/Luz en lo Oscuro: Rewriting Identity, Spirituality, Reality*. Durham, North Carolina: Duke University Press. Chapter 3.

Yeh, Emily T. 2013. "Transnational environmentalism and entanglements of sovereignty: The tiger campaign across the Himalayas." *Political Geography* 31(7): 408-418.

## **Week 5: February 25**

### **Contestation of Borders, Political Transnationalism, and Boundaries of Citizenship**

Anderson, Bridget, Nandita Sharma, and Cynthia Wright. 2009. "Editorial: why no borders?" *Refuge* 26(2): 5-18.

Nicholls, Walter, J. 2016. "Producing-resisting national borders in the United States, France and the Netherlands." *Political Geography*. 51: 43-52.

King, Natasha. 2016. *No Borders: The Politics of Immigration Control and Resistance*. London: Zed Books. Introduction & Chapter 1.

McNevin, Anne. 2011. *Contesting Citizenship: Irregular Migrants and New Frontiers of the Political*. New York: Columbia. Chapters 1, 4, & Conclusion.

Smith, Michael Peter and Matt Baker, 2007. *Citizenship Across Borders: The Political Transnationalism of El Migrante*. Ithaca and London: Cornell University Press. Chapters 1, 6 & 8.

## **Week 6: March 4**

### **Immigration Policies and Externalization of Borders**

Doty, Roxanne Lynn. 2011. "Bare Life: Border-Crossing Deaths and Spaces of Moral Alibi." *Environment and Planning D: Society and Space* 29(4): 599–612.

Mountz, Alison. 2015. "In/visibility and the Securitization of Migration: Shaping Publics through Border Enforcement on Islands." *Cultural Politics*, 11(2): 184-200.

Wong, Tom. 2017. *The Politics of Immigration*. London and New York: Oxford University Press. Chapter 2.

Ngai, Mai. 2014. *Impossible Subjects. Illegal Aliens and the Making of Modern America*. Princeton: Princeton University Press. 2<sup>nd</sup> edition. Introduction and Chapter 7.

If you have time, please skim through these two pieces and compare the data:

Pierce, Sarah and Andrew Selee. 2017. "Immigration under Trump: A Review of Policy Shifts in the Year Since the Election." Washington DC. *Migration Policy Institute*. Link: [https://www.migrationpolicy.org/sites/default/files/publications/TrumpatOne\\_FINAL.pdf](https://www.migrationpolicy.org/sites/default/files/publications/TrumpatOne_FINAL.pdf)

Chishti, Muzaffar and Jessica Bolter. 2022. "Biden at the One-Year Mark: A Greater Change in Direction on Immigration Than is Recognized." Washington DC. *Migration Policy Institute*. Link: <https://www.migrationpolicy.org/article/biden-one-year-mark>

## **Week 7: March 11**

### **Security, Securitization, and Borders: Gender as an Analytical Lens**

Doty, Roxanne Lynn. 2007. "States of Exception on the Mexico-US Border: Security, 'Decisions', and Civilian Border Patrols." *International Political Sociology* 1: 113-137.

Kallius, Minna Annastiina. 2017. "The Speaking Fence" *Anthropology now* 9 (3): 16-23.

Agathanelou, Anna M. and L.H.M. Ling. 2004. "Power, Borders, Security, Wealth: Lessons of Violence and Desire from September 11." *International Studies Quarterly* 48(3): 517-538.

Young, Iris Marion. 2003. "The Logic of Masculinist Protection: Reflections on the Current Security State." *Signs* 29(1): 1-25.

Enloe, Cynthia. 1989. *Bananas, Beaches and Bases: Making Feminist Sense of International Relations*. Berkeley, CA: University of California Press. Chapters 1, 3 & Conclusion.

## **Week 8: March 18**

### **SPRING BREAK**

## **Week 9: March 25**

### **Migration, Labour, and Resistance in Mourning**

De Leon, Jason. 2015. *The Land of Open Graves: Living and Dying on the Migrant Trail*. University of California Press. Introduction and chapter 6, 7, 11

Holmes, Seth. 2013. *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*. University of California Press. Introduction and Chapters 5 & 7.

Sporton, Deborah. 2013. “‘They Control My Life’: the Role of Local Recruitment Agencies in East European Migration to the UK.” *Population, Space and Place* 19: 443-458.

Sostaita, Barbara. “Making Crosses, Crossing Borders: The Performance of Mourning, the Power of Ghosts, and the Politics of Countermemory in the U.S.-Mexico Borderlands: <https://mavcor.yale.edu/conversations/mediations/making-crosses-crossing-borders-performance-mourning-power-ghosts-and>

## **Week 10: April 1**

### **Membership, Diaspora, and Trans/national Rights**

Bosniak, Linda. 2013. “Amnesty in Immigration: Forgetting, Forgiving, Freedom.” *Critical Review of International Social and Political Philosophy* 16(3): 344-365.

Bosniak, Linda. 2009. “The case for amnesty: the basic rights of short-term immigrants also need protection.” *Boston Review*, 34(3): 19–20.

Delano Alonso, Alexandra. 2018. *From Here and There: Diaspora Policies, Integration and Social Rights Beyond Borders*. Oxford University Press. Introduction & Chapters 1, 2, 4.

