Immigration Public Policy and Worker Rights
Fall 2011
Syllabus

37:575:320:01
Professor Janice Fine
Wednesdays 9:50-12:50
Murray Hall 211 – College Ave Campus

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Office Hours: Tuesdays 10-12 and 1-3 or 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 migration policy in the U.S.
- Theories about why immigration occurs
- The impact of globalization on immigration
- How U.S. immigration law 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
• Conducting scholarly research
• Writing an essay that puts forward an argument
• 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 hand in their answers to discussion questions or short essays 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: 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.

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
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.

**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 5th, 2011. 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.
****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 (5 minute versions) in class on September 28th, October 5th and 12th. 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 19th
- Draft Due: November 16th
- Final Draft Due: December 15th

Research paper: 14-16 pages double-spaced. Take some aspect of your immigration story or some other topic of interest to explore in greater depth.

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.

I have posted some excellent student papers as well as my grading rubric to give you a sense of what I am looking for.

You will do this assignment in three phases. First, on October 19th 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 analytical¹ or expository² paper: What is your question or puzzle? If you are writing an argumentative³ 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

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.
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 16th. Third, you will submit a final draft on December 15th.

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 2nd**

**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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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Questions/short essays</td>
<td>40%</td>
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<tr>
<td>Essay One</td>
<td>20%</td>
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<tr>
<td>Paper Two</td>
<td>25%</td>
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<tr>
<td>Interview</td>
<td>15%</td>
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</tbody>
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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.

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 11:15 a.m. I strongly encourage you eat and 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.

Week 1 – September 7, 2011

Review of syllabus and reading for the argument
Film: Farmingville and small group discussions

Handouts in Class and Posted On-Line:

Questions for Week Two


Week 2 – September 14, 2011

Review of Paper 1 Assignment

Class Presentations and Discussion Topics:
Immigrants in New Jersey, 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

The State

What is a Market Economy?

Civil Society

Push and Pull factors

The 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 21, 2011**

**Class lecture and discussion: History of Immigration and Immigration Policy**

- Presentation: Anastasia Mann on RIIM and organizational surveys
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

In addition to the above:


Week 4 – September 28, 2011

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

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 5, 2011**

**ESSAY #1 DUE and CLASS PRESENTATIONS**

Lecture: Immigration Theory  
Why does theory matter?  
Film: *Uprooted: Refugees of the Global Economy*  
Small Groups: Why did they come?

**Required Readings:**


Choose 1:


**Masters Students and extra credit**

In addition to the above choose one:


**Week 6 – October 12, 2011**

**CLASS PRESENTATIONS**
Role of the State and role of the states and federal preemption
Small group debates: Immigrant Voting Rights

**Required Readings:**


**Masters Students:**

In addition to the above:

**Week 7 – October 19, 2011**

**SECOND PAPER PROPOSAL DUE**

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

Guest Speakers: Kevin Brown, President, SEIU 32BJ New Jersey, janitors, security guards, Pheobe Schell, Sodexo Campaign organizing food service workers, Carmen Martino, “Temp Towns in New Jersey” temporary workers, Speaker from US Students Against Sweatshops, garment workers and the Russell Athletics and Nike campaigns

**Required Readings:**


**Masters Students:**

In addition to the above, choose 2:


**Week 8 – October 26, 2011**

**Employment Rights and Enforcement**
Guest Speakers: Marien Casillas Pabillon, New Labor and Ellen Whitt

**Required Readings:**

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

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

Seton Hall University School of Law
http://www.scribd.com/full/34941666?access_key=key-115daib05c2p3b4ri73


**Masters Students:** choose 2:


**Recommended Reading:**


**Handout in Class:**


**Week 9: November 2, 2011**

*RIIM Interviews Due!*

Immigration and the US Labor Market

How has immigrant employment affected US-born workers?

**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 9, 2010

DRAFT OF PAPER #2 DUE

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

Worker Centers

Film: Coalition of Immokalee Workers on NOW PBS


Masters Students:

In addition to the above:
http://lsj.sagepub.com/cgi/content/abstract/33/1/27


**Week 11 – November 16, 2011**

**Unions and Immigration**

**Guest Speaker:** Jeff Eichler, Lead Organizer RWDSU  
**Short Clip:** Stephen Colbert

In preparation for our speaker: have a look at these two pieces:


**Required Readings:**

*Contemporary Organizing:*


**Masters Students:**

In addition to the above: choose 1:


Recommended Reading:


Understandi


Week 12 – MONDAY November 21, 2011

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 30, 2011

General:


*Temporary Workers* choose 4


Additional Reading:


The H-1B debate


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

Week 14 – December 7, 2011

updated as of 9/2/11
**General reading** choose 1:


**Workplace Enforcement and Employer Sanctions** choose 4:


**Employment Verification** Choose two

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

