

**Immigration Policy:
Global and North American Perspectives
Sociology 643**

University of Massachusetts-Boston, Department of Sociology

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Course Website: TBA.

Note About the Website: This will be a face-to-face class (not online) but like most of my graduate level and upper level undergraduate courses, it will have a companion website containing copies of all assignments, the syllabus and links to required and additional readings (academic, policy reports and popular press).

Introduction

This class will give you a global perspective on immigration policy that is weighted toward issues and concerns that have defined the recent history of immigration policy in North America. We will look at case studies from Western, Eastern and Southern Europe, Central and South East Asia, Canada, Australia, Africa and the Caribbean. But we will also use these global and transnational perspectives to re-contextualize the significance of immigration policy debates in the US.

Another goal of the class is to introduce you to most of the key policy concerns that are shaping immigration policy around the world. Among other things, this includes strategies for legalizing (and policing) unauthorized migrant flows, the regulation and recruitment of temporary visa holders (and other migrants who can be classified as “nonimmigrants”) as well as debates over the pros and cons of guest worker programs, over dual and transnational citizenship and over the social rights of migrants and immigrants.

As we cover these issues, you will be introduced to the current state of the policy debate (and the practical choices facing policy makers). But we will also be situating all of these issues in the context of sociological and interdisciplinary theories of migration, citizenship, national sovereignty and migrant rights. We will explore the implications that these policy issues hold for the social inclusion of migrant populations in liberal-democratic “immigration nations” and in other nations that don’t officially define themselves as such. We will also examine disparities in immigration policy and law which may benefit some migrants more so than others (taking a look at policies and practices that may reinforce the marginality of migrant women and sexual or racial-cultural minorities). As we explore all of these issues, you will be encouraged to think about the theoretical, legal-political and ethical frameworks that we should be using to guide immigration policy.

Required Text and Readings

Wayne Cornelius, Takeyuki Tsuda, Philip Martin and James Hollifield, eds., Controlling Immigration: A Global Perspective, 2nd Edition, (Stanford, CA: Stanford University Press, 2004)

Reading Packet: Most of our required readings for this class will be individual book chapters, journal articles and some government and nonprofit policy reports and court documents. These readings will be made available as part of reading packet or, when possible, posted on the class website. See course schedule for a list of these readings.

Current Immigration Policy Issues: Please also note that news coverage of recent developments in immigration law (in the US and worldwide) will be used to frame our class discussions and will be added to some of our readings (and website content). This content is not listed in the course schedule. It will be custom-tailored to the course, each time it is offered.

Course Requirements

Attendance	10pts
Weekly Essays (8 at 5pts each)	40pts
Session Leader (1 at 15pts)	15pts
Final Paper Preparation Assignments	10pts
Final Paper (Final Draft)	25pts
Total	100pts

Requirements (detail)

Attendance: Since this is a seminar-style class, driven by student discussion, it's imperative that you show up on a regular basis! The attendance grade is solely on your presence in our class sessions. Please note that if you arrive late or leave early, you may forfeit a portion of your attendance grade for that session (depending on how much of the class you miss). Please also note that a participation score has been factored into the grade for the weekly essay assignments (see below).

Note: The per session point value for the attendance grade will be determined when the course is actually taught for the first time, and I know exactly how many sessions I have for the course.

Weekly Essays: With the exception of the first class, there will be a short essay assignment accompanying all of our weekly readings. The essay questions will be posted on our class website (along side the reading list, as well as containing suggestions for additional readings).

You are expected to complete 8 of these essays throughout the course of the class (which means you should write an essay for approximately two thirds of our regular class sessions). All of these essays should be approximately 3-5 pages in length. The

questions will change from week to week, but the general goal will be to get you to synthesize the core themes and issues raised by the readings and to use them to 1) discuss practical legal-policy options and 2) relate the discussion to relevant social theory (theories of the migration process, migrant rights, national sovereignty, the ethics of migration policy etc).

These essays will always be due at the beginning of the same class session in which we will be discussing the assigned readings. You will be expected to share some of your reflections from your essay in our discussion of the readings. Each essay will be worth 5 points. One (1) of these five points will be based on your participation in our class discussion of the readings.

