Migration and Development

City and Regional Planning (CPLN) 628-001
Sociology (SOCI) 628-001
Spring 2021

Tuesday 9:00-11:50 (we may not use the full time every week)
All class meetings will take place via Zoom teleconference

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Spring semester office hours: by appointment
Research assistant for our Chinatowns research project: Jazmin Diaz
Teaching assistant for our Chinatowns research project: Adam Ghazzawi

Course Description and Goals

Human migration is one of the most important phenomena driving urban and rural
community and economic development. This research seminar focuses on the ways that
migrants and community, government, and private institutions work to influence
development around the world. We explore a range of community, economic, human, and
urban development. After a brief introduction to histories and theories of migration and
development, our major themes include:

- Public and private institutions and policies that influence migration and
development in sending and receiving countries;
- Diaspora-led transnational development, including remittances, hometown and
county associations, and transnational advocacy and community organizing;
- Local revitalization, neighborhood change, labor and housing markets, workforce
and enterprise development.

Readings are drawn from a variety of social sciences, planning and development studies,
including from academia and practice. Assignments include short papers on the readings
and participation in an intensive research project during the second half of the semester.
Students will research land use, occupancy, ownership, and neighborhood change in the
downtown Chinatowns of Philadelphia and Boston, in partnership with Asian Americans
United (Philadelphia) and the Chinese Progressive Association (Boston). All students
will participate in the research and will draft a thematic chapter of a final project report.
People unable to visit Philadelphia or Boston’s Chinatown will conduct research online.

Ultimately, this course aims to help students develop: 1) a broad knowledge of migration
and development in different geographic and institutional settings around the world; 2) an
in-depth understanding of community and economic development practices in migrant
sending and receiving communities; 3) familiarity with social science approaches to
evaluating the dynamics and impacts of migration and development; and 4) experience in
mixed-methods research on migrant communities and neighborhood change.
**Readings:**
All readings are available on Canvas (https://upenn.instructure.com/), where you should use the HOME page to access readings for each week (and also all assignments). On the page for each class meeting, please read the brief notes and questions to consider at the top, plus any instructions (for example about what to skim, browse, etc.). You are expected to spend about 2 hours reading each week; plus a weekly average of 1.5 to 2 hours spent on assignments (though concentrated at different points in the semester, per your schedule of assignments in this and other classes).

**Zoom Meeting Expectations:**
Unless you have communicated with the instructor about this beforehand, you are expected to keep your video on during our entire class meeting each week, except during breaks.

We will take at least one break each week; and some meetings may not last the full 2 hours and 50 minutes. Per Penn policy: To facilitate access for all class members, these sessions, including your participation, are being recorded and the recordings will be made available to the class, for the duration of the semester. These recordings are made available solely for your personal, educational use and may not be shared, copied or redistributed without the permission of Penn and the instructor. Note also that you are NOT allowed to record class sessions yourselves.

The recordings of our class meetings on Zoom will be posted to Canvas after each meeting, as will PowerPoint slides shown in class.

You will be expected to use the Screen Share function on Zoom to share the results (photos, maps, other data, etc.) of your Chinatowns research as well as some activities we do together during class meetings. We will use the break-out room function on Zoom to have small group discussions, in addition to our full-class discussions and presentations.

You are expected to devote your full attention to our discussions, presentations, and activities during our weekly class meetings. Please do your best to not be distracted by your phone, or other things on your computer screen. You are welcome to take notes related to our class meeting on your computer or another device, especially if that helps your own learning process and/or preparation for the papers you write in this class.

**Academic Integrity:**
All students are responsible for following the policies (in particular, regarding academic integrity, plagiarism, and original work) contained in the College of Arts and Sciences’ General Policies and the University of Pennsylvania’s Code of Academic Integrity.
Assignments and Grading:

Percentages – of your total grade in the class:

30% Three (3) ~5pp. papers (10% each)

   Grading criteria for these papers are listed with the paper assignments on Canvas.

35% Research project (details on Canvas)

   15% Data collection and presentation

   20% Chapter of final project report

35% Class attendance and participation

   Class participation grades are based on your willingness to participate and ability to synthesize, critically analyze, and otherwise engage with assigned readings and other course material in discussions during our weekly class meetings. Participation also includes your engagement in our discussions with guest speakers; and in our collective research project and with our partners in it. Good class participation consists of contributing to our full-class discussions (i.e., speaking up), ideally more than once in each class meeting, in addition to discussions in smaller groups; and of taking on manageable/feasible goals and tasks in our project that you can deliver reliably, and more generally collaborating with other colleagues and partners in the project as a team player.

