

Government
Immigration Policy in the United States
Unique Number
Semester Year

Instructor: Dr. Rachel Navarre
Office:
Office Hours:

[email](#)
Class Time:
Class Location:

Teaching Assistants:

Course Description: Immigration is once again on the agenda in the United States. In this course, we will examine both historic and contemporary issues in immigration policy in the US. Using both academic texts, but also newspapers, blogs, and other materials, we will examine how institutions, actors and history all play a role in forming the US immigration system.

The first part of the course will focus on the history of immigration policies, focusing especially on the post-1965 period. The second part of the course will focus on current debates and issues relating to immigration policies and reforms, including the debates that have occurred in the Bush and Obama administrations. Course topics will include immigrant admissions and deportation policy, as well as immigrant integration, rights and public opinion on immigration. We will review policies affecting refugee admissions as well as current proposals for immigration reform, including the DREAM Act, birthright citizenship, and switching from a family based immigration system and a point system.

Course Requirements: Students are required to attend each lecture and complete the assigned readings before each meeting of the class. The readings are meant to provide you with the necessary background information to participate in class discussions, which is required. You are expected to complete all assignments and turn them in at the beginning of class on the due date listed in the syllabus and to take the exams at the assigned time.

Since this class does touch on issues that have personal relevance for many students, you will be required to respect other's viewpoints and engage in constructive discussion that is based in mutual respect and a willingness to listen during classroom discussion sessions.

Required Text & Materials

Daniel Tichenor, *Dividing Lines: The Politics of Immigration Control in America*
Other assigned texts will be linked on the class Canvas site

Class Communication: In this class, I will use Canvas (a web-based course management system) accessed at <http://canvas.utexas.edu>. The syllabus, additional readings, and announcements will be posted on Canvas. Students are expected to check Canvas on a regular basis. Please refer to the ITS Help Desk at 512-475-9400 to find support in using Canvas. Important announcements may also be made during class, without other notice.

Class Email Policy: Before contacting the instructor about questions regarding class policies, please re-check the syllabus. I will only answer emails during my normal business hours, typically Monday-Friday 9 am-5 pm. Please be aware that depending on the time you send me an email, and the time I check my email, you may receive an answer the following **business** day.

Email will be used to communicate class changes through Canvas. All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/policies/emailnotify.html>.

The University of Texas Code of Conduct: The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Scholastic Dishonesty: According to the University, "Academic dishonesty' or 'scholastic dishonesty' includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two classes without the prior permission of the instructor), or the attempt to commit such an act" (General Information Catalogue Sec. 11-402. *Academic Dishonesty*).

By accepting this syllabus, you have agreed to avoid academic and scholastic dishonesty as outlined in the General Information Catalogue. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. For more information on scholastic dishonesty, please visit the Student Judicial services Web site at http://deanofstudents.utexas.edu/sjs/acint_student.php

Students with Disabilities: Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone) or <http://www.utexas.edu/diversity/ddce/ssd>. If you require accommodation, it is your responsibility to bring your accommodation letter to me early in the semester so we can work out arrangements. It is also the student's responsibility to schedule exams with SSD.

Other Resources for Students: At UT, there are many resources for students dealing with academic or personal concerns. This website <http://www.utexas.edu/students/> provides links to many of these resources, including (but not limited to) Veteran Support Services, Diversity Services, the UT Campus Climate Response Team, the Sanger Learning Center for Academic Support and the Writing Center. These services are for

you as a student, and I encourage you to use them as needed. The earlier you go to them, the more help and support they can provide.

The Behavioral Concerns Line (BCAL) number is 512-232-5050.

Religious Holy Days: By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class or an examination in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Emergency Evacuation: Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.

Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office. Information regarding emergency evacuation routes and emergency procedures can be found at <http://www.utexas.edu/emergency>.

Grading: This course will use plus/minus grades. Scores of 0.50 and higher will be rounded up, and scores that are 0.49 or lower will be rounded down.

