

Baruch College, CUNY  
Bachelor of Science in Public Affairs

**PAF 3018 (ETRA): Immigrant Cities**

Fall 2021  
Online Synchronous Course  
TU & TH 2:30-3:45pm EST

**ZOOM DETAILS**

Link: xxxx  
Meeting ID: xxxx  
Dial-in number (New York): xxxx  
Password: xxxx



**Professor Els de Graauw**  
Department of Political Science & Marxe School

Email: [Els.deGraauw@baruch.cuny.edu](mailto:Els.deGraauw@baruch.cuny.edu)  
Zoom office hours: TU & TH 4-5:15pm EST

**Overview**

Since early 2000, with the U.S. Congress in partisan gridlock over immigration reform, we have witnessed a notable local turn in immigration. Increasingly, cities engage in crafting policies and programs directly affecting the lives of immigrants, including undocumented immigrants. Some cities have done so with the aim of integrating immigrants, others with the intent to make their lives as difficult as possible and to drive them away. As a result, there is now a patchwork of local immigration policymaking across the United States, with immigrants in some cities having ready access to public services, rights protections, and opportunities for community participation, and immigrants in other cities instead facing a local regime of exclusion.

This seminar provides an overview of the contemporary politics and policies of immigration and immigrant integration in U.S. cities. It situates cities' growing activism on immigrant issues in the U.S. federalist system, where the power to regulate immigration rests squarely with the federal government but states have become more active on immigrant issues as well. It examines the role of various governmental and nongovernmental actors in enacting and implementing city policies affecting immigrant communities, including elected officials, city agencies, and assorted civil society organizations. Finally, this course examines a range of city policies focused on immigrant communities, including those addressing language access, municipal ID cards, labor rights, noncitizen voting and civic engagement, access to health care, policing, and refugee resettlement.

## Learning Objectives

The successful student will learn to:

- Communicate ideas effectively and persuasively in written and spoken formats.
- Conduct empirical research on immigration and/or immigrant integration dynamics in a U.S. city using assorted primary and secondary sources.
- Examine how the U.S. federal system of government creates both opportunities and constraints for city policymaking on immigrant issues.
- Describe and analyze the role of city council, the mayor, city agencies, and various civil society organizations in the development and implementation of immigration and immigrant integration policies in U.S. cities.
- Explain the role of local political, demographic, and civic context in shaping city policies affecting immigrant communities.
- Describe and explain how immigrant issues are addressed in a range of city policymaking arenas.

## Course Materials & Course Blackboard Site

The course has a website posted on Blackboard, the college's on-line course management system that will play an important role in the course. To access Blackboard, you must login via the [BCTC Blackboard website](#). If at any point during the semester you experience any trouble with Blackboard, contact the [Baruch Helpdesk](#) at 646-312-1010 or [helpdesk@baruch.cuny.edu](mailto:helpdesk@baruch.cuny.edu).

On Blackboard, you will find all the materials you need in this class. They include the following folders:

- Updates regarding the course schedule and relevant due dates ("Announcements")
- A copy of the syllabus ("Syllabus")
- Required reading materials ("Reading Materials")
- Links to multimedia pieces listed on the syllabus ("Multimedia")

- Materials related to the research project assignment (“Research Project”)
- Classmates’ posted assignments (“Discussion Board”)
- PowerPoint slides and handouts, if and when I use them in class (“Handouts”)
- Grades for various assignments (“Grade Center”)

## Grading & Requirements

Your course grade will be based on the following:

	Due Date	Percentage
<b>Participation (30% total):</b>		
• Participation in class discussions	Ongoing	15%
• Reading presentation	Varies by student	10%
• Office hours check-in	Ongoing	5%
<b>Research project (70% total):</b>		
• Research memo #1	TH 9/23 & TU 9/28	10%
• Research memo #2	TH 10/7 & TU 10/12	10%
• Research memo #3	TH 10/21 & TU 10/26	10%
• Research paper proposal	TH 11/4 & TU 11/9	10%
• Research paper outline	TH 11/18	10%
• Final research paper	TH 12/16	20%

I expect all of you to do well in this course, but I assign grades as follows. Do not expect an “A” grade unless you complete *consistently* excellent work.

