

# Migration and Development

City and Regional Planning (CPLN) / Sociology (SOCI) 6280  
Spring 2023

Wednesday 9:00-11:50 am  
Classroom: Fisher-Bennett Hall, 34<sup>th</sup> & Walnut Streets, room 141

Professor: Domenic Vitiello  
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Spring semester office hours: by appointment - generally available on campus Monday morning and Wednesday after class; other times via phone or Zoom

## **Course Description and Goals**

Human migration is one of the most important phenomena driving urban and rural community and economic development. This **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;
- Transnational and local labor, housing, inclusion and integration experiences and strategies;
- Local revitalization, neighborhood change, and community economic 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, a group photo essay, and a small project or paper that each student (or groups of students) will design in consultation with the instructor.

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; and 3) familiarity with social science approaches to evaluating the dynamics and impacts of migration and development.

### **Readings:**

All readings are available on Canvas, 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 at the top, plus any instructions (for example about what to skim, browse, etc.). You are expected to spend about 2.5 hours reading each week.

### **Laptops, Tablets, and Phones:**

Students may not use laptops, tablets, phones, or other screens during class discussions (unless approved by Penn student services). Students may be asked to use laptops and/or tablets occasionally during group activities in the classroom, so please bring your laptop or tablet to meetings in the classroom (not on trips). Students should use phones and cameras to take pictures and notes on our class trips, per our photo essay assignment.

### **Trips:**

For our three trips via SEPTA, students are responsible for purchasing fare cards and arriving to class with fares already purchased. We will always end our trips in time for you to return to campus by 11:30am.

### **Academic Integrity:**

All students are responsible for following the policies (in particular, regarding academic integrity, plagiarism, and original work) contained in the University of Pennsylvania's Code of Academic Integrity.

### **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.

## Assignments and Grading:

Percentages – of your total grade in the class:

- 30% Three (3) ~4pp. papers (10% each)
- 20% Photo essay (group assignment – 2 or 3 people)
- 20% Final project
- 30% 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. 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 active listening and engagement with what other people in our class (and guests/hosts) contribute to our discussions.*

*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.*

## Grading Criteria:

*In **evaluating** the content of your participation as well as written assignments, I weigh: especially **criticality** (the depth and nuance of your analysis when explaining/assessing); and also **precision** (the clarity and specificity of your descriptions/statements); **creativity** (of your ideas); **synthesis** (the ways you engage and relate different things we read, see, hear, and do to one another); **struggle** (to learn things that are new to you); **collaboration** (your sharing and support of one another in group work, including assignments and in-class activities); and **cooperation** (the quality of your efforts to create an inclusive, respectful, serious intellectual community, particularly in class meetings).*

## Grading: numbers – to – letters

A+	98 – 100	A	94 – 97.9	A-	90 – 93.9
B+	87 – 89.9	B	84 – 86.9	B-	80 – 83.9
C+	77 – 79.9	C	74 – 76.9	C-	70 – 73.9
D	65 – 69.9				
F	Below 65				

## Summary schedule

### **I. History, theory and policy**

- January 18        Introductions and histories
- January 25        Theories of migration and development
- February 1        Emigration and development
- February 8        Immigration and development
- Friday, February 10        *Short paper due* on part 1

### **II. Transnational development**

- February 15        Remittances and intermediary institutions  
*Guest:* Deepali Fernandes, United Nations Capital Development Fund (via Zoom)
- February 22        Home associations (I)  
*Guest:* Rubén Chico, Grupo Ozolco, Masa Cooperativa, etc.  
*Due:* 1-page prospectus for final project
- March 1            Home associations (II) and mobilizing diasporas  
*Guest:* Hon. Dahn Dennis, UNICCO, ULAA, TADDA, etc.
- Friday, March 3        *Short paper due* on part 2

[no class March 8 – Spring Break]

### **III. Work, housing, and integration**

- March 15            Labor rights and protections  
*Guest:* Natasha Iskander, NYU (via Zoom)
- March 22            Housing and settlement  
*Guest:* Arthur Acolin, U. Washington (via Zoom)
- March 29            Integration and inclusion  
*Guests:* Elizabeth Kassinis, Caritas Cyprus  
Amy Eusebio & Maria Giraldo-Gallo, Philadelphia Office of Immigrant Affairs
- Friday, March 31        *Short paper due* on part 3
- April 5              Work on final projects [no class meeting]