Session Leader: You are required to sign up to be a session leader for one of our class sessions. As a session leader, you are required to collaborate with your partners (you will have at least one) to prepare and implement a discussion-exercise, which should span 30-45 min. This discussion-exercise will take place after our discussion of the reading notes for that day of class. The exercise should introduce us to new data or a case study which is relevant to our session topic (but which doesn't come from our required readings for that day).

After briefly introducing us to this new data, case study or theory—you will pose 1-2 questions for us to explore further. At this point, you can choose to moderate the ensuing discussion as a large group—or break the class down into a series of small groups. You also choose to give everyone the same question and same data to explore—or give us a different combination of questions and data or case studies to explore (as long as they are all clearly connected to your central theme). You will be given maximum creative freedom to plan this discussion-exercise and the instructor will work with you (as requested) to help you plan the exercise.

Session leaders will be evaluated as follows. Please note that the session plan and implementation scores are all team grades (all team members get the same grade).

Session Plan (up to 5pts)

To receive full points, you should email a skeleton outline of your session plan to the instructor at least one day before the class session. It is also strongly recommended that you consult with the instructor the week before your scheduled presentation day (to get tips on additional materials, presentation strategies etc). Your session plan should include:

- An outline of the structure of your presentation from start to finish-- including a brief description of the tasks that will be carried out by all of the team members. Who will introduce & review the materials? Who will introduce the questions? Who will moderate the group discussion or run the small group sessions? Will any one make a closing statement? Etc
- Full citation for the new materials that you plan to introduce to the class (including weblink or pdf if available) and a brief description of the specific excerpts (with page #s) that you will be using.

- A list of the question or questions that you will be using to guide the discussion.

Your session plan will be graded on its 1) timely submission, 2) thoroughness (it should cover all the areas above), 3) relevance to the themes for that day's class session and 4) the originality of your questions.

Implementation (up to 5pts)

Your discussion-exercise must be implemented as a single, integrated presentation—not as two or three separate presentations (one for each session leader). The implementation grade will be based on

- 1) how well the session leaders work together as a team to guide the exercise,
- 2) adherence to time constraints (with more penalties accruing for exercises that come up short—under 30 min—as opposed to those that run a little long—over 45 min),
- 3) the clarity of the introductory talk (is it clear that the session leaders understand the materials and did they do a good job of explaining how their materials and questions connect to theme of today's class) and
- 4) stimulating and moderating the class discussion.

Final Paper Preparation Assignments

Throughout the class, you will be required to complete several assignments that will prepare you for submitting your final paper (which is due during the week of final exams). *You are encouraged to submit all of these assignments by email.*

Thesis Statement (2pts)

Your thesis statement can explore any aspect of immigration policy (but please consult the instructor if you plan on exploring an issue that is not included on the syllabus). The thesis statement should be no more than 2-3 typewritten paragraphs (approx 1 page, double spaced). For full points, please make sure to use your thesis statement to express an argument or a hypothesis. It is not sufficient to merely turn in a "paper topic." You need to outline an explanatory framework (something that you plan to "prove", whether this is a relationship—causal or otherwise—between variables, the inadequacy or superiority of a particular theoretical perspective, evidence of a particular policy outcome etc).

Expanded Thesis & Sources (4pts)

For this assignment you are required to develop your thesis argument in more detail (responding to the instructor's commentary on your original thesis, suggested 3-5 page description) and provide a list of five to seven (or more) "general research" sources. Please note that none of our class readings will count as a source for the purpose of this assignment (though you should still cite class readings that you think are relevant). These must also be original sources that you found through your own research.

A “general research” source can include publications from academic journals, government reports, legal documents and reports from nonprofit agencies. News coverage does not count as a “general research” source, though you should still make sure to cite all news sources that you reference in your paper.

Rough Draft with Full Outline & Additional Sources (4pts)

For this assignment, you are required to provide a 7-10 page beginning draft of your final paper (approximately one third the length of your final paper assignment). You should also provide a skeleton draft outline of the “remaining portions” of your paper (the portions not covered in the draft). Finally, you should also included an updated list of your sources—which should include at least ten “general research” sources (not including required readings for class).

