

IMMIGRATION AND INTEGRATION POLICY
Public Policy and Law (PBPL) 331 / Political Science (POLS) 335

Professor:	Professor Abby Fisher Williamson	Course time:	TR: 9:25-10:40 AM
Office:	Downes Memorial 206	Course Location:	Seabury Hall N215
E-mail:	Abigail.Williamson@trincoll.edu	Office Hours:	TR 11 AM - 12:15 PM & by appt

COURSE DESCRIPTION

Immigrants and their children currently make up 27% of U.S. residents and comprise a majority in several major cities, including New York and Los Angeles. Thus, the presence of immigrants influences nearly all areas of US policymaking. Depending on whom you ask, today's immigrants may be heroic pursuers of the American dream or villains who weaken its promise. Critics of immigration argue that newcomers endanger economic health, undermine cultural unity, and threaten democratic traditions. Proponents respond that immigration is crucial for the country's prosperity and central to national identity.

This course examines popular and scholarly debates over immigration and immigrant adaptation and analyzes the efficacy of U.S. policies aimed at managing these processes. Topics include US border security, the increased state and local regulation of immigration, and policies to address unauthorized immigrant status. Course assignments will emphasize persuasive writing and communication for a policymaking audience, including memos and briefings based on independent student research.

In Part I, we consider *immigration policies* – those that govern who may come to the United States to stay, as well as who is excluded. We consider why humans migrate across national borders, the ethics that govern related policy decisions, the history of U.S. immigration policy, and current policies on border security and immigrant admissions.

Often, however, debates over immigration policy hinge on perceptions of *how today's immigrants are adapting to the United States*, a question we consider in Part II. Are immigrants advancing economically or falling into poverty? Are they learning English or maintaining their native languages? Are they interested in becoming citizens or do they focus on their homeland? These questions point to a broader debate over the role of immigrants in the United States. What does it mean to “become American?” And how do immigrants shape what America will become?

In Part III, we will investigate government *policies shaping immigrant integration*, particularly in an era of increasing immigrant dispersion across the United States.

COURSE OBJECTIVES

Active participants in this course should gain:

- Enhanced understanding of contemporary immigration and integration.
- Improved critical reading skills.
- An increased ability to craft arguments drawing on evidence from credible academic and policy sources.
- Enriched policy writing, oral presentation, and data analysis skills through memos, briefing, and data presentation assignments.

COURSE MATERIALS

Please purchase the following books, available in the college book store:

- Tichenor, Daniel J. 2002. *Dividing Lines: The Politics of Immigration Control in America*. Princeton, NJ: Princeton University Press.
- Massey, Douglas S., Jorge Durand, and Nolan J. Malone. 2002. *Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration*. New York: Russell Sage.
- Wong, Tom K. 2017. *The Politics of Immigration: Partisanship, Demographic Change, and American National Identity*. Oxford University Press.

Additional course reading materials will be available via download from Moodle. I ask that you have in class on the assigned day a hard copy of the readings that allows you to make notes. If a given reading is on Moodle and is more than 12 pages double-sided, you may choose to bring a digital copy to consult. *You will need to reference readings in class in order to participate.*

COURSE REQUIREMENTS

Class participation will be the most crucial requirement of this seminar, since we aim to reach a deeper understanding of immigration/integration policies through critical discussions of assigned readings. To enable a productive discussion, you must be in class, on time, having completed all of the readings. At a minimum, to be prepared for class participation, I expect that you will be able to respond to each of the following questions about each **assigned reading**.

1. What is the author's argument (i.e. what is the author trying to convince us of)?
2. How does the author reach his/her conclusions (i.e. what evidence and methods of analysis does the author draw on)?
3. Is the author's argument compelling – do you buy it? Why or why not?

I may ask that students submit **discussion questions** or complete some small research exploration prior to the class, tasks that will be included in the participation grade.

On several days during the semester, we will jumpstart our discussion through a 15 minute **policy briefing** on a given debate, led by a group of roughly three students. Each student in the course will participate in one briefing group.

In addition to these in-class assignments, students will complete two 3-page response papers, a data analysis paper, and one final policy memo. The **response papers** will address questions raised by the readings for a particular day of class and must be submitted by noon the day before the given class. On the day for which you submit your response paper, I expect you to serve as an informal leader in class discussion.

The **data analysis paper** (c. 2-3 pages) will involve using US government data to evaluate claims made about immigration policy by leaders and the media.

