

## **HUBERT H. HUMPHREY INSTITUTE OF PUBLIC AFFAIRS**

### **Urban and Regional Planning Program**

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#### **PA5290, Section 4: Immigrants and U.S. Cities**

Spring Semester 2007, Class Meetings: M/W 8:15 – 9:30 am

3 credits

Location: TBA

#### **Instructor:**

Ryan Allen

Office Location: HHH Center, Room 160

Office Hours: TBA

Telephone: 612-625-5670

Email: [allen650@umn.edu](mailto:allen650@umn.edu)

#### **COURSE DESCRIPTION**

This course examines the impact of contemporary immigration in the U.S. on urban planning and public affairs. Specifically, it engages several important questions:

- How have immigrants changed cities in the U.S.?
- What kind of social, political and economic experiences do immigrants have once they arrive in the U.S.?
- Why should urban planners and those engaged in public policy care about immigrants in America?

The course proceeds in five sections.

1. **Immigration Theory:** Why does immigration happen? What is the historical context of immigration in the U.S.?
2. **Immigrant Demographic Patterns:** Where and how do immigrants in the U.S. live? We will begin with an examination of immigrant settlement patterns in the U.S. and then turn our attention to the contexts where immigrants live.
3. **Immigrant Labor:** Do immigrants do better when they work with and for other immigrants, or when they work with and for native born individuals? We will examine recent studies of immigrant economic mobility and how immigrants have helped to restructure urban and rural labor markets. This section concludes with a look at one of the most contentious debates in America today: What is the economic impact of immigrants on native born workers, local economies and the national economy?
4. **Social Lives of Immigrants:** This section focuses on social processes within immigrant communities. We will first examine how immigrants create community and then turn to

the reception that immigrants encounter in America and how immigrants and native born individuals “get along.” We will conclude this section with a look at nativist attitudes in America and how these attitudes affect immigrant incorporation.

5. **Working with Immigrants:** At the heart of the class is the belief that understanding recent immigration to the U.S. is a key component of any planner or public policy maker’s tool box. This section of the course will focus on case studies of effective (and ineffective) practice for working with immigrants in planning and public policy contexts.

## COURSE OBJECTIVES

After this course, you will be able to:

1. Identify how major social, political, and economic forces have shaped immigration to the U.S.;
2. Understand and describe the settlement patterns of immigrants in the U.S.;
3. Discuss the key dilemmas associated with immigration to the U.S., including the economic and social impacts of immigrants;
4. Discuss effective and ineffective ways that urban planners and policy makers have engaged immigrants at the local level; and
5. Evaluate and suggest responses to current policy and planning challenges affecting immigrants and the communities that receive immigrants, with a particular focus on the Twin Cities.

## REQUIRED MATERIALS

One book is required for this course (available at Coffman Union bookstore):

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All other readings required for this course are available on the WebCT Vista course website. I will maintain all course materials (e.g. syllabus, assignments, readings, etc.) on this site. You should read all assigned readings PRIOR to coming to class.

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class. Since we are using a secure, password-protected course website, this will not increase the risk of identity theft or spamming for anyone in the class.

## COURSE REQUIREMENTS and GRADING

This course has three grading components consisting of class attendance and participation; reading response papers; and four dilemma memos.

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**Dilemma Memos:** During the semester, you will learn skills and gain insights that help you identify planning and policy dilemmas directly related to immigration and how cities respond, or fail to respond, to immigrant populations. The course materials and discussions will also help to guide your thinking on appropriate responses to these dilemmas. These assignments challenge you to formulate a reasonable and convincing response to four immigration related dilemmas (of my choosing) currently facing the Twin Cities or greater Minnesota. I expect well-written, proof-read memos that begin with a clear introduction that succinctly presents your argument; a body of the memo that fully develops and defends your argument; and a conclusion that leaves no doubt in my mind about your position on this dilemma and your recommendation. **These memos can be no more than five pages, double-spaced with normal margins and 12 pt. font. I will grade papers based on the persuasiveness of your argument and the quality of your writing.** I will make the specific assignments available to you two weeks before each is due. As you already know, papers are due at the *beginning* of class on the due date and I will not accept late or emailed papers.

## OTHER THINGS

I'm not big on rules, but here are some basic guidelines to help the class run smoothly:

- Be on time to class.
- If you disagree with an opinion expressed in class, do so respectfully.
- Do not sleep (at all) or eat (excessively). It is rude to me and your classmates.
- Turn off your cell phones. If a cell phone rings during class, I get to answer it.

