



POL 244: The Law and Politics of Immigration

Fall Semester 2013

MW 4:15 – 5:30pm

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Office Hours: M 3-4p, W 11:30-1:30, or by appointment

Course Description: Debates over immigration in the United States are often heated and contentious. Students will learn the full range of positions in these debates, and will be able to develop and clearly articulate their own position on contemporary immigration politics. Students will trace the development and impact of immigration law and policy in the U.S., explore historical political debates over immigration, and analyze the contemporary politics of immigration in the United States, including debates over border militarization, unauthorized (“illegal”) immigration, refugees and asylum seekers, immigration enforcement, amnesty, and the shifting balance of power between federal, state, and local governments. Students will read a variety of scholarly and popular texts, as well as key Supreme Court decisions.

Learning Objectives

Students will:

- (1) understand the evolution of immigration law and policy in the United States.
- (2) become familiar with historical and contemporary political debates over immigration to the United States, and critically analyze the positions of different interest groups in these debates.
- (3) understand the gap between immigration law and policy on the books, and its implementation and enforcement “on the ground”.
- (4) develop a well-articulated position (both written and oral) on debates over contemporary immigration reform.
- (5) evaluate the impact of immigration on the development of the United States, in both historical and contemporary contexts.

Required Texts: All readings are available via the Library’s Electronic Reserve (password: POL244IMM) or online.

Prerequisites: English 101, Government or Political Science 101, or permission of instructor.

Course Requirements and Policies

Exams: There will be a midterm and a final exam, including both objective and essay portions. No makeup midterms or finals will be offered, and no late exams will be accepted.

Assignments: There are three writing assignments required for the class. I will post the topics on Blackboard approximately two weeks before the papers are due. Please post your papers on Blackboard and Turnitin.com by the specified

Important Class Information

E-Reserves PW: POL244IMM

Turnitin Class ID: 6547455

Turnitin PW: POL244IMM

due date and time. Do not hand in a hard copy of your paper. Late papers will lose 2% per day late, up to a week, at which point you will receive a zero on the assignment.

Class Attendance and Participation: Regular class attendance and participation in class discussions are expected and required. I will take attendance every day at the beginning of class, and it is your responsibility to make sure your attendance has been noted.

Exceptions, Excuses, and Make-Ups: If you know in advance that you will not be able to turn in an assignment on time or take an exam due to a *documented* religious, medical, or other significant reason, you need to speak with me *before* the assignment is due to make alternative arrangements. Failure to do so may result in an inability to be excused.

Blackboard and Turnitin.com: Unless otherwise noted, all assignments should be turned in on Blackboard under “Assignments,” *NOT the Digital Dropbox* AND on Turnitin.com. All announcements concerning the course that I make in class also will be posted on Blackboard. In addition, I will post copies of the syllabus, handouts, and assignments on Blackboard. You can reach Blackboard through the CUNY portal (<http://portal.cuny.edu>). The class ID for Turnitin.com is 6547455 and the password is POL244IMM.

John Jay Email: Please make sure that I am able to communicate with you via your John Jay email address. In other words, you should regularly check your John Jay email address (or have it forwarded to your personal email account), and make sure that you maintain your account so that your inbox does not exceed capacity, etc.

Citation: In writing your papers and final exam, you are not expected to consult sources beyond those we have covered in class. I uphold broadly accepted standards of scholarship and citation. Your papers and final exam must be adequately cited, and your information must be properly credited to their sources. In this vein, please use APA citation style when writing your paper. You can find an APA style guide on the library’s website. I am quite happy to help you learn how to cite properly and/or provide resources on doing proper citation, so if you’re unfamiliar with the process, or wish to fine tune your skills, just ask. I would much rather that you ask for help, then unintentionally plagiarize.

Plagiarism: And speaking of proper citation, I will not tolerate plagiarism in your written work. Seriously. Among other things, plagiarism includes copying text (phrases, sentences, paragraphs, etc.) and ideas directly from a source without citing them and/or claiming text and ideas as your own. It is imperative that you cite your sources properly. Whether intentional or unintentional, claiming another’s work as your own is plagiarism. Intentional plagiarism will result in a failing grade and expulsion from the course. Plagiarism and cheating are violations of CUNY’s policy on academic integrity. By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action. See the *Undergraduate Bulletin* for further explanation.