Final Paper: The final paper should be 20-30 pages in length and should include at least 20 “general research” sources (at least half of which must come from academic journals or books published by university/academic presses—the rest can be government or nonprofit policy reports, court documents from important immigration legal cases and etc). The “final submission” of the final paper is worth 25 points. This grade will be based on the following:

- Clarity and Originality of Thesis, 5pts
- Coherency of Argument, 5pts
- Supporting Evidence, 10pts
- Minimum # of Required Sources, 3pts
- Use of Proper Citation Style (APA, MLA...any academic citation style will do), 2pts

Course Policies

Extra Credit: There are no extra credit options for this course.

Missed/Late Assignments: Details are listed under the assignment descriptions above (for essays and the final paper).

Arranging an Incomplete: Incompletes will not be awarded to students who have missed a significant portion of the class (as a general rule, you should have 70 percent of the course work already completed and regularly attended the class throughout the semester to qualify for an incomplete). If you are granted an Incomplete you will be required to sign an agreement with the instructor that stipulates exactly what you need to complete for the class and the expected deadline for completion of these assignments. If you need to arrange an incomplete it is your responsibility to contact the instructor as soon as possible—by the last week of regular class at the very latest. If you wait until after the deadline for submitting grades to request an incomplete you have waited too long! Your grade will have already been entered based on the work completed and will not be changed.

Accommodations for Students With Disabilities: Section 504 of the Americans with Disabilities Act of 1990 offers guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center for Disability Services, Campus Center, UL Room 211, (617-287-7430). If this applies to you, you must present these recommendations to each professor within a reasonable period, preferably by the end of the Add/Drop period.

Statement & Policy on Academic Honesty: Please note that writing assignments are a the central component of this course and it is vitally important that this writing reflects your original thoughts and reflections! Any time that you intentionally or unintentionally incorporate a verbatim phrase or sentence from another source without properly citing this source, you are plagiarizing. Other breaches of academic honesty include submitting previously written assignments from prior courses as “new” papers, and taking tests/quizzes for other students. Depending on their severity, breaches of academic honesty can result in a failing grade for the assignment, removal from the course (with a failing grade for the course), or expulsion from one’s academic program. Please note that plagiarism is among the most serious breaches. For a detailed overview of the UMass Boston Code of Student Conduct visit <http://www.umb.edu/academics/undergraduate/office/students/CodeofStudentConduct.html>

Course Schedule

Week 1

Introduction to Global Trends in Immigration Policy
Patterns of convergence, divergence and the “liberal paradox”

- Chapter 1 in Controlling Immigration.
- James Hollifield, “The Emerging Migration State” International Migration Review, 38: 3 (2004), 885-912.
- Saskia Sassen, “Regulating Immigration in a Global Age: A New Policy Landscape,” Annals of the American Academy of Political and Social Science, 570 (2000), 65-77.
- Patrick Weil, “Access to Citizenship: A Comparison of 25 Nationality Laws,” in T. Aleinikoff and D. Klusmeyer, eds., Citizenship Today, (Washington DC: Carnegie Endowment), 17-35.

Week 2

Theoretical Perspectives on Migration

- Christian Joppke, “Why Liberal States Accept Unwanted Migration” World Politics, 50: 2 (1998), 266-293.
- Ogbu Kalu, “The Andrew Syndrome: Models in Understanding Nigerian Diaspora,” in J. Olupona and R. Gemignani, eds., African Immigrant Religions in America, (New York: NYU Press, 2007) ,61-88.

- Douglas Massey et. al., "An Evaluation of International Migration Theory: The North American Case," Population and Development Review, 20: 4 (1994), 699-751.
- Saskia Sassen-Koob, "Towards a Conceptualization of Immigrant Labor," Social Problems, 29: 1 (1981), 65-85.
- Nina Glick Schiller, Linda Basch, Cristina Szanton Blanc, "From Immigrant to Transmigrant: Theorizing Transnational Migration," Anthropological Quarterly, 68: 1 (1995), 48-63.
- Aristide Zolberg, "The Next Waves: Migration Theory for a Changing World," International Migration Review, 23: 3 (1989), 403-430.