   Students are expected to attend all class meetings, and should email the instructor in advance if they cannot attend, or email the instructor as soon as possible in cases of unexpected absence (reasons of health or personal/household/family emergency are considered “excused” absences). If you have more than 3 unexcused absences during the semester, you will not pass the class.

Late Work, Extensions, and Absences:

Please do your best to plan ahead and ask for an extension on any paper well in advance if you need one. I am very accommodating about extensions, and do not mark grades down for late work if you ask for an extension before the due date (or if you have a last-minute personal emergency, health or otherwise). If you do not ask for an extension before the due date (or have a last-minute emergency), late work will be marked down one full grade (e.g., A to B).

Similarly, please inform the instructor of any anticipated absences from class meetings well in advance. If you do not, or do not have a last-minute emergency, this will be considered an unexcused absence.
Summary schedule

I. Theory and policy

January 26  Introductions: Theories of migration and development
February 2  Emigration and development
February 9  Immigration and development
Friday, February 12  Short paper due on part 1

II. Transnational development

February 16  Remittances and intermediary institutions
  Guest: Deepali Fernandes, International Organization for Migration
February 23  Home associations (I)
  Guest: Jaime Boyso Ventura, San Mateo Ozolco, Mexico
March 2  Home associations (II) and mobilizing diasporas
  Guest: Dahn K. Dennis, Philadelphia and Nimba County, Liberia
Friday, March 5  Short paper due on part 2
March 9  [No class meeting – City Planning Department spring break]

III. Local community and economic development

March 16  Chinatown
  Assignment: *Visit Chinatown (*in person or virtual)
  Guests: Jenny Chen, Bethany Li, partners in Chinatowns research – kickoff class project
March 23  Immigration and revitalization
  Assignment: Conduct fieldwork
March 30  Housing
  Assignment: Check and clean data, begin analyzing results, identify report topics
  Guests: Project partners from AAU, CPA, GBLS; Arthur Acolin, U. Washington
April 6  Labor rights and protection
  Assignment: Research for individual chapter
  Guest: Franca Trubiano, Penn Architecture
April 13  Workforce and enterprise development
  Guest: Mariam Nek, Welcoming Center for New Pennsylvanians
  Optional: Draft or outline of Chinatown chapter due for feedback
April 20  Integration
  Guest: Hon. Leoluca Orlando, Mayor of Palermo, Italy
  11:59pm: Short paper due on part 3
April 27  Final Chinatown project presentations
Friday, May 7  Final drafts of Chinatown chapters due
I. Theory and policy

January 26  Theories of migration and development
This week we will introduce ourselves and the course and explore social science theories (and “policy theories”) that have sought to make sense of the relationships between migration and development in recent decades.

Reading:
- Spend some more time reading recent global migration news and reports.

February 2  Emigration and development
This week and next we will survey major patterns of global migration and national government efforts to shape migration and development. This week we will focus on developing countries’ experiences and policies of emigration and return migration; and we will discuss the diverse meanings and practices of “development.”

Reading:
- Stephen Castles and Raul Delgado Wise, eds., *Migration and Development: Perspectives from the South* (IOM, 2008), introduction by Castles and Wise and chapter 5 on India by Binod Khadria, pp.3-10 and 79-106.
- Natasha Iskander, *Creative State: Forty Years of Migration and Development Policy in Morocco and Mexico* (Cornell UP, 2010), pp. 1-21 and 305-316.
February 9  **Immigration and development**  
*This week we will review mostly wealthy countries’ temporary and permanent labor immigration systems, investor immigrant recruitment, and other national policies, programs, and their impacts.*

Reading:
- Australia, Canada, New Zealand, and United Kingdom immigration programs (see instructions on Canvas).

Friday, Feb. 12  **Assignment due:** Reflection paper on part 1
II. Transnational development

February 16  Remittances and intermediary institutions

This week we will examine: 1) patterns, impacts, and debates about remittances at the family level (we will focus more on “collective remittances” in following weeks); and 2) the work of large and small intermediary institutions that manage migration and support transnational development, from international banks to more grassroots groups.

