**Immigrants and Community Development**

**Fall 2017**

**Public Administration 613/ Urban Studies 410**

**Armitage 108, Rutgers University, Camden**

**Thursday 6-8:50**

Dr. Melanie Bowers

Office: 401 Cooper St, Rm. 110

Email: Melanie.bowers@rutgers.edu

Office Hours: Office Hours: Wed. 11-12 pm; Thurs. 5-6 pm or By Appointment

**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.**  This is a graduate course and you are expected to be in class. I have no interest in policing your attendance, however if attendance becomes a problem I reserve the right to institute the following policy: 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. If tardiness becomes a problem I reserve the right to institute the following policy: I will take attendance at the beginning of class. If you are late you will be marked tardy. If tardiness becomes a problem I reserve the right to institute the following tardy policy: 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

● Contribute and enthusiastically engage in group work

● Be prepared with questions for guest speakers

● *Consistently* take an active part in class discussions

**GUEST SPEAKERS**

A few guest speakers have been invited to share their expertise with you. These are prominent local leaders, and you will have an opportunity to ask them questions. Be sure to be in class and prepared to engage with the speaker.

1. Joanne Gottesman, 9/28
2. Patrick Barry, 11/9
3. Symbol Lai 11/30

**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 or in Sakai’s Dropbox). I WILL NOT ACCEPT ASSIGNMENTS BY EMAIL.

If you come to class without a paper copy, but have submitted to Sakai on time, you will have 24 hours to deliver a paper copy to my office. After that point, the assignment will be considered late. When you do not print your papers, you leave that work for me to do. I am not your secretary, I will not print your work for you. Print your papers.

 **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/>.

Any time you reference a fact or idea that is not your own, you need to properly cite the source of that information. If you are unclear on citation standards, please see me immediately.

**REQUIRED TEXTS**

1. Danticat, Edwidge. *Brother, I'm dying*. Vintage, 2008.
2. Birn, Anne-Emanuelle. *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures.* (1999). Farrar, Straus and Giroux.
3. Milkman, Ruth. *LA story: Immigrant workers and the future of the US labor movement*. Russell Sage Foundation, 2006.

**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**

There are 1000 possible points.

1. In-Class Assignment Prep 150 points total, 50 points each (15%)
2. Final Project 400 points (40%)
	1. Planning 30 points
	2. Check-In 20 points
	3. Outline 50 points
	4. Final Project 300 points
3. 2 Short Papers 300 points total, 150 points each (30%)
4. In-Class Participation 150 points (15%)

**EXPLANATION OF ASSIGNMENTS**

1. **In-Class Assignment Prep**

On three occasions you will be asked to do extra prep work to be able to participate in a more intensive in-class assignment. This prep may require you to do additional reading/research on a topic from a particular viewpoint. You will take notes on this research that will allow you to participate with your group and you will submit these notes at the end of class for credit. More details will be provided in class.

* 1. Brownsville Community Evaluation: 10/5
	2. Book Club: 10/12
	3. Simulation: 10/26
1. **Short Papers**

In lieu of weekly response papers, you will submit two, 4-5 page papers that respond to the prompts provided below. In each paper you should **incorporate both course readings and independent research.** Independent research can include current events, case studies, and statistics in addition to peer-reviewed sources. The key is that every assertion you make should be backed by evidence, so outside research should be sufficient to allow you to thoroughly address the question. Your papers should critically analyze multiple sides of the argument, provide evidence for your assertions, and reflect deep thought on the question. Be sure to properly cite all references, including class readings. If you are unsure how to do this, please review the materials provided under Resources on Sakai or speak to me directly.