Week 3

Ethics and Immigration Policy

- Veit Bader, "The Ethics of Immigration", Constellations, 12: 3 (2005) 331-361.
- Seyla Benhabib, The Rights of Others: Aliens, Residents and Citizens, (Cambridge: Cambridge University Press, 2004), 95–105.
- Joseph Carens, "The Rights of Irregular Migrants", Ethics and International Affairs, 22 (2008) 163-186.
- Mathais Risse, "On the Morality of Immigration," Ethics & International Affairs, 22 (2008) 25-40.
- Jonathon Seglow, "The Ethics of Immigration", Political Studies Review, 3 (2005) 317-344.
- Andy Storey, "The Ethics of Immigration Controls: Issues for Development NGOs," Development in Practice, 4: 3 (1994), pp. 199-209

Week 4

Regulating Temporary Visa Holders

Theoretical Perspectives. Policy Questions and Ethical Implications

- Payal Banerjee, "Transnational subcontracting, Indian IT workers, and the US visa system", Women's Studies Quarterly, 38: ½, (2010), 89-110.
- George Borjas, "The Labor-Market Impact of High-Skill Immigration," The American Economic Review, 95: 2, (2005), 56-60.
- Philip Kretsedemas, Chapter 2 in The Immigration Crucible, (New York: Columbia University Press, 2012).
- E. Neumayer, "Unequal access to foreign spaces: how states use visa restrictions to regulate mobility in a globalized world", Transactions/ Institute of British Geographers, 31, (2006) 72–84.
- G. Papademetriou, D. Meissner, M. Rosenblum and M. Sumption, Aligning Temporary Visas with US Labor Market Needs: The Case for a New System of Provisional Visas, (Washington DC: Migration Policy Institute, 2009).

- M. Rosenzweig, "Global wage differences and international student flows", Brookings Trade Forum, (2006) 57-86.

Week 5

The Guest Worker Debate: Comparing the US and Germany

- Chapters 2 and 6 in Controlling Immigration.
- Vernon Briggs, "The 'Albatross' of Immigration Reform: Temporary Worker Policy in the United States," International Migration Review, 20: 4, (1986), 995-1019.
- Stephen Castles, "The Guest-Worker in Western Europe - An Obituary," International Migration Review, 20: 4, (1986), 761-778.
- Christian Joppke, "The Evolution of Alien Rights in the US, Germany and the European Union," in T. Aleinikoff and D. Klusmeyer, eds., Citizenship Today, (Washington DC: Carnegie Endowment), 36-62.
- Martin Ruhs and Ha-Joon Chang, "The Ethics of Labor Immigration Policy," International Organization, 58:1 (2004), 69-102.
- Otey Scruggs, "Texas and the Bracero Program, 1942-1947," Pacific Historical Review, 32: 3, (1963), 251-264.

Week 6

Defining and Regulating Migrant Illegality: Comparing the US and France

- Chapters 2 and 5 in Controlling Immigration.
- Nicholas DeGenova, "Migrant 'Illegality' and Deportability in Everyday Life," Annual Review of Anthropology, 31 (2002), 419-447.
- Didier Fassin, "Compassion and Repression: The Moral Economy of Immigration Policies in France," Cultural Anthropology, 20: 3 (2005), 362-387.
- Donald Kerwin, More than IRCA: US Legalization Programs and the Current Policy Debate (Washington DC: Migration Policy Institute, 2010).
- Mae Ngai, "The Strange Career of the Illegal Alien: Immigration Restriction and Deportation Policy in the United States, 1921-1965," Law and History Review, 21: 1 (2003), 69-107.
- Catherine Raissiguier, Chapter 3 in Reinventing the Republic : Gender, Migration, and Citizenship in France, (Stanford CA: Stanford University Press, 2005).

Week 7

Mexican Immigration and the Politics of Border Control in the US

- Robert R. Alvarez, Jr., "The Mexican-US Border: The Making of an Anthropology of Borderlands," Annual Review of Anthropology, 24 (1995), 447-470.

- Kitty Calavita, "The New Politics of Immigration: "Balanced-Budget Conservatism" and the Symbolism of Proposition 187," Social Problems, 43: 3 (1996), 284-305.
- Douglas Massey Jorge Durand, and Nolan Malone, Chapter selection TBA in Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration, (New York: Russell Sage Foundation, 2003).
- Kris Kobach, "Reinforcing the Rule of Law: What States Can and Should Do to Reduce Illegal Immigration," Georgetown Immigration Law Journal, 22 (2008) 459-483.
- Philip Kretsedemas, Chapter 15 in Keeping Out the Other: A Critical Introduction to Immigration Enforcement Today, D. Brotherton and P. Kretsedemas, eds., (New York: Columbia University Press).