I am very strict on due dates. Obviously, emergencies happen and when there is a good reason (family emergency, personal illness, etc.) I can be accommodating so long as you keep me informed.

I encourage you to visit me during my office hours. **I will keep a sign-up sheet on my office door.** If you cannot make my office hours, please email me for a meeting time and we will work something out. I do not recommend dropping by my office for a chat without an appointment – email me first. I look forward to getting to know each of you.

Writing effectively is an important part of this class. I strongly urge you to investigate the UMN Writing Center and the services that they offer for students (<http://www.writing.umn.edu>). Seeking help for your writing does not mean that you are a bad writer – it means that you are smart enough to know that **everyone** (including myself) could use help improving their writing.

Let me know if you have a disability which requires some modification of seating, testing, or other class requirements. Disability Services is located in the McNamara Alumni Center, 200 Oak Street SE, Suite 180.

**I take scholastic dishonesty seriously and will prosecute it aggressively.** According to the University Student Conduct Code, “Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging , or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an ‘F’ or ‘N’ for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.” You should review the University’s Academic Integrity policy at this website: <http://www1.umn.edu/oscai/index.html>.

I dislike incompletes. My colleague, Professor Sally Kenney, has a policy on incompletes that I have decided to adopt. In her words, “*Documented* family crises or medical emergencies may result in you needing to negotiate an incomplete, or a make-up exam. First, I only grant incompletes or make-ups if you have requested them *in advance*. Second, at the time you request an incomplete, you will need to submit *in writing* what work remains to be done and the date by which you will have completed the work. Failure to submit the work in that time will result in a 0 for that assignment, and may lead to a failing grade for the course.”

## COURSE SCHEDULE

### I. Immigration Theory

#### Wednesday, January 23, 2008: *Immigrants in the Context of U.S. Cities*

Course overview

Screening of part of *Farmingville*

#### Monday, January 28, 2008: *Why Should Planners Care About Immigration?*

Burayidi, Michael A. 2003. "The Multicultural City as Planners' Enigma," *Planning Theory and Practice*, 4(3): 259-273.

Meyer, Peter B. and Christopher R. Reaves. 2000. "Objectives and Values: Planning for Multicultural Groups Rather than Multiple Constituencies." Pp. 83-99 in *Urban Planning in a Multicultural Society*, Michael A. Burayidi, ed., Westport: Praeger.

#### Wednesday, January 30, 2008: *Who Immigrates and Why?*

Massey, Douglas S., "Why Does Immigration Occur?: A Theoretical Synthesis," in Charles Hirschman, Philip Kasinitz, and Josh DeWind, eds., *The Handbook of International Migration: The American Experience*, New York: Russell Sage Foundation, 1999 (Pp.34-52).

Castles, Stephen. 2002. "Migration and Community Formation under Conditions of Globalization," *International Migration Review* 36(4): 1143-1168.

Take a look at the following website: <http://www.migrationinformation.org/DataTools/>

- What do immigration trends look like in America over time? What do you think has caused these trends?
- Find immigration facts for your home state in the U.S. or, if you are not from the U.S. originally, your favorite state. Pay particular attention to who migrates to your state.
- Be prepared to discuss what you found in class.

Castles, Stephen. 2004. "The Factors that Make and Unmake Migration Policies," *International Migration Review* 38: 852-84. (Recommended)

**Monday, February 4, 2008: A History Lesson: Immigration to the U.S. (I)**

McNeill, William H. 1984. "Human Migration in Historical Perspective," *Population and Development Review* 10(1): 1-18.

Foner, Nancy and George M. Fredrickson. 2004. "Immigration, Race, and Ethnicity in the United States: Social Constructions and Social Relations in Historical and Contemporary Perspective," in *Not Just Black And White: Historical and Contemporary Perspectives on Immigration, Race, and Ethnicity in the United States*. Nancy Foner and George Frederickson (eds.), New York, NY: Russell Sage Foundation (Pp. 1-22).

**Wednesday, February 6, 2008: A History Lesson: Immigration to the U.S. (II)**

Higham, John. 2004. "The Amplitude of Ethnic History: An American Story," in *Not Just Black And White: Historical and Contemporary Perspectives on Immigration, Race, and Ethnicity in the United States*. Nancy Foner and George Frederickson (eds.), New York, NY: Russell Sage Foundation (Pp. 61-81).

