

9/29/2015 1:10 AM

U.S. Immigration Policy

POLSC 221(W)

Fall 2015

Class Mtgs: M/Th 11:10-12:25, 1729 HW
Office Hours: Mondays, Thursdays 2-4pm 1726HW

Instructor: Professor Newton
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Phone: (212) 772-4785

Course Description

In this course, students will learn to move past common oversimplifications of a very complex policy issue. The course focuses on the historical development of federal immigration policy, but we will consider how states and municipalities also handle immigration-related concerns. The central theme of this course is change and continuity in American immigration policy; a specific concern is the impact of policy designs on immigration and politics. By looking at the historical development of policy objectives and political debates over citizenship, membership, assimilation and acculturation, we not only learn about the politics of immigration, we see how immigration cuts to the very core of how we define ourselves as a nation and a people.

Course Objectives

This course is an American politics course that pays attention to formal processes of policy development, policy implementation, and policy change.

At its completion students should have learned:

- key themes that reappear in U.S. immigration policy making
- how to become better consumers of immigration-related information
- how to read, assess, and contextualize immigration statistics
- analytical thought through exposition of logic in argumentation & critique of those arguments
- how to build an effective argument by matching evidence to a claim or assertion
- to practice and sharpen oral presentation skills

REQUIRED READINGS:

A. Books available at Shakespeare Books, (Lexington Ave. betw. 69th & 68th Sts.)

1. Hagan, Jacqueline Maria. 1995. *Deciding to Be Legal: A Maya Community in Houston*. Philadelphia, Temple Univ. Press.
2. Tichenor, Daniel. 2002. *Dividing Lines: The Politics of Immigration Control in America*. Princeton: Princeton University Press.
3. Johnson, Kevin R. 2004. *The "Huddled Masses" Myth: Immigration and Civil Rights*. Philadelphia, PA: Temple University Press.
4. Newton, Lina. 2008. *Illegal, Alien or Immigrant: The Politics of Immigration Reform*. New York, New York University Press.

B. Electronic readings

1. Scholarly journal articles (preceded by ❖) available to registered students via Main Library electronic databases.
2. Electronically archived policy analyses and government documents with links indicated on the syllabus.
3. Select book chapters on Blackboard as noted.
4. Multimedia as noted

C. Blackboard Course Website, Turnitin.com & Hunter Email:

- Lecture slides, handouts, and any changes to the syllabus will appear on the course website. You are responsible for content and communication from this site as you would be for any required readings and assignments
- All take-home essay assignments (with the exception of the outline) are to be submitted via Turnitin.com. Instructions specific to POLSC 221 will be forthcoming.
- All instructor-student emails/contact will occur via Hunter College email accounts.

ASSIGNMENTS

Weighted Grade Distribution

- | | |
|--|-----------------|
| 1. On-time attendance, preparation & participation in reading discussion | 10% |
| 2. Formal group presentation, ppt & discussion | 20% |
| 3. Two In-Class Exams (Short Answer & Short Essay) | 30% (@15% each) |
| 4. Documented outline for final paper | 20% |
| 5. Final Paper | 20% |

1. Preparation, Participation and Attendance: your participation grade accounts for your attendance in class but places a premium on your active contributions to weekly discussions that demonstrate *your knowledge and thoughts on the assigned readings*.

Attendance policy: How many classes you miss is up to you (except of course on days of exams, or your discussion assignment date); know that absences without documentation will affect your participation grade adversely. If you are not here within 10 minutes of the start of class, you will be considered absent for the day.

2. Two In-class Exams: To ensure success, be familiar with terminology, arguments in each article/ chapter, evidence and examples used to build an argument, and be familiar with the lectures—particularly as context to the readings.

3. Student-led discussions. In the third class meeting, each student will sign on to lead discussion on a set of readings. On the day of discussion, you will want to give a *brief summary* of the reading, and devote a significant time to generating discussion from your peers, raising questions about the reading, the arguments of the authors, critical assessment of evidence they use to support those arguments, and how these relate more broadly to themes covered in the course. More detailed guidelines & rubrics appear under COURSE DOCUMENTS on Blackboard. To receive your grade, each group will submit a set of power point slides for their presentation that will be posted on the course site.

