

American Immigration
PSC 367
TuTh 9:40—11:10
Location: Arts & Letters
Office Hours: Wednesday, TBA + by app't

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(please don't email me on D2L)

Today it is often argued that there is an “immigration problem” and that the United States must solve this problem through stricter enforcement of immigration laws. However, mainstream academic studies and the media often make these claims with little evidence and very often the blame placed on certain immigrants for crises indicate much broader structural issues. These claims also ignore broader facets of immigration policy and the often unintended consequences of immigration law. In this course we will first study the history of American immigration laws to understand the complexities of immigration policy today. Given that the United States, a democratic country, was founded on colonization and immigration, we will examine how these policies have shaped citizenship. Additionally, we will consider how immigration policy has been influential in several respects; for example: how certain groups have been racialized; how gender has played a role in policy; how certain immigrant groups have been treated economically; and the linkage between immigration policies and normative expectations about citizenship. Immigration policy is also shaped by foreign policy (particularly the War on Terror and the War on Drugs since the 1990s) and economic considerations, given a more global and increasingly neoliberal orientation of the United States since the 1980s. Immigration itself can involve a number of different statuses: from guest-workers to resident legal aliens to unauthorized individuals. We will explore these statuses through the law, critically analyzing the law's intentions and how the laws shape immigrant experiences. We will also learn a new vocabulary, including terms like “context of exit” (the conditions under which an immigrant or refugee left a country); “context of reception” (how immigrants are treated by American born individuals, etc); assimilation/integration; and detention and deportation. Given that immigration represents so much in the U.S. imaginary as well as being a hot-button issue, it is safe to say that policy itself has been uneven and at times, inconsistent. These inconsistencies were exacerbated after September 11 when concerns of national security were at a peak and yet the need for cheap, low-skilled labor remained a consideration. The United States has considered itself a country of immigration and yet has increasingly tried to reduce the number of working class immigrants and individuals from countries viewed as harboring terrorists. More broadly, this course will allow you to familiarize yourself with the problems of immigration in a democracy, the role of human rights, globalization of the economy and the plight of immigrants and the stateless in modernity. It should be emphasized that the main focus of this course will be a critical analysis of American immigration policy.

Learning objectives:

- 1 To understand key terms like: immigration, guest-worker, refugee, nation-state, democracy, immigration, foreigner, and citizenship and the history of these terms in addition to legal terminology and key cases
- 2 To be able to critically analyze ideas—this means entering into the thoughts of the particular writer and understanding what s/he was arguing and why (whether you agree with the author or not); understanding that critical analysis is different than opinions or preferences (i.e. likes and

dislikes) and involves an internal critique—asking if the author’s ideas are consistent, logical, well-developed

3 To be able to assess the United States’ immigration policies and Supreme Court cases in terms of democracy

4 To be able to clearly discuss the political terms and arguments we study verbally and in writing

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Please note that support services, including registration assistance and equipment, are available to students with documented disabilities through:

~PLuS Program (for LD, AD/HD) at 773-325-1677 Student Center #370 and/or

~the Office for Students with Disabilities (all other disabilities) at 773-325-1677, Student Center #370

Please also note: this syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate. I will make my best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.

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Required texts to purchase:

~Daniel Kanstroom, *Deportation Nation* (Cambridge: Harvard University Press, 2007), ISBN: 0674046226; ISBN-13: 978-0674046221

~Saskia Sassen, *Globalization and Its Discontents: Essays on the New Mobility of People and Money* (New York: New Press, 1998). ISBN-10: 1565845188; ISBN-13: 978-1565845183

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These books are available at the bookstore for purchase and are also on reserve at the library. If you use the reserve books, please do your best to read or copy the texts quickly and be aware that others might be waiting for them.