Trotter, Joe W. 2004. "The Great Migration, African Americans, and Immigrants in the Industrial City," in *Not Just Black And White: Historical and Contemporary Perspectives on Immigration, Race, and Ethnicity in the United States*. Nancy Foner and George Frederickson (eds.), New York, NY: Russell Sage Foundation (Pp. 82-99).

**Monday, February 11, 2008: Assimilation (I)**

Gordon, Milton M. 1964. *Assimilation in American Life: The Role of Race, Religion and National Origins*. New York: Oxford University Press. (Selections)

Glazer, Nathan and Daniel Moynihan. 1969. *Beyond the Melting Pot*. Cambridge, MA: MIT Press. (Selections)

**Wednesday, February 13, 2008: Assimilation (II)**

Alba, Richard et. al. 2000. "Beyond the Melting Pot 35 Years Later," *International Migration Review* 34(1): 243-279.

Portes, Alejandro and Min Zhou. 1993. "The New Second Generation: Segmented Assimilation and Its Variants." *Annals of the American Academy of Political and Social Science* 530:74-96.

## II. Immigrant Demographic Patterns

### Monday, February 18, 2008: *What Do Cities Have to Do With Immigration?*

Lin, Jan. 1998. "Globalization and the Revalorization of Ethnic Places in Immigration Gateway Cities," *Urban Affairs Review* 34(2): 313-339.

Ray, Brian. 2003. "The Role of Cities in Immigrant Integration," The Migration Policy Institute.

### Wednesday, February 20, 2008: *Immigrant Settlement Patterns*

Singer, Audrey. 2004. "The Rise of New Immigrant Gateways." Brookings Institution: Living Cities Census Series of the Center on Urban & Metropolitan Policy.

Suro, Roberto and Audrey Singer. 2002. "Latino Growth in Metropolitan America: Changing Patterns, New Locations." Brookings Institution: Census Series of the Center on Urban & Metropolitan Policy.

Frey, William. 2006. "Diversity Spreads Out: Metropolitan shifts in Hispanic, Asian, and Black Populations since 2000," Brookings Institution: Living Cities Census Series of the Center on Urban & Metropolitan Policy.

### Monday, February 25, 2008: *Residential Segregation or Integration? (I)*

Logan, John R., Richard D. Alba, and Wenquan Zhang. 2002. "Immigrant Enclaves and Ethnic Communities in New York and Los Angeles." *American Sociological Review* 67(2): 299-322.

Rosenbaum, Emily and Michael H. Schill. 1999. "Housing and Neighborhood Turnover Among Immigrant and Native-Born Households in New York City, 1991 to 1996," *Journal of Housing Research* 10(2): 209-233.

### Wednesday, February 27, 2008: *Residential Segregation or Integration? (II)*

Alba, Richard and Nancy Foner. 2005. "Old and New Landscapes of Diversity: The Residential Patterns of Immigrant Minorities," in *Not Just Black And White: Historical and Contemporary Perspectives on Immigration, Race, and Ethnicity in the United States*. Nancy Foner (ed.), New York, NY: Russell Sage Foundation (Pp. 237-261).

Clark, William A. V. and Sarah A. Blue. 2004. "Race, Class, and Segregation Patterns in U.S. Immigrant Gateway Cities," *Urban Affairs Review* 39(6): 667-688.

**Monday, March 3, 2008: *Home Ownership and Immigrants***

Ratner, M.S. 1996. "Many Routes to Homeownership: A 4-Site Ethnographic Study of Minority and Immigrant Experiences," *Housing Policy Debate* 7:103-145.

Rosenbaum, Emily and Samantha Friedman. 2004. "Generational Patterns of Home Ownership and Housing Quality in New York City," *International Migration Review* 38(4): 1492-1533.

**III. Immigrant Labor****Wednesday, March 5, 2008: *Economic Outcomes for Immigrants: Immigrant Enclaves***

Wilson, Kenneth L. and Alejandro Portes. 1980. "Immigrant Enclaves: An Analysis of the Labor Market Experiences of Cubans in Miami." *American Journal of Sociology* 86:295-319.

Sanders, Jimmy and Victor Nee. 1987. "The Limits of Ethnic Solidarity in the Enclave Economy," *American Sociological Review* 52: 745-73.

