

IMMIGRATION POLITICS & POLICY
POSC 367-1
Fall 2016

Flavio R. Hickel Jr. Ph.D.
HickelFR@jmu.edu

Class Time:
Monday and Wednesday
4:00 pm – 5:15 pm
Miller 2109

Office Hours:
MW from 12:00 – 1:15 PM
MW from 2:30 - 3:45 PM
Fri. from 12:00 – 1:15 PM
Or by Appointment
Miller 2143

Course Description: The United States is in the middle of a national debate over immigration policy and the outcomes of immigrant incorporation. The debate is not just taking place in the U.S. Congress which has the power and constitutional responsibility to shape policy, but also in national electoral politics, in state legislatures, in the courts, in the media, and in our communities. Although debate over “new” comprehensive immigration reform began in the early 1990s, it remains unresolved and has achieved new urgency over the last decade. The failure of Congress to pass such reforms has raised the salience of this issue, encouraged state action (and challenges in the courts) and prompted President Obama to exercise controversial executive powers.

Our goal in this class is to analyze the politics and policy of immigration reform. Although many are content with the status quo, the high level of popular dissatisfaction with current policies, the economic demands for immigrant labor, and the high number of unauthorized migrants that reside in the U.S. demonstrate the need for comprehensive immigration reform. Throughout this course we shall analyze what it will take for Congress to draft and pass such reforms and what policies that legislation would likely include.

The first half of this course will be devoted to studying our history of immigration patterns and policy. This will allow us to compare and contrast the experiences of the past to the present. This section of the course will also examine how we define the American Identity, Public opinion on immigration, and the incorporation of immigrants into our political community. The second half of the course will focus on the role of government institutions in crafting and administering immigration policy. Here we shall critically evaluate the role of the Congress, President, Courts, and State Governments in immigration policy.

Required Text: DeSipio, Louis, and de la Garza, Rodolfo O. US Immigration in the Twenty-First Century: Making Americans, Remaking America. Westview Press, 2015.

**The book will be made available at James Madison Book Stores, but in case you prefer buying it online, here is a link. Make sure you buy the “Full” version w/policy chapters.*

<https://www.amazon.com/U-S-Immigration-Twenty-First-Century-Americans/dp/0813344735>

Course Requirements: The class periods will consist of lectures that emphasize both the assigned readings and relevant current events. Each scheduled lecture period will have a reading(s) assigned to it. The expectation is that you will have completed that assignment prior to the lectures. The lectures are designed to bring together the information presented in the textbook and summarize it in a sensible manner. The lectures will not replace the need to read the book, nor will reading the book replace the material presented in lecture. Both will present novel information about American Government that you will be expected to know.

Class Conduct: The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the right of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Student conduct, which disrupts the learning process, will not be tolerated and may lead to disciplinary action or removal from class per university policy. Disruptive behavior is inappropriate student behavior that a reasonable faculty member would view as interfering with the ability of instructors to teach and students to learn. It may constitute a violation of law, a violation of the student conduct code or a violation of an instructor's established rules of conduct for a particular class. Civil expression, disagreement or debate as permitted within the class by a faculty member is not disruptive behavior. Each student has a right to the freedom of thought and expression, including a right to reasoned dissent, in his or her classes. A student's right to exercise academic freedom carries with it concomitant responsibilities. These responsibilities are owed to other students, faculty members and the institution. Failure to live up to these responsibilities carries with it the possibility of sanctions, up to and including removal from a class, removal from a program and/or removal from the university. To view the full policy regarding class disruptions, go here (http://www.jmu.edu/academic-affairs/_documents/policies/aapolicy-12.pdf).

Behaviors that interfere with effective teaching and learning, such as late arrival, leaving for the bathroom, early departures without instructor permission, talking to each other during the lectures, sleeping, playing with cell-phones, etc. will not be tolerated.

