Course Description and Objectives

Course Description:

This class addresses a critical need by focusing specifically on immigration—one of the most volatile and hotly debated issues of our time. How we respond to the myriad questions about immigration and immigrants will determine how our society and economy will look and function in the future. Further, nearly all students will be faced with social service controversies, policy development debates and policy consequences, community antagonism, and poor research because the issues of immigration are little understood by both the public and by many academics.

Immigration touches upon every aspect of American society, from economic growth to political outcomes, and from neighborhood institutions to national culture. In this interdisciplinary seminar we investigate immigration issues using the tools of social science and its ability to produce informed research and the themes of social justice and human rights in social work. We cover many topics and we investigate specific policy issues like legalization, citizenship and political engagement, refugee policy, birthright citizenship, border enforcement, and identity development in the global era. We use discussions to raise and debate questions such as, “What happens to a small town after an ICE raid?”, “What are the implications of the border wall for the rest of us?”, “What functions does the criminalization of immigrants serve?”, “How does the declining rate of citizenship change the polity and policy development?”, and “What is the expected impact of this comprehensive immigration reform package”.

A few warnings: It is impossible to cover every aspect of immigration and I have made some choices of inclusion and omission (e.g. there is little on sending country conditions).
Second, while it used to be difficult to find good articles for an immigration class, there are now too many articles to consider. Occasionally, with warning, we may change a required reading. Third, this class focuses only on immigration to the United States (in the interest of time and our ability to study topics in depth).

**Course Objectives:**

By the end of our term of study, students will be able to:

- clearly articulate the main reasons for immigration to the United States from different areas of the world and in different historical and economic environments.
- understand the historical, social, and economic underpinnings of immigration opinion and immigration policy debates and translate that understanding into effective research and social action.
- practice research using the techniques, data, and the current body of scholarly literature associated with immigration topics.
- knowledgeably discuss past and current immigration policy and immigration law through multiple lenses and prepare briefs on policy issues.
- choose among different social service responses to the needs of immigrants generally and in response to new and existing immigration and immigrant policy.
- practice nuanced research and social action by being able to merge a knowledgeable social justice and human rights focus with standard disciplinary social science research.
- address the specific social service, policy, and health issues of immigrants.

**Class Organization, Requirements, and Grading**

**Organization:**

This seminar has an exciting and enriching format and students are active participants as we wrestle with the critical questions surrounding immigration today. Classes will have a short lecture based on nuanced factual learning that sets the context for our further development, student and professor led discussion, and student and professor led Wiki empirical research. Lectures help to familiarize students with history, facts, ideas, and techniques of study in immigration research. Discussions help us consider the readings and the meanings of various immigration research articles, to bring forth new ideas, and to expose the sources of debate on the issues. Wiki research provides us with an expanding communal knowledge repository and archive on topics of interest, particularly on statistical facts associated with immigration and on various aspects of immigration policy.

Active participation in class plays an important role in our learning and students will be partly responsible for facilitating and organizing class discussion and Wiki work. The facilitators will work with the professor to plan his or her discussion or Wiki.
Requirements and Grading:

In Class Production:

1. Creating organization improves learning. Each student is responsible for facilitating one discussion OR one Wiki session (15 points). Student led discussions/Wiki projects begin on October 1st and continue until all are complete. For other students during these sessions and in some instructor led sessions, class participation contributes up to 5 points per class (15 points for facilitation, unknown points for participation (depends on ultimate class size)).

   ➢ Student discussion facilitators will prepare a set of discussion questions around a theme and will lead and seed the discussion.

   ➢ Student Wiki facilitators set up the Wiki project, specify objective, and provide any background data or information if needed.

   ➢ Guidelines for this process will be discussed in class and include at least five days notice to colleagues about the topic, form, and questions or issues to be addressed.

   ➢ Facilitation will be graded for organization, topic and question content, discussion or Wiki content, flow, and direction.

Out of Class Production:

2. An important part of our learning is to become familiar with immigration policy. How does a particular policy or potential policy frame the immigration issue? Each student will prepare a two-page single spaced summary (include the main provisions of the policy, the reasons and/or justifications for its existence, how and for whom behavior or rights is changed, and social justice implications) OR a two-page op-ed piece (demonstrating a clear understanding of the policy, the reasons and/or justifications for its existence and whether they are valid and why, the social justice implications that you support or oppose) on a policy, legislative act, or projected policy.

   ➢ You may write on regulations for visa petitions for same sex spouses, the DREAM Act/DACA, the Birthright Citizenship Act, E-Verify, Secure Communities, the Refugee Act of 1980, or any other acceptable policy initiative (please be sure to consult with the professor).

   ➢ The assignment is due on CTools Oct. 5th by 11:55 pm.