For the final assignment, students will conduct independent research to write a 10-page **policy memo** advising a local government leader in a U.S. city or town on how to respond to an immigration-related issue in the leader's jurisdiction. Several weeks before the memo is due, students will submit a 2-page **prospectus** detailing the topic, audience, and research strategy for their memo.

I will provide more details on expectations through assignments distributed in class.

Note: In this course, your written work should be considered public. I may choose to share your work so that we can generate discussion and you can benefit from your classmates' critiques. If you have specific concerns about making a particular piece of writing public, please e-mail me.

Grades and Deadlines

I will calculate your grade based on class participation and performance on the response papers, policy briefing, data analysis paper, prospectus, and policy memo. Assignments *tentatively* will be due on the deadlines listed below, though you should always refer to the posted assignment for the final verdict on deadlines.

<u>Assignment</u>	<u>Percent of Grade</u>	<u>Deadline</u>	<u>Submission</u>
Class participation	17 percent	Daily	In class
Two 2-3-page response papers	18 percent	2:00 pm on day prior to class where we will discuss the given readings. (Students sign up for 2 dates.)	Moodle
Group policy briefing	18 percent	TBD – students will express preferences and I will assign groups.	In class; Presentation on Moodle
Data Analysis Paper (2-3 pages)	18 percent	Friday, March 15 by 3:00 pm	Moodle <i>and hard copy to Downes 206.</i>
Prospectus	5 percent	Monday, April 22, 12:00 pm (noon)	Moodle
Final 10-page policy memo	24 percent	Tuesday, May 7 at 4:00 pm	Moodle <i>and hard copy to Downes 206.</i>

Your participation grade will evaluate your engagement with the course as reflected in your informed and thoughtful contributions to class discussion and class preparation tasks as assigned (discussion questions, etc.).

Grades reflect the quality of student work and not the effort expended. Grading becomes more stringent in later assignments as you have the opportunity to build additional skills. All grades are final.

Grading Scale

A+	97-100	C+	77-79
A	94-96	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63
		F	59 and below

Moodle Submission

Written assignments must be submitted in a format that is readable in Microsoft Word (e.g. “.doc”, “.rtf”, etc.). PDF files are not acceptable. In some cases, files may be requested in other formats, such as Excel, and specific instructions will be provided. The file you upload should be titled in the following manner:

LastNameFirstInitial_AssignmentType
(e.g. WilliamsonA_RespPaper1)

Note: You are responsible for ensuring that a readable version of your assignment reaches Moodle. If I cannot open or read the file you have sent, the assignment will be subject to late penalties. Check the assignment you upload to ensure that it opens and is readable.

Style and Citation

It is a minimum expectation that all written work be proofread for grammar, spelling, and typographical errors.

Please abide by the following stylistic guidelines, unless otherwise directed:

- All submitted assignments should include your name, the date, and an indication of the assignment type.
- Use double-spaced text.
- Number each page.
- Choose a standard 12-point font (i.e. Times New Roman).
- Set 1-inch margins.

In citing sources, use a consistent citation method such as Chicago style, APA, or MLA. Either parenthetical or footnote style is fine, as long as you are consistent. At the end of your assignment, include a final page with a list of references cited. (If you’re trying to choose, I recommend Chicago author-date citation.)

Note: These submission and style guidelines are designed to enable me to grade and return your work in a timely fashion. Thus, if the submission or style guidelines are not followed, I will deduct points.

COURSE COMMUNICATION AND ASSISTANCE

You must check your e-mail at least daily. I will e-mail the class with important administrative and substantive matters and you are responsible for this information.

I can respond to questions outside of class in office hours (TR 11:00 AM – 12:15 PM and by appointment) or via e-mail (Abigail.Williamson@trincoll.edu). Typically, I will respond to e-mails within 24 hours, though response times on weekends may be slower. I cannot guarantee a response sooner than 24 hours, so please plan ahead when you have questions about assignments. If you are not able to come to office hours, please e-mail me to set an alternate appointment.

COURSE POLICIES

Presence and Punctuality

Class attendance is required and I do mark attendance. If you are not able to attend class, please e-mail me in advance. Absences will be excused in the event of religious holidays and family or medical emergencies. If you miss more than one class due to an emergency or illness, you must present documentation to receive an excused absence.

Any unexcused absences will reduce your participation grade, but incurring more than two unexcused absences will dramatically reduce it. You are responsible for any material that you miss. If you miss a class, obtain the notes from a classmate and review them. If you have remaining questions, see me in office hours or make an appointment.

