

Spring 2019  
LALS 502  
CRN: 31441 (LALS)

Course title:  
Latin American Migration: Root Causes and Consequences

Professor Xóchitl Bada ([xbada@uic.edu](mailto:xbada@uic.edu))  
Office Hours: M: 12:00 – 1:00 PM and by appointment

Office: 1519 UH  
Ph. 312 996 91 44

### **Course Meeting Times**

When: W 3:00 -5:45 PM  
Where: Behavioral Science Building 267  
Date Range: Jan 14, 2019 – May 03, 2019

### Course Description and objectives:

Transnational processes such as economic globalization and human mobility in Latin American countries in the last three decades confront the social sciences with a series of theoretical and methodological challenges. This course seeks to go beyond international economic analyses focusing exclusively on macro level cross-border flows and understand what it means to study migrant flows in a variety of domains, including social, political and cultural processes and institutions. To this end, this course will discuss the recent literature on contemporary Latin American immigration to the United States and will review the main debates concerning immigrant flows from Latin America to the United States. While we will also make some references to Latin American migration flows to Europe and elsewhere and to comparative immigration policy, our main emphasis will be on migration to the United States.

The readings for the course will focus on five main areas: a) theoretical work on the nature, causes, and consequences of migration; b) empirical studies, both quantitative and qualitative, that examine the size, composition, and characteristics of Latin American flows to the United States; c) research on the history and current impact of state policies on immigration, d) recent transformations of sovereign institutions, migration patterns, human right frameworks, citizenship practices, and rural/urban loci, and e) regional, national, and transnational linkages among migrants aimed at increasing social accountability as well as the construction of social and cultural remittances.

### Course Learning Outcomes:

After completing this course, students will understand and be able to articulate: (1) the major theoretical frameworks on international migration, (2) the specific challenges faced by Latin American immigrants living in the U.S., (3) past and current U.S. immigration policy, and (4) social and economic aspects of family remittances.

### Course Learning Outcome Assessment Methods:

One mid-term exam will assess students' ability to understand different immigration theories and Latin American migrant experiences.

One final term paper will demonstrate students' competence in finding information and analyzing the main causes and effects of Latin American migration from a particular country.

All assigned readings will be on Blackboard and on box in the following direct link: <https://uofi.box.com/s/aujkhjbtducg95p9uckgdaq1op7be916>

### Class Format and requirements:

This class will be conducted in a seminar format; therefore, students are expected to attend all sessions and come prepared to participate in the discussion of assigned materials. Each student will need to choose 2 sessions to offer brief oral presentations to the class, including a critical reflection about assigned readings or any ancillary materials the student wishes to include in the presentation. The writing assignments combine reading responses to the readings, a mid-term exam about the readings and/or the topics covered in the seminar and a final individual research paper. The final paper has three stages: abstract and outline, first draft, and final version.

Your grades will be based on class participation, writing assignments, seminar presentations, and one mid-term.

As a courtesy to your classmates, please turnoff your mobile phones and refrain from engaging in unnecessary side conversations during the class.

### Details of the writing assignments:

Reading responses of AT LEAST one page (**single-spaced**) per assigned readings' segments (4 different responses)

Mid-term exam (6-7 page essay – take-home)

Abstract and outline for the final research paper (2 pages – pass/fail)

First draft of the research paper (10 pages)

Updated and expanded version of the final research paper (20-25 double spaced pages excluding bibliography and footnotes/endnotes).

Oral presentation of readings:

Each student will be required to present at least 2 readings (depending on class size) and prepare discussion questions for the class in a brief 10-minute oral presentation. All readings will need to be assigned to someone throughout the course. This does not mean that only one or two students need to read the materials for the class. All students are expected to read all the materials and participate in the discussions.

Midterm exam:

This will cover the major ideas and texts that we discuss in the first half of the course. Questions will be distributed on the day of the exam and the students will have 48 hours to write a 6-7 page essay and submit it on blackboard's safe send.

Final research paper

The final research paper will be based on any immigration-related topic. The student will design a brief research protocol with a clear research question in consultation with the professor. Once the student decides his/her research project and obtains approval by the professor, the student will conduct in depth bibliographic, fieldwork, theoretical, archival, and/or empirical research and write the results of these inquiries in a 20-25 page paper.

