**Immigrants and Community Development**

**Fall 2016**

 **Urban Studies 410/ Public Administration 613**

**223 Armitage, Rutgers University, Camden**

**Thursday 6-8:50**

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Office Hours:

**OVERVIEW**

 This course explores the unique position of immigrant communities in the US, focusing on the structure, assets and needs of these diverse communities. We will work from the understanding that immigration politics and policy greatly influence both immigrants’ needs and the resources that are made available to meet those needs. As such, we will treat politics and policy as an integral part of the community development story and incorporate discussions of these topics throughout the course. By the end of the course students should understand the complex realities immigrants and immigrant communities face, the way that politics and policy influence the environments immigrant communities face, and the strengths and limitations of existing community development efforts. This course is appropriate for students of all majors and assumes no prior knowledge of immigration or community development. That said, this is an masters/advanced seminar course with challenging reading assignments. All students are expected to complete assignments and actively engage in class discussion. Students should carefully evaluate their ability to complete assignments prior to finalizing their course schedule.

**COURSE OBJECTIVES**

By the end of class students should be able to:

1. Identify and articulate the causes and consequences of international migration to the US
2. Understand and be able to articulate how human and social capital influence individuals and community outcomes
3. Identify and be able to explain the various approaches to immigrant integration and community development
4. Critically assess the consequences and outcomes of immigration policy, politics and community development
5. Practice and improve written and verbal communication skills

**DISABILITIES**

Students with disabilities are welcome in this class.  If you have a disability or suspect you might have a disability but do not yet have documentation, please contact the Coordinator of Disability Services immediately: (856) 225-6442, Armitage Hall, Room 231 (in the Rutgers-Camden Learning Center).  No accommodations may be made without the explicit approval of the Office of Disability Service.  If you already have documentation of a disability, please present it to me within the first week of class so I may work with you to ensure you can properly access and complete the work for this course.

**INCLUSIVITY AND NAMES**

This is an inclusive classroom that is welcoming of all people and perspectives, including those of diverse races, religions, ethnicities, ages, gender identities and sexual orientations. If you go by a name or gender that is different from the one on official Rutgers documents, please let me know so that I can use the proper name and pronouns.

**EXPECTATIONS AND ATTENDANCE**

In this class we will create a learning community where we will discuss ideas, apply new concepts and begin to understand the relationship between government and urban issues. To do this, attendance and preparation are necessary. As your teacher, I expect you to complete the readings and assignments and show up to class, ready to actively engage in your own learning process. In return, you can expect me to be prepared, present the material enthusiastically, respond to your questions and concerns in a timely fashion, and lead you in a learning experience that will help you understand both urban politics and your own interests as learners.

**Class Attendance is Mandatory.** You may miss no more than three classes without providing documentation of an extenuating circumstance. After the first three absences, you will lose 10% of your participation grade for each unexcused absence. Legitimate reasons for additional absences include severe illness, death, family emergencies, and other issues evaluated at my discretion.

**Tardiness:** You are expected to be in class on time. Being late is disruptive, impedes others’ ability to learn and limits your access to valuable information and class time. I will take attendance at the beginning of class. If you are late you will be marked tardy. Every three tardies will convert to an absence and will be subject to the attendance policy. For example, if you are late 6 times it will count as 2 absences (6/3=2).

To reiterate:

1-3 absences: no penalty

4+ absences: -10% of participation grade for each absence after the initial 3

Tardies: Every 3 tardies = 1 absence and will count against your 3 allowable absences

**PARTICIPATION**

This is a discussion-based seminar. Because of this, I expect you to participate in class on a regular basis. This includes asking and answering questions, discussing core concepts with fellow students, and offering your own insights and understandings of class readings. I understand that many people are uncomfortable speaking in class and we will work as a class to develop a safe environment. That said, I expect students to step out of their comfort zones and be active members of the classroom community.

In order to earn a high grade for participation, students should:

● Attend class

● Arrive on time and stay for the entire class

● Read all assigned readings and come to class with questions and thoughts on the readings

● *Consistently* take an active part in class discussions

**LATE POLICY**

Except for extenuating circumstances or with prior approval, late work will only be accepted within three days of the established due-date. You will lose 10% of your grade for each day that it is late. For example, if the assignment is due on Tuesday and you submitted it on Wednesday you would lose 10% if you, if you submitted it on Thursday you would lose 20%, and if you submitted it on Friday you would lose 30%. It would not be accepted after Friday. All work must be submitted in the manner identified in the syllabus (either paper, in Sakai’s Dropbox, or on the blog). I WILL NOT ACCEPT ASSIGNMENTS BY EMAIL.

