

Cities and Immigrants

UP335, Spring 2017
M & W 10:30-11:50am
TBH 223

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Office Hours M & W 2:00-3:00pm

The Course

This course focuses on the experiences of United States cities and towns undergoing rapid demographic economic, social, and cultural changes and the local responses to those changes, including local policy-making, land-use regulations, community controversy, and grassroots activism.

By the end of this course, students will be able to answer the following questions:

- What are the costs and benefits of immigration to cities?
- Why do some communities organize against immigrants?
- How do immigrants organize and claim rights to the city?
- What economic opportunities do immigrants offer cities?
- What makes a city immigrant friendly?

Course Activities

Learning is a social process and collective endeavor; therefore your primary responsibility is active participation. Because there will be much discussion among the members of the class, you must do the required readings, assignments and be prepared to ask questions and make comments in class, particularly during the Multi-City Discussion and on the Regional Blogs. The intellectual quality of this course depends on active participation by every member in the class. In addition, you are encouraged to keep notes in a systematic way on the readings and class activities.

My Immigration History (Orientation Activities) (3 points)

Please read through this syllabus and complete the online orientation activities on compass. These assignments will assist you in having a successful experience in this course.

Reading Reflection Journal (35 points)

The purpose of the reflection is to help you engage with required reading, videos and other materials for this course. Responding to the guiding questions will help you absorb the various ideas and concepts, and enable you to post thoughtful and engaging comments to the blog and contribute to the classroom discussion.

Regional Blog (28 points)

The purpose of the Regional Blog is to explore one metropolitan region in detail over the course of the semester. A small group of students will be assigned to one metro region. Each week, you will be asked to explore something about your assigned region and post your findings and opinions on the blog.

Multi-City Discussion (14 points)

The purpose of the Multi-City Discussions is to share your Region Blog discoveries with a group of students researching other Regions. You will be given a discussion prompt to start the discussion. If you do not come to class, you will not receive credit.

Final Exam (20 points)

The final exam will consist of multiple choice, short answer, and essay questions. The exam will draw from the lecture, reading materials/reflection, Regional Blog, the Multi-City Discussion.

Field Trips and Guest Lecturers

You have several opportunities to learn about organizations working with immigrants, as well as meet with professionals and researchers engaged in local immigration issues. Writing a two-page reflection paper about a field trip or guest lecturer will allow you to waive one essay question from final exam.

Grading

A	100-94 pts	B-	83-80	D+	69-67
A-	93-90	C+	79-77	D	66-64
B+	89-87	C	76-74	D-	63-60
B	86-84	C-	73-70	F	59-0

Course Expectations

The Department of Urban and Regional Planning (DURP) is committed to creating an environment of inclusion and opportunity that is rooted in the responsibility of practicing planners to adhere to the highest standards of professionalism and integrity while serving the public interest. Students who contribute to a learning environment that is respectful and inclusive are preparing to excel in a culture of ethical behavior as professionals. Urban planning students develop the knowledge and skills of professional planners in the classroom and in community based projects, where they act as planners in training. Therefore, DURP expects all students to meet the goals outlined in the American Institute of Certified Planners (AICP) Code of Ethics and Professional Conduct for planners as well as standards in the University of Illinois Student Code. For more information, go to: <http://www.urban.illinois.edu/about-durp/our-mission/commitment-to-inclusion>

Academic Dishonesty

Please be aware of the university guidelines regarding academic integrity in the Student Code (<http://www.admin.uiuc.edu/policy/code/>). Academic dishonesty includes such things as cheating, inappropriate use of university equipment/materials, fabrication of information, plagiarism (presenting someone else's work from any source as your own), and so on. All forms of academic dishonesty will be considered a serious offense of university policy. Students committing any form of academic dishonesty will be reported to their home department, the College of Fine and Applied Arts, and to the Senate Committee on Student Discipline. Any student who violates the university academic integrity policy will receive a failing grade for this course.