Sanders, Jimmy, Victor Nee and Scott Sernau. 2002. Asian Immigrants' Reliance on Social Ties in a Multiethnic Labor Market. *Social Forces*, 81(1): 281-314.

**Monday, March 10, 2008: *Economic Outcomes for Immigrants: Beyond the Enclave***

Bohon, Stephanie A. 2005. "Occupational Attainment of Latino Immigrants in the United States," *Geographical Review* 95(2): 249-266.

Bean, Frank D., Mark Leach and B. Lindsay Lowell. 2005. "Immigrant Job Quality and Mobility in the United States," *Work and Occupations* 31(4): 499-518.

Maher, Kristen. 2003. "Workers and Strangers: The Household Service Economy and the Landscape of Suburban Fear." *Urban Affairs Review* 38(6): 751-786.

**Wednesday, March 12, 2008: *Economic Outcomes for Immigrants in Rural Areas***

Kandel, William and Emilio A. Parrado. 2005. "Restructuring of the U.S. Meat Processing Industry and New Hispanic Migrant Destinations," *Population and Development Review* 31(3): 447-471.

**SPRING BREAK (March 17 – 21): No Readings**

**Monday, March 24, 2008: *Economic Impact of Immigration (I)***

Card, David. 1990. "The Impact of the Mariel Boatlift on the Miami Labor Market," *Industrial and Labor Relations Review* 43: 245-257.

Borjas, George, Richard Freeman and Lawrence Katz. 1996. "Searching for the Effect of Immigration on the Labor Market," *The American Economic Review* 86(2): 246-251.

**Wednesday, March 26, 2008: *Economic Impact of Immigration (II)***

Carter, Susan B. and Richard Sutch. 1999. "Historical Perspectives on the Economic Consequences of Immigration to the United States," in *The Handbook of International Migration: The American Experience*, edited by C. Hirschman, P. Kasinitz and J. DeWind. New York: Russell Sage (Pp. 319-41).

**IV. Social Lives of Immigrants**

**Monday, March 31, 2008: *The Creation of Community (I)***

Menjívar, Cecilia. 1999. *Fragmented Ties: Salvadoran Immigrant Networks in America*, Berkeley, CA: University of California Press. (Selections)

**Wednesday, April 2, 2008: *The Creation of Community (II)***

Zuniga, Victor and Ruben Hernandez-Leon (eds.). 2005. *New Destinations: Mexican Immigration in the United States*, New York, NY: Russell Sage Foundations. (Selections)

**Monday, April 7, 2008: *(How) Do We Get Along?***

Camarillo, Albert M. 2004. "Black and Brown in Compton: Demographic Change, Suburban Decline, and Intergroup Relations in a South Central Los Angeles Community, 1950 to 2000" in *Not Just Black And White: Historical and Contemporary Perspectives on Immigration, Race, and Ethnicity in the United States*. Nancy Foner (ed.), New York, NY: Russell Sage Foundation (Pp. 358-376).

Rogers, Reuel R. 2004. "Race-Based Coalitions Among Minority Groups: Afro-Caribbean Immigrants and African-Americans in New York City," *Urban Affairs Review* 39(3): 283-317.

**Wednesday, April 9, 2008: Nativism and American Immigration Policy**

Huntington, Samuel. 2004. "The Hispanic Challenge," *Foreign Policy*, March/April: 30-45.

Johnson, James H. Jr., Walter C. Farrell Jr. and Chandra Guinn. 1999. "Immigration Reform and the Browning of America: Tensions, Conflicts, and Community Instability in Metropolitan Los Angeles," in Charles Hirschman, Philip Kasinitz, and Josh DeWind, eds., *The Handbook of International Migration: The American Experience*, New York: Russell Sage Foundation (Pp. 390-411).

Zolberg, Aristide R. and Long Litt Woon. 1999. "Why Islam is like Spanish: Cultural Incorporation in Europe and the United States." *Politics Society* 27: 5-38.  
(Recommended)

**V. Working with Immigrants**

**Monday, April 14, 2008: National or Local Policy Dilemma?**

Abu-Luban, Yasmeen and Judith Garber. 2005. "The Construction of the Geography of Immigration as a Policy Problem" *Urban Affairs Review* 40(4): 520-561.

**Wednesday, April 16, 2008: Mongrel Cities: Leonie Sandercock**

Sandercock, Leonie. 2003. *Cosmopolis II: Mongrel Cities of the 21<sup>st</sup> Century*. London: Continuum.