 **ACADEMIC HONESTY**

PLAGARISM AND CHEATING OF ANY KIND WILL NOT BE TOLERATED. Blatant plagiarism will be reported to the Dean of Students. I don’t want to do this, so don’t cheat. It is your responsibility to be familiar with Rutgers’ academic honesty statement. This statement is available at <http://academicintegrity.rutgers.edu/academic-integrity-policy/>.

**REQUIRED TEXTS**

There are no required texts. All readings are available on Sakai or on the websites listed in the syllabus.

**GRADE SCALE**A= 90-100
B+= 87.5-89.9
B= 80-87.4
C+= 77.5-79.9
C= 70-77.4
D= 60-69.5
F= 0-59.5

**ASSIGNMENTS**

***Undergraduate Students***

There are 1000 possible points.

1. 2 Current Events 100 points total, 50 points each (15%)
2. 2 Response Papers (2 pages each) 200 points total, 100 points each (15%)
3. Take-Home Midterm 250 points (20%)
4. Take-Home Final 250 points (20%)
5. In-Class Participation 200 points (20%)

***Graduate Students***

There are 1000 possible points.

1. 2 10-minute Presentations 200 points total, 100 points each (20%)
2. Research Paper 400 points (40%)
3. 4 Response Papers 200 points total, 50 points each (20%)
4. In-Class Participation 200 points (20%)

**EXPLANATION OF ASSIGNMENTS**

1. **Response Papers (Graduate and Undergraduate; Due in class and on Sakai on the Weeks of Your Choosing)**Undergraduates will choose 2 weeks and graduate students will choose 4 weeks to write a response paper. Response papers should provide an insightful response to the readings that does the following:
	1. Synthesizes the readings (what connects these readings, where do the authors agree and disagree, what do we know by looking at the readings together that we wouldn’t know by looking at them individually)
	2. Identifies shortcomings in the readings (what aren’t the authors thinking about, where is there understanding lacking)
	3. Applies readings to real life (real life can mean the current immigration situation, an experience that you or someone you know has had, the current political rhetoric etc. the key here is that you explain how the readings give meaning or lend a more nuanced understanding to those events)
2. **Current Events (Undergraduates Only; Sign up for your dates in class)**
	1. Undergraduate students will present on immigration-related current events. Students will present in class on 2 days of their choosing. When possible current events should connect to the week’s topic, when this is not possible the current event should reflect a significant event in US immigration. Presentations should be 5 minutes long; you can use a powerpoint if you find that helpful, but it is not necessary. You should, however, be able to pull up your article online and have it displayed behind you as you present. Your presentation should do the following:
		1. Summarize the current event
		2. Discuss its importance in relation to other events/laws etc. (this will likely require you to read more than 1 article)
		3. Connect the event back to something you’ve learned in class
3. **In-Class Presentations (Graduate students only; Sign up for your dates in class)**

At two points during the semester you will work with a partner to present on the topics we are discussing for the week. This introduction should provide information above and beyond what is included in the readings. To do this you will conduct additional research on the topic and put together a 10 minute PowerPoint presentation that synthesizes and simplifies academic and statistical information, providing a layman’s introduction to the topic. I would like you to think of this as the type of presentation you would give to a group of constituents about an issue facing your community. How would you convey complex, complicated information in a way that everyone in the room could understand and find interesting? How can you look like an expert, even when your knowledge is still limited? If you want to work in public administration it is likely that you will have to give this type of presentation at some point. Use this assignment as an opportunity to practice this skill.

1. **Take Home Exams (Undergraduate Only; Midterm 10/20 Final 12/22 )**

Undergraduate students will complete a take home midterm and final exam. You will receive the midterm on the Friday before it is due. You will be tested on lectures, readings, documentaries and speakers. Questions will be short answer and essay and will require you to synthesize, analyze and apply what you have learned. This is an open note/open reading assignment but **you must work alone.**

1. **Research Project (Graduate Students Only; Final Due 12/8)**You will work in a group of 3-4 to complete a community immigration profile on a US city of your choosing. Your professional-quality report should do three things. First, it should provide insights into the major immigrant groups in the city, the points of conflict and cooperation surrounding immigration in the city, points of change around immigration demographics, and the general immigration landscape. Second you will identify a single area relevant to community development/social service provision to investigate. For example, you might decide to explore the political organizing of Dreamers in Dallas or community development efforts in New York City’s China Town. For this more specific topic you should focus on major events, movements, interventions; successes and failures; and any specific community organizations that are particularly engaged in the process. Finally, you should provide an assessment of the city’s strengths, weaknesses and places for improvement either in general or regarding your more narrow topic (your choice). Your report must:
	1. Include an executive summary
	2. Be 20-25 pages long
	3. Be double spaced, 12pt font, 1” margins
	4. Include sufficient, properly cited sources to demonstrate that you have done deep research on your topic
	5. Include tables, charts and maps that tell your demographic and community story

To ensure that you are making adequate progress you will have multiple check points.