Late Assignments

I do not accept late assignments (that means I will not grade late assignments). However, special arrangements (with or without penalty) may be warranted under certain circumstances.

Office Hours, Accessibility and Informal Learning

Please connect with me if you have problems with any of the assignments or you just want to say hello. In addition, I invite students to post messages on the Q&A Forum (on compass). Most course related problems can be resolved if they are jointly addressed by instructor and student early in the semester. Students with special needs (factors that might interfere/conflict with the successful completion of the course) should tell me as soon as possible.

Schedule & Deadlines

Date	Class Topic	Reading Deadlines	Assignment Deadlines
<p>Module 1 – Global Immigration Trends</p> <p>Increasingly cities, small towns and rural communities across the global contain a diversity of people from around the world. Where do these people come from? What are the most common destinations for immigrants? Why do people move from one country to another? What are the impacts in the receiving country? This lesson will explore these questions by examining historical demographic trends about immigrants worldwide and with a closer look at US trends.</p>			
Wed Jan 18	Global Immigration Trends		
Mon Jan 23	My Immigration History		My Immigration History - Post on Practice Blog (before class starts).
Wed Jan 25	US Immigration Trends	Price, Mary and Lisa Benton-Short; Chapter 2 (13 pages) Marin, Philip and Elizabeth Midgley; Immigration in America 2010 (9 pages) Singer, Audrey. 2004. The Rise of the New Immigrant Gateways. Center of Urban and Metropolitan Policy, Brookings Institution, The Living Cities Census Series (36 pages) Turkey’s Response to the Syrian Refugee Crisis and the Road Ahead, World Bank, December 2015 (18 pages).	Reading Reflection
Mon Jan 30	Refugees in Turkey		Regional Blog Posting
Wed Feb 1	Multi-city Discussion: How is immigration shaping American cities and towns today?		Regional Blog Comments and Responses

Module 2 – Anti-Immigrant Backlash and Local Policy Making

As immigration transforms cities and rural communities, the receiving community, often long time residents, struggle to accept the newcomers. Why does demographic change create community conflict? What are the concerns of the receiving community? How do communities resolve such tensions? This lesson will explore these questions by examining examples of anti-immigrant backlash in the United States.

Mon Feb 6	Anti-Immigrant Backlash and its Effects	<p>Author Unknown. 1994. Prop 187 Approved in California, Migration News, 1 (11) (5 pages).</p> <p>ACLU. 1999. CA’s Anti-Immigrant Proposition 187 is Voided, Ending State’s Five-Year Battle with ACLU, Rights Groups (2 pages).</p> <p>Hondagneu-Sotelo, Pierrette. 1996. Unpacking 187: Targeting Mejjicanas. In Immigration and Ethnic Communities: A Focus on Latinos (pages 92-103) (14 pages).</p> <p>Hatewatch: Update: 1,094 Bias-Related Incidents in the Month Following the Election (13 pages).</p> <p>Brexit: Increase in racist attacks after EU referendum. Aljazeera, June 28 2016 (3 pages): http://www.aljazeera.com/news/2016/06/brexit-increase-racist-attacks-eu-referendum-160628045317215.html (watch the videos, 3 and 2 minutes).</p>	
Wed Feb 8	Politics and Anti-Immigrant Sentiment	<p>Goodstein, Laurie. 2010. Across Nation, Mosque Projects Meet Opposition. New York Times, August 7 (5 pages).</p> <p>RTAmerica. 2010. Heated Debate: Is a Mosque next to Ground Zero offensive? https://www.youtube.com/watch?v=RyRhG0QVSo0 (13 minutes).</p> <p>Germain, Annick and Julie Elizabeth Gagnon. 2003. Minority Places of Worship and Zoning Dilemmas in Montreal. Planning Theory & Practice, 4 (3): 295–318 (25 pages).</p>	Reading Reflection
Mon Feb 13	Controversy around Day Laborers, Farmingville, NY		Regional Blog Posting
Wed Feb 15	Multi-city Discussion: Why do communities respond negatively to immigrants and immigration?		Regional Blog Comments and Responses

Module 3 – Power of Ethnic Enclaves and Immigrant Networks

Immigrants often work, live and socialize with immigrants from their home country when they first move to a new country. Why do ethnic enclaves form? What purpose do they serve? Do enclaves hinder or facilitate immigrant integration? This lesson will explore these questions by examining several studies and videos about ethnic enclaves and ethnic associations in the US, UK and Australia.