* 1. Paper 1 (Due 11/2): Discuss the way that US policy influences the immigrant experience, individual and community needs, and/or community development opportunities. This is a broad question and you may take any angle you choose. Possible approaches include: how US foreign or trade policy affects international migration; how historic or present immigration quotas shape who is legitimated in society and who is not; how local policy influences immigrants’ experiences of acceptance and ability to incorporate; how both formal and informal policy reflect (or fail to reflect) culturally competent understandings of immigrant groups etc.
	2. Paper 2 (Due 11/30): Discuss the need for community development in immigrant communities. In your answer explore the challenges and opportunities for working with host communities as well as new arrivals.
1. **Research Project (Graduate Students Only; Final Due 12/21)**You will produce a professional report on how communities are responding to a major issue facing immigrants. This report should be well researched and written and should be something you would be willing to submit to an employer for both internal use and the education of the public. This means that though the report MUST include academic research, it should be written in accessible prose. Your report should do three things:
	1. First, it should provide **background and explanation of the problem**. For example, if you are interested in efforts to politically incorporate immigrants you would first discuss how political incorporation is a challenge in immigrant communities and how immigrant political incorporation has varied in the US.
	2. Second, it should discuss **why the issue matters and what we know about it**. For example, in the case of political incorporation, you might want to cover something like the role of political incorporation in social integration and identity development, the necessity of immigrant representation for democracy, the role of descriptive representation in immigrant-supportive policy outcomes, etc. In general, you will be dealing with pretty big issues, so I do not expect you to cover everything there is to know; instead, pick a focus and cover it well. If there are opposing views on your topic, be sure to indicate this debate.
	3. Finally, the report should **explore 1-3 major community efforts designed to address the problem**. You may decide to explore one effort in one community in depth or you may choose to explore efforts in several communities that are individually shorter, but together provide a broader perspective on community responses to the problem. For example, with political incorporation you might investigate how UNIDOS US (formerly The National Council on La Raza) works in communities on voting issues or you might explore the way that organizers have activated immigrant communities to be politically active on workers’ rights in LA, educational access in Denver, and enclave preservation in Philadelphia. Whatever you choose, the initiative(s) you focus on should be working in communities with immigrants and/or host community residents. In other words, just discussing national, elite policy efforts would not be appropriate here. Your report must:
		1. Include an executive summary
		2. Include statistics, tables, charts, maps and/or images that tell your story
		3. Include sufficient, properly cited sources to demonstrate that you have done deep research on your topic (you may use the citation style of your choosing so long as it is consistent throughout the paper.
		4. Be 12-15 pages long
		5. Be double spaced, 12pt font, 1” margins
		6. Saved as a Word or PDF file

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

1. **Planning (30 Points), Due 9/21:** You will write a 1-2 page plan for your research paper that includes the topic you will focus on; a timeline for completion; and a few ideas for the community initiatives you are thinking of highlighting. **Due in Class and on Sakai \*YOU MUST PRINT AND BRING TO CLASS\***
2. **Mid-Project Check In (20 Points), Due 10/19:** 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. **Due in Class and on Sakai \*YOU MUST PRINT AND BRING TO CLASS\***
3. **Report Outline (50 Points), Due 11/21:** You will provide a detailed outline of your report. Your outline should provide structure for your paper, including evidence, facts/stats, and sources. If you are unclear what a good outline looks like, please explore the examples provided on Sakai. **Due in Class and on Sakai \*YOU MUST PRINT AND BRING TO CLASS\***
4. **Final Project (300 Points), Due 12/21:** Your final project is due during finals week. W**e do** not have class that day, instead you will **SUBMIT PROJECT ON SAKAI TURN-IT-IN**

**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.

**UNIT 1: INTRODUCTION, HISTORY, AND BACKGROUND**

# Week 1: Class Introduction

## September 7

## READING.

*Brother I’m Dying* Part 1: pg. 1-123

# Week 2: Why Do People Migrate? Why do Countries Limit Immigration?

## September 14

## READING.

1. Read *Brother I’m Dying* Part 2: pg. 124-288

## 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.

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

## September 21

## \*Brief Lecture on Immigration Statistics\*

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

## 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>

## 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. Listen to: Nafta, Maquiladoras, and Mexican Immigration in the US. History Matters Podcast. <https://historybuffs.podbean.com/e/nafta-maquiladoras-and-mexican-immigration-in-the-us/>

## ASSIGNMENT: Final project planning document due in class \*\*MUST BRING PRINTED COPY TO CLASS\*\*. Be prepared to discuss your paper idea in class.