1. **Planning:** You will write a 1 page plan for your research paper, that includes the city and topic you will focus; a timeline for completion; and a plan for the division of labor. This is a completion grade worth 40 points, or 10% of your paper grade. **Due September 22 Due in Class and on Sakai \*YOU MUST PRINT\***
2. **Check In 1:** You will write a 2-3 paragraph progress report about how your research is coming along. In this document, please be specific about what you have completed and what is left to do, also identify any problems you are having and how you plan to address this problem. This is a completion grade worth 20 points, or 5% of your paper grade. **Due October 27 in Class and on Sakai \*YOU MUST PRINT\***
3. **Check In 2:** You will write a 2-3 paragraph progress report about how your research is coming along. In this document, please be specific about what you have completed and what is left to do, also identify any problems you are having and how you plan to address this problem. This is a completion grade worth 20 points, or 5% of your paper grade. **Due November 22 in Class and on Sakai \*YOU MUST PRINT\***
4. **Final Project is due 12/8**

**SCHEDULE OF READINGS AND ASSIGNMENTS**Given the participatory nature of this course, we will work together to identify the topics that you are most interested in. I have provided the first week’s readings. The remainder of the reading list will be developed based on your feedback and will be given to you by Wednesday September 9.

# Week 1: Introduction

## September 8

Listen to Podcast: *Latino USA* “Who is An American

Alexia Fernadez Campbell. June 24, 2016. “The Philosophical Differences Between Immigration Between Canada and the US. *The Atlantic.* [*http://www.theatlantic.com/business/archive/2016/06/the-philosophical-differences-on-immigration-between-canada-and-the-us/488534/*](http://www.theatlantic.com/business/archive/2016/06/the-philosophical-differences-on-immigration-between-canada-and-the-us/488534/)

David Frum. December 11, 2015. America’s Immigration Challenge. *The Atlantic.* [*http://www.theatlantic.com/politics/archive/2015/12/refugees/419976/*](http://www.theatlantic.com/politics/archive/2015/12/refugees/419976/)

Michael Brendan Dougherty. How Immigration is Disrupting the Nation State. *The Week.* [*http://theweek.com/articles/598717/how-immigration-disrupting-nation-state*](http://theweek.com/articles/598717/how-immigration-disrupting-nation-state)

# Week 2: Why Do People Migrate?

## September 15

## READING

## 1. Millman, Joel. 1997. The Other Americans. Introduction.

## 2. Massey, Douglas S. 1999. “Why Does Immigration Occur? A Theoretical Synthesis." Pp. 34-52 in The Handbook of International Migration: The American Experience, edited by C. Hirschman, P. Kasinitz and J. DeWind. New York: Russell Sage Foundation.

## 3. Water and Ueda. The New Americans. “Immigration in Global Historical Perspective”

# Week 3: Immigration in the US: History, Policy and Contemporary Patterns

## September 22

## READING

## 1. Louis Desipio and Rodlfo O. de la Graza. 1998. "Chapter 2: Defining Who We Will Be: U.S. Immigration Policy." in Making Americans, Remaking America: Immigration and Immigrant Policy. Boulder, CO: Westview Press.

## 2. Caroline B. Brettell. Introduction in Constructing Borders/Crossing Boundaries: Race, Ethnicity and Immigration.

## 3. David Bacon. 10/11/14. Globalization and Nafta Caused Migration from Mexico." Political Research Associates. <http://www.politicalresearch.org/2014/10/11/globalization-and-nafta-caused-migration-from-mexico/#sthash.WTkCwIOO.dpbs>

## 4. Lisa Garcia Bedolla. 2009. Latino Migration and US Foreign Policy. Berkeley Review of Latin American Studies, Spring 2009. <http://clas.berkeley.edu/research/immigration-latino-migration-and-us-foreign-policy>

## 5. North, James. 2014. How the US's Foreign Policy Created an Immigrant Refugee Crisis on Its Own Southern Border. The Nation. <https://www.thenation.com/article/how-uss-foreign-policy-created-immigrant-refugee-crisis-its-own-southern-border/>

## 6. FOR USE IN PRESENTATION: Zong, Jie and Jeanne Batalova. 2015. Frequently Requested Statistics on Immigration in the United States. Migration Policy Institute. <http://www.migrationpolicy.org/print/15209#.VeXnkZcn4xk>.