Chapter Four: "Mongrel Cities" (Pp. 85-106)

Chapter Five: "Home, Nation, and Stranger" (Pp. 107-126)

Chapter Six: "There Is No Hiding Place" (Pp. 127-153)

**Monday, April 21, 2008: U.S. Local Policy Responses to Immigration (I)**

Betancur, John J. 2002. "The Politics of Gentrification: The Case of West Town in Chicago," *Urban Affairs Review* 37: 780-814.

Turner, Robyne S. and Margaret S. Murray. 2001. "Managing Growth in a Climate of Urban Diversity: South Florida's Eastward Ho! Initiative," *Journal of Planning Education and Research* 20: 308-328.

**Wednesday, April 23, 2008: U.S. Local Policy Responses to Immigration (II)**

Harwood, Stacy Anne. 2005. "Struggling to Embrace Difference in Land-Use Decision Making in Multicultural Communities," *Planning, Practice & Research* 20(4): 355-371.

**Monday, April 28, 2008: European Perspectives (I)**

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**Wednesday, April 30, 2008: European Perspectives (II)**

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Freidman, John and Ute Angelika Lehrer. 1997. "Urban Policy Responses to Foreign Immigration," *Journal of the American Planning Association* 63(1): 61-79.

**Monday, May 5, 2008: Immigrants, Policy and Planning in the Twin Cities**

TBA

**Wednesday, May 7, 2008: Course Conclusions**

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**Dilemma Memos:** During the semester, you will learn skills and gain insights that help you identify planning and policy dilemmas directly related to immigration and how cities respond, or fail to respond, to immigrant populations. The course materials and discussions will also help to guide your thinking on appropriate responses to these dilemmas. These assignments challenge you to formulate a reasonable and convincing response to four immigration related dilemmas (of my choosing) currently facing the Twin Cities or greater Minnesota. I expect well-written, proof-read memos that begin with a clear introduction that succinctly presents your argument; a body of the memo that fully develops and defends your argument; and a conclusion that leaves no doubt in my mind about your position on this dilemma and your recommendation. **These memos can be no more than five pages, double-spaced with normal margins and 12 pt. font. I will grade papers based on the persuasiveness of your argument and the quality of your writing.** I will make the specific assignments available to you two weeks before each is due. As you already know, papers are due at the *beginning* of class on the due date and I will not accept late or emailed papers.

## OTHER THINGS

I'm not big on rules, but here are some basic guidelines to help the class run smoothly:

- Be on time to class.
- If you disagree with an opinion expressed in class, do so respectfully.
- Do not sleep (at all) or eat (excessively). It is rude to me and your classmates.
- Turn off your cell phones. If a cell phone rings during class, I get to answer it.

I am very strict on due dates. Obviously, emergencies happen and when there is a good reason (family emergency, personal illness, etc.) I can be accommodating so long as you keep me informed.

I encourage you to visit me during my office hours. **I will keep a sign-up sheet on my office door.** If you cannot make my office hours, please email me for a meeting time and we will work something out. I do not recommend dropping by my office for a chat without an appointment – email me first. I look forward to getting to know each of you.

Writing effectively is an important part of this class. I strongly urge you to investigate the UMN Writing Center and the services that they offer for students (<http://www.writing.umn.edu>). Seeking help for your writing does not mean that you are a bad writer – it means that you are smart enough to know that **everyone** (including myself) could use help improving their writing.

Let me know if you have a disability which requires some modification of seating, testing, or other class requirements. Disability Services is located in the McNamara Alumni Center, 200 Oak Street SE, Suite 180.

**I take scholastic dishonesty seriously and will prosecute it aggressively.** According to the University Student Conduct Code, “Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging , or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an ‘F’ or ‘N’ for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.” You should review the University’s Academic Integrity policy at this website: <http://www1.umn.edu/oscai/index.html>.

I dislike incompletes. My colleague, Professor Sally Kenney, has a policy on incompletes that I have decided to adopt. In her words, “*Documented* family crises or medical emergencies may result in you needing to negotiate an incomplete, or a make-up exam. First, I only grant incompletes or make-ups if you have requested them *in advance*. Second, at the time you request an incomplete, you will need to submit *in writing* what work remains to be done and the date by which you will have completed the work. Failure to submit the work in that time will result in a 0 for that assignment, and may lead to a failing grade for the course.”

