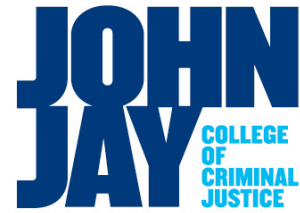


POL 344: The Law and Politics of Immigration, Writing Intensive (WI)



Fall Semester 2017
Sec. 01: MW 9:25-10:40am
Sec. 02: MW 3:05-4:20pm

Dr. Monica Varsanyi

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Office Hours: TBA

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.

This section of the course is designated **Writing Intensive**. This means you will complete at least 20 pages of formal graded writing assignments (see assignments below) throughout the course. In addition, you will be asked to complete at least 20 pages of informal, “low stakes” (ungraded) writing. This means we will write during most class sessions: at the beginning of class to reflect upon the reading and prepare for discussion, after class to clarify the main points of the lecture/film and raise questions for further discussion, or to reflect upon your writing process.

By the end of a Writing Intensive (WI) course, students should be able to:

- (1) recognize the rhetorical dimensions of all writing, and respond with appropriate formats, structure, organization, vocabulary, tone, formality, and sources.
- (2) articulate a coherent thesis or purpose in their writing and support it with evidence and argumentation appropriate to a given discipline and/or audience.

Important Class Information

Turnitin Class ID: 15183073
Turnitin PW: POL344IMM

- (3) be able to assess their own writing processes, and the processes of other students, and devise appropriate revisions strategies.
- (4) understand the purpose and the process of revision in all writing projects, regardless of the discipline.
- (5) recognize the value of “writing to learn”: to discover, discuss, and critique their own ideas, to use writing to understand discipline-specific terms and concepts, and to critically evaluate those terms and concepts.

Required Texts: There is one required text: David A. Gerber (2011) *American Immigration: A Very Short Introduction*. New York: Oxford University Press. All additional readings are available on the course’s Blackboard site or online.

Prerequisites: ENG 101 and GOV 101 or POL 101, or permission of instructor.

Course Requirements and Policies

Exams: There will be a midterm exam 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, and provide you with the relevant grading rubric. Please post your papers on both Blackboard and Turnitin.com by the specified 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 failing grade 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 “Content,” 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 15183073 and the password is POL344IMM. It is your responsibility to make sure that your assignments are uploaded to Blackboard and Turnitin.com on time, in a commonly-recognized file format (for example, .doc or .docx).

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. Even though you will be drawing upon class readings, 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. Or maybe the topics we discuss will feel very personal and vulnerable for you and your family. 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 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 pages)	Weds, September 27 Due by midnight on Blackboard and Turnitin.com	18%
Midterm Exam	Objective and Essay portions	Weds, October 25 IN CLASS.	18%
Assignment #2: Paper	“Personal/Family Immigration History” (approx. 4-5 pages)	Monday, November 20 Due by midnight on Blackboard and Turnitin.com	18%
Assignment #3: Paper and In-Class Debate	In-class immigration debate: Topic TBD. Position Paper. (approx. 3-4 pages)	Weds, December 6 IN CLASS	18%
Final Exam	Take home exam (approx. 5 pages)	Due at the date and time of scheduled final exam (TBA)	18%
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”?

Mon 8/28	Introduction to the Course	<i>American Immigration: A Very Short Introduction</i> , “Introduction: Mass immigration, past and present,” pp. 1-13. FILM: <i>9500 Liberty</i> (2009) or <i>Crossing Arizona</i> (2005)
Wed 8/30	Migration Foundations	Michael Walzer. 2004. “What does it mean to be an ‘American’?” <i>Social Research</i> 71(3): 633-654. Assignment #1 distributed today
Mon 9/4		NO CLASS TODAY
Wed 9/6	Migration and the State 1	Samuel Huntington. 2004. “One nation, out of many,” <i>The American Enterprise</i> , pp. 20-25.
Mon 9/11	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.
Wed 9/13	Assimilation and Incorporation 1	Joseph Carens. 1987. “Aliens and citizens: The case for open borders,” <i>Review of Politics</i> 49(2): 251-73.
Mon 9/18	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.
Wed 9/20		NO CLASS TODAY
Mon 9/25	Migration Politics and Policy	Immigration Politics Op-Eds (available on Blackboard): <ul style="list-style-type: none"> • Philippe Legrain (June 28, 2010) “Let them in,” <i>Forbes.com</i> • Patrick Buchanan (August 18, 2015) “Immigration—Issue of the Century,” <i>Buchanan.org</i> • Paul Krugman (November 20, 2014) “Suffer Little Children,” <i>NYTimes.com</i>