### **IV. Immigrant neighborhoods**

- April 12            Immigration and revitalization  
*Trip:* 8:30-11:30, South Philadelphia, with Lan Dinh, VietLead  
12:00-1:30, Chinatown, with Debbie Wei, AAU
- April 19            Small business and corridor management  
*Trip:* Woodland Avenue, with Musa Trawally, ACANA
- April 26            Global neighborhoods  
*Trip:* Upper Darby, with Multicultural Community Family Services
- Monday, May 1        *Photo essay due* on part 4
- Friday, May 5        *Final project deliverables due*

## **I. History, theory and policy**

### **January 18 Introductions and histories**

*This week we will introduce ourselves and the course and briefly survey the history of global migration.*

Reading:

- Spend 50+ minutes reading recent news and reports (see Canvas).

*Assignment (ungraded):*

- Family history – prepare a brief presentation (see Canvas for details).

### **January 25 Theories of migration and development**

*This week we will explore social science theories that have sought to make sense of the relationships between migration and development; and we will discuss what “development” means.*

Reading:

- Hein De Haas, “Migration and Development: A Theoretical Perspective,” *International Migration Review* vol. 44, no. 1 (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), 22-52.

## February 1 Emigration and development

*This week and next we will survey major patterns of global migration and national governments' efforts to shape migration and development. This week we will focus on countries' experiences and policies of emigration and return migration.*

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, 3-10 and 79-106.
- Maruja Asis, "The Philippines: Beyond Labor Migration, Toward Development and (Possibly) Return" (MPI, 2017).
- Natasha Iskander, *Creative State: Forty Years of Migration and Development Policy in Morocco and Mexico* (Cornell UP, 2010), 1-21 and 305-316.
- Eva Østergaard-Nielsen, "Sending Country Policies," in *Integration Processes and Policies in Europe*, Blanca Garcés-Mascareñas and Rinus Penninx, eds. (Springer, 2016), 147-153.
- Tessa Coggio, "Europe's Tackling of 'Root Causes' of African Migration Has a Mixed Record" (MPI, 2021).

## February 8 Immigration and development

*This week we will review wealthy countries' permanent and temporary 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).
- Elizabeth Shaw, "Millionaire Migration Rises and Heads to New Destinations" (MPI, 2022).
- Cindy Hahamovitch, *No Man's Land: Jamaican Guestworkers in America and the Global History of Deportable Labor* (Princeton UP, 2011), chapter 10 and conclusion, 227-243.

Friday, Feb. 10

Assignment due: Reflection paper on part 1

## **II. Transnational development**

### **February 15 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 via Zoom: Deepali Fernandes, UN Capital Development Fund

Reading:

- Sarah Lopez, “The Remittance House,” in *The Remittance Landscape: Spaces of Migration in Rural Mexico and Urban USA* (University of Chicago Press, 2015), 35-70.
- Madeleine Reeves, “Black Work, Green Money: Remittances, Ritual, and Domestic Economies in Southern Kyrgyzstan,” *Slavic Review* vol. 71, no. 1 (2012), 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), 65-88.
  - IOM, “Diaspora and Development.”
  - World Bank Group, “Migration and Development: A Role for the World Bank Group” (2016), 39-44 and 51-52.
  - African Development Bank.
  - Joint Migration and Development Initiative (EU/UN), *Migration for Development: A Bottom-Up Approach* (2011).
  - IOM, “Debt and the Migration Experience” (2019).
  - Deepali Fernandes, “Remittances and Beyond” (2020).

**February 22 Home associations (I)**

*This week we will explore and compare the home and hometown associations of different diasporas.*

Guest: Rubén Chico, Grupo Ozolco, Masa Cooperativa, etc.

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), 180-197.
- Claire Mercer, Ben Page, and Martin Evans, *Development and the African Diaspora: Place and the Politics of Home* (Zed, 2008), 3-29 and 225-235.

Due on Canvas: 1p. prospectus for final project (see Canvas for details).

**March 1 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: Hon. Dahn K. Dennis, UNICCO, Nimba Youth, ULAA, 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), 129-174.
- Daniela Villacres, “Beyond Remittances: Reframing Diaspora-Driven Development in El Salvador” (MPI, 2014).
- Marisol Raquel Gutierrez, “The Power of Transnational Organizing: Indigenous Migrant Politics in Oaxacalifornia,” NACLA (2010).

