

PPD 686: U.S. Immigration Policy

FALL 2013

6:00 to 9:20 pm, Thursday, RGL 219

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What immigration strategy best serves U.S. national interests in 2013?

How does that strategy translate into policies at the federal, state and local level?

The basic project of this course will be for students to develop their own answers to both those questions. It will be an effort in applied policy studies. The approach will be intensely interdisciplinary, drawing ideas and information from multiple sources in the social sciences, policy-making, advocacy and journalism. The perspective on immigration will be as a phenomenon that is both international and domestic, that affects multiple aspects of national and community life from the labor market to the character of civic engagement and that presents an array of policy challenges far more numerous and complex than simply deciding who gets a visa. The course will closely monitor developments in Washington where a major debate on U.S. immigration policy is unfolding.

Students will develop skills in the presentation of evidence and analysis through class presentations and written work. Assignments will be developed both individually and in groups.

The semester is divided into three segments: The first three weeks will be spent reviewing broad ideas and basic data. The second segment will examine the process of policy making and the key debates of recent years with a focus primarily on Washington but also taking into accounts efforts at restriction by state and local governments. The third segment will explore the implementation and effects of specific policies. We can expect to have several guest speakers contributing to our conversations, and we may need to adjust the flow of content in the class schedule accordingly.

Learning objectives

- 1) Become knowledgeable about some of the key social science theories and research findings about migration and apply those lessons to policy analysis.
- 2) Understand the evolution of U.S. immigration policy with a particular focus on the current debate and its antecedents.
- 3) Assess the formulation of current policy mechanisms, the implementation challenges and resulting controversies.
- 4) Develop skills in arguing from evidence. Students will practice the use of data and other research findings as instruments of persuasion.

- 5) Develop skills in the art of framing and coupling--defining a policy challenge so that the proposed solution seems to flow from it.
- 6) Developing skills in writing short.

Written Assignments and Class Presentations

The written work in this course is meant to be terse and persuasive. It will develop skills in summarizing information from several sources. It will test abilities to advocate and analyze. Students should assume they are addressing a motivated, intelligent but non-scholarly audience, an audience with a short attention span. Think in terms of the board of directors of a foundation, an agency head, or senior staff of a congressional committee. Given the emphasis on synthesizing information developed by others extensive and complete attribution is essential. This will be accomplished through in-text citations using the author-date method and alphabetized bibliographies. The Chicago Manual of Style is preferred. Word lengths for assignments do not include bibliographies. All written assignments will be delivered on Blackboard as word processor documents.

News Blog: The Senate passed a major immigration reform bill June 27 and the House of Representatives is expected to take up the topic this fall. Meanwhile, a variety of experts and interest groups will be attempting to influence the process. We will spend part of every class session assessing these events as they unfold. To keep track of events and provide a basis for class discussions students will maintain a group blog about relevant developments. **Each student is expected to write at least five posts scattered across the course of the term (roughly one every three weeks) and are encouraged to be more active than that.** The posts should be brief (100 to 200 word) comments on a news article, the release of a report or study, a speech or the announcement of a proposal, etc. Ideally, the posts should seek to provoke classroom conversation by raising a question or suggesting a connection to a concept that has come up elsewhere in the course.

Reading memo: A short (750 word) memo, responding to questions about the reading in the class thus far. **Due: September 24**

Midterm: An open-book, take-home examination to be completed during class time on **October 10**.

Policy debates: Students working in teams (to be assigned well in advance by the instructor) will hold a series of five debates arguing the pro and con sides of a designated policy proposition. All of the materials necessary to argue either side will be contained in required or optional reading for that week's class. Each student will participate as a debater once. Students in the audience will question, judge and critique the debaters. The form of the debates will be discussed extensively in class. The debate schedule:

- **October 24**—Resolved: Local law enforcement officers should ask individuals for proof of immigration status whenever they have a reasonable suspicion of unauthorized presence.
- **October 31**—Resolved: Any legalization program for unauthorized migrants must contain a clear and practicable path to U.S. citizenship.

- **November 7**—Resolved: Temporary visa programs for highly skilled workers should be increased sufficiently to meet the needs of U.S. technology companies.
- **November 14**—Resolved: Family reunification should be replaced as the primary avenue of permanent migration with a system that judges applicants on their potential economic contributions.
- **November 21**—Resolved: Eligibility for means-tested welfare, health and education programs should be limited to U.S. citizens.