## COURSE SCHEDULE

### I. Immigration Theory

#### Wednesday, January 23, 2008: *Immigrants in the Context of U.S. Cities*

Course overview

Screening of part of *Farmingville*

#### Monday, January 28, 2008: *Why Should Planners Care About Immigration?*

Burayidi, Michael A. 2003. "The Multicultural City as Planners' Enigma," *Planning Theory and Practice*, 4(3): 259-273.

Meyer, Peter B. and Christopher R. Reaves. 2000. "Objectives and Values: Planning for Multicultural Groups Rather than Multiple Constituencies." Pp. 83-99 in *Urban Planning in a Multicultural Society*, Michael A. Burayidi, ed., Westport: Praeger.

#### Wednesday, January 30, 2008: *Who Immigrates and Why?*

Massey, Douglas S., "Why Does Immigration Occur?: A Theoretical Synthesis," in Charles Hirschman, Philip Kasinitz, and Josh DeWind, eds., *The Handbook of International Migration: The American Experience*, New York: Russell Sage Foundation, 1999 (Pp.34-52).

Castles, Stephen. 2002. "Migration and Community Formation under Conditions of Globalization," *International Migration Review* 36(4): 1143-1168.

Take a look at the following website: <http://www.migrationinformation.org/DataTools/>

- What do immigration trends look like in America over time? What do you think has caused these trends?
- Find immigration facts for your home state in the U.S. or, if you are not from the U.S. originally, your favorite state. Pay particular attention to who migrates to your state.
- Be prepared to discuss what you found in class.

Castles, Stephen. 2004. "The Factors that Make and Unmake Migration Policies," *International Migration Review* 38: 852-84. (Recommended)

**Monday, February 4, 2008: A History Lesson: Immigration to the U.S. (I)**

McNeill, William H. 1984. "Human Migration in Historical Perspective," *Population and Development Review* 10(1): 1-18.

Foner, Nancy and George M. Fredrickson. 2004. "Immigration, Race, and Ethnicity in the United States: Social Constructions and Social Relations in Historical and Contemporary Perspective," in *Not Just Black And White: Historical and Contemporary Perspectives on Immigration, Race, and Ethnicity in the United States*. Nancy Foner and George Frederickson (eds.), New York, NY: Russell Sage Foundation (Pp. 1-22).

**Wednesday, February 6, 2008: A History Lesson: Immigration to the U.S. (II)**

Higham, John. 2004. "The Amplitude of Ethnic History: An American Story," in *Not Just Black And White: Historical and Contemporary Perspectives on Immigration, Race, and Ethnicity in the United States*. Nancy Foner and George Frederickson (eds.), New York, NY: Russell Sage Foundation (Pp. 61-81).

Trotter, Joe W. 2004. "The Great Migration, African Americans, and Immigrants in the Industrial City," in *Not Just Black And White: Historical and Contemporary Perspectives on Immigration, Race, and Ethnicity in the United States*. Nancy Foner and George Frederickson (eds.), New York, NY: Russell Sage Foundation (Pp. 82-99).

**Monday, February 11, 2008: Assimilation (I)**

Gordon, Milton M. 1964. *Assimilation in American Life: The Role of Race, Religion and National Origins*. New York: Oxford University Press. (Selections)

Glazer, Nathan and Daniel Moynihan. 1969. *Beyond the Melting Pot*. Cambridge, MA: MIT Press. (Selections)

**Wednesday, February 13, 2008: Assimilation (II)**

Alba, Richard et. al. 2000. "Beyond the Melting Pot 35 Years Later," *International Migration Review* 34(1): 243-279.

Portes, Alejandro and Min Zhou. 1993. "The New Second Generation: Segmented Assimilation and Its Variants." *Annals of the American Academy of Political and Social Science* 530:74-96.

## II. Immigrant Demographic Patterns

### Monday, February 18, 2008: *What Do Cities Have to Do With Immigration?*

Lin, Jan. 1998. "Globalization and the Revalorization of Ethnic Places in Immigration Gateway Cities," *Urban Affairs Review* 34(2): 313-339.

Ray, Brian. 2003. "The Role of Cities in Immigrant Integration," The Migration Policy Institute.

### Wednesday, February 20, 2008: *Immigrant Settlement Patterns*

Singer, Audrey. 2004. "The Rise of New Immigrant Gateways." Brookings Institution: Living Cities Census Series of the Center on Urban & Metropolitan Policy.