Your final grade will be made up of the following:

Exam One (20%)

Exam Two (20%)

Final Paper (20%)

Short Paper Assignments (20%)

Participation (10%)

Your final grade will be calculated and converted into a letter grade using the following percentages:

A >93

A- 90-92

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 73-76

C- 70-72

D+ 67-69

D 63-66

D- 60-62

F <60

Exams: There will be two exams in this course. Each exam will be based both on readings and in class lectures. Exams will not be cumulative. The first exam will focus on the history of American Immigration Policy and will be administered in class. The second will be a take home open book class during the exam period.

Final Paper on Key Debates in Immigration Policy: You will write an essay of eight to ten pages, focused on the key debates on an issue of immigration reform. You will pick a topic in immigration policy, and research the debate around that policy. This means examining the views and positions of opposing groups, and using this information to examine what policy solutions are implied or advocated by each side. Some of the topics this paper could address include: Birth-right citizenship; Border control; Ending the Family Reunification System; Guest worker programs; Pathways to Citizenship; Immigration policy and international security; Refugee policy. This assignment will be discussed further in class.

Short Paper Assignments: These 1-2 page assignments are meant to help you plan your class paper. They will be discussed in class and due dates will be posted in the syllabus. A brief description of each is below:

- Short Paper 1-Select your topic and provide a very brief background of the issue.
- Short Paper 2- Identifying Stakeholders, Issue Definition and Policy Solutions- How have different stakeholders defined the issue, and what solutions do they suggest? Who are these stakeholders? Who is their audience?
- Short Paper 3- Tradeoffs and Feasibility- What trade offs are suggested by the policy solutions identified in paper 3? What other consequences could proposed solutions have?
- Short Paper 4- Outline of Class Paper

Grading Appeals/Questions: After I have returned or made the grades available to the class on Canvas, you have one week from that day to question the grade. If you wish to appeal the grading on a question you must submit an appeal **in writing via email** that outlines your concerns, and why you think re-grading is required. Grades are confidential. If you wish to discuss your grades, please contact me to schedule an appointment or visit me during my office hours.

Absences/Makeup Exam Policies: You are required to attend exams. Unexcused absences from examinations will result in a score of zero for that exam. Make-ups will only be allowed under extreme emergencies (accident, illness, or university or legal obligation per the University Handbook). You must present prior documentation, such as a letter from your doctor or a letter from the appropriate university authority for university events if you need to take the make-up exam.

It is the student's responsibility to contact the instructor about a missed exam. With the exception of documented hospitalization or other extreme circumstances, students are required to contact the instructor before the missed exam. In case of unexpected emergencies, the student must contact the instructor within three (3) days of missing the scheduled exam. If the student fails to do so, they will be assigned a zero for

that exam.

The instructor reserves the right to change the format of the exam for any exam given outside of normally scheduled exam times. The instructor will inform the student of the time and date of makeup

Class Calendar and Reading Assignments

I reserve the right to adjust the schedule as needed. Each date list the topic of class, the readings you should complete before that class starts. If an assignment is due, it will be noted after the class topic. If a reading is not in the Tichenor book, you will find a copy of it posted in Canvas. If it is an online resource, this will be indicated by (online) after the reading. You can find the links on the online syllabus on Canvas.

Wed 8/27- Course Introduction

Friday 8/28- How do Political Scientists Study Migration?

Readings:

- Tichenor Chapter 2, p. 16-45
- Migration Theory (1-27) and Chapter 7 The Politics of International migration 227-268 in Migration Theory Talking Across Disciplines (Canvas)

Section 1: History of Migration in the US Using *Dividing Lines* as our main source, we will explore the history of immigration policy making in the United States from the founding until the 1990s. As you read, remember to focus on what is the key argument. You'll need to understand the context in which events occur, less so specific dates. Look for points that you find confusing or that you disagree with and mark those for class discussion.

