**Immigrants and Community Development**

**Fall 2015**

**Urban Studies 410/ Public Administration 613**

**336 Business School, Rutgers University, Camden**

**Monday/Wednesday 1:20-2:40**

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Office Hours: Monday and Wednesday   
10:30am-12pm and By Appointment

**OVERVIEW**

This course investigates the unique needs of immigrant communities and focuses on the community development efforts that have been developed to address those needs in the U.S. 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 spend significant portions of the class studying these topics. The goal of the course is for students to understand the complex realities immigrants face, the way that politics and policy influence what immigrants require, 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 advanced seminar course with challenging reading assignments. All students are expected to complete assignments and actively engage in class discussion.

**COURSE OBJECTIVES**

By the end of class students should be able to:

1. Identify and articulate different types of immigration
2. Understand and be able to articulate the complex needs immigrant communities have
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, with a particular focus on professional and visual communication

**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](tel:%28856%29%20225-6442), 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 LATE POLICY**

In this class we will create a learning community where we will discuss ideas, apply new concepts and begin to understand the relationship between economic development and urban politics. To do this, attendance and preparation are necessary. As your teacher, I expect you to complete the reading 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 these three absences, you will lose 10% of your participation grade for each unexcused absence. Legitimate reasons for additional absences include severe illness, family emergencies, and issues that must be approved by me.

**ASSIGNMENTS**

There are 1000 possible points.

1. Immigration Community Assessment 150 points (15%)
2. Infographic 150 points (15%)
3. Current Events 150 points total (15%)
4. In-Class Participation 250 points (25%)
5. Research Paper 300 points (30%)

**LATE POLICY**

LATE ASSIGNMENTS WILL NOT BE ACCEPTED unless there are exceptional circumstances such as severe illness, or a family death.

**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

**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.

**REQUIRED TEXTS**

Hochschild, Jennifer, et al., eds. *Outsiders No More?: Models of Immigrant Political Incorporation*. Oxford University Press, 2013.

\*Additional texts will be made available on Sakai\*

**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/>.

**EXPLANATION OF ASSIGNMENTS**

1. **Community Assessment (150 Points)**

In this assignment you will get a first-hand look at the immigrant-specific community development efforts happening in your area and what it is like to access immigrant-specific services. You will investigate the availability of legal help, language centers, immigrant specific not for profits, ESL and other education programs, counseling services and health services. You will then call these organizations to get a sense of the process involved in accessing their services. You will also talk to them about any resistance they face from community members about providing services to immigrants. You may need to make several phone calls to be able to talk to someone who can help you understand the process, so don’t wait until the last minute. You will track basic information about the availability of services on a sheet that you will turn in. You will also write a 2-3 page response paper discussing your experience. Is it easier or more difficult to access services than you thought it would be? Is there a lot of community development happening in your area? Are there other places where it would be easier to be an immigrant than in your home community? How might the atmosphere influence an immigrant’s choice to live in a particular location? How does community support or opposition influence the prevalence of community development efforts in your area? **Due: Wednesday October 21 in Class \*PRINT AND STAPLE\***

1. **Research Project (300 Points)**You will use your chosen career path to guide research on immigration-based community development. For example, if you want to become a doctor you will research health based community development efforts. If you are unsure of how your field relates to immigration, please come see me and we will talk it through. If you do not have a clear career path you will chose an area that interests you. You will then research the specific needs that immigrant communities have and the community development efforts that have been developed to address those needs within your field of interest. You will need to develop a fairly narrow research topic to be successful in this project. For example, if you are researching health issues you might focus on undocumented immigrants’ access to routine healthcare, investigating how hospitals and communities are structuring healthcare to discourage emergency room visits and encourage preventative care. Your research will produce four deliverables:
2. You will write a 1 page plan for your research paper, that includes the field you will focus on and the specific topic you will research. This is a completion grade worth 30 points, or 10% of your paper grade. **Due September 21 in Class \*PRINT\***
3. You will write a 2-3 paragraph progress report about how your research is coming along. In this document, please identify any problems you are having. This is a completion grade worth 15 points, or 5% of your paper grade. **Due November 2 in Class \*PRINT\***
4. You will write a 10-15 page research paper discussing your findings. This paper must have a minimum of 20 professional and academic sources and should discuss the problem, efforts to address the problem, challenges to finding a solution, and outcomes of community development efforts. **Due December 9 in Class \*PRINT AND STAPLE\***
5. You will create an infographic that visually depicts your problem, solution, challenges and outcomes. More details follow. **Due December 16 during your finals time (2:45-5:45)**
6. **Infographic (150 Points)**Visual and numeric information can be very powerful and convey a significant amount of information in a very short amount of time. Infographics have become a popular way to convey visual information and can be found in magazines, newspapers, websites etc. You have probably seen a variety of infographics in memes on social network sites. I will provide examples of infographics, examine them and additional infographics to get ideas for your work. You will create an infographic that tells the story of your policy, including the problem/reason for the policy, justification for the policy and policy outcomes. It may be useful to think of this as a sequential, visual story where the problem is the beginning, the policy is the middle, and the outcomes are the end. How would you convey your story using only images?   
     
