

POLS 374: The Politics and Policy of Immigration (D.I)

Instructor: **Dr. Giovanni D. Pleites-Hernandez**

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Office Hours: MW 11:30 a.m.-12:30 p.m., Tu 12-1 p.m. Class: MW 3:30 – 5:10 p.m.

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Course Description

Recent U.S. Census estimates have the estimated foreign-born population at about 13% of the total U.S. population. Not surprisingly, immigration is consistently amongst the top issues when individuals are asked what they believe to be the most important problem facing the nation. As a result, it is an issue that consistently comes up in the electoral arena. In this course, students will learn about the historical and contemporary situations faced by the U.S. and how they have impacted the development of immigration policy. In addition, they will be exposed to different policies regarding immigration and the different actors involved in the development (or lack thereof) of said policies. On the back end of the course, students will learn about research on the political attitudes and behavior of the American public pertaining to immigration. Over the course of the semester, students will be exposed to various perspectives and topics with immigration – topics such as the fiscal impacts of immigration, incorporation, the naturalization process, and enforcement, amongst others.

Course Structure

This class is structured as a hybrid course, where both lecture-based and instructor-led learning will take place. Though either of the two methods can take dominance at any part of the semester, it is the first part of the course where the traditional lecture-based teaching will take place most of the time. Once we make the transition to the latter part of the course, our class sessions will be more seminar-based where you will be expected to take a larger role in the classroom. This increased role in the classroom means more work outside of the classroom for you as a student. This includes reading the assigned materials, preparing notes based on those readings, and engaging in thoughtful discussion in the classroom. Though I am in charge of leading the seminar in those class periods, we cannot have a productive discussion in class unless you all thoroughly read and engage with the assigned readings. You should look at our class meetings as opportunities to showcase your thoughts and insights in addition to presenting questions for further thought and/or clarification.

Diversity Intensive Course Designation

This course has a diversity intensive designation, which means that its content is centered on issues of diversity and the complexity of differences in society. As a result, there are 5 core student learning outcomes for the course:

1. Students will understand the socially constructed nature of identities.
2. Students will understand the significance of individuals' differing relationships to power.
3. Students will understand how individuals, organizations, and institutions create, perpetuate, or challenge inequality.
4. Students will understand how multiple identities intersect.
5. Students will be better equipped to reevaluate their ideas about diversity and difference.

Course-Specific Learning Objectives

After this class, students should be able to:

1. Explain the historical development of immigration policy in the U.S.
2. Describe the role that different political actors play in the development of immigration policy.
3. Critically engage with peer-refereed publications.
4. Describe the extent to which the government is responsive to the interests of the American people.
5. Discuss contemporary issues in the study of immigration policy and politics.

Political Science (POLS) Student Learning Outcomes

POLS Outcome No. 1: Knowledge of the Field – Concepts and Theories

- Students learn the defining concepts and theories political scientists use to study and explain political phenomena in the discipline.

POLS Outcome No. 2: Writing – Academic Writing and Information Literacy

- Students learn to effectively use argument to communicate claims to know in academic writing appropriate for the discipline.

Departmental and University Requirements Met

POLS 374 contributes to the requirement of at least 20 (of the 34 required for the political science major) that have to come from the 300 to 400 level range. This course also contributes to the required 120 semester hours of credit required for receiving a baccalaureate degree.

Required Materials

No textbook is required for this course.

In an attempt to keep course-related costs down and maximize the number of voices of scholars from under-represented groups, this course will not use a textbook. The assigned articles, book chapters, and any other course-related materials (e.g., handouts, slides, etc.) will be posted on the course Moodle page (<https://learnonline.unca.edu/>) and/or distributed in class.

Required Instructional Technology

Familiarity with the Moodle learning management system.

Student Assessment and Evaluation Methods

Attendance and Participation

You are expected to attend all class meetings, complete the assigned readings before class, and participate in class discussions.* Together, attendance (13%) and participation (22%) will make up 35% of your overall course grade. *Individuals with more than 5 absences, unless cleared by the instructor, will receive a zero for attendance. Any individual with more than 9 (or more) absences, unless cleared by the instructor, will receive an F for the course.*

In addition to the in-class discussions, your participation grade will also include other activities such as in-class group work, presentations, pop-quizzes, and any other activities that don't fall into any of the other assignment categories.