Websites you may want to consult while you take this class:

~ articles and images on immigration: <http://dbacon.igc.org/Imgrants/imgrants.htm>

~http://borderbattles.ssrc.org/Rumbault_Ewing/index.html

~ <http://ccis.ucsd.edu/>

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Course Requirements:

~you will be graded on the following:

a) Two take home exams—the exams will be distributed two weeks before they are due; they will be 6-8 pages typed, double spaced—**35% each** (total: **70%** of grade); endnotes and bibliography should be added to the page count (that is, you are expected to write 6—8 pages of pure text, no footnotes, and the endnotes and biblio will be additional; endnotes with complete bibliographic citations)—first due: in class, Feb 5 second one due: March 17, 10:30 am

b) 10 one page summaries of the reading, assigned below—Times New Roman, 12 point, margins unaltered, double spaced (no extra spaces between paragraphs); no cover pages allowed—(2 pts each) **20 points total (20%)**

c) Class participation and attendance—**10% of the grade**

~failure to meet any of these deadlines can lead to an administrative drop; all students are expected to work in this class

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~paragraphs:

~in this class, you are required to write ten (10) one page summaries total; they must be turned in at the beginning of class time for the specific texts assigned below; absolutely no paragraphs will be accepted after the last day of class.

~in these paragraphs, you should analyze the main themes of the readings (What are the main concepts? The most important questions authors raise? What are solutions proposed?);

~make sure you write the paragraph after you have read the entire reading;

~this paragraph should not be a list but written in prose and it should focus on specific ideas of the author assigned;

~the paragraph should not be considered a journal (or a rant) and you do not need to agree (or disagree) with the author's ideas; nor do you need to "outsmart" the author; instead, you want to show that you know how to identify the main themes of the assigned reading and can explain how these concepts are linked; ideally you can suspend your own beliefs and emotions and simply enter into the text; the goal is to show you can "speak the author's language"

~make sure the paragraph is readable—if you have trouble writing your paragraphs, DePaul has a writing center that will proofread drafts (by appointment)

~all paragraphs should be double spaced, Times New Roman, with normal margins and no more than one page;

~I expect there to be a learning curve—for example, I expect that if an author is difficult to understand that by the second reading, you understand the text more (because we have gone over it in class and you are now used to the author's language); second, I expect you to respond to feedback on the paragraph

~make sure you discuss ideas only—please do not evaluate the emotional state of the author, "read between the lines" or discuss his or her writing style (unless it is relevant to political theory);

~using quotes—this is fine, although they should be minimized in a paragraph—you should use quotation marks about the word, phrase or sentence of the author and then give the page number in parentheses; explain all quotes and introduce them in your own words; all terms, special words (concepts), specific facts and direct quotes should be cited with a page number in parentheses

~plagiarism: any specific words, phrases or sentences from text must have quotation marks around them and the page number should be given; merely changing a letter (for example, Hobbes' "trayne" is changed to "train") or simply changing a few words but retaining the syntax or diction of the author is still plagiarism—you must rephrase the idea entirely and in contemporary language (which includes contemporary spelling and avoiding Old English) to avoid plagiarism; so, for example, using parts of an author's sentence and filling in some of your words is called "mosaic plagiarism"; using a specific word that the author uses but not using quotation marks is plagiarism; or writing as if the idea were your own....

~you will receive a mark of SAT (good job), SAT+ (exceeds expectations—excellent), or SAT- (below course requirements)—2 or more SAT-s will result in no credit for those and any future paragraphs receiving a SAT-. If you do not discuss all authors assigned, you will automatically receive a SAT- or NC (no credit) depending on the quality of what you did write. Please do not write more than one page—this is true even if there are multiple authors—you should write a total of one page per assignment (no less than half a page, no more than one page); these should help you to study for the exams and maintain focus on the themes for that assignment; finally,

make sure that all your ideas are original and not culled from the internet—not only is this cheating, but the information you find will most likely be wrong or highly distorted.

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More specifically: ~attendance: more than one absence will affect your grade negatively—your average attendance will be factored in to the above percentage in addition to participation and written work; only documented absences will be excused at the discretion of the professor
~reading: please do not fall behind on the readings—all are theoretical in nature and cannot simply be read the night before an exam; please bring all readings to class; readings listed on the syllabus should be read by the beginning of that class; please read and interpret these texts yourself and do not rely on information from the internet—much of this information is incorrect
~participation: it is essential that participation is related to the topic at hand; digressions or personal stories do not count towards a grade; second, there must be respect for all opinions in order to have a good class discussion and all discussion must be kept confidential; civility in the classroom is expected at all times

~use of technology during class time—if a student is surfing the web or using his/her cell phone (including texting), s/he will be marked absent for that day; if this happens a second time, the student will be required to meet with the professor to discuss disciplinary measures; cell phones may be put on vibrate as long as they do not distract the class

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Schedule and Readings:

~week 1 Immigration Today: Crisis?