   The infographic can be created in any software you are comfortable with but it should be saved and submitted in either a PDF or Word file. I will also provide you with links to free websites that can help you make your infographic. The infographic must contain a minimum of 10 total visual depictions of your topic, community development efforts, challenges/barriers, and outcomes. Visuals can include charts, graphs, tables, photos, enlarged quotes and statistics, drawings etc.- any visual depiction that tells your story. You may get these visuals from existing articles, websites, videos etc. so long as you cite your sources; however, you may not use an existing infographic. You must submit a 150-200 word description of your infographic that explains to the viewer what they are seeing. It may be useful to think of this as an extended caption or brief such as those you might see in a magazine. You must submit a separate document that cites the source of each of your visuals. You will present this infographic to the class on the day of our class final. **Due: December 16 during your scheduled final**

**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

## Wednesday September 2

No Reading

# Week 2: What is Immigration and What does it Look Like?

## Monday September 7: LABOR DAY, NO CLASS \*\*\*COME TO CLASS TOMORROW 9/8\*\*\*

## Tuesday September 8: Forces that Create Immigration READING:

*1.* Carens, Joseph. 1987. “Aliens and Citizens: The Case for Open Borders.” *The*

## Review of Politics 49(2): 251‐273. \*AVAILABLE ON SAKAI\*

## 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. \*AVAILABLE ON SAKAI\*

## Wednesday September 9: What does Immigration Look Like in the US? READING: 1. Singer, Audrey. 2013. Contemporary Immigrant Gateways in Historical Perspective. Brookings Institute. <http://www.brookings.edu/~/media/research/files/articles/2013/09/05-immigrant-gateways-singer/singer-immigration-article-9513.pdf> \*AVAILABLE ON SAKAI\* 2. 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>. \*AVAILABLE ON SAKAI\*

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# Immigration and Community Development : Reading List weeks 4-8

# Week 4: Assimilation

## Monday September 21: Immigration Assimilation Theory and Conceptualization

## READING

## 1. Skerry, Peter. 2000. Do We Really Want Immigrants to Assimilate. Brookings Institute. Accessed http://www.brookings.edu/research/articles/2000/03/immigration-skerry

## 2. Waters, Mary C. and Tomas R. Jimenez. 2005. Assessing Immigrant Assimilation: New Empirical and Theoretical Challenges. Annual Review of Sociolog 31, 105-125. ASSIGNMENT: Plan for Research Paper Due in Class

## Wednesday September 23: How well does the US Assimilate Immigrants

## READING

## Myers, Dowell and John Pitkin. 2010. Assimilation Today: New Evidence Shows the Latest Immigrants to America are Following in Our History's Footsteps. Center for American Progress. Accessed https://www.americanprogress.org/wp-content/uploads/issues/2010/09/pdf/immigrant\_assimilation.pdf.

**Week 5: Communities and Immigration**

## Monday September 28: NO CLASS, POPE COMING

## Wednesday September 30: Ethnic Enclaves

## READING

## Logan, John, Richard Alba and Wenquan Zhang. 2002. Immigrant Enclaves and Ethnic Communities in New York and Los Angeles. American Sociological Review 67(2), 299-322.