Late arrivals and departures during class are distracting and detract from our learning. We will begin class promptly. Three late arrivals will result in an unexcused absence. Coming and going during class is often disruptive. Students should step out during class only on those rare occasions when not doing so would prove more distracting.

Technology

Cell phones and other electronic gadgets should be muted and put away. I will assign you a zero for participation that day if I see you using your phone or gadgets in class.

Laptops or tablets are only permitted in class on days where we have a reading posted on Moodle longer than 12-pages double-sided (i.e. that you are not expected to print). On those days, you may use your laptop/tablet to consult the reading. You should always take notes on paper unless you have a documented accommodation for laptop use.

Late Work

To ensure that students remain on track, assignment deadlines are firm. In the interest of fairness, assignments not submitted in the manner required by the *date and time* specified will be penalized in the following manner: one-third of a letter grade deducted per day late (e.g. A → A- within the first 24 hours late, A → B+ between 24-48 hours, etc.). Note that the first deduction takes effect on the day of deadline when the specified submission time passes. Late penalties will not apply in the event of a

family or medical emergency, assuming you produce a note from the Health Center or an appropriate administrator **and** contact me to arrange a new deadline.

Academic Honesty and Plagiarism

A crucial component of academic writing is effective use of sources. Using the words or ideas of others without granting them credit constitutes plagiarism. Plagiarism is not permitted on any assignment, whether a short entry on Moodle, a draft, a prospectus, or a final submission. Incidents of plagiarism and academic dishonesty will be addressed in accordance with college policies and may result in a failing grade and/or more serious consequences:

(<http://www.trincoll.edu/SiteCollectionDocuments/StudentHandbook.pdf>).

Please contact me with any questions regarding use of sources and, when in doubt, acknowledge assistance and cite.

Trinity asks that students sign a declaration on academic honesty at the beginning of the semester, which we will sign on the first day of class.

Collaboration

In this course you will collaborate with classmates on a group briefing and potentially other assignments. In addition, you may discuss readings with classmates outside of class and consult associates at the Writing Center. Where such discussion or guidance significantly shapes your written product, students should acknowledge assistance in a footnote, in line with academic conventions. While discussion of ideas and peer review is strongly encouraged, ***all writing and revising must be executed independently*** (with the exception of the materials you produce for the group briefing).

Accommodations for Students with Disabilities

Trinity College is committed to creating an inclusive and accessible learning environment consistent with the Americans with Disabilities Act. If you have approval for academic accommodations, please ***notify me during the first two weeks of the semester or a minimum of ten days prior to needing your accommodations***. Please be sure to meet with me privately to discuss implementation. If you do not have approved accommodations, but have a disability requiring academic accommodations or have questions about applying, please contact Lori Clapis, Coordinator of Accessibility Resources, at (860) 297-4025 or at Lori.Clapis@trincoll.edu.

Additional Assistance

As noted above, I am happy to see you for extra help in office hours or by appointment. For additional assistance, you are encouraged to consult the Writing Center. The Writing Center is staffed by specially trained Writing Associates, who can assist with your writing—no matter your skill level. To reserve an appointment via the online scheduling system use: <https://trincoll.mywconline.com/>. The main Writing Center is in room 109 of the English House at 115 Vernon Street. For more information about hours and Writing Associates, please visit: <http://writingcenter.trincoll.edu>. Drop-ins are welcome.

SCHEDULE

This schedule is subject to change with adequate notice. I will distribute any revisions and post new versions on Moodle (M).

