

POLI 475-002
Immigration Policy in the United States
Fall 2017

Instructor: Dr. Rachel Navarre
Office: Dr. Guy Clifford House, 102
Office Hours: MW 1:30-3 or by
appointment

Email: RNavarre@bridgew.edu
Class Time: 3:15-5:50 pm, M
Class Location: LIB 217

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 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, 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, Obama, and Trump 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 to a point system. After this class, students should have an understanding of the history of US immigration policy and how this historical legacy effects contemporary debates. Students will also be introduced to several theories that attempt to explain immigration policy making, and will discuss the role of interest groups, public opinion and business in designing and implementing immigration policy.

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. 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 Blackboard site.

Class Communication:

In this class, I will use Blackboard (a web-based course management system). The syllabus, additional readings, and announcements will be posted there. Students are expected to check Blackboard on a regular basis. Please refer to http://blackboard.bridgew.edu/student_help/ or itsupport@bridgew.edu if you need help in using Blackboard. 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 Blackboard. All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to check their BSU e-mail on a frequent and regular basis in order to stay current with University-related communications. The complete text of BSU's email policy may be found here:

<https://my.bridgew.edu/departments/it/Shared%20Documents/Policies/EmailCommPolicy.pdf>

Scholastic Dishonesty

According to the University, "Academic dishonesty is an attempt to misrepresent one's efforts on any academic assignment or exercise submitted for evaluation" (Academic Integrity Policy). This includes, but is not limited to: plagiarism, cheating, fabrication, falsification, submission of ghost written work and multiple submissions of the same work. For more information on academic dishonesty and how to prevent it, please see <https://www.bridgew.edu/academic-integrity/students/how-to-avoid-violations>.

By accepting this syllabus, you have agreed to avoid academic and scholastic dishonesty as outlined BSU's Academic Integrity policy. 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 this policy, please visit this website:

<http://catalog.bridgew.edu/content.php?catoid=10&navoid=970>

Students with Disabilities

Students with disabilities may request appropriate academic accommodations from the Disability Resources Office at 508-531-2194 or disability_resources@bridgew.edu. The Disability Resources Office is located on the ground floor of the Maxwell Library within the Academic Achievement Center.

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 DRO.

Other Resources for Students

At BSU, there are many resources for students dealing with academic or personal concerns. For academic support, see the Academic Achievement Center (<http://www.bridgew.edu/academics/academic-achievement>) on the ground floor of Maxwell Library. You can also find links to many personal support services here <http://mybsu.bridgew.edu>, including (but not limited to) Veterans, GLBTA, Title IX Issues, Diversity services and Counseling. These services are meant to be used by students, and I encourage you to use them as needed.

The CARE (Crisis) Team number is 508.531.1276.

Religious Holy Days

By BSU policy, 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. However, you must let me know **beforehand via email** that you will be missing class so arrangements can be made.

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:

Response Paper (30%)	Participation (10%)
Final Paper Outline (10%)	Discussant (10%)
Final Paper (40%)	

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

A >93	B- 80-82	D+ 67-69
A- 90-92	C+ 77-79	D 63-66
B+ 87-89	C 73-76	D- 60-62
B 83-86	C- 70-72	F <60

Response papers: Students will be required to write two (2) response papers (1-2 pages) which surveys, synthesizes and analyzes the readings for a class meeting. These reflection papers can connect the readings with current events, etc., but should also critically assess the arguments and evidence presented by the authors. The paper should end with questions to be discussed in class. A sign up sheet will be passed around.

Participation: This is designed as a seminar class. In order for it to be successful, you will need to come to class having read the assigned readings.

Discussant: Students will serve as discussants the day their response papers are due. You will briefly relate the key points of your response paper, and use your questions to facilitate discussion on the topic.

Final Paper Outline: This outline should make it clear what your topic is and provide a very brief background of the issue. How have different stakeholders defined the issue, and what solutions do they suggest? Who are these stakeholders? Who is their audience? What trade offs are suggested by the policy solutions identified? What other consequences could proposed solutions have?

Final Paper on Key Debates in Immigration Policy: You will write an essay of eight to ten pages, focused on a key debate in 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 Citizenships; Immigration policy and international security; Refugee policy. This assignment will be discussed further in class.

Late Work

If you miss the day you are assigned to present, you will not be able to make it up. For the response papers and outline, a letter grade will be deducted each day the assignment is late. Late final papers WILL NOT be accepted.

In cases of extreme emergency, please contact me beforehand.

Grading Appeals/Questions

After I have returned or made the grades available to the class on Blackboard, 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 makeups.

Political Science Department Learning Outcomes

Analysis of Political Processes, Institutions, & Practices: Students will identify and assess the systematic factors that underlie political processes, systems, and practices in the United States and abroad as they exist today and have existed in the past.