Absences: Attendance is vital to success in this course and students are expected to attend all classes. Attendance/Participation account for 10% of your final grade. You are allowed two personal absences for any reason; after that, I will deduct a half-letter grade from your Attendance/Participation grade for each absence. You are also allowed excused absences that do not count against your two personal absences, but you must provide documentation. Excused absences are scenarios where your attendance is beyond your control (serious illness, family emergency, religious observation, etc) or university-approved activities (that are arranged with me prior to the absence). If you expect to miss class for an extended period of time, you should email me, but you do not need to email me if you cannot attend a single lecture.

**Lecture Powerpoints will be posted on canvass, but you will need a password to access them. This password will be provided at the end of the lecture. This hopefully provides you with an incentive to attend class. DO NOT SHARE PASSWORDS!*

Make-Up Assignments: Excused absences from exams or assignments can only be obtained for two reasons: (1) Series personal or family emergencies (you must notify me of your emergency as soon as physically possible), and (2) university approved activities (as arranged in advance with me). A slip from the health center/doctor's office saying you had an appointment is not sufficient documentation of a serious illness – you must provide a note from your doctor saying you were too sick to attend class. **An unexcused absence from an exam/assignment will result in a grade of zero for that assignment.**

Religious Accommodations: All faculty are required to give reasonable and appropriate accommodations to students requesting them on grounds of religious observation. The faculty member determines what accommodations are appropriate for his/her course. Students should notify the faculty by no later than the end of the Drop-Add period the first week of the semester of potential scheduled absences and determine with the instructor if mutually acceptable alternative methods exist for completing the missed classroom time, lab or activity. Contact the [Office of Equal Opportunity](#) at (540) 568-6991 if you have additional questions.

Disability and Accessibility: James Madison University is committed to access, inclusion, and diversity. If you have a documented disability (or think you may have a disability) and, as a result need reasonable accommodations to participate in this class, complete course requirements, or benefit from the University's programs or services, contact the Office of Disability Services (ODS) as soon as possible. To receive accommodations, you must be appropriately registered with ODS. The ODS works confidentially in partnership with students, faculty, and other University departments to ensure equal access through Universal Design and reasonable accommodations. The office is located in the Student Success Center, Suite 1202. You may contact them by phone at 540-568-6705 or through email at disability-svcs@jmu.edu.

Grading: Grades will be based upon the following:

1. Attendance/Participation – 10%
2. Exams – 50%
 - a. Midterm – 25%
 - b. Final – 25%
 - c. These exams will not be cumulative – they will only cover the material discussed since the previous exam.
3. Course Project – 40%
 - a. Annotated Bibliography – 10%
 - b. Research Paper – 20%
 - c. Group Presentation – 10%

Grading Scale:

93-100 = A	87-89 = B+	77-79 = C+	67-69 = D+	< 60 = F
90-92 = A-	83-86 = B	73-76 = C	63-66 = D	
	80-82 = B-	70-72 = C-	60-62 = D-	

