Immigration and Public Policy
37:575:320:01

Professor Anastasia Mann
Tuesday, 3:55 - 6:55 p.m.
Loree Hall – Room 115

Email: through Sakai site until further notice
Office Hours: Tuesdays, 12:30 to 2:30 or by appointment

OVERVIEW

This course explores immigration policy and the lives and impact of people who immigrate to the United States. Drawing on history, public policy, social science, and law, we will look at the ways that government, public and private interests, and socio-political movements have both shaped and responded to newcomers in the United States. We will engage with a range of ideological and theoretical frameworks (social justice/human rights, cost-benefit, historical, legal, statist, Marxist, ‘free market’) to appreciate the impact of immigration, primarily since 1965. Our principal sources will be academic texts. However we will also consult demographic data, public oratory, maps, media stories, film (documentary and fiction), cartoons and even poetry. Local and national experts will share their insights and students will produce two original papers.

THEMES

- Role of immigrants in the development of the US
- Evolution of US immigration policy
- Globalization: causes and consequences
- Experience and impact of undocumented immigrants
- Integration
- Organizing immigrant workers
- Strange bedfellows
- Tensions among federal, state and local authorities (prerogatives and policies)
- Detention and deportation
- Role of nonprofits
- Regional impacts
- Comparative (international) perspective
- Challenges of reform
LEARNING OBJECTIVES

- Identify critical assumptions, methods, and types of evidence underlying arguments
- Locate your own family history in America’s immigrant experience
- Understand how a variety of different disciplines (law, social science, public policy, history) help unravel a complex knot of social, economic, cultural and political issues
- Grapple with the social justice issues bearing on immigration policy
- Conduct empirical research using primary and secondary sources, quantitative and qualitative methods.
- Appreciate the role of federalism, private enterprise, and civil society in creating and solving societal problems
- Synthesize information and ideas from multiple sources to generate new insights
- Communicate ideas effectively through writing and speech

REQUIREMENTS

Reading
Expect about 75 pages of reading each week. Occasionally there will be additional assignments for graduate students that are optional for undergraduates. Readings are posted on Sakai unless otherwise noted.

Weekly Reaction Papers
Prompts will be assigned each week. The goal is to digest the assigned reading. Responses must address these prompts and be posted to Sakai by 4pm Monday (the afternoon before class). You may opt out of ONE week of reaction paper if you choose. Thoughtful answers will look very different from rushed ones. Reaction papers comprise a significant portion of your semester grade. They will be accepted up to one week after the due date but will be marked down for every day they are late. You may find it helpful to bring a copy of that week’s reaction paper to class so that you can refer to your own ideas during discussion.

Reaction paper grading scale:

- re-do
- acceptable
- good
- excellent
LONGER WRITING ASSIGNMENTS

This class entails two original papers. The first is an autobiographical essay based on primary research on your own family history or the history of someone close to you. The second is a research paper and must be properly written and cited.

**Paper #1:** Family Narrative, due February 18th (8-12 double-spaced pp)

**Paper #2:** Research paper (12-14 double-spaced pp)
Take some aspect of your immigration story, a geographic locale, a public policy or law, an organization, an immigrant cohort, a company, and use primary and secondary sources to explore how it fits in the contemporary US’s immigration story.

Proposal due March 4th
first draft due April 8th
final draft due May 6th

PAPERS are due on the date specified at 3:30pm (i.e. before the start of class).
See me for guidance in selecting a topic, finding sources, and framing your argument.

NOTE: Per Rutgers policy, plagiarism will earn a failing grade; deans will be notified.

COMPONENTS OF YOUR FINAL GRADE

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reaction papers</td>
<td>30%</td>
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<tr>
<td>Essay #1</td>
<td>20%</td>
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<tr>
<td>Paper #2</td>
<td>25%</td>
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<td>Class participation</td>
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On rare occasions, students experience serious problems that interfere with their ability to complete assigned work. If you encounter such a problem or fall behind, let me know ASAP.