<b>A</b>	<i>Excellent work.</i> Shows near perfect understanding and excellent analysis of the course materials, as well as originality and analytical rigor in research and writing. Student consistently participates in class discussions.
<b>B</b>	<i>Good, competent work.</i> Shows a strong grasp of the course materials, as well as some analytical rigor, but there are some errors. Not the most original or thought-provoking work. Student regularly participates in class discussions.
<b>C</b>	<i>Average work.</i> Serious errors or misunderstanding of the course materials and limited analysis of the course materials. Hard to discern what the student is arguing or trying to say in the writing assignments. Student occasionally participates in class discussions.
<b>D</b>	<i>Poor work.</i> The student appears to have made little effort and produces below average work. Very serious errors or misunderstanding of the course materials. Unclear what the student is arguing or trying to say in the writing assignments. Student is largely absent from class discussions.
<b>F</b>	<i>Unacceptable or no work.</i> The student either did not turn in work or what was

	turned in showed no effort to keep up with the course materials. Student does not participate in class discussions.
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**Participation (30% Total)**

Participation in class activities is an important aspect of this course, and you will be graded on the following:

- Participation in class discussions (15%): students are expected to attend every class, complete the required readings, think about the discussion questions posted on Blackboard *before* coming to class, and contribute to seminar discussions. Everyone should join the discussions, even those who are naturally shy. The quality of your comments, whether oral or written (e.g., via Zoom chat or Google Docs used during class), is more important than the quantity.
- Reading presentation (10%): at one point in the semester, each student will summarize and present one assigned course reading to the class and develop one or two discussion questions for other students to consider during class discussion. More instructions will follow.
- Office Hours Check-In (5%): to allow me to get to know you better, you each need to check in with me during my weekly office hours (TU and TH 4-5:15pm EST) *at least once this semester*. Only if you cannot make these weekly office hours will I schedule a virtual meeting on another day/time that works for you and me, *though I do not hold office hours after 7pm EST or on the weekend*. See [“Questions and Getting Help”](#) below for more information on how you can sign up for office hours. *Check in with me simply to say hello, ask questions about the course materials, discuss your research project or reading presentation, talk about your plans for a possible Political Science honors thesis or your plans for after graduation, etc. You can talk about whatever you like.*

**Research Project (70% Total)**

At the end of the semester, every student will complete a 15-page double-spaced research paper on how one U.S. city has dealt with a particular immigrant issue since 2000. We will proceed in several steps:

- Research memo #1 (10%): using U.S. Census data, you will sketch a demographic profile of **immigrants** in one of the following five cities: Atlanta (GA), Detroit (MI), Houston (TX), San Francisco (CA), or New York City (NY). Who are the immigrants in the city? What are their characteristics? How do they compare to native-born city residents on important demographic indicators? What questions do these data raise about the needs that immigrants have and/or how these might be addressed in the city governmental process? You will report your findings in a 4-page double-spaced memo

that includes at least 2 tables, graphs, or charts that summarize your findings. More detailed instructions will follow.

- Research memo #2 (10%): using online research, you will provide an overview of one or more **city government actors** (e.g., mayor, city council members, city agencies, and/or local political parties) that have been active on immigrant issues in the same city you reported on for memo #1. Who are these actors? What interest do they have in immigrant issues? How and to what end have they sought to address these issues in the city policymaking process? What questions does your research raise about the role of these city government actors in either advancing or stifling immigrant rights or immigrant integration? You will report your findings in a 3-page double-spaced memo. More detailed instructions will follow.
- Research memo #3 (10%): using online research, you will provide an overview of one or more **city civil society actors** (e.g., immigrant rights organizations, labor unions, faith-based institutions, philanthropic organizations, and/or local media outlets) that have been active on immigrant issues in the same city you reported on for memo #1. Who are these actors? What interest do they have in immigrant issues? How and to what end have they sought to address these issues in the city policymaking process? What questions does your research raise about the role of these city civil society actors in either advancing or stifling immigrant rights or immigrant integration? You will report your findings in a 3-page double-spaced memo. More detailed instructions will follow.
- Paper proposal (10%): now that you have a basic understanding of who the immigrants in your city are, as well as who are key city government and civil society actors active on immigrant issues in that city, you need to develop a **specific research paper topic**. Your proposal should be 3 double-spaced pages and include: (a) brief description of the specific topic, (b) your reason for choosing this topic and objective in writing this paper, (c) your research question(s) as well as the research procedures and data you plan to use in your paper, (d) a list of 6-10 scholarly sources (i.e., journal articles, books and/or book chapters, policy reports, government documents, documentaries, newspaper articles) that you plan to use, and (e) issues that you may be struggling with and want my feedback on. More detailed instructions will follow.
- Paper outline (10%): next, you need to develop an **outline of your paper**. Your outline should be 4 double-spaced pages and outline key sections of your paper: (a) introduction, (b) research procedures, (c) findings, and (d) conclusion. If relevant, also briefly discuss issues that you may be struggling with and want my feedback on. More detailed instructions will follow.