Effective Written Communication: Students will effectively communicate about political systems, processes, and theories in a rigorous manner by developing cogent, logical arguments that properly employ and make use of relevant evidence.

Application of Quantitative &/or Qualitative Skills: Students will analyze a problem and draw correct inferences using both quantitative and qualitative methods.

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 the reading is not followed by a link or is from the Tichenor book, you will find a copy of it on Blackboard.

As you hopefully are aware, this is a time of great uncertainty and change in immigration policy. Due to possible changes in US immigration policy, I may modify the readings to help us better discuss current events. Changes to the readings will be noted by email and on blackboard.

9/11 Course Introduction – How do Political Scientists Study Migration?

9/18- Immigration and a New Country

Readings:

- Tichenor Ch. 2, pg. 16-45, Tichenor Chapter 3-5
- Resnick, Brian. 2001. [“Racist Anti-Immigrant Cartoons from the Turn of the 20th Century”](#) *The Atlantic*

9/25- Refugees, Braceros and The Quota System

Readings:

- Tichenor Chapter 6- 8
- Ludden, Jennifer. 2006, [1965 Immigration Law Changed the Face of America](#) *All Things Considered*. NPR.
- The United States Holocaust Memorial Museum. [The United States and the Holocaust](#)
- The United States Holocaust Memorial Museum. [United States Policy Toward Jewish Refugees, 1941–1952](#)

10/2- Immigration Reform 1986- 2014

Readings:

- Tichenor, Ch. 9, 243- 288
- Leal, David. 2009. “Stalemate: United States Immigration Reform Efforts, 2005 to 2007.” *People and Place* 17(3): 1–17.

Recommended Readings:

- MPI Fact Sheet. 2013. [“Key Immigration Laws and Policy Development since 1986”](#)
- Nakamura, David. 2015. [“Senators to release immigration plan, including a path to citizenship”](#) *The Washington Post*
- Muzaffar Chishti, Doris Meissner, Claire Bergeron. 2011. [“At Its 25th Anniversary, IRCA’s Legacy Lives On”](#) *Migration Policy Institute*

10/9 No Class- Catch up on Readings

10/16 – Public Opinion and Misperceptions on Immigration Policy – Does Public Opinion Matter in Immigration Policy Making?

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

- Test your Knowledge on Immigration:
<http://www.pbs.org/independentlens/blog/immigration-quiz-2>

Readings:

- Jens Hainmueller and Daniel J. Hopkins. 2014. “Public Attitudes Toward Immigration.” *Annual Review of Political Science* 17(1): 225-249.
- Krogstad, Jens Manuel and Jeffrey S. Passel [5 facts about illegal immigration](#). Pew Research Center.
- Goo, Sara Kehaulani. 2015 [Unauthorized Immigrants: Who they are and what the public thinks](#) Pew Research Center.

10/23- Interest Groups and Immigration Policy- How Does Immigration Policy Get Made?

Readings:

- Freeman, Gary and Stuart M. Tendler “*Interest Group Politics and immigration Policy*. Oxford Handbook 324- 344
- DeSipio, Louis 2012 “Immigrant Participation” *Oxford Handbook*. 171- 189
- Preston, Julia. 2012. “[Young Immigrants Say It’s Obama’s Time to Act](#)” *The New York Times*
- Preston, Julia. 2013. “[Showing Grass-Roots Support for Immigration Overhaul.](#)” *The New York Times*
- DeParle, Jason. 2011 “[The Anti- Immigration Crusader.](#)” *The New York Times*.

10/30 – Executive Actions and Immigration- How have the Trump and Obama administration used executive orders to get action on immigration? Are these actions constitutional? Are they good policy?

Readings:

- Percha, Julie. 2017 [Your cheat sheet for executive orders, memorandums and proclamations](#). *PBS Newshour*
- David B. Rivkin Jr., Karen Tumlin and James Downie . 2017. “[Is President Trump’s executive order constitutional?](#)” *The Washington Post*
- Muzaffar Chishti and Sarah Pierce. 2017. [Judge’s Pause of Trump Travel Ban Takes Page from Republican Challenge to Obama Executive Action on DACA](#). MPI
- Bier, David. 2017. [Five Reasons Congress Should Repeal Trump’s Ban](#) *Cato at Liberty*.

Recommended Readings

- [List of Trump’s immigration orders](#)
- A summary of Trump’s [Executive order on Refugees and Memos on Enforcement](#)
- [Obama Executive Orders on Immigration](#)

11/ 6 Who should control immigration policy?