Course Project

- By the end of this class, I expect that you will become an expert on one of the policy areas relevant for immigration reform. As such, you will form groups in the following areas:
 - Immigration Border Enforcement and in the interior/workplace
 - Standards for eligibility for admission to legal permanent residence (“point system”) and Guest Worker Programs
 - Immigrant civil liberties and national ID cards
 - Immigration policy and international security issues and Refugee Policy
 - Legalization for unauthorized immigrants
- Your assignment to this group will guide your work on the course project. You should do some preliminary research to ensure that you have some sources in mind for the policy area and that you are interested in the range of proposals in that area.
 - Frontline website has many contemporary articles on immigration policy issues
 - <http://www.pbs.org/wgbh/frontline/?q=immigration>
 - Migration Policy Institute has lots of resources
 - <http://www.migrationpolicy.org/programs/us-immigration-policy-program>
 - If you have an idea for another group, I am open to adding to this list. You will send me an email with your ranked top four choices for assigned to a policy study group for this course. Not all groups will have the same number of students. I can't guarantee that you will be assigned to one of the groups that you request, but I will do my best.
- Annotated Bibliography (10%)
 - Identify at least 8 sources relevant to the topic of your policy study group and write a description of no more than 2 paragraphs for each citation on the relevance of this source and its contribution to the current immigration debate. These sources should come from a variety of publications. Some of these sources will be scholarly, some journalistic, and some from advocacy organizations. Though scholarly sources may be more difficult to find for some policy areas, I expect that your bibliography will contain a few of them. Journalistic sources must also come from reputable news organizations (no blogs).
 - Course textbooks and readings may NOT be used for this assignment
 - This is an individual assignment. Although you are allowed to share key resources with members of your policy group, each of you should have very different bibliographies as you are considering different aspects of your policy area.
- Research Paper (20%)
 - In an essay of 8-10 pages (double-spaced), identify the key debates relevant to immigration reform in your policy area. I expect this to be an analytical essay, rather than an advocacy essay, meaning that I expect that you will identify the internal debates in your policy area and the range of positions taken. In order to do so, you will have to look at positions taken by a variety of interest groups and key actors.

- This is an individual assignment. Although you are encouraged to discuss your topic with other members of your policy group, each of you must write your own paper with your own analytical focus.
- Group Presentation (10%)
 - Each policy group will make a presentation of approximately 15 minutes (some groups will have more time depending on their size). Each member must contribute to this presentation. These presentations will be followed by discussion (about 10 minutes) whereby the class is expected to respond with comments and discussion. In this presentation you must identify:
 - Key issue(s) related to the current immigration reform debate
 - Discussion of the role that the issue played in immigration debates over the last decade and the role that it will play in the future.
 - A single grade is assigned to the group and will be based on the overall quality of the presentation and response to other group presentations
 - There is also a group self-evaluation component where members of the group will participate in an anonymous evaluation of the contributions and work ethic of others in their group.

Academic Integrity: If you have not done so already, please familiarize yourself with JMU's Honor Code: <http://www.jmu.edu/honorcode/code.shtml>. Cheating, fabrication, and plagiarism are serious offenses and will be dealt with according to the policy. I have zero tolerance! If you have any questions about the policy or what constitutes a violation, do not hesitate to ask me.

Canvass: Our class Canvass website will have a variety of resources to help you throughout the semester. You will find recommended readings, assigned readings that are not in the text book, and other useful information. The Canvass site also contains a discussion forum and chat room. Please use these areas to post materials you may find to be helpful to others as well as any questions you may have about the course. If you have a question, chances are that other people will as well, so please post them in the chat room so everyone can benefit from them. I check the chat room periodically and will answer any questions then. Please also scan through the chat room to see if others have already asked your question.

Revised Syllabus
(*Subject to Change*)

Monday (8/29) – Introductions, Syllabus, Course Overview

Wednesday (8/31) – Current Immigration Debate – Where are we now?

- Desipio and de la Garza – Chapter 1 (pages 9-44)

Monday (9/5) – Film Screening – “Frontline: Immigration Battle”

Wednesday (9/7) – Film Screening – “Frontline: Immigration Battle” and class discussion

Monday (9/12) – Early Battles over Naturalization

- Desipio and de la Garza – Chapter 2 (pages 45-77)

- Hing – Chapter 1 (pages 11 – 27)
- ***Submit Preferences for Immigration Policy Project Group (Email)***

Wednesday (9/14) – Economic Conflict and Asian Exclusion

- Hing – Chapter 2 (pages 28-50)

Monday (9/19) – Excluding the Un-American

- Hing – Chapters 3-5, and 7 (pages 51-92, and 115-132)
- “Ellis Island: Island of Hope, Island of Tears” (30mins)

Wednesday (9/21) - How did we get here? Immigration Policy 1965 to Present

- Desipio and de la Garza – Chapter 2 (pages 77-95)
- Hing – Chapter 6 (pages 93-114)