- Final research paper (20%): the final step is to write a ***coherent research paper, 15 double-spaced pages*** long (including references). The paper is due at the end of the semester. More detailed instructions will follow.

### ***Late Policy***

- Given the scaffolded nature of your research project, it is important that you submit your work on time. That way, I can provide timely feedback that you can incorporate moving forward. To stay on track, take note of different deadlines and plan your schedule accordingly; also, consult with me during office hours if you need help to complete assignments on time. *Late assignments will be marked down.*
- I may provide short extensions on due dates only when a student contacts me via email ahead of the deadline and offers a reasonable explanation for why they need an extension.

## **Class Policies**

### ***Questions and Getting Help***

I welcome your questions anytime. There two ways you can get in touch with me:

- Email: you can email me with questions about the syllabus or particular course content as well as questions regarding your progress in the course. *I strive to respond within 48 hours.*
- Office hours: I hold virtual office hours through Zoom every week, on TU and TH from 4-5:15pm EST, starting TU 8/31. Please use this time to consult with me about your research project and reading presentation or to ask any other questions about the course materials or your grades. *I hold office hours to help you succeed in this course; use them to your advantage and get feedback from me before an assignment is due. All students need to check in with me during office hours at least once this semester.*

Students need to sign up for one or more 15-minute slots via this [Calendly website](#) to speak with me (if you signed up and cannot make a meeting, be sure to cancel your appointment so the slot can be made available to others). Use the regular course [Zoom link](#) for office hours (password: xxxx).

### ***Zoom Etiquette***

To ensure a successful Zoom seminar meeting and engage in a productive learning environment, please keep the following “do’s and don’ts” in mind:

#### Do’s

- Be on time to class. Communicate with me via email if you will be late or if you lose your connection during class.
- If you are scheduled to present a reading, log in a few minutes early to make sure all is set to share your screen.
- Make sure your full name shows up in your Zoom window.

- Be aware of your background, such a lighting and noise.
- Mute yourself when you are not talking.
- Use the Zoom functions to communicate as needed, such as chat and raise hand.
- Please have your camera on, if possible, and use an appropriate Zoom background if you wish.
- Turn off/silence cell phone and close other windows on your computer to minimize distractions.

### Don'ts

- Take screenshots, cell phone pictures, or otherwise record the meeting, your classmates, or your professor without express permission to do so.
- Change your name or change your Zoom background during the meeting.
- Sit in front of a window or bright light; this will make your face too dark to see.
- Engage in texting, social media, or other distractions while in class.
- Eat during class.

### ***Email Etiquette***

When you email me, use the following email etiquette instructions; failure to do so may cause delay in my response to your email:

- Subject: in the subject line of the email include “PAF 3018” and the specific subject that you are emailing me about.
- Salutation: include a proper salutation at the beginning of your email (not just “hey”), and please address me as “Professor de Graauw.”
- Sign your name: include your full name at the bottom of the email.

### ***Student Responsibility to Reach Out***

*I want everyone to succeed in this class.* To that end, I expect all of you to act as responsible adults and communicate with me if something is going on in your life that affects your school performance. If you have trouble comprehending the course materials, contact me. If you are struggling with personal issues that affect your school work (such as prolonged illness), let me know and contact me *before* an assignment is due. If I send you an email about the fact that you are not participating in class discussions, do not ignore my email. I have many students and especially in an online course it can be difficult for me to identify those students who might need a little extra help or accommodation. Don't wait to ask for assistance until it is too late. *I'm here to help.*

### ***Academic Integrity***

Plagiarism and cheating—such as copying work (including materials published in books, journals, and newspapers as well as those published on the Internet) in your assignments without proper citation or having your work done by someone else—will absolutely *not* be tolerated. Penalties for plagiarism vary, but very serious cases of plagiarism can result in a student getting a failing grade for the course. In addition, I am required by Baruch College to submit a report of suspected academic dishonesty to the Dean of Students Office. This report becomes part of your permanent file, and you may be expelled from Baruch. For

details on what constitutes academic dishonesty—including cheating and plagiarism, see this [Baruch website](#). If questions remain, ask me. *Ignorance is not an acceptable excuse.*

### ***Diversity and Respect for Others***

In this class, I want us all to be respectful of each other and strive to express our thoughts in a way that is inclusive and mindful of other points of view, identities, and lived experiences. In this class:

- We value the opinions and input of everyone, regardless of their ethnic, racial, national origin, or religious background.
- Undocumented students have every right to safety and a quality education as their documented peers.
- We respect women as much as men.
- We respect LGBTQIA+ (lesbian, gay, bisexual, transgender/sexual, queer/questioning, intersex, asexual, nonbinary +) students as much as straight students.
- When and where needed, we accommodate veterans, active duty military personnel, new parents, and individuals with disabilities so they, too, can succeed in this class.