Readings:

- [“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).
- Boushey, Graeme, and Adam Luedtke. 2011. “Immigrants across the U.S. Federal Laboratory: Explaining State-Level Innovation in Immigration Policy.” *State Politics & Policy Quarterly* 11(4): 390–414.
- Kandel, William A. 2016. [“Interior Immigration Enforcement, Criminal Alien Programs”](#)
- Nowrasteh, Alex. 2017. [Trump Executive Order Reestablishes “Secure Communities”](#)
- Daniel Denvir. 2017 [“The False Promise of Sanctuary Cities”](#) *Slate*

11/13 - Securitization and Criminalization of Migration

Readings:

- Messina, A. (2014). “Securitizing Immigration in the Age of Terror.” *World Politics*, 66(3), 530-559.
- Ewing, Walter A. and Martinez, Daniel E. and Rumbaut, Rubén G., July 2015. [“The Criminalization of Immigration in the United States”](#) Washington, DC: American Immigration Council Special Report, July 2015.

Recommend Readings:

- McConahay, Mary Jo. Sept 8, 2006 [“Soldiers on the Border”](#) *Texas Observer*
- Associated Press, [“Quebec-Vermont Border Communities Divided by Post-9/11 Security.”](#) CBC News: Canada, August 14, 2011.
- Michelle Mittelstadt, Burke Speaker, Doris Meissner, and Muzaffar Chishti. 2001. [“Through the Prism of National Security: Major Immigration Policy and Program Changes in the Decade since 9/11”](#)

11/20 – Dealing with Unauthorized Migration: Border Walls, Deportations and Regularizations- What is the solution?

OUTLINE DUE

Readings:

- Cornelius, Wayne A. 2005. “Controlling ‘Unwanted’ Immigration: Lessons from the United States, 1993-2004”. *Journal of Ethnic and Migration Studies* 31(4): 775-794.
- Rocha, R. R., Hawes, D. P., Fryar, A. H. and Wrinkle, R. D. 2014. “Policy Climates, Enforcement Rates, and Migrant Behavior: Is Self-Deportation a Viable Immigration Policy?” *Policy Study Journal*, 42: 79–100.
- Rosenblum, Marc R. and Doris Meissner. April 2014. [The Current Record on Deportations: What Underlies the ‘Eye of the Beholder’ Dynamic?](#)
- FAIR- [“Five Moral Arguments Against the Dream Act”](#)
- America’s Voice [“5 Reasons to Support the Dream Act”](#)

Recommended Readings:

- Batalova, Jeanne; Sarah Hooker; and Randy Capps, with James Bachmeier. 2014. *DACA at the Two-Year Mark: A National and State Profile of Youth Eligible and Applying For Deferred Action*. Washington, D.C.: Migration Policy Institute.
- *The Christian Science Monitor*. 2013 “[Immigration reform: What the last ‘path to citizenship’ did for immigrants.](#)”

11/27 Immigrants as Workers- Should immigration be seen in primarily economic terms? What are the costs and benefits of immigrant workers?

DUE Before class, email me your results from Canada’s immigration questions

- Canada’s Point System – take the test!
<http://www.cic.gc.ca/english/immigrate/skilled/assess/index.asp>

Readings

- Clemens, Michael. 2017. [There’s No Evidence That Immigrants Hurt Any American Workers.](#)
- Migration Policy Institute. 2011. [Rethinking Point Systems and Employer-Sponsored selected immigration](#)
- Christopher Mason and Julia Preston: “[Points system for immigration causes problems of its own in Canada](#)” *New York Times*, Wednesday, June 27, 2007

Recommended 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).
- 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).

12/4 Refugees and Asylum Seekers

Readings:

- Michael Teitelbaum, “Right Versus Rights: Immigration and Refugee Policy in the United States”
- Christina Boswell, “The Liberal Dilemma in the Ethics of Refugee Policy,” Ch. 14.4 (664-82)
- Inkpen, Christopher and Ruth Igielnik. July 2014. [Where Refugees to the US come from.](#) Pew Research.
- American Immigration Council [Asylum in the United States](#)

12/11 Immigrant Policy – Incorporation, Naturalization, and Birthright Citizenship- How do immigrants become Americans? Does how they become Americans Matter?

Readings:

- Fix, Michael. 2015. “[Repealing Birthright Citizenship: The Unintended Consequences](#)”. Migration Policy Institute

- DeSipio, Louis. 2011. "Immigrant Incorporation in an Era of Weak Civic Institutions: Immigrant Civic and Political Participation in the United States." *American Behavioral Scientist*.
- Bloemraad, Irene. 2006. "Becoming a Citizen in the United States and Canada: Structured Mobilization and Immigrant Political Incorporation." *Social Forces* 85(2): 667-695.
- 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).
- 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).

**FINAL PAPER DUE- HARD COPY DUE AT MY OFFICE BY 2:30 PM
DECEMBER 19th.**