<u>PART I – IMMIGRATION POLICY</u>			
<u>DATE</u>	<u>CLASS TIME</u>	<u>READINGS DUE</u>	<u>ASSIGNMENTS</u>
T, 1/22	Introduction	No Readings	
W, 1/23		<ul style="list-style-type: none"> • Syllabus • Assignment Details 	E-mail by 8:00 pm: <ul style="list-style-type: none"> • Note and questions on syllabus and assignments • Completed student questionnaire Sign up for your response papers and briefing on Moodle.
Th, 1/24		Attend Professor Williamson’s interview on WNPR’s Where we Live, 9-10:30 am	
M, 1/28			Submit DQ to Moodle by 8:00 p.m.
T, 1/29	Immigration Policy Debate <i>Rhetoric surrounding a political debate can obscure facts. Do any facts in the readings surprise you? Why?</i> <i>What do you find convincing or unconvincing in Huntington’s argument and Citrin et al.’s critique?</i>	<ul style="list-style-type: none"> • Greenblatt, Alan. 2008, 2010. “Immigration Debate.” <i>CQ Researcher</i> 18(5): 97-120. [M - 23] • Toobin, Jeffrey. 2015. “American Limbo.” <i>New Yorker</i>. 27 July. http://www.newyorker.com/magazine/2015/07/27/american-limbo • Huntington, Samuel P. 2004. “The Hispanic Challenge.” <i>Foreign Policy</i> 141: 30-45. [M - 15] • Citrin, Jack, Amy Lerman, Michael Murakami, and Kathryn Pearson. 2007. “Testing Huntington: Is Hispanic Immigration a Threat to American Identity?” <i>Perspectives on Politics</i> 5(1): 31-48. [M - 17] 	
W, 1/30			Submit DQ to Moodle by 8:00 p.m.
Th, 1/31	Theories of International Migration <i>Of the various theories of migration, which is most convincing and why?</i>	<ul style="list-style-type: none"> • Bean, Frank D. and Gillian Stevens. 2003. <i>America’s Newcomers and the Dynamics of Diversity</i>. New York: Russell Sage. Chapter 2, p. 16-41. [M – 25] • Portes, Alejandro and Rubén G. Rumbaut. 2006. <i>Immigrant America: A Portrait</i>. Los Angeles, CA: University of California Press. [M - 34] Read pages 1-11; skim pages 12-36 so that you understand their typology of immigrants. 	

M, 2/4			Submit discussion question to Moodle by 8:00 p.m.
T, 2/5	Ethics of Migration <i>What are our responsibilities to migrants and why?</i>	<ul style="list-style-type: none"> • Carens, Joseph H. 1998. "Aliens and Citizens: The Case for Open Borders." Pp.365-387 in <i>The Immigration Reader: America in a Multidisciplinary Perspective</i>, edited by David Jacobson. Malden, MA: Blackwell Publishers. [M - 23] • Walzer, Michael. 1998. "Membership." Pp. 341-364 in <i>The Immigration Reader: America in a Multidisciplinary Perspective</i>, edited by David Jacobson. Malden, MA: Blackwell Publishers. [M - 23] 	
Th, 2/7	Historical US Policy - Pre-1965 <i>How have immigration policies historically emerged? How do past policies affect today's prospects for reform?</i>	<ul style="list-style-type: none"> • Tichenor, Daniel J. 2002. <i>Dividing Lines: The Politics of Immigration Control in America</i>. Princeton, NJ: Princeton University Press. Chapter 2, p. 16-45. [Book – 29] • Aleinikoff, T. Alexander, David Martin and Hiroshi Motomura. 2003. "A Brief History of Immigration to the United States." Pp. 157-182 in <i>Immigration and Citizenship: Process and Policy</i>, 5th Edition. Thompson West. [M - 24] • Peters, Margaret. 2018. "Why did Republicans become so opposed to immigration? Hint: It's not because there's more nativism." Washington Post. January 30. https://wapo.st/2QOIdex 	
T, 2/12	Historical US Policy - Post-1965 <i>How should post-WWII policy history inform the debate today?</i>	Tichenor, Daniel J. 2002. <i>Dividing Lines: The Politics of Immigration Control in America</i> . Princeton, NJ: Princeton University Press. Chapters 8-9, p. 219-288. [Book - 68]	
Th, 2/14	IRCA and Mexican Migration <i>How does Massey's account differ from the conventional wisdom? Is it convincing?</i>	<ul style="list-style-type: none"> • Massey, Douglas S., Jorge Durand, and Nolan J. Malone. 2002. <i>Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration</i>. New York: Russell Sage Foundation. Chapters 3-5., p. 24-104. [Book - 74] • Ahmed, Azam. 2019. "Migrants' Despair Is Growing at U.S. Border. So Are Smugglers' Profits." <i>New York Times</i>. 6 January. https://nyti.ms/2D3u4Wr 	
T, 2/19	Comprehensive Immigration Reform	<ul style="list-style-type: none"> • Massey, Douglas S., Jorge Durand, and Nolan J. Malone. 2002. <i>Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration</i>. New York: Russell Sage Foundation. Chapters 6-7., p. 105-164. [Book - 61] • Naylor, Brian. 2017. "Trump Unveils Legislation Limiting Legal Immigration." <i>NPR</i>. August 2. https://www.npr.org/2017/08/02/541104795/trump-to-unveil-legislation-limiting-legal-immigration • Skim this summary of the Senate Bill 744 passed in July 2013: http://www.immigrationpolicy.org/special-reports/guide-s744-understanding-2013-senate-immigration-bill • Refer to the charts on pages 4-5 here to review the differences between current legal immigration flows and proposed flows in the Senate bill: http://www.migrationpolicy.org/pubs/CIRbrief-LegalFlows.pdf 	