Students who experience discriminatory or other inappropriate behavior at Baruch—by either other students, faculty, or staff—should contact the [Dean of Students Office](#) and/or [Baruch’s Office of Diversity, Compliance, and Equity Initiatives](#).

### ***Students with Disabilities***

It is Baruch College’s policy to provide reasonable accommodations to students with disabilities. Students, however, are responsible for registering with the Student Disability Services Office, in addition to making requests for accommodations known to me in a timely manner. If you require accommodations in this course, please email me as soon as possible. For more information, contact the [Student Disability Services Office](#) at [disability.services@baruch.cuny.edu](mailto:disability.services@baruch.cuny.edu).

### ***Writing Support***

Students who want or need to improve their writing skills should take advantage of the free services that the Baruch College Writing Center offers that include one-to-one consultations, workshops, peer review groups, written feedback, and online resources. For more information about how to make an appointment and how to prepare for a session with one of the Center’s writing consultants, see the [Writing Center website](#); they can be contacted at [writing.center@baruch.cuny.edu](mailto:writing.center@baruch.cuny.edu).

### ***Campus Intervention Team***

The [Campus Intervention Team \(CIT\)](#) works as a support system to provide assistance to students in crisis. Any member of the Baruch College community can reach out to the CIT to report a concern about a student. They can be reached at [cit@baruch.cuny.edu](mailto:cit@baruch.cuny.edu) or 646-312-4570.



### Marxe Advisement

A full range of academic advisement services are provided to Marxe students to ensure the successful completion of their degree programs. Visit their [website](#) or email them at [mbspia.bspa@baruch.cuny.edu](mailto:mbspia.bspa@baruch.cuny.edu).

### Course Schedule

<b>1</b> TH 8/26	<p><b>Course Introduction</b></p> <ul style="list-style-type: none"> <li>Read the syllabus front to back; check out Blackboard.</li> </ul>
<b>2</b> TU 8/31	<p><b>The Federal Government, States, &amp; Immigration</b></p> <ul style="list-style-type: none"> <li>Romero, Victor C. 2008. "Who Should Manage Immigration—Congress or the States? An Introduction to Constitutional Immigration Law." Pp. 286-300 in <i>Immigrant Rights in the Shadows of Citizenship</i>. Rachel Ida Buff, editor. New York: New York University Press.</li> <li>Newton, Lina, and Brian E. Adams. 2009. "State Immigration Policies: Innovation, Cooperation, or Conflict?" <i>Publius: The Journal of Federalism</i> 39(3): 408-431.</li> <li>Cohn, D'Vera. 2015. <a href="#">How U.S. Immigration Laws and Rules Have Changed Through History</a>. Washington, D.C.: Pew Research Center.</li> <li><a href="#">The Racist History of US Immigration Policy</a> (video, 2016)</li> <li><a href="#">Illegal America: Arizona's Immigration Fight</a> (video, 2010)</li> </ul>
<b>3</b> TH 9/2	<p><b>U.S. Cities &amp; Immigration</b></p> <ul style="list-style-type: none"> <li>Walker, Kyle E., and Helga Leitner. 2013. "The Variegated Landscape of Local Immigration Policies in the United States." <i>Urban Geography</i> 32(2): 156-178.</li> <li>de Graauw, Els. 2017. "Filling the Federal Policy Void: State and Local Responses to Undocumented Immigration in the United States." Pp. 265-290 in <i>Twenty-First-Century Immigration to North America: Newcomers in Turbulent Times</i>. Victoria M. Esses and Donald E. Abelson, editors. Montreal and Kingston: McGill-Queen's University Press.</li> <li><a href="#">A Local Immigration Crackdown</a> (video, 2008)</li> </ul>
TU 9/7	<i>No classes scheduled – In observance of Rosh Hashanah</i>
<b>4</b> TH 9/9	<p><b>Sanctuary Cities &amp; Welcoming Cities</b></p> <ul style="list-style-type: none"> <li>Delgado, Melvin. 2018. "Case Illustrations: Boston, Los Angeles, and San Francisco." Pp. 161-179 in <i>Sanctuary Cities, Communities, and Organizations: A Nation at a Crossroads</i>. New York: Oxford University Press.</li> <li>Huang, Xi, and Cathy Yang Liu. 2016. "Welcoming Cities: Immigration</li> </ul>