Final Project schedule:

February 6: Submit a 2-page abstract and detailed tentative outline for your final research paper including research strategy and methodology.

February 13-March 6: Students will discuss final project details with professor during office hours

April 17th: **Ten-pages of research paper's first draft are due**

April 24-May 1st: Oral Class Presentations of first draft of final research projects (20-30 minutes each followed by a 15 minute Q and A Session)

**May 6th: Final class paper is due**

Incomplete grades (I) will only be given in compliance with University Regulations. If you will need an incomplete, you need to obtain prior approval from the professor by the end of March.

Pass or Fail grade is not allowed for this course.

ABSOLUTELY no late assignments will be accepted or make-up test will be given after April 17th, 2019. Please refrain from attempting any requests for credit for any late assignments. There are plenty of opportunities to make up any missed work as any individual assignment is worth a maximum of 5% of the grade with the exception of the mid-term and final paper.

Class Participation includes arriving to class prepared to participate, leading class discussions on the assigned readings and sharing updates on findings about your final research paper with the class every Monday. If you have not finished the readings, I do expect you to come to class anyway. **Each unexcused absence will lower your grade by 3 points; however, if you accumulate more than three unexcused absences, your grade will be lowered one letter regardless of your other work.** Please keep in mind that there are no right or wrong answers during discussion. Your opinions and experiences are valuable and the entire class will benefit from listening to what you have to say.

The course grade will be based on the following point system:

Class participation (10 points)  
Oral presentations: (15 points)  
Reading Responses (20 points)  
Mid-term examination (25 points)  
Final Research Paper: (30 points)

Final grading scale:

90-100 %: A  
80-89 %: B  
70-79 %: C  
65-69 %: D  
64% and below: F

### **Academic Dishonesty:**

For all the assignments in this course, any suspicion of academic dishonesty (plagiarism, cheating or grade tampering) will be investigated and will be reported to the Office of Student Judicial Affairs. Please note that you may fail the course

if found guilty of academic dishonesty. If you have questions about academic dishonesty practices, please consult with me at any time throughout the course or visit <http://dos.uic.edu/wp-content/uploads/sites/262/2018/10/DOS-Student-Disciplinary-Policy-2018-2019-FINAL.pdf>

An INCOMPLETE summary of basic guidelines for academic integrity as stated in the above mentioned document are here:

#### IV. STANDARDS OF CONDUCT

UIC students and Registered Student Organizations are required to abide by the Standards of Conduct outlined in the Student Disciplinary Policy. The University may at any time put into place interim measures or impose disciplinary sanctions for violations of the Standards of Conduct. The Standards of Conduct include, but are not limited to, the following:

**A. Academic Integrity:** As an academic community dedicated to the creation, dissemination, and application of knowledge, the University of Illinois at Chicago is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University's educational and research missions, and violations of the Guidelines for Academic Integrity constitute serious offenses within the entire academic community. Students are expected to comply with the UIC Guidelines for Academic Integrity found at [go.uic.edu/AcademicGuidelines](http://go.uic.edu/AcademicGuidelines).

1. Violations of the UIC Guidelines for Academic Integrity include, but are not limited to:

1. **Cheating:** Either intentionally using or attempting to use unauthorized materials,

information, people, or study aids in any academic exercise; providing to, or receiving from another person, any kind of unauthorized assistance on any examination or assignment.

2. **Fabricating Academic Materials:** Unauthorized reproduction, falsification, lack of attribution, or invention of any information or citations in an academic exercise.

3. **Facilitating Academic Dishonesty/Plagiarism:** Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

4. **Offering Bribes, Favors, or Threats:** Bribing, attempting to bribe, promising favors to, or making threats against any person with the intention of affecting a record of a grade or evaluation of academic performance; any conspiracy with another person who then takes, or attempts to take action on behalf of, or at the direction of the student.

5. **Examination by Proxy:** Taking or attempting to take an exam for someone else is a violation by both the student enrolled in the course and the proxy or substitute.

6. **Grade Tampering:** Any unauthorized change, attempt to change, or alteration of grades.
7. **Submitting Non-Original Works:** Any unauthorized submission or attempt to submit any

written work, written in whole or in part, by someone other than the student.