**Attendance + Punctuality**
After the first unexcused absence, your semester grade will be marked down one letter grade per unexcused absence, (e.g. a B+ becomes a B). It is your responsibility to catch up on what you missed.

Consistent lateness will be reflected in your grade.

**Electronics**
Success in this class will require your full attention and participation. Kindly silence your cell phone.
Week 1 – January 21

INTRODUCTION: WHO BELONGS?

Gente y Cuentos: “What kind of American are you?”

Review online resources:


Week 2 – January 28

CONTEMPORARY REALITIES

Required Readings:


Week 3 – February 4

History 1: POPULATING A NATION

Week 4 - February 11

HISTORY 2: THE “GOLDEN AGE”

VISITOR: Ms. Brunie Sánchez, Data Dissemination Specialist, U.S. Census Bureau, practicum, “How to conduct census research.” **Bring laptops to class.

Required Reading:


Week 5 – February 18

IMMIGRATION THEORY AND GLOBALIZATION

Gente y Cuentos: “Message of His Holiness Pope Francis for the World Day of Migrants and Refugees 2013”

Uprooted: Refugees of the Global Economy

Required Reading:


**Masters/Recommended:**

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**Week 6 – February 25**

**GOVERNMENT: FEDERAL PREEMPTION, STATES AND LOCALITIES**

**VISITOR:** Jun Choi, former mayor, Edison; Elisa Neira, Executive Director Princeton Human Services Department.

**Student presentations**

**Required Reading:**


Select a state or local policy at http://www.nilc.org/statelocal.html to draw on (in conjunction with the above) in your weekly response.

**Masters Students:**

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**Week 7 – March 4**

**THE LOW WAGE ECONOMY AND BUFFERS**

**Day Job**

**SECOND PAPER PROPOSAL DUE**
VISITOR: TBA


Required Readings:


Masters/Recommended:

Week 8 – March 11 WAGE THEFT, RIGHTS ENFORCEMENT AND WORKER CENTERS

VISITOR: Marien Casillas-Pabellon, New Labor (invited)


Required Reading:
Bobo, Kim. Wage Theft in America, Chapter One.


**Masters/Additional:**


**Week 9: March 25**

**IMMIGRATION AND THE US LABOR MARKET, EYES ON S.T.E.M.**

📚 The Case for Immigration with Giovanni Peri - UCTV Prime Vote

**VISITOR:** Maneesha Kelkhar, economist, former ED of Manavi.

**Required Reading:**


**Masters/Additional:**

**Week 10: April 1**

**CIVIL SOCIETY**

**VISITOR:** Tim Block, Legal Services of New Jersey

*Welcome to Shelbyville*

**Required Reading:**


**Masters/Additional:**

**Week 11 – April 8**

**DETENTION AND DEPORTATION**

**VISITOR:** Pastor Seth Kaper-Dale, Highland Park Reformed Church, and parishioners.

**SECOND PAPER DRAFTS DUE**

**Required Readings:**

Nguyen, Tram. *We Are All Suspects Now: Untold Stories from Immigrant Communities after 9/11.* Forward, Into, Ch. 1 (vii-19) and conclusion (pp137-157).

Ercolani, SP, “Why are Immigrants being Deported for Minor Crimes,” *The Atlantic.*

Week 12 – April 15  DILEMMAS OF POLICYMAKING

The Visitor

Required Readings:


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

Week 13 – April 22  TEMPORARY WORKERS

Required Reading:


Also, choose 2 of the following:


“The Mirage of Mexican Guest Workers,” Philip L. Martin and Michael S. Teitelbaum


**Masters/Additional Reading:**


**Week 14 – April 29   HOW DEMOCRACY WORKS**

*How Democracy Works*

**Required Reading:**


**FINAL DRAFT OF FINAL PAPER DUE MAY 6th**