Required Texts:


Course Prerequisites:
Given that much of the material includes quantitative data analysis, it is recommended that you have successfully completed one of the introductory statistics courses on campus (e.g., PAM 2100) and have a rudimentary understanding of how to read empirical tables and interpret basic statistical measures.

Course Description:
The United States has long been referred to as a nation of immigrants. Today, one out of every eight people in the U.S. was born abroad and one in five has parents who are immigrants. Even in spite of sluggish economy, many immigrants continue to come to the U.S. in search of a better life for themselves and their families. The rapid growth in the foreign-born population over the last few decades – combined with their shifting composition and geographic diversification – has changed American economic, political, and social institutions in major and assorted ways: from how people compete over jobs to the food and cultural customs they are exposed to, and from the makeup of our neighborhoods to how elections are decided. However, how immigration will shape the future of the country largely depends on how immigrants and their descendants become integrated into the fabric of American life and how successful they are at navigating U.S. institutions, such as schools and workplaces. This course has two core intellectual goals: 1) to provide a broad overview of the ways that social scientists think about immigration; and 2) to describe and evaluate pressing issues related to immigration policy and immigrant-incorporation policy.

The specific learning objectives for the course are as follow:
- Develop empirical understanding of how social scientists across disciplines think about the causes and consequences of immigration.
- Evaluate current social and political processes regarding immigration and immigrant incorporation, and expand empirical and cost/benefit tools to evaluate their impacts.
- Strengthen research and analytic skills, including the examination and manipulation of census data and the utilization of basic statistical tools.
- Improve professional writing skills for both academic and nonacademic audiences.
- Cultivate interpersonal skills through group discussions, group presentations, and collaborative work.
Course Requirements:

**Participation:** You are expected to attend class regularly and participate in class discussion. I also expect you to ask questions if and when you are unclear about any of the course material. This is critical not only because it will help you better comprehend the sometimes complex theories, policy issues and empirical evidence we will be discussing, but it will also alert to areas/concepts that are unclear. Additionally, any and all course announcements will be made in class and you are expected to be informed of these.

**Quizzes:** There will be several unannounced “pop” quizzes assessing your knowledge of the weekly readings. These quizzes will consist of short true/false, multiple-choice, and/or short-answer questions that will be simple to answer if all the required readings were completed. The lowest of your quiz scores will be dropped and the remaining averaged, but no make-up quizzes will be given, so plan accordingly if you intend on missing class.

**Exams:** There will be two exams in this class. The first will take place during the sixth week of class and will cover material from the start of the semester. It will be closed-book, closed-note and consist of a combination of short-answer and essay questions. The second exam will be of the take-home variety, will be distributed during the final weeks of the class, and will cover all course material. This exam will consist of 3 long-essay questions, for which you will have to answer two of them. You will have a maximum of two single-spaced pages per question (total of 4 pages, plus an additional page for references) to complete the exam.

**Supplemental Reading Discussion and Written Response:** Once during the semester, you and a classmate will prepare a 10-minute Powerpoint presentation on a supplemental reading, summarizing the major research questions, describing any data and analysis used to test those questions, and discussing the implications for current course topics. Because other students will not have read the material, summary handouts are encouraged. The team is also required to initiate a class conversation on the supplemental topic (e.g., develop 2 to 3 questions for discussion). In addition, each student is responsible for writing a brief (two single-spaced pages) summary and critique of the reading(s). The written response and presentation file(s) should be emailed to Professor Hall by 8pm on the day before the scheduled presentation. The sign-up period will take place during the first week; absent students will be assigned a week and partner.

**Demographic Overview:** To increase your familiarity with demographic data techniques and to further develop your research skills, you will create a descriptive demographic profile of an immigrant group (from a particular sending country, of a certain occupation, or residing in some location) using existing census data. This report, which would be suitable for dissemination to policymakers, business leaders, or other professionals, will be largely factual in nature and should include at least two tables/figures, and should include a discussion of potential limits of statistical data (i.e., what information cannot be gleaned from census data?). The final report should be about 3 single-spaced pages (no more than 4), including tables/figures and any references, and follow the formatting guidelines outlined below. More information on the requirements of this assignment can be found in the “Demographic Overview” file in the “Assignments” folder on Blackboard.

**Policy Report:** In the second half of the semester, you will prepare another report on a major state or local policy initiative or legislative act that is either currently under consideration or has been within the last 15 years (since 2000). In this report, you will summarize the main provisions of the policy or legislation, describe the historical, social, political, and/or economic context and motivation that frames it, and discuss the impact or potential impact of this policy. The final report should be about 3 single-spaced pages (no more than 4) and follow the course formatting guidelines. These reports will be presented and discussed during the final few weeks of class. More information on the requirements of the assignment, including possible topics, can be found in the “Policy Report” file in the “Assignment” folder on Blackboard.

**Formatting and Submission:** All written assignments and exams should be typed using 12-point Times New Roman font on paper with 1” margins and single-line spacing. Your name, email, and the date should be located on the front of the document. Please use the Chicago Manual of Style for referencing material. The final exam should be submitted electronically through Blackboard, which will provide you with a “receipt” for submitting your paper on time. It is your responsibility to make certain your file was submitted successfully.