Mon Feb 20	Ethnic Enclaves and Transnational Networks	<p>Liu, Michael and Kim Geron. 2008. Changing Neighborhood: Ethnic Enclaves and the Struggle for Social Justice. <i>Social Justice</i>, 35(2): 18-35 (19 pages).</p> <p>Today Tonight on Ethnic Enclaves in Australia https://www.youtube.com/watch?v=JLsUCVo1gkM (9 minutes).</p> <p>A Visit of Four LA Neighborhoods; 1995, Social Justice History Project: https://vimeo.com/198767134 (15 minutes).</p>	
Wed Feb 22	Forging African Transnational Ties Through Autosomal DNA Testing	<p>Levitt, Peggy. 1997. Transnationalizing Community Development: The Case of Migration between Boston and the Dominican Republic. <i>Nonprofit and Voluntary Sector Quarterly</i>, 26 (4): 509-526 (18 pages).</p> <p>Zimbabwe-Hometown Associations in the UK: https://www.youtube.com/watch?v=slkPJ_zpCDg (15 minutes)</p> <p>David, LaKisha. 2016. Nigerian Man Connects with African American and Caribbean Cousins Through Ancestry DNA, <i>The African Kinship Reunion</i>, January 22 (3 pages).</p> <p>Collier, Melvin. 2017. The Miracles of DNA: Our Family Reunion in Ghana, Africa, <i>Roots Revealed</i>, January 1 (5 pages).</p> <p>David, LaKisha. 2017. A Ghanaian Family Welcomes African American Relatives Home, <i>The African Kinship Reunion</i>, January 1 (2 pages).</p>	Reading Reflection
Mon Feb 27	Sixth Section – Mexican Hometown Associations, Newburgh, NY and Boqueron, Mexico		Regional Blog Posting
Wed March 1	Multi-city Discussion: Do ethnic enclaves hinder or facilitate immigrant integration?		Regional Blog Comments and Responses

Module 4 – Constructing Border Checkpoints in the City

For decades the US has tried to pass comprehensive immigration reform to address border enforcement, work permit requirements, path to legal citizenship for the undocumented, and immigrant integration programs. At the same time many local and state laws have been passed to create their own immigration laws. Some argue that these laws are an attempt to create “border checkpoints” in cities. The courts have found much of this legislation to be unconstitutional.

Mon March 6	Local Level Immigration Laws	<p>Welcome to Hazleton: One Mayor’s Controversial Plan to Deal with Illegal Immigration, CBS News, Nov 17, 2006 (5 pages)</p> <p>City of Hazelton Ordinances - 2006-18 Illegal Immigration Relief Act Ordinance (7 pages).</p> <p>U.S Court of Appeals, Third Circuit – Lozano v City of Hazelton, No. 07-3531 (read through 1-47, you can skim 47-72).</p> <p>Chishti, Muzaffar & Bergeron, Claire. 2014. Hazleton Immigration Ordinance That Began With a Bang Goes Out With a Whimper. Migration Policy Institute, March 28 (8 pages).</p>	
Wed March 8	9500 Liberty: Prince William County, Virginia	<p>Archibold, Randal. 2010. Arizona Enacts Stringent Law on Immigration. New York Times, April 23 (3 pages).</p> <p>Kelley, Angela Maria. 2009. What Are the Economic Effects of Arizona’s Immigration Laws? Center for American Progress, read transcript (1 page) or watch video https://www.americanprogress.org/issues/immigration/news/2010/11/19/8683/what-are-the-economic-effects-of-arizonas-immigration-law/ (2 minutes)</p> <p>Oppel, Richard. 2011. Arizona, Bowing to Business, Softens Stand on Immigration. New York Times, March 18 (3 pages).</p> <p>Local Policies that Protect Immigrants, Outlined, Immigration Impact, January 3 2017 (2 pages).</p> <p>Debate Video: Sanctuary Cities - Yes or No? (Read the transcripts 11 pages or watch video http://cis.org/Videos/Sanctuary-Cities-Yes-No-Debate (16, 13, 3 and 15 minutes).</p>	Reading Reflection
Mon March 13	Sanctuary Cities: Champaign-Urbana, Illinois		Regional Blog Posting
Wed March 15	Multi-city Discussion: Should local authorities be involved in enforcing federal immigration law? Why or why not?		Regional Blog Comments and Responses