Suro, Roberto and Audrey Singer. 2002. "Latino Growth in Metropolitan America: Changing Patterns, New Locations." Brookings Institution: Census Series of the Center on Urban & Metropolitan Policy.

Frey, William. 2006. "Diversity Spreads Out: Metropolitan shifts in Hispanic, Asian, and Black Populations since 2000," Brookings Institution: Living Cities Census Series of the Center on Urban & Metropolitan Policy.

### Monday, February 25, 2008: *Residential Segregation or Integration? (I)*

Logan, John R., Richard D. Alba, and Wenquan Zhang. 2002. "Immigrant Enclaves and Ethnic Communities in New York and Los Angeles." *American Sociological Review* 67(2): 299-322.

Rosenbaum, Emily and Michael H. Schill. 1999. "Housing and Neighborhood Turnover Among Immigrant and Native-Born Households in New York City, 1991 to 1996," *Journal of Housing Research* 10(2): 209-233.

### Wednesday, February 27, 2008: *Residential Segregation or Integration? (II)*

Alba, Richard and Nancy Foner. 2005. "Old and New Landscapes of Diversity: The Residential Patterns of Immigrant Minorities," in *Not Just Black And White: Historical and Contemporary Perspectives on Immigration, Race, and Ethnicity in the United States*. Nancy Foner (ed.), New York, NY: Russell Sage Foundation (Pp. 237-261).

Clark, William A. V. and Sarah A. Blue. 2004. "Race, Class, and Segregation Patterns in U.S. Immigrant Gateway Cities," *Urban Affairs Review* 39(6): 667-688.

**Monday, March 3, 2008: *Home Ownership and Immigrants***

Ratner, M.S. 1996. "Many Routes to Homeownership: A 4-Site Ethnographic Study of Minority and Immigrant Experiences," *Housing Policy Debate* 7:103-145.

Rosenbaum, Emily and Samantha Friedman. 2004. "Generational Patterns of Home Ownership and Housing Quality in New York City," *International Migration Review* 38(4): 1492-1533.

**III. Immigrant Labor****Wednesday, March 5, 2008: *Economic Outcomes for Immigrants: Immigrant Enclaves***

Wilson, Kenneth L. and Alejandro Portes. 1980. "Immigrant Enclaves: An Analysis of the Labor Market Experiences of Cubans in Miami." *American Journal of Sociology* 86:295-319.

Sanders, Jimmy and Victor Nee. 1987. "The Limits of Ethnic Solidarity in the Enclave Economy," *American Sociological Review* 52: 745-73.

Sanders, Jimmy, Victor Nee and Scott Sernau. 2002. Asian Immigrants' Reliance on Social Ties in a Multiethnic Labor Market. *Social Forces*, 81(1): 281-314.

**Monday, March 10, 2008: *Economic Outcomes for Immigrants: Beyond the Enclave***

Bohon, Stephanie A. 2005. "Occupational Attainment of Latino Immigrants in the United States," *Geographical Review* 95(2): 249-266.

Bean, Frank D., Mark Leach and B. Lindsay Lowell. 2005. "Immigrant Job Quality and Mobility in the United States," *Work and Occupations* 31(4): 499-518.

Maher, Kristen. 2003. "Workers and Strangers: The Household Service Economy and the Landscape of Suburban Fear." *Urban Affairs Review* 38(6): 751-786.

**Wednesday, March 12, 2008: *Economic Outcomes for Immigrants in Rural Areas***

Kandel, William and Emilio A. Parrado. 2005. "Restructuring of the U.S. Meat Processing Industry and New Hispanic Migrant Destinations," *Population and Development Review* 31(3): 447-471.

**SPRING BREAK (March 17 – 21): No Readings**

**Monday, March 24, 2008: *Economic Impact of Immigration (I)***

Card, David. 1990. "The Impact of the Mariel Boatlift on the Miami Labor Market," *Industrial and Labor Relations Review* 43: 245-257.

Borjas, George, Richard Freeman and Lawrence Katz. 1996. "Searching for the Effect of Immigration on the Labor Market," *The American Economic Review* 86(2): 246-251.

**Wednesday, March 26, 2008: *Economic Impact of Immigration (II)***

Carter, Susan B. and Richard Sutch. 1999. "Historical Perspectives on the Economic Consequences of Immigration to the United States," in *The Handbook of International Migration: The American Experience*, edited by C. Hirschman, P. Kasinitz and J. DeWind. New York: Russell Sage (Pp. 319-41).