**Week 4: Legality and Illegality in the US System**

***GUEST SPEAKER:*** *Joanne Gottesman, Clinical Professor of Law and Director Immigrant Justice Clinic Rutgers Law School*

## September 28

##  How the United States Immigration System Works. American Immigration Council. <https://www.americanimmigrationcouncil.org/research/how-united-states-immigration-system-works>

## 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)

## Jones-Correa, Michael and Els de Graauw. 2013. The Illegality Trap: The Politics of Immigration and the Lens of Illegality. Daedalus 142(3), 285-198.

## \*\*\*BRING QUESTIONS FOR GUEST SPEAKER\*\*\*

**Week 5: Immigrant Communities**

## October 5

## READING

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

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>.

## ASSIGNMENT: Prep for In-Class Assignment (Instructions given in Class) \*\*\*Bring printed notes to class\*\*\*

## UNIT 2: THE CHALLENGES AND BENEFITS OF IMMIGRATION

**Week 6: Cultural Differences and Cultural Competency**

## October 12

## \*Book Club\*

## READING

## The Spirit Catches You and You fall Down, Pages TBD

## ASSIGNMENT: Prep for Book Club by Writing 5 questions that about the book that draw out key concepts, link to current events, or highlight ideas in previous readings \*\*\*Bring printed questions to class\*\*\*

**Week 7**: **Host Communities’ Goals and How they Influence Policy and the Immigrant Experience: Assimilation vs. Integration**

## October 19

**Documentary: Welcome to Shelbyville (1hr 15 min)**

## READING

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

## “The History of US Language Policy and Case for Official English.” USINC. <http://usinc.org/wp-content/uploads/2014/02/History-of-US-Language-Policy.pdf>

## This essay comes from USInc and ProEnglish, a US nonprofits devoted to promoting English-only policies. Though not a large organization, this essay highlights the argument for English as the official language well.

##  Kymlicka, Will. 2012. Multiculturalism: Success, Failure and the Future. Migration Policy Institute. <http://www.migrationpolicy.org/research/TCM-multiculturalism-success-failure> . FOCUS ON: Introduction and What is Multiculturalism, skim rest

## Listen to “The Huddled Masses and the Myth of America” Hidden Brain: A Conversation About Life’s Unseen Patterns. <http://www.npr.org/2016/10/11/497091179/the-huddled-masses-and-the-myth-of-america>

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## ASSIGNMENT: Mid-Project Check In due in class \*\*MUST BRING PRINTED COPY TO CLASS

**Week 8: Economic Impacts: National, Local and Individual**

## October 26

## READING

## National: “The Effects of Immigration on the United States Economy.” 2016. University of Pennsylvania Wharton School Background Briefs. <http://www.budgetmodel.wharton.upenn.edu/issues/2016/1/27/the-effects-of-immigration-on-the-united-states-economy>

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

## Individual Remittances: Gilespe, Patrick. March 20, 2017. I send Money Home to Mexico to Support my Family. CNNMoney <http://money.cnn.com/2017/03/20/news/economy/mexico-remittances-trump/index.html> .

## 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>

## ASSIGNMENT: Prepare for in-class policy discussion/simulation. Details provided in class. \*\*MUST BRING PRINTED COPY OF NOTES TO CLASS\*\*\*

# Week 9: Vulnerability and Exploitation

## November 2

## READING

## 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.

## 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>

## Grabel, Michael. Exploitation and Abuse at the Chicken Plant. The New Yorker. <http://www.newyorker.com/magazine/2017/05/08/exploitation-and-abuse-at-the-chicken-plant>

## Levin, Sam. March 30,2017. Immigration crackdown enable worker exploitation, labor department staff say. The Guardian. <https://www.theguardian.com/us-news/2017/mar/30/undocumented-workers-deportation-fears-trump-administration-department-labor>