*** MISSED DISCUSSION DATES CANNOT BE RESCHEDULED & WILL BE ASSIGNED A GRADE OF 0***

4. Essay Assignment Requirements: Detailed Sentence Outline & Final Paper

This is a designated writing course, and the assignments are designed to develop and work on your argumentation and documented essay-writing skills.

USE OF TURNITIN.COM: All students will submit final essays electronically via TurnItIn.com. You will need to create an account at www.turnitin.com. Further instructions including course numbers and passwords will be provided in advance.

Grading of Outlines: Outlines must achieve technical competence (thesis, logic, format, citation) and show evidence of a plan to address the prompt.

Grading of Essays: Papers are assigned grades based on technical merit (overall structure, grammar, cohesiveness) *and* quality of content (Did you comprehend the readings? Did you use all relevant readings correctly in developing and supporting your argument?) *Late papers will be penalized by a full grade per day late.*

For general policies governing this course, please refer to the final page of the syllabus.

Course Outline and Weekly Reading Assignments

Please note: while I will make every effort to follow this outline for the course, I reserve the right to make changes to the schedule and/or assignments in the interest of time, or if developments in current events warrant such changes.

DATES	TOPIC & ASSIGNMENTS
THE PECULIAR AMERICAN POLITICS OF IMMIGRATION	
Th 8/27	Course Overview
M 8/31 & Th 9/3	Foundations: Terminology & Current Population Trends <u>Readings:</u> 1. Monger, Randall & James Yankay. 2013. "U.S. Lawful Permanent Residents 2013" Washington, DC: Office of Immigration Statistics, U.S. Department of Homeland Security. (Available from U.S. DHS website: http://www.dhs.gov/publication/us-lawful-permanent-residents-2013) 2. Rosenblum, M. & Ariel Ruiz Soto. 2015. "An Analysis of Unauthorized Immigrants in the U.S. by Country & Region of Birth." Washington, DC: Migration Policy Institute. Download & read full report (pdf format): http://www.migrationpolicy.org/research/analysis-unauthorized-immigrants-united-states-country-and-region-birth 3. Martin, Daniel C. & James E. Yankay. 2013. "Refugees and Asylees: 2013" Washington, DC: Office of Immigration Statistics, U.S. Department of Homeland Security. (Available from DHS website: http://www.dhs.gov/publication/refugees-and-asylees-2013)
M 9/7	COLLEGE CLOSED FOR LABOR DAY
PART I: BUILDING A REGULATORY REGIME IN A FREE-MARKET SOCIETY	
Th 9/10	The History of U.S. Immigration Policy: Colonial Times through Chinese Exclusion <u>Readings:</u> Tichenor, <i>Dividing Lines</i> : Chs. 3
M 9/12	NO CLASSES SCHEDULED.
Th 9/17	The History of U.S. Immigration Policy: Asian Exclusion through Quota System Readings: Tichenor, <i>Dividing Lines</i> : Chs 4-5
M 9/21, Th 9/24	Migrant Labor Administration & The Emergence of "Illegal" Immigration <u>Readings:</u> 1. Calavita, K. 1992. "The formative years" from <i>Inside the State: the Bracero Program, Immigration and the I.N.S.</i> (pp18-41). 2. ❖Ngai, Mae. 2003. "The Strange Career of the Illegal Alien: Immigration Restriction and Deportation Policy in the United States, 1921-1965," <i>Law and History Review</i> , Vol. 21, No. 1 (Spring, 2003), pp. 69-107 (Located using Library's Academic Search Premiere database)

Mon
9/28

From 1965 On: Migration Management In The Modern Policy Era

Read:

1. President Lyndon B. Johnson's Remarks at the Signing of the Immigration Bill, Liberty Island, New York October 3, 1965. Archived at LBJ Library, University of Texas
<http://www.lbjlib.utexas.edu/Johnson/archives.hom/speeches.hom/651003.asp>

Listen:

2. National Public Radio. *All Things Considered*. "1965 Immigration Law Changed Face of America" (Original airdate: May 09, 2006)
<http://www.npr.org/player/v2/mediaPlayer.html?action=1&t=1&islist=false&id=5391395&m=5394461>

Th 10/1,
M 10/5

Explaining Policy Outcomes in the Post- Civil Rights Era

Readings:

1. Tichenor, *Dividing Lines*: Ch. 2 [**Policy Regimes**]
2. ❖Freeman, Gary P. 1995. "Modes of Immigration Politics in Liberal Democratic States." *International Migration Review* 29 (4):881-902. (Located using Library's Academic Search Premiere database) [**Interest Group Politics**]
3. Newton, *Illegal, Alien or Immigrant*. Chapter 1 [**Social Construction of Target Populations in Immigration Policy**]

PART III: MIGRATION & REGULATION IN THE GLOBAL AGE

Th 10/8

Wage Effects and Net Fiscal Costs: Social Science & Public Perceptions Collide

Readings:

1. Howell, David. 2007. Do Surges in Less-Skilled Immigration Have Important Wage Effects? <http://borderbattles.ssrc.org/Howell/>
2. Peri, Giovanni. 2010. *The Impact of Immigrants in Recession & Economic Expansion*. Washington, DC: Migration Policy Institute.
<http://www.migrationpolicy.org/research/impact-immigrants-recession-and-economic-expansion>

M 10/12

COLLEGE CLOSED: COLUMBUS DAY

Th
10/15

Why Do They Come? Three Theories of Migration

Readings: None

M 10/19

The 1986 Immigration Reform and Control Act (IRCA) Part I: Design & Implementation of Employer Sanctions

Readings:

Newton, *Illegal, Alien or Immigrant*: Review Ch 1 for key arguments, Read Ch 2 (pp47-53) & Ch3 (focus on the debates over employer regulations)

Th
10/22

The 1986 IRCA Part II: Implementing Legalization Policy (Student-led discussion)

Readings:

Hagan, J.M. *Deciding to Be Legal (Parts 1 and 2)*

Th **The 1996 Illegal Immigration & Immigrant Responsibility Act (IIRAIRA)**

10/29

Readings:

Newton, L. *Illegal, Alien, or Immigrant*, Ch 2 (53-63) & Ch.4

M 11/2 **Contemporary Border Enforcement (Student- led discussion)**

Readings:

1. ❖ Wayne A. Cornelius, "Death at the Border: Efficacy and Unintended Consequences of US Immigration Control Policy" *Population and Development Review*, Vol. 27, No. 4. (Dec., 2001), pp. 661-685. (Locate using Library's Academic Search Premiere database)
2. ❖ HODGE, ROGER D. "Borderworld." *Popular Science*; Jan2012, Vol. 280 Issue 1, p56-81. (Located using Library's Academic Search Premiere database)
3. Portes, Alejandro. 2006. "NAFTA and Mexican Immigration." Social Science Research Council. <http://borderbattles.ssrc.org/Portes/>
4. U.S. Immigration and Customs Enforcement (ICE). 2012. "Secure communities: Get the Facts." http://www.ice.gov/secure_communities/get-the-facts.htm (From this site, access the PDF of "Activated Jurisdictions" and review "Current Materials: What Law Enforcement Needs to Know")

Th 11/5

IN-CLASS EXAM 1

M11/9

Immigration & Public Opinion (Student- led discussion)

Readings:

1. Pew Research Center for the People & the Press. July 2015. "Broad Public Support for Legal Status for Undocumented Immigrants, Other Attitudes More Mixed" Full Report: <http://www.people-press.org/2015/06/04/broad-public-support-for-legal-status-for-undocumented-immigrants/>
2. ❖ Dunaway, Johanna; Branton, Regina P.; Abrajano, Marisa A.. 2010. "Agenda Setting, Public Opinion, and the Issue of Immigration Reform. *Social Science Quarterly* Vol. 91 Issue 2, p359-378
3. ❖ Bali, Valentina. Tinkering Toward a National Identification System: An Experiment on Policy Attitudes *The Policy Studies Journal*, Vol. 37, No. 2, 2009

Th
11/12

The Constitutional Bases of Immigrant Exclusion (Student Led Discussion)

Readings:

Johnson, *The Huddled Masses Myth*: Chs 1-3 & Ch 5

Mon
11/16

Is There a Role for the States & Localities? (Student Led Discussion)

Readings:

1. ❖Skerry, Peter. 1995. "Many Borders to Cross: Is Immigration the Exclusive Responsibility of the Federal Government?" *Publius* 25 (3):71-85.
2. Newton, Lina. 2015. "Cooperation and Symbolism in the Middle Tier: State Immigration Policy, 2006-2013," Prepared for presentation at the Council for European Studies 2015 Conference: Paris, France (July 8-10). (Available on Blackboard under "Assignments")
3. Rodriguez, Cristina M., 2008. "The Significance of the Local in Immigration Legislation" *Michigan Law Review*. Vol 106:567.
4. Esbenschade, J., et. al. 2007. "Division and Dislocation: Regulating Immigration through Local Housing Ordinances" Washington, DC: American Immigration Law Foundation. (Available on Blackboard under "Assignments")

Thurs
11/19

The Feminization of Labor Migration Streams (Student led discussion)

Readings:

1. Foner, Nancy. 2005. "Immigrant Women and Work, Then and Now" pp89-105 in *In a New Land: A Comparative View of Immigration*. New York: NYU Press. (available on Blackboard)
2. Hondagneu-Sotelo, Pierrette. 2001. Pp3-28 and 92-113 from *Domestica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence*. Berkeley: University of California Press. (Available in Blackboard)
3. Ruiz, Zong, and Batalova. 2015. *SPOTLIGHT: Immigrant Women in the United States*. <http://www.migrationpolicy.org/article/immigrant-women-united-states>
4. Donato, K., et. al. 2011. Variations in the Gender Composition of Immigrant Populations: How They Matter," *International Migration Review*. (45) 3: 495–526. (Find using Library's Academic Search Premiere database)

Mon
11/23

Beyond U.S.: North America, Europe & the Global Migration Crisis

(Each full report pdf is downloadable from the link provided.)

1. Mudde, Cas. 2012. *The Relationship Between Immigration and Nativism in Europe and North America*. Washington, DC: Migration Policy Institute. <http://www.migrationpolicy.org/research/TCM-relationship-between-immigration-nativism>
2. Papademetriou, Demetrios. 2015. *Beyond Asylum: Rethinking Protection Policies*. Washington, DC: Migration Policy Institute.
3. <http://www.migrationpolicy.org/research/beyond-asylum-rethinking-protection-policies-meet-sharply-escalating-needs-transatlantic>
4. Townsend & Oomen. 2015. *Before the Boat: Understanding the Migrant Journey* Brussels, Belgium: Migration Policy Institute. <http://www.migrationpolicy.org/research/boat-understanding-migrant-journey>

TH11/26 COLLEGE CLOSED FOR THANKSGIVING HOLIDAY

Mon
11/30

The Politics of Immigration Law Enforcement (Student led discussion)

Readings:

1. Homeland Security Advisory Council, Task Force on Secure Communities Findings and Recommendations (September 2011). <http://www.dhs.gov/xlibrary/assets/hsac-task-force-on-secure-communities-findings-and-recommendations-report.pdf>
2. Rumbaut, Ruben, and Walter A. Ewing "The Myth of Immigrant Criminality" Social Science Research Council. http://borderbattles.ssrc.org/Rumbaut_Ewing/
3. ❖Provine, D., & Sanchez, G. (2011). Suspecting immigrants: exploring links between racialised anxieties and expanded police powers in Arizona. *Policing & Society*, 21(4), 468-479.

Th Dec 3

IN-CLASS EXAM 2 & FINAL PAPER OUTLINES DUE

M 12/7

Immigrant Racialization and Public Policy (Student led discussion)

Readings:

1. Huntington, Samuel P., "The Hispanic Challenge". *Foreign Policy* March/April 2004.
2. Newton, *Illegal, Alien or Immigrant: Introduction* (review) and Ch 5
3. ❖Rumbaut, R. G., Massey, D. S., & Bean, F. D. (2006). Linguistic Life Expectancies: Immigrant Language Retention in Southern California. *Population & Development Review*, 32(3), 447-460.
4. ❖Heyman, J. 2008. "Constructing a Virtual Wall: Race and Citizenship in U.S.-Mexico Border Policing," *Journal of the Southwest*. 50 (3): 305-333

Th Dec
10

Should the U.S. Change to Skills-Based Immigration? (Student led discussion)

Readings:

1. Salzman, Kuehn and Lowell. 2013. "Current and proposed high-skilled guestworker policies discourage STEM students and grads from entering IT" *Economic Policy Institute, Economic Snapshot* (May 30).
<http://www.epi.org/publication/current-proposed-high-skilled-guestworker/>
2. Michael Tietelbaum, 2014. "The Myth of the Science and Engineering Shortage" *The Atlantic* (March 19).
http://www.theatlantic.com/education/archive/2014/03/the-myth-of-the-science-and-engineering-shortage/284359/#disqus_thread
3. Simoens, S., Villeneuve, M., & Hurst, J. (2005). Tackling nurse shortages in OECD countries. Organisation for Economic Co-operation and Development. OECD Health Working Papers, No. 19. Available from: <http://www.oecd.org/dataoecd/11/10/34571365.pdf>
4. ❖Tannock, S. 2011. "Points of Prejudice: Education-Based Discrimination in Canada's Immigration System" *Antipode* Vol. 43 No. 4 2011 pp 1330-1356.