Labor Day- No Class

Wed 9/3- Immigration and a New Country

Readings:

- Tichenor Chapter 3, p 46-86

Fri 9/5- Building the Nation and Exclusion

Readings:

- Tichenor Chapter 4, p 87- 113
- "Racist Anti-Immigrant Cartoons from the Turn of the 20th Century" *The Atlantic* <http://www.theatlantic.com/national/archive/2011/11/racist-anti-immigrant-cartoons-from-the-turn-of-the-20th-century/383248/>

Mon 9/ 8 - Immigration in the Progressive Era

Readings:

- Tichenor Chapter 5, p 114- 132

Wed 9/10- Two-Tiered Implementations: The Quota System

Readings:

- Tichenor Chapter 6- 151- 167 (Refugees)
- From the United States Holocaust Memorial Museum:
- Emigration and the Evian Conference
<http://www.ushmm.org/wlc/en/article.php?ModuleId=10005520>
- The United States and the Holocaust:
<http://www.ushmm.org/wlc/en/article.php?ModuleId=10005182>

Friday 9/12 - Two-Tiered Implementations: The Quota System

Readings:

- Tichenor Chapter 6- 167- 175 (Bracero/Operation Wetback)
- Watch clip “Forgotten Voices (7 mins)
<https://www.youtube.com/watch?v=AL5d9CWV0Xg>
- Dillin, John. July 2006. “How Eisenhower solved illegal Border Crossings from Mexico” *CSmonitor* <http://www.csmonitor.com/2006/0706/p09s01-coop.html>

Mon 9/15 - Immigration in the Post-War Era

Readings:

- Tichenor, Chapter 7, 176- 218
- United States Policy Toward Jewish Refugees, 1941–1952;
<http://www.ushmm.org/wlc/en/article.php?ModuleId=10007094>
- Displaced Persons: Administration,
<http://www.ushmm.org/wlc/en/article.php?ModuleId=10005418>

Wed 9/17- Immigration after the Quota System

Readings:

- Tichenor, Ch 8, p 219- 241
- NPR. 2006. 1965 Immigration Law Changed the Face of America
<http://www.npr.org/templates/story/story.php?storyId=5391395>

Friday 9/19 - Immigration Policy in 1986

Readings:

- Tichenor, Ch 9, 243- 288

Monday 9/22- Immigration Policy in 1980s and 1990s

Readings:

- MPI 2011. “At Its 25th Anniversary, IRCA’s Legacy Lives On”
<http://www.migrationpolicy.org/article/its-25th-anniversary-ircas-legacy-lives>
- The Christian Science Monitor 2013 “Immigration reform: What the last ‘path to citizenship’ did for immigrants.”
<http://www.csmonitor.com/USA/Society/2013/0407/Immigration-reform-What-the-last-path-to-citizenship-did-for-immigrants>

Wed 9/24- Proposed Bills and Legislation in 2000s

Readings:

- MPI Fact Sheet. 2013. “Key Immigration Laws and Policy Development since 1986” <http://www.migrationpolicy.org/research/timeline-1986>
- Leal, David. 2009. “Stalemate: United States Immigration Reform Efforts, 2005 to 2007.” *People and Place* 17(3): 1–17.
- Washington Post. 2015. “Key provisions in Gang of eight bill” <http://www.washingtonpost.com/wp-srv/special/politics/senators-immigration-legislation-provisions/>

Fri 9/26- Exam 1 Review- Discussion of Historical Context of Immigration

Mon 9/29- EXAM 1

Wed 10/1- Discussion about Immigration Policy

Paper 1 Assigned

- Rosenblum and Cornelius. 2012. “Dimensions of Immigration Policy” *Oxford Handbook of the Politics of International Migration* (Canvas)

Section 2: Misconceptions and Public Opinion on Policy Issues

The goals of this week are to all get us on the same page about immigration facts and figures. What are common myths about immigration in the United States? What does it mean to go back to the end of the line? What does the public really think about migration? Classes this week will focus on giving us some background information that will help us better discuss post-2000 immigration policy debates and issues.