Th, 2/21	No Class.	Trinity Days	
T, 2/26	Comprehensive Immigration Reform – Border and Interior Enforcement	<ul style="list-style-type: none"> Wong, <i>The Politics of Immigration</i> (pages TBD) MPI Report on Immigration Enforcement, pages 1-13 (Executive Summary): http://www.migrationpolicy.org/pubs/enforcementpillars.pdf Lind, Dara. 2019. “What’s actually happening at the US-Mexico border, explained.” <i>Vox Media</i>. January 9. https://www.vox.com/2019/1/8/18173721/trump-border-facts-truth-speech-lying Lind, Dara. 2019. “The Trump administration’s separation of families at the border, explained.” <i>Vox Media</i>. August 14. https://www.vox.com/2018/6/11/17443198/children-immigrant-families-separated-parents Read and watch this multimedia examination of the border. https://www.usatoday.com/border-wall/ Recommended: Martínez, Óscar. 2017. “Escaping death, asylum seekers surge in Mexico.” Univision. October 17. https://www.univision.com/especial/univision-news/latin-america/special-report-escaping-death-asylum-seekers-surge-in-mexico/index.html 	
Th, 2/28	Comprehensive Immigration Reform – Employment Enforcement <i>Will comprehensive reform proposals address contemporary challenges?</i>	<ul style="list-style-type: none"> Wong, <i>The Politics of Immigration</i> (pages TBD) Martin, David A. 2007. “Eight Myths about Immigration Enforcement.” <i>Legislation and Public Policy</i> 10: 525-553. [M – 27] Carcamo, Cindy. 2017. “Trump's crackdown focuses on people in the U.S. illegally – but not on the businesses that hire them.” March 20. https://www.latimes.com/nation/la-na-immigration-employers-20170320-story.html 	Employment Enforcement Briefing
T, 3/5	Proposals for Reform - DREAM Act <i>Is the DREAM Act/Deferred Action a worthwhile step towards immigration reform?</i> <i>What does the Congressional Record of the senatorial DREAM Act debate suggest about what makes a desirable/undesirable immigrant in the eyes of the American public?</i>	<ul style="list-style-type: none"> Gonzalez, Roberto G. 2011. “Learning to Be Illegal: Undocumented Youth and Shifting Legal Contexts in the Transition to Adulthood.” <i>American Sociological Review</i> 76(4): 602–619. [M – 17] Knickerbocker, Brad. 2010. “DREAM Act for Minors in the US Illegally Stopped in the Senate.” <i>Christian Science Monitor</i>, December 18. https://bit.ly/2RTiepX <i>Congressional Record</i>. 2010. S8622-8624 (daily ed. December 8) (statement of Senator Durbin). [M - 2] <i>Congressional Record</i>. 2010. S10657-10658. (daily ed. December 18) (statement of Senator McCain). [M - 2] Gonzales, Roberto et al. 2017. <i>Taking Giant Leaps Forward: Experiences of a Range of DACA Beneficiaries at the 5-Year Mark</i>. Center for American Progress. https://cdn.americanprogress.org/content/uploads/2017/06/21142115/DACAat5-brief2.pdf Preston, Julia. 2017. “How the Dreamers Learned to Play Politics.” <i>Politico</i>. September 9. https://www.politico.com/magazine/story/2017/09/09/dreamers-daca-learned-to-play-politics-215588 	DREAM Act / DACA Briefing