Policy Memo: The major assignment for the course will be the production of a policy memo on a topic to be defined by the student. These memos will advocate for specific policy options based on a research-based diagnosis of a problem and an analysis of alternative solutions already available in existing policy debates. Students should not attempt to devise new policy mechanisms. This is not an exercise in innovation. There are three key elements to this assignment: the use of evidence, the definition of the problem and of the desired outcomes and the argumentation in favor of the proposed solutions.

The deliverables, **due December 12** will be comprised of the following elements:

1. Executive summary: A one-pager, a maximum of 500 words, must fully summarize the problem and the proposed solution in a manner that conveys the coupling between them. Along the way it should highlight the most persuasive evidence for the case being made.
2. Literature review: Students will assess the most important evidence available from the social science and policy analysis literatures regarding the nature of the problem being addressed and the available solutions. The review can be structured as a list of topics (as opposed to an analytical narrative) and should be accompanied by an annotated bibliography. (2,500 to 3,000 words)
3. Policy Memo: This is a tightly- written, stand-alone document that aims at persuasion. It must define a problem, assess the available policy options and argue for a solution that will achieve desired outcomes. The memo should make skillful use of evidence for purposes of argumentation while assuming that the full literature review is available to the reader. (2,500 to 3,000 words)

Students will advise the instructor of their proposed topic via email by **October 31**.

An outline with a tentative bibliography and a sketch of the policy recommendations is due **November 21**.

Grading

Class Participation	15
News Blog	15
Reading memo	10
Midterm	20
Debates	10
Policy memos	30
Total	100

Students are expected to be present and prepared for every class session. Active participation during lectures and seminar discussions is essential. If unavoidable circumstances arise which prevent attendance or preparation, the instructor should be advised by email with as much advance notice as possible.

Course Schedule and Assigned Reading

All of the assigned reading will be available online either on Blackboard or through Kindle. Additional materials will be posted regularly on Blackboard.

Class preparation memos will be posted on Blackboard each week to guide you through the reading as not everything listed below needs to be read in its entirety. But, it will be important for students to be prepared to discuss the salient aspects of the readings as they pertain to the course.

The following schedule is subject to change as events or the availability of guest speakers warrants.

August 29: Introduction to the course

September 5: Theories of Immigration for nations, families and individuals.

A quick tour of some major ideas from international relations, political science and sociology to help frame policy analyses of immigration. Plus, a short introduction to the current U.S. immigration reform debate.

- Massey, D.S., et al. "[Theories Of International Migration - A Review and Appraisal](#)." *Population and Development Review* 19.3 (1993): 431-66.
- Hollifield, James F. "[The Emerging Migration State](#)." *International Migration Review* 38.3 (2004): 885-912.
- Ngai, Mae M. "Introduction –Illegal Aliens: A Problem of Law and History" pp. 1 – 14. *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton U.P. 2004. [Available as an e-book through the USC Library]
- Alden, Edward. "Winning the Next Immigration Battle." *Foreign Affairs*. February 11, 2013

Supplementary reading

-- Papademetriou, Demetrious. "[The Fundamental of Immigration Reform.](#)" *The American Prospect*. March 12, 2013

September 12: Mexico: a case study in flows and policy

We examine the largest contemporary migration flow to the United States and the one that has garnered the lion's share of attention from policy makers over the past 30 years. We will discuss alternative views of where the size of the flow stands now and the implications of those views for the current policy debate.

- Hamilton, Nora. "Mexicans on the Move: Migration, Settlement and Transnational Activism." Chapter 7 of *Mexico: Political, Social and Economic Evolution*. Oxford, 2011.
- Passel, Jeffrey, et al. "[Net Migration from Mexico Falls to Zero—and Perhaps Less.](#)" Pew Hispanic Center. 2012.
- Suro, Roberto, et al. "[Mexican Migration Monitor.](#)" Tomas Rivera Policy Institute. 2012.
- Ryo, Emily. "Deciding to Cross: Norms and Economics of Unauthorized Migration." *American Sociological Review*. 2012 78:574. August 1, 2013

Supplementary resource:

Rosenblum, Marc R. et al. *Mexican Migration to the United States: Policy and Trends*. Congressional Research Service. R42560. June 7, 2012

September 19: The Economic Impact of Immigration

Understanding the economic costs and benefits of immigration is an essential first step towards developing policies to manage future flows.