   ➢ The summary is graded for succinctness, completeness, grammar, readability, and policy understanding. The op-ed piece is NOT graded for views but for content, structure, grammar, policy understanding, logical reasoning and persuasiveness. We will post these assignments to the class Wiki for further work (15 points).
3. In a survey class like this we will have to skim over the surface of many issues. Concrete research encourages focused learning. Each student will prepare an analytical paper of twenty to twenty-five pages using immigration statistics (from the Immigration statistical yearbooks, or program statistics, etc.), a data set containing immigrant information, or viable qualitative evidence that we agree is acceptable. The paper can be on nearly any topic RELATED TO IMMIGRATION TO THE UNITED STATES.

- You may write on the decision to naturalize, the prevalence of health insurance among immigrants compared to natives, the psychological costs of enforcement policy, home loss for immigrants compared to natives, the criminalization of immigrants, “desired” and “undesired” immigrants, identity issues in the 2nd generation, social service policies eliminating immigrant clients, or changes in the use of the E-Verify program.

- A one-paragraph proposal of topic and approach is due on CTools October 26th by 11:55 pm (5 points for on-time turn in). The professor and each student will meet that week to discuss topics, approaches, and data/evidence.

- A reference list and outline is due on CTools November 23rd by 11:55 pm (5 points for on-time turn in).

- The complete paper is due by 11:55 pm on December 17th (50 points). Papers should include an introduction and thesis statement or question, a literature review or background development, the argument and the analysis and tables or graphs, information about methodology, data, definitions, etc., a discussion of the implications of your findings, and a conclusion.

- Papers will be graded for completion, appropriate organization, persuasive use of data and evidence, language and grammar clarity, and the clarity of the arguments and appropriateness of the conclusions (given the data/evidence).

Total points = 90 + participation points (to be determined by the second week of class).
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Lecture topics</th>
<th>Discussion topic</th>
<th>Wiki topic</th>
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<tr>
<td>Sept 3rd</td>
<td>In 1492, Columbus sailed the ocean blue—but someone was already here  (kids’ song).</td>
<td>A short history of immigration to the United States with highlights on controversial eras and issues. Why do people migrate to a different country? What are the controversial issues in immigration? National security and immigration are intertwined post 9/11.</td>
<td>Why do we argue so much about immigration? How are the ideas of immigration different now from those of the Angell Island/Ellis Island era? Is immigration policy broken or does it do exactly what Americans want it to do?</td>
<td>What does the 2012 Yearbook of Immigration Statistics tell us? Who are immigrants today? Summary of legal permanent residents, refugees and asylees, naturalizations, nonimmigrant admissions, or enforcement actions (2012 not fully released by end of August).</td>
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<td>Sept 10th</td>
<td>“Poor Mexico - so far from God and so close to the United States”     (Porfirio Diaz)</td>
<td>Who are the undocumented? The undocumented journey. How do the undocumented live in the United States? The undocumented relationship with the state. A brief synopsis of current policies related to immigration, federal, state and local policies against undocumented immigration and how these policies affect immigrants, potential immigrants, and natives.</td>
<td>How does being undocumented constrain a life? How is the undocumented life (say, Celestino’s or Jose’s) different from yours? Reflections on the privileges and rights of the legally present? How is Gordon Hanson’s review informative about these questions?</td>
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<td>Sept 17th</td>
<td>“If they kick out illegal aliens, who’s gonna build the super fence?” (Carlos Mencia)</td>
<td>Enforcement policy, enforcement funds, enforcement ideology, enforcement actions. Theories of enforcement. The fence and political, identity, and state theoretical and empirical issues. The impact of the fence on the rest of us. Our derivative, manipulative, and in constant crisis immigration policy and the development of the criminalization of immigration.</td>
<td>The Morton memo on prosecutorial discretion and</td>
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patterns of enforcement. The process of the criminalization of immigrants. Dissent on deportation expectations. The anthropology of deporting practices.

| Sept 24<sup>th</sup> | “For everyone who’s a valedictorian, there’s another 100 out there that weigh 130 pounds and they’ve got calves the size of cantaloupes because they’re hauling 75 pounds of marijuana across the desert.” (Steve King)

**Lecture topic:** The problems of Comprehensive Immigration Reform. The structure of the Immigration and Nationality Act (INA—which controls all immigration). How does immigration policy change? Comprehensive immigration reform then and now: the lessons of IRCA. The politics, economics, and cultural sources of the differences between the 2006, 2007, and 2013 (senate version) CIR. The house of representatives and the future of the 2013 CIR.