1a introduction/context

Tues, Jan 6

1b~Kathleen Arnold, introduction, *Anti-Immigration in the United States* (physical copy at library—can read or copy)

Thurs, Jan 8

also available on this site:

<http://uci.worldcat.org/title/anti-immigration-in-the-united-states-a-historical-encyclopedia/oclc/723141672/viewport>

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~Saskia Sassen, *Globalization and Its Discontents*, introduction (pp xix—xxxiv)

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~Samuel Huntington, “The Hispanic Challenge”:

Samuel Huntington, “The Hispanic Challenge,” *Foreign Policy*,

<http://cyber.law.harvard.edu/blogs/gems/culturalagency1/SamuelHuntingtonTheHispanicC.pdf>

--paragraph assignment 1: please write one (or 1 ½) page (directions above) regarding all of the readings above, with less space devoted to Huntington and more to Sassen and Arnold

optional:

~Linda Bosniak, “The Citizenship of Aliens,” *Social Text* 56 (Autumn, 1998): 29—35.

~week 2 Context and Crisis

2a Saskia Sassen, *Globalization and Its Discontents*, ch. 3 (pp 31—50)

Tues, Jan 13

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~ Saskia Sassen, “Bits of a New Immigration Reality: A Bad Fit With Current Policy,” *Border Battles: the U.S. Immigration Debates*, ssrc.org, July 28, 2006,
<http://borderbattles.ssrc.org/Sassen/>

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~Portes and Rumbaut, *Immigrant America* 3rd ed— conclusion (pp 343—372)— (physical copy at library—can read or copy);

or available at:

http://www.ebook3000.com/politics/Immigrant-America--A-Portrait--Third-edition--Revised--Expanded--and-Updated_124628.html

or:

http://ebookey.org/Immigrant-America-A-Portrait-Third-edition-Revised-Expanded-and-Updated_1072447.html

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Sonia Nazario, “The Children of the Drug Wars: A Refugee Crisis, Not an Immigration...” *New York Times*, July 11, 2014,

[http://www.nytimes.com/2014/07/13/opinion/sunday/a-refugee-crisis-not-an-immigration-crisis.html?smid=fb-](http://www.nytimes.com/2014/07/13/opinion/sunday/a-refugee-crisis-not-an-immigration-crisis.html?smid=fb-nytimes&WT.z_sma=OP_TCO_20140712&bicmp=AD&bicmlukp=WT.mc_id&bicmst=1388552400000&bicmet=1420088400000&_r=2)

[nytimes&WT.z_sma=OP_TCO_20140712&bicmp=AD&bicmlukp=WT.mc_id&bicmst=1388552400000&bicmet=1420088400000&_r=2](http://www.nytimes.com/2014/07/13/opinion/sunday/a-refugee-crisis-not-an-immigration-crisis.html?smid=fb-nytimes&WT.z_sma=OP_TCO_20140712&bicmp=AD&bicmlukp=WT.mc_id&bicmst=1388552400000&bicmet=1420088400000&_r=2)

~film: Farmingville POV (in class)

2b plenary power and its antecedents

Thurs, Jan 15

~Kanstroom, *Deportation Nation* — introduction (pp 1—20) ; ch. 1 (pp 21—60)

~week 3 why immigration policy is unique

3a plenary power

Tues, Jan 20

~Kevin R. Johnson, “Race and Immigration Law and Enforcement: A response to Is There a Plenary Power Doctrine?,” *Geography* 289 (1999—2000): 289—305. available through DePaul Library, on-line)

~César Cuauhtémoc García Hernández, “Plenary Power,” in *Anti-Immigration in the United States*, encyclopedia, 393—394 (scan on D2L)

~Kanstroom, *Deportation Nation*—ch 1 (part of chapter: pp 60—90)

--paragraph assignment 2: please write one page (directions above) regarding the Johnson and Hernández articles (but do all reading assigned above)