Maintaining a Respectful Classroom Environment: You and your fellow students will likely have strongly-held convictions about a number of the topics we will discuss in this class, and you may wish to express those convictions. Or maybe you will want to explore an idea with which you are uncomfortable, in a safe environment, without fear of being ridiculed. To these ends, we must create a classroom environment which is respectful and supportive. My aim is not that we all agree or have the same (well-informed) opinions on the topics we will discuss; rather, I’m assuming that we will NOT

agree or hold the same opinions. This class is designed for you to figure out what YOU think, not necessarily to agree with your fellow classmates. As such, it is of utmost importance that you engage with your fellow classmates in a respectful manner and not belittle someone if s/he does not agree with you or holds a different opinion. After all, we get people to agree with our perspective not by ridiculing them, but by kindly engaging with their opinions, and then providing evidence which might help them shift their opinion. Let's make this classroom a space in which we practice this type of constructive and supportive discourse.

And finally, don't surf the internet, send email, or text message while in class. Please arrive to class on time and be prepared to participate. Feel free to eat, as long as you eat quietly and stay tidy.

Students with Disabilities: Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

Extra Work During the Semester: Any extra credit coursework opportunities during the semester for a student to improve his or her grade must be made available to all students at the same time. Furthermore, there is no obligation on the part of any instructor to offer extra credit work in any course. The term "extra credit work" refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that all students must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual students.

Incomplete Grade Policy: An Incomplete Grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete. Please see the Undergraduate Bulletin, p. 230 for a complete statement of this policy.

Assignments and Exams

Post all assignments to Blackboard and Turnitin.com by the time specified.

	Topic	Due Date and Time	Percentage of Grade
Assignment #1: Paper	"Who are 'We the People'?" (approx. 4-5 pages)	Monday, September 30 Due by midnight	15%
Midterm Exam		Wednesday, October 23 In Class portion today, and Take Home Essay also due today by midnight	22.5%

Assignment #2: Paper	“Personal/Family Immigration History” (approx. 4-5 pages)	Wednesday, November 6 Due by midnight	15%
Assignment #3: Paper and in- class debate	In-class immigration debate: Topic TBD. Position Paper. (approx. 4-5 pages)	Monday, December 9 Due in class	15%
Final Exam		Due at the date and time of scheduled final exam (TBA)	22.5%
Attendance and Participation			10%

Grade Scale

98-100: A+
93-97.9: A
90-92.9: A-
87-89.9: B+
83-86.9: B
80-82.9: B-
77-79.9: C+
73-76.9: C
70-72.9: C-
67-69.9: D+
63-66.9: D
60-62.9: D-
59.9 and below: F

Course Outline and Readings

Part 1: Understanding migration and membership: Who are “We the People”?

W 8/28	Introduction to the Course	Stephen Castles and Mark J. Miller. 2009. “Introduction,” in <i>The Age of Migration: International Population Movements in the Modern World</i> , 4 th ed. (New York: Guilford Press), pp. 1-16 only. FILMS: “A Quick Catch-Up on Immigration Efforts” (<i>New York Times</i>) and <i>Crossing Arizona</i> (2006)
M 9/2		LABOR DAY: NO CLASS
W 9/4		ROSH HASHANA: NO CLASS

M 9/9	Migration Foundations	Michael Walzer (2004) "What does it mean to be an 'American'?" <i>Social Research</i> 71(3), pp. 633-654. Assignment #1 distributed today
W 9/11	Migration and the State 1	Samuel Huntington (September 2004) "One nation, out of many," <i>The American Enterprise</i> , pp. 20-25.
M 9/16	Migration and the State 2	Michael Walzer (1983) "Membership," <i>Spheres of Justice: A Defense of Pluralism and Equality</i> (New York: Basic Books), pp. 31-63.
W 9/18	Assimilation and Incorporation 1	Joseph Carens (1987) "Aliens and citizens: The case for open borders," <i>Review of Politics</i> 49(2), pp. 251-73.
M 9/23	Assimilation and Incorporation 2	In-class activity today. No required reading, but bring Carens, Walzer, and Huntington to class with you, as we will be discussing these readings in class.
W 9/25	Migration Politics and Policy	Philippe LeGrain (28 June 2010), "Let Them In" Patrick Buchanan (29 August 2005), "A National Emergency," WorldNetDaily.com. Paul Krugman (27 March 2006), "North of the Border"

Part 2: Setting the Stage: History and Context of Immigration to the US

M 9/30	Early History through 1880s	Bill Ong Hing, "The Undesirable Asian," <i>Defining America Through Immigration Policy</i> (Philadelphia, PA: Temple University Press, 2004), pp. 28-50. ASSIGNMENT #1 DUE TONIGHT BY MIDNIGHT Assignment #2 distributed today
W 10/2	1890s through 1920s 1	FILM: <i>New York: A Documentary Film</i> , part 4.
M 10/7	1890s through 1920s 2	Mae M. Ngai, "The Johnson-Reed Act of 1924 and the Reconstruction of Race in Immigration Law," <i>Impossible Subjects: Illegal Aliens and the Making of Modern America</i> . (Princeton NJ: Princeton University Press, 2004), pp. 21-56.
W 10/9	WWII, Cold War, Refugees	Daniel Tichenor, "Two-tiered implementation: Jewish Refugees, Mexican Guestworkers, and Administrative Politics," <i>Dividing Lines: The Politics of Immigration Control in America</i> (Princeton: Princeton University Press, 2002), pp. 150-175. Midterm Review Sheet distributed in class today.
M 10/14		COLUMBUS DAY: NO CLASS