## ASSIGNMENT

## Graduate Students: Research Planning Document Due in Printed Class and on Sakai

**Week 4: The Nature of Immigrant Communities**

## September 29

## READING 1. Tarry Hum. 2014." Immigrant Places: Toward a Theory of Global Neighborhoods." in Making a Global Immigrant Neighborhood: Brooklyn's Sunset Park. Philadelphia: Temple University Press.

##  2. Carl L. Bankston. 2014. Enclaves, Neighborhoods and Communities in Immigrant Networks and Social Capital.

## 3. Peter Ward. 1999. Introduction to the Border Region and to the Case Study Cities. in Colonias and Public Policy in Texas and Mexico: Urbanization by Stealth. Austin, TX: University of Texas Press.

**Week 5: Legality and Illegality in the US System- Guest Speaker Joanne Gottesman, Rutgers Immigrant Justice Clinic**

## October 6

## 1. Louis DeSipio and Rodolfo O. de la Garza. 1998. Chapter 3: Making Americans: US Naturalization Policy" in Making Americans, Remaking America Boulder, CO: Westview Press.

## 2. Díaz Jr, Jesse. "Immigration policy, criminalization and the growth of the immigration industrial complex: Restriction, expulsion, and eradication of undocumented in the US." Western Criminology Review 12.2 (2011): 35-54.

## 3. Take some time to review the United States Citizenship and Immigration Services website to learn about the process of naturalization and gaining a green card: [www.uscis.gov](http://www.uscis.gov)

**Week 6: Challenges in Host Communities- Documentary: Welcome to Shelbyville (1hr 15 min)**

## October 13

## READING

## 1. Deaux. Chapter 4: Images and Actions: Contending with Stereotypes and Discrimination. To Be An Immigrant

## 2. Strangers neighbors: multiculturalism, conflict, and community in America: Introduction

## 3. Strangers neighbors: multiculturalism, conflict, and community in America: Chapter 3: Being the Inclusive Community

**Week 7**: **Local Impacts and Responses**

## October 20: Host Communities

## READING

## 1. Fraranak Miraftab. 2016. "Welcome to Porkville" (excerpt) and Chapter 2: It All Changed Overnight." in Global Heartland: Displaced Labor, Transnational Lives and Local Placemaking. Bloomington: Indiana University Press.

## 2. Bob Davis. February 9 2016. The Thorny Economics of Illegal Immigration. The Wall Street Journal. <http://www.wsj.com/articles/the-thorny-economics-of-illegal-immigration-1454984443>

##  3. Varsany, Monica W. 2010. City ordinances as "immigration policing by proxy": local governments and the regulation of undocumented day laborers. In Taking Local Control: Immigration Policy Activism in US Cities and State, eds. Monica W. Varsany.

## ASSIGNMENT

## Undergraduates: MIDTERM EXAM you will receive the exam on Friday 10/14 at 5pm. It is due by 5pm today, October 20th.

**Week 8: Host Communities Goals, Assimilation vs. Integration**

## October 27

## READING

## 1. Deaux. To Be an Immigrant. Chapter 6; Negotiating Identity: Beyond Assimilation Models.

## 2. Waters and Udea. The New Americans. Assimilation.

## 3. Waters and Udea. The New Americans. Transforming Foreigners into Americans.

## ASSIGNMENT

## Graduate Students: Research Check Point 1 Due in Class and on Sakai

# Week 9: Immigrants and Human Capital

## November 3

## READING

## 1. Singer, Audrey. 2010. Investing in the Human Capital of immigrants, Strengthening Regional Economies. Metropolitan Policy Program at Brookings. <https://www.brookings.edu/wp-content/uploads/2016/06/immigrants-human-capital-singer.pdf>

## 2. Hagan, Jacqueline, Nichola Lowe and Christian Quingla. 2011. Skills on the Move: Rethinking the Relationship Between Human Capital and Immigrant Economic Mobility. Work Occupation 38(2), 149-178. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3658444/>

##  3. Schulz, Nick. 2012. The Human Capital Imperative: Bringing More Minds to America. National Chamber Foundation. <http://www.aei.org/publication/the-human-capital-imperative-bringing-more-minds-to-america-2/>

## 4. Lowell, B. Lindsay. 2003. Skilled Migration or Human Capital Flight? Migration Policy Institute. <http://www.migrationpolicy.org/article/skilled-migration-abroad-or-human-capital-flight>

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**Week 10: Building Community and Social Capital**

## Monday November 9: Immigrants Effects on the EconomyREADING

## 1. Reed-Danahay and Brettel. Chapter 4: From the Imagined Community to Communities of Practice: Immigrant Belonging Among Vietnamese Americans.

