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 and Reaction papers:

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 write weekly 500 word reaction papers described below. Waiting until the night before might not be the best strategy for accomplishing this!

Masters students: You should budget your time to allow you to get through 60-90 pages of reading a week and to write 600-800 word reaction papers described below. You will see that under the required reading for each week there is a recommended reading/masters student reading. I would like you to choose one or two of these to read as well and write about along with the other articles. Again, waiting until the night before may not be the best strategy for accomplishing this.

Each week, I will post a few broad questions on the readings. The idea is for you to show me that you have done the readings and to react to a few things you read that you found the most striking. You have the option to skip TWO weeks of your choice but please don’t skip the reading! Occasionally, I will throw out extra credit questions that you can hand in the following week as well. You must submit the homework on sakai on the day it is due. Please bring a copy of your reaction paper and the readings with you, so we can talk about them. 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.

Paper: Due February 18th: 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 or the larger political context of the time—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 Feb 18th and 25th.
These presentations must be brief! Think about the most compelling nuggets of the story
that you want to share. Please feel free to utilize any type of artistic media or other
multimedia forms (plays, poetry, power-points, photographs, recordings, etc).

Mid-term: This will be a take-home exam. It will be posted on March 4th and must be
handed in by midnight on March 10th.

Final: Also a take-home exam. It will be posted on April 29th and will be due by midnight
May 6th.

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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<tr>
<td>Reaction papers</td>
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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!

**Research Project:** I am working with the Center for Women and Work, the Rutgers Center on Organizational Innovation and the National Domestic Workers Alliance to conduct the first survey of domestic workers in New Jersey. This project will involve good students who are willing to spend some time outside of class identifying and interviewing domestic workers. Students selected to participate in this project will earn valuable training and research experience as well as significant extra credit. Please notify me if you are interested.

**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. It is also fine to eat and drink during class. If you fall asleep, I will ask you to leave, so please don’t let it get to that!
A Word about 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. Cell phones must be silenced.** 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 – January 21, 2015**

**Gente y Cuentos:**

“Young Immigrants Say It’s Obama’s Time to Act” by **JULIA PRESTON**

“Obama announces immigration overhaul shielding 4 million from deportation” by **David Nakamura, Robert Costa** and **David A. Fahrenthold** November 20, 2014

FREQUENTLY ASKED QUESTIONS, The Obama Administration’s Deferred Action for Parental Accountability & Expanded Deferred Action for Childhood Arrivals Programs, National Immigration Law Center

**Introduction: Review of syllabus**

**Film: Farmingville**

**On-Line Resources:**


Pew on Trends in Undocumented Immigration:
http://www.pewresearch.org/2013/04/17/unauthorized-immigrants-how-pew-research-counts-them-and-what-we-know-about-them/

Marc Rosenblum and Kristen McCabe, Deportation and Discretion: Reviewing the Record and Options for Change, October 2014, Migration Policy Initiative.
Week 2 – January 28, 2015

Gente y Cuentos:

Farmingville Discussion…

Review of Paper Assignment

Immigration Trends in the US:
http://www.pewhispanic.org/2013/02/15/u-s-immigration-trends/ph_13-01-23_ss_immigration_18_homeowners/

Immigrants in NJ

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:


**Recommended and masters:**


**Week 3 – February 4, 2015**

**History of Immigration and Immigration Policy**

*Gente y Cuentos:*
Postville videos and discussion

**Required Readings:**


Go mess around here and look at the tables that you find interesting:

**Recommended and Masters Readings:**


Week 4 – February 11, 2015

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

History of Immigration and Immigration Policy continued

Immigrant Admissions Exercise

**Required Readings:**


Week 5 – February 18, 2015

Immigration Theory and Globalization

**Film:** *The Other Side of Immigration and 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:**


**Recommended and Masters:**


**Week 6 – February 25, 2015**

**Role of the State and states and federal preemption**

**Film: The State of Arizona**

**CLASS PRESENTATIONS**

**Required Readings:**


updated as of 2/17/15
2012 Supreme Court decision on Arizona law:

**Recommended and Masters Students:**

In addition to the above:


**Week 7 – March 4, 2015**

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

*Gente y Cuentos:*

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

Invited Guest Speakers: Milly Silva, SEIU 1199, Kevin Brown, President, SEIU 32BJ New Jersey, janitors, security guards, Carmen Martino and Jason Rowe: Temp Towns in New Jersey and Warehouse Workers, Speaker from US Students Against Sweatshops, North Face and garment workers

**Required Readings:**


**Recommended and Masters:**

**Week 8 – March 11, 2015**

**Employment Rights and Enforcement**

Wage Theft Guest Speakers: New Labor  
Exercise: Unpacking the FLSA

**Required Readings:**

**Skim:**  
[http://nelp.3cdn.net/1797b93dd1ccdf9e7d_sdm6bc50n.pdf](http://nelp.3cdn.net/1797b93dd1ccdf9e7d_sdm6bc50n.pdf)

National Council for Occupational Safety and Health, 2014 Preventable Deaths: *The Tragedy of Workplace Fatalities*  

Also skim: BLS Census of Fatal Occupational Injuries Summary, 2011 and  
BLS Census of Non-Fatal Occupational Injuries and Illnesses Requiring Days Away From Work, 2011 (www.bls.gov/news.release/osh2nr0.htm)

**Read the following:**  
Bobo, Kim *Wage Theft in America*, Chapters One and Two  

**Recommended and Masters:**

Seton Hall University School of Law  
[http://www.scribd.com/full/34941666?access_key=key-I15daigb05c2p3b4ri73](http://www.scribd.com/full/34941666?access_key=key-I15daigb05c2p3b4ri73)


**Handout in Class:**
Week 9: March 25, 2015

Immigration and the US Labor Market and Immigration and Unions

How does immigrant employment affect US-born or naturalized workers?
How have unions responded to immigrant workers?

Short videos:

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

Required Readings:


Recommended and Masters:

Economic Impact

Waldinger, Roger 2003, Introduction in How the Other Half Works


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


Unions and Immigrants


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.

updated as of 2/17/15
Week 10: April 1, 2015

Worker Centers

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

Film: *Made In LA or Food Chains*


Class Debate: Immigrant Voting Rights

Required Reading:


“New Forms to Settle Old Scores: Updating the Worker Centre Story in the United States” Vol. 66 (4), 2011 of *Relations Industrielles/Industrial Relations* (RI/IR)


Flanders, Laura “Workers ROC the Restaurant Industry: How low-wage food service workers are serving up justice” in the Nation, August 16, 2013. http://www.commondreams.org/views/2013/08/16/workers-roc-restaurant-industry

Recommended and Masters:

McAlevey, Jane “Make the Road New York: Success Through 'Love and Agitation’” *the Nation* May 21, 2013


Week 11 – April 8, 2015

Dilemmas of Policymaking: Overview
NOTE: The following weeks of readings could change. Please see sakai.

Required Readings: Choose 4


Helpful Background information


Week 12 – April 15, 2015

Dilemmas of Policymaking: Immigration and Employment

Class Debate: Temporary Worker Programs

Required Reading:


Recommended and Masters:


The H-1B debate


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

Week 13 – April 22, 2015

Dilemmas of Policy: Workplace enforcement and employer sanctions continued

updated as of 2/17/15
Class Exercise: E-Verify

Required Reading:


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.

Ana Avendano, et al 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


Recommended and Masters Reading:


Week 14 – April 29, 2015

Taking Stock: Immigration Reform
Required Reading:


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

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