Module 5 – Immigrants Organizing in the City

Immigrants have a long history of engaging in organizing efforts to improve quality of life in cities, for example immigrants and their allies raise awareness and work to change practices around racial profiling, deportations, housing displacement, just to name a few. In this lesson, you will explore some examples of organizing in immigrant communities across the U.S.

Mon March 27	Immigrants Organizing	<p>Justice for Janitors: A story of hope, courage, and triumph, SEIU https://www.youtube.com/watch?v=V6jd907-FVE (14 minutes).</p> <p>Rodriguez, Austraberta. 2006. In a Janitor’s Own Words, SEIU, https://www.youtube.com/watch?time_continue=10&v=Pf_CJGWwHSc (3 minutes.)</p> <p>Quintana, Natividad and Maria Estrada. 2016. When police beat janitors – but janitors beat justice. SEUI.</p> <p>Reyes, Emily Alpert and David Zahniser. 2015. Los Angeles City Council approves landmark minimum wage increase. Los Angeles Times, June 3 (4 pages).</p>	
Wed March 29	Immigrant Organizations	<p>Albany Park Autonomous Center Website http://mexicosolidarity.org/centroaut%C3%B3nomo/en and Video https://www.youtube.com/watch?t=28&v=GpogeCCObLg (6 minutes)</p> <p>South Asian Organizing Center Website http://www.drumnyc.org/ and Video https://www.youtube.com/watch?v=yMuqb2uS6dQ (19 minutes)</p> <p>Esperanza Community Housing Corporation Website http://www.esperanzacommunityhousing.org/ and Video https://www.youtube.com/watch?v=hBICCOPxkk0 (2 minutes)</p> <p>Many Languages One Voice Website http://www.mlovdc.org/ and Video https://www.youtube.com/watch?v=TynG5Z012LE (3 minutes)</p>	Reading Reflection
Mon April 3	Right to the City: Albany Park, Illinois		Regional Blog Posting
Wed April 5	Multi-city Discussion: What role do immigrant serving organizations and/or immigrant organizing efforts play in creating better lives for immigrants?		Regional Blog Comments and Responses

Module 6 – Immigrants as Drivers of Economic Growth and Revitalization

Immigrants play a critical role in economic growth for neighborhoods, cities, and the nation. In this lesson you will learn about how immigrants contribute to economic growth, how researchers measure this impact and what it is like to be an immigrant entrepreneur in the U.S.