Fri 10/3 Myths about migration in the US

DUE email your score on the Knowledge of Immigration test to me before class

Readings:

- Test your Knowledge on Immigration: <http://www.pbs.org/independentlens/blog/immigration-quiz-2>
- Krogstad, Jens Manuel and Jeffrey S. Passel *5 facts about illegal immigration* <http://www.pewresearch.org/fact-tank/2015/07/24/5-facts-about-illegal-immigration-in-the-u-s/>
- Bergeron, Claire. March 2013. *Going to the Back of the Line: A Primer on Lines, Visa Categories, and Wait Times* <http://www.migrationpolicy.org/research/going-back-line-primer-lines-visa-categories-and-wait-times>
- Nowrasteh, Alex. 2015. *Donald Trump's Immigration Myths*. <http://www.cato.org/publications/commentary/donald-trumps-immigration-myths>

Mon 10/6 - Public Opinion on Migration

SHORT PAPER 1 DUE

Readings:

- Pew Research Center, June, 2015, *Broad Public Support for Legal Status for Undocumented Immigrants* <http://www.people-press.org/files/2015/06/6-4-15-Immigration-release.pdf>
- Pew Research Center, Jan 2015 *Unauthorized Immigrants: Who they are and what the public thinks* <http://www.pewresearch.org/key-data-points/immigration/>

- Burnstein, Paul. 2003. The impact of public opinion on public policy: A review and an agenda. *Political Research Quarterly*; 56, 1; pg. 29 (Canvas)

Section 3: Post 9/11 Immigration Debates and Policy- In 2005, the U.S. House of Representatives passed the Border Protection, Anti-terrorism, and Illegal Immigration Control Act of 2005, and in 2006 the U.S. Senate passed the Comprehensive Immigration Reform Act of 2006. Then in 2013, we see S. 744 “Border Security, Economic Opportunity and Immigration Modernization Act of 2013” ie the gang of 8 bill. What was in these bills? Why didn’t they pass?

What did pass through Congress were actions to reform the Student Visa system, entry and exit system and border wall legislation. These changes did have an impact on how migration was viewed in the United States, and had very really impacts on border communities on the northern and southern border. Another major change was the creation of programs that allowed partnerships with local law enforcement communities. These issues will be the focus of classes this week

Wed 10/8- 9/11 and Securitization of Migration

Readings:

- Through the Prism of National Security: Major Immigration Policy and Program Changes in the Decade since 9/11 <http://www.migrationpolicy.org/research/post-9-11-immigration-policy-program-changes>
- McConahay, Mary Jo. Sept 8, 2006 Soldiers on the Border <http://www.texasobserver.org/2287-soldiers-on-the-border-five-years-after-911-washingtons-war-on-terror-changes-life-in-west-texas/>
- Associated Press, “Quebec-Vermont Border Communities Divided by Post-9/11 Security,” CBC News: Canada, August 14, 2011.

Fri 10/10- Border Walls and Secure Fences

PAPER 2 ASSIGNED

Readings:

- Bosque, Melissa del. 2010. “All walled up” <http://www.texasobserver.org/all-walled-up/>
- Karl Eschbach, Jacqueline Hagan, and Nestor Rodriguez et al., “Death at the Border,” *International Migration Review*, vol. 33, no. 2 (Summer 1999), pp. 430-454.
- Reed Karaim. 2008. “America’s Border Fence.” *CQ Researcher*
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Mon 10/13- Criminalization of Migration

Readings:

- Daniel Borunda, “El Paso Ranked Safest Large city in U.S. for 3 straight years” el paso times feb 6 2013 http://www.elpasotimes.com/ci_22523903/el-paso-ranked-safest-large-city-u-s.
- Huntoon, Page, 2013. Knoxville’s Battle over 287(g) *Metro Pulse* <http://www.metropulse.com/stories/features/knoxvilles-battle-over-287g>
- Federation for American Immigration Reform “Criminal Aliens” <http://www.fairus.org/issue/criminal-aliens>

- ACLU. “Criminalizing Undocumented Immigrants” *Issue Brief*. https://www.aclu.org/sites/default/files/field_document/FINAL_criminalizing_undocumented_immigrants_issue_brief_PUBLIC_VERSION.pdf

