Immigration Public Policy and Worker Rights
Fall 2012
Syllabus

37:575:320:01
Professor Janice Fine
Wednesdays 12:35-3:35
Labor Education Center – Room 137 (Auditorium/102)

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Office Hours: Tuesdays 2-5 pm, Wednesdays 4-5:00 pm, and by appointment

Course Overview

Drawing upon political science, history, labor economics, sociology, public policy, geography, law and anthropology literatures, this course will explore the phenomenon of immigration to the United States in the twenty-first century with a focus on low wage work and public policy.

The topics we will explore include:

- Who are today’s immigrant workers and why do they come
- The history of migration to the U.S.
- The history of immigration policy in the U.S.
- Theories about why immigration occurs
- The impact of globalization on immigration
- How U.S. immigrant admissions works
- How immigrants make their way socially, economically and politically in their new communities
- The employment and labor rights of immigrant workers
- Efforts to organize through unions and worker centers to improve wages and working conditions
- Labor Market dynamics: Subcontracting in low wage immigrant-dominated industries
- The current federal, state and local immigration policy debates

Learning objectives:

- Identifying critical assumptions, methods, and types of evidence underlying theoretical arguments advanced by various authors
• Understanding different theoretical perspectives on immigration drawn from political science, economics, sociology, history, anthropology, geography and political theory
• Analyzing issues of social justice related to work across local and global contexts
• Conducting scholarly research
• Analyzing and synthesizing information and ideas from multiple sources to generate new insights
• Writing a research paper

Course Requirements

Reading:

This course meets once a week for three hours. However, I assign a week’s worth of reading.

Undergrads: You should budget your time to allow you to get through about 60 pages of reading a week and to answer the written discussion questions described below. Waiting until the night before might not be the best strategy for accomplishing this!

Graduate students: You should budget your time to allow you to get through about 90 pages of reading a week and to answer the written discussion questions described below. Again, waiting until the night before may not be the best strategy for accomplishing this.

Weekly Discussion Questions/ short essays

Undergraduates:

Each week, I will post and circulate questions on the readings. In order to help prepare for discussions during class, students must answer the discussion questions on the readings due each week. Homework cannot be handwritten. You have the option to skip TWO weeks of your choice but please don’t skip the reading! I will be grading the homework. Occasionally, I will throw out extra credit questions that you can hand in in the following week. You must submit the homework on sakai the day it is due. I will accept homework for one week after its due date ONLY and will mark down your grade for every day it is late.

Graduates:

In order to help prepare for discussions during class, students must hand in discussion questions or short essays on the readings due each week. In the beginning of the semester, these questions will be the same for both grads and undergrads, but they will quickly change to synthetic questions or short essays for grads as we get further into the semester. Homework cannot be handwritten. You have the option to skip TWO weeks of your choice. I will be grading the homework: one check means you must re-do it, two checks
means it is acceptable, three checks means it is good and four means it is excellent. Occasionally, I will throw out extra credit questions that you can hand in the following week. You must hand in or submit the homework on sakai the day it is due. I will accept homework for one week after its due date but will mark down your grade for every day it is late.

Please bring a copy of your written homework answers with you on the day of class so that you can refer to them for our discussion in class.

Papers

Students will write two papers. The first is an autobiographical essay, so the focus is on conducting primary research on your own family history or someone close to you. The second is a research paper and must be properly written and cited.

Paper #1: DUE: October 3rd. The immigration story of your own family or that of a friend. 8-12 double-spaced pages. I strongly prefer that you do your own family and only do a friend if you are absolutely unable to find any information about your own history.

Questions to cover in your paper:

- Basic background:

When did they come to the United States? Why did they come? How did they come? What federal immigrant or non-immigrant admissions policy enabled them to come? Where did they first arrive, where did they settle? Why did they choose that destination? Did they move again, where and why?

- Employment history:

What was their occupation and employment in their country of origin? What jobs did they take up when they arrived in the United States? How did they get their jobs? Who were their employers? How were they treated? What were their employers’ attitudes toward immigrants (and what were their employers’ countries of origin)? How long did they stay at each job?

- Associational History:

Did any organizations provide support when they arrived? Did they participate in any organizations after they arrived? Religious institutions, cultural, social, service, unions or political organizations?

- Analysis:

Please discuss what you learned from this assignment and how it has affected the way you think about your own family history and about contemporary immigrants and immigration
issues. How would you compare your family’s immigration story to the experiences of contemporary immigrant families?

****Going from good to great: Is when you relate your family’s story to the larger story of the immigrant group they were a part of—in other words, finding some books or scholarly articles to paint the larger picture.