**Friday, March 3**     Assignment due: Reflection paper on part 2

[March 8     No class meeting – spring break]

### **III. Work, Housing, and Integration**

#### **March 15 Labor rights and protections**

*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 international migrants' work experiences, labor rights and protections*

Guest via Zoom: Prof. Natasha Iskander, NYU

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, "Earth," *Does Skill Make Us Human? Migrant Workers in 21<sup>st</sup> Century Qatar and Beyond* (Princeton UP, 2022), 216-256.

#### **March 22 Housing and settlement**

*This week we will explore housing markets, policies, strategies, and experiences of migrants as well as broader systems of resettlement and shelter in North America, Europe, and the Middle East.*

Guest via Zoom: Prof. Arthur Acolin, University of 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).
- Damaris Rose, "Creating a Home in Canada: Refugee Housing Challenges and Potential Policy Solutions" (MPI, 2019).
- CLIP, "Housing and Integration of Migrants in Europe" (European Foundation for Improvement of Living & Working Conditions, 2007).
- "Urban Displacement, Development and Donor Policies in the Middle East" (CMI, 2019-2022).
- Global Shelter Cluster, "Shelter in the Middle East" (2019).

**March 29      Integration and inclusion**

*This week we will explore other areas of newcomer integration and its relationships to development, including the welcoming practices of cities in North America, Europe, and other regions.*

Guests: Amy Eusebio & Maria Giraldo-Gallo, Office of Immigrant Affairs  
Elizabeth Kassinis, Caritas Cyprus

Reading:

- Leonie Sandercock, *Cosmopolis II: Mongrel Cities of the 21st Century* (Continuum, 2003), 127-156.
- Philip Kasinitz et al., *Inheriting the City: The Children of Immigrants Come of Age* (Russell Sage Foundation, 2009), 1-24.
- Brian Ray, “The Role of Cities in Immigrant Integration” (MPI 2003).
- Michael Jones-Correa, “All Immigration Is Local” (CAP, 2011).
- Liam Patuzzi, *European Cities on the Front Line: New and emerging governance models for migrant inclusion* (EU/IOM/MPI, 2020).
- Cities of Migration, “Good Ideas in Integration.”

**Friday, March 31**      Assignment due: Reflection paper on part 3

**April 5**              **Work on final project** [no class meeting this week]

## **IV. Immigrant neighborhoods**

### **April 12      Immigration and revitalization**

*This week we will survey the relationships between immigration, immigrants, and urban and neighborhood change, mainly in the U.S.*

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), 26-31.
- A. K. Sandoval-Strausz, *Barrio America: How Latino Immigrants Saved the American City* (NY: Basic, 2019), introduction, 1-19.
- 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.

Trip: 8:30-11:30am – South Philadelphia, visit with Lan Dinh, VietLead  
12:00-1:30pm – Chinatown, visit with Debbie Wei, AAU

### **April 19      Enterprise development and commercial corridors**

*This week we will examine the ways that governments and civil society support businesses and commercial corridor development in immigrant communities.*

Reading:

- Christian Krohn-Hansen, *Making New York Dominican: Small Business, Politics, and Everyday Life* (Penn Press, 2012), 47-90.
- Jan Rath and Anna Swagerman, “Promoting Ethnic Entrepreneurship in European Cities,” *International Migration* vol. 54, no. 1 (2016), 152-166.
- Daouda Cissé, “As Migration and Trade Increase between China and Africa, Traders at Both Ends Often Face Precarity” (MPI, 2021).

Trip: Woodland Avenue, visit with Musa Trawally, ACANA

**April 26**

**Global neighborhoods**

*This week we will examine “global neighborhoods,” the suburbanization of immigration, and civil society in diverse communities.*

Reading:

- Tarry Hum, “Making Sunset Park,” chapter 2 of *Making a Global Immigrant Neighborhood: Brooklyn's Sunset Park* (Temple UP, 2014).
- Chad Farrell, “Rapid immigrant suburbanization means that for many, segregation has shifted to the periphery,” LSE blog (2015).

Trip: Upper Darby, visit with Multicultural Community Family Services

**Monday, May 1**

Assignment due: Photo essay on part 4

**Friday, May 5**

Assignment due: Final deliverables for projects