<p>Mon April 10</p>	<p>Immigrants as Entrepreneurs</p>	<p>WE Global Network. 2015. A Day in the Life of an Immigrant Entrepreneur: Stories from America’s Rust Belt.</p> <p>Immigrant Entrepreneurs and Economic Growth http://www.as-coa.org/watchlisten/video-immigrant-entrepreneurs-and-economic-growth (watch min 26 through 1:02)</p> <p>Neighborhood Development Center Website: http://www.ndc-mn.org/</p> <p>Finanta Website: http://www.ndc-mn.org/</p>	
<p>Wed April 12</p>	<p>Local Economic Impact</p>	<p>Americas Society/Council of The Americans and Fiscal Policy Institute. 2015. Bringing Vitality to Main Street: How Immigrant Small Business Help Local Economies Grow (42 pages).</p> <p>Giardino, Neil. 2016. How Somali Immigrants Are Revitalizing Main Street America, NBC News, December 1 (4 pages) and watch video, Main Street USA: Welcome to Willmar, MN http://www.nbcnews.com/business/business-news/how-somali-immigrants-are-breathing-new-life-sleepy-rural-towns-n690226 (8 minutes)</p> <p>Edge, John T. 2011. In Indianapolis, the World Comes to Eat. NYT, February 22 (6 pages).</p> <p>International Marketplace: http://www.imcoalition.org/</p> <p>Interactive Map: The Impact of Immigrants on the Housing Market: http://www.renewoureconomy.org/housingmap/</p> <p>Interactive Map: The Impact of Immigrants on Main Street Business and Population in U.S. Metro Areas: http://www.as-coa.org/articles/interactive-impact-immigrants-main-street-business-and-population-us-metro-areas</p>	<p>Reading Reflection</p>
<p>Mon April 17</p>	<p>Eating diversity: Immigration and revitalization in Indianapolis, Indiana</p>		<p>Regional Blog Posting</p>
<p>Wed April 19</p>	<p>Multi-city Discussion: Should support for small businesses be provided equally for all or should these services and programs be customized for different populations, such as for immigrants? What are the tradeoffs?</p>		<p>Regional Blog Comments and Responses</p>

Module 7 – Creating Immigrant Friendly Cities			
<p>Through proactive planning of the resources and tools needed to facilitate immigrant entrepreneurship, cities are calculating payoffs that can come from opening avenues of opportunity for a broader range of people. Thus some cities are advertising themselves as “pro-immigrant,” “welcoming,” and “immigrant-friendly.” In this lesson you will learn about different immigrant recruitment and retention strategies as well as efforts to help the receiving community adjust to immigrants.</p>			
<p>Mon April 24</p>	<p>Welcome to Shelbyville</p>	<p>Welcoming America Website: https://www.welcomingamerica.org/</p> <p>Building a Nation of Neighbors: https://vimeo.com/23964546 (video about 20 min)</p> <p>WE Global Network: http://www.weglobalnetwork.org/</p> <p>15 Immigrant Friendly Cities: https://www.mainstreet.com/slideshow/most-immigrant-friendly-cities-america/page/2</p> <p>Innovations in Immigrant Integration: 20 Cities, 20 Good Practices (52 pages).</p>	
<p>Wed April 26</p>	<p>Creating an Immigrant Friendly City: Dayton, Ohio</p>	<p>City of Eugene, OR. 2012. Council Resolution No. 5037 A Resolution in Support of a Statement of Principles for Immigration Integration, Nov 13.</p> <p>City of Bloomington, IN Latino Programs and Outreach Website: https://bloomington.in.gov/sections/viewSection.php?section_id=64</p> <p>Constable, Pamela. 2015. D.C., other cities debate whether legal immigrants should have voting rights. The Washington Post, February 9 (4 pages).</p> <p>Morrison, Aaron. 2015. Immigrant Identification Cards: New York’s ID Program Watched by Immigration Reform Advocates Across the Nation. International Business Times, January 15 (7 pages).</p> <p>Fallows, Deborah. 2016. What it takes to Settle Refugees, the Atlantic, October 28 (8 pages).</p> <p>Where The River Meets: http://createdayton.com/ (music video-6 minutes)</p> <p>Welcome Dayton: http://www.welcomedayton.org/</p> <p>Welcome Dayton Plan Municipal (32 pages)</p>	<p>Reading Reflection</p>
<p>Mon May 1</p>	<p>Final Exam Review</p>		<p>Regional Blog Posting</p>
<p>Wed May 3</p>	<p>Multi-city Discussion: Why create an immigrant friendly city?</p>		<p>Regional Blog Comments and Responses</p>
Final Exam			
<p>Fri May 12</p>	<p>1:30-4:30pm</p>		