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 on the Regional Blogs and Multi-City Discussion Boards. The intellectual quality of this course depends on active participation by every member in the class. In addition, you are urged to keep notes in a systematic way on the readings and class activities.

Orientation Activities (3 points)
Please read through this syllabus and complete the online orientation activities. These assignments will assist you in having a successful online course.

Reading Reflection Journals (35 points)
The purpose of the weekly 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 discussion board.

Regional Blogs (21 points)
The purpose of the Regional Blogs is to explore one metropolitan region in detail. Three or four students will be assigned to one 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 Discussions (21 points)
The purpose of the Multi-City Discussions is to share your Region Blog discoveries with a group of students researching other Regions. Each week you will be given a discussion prompt to start the discussion.
Final Exam (20 points)
The final exam will consist of multiple choice, short answer, and essay questions. The exam will draw from the reading materials/reflection, Regional Blogs, the Multi-City Discussions. Exam will be on Friday August 7th.

Optional Field Trips
You have several additional opportunities to learn about organizations working with immigrants, as well as network with professionals engaged in local immigration issues. You will be responsible for your own transportation.

Wednesday, July 1 - City of Joliet, Illinois – ½ day field trip, time TBD. Learn about what one suburban local government is doing for immigrants and some of the challenges they face.

Thursday, July 2 – Centro Autónomo de Albany Park – 3 to 9pm. Learn about what one nonprofit organization is doing for immigrants in a Chicago neighborhood.

Thursday, July 9 – attend WE Global Network Conference in Dayton, Ohio. Learn about what cities are doing to retain and attract immigrants. Cost is $75

Grading

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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](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/](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**
My virtual office hours are Tuesday and Thursday from 4-5pm (central time) by appointment. I will be traveling a little bit this summer, so some hours will be rescheduled. Please connect with me virtually 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 or email me directly. Most course related problems can be resolved if they are jointly addressed by instructor and student early in the semester. Students with special need (factors that might interfere/conflict with the successful completion of the course) should tell me as soon as possible.

**Schedule & Deadlines**

All deadlines at 11pm.

Deadline schedule for the course:

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<td>Reading Reflection</td>
<td>Regional Blog Post</td>
<td>Regional Blog comments &amp; responses</td>
<td>Multi-City Post</td>
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**Orientation Week**
Starts June 10

**Module 1 - Global Immigration Trends**
Starts Monday, June 15

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.

- Mary Pierce and Lisa Benton-Short; Chapter 2.
- Philip Marin, and Elizabeth Midgley; Immigration in America 2010.

**Module 2 – Anti-Immigrant Backlash and Local Policy Making**
Starts Monday June 22
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.

- ACLU. 1999. CA’s Anti-Immigrant Proposition 187 is Voided, Ending State’s Five-Year Battle with ACLU, Rights Groups

Module 3 – Power of Ethnic Enclaves and Associations
Starts Monday June 29

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 ethic associations in the US, UK and Australia.

- Today Tonight on Ethnic Enclaves in Australia (9 minutes)
- Zimbabwe-Hometown Associations in the UK (15 minutes)

Module 4 – Constructing Border Checkpoints in the City
Starts Monday July 6

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.

- Welcome to Hazleton: One Mayor’s Controversial Plan to Deal with Illegal Immigration, CBS News, Nov 17, 2006 (read article and watch video-3 minutes)
• City of Hazelton Ordinances - 2006-18 Illegal Immigration Relief Act Ordinance
• U.S Court of Appeals, Third Circuit – Lozano v City of Hazelton, No. 07-3531 (read through 1-47, you can skim 47-72).
• Kelley, Angela Maria. 2009. What Are the Economic Effects of Arizona’s Immigration Laws? Center for American Progress (2 minutes)
• Documentary Film - 9500 Liberty (80 minutes)

Module 5 – Immigrants Organize in the City
Starts Monday July 13

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.

• Justice for Janitors: A look back and a look forward: 24 years of organizing janitors.
• Justice for Janitors Campaign: Rooted in the Struggle for Immigrant Rights (read and watch the video-3 minutes).
• Justice for Janitors Videos: Telling the Story of Justice for Janitors (watch at least one video from each section--Making History, Campaign Highlights and Janitor-In their Own Words, each video runs between 3 and 8 minutes).
• Albany Park Autonomous Center Website and Video (6 minutes)
• South Asian Organizing Center Website and Video (19 minutes)
• Esperanza Community Housing Corporation Website and Video (2 minutes)
• Many Languages One Voice Website and Video (3 minutes)

Module 6 – Immigrants as Drivers of Economic Growth and Revitalization
Starts Monday July 20

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.

• WEGlobal Newtork. 2015. A Day in the Life of an Immigrant Entrepreneur: Stories from America’s Rust Belt.
• Immigrant Entrepreneurs and Economic Growth (35 minutes)
• Neighborhood Development Center Website
• Finanta Website
• Interactive Map: The Impact of Immigrants on the Housing Market:
• Interactive Map: The Impact of Immigrants on Main Street Business and Population in U.S. Metro Areas

Module 7 – Creating Immigrant Friendly Cities
Starts Monday July 27

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.

• City of Bloomington, IN Latino Programs and Outreach Website
• Welcoming America Website
• Building a Nation of Neighbor (video about 20 minutes)
• Optional: Welcome to Shelbyville (highly recommended) (60 minutes)
• Where The River Meets (music video-6 minutes)
• Welcome Dayton Website
• Welcome Dayton Plan
• Welcoming Cities and Counties Website
• WE Global Network Website
• 15 Immigrant Friendly Cities
• Municipal Innovations in Immigrant Integration: 20 Cities, 20 Good Practices

Review for Final Exam
Starts August 3

Final Exam
Friday, August 7