These papers will be presented (3-5 minute versions) in class on October 3rd and 10th. These presentations must be brief! Think about the most compelling nuggets of the story that you want to share. While it is absolutely fine for you to get up and read your paper to the class, you are also welcome to take creative approaches to the presentations. Please feel free to utilize any type of artistic media or other multimedia forms (plays, poetry, power-points, photographs, recordings, etc).

Paper #2:

- Proposal Due: October 17th
- Draft Due: November 14th
- Final Draft Due: December 12th

Research paper: 12-14 pages or longer, double-spaced (including footnotes and bibliography). Take some aspect of your immigration story or some other topic of interest to explore in greater depth.

I have posted some excellent student papers as well as my grading rubric to give you a sense of what I am looking for. I know that some of you have not written a research paper before and will have some nervousness about it but researching and writing a paper are extremely important skills to develop and I will provide a lot of guidance.

Here are some examples of papers students have written. Some students have looked at issues of language acquisition—are today’s immigrants taking longer to learn English, how do they compare to previous generations? I had one student who wanted to understand how the Chinese and Japanese went from being viewed as “coolies” and reviled to being seen as “model minorities.” Another looked into his family’s Irish roots and researched the causes and conditions surrounding Irish immigration to America and the strategies for building economic and political power the Irish developed once they arrived. Another student took the theories of immigration we had researched and tried to place her own family’s decision to emigrate in that context. Other students have read the literature and evaluated the different sides of the current immigration debate regarding one or two topics related to employment including: temporary worker programs, employer sanctions and workplace inspections, employment verification/national ID cards and the H-1B program.

You will do this assignment in three phases. First, on October 17th you will submit a written proposal about what you intend to explore in your paper. It need not be longer than a few paragraphs but should address the following question: If you are writing an
analytical\(^1\) or expository\(^2\) paper: What is your question or puzzle? If you are writing an argumentative\(^3\) paper: What is the claim you intend to make and how will you justify this claim? I very much welcome you to talk to me before or after class or to come and see me during my office hours to discuss the paper. Very often I can recommend readings and will pull articles right out of my files and books right off my shelves to help you.

Second, **you will submit a draft on November 14th. This deadline is firm. You must submit a draft paper.** Third, **you will submit a final draft on December 12\(^{th}\).**

PLEASE NOTE: If you plagiarize, you will receive a failing grade for the paper and I will have to notify your dean.

**Applied Research Project:** The class will be helping to carry out research on New Jersey immigrant community organizations as part of the Rutgers Immigrant Infrastructure Mapping project (RIIM). You will either choose an organization that is on the RIIM database or identify another organization to conduct the RIIM short survey with, in person or by telephone. This involves letting me know which organization you are going to interview, calling the group and scheduling a time to conduct the interview, carrying out the interview, and handing it in to me as well as posting it on the RIIM database. **It may take you many attempts to reach an organization, so please get started early in the semester choose more than one organization to pursue and plan to be persistent!** If you end up with an appointment to interview more than one organization and carry out and submit those additional interviews, I will add 5 points to your final paper grades. **The interview is due: November 7th.**

**Readings**

All of the required articles as well as recommended articles are available on the web through Sakai. Go to the Rutgers sakai site. Click on your degree program. Click on course name. Logon: smlrStudent. Password: smlrStudent.

A small number of the readings are available online and the website is listed for those readings so you can retrieve them.

**Grading**

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<td>Questions/short essays</td>
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<td>Essay One</td>
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<td>Paper Two</td>
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\(^{1}\) An analytical paper breaks down the issue or an idea into its component parts, evaluates the issue or idea and presents this breakdown and evaluation to the audience.

\(^{2}\) An expository paper explains something to the audience.

\(^{3}\) An argumentative paper makes a claim about a topic and then justifies this claim with specific evidence.
I fully understand that sometimes students experience serious problems over the course of the semester which can interfere with their ability to do the work. If you find yourself falling behind, please come and talk to me! It is much harder to be understanding if you simply disappear without an explanation and show up mid-semester or later on looking for help!

**Attendance Policy**

*Class attendance is mandatory*: we only meet once a week and if you miss class, you miss a lot of material. You should have no unexcused absences. *After the first unexcused absence, you will be marked down one letter grade per unexcused absence.* This means that if you were at a B+ you would receive a B. I am completely serious about this.

If you have to miss class, please ask a classmate to bring you up to date on what you missed.

I expect all students to arrive promptly at the start of class. Students consistently arriving more than 10 minutes late will be penalized and possibly strangled.

**Breaks**

We will take a 10 minute break every class at 2 pm. I strongly encourage you to eat or drink something during this time! I do! Please don’t fall asleep—it is very distracting to me and the other students—if you feel yourself starting to nod off, go get some caffeine or take a walk and come back.