- Schumacher-Matos, Edward. "Consensus, Debate and Wishful Thinking: The Economic Impact of Immigration." in *Writing Immigration*, Suarez-Orozco et al. eds. (2011)
- Peri, Giovanni. "Immigration, Labor Markets and Productivity." *Cato Journal*, Vol. 32, No.1 (Winter 2012).
- Bean, Frank D. et al. "Luxury, Necessity and Anachronistic Workers: Does the United States Need Unskilled Immigrant Labor?" *American Behavioral Scientist*, 56:1008. 2012.
- Congressional Budget Office. "The Economic Impact of S. 744." June 2013

September 26: The Social Impact of Immigration

How people move from one country to another is only half the story of migration. The other half is what happens to them after they move and what happens to their offspring in the country of destination. Contrasting views of the long-term trajectories are at the heart of the policy debate.

- Bean, Frank D. and Gillian Stevens. "[The New Immigrants and Theories of Incorporation](#)." in *America's Newcomers and the Dynamics of Diversity*. Russell Sage Foundation. (2003)
- [Between Two Worlds: How Young Latinos Come of Age in America](#), Pew Hispanic Center. [executive summary] (2009)
- Huntington, Samuel. "[The Hispanic Challenge](#)." Foreign Policy. March/April 2004.
- Morawska, Ewa. "Transnationalism." in *The New Americans: a guide to immigration since 1965*. Waters, Mary et al. eds. Harvard UP. (2007)

Written Assignment: **Reading Memo due September 24**

October 3: The Politics of Making Immigration Policy

Why has the United States been debating the same immigration control policies for more than 30 years? The answer lies both in the specific policy challenges of this era and the enduring political dynamics that underlie decision making on this issue.

- Suro, Roberto. "Branding the Babies." Chapter 6, *Strangers Among US: Latino Lives in a Changing America*. Vintage. (1998).
- Rosenblum, Marc R. "[U.S. Immigration Policy since 9/11: Understanding the Stalemate over Comprehensive Immigration Reform](#)." Migration Policy Institute. (2011)
- Tichenor, Daniel J. *Dividing Lines: The Politics of Immigration Control in America*. [Chapters 1 and 2] Princeton U P. 2002

October 10: **MIDTERM**

We will be discussing S. 744, the immigration legislation passed by the Senate in June and proposals in the House from the first day of class, but we will be focusing much more intently on specific provisions from this point forward. A variety of resources will be posted on Blackboard. Students should use the week following the midterm to familiarize themselves with the details.

October 17: Putting CIR on the 2013 agenda

The articulation of policy problems and solutions can be critical to the outcome of closely fought issues. Strategists on either side of an issue can use messaging to convert the ambivalent, mobilize passive supporters and occasionally whip up public displays of outrage. The 2013 immigration debate was launched with many of the same policy proposals that died in the stalemate of 2007. But the political environment and policy framing were both significantly different. We'll assess efforts by supporters of Comprehensive Immigration Reform to change the messaging going into 2013 with a focus on the peculiar role played by President Obama.

- Suro, Roberto. "[*Promoting Misconceptions: News Media Coverage of Immigration*](#). Center for the Study of Immigrant Integration, University of Southern California. 2009
- Suro, Roberto. "The Power of the Latino Vote: Instant History, Media Narrative and Policy Framework." (in manuscript, forthcoming, Praeger Press, 2014)
- Tomas Rivera Policy Institute. "No White House Without Us: The Narrative of Latino Empowerment in Univision's 2012 Election Coverage." 2012
- Westen, Drew. "*Immigrating from Facts to Values: Political Rhetoric in the U.S. Immigration Debate*." Migration Policy Institute. 2009
- Lakoff, George and Sam Ferguson. "*The Framing of Immigration*." May 22, 2006.
- Lake, Celinda, Frank Sharry et al. *New Messaging on Immigration: How to talk about immigrants in America*. (Messaging strategy memo for advocates of Comprehensive Immigration Reform) 2012
- Obama, Barack. [Remarks by the President on Comprehensive Immigration Reform in El Paso, Texas](#). May 10, 2011
- Obama, Barack. [Remarks by the President on Comprehensive Immigration Reform in Las Vegas, Nevada](#). January 29, 2013