*Note: I reserve the right to assign in-class pop-quizzes for the assigned readings. I will only resort to this if it is clear that students are not doing the readings.

Readings

A large part of your success in this course is directly related to you actively reading and engaging with the assigned readings. Some of the assigned readings will be challenging, both theoretically and methodologically, which is why I recommend that you don't wait until the last minute to look at them, as quick scans will not adequately prepare you for the in-class discussions we will have throughout the course of the semester.

As you read and prepare for the week, keep in mind that this course is partially structured as a reading seminar, which means that for any given article (or chapter) assigned, you are expected to be able to summarize and provide a critique for it. One way to help with doing so is by thinking of – and being able to provide a response for – each of the following questions:

1. What is the core question motivating this work?
2. What is the theory being developed in this piece?
3. What literature does this particular work speak to?
4. What are the theoretical expectations? Are they clearly linked to the theory?
5. How did the author(s) structure their study (i.e., research design, data collection, constructs used, etc.)?
6. What are the key findings? What kind of support do they provide for the theory?
7. How might this work be improved?

You may find it useful to write out responses for these questions and any others that arise when you are reading the material, as they can be very useful for our discussions in class.

Annotated Bibliography

Once you have chosen your term paper topic (on Friday, September 4th; see discussion below), you will be tasked with submitting 6 annotated bibliography entries before the end of week 13 (i.e., the first week of November). Here, the expectation is that you briefly summarize the work and provide the reader with an idea of what the core contribution of each chosen article (or chapter) is. A handout that outlines expectations, provide guidance, and examples will be posted on the Moodle course page.

Note: You can only submit one entry for any given week, and all entries must be turned in by **Thursday of a chosen week at 11:59 p.m. via Moodle** (i.e., if you choose to turn in an entry for week 5, it needs to be submitted by Thursday, September 10th at 11:59 p.m.). While this gives you some flexibility to not have to submit 6 consecutive entries (i.e., you have 9 weeks to submit 6 entries), be sure to stay on top of it because no late entries will be accepted.

Term Paper

For the term paper, you will be tasked with writing a policy memo on an issue within the realm of immigration policy, broadly construed (e.g., from changes to the naturalization process to changes in border security technology). You have free rein to pick the topic of your paper. **You have until Friday, September 4th at 11:59 p.m. to choose your term paper topic and let me know what it is in writing.** While it is not required, you are more than welcome to meet with me to discuss your idea and/or try to figure out a paper topic.

Though there are many variations of the policy memo, here, your task is to develop an evidence-based policy recommendation grounded in the available literature, policy, and statistics. The paper will consist of several parts: (a) background and problem definition; (b) description/critique of current policy; (c) at least two viable policy options; (d) your own policy prescription and justification; (e) proposed implementation plan; and (f) a conclusion. More details on the assignment and formatting will be discussed in class later in the semester. You will also be provided with a handout and examples to help you complete the assignment via Moodle and/or in person.

This paper is due on **Tuesday, November 17th at 12:00 p.m.** This assignment will be worth 20% of your overall course grade.

Term Paper Presentation

Part of your grade (i.e., 5% of your overall grade) will come from presenting your term paper to the class **Monday, November 9th or Wednesday, November 11th** (more on the logistics as we get closer to those dates). This will be a short (9-11 minute) presentation where you provide us with an idea of what your paper is about and a summary of each of the sections in said paper. You should spend a large part of your time talking about your own policy prescription for your chosen policy (or law).

Exam

There will be a single exam that takes place on **Wednesday, September 16th**, during our regularly scheduled meeting time. The exam will primarily consist of multiple-choice questions, though others – such as short answer, matching, fill-in-the-blank, and essay format – should be expected. You will be provided with a study guide and we – as a class – will have a review session the class meeting before the exam (i.e., Monday, September 14th).

Late Work

No late work will be accepted except in extraordinary circumstances. Make sure you pay attention to the due dates and the times at which these assignments are due.