2. Other applicable policies, rules, guidelines or procedures established by the University,

college, academic unit, or instructor (e.g., in a course syllabus) related to academic integrity. The following may be considered violations of those standards:

**c. Unauthorized Collaboration:** Working with others without the express permission of the instructor on an submission, whether in draft or final form, to meet course requirements (including a paper, project, take-home exam, computer program, oral presentation, or other work). Unauthorized collaboration also means using any work submitted from a previous semester of a course by another student to meet course requirements. Collaboration between students will be considered unauthorized unless expressly part of the assignment in question, or expressly permitted by the instructor.

**e. Participation in Academically Dishonest Activities:** The University defines participation in academically dishonest activities as any action taken by a student with the intention of gaining an unfair advantage over other students. Examples include, but are not limited to:

1. Misrepresenting oneself or one's circumstances to an instructor;
2. Purchasing a pre-written paper(s) or assignment(s);
3. Selling, loaning, or otherwise distributing materials intended for the purpose of cheating, plagiarism, or other academically dishonest acts;
4. Destroying, altering, stealing, or forging someone else's work, library materials, laboratory materials, academic records, course syllabi, or examination/course grades;
5. Misrepresenting academic documents, including forgery, alteration, or knowing misuse of graded examinations, quizzes, grade lists, or official records of documents, including, but not limited to, medical excuses, transcripts from any institution, letters of recommendation, degree certificates, change of grade slip, examinations, quizzes, or falsifying academic information on one's resume.

**The final research report will need to be submitted through Blackboard's safe assignment.**

**Disability statement:** Students with disabilities must inform the instructor of the need for accommodations. Those who require accommodations for access and participation in this course must be registered with the Disability Resource Center. Please contact ODS at 312/413-2183 (voice) or 312/413-0123 (TTY)."

**Religious Days of Special Observance:** You can get an excused absence or assignment rescheduling to attend major religious holidays sanctioned by the University. Please consult UIC calendar of religious holidays:

<http://oae.uic.edu/religious-calendar/>

If your religious holiday does not appear here, please let me know.

**This syllabus is subject to change.**

Week	Date	Lecture topics and required readings
1	01/16	<p><b>Nature, causes, and consequences of immigration to the United States</b></p> <p>Course introduction, housekeeping, distribution of readings for class presentations.</p> <p>Required Readings:            Nancy Foner and George M. Fredrickson. 2004. "Introduction. Immigration, Race, and Ethnicity in the United States: Social Constructions and Social Relations in Historical and Contemporary Perspective." In <u>Not Just Black and White. Historical and Contemporary Perspectives on Immigration, Race, and Ethnicity in the United States.</u> Edited by Nancy Foner and George M. Fredrickson. New York: Russell Sage Foundation. Pp. 1-19</p> <p>Tirman, John. 2015. "Raid. The Second Great Migration and the Culture of Resistance. " In <u>Dream Chasers.</u> Cambridge: The MIT Press. Pp. 1-23</p> <p>Ngai, Mae M. "Reforming immigration for good" <u>The New York Times</u>, January 29, 2013. Op. Ed.</p> <p><b>Watch Film: Al Otro Lado (90 minutes)</b></p>
2	01/23	<p><b>Theoretical and methodological frameworks to study migration processes (Two Presenters)</b></p> <p>Required Readings:            Portes, Alejandro. "Economic Sociology and the Sociology of Immigration. A conceptual Overview" in <u>The Economic Sociology of Immigration. Essays on Networks, Ethnicity, and Entrepreneurship.</u> Edited by Alejandro Portes. New York: Russell Sage Foundation, 1998. Pp.1-41</p> <p>Castles, Stephen and Mark J. Miller. "The Migratory Process and the Formation of Ethnic Communities" in <u>The Age of Migration. International Population Movements in the Modern World.</u> New York:</p>