October 24: *Arizona v. US*: and the debate over the role of local law enforcement

Finding a balance between state and federal prerogatives is one of the eternal tasks of American democracy, and federalism issues have been particularly contentious as they relate to immigration in recent years. The issue was brought to the spotlight by Arizona's 2010 immigration control law, SB1070. However, the June 2012 U.S. Supreme Court decision that largely overturned it did not entirely settle the matter. Ongoing debates focus on the proper role of state and local law police agencies in enforcing immigration law.

- Suro, Roberto and Calvin L. Lewis. "Arizona's SB 1070" in *Debates on U.S. Immigration*. Gans, Judith et al eds. Sage. 2012. [Available as an e-book through the USC Library also pdf on BB]
- Martin, David. "[Reading Arizona](#)." Virginia Law Review, July 2012
- Rodriguez, Cristina M. "The Integrated Regime of Immigration Regulation." in *Writing Immigration*, Suarez-Orozco et al. eds. (2011)
- Meissner, Doris et al. "[Immigration Enforcement in the U.S.: The Rise of a Formidable Machinery](#)." Migration Policy Institute, 2013.
- Malina, Mary, ed. "[The Role of Local Police: Striking a Balance Between Immigration Enforcement and Civil Liberties](#)." [Report and selected appendices all available on website] The Police Foundation. 2009
- Lewis, Paul G. et al. "Why Do (Some) City Police Departments Enforce Federal Immigration Law? Political, Demographic, and Organizational Influences on Local Choices." *Journal of Public Administration Research and Theory*. 2012

Debate: October 24—Resolved: Local law enforcement officers should ask individuals for proof of immigration status whenever they have a reasonable suspicion of unauthorized presence.

October 31: Legalization

By the time we reach this point in the semester the Congressional debate over legalization almost certainly will have taken a turn with either action or the failure of action in the House. In addition to some of the latest proposals, we'll examine the track record on the structure and implementation of past legalization programs both in the United States and elsewhere. What are the most important lessons for the current debate?

- Orrenius, Pia and Madeline Zavodny. "The Economic Consequences of Amnesty for Unauthorized Immigrants." *Cato Journal*. Vol. 32, No.1 (Winter 2012)
- Rosenblum, Marc R. "[*Immigrant Legalization in the United States and European Union: Policy Goals and Program Design.*](#)" Policy Brief. Migration Policy Institute. December 2012
- Linenberg, Andrew D. "Legalization (Amnesty) for Unauthorized Workers." in *Debates on U.S. Immigration*. Gans, Judith et al eds. Sage. 2012. [Available as an e-book through the USC Library also pdf on BB]
- Lopez, Maria Pabon. "Immigration Law Spanish Style: A Study of Spain's Normalization of Undocumented Workers." *Georgetown Immigration Law Journal*. 571 2006-2007)

Debate: October 31—Resolved: Any legalization program for unauthorized migrants must contain a clear and practicable path to U.S. citizenship.

November 7: Temporary workers

Programs to admit immigrants temporarily to meet labor force needs have been a main stay of immigration policy in the industrialized democracies since the mid-20th century. The controversies over them are equally long lasting. In the United States today the arguments are over the size and management of temporary workers involve immigrants at the far ends of the skill spectrum, agricultural and high tech workers.

- Theodore, Nik and Eric. A Ruark "Temporary Workers" in *Debates on U.S. Immigration*. Gans, Judith et al eds. Sage. 2012. [Available as an e-book through the USC Library also pdf on BB]
- Motomura, Hiroshi. "Designing Temporary Worker Programs." *The University of Chicago Law Review*. 263-88, February 12, 2013.
- Meyers, Deborah Waller. [*Temporary Worker Programs: A Patchwork Policy Response.*](#) Migration Policy Institute. January 2006
- Bruno, Andorra. [*Immigration: Policy Considerations Related to Guest Worker Programs.*](#) Congressional Research Service. RL32044. March 16, 2010

Debate: November 7—Resolved: Temporary visa programs for highly skilled workers should be increased sufficiently to meet the needs of U.S. technology companies.