Extra Credit

One extra credit opportunity will be made available before the end of the semester. More information will be presented in class and/or Moodle.

Grading and Course Requirements

Your final grade will be determined by your performance on the abovementioned assignments. See the following grading scale and assignment breakdown:

Grading Scale				Grading Formula	
A	92 – 100	C	72 – 77	Attendance & Participation	35
A-	90 – 91	C-	70 – 71	Annotated Bibliography Entries	20
B+	88 – 89	D+	68 – 69	Midterm Exam	20
B	82 – 87	D	60 – 67	Policy Memo Presentation	5
B-	80 – 81	F	Below 60	Policy Memo	20
C+	78 – 79			Total	100%

Office Hours

You must make an appointment to meet with me by email. I have office hours Mondays and Wednesdays from 11:30 a.m. to 12:30 p.m. and Tuesdays from 12:00 to 1:00 p.m. In addition to these set hours, I am willing to work around your schedule whenever possible.

Technology

Computers and tablets are allowed in the classroom for note-taking and other class-related purposes. You are not allowed to use these devices for browsing the internet, social media, or checking email. Cell phones must be silenced and cannot be used in class at all. Failure to comply with these rules may result in a zero for both attendance and participation for the day. In addition, you may be asked to leave for the day.

Communication of Announcements

Announcements will be sent via e-mail to your official UNCA e-mail address and/or posted on Moodle. You are responsible for monitoring your school e-mail account and the course Moodle site (<https://learnonline.unca.edu/>) daily.

E-Mail

All emails sent to me must include the following: the student's name, course section number (i.e., POLS 374), a proper and formal greeting, a clear subject line about the purpose of the e-mail, and the actual request or question that prompted the email. You should expect a response within 72 hours. If you have not received a response within 72 hours, then please send me another email.

The Writing Center

You are encouraged to visit the University Writing Center (<https://writingcenter.unca.edu/>) on campus for help with assignments for this and other courses. The center supports writers in one-on-one sessions lasting 10 to 45 minutes. Consultants can help writers organize ideas, document sources, and revise prose. If you visit the UWC, bring a copy of your assignment, any writing or notes you may have, and the sources you are working with. Make an appointment by visiting writingcenter.unca.edu and clicking on "Schedule an Appointment."

Academic Integrity

All rules concerning academic honesty as set out in the current edition of the university's academic catalog (<http://catalog.unca.edu/>) will be enforced. Particular attention should be paid to the policies regarding cheating and plagiarism.

Academic Alerts

Faculty at UNC Asheville are encouraged to use the university's [Academic Alert](#) (AA) system. The purpose of this system is to communicate with students about their progress in courses. Academic Alerts can reflect that a student's performance is satisfactory at the time the alert is submitted or they can indicate concerns (e.g., academic difficulty, attendance problems, or other concerns). Professors use the AA system because they are invested in student success and want to encourage open conversations about how students can improve their performance. When a faculty member submits an alert that expresses a concern, the student receives an email from Academic Advising notifying them of the alert and subsequent registration hold on their account. To clear the hold, the student must complete an online Response Form included in the alert e-mail. The student's responses will be shared with the instructor and advising staff. If a student receives three or more alerts, they will need to meet with an advisor by scheduling an appointment using the online appointment service at advising.unca.edu and select 'Academic Alert Appointment' as the type of appointment. The professor may also request to meet with the student to discuss the alert. It is in the student's best interest to complete the alert process quickly, as students who do so are more likely to earn credit for the course. Failure to complete the alert process means the student won't be able to register for the next semester's classes until they have submitted the required form and completed any requested meeting requirements. Questions about the alert system can be directed to Anne Marie Roberts (amrober1@unca.edu) in the [Academic Success Center](#).

Student Accommodations

UNCA values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources.

Students who experience a barrier to full access to this class should let the professor know, and/or make an appointment to meet with the Office of Academic Accessibility as soon as possible. To make an appointment, call 828.232.5050; email academicaccess@unca.edu; use this link <https://uncaoaaintake.youcanbook.me/>; or drop by the Academic Accessibility Office, room 005 in the One Stop suite (lower level of Ramsey Library). Learn more about the process of registering, and the services available through the Office of Academic Accessibility here: <https://oaa.unca.edu/>.