Guest: Deepali Fernandes, International Organization for Migration

Reading:
- Skim:
  o IOM, “Diaspora and Development.”
  o African Development Bank.
  o Joint Migration and Development Initiative (EU/UN), Migration for Development: A Bottom-Up Approach (2011).
February 23  **Home associations (I)**

_This week we will explore and compare the home and hometown associations of different diasporas._

Guest: Jaime Boyso Ventura, Amigos de Ozolco

Reading:
- Manuel Orozco and Rebecca Rouse, “Migrant Hometown Associations and Opportunities for Development” (Migration Policy Institute, 2007).

March 2  **Home associations (II) and mobilizing diasporas**

_This week we will continue to examine home associations but also a broader range of mostly migrant-led economic development, community organizing, political, human rights, and other transnational organizations._

Guest: Dahn K. Dennis, Nimba Youth, TADDA, ULAA, UNICCO, etc.

Reading:
- Kathleen Newland and Hiroyuki Tanaka, “Mobilizing Diaspora Entrepreneurship for Development” (Migration Policy Institute, 2011).
- Interview with Mireille Fanon-Mendes France on “Mobilizing the Diaspora” (Africities, 2018).

Friday, March 5  **Assignment due:** Reflection paper on part 2

March 9  No class meeting – City Planning Department spring break
III. Local community and economic development

March 16  Chinatown

This week we will examine the local, regional, and transnational forces shaping the development of Chinatowns, and kick off our class research project with our partners from Philadelphia and Boston.

Guests: Jenny Chen, Asian Americans United; Bethany Li, Greater Boston Legal Services; Lydia Lowe, Boston Chinatown Community Land Trust

Reading:

Assignment: *Visit Chinatown (*in person or virtual)

March 23  Immigration and revitalization

This week we will survey diverse patterns of urban revitalization, mainly in the U.S., and their relationships to migration; discuss initial Chinatown research findings, and possibly work together on some of the research.

Reading:
• Robert Sampson, “Immigration and America’s Urban Revival,” American Prospect (July 2015).

Assignment: Conduct fieldwork
March 30  
**Housing**

This week we will explore housing markets, policies, and experiences of migrants in North America and Europe; and debrief our initial Chinatown research findings with project partners.

Guests: Partners from AAU, CPA, GBLS; Arthur Acolin, U. Washington

Reading:
- CLIP, “Housing and Integration of Migrants in Europe” (European Foundation for Improvement of Living & Working Conditions, 2007).
- Other choices on Canvas.

Assignment: Check/clean data, add ownership data, identify topics

April 6  
**Labor rights and protection**

This week we will return to the topic of labor migration in a more focused and migrant-centered way than in part 1 of the course, exploring transnational and local issues and efforts to address labor rights and protections.

Guest: Franca Trubiano, Penn Architecture

Reading:

Assignment: Research for individual chapter
April 13  Workforce and enterprise development

This week we will examine the ways that governments and civil society support workforce and business development among newcomers.

Guest: Mariam Nek, Welcoming Center for New Pennsylvanians

Reading:
- Cities of Migration, “Good Ideas” – case studies of Work.
- New American Economy.

Optional: Draft or outline of Chinatown chapter due for feedback

April 20  Integration

This week we will explore other areas of newcomer integration and its relationships to development, including public spaces, arts and culture, public services, experiences of the second generation, and the welcoming practices of cities in North America and Europe.

Guest: Hon. Leoluca Orlando, Mayor of Palermo, Italy

Reading:
- Philip Kasinitz et al., Inheriting the City: The Children of Immigrants Come of Age (Russell Sage Foundation, 2009), pp.1-24.
- Brian Ray, “The Role of Cities in Immigrant Integration” (MPI 2003).
- New Yorkers for Parks, Parks for All New Yorkers: Immigrants, Culture, and NYC Parks (2008).
- Mark Stern, Susan Seifert, and Domenic Vitiello, “Migrants, Communities, and Culture" (SIAP and TRF, 2008).
- Cities of Migration, “Good Ideas in Integration.”

Assignment due (by midnight): Reflection paper on part 3

April 27  Final Chinatown presentations

Friday, May 7  Assignment due: Final drafts of Chinatown chapters