**Late Policy:** A make-up for the midterm will be permitted only under cases of emergencies or significant illness. No make-ups for quizzes, under any circumstance. Missing a presentation will result in a “0” grade. Written documents, including the final take-home exam, will be penalized 15 percentage points for the first minute late and 15 additional percentage points for each 24-hour period thereafter.
**Grading:** There are 600 possible points in this course: Quizzes (averaged, total=60pts); Demographic Overview (60pts); Policy Summary (90pts); Supplemental Reading Response (90pts); Midterm (120pts); and Final (180pts). Final grades will be based on the breakdown of the percentage correct of these total points shown to the right.

**Communication:** You are strongly encouraged to take advantage of scheduled office hours offered by the professor and/or to make an appointment if office hours are inconvenient. This is your opportunity to receive clarification on concepts and issues covered in lectures and in readings, or to address any other problems you are having with the course. Outside of office hours, the best form of communication with the professor is email. When sending an email, please put “PAM3040” in the subject line.

**Turn It In:** Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com is subject to the Usage Policy on the Turnitin.com site.

**Academic Dishonesty:** Students enrolled in this class must adhere to Cornell’s Code of Academic Integrity and are expected to do their own work. Those found cheating or committing plagiarism on any assignment or exam will receive a score of “0” on that assignment or exam and will be referred to the College of Human Ecology’s Academic Integrity Hearing Board.

**Policies for Students with Special Needs:** If you qualify for accommodations because of a disability, please submit to me a Faculty Notification Letter from Student Disability Services at the start of the semester. The SDS is available online at [http://sds.cornell.edu](http://sds.cornell.edu) and can be reached by phone at 607-254-4545.

**Abbreviated Course Schedule and Important Dates:**

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<tr>
<th>Week</th>
<th>Topic (course location)</th>
<th>Important Dates</th>
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<tr>
<td>1</td>
<td>Course introduction, Definitions, and Data</td>
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| 2    | Historical and demographic overview | Supplemental reading sign-up (2/2)  
Demographic group selected (2/5 [email]) |
| 3    | Causes of immigration | Demographic Overview due in-class (2/18) |
| 4    | Models of immigrant incorporation |                      |
| 5    | The state and politics of immigration |                      |
| 6    | Catchup, Review, and Midterm Exam | Midterm Exam (3/3) |
| 7    | Mexican migration |                      |
| 8    | Unauthorized migration and legal status |                      |
| 9    | High-skill immigration |                      |
| 10   | Spring Break | No class (3/29 and 3/31) |
| 11   | Impacts of immigration for native workers | Policy topic selected (4/5) |
| 12   | Broader impacts of immigration |                      |
| 13   | New destinations and local control |                      |
| 14   | Policy task force – Student presentations | Policy Report due in-class (4/26) |
| 15   | Policy task force – Discussion |                      |
| 15   | Immigration in Comparative Perspective |                      |
| Finals | Final exam due by listed date/end time | Final Exam due via Blackboard |
### Complete Course Schedule and Readings (BB=Blackboard; CUL=Cornell Library; S=supplemental):

#### Week 1 (Jan 28)  
Course Introduction, Definitions, and Migration Data


#### Week 2 (Feb 2)  
Historical and Demographic Overview

Feb 4 (Thursday) – no class; watch *Island of Hope – Island of Tears* (28min)


#### Week 3 (Feb 9 and Feb 11)  
Causes of Immigration


#### Week 4 (Feb 18)  
Models of Immigrant Incorporation

Feb 16  
No class (Mid-winter break)

Feb 18  
**Demographic Overview due by 10:10am (in-class)**


### Week 5 (Feb 23 & Feb 25)  The State and Politics of Immigration


### Week 6 (Mar 1 & Mar 3)  Catchup, Review and Midterm Exam

Mar 3  **Midterm Exam**

### Week 7 (Mar 8 & Mar 10)  Mexican and Undocumented Migration


### Week 8 (Mar 15 & Mar 17)  Unauthorized Migration and Legal Status


### Week 9 (Mar 22 & Mar 24)  High-Skill Immigration


### Week 10 (Mar 29 & Mar 31)
**Spring Break – No classes**

### Week 11 (Apr 5 & Apr 7)
**Impacts of Immigration for Native Workers**


### Week 12 (Apr 12 & Apr 14)
**Broader Impacts of Immigration**


### Week 13 (Apr 19 & Apr 21)
**New Destinations and Local Control**


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<tr>
<th>Week 14 (Apr 26 &amp; Apr 28)</th>
<th><strong>Policy Task Force (Student Policy Presentations)</strong></th>
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<td>Apr 26 <strong>Policy Report due by 10:10am (in-class)</strong></td>
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<tr>
<th>Week 15 (May 3 &amp; May 5)</th>
<th><strong>Policy Task Force (More Presentations and Reform Discussion)</strong></th>
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<td>Additional readings on current reform efforts TBA</td>
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<th>Week 16 (May 10)</th>
<th><strong>Immigration Policy Issues in Comparative Perspective</strong></th>
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