**Week 6: Communities and Immigration**

## Monday October 5: Ethnic Enclaves and Community Development

## READING

## Liu, Michael and Kim Geron. 2008. Changing Neighborhood: Ethnic Enclaves and the Struggle for Social Justice. Social Justice 35(2), 18-36.

## Wednesday October 7: Border Towns

READING

1. Border 2010 The Demographic Reality. *University of Texas Brownsville*. Accessed <http://www.utb.edu/vpaa/cbts/Pages/Demographic.aspx>.

2. Arispe, Acevedo, Ignacio Rodriguez and Oralia De Los Reyes. 2003. Buena Vida Barrio: A Brownsville Transitional Neighborhood. *University of Texas Brownsville.* Accessed <http://blue.utb.edu/cbird/utb-tscfpageformat/Buena%20Vida%20Report.pdf>.

**Week 7: Communities and Immigration**

## Monday October 12: Border Towns and Undocumented Immigrants

## READING

## Research 101 Lecture

## Wednesday October 14: Border Towns and Undocumented Immigrants

## READING

## 1. Cornelius, Wayne A. 2001. Death at the Border: Efficacy and Unintended Consequences of US Immigration Control Policy. Population and Development Review 27(4), 661-685.

## 2. Helmore, Edward. Saturday June 1, 2013. Death Map of Deserts Aims to Save Lives of Desperate Mexican Immigrants. The Guardian. Accessed: http://www.theguardian.com/world/2013/jun/01/map-us-mexico-migrant-deaths-border

**Week 8**: **Communities and Political Integration**

## Monday October 19: Host Communities

## READING

## Newman, Benjamin J. 2013. Acculturating Contexts and Anglo Opposition to Immigration in the United States. American Journal of Political Science 57(2), 374-390.

## Wednesday October 21: Connecting Immigrant and Host Communities by Overcoming Racism

## READING

## Black Alliance for Just Immigration. Crossing Boundaries, Connecting Communities Alliance Building for Immigrants Rights and Racial Justice. Pg. 1-22 and 57-60. Accessed <http://www.racialequitytools.org/resourcefiles/baji.pdf>

## 2. Ayon, Ceclia. 2015. Economic, Social and Health Effects of Discrimination on Latino Families. Migration Policy Institute.

## ASSIGNMENT: Community Assessment Due in Class

**Week 9: Political Inegration**

## Monday October 26: Political Incorporation

## 1. Outsiders No More Chapter 2: Is incorporation of unauthorized immigrants possible?

## 2. Outsiders No More, Chapter 4: Ideas and Institutions in Immigrant Political Incorporation

## Wednesday October 28: How Do We Promote Political Incorporation

## 1. Ousiders no More Chapter 11: The Great Concern of Government: Public Policy as Material and Symbolic Resources

## 2. Strengthening Existing Pathways to Naturalization and Promoting Civic Engagement. In Strengthening Communities By Welcoming All Residents: A Federal Strategic Action Plan on Immigrant and Refugee Integration. Pg. 24-31.

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## 3. Office of Mayor Murray. April 30 2015. Seattle Votes Campaign to Inform and Engage Immigrant voters and Boost Turnout. City of Seattle.Accessed http://murray.seattle.gov/seattle-votes-campaign-to-inform-and-engage-immigrant-voters-and-boost-turnout/#sthash.uMfwTL8N.dpbs

# Week 10: Political Integration

## Monday November 2: Political Participation READING

## 1. Jones-Correa, Michael. 2004. Understanding Immigrant Politics: Lessons from the US. Migration Policy Institute. Accessed. http://www.migrationpolicy.org/article/understanding-immigrant-politics-lessons-us

## 2. Lanzerotti, Laura. 2003. Mobilize the Immigrant Vote! Evaluation of Norther California Citizenship Project's Capacity-Building Series and Campaign. Lafrance Associates. Executive Summary and page 7-29 (Skim Accessed <http://www.learningforaction.com/pdfs/mobilize_vote.pdf>).