	<p>Policy at the Local Government Level.” <i>Urban Affairs Review</i> 54(1): 3-32.</p> <ul style="list-style-type: none"> <li>• <a href="#">What Are Sanctuary Cities?</a> (podcast, 2018)</li> <li>• <a href="#">San Francisco as a Sanctuary City: A Story of Blame, Tragedy, and Debate</a> (podcast, 2017)</li> </ul>
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<p><b>5</b> TU 9/14</p>	<p><b>Memo #1: Expectations &amp; Brainstorming</b></p> <ul style="list-style-type: none"> <li>• I will discuss what you need to do in your memo #1 and answer questions you may have about the assignment.</li> <li>• We will brainstorm collectively to generate ideas for how you can get started on this assignment.</li> </ul>
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TH 9/16	<i>No classes scheduled – In observance of Yom Kippur</i>
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<p><b>6</b> TU 9/21</p>	<p><b>Ambivalent Cities &amp; Anti-Immigrant Suburbs</b></p> <ul style="list-style-type: none"> <li>• Jones-Correa, Michael. 2016. “The Kindness of Strangers’: Ambivalent Reception in Charlotte, North Carolina.” Pp. 163-188 in <i>Unsettled Americans: Metropolitan Context and Civic Leadership for Immigrant Integration</i>. John Mollenkopf and Manuel Pastor, editors. Ithaca: Cornell University Press.</li> <li>• Esbenshade, Jill, Benjamin Wright, Paul Cortopassi, Arthur Reed, and Jerry Flores. 2010. “The ‘Law-and-Order’ Foundation of Local Ordinances: A Four-Locale Study of Hazleton, PA, Escondido, CA, Farmers Branch, TX, and Prince William County, VA.” Pp. 255-274 in <i>Taking Local Control: Immigration Policy Activism in U.S. Cities and States</i>. Monica W. Varsanyi, editor. Stanford: Stanford University Press.</li> <li>• Denvir, Daniel. 2012. <a href="#">“The Paradox of Mexicantown: Detroit’s Uncomfortable Relationship with the Immigrants It Desperately Needs.”</a> <i>Citylab</i>.</li> <li>• <a href="#">Return to Hazleton, PA</a> (video, 2017)</li> <li>• <a href="#">City of Farmers Branch, TX, Repeals “English Only” Ordinance</a> (video, 2017)</li> </ul>
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<p><b>7</b> TH 9/23</p>	<p><b>Memo #1: Class Discussion of Findings</b></p> <ul style="list-style-type: none"> <li>• During class, we will take a closer look at the memos #1 of several students so that we can learn from them and apply lessons learned to possible memo #1 revisions.</li> </ul> <p style="text-align: center;"><b><i>DUE via Blackboard, by 9am EST: memo #1</i></b></p>
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<p><b>8</b> TU 9/28</p>	<p><b>Memo #2: Expectations &amp; Brainstorming</b></p> <ul style="list-style-type: none"> <li>• I will discuss what you need to do in your memo #2 and answer questions you may have about the assignment.</li> </ul>
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	<ul style="list-style-type: none"> <li>We will brainstorm collectively to generate ideas for how you can get started on this assignment.</li> </ul> <p style="text-align: center;"><b><i>DUE via Blackboard, by 11:59pm EST: memo #1 REVISED</i></b></p>
<p style="text-align: center;"><b>9</b> TH 9/30</p>	<p><b>New American City Leaders</b></p> <ul style="list-style-type: none"> <li>New American Leaders Project. 2016. <i>States of Inclusion: New American Journeys to Elected Office</i>. New York: New American Leaders Project.</li> <li>Philips, Christian D. 2020. <i>"She Came Out of Nowhere:" Latina and Latino Candidate Emergence in Los Angeles County</i>. California Immigration Initiative Research Brief. UC San Diego Center for Comparative Immigration Studies.</li> <li>de Graauw, Els. 2021. "City Government Activists and the Rights of Undocumented Immigrants: Fostering Urban Citizenship within the Confines of US Federalism." <i>Antipode</i> 53(2): 379-398.</li> <li><a href="#">Mexican Studies Oral History Project: Carlos Menchaca, NYC City Council Member</a> (video, 2019)</li> <li><a href="#">Raquel Castañeda-López, Detroit City Council Member</a> (video, 2016)</li> </ul>
<p style="text-align: center;"><b>10</b> TU 10/5</p>	<p><b>Mayors, City Bureaucracies, &amp; City Immigrant Affairs Offices</b></p> <ul style="list-style-type: none"> <li>Lucio, Joanna D. 2013. "Public Administrators and Noncitizens." <i>Administration &amp; Society</i> 48(7): 831-850.</li> <li>de Graauw, Els. 2018. "City Immigrant Affairs Offices in the United States: Taking Local Control of Immigrant Integration." Pp. 168-181 in <i>The Routledge Handbook of the Governance of Migration and Diversity in Cities</i>. Tiziana Caponio, Peter Scholten, and Ricard Zapata-Barrero, editors. London and New York: Routledge.</li> <li><a href="#">Queens County DA's Office of Immigrant Affairs</a> (video, 2016)</li> </ul>
<p style="text-align: center;"><b>11</b> TH 10/7</p>	<p><b>Memo #2: Class Discussion of Findings</b></p> <ul style="list-style-type: none"> <li>During class, we will take a closer look at the memos #2 of several students so that we can learn from them and apply lessons learned to possible memo #2 revisions.</li> </ul> <p style="text-align: center;"><b><i>DUE via Blackboard, by 9am EST: memo #2</i></b></p>
<p style="text-align: center;"><b>12</b> TU 10/12</p>	<p><b>Memo #3: Expectations &amp; Brainstorming</b></p> <ul style="list-style-type: none"> <li>I will discuss what you need to do in your memo #3 and answer questions you may have about the assignment.</li> <li>We will brainstorm collectively to generate ideas for how you can get started on this assignment.</li> </ul>