Monday (9/26) – Defining American Identity (THIS SHOULD GO BEFORE PREVIOUS)

- Beasley – Chapters 2 and 3 (pages 46-92)
- ***Submit 1 page description of your Immigration Policy Project***

Wednesday (9/28) – Understanding the Growth of Unauthorized Immigration

- Massey and Pren (2012) – “Unintended Consequences of US Immigration Policy: Explaining the Post 1965 Surge from Latin America”

Monday (10/3) – Understanding the Decline of Unauthorized Immigration

- Villarreal (2014) – “Explaining Decline of Mexican Immigration - Effects of the Great Recession”

Wednesday (10/5) – What Influences Public Opinion on Immigration?

- Desipio and de la Garza – Chapter 3 (pages 97-130)
- Racial Concerns - Burns et al (2000) – “Economic Insecurity Prejudicial Stereotypes and Public Opinion on Immigration”

Monday (10/10) – What Influences Public Opinion on Immigration

- Economic Concerns - Citrin et al (1997) – “Public Opinions towards Immigration Reform: The Role of Economic Motivations.”
- Spatial Concerns - Gravelle (2016) – “Party Identification Contact Contexts and Public Attitudes Toward Illegal Immigration”

Wednesday (10/12) – Review and Catch-Up Day

Monday (10/17) - Midterm

Wednesday (10/19) – No Class

Monday (10/24) – Electoral Capture and the Latino Vote

- Desipio and de la Garza – Selections of Chapter 5 (pages 173-188)
- Frymer – Chapter 1 (pages 3-10) and Chapter 2 (pages 27-34 and 40-48)

Wednesday (10/26) – Latino Vote and Interest Group Influence on Congress

- Huddy et al (2016) – “Political Identity Convergence: Democrats and Latinos”
- Facchini and Steinhardt (2011) - What Drives US Immigration Policy
- *Annotated Bibliography Due*

Monday (10/31) – Film Screening and Discussion (Deportation)

- PBS frontline documentary “Lost in Detention” (60 mins)
<http://www.pbs.org/wgbh/frontline/film/lost-in-detention/>

Wednesday (11/2) – Immigration Reform and the Presidency (DACA and DAPA)

- MPI Report on DACA
- MPI Report on DAPA
- Short Partisan Reading - CIS – Implications of US. Vs. Texas
- Short Partisan Reading - AIC – Understanding Legal Challenges to Executive Action

Monday (11/7) – In Class Meetings with Groups

- Be prepared to discuss your research with your group members and start strategizing about your final presentation. Start thinking about what immigration reform for your group policy area may look like.

Wednesday (11/9) – Immigration Reform and Federalism

- Boushey and Luedtke (2011) - Immigrants Across the US Federal Laboratory
- Reich and Barth (2012) - Immigration Restriction in the States

Monday (11/14) – Film Screening – “The State of Arizona” (SB 1070)

Wednesday (11/16) – Discussion of “The State of Arizona” and The Supreme Court

- SCOTUS decision on SB 1070
- *Research Paper Due*

Monday (11/21) – Thanksgiving Break

Wednesday (11/23) – Thanksgiving Break

Monday (11/28) – The Current Reform Stalemate in Congress

- Desipio and de la Garza – Chapter 6 (pages 203 - 223)

Wednesday (11/30) – Presentations

Monday (12/5) – Presentations

Wednesday (12/7) – Review and Catch-Up Day

Final Exam – *Monday 12/12 from 1:00pm – 3:00pm*

IMPORTANT DATES/INFORMATION

- Add/Drop Courses
 - Add course without Academic Unit Permission – 9/6/16
 - Add course with Instructor and Academic Unit Permission – 9/15/16
 - Drop course with a “W” grade – 10/27/16
- Inclement Weather
 - JMU Weather Line: (540) 433-5300
 - JMU radio station 1610AM
 - [JMU's home page](#)