## ASSIGNMENT: Research Progress Report Due in Class

## Wednesday November 4: Political Representation

READING

## 1. Schildkraut, Deborah J. "Which birds of a feather flock together? Assessing attitudes about descriptive representation among Latinos and Asian Americans." American Politics Research (2012): 1532673X12466582.

## 2. Review the Latino Victory Project website http://latinovictory.us/mission\_vision/

**Week 11: Immigration and the Economy**

## Monday November 9: Immigrants Effects on the Economy READING

## NO READING- WORK ON YOUR RESEARCH

## Tuesday November 10: LAST DAY TO DROP A CLASS WITH A W

## Wednesday November 11: Workers Rights READING

## NO READING- WORK ON YOUR RESEARCH In-Class Documentary Farmingville

**Week 12: Immigration, the Economy and Education**

## Monday November 16: Improving Immigrants Work Outcomes

## McHugh, Margie and A.E. Challinor. 2011. Improving Immigrants' Employment Prospects Through Work-Focused Language Instruction. Migration Policy Institute. Accessed [www.migrationpolicy.org/.../workfocusedlang](http://www.migrationpolicy.org/.../workfocusedlang)

## Wednesday November 18: Educating Children

1. Valdes, Guadalupe. 1998. The World Outside and Inside Schools: Language and Immigrant Children. *Educational Researcher* 27(6), 4-18.

2. The Bilingual Education Controversy: A Road Map. *MoraModules*. Accessed http://moramodules.com/Prop227/BERoadmap.htm.

# Week 13: Education

## Monday November 23: Educating Adults

## Unruh, Rachel and Amanda Bergson-Shilcock. 2015. Missing in Action: Job-Driven Educational Pathways for Unauthorized Youth and Adults. National Skills Coalition. Accessed: http://www.nationalskillscoalition.org/documents/2015-02-NSC\_Missing-In-Action\_Job-Driven-Educational-Pathways-for-Unauthorized-Youth-and-Adults.pdf

## Wednesday November 25: NO CLASS FOR THANKSGIVING

## \*USE THIS TIME TO GET YOUR PROJECTS TOGETHER\*

**Week 14: Healthcare**

## Monday November 30: Access to Healthcare and Social Services

## 1. Kullgren, Jeffrey. 2003. Restrictions on Undocumented Immigrants' Access to Health Services: The Public Health Implications of Welfare Reform. American Journal of Public Health 93(10), 1630-1633.

## 2. Immigrants and the Affrodable Care Act. 2014. National Immigration Law Ceneter. Accessed <http://www.nilc.org/immigrantshcr.html>.

## 3.Derose, Kathryn Pitkin, José J. Escarce, and Nicole Lurie. "Immigrants and health care: sources of vulnerability." Health Affairs 26.5 (2007): 1258-1268.

## Wednesday December 2: Health Needs and Outreach for Refugees and Special Populations

1. Pumariega, Andres J., Eugenio Rothe, and JoAnne B. Pumariega. "Mental health of immigrants and refugees." Community mental health journal 41.5 (2005): 581-597
2. Arcury, Thomas A., and Sara A. Quandt. "Delivery of health services to migrant and seasonal farmworkers." Annu. Rev. Public Health 28 (2007): 345-363.

**Week 15: Illegality and Criminalization**

## Monday December 7: Illegality and Criminalization

## 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.

## Wednesday December 9

## 1. Tramonte, Lynn. 2011. Debunking the Myth of the Sanctuary Cities: Community Policing Policies Protect American Communities. Immigration Policy Center. Accessed http://www.immigrationpolicy.org/sites/default/files/docs/Community\_Policing\_Policies\_Protect\_American\_042611\_update.pdf

## 2. 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: Research Paper Due in Class

**Week 16: Finals Week  
Final Wednesday December 16, 2:45-5:45**  
NO FINAL BUT CLASS ATTENDANCE IS MANDATORY: You will present your research and infographics in class   
ASSIGNMENT: Infographic Due in Class

**American Polity Chapter 53: The Lesbian and Gay Movement; Chapter 55: Rights Talk; Gay Rights May Come at the Cost of Religious Freedom: Anti Discrimination Statutes are Coming into Conflict with Laws Designed to Preserve Freedom of Conscience, Especially in the Private Sector**