W, 3/6			Email Professor question for data assignment.
Th, 3/7	Comparisons to Other Nations <i>What can we learn from immigration policy in other nations?</i>	<ul style="list-style-type: none"> Freeman, G. (1995). "Modes of Immigration Policies in Liberal Democratic States." <i>International Migration Review</i> 29(4): 881-902. [M - 21] Cornelius, W.T., Tsuda, P. L. Martin and J. F. Hollifield (2004). <i>Controlling Immigration: A Global Perspective</i>. Read 3-20 and 40-43; skim remainder. Choose one reading in preparation for data assignment: <ul style="list-style-type: none"> <i>If you intend to focus on asylum:</i> Rottman, Andy J., Christopher J. Fariss and Steven C. Poe. 2009. "The Path to Asylum in the US and the Determinants for Who Gets In and Why." <i>International Migration Review</i> 43(1): 3–34. <i>If you intend to focus on detention, deportation, or immigration courts:</i> Meissner et al. 2013. <i>Immigration Enforcement in the United States: The Rise of a Formidable Machinery</i>. Migration policy Institute. 118-140. 	
T, 3/12	Proposals for Reform - Point System <i>Is a point system a worthwhile direction for reform?</i>	<ul style="list-style-type: none"> Refer to the charts on pages 11-12 here to review the Senate bill's point system: http://www.migrationpolicy.org/pubs/CIRbrief-LegalFlows.pdf Wasem, Ruth Ellen and Chad C. Haddal. 2007. "Point Systems for Immigrant Selection: Options and Issues." Congressional Research Service, September 4. [M-33] Borjas, George J. 1999. "National Origin." Pp. 39-61 in <i>Heaven's Door: Immigration Policy and the American Economy</i>. Princeton, NJ: Princeton University Press. [M – 22] Jasso, Guillermina and Mark R. Rosenzweig. 1995. "Do Immigrants Screened for Skills Do Better than Family Reunification Immigrants?" <i>International Migration Review</i> 29(1). Pages 85-89, 108-109. [M] 	Point System Briefing
W, 3/13			Post draft chart/table to Moodle by 3:00 pm.
<u>PART II – IMMIGRANT INTEGRATION</u>			
Th, 3/14	Theories of Assimilation/Integration <i>What does it mean to become American? What do/should we expect from immigrants and from Americans?</i>	<ul style="list-style-type: none"> Alba, Richard and Victor Nee. 2003. <i>Remaking the American Mainstream: Assimilation and Contemporary Immigration</i>. Cambridge, MA: Harvard University Press. [M - 35] Brubaker, Rogers. 2001. "The return of assimilation? Changing perspectives on immigration and its sequels in France, Germany, and the United States." <i>Ethnic and Racial Studies</i> 24(4). Note: Read only the section on "Two Meanings of Assimilation," p. 533-535. [M – 2] Waters, Mary C. and Marisa Gerstein Pineau, Eds.. 2015. <i>The Integration of Immigrants into American Society</i>. National Academy of Sciences. Pp. 1-14. <i>School House Rock</i>. 1977. "The Great American Melting Pot." Video clip. Accessed July 18, 2012. YouTube. http://www.youtube.com/watch?v=32l3sTFRFX8. [Link] 	Bring printed copy of draft chart/table to class.

F, 3/15			Data Assignment due to Moodle and Downes 206 by 3:00 pm.
T, 3/19-21	No Class.	Spring Break	
T, 3/26	Second-generation Assimilation <i>Evaluate competing second-generation assimilation theories. Which fits your understanding of the evidence?</i>	<ul style="list-style-type: none"> Portes, Alejandro and Min Zhou. 1993. "The New Second Generation: Segmented Assimilation and its Variants." <i>Annals of the American Academy of Political and Social Science</i> 530(1): 74-96. [M – 22] Kasinitz, Philip, John H. Mollenkopf, Mary C. Waters, and Jennifer Holdaway. 2008. <i>Inheriting the City: The Children of Immigrants Come of Age</i>. New York: Russell Sage Foundation. Chapters 1, p. 1-24. [M – 24] 	
Th, 3/28	Immigrants and the Economy <i>Do immigrants harm U.S. workers' wages?</i>	<ul style="list-style-type: none"> Peri, Giovanni. 2013. "The Economic Benefits of Immigration." <i>Berkeley Review of Latin American Studies</i>. http://clas.berkeley.edu/sites/default/files/shared/docs/tertiary/BRLASFall2013-Peri.pdf Waters, Mary C. and Marisa Gerstein Pineau, Eds.. 2015. <i>The Integration of Immigrants into American Society</i>. National Academy of Sciences. Pp. 247-249, 292-296. Lowenstein, Roger. 2006. "What Is She Really Doing to American Jobs and Wages?" <i>The New York Times</i>, July 9. Accessed July 18, 2012. http://www.nytimes.com/2006/07/09/magazine/09IMM.html?pagewanted=all [Link – 10] Hondagneu-Sotelo Domestica, Pierette. 2001. <i>Domestica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence</i>. Berkeley, CA: University of California Press. Chapter 1, p. 3-28. [M – 25] (Chapter 2 recommended.) 	
T, 4/2	Immigrants and Politics <i>How are immigrants participating in politics and how will that shape the future of American politics and policies?</i>	<ul style="list-style-type: none"> Waters, Mary C. and Marisa Gerstein Pineau, Eds.. 2015. <i>The Integration of Immigrants into American Society</i>. National Academy of Sciences. Pp. 159-197. Silber Mohamed, Heather. 2017. <i>The New Americans: Immigration, Protest, and the Politics of Latino Identity</i>. University of Kansas Press. Chapter 7. Gimpel, James G. and Karen Kaufmann. 2001. "Impossible Dream or Distant Reality?: Republican Efforts to Attract Latino Voters." Washington, DC: Center for Immigration Studies Background. August. Accessed July 18, 2012. http://www.cis.org/sites/cis.org/files/articles/2001/back901.pdf Hajnal, Zoltan and Taeku Lee. 2012. "The Untold Future of American Politics." <i>New York Times</i>. June 4. http://campaignstops.blogs.nytimes.com/2012/06/04/the-untold-future-of-american-politics/ Patten, Eileen and Mark Hugo Lopez. 2013. "Are Unauthorized Immigrants Overwhelmingly Democrats?" Pew Hispanic Research Center Reports. http://www.pewresearch.org/fact-tank/2013/07/22/are-unauthorized-immigrants-overwhelmingly-democrats/ 	