November 14 : Permanent Migration

How should the U.S. set the balance between permanent migration based on family reunification, employment and political protection? How do other countries do it?

- Sumption, Madeline and Claire Bergeron. [*Remaking the US Green Card System: Legal Immigration under the Border Security, Economic Opportunity, and Immigration Modernization Act of 2013*](#). Issue Brief. Migration Policy Institute. June 2013
- Bergeron, Claire. [*Going to the Back of the Line: A Primer on Lines, Visa Categories and Wait Times*](#). Issue Brief. Migration Policy Institute. March 2013
- Haines, David and Madeline Sumption. "Legal Immigration Selection System" in *Debates on U.S. Immigration*. Gans, Judith et al eds. Sage. 2012. [Available as an e-book through the USC Library also pdf on BB]
- Immigration Policy Center. "Defining 'Desirable' Immigrants: What Lies Beneath the Proposed Merit-Based Point System?" May 2013

Debate November 14—Resolved: Family reunification should be replaced as the primary avenue of permanent migration with a system that judges applicants on their potential economic contributions

November 21: Integration Policy and Access to the Safety Net

We will examine the development of immigrant integration policies at the municipal level as well as the federal government's language access. Meanwhile, we'll assess ongoing controversies about the extent to which immigrants should be granted access to social safety-net programs.

- Executive Order 13166: [*"Improving Access to Services for Persons with Limited English Proficiency"*](#) Federal Interagency Website on LEP
- Omdivar, Ratna et al. [*"Practice to Policy: Lessons from Local Leadership on Immigrant Integration"*](#). The Maytree Foundation. 2012.
- Turner, Kim et al. [*"United States: Good Ideas from Successful Cities"*](#). The Maytree Foundation.
- Wasem, Ruth Ellen. *Unauthorized Aliens' Access to Federal Benefits: Policy and Issues*. Congressional Research Service, RL 34500. September 17, 2012
- Nowrasteh, Alex and Sophie Cole. *Building a Wall around the Welfare State, Instead of the Country*. Policy Analysis No. 732. Cato Institute. July 25, 2013

Debate November 21—Resolved: Eligibility for means-tested welfare, health and education programs should be limited to U.S. citizens.

December 5: The Mobility Agenda: Migration and Development

Can migration serve as a tool for economic and social development in countries of origin? A growing school of research and advocacy claims that the industrialized nations can raise global standards of living and improve their own productivity with modest but steady increases in flows. So far the global north is resisting.

- Mukand, Sharun. *International Migration, Politics and Culture: the Case for Greater Labour Mobility*. CAGE-Chatham House. October 2012
- United Nations Human Development Programme (UNDP) *Overcoming barriers: Human Mobility and development* Human Development Report 2009

Disability Services

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open early 8:30 a.m. - 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

ACADEMIC RESPONSIBILITY

From SCampus, the USC Student Guidebook

[11.00 Behavior Violating University Standards and Appropriate Sanctions](#)

General principles of academic integrity include and incorporate the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. Faculty members may include additional classroom and assignment policies, as articulated on their syllabus.

The following are examples of violations of these and other university standards.

11.11

A. The submission of material authored by another person but represented as the student's own work, whether that material is paraphrased or copied in verbatim or near-verbatim form.

B. The submission of material subjected to editorial revision by another person that results in substantive changes in content or major alteration of writing style.

C. Improper acknowledgment of sources in essays or papers.

Note: Culpability is not diminished when plagiarism occurs in drafts which are not the final version. Also, if any material is prepared or submitted by another person on the student's behalf, the student is expected to proofread the results and is responsible for all particulars of the final draft.

11.12

A. Acquisition of term papers or other assignments from any source and the subsequent presentation of those materials as the student's own work, or providing term papers or assignments that another student submits as his/her own work.

B. Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use applies to all information distributed or in any way displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media.

11.13

A. Any use or attempted use of external assistance in the completion of an academic assignment and/or during an examination shall be considered academically dishonest unless expressly permitted by the instructor. The following are examples of unacceptable examination behaviors: communicating with fellow students during an exam, copying or attempting to copy material from another student's exam; allowing another student to copy from an exam; possession or use of unauthorized notes, calculator, or other materials during exams and/or any behavior that defeats the intent of an exam or other classwork; and unauthorized removal of exam materials.