W 10/16	1965 through the Present	Aristide Zolberg, "The Elusive Quest for Coherence," <i>A Nation by Design: Immigration Policy in the Fashioning of America</i> (New York: Harvard/Russell Sage, 2006), pp. 337-381.
M 10/21	Mexican migration to the U.S.	Nicholas De Genova. 2004. "The legal production of Mexican/migrant 'illegality'," <i>Latino Studies</i> 2: 160-185.
W 10/23	Midterm	IN CLASS PORTION TAKE HOME ESSAY DUE TONIGHT AT MIDNIGHT

Part 3: Contemporary Immigration Politics: Issues, Debates, Challenges, Solutions

M 10/28	Immigration post-1996 1	FILM: <i>Lost in Detention</i> (2011)
W 10/30	Immigration post-1996 2	Newton, Lina. 2008. "Immigrants versus Taxpayers: The 1996 Illegal Immigration Reform and Immigrant Responsibility Act." <i>Illegal, Alien, or Immigrant: The Politics of Immigration Reform</i> . New York: NYU Press.
M 11/4	Immigration post-1996 3	Mittelstadt, Michelle, Burke Speaker, Doris Meissner, and Muzzafar Chishti. 2011. <i>Through the Prism of National Security: Major Immigration Policy and Program Changes in the Decade Since 9/11</i> . Washington, DC: Migration Policy Institute (http://www.migrationpolicy.org/pubs/fs23_post-9-11policy.pdf).
W 11/6	The Economics of Immigration 1	Roger Lowenstein (9 July 06) "The Immigration Equation" <i>New York Times Magazine</i> , pp. 1-15. George J. Borjas (Nov 1996) "New economics of immigration: Affluent Americans gain, poor Americans lose." <i>The Atlantic Monthly</i> . Daniel Altman (3 June 2007) "Shattering stereotypes about immigrant workers," <i>New York Times</i> . ASSIGNMENT #2 DUE TONIGHT BY MIDNIGHT Assignment #3 distributed today
M 11/11	The Economics of Immigration 2	Singer, Audrey. 2004. "Welfare Reform and Immigrants: A Policy Review." in Kretsedemas P. and A. Aparicio (eds) <i>Immigrants, Welfare Reform, and the Poverty of Policy</i> , Westport, CT: Praeger. pp. 21-34.
W 11/13	Current Immigration Legislation 1	Douglas S. Massey, 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, pp. 73-104.
M 11/18	Current Immigration Legislation 2	Wayne Cornelius (2005) "Controlling 'unwanted' immigration: Lessons from the United States, 1993 to 2004," <i>Journal of Ethnic and Migration Studies</i> 31(4), pp. 775-794.

W 11/20	Current Immigration Legislation 3	Dawn Konet, (Sept. 2007) "Unauthorized youths and higher education: The ongoing debate," Available online at: http://www.migrationinformation.org/Feature/display.cfm?id=642 . FILM: <i>How Democracy Works Now: "Marking Up the DREAM"</i> (Story 6) (2010)
M 11/25	Current Immigration Legislation 4	Marc R. Rosenblum (Nov. 2005) "Immigration enforcement at the worksite: Making it work," <i>Migration Policy Institute Policy Brief</i> . (available online at: www.migrationpolicy.org/ITFIAF/PolicyBrief-6-Rosenblum.pdf)
W 11/27		NO CLASS TODAY: CLASSES FOLLOW A FRIDAY SCHEDULE
M 12/2	New Immigrant Destinations	Monica W. Varsanyi. 2010. "Local and state politics of immigration," in Robert A. Denemark (ed.) <i>The International Studies Encyclopedia</i> . New York: Wiley-Blackwell, pp. 4956-4977. FILM: <i>9500 Liberty</i> (2009) Final Exam distributed in class today
W 12/4	State and Local Immigration Policies	Victor C. Romero. 2008. "Who should manage immigration—Congress or the States?" in Rachel Ida Buff (ed.) <i>Immigrant Rights in the Shadows of Citizenship</i> . New York: NYU Press, pp. 286-300.
M 12/9	In-class Immigration Debate	ASSIGNMENT #3 DUE IN CLASS TODAY
W 12/11	Wrapping up	Final Exam Preparation

YOUR FINAL PAPER IS DUE AT THE DATE AND TIME OF THE SCHEDULED FINAL EXAM (TBA)