Th, 4/4	Immigrants and Social Relations <i>How does/should immigration affect American culture and society?</i>	<ul style="list-style-type: none"> Putnam, Robert D. 2007. "E Pluribus Unum: Diversity and Community in the Twenty-First Century." <i>Scandinavian Political Studies</i> 30(2): 137-174. [M - 28] Enos, Ryan. 2014. "Causal Effect of Intergroup Contact on Exclusionary Attitudes." <i>Proceedings of the National Academy of Sciences of the United States of America</i> (111)10: 3699–3704. 	
T, 4/9	Immigrants and Race <i>Will contemporary immigration reshape the American color line? In what way and to what effect?</i>	<ul style="list-style-type: none"> Masuoka, Natalie and Jane Junn. 2013. <i>The Politics of Belonging</i>. Chicago: University of Chicago Press. Chapter 2, p. 36-62. [M-26] Kasinitz, Philip, John H. Mollenkopf, Mary C. Waters, and Jennifer Holdaway. 2008. <i>Inheriting the City: The Children of Immigrants Come of Age</i>. New York: Russell Sage Foundation. Chapters 10, p. 300-341. [M – 41] Policy Memo and prospectus assignment (see "Assignment Details" on Moodle) [M - 2] Writing a Policy Memo handout (PolicyMemoAFW in Unit II Readings) [M - 1] Policy Memo example (read "MemoExample" under assignments) [M-10] 	
<u>PART III – INTEGRATION POLICY</u>			
Th, 4/11	U.S. Integration Policy <i>What does U.S. immigrant integration policy do and not do?</i>	<ul style="list-style-type: none"> Fix, Michael. 2007. "Immigrant Integration and Comprehensive Immigration Reform: An Overview." In <i>Securing the Future: U.S. Immigrant Integration Policy</i>, edited by Michael Fix. Washington, DC: Migration Policy Institute. 1-11. [M – 11] Bloemraad, Irene. 2006. <i>Becoming a Citizen: Incorporating Immigrants and Refugees in the United States and Canada</i>. Berkeley, CA: University of California Press. Chapter 3. [M – 35] "Quiz: Could You Become a Citizen?" http://www.cnn.com/2016/06/30/us/4th-of-july-quiz-us-citizenship/ [Take the quiz!] Lind, Dara. 2018. The citizenship question on the 2020 census, explained." March 28. <i>Vox Media</i>. https://www.vox.com/policy-and-politics/2018/3/28/17168048/census-citizenship-2020-immigrants-count-trump-lawsuit 	By 1:00 pm before class, enter your score on the citizenship quiz on the Moodle poll.
T, 4/16	Immigrant Dispersion and Local Responses <i>Why are immigrants dispersing and how is dispersion relevant to policy reform?</i>	<ul style="list-style-type: none"> Singer, Audrey. 2008. "Twenty-First-Century Gateways: An Introduction." In <i>Twenty-First Century Gateways: Immigrant Integration in Suburban America</i>, edited by A. Singer, S. W. Hardwick, and C. B. Brettell, 1-22. Washington, DC: Brookings Institution Press. [M – 22] Williamson, Abigail Fisher. 2018. <i>Welcoming New Americans? Local Governments and Immigrant Incorporation</i>. University of Chicago Press. Chapter 1. 	

