

# Migration and Development

City and Regional Planning (CPLN) 628-001

Sociology (SOCL) 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

Professor: Domenic Vitiello      email: vitiello@upenn.edu      phone: 215-898-5226

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:

- Hein De Haas, “Migration and Development: A Theoretical Perspective,” *International Migration Review* vol. 44, no. 1 (Spring 2010), 227-264.
- Nina Glick Schiller, “A Global Perspective on Migration and Development,” in *Migration, Development and Transnationalization: A Critical Stance*, Glick Schiller and Thomas Faist, eds. (Berghahn, 2010), pp.22-52.
- 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.
- Maruja Asis, “The Philippines: Beyond Labor Migration, Toward Development and (Possibly) Return” (Migration Policy Institute, 2017).
- 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).
- Jennifer Hunt, "Would the U.S. Benefit from a Merit-Based Immigration System?" NPR (August 3, 2017).
- Audrey Singer and Camille Galdes, "Improving the EB-5 Investor Visa Program: International Financing for U.S. Regional Economic Development" (Brookings Institution, 2016).
- Cindy Hahamovitch, *No Man's Land: Jamaican Guestworkers in America and the Global History of Deportable Labor* (Princeton UP, 2011), chapter 10 and conclusion, pp.227-243.
- OECD/ILO, *How Immigrants Contribute to Developing Countries' Economies* (2018), pp.27-42.

**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:

- Sarah Lopez, “The Remittance House,” in *The Remittance Landscape: Spaces of Migration in Rural Mexico and Urban USA* (University of Chicago Press, 2015), pp.35-70.
- Madeleine Reeves, “Black Work, Green Money: Remittances, Ritual, and Domestic Economies in Southern Kyrgyzstan,” *Slavic Review* vol. 71, no. 1 (2012), pp. 108-134.
- Bob Davis, “Direct Deposits – Migrants’ Money Is Imperfect Cure for Poor Nations,” *Wall Street Journal* (November 1, 2006).
- Skim:
  - Abel Chikanda and Jonathan Crush, “Diasporas of the South,” in *A New Perspective on Human Mobility in the South* (IOMS, 2014), pp.65-88.
  - IOM, “Diaspora and Development.”
  - World Bank Group, “Migration and Development: A Role for the World Bank Group” (2016), pp.39-44 and 51-52.
  - African Development Bank.
  - 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).
- Petty Levitt, “Transnationalizing Community Development,” in *The Transnational Villagers* (University of California Press, 2001), chapter 7, pp.180-197.
- Claire Mercer, Ben Page, and Martin Evans, *Development and the African Diaspora: Place and the Politics of Home* (Zed, 2008), pp.3-29 and 225-235.

**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).
- Domenic Vitiello, “African Diasporas: Liberians and Black America,” *The Sanctuary City: Immigrant, Refugee, and Receiving Communities in Postindustrial Philadelphia* (Cornell UP, 2022), 129-136, 167-174.
- Marisol Raquel Gutierrez, “The Power of Transnational Organizing: Indigenous Migrant Politics in Oaxacalifornia,” NACLA (2010).

**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:

- Arthur Acolin and Domenic Vitiello, “Who Owns Chinatown: Neighborhood Preservation and Change in Philadelphia and Boston,” *Urban Studies* vol. 55, no. 8 (2018), 1690-1710.
- AALDEF, *Chinatown Then and Now: Gentrification in Boston, New York, and Philadelphia* (2013).
- Michael Kimmelman, “Chinatown, Resilient and Proud,” *New York Times* (2020).

*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).
- Michael Katz and Kenneth Ginsburg, “Immigrant Cities as Reservations for Low-Wage Labor,” *Contexts* vol.14, no.1 (2015), pp.26-31.
- A.K. Sandoval-Strausz, “Latino Landscapes: Postwar Cities and the Transnational Origins of a New Urban America,” *Journal of American History* vol. 101, no. 3 (2014), 804-831.

*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:

- Thomas Carter and Domenic Vitiello, “Immigrants, Refugees and Housing,” in *Immigrant Geographies of North American Cities*, Carlos Teixeira, Wei Li, and Audrey Kobayashi, eds. (Oxford UP, 2011).
- 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:

- Arlie Hochschild, “The Nanny Chain,” *American Prospect* (2001).
- Ernst Spaan and Ton van Naerssen, “Migration decision-making and migration industry in the Indonesia-Malaysia corridor,” *Journal of Ethnic and Migration Studies* vol. 44 (2017).
- Karl Flecker and Teresa Healey, “International Labor Migration: Re-Regulating the Private Power of Labor Brokers” (AFL-CIO/USAID, 2015).
- Natasha Iskander, “Qatar, the Coronavirus, and *Cordons Sanitaires*,” SSRC (2020).

*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.
- Jonathan Bowles, *A World of Opportunity* (CUF, 2007).
- Christian Krohn-Hansen, *Making New York Dominican: Small Business, Politics, and Everyday Life* (Penn Press, 2012), pp.47-90.
- Jan Rath and Anna Swagerman, “Promoting Ethnic Entrepreneurship in European Cities,” *International Migration* vol. 54, no. 1 (2016), pp.152-166.

*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:

- Leonie Sandercock, *Cosmopolis II: Mongrel Cities of the 21st Century* (Continuum, 2003), pp.127-156.
- 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).
- Michael Jones-Correa, “All Immigration Is Local” (CAP, 2011).
- 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