Week 8

Migration, Migrant Rights and Border Control in "Fortress Europe"

- Chapters 9 and 10 in Controlling Immigration.
- Bob Hepple, "Race and Law in Fortress Europe," The Modern Law Review, 67: 1 (2004), 1-15.
- Russell King, Chapter 1 in Eldorado or Fortress? Migration in Southern Europe, Russell King, Gabriella Lazaridis, eds., (New York: MacMillan Palgrave, 2000).
- Mirjana Morokvasic, "'Settled in Mobility': Engendering Post-Wall Migration in Europe," Feminist Review, 77,(2004) 7-25.
- Gregory White, "Encouraging Unwanted Immigration: A Political Economy of Europe's Efforts to Discourage North African Immigration," Third World Quarterly, 20: 4 (1999), 839-854.

Week 9

The Other Immigration Nations: A Comparative Look at Australia and Canada

- Chapters 3 and 4 in Controlling Immigration.
- Robert Birrell, "Immigration Control in Australia," Annals of the American Academy of Political and Social Science, 534, (1994), 106-117.
- F. Hawkins, (Chapter selection TBA), Critical Years in Immigration: Canada and Australia Compared, (Montreal: McGill-Queens University Press, 1991).
- Valerie Knowles (Chapter selection TBA), Strangers at Our Gates: Canadian Immigration and Immigration Policy, (Toronto: Dundurn, 2007).
- James Walsh, "Navigating Globalization: Immigration Policy in Canada and Australia, 1945-2007," Sociological Forum, 23: 4, (2008), 786-813.

Week 10

Immigration in "Non-Immigration" Nations: Case Studies from South East Asia

- Chapters 3 and 4 in Controlling Immigration.
- Tsuneo Akaha and Anna Vassilieva, (Chapter selection TBA), Crossing National Borders: International Migration Issues in North East Asia, (UN University Press, 2006)
- Hae Yeon Choo, "Gendered Modernity and Ethnicized Citizenship: North Korean Settlers in Contemporary South Korea," Gender and Society, 20: 5 (2006), 576-604.
- Kiriro Morita and Saskia Sassen, "The New Illegal Immigration in Japan, 1980-1992," International Migration Review, 28: 1 (1994), 153-163.
- Nana Oishi, (Chapter selection TBA) Women in Motion: Globalization, State Policies and Labor Migration in Asia, (Stanford CA: Stanford University Press, 2005).
- Aiwha Ong, (Chapter selection TBA) Neoliberalism as Exception: Mutations in Citizenship and Sovereignty, (Durham NC: Duke University Press, 2006).

Week 11

Immigration Controversies and Migrant Exclusion in the Global South:
Case Studies from Africa and the Caribbean

- Aderanti Adepoju, (Chapter selection TBA), International Migration Within: To and From Africa in Globalized World, (Lego-Accra: Sub-Saharan Publishers, 2009).
- Belinda Dodson and Jonathan Crush, "A Report on Gender Discrimination in South Africa's 2002 Immigration Act: Masculinizing the Migrant," Feminist Review, 77(2004), 96-119.
- David Howard, "Development, Racism, and Discrimination in the Dominican Republic," Development in Practice, 17: 6 (2007), 725-738.
- Alan Morris, "Race Relations and Racism in a Racially Diverse Inner City Neighbourhood: A Case Study of Hillbrow, Johannesburg," Journal of Southern African Studies, 25: 4 (1999), 667-694.
- Michael Neocosmos (Chapter selection TBA), From 'Foreign Natives' to 'Native Foreigners': Explaining Xenophobia in Post-Apartheid South Africa (Dhakar: CODESRIA, 2010).
- Shalina Puri, ed. (Chapter selection TBA), Marginal Migrations: The Circulation of Cultures Within the Caribbean, (Oxford: MacMillan Caribbean, 2003).