Wed 10/15 Detention and Secure Communities - In class video *Frontline: Lost in detention*

PAPER 2 DUE

Readings:

- Frontline 2012. “Controversial Secure Communities” Immigration Program Will be Mandatory by 2013.” <http://www.pbs.org/wgbh/pages/frontline/race-multicultural/lost-in-detention/controversial-secure-communities-immigration-program-will-be-mandatory-by-2013/>
- Obama ends secure Communities program as part of immigration action (2014). LA Times <http://www.latimes.com/local/california/la-me-1121-immigration-justice-20141121-story.html>
- NYTimes. 2014. *More Deportations Follow Minor Crimes, Records Show*. <http://www.nytimes.com/2014/04/07/us/more-deportations-follow-minor-crimes-data-shows.html>

Fri 10/17- Discussion of Detention

Readings:

- NYTimes. 2015 “Hope and Despair as Families Languish in Texas Immigration Centers” <http://www.nytimes.com/2015/06/15/us/texas-detention-center-takes-toll-on-immigrants-languishing-there.html>

Mon 10/20 - Deportation- Deporter in Chief?

Readings:

- NYTimes. 2013. “Deportation Up in 2013” <http://www.nytimes.com/2014/10/02/us/deportation-up-in-2013-border-sites-were-focus.html>
- Politico. 2014 “NCLR Head: Obama ‘deporter- in-chief’” <http://www.politico.com/story/2014/03/national-council-of-la-raza-janet-murguia-barack-obama-deporter-in-chief-immigration-104217>
- Vaughan, Jessica. 2013. “Deportation Numbers Unwrapped: Raw Statistics Reveal the Real Story of ICE Enforcement in Decline.” <http://cis.org/ICE-Illegal-Immigrant-Deportations>
- Rosenblum, Marc R. and Doris Meissner. April 2014. *The Current Record on Deportations: What Underlies the ‘Eye of the Beholder’ Dynamic?* <http://www.migrationpolicy.org/news/current-record-deportations-what-underlies-eye-beholder-dynamic>

Wed 10/22- State Level migration policy

Readings:

- New York Times. 2012. “Room for Debate: How States Should Approach Immigration” (with contributions from Geraldo L. Cadava, Heather Mac Donald, Elizabeth Wydra, Tamar Jacoby, Cecilia Wang, and Maria Martinez).

- National Council of State Legislators. 2011. "A Special Report: Immigration and the States" <http://www.ncsl.org/research/immigration/a-special-report-immigration-and-the-states.aspx#details>

Section 4: Contemporary Policy Issues and Debates

This week we will look at several topics that have become fixtures in the immigration debate during the Obama Years and the later years of the Bush Administration.

Fri 10/24 - Refugees and Asylum Seekers

Readings:

- Inkpen, Christopher and Ruth Igielnik. July 2014. *Where Refugees to the US come from.* <http://www.pewresearch.org/fact-tank/2014/07/28/where-refugees-to-the-u-s-come-from/>
- American Immigration Council *Asylum in the United States* <http://www.immigrationpolicy.org/just-facts/asylum-united-states>
- Michael Teitelbaum, "Right Versus Rights: Immigration and Refugee Policy in the United States," ch. 14.3 (639-63) in MR.
- Christina Boswell, "The Liberal Dilemma in the Ethics of Refugee Policy," ch. 14.4 (664-82) in MR.