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

Wed 9/27	Early History through 1880s	<i>American Immigration: A Very Short Introduction</i> , “Part I Introduction: The law of immigration and the legal construction of citizenship” and “Ch. 1: Unregulated immigration and its opponents from Colonial America to the mid-nineteenth century,” pp. 15-24. ASSIGNMENT #1 DUE TONIGHT BY MIDNIGHT. Post to both Blackboard and Turnitin.com.
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Mon 10/2	1890s through 1920s 1	<i>American Immigration: A Very Short Introduction</i> , "Part II Introduction: Emigration and immigration from the international migrants' perspectives" and "Ch. 4: Mass population movements and resettlement, 1820-1924," pp. 65-85. FILM: <i>New York: A Documentary Film</i> , part 4. Assignment #2 distributed today
Wed 10/4	1890s through 1920s 2	<i>American Immigration: A Very Short Introduction</i> , "Ch. 2: Regulation and exclusion" pp. 25-44. Midterm Review Sheet distributed in class today.
Mon 10/9		NO CLASS TODAY
Wed 10/11	WWII, Cold War, Refugees	<i>American Immigration: A Very Short Introduction</i> , "Ch. 3: Removing barriers and debating consequences in the mid-twentieth century," pp. 45-63.
Mon 10/16		<i>American Immigration: A Very Short Introduction</i> , "Ch. 5: Mass population movements and resettlement, 1965 to the present," pp. 86-100. FILM: <i>Well-Founded Fear</i>
Wed 10/18	1965 through 1990	<i>American Immigration: A Very Short Introduction</i> , "Part III Introduction: The dialogue of ethnicity and assimilation," "Ch. 6: The widening mainstream," and "Ch. 7: The future of assimilation," pp. 101-133.
Mon 10/23	Mexican migration to the U.S.	Nicholas De Genova. 2004. "The legal production of Mexican/migrant 'illegality'," <i>Latino Studies</i> 2: 160-185.
Wed 10/25	Midterm	IN CLASS

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

Mon 10/30	Immigration post-1996 1	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. FILM: <i>Lost in Detention</i> (2011)
Wed 11/1	Immigration post-1996 2: Crimmigration	Karen Manges Douglas and Rogelio Sáenz. 2013. "The criminalization of immigrants and the immigration-industrial complex," <i>Daedalus</i> 142(3): 199-227.

Mon 11/6	Immigration post-1996 3: Refugees and Asylum Seekers	Muzaffar Chishti and Claire Bergeron. 8 Sept 2011. "Post-9/11 policies dramatically alter the U.S. immigration landscape," <i>Migration Policy Institute</i> . Available online: http://www.migrationpolicy.org/article/post-911-policies-dramatically-alter-us-immigration-landscape .
Wed 11/8	Economics of Immigration 1: Labor Market	Roger Lowenstein. 9 July 2006. "The Immigration Equation" <i>New York Times Magazine</i> . Available at: http://www.nytimes.com/2006/07/09/magazine/09IMM.html . George J. Borjas. Nov 1996. "New economics of immigration: Affluent Americans gain, poor Americans lose." <i>The Atlantic Monthly</i> . Available at: https://www.theatlantic.com/magazine/archive/1996/11/the-new-economics-of-immigration/376705/ Daniel Altman. 3 June 2007. "Shattering stereotypes about immigrant workers," <i>New York Times</i> . Available online: http://www.nytimes.com/2007/06/03/business/yourmoney/03view.html Noah Smith. 18 Dec 2015. "An immigrant won't steal your raise," <i>Bloomberg.com</i> . Available at: https://www.bloomberg.com/view/articles/2015-12-18/an-immigrant-isn-t-going-to-steal-your-pay-raise
Mon 11/13	Economics of Immigration 2: Costs and Benefits	Andrew Soergel. 23 Sept 2016. "The economic costs of migration," <i>U.S. News and World Report</i> . Available at: https://www.usnews.com/news/articles/2016-09-23/study-examines-immigrations-economic-costs Julia Preston. 21 Sept 2016. "Immigrants aren't taking Americans' jobs, new study finds," <i>New York Times</i> . Available at: https://www.nytimes.com/2016/09/22/us/immigrants-arent-taking-americans-jobs-new-study-finds.html?_r=0 Stephen Dinan. 21 Sept 2016. "Mass immigration costs government \$296 billion a year, depresses wages," <i>Washington Times</i> . Available at: http://www.washingtontimes.com/news/2016/sep/21/mass-immigration-costs-govt-296-billion-year-natio/
Wed 11/15	Economics of Immigration 3: Costs and Benefits	"Room for Debate: The economics of immigration," April 16, 2013. Available online: https://www.nytimes.com/roomfordebate/2013/04/16/the-economics-of-immigration
Mon 11/20	Federal Immigration Reform 1: Congress and Reform	"How U.S. immigration policy got to be such a mess: Nine scholars weigh in on the legacy of the 1965 Immigration Act," <i>Zócalo Public Square</i> . Online at: http://www.zocalopublicsquare.org/focus/2015/09/29/how-us-immigration-policy-got-to-be-such-a-mess/ . ASSIGNMENT #2 DUE TONIGHT BY MIDNIGHT Assignment #3 distributed today

Wed 11/22	Federal Immigration Reform 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. FILM: <i>Immigration Battle</i> (2015)
Mon 11/27	Federal Immigration Reform 3: Executive Orders	"Room for Debate: Constitutional limits of Presidential action on immigration," November 18, 2014. Available online: https://www.nytimes.com/roomfordebate/2014/11/18/constitutional-limits-of-presidential-action-on-immigration-12
Wed 11/29	State and Local Immigration Activism 1	"Room for Debate: How states should approach immigration," April 22, 2012. Available online: https://www.nytimes.com/roomfordebate/2012/04/22/how-states-should-approach-immigration Final Exam distributed in class today
Mon 12/4	State and Local Immigration Activism 2	"Room for Debate: Was Donald Trump right about immigration sanctuary laws?" July 9, 2015. Available online: https://www.nytimes.com/roomfordebate/2015/07/09/should-immigrant-sanctuary-laws-be-repealed
Wed 12/6	In-class Immigration Debate	ASSIGNMENT #3 DUE IN CLASS TODAY
Mon 12/11	Wrapping up	Final Exam Preparation: bring an outline of your final paper to class today for a peer-review exercise.

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