## ASSIGNMENT: Short Paper 1 due in class \*\*MUST BRING PRINTED COPY TO CLASS\*\*.

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**Week 10: Refugees**

## GUEST SPEAKER: Patrick Barry, Program Director for Refugee and Immigration Services at Catholic Charities, Camden

## November 9: READING

## Fix, Michael, Kate Hooper and Jie Zong. 2017. How are Refugees Fairing? Integration at U.S. and State Levels. Migration Policy Institute. <http://www.migrationpolicy.org/research/how-are-refugees-faring-integration-us-and-state-levels>

## Jie Zong and Jeanne Batalova. January 12, 2017. Syrian Refugees in the United States. Migration Policy Institute. <http://www.migrationpolicy.org/article/syrian-refugees-united-states>

## Domonoske, Camila. July 12, 2017. US Refugee Admissions Pass Trump Administration Cap of 50,000. National Public Radio. <http://www.npr.org/sections/thetwo-way/2017/07/12/536899605/u-s-refugee-admissions-pass-trump-administration-cap-of-50-000>

## Listen to “Don’t Have to Live Like a Refugee” on This American Life podcast. <https://www.thisamericanlife.org/radio-archives/episode/593/dont-have-to-live-like-a-refugee>

## Review the Catholic Charities, Refugee and Immigration Services website to get a better sense of what they do <http://catholiccharitiescamden.org/refugee-immigration/> . Bring questions for our guest speaker.

**UNIT 3: DEVELOPING A COLLECTIVE VOICE**

**Week 11: Building Community and Utilizing Social Capital**

## November 16

1. Patler, Caitlin C. "Alliance-Building and Organizing for Immigrant Rights." *Working for Justice: The LA Model of Organizing and Advocacy* (2013): 71.

## 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.

## Gjecovi, Esther James and Jeff Chenoweth. Immigrant-Led Organizers in Their Own Voices: Local Realities and Shared Visions. Catholic Legal Immigration Network, Inc. <https://www.racialequitytools.org/resourcefiles/gjecovi.pdf>

**Week 12: National Political Change**

## November 21 \*\*\*THANKSGIVING WEEK- CLASS IS ON TUESDAY THIS WEEK!!!\*\*\*

## DOCUMENTARY: Frontline: IMMIGRATION BATTLE

## READING

## The LA Story Introduction, Chapter 2, Chapter 3, Chapter 4 \*COMPLETE BY December 7\*

## ASSIGNMENT: Report Outline due in class \*\*MUST BRING PRINTED COPY TO CLASS\*\*.

**Week 13: Local Communities: Working for and Against Immigrant Rights**

## November 30:

## DOCUMENTARY : MADE IN LA (1hr 10 min)

## READING

##  The LA Story Introduction, Chapter 2, Chapter 3, Chapter 4 \*COMPLETE BY December 7\*

## ASSIGNMENT: Short Paper 2 due in class \*\*MUST BRING PRINTED COPY TO CLASS\*\*.

**Week 14: Organizing Workers, Demanding Rights + Wrap Up**

## December 7

## Guest Speaker Symbol Lai, Deputy Director of the Office of Immigrant Affairs for the City of Philadelphia

READING

1. 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.
2. Kotlowitz, Alex. November 23, 2016. The Limits of Sanctuary Cities. *The New Yorker.* <http://www.newyorker.com/news/news-desk/the-limits-of-sanctuary-cities>
3. Humphrey, Mark. August 30, 2017. Philly Sues Trump AG Sessions over ‘sanctuary-city’ crackdown. *Associated Press*  <http://www.philly.com/philly/news/breaking/philly-sues-sessions-over-sanctuary-city-crackdown-20170830.html>
4. Review some of the Office of Immigrant Affairs’ Blog Posts to get a sense of what the office does <https://beta.phila.gov/posts/office-of-immigrant-affairs/>

**Week 15: Finals Week, NO CLASS
Thursday Dec 21- 6-9pm**

## ASSIGNMENT: Final Project SUBMIT ON SAKAI BY 6:00 PM EST

##