**Wiki topic:** What will we gain and lose in the 2013 CIR? What is missing? Advocacy and CIR—should immigrant rights groups work to pass or defeat this CIR? What are the implications of advocacy? Why can’t we pass a CIR? |

| Oct 1<sup>st</sup> | “Immigrants are taking American jobs—Oh yeah, like Americans can’t wait to sell oranges on the highway” (Bill Mahler)

**Lecture topic:** Immigrant men and women working in the United States. Issues of work rights, wage equality, and fair employment. Non-immigrants and the expansion of “desired worker” visas.

**Discussion topic:** student driven

**Wiki topic:** student driven |

| Oct 8<sup>th</sup> | “Se Habla Espanol in Kentucky?” The geography of immigration and its social, economic, and political consequences on local communities.

**Lecture topic:** Traditional gateways new cities of settlement, social clashes and acceptance in areas where immigrants have not typically lived. Local issues driven or affected by immigration. Immigration and urban revitalization. The social and political dynamics in the communities where immigrants live.

**Discussion topic:** student driven

**Wiki topic:** student driven |
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<tr>
<td><strong>Oct 15</strong>&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Study Break, no class</td>
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<td><strong>Oct 22</strong>&lt;sup&gt;nd&lt;/sup&gt;</td>
<td><strong>Yo quiero Taco Bell (but immigrants should stay home)</strong></td>
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<td><strong>Lecture topic:</strong> The Argument about the Benefits and Costs of Immigration—and public opinion about immigration and immigrants.</td>
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<td><strong>Discussion Topic:</strong> student driven</td>
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<td><strong>Wiki Topic:</strong> student driven</td>
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<td><strong>Oct 29</strong>&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>“A mighty woman with a torch whose flame is the imprisoned lightening, and her name Mother of Exiles” (Emma Goldman):</strong></td>
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<td><strong>Lecture Topic:</strong> Getting asylum, refugee America, refugee politics, refugee research, social service needs of refugees, and how the Lost Boys of Sudan ended up in Fargo, North Dakota.</td>
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<td><strong>Discussion topic:</strong> student driven</td>
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<td><strong>Wiki topic:</strong> student driven</td>
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<td><strong>Nov 5</strong>&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>Of Melting Pots, Buffets, Tossed Salads and other Kitchen Metaphors:</strong></td>
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<td><strong>Lecture topic:</strong> Interdisciplinary quandaries in the discussion of assimilation/incorporation/acculturalization. What does assimilation mean? Non-assimilation and ethnic niches. Is niche just another word for ghetto? What does assimilation do? Segmented assimilation, privilege, class, and identity development. The mechanisms and cultural sources of assimilation.</td>
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<td><strong>Discussion topic:</strong> student driven</td>
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<td><strong>Wiki topic:</strong> student driven</td>
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<td><strong>Nov 12</strong>&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>Citizenship, Nationality, Transnationality, and the meaning of home:</strong></td>
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<td><strong>Lecture topic:</strong> Immigrants as residents, political agents, and citizens. The citizenship choice. The participation choice. Political and social implications of those choices. What does citizenship mean in this era of globalization? What is transnationality and how does it affect immigrants and immigrant assimilation? Is everyone a transnational?</td>
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<td><strong>Discussion topic:</strong> naturalization test (do not take ahead of time!)</td>
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<td><strong>Nov 19</strong>&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>Spanglish, another trip to the buffet, and other agglomerations:</strong> generational and identity change</td>
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| Nov 26th   | *Lecture topic:* Lives of the “One and a Half’s” and the “Second Generation”. Latinos are the largest proportion of all children. Benefits and burdens of being the children of immigrants. How does identity develop? Considering political, ethnic, national, racial, and other forms of identity.  

**Discussion topic:** student driven  

**Wiki topic:** student driven |

| Nov 26th   | **Immigrants and natives affect each other**  
CLASS MAY BE CANCELLED ON THIS DAY  
Lecture topic: How do health, language, religion, education, race, and identity play into the immigration debate and immigration outcomes and vice versa? Topics to be chosen by students and professor.  

**Discussion topic:** student driven  

**Wiki topic:** student driven |

| Dec 3rd    | **Immigrant Rights and Social Justice**  
**Lecture topic:** The ethics of providing or denying benefits. Citizenship is the new dividing line. Implications for all non-citizens. What rights should the undocumented have? The immigrant rights movement in the 21st century.  

**Discussion topic:** Should immigrants have the same rights as natives? Should non-citizens have the same rights as citizens? Should the undocumented have the same rights as others?  

**Wiki topic:** legal rights for different groups, social service restrictions, the impact of state policies on social service, health, and financial access. |

| Dec 10th   | **Immigration roundup—looking ahead to the future and a final look at Comprehensive Immigration Reform**  
**Discussion topic:** Where are we going?  