Week 12

Gender, Sexuality and Statelessness: Issues in International Asylum Law

- Rodi Alvarado asylum case (selected Federal court documents and policy analysis from the Center for Gender and Refugee Studies/University of California, Hastings College of Law)
- Dierdre Conlon, "Becoming Legible and 'Legitimized': Subjectivation and Governmentality among Asylum Seekers in Ireland," in Unwanted Sojourners (New York: Routledge, forthcoming).
- Jeremy Hein, "Refugees, Immigrants, and the State," Annual Review of Sociology, 19 (1993), 43-59.

- Talia Inlender, "Status Quo or Sixth Ground? Adjudicating Gender Asylum Claims," in S. Benhabib and J. Resnick, Migrations and Mobilities, (New York: NYU Press, 2009).
- Kathleen Jones, "Citizenship in a Women-Friendly Polity," in Gershon Shafir, ed., The Citizenship Debates, (Minneapolis: University of Minnesota Press, 1998), 221-250.
- Jacqueline Polanco, "The Dominican LGBTIQ Movement and Asylum Claims in the US and Canada," in Unwanted Sojourners (New York: Routledge, forthcoming).

Week 13

European Union and North American Perspectives on Immigration, Social Rights and Social Welfare

- George Borjas, "Immigration and Welfare Magnets," Journal of Labor Economics, 17: 4 (1999), 607-637.
- Andrew Geddes and Michael Bommes, eds., (Chapter selection TBA), Immigration and Welfare (European Perspectives), (New York: Routledge/Taylor & Francis, 2007).
- Philip Kretsedemas, "Reconsidering Immigrant Welfare Restrictions: A Critical Review of Post Keynesian Welfare Policy," Stanford Law and Policy Review. 16: 2 (2005), 463-480.
- Alejandra Marchevsky and Jeanne Theoharis, (Chapter selection TBA), Not Working: Latina Immigrants, Low Wage Jobs and the Failure of Welfare Reform, (New York: NYU Press, 2006).
- Audrey Singer, "Welfare Reform and Immigration: A Policy Review," in P. Kretsedemas and A. Aparicio, Immigrants, Welfare Reform and the Poverty of Policy (Westport CT: Greenwood/Praeger).
- John Shields, "No Safe Haven: Work, Welfare and the Growth of Immigrant Exclusion," in P. Kretsedemas and A. Aparicio, Immigrants, Welfare Reform and the Poverty of Policy (Westport CT: Greenwood/Praeger).
- Andrew Sobel, ed., (Chapter selection TBA), Challenges of Globalization: Immigration, Social Welfare, Global Governance, (New York: Routledge, 2009).
- Wim van Oorschot and Wilfred Uunk, "Welfare Spending and the Public's Concern for Immigrants: Multilevel Evidence for Eighteen European Countries," Comparative Politics, 40: 1 (2007), 63-82.

Week 14

Discussion of Final Paper Drafts

Week 15

Looking Beyond the Nation...

Evaluating Postnationality as a Theoretical and Ethical Framework for Migrant Rights

- Kathleen Arnold (Chapter selection TBA), American Immigration After 1996: The Shifting Ground of Political Inclusion, (Philadelphia PA: Pennsylvania State University Press).

- Linda Bosniak (Chapter selection TBA) The Citizen and the Alien: The Dilemmas of Contemporary Membership, (Princeton NJ: Princeton University Press, 2006).
- Gideon Calder, Phillip Cole and Jonathan Seglow eds., (Chapter selection TBA), Citizenship acquisition and national belonging migration, membership and the liberal democratic state, (New York : Palgrave Macmillan, 2010).
- Fatima El Tayeh, "The Birth of a European Public: Migration, Postnationality and Race in the Uniting of Europe," American Quarterly, Special Issue: Nation and Migration, Past and Future (2009), 147-168.
- Andre Perry, "Toward a Theoretical Framework for Membership: The Case of Undocumented Immigrants and Financial Aid for Postsecondary Education," The Review of Higher Education, 30.1 (2006) 21-40.
- Margaret Somers, Chapter 1 in Genealogies of Citizenship: Markets, Statelessness and the Right to Have Rights, (Oxford: Cambridge University Press, 2008).
- Yasemin Soysal, "Changing Parameters of Citizenship and Claims-Making: Organized Islam in European Public Spheres," Theory and Society, 26: 4 (1997), 509-527.