3b historical context and the new federalism

Thurs, Jan 22

~Monica Varsanyi, “Rescaling the ‘Alien,’ Rescaling Personhood: Neoliberalism, Immigration and the State,” <http://ccis.ucsd.edu/wp-content/uploads/2009/07/WP-173.pdf>

~Ernesto Verdeja, “Law, Terrorism, and the Plenary Power Doctrine: Limiting Alien Rights,” *Constellations*, 9, no. 1 (2002): 89—97. (available through DePaul Library, on-line)

~Alfonso Gonzales, excerpt from *Reform Without Justice*, pp 158—165 (scan, D2L)

--paragraph assignment 3: please write one page (directions above) regarding the Varsanyi article with at least two sentences summarizing the Verdeja article

~week 4 race after plenary power/post entry social control

4a

Tues, Jan 27

~from *Anti-Immigration in the United States*, encyclopedia (scan on D2L):

—Tamara K. Nopper, “Chinese Exclusion,” —pp 105—109

—1920s—Nancy Ordovery, “Johnson Reed Act” [pp 301—302] ; Christina Ziegler-McPherson, “The Dillingham Commission” [pp 159—160] ; Tamara K. Nopper, “Eugenics,” [pp 189—193]; Elizabeth Bryant Morgenstern, “Ellis Island” [pp 174—175]

—Frederick I. Lee, “Japanese Internment,” [pp 291—294]

—J.C. Salyer, “Human Rights,” [pp 254—256]

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~Kanstroom, *Deportation Nation* —ch 3 (pp 91—130)

~midterm paper assignment will be passed out (in class only—no online requests please)

4b

Thurs, Jan 29

~Cheryl Shanks—ch.s 6, pp 144—186 (on 1965 Act)—book is on reserve or available at:

http://www.ebook3000.com/Immigration-and-the-Politics-of-American-Sovereignty--1890-1990_47404.html

--this chapter will be scanned by the library and available on e-course reserves

also available at:

http://ebookey.org/Immigration-and-the-Politics-of-American-Sovereignty-1890-1990_504144.html

--paragraph assignment 4: please write one page (directions above) regarding the Shanks chapter

HO: timeline of US immig policy

~week 5 policy history

Tues, Feb 3

5a~Shanks, ch. 7—187—229 (1986 IRCA plus 1990))—see above for availability (can use link above and/or read scan on D2L)

5b midterm due and watch movie (no reading)

Thurs, Feb 5

~week 6 detention and deportation

6a ~Kanstroom, *Deportation Nation*, pp 161—186

Tues, Feb 10

~Kevin R. Johnson, “The Forgotten ‘Repatriation’ of Persons of Mexican Ancestry and Lessons for the ‘War on Terror,’” Fifteenth Annual Dyson Distinguished Lecture, *Pace Law Review* 26, no. 1 (Fall 2005): 1—25.

~Mother Jones re: UAI (minors)-- <http://www.motherjones.com/politics/2014/06/child-migrants-surge-unaccompanied-central-america>

~case brief—*Harisiades v Shaughnessy*

<http://www.lawschoolcasebriefs.net/2013/11/harisiades-v-shaughnessy-case-brief.html>

--you can also skim the wiki:

http://en.wikisource.org/wiki/Harisiades_v._Shaughnessy_%26_Mascitti/Opinion_of_the_Court

6b UAIs: Ningún Ser Humano Es Ilegal

Thurs, Feb 12

~ from *Anti-Immigration in the United States*, encyclopedia (scan on D2L):

Julian Jefferies, "Illegal Aliens," [pp 262—266] + Deborah A. Boehm, "Mixed Status Families," [pp 342—344]

~Mae M. Ngai, "No Human Being is Illegal," *Women's Studies Quarterly* 34, no 3/4, Envy (Fall-Winter, 2006): 291—295. (available through DePaul Library electronic articles—Jstor or Lexis Nexis)

~Leo Chavez, *The Latino Threat*, ch. 1 (21—43) –scan on library course reserves

~U.S. Detention of Aliens in Aftermath of September 11 Attacks,

The American Journal of International Law, Vol. 96, No. 2 (Apr., 2002), pp. 470-475

Stable URL: <http://links.jstor.org/sici?sici=0002-9300%28200204%2996%3A2%3C470%3AUDOAI%3E2.0.CO%3B2-1>