**Wiki topic:** Going back to your summary/op-ed. What have you learned that implies you should change it? How can it be improved? |
All of the required readings will be on the course CTools web site in a folder called “Required”. There are other readings (not required) on the CTools web site for those who are interested in deepening their knowledge. Often, these are articles that were required in the past.

It is possible that a required reading will change because an alternative reading has been found that fits in better (with plenty of notice). It is also possible for students to suggest readings and change the direction of a discussion (again, with plenty of notice).

I recognize that this is a reading intensive course. In part, this is necessary because many students do not have an adequate background in immigration issues. In each section, and in CTools, I have tried to provide advice to reduce your reading (by alerting you to the important sections of long documents, for example).

Given the explosion of news about immigration and the major changes and policy initiatives taking place in immigration today, it is also useful to attempt keep up with news alerts about immigration issues (for example, John Morton, the director of ICE, quit in July and moved to Capital One—and I missed it for several weeks).

Required Readings:

1. September 3rd: In 1492, Columbus sailed the ocean blue—but someone was already here: Immigration history, the facts, and the question of who is an immigrant in three hours

   I know it is very difficult to read material associated with the first week of class. These very simple documents will be useful as references and background reading.

   Ellis Island (graze in different parts of the Ellis Island site. Try looking at “the peopling of America” for a broad overview) [http://www.ellisisland.org/genealogy/ellis_island.asp](http://www.ellisisland.org/genealogy/ellis_island.asp)

   Angel Island, Immigration Journeys of Chinese Americans, or Angel Island Immigration Foundation (under construction) [http://www.angel-island.com/history.html](http://www.angel-island.com/history.html) or [http://www.aiisf.org/education/station-history](http://www.aiisf.org/education/station-history)


   USCIS. 2012 (still not completely released). Yearbook of Immigration Statistics. Homeland Security (you do not need to read before class, we will use for class Wiki)

2. September 10th: Poor Mexico - so far from God and so close to the United States (Porfirio Diaz): Undocumented migration and lives in the United States

Hanson, Gordon H. 2006. Illegal Immigration from Mexico to the United States. *Journal of Economic Literature* 44(4). Pp. 869-924. This article has four major sections. ONLY READ section 1 and any of 2, 3, or 4 (the section that best fits your interests).


Michigan has a stake in the U.S. debate (newspaper articles):


3. **September 17th**: “If they kick out illegal aliens, who’s gonna build the super fence?” (Carlos Mencia) Enforcement and enforcement policies


The Morton memo on prosecutorial discretion (John Morton, director of ICE). For today's discussion.


Read at least one of the two following articles:


4. September 24th: “For everyone who’s a valedictorian, there’s another 100 out there that weigh 130 pounds and they’ve got calves the size of cantaloupes because they’re hauling 75 pounds of marijuana across the desert.” (Steve King). The problems of Comprehensive Immigration Reform.


Read at least one of the two following articles (make sure you understand the provisions of S.744):


4. October 1st: “Immigrants are taking American jobs—Oh yeah, like Americans can’t wait to sell oranges on the highway” (Bill Mahler): Immigrant men and women working in America


Read at least one of the following articles:


**5. October 8th: Se Habla Espanol in Kentucky?** Traditional gateways, new cities of settlement, and local issues.


Read at least one of the following two articles—


**October 15th:** No class, study break. Have fun!
6. October 22nd: Yo Quiero Taco Bell (but immigrants should stay home): The Argument about the Benefits and Costs of Immigration—and the public’s opinion about the benefits and costs.

Required:

(alert: still looking for cultural impact articles! Does anyone know of any?)


And at least two of the following articles—


7. October 29th: A mighty woman with a torch whose flame is the imprisoned lightening, and her name Mother of Exiles: Getting asylum, Refugee America and how the lost boys of Sudan ended up in Fargo, North Dakota

Ramji-Nogales, Jaya; Andrew I Schoenholtz; Philip G Schrag. 2007. Refugee roulette:
disparities in asylum adjudication. *Stanford Law Review* 60(2). Please read AT LEAST sections 1 and 6. This is a fascinating, if long, (way long) article.


And at least ONE of the following articles—


8. **November 5th**: Of Melting Pots, Buffets, Tossed Salads and other Kitchen Metaphors: What does assimilation mean, part 1?

Read at least one of the following articles:


Read at least one of the following articles:


Read at least two of the following articles:


Read at least one of the following articles:


Read at least one of the following articles—


10. November 19th: Spanglish and other Agglomerations: Generational and Identity Change—One and a Halfs and the Second Generation


Read at least three of the following articles:


11. November 26th:

There are many, many articles we could use to talk about education, race, language, health, etc. We will have a conversation to choose the focus of today’s class.

12. December 3rd: The Struggle for Immigrant Rights


13. December 10th. Immigration RoundUp: What have we learned?