	<b><i>DUE via Blackboard, by 11:59pm EST: memo #2 REVISED</i></b>
<p><b>13</b> TH 10/14</p>	<p><b>The Police</b></p> <ul style="list-style-type: none"> <li>• Armenta, Amada, and Isabela Alvarez. 2017. "Policing Immigrants or Policing Immigration? Understanding Local Law Enforcement Participation in Immigration Control." <i>Sociology Compass</i> 11(2): e12453.</li> <li>• Williams, Linda M. 2015. "Beyond Enforcement: Welcomeness, Local Law Enforcement, and Immigrants." <i>Public Administration Review</i> 75(3): 433-442.</li> <li>• <a href="#">Police Chief: It's Not Our Job to Enforce Immigration</a> (video, 2017)</li> <li>• <a href="#">What Policing Is Like in a Sanctuary City</a> (video, 2018)</li> </ul>
<p><b>14</b> TU 10/19</p>	<p><b>Nonprofit Organizations &amp; Labor Unions</b></p> <ul style="list-style-type: none"> <li>• de Graauw, Els. 2016. "Nonprofit Organizations as Immigrant Rights Advocates." Pp. 24-56 in <i>Making Immigrant Rights Real: Nonprofits and the Politics of Integration in San Francisco</i>. Ithaca: Cornell University Press.</li> <li>• Gleeson, Shannon. 2013. "Shifting Agendas, Evolving Coalitions: Advocating for Immigrant Workers in Houston." <i>WorkingUSA: Journal of Labor and Society</i> 16(2): 207-226.</li> <li>• <a href="#">Mexican Studies Oral History Project: Lorena Kourousias/Mixteca Organization</a> (video, 2020)</li> <li>• <a href="#">Ending Wage Theft and Immigrant Exploitation in Las Vegas</a> (video, 2021)</li> </ul>
<p><b>15</b> TH 10/21</p>	<p><b>Memo #3: Class Discussion of Findings</b></p> <ul style="list-style-type: none"> <li>• During class, we will take a closer look at the memos #3 of several students so that we can learn from them and apply lessons learned to possible memo #3 revisions.</li> </ul> <p style="text-align: center;"><b><i>DUE via Blackboard, by 9am EST: memo #3</i></b></p>
<p><b>16</b> TU 10/26</p>	<p><b>Paper Proposal: Expectations &amp; Brainstorming</b></p> <ul style="list-style-type: none"> <li>• I will discuss what you need to do in your paper proposal and answer questions you may have about the assignment.</li> <li>• We will brainstorm collectively to generate ideas for how you can go about this assignment.</li> </ul> <p style="text-align: center;"><b><i>DUE via Blackboard, by 11:59pm EST: memo #3 REVISED</i></b></p>
<p><b>17</b> TH 10/28</p>	<p><b>Immigrant Activism &amp; Immigrant Rights Movement</b></p> <ul style="list-style-type: none"> <li>• Nicholls, Walter J. 2019. "Resisting Ethnonationalism, One Town at a</li> </ul>