		<p>The Guilford Press. 1993. Pp. 19-47</p> <p>Fitzgerald, David Scott and Rawan Arar. 2018. "The Sociology of Refugee Migration." <i>Annual Review of Sociology</i> 44:387–406</p> <p>Lucassen, Leo. 2018. "Peeling an onion: the "refugee crisis" from a historical perspective" <i>Ethnic and Racial Studies</i> 41 (3), 383-410</p> <p>Hirsi Ali, Ayaan, 2018. "We need a better definition of 'refugee', The Washington Post. December 18.</p>
3	01/30	<p><b>Globalization, free trade, economic integration, spatial restructuring, and deterritorialization (Two Presenters)</b></p> <p>Sassen, Saskia. "The De Facto Transnationalizing of Immigration Policy" In <u>Globalization and Its Discontents. Essays on the New Mobility of People and Money.</u> New York: The New Press. 1998. Pp.5-30</p> <p>Glick Schiller, Nina and Ayşe Çağlar. "Locality and Globality: Building a Comparative Analytical Framework in Migration Studies." In <u>Locating Migration. Rescaling Cities and Migrants.</u> Edited by Nina Glick Schiller and Ayşe Çağlar. Ithaca: Cornell University Press, 2011. Pp. 60-84.</p> <p>Selee, Andrew. 2018. <i>Vanishing Frontiers. The Forces Driving Mexico and the United States Together.</i> New York: Public Affairs. Read Chapters 8,9, 10 and 11.</p> <p>Hayman, Josiah McC. 2018. "How does Neoliberalism relate to Unauthorized Migration? The US-Mexico Case." In <i>Economy, Crime, and Wrong in a Neoliberal Era.</i> Edited by James G. Carrier. New York: Berghahn Books.</p> <p>Çağlar, Ayşe and Nina Glick Schiller. 2018. "Introduction: Multi-scalar City Making and Emplacement: Processes, Concepts, and Methods." In <i>Migrants &amp; City-Making. Dispossession, Displacement, &amp; Urban Regeneration.</i> Durham: Duke University Press.</p> <p><b>First reading response is due</b></p>
4	02/06	<p><b>Migration and its developmental consequences (Two Presenters)</b></p> <p>Portes, Alejandro. "Migration and Development: A Conceptual Review of the Evidence" In <u>Migration and Development. Perspectives from the South.</u> Edited by Stephen Castles and Raúl Delgado Wise. Geneva: International Organization for Migration. 2008. Pp. 17-42</p> <p>Carling, Jørgen. "Interrogating Remittances: Core Question for Deeper</p>



		<p>Insight and Better Policies” In <u>Migration and Development. Perspectives from the South</u>. Edited by Stephen Castles and Raúl Delgado Wise. Geneva: International Organization for Migration. 2008. Pp. 43-64.</p> <p>Riosmena et. al. 2018. “Climate Migration at the Height and End of the Great Mexican Emigration Era” <i>Population and Development Review</i></p> <p>Robson, James et. al. 2017. “Migration and agrarian transformation in Indigenous Mexico” <i>Journal of Agrarian Change</i>.</p> <p><b>Submit a two page abstract and tentative outline for final research project</b></p>
5	02/13	<p><b>New patterns, size and composition of Latin American Migrations to the United States</b></p> <p>Required Readings:</p> <p>Zolberg, Aristide R. 2007. “Immigration Control Policy: Law and Implementation” In <u>The New Americans. A guide to Immigration since 1965</u>. Edited by Mary C. Waters and Reed Ueda. With Helen B. Marrow. Cambridge: Harvard University Press. Pp. 29-42</p> <p>Massey, Douglas S., Durand, Jorge and Nolan J. Malone. “A Wrench in the Works: U.S. Immigration Policies after 1986” in <u>Beyond Smoke and Mirrors. Mexican Immigration in an Era of Economic Integration</u>. New York: Russell Sage Foundation. 2002. Pp. 73-104</p> <p>Hoefler, Michael, Nancy Rytina, and Bryan C. Baker. 2009. “Estimates of the Unauthorized Immigrant Population Residing in the United States: January 2008.” Pew Hispanic Center. Washington D.C.</p> <p>Feldmann, Andreas, Xóchitl Bada and Stephanie Shütze. Eds. 2018. <i>New Migration Patterns in the Americas. Challenges for the 21<sup>st</sup> Century</i>. Read Chapters 1 “Introduction: New Mobility Patterns in the Americas” and 2 “The Interplay of Organized Violence and Forced Migration: A Transnational Perspective.”</p> <p><b>First Reading Response is due</b></p>
6	02/20	<p><b>Modes of immigrant incorporation in the United States</b></p> <p>Required Readings:</p> <p>Alarcón Rafael, Luis Escala and Olga Odgers. 2016. “Theoretical,</p>