(available through DePaul Library electronic article portal—Jstor)

~ Hector Perla, Susan Bibler Coutin, "Legacies and origins of the 1980s US-Central American Sanctuary Movement," *Refuge* 26, no. 1 (Spring 2009): 7—19;

http://www.academia.edu/384328/Legacies_and_Origins_of_the_1980s_US_Central_American_Sanctuary_Movement

~case brief—Mezei (*Shaghnessy v United States ex rel. Mezei*)

<http://uscivilliberties.org/cases/4477-shaughnessey-v-united-states-ex-rel-mezei-345-us-206-1953.html>

~week 7 detention and deportation

7a

Tues, Feb 17

~Kitty Calavita, "U.S. Immigration Policy: Contradictions and Projections for the Future,"

Indiana Journal of Global Legal Studies 2, no. 1, Symposium: Global Migration and the future of the Nation-State (Fall 1994): 143—152. (available through DePaul library, on-line, JStor)

~Kanstroom, *Deportation Nation*, pp 186—224

~article on new types of detention:

http://www.npr.org/blogs/thetwo-way/2014/06/20/323980057/u-s-will-open-immigrant-family-detention-centers-target-rumors-of-laxity?sc=17&f=1001&utm_source=iosnewsapp&utm_medium=Email&utm_campaign=app

~*New York Times* series, "The Way North"

<http://www.nytimes.com/interactive/2014/us/the-way-north.html>

~case briefs— *Matthews v. Diaz*,

<http://law2.umkc.edu/faculty/projects/ftrials/conlaw/MatthewsvDiaz.html>

Plyler v Doe

http://www.oyez.org/cases/1980-1989/1981/1981_80_1538

United States v Brignoni-Ponce, 422 US 873, 886—87, 1975

http://en.wikipedia.org/wiki/United_States_v._Brignoni-Ponce

Kleindienst v Mandel, 1972 decision

<http://www.lawschoolcasebriefs.net/2013/11/kleindienst-v-mandel-case-brief.html>

--paragraph assignment 5: please write one page (directions above) regarding the Calavita article

7b

Thurs, Feb 19

~legal brief (required reading) on *Benitez v Mata*:

<https://www.aclu.org/FilesPDFs/profs.pdf> (available on internet)—this is amici curiae to Supreme Court with most important law professors (actual text is: pp 13—41)

~Supreme Court's decision on *Benitez v Mata* and indefinite detention of Mariel refugees—see: <http://www.aclu.org/content/high-court-affirms-government-cannot-indefinitely-detain-mariel-cubans>

~case briefs: --*INS v St. Cyr* (2001—pre 9/11)

<http://www.law.cornell.edu/supct/html/00-767.ZS.html>

--*Zadvydas v. Davis* and *Ashcroft v. Ma*

Zadvydas: <http://www.law.cornell.edu/supct/html/99-7791.ZO.html>

Ashcroft v Ma: <http://openjurist.org/361/f3d/553/ma-v-ashcroft>

~Julia Preston, “Deportations Continue Despite U.S. Review of Backlog,” *New York Times*, June 6, 2012, <http://www.nytimes.com/2012/06/07/us/politics/deportations-continue-despite-us-review-of-backlog.html?ref=juliapreston>. (free if you enter through DePaul's portal)

--paragraph assignment 6: please write one page regarding the *Benitez v Mata* case (2 texts)

~week 8 refugees and the “right to have rights”

8a —why Arendt argued that the stateless have no “right to rights”

Tues, Feb 24

~Kanstroom, *Deportation Nation*, pp 225—246

~Pierre Hassner, “Refugees: a Special Case for Cosmopolitan Citizenship?” (Ch. 13) in *Re-imagining Political Community*, ed.s Daniele Archibugi, David Held, and Martin Köhler (Stanford: Stanford University Press, 1998). [pp 271—286] scan—available on the library e-reserves

--read the following article on refugee children/unaccompanied minors:

<http://www.nationaljournal.com/domesticpolicy/why-90-000-children-flooding-our-border-is-not-an-immigration-story-20140616>