**Electronics**

I know that some of you take notes on your laptops, so I have never wanted to ban computers in my classroom, but I want your full attention. No surfing the web. No checking Facebook. No looking at your cell phone. It is distracting for you, for your neighbors, and the height of rudeness for me and for the outside speakers! If it turns out that too many of you are going online during class, I will institute a policy of no laptops in class.

**Week 1 – September 5, 2012**


**Introduction: Immigrants in NJ and review of syllabus**

**Film: Farmingville and small group discussions**

**On-Line Resources:**


**Week 2 – September 12, 2012**

_Gente y Cuentos:_ Postville videos and discussion

**Review of Paper 1 Assignment**

Dynamics of immigration: role of the state, market and civil society in migration, push and pull factors, state’s two sets of boundaries, typical components of immigration policy. Who are they? Why do they come?

**Immigrant Admissions**

**Visa Exercise in groups of two**

Handouts:

Reading for the Argument

State

Market Economy

Civil Society

Push and Pull Factors

Global Dynamics of Immigration

Typical Components of Immigration Policy

**Required Readings:**


Mehta, Cyrus “USCIS on the paradoxes of unlawful presence” (For more on unlawful presence, skim: Neufeld, Donald, US Citizenship and Immigration Services, Interoffice Memorandum regarding unlawful presence and the three and ten year bars)


Week 3 – September 19, 2012

History of Immigration and Immigration Policy

Gente y Cuentos:

Discovering Angel Island: The story behind the poems
http://www.youtube.com/watch?v=f_EQY-0ThOM&feature=related

Presentation: Professor David Tulloch and Scott Bentley on RIIM and organizational surveys

Required Readings:


Go mess around here and look at the tables that you find interesting: Pew Hispanic Center, A Statistical Portrait of the Foreign-Born Population in the United States, 2008:

updated as of 9/6/12
**Recommended Readings:**


**Masters Students**

In addition to the above:


**Week 4 – September 26, 2012**

*Note: Due to Yom Kippur, I will not be holding class but please do the reading and answer and submit the reading questions.*

**History of Immigration and Immigration Policy continued**

**Required Readings:**


**Masters Students and extra credit for undergraduates:**

In addition to the above: choose 2:
Takaki, Ronald *A Different Mirror: A History of Multicultural America*, Chapter Six “Emigrants from Erin: Ethnicity and Class within White America” pp. 139-165.


**Week 5 – October 3, 2012**

**Immigration Theory and Globalization**

**ESSAY #1 DUE and CLASS PRESENTATIONS**

Donna Schulman, SMLR Librarian: proper research sources, media searches…

**Film:** *Uprooted: Refugees of the Global Economy*

**Small Groups:** Why did they come?

Why does theory matter?

Handouts and posted on-line:

- What is an Academic Paper?
- Coming up with Your Topic
- Writing: Considering Structure and Organization
- Creating a Thesis Statement
- Logic and Argument
- A Few Tips When Writing Your Research Paper
- Plagiarism Prevention and Avoidance
- MLA Citation Style
- Tichenor immigration timeline

**Required Readings:**


Masters Students and extra credit

In addition to the above choose one:


Week 6 – October 10, 2012

Role of the State and states and federal preemption


Class Debate: Immigrant Voting Rights

CLASS PRESENTATIONS
**Required Readings:**


2012 Supreme Court decision on Arizona law:

**Masters Students:**

In addition to the above:


**Week 7 – October 17, 2012**

**Structure of the Low wage Economy: Subcontracting in the low wage labor market**

**SECOND PAPER PROPOSAL DUE (uploaded to sakai)**

**Gente y Cuentos:**

“Day Job” http://www.mediathatmattersfest.org/watch/10/day_job

Guest Speakers: Kevin Brown, President, SEIU 32BJ New Jersey, janitors, security guards, Pheobe Schell, food service workers, Carmen Martino, Jason Rowe or Marien Casillas Pabillon Temp Towns in New Jersey and Warehouse Workers, Speaker from US Students Against Sweatshops, garment workers

**Required Readings:**


Masters Students:

In addition to the above, choose 2:


Week 8 – October 24, 2012

Employment Rights and Enforcement

Guest Speakers: Marien Casillas Pabillon, New Labor and Ellen Whitt or Brian Nelson, Annette Bernhardt, National Employment Law Project

Required Readings:

Bobo, Kim Wage Theft in America, Chapters One, Two and Four

http://nelp.3cdn.net/1797b93dd1ccdf9e7d_sdm6bc50n.pdf

Iron Bound Underground: Wage Theft and Workplace Violations Among Day Laborers in Newark’s East Ward Immigrant Workers’ Rights Clinic, Center for Social Justice Seton Hall University School of Law
http://www.scribd.com/full/34941666?access_key=key-1l5daigb05c2p3b4ri73


updated as of 9/6/12
**Masters Students:** choose 2:


**Recommended Reading:**


**Handout in Class:**

Week 9: October 31, 2012

Immigration and the US Labor Market

How has immigrant employment affected US-born workers?