		<p>Historical, and Statistical Aspects of Mexican Integration in Metropolitan Los Angeles” In <u>Making los Angeles Home. The Integration of Mexican Immigrants in the United States</u>. Berkeley: University of California Press. Pp. 11-58</p> <p>Roger Waldinger &amp; Peter Catron (2016) Modes of incorporation: a conceptual and empirical critique, <i>Journal of Ethnic and Migration Studies</i>, 42:1, 23-53, DOI: 10.1080/1369183X.2015.1113742</p> <p>Bean, Frank D. and Stevens, Gillian “Immigrant Economic Incorporation.” In <u>America’s Newcomers and the Dynamics of Diversity</u>. New York: Russell Sage Foundation, 2003. Pp. 114-142</p> <p>Bean, Frank D. et. al. 2011. “Immigration and Labor Market Dynamics” In <u>Just Neighbors? Research on African American and Latino Relations in the United States</u>. Edited by Edward Telles, Mark Q. Sawyer, and Gaspar Rivera-Salgado. Russell Sage. Pp. 37-62</p> <p><b>Second Reading response is due</b></p>
7	02/27	<p><b>Demographic trends of Latin American migrants living in the United States</b></p> <p>Stoltz Chinchilla, Norma and Nora Hamilton. “Central America” and</p> <p>Marrow, Helen B. “South America.” In <u>The New Americans. A guide to Immigration since 1965</u>. Edited by Mary C. Waters and Reed Ueda. With Helen B. Marrow. Cambridge: Harvard University Press. 2007. Pp. 328-339 and 593-611.</p> <p><b>Watch Film: De Nadie (1 hour and 20 minutes)</b></p>
8	03/06	<p><b>The gendered context of immigration to the United States</b></p> <p>Required Readings:</p> <p>Dreby, Joanna. 2010. “Gender and Parenting from Afar.” In <u>Divided by Borders. Mexican Migrants and their Children</u>. Berkeley: University of California Press, Pp. 57-88</p> <p>Villalón, Roberta. 2010. “Violence against Latina Immigrants and Immigration Law.” In <u>Violence Against Latina Immigrants. Citizenship, Inequality and Community</u>, New York City: New York University Press. Pp. 17-40</p>

		<p>Rosas, Ana Elizabeth. 2014. "In Painful Silence: The Untold Emotional Work of Long Distance Romantic Relationships and Marriages 1957-1964" In <u>Abrazando el Espíritu. Bracero Families Confront the US-Mexico Border</u>. Berkeley: University of California press. Pp. 100-111</p> <p><b>In class screening of Film <i>Those who remain</i> (one hour 36 minutes)</b>  <b>Third Reading Response is due</b></p>
9	03/13	<b>Take-home mid-term exam (Due by 5:45pm)</b>
10	03/20	<p><b>Challenges to Immigrant Incorporation: Legal Status</b></p> <p>Andrews, Abigail Leslie. 2018. <u>Undocumented Politics. Place, Gender, and the Pathways of Mexican Migrants</u>. Berkeley: University of California Press. Read 2 chapters: Legacies of (in)equity and "Illegality" under two local modes of control</p> <p>Yoshikawa, Hirokazu. "Life Under the Radar: Legal and Illegal Authorities and Public Programs" In <u>Immigrants Raising Citizens. Undocumented Parents and their Young Children</u> New York: Russell Sage Foundation. 2011. Pp. 52-69</p> <p>Yoshikawa, Hirokazu. "Documentation Status and Social Ties: Household, Networks, and Organizations in the Lives of Undocumented Parents and their Children." In <u>Immigrants Raising Citizens. Undocumented Parents and their Young Children</u> New York: Russell Sage Foundation. 2011. Pp. 70-96</p> <p><b>In class screening of documentary <i>Beyond Borders. Undocumented Mexican Americans</i> (57 minutes)</b></p>
11	04/03	<p><b>Cultural integration: Religion, schooling, and health</b></p> <p>Required Readings:</p> <p>Gordon, Diana R. 2015. "Schooling New Citizens." In <u>Village of Immigrants. Latinos in an Emerging America</u>. New Brunswick: Rutgers University Press. Pp. 63-87</p> <p>Gordon, Diana. R. 2015. "Toward Community Health. Cobbled Care." In <u>Village of Immigrants. Latinos in an Emerging America</u>. New Brunswick: Rutgers University Press. Pp. 135-151</p> <p>Danielson, Robert A. 2015. "Transnationalism and the Pentecostal Salvadoran Church: A Case Study of Misión Cristiana Elim" In N. Medina et al. (eds.), <i>Pentecostals and Charismatics in Latin America</i></p>