+ Julia Preston

http://www.nytimes.com/2014/07/20/us/rush-to-deport-young-migrants-could-trample-asylum-claims-.html?&hp&action=click&pgtype=Homepage&version=HpSum&module=first-column-region®ion=top-news&WT.nav=top-news&_r=3&assetType=nyt_now

~plus brief on unaccompanied minors—read the introduction (my page numbers will be the PDF page numbers—not the numbers on the paper document because they are too hard to see)—introduction is roughly the first ten pages of the document; then read Section 1—from 19—40; then 44—down to sentence on next page (the deadline for children section)—here is the link:
http://www.uchastings.edu/centers/cgrs-docs/treacherous_journey_cgrs_kind_report.pdf

--paragraph assignment 7: please write one page (directions above) regarding the Hassner chapter plus three sentences discussing the main points of the unaccompanied minors legal brief

~film: The Visitor

optional:

Giorgio Agamben, “We Refugees,” www.egs.edu/faculty/agamben/agamben-we-refugees.html

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Thurs, Feb 26

8b ~Andrew I. Schoenholtz, “Refugee Protection in the United States Post-September 11,” *Columbia Human Rights Law Review* 36, no. 2 (2005): 323—364. Available through the DePaul Library (on-line):

http://www.heinonline.org.ezproxy1.lib.depaul.edu/HOL/Page?public=false&handle=hein.journals/colhr36&men_hide=false&men_tab=citnav&collection=journals&page=323

~Lexis Nexis summary of: Lori Adams, “U.N. Report: Refugee Rights in the U.S. Scaled Back...” *New York Law School Journal of Human Rights* 19, part 3 (2003): 807—818.

Available on DePaul library site:

[http://www.lexisnexis.com.ezproxy1.lib.depaul.edu/hottopics/Inacademic/?shr=t&csi=145269&sr=TITLE\(Refugee+Rights+in+the+U.S.+Scaled+Back+by+Recent+Anti-Terrorism+Legislation%3A+Are+We+Violating+the+United+Nations+Refugee+Convention%3F\)+and+DATE+IS+2003](http://www.lexisnexis.com.ezproxy1.lib.depaul.edu/hottopics/Inacademic/?shr=t&csi=145269&sr=TITLE(Refugee+Rights+in+the+U.S.+Scaled+Back+by+Recent+Anti-Terrorism+Legislation%3A+Are+We+Violating+the+United+Nations+Refugee+Convention%3F)+and+DATE+IS+2003)

~Mark Dow, “A Short History of Guantánamo,” nth position online, February 2005,

<http://nthposition.com/ashorthistory.php>

--see also interview: Amy Goodman, et al. “A Look Inside U.S. Immigration Prisons,”

Democracy Now! May 4, 2006,

http://www.democracynow.org/2006/5/4/a_look_inside_u_s_immigration.

~“Electronic Anklets Track Asylum Seekers in U.S.,” NPR website

<http://www.npr.org/templates/story/story.php?storyId=4519090> [one paragraph]

~“U.S. Mistreats Asylum Seekers”; it is 9 pages and is in Adobe Acrobat (“Asylum Seekers in Expedited Removal”)

<http://www.npr.org/documents/2005/feb/asylum/execsum.pdf>

--paragraph assignment 8: please write one page (directions above) regarding the Schoenholtz article + Mark Dow, “A Short History...”

optional:

- ~Nurith C. Aizenman, Edward Walsh, “Immigrants Fear Deportation After Registration,”
- ~Agnes Blum, “Helping those who get one-way tickets to Haiti,” *The Boston Globe* (Vol. 261, #160, 6/9/02), p 5 of city weekly.
- ~Knight-Ridder Service, “Case spotlights use of codes to label US visa applicants,” *The Boston Sunday Globe* (Vol. 251, #159, 6/8/97), p A28.
- ~Richard Chacon, “Imprisoned by Policy,” *Boston Globe* (Vol. 258, #111, 10/19/00), p. A1.
- ~Jaya Ramji-Nogales, et al. “Refugee Roulette: Disparities in Asylum Adjudication,” *Stanford Law Review* 60, no. 2 (November 2007): 295—.

~week 9 Are immigrants economic?