Th, 4/18	<p>State and Local Enforcement</p> <p><i>What is the state-level role in immigration and integration policy? What should it be?</i></p>	<ul style="list-style-type: none"> • Krikorian, Mark. 2001. “Downsizing Illegal Immigration: A Strategy of Attrition through Enforcement.” Washington, DC: Center for Immigration Studies Backgrounder. May. [M - 6] • Varsanyi, Monica W. 2010. “Immigration Policy Activism in the U.S. States and Cities: Interdisciplinary Perspectives.” In <i>Taking Local Control: Immigration Policy Activism in U.S. Cities and States</i>, edited by Monica W. Varsanyi, 1-11. Stanford, CA: Stanford University Press. [M – 11] • Selected Readings on “Sanctuary cities”: <ul style="list-style-type: none"> • https://www.whitehouse.gov/the-press-office/2017/01/25/presidential-executive-order-enhancing-public-safety-interior-united • https://www.washingtonpost.com/news/volokh-conspiracy/wp/2017/01/26/constitutional-problems-with-trumps-executive-order-on-sanctuary-cities/?utm_term=.9a3219180c08 (note that Ilya Somin is a conservative originalist who argues against Trump's policy) • http://www.latimes.com/opinion/op-ed/la-oe-rivkin-foley-sanctuary-city-20161207-story.html • Martínez, David, Ricardo D. Martínez-Schuldt, and Guillermo Cantor. 2017. “Providing Sanctuary or Fostering Crime? A Review of the Research on ‘Sanctuary Cities’ and Crime.” <i>Sociology Compass</i>. 	State and Local Enforcement Briefing
M, 4/22			Prospectus Due – noon (12 pm) to Moodle
T, 4/23	Prospectus Workshop	<ul style="list-style-type: none"> • Selected classmates’ prospectuses to be posted to Moodle by 5:00 pm on Monday 	
Th, 4/25	<p>Immigration and Fiscal Effects</p> <p><i>How do the costs and benefits of immigration affect state and local governments?</i></p>	<ul style="list-style-type: none"> • National Academy of Sciences. 2016. <i>The Economic and Fiscal Consequences of Immigration</i>. P. 277-278, 317-355, 420-421 (second file). • Porter, Eduardo. 2005. “Illegal Immigrants Are Bolstering Social Security With Billions.” <i>New York Times</i>, April 5. Accessed July 20, 2012. http://www.nytimes.com/2005/04/05/business/05immigration.html [Link - 2] • Deborah L. Garvey. 2007. “Designing an Impact Aid Program for Immigrant Settlement.” In <i>Securing the Future: U.S. Immigrant Integration Policy</i>, edited by Michael Fix. Washington, DC: Migration Policy Institute. [M – 10] 	

T, 4/30	<p>Comparative Integration Policy</p> <p><i>Should the United States have a more comprehensive federal integration policy?</i></p>	<p>Look up one Western European country's immigrant integration program from one of the following sources and be prepared to describe it to the class:</p> <ul style="list-style-type: none"> • Joppke, Christian. 2007. "Beyond National Models: Civic Integration Policies for Immigrants in Western Europe. <i>West European Politics</i> 30(1): 1--22. [M – 19] (Pgs. 5-14 cover the Netherlands, France and Germany) • UK: http://www.migrationpolicy.org/pubs/UK-countrystudy.pdf • Feel free to look up your own or ask me to find resources on a particular country of interest. <p>And read:</p> <ul style="list-style-type: none"> • Kymlicka, Will. 2001. "The Theory and Practice of Immigrant Multiculturalism." Pp. 152-176 in <i>Politics in the Vernacular: Nationalism, Multiculturalism, and Citizenship</i>. New York, NY: Oxford University Press. [M – 25] • Mollenkopf, John and Jennifer Hochschild. 2010. "Immigrant Political Incorporation: Comparing Success in the United States and Western Europe." <i>Ethnic and Racial Studies</i> 33(1): 19-38. [M – 17] 	
T, 5/7			Final Memo due 4:00 pm to Moodle and Downes 206.