M Dec 14

Course Conclusion

Course Policies

Hunter College Policy on Academic Integrity:

Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.

Hunter College Policy on Students with Medical Conditions & Disabilities

In compliance with the ADA and with Section 504 of the Rehabilitation Act, Hunter College is committed to ensuring educational access and accommodations for all its registered students. Hunter College's students with disabilities and medical conditions are encouraged to register with the Office of AccessABILITY for assistance and accommodation. For information and appointment contact the Office of AccessABILITY located in Room E1214 or call (212) 772-4857 /or TTY (212) 650-3230.

Your Participation and Conduct in this Course

- ❑ Every time it is offered, this course is over-subscribed. If you have successfully registered for this course, you have an obligation not just to yourself, but to students who were denied a seat, to come to class prepared, to actively engage in the material, and to turn in your assignments when they are due. If you suspect that you will have difficulty meeting any of the course requirements—including attendance and active participation—due to work or other demands on your personal schedule, you are advised to drop this class immediately and give your seat to another student.
- ❑ By entering the classroom you have selected to participate in a communal learning environment. I have a responsibility to ALL students who are engaged in this course and have paid tuition. Therefore, any disruption of this environment, including habitual lateness, ringing phones, or other obnoxious behavior unbecoming of a university student will result in your being asked to leave the class. You are responsible for any information or material missed as a result of your expulsion from this class. If you feel you have been removed unfairly, you may request a meeting with the Political Science Department Chair to discuss your grievance(s).
- ❑ Accumulation of unexcused absences will adversely affect your grade.
- ❑ Any exams or assignments that a student misses without an official, well-documented excuse will result in a grade of 0 (zero) for that assignment.
- ❑ A grade of F is reserved for work submitted that fails to meet course and/or college standards.
- ❑ Discussion presentations cannot be rescheduled. It is your responsibility to show up on the day you've selected.
- ❑ ***You should not take an incomplete in this course.*** If you are having *any* trouble keeping up with the course materials or requirements it is advisable that you *officially withdraw*. If you sense that you are having trouble, or are facing extenuating circumstances, see me as soon as possible so that we can discuss your options. In keeping with Hunter College policy governing CR/NC, I only grant this option to students who have completed course work. Missed assignments & deadlines that have not been excused through discussion and documentation with me automatically disqualify students from the CR/NC option.

Grading:

- ❑ It is your right as a student to expect your work to be thoughtfully and fairly graded and returned to you with comments within a reasonable amount of time (typically one week from submission).

- ❑ It is your right as a student to question any evaluation I have made of your work. Any requests for a re-grading of an assignment or exam should be initiated in writing. It is possible (though rare) that requests for a regrading may result in a grade lower than that originally received.
- ❑ The grades you receive are the grades you've *earned*. There is no expectation of a "normal" distribution of grades for either individual assignments or the course.

Meeting with the Instructor:

- ❑ You have the right to expect that I will be available during office hours and/ or to help you with readings and to assist you with assignments. In the event that I need to reschedule office hours, I will notify the class of alternative hours via blackboard and course email.
- ❑ This semester, I am also serving as the undergraduate advisor for political science so understand that my advising hours during the start, end and midterms may involve longer lines!
- ❑ This course depends on your asking questions, and developing familiarity with a good deal of terminology. Some of these readings are difficult—ask questions in class, or, if you prefer, come see me for assistance with any aspect of the course that you find difficult.

Plagiarism:

- ❑ Papers for this course must be submitted to Turnitin.com by the deadline in order for them to be graded.
- ❑ Papers and assignments that show evidence of plagiarism will receive F credit and be calculated into the final course grade as such. Additional disciplinary action in line with the College's academic integrity policy (see above) will likely be pursued.