9a-Postville + Sassen

Tues, March 3

~Erik Camayd-Freixas, Statement of Dr. Erik Camayd-Freixas, Federally Certified Interpreter at the U.S. District Court for the Northern District of Iowa Regarding a Hearing on “the Arrest, Prosecution, and Conviction of 297 Undocumented Workers in Postville, Iowa, from May 12 to 22, 2008.” Before the Subcommittee on Immigration, Citizenship, Refugees, Border Security and International Law. July 24, 2008 at 11:00am, 1310 Longworth House Office Building. [20 pp] http://judiciary.house.gov/_files/hearings/pdf/Camayd-Freixas080724.pdf

~Sassen, *Globalization and Its Discontents* chapter 7

optional:

~Magen Tzedek article—Michale A. Haedicke, “From Collective Bargaining to Social Justice Certification: Workers’ Rights in the American Meatpacking Industry,” *Sociological Focus* 46 no. 2

--paragraph assignment 9: please write one page (directions above) regarding the Camayd-Freixas article + two sentences on the Magen Tzedek program as a solution to the problems of the Postville Raid (*required* or no credit for assignment)—you must research this program on the internet

9b~Saskia Sassen, *Globalization and Its Discontents*, ch. 8

Thurs, March 5

~Portes and Rumbaut—Ch. 4—“Making it in America; Occupational and Educational Adaptation” *Immigrant America*, 3rd ed. 67—87, 92—102 (see links above for availability) (physical copy at library—can read or copy);

or available at:

http://www.ebook3000.com/politics/Immigrant-America--A-Portrait--Third-edition--Revised--Expanded--and-Updated_124628.html

or:

http://ebookey.org/Immigrant-America-A-Portrait-Third-edition-Revised-Expanded-and-Updated_1072447.html

~Alvaro Bedoya, “Captive Labor,” *Dollars ‘n Sense*,

<http://www.dollarsandsense.org/archives/2003/0903bedoya.html>

~human rights watch website: hrw.org/english/docs—look up following reports:
~“Migrant Domestic Workers Face Abuse in the U.S.” (6/14/01)
~“Human Rights Watch Welcomes U.S. Government Meat and Poultry Study” (2003)
~“Abusive Child Labor Found in U.S. Agriculture,” (2003)

~final assignment passed out

~film: Bread and Roses

optional: listen: NPR—“Sweatshops in U.S. Territory,” May 16, 2006 (business)
Grace Chang, “The Global Trade in Filipina Workers” 135—143 in Sonia Shah, ed. *Dragon Ladies: Asian American Feminists Breathe Fire*
William Julius Wilson, *When Work Disappears*, 149—159
Edna Bonacich, “A Theory of Ethnic Antagonism: the Split Labor Market” in *The American Sociological Review* (on JStor)

~10 guest-workers

10a guest-workers Tues, March 10

~Kitty Calavita, *Inside the State: the Bracero Program, Immigration and the INS*, ch. 4 (79—123) –scan (on library reserves website)

~Susan Sterett, “In an Indeterminate State: Calavita on the Bracero Program,” *Law & Social Inquiry* 20, no. 2 (Spring, 1995): 655—673. (on jstor—via DePaul Library onsite catalogue)

--paragraph assignment 10: please write one page (directions above) regarding both readings; read Calavita first, then Sterett

10b intersectionality: race, gender and more Thurs, March 12

~feminization of labor—Sassen—ch 5, (81—95), AND ch 6—(pp 111—131)

~Kimberlé Crenshaw, “Mapping the Margins: Intersectionality, Identity, Politics, and Violence Against Women of Color,” *Stanford Law Review* (find on Jstor)—read up to p. 1266 [available through DePaul library website—Jstor is one option]

optional reading:

~Miriam Ching Louie, “Breaking the Cycle” 121—131 in *Dragon Ladies: Asian American Feminists Breathe Fire*

~Portes and Rumbaut, *Immigrant America*, 3rd ed., pp 148—153, 158—167

~Sylvia Poggioli, “Muslim Women Face Multiple Issues,” (1/20/08) NPR

<http://www.npr.org/templates/story/story.php?storyId=18234876>

~Charlie LeDuff and David Halbfinger, “Slums Behind Shutters: a special report; Wages and Squalor for Immigrant Workers,” *The New York Times* (5/21/99)