	<p>Time.” Pp. 55-84 in <i>The Immigrant Rights Movement: The Battle over National Citizenship</i>. Stanford: Stanford University Press.</p> <ul style="list-style-type: none"> <li>• Sweet, Elizabeth. 2015. “Latina Kitchen Table Planning Saving Communities: Intersectionality and Insurgencies in an Anti-Immigrant City.” <i>Local Environment</i> 20(6): 728-743.</li> <li>• <a href="#">#ActivistNY: Angy Rivera’s Story</a> (video, 2016)</li> <li>• <a href="#">Cristina Jiménez and United We Dream</a> (video, 2020)</li> <li>• <a href="#">Ricardo Aca: Meet the Undocumented Immigrant Who Works in a Trump Hotel</a> (video, 2015)</li> </ul>
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<p><b>18</b> TU 11/2</p>	<p><b>Language Access</b></p> <ul style="list-style-type: none"> <li>• Youdelman, Mara K. 2008. “The Medical Tongue: U.S. Laws and Policies on Language Access.” <i>Health Affairs</i> 27(2): 424-433.</li> <li>• de Graauw, Els. 2015. “Polyglot Bureaucracies: Nonprofit Advocacy to Create Inclusive City Governments.” <i>Journal of Immigrant and Refugee Studies</i> 13(2): 156-178.</li> <li>• <a href="#">Translating Health Care</a> (video, 2009)</li> <li>• <a href="#">Language Barriers in Education</a> (video, 2014)</li> </ul>
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<p><b>19</b> TH 11/4</p>	<p><b>Class Discussion of Paper Proposals</b></p> <ul style="list-style-type: none"> <li>• During class, we will take a closer look at the proposals of several students so that we can learn from them and apply lessons learned to possible paper proposal revisions.</li> <li>• I will also discuss what you need to do in your paper outline and answer questions you may have about that next assignment.</li> </ul> <p style="text-align: center;"><b><i>DUE via Blackboard, by 9am EST: paper proposal</i></b></p>
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<p><b>20</b> TU 11/9</p>	<p><b>Access to Health Care</b></p> <ul style="list-style-type: none"> <li>• Marrow, Helen. 2012. “The Power of Local Autonomy: Expanding Health Care to Unauthorized Immigrants in San Francisco.” <i>Ethnic and Racial Studies</i> 35(1): 72-87.</li> <li>• Armenta, Amada, and Heidy Sarabia. 2020. “Receptionists, Doctors, and Social Workers: Examining Undocumented Immigrant Women’s Perceptions of Health Services.” <i>Social Science &amp; Medicine</i> 246.</li> <li>• <a href="#">NYC Care Explainer</a> (video, 2020)</li> <li>• <a href="#">NYC Care Works with Community Based Organizations</a> (video, 2021)</li> </ul> <p style="text-align: center;"><b><i>DUE via Blackboard, by 11:59pm EST: paper proposal REVISED</i></b></p>
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<p><b>21</b></p>	<p><b>Immigrant Labor Issues</b></p> <ul style="list-style-type: none"> <li>• Nicholls, Walter J. 2020. “The Dark Side of Immigrant Integration</li> </ul>
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<p>TH 11/11</p>	<p>Policies: Day Laborers in the United States.” <i>Social Problems</i> 67(3): 437-451.</p> <ul style="list-style-type: none"> <li>• Rosales, Rocío. 2013. “Survival, Economic Mobility, and Community Among Los Angeles Fruit Vendors.” <i>Journal of Ethnic and Migration Studies</i> 39(5): 697-717.</li> <li>• <a href="#">Paraíso: Immigrant Window Cleaners at Work in Chicago</a> (video, 2013)</li> <li>• <a href="#">Undocumented and Unpaid, Until Now: Houston Day Laborers Fight Wage Theft after Hurricane Harvey</a> (video, 2018)</li> </ul>
<p><b>22</b> TU 11/16</p>	<p><b>Municipal ID Cards</b></p> <ul style="list-style-type: none"> <li>• de Graauw, Els. 2014. “Municipal ID Cards for Undocumented Immigrants: Local Bureaucratic Membership in a Federal System.” <i>Politics &amp; Society</i> 42(3): 309-330.</li> <li>• Daley, Tamara C., Laurel Lunn, Jennifer Hamilton, Artis Bergman, and Donna Tapper. 2016. <i>A Tool of Empowerment: A Mixed-Methods Evaluation of the New York Municipal ID Program</i>. New York City: Westat.</li> <li>• <a href="#">Municipal ID Cards</a> (video, 2015)</li> <li>• <a href="#">Detroit to Issue Municipal IDs</a> (video, 2018)</li> </ul>