While students may disclose disability at any point in the semester, students who receive Letters of Accommodation are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester.

Sexual Harassment and Misconduct

All members of the University community are expected to engage in conduct that contributes to the culture of integrity and honor upon which the University of North Carolina at Asheville is grounded. Acts of sexual misconduct, sexual harassment, dating violence, domestic violence and stalking jeopardize the health and welfare of our campus community and the larger community as a whole and will not be tolerated. The University has established procedures for preventing and investigating allegations of sexual misconduct, sexual harassment, dating violence, domestic violence and stalking that are compliant with Title IX federal regulations. To learn more about these procedures or to report an incident of sexual misconduct, go to <https://titleix.unca.edu/>. Students may also report incidents to an instructor, faculty or staff member, who are required by law to notify the Title IX Office.

Health and Wellness

UNCA offers resources for students who are coping with both physical and mental health issues. If you would benefit from assistance, please contact the Health and Counseling Center. Contact information can be found at <https://healthandcounseling.unca.edu/>.

Mask Policy and Social Distancing

The university has been very clear about how all individuals in our community at UNC Asheville are expected to behave during the semester (see here: <https://coronavirus.unca.edu/return-to-campus/community-expectations/>). I will not belabor those points made by the school here but know that students (and faculty/staff) are expected to wear a face mask and maintain social distancing in our class meetings and other settings on campus. Failure to adhere to these guidelines may result in a student's grade being negatively affected and/or a referral for discipline from the university.

Alteration of this Syllabus

The instructor reserves the right to revise, alter, and/or amend this syllabus as necessary. Students will be notified by email and/or Moodle of any such revisions, alterations, and/or amendments.

Key Resources for Students

Coronavirus Information: <https://coronavirus.unca.edu/>
Political Science Department Website: <https://politicalscience.unca.edu/>
Academic Planning: <https://advising.unca.edu/>
Student Affairs: <https://studentaffairs.unca.edu/>
University Catalog: <http://catalog.unca.edu/>
Ramsey Library: <https://library.unca.edu/>
Career Center: <https://career.unca.edu/>

Schedule and Topics

Week 1: Course Introduction, Demographics, and Citizenship

August 10th: Introduction and Syllabus Review

August 12th: Demographics and Conceptualizing Citizenship

Assigned Reading: Bloemraad, Irene. 2006. "Ch. 4: The Meaning of Citizenship" in *Becoming a Citizen: Incorporating Immigrants and Refugees in the United States and Canada*. University of California Press: Berkeley, CA.

Week 2: Immigration Trends and History

August 17th: U.S. Immigration Pre-1965

Assigned Reading: Tichenor, Daniel J. 2002. "Ch. 3: Immigrant Voters in a Partisan Polity" in *Dividing Lines: The Politics of Immigration Control in America*. Princeton Press: Princeton, NJ.

August 19th: U.S. Immigration Post-1965

Assigned Reading: Tichenor, Daniel J. 2002. "Ch. 8: The Rebirth of American Immigration" in *Dividing Lines: The Politics of Immigration Control in America*. Princeton Press: Princeton, NJ.

Week 3: Contemporary Developments

August 24th: Comprehensive Immigration Reform 2006 and 2013

August 26th: Travel Ban and Deferred Action for Childhood Arrivals (DACA)

Assigned Reading: de Graauw, Els and Shannon Gleeson. 2016. "An Institutional Examination of the Local Implementation of the DACA Program." *Center for Nonprofit Strategy and Management Working Paper Series*. New York, NY. Baruch College, City University of New York, School of Public Affairs.

Week 4: Contemporary Developments (continued)

August 31st: Immigrant Detention and Family Separation

Assigned Reading: Office of Inspector General. 2019. Report: "[Concerns about ICE Detainee Treatment and Care at Four Detention Facilities](#)." Department of Homeland Security.