Mon 10/ 27 - The Dream Act

SHORT PAPER 3 ASSIGNED

Readings:

- American Immigration Council. 2011. "The Dream Act" <http://immigrationpolicy.org/just-facts/dream-act>
- FAIR- Five Moral Arguments Against the Dream Act <http://www.fairus.org/opinion/five-moral-arguments-against-the-dream-act?A=SearchResult&SearchID=19457957&ObjectID=5123264&ObjectType=35>
- America's Voice "5 Reasons to Support the Dream Act" http://americasvoice.org/research/reasons_to_support_the_dream_act/

Wed 10/29 - DACA and DAPA

- DHS. Memo on DACA <http://www.immigrationpolicy.org/sites/default/files/docs/Napolitano-memo-6-15-2012.pdf>
- Lopez, Mark Hugo and Jen Manuel Krogstad. August 2014. *5 facts about the Deferred action for Childhood Arrivals program.* <http://www.pewresearch.org/fact-tank/2014/08/15/5-facts-about-the-deferred-action-for-childhood-arrivals-program/>
- Cohn, D'Vera. December 2014 *How the 1986 Immigration Law Compares with Obama's Program* <http://www.pewresearch.org/fact-tank/2014/12/09/how-the-1986-immigration-law-compares-with-obamas-program/>
- DHS *Fixing Our Broken Immigration System Through Executive Action* <http://www.dhs.gov/immigration-action>
- "Evangelicals Split over Obama's Executive Action on Immigration (Canvas)

- FAIR “Obama Amnesty: An Imperial Edict Gutting the Constitutional Rule of Law”
<http://www.fairus.org/news/obama-amnesty-an-imperial-edict-gutting-the-constitutional-rule-of-law?A=SearchResult&SearchID=19457991&ObjectID=8283086&ObjectType=35>
- America’s Voice. “Legal Experts: President Obama has Broad Authority to Act on Immigration”
<http://americasvoice.org/blog/legal-experts-president-obama-broad-authority-act-immigration/>

Fri 10/31 Workers rights- Low Skilled Immigration

PAPER 3 DUE

- In class video clips - Made in LA

Readings:

- New York Times. 2009. “Room for Debate: The Competition for Low-Wage Jobs” (with contributions from Gordon Hanson, Steven Camarota, Michael Fix, Pablo Alvarado, Philip Martin, and Annette Bernhardt).
- CRS 2012. “Immigration of Temporary Lower-Skilled Workers: Current Policy and Related Issues.” Read Summary and pgs 1-2, 17-27 closely. Skim the rest.
<https://www.fas.org/sgp/crs/homsec/R42434.pdf>

Mon 11/3- High Skilled Migration and the H1B

Readings

- New York Times. 2009. “Room for Debate: Do We Need Foreign Technology Workers?” (with contributions from Vivek Wadhwa, Normal Matloff, Guillermina Jasso, Ron Hira, Mark Heesen, John Miano).
- American Immigration Council “Employment-Based Immigration to the United States: A fact sheet” <http://www.immigrationpolicy.org/just-facts/employment-based-immigration-united-states-fact-sheet>
- CNNMoney “High-skilled Visa Applications Hit Record High”
<http://money.cnn.com/2015/04/13/technology/h1b-cap-visa/>
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Wed 11/5 Workshop on Papers

Short Paper 3 Assigned

Friday 11/7- Points Systems

Sign up for Individual Meetings for Paper

Readings:

- Points systems: Papademetriou Demetrios G and Madeleine Sumption *Rethinking Points Systems and Employer-Sponsored Immigration MPI 2011*
<http://www.migrationpolicy.org/pubs/rethinkingpointssystem.pdf>
- Canada’s Point System – take the test!
<http://www.cic.gc.ca/english/immigrate/skilled/assess/index.asp>
- Christopher Mason and Julia Preston: “Points system for immigration causes problems of its own in Canada” *New York Times*, Wednesday, June 27, 2007

Monday 11/10- Birthright Citizenship

Readings:

- Fix, Michael. 2015. Repealing Birthright Citizenship: The Unintended Consequences <http://www.migrationpolicy.org/news/repealing-birthright-citizenship-unintended-consequences>
- New York Times. 2010. “Room for Debate: The GOP and Birthright Citizenship” (with contributions from Peter Wehner, Steven Camarota, Hiroshi Motomura, Tamar Jacoby, Peter Schrag, and John J. Pitney).
- Watch (video file): *The Debate over Birthright Citizenship* (12 min.)