Giordano, Cristiana. 2014. *Migrants in Translation: Caring and the Logics of Difference in Contemporary Italy*. University of California Press. Introduction & Chapters 3 and 5.

Peggy Levitt, Jocelyn Viterna, Armin Mueller & Charlotte Lloyd. 2016. “Transnational social protection: setting the agenda.” *Oxford Development Studies* 1-18.

## **Week 11: April 8**

### **Trafficking and State Discourses**

Goździak, Elzbieta M. 2016. *Trafficked Children and Youth in the United States: Reimagining Survivors*. New Brunswick, NJ: Rutgers University Press. Introduction and Chapters 1, 2 & 8.

Berman, Jacqueline. 2003. "(Un)Popular Strangers and Crisis (Un)Bounded: Discourses of Sex-Trafficking, the European Political Community and the Panicked State of the Modern State." *European Journal of International Relations* 9(1): 37-86.

Nicola Mai, P.G. Macioti, Calum Bennachie, Anne E. Fehrenbacher, Calogero Giametta, Heidi Hoefinger & Jennifer Musto. 2021. "Migration, Sex work and Trafficking: the Racialized Bordering Politics of Sexual Humanitarianism." *Ethnic and Racial Studies*, 44(9): 1607-1628.

Sharma, Nandita. 2003. "Travel Agency: a Critique of Anti-trafficking Campaigns." *Refuge* 21(3): 53-65.

If you have the time, please check this page out:

<https://www.nysenate.gov/newsroom/press-releases/senate-repeal-walking-while-trans-law>

## **Week 12: April 15**

### **Gender, Race, Membership, and Transnational Attachments**

Anthias, Floya. 2016. "Interconnecting Boundaries of Identity and Belonging and Hierarchy-Making within Transnational Mobility Studies: Framing Inequalities." *Current Sociology* 64(2): 172–90.

Volpp, Leti. 2006. "Divesting Citizenship: On Asian American History and the Loss of Citizenship through Marriage." *Immigration and Nationality Law Review* 27: 397- 475.

Volpp, Leti. 2021. "Migrant Justice Now." *University of Colorado Law Review* 92(4): 1163-1188. Also see the link: <https://www.migrantjusticeplatform.org>

Volpp, Leti. 2015. "The Indigenous As Alien." *UC Irvine Law Review*, 5(2): 289-326.

## **Week 13: April 22**

### **The Politics and Concepts of Sanctuary**

Bagelman, Jennifer. 2016. *Sanctuary City: A Suspended State*. Basingstoke, UK: Palgrave Macmillan. Introduction and Chapters 1, 5, 6.

Bauder, Harald. 2017. "Sanctuary City: Policies and Practices in international Perspective." *International Migration*, 55(2): 174-187.

Pyykkonen, Miikka. 2009. "Deportation vs Sanctuary: the Rationalities, Technologies, and Subjects of Finnish Sanctuary Practices." *Refuge*, 26(1): 20-32.

Sostaita, Barbara. 2020. "Escape-Bound: Juana Luz Tobar Ortega's Fugitive Poetics." *Southern Cultures* 26(4): 42-59.

Delano Alonso, Alexandra. 2017. "Sanctuary Campus: Resistance and Protection Within and Beyond the University." *Avery Review*. 21: 1-12. Link: <https://averyreview.com/issues/21/sanctuary-campus>

Lenard, Patti Tamara, and Laura Madokoro. 2021. "The Stakes of Sanctuary." *Migration and Society*, 4(1): 1-15.

For the discussion section please also make sure to check these texts:

Ticktin, Miriam. 2017. "The Sanctuary Movement and Women's Rights: Sister Struggles" *Truthout*, 29 April. <http://truth-out.org/opinion/item/40416-the-sanctuary-movement-and-women-s-rights-sister-struggles>

NYU Sanctuary Syllabus. <http://publicbooks.org/sanctuary-syllabus/>

## **Week 14: April 29**

### **Humanitarianism and Post/Humanitarian Border Politics**

Ticktin, Miriam. 2006. "Where Ethics and Politics Meet: The Violence of Humanitarianism in France" *American Ethnologist*. 33(1): 33-49.

Fassin, Didier. 2011. *Humanitarian Reason: A Moral History of the Present*. University of California Press. Introduction and Chapters 5, 7, & 9.

Chouliaraki, Lilie. 2018. "Post-humanitarianism." In *Humanitarianism: A Dictionary of Concepts (1st ed.)*, edited by Tim Allen, Anna Macdonald, and Henry Radice. London: Routledge, 253-268.

## **Week 15: May 6**

### **Methodological Nationalism and Cross-Border Studies**

Vertovec, Steven. 1999. "Conceiving and Researching Transnationalism." *Ethnic and Racial Studies* 22(2): 447-462.

Wimmer, Andreas and Nina Glick Schiller. 2002. "Methodological Nationalism and Beyond: nation-state building, migration and the social sciences." *Global Networks* 2(4): 301-334.

Anna Amelina, Devrim Nergiz, Thomas Faist and Nina Glick Schiller (eds.) 2012. *Beyond Methodological Nationalism: Research Methodologies for Cross-Border Studies*. London and New York: Routledge.

## **May 11-17 Final Exam Period**

**Final paper due May 13, Friday, midnight.**