## 2. D'Angelo, Alessio. 2015. "Migrant Organizations: Embodied Community Capital? In Migrant Capital edited by Louise Ryan, Umut Erel and Alessio D'Angelo New York: Palgrave, McMillian .

## 3. David Turcotte and Linda Silka. 2007. "Social Capital in Refugee and Immigrant Communities." in Race, Neighborhoods and the Misuse of Social Capital edited by James Jennings. New York: Palgrave MacMillan.

**Week 11: Communities, Language and Education**

***November 17***

READING

1. Lisa Garcia Bedolla. 2003. *Fluid Borders: Latino Power, Identity, and Politics in Los Angeles*. Chapter 3: "A Thin Line Between Love and Hate: Language, Social Stigma, and Intragroup Relations."

2. Lisa Lopez Levers and Rae Mancilla "Chapter 3: Educating the Children of Undocumented Immigrant Parents: The Impact of Trauma on Citizen Children's Development in the US. " in *Migrants and Refugees Equitable Education for Displaced Populations* edited by Elinor L. Brown and Anna Krasteva. Charlotte, NC: Information Age Publishign.

3. Rebecca M. Callahan and Chandra Muller 2013. *Coming of Political Age.* Chapter 1: Immigration, US Schools and the Changing Youth Vote. New York: Russell Sage.

**Week 12: Communities, Work and Economic Security- DOCUMENTARY: MADE IN LA (1hr 10 min)**

## November 22 \*\*\*CLASS IS ON TUESDAY THIS WEEK!!!\*\*\*

## READING

## 1. Zulema Valdez. 2007. "Beyond the Ethnic Enclave: The Effect of Ethnic Solidarity and Market Opportunity on White, Korean, Mexican and Black Enterprise" in Constructing Borders Crossing Boundaries: Race Ethnicity and Immigration edited by Caroline B. Brettell. Lanham, MD: Lexington Books.

## 2. Mitra, Diditi. "Driving Taxis in New York City: Who Wants to Do it?" in The New Immigrant Workforce: Innovative Models for Labor Organizing. New York: M.E. Sharp.

## 3. Julca, Alex. 2005 Socioeconomics and Conflict in Sending Remittances from New York City's Unstable Labor Markets to Peru. in The New Immigrant Workforce: Innovative Models for Labor Organizing. New York: M.E. Sharp.

## ASSIGNMENT

## Graduate Students: Check Point 2 Due in Class and on Sakai

**Week 13: Communities and Political Organizing**

## December 1

READING

1. Newton- Considering Unlikely Outcomes: The Peculiar Politics of Immigration.

2. Reed-Danahay Introduction- (16)

3. Reed-Danahay and Brettell Chapter 8 " Call us vote People: Citizenship Migration and Transnational Politics in Haitian and Mexican Locations" (18)

**Week 14: Community Organizing- Possible Guest Speaker**

## December 8

## READING

## 1. Shragge, Eric. 2013. Activism and Social Change: Lessons for Community Organizing. Chapter 1: Theoretical Perspectives and Models for Community Work. Toronto: University of Toronto Press.

## 2. Saru Jayaraman and Immanuel Ness Chapter 5: "Models of Worker Organizing" in The New Immigrant Workforce: Innovative Models for Labor Organizing. New York: M.E. Sharp.

## 3. Saru Jayaraman "La Alianaza Para La Justicia: A Team Approach to Immigrant Worker Organizing" in The New Immigrant Workforce: Innovative Models for Labor Organizing. New York: M.E. Sharp.

## 4. Lisa Garcia Bedolla. Fluid Borders: Latino Power, Identity and Politics in Los Angeles. 2003. Chapter 5 "Community Problems, Collective Solutions : Latinos and Non-Electoral Politics"

## ASSIGNMENT

## Graduate Students: Final Report Due in Class and on Sakai

**Week 15: Finals Week
*Thursday 12/22***

## ASSIGNMENTUndergraduates: Final Take-Home Exam: You will receive the exam on Friday 12/16 at 5pm. It is due by 12 noon today, December 22 in your Dropbox on Sakai.