		<p><i>and Latino Communities</i>. Palgrave Macmillan, pp.111-124</p> <p><b>Fourth Reading Response is Due</b></p> <p><b>Watch Film: The Sixth Section (26 minutes)</b></p>
12	04/10	<p><b>Civic, Linguistic, and Political Incorporation of Immigrants</b></p> <p>Bean, Frank D. and Stevens, Gillian “Linguistic Incorporation Among Immigrants.” In <u>America’s Newcomers and the Dynamics of Diversity</u>. New York: Rusell Sage Foundation, 2003. Pp. 143-171</p> <p>García Bedolla, Lisa. “Rethinking Citizenship. Noncitizen Voting and Immigrant Political Engagement in the United States.” In <u>The Political and Civic Incorporation of Immigrants in the United States. Transforming Politics, Transforming America</u>. Edited by Taeku Lee, S. Karthick Ramakrishnan, and Ricardo Ramírez. Charlottesville: University of Virginia Press, 2006. Pp. 51-70</p> <p>Félix Adrián. 2019. <i>Specters of Belonging. The Political Life Cycle of Mexican Migrants</i>. New York: Oxford University Press. Read Chapter 2 “Enunciations of Transnational Citizenship: Mexican Migrants’ Encounters with Naturalization”</p>
13	04/17	<p><b>Ethnic and Transnational Citizenship Identities</b></p> <p>Required Readings:</p> <p>Deaux, Kay “Who am I? The Construction of Ethnic Identity.” In <u>To be an Immigrant</u> New York. Russel Sage, 2006.Pp. 91-128</p> <p>Ulla Dalum Berg &amp; Robyn Magalit Rodriguez (2013) Transnational citizenship across the Americas, <i>Identities: Global Studies in Culture and Power</i>, 20:6, 649-664, DOI: 10.1080/1070289X.2013.828627</p> <p>Fitzgerald, David S. 2013. “Immigrant Impacts in Mexico. A Tale of Dissimilation.” In <i>How Immigrants Impact Their Homelands</i>. Edited by Susan Eva Eckstein and Adil Najam. Durham: Duke University Press. Pp.114-137</p> <p>López, Sara Lynn. 2015. “Introduction: Remittance Space. Buildings as Evidence of Social Change” In <i>The Remittance Landscape: Spaces of Migration in Rural Mexico and Urban USA</i>. Chicago: University of Chicago Press. Pp. 1-34</p> <p>Waldinger, Roger. 2015. “The Dialectic of Emigration and Immigration”. In <i>The Cross-border Connection. Immigrants, Emigrants, and Their</i></p>

		<u>Homelands</u> . Cambridge: Harvard University Press. Pp. 37-56  <b>Ten-pages of research paper's first draft are due</b>
14	04/24	<b>Power Point Oral Presentations of Final Project Begin (20-30 minutes each followed by a 15-minute Q and A Session)</b>
15	05/01	<b>Power Point Oral Presentations of Final Project Continue (20-30 minutes each followed by a 15-minute Q and A Session)</b>
16	05/06	<b>Final paper is due by 5:45pm</b>

**Additional Suggested Readings:**

Aleinikoff and Klusmeyer, Eds. 2000. From Migrants to Citizens. Membership in a Changing World.

Andrews, Abigail Leslie. 2018. Undocumented Politics. Place, Gender, and the Pathways of Mexican Migrants, Berkeley: University of California Press.