Section 5: Immigrants- Their integration into society and their impact

Write description

Wed 11/12- Cultural Arguments Around Immigration

SHORT PAPER 3 DUE

Readings:

- Foner, Nancy. 2012. “The Social Effects of Migration” *Oxford Handbook on Migration* 191-214
- Huntington, Samuel P. 2004. “The Hispanic Challenge.” *Foreign Policy* 141 (March/April): 30-45
- Vargas, José Antonio. 2011. “My Life as an Undocumented Immigrant.” *New York Times* (June 22)

Fri 11/14 - How Immigrants become Americans

Readings:

- New York Times. 2012. “Room for Debate: How Immigrants Come to Be Seen as Americans” (with contributions from Michael Jones-Correa, Nell Irvin Painter, Rubén Martínez, Rose Cuison Villazor, Ed Husain, Andrew Cohen, Jason Ruiz, Marion Casey, Gish Jen, and Louis Mendoza).
- Nee, Victor and Hilary Holbrow. 2013. “Why Asian Americans are Becoming Mainstream.” *Dædalus: The Journal of the American Academy of Arts & Sciences* 142(3): 65-75.
- Portes, Alejandro and Rubén Rumbaut. 2006. “From Immigrants to Ethnics: Identity, Citizenship, and Political Participation.” Pp. 117-167 (Chapter 5) in *Immigrant America: A Portrait*

Monday 11/17- Assimilation

Readings:

- Brown, Susan K., and Frank D. Bean. 2006. “Assimilation Models, Old and New: Explaining a Long-Term Process.” Washington, DC: Migration Policy Institute.
- Richard Alba and Victor Nee. 2003. “Evidence of Contemporary Assimilation.” Chapter 6 (pp. 215-270) in *Remaking the American Mainstream: Assimilation and Contemporary Immigration*. Cambridge, MA: Harvard University Press.

Wed 11/19- Immigrant Participation and Grassroots Activism

Readings:

- DeSipio, Louis 2012 “Immigrant Participation” *Oxford Handbook*. 171- 189

- NYTimes. 2012. “Young Immigrants Say It’s Obama’s Time to Act”
<http://www.nytimes.com/2012/12/01/us/dream-act-gives-young-immigrants-a-political-voice.html>
- Preston, Julia. 2013. “Showing Grass-Roots Support for Immigration Overhaul.” *The New York Times*. <http://www.nytimes.com/2013/05/02/us/across-the-country-supporters-rally-for-immigration-overhaul.html> (Accessed December 2, 2014).
- Zepeda-Millán- —Today We March, Tomorrow We Vote: The Effects of the 2006 Immigrant Rights Protest-Wave.
- Janelle Wong. 2008. Chapter 4 The Role of Community Organizations in Immigrant Political Mobilization *Democracy's Promise: Immigrants and American Civic Institutions*

Friday 11/21- Interest Groups, Policy Entrepreneurs and their roles in Immigration Policy

Readings:

- Freeman, Gary and Stuart M. Tendler “*Interest Group Politics and immigration Policy*. Oxford Handbook 324- 344
- Facchini, Giovanni, Anna Maria Mayda and Prachi Mishra. 2010. Do Interest Groups affect US immigration Policy?
<http://faculty.georgetown.edu/amm223/FacchiniMaydaMishra.pdf>
- NYTimes. The Anti- Immigration Crusader. 2011.
<http://www.nytimes.com/2011/04/17/us/17immig.html>

Mon 11/24- Individual meetings In Office to discuss paper

Wed 11/26 – Individual meetings in Office to discuss paper

Thanksgiving- no class!

Mon 12/1 – Future Paths for Immigration Policy in America

Readings:

- Joseph Carens. 1987. “The Case for Open Borders.” *Migration Reader* (Canvas)
- Myers- —Thinking Ahead About Our Immigrant Future: New Trends and Mutual Benefits in Our Aging Society.∥ *Immigration Policy In Focus*. January 2008.

Wed 12/5- Class wrap up, Exam preparation