<p><b>23</b> TH 11/18</p>	<p><b>Documentary &amp; Discussion</b></p> <ul style="list-style-type: none"> <li>• <a href="#">America First: The Legacy of an Immigration Raid</a> (2018)</li> </ul> <p style="text-align: center;"><i>DUE via Blackboard, by 11:59pm EST: paper outline</i></p>
<p><b>24</b> TU 11/23</p>	<p><b>Immigration Raids &amp; Immigrant Detention</b></p> <ul style="list-style-type: none"> <li>• Lopez, William D. 2019. “The Last Night He Ever Nursed,” “<i>Se Rompe la Comunidad</i>,” and “I Hate to See Them Die Unnecessarily.” Pp. 73-150 in <i>Separated: Family and Community in the Aftermath of an Immigration Raid</i>. Baltimore: Johns Hopkins University Press.</li> <li>• <a href="#">Deportation Nation</a> (video, 2018)</li> <li>• <a href="#">Inside a Sanctuary City’s ICE Raid Hotline</a> (video, 2018)</li> </ul>
<p>TH 11/25</p>	<p><i>No classes scheduled – In observance of Thanksgiving</i></p>
<p><b>25</b> TU 11/30</p>	<p><b>Noncitizen Voting &amp; Immigrant Civic Engagement</b></p> <ul style="list-style-type: none"> <li>• Hayduk, Ron. 2004. “Democracy for All: Restoring Immigrant Voting Rights in the U.S.” <i>New Political Science</i> 26(4): 499-523.</li> <li>• Hayduk, Ron, Kristen Hackett, and Diana T. Folla. 2017. “Immigrant Engagement in Participatory Budgeting in New York City.” <i>New Political Science</i> 39(1): 76-94.</li> <li>• <a href="#">Should Non-U.S. Citizens Be Allowed to Vote in Local Elections?</a> (podcast, 2018)</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">California City Appoints Undocumented Immigrants to Commissions</a> (video, 2015)</li> </ul>
<p><b>26</b> TH 12/2</p>	<p><b>Refugee Resettlement</b></p> <ul style="list-style-type: none"> <li>• Tang, Eric. 2015. "Housed in the Superghetto" and "Welfare Resistance." Pp. 52-94 in <i>Unsettled: Cambodian Refugees in the New York City Hyperghetto</i>. Philadelphia: Temple University Press.</li> <li>• Ludwig, Bernadette. 2017. "Looking for Refuge in the Other New York City: Liberian Refugees in Staten Island." Pp. 11-17 in <i>Maintaining Refuge: Anthropological Reflections in Uncertain Times</i>. David Haines, Jayne Howell, and Fethi Keles, editors. Washington, D.C.: American Anthropological Association.</li> <li>• <a href="#">The Only Shelter for Refugees in NYC</a> (video, 2019)</li> <li>• <a href="#">Welcome to the Small Town in Georgia That's Welcomed Thousands of Refugees</a> (video, 2018)</li> </ul>
<p><b>27</b> TU 12/7</p>	<p><b>Urban Land Use &amp; Immigrant Communities</b></p> <ul style="list-style-type: none"> <li>• Harwood, Stacy A. 2005. "Struggling to Embrace Difference in Land-Use Decision Making in Multicultural Communities." <i>Planning, Practice, and Research</i> 20(4): 355-371.</li> <li>• Strunk, Christopher, and Margaret Richardson. 2019. "Cultivating Belonging: Refugees, Urban Gardens, and Placemaking in the Midwest, USA." <i>Social &amp; Cultural Geography</i> 20(6): 826-848.</li> <li>• <a href="#">Parking Lot Turns into Garden for Immigrants</a> (video, 2017)</li> <li>• <a href="#">Immigrants and Park Collaborative New York City</a> (video, 2009)</li> <li>• <a href="#">"Flushing Is Not For Sale" Campaign to Stop Flushing Rezoning</a> (video, 2020)</li> </ul>
<p><b>28</b> TH 12/9</p>	<p><b>Conclusions &amp; End-of-Semester Celebration</b></p> <ul style="list-style-type: none"> <li>• We will review the semester and celebrate what we've learned from each other.</li> </ul>
<p>TH 12/16</p>	<p><b><i>DUE via email, by 11:59pm EST: final research paper</i></b></p>