Bada, Xóchitl. 2014. Mexican Hometown Associations in Chicagoacán: From Local to Transnational Civic Engagement. Rutgers University Press.

Basch, L. G., Schiller, N. G. & Szanton Blanc, C. (1994) Nations unbound: transnational projects, postcolonial predicaments, and deterritorialized nation-states, Luxemburg, Gordon and Breach.

Benhabib, Seyla. 2004. The Rights of Others. Cambridge: Cambridge University Press.

Castles and Miller. 1998. The Age of Migration.

Chambers, I. (1994) Migrancy, Culture, Identity, London ; New York, Routledge.

Cornelius, Wayne A. and Jessa M. Lewis (Eds). 2007. Impacts of Border Enforcement on Mexican Migration. The View from Sending Communities. La Jolla, California. Center for Comparative Immigration Studies, UCSD

Durand, Jorge and Douglas S. Massey (Eds.) 2010. Continental Divides. International Migration in the Americas. The Annals of the American Academy of Political and Social Science" Volume 630, July 2010.

Durand, Jorge and Douglas S. Massey (Eds). 2004. Crossing the Border. Research from the Mexican Migration Project. New York: Russell Sage Foundation.

Dreby, Joanna. 2010. Divided by Borders. Mexican Migrants and Their Children. Berkeley: University of California Press.

Foner, Nancy, Rumbaut, Rubén G. and Steven J. Gold (Eds). 2003. Immigration Research for a New Century. Multidisciplinary Perspectives. New York: Russell Sage Foundation.

Glick Schiller, N. & Çağlar, A. (Eds). 2011. Locating Migration. Rescaling Cities and Migrants, Ithaca, Cornell University Press.

Hammar, Tomas, et. al. (Eds).1997. International Migration, Immobility and Development. Multidisciplinary Perspectives.

Huntington, Samuel. 2004. Who are We? The Challenges to America's National Identity. New York. Simon and Schuster.

Massey, Durand, and Malone. 2002. Beyond Smoke and Mirrors.

Mittelman, James H. (Ed.) 1997. Globalization. Critical Reflections. Boulder: Lynne Rienner Publishers

Myers, Dowell. 2007. Immigrants and Boomers. Forging a New Social Contract for the Future of America. New York: Russell Sage Foundation.

Newland, K. (ed) (2010) Diasporas. New Partners in Global Development Policy, Washington, D.C., Migration Policy Institute-USAID.

Perlmann, Joel. 2005. Italians Then, Mexicans Now. Immigrant Origins and Second-Generation Progress, 1890 to 2000. New York: Russell Sage Foundation.

Portes, Alejandro and Ruben Rumbaut. 1996. Immigrant America: A Portrait.

Pries, Ludger (Ed). 2001. New Transnational Social Spaces. International migration and transnational companies in the early twenty-first century. London: Routledge.

Pries, Ludger (Ed). Rethinking Transnationalism. The Meso-Link of organizations. London: Routledge.

Ramakrishnan, K. S. (2005) Democracy in Immigrant America. Changing Demographics and Political Participation, Stanford, Stanford University Press.

Richmond, Anthony H. 1994. Global Apartheid. Refugees, Racism, and the New World Order. Oxford: Oxford University Press.

Sassen, Saskia. 1998. Globalization and its Discontents. Essays on the New Mobility of People and Money.

Terry and Wilson (Eds.) 2005. Beyond Small Change. Making Migrant Remittances Count.

Voss, Kim and Irene Bloemraad. 2011. Rallying for Immigrant Rights: The Fight for Inclusion in 21st Century America. Berkeley: University of California Press.

Waldinger, Roger 2015. The Cross-border Connection. Immigrants, Emigrants, and Their Homelands Cambridge: Harvard University Press.

White, Michael J. and Jennifer E. Glick. 2009. Achieving Anew. How New Immigrants do in American Schools, Jobs, and Neighborhoods. New York: Russell Sage Foundation.

Wong, J. S. (2006) *Democracy's Promise. Immigrants and American Civic Institutions*, Ann Arbor, The University of Michigan Press.

Yoshikawa, Hirokazu. 2011. Immigrants Raising Citizens. Undocumented Parents and their Young Children New York: Russell Sage Foundation. 2011.