September 2nd: Federalism in Immigration Policy (Policing and Sanctuary Cities)

Assigned Reading: Farris, Emily M., and Mirya R. Holman. 2017. "All Politics is Local? County Sheriffs and Localized Policies of Immigration Enforcement." *Political Research Quarterly* 70(1): 142-154.

Week 5: Political, Social, and Economic Incorporation

September 7th:

Assigned Reading: Ramakrishnan, S. Karthick. 2005. "Ch. 5: Are the Newcomers Exceptional? The Applicability of Traditional Models to Immigrant Participation" in *Democracy in Immigrant America: Changing Demographics and Political Participation*. Palo Alto, CA: Stanford University Press.

September 9th:

Assigned Reading: T.B.D.

Week 6: Exam

September 14th: In-Class Review Session

September 16th: Exam

Week 7: The Mechanisms of Immigration Control & Economic and Fiscal Impacts of Immigration

September 21st:

Assigned Reading: Wong, Tom K. 2015. Ch. 5 “An Effective Deterrent or Smoke and Mirrors” in *Rights, Deportation, and Detention in the Age of Immigration Control*. Stanford, CA: Stanford University Press.

September 23rd:

Assigned Reading: Congressional Budget Office. 2015. “How Changes in Immigration Policy Might Affect the Federal Budget.” Report.

Week 8: Immigrant Rights Movement in the U.S.

September 28th:

Assigned Reading: Zepeda-Millán, Chris. 2014. “Perceptions of Threat, Demographic Diversity, and the Framing of Illegality: Explaining the (Non) Participation in New York’s 2006 Immigrant Protests”. *Political Research Quarterly* 67(4): 880-888.

September 30th: Fall Break (No Class)

Week 9: Undocumented Immigration & Beyond Illegality

October 5th:

Assigned Reading: T.B.D.

October 7th:

Assigned Reading: T.B.D.

Week 10: Introduction to Public Policy and Administration

October 12th:

Assigned Reading: Kettl, Donald. 2017. Chs. 2 and 3 in *The Politics of the Administrative Process*. Washington, D.C.: Sage/CQ Press.

October 14th: T.B.D.

Assigned Reading: Kraft, Michael and Scott Furlong. 2017. Ch. 4 in *Public Policy: Politics, Analysis, and Alternatives*, 6th Edition. Washington, D.C.: Sage/CQ Press.

Week 11: Nativist Sentiment in the U.S.

October 19th:

Assigned Reading: Hainmueller, Jens and Michael J. Hiscox. 2010. "Attitudes toward Highly Skilled and Low-skilled Immigration: Evidence from a Survey Experiment." *American Political Science Review* 104(1): 61-84.

Skim: Huntington, Samuel P. 2004. "The Hispanic Challenge" *Foreign Policy*: 30-45.

October 21st:

Assigned Reading: Perez, Efren. 2016. "Ch. 8: In Black and White: Race, Group Position, and Implicit Attitudes in Politics" in *Unspoken Politics: Implicit Attitudes and Political Thinking*. New York, NY: Cambridge University Press.

Week 12: The Role of the Media and Framing

October 26th:

Assigned Reading: Merolla, Jennifer, S. Karthick Ramakrishnan, and Chris Haynes. 2013. "'Illegal,' 'Undocumented,' or 'Unauthorized': Equivalency Frames, Issue Frames, and Public Opinion on Immigration." *Perspectives on Politics* 11(3): 789-807.

October 28th:

Assigned Reading: Brader, Ted, Nicholas A. Valentino, and Elizabeth Suhay. 2008. "What Triggers Public Opposition to Immigration? Anxiety, Group Cues, and Immigration Threat." *American Journal of Political Science* 52(4): 959-978.

Week 13: Immigrant Political Attitudes and Behavior

November 2nd: T.B.D.

November 4th:

Assigned Reading: Filindra, Alexandra and Anita Manatschal. 2019. "Coping with a Changing Integration Policy Context: American State Policies and their Effects on Immigrant Political Engagement." *Regional Studies*. 1-12.

Week 14: Paper Presentations

November 9th: Day 1

November 11th: Day 2

Week 15: Finals Week

November 16th: T.B.D. (Last Day of Class)

November 17th: Term Paper Due via Moodle at 12:00 p.m.