**IV. Social Lives of Immigrants**

**Monday, March 31, 2008: *The Creation of Community (I)***

Menjívar, Cecilia. 1999. *Fragmented Ties: Salvadoran Immigrant Networks in America*, Berkeley, CA: University of California Press. (Selections)

**Wednesday, April 2, 2008: *The Creation of Community (II)***

Zuniga, Victor and Ruben Hernandez-Leon (eds.). 2005. *New Destinations: Mexican Immigration in the United States*, New York, NY: Russell Sage Foundations. (Selections)

**Monday, April 7, 2008: *(How) Do We Get Along?***

Camarillo, Albert M. 2004. "Black and Brown in Compton: Demographic Change, Suburban Decline, and Intergroup Relations in a South Central Los Angeles Community, 1950 to 2000" in *Not Just Black And White: Historical and Contemporary Perspectives on Immigration, Race, and Ethnicity in the United States*. Nancy Foner (ed.), New York, NY: Russell Sage Foundation (Pp. 358-376).

Rogers, Reuel R. 2004. "Race-Based Coalitions Among Minority Groups: Afro-Caribbean Immigrants and African-Americans in New York City," *Urban Affairs Review* 39(3): 283-317.

**Wednesday, April 9, 2008: Nativism and American Immigration Policy**

Huntington, Samuel. 2004. "The Hispanic Challenge," *Foreign Policy*, March/April: 30-45.

Johnson, James H. Jr., Walter C. Farrell Jr. and Chandra Guinn. 1999. "Immigration Reform and the Browning of America: Tensions, Conflicts, and Community Instability in Metropolitan Los Angeles," in Charles Hirschman, Philip Kasinitz, and Josh DeWind, eds., *The Handbook of International Migration: The American Experience*, New York: Russell Sage Foundation (Pp. 390-411).

Zolberg, Aristide R. and Long Litt Woon. 1999. "Why Islam is like Spanish: Cultural Incorporation in Europe and the United States." *Politics Society* 27: 5-38.  
(Recommended)

**V. Working with Immigrants**

**Monday, April 14, 2008: National or Local Policy Dilemma?**

Abu-Luban, Yasmeen and Judith Garber. 2005. "The Construction of the Geography of Immigration as a Policy Problem" *Urban Affairs Review* 40(4): 520-561.

**Wednesday, April 16, 2008: Mongrel Cities: Leonie Sandercock**

Sandercock, Leonie. 2003. *Cosmopolis II: Mongrel Cities of the 21<sup>st</sup> Century*. London: Continuum.

Chapter Four: "Mongrel Cities" (Pp. 85-106)

Chapter Five: "Home, Nation, and Stranger" (Pp. 107-126)

Chapter Six: "There Is No Hiding Place" (Pp. 127-153)

**Monday, April 21, 2008: U.S. Local Policy Responses to Immigration (I)**

Betancur, John J. 2002. "The Politics of Gentrification: The Case of West Town in Chicago," *Urban Affairs Review* 37: 780-814.

Turner, Robyne S. and Margaret S. Murray. 2001. "Managing Growth in a Climate of Urban Diversity: South Florida's Eastward Ho! Initiative," *Journal of Planning Education and Research* 20: 308-328.

**Wednesday, April 23, 2008: U.S. Local Policy Responses to Immigration (II)**

Harwood, Stacy Anne. 2005. "Struggling to Embrace Difference in Land-Use Decision Making in Multicultural Communities," *Planning, Practice & Research* 20(4): 355-371.

**Monday, April 28, 2008: European Perspectives (I)**

Lo Piccolo, Francesco. 2000. "Palermo, a City in Transition: Saint Benedict 'The Moor' versus Saint Rosalia," *International Planning Studies* 5(1): 87-115.

**Wednesday, April 30, 2008: European Perspectives (II)**

Haddad, Yvonne Yazbeck and Michael J. Balz. 2006. "The October Riots in France: A Failed Immigration Policy or the Empire Strikes Back?" *International Migration* 44(2): 23-34.

Freidman, John and Ute Angelika Lehrer. 1997. "Urban Policy Responses to Foreign In-Migration," *Journal of the American Planning Association* 63(1): 61-79.

**Monday, May 5, 2008: Immigrants, Policy and Planning in the Twin Cities**

TBA

**Wednesday, May 7, 2008: Course Conclusions**