Short videos:

The Case for Immigration with Giovanni Peri - UCTV Prime Vote
http://www.youtube.com/watch?v=KWhnIy4obv8

Immigration and the European Union:

Ed Milliband: Immigration and an Economy which works for working people
http://www.youtube.com/watch?v=_T38I9TC61s

Unemployment soars in Paris banlieues
http://www.youtube.com/watch?v=UnVUf3pKgaY

Greek Immigration Crisis Spreads to Universities
http://www.youtube.com/watch?v=Uxd551lEoXM

Required Readings:


Skim the following:

http://epi.3cdn.net/81ac21ed8143664879_wvm6bakyu.pdf

“Still An Hourglass? Immigrant Workers in Middle-Skilled Jobs” Randy Capps, Micahel Fix and Serena Yi-Ying Lin, Migration Policy Institute 2010.


**Masters Students in addition to the above:** choose 2

Waldinger, Roger, 1999. Chapter Six “Who Gets the Good Jobs?” 174-205 In Still the Promised City?


**Week 10: November 7, 2012**

**Worker Centers**

**RIIM Interviews due**

**Class will meet at New Labor, 103 Bayard Street, 2nd floor New Brunswick**

**Film:** Made In LA or Coalition of Immokalee Workers on NOW PBS

**Required Reading:**


Recommended:

Maulik, Monami “Our Movement is for the Long Haul: Ten Year’s of DRUM’s Community Organizing by Working-Class South Asian Migrants” Race/Ethnicity: Multidisciplinary Global Contexts, Volume 4, Number 3, Summer 2011, pp. 455-467.

Masters Students:

In addition to the above:

http://lsj.sagepub.com/cgi/content/abstract/33/1/27


Week 11 – November 14, 2012

Unions and Immigration

SECOND PAPER DRAFTS DUE (SUBMIT ON SAKAI)

Guest Speaker: Bhairavi Desai, New York Taxi Workers Alliance

Required Readings:

Contemporary Organizing:


Masters Students:

updated as of 9/6/12
In addition to the above: choose 1:


**Recommended Reading:**


Understanding the US Supreme Court’s Decision in Hoffman Plastic Compounds v. NLRB” Fact Sheet for Immigrant Worker Advocates, National Employment Law Project, 1-2.


**Week 12 – November 21, 2012**

**Dilemmas of Policymaking: Overview**

**Required Readings:** Choose 4


Pritchett, Lant, Let Their People Come: Breaking the Gridlock on Global Labor Mobility, Center for Global Development 1-12, 63-104.

**Helpful Background information**


**Week 13 – November 28, 2012**

**Dilemmas of Policymaking: Immigration and Employment**

updated as of 9/6/12
General:


Hazan, Miryam “Sustainable Jobs and Emigration from Mexico: the Meaning of Shared Responsibilities in Immigration Reform” paper prepared for the Service Employees International Union,


*Temporary Workers* choose 4


Additional Reading:


updated as of 9/6/12

The H-1B debate


Kaushal, Neeraj and Fix, Michael “The Contributions of High-Skilled Immigrants” Migration Policy Institute, Insight, July 2006, No. 16
http://www.migrationpolicy.org/ITF1AF/TF16_Kaushal.pdf

Hira, Ron “The Offshoring of Innovation”, EPI Briefing Paper, December 2008

Week 14 – December 5, 2012

Dilemmas of Employment: Immigration and Employment, continued

General reading choose 1:


Workplace Enforcement and Employer Sanctions choose 4:


Wishnie, Michael J. “Prohibiting the Employment of Unauthorized Immigrants: The Experiment Fails” The University of Chicago Legal Forum 2007.

Iced Out: How Workplace Enforcement has interfered with Workers’ Rights, National Employment Law Project and the AFL-CIO
http://www.nelp.org/page/-/Justice/ICED_OUT.pdf?nocdn=1

Nguyen, Diem, Matt Mayer and James Carafano, Ph.D. “Next Steps for Immigration Reform and Workplace Enforcement” published on February 13, 2009 by Heritage Foundation, Backgrounder #2241

Constitution on ICE: A Report on Immigration Home Raid Operations


Employment Verification Choose two

SHRM-Backed Bill Launches Employment Verification Debate
http://www.workforce.com/section/00/article/26/37/71.php