B. Submission of altered work after grading shall be considered academically dishonest, including but not limited to changing answers after an exam or assignment has been returned or submitting another's exam as one's own to gain credit.

11.14

A. Obtaining for oneself or providing for another person a solution to homework, a project or other assignments, or a copy of an exam or exam key without the knowledge and expressed consent of the instructor.

B. Unauthorized collaboration on a project, homework or other assignment. Collaboration between students will be considered unauthorized unless expressly part of the assignment in question or expressly permitted by the instructor.

11.15

- A. Attempting to benefit from the work of another or attempting to hinder the work of another student.
- B. Any act which may jeopardize another student's academic standing.

11.16

Using an essay, term paper or project more than once without permission of the instructor(s).

11.17

Falsification, alteration or misrepresentation of official or unofficial records or documents including but not limited to academic transcripts, academic documentation, letters of recommendation, and admissions applications or related documents.

11.18

Taking a course, any course work or exam for another student or allowing another individual to take a course, course work, a portion of a course or exam in one's stead.

11.19

A. Using university computer, network and word processing systems to gain access, alter and/or use unauthorized information.

B. Misuse of university computer systems or access to those systems as articulated by the university's [Computing Policies](#) (including improper downloading of material).

11.20

Fabrication: Submitting material for lab assignments, class projects or other assignments which is wholly or partially falsified, invented or otherwise does not represent work accomplished or undertaken by the student.

11.21

Any act which gains or is intended to gain an unfair academic advantage may be considered an act of academic dishonesty.

11.31

Dishonesty, such as furnishing false information to any university official, faculty member or office. This includes, but is not limited to, furnishing false information in academic petitions or requests, financial aid documents, student employment documents, financial statements or other documents or intentionally evading university officials and/or obligations to the university.

About the Instructor

Roberto Suro holds a joint appointment as a professor in the Annenberg School for Communication and Journalism and the School of Policy, Planning and Development at the University of Southern California. He is also director of the [Tomás Rivera Policy Institute](#), an interdisciplinary university research center exploring the challenges and opportunities of demographic diversity in the 21st century global city. Suro's latest book is *Writing Immigration: Scholars and Journalists in Dialogue* (U of CA Press, 2011) co-edited with Marcelo Suarez-Orozco and Vivian Louie. He is a non-resident Senior Fellow of the Brookings Institution, where his most recent publication is "Immigration and Poverty in America's Suburbs" (2011) with Audrey Singer and Jill H. Wilson.

Suro also holds two major service positions outside the university: as a member of the board of directors of Independent Sector, the nation's largest association of philanthropies and charities, and as a trustee of the Haynes Foundation, a leading supporter of social science research in Los Angeles.

Prior to joining the USC faculty in August 2007, he was director of the Pew Hispanic Center, a research organization in Washington D.C. that he founded in 2001, and in 2004 he was part of the management team that launched the Pew Research Center. Suro supervised the production of more than 100 publications that offered non-partisan statistical analysis and public opinion surveys chronicling the rapid growth of the Latino population and its implications for the nation as a whole. Under his leadership, the Center also organized numerous research and policy conferences with a variety of collaborators including the Inter-American Development Bank, the Federal Reserve Bank of Chicago and the Kaiser Family Foundation.

Suro's journalistic career began in 1974 at the City News Bureau of Chicago as a police reporter, and after tours at the *Chicago Sun Times* and the *Chicago Tribune* he joined *TIME Magazine*, where he worked as a correspondent in

the Chicago, Washington, Beirut and Rome bureaus. In 1985 he started at *The New York Times* with postings as bureau chief in Rome and Houston. After a year as an Alicia Patterson Fellow, Suro was hired at *The Washington Post* as a staff writer on the national desk, eventually covering a variety of beats including the Justice Department and the Pentagon and serving as deputy national editor.

Suro is author of *Strangers Among Us: Latino Lives in a Changing America*, (Vintage, 1999), *Watching America's Door: The Immigration Backlash and the New Policy Debate*, (Twentieth Century Fund, 1996) and *Remembering the American Dream: Hispanic Immigration and National Policy*, (Twentieth Century Fund, 1994) as well as more than three dozen book chapters, reports and other publications related to Latinos and immigration.